



Advancing Biliteracy Through Global Leadership and Partnerships

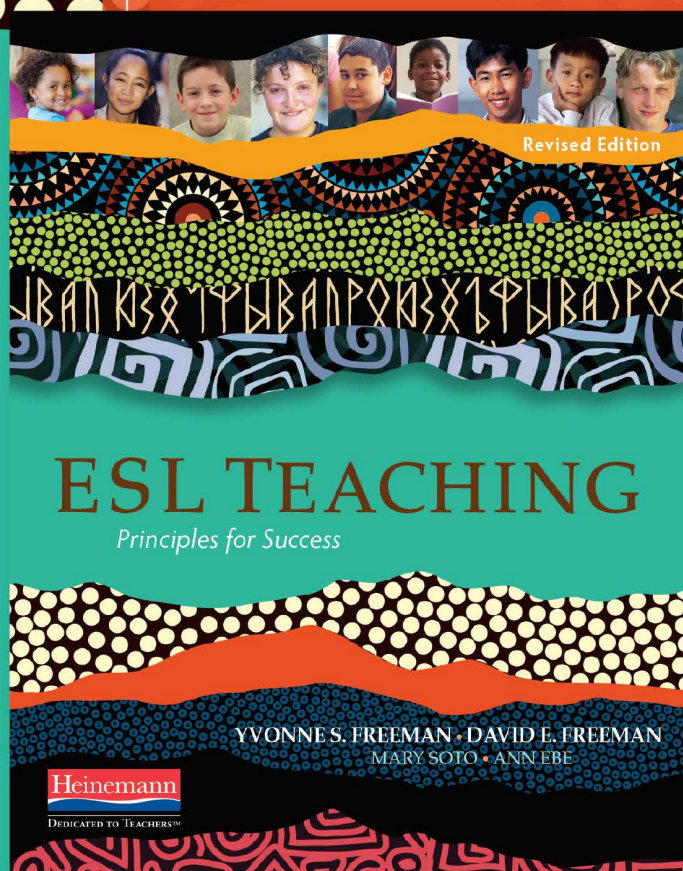


Wednesday, March 2nd - Saturday, March 5th

Chicago, IL

2016

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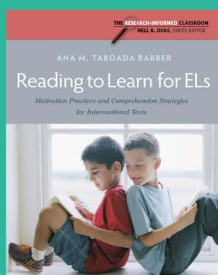
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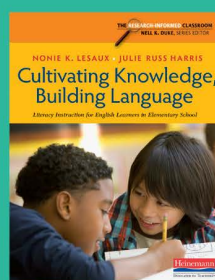
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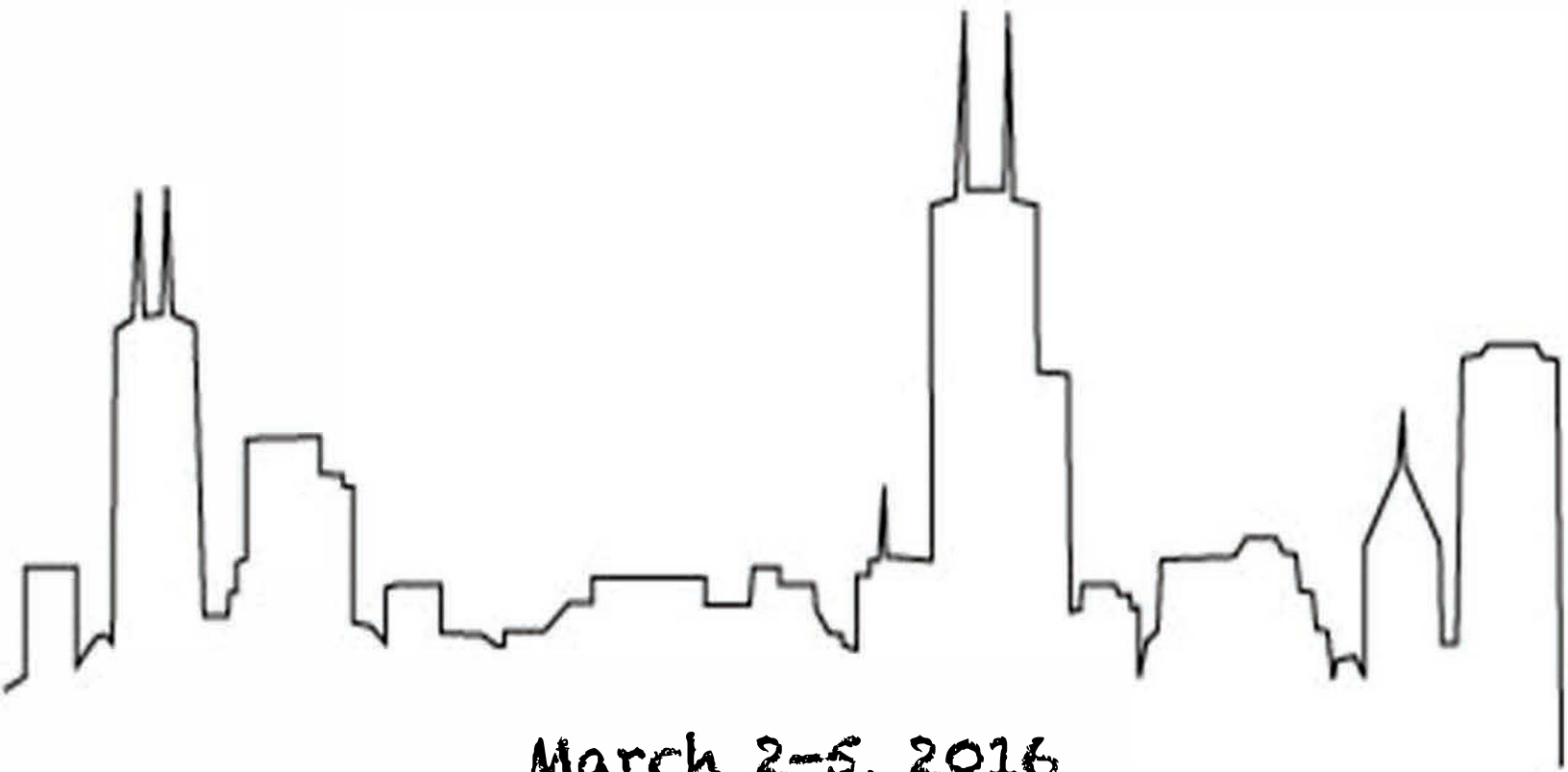
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# Official Conference Program Guide



The 45th Annual  
National Association for Bilingual Education Conference

*Advancing Biliteracy Through Global  
Leadership and Partnerships*



March 2-5, 2016  
Chicago, Illinois



## 2016 Schedule-at-a-Glance

### Wednesday, March 2, 2016

06:30 AM – 03:45 PM	School Visits	See program for details
08:30 AM – 03:30 PM	Pre-Conference	See program for details
11:30 AM - 12:30 PM	Lunch on your own	
04:00 PM – 06:30 PM	Exhibit Hall Ribbon Cutting	Stevens Salon C/D
	Exhibitor of the Year award	Stevens Salon C/D
	Sponsor of the Year award and	Stevens Salon C/D
	Night with the Exhibitors Reception	Stevens Salon C/D

### Thursday, March 3, 2016

07:00 AM – 05:00 PM	NABE Exhibit Hall Hours	Stevens Salon C/D
07:00 AM – 08:00 AM	Continental Breakfast with the Exhibitors	Stevens Salon D
08:00 AM – 08:30 AM	Dedicated Exhibit Hall Time	Stevens Salon C/D
08:30 AM – 09:20 AM	Featured Speaker – Dr. Leo Gómez, DLTi & Dr. José A. Ruiz-Escalante, DLTi	International Ballroom
08:30 AM – 09:50 AM	Special Interest Group Sessions	See program for details
	Concurrent Sessions	See program for details
09:00 AM – 03:15 PM	Parent Institute	Grand Ballroom
10:00 AM – 11:25 AM	Opening Session: Keynote Address – Chancellor Carmen Fariña, New York City Department of Education	International Ballroom
11:40 AM – 12:30 PM	Featured Speaker – Dr. Anthony Jackson, Asia Society Special Interest Group Sessions	International Ballroom
	Concurrent Sessions	See program for details
12:30 PM – 01:30 PM	Lunch on your own	See program for details
01:40 PM – 02:30 PM	Featured Speaker – Dr. Dina Castro, University of North Texas	International Ballroom
01:40 AM – 03:30 PM	NABE 2016 Teacher Diversity Forum	Continental Ballroom A
	Special Interest Group Sessions	See program for details
	Concurrent Sessions	See program for details
02:40 PM – 03:30 PM	Featured Speaker - Dr. María G. Arreguin-Anderson University of Texas, San Antonio	International Ballroom
	NABE Journal of Research and Practice <b>Meeting</b>	Mobley Room
03:30 PM – 04:00 PM	Coffee Break with the Exhibitors – Dedicated Exhibit Hall Time	Stevens Salon C/D
04:10 PM – 05:00 PM	NABE Resolutions <b>Meeting</b>	International Ballroom
	Special Interest Group Sessions	See program for details
	Concurrent Sessions	See program for details
05:10 PM – 06:30 PM	Featured Speaker – Dr. J. Joy Esquiedo University of Texas, Rio Grande	International Ballroom
	Concurrent Sessions	See program for details



## 2016 Schedule-at-a-Glance

### Friday, March 4, 2016

07:00 AM – 05:00 PM	NABE Exhibit Hall Hours	Stevens Salon C/D
07:00 AM – 08:00 AM	Continental Breakfast with the Exhibitors	Stevens Salon D
08:00 AM – 08:30 AM	Dedicated Exhibit Hall Time	Stevens Salon C/D
08:30 AM – 09:50 AM	NABE Affiliates <b>Meeting</b> Featured Speaker – Supt. Jon R. Gundry, SCCOE & Consultants International Special Interest Group Sessions Concurrent Sessions	Grand Ballroom International Ballroom
10:00 AM – 11:20 AM	General Session: Keynote Address – Dr. Kathy Escamilla, University of Colorado Boulder	See program for details International Ballroom
11:30 AM – 12:20 PM	Featured Speaker – Dr. Alejandro Seguro-Mora, Independent Consultant Special Interest Group Sessions Concurrent Sessions	International Ballroom See program for details See program for details
12:30 PM – 02:00 PM	NABE Awards Luncheon – <b>Ticketed Event</b>	Grand Ballroom
02:10 PM – 03:00 PM	Special Interest Group Sessions Concurrent Sessions	See program for details See program for details
02:10 PM – 05:15 PM	NABE Leadership Forum	International Ballroom
03:00 PM – 03:30 PM	Coffee Break with the Exhibitors – Dedicated Exhibit Hall Time	Stevens Salon C/D
03:40 PM – 04:30 PM	NABE Membership <b>Meeting</b>	Grand Ballroom
03:40 PM – 05:30 PM	Special Interest Group Sessions Concurrent Sessions	See program for details See program for details
04:40 PM – 05:30 PM	NABE Special Interest Group <b>Meeting</b>	Grand Ballroom
07:30 PM – 11:00 PM	President's Gala	Grand Ballroom

### Saturday, March 5, 2016

07:00 AM – 08:00 AM	Continental Breakfast	Stevens Salon C
08:00 AM – 08:50 AM	Featured Speaker - Dr. Donna Knoell, Education Consultant Concurrent Sessions	International Ballroom See program for details
09:00 AM – 09:50 AM	Featured Speaker - Dr. Tej Krishan-Bhatia, Syracuse University Concurrent Sessions	International Ballroom See program for details
10:00 AM – 11:00 AM	General Session: Keynote Address – Dr. Eyamba G. Bokamb University of Illinois	International Ballroom
11:10 AM – 12:00 PM	Featured Speaker – Dr. Gilberto Soto, Texas A&M International University Concurrent Sessions	International Ballroom See program for details
12:30 PM – 01:30 PM	Lunch on your own	
01:40 PM – 03:30 PM	NABE Bilingual Research Journal <b>Meeting</b>	Conference Room 4K
01:40 PM – 04:00 PM	Saturday Intensives Concurrent Sessions	See program for details See program for details

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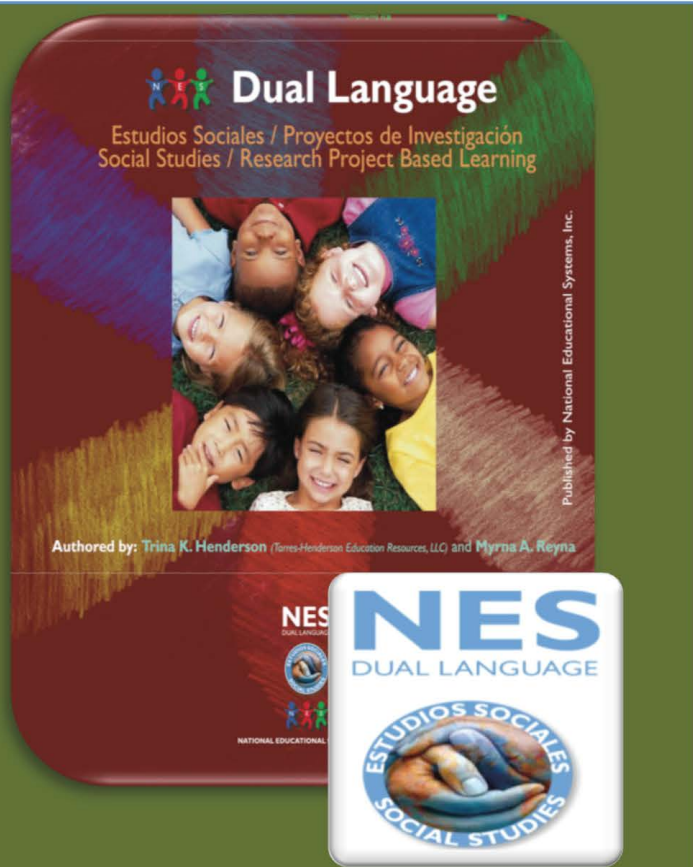
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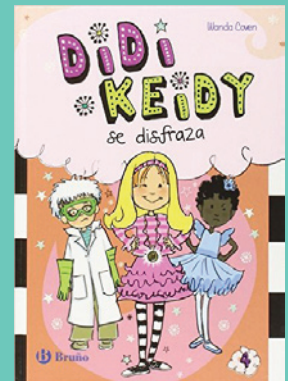
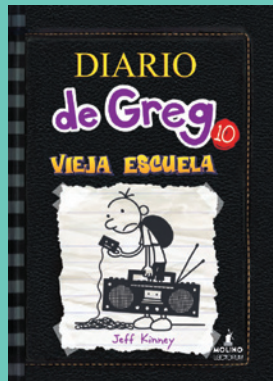
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# The NABE 2015-2016 Executive Board

Welcome you to the 45<sup>th</sup> Annual Conference of the  
National Association for Bilingual Education  
March 2- 5, 2016 • Chicago, Illinois



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Yee Wan, Ed.D.



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**Central Region Representative**  
José Agustín Ruiz-Escalante,  
Ed.D.



**Parent Representative**  
Julio Cruz, Ed.D

*NABE's mission is to advocate for educational equity and excellence for  
bilingual/multilingual students in a global society.*



**President – Western Region**

**Representative**

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March 2, 2016

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**Representative**

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Dear NABE members and friends:

In behalf of the Board of the National Association for Bilingual Education (NABE), we welcome you to our 5<sup>th</sup> annual conference! For 5 years we have been a champion and advocate for bilingual multilingual students. NABE is proud of our legacy and looks forward to the next decades of advocacy.

**Treasurer – Member-at-Large**

Josie Tinajero, Ed.D.  
Assistant to the VP for Research  
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This year's conference theme is Advancing Biliteracy through Global Partnerships and Leadership. To demonstrate our commitment, our NABE conference will honor several organizations and individuals who have made significant contributions in advancing biliteracy and promoting global education. NABE's Global Leadership Forum will focus on how teachers can be leaders in preparing multiliterate global citizens. Furthermore, NABE has invited all former NABE presidents to this conference to honor them and seek their support as NABE continues to be the advocate for bilingual multilingual students. This means that this conference has the largest ever gathering of NABE past presidents and provides an opportunity to thank them as a group for their outstanding leadership. In addition, the largest international delegation from China is also represented at this NABE conference in 5 years!

**Secretary – Member-at-Large**

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This 5<sup>th</sup> annual conference marks a major milestone for NABE in various ways. NABE has launched a national campaign titled *My Name, My Identity*, in collaboration with the Santa Clara County Office of Education. This campaign aims to promote respect and create a more inclusive culture in our communities. Also, NABE has secured sponsorship from Coca-Cola to provide student scholarships to NABE Global Ambassadors.

**Central Region Representative**

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We need you to continue to grow NABE so that our students will become contributing global citizens.

**Western Region Representative**

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We invite you to learn how you can be involved with NABE and take action to advance NABE's mission. We sincerely hope that you feel inspired and invigorated at this conference and become the agent of change in helping to make multiliterate global citizens a reality.

**Eastern Region Representative**

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Warmest regards,

**Central Region Representative**

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**Greeting Video Message from Dr. John King, Acting Secretary of Education,  
U.S. Department of Education  
for the National Association for Bilingual Education's**

**45<sup>th</sup> Annual Conference**

**March 4, 2016  
Hilton Chicago**

**NABE greatly appreciates Dr. John King for his leadership, commitment and advocacy for biliteracy, and his collaborative efforts to achieve equity and opportunity for our nation's children, especially English learners.**

Hi, I'm Acting Secretary John King.

Welcome to NABE's 45<sup>th</sup> Annual International Education Conference! Whether you've come from across the street or from around the world, I'm happy that you've joined us today. You have made a strong commitment to serving English learner students, their parents, and their communities. I'd like to thank you – as well as the NABE board and the conference planning committee S S for your leadership.

NABE has championed the rights of English learners for more than 40 years and has consistently advocated for the value of bilingualism. Thank you.

As many of you know, our nation's cornerstone education law, the Elementary and Secondary Education Act, was reauthorized and signed into law in December. The new law – called the Every Student Succeeds Act or ESSA – builds on key areas of progress in recent years, made possible by the efforts of educators, families, communities, students themselves – and all of you.

The new law presents us with the tremendous opportunity to recalibrate our efforts, and ensure we're truly giving our students the highS quality education they need and deserve. Under ESSA, states have the opportunity to broaden the definition of educational excellence to ensure that it is wellS rounded and incorporates biliteracy or multiliteracy. States have the opportunity to invest in ensuring that all new teachers are ready to work in the diverse settings that characterize our schools and to see the fact that a child speaks a language other than English at home as an asset rather than as a deficit. ESSA also creates the opportunity for states and districts to invest in the time and support current teachers need to continuously strengthen their skills in working with English learners and their cultural competencies. ESSA requires attention to the unique needs of long term English learners and English learners with disabilities and creates the possibility for states and districts to adopt targeted strategies to support educators serving students with interrupted formal education. We are committed to providing states with technical assistance as they implement the new law with a focus on equity and excellence.

I encourage you to play a role in that effort, providing high--quality professional development and research evidence that can drive best practices. I ask for your partnership in working to ensure a diverse teacher pipeline, including more bilingual teachers – particularly bilingual teachers in content areas like high school math and science. Network with your fellow educators to share what works and what doesn't, so we can prepare our students to be thriving, multi--literate, global citizens.

The My Name, My Identity National Campaign that you're leading will, indeed, help us meet that goal. Through this initiative, you'll not only teach the education community about the cultural context of students' names, but – in doing so – create a respectful and inclusive environment in schools. I have no doubt you'll reach your goal of one million pledges by the 2017 conference!

You've long been a great partner. I thank you for your tremendous work so far, and I look forward to seeing what you accomplish in the year to come.



**OFFICE OF THE MAYOR**  
**CITY OF CHICAGO**

**RAHM EMANUEL**  
MAYOR

March 2, 2016

Dear Friends:

As Mayor and on behalf of the City of Chicago, I am pleased to welcome all of those gathered for the 2016 National Association for Bilingual Educators Chicago Conference.

Established in 1975, the National Association for Bilingual Education (NABE) has been a true leader in providing language-minority students the ability to learn English and succeed both inside and outside the classroom. For decades, NABE has worked tirelessly to improve instructional practices for linguistically and culturally diverse children. As the only nationwide network dedicated to serving English Language Learners in the United States, NABE ensures the rights of language minority Americans are heard and protected. This year's conference, themed *Advancing Biliteracy through Global Leadership and Partnerships*, provides a special opportunity for attendees to explore topics of interest to teachers, administrators, and parents of English language learners.

I hope that those visiting our great city take time to experience some of the special places in Chicago. Our historic neighborhoods, iconic skyline, and incredible lakefront invite you to explore all Chicago has to offer. I hope you have a chance to sample our distinguished restaurants, tour our great universities, and visit our world-class museums during your stay.

On behalf of the people of Chicago, I commend you for your dedicated service and offer best wishes for much continued success.

Sincerely,

A handwritten signature in blue ink that reads "Rahm Emanuel".

Mayor



Office of Language and Cultural Education  
42 West Madison, 2<sup>nd</sup> Floor • Chicago, IL 60602  
Telephone: (773) 553-1930 • Fax: (773) 553-1931  
Karen Garibay-Mulattieri  
Chief Officer



February 9, 2016

Dear NABE Conference Attendees,

On behalf of the Chicago Public Schools Office of Language and Cultural Education, I want to welcome you to the 45<sup>th</sup> annual National Association for Bilingual Education Conference. It is an honor to be the hosting school district for this important gathering. This year's conference theme: *Advancing Biliteracy through Global Leadership and Partnership*, resonates with the vision and mission of my office and our district, ensuring that every student in every neighborhood is engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life.

Last year, the Chicago Public Schools became one of the first districts in the state of Illinois to implement the State Seal of Biliteracy. Ninety-two high school seniors were recipients of the Seal in 2015, and this year, we have close to 1,500 students as part of our applicant pool. Both applicants and recipients mirror the beautiful make up of our student body. My office provides curriculum, assessment, and professional development to the teachers, counselors, and school administrators providing instruction and guidance to our district's over 70,000 English Learners and 104,000 students taking a World Language course. In addition, we have a dedicated team engaging our bilingual parents and community members, who are the pillars of our students' success.

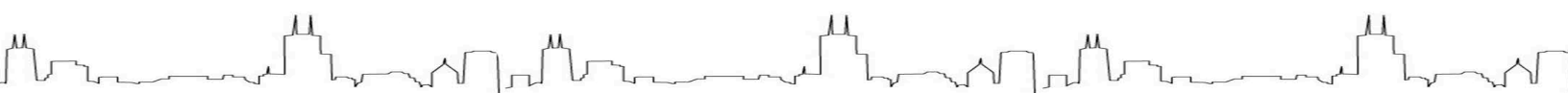
I want to take a few lines to thank the dedicated committee chairs, members, and dozens of volunteers who are ensuring through their time and effort that you have an enjoyable time at this year's conference. I also want to recognize the support of our district's Board of Education officials, and our employees, administrators, and partners. They have played a big role in the success of the conference.

Please take advantage of all the opportunities you will have to grow professionally and network throughout the next few days. And if you have some time after the conference, make sure to visit some of the world-renowned sights that are conveniently available for you to see only a few steps away.

Thank you for visiting Chicago and for your participation at this year's conference.

Sincerely,

Karen Garibay-Mulattieri  
45<sup>th</sup> Annual NABE Conference Local Committee Chair  
Chief Officer, Chicago Public Schools Office of Language and Cultural Education





**GEORGE A. CARDENAS**

**CITY COUNCIL  
CITY OF CHICAGO**

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December 1<sup>st</sup>, 2015

Greetings to all NABE 2016 Conference Delegates:

It gives me great pleasure to welcome you to the 5<sup>th</sup> annual National Association for Bilingual Education (NABE) conference. I extend my appreciation to all those who have worked so diligently on putting this important event together.

Chicago, with more than a million multilingual residents, is among the top ten multilingual cities in the United States. An international business and tourist destination, Chicago is often referred to as the City of Neighborhoods. Several cultural enclaves in Chicago include but are not limited to: the Mexican dominated Little Village neighborhood to the west, Little India on Devon Avenue to the north, and Greek town by the Loop.

We in the city of Chicago are honored that you have chosen our city as the site of your convention and hope that it will not be the last time. As thousands of educators come together to enjoy the talent of outstanding keynote speakers and to hear about the most cutting edge research that will support English Language Learners, I hope you get inspired by one another and leave with the tools to produce future bilingual leaders.

We hope you enjoy the conference and the many sights and culinary options our city provides.

George A. Cardenas  
12<sup>th</sup> Ward Alderman  
Chairman of the Latino Caucus



Dear Colleagues,

On behalf of National Louis University (NLU), I am pleased to welcome you to Chicago for the National Association for Bilingual Education's (NABE) 5<sup>th</sup> annual conference.

Known as a City of Neighborhoods, Chicago showcases vibrant communities of all cultures. I can't think of a better location to gather and share ideas, best practices and perspectives on advancing bilingual education at a local and international level.

I'm sure you'll agree that this year's theme "Advancing Biliteracy through Global Leadership and Partnerships" will be well supported and exemplified by the distinguished guest list of leading administrators, university professors, researchers, advocates and policymakers.

NLU prides itself on being one of the most diverse universities in the Midwest. We view ourselves as a new urban university focused on impacting our communities and ensuring the professional development of our students, the majority of whom strive to give back to society through the disciplines of education, social and behavioral sciences, health and human services and business and management.

NLU is one of Chicago's leading providers of ESL education. In order to expand access to ESL credentials, National Louis has implemented significant tuition discounts and scholarships to increase enrollment in our endorsement and graduate programs that encompass bilingual education. NLU is also taking the lead addressing our country's achievement gap and providing a solution to the affordability of undergraduate education. Through its new Harrison Professional Pathways Program, students can earn a quality bachelor's degree for less than half the tuition of most other schools. Many of the students in this program are first-generation bilingual Hispanic and Latino students.

The National Association for Bilingual Education is one of the premier professional organizations dedicated to representing both dual language learners and bilingual education professionals.

Your participation and involvement is commendable. On behalf of the faculty and administration of NLU, thank you for your contributions in the support of bilingualism and biliteracy.

Enjoy a successful conference.

Sincerely,

Nivine Megahed, Ph.D.

President

National Louis University



**President of the University**5500 North St. Louis Avenue  
Chicago, IL 60625-4699

March 2016

Northeastern Illinois University is pleased to welcome you to Chicago for the 5th annual conference of the National Association for Bilingual Education.

We are incredibly proud of our city. We could go on about Chicago's great traditions, food, architecture, and people, but our natural Midwestern modesty keeps us from elaborating.

We are also proud of our University. Northeastern Illinois University-- with its 10,000 students - is recognized as the most diverse regional public university in the Midwest. We are also a federally designated Hispanic-Serving Institution (HSI).

So, we truly understand the importance of biliteracy in our region and in a dynamic multicultural world, and we commend NABE in its efforts to promote a multilingual and multicultural workforce.

I hope you enjoy the conference and this great city, and that you take advantage of everything they have to offer you while you're here.

Sincerely,



Sharon K. Hahs  
President  
Northeastern Illinois University



## Illinois Latino Council on Higher Education

P.O. Box 409368 ♦ Chicago, Illinois 60640 ♦ voice: (773) 217-0586  
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Daniel López, Jr., Ph.D.  
President Northeastern Illinois  
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Sandy López, M.S.Ed.  
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Madeline Roman Vargas, M.A.  
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Mario Vela, M.S.  
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Martha Villegas Miranda,  
M.S.S.W. Joliet Junior College

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St. Augustine College  
(20128 2015)

Elizabeth F. Ortiz, Ed.D.  
DePaul University  
(20008 2012)

Berta I. Arias, Ed.D.  
Joliet Junior College (Retired)  
(19928 2000)

March 1, 2016

Estimados Colegas,

¡Bienvenidos a Chicago!

The Illinois Latino Council on Higher Education (ILACHE) is delighted to welcome the National Association for Bilingual Education (NABE's) 45<sup>th</sup> annual conference to the Windy City. Chicago is the home to many Dual Language Learners (DLLs) including yours truly, several ILACHE board directors, and countless bilingual education professionals throughout the State of Illinois.

ILACHE is a statewide organization dedicated to the advancement of the status of Latinos through educational policy reform, advocacy, program development, identification of best practices, and the dissemination of research and information. As the voice of Latino higher education in Illinois, we are honored to partner with NABE in support of bilingual education professionals who are serving our Latino communities across the country. We invite you to take part of this comprehensive conference and network with many education professionals across the globe.

Best wishes for a successful conference.

En hora buena,

*Daniel López Jr.*

Daniel López, Jr., Ph.D.  
ILACHE Board President

# A History of NABE Conferences

DATE	PLACE	CONFERENCE CHAIRPERSON(S)	BOARD PRESIDENT
1972	Austin, TX	Severo Gómez	
1973	San Diego, CA	Gilbert Martínez	
1974	New York City, NY	Hernán LaFontaine	
1975	Chicago, IL	María Medina Seidner	Albar Peña
1976	San Antonio, TX	Albar Peña	
1977	New Orleans, LA	René Calais/David Theriot	Maria Medina Swanson
1978	San Juan, PR	Paquita Ayala/María Seidner	Juan D. Solís
1979	Seattle, WA	Juan Juárez	Juan D. Solís
1980	Anaheim, CA	Anthony Vega/Rafael Padilla	Carmen Peréz
1981	Boston, MA	John Correio	Ricardo Fernández
1982	Detroit, MI	Rodolfo Martínez	Ramón Santiago
1983	Washington, DC	Ramón Santiago	B. Robert Cruz
1984	San Antonio, TX	Abelardo Villarreal	Gloria Zamora
1985	San Francisco, CA	B. Roberto Cruz	Sarah E. Melendéz
1986	Chicago, IL	María Medina Seidner	Gene T. Chavez
1987	Denver, CO	Phyllis García	Josué M. González
1988	Houston, TX	Ellen De Kanter/Toni Balboa	Hai Tran
1989	Miami, FL	Carmen Suárez	Macario Saldate
1990	Tucson, AZ	Kathy Escamilla	Rodolfo Chávez
1991	Washington, DC	NABE Staff	Paul E. Martínez
1992	Albuquerque, NM	Genaro Roybal	Paul E. Martínez
1993	Houston, TX	Mónica Sandoval	Marlene Kamm
1994	Los Angeles, CA	Jesse Franco	Kathy Escamilla
1995	Phoenix, AZ	Phyllis García/Verma Pastor	José Agustín Ruiz-Escalante
1996	Orlando, FL	Irma Moss	Kathy Escamilla
1997	Albuquerque, NM	Paul E. Martínez/Adela B. Holder/Theresa Lucero/Hermán S. García	Janice Jones Schroeder
1998	Dallas, TX	Evangelina Cortez	Josefina Tinajero
1999	Denver, CO	Kathy Escamilla/Rodolfo Chávez	Josefina Tinajero
2000	San Antonio, TX	Joe J. Bernal	Josefina Tinajero
2001	Phoenix, AZ	Jesus Escárcega/Jayni Flores/Phyllis García	Joel Gómez
2002	Philadelphia, PA	Carlos López/Mary I. Ramírez	Jorge García
2003	New Orleans, LA	Rossana Boyd and Louisiana Association for Bilingual Education	Mary Jew
2004	Albuquerque, NM	Elsy Fierro Suttmiller	Josefina Tinajero
2005	San Antonio, TX	Joe and Mary Esther Bernal	Zaida A. Cintrón
2006	Phoenix, AZ	Sal Gabaldón and Phyllis García	Pedro J. Ruiz
2007	San Jose, CA	Mary Jew/Susan Meyers/Shen Yang/Kathy Hess/Bruno Figueroa	Pedro J. Ruiz
2008	Tampa, FL	Teresa Lucas, Oneyda Paneque	Barbara M. Flores
2009	Austin, TX	Rossana Boyd and José Agustín Ruiz-Escalante	Mary Jew
2010	Denver, CO	José Agustín Ruiz-Escalante and Santiago Wood	José Agustín Ruiz-Escalante
2011	New Orleans, LA	Norma Hernández and Louisiana Association for Bilingual Education	José Agustín Ruiz-Escalante
2012	Dallas, Texas	Sheryl Santos-Hatchett, UNT-Dallas and Magda Schenck, Grand Prairie ISD	Rossana R. Boyd
2013	Lake Buena Vista, FL	Arnilda Badia, Badia and Associates, Inc. and Tomasita Ortiz, Ana G. Méndez University System	Eudes Budhai
2014	San Diego, CA	Monica Nava, San Diego County Office of Education and Ana Hernandez, CA State University, San Marcos	Leo Gómez
2015	Las Vegas, NV	Cristina Oronoz, Clark County School District	Julio Cruz
2016	Chicago, IL	Chair Dr. Julio Cruz, Co-Chairs Judith Sauri and Luis Narvaez	Dr. Yee Wan

# NABE'S Mission

## To advocate for educational equity and excellence for bilingual/multilingual students in a global society

The National Association for Bilingual Education is the only national professional organization devoted to representing bilingual/multilingual students and bilingual education professionals.

NABE has affiliates in 18 states, which collectively represent more than 5,000 members. These members include bilingual and English learner (EL) teachers, parents, paraprofessionals, administrators, professors, advocates, researchers, and policy makers.

NABE's mission is to advocate for educational equity and excellence for bilingual/multilingual students in a global society. NABE highly values native language, and respects cultural and linguistic diversity.

As tireless advocates who work to influence and help create policies, programs, research, pedagogy and professional development, we know that we are investing in our children's education, our nation's future leaders, and our world's well-being.

Using multiple languages in everyday life, we not only develop intercultural understanding, we also demonstrate that we respect and can effectively communicate with people from diverse cultural and linguistic backgrounds.

NABE is highly committed to prepare 21st century multiliterate global citizens who will make contributions in economic, civic, technological and cultural advancement. We embrace this mantra and advocate learning more than two languages and cultures. NABE members are the ambassadors who choose to create unity within a diverse and interdependent world.



### NABE STAFF

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# NABE Affiliates 2015 –2016

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<http://www.corporationwiki.com/p/2esa1p/florida-association-of-bilingual-esol-supervisors-inc>

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## **NABE Affiliate Meeting**

**Friday, March 4, 2016**

**8:30 AM - 9:50 AM**

**Grand Ballroom**



# NABE Special Interest Groups 2015–2016

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## ASIAN & PACIFIC ISLANDERS

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## INDIGENOUS BILINGUAL EDUCATION

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## SEAL OF BILITERACY

**Nivia Gallardo, Chair**  
Corona-Norco Unified School District  
ngallardo@cnsd.k12.ca.us

## SPECIAL EDUCATION

**Amy Mazur, Chair**  
George Washington University  
2134 G St. NW RM 416  
Washington, DC 20052  
Phone: (202) 994-1511  
amazur@gwu.edu

## WORLD LANGUAGES AND CULTURES

**Mariella Herold, Chair**  
Northern Arizona University  
PO Box 5774  
Flagstaff, AZ 86011-5774  
Phones: (928) 523-7141 or  
(520) 235-8755  
Cell: (480) 897-2473  
Fax: (928) 523-1929  
Mariella.herold@nau.edu



Visit us at NABE!

# Academic Vocabulary Toolkit

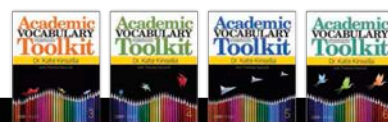
## Elementary and Secondary

Dr. Kate Kinsella's Academic Vocabulary Toolkit equips students in grades 3–8 with high-use words for advanced reading, writing, and discussion across content areas. Students learn essential words for analysis, synthesis, justification, and argumentation.

- Prepare English Learners and Striving Readers to become agile communicators in the Common Core State Standards era.
- Expand understanding of new words with embedded grammar and syntax targets.
- Teach words in any order for cross curricular needs.



**Dr. Kate Kinsella**  
Author of the  
*Academic  
Vocabulary  
Toolkit*



**NABE Special Interest Group Meeting**  
**Friday, March 4, 2016**  
**Grand Ballroom**

# NABE 2016 Special Events Overview

Hilton Chicago

**Wednesday, March 2, 2016**

**NABE 2016 Ribbon Cutting Ceremony**

“Night with the Exhibitors”

4:00PM - 6:30PM

Exhibit Hall-D

**Thursday, March 3, 2016**

**NABE 2016 Opening Ceremony**

10:00AM- 11:25AM

International Ballroom

**NABE 2016 National Educational  
Leadership Forum: National Crisis in  
Teacher Diversity**

1:40PM-3:30PM

Continental A

**Friday, March 4, 2016**

**NABE 2016 Awards Luncheon**

12:30PM-2:00PM Grand Ballroom

**NABE 2016 Leadership Forum:  
Preparing Multiliterate Global  
Citizens**

2:10PM- 5:00 PM

International Ballroom

**NABE President's Gala**

7:30PM - 11:00PM Friday, March 4,  
2016 Grand Ballroom

**Thursday, March 3 - Friday, March 4, 2016**

**Art Work Display**

NABE Lounge, Lower Lobby  
Stevens Salon C & D

Courtesy of ...

Back of the Yards High School  
Ms. Madilyn Strentz  
Principal Patricia Brekke  
& Students



# NABE 2016 Business Meetings

Hilton Chicago

## Thursday, March 3, 2016

+ NABE Journal for Research and Practice Meeting  
2:40PM-3:30PM  
Mobley Meeting Room (Lower Level)

+ NABE Resolutions Meeting  
4:10PM - 5:00PM  
International Ballroom

## Saturday, March 5, 2016

+ NABE Bilingual Research Journal Meeting  
1:40PM- 3:00PM  
Conference Room 4K (4th Floor)

## Friday, March 4, 2016

+ NABE Affiliate Meeting  
8:30AM-9:50AM  
Grand Ballroom

+ NABE Membership Meeting  
3:40PM - 4:30PM  
Grand Ballroom

+ NABE Special Interest Group Meeting  
4:40PM- 5:30PM  
Grand Ballroom

## Introducing *Despegando hacia la lectura*™



*Despegando hacia la lectura* is a comprehensive, Spanish-language, early literacy resource that can be fully implemented as a stand-alone early literacy program. Combine it with its English-language counterpart – the award-winning *Flying Start to Literacy*™ – for rigorous dual literacy instruction.

*Despegando hacia la lectura* has been carefully crafted with meticulous attention paid to the unique issues relating to phonics and phonemic awareness for Spanish language learners. It reflects the core structure of the Spanish language.

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# AWARDS LUNCHEON

Friday, March 4, 2016

12:30PM - 2:00PM

Grand Ballroom

*Featuring....*

Richard Edwards Dual Language  
IB and Performing Arts School



**BALLET  
FOLKLORICO**  
11:30PM-12:00PM  
Foyer  
Grand Ballroom



**VIOLIN ENSEMBLE**  
12:30PM-2:00PM  
Grand Ballroom



**HEALY SCHOOL CHINESE DANCERS**  
11:30PM-12:00PM  
Foyer  
Grand Ballroom

# Student Entertainment



## Ballet Folklórico of Edwards Dual Language IB Fine & Performing Arts School

FRIDAY, MARCH 4, 2016

11:30 AM - 12:00 PM

FOYER

GRAND BALLROOM



SATURDAY, MARCH 5, 2016

7:00AM - 8:00 AM

STEVENS SALON C

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PROJECT

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Featuring...



## Mariachi Calmeca

WEDNESDAY, MARCH 2, 2016

3:30PM-4:00PM

STEVENS SALON C/D



WEDNESDAY,  
MARCH 2, 2016  
3:30PM-4:00PM  
STEVENS SALON C/D

## Calmeca Ballet Folklorico



Thank you to all schools and students for the beautiful performances!!!



On behalf of our 1.6 million members, the American Federation of Teachers congratulates the **National Association for Bilingual Education** on its 45th annual conference.

We share NABE's vision of bilingual and multilingual public schools where all children have the opportunity to dream their dreams and achieve them. By uniting our voices—parents, students, teachers, school staff and the community—**we can reclaim the promise of public education**. Working together, we will help our public schools become centers of their communities, secure respect for those closest to the classroom, and fulfill public education's purpose as a foundation of our economy, an anchor of democracy and a gateway to justice.

At the AFT, we are proud of our partnership with NABE to prepare the next generation of bilingual educators. We will continue working with **NABE** to implement the new Every Student Succeeds Act, returning federal education law to its moral and legal roots as a vehicle to ensure civil rights and equal opportunity for all.

With our partners, we have helped develop and build a free website—**Colorín Colorado**—that for a decade has offered resources for educators and parents of English language learners at **[www.colorincolorado.org](http://www.colorincolorado.org)**.

**Be sure to stop by the AFT exhibit (Booth 705) to pick up your FREE ELL resources for educators and community members.**

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Randi Weingarten  
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The **American Federation of Teachers** is a union of 1.6 million professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

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MASTER OF CEREMONIES.....**Vicente Serrano**, Independent Radio

WELCOME REMARKS ..... **Luis Narvaez**, Chicago Public Schools

#### NABE 2016 SPONSOR AWARD

Presented by:.....**Dr. Margarita Pinkos**, Vice President, NABE Executive Board

Recipient: ..... **Ana G. Mendez**, University System



#### NABE 2016 EXHIBITOR OF THE YEAR AWARD

Presented by:.....**Dr. Yee Wan**, President, NABE Executive Board

Recipient.....**Velázquez Press**

#### RIBBON CUTTING

.....**Dr. Yee Wan**, President, NABE Executive Board

.....**Dr. Santiago Wood**, NABE Executive Director

#### NABE'S NIGHTWITH THE EXHIBITORS RECEPTION

Come network with our exhibitors and NABE Board members! Enjoy performances by the Calmecca School Ballet Folklorico & Mariachi Band and Marquael Jordan!



# NABE 2016 Sponsor of the Year

NABE's Night with the Exhibitors  
Wednesday March 2nd, 2016  
4:00PM – 6:30 PM  
Stevens Salon C/D



## Ana G. Mendez University System

The Ana G. Méndez University System (AGMUS) is a non-profit institution of higher education whose mission is to promote the cultural, social and economic development and well-being of Hispanic communities by offering educational opportunities for the benefit of the communities which it serves. The System operates and develops its educational mission through an integrated system composed of: Universidad del Turabo (UT); Universidad del Este (UNE); Universidad Metropolitana (UMET); Ana G. Méndez University- Virtual Campus (UAGM).

# NABE 2016 Exhibitor of the Year

NABE's Night with the Exhibitors  
Wednesday March 2nd, 2016  
4:00PM – 6:30 PM  
Stevens Salon C/D

## *Velázquez Press*

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# GENERAL OPENING CEREMONY

Thursday, March 3<sup>rd</sup>, 2016

10:00 a.m. – 11:25 a.m.

International Ballroom

Master of Ceremonies . . . . .	<b>Melissa Sanchez</b> , Associate Editor, Catalyst Chicago
Opening Ceremony . . . . .	<b>Curie High School JROTC</b> Color Guard, National Anthem by Jaya Julien, Pledge of Allegiance by Edwards School
U.S. Department of Education Welcome Remarks . . . . .	<b>Dr. Libia Gil</b> , Assistant Deputy Secretary and Director, Office of English Language Acquisition (OELA)
Video Welcome . . . . .	<b>Dr. John King</b> , Acting Secretary of Education, U.S. Department of Education
Welcome Remarks . . . . .	<b>Dr. Janice Jackson</b> , Chief Educational Officer, Chicago Public Schools <b>Jaime Guzmán</b> , Vice President, Chicago Board of Education
Introduction of NABE Executive Board . . . . .	<b>Dr. Santiago V. Wood</b> , NABE Executive Director
Recognition of the Conference Committees . . . . .	<b>Dr. Yee Wan</b> , President, NABE Executive Board
Introduction of the Chicago Conference Chair . . . . .	<b>Dr. Yee Wan</b> , President, NABE Executive Board
Introduction of the Chicago Conference Co-Chairs . . . . .	<b>Dr. Julio Cruz</b> , Chair, NABE 2016 Local Committee
Recognition of the Chicago Local Committee . . . . .	<b>Judith Sauri</b> , Chicago Public Schools <b>Luis Narváez</b> , Chicago Public Schools
Introduction of the Keynote Speaker . . . . .	<b>Dr. Yee Wan</b> , President, NABE Executive Board
Keynote Speaker . . . . .	<b>Chancellor Carmen Fariña</b> , New York City Department of Education
Closing Remarks . . . . .	<b>Dr. Yee Wan</b> , President, NABE Executive Board

Remember to visit the NABE 2016 Exhibit Hall located in the Lower Level Steven Salon C/D!

# NABE 2016 Conference Committees

## **Conference Coordinator**

Nilda M. Aguirre, Ed.S  
Berenice Calderon, Assistant

## **Exhibits Coordinator**

Tina Geneste

## **Technology Committee**

Rodrigo Segovia, Grand Prairie ISD  
Manuel Cavada, Official Photographer

## **Teacher of the Year**

Chair- Cheryl J. Serrano, Ph.D.  
Co-Chair- Inez Avalos Heath, Ph.D.  
Sally Blake, Ph.D.  
Oneyda M. Paneque, Ed.D.  
Diane Rodriguez, Ph.D.

## **Outstanding Dissertation Award**

Jacqueline E. Romano, Ph.D., Chair  
Carla Amaro-Jimenez, Ph. D.  
Juan Araujo, Ph. D.  
Miriam Ebsworth, Ph. D.  
Timothy Ebsworth, Ph. D.  
Mariella Espinoza-Herold, Ph. D  
Sergio Garza, Ph. D.  
Norma Guzman, Ph. D.  
Kate Menken, Ph. D.  
Fernando Naiditch, Ph. D.  
Kris Nicholls, Ph. D.  
Marcela Uribe, Ph. D.  
Gail Verdi, Ph. D.  
Zoila Tazi, Ph. D.

## **Student Essay - Middle School:**

Orlando Chávez, Chair, Middle School  
Sandra Pena - Keller ISD  
Celina Meraz - Grand Prairie ISD

## **Proposal Review Committee**

Kathy Brenny, Prairie Lakes AEA  
Juan Camacho, Los Lunas Schools  
Jose Carrillo, Texas A&M  
Dolores Chavez, Dallas ISD  
Orlando Chavez, University of North Texas  
Jeonghee Choi, Arkansas state university  
Lea Ann Christenson, Towson University  
Mercedes Cordero, CaseNEX  
Lizabeth Garza-Garcia, Texas A&M University - Commerce  
Lauren Gibson, Florida State University  
Irasema Gonzalez, The University of Texas Pan American  
Ruth Guevara, University of North Texas Dallas  
Norma Guzman, Texas A&M-Kingsville  
Tatyana Kleyn, City College of New York  
Louise Lockard, Northern Arizona University  
Erin Mackinney, Roosevelt University  
Judith Márquez, University of Houston-Clear Lake  
Bernice Moro, Bernice Moro  
Beatrice Newman, The University of Texas-Pan American  
Sonna Opstad, Touro College  
Seonsook Park, New Mexico Highlands University  
Marla Rodriguez, Lewisville Elementary  
Alicia Rowland, Lewisville ISD  
Alma Sandigo, Northern Arizona University  
Rod Segovia, Grand Prairie ISD

## **Student Essay- Elementary School:**

Lucia Valenzuela, Chair, Principal, Gragson Elementary School, CCSD  
Chavon Phillips, RTI Coordinator, Gragson Elementary School, CCSD  
Andrea Hill, Learning Strategist, Gragson Elementary School, CCSD  
Roxanna Luna, Instructional Coach, Gragson Elementary School, CCSD  
Alana Rico, Learning Strategist, Gragson Elementary School, CCSD

## **Student Essay - High School:**

Cristina Oronoz, Chair, Assistant Principal, Chaparral HS, CCSD  
Erika Merlos, teacher, Chaparral HS, CCSD  
Justine Kane, teacher, Chaparral HS, CCSD  
Bianca Lutchen

# NABE 2016 Local Committees

## Conference Chairs

Julio Cruz, Chair

## Conference Co-Chairs

Judith Sauri, Co-Chair, Chicago Public Schools  
Luis Narvaez, Co-Chair, Chicago Public Schools

## School Visits

Claudia E. Solano, Chair, Chicago Public Schools  
Jennifer Ramirez, Co-Chair, Chicago Public Schools  
Nélida Hurtado, Chicago Public Schools  
Sarah Treviño, Chicago Public Schools  
Martha Rodríguez, Chicago Public Schools  
Kerrin Stskawicz, Chicago Public Schools

## Parent Institute Committee

Judith Sauri, Chair, Chicago Public Schools,  
Joaquin Villegas, Co-chair, Organization  
Hilda Calderón- Peña, Co-chair, Chicago Public Schools  
Guillermo Montes de Oca, Chicago Public Schools  
Henry Velarde, Chicago Public Schools  
Liliana Hernández, Parent  
Silvia Miranda, Parent

## Public Relations Committee

Luis Narvaez, Chair, Chicago Public Schools  
Claudia Solano, Co-chair, Chicago Public Schools  
Jorge Macias, Chicago Public Schools  
Jessica Perez, Chicago Public Schools  
Jesse Ruiz, Chicago Park District

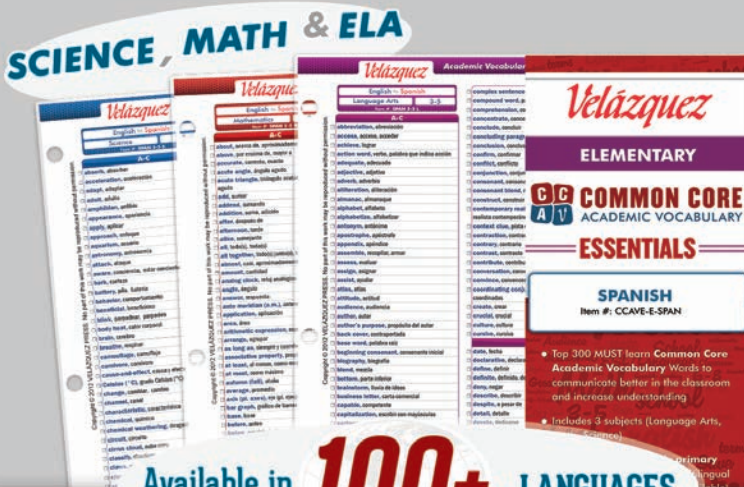
## Events Committee

Oriana Wilson, Chair, IAMME, Chicago Public Schools  
Veronica Chavez, Co-Chair, Libellus Mei, LLC

## Volunteers Committee

Judith Yturriago - Chair, Professor, Northeastern Illinois University  
Simeon Stumme, Co-chair, Professor Concordia University  
Angelo Chavez - Teacher, Edwards School, CPS  
N. Diep Nguyen, Professor, Northeastern Illinois University  
Jane Montes, Adjunct Professor, National Louis University  
Judy Sauri - Principal, Edwards School, CPS  
Melissa Wolf, Teacher, Northshore School District 112  
Josie Yanguas, Illinois Resource Center

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# GENERAL SESSION

Friday, March 4<sup>th</sup>, 2016  
10:00 a.m. – 11:20 a.m.  
International Ballroom

## WELCOME

**Master of Ceremonies.** ..... **Pablo Cesar Soto**, Reporter/Producer,  
Hoy Noticias & Hoy Newspaper

**Welcome Remarks.** ..... **Minerva García-Sánchez**, Chief of Schools,  
Network 7

### Presentation of the NABE Citizen of the Year Award

**Presented by:** ..... **Dr. José Ruiz-Escalante**,  
NABE Executive Board

**Recipient:** ..... **Jesse Romero**,  
Texas Association for Bilingual Education

### Presentation of the NABE Leadership Award

**Presented by:** ..... **Dr. Yee Wan**, President,  
NABE Executive Board

**Recipient:** ..... **Shelly Spiegel-Coleman**, Executive Director,  
Californians Together

### Presentation of the OHTLI Award

**Presented by:** ..... **Francisco de la Torre**, Executive Director of the Institute of Mexicans Abroad  
**Carlos Jiménez Macías**, Consul General of Mexico in Chicago

**Recipient:** ..... **Dr. Josefina V. Tinajero**,  
Special Advisor the the Vice President for Research  
Director Mother-Daughter/Father-Son Program  
University of Texas at El Paso

**Introduction of the Keynote Speaker** ..... **Dr. Leo Gómez**,  
NABE Executive Board

**Keynote Speaker.** ..... **Dr. Kathy Escamilla**, Professor of Education,  
University of Colorado Boulder

**Closing Remarks.** ..... **Dr. Margarita Pinkos**, Vice-President  
NABE Executive Board

# NABE 2016 Citizen of the Year

Friday, March 4<sup>th</sup>, 2016  
General Session  
10:00AM-11:20AM  
International Ballroom

## Jesse Romero

NABE's Citizen of the Year award honors individuals who have made a significant contribution to improve educational equity and access for bilingual/multilingual students. Jesse Romero strongly embodies this mission, and is committed to advocating for high quality multilingual education.



With 28 years of experience in local, state and federal public affairs, Jesse Romero has demonstrated great range in a myriad of subjects and issues. Those subjects and issues include (but are not limited to) business and economic development, public school finance, public education, higher education, health and human services, redistricting and political campaigns.

Mr. Romero is a registered lobbyist and has proudly represented the Texas Association for Bilingual Education (TABE) since 2005. During his tenure, Mr. Romero has successfully used his plan of: educate, collaborate & advocate to pass more positive legislation for Bilingual Education since its implementation in 1981.

This legislation includes passage of a dual language pilot program, legislation requiring the Texas Education Agency to track the effectiveness of all Bilingual programs; knowing that over time it would show late exit and dual language programs would be the most effective as imperical studies have shown that the longer a student receives instruction in their native language, the more proficient they become. Mr. Romero and TABE also made Texas the first Republican state in the country to adopt the Seal of Biliteracy and during the last Session of the Texas Legislature passed House Bill 218 that will accelerate the creation of Dual Language programs into grades 6-12.

# NABE 2016 Leadership Award

Friday, March 4<sup>th</sup>, 2016  
General Session  
10:00AM-11:20AM  
International Ballroom

## *Presented to Shelly Spiegel-Coleman*



Shelly Spiegel-Coleman is the Executive Director of Californians Together, a coalition of 25 statewide professional, parent and civil rights organizations focused on improving schooling for English learners. She served on State Superintendent of Public Instruction, Tom Torlakson's Transition Team. Shelly was the Senior Project Director for the Multilingual Academic Support unit for the Los Angeles County Office of Education (LACOE). She also worked as an English Language Development Consultant, Coordinator for the Bilingual Teacher Training Program and Title VII Developmental Two-Way Immersion Director for LACOE. She served as a member of the English Learner Advisory Committee to the California State Board of Education.

She also served as a member of the Public School Accountability Act Advisory Committee, English Language Development Standards Project and the California Curriculum and Supplemental Materials Commission. She was a teacher, principal, district specialist, board member and past president of California CABE. She was principal of an elementary school for the children of the United Farmworkers Union. Shelly received her Masters in Education with an emphasis in Bilingual Education from Whittier College, credential from UCLA and undergraduate work at California State University at Northridge.



## **The Government of Mexico**

Would like to congratulate

**Dr. Josefina Villamil Tinajero**  
**Dean of the College of Education at the**  
**University of Texas at El Paso (UTEP)**

for receiving the "Ohtli Award" during the  
National Association for Bilingual Education  
2016 Annual Conference

The "Ohtli Award" is bestowed to renowned Latino leaders who have distinguished themselves for their contributions to the advancement and empowerment of Mexican communities abroad.

# NABE 2016 OHTLI Award

Friday, March 4<sup>th</sup>, 2016  
General Session  
10:00AM-11:20AM  
International Ballroom



**Josefina (Josie) Villamil Tinajero**, a former LEP (limited English Proficient) child and bilingual teacher, and currently a Professor of Bilingual Education and Dean of the College of Education at the University of Texas at El Paso (UTEP), has dedicated her entire professional career to enhancing educational opportunities for Spanish-speaking students in the United States. Born in Chihuahua, Chih, Mexico to a Mexican father and Mexican-American mother, Josefina came to the United States at the age of 5 and went to school not knowing a word of English. As a result of her struggles in school, including being punished for speaking Spanish, she made a decision to dedicate her professional career to shaping public policy in the U.S. in support of linguistically diverse children and families so that no child would have to experience what she experienced.

Today, Dr. Villamil Tinajero is a leading scholar, an advocate on issues of equity and excellence for culturally and linguistically diverse children and families. Her rich experience and knowledge about effective educational reform and the roles of culture and language in school achievement have been key vehicles for affecting positive change in school districts across the U.S. and in the U.S.-Mexico border region. As Dean, one of Dr. Tinajero's priorities has been to enhance and expand U.S.-Mexico partnerships. She has been associate director of two major grants from USAID (SABEMOS I and SABEMOS II) providing educational opportunities for students and educators on both sides of the border, working in partnership with the escuelas normales in the state of Chihuahua and ITESM. Her extensive publication record includes a focus on literacy and biliteracy for Spanish speaking children, school-university partnerships, and school-community collaboration with a focus on linguistically and culturally diverse populations. She is a noted spokesperson for the critical need for incorporating culturally relevant pedagogy into the curriculum and has been an invited keynote speaker at national and international conferences on issues of language, equity, and education in the U.S., Mexico, El Salvador, Israel, Costa Rica and Guatemala. For the past 25 years has pioneered the development of instructional materials for Spanish speaking students in the U.S. As an author for Macmillan-McGraw-Hill and Hampton-Brown/National Geographic, she has developed instructional materials featuring authentic literature from well-known authors of Spanish children's literature used by school districts throughout the United States. These materials are focused on preserving children's native (Spanish) language and provide literature in Spanish written by Latino authors.



# Awards Luncheon

Friday, March 4, 2016

12:30PM-2:00PM

Grand Ballroom

Master of Ceremonies.....Luis Narvaez, Chicago Public Schools

Welcome Remarks..... Hon. Iris Y. Martinez, Illinois State Senator

## Presentation of the NABE 2016 Legislator of the Year Award

**Recipient:**.....Hon. Iris Y. Martinez, Illinois State Senator

**Presented by:**..... Julio Cruz, NABE Board Member

Guest Speaker .....Mary Cathryn Ricker, American Federation of Teachers

## Recognition of NABE Past Presidents Presented by Dr. Yee Wan

\*Professor Hernan LaFontaine

\*Ms. Maria Medina Sneider

\*Dr. Macario Saldate

Dr. Kathy Escamilla

Dr. José Agustín Ruiz--Escalante

Dr. Josefina Tinajero

Dr. Joel Gómez

Jorge L. Garcia, JD

Ms. Zaida A. Cintron

Dr. Pedro Ruiz

Dr. Barbara M. Flores

Dr. Rossana M. Boyd

Mr. Eudes Budhai

Dr. Leo Gómez

Dr. Julio Cruz

\*NABE Trailblazers served on the NABE Board for at least two years between 1977--1985.

## NABE Bilingual Student Essay Awards

**Recipient:** Leslie Romero, Elementary School 1st Place

Harrell Budd Elementary, Dallas ISD, Dallas, TX

**Presented by:** Dr. Minh Anh Hodge, NABE Executive Board

**Recipient:** Stephanie Meza--Castano, Middle School 1st Place

Okeeheelee Middle School, Palm Beach School District, West Palm Beach, FL

**Presented by:** Dr. Margarita Pinkos, NABE Executive Board

**Recipient:** Helen Landaverde, High School 1st Place

Framingham High School, Framingham School District, Framingham, MA

**Presented by:** Dr. Luis Cruz, NABE Executive Board

# Awards Luncheon *Continued*

## **NABE Bilingual Teacher of the Year Award**

**Recipient:** Arcelia Guillermo--Rios, NABE Bilingual Teacher of the Year  
Desert Trail Elementary School, Chaparral, New Mexico

**Presented by:** Dr. Leo Gomez, NABE Board Executive Board

## **Scholarship from Government of Spain**

**Recipient:** Arcelia Guillermo--Rios

**Presented by:** María José Fabre González  
Consejera de Educación para EEUU y Canadá

## **NABE Outstanding Dissertation Awards**

**1st Place:** Dr. Alexandra Babino, University of North Texas  
**Presented by:** Dr. Josefina Tinajero

**2nd Place:** Dr. Jongyeon Ee, University of California-- Los Angeles  
**Presented by:** Dr. Rossana Boyd, NABE Executive Board

**3rd Place:** Dr. Alissa Blair, University of Wisconsin-- Madison  
**Presented by:** Dr. Rossana Boyd, NABE Executive Board

## **NABE Multimedia Student Contest, PreK – 2**

**Presented by:** Dr. Anita Pandey, NABE Executive Board

Thank you to the Parents of Chicago Public Schools for creating  
the beautiful centerpieces for the NABE 2016 Awards Luncheon!

# NABE 2016 Legislator of the Year

Friday March 4<sup>th</sup>, 2016  
Awards Luncheon  
12:30PM-2:00PM  
Grand Ballroom

## Illinois State Senator Iris Y. Martinez



The Honorable Iris Y. Martinez was sworn into her first term in the Illinois State Senate on January 8, 2003 to represent the people of Illinois' 20th Legislative District. Her election marked the first time a Hispanic woman had been elected to the State Senate in Illinois history. She made history once again by serving as Assistant Majority Leader from 2007-2008, a position never before held by a Latina. Senator Martinez has used her position as a state senator to advocate for affordable housing, expanding health care access and ensuring seniors and the disabled receive proper care.

Additionally, the senator is a strong voice for Illinois' children. Martinez has worked on initiatives to keep children safe and annually hosts a Family Wellness and Back to School Fair, where children can receive health screenings, dental checkups, immunizations and backpacks. Essential services are also available for adults.

Senator Martinez has been a tireless promoter of programs to improve the quality of education for youth in Illinois, including the Grow Your Own Teacher Initiative, an effort to place 1,000 teachers in low-income, hard-to-staff Illinois public schools by offering forgivable student loans to paraprofessionals, parents and other community leaders who wish to become teachers. She has also worked to support the Golden Apple Scholar Program, which seeks to place highly qualified teachers in the State's hard-to-staff schools. Understanding that making higher education more affordable is crucial to strengthening the middle class, Martinez is a champion of the state's Monetary Award Program (MAP), which helps students pay for college.

# NABE 2016 Student Essay Contest Elementary School

Friday, March 4th, 2016  
Awards Luncheon  
12:30PM-2:00PM  
Grand Ballroom

**Leslie Romero**  
Harrell Budd Elementary, Dallas ISD, Dallas, TX



Since I was a child, I hear my parents speak Spanish and that's why I know how to speak Spanish. When I went to school, I learned how to speak, read, and write in English. Now, I know that I am truly a bilingual student because I can speak, read, and write in English and Spanish. I am proud to be bilingual. Knowing two languages is something wonderful. It's like having two cultures.

Being bilingual is a great tool for my future because it provides great opportunities for me. I see how my parents struggle because they only know one language which is Spanish. I am glad that I can help them to translate when they need help. That makes them proud of me. My parents don't want me to forget my culture, but they want me to continue and respect my second language. There are a lot of reasons why being bilingual makes me proud, but one thing for sure is that no one can take my two languages away from me.

# NABE 2016 Student Essay Contest

## Middle School

Friday, March 4th, 2016

Awards Luncheon

12:30PM-2:00PM

Grand Ballroom

### Stephanie Meza-Castano

Okeeheelee Middle School Palm Beach School District



#### The Importance of Being Bilingual

*"Our language is a reflection of ourselves. A language is an accurate reflection of the character and development of its speakers." César E. Chávez*

We live in a globalized world in which communicating is becoming ever more necessary. We are living in the age of communication which is interconnected by social networks. This fact exemplifies the profound importance of learning new languages. Effective communication is vital in order to meet new people, experience various cultures and learn from them.

Knowing another language is essential in understanding what others want to convey to us, as well as to what they are experiencing. Understanding their language, their way of communicating, is like opening a door to people; it enables us to converse with them, to exchange feelings, opinions, and ways of thinking. It also enables people to help others.

Speaking a new language can also open doors to new professional opportunities and expand our intellectual horizons. It opens our minds and allows us to achieve more skills in social communication because we are likely to be more outgoing and responsive in dealing with people. Knowing a second language can be an advantage when applying for a job, as bilingual people are able to express themselves in multifaceted ways, not only in terms of language. Language is also cultural and as such one's ability to communicate different ideas and concepts are also enhanced by being able to speak other languages. It allows people to understand others and be understood by them. More and more jobs are requiring applicants to be bilingual, especially for high-level positions. A company may send someone who speaks another language to other countries where the language is used to direct or carry out projects.

There are many emotional, economical, cultural and societal positives for learning another language, but the most important is to break down barriers that prevent us from communicating with other people from other cultures. Learning other languages is not only about being able to communicate with new people but also make new friends. Another important reason is that, according to studies, learning a new language improves concentration and memory and may even help people with diseases of the mind. Studies also show that learning a new language at an early age facilitates cognitive development and improves math skills and social development, as it changes the way the brain works. It can also help develop decision-making skills and increase self-confidence. In short, being bilingual has many benefits affecting all aspects of life.

# NABE 2016 Student Essay Contest High School

Friday, March 4th, 2016

Awards Luncheon

12:30PM-2:00PM

Grand Ballroom



## Helen Landaverde

Framingham High School, Framingham Public Schools

### Los Beneficios de Ser Bilingüe

Ser bilingüe es una ventaja increíble que puede ser útil para todo tipo de situaciones. Aunque ya le he sacado provecho, sé que me seguirá ayudando en otros aspectos de mi vida. Para mí, será un apoyo enorme a nivel profesional y a la vez me ayudará a evolucionar socialmente. Primero, pienso integrar mi conocimiento de los idiomas con mi carrera

universitaria para ayudar a latinos que no hablan inglés. Una carrera que he considerado estudiar es psicología. Ser bilingüe me da ventaja para ayudar a adolescentes que no hablan inglés pero que necesitan ayuda para desahogarse y resolver sus problemas. Sé que hay muchos jóvenes hispanos que se mudan a los Estados Unidos y que se les hace difícil adaptarse a la cultura americana. Así que pienso utilizar mi conocimiento para mejorar su estado emocional en el idioma que dominan.

Ser bilingüe también me ayudará a aprender otros idiomas que me interesan estudiar. Mi conocimiento me facilitará la comprensión de otros lenguas porque hay varias similitudes entre ciertas lenguas. Ya estoy aprendiendo italiano y he visto que saber dos idiomas facilita el aprendizaje porque hay varias palabras en otros lenguajes similares al inglés y al español. Esto ayuda a entender los idiomas rápida y efectivamente. Algún día me encantaría seguir estudiando otros idiomas como el portugués y francés porque me seguirá beneficiando tango como el ingles y espanol.

Además, esto me permitirá comunicarme con muchas personas y me ayudará a aprender sobre diversas culturas. Me encantaría viajar, conversar, y aprender sobre la vida cotidiana de personas en otros países que viven una vida totalmente distinta a la nuestra. Me parece increíble lo diferente que pueden ser las creencias y culturas alrededor del mundo, y poder hablar más de un idioma me da acceso a hablar directamente con las personas del área y de obtener más conocimiento.

Creo que ser bilingüe también me ayudará a cambiar emocional y socialmente respecto a mi timidez. Aunque siempre he sido muy introvertida, se me ha hecho más fácil expresar mis sentimientos en español. Esto me dará la oportunidad de conocer a gente distinta con la que pueda comenzar una amistad. Aprender más de un idioma me ha dado la oportunidad de aprender varias maneras de revelar mis sentimientos y pienso que eso es esencial para mi desarrollo social. Por eso, algún día quisiera mudarme y poder empezar una vida nueva en otro lugar. Así podré usar mi conocimiento para conocer a gente nueva para que se me facilite cambiar y adaptarme a esa vida distinta. Ser bilingüe también me dá confianza y un orgullo inmenso y pienso que esto me será muy útil al empezar a conocer a gente nueva.

Si no hubiera aprendido más de un idioma, mi futuro sería muy distinto. Pienso que ser bilingüe me ayudará a crear un futuro diferente con oportunidades únicas y amistades que no tendría al ser monolingüe.

# NABE 2016 Teacher of the Year

NABE Awards Luncheon

Friday, March 4th, 2016

12:30PM-2:00PM

Grand Ballroom

**Arcelia E. Guillermo-Ríos,**

**Desert Trail Elementary Gadsden, Independent School District**

I was born to a struggling, single, undocumented mother in El Paso, Texas, in 1974. My mother, Beatriz Guillermo, gave me two of her four favorite names, Arcelia Elizabeth Guillermo. Being the oldest of three children, I became extremely responsible at a very young age. Overwhelming responsibilities for a child, but that provided our mother with much needed support and me with a sense of maturity. Due to lack of employment for my mother, we were forced to move from the city of El Paso, Texas. When I was five years old, we made our first move to Pueblo, Colorado, with the help of an acquaintance. Arriving to this new place provided little reassurance became dangerous, and soon we found ourselves in a public park with nowhere to



go. My mother was afraid to ask for help, fearing we would be taken from her due to her immigration status. We spent the night at the park, and the following day a flood of people arrived to have picnics. The morning soon became afternoon and a young mother who was there with her children took notice of us. After my mother explained our situation, the young mother took us to the police station to file a report, took us to her home to wash up and eat. This night became especially symbolic for me, because this same day we all went outside to watch the neighborhood 4th of July fireworks.

We were provided a place to stay and soon I was registered to attend school. I can still remember the excitement and nerves I felt about attending school for the first time. Meeting my teacher was what meeting your first teacher should be. She was polite, attentive, enjoyed being with her students, and most importantly she could understand me. I remember only her first name, Beatriz. Ms. Beatriz spoke limited Spanish, but encouraged me to use my own language in a class of only English Dominant students. She also took the time to work with me individually. In one of my lessons, she had me sit in front of the alphabet as she pointed to each letter and asked me to say the letter. Thanks to Sesame Street, I knew exactly what I needed to do. I sang the song and ended with, "...now I know my ABC's, next time won't you sing with me". Another of my assignments was to learn Humpty Dumpty in English and "Huevo huevito" in Spanish. What a wonderful person, this is when I knew what I was going to be when I grew up, a bilingual teacher just like her.

# NABE 2016 1<sup>st</sup> Place Dissertation

NABE Awards Luncheon  
Friday, March 4th, 2016  
12:30PM-2:00PM  
Grand Ballroom

**Alexandra Babino, Ph.D.**  
University of North Texas

## A Tale of Two Cities: Exploring the Dual Language Program Implementation and Biliteracy Trajectories at Two Schools

Summary: To maximize the potential impact of dual language programs, there is a need for more detailed analyses of program models and their effects on student biliteracy development. Thus, using a mixed methods comparative case study, the researcher explored the level of implementation of dual language programs at two campuses (Phase 1), before documenting the second through fifth grade English and Spanish reading biliteracy trajectories of students at each school (Phase 2). Overall, both campuses experienced more challenges in the implementation of the program structure, staff quality, and professional development rather than in curriculum and instruction. These implementation levels contextualize the biliteracy trajectories of students at each campus in Phase 2. While both campuses' emergent bilinguals experienced positive trajectories towards biliteracy by the end of fifth grade, each campus was characterized by different rates of biliteracy development, correlations between English and Spanish reading levels, and percentage of students in the biliteracy zone at each grade. The split plot MANOVA revealed how much variance in the biliteracy trajectories was explained by school attendance, gender, initial English oral language and initial Spanish oral language. Ultimately, only school of attendance and initial English oral language levels explained the variance in biliteracy trajectories for students at these campuses.



# NABE 2016 2nd Place Dissertation

NABE Awards Luncheon  
Friday, March 4th, 2016  
12:30PM-2:00PM  
Grand Ballroom

**Jongyeon Ee, Ph.D.**  
University of California – Los Angeles

## Exploring Parental Attitudes and Experiences in Korean-English Two-Way Immersion Programs

Using survey and interview methodologies, this study examined 454 parents of students in Korean-



English two-way immersion (TWI) programs in Southern California. This study investigated multiple topics, including parents' demographic features, reasons for program choice, satisfaction with their child's language development in English and Korean, parents' views on their child's experiences to relate to students of other races and cultures, and parents' own experiences with fellow parents. I also explored parental participation in the programs and parents' overall evaluation of the Korean TWI programs. This study then investigated the group difference in responses between Korean and non-Korean respondents. The

findings showed that Korean TWI programs attracted diverse racial groups of different language backgrounds, and the immersion program played a primary role for both Korean and non-Korean respondents to enroll their child in a specific school. I also found a significant group difference in parents' views on and experiences in Korean immersion programs between the two groups.

# NABE 2016 3rd Place Dissertation

NABE Awards Luncheon  
Friday, March 4th, 2016  
12:30PM-2:00PM  
Grand Ballroom

**Alissa Blair, Ph.D.**  
University of Wisconsin Madison

**Multiple Repertoires of Languages and Literacies: A Multiple Instrumental Case Study of Six Spanish-English Emergent Bilinguals in Grade 4**



Abstract: This study investigates the language and literacy engagement of six Grade 4 Spanish English emergent bilinguals in and out of school. Selecting focal students from one bilingual classroom and one English-medium classroom while keeping constant the school context allowed for capturing patterns and divergences in language development by emergent bilinguals in varying instructional contexts. Classroom and family practices that shape language and literacy

engagement are also examined. Central to this work is the notion of repertoires to describe the many and overlapping patterns of language use with related ways of doing, being and valuing that focal children acquire through the various discourse communities in which they participate. This research enhances understandings of children's dual language and literacy learning, a necessary step in better supporting emergent bilinguals at school, and documents the value and complexity of repertoires children engage with outside of school which are often overlooked or misunderstood.

# NABE 2016 Multimedia Student Contest, PreK-2

Friday, March 4th, 2016  
Awards Luncheon  
12:30PM-2:00PM  
Grand Ballroom



**P-K Group 1st place  
winner:**

Annabel Simon,  
Kindergarten,  
Bullis Charter School,  
Los Altos, CA



**2nd place:**

Prisha Dahal

2nd grade

Nepali-English ,  
Lufkin, TX)

## **Grades 1-2:**

**1st Place:**



Colin Chin

2nd grade,  
Bullis Charter School,  
Los Altos, CA &  
Cornerstone Learning  
Foundation, a  
Mandarin after-school



**2nd place:**

Silas Milhan

2nd grade

English-Spanish with  
German, Nordic and  
Slovenian ancestry,  
Madison, WI

**2nd place:**



Antonia Rodriguez-  
Rivera

2nd grade,  
multilingual Mixteco-  
English-Spanish  
Pajaro Valley Unified  
School District,  
Watsonville, CA 95076)



**2nd place:**

Aria Johnson

2nd grade

English-Spanish  
Madison, WI



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At Project ELL, our mission is to provide school districts with the best ELL compliance data and analytic software system. Unlike other compliance software companies, all we do is ELL compliance and student achievement tracking.

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- Monitor reclassified students
- Customizable student, campus and district compliance forms all in one place
- Track student achievement
- Reportable
- Online training and support
- Cloud hosted on Microsoft's Azure Cloud

#### Included in our Product:

- Roster of Students/Case Load
- Home Language Survey
- Notices to parents
- Initial ELL Plan
- Reclassification ELL Plan
- Transfer ELL Plan
- Annual ELL Plan
- State Assessment ELL Plan
- Monitor ELL Plan
- Parent Letters
- Customized Forms

#### Reports Include:

- Customize Report
- Total Years in Program
- Reclassification
- Assessment Scores by Student
- Student List by Program
- Long Term EL Audit
- State Assessments
- Interventions
- Recommendations

# PROJECT ELL

# NABE 2016 Leadership Forum: Preparing Multiliterate Global Citizens




International Ballroom • Friday, March 4, 2016 - 2:10 - 5:15 pm

This session is designed to engage administrators and teacher leaders in an interactive dialogue with national, state and district leaders. These leaders have been successful in strategically integrating global competence, developing multilingual skills and building partnerships that prepare our students to become 21st century global citizens. Panel speakers will share journeys and stories in their respective leadership roles as teachers, school, district, and state agency administrators, as well as professional learning network leaders. The panel speakers will focus on how their work has resulted in positive outcomes for their students as measured by:

- greater access to state standards and deeper learning
- higher level of engagement and ownership
- higher academic achievement
- reduced drop-out rates
- increased college-going rate
- better preparation for college and careers by actively participating in professional, civic and social life



## AGENDA

2:10pm –2:25pm	 <p><b>Dr. Yee Wan</b>, NABE President</p>	<b>Welcome and Introductory Remarks</b> <ul style="list-style-type: none"> <li>* Recognition of NABE 2016 Conference Honorary Chairs</li> <li>* Recognition of the Chinese Delegation</li> </ul>
2:25pm –2:45pm	 <p><b>Dr. Libia Gil</b> Assistant Deputy Secretary and Director Office of English Language Acquisition (OELA) U.S. Department of Education</p>	<b>National Education Perspective</b>  What has been the effort from the U.S. Department of Education to support our teachers in preparing our students to be global citizens/leaders?
2:45pm –3:10pm	  <p><b>Dr. Luis Cruz</b> NABE Board Member</p> <p><b>Dr. Margarita Pinkos</b> NABE Vice-President</p>	<b>Growing Leaders, Supporting Innovation, Creating Change!</b>  How will you be a leader in the 21st century?

# NABE 2016 Leadership Forum: Preparing Multiliterate Global Citizens

International Ballroom • Friday, March 4, 2016 • 2:10 PM - 5:15 PM

3:15 PM – 4:00 PM

## National Panel

- What are the institutional and instructional shifts required to prepare students with the necessary skills to succeed in the 21st century?
- What are the practices that you have instituted to ensure students graduate college and career ready?
- What initiatives, exemplary models and resources are available to support administrators and teachers in preparing our students to be global citizens?
- What are their implications for teaching and learning?

Program Moderator		High School of World Cultures, Bronx, New York					
	<b>Dr. Yee Wan</b> NABE President		<b>Emilia Perwitz</b> Teacher Leader		<b>Lucidenny Mercedes</b> Teacher Leader		<b>Ramon Namnun</b> Principal
	<b>Professor Luis J. Zayas</b>  Vice President for National & International Affairs  Ana G. Mendez University Systems, FL		<b>Reyna Hernandez</b> Assistant Superintendent Center for Language and Early Child Development Illinois State Board of Education (ISBE)		<b>Shelly Spiegel-Coleman</b>  Executive Director  Californians Together		<b>Helga Fasciano</b> Special Assistant for Global Education  North Carolina Department of Public Instruction

4:00 PM - 4:30 PM

## Questions and Answers

4:30 PM – 5:00 PM



**Dr. Santiago Wood**  
Executive Director,  
National Association  
for Bilingual Education



**Mary Cathryn Ricker**  
National Executive  
Vice President, American  
Federation of Teachers

## Call for Action

Be an inspiration for others.  
Share your ideas with the world via  
social media. #NABE2016

5:00 PM - 5:15 PM

Closing Remarks and Acknowledgements

Dr. Yee Wan, NABE President

## 2016 Honorary Chairs

### Leadership Forum: Preparing Multiliterate Global Citizens



**Dr. Janice K. Jackson**, a recognized leader in the field of urban education, was named the District's Chief Education Officer in July 2015 for Chicago Public Schools (CPS). Dr. Jackson joined CPS in 1999, teaching History and Economics at South Shore High School before securing a grant to create Al Raby School for Community and Environment in 2004. Under her leadership, Raby HS became one of the District's most successful neighborhood high schools, with a graduation rate of over 80 percent and stellar college access success.



**Dr. Carlos Azcoitia,**

Carlos Azcoitia is the Founding Principal of a new "Comprehensive Community School" concept on Chicago's Little Village Neighborhood. He left central office to become Principal again at John Spry Community School and Community Links High School. The school was the first in Chicago to include a pre-kindergarten through High School program in one building with the goal of 100% high school completion rate and 100% post-secondary graduation. Students complete high school in three years including summers and Saturdays with a longer school day. All high school students who qualify are required to participate in college bridge programs for dual credit. As a community school, it offers extended learning opportunities and leadership development for students, teachers, parents and community members. The neighborhood school has experienced substantial achievement growth.

**Dr. Ronald Perlman**



Dr. Ronald Perlman is president of The Center: Resources for Teaching and Learning. He is among the best known educational leaders in Illinois. Dr. Perlman is a longtime champion of high-quality educational services for all children, with emphasis on students who, because of linguistic, cultural or economic factors, are at-risk of academic failure. Under Dr. Perlman's leadership, The Center has played an important role in formulation of state educational policies for teaching and learning in early childhood, elementary and secondary education, with an additional focus on adult learning and such populations as immigrants and refugees. The Center also championed the use of emerging technologies to efficiently gather and analyze immediately useful assessment data. It pioneered the use of tablet computers and other mobile devices, together with on-line databases, to inform ongoing teaching techniques and lesson plans.

# La Cosecha 2016

## DUAL LANGUAGE CONFERENCE

Santa Fe, New Mexico

November 9 - 12, 2016

[www.dlenm.org/lacosecha](http://www.dlenm.org/lacosecha)

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July 15, 2016



Join us in historic Santa Fe, New Mexico, for the 21<sup>st</sup> Annual *La Cosecha* Conference!

*La Cosecha* will bring together over 2,500 educators, parents, researchers, and dual language supporters from across the country and around the world. Come share your experience and knowledge as we celebrate the best of our multilingual and multicultural communities!

*¡Cosechando lo mejor de nuestra comunidad bilingüe!*

For the latest conference information scan the QR code or visit us online at <http://dlenm.org/lacosecha>



### SUGGESTED FUNDING RESOURCES:

Title I \* Title IIa \* Title III  
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### Featured Strands:

CCSS and ELL Instruction \* Program Development  
Early Literacy Development \* Biliteracy Development  
Indigenous Language One-Way Programs  
Sheltering/Scaffolding Instruction  
STEM Education \* Two-Way Programs  
Teaching for Transfer  
and much more!



*La Cosecha* is hosted by Dual Language Education of New Mexico

[www.DLeNM.org](http://www.DLeNM.org)



# *President's Gala*

*Friday, March 4th, 2016*

*7:30PM-10:00PM*

*Grand Ballroom*

*Celebrating NABE's 45th Conference*



*Dr. Yee Wan, President*

*National Association for Bilingual Education*

*Honoring the NABE Conference and Local Committees*

*Recognizing the 2015-2016 NABE Board*

*Featuring Entertainment by: Hector Silveira and his Orchestra*



# *President's Gala*

PRESENTS



## **Hector Silveira**

Cuban born Singer-songwriter & multi-instrumentalist Hector Silveira combines in his very own style the rich musical tradition of his native Cuba with his classical training at Cuba's premier conservatories.

His compositional style is an extension of his multi-instrumentalist abilities and strong knowledge of orchestration. He is incredibly versatile, equally comfortable performing numerous styles of popular dance music, including Salsa, jazz, classical, and Afro-Cuban.

He has appeared in venues and festivals across the USA, Canada, Caribbean and South America playing sophisticated performances of his music that always engage audiences through its irresistible rhythms and sounds.

Armed with a brass section that soars, a hard-driving rhythm section, and a powerful & gifted voice of "Sonero".

Hector Silveira's powerful music is a crowd pleaser that will "transport" you from your seat to the dance floors of Havana in no time! in an imaginary journey.

**Friday, March 4, 2016  
7:30 PM - 10:00 PM  
Grand Ballroom**

# GENERAL SESSION

Saturday, March 5<sup>th</sup>. 2016

10:00 a.m. – 11:20 a.m.

International Ballroom

**Master of Ceremonies** ..... *Anabel Monge*, News Anchor,  
Telemundo Chicago

**Welcome Remarks** ..... *Josie Yanguas*, Director,  
Illinois Resource Center

**Presentation of the Ramon Santiago Award**  
Presented by: ..... *Dr. Jose Agustin Ruiz-Escalante*,  
NABE Executive Board

Recipient: ..... *F. Isabel Campoy*,  
Author

**Presentation of the NABE Bilingual Research Journal Early Career Award 2015**  
Presented by: ..... *Dr. María E. Fránquiz*, Dean, College of Education,  
University of Utah

Recipient: ..... *Genevieve Leung*,  
University of San Francisco

**NABE Bilingual Research Journal Senior Career Award 2015**  
Presented by: ..... *Dr. María E. Fránquiz*, Dean, College of Education,  
University of Utah

Recipient: ..... *Chris Faltis*,  
University of California-Davis

**Presentation of the NABE Bilingual Teacher Scholarship**  
Presented by: ..... *Dr. Anita Pandey*,  
NABE Executive Board

Recipient: ..... *Tashia Buccioni*,  
Santa Monica-Malibu Unified School District

**Presentation of the José Martí Scholarship**  
Presented by: ..... *Dr. Margarita Pinkos*, Vice-President,  
NABE Executive Board

Recipient: ..... *Sonya Romero Smith*,  
Lee Wallace Elementary School

**Introduction of the Keynote Speaker** ..... *Dr. Anita Pandey*,  
NABE Executive Board

**Keynote Speaker** ..... *Dr. Eyamba G. Bokamba*, Professor,  
University of Illinois at Urbana-Champaign

**Closing Remarks** ..... *Dr. Yee Wan*, President,  
NABE Executive Board

# NABE 2016 Ramón Santiago Award

Saturday, March 5th, 2016  
General Session  
10:00AM-11:20AM  
Grand Ballroom

The Ramón Santiago award is given by the NABE to individuals who remind us of the commitment to bilingual education such as past president of NABE, Ramón Santiago. To keep the organization going he mortgaged his house.



F. ISABEL CAMP is the author of numerous children's books in the areas of poetry, theatre, stories, biographies, and art. As a researcher she has published extensively bringing to the curriculum an awareness of the richness of the Hispanic culture.

She is an educator specialized in the area of literacy and home school interaction, topics on which she lectures nationally. An internationally recognized scholar devoted to the study of language acquisition, a field in which she started publishing in 1973 after obtaining her degree in English Philology from Universidad Complutense in Madrid, Spain; and post graduate work in Reading University in England, and UCLA in the United States. Among others, she is the recipient of Junior Guild Award, ALA Notable Book Award, San Francisco Library Award, and the 2005 Reading the World Award from the University of San Francisco.

# NABE 2016 Bilingual Research Journal Awards

Saturday, March 5<sup>th</sup>, 2016

General Session

10:00AM-11:20AM

International Ballroom

Early Career Reviewer Award:  
Genevieve Leung, University of San Francisco



Senior Scholar Reviewer Award:  
Chris Faltis, University of California---Davis



# NABE 2016 Bilingual Teacher Scholarship

Saturday, March 5<sup>th</sup>, 2016

General Session

10:00AM-11:20AM

International Ballroom

The purpose of the NABE Bilingual Teacher Scholarship is to provide support to university students pursuing a career in bilingual education. The applications are reviewed by the NABE Board. The 2016 award amount is \$1,000. The entire award will be sent to the recipient's postsecondary institution as a tuition contribution.

## Tashia Buccioni

Santa Monica-Malibu Unified School District, Santa Monica, California



Tashia Buccioni comes from a monolingual background--she was born and raised in the Midwest and didn't begin to learn Spanish until her early adulthood. However, as soon as she moved to California, she was instantly drawn to the rich Latino culture she encountered. She attended UCLA and earned a degree in Comparative Literature with a minor in Latin American Studies, graduating with college honors. While studying at UCLA, Tashia took advantage of many volunteer opportunities serving elementary and middle school youth throughout central Los Angeles, providing after-school homework help and mentoring to bilingual and ELL students. She also took advantage of the wonderful study abroad program through UCLA, volunteering, studying, and living in Mexico, and Central and South America. While studying in Chile, Tashia worked with the Chilean Ministry of Education through Ingles Abre Puertas, which placed her in high school classrooms in low-socioeconomic neighborhoods

throughout Santiago, with the aim of improving the English language instruction there. She also met her husband while in Chile. They now have two beautiful little girls and are expecting a baby boy in late March, whom they are raising in a bilingual and bicultural household. Now, elements of the Latino culture that she once studied have become a part of her adopted identity, and her interest in bilingual education has become a very personal endeavor. For the sake of her children, as well as *all* bicultural children, she is committed to improving and expanding the bilingual educational opportunities available through the public school system.

# The José Martí Foundation

## NABE 2016 Dual Language Teacher of the Year



Saturday, March 5<sup>th</sup>, 2016

General Session

10:00AM-11:20AM

International Ballroom

The purpose of the Dual Language Teacher of the Year José Martí National Scholarship Award (co-sponsored by NABE) is to recognize exemplary teaching performance by ESL/dual language teachers and provide financial support to pursue a career in leadership and dual language education.

### Sonya Romero-Smith

The 2016 winner is Sonya Romero-Smith from Albuquerque, New Mexico. Applications were reviewed by Dr. Arnhilda Badía, President of the José Martí Foundation. The National Association of Bilingual Education (NABE) will provide \$1000. as a contribution toward the award. The 2016 total award amount is \$5000. The entire award will be sent to the recipient's postsecondary institution as a tuition contribution. The scholarship award will be announced during the annual NABE 2016 conference.



Sonya Romero-Smith is a Kindergarten Bilingual teacher at Lew Wallace Elementary School. She has been a bilingual teacher for 16 years within the Albuquerque Public Schools with expertise and experience in best practices for Early Childhood.

Sonya is also the Executive Vice President of the Albuquerque Teachers Federation. She was recently featured on the Ellen DeGeneres Show and was recognized for her humanitarian efforts going above and beyond in her classroom.

Most recently, she was invited to attend the signing of the ESSA (Every Student Succeeds Act) in Washington DC where she stood by President Obama as he signed the bill into law. She continues to use both her voice and experience as a collective message of educators and the reality of classrooms.

Sonya believes in the strong foundation of her family and is close to her parents, siblings, nephews and most of all, her son. She credits her parents as this foundation saying "they instilled in us the idea that if we have a gift, we don't keep it but rather we impart our gift for the greater good." Sonya brings these beliefs to life within her classroom, among her colleagues, and to her two foster children.

# THINGS TO DO IN CHICAGO

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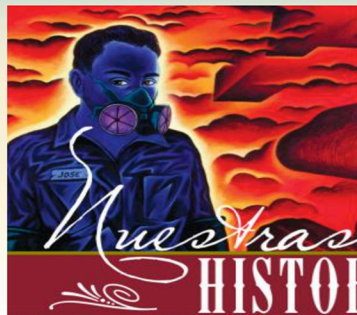
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# Special Interest Groups

## Seal of Biliteracy Special Interest Group

Thursday, March 03, 2016 ■ 8:30 a.m. – 9:50 a.m.. ■ Meeting Room: Astoria

Chair: Nivia Gallardo, Corona-Norco Unified School District

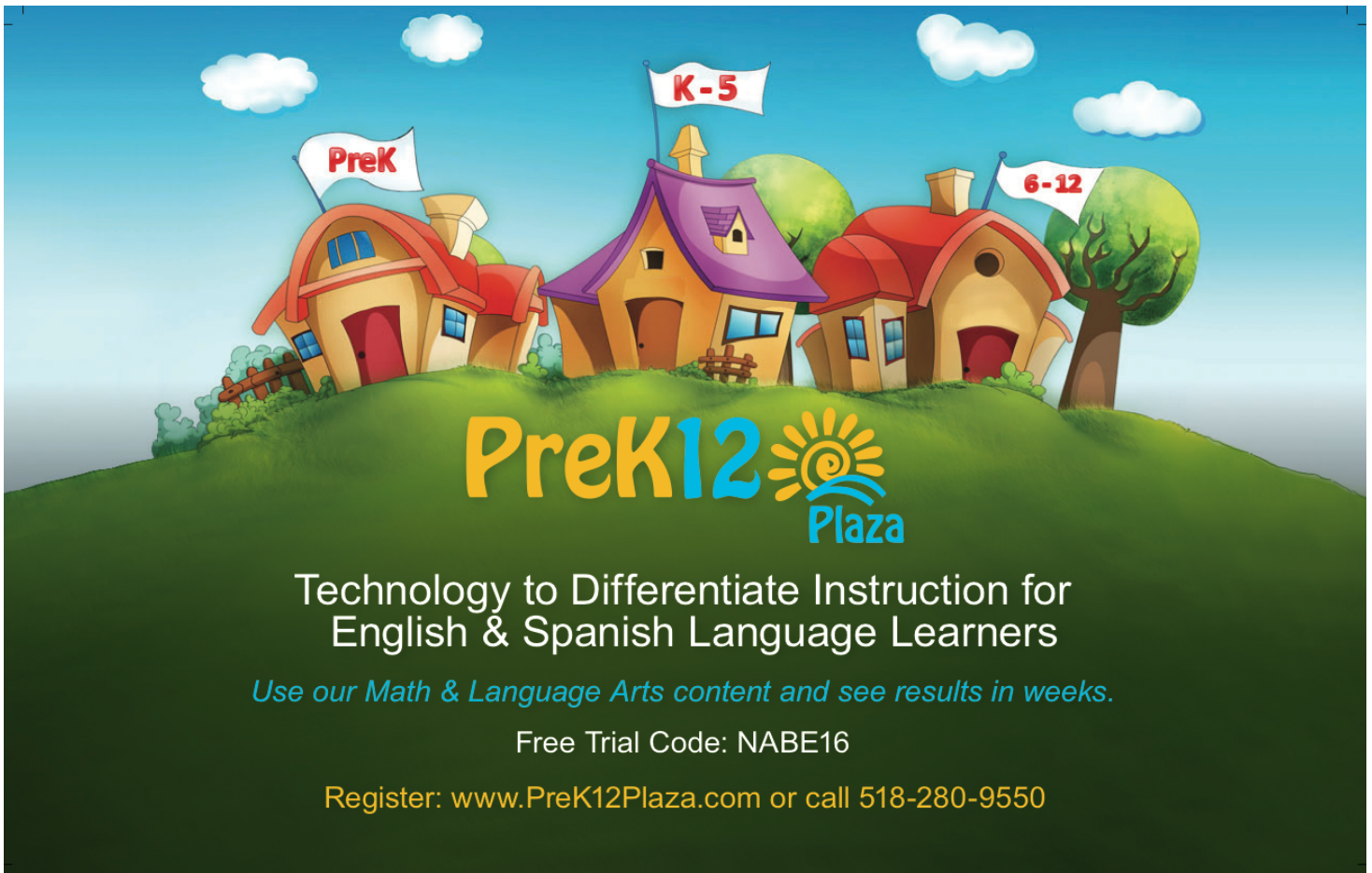
8:30 a.m. - 9:50 a.m.

### **The Seal of Biliteracy: Helping our students access the future!**

*Nivia Gallardo-Ayala, Director of Curriculum and Instruction, Corona Norco Unified School District*

*Julio Cruz, Ed.D., NABE Parent Representative*

Many states have increased their student's ability to become successful in college, career and civic life with the addition of the Seal of Biliteracy on their high school diploma. Come join us for a review of what this seal can do for biliterate students in your state. Participants will have the opportunity to collaborate with peers from various states to become acquainted with the benefits of the Seal of Biliteracy in their state. Please join us if you are already providing the Seal of Biliteracy in your state so you can share your experiences with the Seal with new states wishing to implement this program soon.



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# Special Interest Groups

## Dual Language Immersion Special Interest Group

Thursday, March 03, 2016 ■ 8:30 a.m. – 12:30 p.m. ■ Meeting Room: Joliet

Dual Language

Chair: Blanca M. Guerra Broward County Public Schools, Florida

Co-Chair: Leyda Sotolongo Broward County Public Schools, Florida

8:30 a.m. – 9:30 a.m.

### Implementing and Monitoring High Quality Dual Language Schools

Blanca M. Guerra, Curriculum Supervisor World Languages/Dual Languages

Leyda Sotolongo, Curriculum Supervisor Bilingual/ESOL

This presentation will address the need to implement high quality dual language programs with fidelity. The need for monitoring student progress in both languages becomes evident as we create the pathway to promote bilingualism, biliteracy, cross-cultural awareness, and high academic achievement. Teacher recruitment is an integral part of the process.

9:30 a.m. – 9:50 a.m.

### Business Meeting

11:40 a.m. – 12:30 p.m.

### Classroom Strategies for Success in the Dual Language Program

Presenter, Idalina Orta, World Languages/Dual Language Specialist

Practical activities to promote literacy in the dual language program.

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# Special Interest Groups

## Early Childhood Education Special Interest Group

Thursday, March 03, 2016 ■ 8:30 a.m. – 12:30 p.m. ■ Meeting Room: Conference Room 4C

Early Childhood Research to Support Best Language Practices

Chair: Karen Nemeth, Language Castle, LLC

Co-Chair: Clara Capiello, East Coast Migrant Head Start

8:30 a.m. - 9:50 a.m.

### Early Childhood Education Research Panel

Ryan Pontier, Ph.D., Miami Dade College

Carol Scheffner Hammer, Ph.D., Teachers College, Columbia University

Debra Ackerman, Ph.D., Educational Testing Service

Panel of three researchers will present highlights of their most recent studies on language and literacy development in first and second languages and the teaching practices that support this development. Learn about the latest findings and strategies that work! The panel will be moderated by Karen Nemeth and Clara Capiello.

11:40 a.m. – 11:55 a.m.

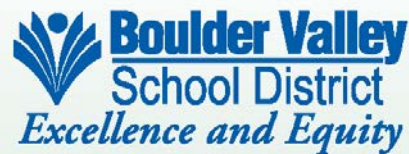
### Early Childhood Education SIG Business Meeting

11:55 a.m. – 12:30 p.m.

### Early Childhood Education Research Panel (Continued)

Katie Paciga, Ph.D., Columbia  
College Chicago

After a brief SIG business meeting, the fourth member of our panel of researchers will present highlights of her most recent studies on language and literacy development and best practices. The panel will be moderated by Karen Nemeth and Clara Capiello. The session will conclude with discussion of trends and plans for the Early Childhood Education SIG.



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# Special Interest Groups

## Gifted and Talented Special Interest Group

Thursday, March 03, 2016 ■ 8:30 a.m. – 12:30 p.m. ■ Meeting Room: Conference Room 4K

Chair: Elsa M. Anderson, Texas Wesleyan University

Co-Chair: Nilda Aguirre, Kreative Kids Corporation

8:30 a.m. - 9:10 a.m.

### **Strategies for Gifted and Talented Diverse Students**

*Elsa M. Anderson, Ph.D., Texas Wesleyan University*

During this presentation, participants will learn instructional strategies to challenge students' thinking. These strategies are presented in the context of culturally and linguistically responsive teaching.

9:10 a.m. – 9:50 a.m.

### **Jazz Up Your Class: Six Thinking Hats**

*Nilda Aguirre, Ed.S., Kreative Kids Corporation*

The six hats represent six modes of thinking and are directions to think rather than labels for thinking. That is, the hats are used proactively rather than reactively. The method promotes fuller input from more people. In de Bono's words it "separates ego from performance". Everyone is able to contribute to the exploration without denting egos as they are just using the yellow hat or whatever hat. The six hats system encourages performance rather than ego defense. People can contribute under any hat even though they initially support the opposite view. The key point is that a hat is a direction to think rather than a label for thinking. The key theoretical reasons to use the Six Thinking Hats are to:

- Encourage Parallel Thinking
- Encourage full-spectrum thinking
- Separate ego from performance

11:40 a.m. – 12:10 a.m.

### **Using Poetry to Develop and Support Literacy Skills.**

*Patsy Robles-Goodwin, Ed.D., Texas Wesleyan University*

Poetry presents an opportunity for bilingual gifted students to explore and utilize language. Bilingual students involved in reading and writing poetry are able to analyze language, enhance their word knowledge, extend their comprehension, and put into practice writing strategies. In this interactive session the facilitator will share ideas for using poetry with gifted bilingual students.

12:10 a.m. - 12:30 p.m.

### **SIG Business Meeting**



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# Special Interest Groups

## Bilingual Education Students Organization (BESO) Special Interest Group

Thursday, March 03, 2016 ■ 8:30 a.m. – 12:30 p.m. ■ Meeting Room: Conference Room 4Q

### Literacy in a Bilingual World

Chairs: Margarita Machado-Casas, University of Texas San Antonio  
and Belinda Treviño Schouten, Our Lady of the Lake University

8:30 a.m. - 8:40 a.m.

**Welcome Remarks: Dr. Margarita Machado-Casas and Dr. Belinda Trevino Schouten**

8:40 a.m. - 8:50 a.m.

**Introduction of BESO groups & Ice Breaker**

8:50 a.m. – 9:30 a.m.

**Literacy in a Bilingual World: Sequential vs. Simultaneous**  
BESO – UTSA, OLLU, Texas Tech, A&M

*Margarita Machado-Casas, Ph.D., UTSA*  
*Belinda Treviño Schouten, Ph.D., OLLU*

Teaching literacy to bilingual children is key in developing the underlying skills needed to become successful learners. This presentation will present two of the most common methodologies that are used in classrooms today, in order to better understand the nature of literacy.

9:30 a.m. - 9:50 a.m.

**Panel - Voices from the Classroom**  
*BESO Alumni*

Current classroom teachers will provide real world experiences in teaching literacy. Teachers will discuss real world applications, assessment requirements, challenges and successes.

11:40 a.m. - 12:00 p.m.

**California Dreaming – Literacy for All Children**

*Barbara Flores, Ph.D., CSU San Bernardino*

12:00 p.m. – 12:20 p.m.

**Panel – Administrative Voices, Lessons from the Field**

*Alicia Alvarez-Calderon*  
*NEISD, Director of ELL program*

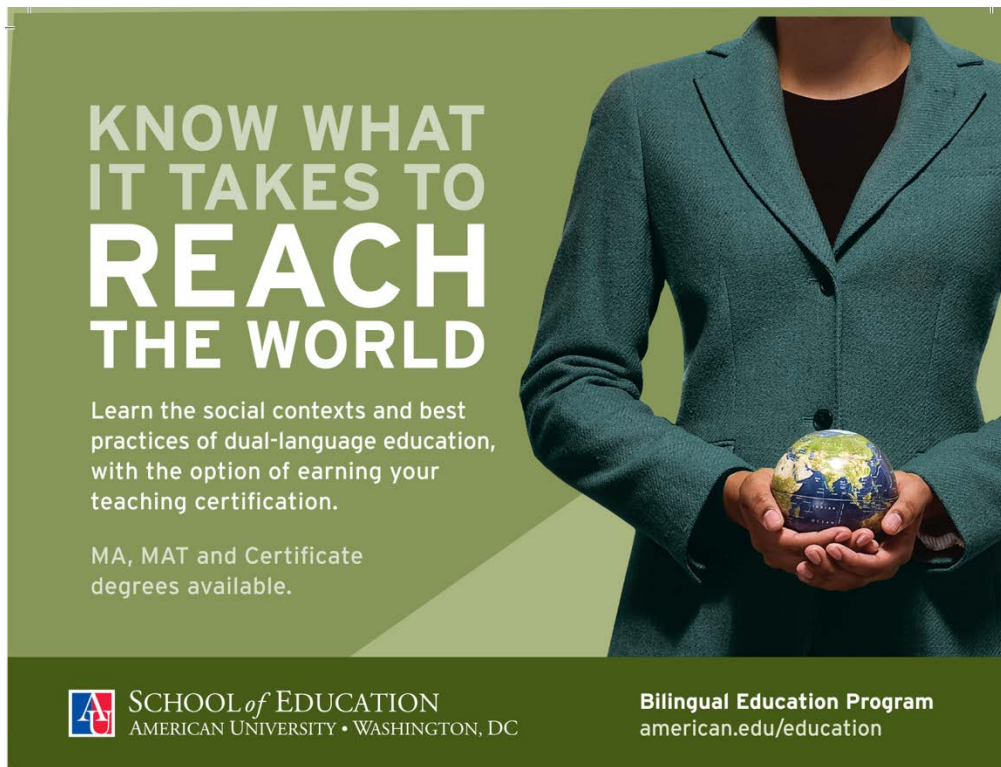
*Aloise Miller NEISD*  
*ELL District Specialist*

*Delia Ganoa – NEISD*  
*ELL District Specialist*

*Emma Saldaña – NEISD*  
*ELL District Specialist*

*Claudia Treviño Garcia*  
*East Central SD, Dual Language/ESL Coordinator*

12:20 p.m. – 12:30 p.m.



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# Special Interest Groups

## ELL Secondary Education Special Interest Group

Thursday, March 03, 2016 ■ 11:40 a.m. – 12:30 p.m. ■ Meeting Room: Marquette

High Leverage Practices: The Blueprint for Success

Chair: Dr. Jobi B. Lawrence, Iowa Department of Education

11:40 a.m. - 12:30 p.m.

### High Leverage Practices: The Blueprint for Success

Jobi B. Lawrence, Ed.D

Iowa Department of Education

Shannon Terry, M.A., Arlington

Independent School District

This session will provide attendees with an overview of a blueprint for Bilingual/ELL success through the implementation of demonstrated effective high leverage practices. Through the lens of seven Effective Schooling Components; climate and culture, leadership quality, educator quality, program design/implementation, professional development/professional learning communities, assessment/accountability, and family community engagement, presenters will facilitate a dialogue with session attendees regarding their current educational context related to the high leverage practices (HLPs). This session is applicable to Pk-12, but will address secondary issues in the context of the HLPs.

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# Special Interest Groups

## Policy Makers Special Interest Group

Thursday, March 03, 2016 ■ 1:40 p.m. – 3:30 p.m. ■ Meeting Room: Marquette

**The reauthorization of ESEA after NCLB, becomes the new ESSA...What?**

Jessica Salazar, PhD, Texas Wesleyan University

Viviana Hall, CEO, VIDA Education

Co-Chair: Annette Torres Elías, Ph.D., Texas Woman's University

1:40 p.m. - 2:45 p.m.

### Student Success Act Panel Discussion:

Updates from NABE state affiliates and advocacy efforts across the nation

*Discussants: Patsy Robles-Goodwin, PhD Texas Wesleyan University & Hector Flores, Former LULAC President, and Cloris Rangel, Director of Dual Language Programs, DISD*

The long overdue reauthorization of No Child Left Behind, which was passed by Congress in 2001 and signed into law in 2002, has given birth to the new 2015 law signed by President Obama and known as: Student Success Act, SSA. In addition to providing federal aid to strengthen education, targeting schools that enroll children who are disadvantaged, this law has also centered traditionally on equity issues. An examination of historical accounts surrounding the trajectory of this law since its beginning in 1968, shows a concerning pattern that moves away from the use of native language. Since the year 2000, the tendency at the federal level has been moving closer toward a radical absence of the terminology that once was the core of the Elementary and Secondary Education Act: "Bilingual Education". In a time when dual language programs continue to flourish and become more popular... How could this tendency impact your state legislature and your local school districts? Furthermore, how are we planning to grow dual language programs when bilingual education teachers are scarce and small numbers are graduating from our Teacher Education Programs across the nation? Please join us to discuss the future of dual language programs in light of ESSA provisions.

2:50 p.m. - 3:30 p.m.

### Business Meeting

Jessica Salazar, PhD, Texas Wesleyan University

Viviana Hall, CEO, VIDA Education



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The Journal of Communication & Education  
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# Special Interest Groups

## Elementary Education Special Interest Group

Thursday, March 03, 2016 ■ 4:10 p.m. – 6:30 p.m. ■ Meeting Room: Conference Room 4K

Teaching Science and Mathematics Through Technology and Evidence-Based Practices

Chair: Doris Luft de Baker, Southern Methodist University

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4:10 p.m. – 5:00 p.m.

### **The Use of Technology to Support the Learning of Academic Language in Science**

*Doris Luft de Baker Ph.D.,*

*Vivanne Mogna, Southern Methodist University*

The use of technology to teach science content represents an opportunity to enhance science instruction because technology can (a) adapt to the specific needs of students, (b) present content in a dynamic and engaging format with graphics that is not available in traditional materials, (c) allow students to control the pace of their own learning, and (d) provide immediate feedback regarding responses (Potocki, Ecalte, & Magnan, 2013). This presentation will show an example of a program of research that teaches Spanish-speaking English learners in second grade academic vocabulary that is necessary to give explanations about science content. Potential implications of such a program in learning science in school settings will be presented and discussed. Similar engaging activities in Spanish and in English will be demonstrated.

5:05 p.m. – 5:30 p.m.

### **Analysis of the Linguistic Quality of Science Explanations of Bilingual Students in Second Grade**

*Paul Polanco, M.S. Southern Methodist University*

Recent studies suggest that to be proficient in science, students need to (a) know, use, and interpret scientific explanations of the natural world; (b) generate and evaluate scientific evidence and explanations; (c) understand the nature and development of scientific knowledge; and (5) participate productively in scientific practices and discourse (Osborne, 2014). This presentation will provide examples of how science explanations can be enhanced through the development of academic language. Preliminary data on the qualitative analysis of the language production of Spanish-speaking English learners will be presented and discussed. Suggestions on how to incorporate the language assessments in bilingual science classrooms will be provided.

5:35 p.m. – 6:10 p.m.

### **Exploring evidence-based methods to Support English learners' mathematical understanding**

*Deni Lee Basaraba, Ph.D., Bethel School District, Oregon*

Historically, language has not received explicit attention during mathematics instruction as a consequence of a commonly held misconception that because mathematical concepts (e.g., area, pi, function) are universal across languages and can be explicated with numeric examples mathematics is less language-dependent than instruction other content areas (Lager, 2006). A recent review of bilingual research (Baker, Arteagoitia, Basaraba, & Polanco, in preparation) revealed that only a handful of studies ( $n = 8$ ) have been conducted in the last 10 years investigating the effectiveness of native language supports in mathematics or bilingual mathematics instruction. In this session we briefly review this research, and, present several prototype teaching routines for kindergarten as one option to support ELs' learning of foundational mathematics concepts.

6:10 p.m. – 6:30 p.m.

### **Elementary Education SIG Business Meeting**



# Special Interest Groups

## ESL in Bilingual Education Special Interest Group

Thursday, March 03, 2016 ■ 4:10 p.m. – 6:30 p.m. ■ Meeting Room: Conference Room 4Q

Toward an Equitable Model: A Balanced Approach to the Teaching and Learning of Two Languages

Chair: Ricardo González-Carriedo, University of North Texas

Co-Chair: Rossana Boyd, University of North Texas

Co-Chair: Eliana Rojas, University of Connecticut

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4:10 p.m. – 4:40 p.m.

### **Learning two languages at the same time: Using the L1 to support the L2**

*Dr. Alexandra Babino, Lewisville ISD*

Numerous studies confirm the idea of language transfer. In this session, the presenter will show specific strategies for using the students' existing linguistic capital to teach a second language.

4:50 p.m. – 5:20 p.m.

### **Balancing the use of English and Spanish in dual-language programs**

*Dr. Judith Yturriago, Northeastern Illinois University*

Dual-language (DL) programs focus on the teaching and learning of two languages. However, DL schools are not always able to balance the use of the two languages. This imbalance raises issues of equity and questions the purpose of the program. In this session, the presenter will offer her experience as an administrator of DL programs at different levels. Specific strategies for creating a balanced approach will be given.

5:30 p.m. – 6:00 p.m.

### **The Challenges of developing cultural and linguistic competences and dispositions across the school community.**

*Dr. Eliana Rojas and Project Fellows*

One of the challenges bilingual programs face is the retention of highly skilled teachers and administrators. In this session, the presenters will show successful strategies and skills developed during their participation in a federally funded program through the OELA office. They will also illustrate how teaching practices and leadership styles are applied in schools with a high ELL population, particularly Latino/a.

6:00 p.m. – 6:30 p.m.

### **ESL in Bilingual Education SIG Business Meeting**



# Special Interest Groups

## Asian-Pacific Islanders Special Interest Group

Friday, March 04, 2016 ■ 8:30 a.m. – 12:20 p.m. ■ Meeting Room: Conference Room 4D

Digital Tools for Learning

Chair: Rosa Salas Palomo, University of Guam

Co-Chair: Shu-Yuan Lin, Idaho State University

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8:30 a.m. - 8:50 a.m.

### **Guam's Mermaid Story: A Practice on Oral and Cultural Tradition**

*Jose Q. Cruz, Ed.D., University of Guam*

Mermaids appear to be a tradition of seafaring people especially men. And Guam is at the middle of the Pacific Ocean. The story presentation is about a young woman who loved the water – ocean and river. One day she was tasked a chore to a nearby neighbor. She decided to swim but remembered only when she heard the curse of her Mom that she be turned into half fish and half human. Her godmother saw her crying. Since tradition has it that she has influence as Godmother she willed her to get half of the change and the mother the other half. As she grew she encountered the world both good and bad.

8:50 a.m. – 9:10 a.m.

### **Poetry in the Pacific**

*Matilda Naputi Rivera, Ed.D., Guam Department of Education*

Poetry plays an important role in the Pacific culture. It carries a language that can be felt, heard, expressed, and ultimately experienced with a powerful message that transcends across the globe. Learn how the Guam Poets Club and Micronesian Poets Club used an online anthology to inspire Pacific Islanders with poems from various topics, which stirred the minds and touched the souls of poets from across the Pacific region.

9:10 a.m. – 9:30 a.m.

### **Using Formative Assessment Apps to Engage English Language Learners**

*Shu-Yuan Lin, Ed.D., Idaho State University*

Advanced technology provides new opportunities and tools for teachers to assess and engage students. This presentation introduces Apps that can be used as formative assessment tools to assess student learning. Through the Apps, teachers can show students' responses in real time, provide feedback to students, and engage students using the live display of students' responses.

9:30 a.m. – 9:50 a.m.

### **Recruitment, Retention, and Advancement (Promotion) of a Diverse Workforce**

*Anselmo G. Villanueva, Education Service District, Oregon*

Dr. Anselmo Villanueva works with children, families and others to assist them in improving the quality of their lives in the State of Oregon. In this presentation, he will share with us his work in human services related to serving students and parents in schools.

11:30 a.m. – 11:50 a.m.

### **Indigenous Language Learning Through a Website?**

*Rosa Salas Palomo, M. Ed., University of Guam*

This presentation will share how advanced University of Guam students in the indigenous language of CHamoru, the native tongue of the Mariana Islands (CNMI and Guam), have contributed and continue to contribute to an indigenous language website. After a soft launch in August 2015, this CHamoru language learning website has had over 400,000 hits!

11:50 a.m. – 12:20 p.m.

### **API Meeting**



# Special Interest Groups

## Indigenous Bilingual Education Special Interest Group

Friday, March 04, 2016 ■ 8:30 a.m. – 4:30 p.m. ■ Meeting Room: Joliet

Chair: Florian Tom Johnson, Rock Point Community School

Co-Chair: Louise Lockard, Northern Arizona University

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8:30 a.m. - 9:50 a.m.

### **Translation of Nations: Indigenous Languages, Art and Identity**

*Margaret Noodin University of Wisconsin Madison*

*Bernard Perley Milwaukee Indian Community School*

The University of Wisconsin-Milwaukee and the Milwaukee Indian Community School are collaborating to improve American Indian student success by fostering bi-lingual expressions of political and cultural identity. Using art and translation, history is re-written in K-8 classrooms. By giving space to indigenous languages land and culture are reconnected.

11:30 a.m. - 12:20 p.m.

### **NCLB and Common Core ARE Aligned to OUR Native Language and Culture**

*Andrea Ramon (O'odham), Educator, Trainer, and Consultant*

In this interactive presentation, we will start with a couple of mini-O'odham language and cultural immersion lessons and then focus our discussion on identifying, pairing, and aligning various aspects that NCLB and Common Core standards have with Native American language and culture and the potential for partnerships with various resources.

2:10 p.m. - 3:00 p.m.

### **Sahnish Language: A Single Story**

*Delilah Yellow Bird, White Shield Public School*

*Kathy Forelich, Missouri River Educational Cooperative*

*Mari B. Rasmussen, Dickinson State University*

Participants will have the opportunity to hear about a project that supports American Indian Culture and Language in North Dakota, hear from a Sahnish teacher who has taught for over eighteen years, and understand the challenges with Native language revitalization. The presenters have experience working in tribal schools.

3:30 p.m. – 4:00 p.m.

### **Two Tongues in the Land of English**

*Franklin Sage, University of North Dakota Educational Foundations and Research*

Today, on Reservations across the country it is rare to see youth coming to school monolingual in their own tribal language. The language shift from tribal language to English is common in most households. How can individual native speakers maintain their language in the face of English-only policies?

4:00 p.m. – 4:30 p.m.

Grow Your Own: Planting the Seeds of Language Self-Determination

*Presenter Jennifer VanHorssen, Learning and Capacity Building Facilitator*

Learn how you can harness continuous improvement and “lean” strategies to further engage community in the revitalization of your language by building clarity, transparency, and enhanced focus.

4:30 p.m. - 5:00 p.m.

**IBE SIG Business Meeting – Meeting Location: Normandie Lounge (2<sup>nd</sup> floor)**

# Special Interest Groups

## Research and Evaluation Special Interest Group

Friday, March 04, 2016 ■ 8:30 a.m. – 6:30 p.m. ■ Meeting Room: Marquette

Orality and Literacy in Bilingual/Multilingual Education

Chair: Martha C. Pennington, University of London, UK

Co-Chair: Heather Woodley, New York University Steinhardt

### **SESSION I: Orality and Literacy in Bilingual/Multilingual Education (SIG Conference Theme)**

Chair: Martha C. Pennington, University of London

8:30 a.m. - 9:10 a.m.: **Plenary by Featured Theme Speaker**

#### **Toward a Rhetorical Theory of Oracy in Literacy: Multilingual, Multi-cultural, Multi-national Contextual Considerations**

Rosalind Horowitz ([Rosalind.horowitz@utsa.edu](mailto:Rosalind.horowitz@utsa.edu)), *The University of Texas—San Antonio*

This presentation constructs an historical account of theory that charts oral and literate processing and production of texts. It summarizes the work of giants in the fields of literacy and the questions they tackled. Research and evaluation possibilities for advancing schooling are proposed that will be needed for world populations.

9:10 a.m. - 9:25 a.m.

#### **Speaking and Writing in the Academic Language: Skills Needed in Bilingual Preservice Teachers**

Jacqueline E. Arroyo-Romano ([Jacqueline.romano@tamiu.edu](mailto:Jacqueline.romano@tamiu.edu)), *Texas A & M International University*

With few opportunities to be engaged in the academic language in which they need to perform, pre-service bilingual teachers face challenges in reading, speaking and writing in the academic language in L1 (Spanish) (CALP).

9:25 a.m. - 9:40 a.m.

#### **Comparing English Reading Comprehension Outcomes among Spanish Speakers in Two-Way Immersion vs. Monolingual English Programs**

Sabina Neugebauer ([sneugebauer@luc.edu](mailto:sneugebauer@luc.edu)), *Loyola University, Chicago*

Elizabeth Howard ([elizabeth.howard@uconn.edu](mailto:elizabeth.howard@uconn.edu)), *University of Connecticut, Storrs*

Using 3<sup>rd</sup> grade English vocabulary scores as an indicator of risk of reading difficulty, this paper explores 3<sup>rd</sup> and 5<sup>th</sup> grade English reading comprehension outcomes among at-risk and not at-risk Spanish-speakers in two-way immersion and monolingual English programs. Findings reinforce the importance of vocabulary as a predictor of reading comprehension.

9:40 a.m. - 9:50 a.m.

#### **Discussion**

### **SESSION II: Community-focused Projects**

Chair: Miriam Eisenstein Ebsworth, New York University

11:30 - 11:55 a.m.: **Featured International Speaker**

#### **A Pre-school Tutoring Curriculum for Bilingual/Bicultural Children: Immigrant Speakers of Amharic in a Hebrew Speaking Host Community**

Elite Olshtain ([elitezeev@yahoo.com](mailto:elitezeev@yahoo.com)), *Hebrew University Jerusalem*

The paper describes an intervention study that tried to develop a preventive school readiness curriculum with the aim of reducing some of the risk-factors for 3-5 year old children of Amharic speaking immigrants to Israel. Outcomes will be examined for three target groups: the children, the tutors, and the parents.

11:55 a.m. - 12:10 p.m.

#### **Enhancing Community Instructional Support in a Bilingual Setting**

San Juanita G. Hachar ([sjhachar@tamiu.edu](mailto:sjhachar@tamiu.edu)), *Texas A & M International University*

Sergio D. Garza ([sgarza@tamiu.edu](mailto:sgarza@tamiu.edu)), *Texas A & M International University*

Marcela Uribe ([marcela.uribe@tamiu.edu](mailto:marcela.uribe@tamiu.edu)), *Texas A & M International University*

The session reports on service learning projects conducted by one South Texas University, giving an overview of service learning in the preparation of teacher candidates pursuing a Bachelor of Science in Elementary Education – Bilingual Emphasis and noting the efficiency and effectiveness of programs leading to bilingual literacy and oral fluency.

12:10 p.m. – 12:20 p.m.

#### **Discussion**



# Special Interest Groups

## **SESSION III: Student Knowledge and Perspectives**

Chair: Gail Verdi, Kean University

2:10 p.m. - 2:25 p.m.

### **The Pragmatics and Perceptions of International Chinese Graduate Students and their American Peers**

Miriam Eisenstein Ebsworth ([Mee1@nyu.edu](mailto:Mee1@nyu.edu)),  
New York University

Timothy John Ebsworth  
([Ebswortht@gmail.com](mailto:Ebswortht@gmail.com)), The  
College of New Rochelle

Chenchen Cai ([cc3595@nyu.edu](mailto:cc3595@nyu.edu)),  
New York University

Integrating observation, interviews, and quantitative analysis, this study compares the sociolinguistic judgments of international Chinese University students and their native English speaking peers. Participants evaluated alternative sociolinguistic strategies in response to 5 critical incidents presented in English. Results were interpreted via interviews and themes revealed distinctive sociocultural norms and values.

2:25 p.m. - 2:40 p.m.

### **Consequences of Testing: How Emergent Bilingual Students Feel about Being Tested in a Language They Don't Know Yet**

Kate Mahoney  
([Kate.mahoney@fredonia.edu](mailto:Kate.mahoney@fredonia.edu)), State  
University of New York at Fredonia

The purpose of this study was to investigate the feelings, as interpreted through drawing, of EBs who took a high stakes test in English. Participants included 100 Emergent Bilingual (EBs) in fourth grade since 2006 at an inner-city elementary school in one of the most transient neighborhoods in Mesa, Arizona.

2:40 p.m. - 2:50 p.m.

### **Discussion**

## **SESSION IV: Teacher Knowledge and Perspectives**

Chair: Rosa Pietanza, New York University

3:40 p.m. - 3:55 p.m.

### **The Practice and Pedagogy of Experienced Early Childhood Teachers to Support Oral Language Development of Young Dual Language Learners**

Sherry V. Taylor ([sherry.taylor@ucdenver.edu](mailto:sherry.taylor@ucdenver.edu)), University of Colorado

Addressing the pedagogical knowledge and skills of teachers is critical in determining whether teachers are adequately providing culturally responsive and effective instruction to ELLs in bilingual settings. This study examined the knowledge and skills of 25 experienced teachers of early childhood education and the culturally responsive pedagogy they use with ELLs.

3:55 p.m. - 4:10 p.m.

### **How Teachers' Perceptions of Bilingual Students Affect Teaching, Learning and Classroom Dynamics**

Fernando Naiditch ([naiditchf@mail.montclair.edu](mailto:naiditchf@mail.montclair.edu)),  
Montclair State University

This presentation will focus on a professional development program developed at a culturally and linguistically diverse urban school district in New Jersey which is helping its teachers to address the needs of their changing student population by developing cross-cultural awareness and competency, and implementing more culturally and linguistically responsive pedagogy.

4:10 p.m. - 4:25 p.m.

### **Bilingual Teachers Reflect: Examining Factors Associated with the School Success of Bilingual, Hispanic Students**

Patry Lerwick ([Lerwick2@aol.com](mailto:Lerwick2@aol.com)), University of North Texas

Karthigeyan Subramaniam

([Karthigeyan.Subramaniam@unt.edu](mailto:Karthigeyan.Subramaniam@unt.edu)), University of North Texas

Ricardo Gonzalez, ([Ricardo.Gonzalez@unt.edu](mailto:Ricardo.Gonzalez@unt.edu)) University of North Texas

Miriam Ezzani ([Miriam.Ezzani@unt.edu](mailto:Miriam.Ezzani@unt.edu)), University of North Texas

The study investigated bilingual teachers' perspectives about what conditions foster bilingual Hispanic students' success in schools. Observations and semi-structured interviews were conducted. Grounded theory was utilized in the data analysis to answer the research question: What practices do effective bilingual teachers consider to be important in helping bilingual Hispanic students succeed?

4:25 p.m. - 4:40 p.m.

### **Discussion**

# Special Interest Groups

## **SESSION V: Perspectives on Bilingualism**

Chair: Susana DeJesus, New York University

4:40 p.m. - 4:55 p.m.

### **Interest Convergence and Hegemony in Dual Language: Bilingual Education, but for Whom and Why?**

Laura Kelly ([laura.beth.kelly@gmail.com](mailto:laura.beth.kelly@gmail.com)), Arizona State University

Bills in the legislatures of Arizona and California aim to expand dual language education by framing it as an economic benefit to students and the state. I analyze the bills to illustrate the shifting purposes of bilingual education and highlight the hegemonic role of economic interest.

4:55 p.m. - 5:10 p.m.

### **Deep History of Bilingualism: A Discussion Paper**

Martha C. Pennington ([mp64@soas.ac.uk](mailto:mp64@soas.ac.uk)), University of London  
(SOAS and Birkbeck)

Contact between Neanderthals and Homo Sapiens within the period that most linguists posit for the emergence of language is explored in relation to evolution of language, drawing parallels from research on language contact within historical time and discussing implications for linguistic theory of bilingualism, pidgins and creoles, and universal grammar.

5:10 p.m. - 5:20 p.m.

### **Discussion**

5:20 p.m. - 5:50 p.m.

## **SESSION VI: Research and Evaluation Clinic and Conversation**

Chair: Heather Woodley, New York University

*Participants: Miriam Eisenstein Ebsworth, Timothy John Ebsworth, Rosalind Horowitz, Fernando Naiditch, Gail Verdi, Martha C. Pennington*

Experienced Researchers are available to share their insights and provide mentorship for students and colleagues engaged in research on Emergent Bilinguals. If you have research to share or a research idea to explore, please join us!

5:50 p.m. - 6:30 p.m.

### **Research and Evaluation SIG Meeting**

Chair: Martha C. Pennington, University of London



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# Special Interest Groups

## Special Education Special Interest Group

Friday, March 04, 2016 ■ 2:10 p.m. – 4:30 p.m. ■ Meeting Room: Conference Room 4D

Chair: Amy Mazur, George Washington University

2:10 p.m. – 2:25 p.m.

**SIG MEETING: Group mission and goals**

2:25 p.m. - 3:10 p.m.

**STEAM Strategies for Culturally Linguistically Diverse Learners with Disabilities**

*Patricia Peterson, Ph.D., Northern Arizona University*

Best practices in STEAM (Science, Technology, Engineering, Arts, and Math) instruction focused on serving culturally/linguistically diverse students with disabilities. Participation in STEAM lesson that facilitates integrated learning where students add the arts into STEM and create innovative solutions to problems, incorporate cultural linguistic diversity, and provide English Learner strategies.

3:10 p.m. – 3:40 p.m. Break

3:40 p.m. - 4:30 p.m. PANEL

PRESENTATION

**Language Dominance Testing and the Language Difference vs. Language Disability**


*Mrs. Melissa Eldridge, M.Ed.,*

The Pre-referral Process to Special Education:  
Language Dominance: BICs and CALPS, Second  
Language Acquisition and Disability versus  
Difference

**Differentiating Language Acquisition from Disability**

*Mr. Steven Gill, M.Ed.*

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# About the Artist



Veronica Chavez is a true Chicagoan from the North Side of the city. She is an illustrator and an educator with expertise in the field of English Learner education. She has served as a teacher and a district level specialist. In her free time, she enjoys traveling and spending time in nature with family.

## Artist's Statement

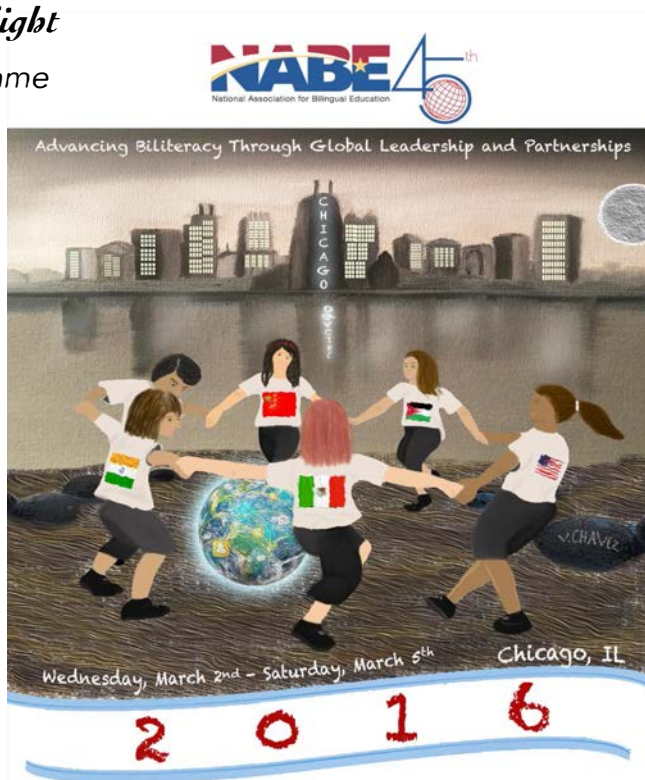
### Description of Painting: *Windy City Moonlight*

*The inspiration for "Windy City Moonlight" came from my childhood memories in Chicago. Raised in the Lakeview neighborhood, most of my summers were spent playing in the parks along the lake where the city's unique architecture could be appreciated in all its glory.*

*Chicago is represented by many communities from around the world, including Asia, the Middle East, and Latin America. Among its famous streets and neighborhoods, such as 26th St., Devon Ave. and Chinatown, one can hear world music in different languages and savor some of the most authentic cuisine in all the Midwest.*

*"Windy City Moonlight" represents the human evolution in the friendships and relationships forged between people of all ages and all races in the city. The children in the painting play and dance around a globe--the world at their feet. While they may come from different cultures, they all feel the lyrics to "Sweet Home Chicago". Below the painting is a twist on the Chicago flag, which has two blue stripes (one on top and one at the bottom). However, instead of the four red stars in the original flag, I used the year for the NABE conference. Lastly, the moon shines its own light on the modern, windy city we lovingly call Chi-Town, completing a perfect Chicago summer day and reminding Chicagoans of our place under the stars.*

*The media I used is oil paint on canvas and Adobe Illustrator.*





# NABE 2016 Parent Conference Institute

Thursday, March 3, 2016

The Hilton Chicago, 720 S Michigan Ave, Chicago, IL

*"Advancing Biliteracy Through Global Leadership and Partnerships"*

Judy Saurí, Chair, Principal, Edwards Dual Language School

Hilda Calderón-Peña, Co-Chair      Joaquín Villegas, Co-Chair

## PROGRAM

08:30-09:00	Registration and breakfast
09:00-09:50	Welcome
10:00-11:25	NABE - Opening Ceremony
11:30-12:00	Keynote – Dr. Samuel Betances & Dr. Tony Baez
12:00-12:30	José Luis Orozco- Si quieres llegar a cién, come bien
12:30-01:30	Lunch
01:30-01:50	Parent presentation
02:00-02:30	Concurrent Sessions
02:30-03:10	Share out at tables
03:10-03:20	Closing
03:20-03:30	Visit to vendors and signing

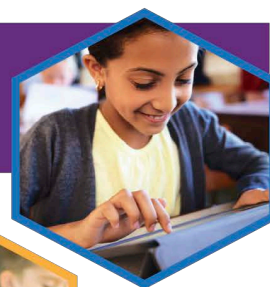
# Thank you to all parents for attending the Parent Institute!

**Dual Language**



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# NABE 45th Annual Conference

## NABE 2015-2016 Annual Report



# NABE 45th Annual Conference

## NABE 2015-2016 Annual Report

### 1. Membership and Affiliates

- 1.1 NABE active membership is 3,026 as of December 2015.
- 1.2 20 Affiliates in 18 states and one in China: Alaska, Arizona, California, Florida (2 affiliates), Georgia, Idaho, Illinois, Kansas, Massachusetts, Michigan, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon, Texas and Washington State. Louisiana and Wisconsin will be reactivated as NABE affiliates in 2016.
- 1.3 Supported efforts in 9 countries to become affiliates of NABE: Brazil, China, Costa Rica, Cuba, Mexico, Peru, Spain and Tanzania.
- 1.4 Invited five states and two territories to become new affiliates or reactivate affiliation to NABE: Connecticut, Kansas, Maryland, Nevada, North Carolina, Puerto Rico and the Virgin Islands.
- 1.5 Established an affiliate in China in March 2016.
- 1.6 Updated the Handbook for NABE Affiliates.

### 2. NABE Board and Office Operations

- 2.1 Adopted NABE's new Mission Statement in 2016 that is in alignment with current educational needs and context.
- 2.2 Increased collaboration and efficiency among board members by using an online platform for storing and creating documents.
- 2.3 Strengthened fiscal conditions by relocating the NABE headquarters to Ana G. Mendez University in Wheaton, Maryland and restructuring staffing by outsourcing some services and eliminating all non-essential personnel. NABE is working with VISTAS International to provide international bilingual interns.
- 2.4 Updated the NABE Bylaws to create more access and equity for the membership.
- 2.5 Streamlined the accounting process by using accounting software programs and online banking, which has significantly improved workflow and saved over \$10,000 this year-to-date.
- 2.6 Established accounting procedures that provide board members with quarterly reports by organization's treasurer.
- 2.7 Updated the NABE webpage with current bilingual and dual language research papers, resources, news, current topics and NABE publications.
- 2.8 Recruited membership via social media, newsletters and publications.



# **NABE 45th Annual Conference**

## **NABE 2015-2016 Annual Report**

### **3. NABE Annual Conference and Summer Dual Language Professional Development**

- 3.1 Adopted a new online program and APP for the NABE 2016 conference, which saved over \$15,000 in conference program printing costs.
- 3.2 Launched the NABE conference webpage to process proposal submissions, conference registration and exhibitors' registration online.
- 3.3 Generated over \$500,000 in revenue to support NABE's operations.
- 3.4 Honored NABE Past Presidents and Trailblazers at the NABE 45<sup>th</sup> Annual Conference. Fifteen out of the living twenty-five past presidents attended NABE 2016.
- 3.5 Increased conference attendees, which also resulted in 100% increase in NABE membership as conference registration includes NABE membership fee.
- 3.6 Exhibitors increased by 20%
- 3.7 Instituted the Multimedia Student Contest for students in PreK – 2 to demonstrate their bilingual/multilingual skills.
- 3.8 Recruited the largest delegation from China in the history of NABE to attend the NABE 45<sup>th</sup> Annual Conference. In addition, NABE 2015 Conference in Las Vegas also attracted teachers and students from Brazil, Canada, Chile, Dominican Republic, Mexico, Peru, Puerto Rico, and Spain.
- 3.9 Celebrated the Seal of Biliteracy at the NABE President's Reception.
- 3.10 Negotiated contracts for future conferences.  
2017 - Hilton Anatole, Dallas, TX  
2018 - Albuquerque Convention Center, Albuquerque, NM
- 3.11 Hosted the first successful Summer Dual Language Institute in July 2015 in Wheaton, MD with more than 100 participants.
- 3.12 Planned the second Summer Dual Language Institute scheduled for Puerto Rico, June 27 and 28, 2016 at Ana G. Mendez Universidad del Este.

### **4. Advocacy (Educational, Institutional and Community Involvement)**

NABE is proud to collaborate with its partners from the Hispanic Education Coalition (HEC) that unites more than 20 organizations dedicated to improving educational opportunities and outcomes for the more than 54 million Latinos and Latinas living in the United States and Puerto Rico. The HEC focuses on federal legislative issues relating to education including the Elementary and Secondary Education Act, the Head Start Act, the Higher Education Act, adequate federal funding for education, and the educational concerns of English learners. In each of these areas, the HEC strives to ensure that dialogue at the federal level regarding education issues reflects the education priorities of the Latino community:

- American Federation of Teachers (AFT)
- Ana G. Mendez University
- Hispanic Association of Colleges and Universities (HACU)
- League of United Latin American Citizens (LULAC)

# NABE 45th Annual Conference

## NABE 2015-2016 Annual Report

- Mexican American Legal Defense and Education Fund (MALDEF)
  - National Council of La Raza (NCLR)
  - Office of English Language Acquisition (OELA), U.S. Department of Education
  - Teaching English to Speakers of Other Languages (TESOL) International
- 4.1 Initiated a proposal establishing April 2016 as National Bilingual/Multilingual Learner Advocacy Month.
  - 4.2 Established a strong partnership with American Federation of Teachers (AFT), Teaching English to Speakers of Other Languages (TESOL) International and the Joint National Committee for Languages-National Council for Languages and International Studies to conduct a national study with 40 educators, K-12 and university professors, that resulted in the first **National Guidelines for the Seal of Biliteracy** which was communicated to the U.S. Congress and the Council of Chief State School Officers for national distribution to all school districts and universities. The National Guidelines are available on the NABE web page.
  - 4.3 Collaborated with members of the Hispanic Education Coalition (HEC), AFT, and TESOL International on numerous joint position statements and amendments, as well as attended and participated with numerous Congressional Education hearings to provide strong leadership and advocacy that resulted in the successful passage of the new **Elementary and Secondary Education Act (ESEA) now known as the Every Student Succeeds Act (ESSA)** that preserved funding for English learner (EL) programs and increased professional development support for teachers of ELs.
  - 4.4 Posted and shared numerous statements, letters and articles of strong positions on ESEA and solicited input from our membership, affiliates, supporters, sponsors and national experts during the process that led to the successful passage of the new ESEA.
  - 4.5 Served as a member of the **U.S. Secretary of Education Stakeholders Roundtable on ELs** and as such participated on a quarterly basis with the Secretary and Dr. Libia Gil, Assistant Deputy Secretary of Education and Director of the Office of English Language Acquisition (OELA). NABE has supported a number of recommendations to improve services, equity and access to high quality programs for ELs.
  - 4.6 Joined efforts with AFT to work with other coalitions on the following education and community initiatives on behalf of all teachers and students, with particular emphasis on ELs and those serving in highest needs schools:
    - 4.6.1 Advocated in partnership with HEC for passage of the DREAM Act, which did not pass at the federal level, but some version of which has passed in at least 20 states.
    - 4.6.2 Advocated to ensure Unaccompanied Children who are ELs can participate meaningfully and equally in educational programs.



# **NABE 45th Annual Conference**

## **NABE 2015-2016 Annual Report**

- 4.6.3 Supported Deferred Action for Childhood Arrival (DACA), which defers young people from deportation, granting a 2-year work permit and Social Security Number.
- 4.7 Joined Hispanic Association of Colleges and Universities (HACU) as an affiliate member and as such provided letters of support to restore funding for the 409 Hispanic Serving Institutions (HSI).
- 4.8 Worked as a member of the Children's Leadership Council in providing letters of support for the Safe Child Nutrition Bill and Early Learners funding.
- 4.9 Served as a member of the AFT National Teacher Diversity Advisory Committee and presented at their National Diversity Panel.
- 4.10 Provided leadership as a Keynoter for the AFT 2015 National Teacher Academy.
- 4.11 Served as a member of the President's Advisory Subcommittee on Excellence in Education for Hispanics.
- 4.12 Signed a strong coalition letter supporting funding for Clean Water for Children and Families in Flint, Michigan.

### **5. NABE 2015-16 Initiatives**

- 5.1 NABE 2016 Summer Dual Language Professional Development – Nilda Aguirre and Dr. Anita Pandey (See Item 3.12)
- 5.2 ESEA Reauthorization – Dr. Santiago Wood (Item 4.3)
- 5.3 NABE Dual Language Professional Development – Dr. Leo Gomez  
Launched the 3-Day Intensive Dual Language Professional Development Model in July 2015 (See Item 3.11)
- 5.4 Expansion of NABE Affiliates – Dr. Rossana Boyd (See Items 1.2-1.6)
- 5.5 NABE Bylaws and Operational Manual – Dr. Minh-Anh Hodge (See Item 2.4)
- 5.6 Bilingual Education Standards – Dr. Rossana Boyd
- 5.7 Strengthened NABE Research and Scholarly Publications – Dr. Josefina Tinajero
  - 5.7.1 Prepared a proposal to add Conference Proceedings to NABE Conferences that will publish papers (focused on research on Bilingual Education and related areas) presented at the Annual Conference beginning NABE 2017.
  - 5.7.2 Enhanced the research component of NABE Conferences by disseminating a Call for Proposals to university faculty and research centers throughout the U.S. encouraging submission of proposals to present at Conferences, and invited primarily university faculty conducting research to submit proposals to NABE. Also disseminated this call to faculty members who attend AERA—the Bilingual SIG—mostly university faculty conducting research.
  - 5.7.3 Increased board members' participation at Bilingual Research Journal meetings at NABE Conferences.
- 5.8 Strengthened Partnership with the Corporate Advisory Council – Dr. Margarita

# **NABE 45th Annual Conference**

## **NABE 2015-2016 Annual Report**

Pinkos.

### **5.9 My Name, My Identity National Initiative – Dr. Yee Wan**

- 5.9.1 Partnered with the Santa Clara County Office of Education to launch the My Name, My Identity National Initiative. The objective is to build a more inclusive and respectful culture in our communities by inspiring educators and community members to take a pledge to pronounce others' names correctly. The goal is to receive one million pledges by February 22, 2017.
- 5.9.2 Created a webpage for the My Name, My Identity Initiative <http://www.nabe.org/MyName-MyIdentity>.
- 5.9.3 Established a partnership with McGraw-Hill Education (MHE) to sponsor a national effort in promoting the campaign including press releases, creating and amplifying a “What My Name Means to Me” video essay social campaign, Back-to-School Kits, webinar and blogger series.
- 5.9.4 Secured sponsorship from Coca-Cola for the NABE 2017 Global Ambassadors Student Scholarship.
- 5.9.5 Obtained endorsement and support from NameCoach, which offers teachers who take the My Name, My Identity pledge free use of Name Page web-based software for individual classroom use.
- 5.9.6 Received commendations from Congressman Mike Honda, California Assembly Member Kansen Chu, and California Senators Jim Beall and Ricardo Lara.



# Save the Date

## DALLAS



**NABE 2017**

**46th Annual National Bilingual Education Conference**

**Pre-Conference: Wednesday, February 22, 2017**

**Conference: February 23 – 25, 2017**