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Revised Edition

YVONNE S. FREEMAN
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MARY SOTO • ANN EBE

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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

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

### Thursday, March 3, 2016

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

Friday, March 4, 2016

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

Saturday, March 5, 2016

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

## INTRODUCTION AND WELCOME

| NABE 2015-2016 Executive Board | 1 |
| Welcome Letter- 2016 NABE President | 2 |
| Welcome Letter- Dr. John King, Acting Secretary of Education U.S Department of Education | 3 |
| Welcome Letter – Rahm Emmanuel, Mayor of the City of Chicago | 4 |
| Welcome Letter – Karen Garibay-mulattieri, Chicago Public Schools | 5 |
| Welcome Letter – George A. Cardenas, 12th ward alderman | 6 |
| Welcome Letter – Nevine Megahehd Ph.D., President, National Louis University | 7 |
| Welcome Letter – Sharon K. Has, President, Northeastern Illinois University | 8 |
| Welcome Letter – Daniel Lopez Jr., Ph.D., ILACHE Board President | 9 |

## ABOUT NABE

| A history of NABE conferences | 10 |
| NABE’s mission | 11 |
| NABE affiliates 2015-2016 | 12-13 |
| NABE special interest groups 2015-2016 | 14-15 |
| Special events overview | 16 |
| NABE business meetings | 17 |
| NABE 2016 student entertainment | 18-19 |

## WEDNESDAY

| Exhibit Hall grand opening-ribbon cutting ceremony | 21 |
| NABE 2016 sponsor of the year | 22 |
| NABE 2016 exhibitor of the year | 23 |

## THURSDAY

| General opening ceremony | 24 |
| NABE 2016 conference committees | 25 |
| NABE 2016 local committees | 26 |

## FRIDAY

| General session | 27 |
| NABE 2016 citizen of the year | 28 |
| NABE 2016 leadership award | 29 |
| NABE 2016 ohtli award | 30-31 |
| Awards luncheon | 32-33 |
| Legislator of the Year | 34 |
| NABE 2016 student essay contest – elementary school | 35 |
| NABE 2016 student essay contest – middle school | 36 |
| NABE 2016 student essay contest – high school | 37 |
| NABE 2016 teacher of the year | 38 |
| NABE 2016 1st place dissertation award | 39 |
| NABE 2016 2nd place dissertation award | 40 |
| NABE 2016 3rd place dissertation award | 41 |
| NABE 2016 multimedia student contest | 42 |
| NABE 2016 leadership forum: preparing multilingual global citizens | 44-45 |
| NABE 2016 honorary chairs | 46 |
| NABE 2016 president’s gala | 48-49 |

## SATURDAY

| General session | 50 |
| NABE 2016 ramon santiago award | 51 |
| NABE 2016 bilingual research journal awards | 52 |
| NABE 2016 bilingual teacher scholarship | 53 |
| Jose Marti Foundation-NABE 2016 dual language teacher of the year | 54 |

## THINGS TO DO IN CHICAGO

| 55 |

## SPECIAL INTEREST GROUPS

| 56-70 |

## ABOUT THE ARTIST

| 71 |

## PARENT CONFERENCE INSTITUTE

| 72 |

## NABE 2015-2016 ANNUAL REPORT

| 74-79 |
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The NABE 2015-2016 Executive Board

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

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Vice President – Eastern Region Representative
Margarita P. Pinkos, Ed.D.

Treasurer – Member-at-Large
Josie Tinajero, Ed.D.

Secretary – Member-at-Large
Rossana Boyd, Ph.D.

Member-at-Large
Luis F. Cruz, Ph.D.

Central Region Representative
Leo Gómez, Ph.D.

Western Region Representative
Minh-Anh Hodge, Ed.D.

Eastern Region Representative
Anita Pandey, Ph.D.

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.
March 2, 2016

Dear NABE members and friends:

On behalf of the Board of the National Association for Bilingual Education (NABE), we welcome you to our 5th annual conference! Yes, 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.

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!

This 5th 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.

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

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.

Warmest regards,

Yee Wan, Ed.D. 2016 NABE President

Santiago V. Wood, Ed.D. Executive Director

drsantiagow@gmail.com
Dr. Santiago Wood
NABE Executive Director
c/o Ana G. Mendez University
Veirs Mill Rd., (L-1)
Wheaton, MD 20910
Cell: (954) 729-4537
Office: (240) 450-3700
www.nabe.org
Greetings Video Message from Dr. John King, Acting Secretary of Education,
U.S. Department of Education
for the National Association for Bilingual Education’s
45th 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 45th 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 – 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 high-quality education they need and deserve. Under ESSA, states have the opportunity to broaden the definition of educational excellence to ensure that it is well 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.
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,

Mayor
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 45th 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
45th Annual NABE Conference Local Committee Chair
Chief Officer, Chicago Public Schools Office of Language and Cultural Education
Greetings to all NABE 2016 Conference Delegates:

It gives me great pleasure to welcome you to the 5th 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
12th 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) 45th 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
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
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) 45th 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., Ph.D.
ILACHE Board President
<table>
<thead>
<tr>
<th>DATE</th>
<th>PLACE</th>
<th>CONFERENCE CHAIRPERSON(S)</th>
<th>BOARD PRESIDENT</th>
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<tr>
<td>1972</td>
<td>Austin, TX</td>
<td>Severo Gómez</td>
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<td>1973</td>
<td>San Diego, CA</td>
<td>Gilbert Martínez</td>
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<td>New York City, NY</td>
<td>Hernán LaFontaine</td>
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<td>1975</td>
<td>Chicago, IL</td>
<td>Maria Medina Seidner</td>
<td>Albar Peña</td>
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<td>René Calais/David Theriot</td>
<td>Maria Medina Swanson</td>
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<td>San Juan, PR</td>
<td>Paquita Ayala/María Seidner</td>
<td>Juan D. Solís</td>
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<td>Seattle, WA</td>
<td>Juan Juárez</td>
<td>Juan D. Solís</td>
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<td>Anaheim, CA</td>
<td>Anthony Vega/Rafael Padilla</td>
<td>Carmen Peréz</td>
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<td>1981</td>
<td>Boston, MA</td>
<td>John Correiro</td>
<td>Ricardo Fernández</td>
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<td>1982</td>
<td>Detroit, MI</td>
<td>Rodolfo Martínez</td>
<td>Ramón Santiago</td>
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<td>1983</td>
<td>Washington, DC</td>
<td>Ramón Sánchez</td>
<td>B. Robert Fernández</td>
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<td>1984</td>
<td>San Antonio, TX</td>
<td>Abelardo Villarreal</td>
<td>Gloria Zamora</td>
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<td>1985</td>
<td>San Francisco, CA</td>
<td>B. Roberto Cruz</td>
<td>Sarah E. Meléndez</td>
</tr>
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<td>1986</td>
<td>Chicago, IL</td>
<td>María Medina Seidner</td>
<td>Gene T. Chavez</td>
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<tr>
<td>1987</td>
<td>Denver, CO</td>
<td>Phyllis García</td>
<td>Josué M. González</td>
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<td>1988</td>
<td>Houston, TX</td>
<td>Ellen De Kanter/Toni Balboa</td>
<td>Hai Tran</td>
</tr>
<tr>
<td>1989</td>
<td>Miami, FL</td>
<td>Carmen Suárez</td>
<td>Macario Saldate</td>
</tr>
<tr>
<td>1990</td>
<td>Tucson, AZ</td>
<td>Kathy Escamilla</td>
<td>Rodolfo Chávez</td>
</tr>
<tr>
<td>1991</td>
<td>Washington, DC</td>
<td>NABE Staff</td>
<td>Paul E. Martínez</td>
</tr>
<tr>
<td>1992</td>
<td>Albuquerque, NM</td>
<td>Genaro Roybal</td>
<td>Paul E. Martínez</td>
</tr>
<tr>
<td>1993</td>
<td>Houston, TX</td>
<td>Mónica Sandoval</td>
<td>Marlene Kamm</td>
</tr>
<tr>
<td>1994</td>
<td>Los Angeles, CA</td>
<td>Jesse Franco</td>
<td>Kathy Escamilla</td>
</tr>
<tr>
<td>1995</td>
<td>Phoenix, AZ</td>
<td>Phyllis García/Verma Pastor</td>
<td>José Agustín Ruiz-Escalante</td>
</tr>
<tr>
<td>1996</td>
<td>Orlando, FL</td>
<td>Irma Moss</td>
<td>Kathy Escamilla</td>
</tr>
<tr>
<td>1997</td>
<td>Albuquerque, NM</td>
<td>Paul E. Martínez/Adela B. Holder/Theresa Lucero/Hermán S. García</td>
<td>Janice Jones Schroeder</td>
</tr>
<tr>
<td>1998</td>
<td>Dallas, TX</td>
<td>Evangelina Cortez</td>
<td>Josefina Tinajero</td>
</tr>
<tr>
<td>1999</td>
<td>Denver, CO</td>
<td>Kathy Escamilla/Rodolfo Chávez</td>
<td>Josefina Tinajero</td>
</tr>
<tr>
<td>2000</td>
<td>San Antonio, TX</td>
<td>Joe J. Bernal</td>
<td>Josefina Tinajero</td>
</tr>
<tr>
<td>2001</td>
<td>Phoenix, AZ</td>
<td>Jesús Escárcega/Jayni Flores/Phyllis García</td>
<td>Joel Gómez</td>
</tr>
<tr>
<td>2002</td>
<td>Philadelphia, PA</td>
<td>Carlos López/Mary I. Ramírez</td>
<td>Jorge García</td>
</tr>
<tr>
<td>2003</td>
<td>New Orleans, LA</td>
<td>Rossana Boyd and Louisiana Association for Bilingual Education</td>
<td>Mary Jew</td>
</tr>
<tr>
<td>2004</td>
<td>Albuquerque, NM</td>
<td>Elsy Fierro Suttmiller</td>
<td>Josefina Tinajero</td>
</tr>
<tr>
<td>2005</td>
<td>San Antonio, TX</td>
<td>Joe and Mary Esther Bernal</td>
<td>Zaida A. CINTRÓN</td>
</tr>
<tr>
<td>2006</td>
<td>Phoenix, AZ</td>
<td>Sal Gabaldón and Phyllis García</td>
<td>Pedro J. Ruiz</td>
</tr>
<tr>
<td>2007</td>
<td>San Jose, CA</td>
<td>Mary Jew/Susan Meyers/Shen Yang/Kathy Hess/Bruno Figueroa</td>
<td>Pedro J. Ruiz</td>
</tr>
<tr>
<td>2008</td>
<td>Tampa, FL</td>
<td>Teresa Lucas, Oneyda Paneque</td>
<td>Barbara M. Flores</td>
</tr>
<tr>
<td>2009</td>
<td>Austin, TX</td>
<td>Rossana Boyd and José Agustín Ruiz-Escalante</td>
<td>Mary Jew</td>
</tr>
<tr>
<td>2010</td>
<td>Denver, CO</td>
<td>José Agustín Ruiz-Escalante and Santiago Wood</td>
<td>José Agustín Ruiz-Escalante</td>
</tr>
<tr>
<td>2011</td>
<td>New Orleans, LA</td>
<td>Norma Hernández and Louisiana Association for Bilingual Education</td>
<td>José Agustín Ruiz-Escalante</td>
</tr>
<tr>
<td>2012</td>
<td>Dallas, Texas</td>
<td>Sheryl Santos-Hatchett, UNT-Dallas and Magda Schenck, Grand Prairie ISD</td>
<td>Rossana R. Boyd</td>
</tr>
<tr>
<td>2013</td>
<td>Lake Buena Vista, FL</td>
<td>Arnilda Badia, Badia and Associates, Inc. and Tomasita Ortiz, Ana G. Méndez University System</td>
<td>Eudes Budhai</td>
</tr>
<tr>
<td>2014</td>
<td>San Diego, CA</td>
<td>Monica Nava, San Diego County Office of Education and Ana Hernandez, CA State University, San Marcos</td>
<td>Leo Gómez</td>
</tr>
<tr>
<td>2015</td>
<td>Las Vegas, NV</td>
<td>Cristina Oronoz, Clark County School District</td>
<td>Julio Cruz</td>
</tr>
<tr>
<td>2016</td>
<td>Chicago, IL</td>
<td>Chair Dr. Julio Cruz, Co-Chairs Judith Sauri and Luis Narvaez</td>
<td>Dr. Yee Wan</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
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.

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

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Fax: 210-979-6485
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Tel: (360) 903-0131

Carrie Sorensen, President-Elect
Email: Sorensenc@chelanschools.org
http://wabewa.org/

NABE Affiliate Meeting
Friday, March 4, 2016
8:30 AM - 9:50 AM
Grand Ballroom

NABE 2016
March 2-5, 2016
Chicago, Illinois
NABE Special Interest Groups 2015–2016

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University of Guam
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rgreen@csusm.edu

Mario Castaneda, Co-Chair
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Leyda Sotolongo, Co-Chair
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Clara Cappiello, Co-Chair
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Ext. 21
cappiello@ecmhsp.org

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Phone: (541) 747-2925
dluftdebaker@smu.edu

**ELL Secondary Education**
Jobi Lawrence, Chair
Education Program Consultant
Director, Title III
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Jobi.lawrence@iowa.gov

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1155 Union Circle #310740
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Ricardo.gonzalez@unt.edu

Rossana Boyd, Co-Chair
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Rossana.boyd@unt.edu

Eliana Rojas, Co-Chair
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Storrs, Connecticut 06269-3033
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**Gifted Education**
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NABE Special Interest Group Meeting
Friday, March 4, 2016
Grand Ballroom

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.

Visit us at NABE!
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-5:00PM
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
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.

What is unique about Despegando hacia la lectura?

- Supports language development among all learners with emphasis on key vocabulary
- Scaffolds both English and Spanish learners toward reading and language proficiencies in their primary as well as secondary language
- Delivers in Spanish all teacher talk and instructions by the teacher to the students.

Visit our website for more details, or contact your local Okapi representative.

Available in seven separate stages of reading development: Early Emergent, Emergent, Early, Transitional, Early Fluent, Fluent and Fluent Plus.

Visit Booth 905 for your free sampler!

Request your sample at: myokapi.com

Okapi Educational Publishing, Inc., 42381 Rio Neda, Temecula, CA 92590 | 866.652.7436 or fax 800.481.5499 | info@myokapi.com

NABE 2016 Business Meetings
Hilton Chicago
Awards Luncheon
Friday, March 4, 2016
12:30PM - 2:00PM
Grand Ballroom

Featuring....
Richard Edwards Dual Language IB and Performing Arts School

Ballet Folklórico
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

CHICAGO MARIACHI PROJECT
EXPLODING THE ART OF MUSIC

Mariachi Calmeca
State of Illinois Lieutenant Governor
Evelyn Sanguinetti

Wednesday, March 2, 2016
3:30PM-4:00PM
Stevens Salon C/D

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**.

**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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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.

American Federation of Teachers, AFL-CIO • 555 New Jersey Ave. N.W. • Washington, DC 20001 • 202-879-4400 • www.aft.org
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

RIBBON CUTTING
Wednesday, March 2, 2016
4:00PM-6:30PM
Stevens Salon C/D

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 NIGHT WITH THE EXHIBITORS RECEPTION
Come network with our exhibitors and NABE Board members! Enjoy performances by the Calmeca 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

Velázquez Press

The Preeminent Authority in Academic Language and Biliteracy. We understand the unique need of English learners. We providing academic language materials, bilingual reference tools and interactive mobile websites for English learners.
GENERAL OPENING CEREMONY

Thursday, March 3rd, 2016
10:00 a.m. – 11:25 a.m.
International Ballroom

Master of Ceremonies. ......................................................... Melissa Sanchez, Associate Editor, Catalyst Chicago

Opening Ceremony. .............................................................. Curie High School JROTC
Color Guard, National Anthem by Jaya Julien, Pledge of Allegiance by Edwards School

U.S. Department of Education Welcome Remarks. .......................... Dr. Libia Gil, Assistant Deputy Secretary and Director, Office of English Language Acquisition (OELA)

Video Welcome. ................................................................. Dr. John King, Acting Secretary of Education, U.S. Department of Education

Welcome Remarks. ......................................................... Dr. Janice Jackson, Chief Educational Officer, Chicago Public Schools
Jaime Guzmán, Vice President, Chicago Board of Education

Introduction of NABE Executive Board. .......................... Dr. Santiago V. Wood, NABE Executive Director

Recognition of the Conference Committees. ................................. Dr. Yee Wan, President, NABE Executive Board

Introduction of the Chicago Conference Chair. ...................... Dr. Yee Wan, President, NABE Executive Board

Introduction of the Chicago Conference Co-Chairs. ............... Dr. Julio Cruz, Chair, NABE 2016 Local Committee

Recognition of the Chicago Local Committee. ...................... Judith Sauri, Chicago Public Schools
Luis Narváez, Chicago Public Schools

Introduction of the Keynote Speaker. .............................. Dr. Yee Wan, President, NABE Executive Board

Keynote Speaker. ............................................................... Chancellor Carmen Fariña, New York City Department of Education

Closing Remarks. ............................................................... Dr. Yee Wan, 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.

## 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 Klevin, 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

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<th>Student Essay - Middle School:</th>
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<td>Orlando Chávez, Chair, Middle School</td>
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<td>Sandra Pena - Keller ISD</td>
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<tr>
<td>Celina Meraz - Grand Prairie ISD</td>
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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
Joaquin Villegas, Co-chair, Organization
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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![Velázquez Press](velazquez_press.png)

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GENERAL SESSION
Friday, March 4th, 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 4th, 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.
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.
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. García, 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
Okeheeelee 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!
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.
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.
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.
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 tanto como el inglés y español.

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 timidéz. 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.
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.
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.
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.
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
Customizable and Efficient - ELL Compliance software at Student, Campus, District levels all in one place.

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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:
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- 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 | http://projectell.com | info@projectell.com | 972-424-6298
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**

<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker/Position</th>
<th>Session</th>
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<tbody>
<tr>
<td>2:10pm – 2:25pm</td>
<td>Dr. Yee Wan, NABE President</td>
<td>Welcome and Introductory Remarks</td>
</tr>
<tr>
<td></td>
<td>* Recognition of NABE 2016 Conference Honorary Chairs</td>
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<td>* Recognition of the Chinese Delegation</td>
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<td>2:25pm – 2:45pm</td>
<td>Dr. Libia Gil Assistant Deputy Secretary and Director Office of English Language Acquisition (OELA) U.S. Department of Education</td>
<td>National Education Perspective</td>
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<td>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?</td>
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<tr>
<td>2:45pm – 3:10pm</td>
<td>Dr. Luis Cruz NABE Board Member Dr. Margarita Pinkos NABE Vice-President</td>
<td>Growing Leaders, Supporting Innovation, Creating Change!</td>
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<td>How will you be a leader in the 21st century?</td>
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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
Dr. Yee Wan
NABE President

High School of World Cultures, Bronx, New York

Emilia Perwitz
Teacher Leader

Lucidenny Mercedes
Teacher Leader

Ramon Namnun
Principal

Professor Luis J. Zayas
Vice President for National & International Affairs
Ana G. Mendez
University Systems, FL

Reyna Hernandez
Assistant Superintendent Center for Language and Early Child Development
Illinois State Board of Education (ISBE)

Shelly Spiegel-Coleman
Executive Director
Californians Together

Helga Fasciano
Special Assistant for Global Education
North Carolina Department of Public Instruction

4:00 PM - 4:30 PM  Questions and Answers

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

4:30 PM – 5:00 PM

5:00 PM - 5:15 PM  Closing Remarks and Acknowledgements
Dr. Yee Wan, NABE President
**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

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Join us in historic Santa Fe, New Mexico, for the 21st Annual La Cosecha Conference!

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Title I * Title IIa * Title III
Migrant Education
Professional Development
Federal School Improvement Funding

La Cosecha is hosted by Dual Language Education of New Mexico
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
Hector Stlvetro.

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 5th. 2016
10:00 a.m. – 11:20 a.m.
International Ballroom

Master of Ceremonies ......................................................... Dr. Anabela 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. Maria 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. Maria 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 Buccon, 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
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 CAMPOY 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 lecturers 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 5th, 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
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 5th, 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.
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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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.
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 Cappiello, 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 Cappiello.

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 Cappiello. The session will conclude with discussion of trends and plans for the Early Childhood Education SIG.
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**
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 Treviño 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.
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.
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
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, Ecalle, & 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.

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.

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.
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

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**
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**
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 VanHorsen, 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 (2nd floor)
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), 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), 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), Loyola University, Chicago
Elizabeth Howard (elizabeth.howard@uconn.edu), University of Connecticut, Storrs

Using 3rd grade English vocabulary scores as an indicator of risk of reading difficulty, this paper explores 3rd and 5th 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), 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), Texas A & M International University
Sergio D. Garza (sgarza@tamiu.edu), Texas A & M International University
Marcela Uribe (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
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), New York University
Timothy John Ebsworth (Ebswortht@gmail.com), The College of New Rochelle
Chenchen Cai (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), 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.

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), 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), 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), University of North Texas
Karthikeyan Subramaniam (Karthikeyan.Subramaniam@unt.edu), University of North Texas
Ricardo Gonzalez, (Ricardo.Gonzalez@unt.edu) University of North Texas
Miriam Ezzani (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
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), 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), 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
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.

The ELL Critical Data Process assists educators in collecting the most useful data and then analyzing the data. This training will provide you with the information needed to complete the process and understand whether a special education referral or more intervention is the appropriate action needed.
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 bién
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!
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.
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 45th 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 45th 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)
• 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.
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.


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
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