

**Dual Language Education of New Mexico
Presents**

**6TH ANNUAL OCDE PROJECT GLAD[®]
SUMMER INSTITUTE**



**Transforming Education
from the Inside Out**

June 4 - 5, 2019 • La Fonda on the Plaza, Santa Fe, NM



Schedule-at-a-Glance

7:30 am – 8:30 am	Check-in and Continental Breakfast
8:30 am – 9:15 am	Welcome and General Session
9:30 am – 11:00 am	Concurrent Sessions I
11:15 am – 12:15 pm	Lunch and Keynote — Lumpkins Ballroom North and South
12:30 pm – 2:00 pm	Concurrent Sessions II
2:15 pm – 3:45 pm	Concurrent Sessions III

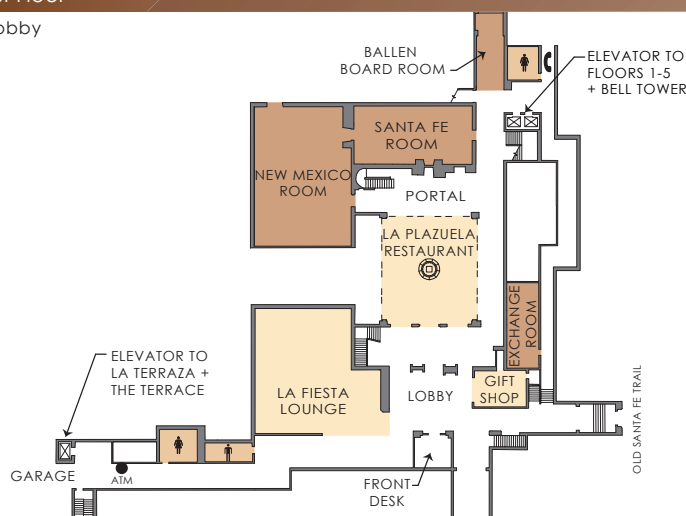
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11:00 am – 12:30 pm	Lunch and Keynote — Lumpkins Ballroom North and South
	Raffle and Closing
12:45 pm – 2:15 pm	Concurrent Sessions II
2:30 pm – 4:00 pm	Concurrent Sessions III

Check out our program online at www.dlenmsummerinstitute.org or scan the QR code.



First Floor

Lobby



La Fonda
On the Plaza

100 E. San Francisco Street
Santa Fe, New Mexico 87501

Second Floor

Mezzanine & Ballroom

EAST SAN FRANCISCO STREET



Third Floor

La Terraza



Dual Language Education of New Mexico Project GLAD® Key Trainers, 2019



Paloma Aranda-Peña
Principal
Valle Vista ES
DLeNM Tier III Trainer



Denise Balderas
ABLE NM Coordinator
NM State Treasurer
DLeNM Tier III Trainer



Vicki Chávez
Executive Director
Southwest Regional
Education Cooperative
DLeNM Tier III Trainer



Loyola Cortinas
Teacher
Valle Vista ES
DLeNM Tier III Trainer



Patricia García
Teacher
Cien Aguas International School
DLeNM Tier III Trainer



Anna Harvin
Dual Language Instructional Coach
Alexandria City Public Schools
DLeNM Tier III Trainer



Kavita Krishna
DLeNM Tier III Trainer



Ruth Kriteaman
Materials Development Coordinator
Dual Language Education of New Mexico
DLeNM Tier IV Trainer



Elizabeth Kunz
Instructional Coach
Janet Kahn School of Integrated Arts
DLeNM Tier III Trainer



Michelle-Desiree Lobato
Teacher
Janet Kahn School of Integrated Arts
DLeNM Tier III Trainer



Laurie Magill
Retired Teacher
DLeNM Preschool GLAD Trainer



Erin Mayer
Teacher
Janet Kahn School of Integrated Arts
AIM4S™ Program Developer
DLeNM Tier IV Trainer



Lisa Meyer
Director of Operations and Programming
Dual Language Education of New Mexico
AIM4S™ Program Developer,
DLeNM Tier IV Trainer



Chasity Montes
Instructional Specialist
Southwest Regional
Education Cooperative
DLeNM Tier III Trainer



Inés Pérez
Teacher
Cien Aguas International School
DLeNM Preschool GLAD Trainer



Natalie Olague
Projector Coordinator
Dual Language Education of New Mexico
DLeNM Tier III Trainer



Amanda Reyes
Assistant Principal
Valle Vista ES
DLeNM Tier III Trainer



Juanita Sandoval
Adjunct Faculty
Central New Mexico Community College
DLeNM Tier III Trainer



Diana Pinkston-Stewart
PD Coordinator
Dual Language Education of New Mexico
DLeNM Tier III Trainer



Kathleen Salgado
PD Coordinator
Dual Language Education of New Mexico
DLeNM Tier III Trainer



Jesse Winter
Teacher
Truman MS
DLeNM Tier III Trainer

DLeNM provides OCDE Project GLAD® trainings under the direction of the Orange County Department of Education, OCDE Project GLAD® National Training Center owns all Project GLAD® and GLAD™ trademarks.

6th Annual OCDE Project GLAD® Summer Institute

Tuesday, June 4, 2019

Tuesday, June 4, 2019

8:30 am – 9:15 am

LUMPKINS BALLROOM NORTH AND SOUTH

Welcome — Kathleen Salgado

Introduction of Featured Speaker — Evelyn Chávez



Edward Tabet-Cubero

Executive Director Learning Alliance

Edward Tabet-Cubero's family has a deep and rich history in New Mexico, and he is intimately familiar with our diverse communities. He brings over 20 years of experience in the education and nonprofit sectors, including having served as the executive director of the NM Center on Law and Poverty and associate director of Dual Language Education of New Mexico. Edward has promoted educational equity for diverse learners, as a classroom teacher in the colonias of southern NM, award winning school administrator, dual language education consultant, non-profit administrator, and university instructor at four different institutions.

Tuesday, June 4, 2019 — Overview

Room	Session I 9:30 a.m. – 11:00 a.m.	Session II 12:30 p.m. – 2:00 p.m.	Session III 2:15 p.m. – 3:45 p.m.
Lumpkins Ballroom N	The Power of GLAD®: Planning Units Natalie Olague Project Coordinator, DLeNM	Hitting our Stride: Celebration of a Successful Plan for Schoolwide GLAD® Implementation Jonathan Saiz Principal, APS Bonnie Dickson Teacher, APS	OCDE Project GLAD®: An Overview of Secondary with Specific Examples Jesse Winter Teacher, Truman Middle School, APS
Lumpkins Ballroom S	Explore with Explora!: Supporting Project GLAD® with Inquiry-Based Science Lauren Butcher Educator, Explora	Supporting a Project GLAD® Classroom with Non-Violent Communication Language and Skills Consuelo Walker Teacher, CAIS Jeanette Richard Communication Trainer, Center for Non Violent Communication	Brain Benefits of Bilingual Education Velia Raff Dean of Students, CAIS Patricia García Teacher, CAIS
La Terraza	Strategies that Hang Together—The Expository Strand Kavita Krishna Project GLAD® Tier III Trainer, DLeNM	OCDE Project GLAD® Units and Benchmark Resources Lila Sánchez 3rd Grade Teacher, Mitchell Elementary School, APS	GLADifying Your Core Paloma Libre Aranda Principal, Valle Vista Elementary School, APS Kathleen Salgado Professional Development Coordinator, DLeNM
New Mexico	OCDE Project GLAD® 101 PART I Carolyn Salazar Teacher, César Chávez, SFPS Kathleen Salgado Professional Development Coordinator, DLeNM	OCDE Project GLAD® 101 PART II Carolyn Salazar Teacher, César Chávez, SFPS Kathleen Salgado Professional Development Coordinator, DLeNM	Diving Deeper with the Narrative Input Chart Roxy Fetty Teacher, APS Randi Ortega Teacher, APS
Santa Fe	Introduction to Preschool GLAD® Laurie Magill Teacher, Cien Aguas IS Inés Pérez Teacher, CAIS	A Perfect Match: GLAD® & Cross-Linguistic Transfer Natalie Olague Project Coordinator, DLeNM Diana Pinkston-Stewart Project Coordinator, DLeNM	Co-Teaching with Project GLAD® Strategies: Defining Roles, Planning, and Logistics Jaime Knight Project GLAD® Specialist, ACPS Anna Harvin EL Specialist, ACPS
Stiha	Strategy Tips for Students with Exceptionalities Amanda Reyes Assistant Principal, Project GLAD® Trainer, Valle Vista ESI, APS	Building Foundational Literacy Skills with OCDE Preschool GLAD® Christie Baird Coordinator, Orange County Department of Education	Arts Integration and Project GLAD®: The Yoga Dance, Brain Dance, and Visual Literacy Elizabeth Kunz Arts Integration Specialist, Janet Kahn School of Integrated Arts, APS

Session I

9:30 am – 11:00 am

Tuesday, June 4, 2019

The Power of OCDE GLAD®: Planning Units

Lumpkins Ballroom North

Natalie Olague | Project Coordinator, Dual Language Education of New Mexico

Integrating content and language is key to the academic success of all our students, but especially our English learners. This integration also supports teacher efficacy by providing an efficient way to teach engaging content in a daily instructional schedule where there is never enough time. Participants will walk away with access to example K-5 GLAD® units that have been planned using Understanding by Design and be ready to plan GLAD® units for the upcoming school year. Each example unit integrates CCSS ELA/WIDA with NM social studies standards and also has formative and summative assessment pieces.

Refresh and Go Deeper | Elementary: 1st-5th

Explore with Explora!: Supporting OCDE Project GLAD® with Inquiry-Based Science

Lumpkins Ballroom South

Lauren Butcher | Educator, Explora

Come investigate solids both large and small, swirling liquids, and have a blast with gas! We will discover and discuss how to integrate inquiry-based science experiences with OCDE Project GLAD® curricula. From early childhood center enhancements to elementary expert groups, we will explore how science inquiry and language learning go hand in hand. Walk away with activities to use in your next Project GLAD® unit!

The Basics: for those new to Project GLAD®, Refresh and Go Deeper | Early Childhood: Preschool-1st

Strategies that Hang Together—The Expository Strand

La Terraza

Kavita Krishna | Project GLAD® Tier III Trainer Contractor, Dual Language Education of New Mexico

How can we help all of our students read and write about challenging content? In this workshop, we'll walk through six Project GLAD® strategies that "hang together" to support expository reading and writing. We'll review the rationale behind each strategy and look at how they build on each other to scaffold student learning in any content area. You'll also get a chance to experience several strategies in action. The workshop will be in English; Spanish-language examples will be provided.

The Basics: for those new to Project GLAD®, Refresh and Go Deeper, Dual Language/Biliteracy | K-12

OCDE Project GLAD® 101 PART I

New Mexico

Carolyn Salazar | Teacher, César Chávez Elementary School, Santa Fe Public Schools

Kathleen Salgado | Professional Development Coordinator, Dual Language Education of New Mexico

New To OCDE Project GLAD®? Don't know what strategies to start with? Come find out how to turn your classroom into a dynamic learning environment. In this Interactive two-part session, you will understand the vision, big Ideas, and basic components of setting up a GLAD® classroom for the first time. Information will be delivered through key strategies from the Focus and Motivation, Input, and Reading & Writing component areas. You will leave these sessions with both a deeper understanding of OCDE Project GLAD® and a collection of strategies to implement on the first day of school. Start your school year ready to be GLAD®!

The Basics: for those new to Project GLAD® | Elementary: 1st-5th

Introduction to OCDE Preschool GLAD®

Santa Fe

Laurie Magill | Preschool GLAD® Trainer, Retired Educator

Inés Pérez | Dual Language Kindergarten Teacher / Preschool GLAD® Trainer, Cien Aguas International School

OCDE Preschool GLAD® is about creating a rich environment of language, ideas, and concepts for students from preschool through early elementary school. This session will present an overview of Preschool GLAD® strategies for participants who may be new to Preschool GLAD®, with one example strategy presented from each of five component areas.

The Basics: for those new to Project GLAD® | Early Childhood: Preschool-1st

Strategy Tips for Students with Exceptionalities

Stiha

Amanda Reyes | Assistant Principal, Tier III Project GLAD® Trainer, Valle Vista Elementary School, APS

Are you looking for ideas for using OCDE Project GLAD® strategies for students with exceptionalities to address IEP goals or increase academic achievement? Using 10 common Project GLAD® strategies, educators at all levels will walk away with a list of accommodations and modifications for each strategy, along with formats for data collection to report on IEP or intervention goals.

The Basics: for those new to Project GLAD®, Refresh and Go Deeper | K-12

Keynote Address

Tuesday, June 4, 2019

11:00 am – 12:15 pm

LUMPKINS BALLROOM NORTH AND SOUTH

Introduction of Featured Speaker — David Rogers

The New Day in New Mexico Education Is Here, and It May Point the Way for the Nation

Howie Morales
Lt. Governor of New Mexico

Lt. Governor Howie Morales will discuss major policy changes in New Mexico education resulting from actions taken by the 2019 Legislature, and the leadership of new Governor Michelle Lujan Grisham. New Mexico's boost in funding for public schools and giving teachers the freedom to teach may be the model for the future in other states. The change in culture instituted at the State Public Education Department means more collaboration with teachers, less punishment.

Lt. Governor Howie Morales, raised in Silver City, New Mexico, has spent his whole life working to improve the lives of people in his community and across our state. He served in the New Mexico Legislature on the Legislative Finance Committee for 11 years. A classroom teacher and proven leader who stands up for seniors and public education, he said "No more cuts to New Mexico's classrooms." Howie Morales has fought to protect our most vulnerable communities and local schools, to build a fair economy that works for all of us, and to move New Mexico forward.



California Association for Bilingual Education

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Project GLAD® Summer Institute 2019

Session II

12:30 pm – 2:00 pm

Tuesday, June 4, 2019

Hitting our Stride: Celebration of a Successful Plan for Schoolwide OCDE Project GLAD® Implementation

Lumpkins Ballroom North

Jonathan Saiz | Principal, Governor Bent Elementary School, Albuquerque Public Schools

Bonnie Dickson | Kinder Teacher, Governor Bent Elementary School

Come and learn about the successful creation and completion of a 90-day plan aligned to GLAD® at Governor Bent Elementary School. Over the course of 2 years, our staff developed a 90-day plan that provided a foundation to support the staff in initiating GLAD® Focus and Motivation strategies schoolwide. A GLAD PLC focused on developing experienced GLAD® practitioners while introducing less-experienced practitioners to the strategies during staff meetings. Gallery walks were implemented at the beginning of each meeting to formulate meaningful discussions about our individual progress. Questions were addressed and a new strategy was introduced. Through this scheduling outline, the staff hit a stride in unity with one another and fostered a sense of consistency that was previously lacking at the school.

Going Deeper | K-12

Supporting an OCDE Project GLAD® Classroom with Non-Violent Communication Language and Skills

Lumpkins Ballroom South

Consuelo Walker | Dual Language Teacher, Cien Aguas International School

Jeanette Richard | Non Violent Communication Trainer, Center for Non Violent Communication

Have you thought how our leaders in the class, and in life in general, could create a more peaceful environment? In this session, we will investigate how NVC (Non Violent Communication) core principles of honest and compassionate personal reflection, honest expression with others, and empathetic listening relates to positive and enhanced communication in an OCDE Project GLAD® classroom.

The Basics: for those new to Project GLAD® | K-12

OCDE Project GLAD® Units and Benchmark Resources

La Terraza

Lila Sánchez | 3rd Grade Teacher, Mitchell Elementary School, Albuquerque Public Schools

The OCDE Project GLAD® and DLeNM 3rd grade thematic units dovetail with the new 3rd grade ELA Benchmark Advance. I will showcase how I implemented both DLeNM and Benchmark Advance into my social studies and science curriculum with an Animal Adaptations theme.

The Basics: for those new to Project GLAD® | Elementary: 1st-5th

OCDE Project GLAD® 101 PART II

New Mexico

Carolyn Salazar | Teacher, César Chávez Elementary School, Santa Fe Public Schools

Kathleen Salgado | PD Coordinator, Dual Language Education of New Mexico

This session is a continuation of Project GLAD® 101 Part I.

The Basics: for those new to Project GLAD® | Elementary: 1st-5th

A Perfect Match: OCDE Project GLAD® & Cross-Linguistic Transfer

Stiha

Natalie Olague | Project Coordinator, Dual Language Education of New Mexico

Diana Pinkston-Stewart | Project Coordinator, Dual Language Education of New Mexico

What is cross-linguistic transfer and what does it mean for our emerging bilingual students? In this session, we will explore the current advancements in educational pedagogy around supporting and promoting the linguistic assets of emerging bilinguals in multiple program settings (dual language, bilingual maintenance, transitional, and English language development) and the powerful alignment with the OCDE Project GLAD® framework. Participants will walk away with ideas about how to structure cross-linguistic transfer within their GLAD® Instruction.

Refresh and Go Deeper, Dual Language/Biliteracy | K-12

Building Foundational Literacy Skills with OCDE Preschool GLAD®

Santa Fe

Christie Baird | Coordinator, Orange County Department of Education

Using OCDE Preschool GLAD® strategies in targeted ways can support building foundational literacy skills for early childhood students. Come and learn specific strategies to build vocabulary and early literacy skills.

Refresh and Go Deeper | Early Childhood: Preschool-1st

Session III

2:15 pm – 3:45 pm

Tuesday, June 4, 2019

OCDE Project GLAD®: An Overview of Secondary with Specific Examples

Ballroom N

Jesse Winter | ELD/ELA Teacher, Truman Middle School, Dual Language Education of New Mexico

This presentation will provide an overview of using OCDE Project GLAD® in a secondary ELA/ELD classroom. The presentation will focus on logistics, successes, and challenges. I will provide specific examples from units of study that I have developed as well as examples from other trainers.

The Basics: for those new to Project GLAD®, Refresh and Go Deeper | Secondary: 6th-12th

Brain Benefits of Bilingual Education

Ballroom S

Velia Raff | Dean of Students, Cien Aguas International School

Patricia García | Dual Language Educator, Cien Aguas International School

Your brain is a self-organizing creative system! Your students' brains are AMAZING! In this session, we will explore the following brain topics: the rules we learn by, motivation and engagement, supporting critical-thinking skills, memory and recall, and more. Engage In synthesizing how OCDE Project GLAD® helps to develop language through brain-based teaching. See how one dual language, K-8 school uses Project GLAD® to support the brain in first and second language development.

Dual Language/Biliteracy | Elementary: 1st-5th

GLADifying Your Core

La Terraza

Paloma Libre Aranda | Principal, Valle Vista Elementary School, Albuquerque Public Schools

Kathleen Salgado | PD Coordinator, Dual Language Education of New Mexico

Got a new “core” language arts program? Is it accessible to ALL of your students? If not, join us on a journey of two schools approaching this issue from two different lenses. This presentation will include: approaches you can use for engaging your staff in dialogues for the decision-making process; strategic-planning processes; planning resources (including templates featuring OCDE Project GLAD® strategies); and opportunities to engage in discourse with colleagues.

Refresh and Go Deeper | Elementary: 1st-5th

Diving Deeper with the Narrative Input Chart

New Mexico

Roxy Fetty | Teacher, Albuquerque Public Schools

Randi Ortega | Teacher, Albuquerque Public Schools

We will be reviewing the Narrative Input Chart strategy with processing and then extending to a Story Map. We will show several different ways a Story Map can be done across grade levels while aligning it to grade appropriate ELA standards, i.e., a 3rd grade standard involves story sequence, which can be covered in a Story Map. We will also share how the Story Map can become a team or individual task once it is presented to the whole group.

Refresh and Go Deeper | K-12

Co-Teaching with OCDE Project GLAD® Strategies: Defining Roles, Planning, and Logistics

Stiha

Jaime Knight | Project GLAD® Specialist, Alexandria City Public Schools

Anna Harvin | EL Specialist, Alexandria City Public Schools

What role does each teacher have when there are two teachers in the room? We will take a look at roles and responsibilities during whole-group and small-group extensions within different strategies. We will dive into planners that we have created in Alexandria City Public Schools to support co-teaching conversations while using the Sentence Building Strand, the Narrative Strand, and the Expository Strand.

Refresh and Go Deeper | Secondary: 6th-12th

Arts Integration and OCDE Project GLAD®: The Yoga Dance, Brain Dance, and Visual Literacy

Santa Fe

Elizabeth Kunz | Arts Integration Specialist, Janet Kahn School of Integrated Arts, Albuquerque Public Schools

In this interactive workshop, participants will learn two specific movement breaks designed to help humans use breath and movement to get grounded and focused with yoga poses anyone can do, and a series of movements designed to reorganize the central nervous system. Teachers will receive resources and links to videos to help them implement new strategies in the classroom. Use the Brain Dance and the Yoga Dance to energize and focus students before testing, as part of healthy classroom routines, or to prepare learners for rigorous instruction. Improve the quality of instruction with images for Picture File Cards, Observation Charts, Big Books, Input Charts, and Chants.

Refresh and Go Deeper | K-12



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6th Annual OCDE Project GLAD® Summer Institute

Wednesday, June 5, 2019

Wednesday, June 5, 2019

8:30 am – 9:15 am

LUMPKINS BALLROOM NORTH AND SOUTH

Welcome — Kathleen Salgado

Introduction of Featured Speaker — Diana Pinktson Stewart



Anna Harvin
Alexandria City Public Schools
OCDE Project GLAD® Specialist

Anna Harvin is an enthusiastic advocate, educator, mom, and OCDE Project GLAD® Trainer in Alexandria City Public Schools in Virginia with over 18 years of educational experience. Originally from North Carolina, Anna has taught in Guadalajara, Mexico, and Northern Virginia as a classroom teacher in both traditional and dual language classrooms, as a self-contained EL teacher, and as a dual language instructional coach. She is currently living the dream as a full-time GLADiator working to implement Project GLAD® strategies throughout her division.

Wednesday, June 5, 2019 — Overview

Room	Session I 9:30 a.m. – 11:00 a.m.	Session II 12:45 p.m. – 2:15 p.m.	Session III 2:30 p.m. – 4:00 p.m.
Lumpkins Ballroom N	Positive Classroom Culture for the Adolescent Student Kathleen Salgado Professional Development Coordinator, DLeNM	Targeted ELD Instruction in a OCDE Project GLAD® Unit Trinidad Mercado Muratalla Teacher, SFPS	Annotation of Text: Digging Deeper in Expert Groups Michelle-Desiree Lobato Teacher, Janet Kahn School of Integrated Arts
Lumpkins Ballroom S	Successes and Challenges of Using OCDE Project GLAD® as a Preservice Teacher Berenice Terrazas Student Teacher, UNM, APS Jesse Winter Teacher, GLAD Trainer, Truman MS, APS	Usando GLAD® para enseñar las reglas de acentuación Trinidad Mercado Muratalla Teacher, SFPS	So You Want to be a OCDE Project GLAD® Trainer or Have Trainers in Your School or District? DLeNM Trainers & Tier II Candidates
La Terraza	Lesson Planning with Benchmark and OCDE Project GLAD®: Stronger Together! Barbara Sena Consultant, Benchmark Education	Success with NGSS in an OCDE Project GLAD® Classroom Jill Malkiewicz Teacher, CAIS Patricia García Teacher, CAIS	Accelerate Student Achievement in Mathematics with AIM4S^{3™} Evelyn Chávez Project Coordinator, DLeNM
New Mexico	We're All Writers: Teaching Writing Through OCDE Project GLAD® Kavita Krishna Project GLAD Tier III Trainer, DLeNM	Let's OCDE Project GLAD® It Up! Anna Harvin Project GLAD® Specialist, ACPS	Strategies That Hang Together—Sentence Building Strand Elizabeth Kunz Instructional Coach, Janet Kahn School of Integrated Arts
Santa Fe	Help! My Students Won't Stop Speaking English! Amy Ellis Teacher, Valle Vista ES, APS	OCDE Project GLAD® & AVID Strategies in the Middle School Science Classroom Dani Gutiérrez Teacher, Truman MS, APS Jesse Winter Teacher, Truman MS, APS	OCDE Project GLAD® Strategies and Bloom's Taxonomy Colleen Elder Teacher, CAIS Patricia García Teacher, CAIS
Stiha	Using OCDE Preschool GLAD® To Support Oral Diné Language Development Patrick Werito PD Coordinator, DLeNM Nina Toledo FACE Teacher, Na'neelzhiin Ji Olta	Implementing OCDE Project GLAD® in your Kindergarten Classroom: Lesson Plans, Strategies, and Charts Hieridia Lorena Mesta Teacher, Rubén S. Torres ES, DPS Jazmin Muñoz Teacher, Rubén S. Torres ES, DPS Justin Urbina Teacher, Rubén S. Torres ES, DPS	Bridging OCDE Preschool GLAD® and OCDE Project GLAD® Laurie Magill Preschool GLAD® Trainer, Retired Educator

Session I

9:30 am – 11:00 am

Wednesday, June 5, 2019

Positive Classroom Culture for the Adolescent Student

Lumpkins Ballroom North

Kathleen Salgado | PD Coordinator, Dual Language Education of New Mexico

Are you longing for a classroom enriched with deep thinking and academic discourse of content? The key to an engaging classroom is fostering a positive classroom culture. Get your students out of rows and get them in a learning environment equipped with structures and routines that promote collaboration, creativity, and problem-solving; and empowers students to see that their choices impact their success in school and life. Come and experience key OCDE Project GLAD® strategies and routines through the perspective of a student. Then engage in debrief and discussion focused on the uniqueness of the intermediate/secondary classroom.

The Basics: for those new to Project GLAD® | Secondary: 6th-12th

Successes and Challenges of Using OCDE Project GLAD® as a Preservice Teacher

Lumpkins Ballroom South

Berenice Terrazas | Student Teacher, University of New Mexico/ Truman Middle School

Jesse Winter | Teacher, GLAD Trainer, Truman Middle School, DLENM

One of the major challenges preservice and new teachers face is finding strategies to incorporate into their classroom that will engage their students. In our presentation, we will discuss some of the success and challenges of using OCDE Project GLAD® as a preservice teacher in a secondary education setting. We will share some of the strategies that have been most useful and successful. We will also share other strategies that have been more challenging. At the end of the presentation, participants will have an opportunity to ask questions and give comments.

The Basics: for those new to Project GLAD®, Dual Language/Biliteracy | Secondary: 6th-12th

Lesson Planning with Benchmark and OCDE Project GLAD®: Stronger Together!

La Terraza

Barbara Sena | Consultant, Benchmark Education

Come experience ideas for lesson planning using Benchmark Advanced and Project GLAD® through the lens of a Benchmark consultant and trainer. In this session, we will examine the elements of a Benchmark lesson to better understand when and how to incorporate Project GLAD® strategies to support student comprehensibility.

The Basics: for those new to Project GLAD® | Elementary: 1st-5th

We're All Writers: Teaching Writing Through Project GLAD®

New Mexico

Kavita Krishna | Project GLAD Tier III Trainer Contractor, Dual Language Education of New Mexico

Experience the power of the Cooperative Strip Paragraph in this interactive workshop! This Project GLAD® strategy models the writing process from initial sentence formation to final revision and editing. The collaborative class paragraph becomes an exemplar for team and individual writing. Put yourself in your students' shoes as we use a Pictorial Input Chart to create our own "class" paragraph. The workshop will be in English with Spanish-language examples and examples of the Whole Class Group Frame for emergent readers.

The Basics: for those new to Project GLAD®, Refresh and Go Deeper | K-12

Help! My Students Won't Stop Speaking English!

Santa Fe

Amy Ellis | 1st Grade Dual Language Teacher, Valle Vista Elementary School

The pressure of learning English is very strong right now, and students in dual language classes often revert to English when conversing and working with their peers. How do we get our students to stay in the partner language as much as possible and continue to develop it? OCDE Project GLAD® has many strategies that are helpful for encouraging students to practice the partner language and have fun while they're at it.

Refresh and Go Deeper: for experienced GLAD® practitioners, Dual Language/Biliteracy | K-12

Using OCDE Preschool GLAD® To Support Oral Diné Language Development

Stiha

Patrick Werito | PD Coordinator, Dual Language Education of New Mexico

Nina Toledo | FACE Teacher, Na'neelzhiin Ji Olta

This session will have pre-school teachers from Na'neelzhiin Ji Olta share how they are piloting Preschool GLAD® strategies to support oral Diné language development. The presenters will share GLAD thematic units and strategies in the Diné language. Additionally, teachers will share the challenges and lessons learned. This session will support teachers and administrators to consider OCDE Preschool GLAD® as instructional support for Indigenous oral language development.

The Basics: for those new to Project GLAD® | Elementary: 1st-5th grades

Keynote Address

Wednesday, June 5, 2019

11:30 am – 12:10 pm

LUMPKINS BALLROOM NORTH AND SOUTH

Introduction of Featured Speaker — Patricia García

Student Voices

Cien Aguas International School, APS



Sra. Fuentes is a teacher from Mexico who has taught in New Mexico for almost 9 years bringing her experience as an educator up to a total of 18 years combined. At Cien Aguas she has found a perfect place to learn and put into practice the OCDE Project GLAD® strategies which have strengthened her instruction the past three years.

In their time at CAIS, the students have experienced learning through the OCDE Project GLAD® strategies implemented by grade-level teachers. Since CAIS is a dual language school, administrators and teachers strive for a high and rigorous curriculum that provides biliteracy to all. Thanks to the language support that students received at the elementary levels, CAIS middle school students from the past have successfully made their way into the AP Spanish Language and Culture

class. CAIS is proud of the students who have taken the AP SLC test and have scored 3 or 4+ — which gives students from 3 to 15 college credits depending on their score and the university they attend.

During their presentation, students will talk about who they are, their experiences as students at CAIS, GLAD® strategies, what they want/need from teachers, how GLAD® helped them meet their needs, and an overview of the AP Spanish Language and Culture class.

Pictured above: Gabriela Fuentes - SLA and AP Instructor (center). Students: Alexia Castilla, June Christman, Jessica López, Cesiah González, Nicole Olivas, Victoria Scott, Aylin Rascón, Julia Vázquez (first row, L to R). Salma Mimbela, Eva Dougherty, José Rodríguez, Daniel Corral, Srita. Fuentes, Yesenia Esquivel, Adrian Ortega, Shacty Díaz-Rangel, Heidi Gutiérrez, (second row, L to R). Simeí Rodríguez, Edgar Parra, Jesús Morales, Emily Jiménez, Marie Valle, Adair Cervantes, Erick Martínez, Carlos Aguilera, (third row, L to R).

Raffle and Closing Session

Trainers, Presenters, and Staff
Thank you for a colorful institute!

Don't forget to tell us how we did! Take a few minutes to complete the 2019 Institute survey and be registered to win a complimentary registration for the 2020 Summer Institute! Scan the QR code with your phone.



Session II

12:45 pm – 2:15 pm

Wednesday, June 5, 2019

Targeted ELD Instruction in an OCDE Project GLAD® Unit

Lumpkins Ballroom North

Natalie Olague | Project Coordinator, Dual Language Education of New Mexico

The 2019-2020 NM PED Bilingual application requires English Language Development to be 45-60 minutes per day for students classified as ELs and that “instruction shall be distinct from content area instruction.” Participants will analyze a OCDE Project GLAD® unit to identify what parts can be used to meet this requirement and therefore, be able to provide the targeted ELD instruction necessary to move EL students through the WIDA ELD standards.

The Basics: for those new to Project GLAD®, Refresh and Go Deeper | Elementary: 1st-5th

Usando OCDE Project GLAD® para enseñar las reglas de acentuación

Lumpkin Ballroom South

Trinidad Mercado Muratalla | Bilingual Teacher, Santa Fe Public Schools

Enseñar español es totalmente diferente a enseñar en inglés. Para dominar el idioma español necesitamos aprender gramática. El tema más difícil de enseñar y aprender es el del uso de los acentos. A través de esta unidad de estudio, proporcionaré herramientas que ayuden a los maestros a dominar este tema y ver la facilidad de su enseñanza, lo que contribuirá a mejorar la ortografía de los estudiantes.

Refresh and Go Deeper: for experienced GLAD® practitioners | Elementary: 1st-5th

Success with NGSS in an OCDE Project GLAD® Classroom

La Terraza

Jill Malkiewicz | Dual Language Teacher, Cien Agua International School

Patricia García | Dual Language Teacher, Cien Aguas International School

How can you support your students in achieving grade-level NGSS performance expectations using Project GLAD®? In this session, we will unpack Next Generation Science Standards to begin backward planning a Project GLAD® unit, creating a process grid to use as a guide. We will, also explore strategies that lend themselves to integrating science and engineering practices.

The Basics: for those new to Project GLAD® | Elementary: 1st-5th

Let's OCDE Project GLAD® It Up!

New Mexico

Anna Harvin | Project GLAD® Specialist, Alexandria City Public Schools

We all know chants are a great way to practice academic vocabulary and to motivate our students. Let's go beyond the Yes, Ma'am, Cadence, and Bugaloo and incorporate vocabulary into songs that kids are singing right now. In this workshop, the facilitator will share some tips and chants, and get you writing chants with high-academic vocabulary that will have you singing as you walk out the door.

The Basics: for those new to Project GLAD®, Refresh and Go Deeper | K-12

GLAD® & AVID Strategies in the Middle School Science Classroom

Santa Fe

Dani Gutiérrez | 7th/8th Grade Science Teacher, Truman Middle School

Jesse Winter | Teacher, Truman Middle School

Utilizing content from science, we will present a unit on heredity & genetics, which combines rigorous vocabulary development with scientific understanding of how traits are passed from one generation to the next.

Refresh and Go Deeper: for experienced GLAD® practitioners | Secondary: 6th-12th

Implementing OCDE Project GLAD® in your Kindergarten Classroom: Lesson Plans, Strategies, and Charts

Stiha

Hieridia Lorena Mesta | Lead Kindergarten Teacher, Rubén S. Torres Elementary/Deming Public Schools

Jazmin Muñoz | Kindergarten Teacher & 3rd Grade Teacher, Rubén S Torres Elementary/ Deming Public Schools

Justin Urbina | Kindergarten Teacher & 3rd Grade Teacher, Rubén S Torres Elementary/ Deming Public Schools

Our session is focused on a practical way to implement GLAD® in your classroom. We will share the process we used to create Kindergarten GLAD® units that aligned with I-station. We will show you how we create our charts and which strategies we use in our classrooms.

The Basics: for those new to Project GLAD®, Dual Language/Biliteracy | Early Childhood: Preschool-1st

Session III

2:15 pm - 3:45 pm

Wednesday, June 5, 2019

Annotation of Text: Digging Deeper in Expert Groups

Ballroom N

Michelle-Desiree Lobato | 4th and 5th Combo Grade Teacher, Janet Kahn School of Integrated Arts

This session will introduce you to using text annotation, or reading with a pencil, alongside the Expert Group strategy with your students. Come find out how reading with a pencil allows students to have full control of their reading experience and allows for a deeper understanding of content and vocabulary. I will introduce you to strategies used and fine-tuned by OCDE Project GLAD trainers. Participants will engage in hands-on learning of the strategies as they annotate expert group text throughout the session. In addition, we will look at various graphic organizers and how selecting organizers that support the text type we ask students to read for meaning greatly increases long-term comprehension. Participants will leave the session with access to digital resources including example text, graphic organizers, a Power Point presentation, and Inspire Flip chart that can be modified to be used with their students.

Refresh and Go Deeper | K-12

So You Want to be a OCDE Project GLAD®Trainer or Have Trainers in Your School or District?

Ballroom S

DLeNM Trainers & Tier II Candidates | PD Coordinator, Dual Language Education of New Mexico

Becoming a Project GLAD® trainer is not for the faint of heart. It is an intense, demanding, and amazing experience. If you are passionate about GLAD® and interested in learning more about this process, come join us. This session will go over the requirements to become a trainer, the resources and costs involved, and the lessons we have learned over the last few years. This session is for individuals who may be interested in becoming Project GLAD® trainers as well as for administrators looking at options to build capacity and sustainability within your school or district.

The Basics: for those new to Project GLAD® | K-12

Accelerate Student Achievement in Mathematics with AIM4S^{3™}

La Terraza

Evelyn Chávez | Project Coordinator, Dual Language Education of New Mexico

Come learn about Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S^{3™}). This sheltering framework provides language learners and students who struggle with math access to the content and language of math and promotes a classroom culture that empowers students to take charge of their learning. AIM4S^{3™} provides teachers with the tools to be the architects of their instruction.

The Basics: for those new to Project GLAD® | K-12

Strategies That Hang Together—Sentence Building Strand

New Mexico

Elizabeth Kunz | Instructional Coach, Janet Kahn School of Integrated Arts

We'll start digging deep at the sentence level and make explicit connections between the Here There Chant and Sentence Patterning Chart with extensions. Together, we'll write an original Here There Chant to use in the first days of the school year with the SPC to launch your writers into building complex sentences and positive classroom culture. This is a great way to set high expectations for all students and can be used as a meaningful review for upper elementary and middle school learners.

Refresh and Go Deeper | K-12

Project GLAD®Strategies and Bloom's Taxonomy

Santa Fe

Colleen Elder | Educator, Cien Aguas International School

Patricia García | Educator, Cien Aguas International School

This will be a working session that investigates non-negotiable Project GLAD® strategies and Bloom's Taxonomy of Learning cognitive expectations. How can teachers strategically consider Bloom's hierarchy of cognitive demands when planning and implementing Project GLAD® strategies to differentiate for individual students and their cognitive needs? What is the objective of the strategy, what are students being asked to do, what do they have to know how to do to accomplish the objective, what resources are available to them, which are the most useful, and how will understanding be assessed?

Refresh and Go Deeper | Elementary: 1st-5th

Bridging Preschool GLAD® and Project GLAD®

Stiha

Laurie Magill | Preschool GLAD® Trainer, Retired Educator

Preschool GLAD® and Project GLAD® strategies are integrally related, with one group of strategies leading naturally to the next in a developmentally appropriate way. There can also be overlap of the two types of strategies in the same classroom, depending on the needs of your students. Come to this session to find out what several strategies look like from the different perspectives of Preschool GLAD® and Project GLAD®.

Refresh and Go Deeper | Elementary: 1st-5th

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2019 FEATURED SPEAKERS



Trisha Moquino
Co-Founder
Keres Childrens Learning Center



José Medina
Chief Educational Advocate
Educational Solutions



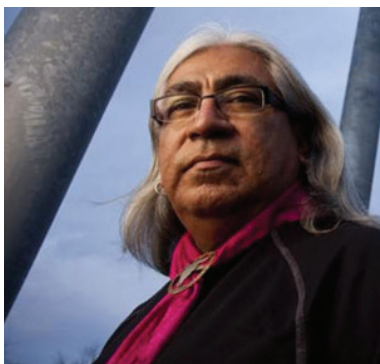
**Virginia Collier
Wayne Thomas**
Professors Emeriti
George Mason University



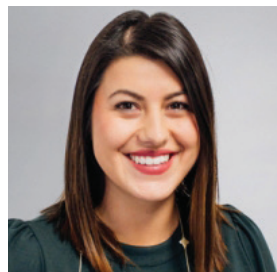
Vincent Werito
Professor
University of New Mexico



Cristina Benitez de Luna
Assistant Principal
Albuquerque Public Schools



Cornel Pewewardy
Professor of Indigenous Nations Studies
Portland State University



Amanda Aragón
Executive Director
NewMexicoKidsCAN



123 Andrés
Teaching Artist, Songwriter

Join us as we bring together educators, parents, researchers, and dual language supporters from across the U.S. and around the world for *La Cosecha 2019*!

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