



WELCOME!

TAMIU THIRD ANNUAL

Bilingual Education Conference

Saturday, Sept. 14, 2024

2024 Committee Members



Dr. James O'Meara
Dean of the College of
Education



Dr. Gilda Y. Martínez
Chair of Bilingual
Education Conference



Dr. Christian Faltis
Chair, Department of
Educational Programs



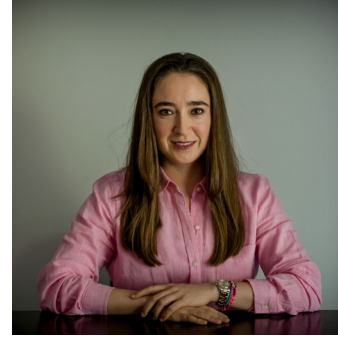
María Arámbula



Celia Taboada



Dr. Carmen Pompa



Dr. Rosangela Davalos



Allayza Ugarte-Sanchez



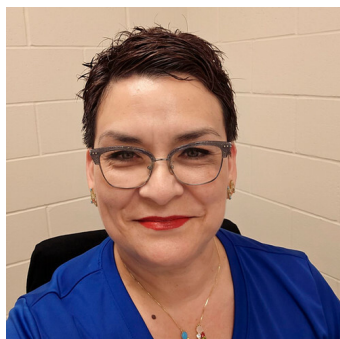
Iliana H. Molina



Michelle Canales



Dr. Elsa Reyna-Barrón



Michele Garza



Guadalupe Aguilar



Dr. Julissa Liendo

Keynote Speaker



Dr. Ofelia García

Our Mission

We aim to promote advocacy for educational equity and academic excellence for bilingual/multilingual students globally and improve instructional practices for linguistically and culturally diverse children. We aim to provide bilingual educators with high-quality professional development opportunities to meet the needs of bilingual/multilingual learners.



**Pre-Registration/
Continental Breakfast**
Student Center Ballroom
7 - 8 a.m

Introduction of Keynote Speaker



Dr. Gilda Y. Martínez

Chair of Unidos Para Texas
Bilingual Education Conference

Student Center Ballroom
8:10 - 8:20 a.m.

Keynote Speaker

Translanguaging as a Pedagogical Practice: Empowering Bilingual
Learners in the Classroom



Dr. Ofelia García

The Graduate Center of the City
University of New York

Student Center Ballroom
8:20 - 9:20 a.m.



Teacher Of The Year Award Presentation



Recipient: Mrs. Edna A. Pérez, A. T. Dovalina Elementary School

School District: Laredo Independent School District

Location: Student Center Ballroom

9:25-9:35 A.M.



Session 1

9:45 - 10:35 a.m.

Session: Unsilenced Classrooms, Oracy & Biliteracy's Active Role in DL Implementation: A TxEDLIF Approach

Presenters: Dr. Janelly Garza and Mrs. Eileen Salinas, Ensemble Learning

Location: Student Center 230, Capacity 50

Audience: Elementary Teachers and Campus/District Administrators

Abstract: Hear about oracy development as a critical driver of biliteracy instruction within the Texas Effective Dual Language Instructional Framework (TxEDLIF). Implementing the Texas instructional framework has elevated biliteracy instructional practices and transformed DL programming across the State. Our work within participating Texas school districts has engaged teachers in conversations about fostering oracy as a right within the DL classroom. We will explain the benefits of building oracy before literacy to students and describe research-based strategies that support the development of oracy and background knowledge. In this session, participants will leave with explicit planning ideas for implementing strategies that build receptive (listening) and productive (speaking) oral language use that increase student-to-student interactions in the language of instruction.

Session: Building New Faculty's Capacity Using an Equity-Centered Principal Preparation Self-Study Toolkit

Presenters: Dr. Lourdes Vilorio, Dr. Cynthia Gallardo, Dr. Ricardo Lozano, and Dr. Lina De La Garza, Texas A&M International University

Location: Student Center 120, Capacity 40

Audience: Campus Administration

Abstract: The purpose of this session is to present one fully online principal preparation program's engagement in using the Education Development Center's (EDC) Quality Measures™ (QM) self-study with support from The Wallace Foundation and the Quality Measures Center (QM Center), both who have championed and supported excellence in the preparation of school principals. To support this presentation, the Quality Measures: Principal Preparation Program Self-Study Toolkit (12th Edition) was utilized to conduct a programmatic self-study to determine if the course work, course alignment, and content meet the needs of present-day principal candidates (Darling Hammond, 2009).

Session: The Impact of Bilingualism, Gender, and SES on Hispanic Literacy Development

Presenter: Dr. Heriberto Godina, Texas A&M International University

Location: Western Hemispheric Trade Center 104, Capacity 45

Audience: Elementary

Abstract: Hispanic literacy development in the Southwestern U.S. is examined through standardized assessment data derived from the recent National Assessment of Educational Progress (NAEP) and Texas Academic Performance Reports (TAPR). This longitudinal study focuses on significant variables across a spectrum of grade levels for Hispanics of Mexican descent. Results confirm that a Fourth-grade Slump indicates a steady decline in reading performance after fourth grade. At the secondary level, a corresponding Matthew Effect is also detected—whereby students whose reading development begins to decline in fourth grade continue to decline in secondary grades. Socioeconomic status (SES), gender, and bilingual language development are correlated as mitigating factors for reading performance. Hispanic students who attended a slightly more affluent high school showed moderately better reading scores. Hispanic males performed lower than females. Hispanic males with low SES are identified as being the most at-risk for reading failure in this region. Recommendations for alleviating these developmental literacy challenges include a more systematic implementation of the Science of Teaching Reading (STR). Parents, educators, and administrators interested in Hispanic reading development along the Rio Grande Valley should find this longitudinal study informative.

Session: Pen-friend Project: Estrategia para el aprendizaje del inglés y el fortalecimiento de las competencias comunicativas interculturales en la escuela rural.

Presenter: Mr. William León Galeano, Institución Educativa Valle de Tenjo

Location: Western Hemispheric Trade Center 103, Capacity 45

Audience: Secondary Teachers

Abstract: Teniendo en cuenta las tendencias actuales relacionadas con la globalización, educación intercultural y el aprendizaje del idioma inglés se evidencia que las prácticas pedagógicas empleadas por los maestros de idioma extranjero en el contexto rural no toman en cuenta aspectos relacionados con las competencias comunicativas interculturales en el aula de clase donde se percibe un aprendizaje del idioma extranjero mecanizado e instrumentalizado que centra la práctica pedagógica en replicar o reproducir unos métodos de enseñanza descontextualizados enfatizando únicamente en el aspecto lingüístico como eje de aprendizaje, por lo tanto la escuela es el lugar propicio para fortalecer dichas competencias y habilidades necesarias para acercarse a una cultura extranjera por medio del aprendizaje de un nuevo idioma. Esta investigación analizará los resultados acerca del proyecto enfocado al intercambio de cartas en español e inglés con estudiantes del colegio Viera Charter School en Cabo Cañaveral Estados Unidos y el Colegio Valle de Tenjo en Cundinamarca Colombia con el fin de proponer orientaciones a nivel curricular desde las prácticas pedagógicas de los docentes rurales de inglés que permitan fortalecer las competencias comunicativas interculturales en el aula. El proyecto demostró que las competencias comunicativas interculturales en el aprendizaje del idioma inglés son relevantes en el contexto rural por medio de actividades significativas en el aula de clase y la interacción con personas nativas en el aula.

Session: Differentiated Instruction: Moving from a Broad Instructional Scope Toward a Bilingual Focus

Presenters: Ms. Griselda Martínez, Ms. Lizette Treviño, and Ms. Sylvia Hein, Laredo Independent School District

Location: Student Center 236, Capacity 186

Audience: Elementary Teachers, Secondary Teachers, Campus Administrators, District Administrators

Abstract: This session will provide participants with information to consider when planning the implementation of differentiated instruction for all learners. Presenters will start with differentiated instruction and move toward a Bilingual instruction focus specifically geared toward Emerging Bilingual students. Participants will leave the session with research-based guidance and resources ready to implement.

Session: Spanish Reading Intervention: A Structure Literacy Intervention Model (SLIM) for Reading Improvement of Struggling Readers

Presenters: Mrs. Gloria Ávila, Mrs. Vanessa Wallace, Mrs. Evette Santos, and Mr. Sergio Sifuentes, Texas A&M International University

Location: Student Center 231, Capacity 50

Audience: Elementary Teachers

Abstract: The TAMIU-LBV Literacy Partnership is a community engagement initiative funded by the Lamar Bruni Vergara Charitable Trust. With a joint effort from TAMIU, the LBV Trust, Laredo College, Laredo ISD, and United ISD, the Partnership has established literacy centers at 11 elementary schools to promote grade-level reading in early elementary years. With a research-based intervention model, the Partnership has served thousands of struggling young readers, who were generally 1.5 or 2 years behind their peers. The TAMIU-LBV provides literacy intervention to struggling readers in our community, regardless of their native language. When emergent bilingual students apply their skills, concepts, and knowledge learned in their native language, they can transfer those literacy skills to another language to facilitate learning (Goldenberg, 2008). Research in bilingualism demonstrates heavy support in teaching Spanish literacy to students learning English as a second language. Escamilla (1990) recommended that educators support vocabulary by teaching the students meaning and frequently used words because the students have already acquired decoding in their native language, and they need to focus on meaning. In 2023, the TAMIU-LBV revised its intervention lesson, now called the Structure Literacy Intervention Model (SLIM). Steward (2024) defined structured literacy as a "collection of practices designed to enact the science of reading research." Students are exposed to reading strategies that support the five literacy pillars.

Session: Best Practices for Language Acquisition

Presenters: Ms. Leticia Gutiérrez and Ms. Carolina Guerrero, Texas A&M International University

Location: Western Hemispheric Trade Center 126, Capacity 22

Audience: Elementary Teachers

Abstract: Language acquisition is supported by various strategies that teachers use to facilitate students' effective acquisition and mastery of languages. This abstract presents strategies, including cognitive, metacognitive, social, and affective approaches to developing language acquisition. Traditional bilingual strategies must be redesigned to meet the evolving needs of modern language learners. Redesigning traditional approaches involves leveraging assessments and incorporating current research on cognitive and social factors influencing bilingualism. Combining metacognition and translanguaging creates a comprehensive and robust teaching approach supporting various language acquisition aspects. We will address strategies such as the Bridge, bridging, Dictado, and other effective strategies to enhance retention. Regularly adjusting these strategies based on student feedback and progress is needed to meet the needs of all learners. By redesigning these strategies, we highlight the importance of a multifaceted approach to language acquisition, advocating for differentiated methods that serve individual learning needs and contexts.

Session: Empowering Emergent Bilinguals: Strategies for Effective Career Exploration and Development

Presenters: Dr. Judith Tamai and Dr. Sheena Blain, Houston Independent School District

Location: Western Hemispheric Trade Center 125, Capacity 22

Audience: Elementary Teachers

Abstract: Emergent bilinguals learning a new language while pursuing academic studies face unique challenges in career exploration. This session will present research-based strategies and practical solutions to guide these students effectively. Leveraging bilingual students' linguistic and cultural assets can significantly enhance their career readiness, as reported by García and Kleifgen (2010). We will discuss integrating language support with career thought-provoking instruction, utilizing culturally responsive career exploration practices, and implementing bilingual career assessments. Additionally, fostering partnerships with bilingual mentors and industry professionals will be emphasized. Research by Kanno and Cromley (2013) underscores the need for tailored career interventions for bilingual students, which will be explored through evidence from case studies, demonstrating successful career milestones achieved with targeted support. Attendees will gain actionable tools and resources, including bilingual career exploration platforms and culturally relevant activities, to support emergent bilinguals better. By the end of the session, participants will understand how to create an inclusive career exploration environment that leverages the unique strengths of emergent bilinguals, helping them navigate their career paths with tremendous success.

Session: Reaching Advanced Levels in the Speaking and Writing Domains on the TELPAS Test

Presenters: Ms. María Pilar Tristan and Ms. María Francisca González, Laredo Independent School District

Location: Western Hemispheric Trade Center 116, Capacity 114

Audience: Elementary Teachers, Campus Administrators, and District Administrators

Abstract: This workshop will focus on a comprehensive plan designed to support students in achieving success on the TELPAS test and beyond. The session is tailored for a diverse audience, including teachers and administrators. After analyzing data, participants will actively engage in studying specific questions in the Speaking and Writing domain on a TELPAS release test. Using the speaking and writing rubric, participants will determine how students will reach Advanced High levels in the speaking and writing portions of the TELPAS test. They will explore research-based high-impact instructional strategies aimed at addressing various aspects of the test to enhance students' success. As part of the takeaway, participants will look at the constructed response questions and determine what to look for in order for students to reach high levels on the TELPAS test.



Session 2

10:45 - 11:35 a.m.

Session: ASAP2TEACH! Transformative Approaches for Addressing the Multilingual Teacher Shortage and Impacting our Multilingual Communities

Presenters: Dr. Esther Garza, Dr. Myriam Jimena Guerra, Hsiao-ping Wu and Mrs. Catherine Carreón, Texas A&M University-San Antonio

Location: Student Center 231, Capacity 50

Audience: Campus Administrators

Seating: 40 people

Abstract: The teacher pipeline has consistently demonstrated a multilingual teacher shortage; however, recently, the multilingual teacher pipeline has been highly impacted by recent global events such as the COVID-19 Pandemic (Torres & D'Souza, 2024). The ASAP2TEACH Project, funded by the Department of Education, involves pre-service teachers, which includes paraprofessionals, in-service teachers, and middle and high school students, the opportunity to engage in meaningful learning and topics that promote the importance and critical relevance for bilingual, dual, and ESL education and its role in transforming the lives of a growing Emergent Bilingual population. The ASAP2TEACH model provides a deeper understanding of how educational institutions (P-12 school districts, community colleges, and four-year universities) can collaborate and be interwoven as relationships that connect pre-service teacher education, bilingual education student organizations, and micro-credentialing to increase the number of certified bilingual, dual and ESL teachers. Project team members and pre-service teachers will share recent findings from the model to identify new ways to leverage and forge relationships that transform and grow collaborations. This will address the critical shortage in the multilingual teacher pipeline and identify ways to increase student success and parental involvement.

Session: El que con lobos anda, a aullar se enseña: Enhancing Language Learning with ChatGPT in Bilingual Education

Presenters: Dr. Patricia Abrego and Dr. Patricia Garza-González, Texas A&M International University

Location: Western Hemispheric Trade Center 116, Capacity 114

Audience: Secondary Teachers

Abstract: This presentation explores how educators can harness ChatGPT, an A.I.-driven tool, to support bilingual students by incorporating linguistic profiles into their teaching strategies. Linguistic profiles offer insights into students' language abilities, preferences, and cultural backgrounds, enabling more tailored and effective learning experiences. We will discuss how to customize ChatGPT interactions using linguistic profiles, adapting language complexity, content relevance, and cultural context to enhance language acquisition and student engagement. Practical examples and case studies will demonstrate the real-world application of these strategies, showcasing ChatGPT's role in meeting the unique needs of bilingual learners. This session highlights the importance of A.I. in education, not just to teach language but to connect with students on a deeper level.

Session: Through Bilingual Eyes: Centering an Asset-Based Approach to Reading and Writing in a Biliteracy Classroom

Presenters: Dr. Janelly Garza and Mrs. Eileen Salinas, Ensemble Learning

Location: Student Center 230, Capacity 50

Audience: Elementary and ESL Teachers

Abstract: This session will explore how a strategic focus on reading and writing development can revolutionize biliteracy classrooms through an asset-based approach. Discover the inherent benefits of integrating biliteracy reading instruction to enhance writing skills. We will delve into research-based strategies that support the development of reading proficiency and oral language while nurturing Multilingual writing literacy as a strength. Participants will gain practical insights and explicit planning ideas to effectively implement strategies that build on students' oral skills, fostering comprehensive literacy growth.

Session: Help Your Students Tell Their Story in Their Own Language

Presenters: Mrs. Edna A. Pérez, Ms. Kristina Zepeda, and Ms. Melina Roman, Laredo Independent School District

Location: Student Center 120, Capacity 40

Audience: Elementary Teachers

Abstract: Becoming a published author at a young age can have profound developmental and educational benefits for children. This abstract explores the advantages of a child writing and publishing a book in their native language. First, writing a book enhances a child's language skills significantly. By crafting stories in two languages, children improve their vocabulary and deepen their understanding of grammar, syntax, and cultural nuances. This bilingual approach fosters linguistic fluency and promotes cultural empathy and appreciation. Second, the process of writing a book encourages creativity and critical thinking. They learn to brainstorm ideas and construct plots, which nurtures their imagination and problem-solving abilities. The experience of revising and editing their work teaches them perseverance and the importance of constructive feedback, skills that are invaluable in both academic and personal pursuits. Becoming a published author at a young age boosts confidence and self-esteem. Seeing their ideas and words in print validates their efforts and encourages them to pursue future goals with determination. It also instills a sense of pride in their cultural identity and heritage that can enhance their social and communication skills. In conclusion, book publishing offers children numerous benefits, including enhanced language skills, creativity, critical thinking, confidence, and opportunities for personal and academic growth.

Session: Music and Movement to Empower the Bilingual Early Childhood and Elementary School Programs

Presenters: Dr. Gilberto Soto, Texas A&M International University

Location: Student Center 236, Capacity 186

Audience: Elementary Teachers

Abstract: The objective of the proposed lecture is to provide dual language early childhood and elementary programs with bilingual and ELL/ESL music activities for children as part of their bilingual education materials available to improve and expand the literature needed in classrooms of predominantly bilingual children. The activities and curriculum materials are intended to increase the enactive, iconic, and symbolic aspects of creating a dual language lesson plan, curriculum, and programs.

Session: Best Practices for Language Acquisition

Presenters: Ms. Leticia Gutiérrez and Ms. Carolina Guerrero,
Texas A&M International University

Location: Western Hemispheric Trade Center 126, Capacity 22

Audience: Elementary Teachers

Abstract: Language acquisition is supported by various strategies that teachers use to facilitate students' effective acquisition and mastery of languages. This abstract presents strategies, including cognitive, metacognitive, social, and affective approaches to developing language acquisition. Traditional bilingual strategies must be redesigned to meet the evolving needs of modern language learners. Redesigning traditional approaches involves leveraging assessments and incorporating current research on cognitive and social factors influencing bilingualism. Combining metacognition and translanguaging creates a comprehensive and robust teaching approach supporting various language acquisition aspects. We will address strategies such as the Bridge, bridging, Dictado, and other effective strategies to enhance retention. Regularly adjusting these strategies based on student feedback and progress is needed to meet the needs of.

Session: Texas Tuition Promise Fund®-Como Congelar Futura Matrícula Universitaria en Texas

Presenter: Ms. Maricela Arce, Texas Tuition Promise Fund®

Location: Western Hemispheric Trade Center 125, Capacity 22

Audience: Parents and All Level Teachers

Abstract: The Texas Tuition Promise Fund®, the State's prepaid college tuition plan, allows families to lock in today's prices for tomorrow's undergraduate resident tuition and schoolwide required fees at Texas public colleges and universities, excluding medical and dental schools.* Texans may enroll in the plan anytime between Sept. 1 and Feb. 28 (Feb. 29 in leap years). Newborn enrollment for children younger than one year of age extends through July 31. Learn more at TuitionPromise.org, or by calling 800-445-GRAD (4723), option 5. Matching Scholarships are available to Plan enrollees.

Session: The Power of Play in Early Literacy Development with Science Activities and the Creation of Biliteracy Books

Presenter: Dr. Filiz Shine, Texas A&M International University

Location: Western Hemispheric Trade Center 103, Capacity 45

Audience: Elementary Teachers

Abstract: Libraries have long served as supporters of literacy, offering an extensive array of resources to promote reading and writing skills (American Library Association [ALA], n.d.). However, a unique approach is transforming libraries into interactive spaces – play libraries. These environments promote early literacy development, introduce hands-on science activities and concepts, and foster bilingualism, all integrated through engaging hands-on activities and creating bilingual books that encourage biliteracy growth by creating a book on a science topic.

Session: Reaching for Advanced High on TELPAS Speaking and Writing (Secondary Level)

Presenter: Mrs. Iliana Hinojosa-Molina, Laredo Independent School District

Location: Western Hemispheric Trade Center 104, Capacity 45

Audience: Secondary Teachers, Campus Administrators, and District Administrators

Abstract: In this workshop, participants will learn and apply hands-on strategies to help Emergent Bilingual high school students develop their language proficiency. The session is tailored for a diverse audience, including high school teachers and administrators. We will dive into the Speaking and Writing Rubrics to get a better understanding of the expectations for each domain and provide tips and suggestions to prepare our Emergent Bilingual high school students better to improve in their Speaking and Writing domains and reach the Advanced High levels in the speaking and writing portions of the TELPAS assessment. Participants in this session will explore research-based, high-impact instructional strategies aimed at addressing various aspects of the test to enhance students' success. As part of the takeaway, participants will look at the constructed response questions and determine what to look for in order for students to reach high levels on the TELPAS test.



Presentation of Pioneer Award



Honoree: Dr. Ramón G. Alaniz

Presenter: Dr. Gilda Y. Martínez, Chair of Unidos Para Texas Bilingual
Education Conference

Student Center Ballroom

11:45 a.m. - 12 p.m.



LUNCH BREAK

Student Center Ballroom
12 - 1 p.m.



Session 3

1:10 - 2 p.m.

Session: Building a Base for Literary Analysis: Bite-sized Analysis as a Scaffold for Success

Presenter: Mrs. Eliza Delgado and Ms. Dianey García, Rio Grande City Grulla Independent School District

Location: Student Center 120, Capacity 40

Audience: Secondary Teachers

Abstract: Literary analysis is fundamental to understanding and appreciating literature, but it can often be daunting, especially for beginners. We aim to introduce a novel approach to literary analysis: "Bite-sized Analysis." By breaking down the process into manageable steps, we believe we can empower learners to approach literature confidently and build a strong foundation for reading comprehension and in-depth literary analysis.

Session: Perceptions of Administrators in Dual Enrollment Programs in South Texas

Presenter: Dr. Cynthia Gallardo, Texas A&M International University

Location: Western Hemispheric Trade Center 125, Capacity 22

Audience: Campus Administrators

Abstract: This study examines administrators' perceptions regarding dual enrollment programs in South Texas. Dual enrollment programs, which enable high school students to earn college credits, have seen widespread adoption in this region, which is known for its unique demographic and educational landscape. Administrator perceptions from South Texas provided an understanding of these programs' effectiveness, perceived benefits and challenges, and overall student impact. The research provides recommendations for administrators, educators, parents, students, and policymakers. By addressing these issues, dual enrollment programs in South Texas can more effectively contribute to students' academic success and long-term educational outcomes. The insights gained from this study are critical for shaping policies that support the growth and improvement of dual enrollment initiatives in the region.

Session: Reaching Advanced Levels in the Speaking and Writing Domains on the TELPAS Test

Presenters: Ms. María Pilar Tristan and Ms. María Francisca González, Laredo Independent School District

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Session: Empowering Emergent Bilinguals: Strategies for Effective Career

Exploration and Development

Presenters: Dr. Judith Tamai and Dr. Sheena Blain, Houston Independent School District

Location: Western Hemispheric Trade Center 103, Capacity 45

Audience: Elementary Teachers

Abstract: Emergent bilinguals learning a new language while pursuing academic studies face unique challenges in career exploration. This session will present research-based strategies and practical solutions to guide these students effectively. Leveraging bilingual students' linguistic and cultural assets can significantly enhance their career readiness, as reported by García and Kleifgen (2010). We will discuss integrating language support with career thought-provoking instruction, utilizing culturally responsive career exploration practices, and implementing bilingual career assessments. Additionally, fostering partnerships with bilingual mentors and industry professionals will be emphasized. Research by Kanno and Cromley (2013) underscores the need for tailored career interventions for bilingual students, which will be explored through evidence from case studies, demonstrating successful career milestones achieved with targeted support. Attendees will gain actionable tools and resources, including bilingual career exploration platforms and culturally relevant activities, to support emergent bilinguals better. By the end of the session, participants will understand how to create an inclusive career exploration environment that leverages the unique strengths of emergent bilinguals, helping them navigate their career paths with tremendous success.

Session: Bridging Cultures Through Music, One Song at a Time

Presenter: Susie Jaramillo, Author of Encantos

Location: Western Hemispheric Trade Center 116, Capacity 114

Audience: Elementary Teachers

Abstract: Latino nursery rhymes are vital educational tools, providing a rich tapestry of cultural storytelling that can strengthen community bonds. These rhymes often reflect shared experiences, values, and histories, making them relatable for children and their families. Educators can teach language skills and promote cultural awareness and appreciation by incorporating these songs into educational curricula. Children learning through culturally relevant content are more likely to engage with their peers and families, fostering community ties. Music and nursery rhymes can be a source of pride and connection, encouraging families to participate in their children's education and cultural heritage. This involvement is crucial for building resilient communities, celebrating diversity, and promoting inclusivity.

Session: Ensuring Appropriate Services for Bilingual Special Education Students

Presenter: Mrs. Beatrice Rodríguez, Texas A&M International University

Location: Student Center 230, Capacity 50

Audience: Elementary Teachers

Abstract: This presentation focuses on how teachers can ensure bilingual students with disabilities receive the appropriate services to succeed academically, socially, and emotionally. We will explore students' rights under federal and state laws, highlighting the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Teachers will learn about the various accommodations and modifications that can be made to meet the cultural, linguistic, and academic needs of bilingual students with disabilities. This includes strategies for effective communication with parents and understanding their rights and responsibilities in the educational process. The session will provide practical resources and support networks teachers can access to better serve their students. We will discuss the importance of collaboration among exceptional education professionals, bilingual educators, and family members to create an inclusive and supportive learning environment for all students. Participants will also gain insight into addressing the socioemotional needs of bilingual students with disabilities, ensuring they feel valued and understood in the classroom. By the end of the presentation, teachers will have a better understanding for advocating for their students and ensuring that their educational experience is equitable and enriching.

Session: Evaluando tu Comprensión de la Educación Bilingüe:

¿Que Tanto Sabes de Este Tema?

Presenter: Dr. Roberto Torres, Texas A&M University-Kingsville

Location: Student Center 231, Capacity 50

Audience: Elementary Teachers

Abstract: En esta sesión interactiva, discutiremos dos áreas clave para la instrucción de estudiantes bilingües emergentes en las escuelas estatales en Texas. Primero, nuestra discusión cubrirá lo que las maestras y los maestros necesitan saber sobre los fundamentos de la educación bilingüe. En segundo lugar, exploraremos la adquisición de la primera y segunda lengua y el aprendizaje de idiomas, y la relación entre ambas. Aunque no son exhaustivos, los dos temas explorados serán consistentes con los estándares estatales según la Texas Education Agency (TEA), y se centrarán en lo que el personal docente debe saber para ser efectivos al enseñar a sus bilingües emergentes. In this interactive session, we will discuss two key areas for the instruction of Emergent Bilinguals. First, our discussion will cover what teachers need to know about the foundations of bilingual education. Second, we will explore first and second language acquisition and language learning. Although not exhaustive, the two topics explored will be consistent with State standards according to the Texas Education Agency and focus on what teachers should know to be effective when teaching their Emergent Bilinguals.

Session: Enhancing English Skills Through Flocabulary:

A Dynamic Approach for Bilingual Learners

Presenter: Mr. Raúl González, Laredo Independent School District

Location: Student Center 236, Capacity 186

Audience: Elementary and Secondary Teachers

Abstract: Attendees will discover how to utilize Flocabulary, an innovative educational platform that combines energetic hip-hop videos with interactive learning tools, to enhance English skills for bilingual students. Flocabulary's catchy songs and engaging activities are designed to make learning fun, supporting vocabulary building, listening comprehension, and language practice dynamically and effectively. By integrating music and visual aids, Flocabulary helps students connect with the content, making language learning more accessible and enjoyable.



Session 4

2:10 - 3 p.m.

Session: Differentiated Instruction: Moving from a Broad Instructional Scope Toward a Bilingual Focus

Presenters: Ms. Griselda Martínez, Ms. Lizette Treviño, Ms. Sylvia Hein, Laredo Independent School District

Location: Student Center 236, Capacity 186

Audience: Elementary Teachers, Secondary Teachers, Campus Administrators, District Administrators

Abstract: This session will provide participants with information to consider when planning the implementation of differentiated instruction for all learners. We will start with differentiated instruction as a whole and move toward a Bilingual instruction focus specifically geared toward Emerging Bilingual students. Participants will leave the session with research-based guidance and resources ready to implement.

Session: Spanish Reading Intervention: A Structure Literacy Intervention Model (SLIM) for Reading Improvement of Struggling Readers

Presenters: Mrs. Gloria Ávila, Mrs. Vanessa Wallace, Mrs. Evette Santos, and Mr. Sergio Sifuentes, Texas A&M International University

Location: Western Hemispheric Trade Center 126, Capacity 22

Audience: Elementary Teachers

Abstract: The TAMIU-LBV Literacy Partnership is a community engagement initiative funded by the Lamar Bruni Vergara Charitable Trust. With a joint effort from TAMIU, the LBV Trust, Laredo College, Laredo ISD, and United ISD, the Partnership has established literacy centers at 11 elementary schools to promote grade-level reading in early elementary years. With a research-based intervention model, the Partnership has served thousands of struggling young readers, who were generally 1.5 or 2 years behind their peers. The TAMIU-LBV provides literacy intervention to struggling readers in our community, regardless of their native language. When emergent bilingual students apply their skills, concepts, and knowledge learned in their native language, they can transfer those literacy skills to another language to facilitate learning (Goldenberg, 2008). Research in bilingualism demonstrates heavy support in teaching Spanish literacy to students learning English as a second language. Escamilla (1990) recommended that educators support vocabulary by teaching the students meaning and frequently used words because the students have already acquired decoding in their native language, and they need to focus on meaning. In 2023, the TAMIU-LBV revised its intervention lesson, now called the Structure Literacy Intervention Model (SLIM). Steward (2024) defined structured literacy as a "collection of practices designed to enact the science of reading research." Students are exposed to reading strategies that support the five literacy pillars.

Session: The Outdoor Environment as a Classroom: Science Processes for Early Childhood English Learners

Presenter: Dr. Lynda Cavazos, University of Texas-San Antonio

Location: Western Hemispheric Trade Center 103, Capacity 45

Audience: Early Childhood and Elementary Teachers

Abstract: Due to the high population of English learners (ELs), science education has become of interest to educators. International and national studies on science achievement indicate poor science performance of United States students overall and persistent achievement gaps between non-ELs and ELs within the United States (National Center for Education Statistics, 1996; Schmidt et al., 1997). The negative impact of educational policies affecting science education tends to be greater for ELs (Lee, 1999; Lee & Avalos, 2000). A practical science inquiry approach is best implemented in conjunction with structured, guided inquiry when natural items are provided to create authentic experiences that support ELs as they observe and interact with scientific content and its processes. This session will demonstrate how to apply nature in implementing the science process skills for English learners in early childhood programs. The participants will acquire authentic learning experiences from nature that infuse science inquiry, vocabulary, and language development. Thinking like a scientist, problem-solving, valuing the natural world, and developing science literacy are examples of the learning experiences of this presentation. Overall, the session will be interactive and hands-on in engaging nature with authentic and best practices.

Session: Help Your Students Tell Their Story in Their Own Language

Presenters: Mrs. Edna A. Pérez, Ms. Kristina Zepeda, and Ms. Melina Roman, Laredo Independent School District

Location: Western Hemispheric Trade Center 125, Capacity 22

Audience: Elementary Teachers

Abstract: Becoming a published author at a young age can have profound developmental and educational benefits for children. This abstract explores the advantages of a child writing and publishing a book in their native language. First, writing a book enhances a child's language skills significantly. By crafting stories in two languages, children improve their vocabulary and deepen their understanding of grammar, syntax, and cultural nuances. This bilingual approach fosters linguistic fluency and promotes cultural empathy and appreciation. Second, the process of writing a book encourages creativity and critical thinking. They learn to brainstorm ideas and construct plots, which nurtures their imagination and problem-solving abilities. The experience of revising and editing their work teaches them perseverance and the importance of constructive feedback, skills that are invaluable in both academic and personal pursuits. Becoming a published author at a young age boosts confidence and self-esteem. Seeing their ideas and words in print validates their efforts and encourages them to pursue future goals with determination. It also instills a sense of pride in their cultural identity and heritage that can enhance their social and communication skills. In conclusion, book publishing offers children numerous benefits, including enhanced language skills, creativity, critical thinking, confidence, and opportunities for personal and academic growth.

Session: Building a Base for Literary Analysis: Bite-sized Analysis as a Scaffold for Success

Presenter: Mrs. Eliza Delgado and Ms. Dianey García, Rio Grande City Grulla Independent School District

Location: Student Center 120, Capacity 50

Audience: Secondary Teachers

Abstract: Literary analysis is fundamental in understanding and appreciating literature, but it can often be daunting, especially for beginners. We aim to introduce a novel approach to literary analysis: "Bite-sized Analysis." By breaking down the process into manageable steps, we believe we can empower learners to approach literature with confidence and build a strong foundation for reading comprehension and in-depth literary analysis.

Session: Homework Done Right: Authentic Real-Life Experiences for Bilingual Early Learning Student

Presenter: Dr. Erica Guerrero, Texas A&M International University

Location: Student Center 231, Capacity 50

Audience: Elementary Early Childhood Teachers

Abstract: After Russia launched the "Sputnik" in the late 1950s, the United States noted a lack of rigor in the educational system. In the early 1980s and 1990s, teachers and parents saw homework as a tool to improve academic performance and end "mediocrity" in the United States (Harris, 2007). Nowadays, parents have different views on education. They also come from different social and economic backgrounds, and their parenting styles and beliefs differ from those of the 1980s and 1990s (Vatterott, 2009). With these societal changes, education has reevaluated the efficacy of homework assignments that chain students to a desk after school. Educators are evaluating homework's overall worth and its value to learning. Alleman et al. (2010) suggested that re-evaluating homework assignments should not burden teachers but should be an opportunity to revise homework philosophy to include a diverse learning experience for students.

Session: Reaching for Advanced High on TELPAS Speaking and Writing (Secondary Level)

Presenter: Mrs. Iliana Hinojosa-Molina, Laredo Independent School District

Location: Western Hemispheric Trade Center 104, Capacity 45

Audience: Secondary Teachers, Campus Administrators, and District Administrators

Abstract: In this workshop, participants will learn and apply hands-on strategies to help Emergent Bilingual high school students develop their language proficiency. The session is tailored for a diverse audience, including high school teachers and administrators. We will dive into the Speaking and Writing Rubrics to get a better understanding of the expectations for each domain and provide tips and suggestions to prepare our Emergent Bilingual high school students better to improve in their Speaking and Writing domains and reach the Advanced High levels in the speaking and writing portions of the TELPAS assessment. Participants in this session will explore research-based, high-impact instructional strategies aimed at addressing various aspects of the test to enhance students' success. As part of the takeaway, participants will look at the constructed response questions and determine what to look for in order for students to reach high levels on the TELPAS test.

Session: Ensuring Appropriate Services for Bilingual Special Education Students**Presenter:** Mrs. Beatrice Rodríguez, Texas A&M International University**Location:** Student Center 230, Capacity 50**Audience:** Elementary Teachers

Abstract: This presentation focuses on how teachers can ensure bilingual students with disabilities receive the appropriate services to succeed academically, socially, and emotionally. We will explore students' rights under federal and state laws, highlighting the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Teachers will learn about the various accommodations and modifications that can be made to meet the cultural, linguistic, and academic needs of bilingual students with disabilities. This includes strategies for effective communication with parents and understanding their rights and responsibilities in the educational process. The session will provide practical resources and support networks teachers can access to better serve their students. We will discuss the importance of collaboration among exceptional education professionals, bilingual educators, and family members to create an inclusive and supportive learning environment for all students. Participants will also gain insight into addressing the socioemotional needs of bilingual students with disabilities, ensuring they feel valued and understood in the classroom. By the end of the presentation, teachers will better understand advocating for their students and ensuring that their educational experience is equitable and enriching.

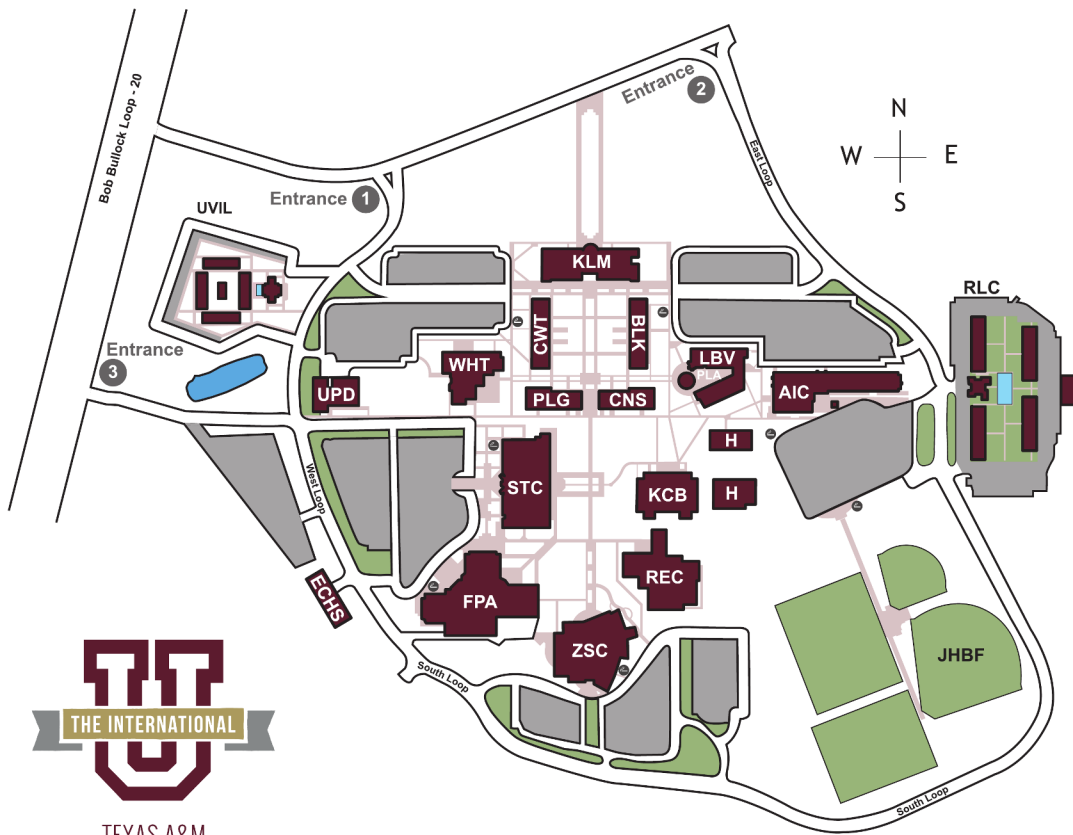
PARENT WORKSHOP- TAMIU PROJECT ELITE: 1:30 - 4:30 PM**Session: Weaving Our Families' Bilingual Stories****Organizer:** Dr. Youmna Deiri, Texas A&M International University**Presenter:** Dr. Filiz Shine, Texas A&M International University**Location:** Western Hemispheric Trade Center 111, Capacity 114**Audience:** Parents and Families

Abstract: A special half-day workshop designed for bilingual families, students, and educators where participants will transform their everyday moments into stories that reflect the unique flow of their home languages and capture important family memories and generational stories.

Workshop Highlights:

- Story Creation: Turn your family's memories into meaningful bilingual stories.
- Art & Story-Making: Learn how to write and illustrate your family stories with artwork.

WELCOME TO TAMIU!



- AIC- Academic Innovation Center
- KLM- Sue and Radcliffe Killam Library
- CWT- Dr. Billy F. Cowart Hall
- BLK- Bob Bullock Hall
- WHT- Western Hemispheric Trade Center
- PLG- Anthony J. and Georgia A. Pellegrino Hall
- CNS- Dr. F. M. Canseco Hall
- LBV- Lamar Bruni Vergara Science Center
- PLA- Lamar Bruni Vergara Planetarium
- STC- Student Center
- KCB- Kinesiology - Convocation Building
- H- Physical Plant
- FPA- Center for the Fine and Performing Arts
- ECHS- Early College High School
- ZSC- Zaffirini Success Center
- REC- Kinesiology, Wellness and Recreation Center
- RLC- Residential Learning Community
- UPD- University Police Department
- UVIL- University Village
- JHBF- Jorge Haynes Baseball Field

- Parking
- Sidewalks
- Smoking Pavilion



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