



## **A SYMPHONY OF LANGUAGES**

We Live in a United, Multilingual  
World

## **Una Sinfonía de Idiomas**

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multilingüe y unido

# **8th Annual Dual Language Symposium**

Schaumburg, IL | Roosevelt University

February 28, 2026 | 8:00am - 5:00pm

PRESENTED BY



# Conference Overview



## KEYNOTE SPEAKER

**Dr. Josefina V. Tinajero**

Professor of Teacher Education  
University of Texas at El Paso



## AGENDA OVERVIEW

- 8:00 – 8:45am - Registration
- 9:00 – 10:15am - Welcome / Keynote Speaker
  - 📍 Alumni Hall Room 155, 126
- 10:25 – 11:25am - Breakout Sessions #1
- 11:35am – 12:35pm - Breakout Sessions #2
- 12:40 – 1:30pm - Lunch (Lunch Provided)
  - 📍 Alumni Hall Room 155, 126 and 378
- 1:30 – 2:00pm - Exhibits and Networking
- 2:05 – 3:05pm - Breakout Sessions #3
- 3:15 – 4:15pm - Breakout Sessions #4
- 4:20 – 5:00pm - Performance by Mariachi Los Pumas,  
ACERO - Jovita Idár Elementary School, CPS
- Closing Remarks
  - 📍 Alumni Hall Room 155

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**#DLS2026**

**#WCEPS2026**



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# Breakout Sessions #1

10:25 - 11:25am



Session #	Topic	Presenter	Audience	Presented in	Room
#1	All Standards, All Students: Engaging Multilanguage Learners in the Sensemaking Process	<p><b>Gloria Verastegui</b> ELL Educator, School District U-46</p> <p><b>Frankie Valenzia</b> ELL Educator, School District U-46</p>	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle grades</li> <li>• High school</li> <li>• Administrators</li> </ul>	English	314
#2	Characteristics for a Successful Sustainable Dual Language Program	<p><b>Azul Cortes</b> Director of Heritage Languages, Dual Language Education of New Mexico</p>	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle grades</li> <li>• High school</li> <li>• Parents</li> <li>• Community members</li> <li>• Administrators</li> </ul>	English, Spanish	378
#3	Debunking Misconceptions and Maintaining Rigor for ELs	<p><b>Nora Delgado</b> WCEPS CARE Coach</p>	<ul style="list-style-type: none"> <li>• Middle grades</li> <li>• High school</li> <li>• Administrators</li> </ul>	English	521

All sessions are 60 minutes unless noted otherwise.

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# Breakout Sessions #1

10:25 - 11:25am



Session #	Topic	Presenter	Audience	Presented in	Room
#4	Beyond the ACCESS Test: Building Foundational Speaking and Writing Skills for All Multilingual Learners	<p><b>Maria Elena Ramos</b> ESL Instructor (K-5) Valley View 365 School District</p> <p><b>Ariana Guerrero</b> EL Specialist, Valley View 365 School District</p>	<ul style="list-style-type: none"> <li>• Early childhood</li> <li>• Elementary</li> <li>• Administrators</li> </ul>	English, Spanish	523
#5	In Concert: Building Dual Language Partnerships Across Schools That Sing	<p><b>Katy Lichon, Ph.D.</b> Associate Professor, University of Notre Dame</p> <p><b>Elisa Zwier Dralle, Ph.D.</b> Dual Language Program Coordinator University of Notre Dame</p>	<ul style="list-style-type: none"> <li>• Early childhood</li> <li>• Elementary</li> <li>• Middle grades</li> <li>• Administrators</li> </ul>	English	620
#6	Science of Reading and How the Bilingual Brain Processes Language	<p><b>Eduardo Perez</b> Educational Leadership, Western Illinois University</p>	<ul style="list-style-type: none"> <li>• Early childhood</li> <li>• Elementary</li> <li>• Middle grades</li> <li>• High school</li> <li>• Parents</li> <li>• Community members</li> <li>• Administrators</li> </ul>	English, Spanish	624

All sessions are 60 minutes unless noted otherwise.

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WCEPS is a non-profit committed to supporting educators in K-12 and higher education in their mission to support students and create an educational landscape where all students, regardless of their linguistic background, can thrive and reach their full potential

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DUAL LANGUAGE CONFERENCE

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**Wayne Thomas & Virginia Collier**  
Professor Emeriti  
George Mason University



**Margarita Espino Calderón**  
Professor Emerita/Senior  
Research Scientist  
Johns Hopkins University



**Jeff Zwiers**  
Educational Consultant &  
Author

La Cosecha 2026 will feature:

- ✓ 280+ professional presentations;
- ✓ School Visits & Pre-Conference Institutes;
- ✓ Culturally and linguistically focused sessions;
- ✓ Key strategies for multilingual learners & biliteracy (Pre-K – secondary programs);
- ✓ Indigenous Language Institute;
- ✓ Student Leadership & Parent Institutes;
- ✓ Networking and extended learning opportunities;
- ✓ Opportunities to celebrate our multilingual communities; and MUCH MORE!

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educadores y estudiantes  
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# Breakout Sessions #2

11:35am - 12:35pm



Session #	Topic	Presenter	Audience	Presented In	Room
#7	Making Content Accessible Through Oracy	<b>Nohelia Cruz Alcocer</b> DL Secondary Instructional Coach, School District U-46	<ul style="list-style-type: none"> <li>• Middle grades</li> <li>• High school</li> </ul>	English	314
#8	Goal Setting and Commitments: Building Pathways to Biliteracy	<b>Dennise Torres</b> Bilingual Reading Specialist, Naperville Unit School District 203  <b>Teresa Witort</b> Bilingual Reading Specialist, Naperville Unit School District 203  <b>Ruth Pavona Bilingual</b> Reading Specialist, Naperville Unit School District 203	<ul style="list-style-type: none"> <li>• Elementary</li> </ul>	English	521
#9	Enhancing Student Discourse, Comprehension, and Biliteracy Through PRC2	<b>Guadalupe Dominguez</b> English Language Program Teacher, Chicago Public Schools  <b>Maria Caltzontzin</b> Bilingual Education Teacher, Chicago Public Schools  <b>Lilyana Flores</b> Bilingual Education Teacher, Chicago Public Schools	<ul style="list-style-type: none"> <li>• Early childhood</li> <li>• Elementary</li> <li>• Middle grades</li> <li>• Administrators</li> </ul>	English, Spanish	523

All sessions are 60 minutes unless noted otherwise.

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Milagros Otero-Wallace - Children's Book Author

# Breakout Sessions #2

11:35am - 12:35pm



Session ID	Topic	Presenter	Audience	Presented in	Room
#10	Speech and Language Strategies to Support English Learners in Dual Language Classrooms	<b>Sharon Rzyski</b> Bilingual Speech-Language Pathologist, Mundelein High school District 120  <b>Rebecca Dressendorfer</b> Speech Language Pathologist, Waukegan Public Schools	<ul style="list-style-type: none"><li>• Early childhood</li><li>• Elementary</li><li>• Middle grades</li><li>• Parents</li><li>• Community members</li></ul>	English	620
#11	¿Armonía o Disonancia? La Ciencia de la Lectura en español	<b>Elisa Zwier Dralle, Ph.D.</b> Dual Language Program Coordinator University of Notre Dame	<ul style="list-style-type: none"><li>• Early childhood</li><li>• Elementary</li><li>• Middle grades</li><li>• Parents</li><li>• Administrators</li></ul>	Spanish	624

All sessions are 60 minutes unless noted otherwise.



# Breakout Sessions #3

2:05 - 3:05pm



Session #	Topic	Presenter	Audience	Presented In	Room
#12	Affirming Identities: Centering Multilingual Learners' Voices Across Content Areas	<b>Sarah Cohen</b> Dual Language Specialist, Chicago Public Schools	<ul style="list-style-type: none"> <li>• Early childhood</li> <li>• Elementary</li> <li>• Middle grades</li> <li>• High school</li> </ul>	English	314
#13	AI-Powered Progress Monitoring for EL/ML students	<b>Genevieve Olvera</b> Avant Language	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle grades</li> <li>• High school</li> <li>• Administrators</li> </ul>	English	378
#14	The Labyrinth of Dual Communication: A Path to Assertiveness	<b>Diana Osorio Quintero, MBA</b> Valley View School District 365	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle grades</li> <li>• High school</li> <li>• Administrators</li> </ul>	English, Spanish	521
#15	Teaching for Biliteracy Using the Teaching and Learning Cycle (Secondary)	<b>Fran Veguilla</b> Dual Language Development Consultant, CESA 2 Wisconsin  <b>Gretchen Lettau</b> Language & Culture Consultant, CESA 2 Wisconsin	<ul style="list-style-type: none"> <li>• Middle grades</li> <li>• High school</li> </ul>	English, Spanish	523
#16	Marco DALE	<b>Laura Davalos</b> WCEPS CARE Coach	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle grades</li> </ul>	Spanish	620
#17	MTSS Through Language Domains: Elevating Oracy for Multilingual Learners	<b>Margarita Lachica</b> Assistant Principal, Acero Schools	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle grades</li> </ul>	English, Spanish	624

All sessions are 60 minutes unless noted otherwise.



# Breakout Sessions #4

3:15 - 4:15pm



Session #	Topic	Presenter	Audience	Presented In	Room
#18	Scaffolding Academic Language Development in Dual Language Programs	<b>Almudena Coloma</b> Dual Language Specialist, Chicago Public Schools	<ul style="list-style-type: none"><li>• Early childhood</li><li>• Elementary</li><li>• Middle grades</li><li>• High school</li></ul>	English, Spanish	314
#19	Oral Histories for Oracy and Narrative Writing	<b>Katherine Bardales Sardeña</b> Third Grade Dual Language Teacher and Doctorate Student, Community Consolidated School District 59	<ul style="list-style-type: none"><li>• Elementary</li><li>• Middle grades</li><li>• High school</li></ul>	English, Spanish	378
#20	Beyond the Notes: Translanguaging and Mathematical Meaning-Making in a Symphony of Languages	<b>Margarita Marrero</b> WCEPS Associate Director	<ul style="list-style-type: none"><li>• Middle grades</li><li>• High school</li><li>• Administrators</li></ul>	English, Spanish	523
#21	AI for Biliteracy: Quickly Create High-Quality Bilingual Resources	<b>Lily Velazquez Silva</b> Founder & Bilingual Curriculum Resource Developer, Biliteracy Builders	<ul style="list-style-type: none"><li>• Elementary</li></ul>	English, Spanish	624

All sessions are 60 minutes unless noted otherwise.



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# Breakout Overviews

## 1. All Standards, All Students: Engaging Multilanguage Learners in the Sensemaking Process

The Framework for K–12 Science Education emphasizes that all students, regardless of background, should have access to rigorous science learning. This session will demonstrate how we can support multilingual students through the four pillars of sensemaking: phenomena, science and engineering practices, student ideas, and science ideas. Explore real classroom examples and leave with practical tools to plan instruction, scaffold language, and elevate student voice across all dimensions of 3D science learning.

**Presenters:**

- Gloria Verastegui, ELL Educator, School District U-46
- Frankie Valenzia, ELL Educator, School District U-46

**Language:** English

**Audience:** Elementary, Middle grades, High school, Administrators

**Room:** 314

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## 2. Characteristics for a Successful Sustainable Dual Language Program

Strong DL programs are rooted in clear language allocation plans, rigorous curriculum in both languages, leadership that understands the “why” of bilingualism, and intentional integration of frameworks like Project GLAD, CLAVES, C6, etc. This session highlights both the essential elements of effective DL programs and the systems of support that make them possible, from coaching and leadership development to scheduling strategies and use of the Seal of Biliteracy.

**Presenters:** Azul Cortes, Director of Heritage Languages, Dual Language Education of New Mexico

**Language:** English, Spanish

**Audience:** Elementary, Middle grades, High school, Parents, Community members, Administrators

**Room:** 378

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## 3. Debunking Misconceptions and Maintaining Rigor for ELs

To meet the needs of multilingual learners, educators need instructional approaches that make grade-level content accessible while strengthening language development. In this interactive 1-hour session, participants will explore how to apply content and language integration scaffolding techniques to increase comprehension, engagement, and language output. Educators will reflect on common misconceptions about scaffolds, then practice practical, classroom-ready strategies that amplify language through intentional multimodal supports.

**Presenter:** Nora Delgado, WCEPS CARE Coach

**Language:** English

**Audience:** Middle grades, High school, Administrators

**Room:** 521

# Breakout Overviews

## 4. Beyond the ACCESS Test: Building Foundational Speaking and Writing Skills for All Multilingual Learners

This highly practical workshop will equip educators and program coordinators with a unified, data-driven framework for accelerating English proficiency in the productive domains (speaking and writing). We will explore how to move beyond program silos and strategically leverage WIDA ACCESS data. Attendees will receive a comprehensive overview at the ACCESS Academy model, an after-school program that integrates Dual Language (DL) and ESL students into high-impact collaborative learning groups.

**Presenters:**

- Maria Elena Ramos, ESL Instructor (K-5), Valley View 365 School District
- Ariana Guerrero, EL Specialist, Valley View 365 School District

**Language:** English, Spanish

**Audience:** Early childhood, Elementary, Administrators

**Room:** 523

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## 5. In Concert: Building Dual Language Partnerships Across Schools That Sing

In this session, participants will explore how building partnerships across schools (and even across districts or states) can become a powerful counter-melody to isolation. We'll share what PLCs look like in immersion contexts and articulate four types of partnerships: content and resource sharing, instructional coaching, cross-district leader collaboration, and student-to-student connections. Attendees will leave with a "score" of concrete strategies and ideas for launching or sustaining partnership-based professional communities in their own dual language contexts.

**Presenters:**

- Katy Lichon, Ph.D., Associate Professor, University of Notre Dame
- Elisa Zwier Dralle, Ph.D., Dual Language Program Coordinator, University of Notre Dame

**Language:** English

**Audience:** Early childhood, Elementary, Middle grades, Administrators

**Room:** 620

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## 6. Science of Reading and How the Bilingual Brain Processes Language

Participants will identify how bilingual brains construct language and the benefits of bilingualism. The presentation is designed to create awareness of how language is integrated in the sense of identity. Participants will be invited to reflect on the future goals of their students and their current involvement.

**Presenter:** Eduardo Perez, Educational Leadership, Western Illinois University

**Language:** English, Spanish

**Audience:** Early childhood, Elementary, Middle grades, High school, Parents, Community members, Administrators

**Room:** 624

# Breakout Overviews

## 7. Making Content Accessible Through Oracy

This dynamic session will dive into high-impact strategies for building oracy, empowering students to engage with rigorous content and make learning more accessible. Since oracy is the foundation of literacy, participants will discover powerful techniques to help students develop strong communication skills, meet academic challenges with confidence, and enhance their overall literacy development. It focuses on the U.S. History class at the high school level, studying the different marginalized groups that participated in WWII.

**Presenter:** Nohelia Cruz Alcocer, DL Secondary Instructional Coach, School District U-46

**Language:** English

**Audience:** Middle grades, High school

**Room:** 314

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## 8. Goal Setting and Commitments: Building Pathways to Biliteracy

This session highlights a classroom-based approach to goal setting and commitments in a dual language program. Learning a new language can be challenging, and students sometimes wonder why they are part of a dual language program. This session equips teachers with action steps they can take to help students understand the “why”. It is ideal for educators seeking realistic and culturally responsive methods to help dual language learners take charge of their own progress, leading to more motivated learners and stronger outcomes in both languages.

**Presenters:**

- Dennise Torres, Bilingual Reading Specialist, Naperville Unit School District 203
- Teresa Witort, Bilingual Reading Specialist, Naperville Unit School District 203
- Ruth Pavona, Bilingual Reading Specialist, Naperville Unit School District 203

**Language:** English

**Audience:** Elementary

**Room:** 521

# Breakout Overviews

## 9. Enhancing Student Discourse, Comprehension, and Biliteracy Through PRC2

At Carson Elementary School in Chicago, the PRC2 framework (Purpose for Reading, Connecting, and Communicating) has become a key instrument for enhancing student discourse, comprehension, and Biliteracy. PRC2 helps dual language learners actively engage with text, think critically, and express ideas in both English and Spanish. In this interactive workshop, participants will explore how Carson's Dual Language team implemented PRC2 as a schoolwide strategy to promote high-quality student talk and deeper reading comprehension.

**Presenters:**

- Guadalupe Dominguez, English Language Program Teacher, Chicago Public Schools
- Maria Caltzontzin, Bilingual Education Teacher, Chicago Public Schools
- Lilyana Flores, Bilingual Education Teacher, Chicago Public Schools

**Language:** English, Spanish

**Audience:** Early childhood, Elementary, Middle grades, Administrators

**Room:** 523

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## 10. Speech and Language Strategies to Support English Learners in Dual Language Classrooms

During this presentation, we will discuss comprehending the unique challenges related to the job of a bilingual SLP and supporting English Learners in the context of the dual language and other bilingual classrooms. We will review some “red flags” and goal writing for bilingual students. The collaboration with other staff members who are not bilingual will also be discussed.

**Presenters:**

- Sharon Rzycki, Bilingual Speech-Language Pathologist, Mundelein High school District 120
- Rebecca Dressendorfer, Speech Language Pathologist, Waukegan Public Schools

**Language:** English

**Audience:** Early childhood, Elementary, Middle grades, Parents, Community members

**Room:** 620

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## 11. ¿Armonía o Disonancia? La Ciencia de la Lectura en español

Esta sesión interactiva ayudará a los docentes y líderes participantes a reflexionar sobre los aspectos de la ciencia de la lectura y su aplicación, o no, a la enseñanza de la lectoescritura en español. Partiendo desde dos casos, uno de PreKinder-1ro y otro de 6to-8vo, compartiremos nuestras experiencias, éxitos y retos al llevar la ciencia de la lectura a la práctica en diversos tipos de programas de inmersión.

**Presenter:** Dr. Elisa Zwier Dralle, Ph.D., Dual Language Program Coordinator, University of Notre Dame

**Language:** Spanish

**Audience:** Early childhood, Elementary, Middle grades, Parents, Administrators

**Room:** 624

# Breakout Overviews

## 12. Affirming Identities: Centering Multilingual Learners' Voices Across Content Areas

This interactive session invites educators to reflect on their own language learning experiences and examine how personal assumptions about language acquisition can shape classroom practice. Through guided reflection and collaborative dialogue, participants will identify potential biases and explore how these beliefs influence expectations, interactions, and instructional decisions for students acquiring English as an additional language.

**Presenters:** Sarah Cohen, Dual Language Specialist, Chicago Public Schools

**Language:** English

**Audience:** Early childhood, Elementary, Middle grades, High school

**Room:** 314

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## 13. AI-Powered Progress Monitoring for EL/ML students

Join us! Let's learn about the newest AI-powered progress monitoring tool for EL/ML students. Mira Stride is an innovative, avatar-based platform with instant scoring, reporting, and feedback designed just for EL/ML students. Mira Stride provides real-time, individualized progress monitoring data. Participants will learn how AI can assist in providing real-time, individualized data by student.

**Presenter:** Genevieve Olvera, Avant Language

**Language:** English

**Audience:** Elementary, Middle grades, High school, Administrators

**Room:** 378

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## 14. The Labyrinth of Dual Communication: A Path to Assertiveness

Dual Language programs depend on intentional, culturally responsive communication among teachers, students, families, and communities. This topic aligns with Dual Language education because effective bilingual instruction cannot succeed without clear, respectful, and assertive communication across languages, cultures, and educational systems. Navigating this “labyrinth” is essential for building trust, equity, and academic success in K–12 Dual Language classrooms.

**Presenter:** Diana Osorio Quintero, MBA, Valley View School District 365

**Language:** English, Spanish

**Audience:** Elementary, Middle grades, High school, Administrators

**Room:** 521

# Breakout Overviews

## 15. Teaching for Biliteracy Using the Teaching and Learning Cycle (Secondary)

Secondary dual language teachers face a persistent tension: how to teach rigorous content while advancing language development in two languages. This interactive session introduces the Teaching and Learning Cycle (TLC) as a practical framework for integrating the WIDA English Language Development Standards and Marco DALE into bilingual units of instruction that support the goal of biliteracy. Participants will learn how the TLC, grounded in genre pedagogy and systemic functional linguistics, makes language visible, planning intentional, and learning equitable for multilingual students.

**Presenters:**

- Fran Veguilla, Dual Language Development Consultant, CESA 2 Wisconsin
- Gretchen Lettau, Language & Culture Consultant, CESA 2 Wisconsin

**Language:** English, Spanish

**Audience:** Middle grades, High school

**Room:** 523

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## 16. Marco DALE

This session focuses on strengthening educators' capacity to intentionally integrate content learning with language development for multilingual learners through the DALE Framework. Participants explore how explicit attention to academic language reduces inequities in instruction and assessment, drawing on Mary Schleppegrell's work on the "language of schooling" and the WIDA 2020 English Language Development Standards.

**Presenter:** Laura Davalos, WCEPS CARE Coach

**Language:** Spanish

**Audience:** Elementary, Middle grades

**Room:** 620

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## 17. MTSS Through Language Domains: Elevating Oracy for Multilingual Learners

Discover how to strengthen multilingual learners' success by centering oracy within the MTSS framework. This interactive session will focus on the Speaking domain, its proficiency levels, and its impact across all language domains. Participants will explore targeted small-group speaking instruction and intervention strategies designed to amplify student voice, foster engagement, and build equitable systems of support.

**Presenter:** Margarita Lachica, Assistant Principal, Acero Schools

**Language:** English, Spanish

**Audience:** Elementary, Middle grades

**Room:** 624

# Breakout Overviews

## 18. Scaffolding Academic Language Development in Dual Language Programs

This interactive session focuses on strengthening Spanish and English language development across content areas within dual language classrooms. Participants will leave with concrete tools and planning templates that support biliteracy-focused lesson design. Emphasis will be placed on maintaining the integrity of Spanish instruction while promoting parallel development of English proficiency—ensuring that students not only learn in two languages but also learn through them.

**Presenters:** Almudena Coloma, Dual Language Specialist, Chicago Public Schools

**Language:** English, Spanish

**Audience:** Early childhood, Elementary, Middle grades, High school

**Room:** 314

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## 19. Oral Histories for Oracy and Narrative Writing

Encouraging student collaboration to create an oral history narrative that can be retold by a student and shared as a class to encourage both oracy and vocabulary development in English or Spanish for Dual Language Learners using visual art.

**Presenter:** Katherine Bardales Sardeña, Third Grade Dual Language Teacher and Doctorate Student, Community Consolidated School District 59

**Language:** English, Spanish

**Audience:** Elementary, Middle grades, High school

**Room:** 378

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## 20. Beyond the Notes: Translanguaging and Mathematical Meaning-Making in a Symphony of Languages

Mathematical reasoning is strengthened when students have opportunities to think, talk, and problem-solve using all of their full linguistic repertoire. In this 1-hour interactive session, educators will explore the connection between effective math reasoning practices and translanguaging as an equity-based approach for multilingual learners. Participants will identify key instructional shifts that increase access to rigorous math tasks and support students in using their full linguistic repertoire to engage in grade-level mathematical reasoning.

**Presenter:** Margarita Marrero, WCEPS Associate Director

**Language:** English, Spanish

**Audience:** Middle grades, High school, Administrators

**Room:** 523

# Breakout Overviews

## **21. AI for Biliteracy: Quickly Create High-Quality Bilingual Resources**

This session demonstrates how educators can use AI, particularly to generate a variety of bilingual classroom resources, including literacy centers, writing prompts, and anchor charts. The focus is on preserving pedagogical integrity while reducing planning time and allowing teachers to spend more energy on instruction and student engagement. Attendees will leave with actionable strategies and ideas to integrate AI into their workflow, empowering them to create engaging, rigorous bilingual resources quickly and effectively.

**Presenter:** Lily Velazquez Silva, Founder & Bilingual Curriculum Resource Developer, Biliteracy Builders

**Language:** English, Spanish

**Audience:** Elementary

**Room:** 624







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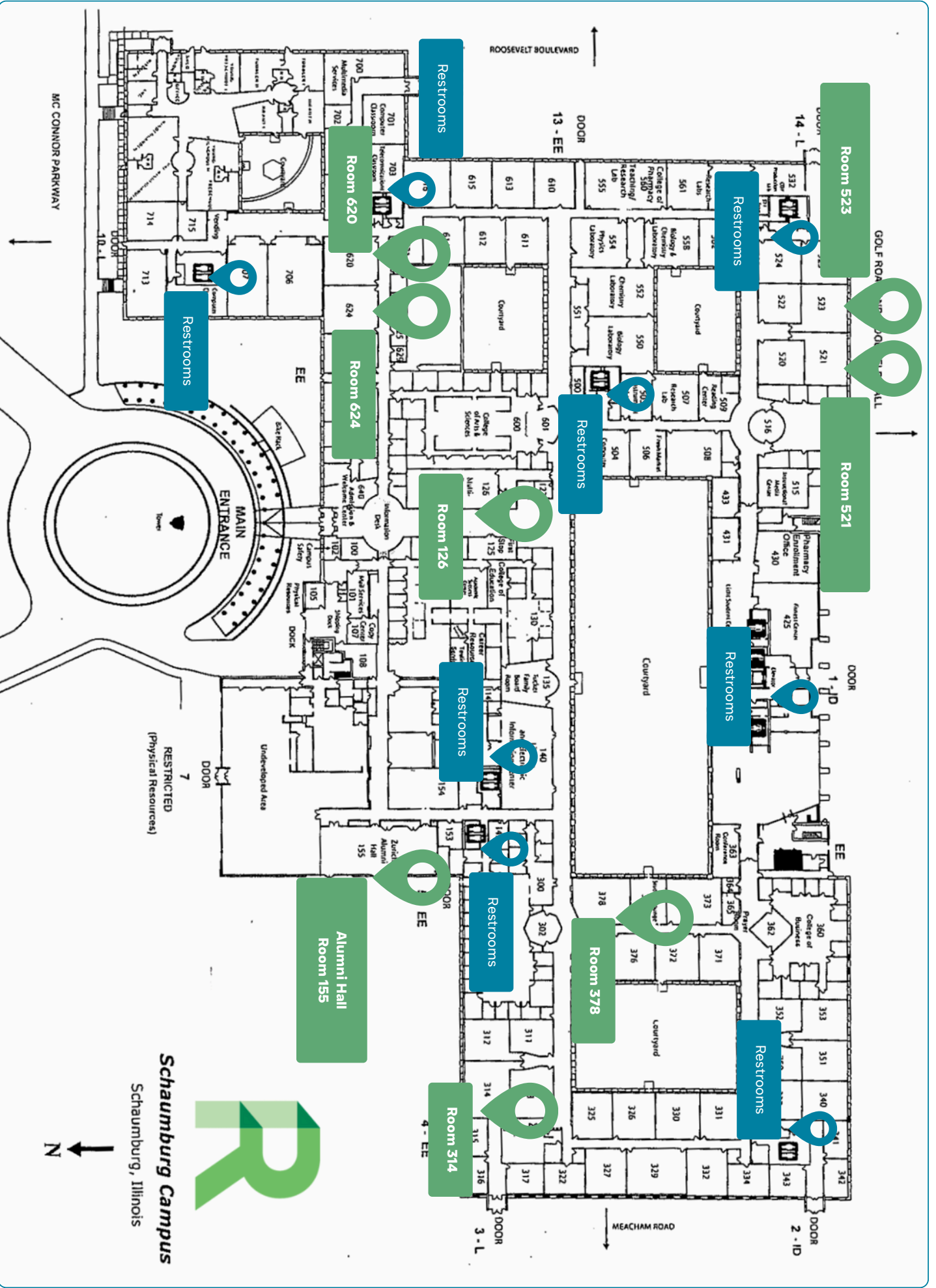
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Room 523

Room 521

Room 620

Room 624

Room 126

Room 378

Room 314

Alumni Hall  
Room 155

Restrooms

Restrooms

Restrooms

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Restrooms

RESTRICTED  
(Physical Resources)



Schaumburg Campus  
Schaumburg, Illinois



MC CONNOR PARKWAY

ROOSEVELT BOULEVARD

GOLF ROAD

MEACHAM ROAD

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MAIN ENTRANCE

Underdeveloped Area

RESTRICTED  
(Physical Resources)

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