

APRIL 3, 2021

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Bilingual/ESL Educators Association of the Metroplex

BEAM, one of the largest affiliates of TABE, is a growing organization in North Texas known for its voice in Austin with TEA and Legislators. This group of education professionals began more than 30 years ago, providing a network for many school districts and universities in Region 10 and Region 11 area. BEAM organizes an annual symposium for the professional development of students, parents, teachers, and administrators, as well as monthly meetings and various events throughout the year. Advocacy and High Academic Achievement for bilingual students are ongoing pursuits for this organization to recognize the value of diversity and richness it brings to our schools.

DE LA MANO Empowering Families Today Move Than Ever



Morning Schedule

8:00	On-site Welcome / Breathe For Change
8:45	Opening
9:00	Keynote: Dr. Stephen Krashen
10:00	Awards
10:15	Featured Speaker: Dr. Barbara Kennedy
11:00	Featured Speaker: Dr. Doris Baker
11:45	Announcements
12:00	Lunch Break

Afternoon Schedule

156 mies

1:00	Breakout Sessions 1	1:00	Expert Panel
2:30	15 Minute Break	2:30	15 Minute Break
2.45	Breakout Sessions 2	2.45	Breakout Sessions 2

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Roomies





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THE BIRTH OF BEAM

Frank S. Dávila, Ph.D.

The birth of the Bilingual-ESL Education of the Metroplex, or BEAM, was the result of a fusion of professional development efforts already in place throughout north central Texas. Area universities were working with Dallas-Fort Worth school districts to provide professional development in bilingual education and English as a Second Language.

In the late '70s, Texas Woman's University took a strong leadership role. Title VII grants secured by TWU were a vehicle for providing training opportunities. These efforts came shortly after the 1968 Bilingual Education Act and the 1974 landmark case, LAU vs Nichols. The region's first Texas Association for Bilingual Education conference was in 1976 at TWU, where the Texas Education Agency and others took note of the instructional challenges pertaining to second-language learners.

Major professional development at the school district level at the time centered on Fort Worth and Dallas. During this period, several suburban districts were coping independently with their own professional development efforts. The suburban districts were experiencing second-language learners for the first time. The threat of English-only initiatives, the politics of immigration, and the growing number of children whose first language was not English was only added exponentially to the levels of concern.

The Dallas and Fort Worth districts historically held separate annual conferences for their teachers and administrators. The surrounding districts, universities and regional education services centers were invited to attend, but the two largest districts themselves were hesitant to travel to the other's conference.

Giving this backdrop, we continued to dialogue with Dallas and Fort Worth ISDs and representatives from others to discuss the option of having one combined conference in our geographic area. The benefits were obvious, mainly increases in nationally recognized

keynote speakers, research-based presentations, sessions with emphasis on best practices, diverse presentations, attendance, publishers and organized human labor. The result was the North Central Texas Bilingual/ ESL Spring Conference.

The Conference's leadership group decided it was necessary to refine its direction to increase inclusiveness, given the expanding academic and linguistic needs of the districts. It is fitting to commend Region I in Edinburg and Leroy Jackson for setting the standard their successful bilingual/ESL annual conferences prior to BEAM.

We realized there was growing interest and a need from North Texas school districts to provide a broader base of professional development activities with emphasis on classroom practices. At that time, these districts had an emerging ELL student population and limited resources.

A new round began in Fort Worth, a group that aimed to craft an organization of educators, focus on classroom-based instructional needs, seek leadership committed to designing high-quality development and create a well-grounded structure that was also financially secure.

It was at the University of North Texas where we first considered re-naming the organization. We sought a shorter name whose acronym would have a positive and inspiring connotation. We settled on BEAM, which identified a geographic area and directly mentioned bilingual education with the understanding that ESL is a key component. It also relayed the message that this is a new organization dedicated to enhancing bilingual and ESL instruction with emphasis on teacher preparation leading to increased student achievement. A constitution and by-laws were adopted.

The 1990s proved significant for BEAM with UNT hosting the first conference in the early part of the decade that was the genesis for the renewed effort.

Originally published in 2014

BEAM FOUNDERS

Jo Ann Canales Anita Castaneda Frank Davila Irma Guadarrama Ramon MAgallanes Arnie Molina Liz Martin Angelina Olivarez Rudy Rodriguez

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OUR PAST PRESIDENTS



Liz Martin 1984-1985 1990-1991; 2004-2005



Irma Guadarrama 1991-1993



Pam Creed 1993-1994; 2005-2006



John Godbey 1994-1995



Carmelina Holloway 1995-1996



Gilda Álvarez-Evans 1997-1998; 2002-2003



Ivonne Davault 1998-1999; 2006-2007



Gonzalo Ramirez 1999-2000



Isabella Piña-Hinojosa 2000-2001



Tonie Garza 2001-2002



Luis Rosado 2003-2004



Libby Taylor-Deleón 2008-2009



Ana Coca 2009-2010



Nora Fabela 2010-2011



Jacqueline Romano 2011-2012



Cloris Rangel 2012-2013; 2016-2017



Magda Grape 2013-2014; 2018-2019



Myrna Blanchard 2014-2015



Myrna Reyna 2015-2016



Judith Coffman 2017-2018

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Mindfulness Session

ZOOM: 8:00 - 8:45

Educator Wellness & SEL Workshop

Join a community of inspiring educators and leaders in a powerful self-care workshop that will nourish and heal your mind, heart, and body. In this digital workshop, Breathe For Change's Founder & CEO, Dr. Ilana Nankin, will guide you through transformative



wellness practices that you can draw on in your daily life to reduce stress and enhance your teaching. Take this precious time to fill up your own cup - and learn to give to yourself the way we know you so generously give to your students and community everyday. You deserve it - and your students will benefit too!

foin the Conversation



Like, comment, and share to join the conversation! Social Media Giveaways posted throughout the day!

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OUR BOARD



Liz Garza-Garcia, Garland ISD *BEAM President*

Liz has grown up in BEAM. She has been an active member since she was a BESO student at Texas Woman's University earning her bachelor's degree in science. Her membership elevated to professional when she became a research assistant at Southern Methodist

University. While there, she earned her Master's degree in Bilingual Education. She has served as a bilingual teacher, instructional coach, specialist, and compliance coordinator. She is currently a Data Analysis and Reporting Coordinator at Garland ISD. Liz is currently in the final stages of completing her doctoral degree at Texas A&M University - Commerce. Her doctoral research highlights the voices and perceptions of elementary bilingual teachers and evaluator feedback of content instruction in Spanish. This year is Liz's quiñceanera. She happily lives in the North Texas area with her husband, 2 children, 2 dogs, and 2 cats.

ARE YOU A BEAM MEMBER?

As a member you have access to our member's exclusive website! There you will find information about our meetings and various events. Our website is also your connection to an extensive network of colleagues to support you in the pursuit of educational excellence and equity through education. And because we are an affiliate of TABE your BEAM membership includes a TABE membership. Ready to join an association that is committed to advocating for educational policies, research-based programs, and legislation that affects English learner students and educators?

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President Elect Dr. Helena Castañon-Vargas Desoto ISD



Past President Tami Sanchez Duncanville ISD



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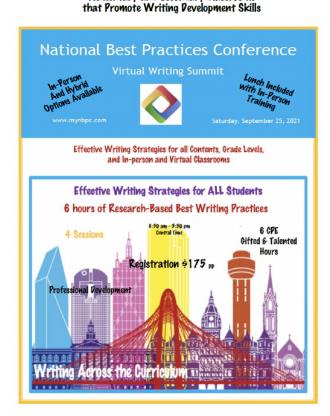


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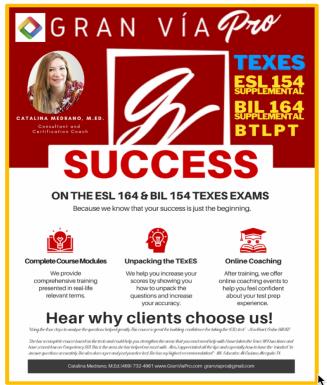


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Keynste Speaker



Making Bilingual Education Even Better

Study after study confirms that properly organized bilingual programs work. But we can do even better in both bilingual education and in heritage language development by taking advantage of the power of self-selected pleasure reading in both languages.

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Featured Speakers

Seeking that Silver Lining: Empowering Families in a Post-Pandemic World

The pandemic challenged all of us to find new ways to connect with our students and their families. But what now? As we emerge from the pandemic and return to the "new normal," what silver linings can we take away from the experience? Join us as we explore some promising pathways for empowering our linguistically and culturally diverse families in the wake of the pandemic.





10 Tips to Engage Parents in the Education of Their Bilingual Children

Parents of bilingual students are always eager to support their children at school because they want the best for them. However, it is not always easy for parents to know how to help their children at school. This presentation will give teachers 10 tips on how to get parents more involved in school to ultimately foster school-family collaborations.





Offering Customized Support in Planning, Implementing and Strengthening your Dual Language Program!

Are you considering implementing a new dual language (DL) program? Or do you need support in strengthening your current DL model or expanding it to secondary?

GlobaLingo provides research-informed practical solutions for dual language immersion education programs (including traditional public, private, Charter, I.B., and Montessori) in the US and abroad. Working out of Austin, Texas, Dr. BK is known for her down-to-earth demeanor and solutions-oriented approach and works with you one-on-one to provide customized services to meet your program's unique needs.



THE 37TH ANNUAL BEAM SYMPOSIUM

DE LA MANO

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APRIL 3, 2021











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Featured Speaker

Bio: Dr. Barbara Kennedy ("BK"), coauthor of the Guiding Principles for Dual Language Education, 3rd Edition (2018), is the founder of GlobaLingo Education Consulting, LLC. A multilingual educator and advocate for equity for over thirty years, BK has served as a teacher of world languages and bilingual education, district administrator, national consultant, and state director. Fluent in English, German, and Spanish, BK has conducted research on the bilingual teacher shortage in US K-12 schools. She devotes her everyday energies to supporting dual language educators in equity-focused program design, redesign, and evaluation, as well as through professional development. Contact BK at globalingoed@gmail.com.



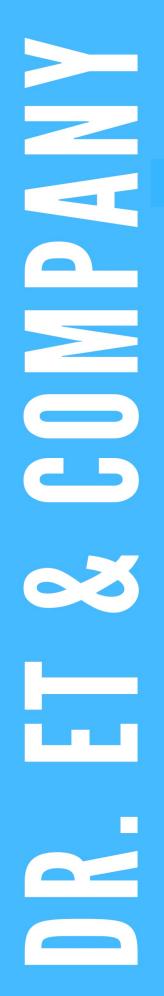
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Sessions K-12

- DISTANCE LEARNING 101
- NEW TEACHER BOOTCAMP
- SOCIAL EMOTIONAL LEARNING (SEL) CAMPS
- TECH TOOLS FOR CONTENT AREAS
- ED TECH TOOLS FOR ELECTIVES
- LESSON PLANNING
- EARLY CHILDHOOD
- SESSIONS TAILORED TO PLC
- WRITING IN THE CONTENT AREA
- GOOGLE & OFFICE 365 LEVEL I & II
- THE PARAPROFESSIONAL TOOLKIT
- WEBSITE CREATION & ACADEMIC DIGITAL PORTFOLIOS
- TECHNOLOGY 101
- ED TECH APPS K-12

But wait, there's more!



- BILINGUAL BTLPT 190 REVIEW SESSION
- BILINGUAL SUPPLEMENTAL 164 REVIEW SESSION
- ESL 154 REVIEW SESSION
- TELPAS INSTITUTE
- PARENTAL INVOLVEMENT
- SHELTERED INSTRUCTION BOOTCAMP
- COVID19 BASICS AND HEALTH
- WORKBOOKS AVAILABLE, TOO!



Edith Treviño, EdD

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Expert Panel

Adapting to the Pandemic Challenge: A **Caring School Culture Shines Bright** and Resilient

This panel session of distinguished bilingual program leaders and advocates will provide the audience with a unique perspective of responding to COVID challenges and moving forward to ensure a promising future for our children.



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Breakout Session 1

ZOOM: 1:00 - 2:30

Bilingual Educators as Adelitas

La Adelita is one of the most famous icons in Mexico and the US Civil Rights Movement. They are symbols of action and inspiration. Over time, our educators have helped to advocate for the language rights of emerging bilingual learners and for social justice for



marginalized communities. This is especially true during the pandemic. This presentation will discuss the need for new paradigms for old adages and a look at how the "new" science of reading can be adapted for dual language program frameworks.



El Power of our Students' Testimonios

In order for students to leverage all that they are and all that they can be, they must engage in critical self-reflection from a young age. Testimonios are integral to this process. As educators, we must continue to leverage the cultural and linguistic gifts that students bring into the classroom. Participants in this session, through the use of the Testimonio Framework, will

engage in activities that empower the diverse student communities they serve.



Travel-free Dual Language PD for Teachers & Leaders

Virtual PD

STILL TIME TO REGISTER FOR FULLY ASYNCHRONOUS (w/ access to ALL recordings of sessions)

La lectoescritura (en español)

PreK – 12th grade coaches, administrators, & program directors - \$279 Pr

Live Session with Alexandra Guilamo - 3:00pm-5:00pm CST

- Session 1: March 3rd
- Session 2: March 11th
- Session 3: March 18th

Comienza en marzo

Creating a Foundation of Equity, Antibias, & Critical Consciousness in Dual Language

PreK – 12th grade coaches, administrators, & program directors - \$379 PP

Live Session with Alexandra Guilamo - 3:00pm-5:00pm CST

- Session 1: March 25th
- Session 2: April 1st
- Session 3: April 6th
- Session 4: April 15th
- Session 5: April 22nd

The 5 Essentials of Literacy-based ELD

PreK – 12th grade coaches, administrators, & program directors - \$279 PP

Live Session with Alexandra Guilamo - 3:00pm-4:30pm CST

- Session 1: April 14th
- Session 2: April 21st
- Session 3: April 28th
- Session 4: May 5th

Two-Way Instructional Strategies

PreK - 12th grade coaches, administrators, & program directors - \$379 PP

Live Session with Alexandra Guilamo - 3:00pm-5:00pm CST

- Session 1: May 4th
- Session 2: May 13th
- Session 3: May 20th
- Session 4: May 27th
- Session 5: June 3rd

CLICK HERE TO REGISTER NOW!







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Mary Martin mary@elpacs.net (940) 594-1456





OUR SERVICES



Coaching sessions can be on-site or via phone, email, webinar. The sessions are customized to meet the needs of the campus or district and include opportunities to review current data and practices as well as set growth goals. Sessions are collaborative and designed to align with campus or district improvement goals to increase return on investment for stakeholders.

Professional development sessions are customized to meet the needs of the campus or district and include opportunities to review current data, develop and practice research-based strategies that support academic achievement for English learners and at-risk students.





Campus and/ or district program evaluations are designed with current federal, state and local compliance standards in mind. Processes and practices are evaluated to ensure compliance with legal requirements and to increase return on investment for stakeholders.

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Breakout Session 2

Z00M: 2:45 - 3:30

Robust Vocabulary = Robust Writing

This session underscores the importance of intentional vocabulary development to ensure robust writing across the curriculum. Strong writing equals strong reading. The key to strong reading and writing achievement starts with vocabulary.





STEP Up Involvement and Engagement for EL Parents, Families, and Communities

This presentation supports teachers, and administrators in building a comprehensive, systematic framework that increases the involvement and engagement of EL parents, families, and communities to ensure every adult in an EL's life works together to help them reach their full potential.

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Breakout Session 2

Z00M: 2:45 - 3:30



Dual Language a la Mano en **Mano: Finding the ONLY Path Towards Shared Equity**

It is critical that school communities with dual language and bilingual programs understand that they are part of a larger system where each part of that system interacts with and impacts our duallanguage and bilingual programs' possibility for

success. In this session participants will understand that the only way to ensure the success of our dual-language and bilingual programs is mano en mano. Approaching dual language & emergent bilingual students through this mantra is critical in understanding, analyzing, and evaluating individual and systemic gaps in opportunities for students and families who are the intended beneficiaries of such educational approaches, yet rarely hold sufficient positions of power within educational systems. Participants will learn to leverage the power of diverse perspectivas, testimonios y caminos to provide insight around strategies that redistribute opportunity, resources, agency, and success.









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SCHOLARSHIP RECIPIENTS



Johanna Patricio Bueno

Texas Woman's University

B.S. Interdisciplinary Studies, EC-6 Bilingual



Yuriana Valdez-Herrera *University of North Texas - Dallas*B.S. Interdisciplinary Studies, EC-6 Bilingual



Olga Rodríguez Texas Woman's University Masters in Library Science



William Sánchez

Southern Methodist University

Master of Bilingual Education

BILINGUAL TEACHER OF THE YEAR



Catherinne Alfaro Lively Elementary School 3rd Grade Teacher



My family always told me that education is the one powerful tool that no one can take away from me. The powerful weapon I could use to prove society wrong, the one thing that I can challenge myself with. So what that meant for me is that I had to work twice as hard to achieve my goals and dreams, because letting society define my life and who I am as a person can, indeed, be one of the ways to go, but proving myself worth was and will always be up to me. I want to help all those students that are coming from poverty and from traumatic situations. Therefore, I want to work with the newcomer students and all those kids that do not feel good enough for school. I want to be able to give them hope and teach them skills that they will be able to use in the future. I want to spark something within them. I want to be the teacher they remember the most! The one that inspires them to do better; to become someone in life.

ESL TEACHER OF THE YEAR



Susanna Huffman Nimitz High School ESL Teacher



Compassion and humility: these two words sum up the principal core of my teaching philosophy. As a veteran teacher of ESOL and life-long learner myself, the most valuable lesson educators can learn is that we are human, students must see our mistakes, our learning process, and our risk-taking endeavors, extending students' own willingness to learn. EL newcomers are terrified of error and taking risks. It is crucial that a teacher's own humility and compassion encourage students to make that mistake, take that risk, learn from it, laugh, and grow. I welcome the opportunities for students to see me mispronounce new words in Spanish, ask why I was corrected if I have made a mistake, and allow them to teach me about their language and culture. This philosophy leads directly to the display of compassion, kindness, and approachability.

STUDENT ESSAY WINNERS

A Virtual School Year (Grades 3-5) Christopher Camacho - Good Elementary School, Irving ISD

"Hey, six feet away!" my teacher reminds us. COVID-19 has made an impactful change to my school year, such as learning virtually and not seeing my friends or teachers.

Because of the pandemic, this school year has been very different from previous years. For example, I dislike that we use the computer more than we used to because staring at the computer for a long time makes my eyes feel uncomfortable. Furthermore, I don't like online class because I struggle using the computer. I was having a hard time on the computer since the teacher was on zoom and not in person.

On the other hand, the school has added new rules that have affected my school year. For instance, I have to wear a mask and be six feet away from my friends. Not being able to be with friends and teachers is challenging. In addition, we can't eat in the cafeteria anymore and specials' teachers have to come to our classroom. Even though in person school has changed a lot, it is still better than virtual, in my opinion.

Overall, COVID-19 has affected all of us, but especially my school year. I wish COVID-19 would have never happened.



Teamwork as a Family (Grades 6-8) Arely Orta Hernandez- Bowie Middle School, Irving ISD

The Impact that remote learning has made on my family and me is that we have understood that we shouldn't take things for granted . We have also learned to rely on each other and that we will always have each other's back.

In any team whether it's football, soccer, volleyball, or other sports they need a coach. My mom is the coach for my family. My dad is the assistant coach, any good coach needs help once and a while. My sisters and me, well we are the players. This pandemic is like a sport we all have to do our part to beat the opponent. And guess what ,online school is the opponent ,me and my family face even today. Every assignment turned in is a point for our team. And we could only do it with a great coach giving us a great plan. And just like any great player we do what the coach says and we execute the plan.

Even off the game field we are all part of a team. I used to be in theater during 4th-6th grade. My theater teacher had a poster that said "There are no small parts, just small actors". Even today I think that it applies to my family and me. Right now helping my mom with electronics might seem like a small task but it helps my sisters do their online school work. My dad buying the groceries might seem like an insignificant task but it means we will have food to give us energy to do our assignments. This shows how my sisters and me rely on my parents, as well as how my parents rely on me to help them.

Other families might argue with me but the remote learning experience has helped my family and me create a stronger bond. It also taught us that being a family means more than being related, it means that we are a team and a little challenge can be overcome if we work together.



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A Life Guided by the Social Structure (Grades 9-12) Patricia Gonzalez - North Garland High School, Garland ISD

Have you ever listened to the "Cochinitos Dormilones" song? It's about three poor piggies that are dreaming about their desired lives: a gluttony king, a clumsy sailor, and a hard worker. My dad, a big fan of the song, used to sing it to us, saying that as an American citizen that would be our world - the laziest life was waiting for us to claim it with arms wide open.

All my life I grew up looking forward to this day when I would finally stop pronouncing the "s sound" incorrectly to start misspelling words with my taco accent, but there is always a but. With the beginning of Covid 19 pandemic, most of our lives came to a halt but not the world itself, and with the calm in the middle of the storm, a lot of problems have surfaced, most of them inequalities that made me realize that maybe there is no paradise for us in the United States - everyone who is not White American.

Ignoring the loudest protests of 2020 for a moment and political bickering of arguably the most controversial US president to date, the pandemic alone meant a halt to life and to a large extent to the economy as well. Many businesses were closed permanently and many others had their staff cut, and although many citizens lost their jobs, in the end, the most capable were the only ones able to recover from said downturn. In Biology they teach that the best prepared specimen will survive, and that advantage is reflected in society as a college degree, a favored ethnicity, and by far a light skin tone. Because whether we want to accept it or not, the majority of the middle class is full of immigrants, young people, and people of color who do not have the means or the support of the government now to overcome this crisis, and less did in the past when they did not know that a certified sheet of paper could decide if you will have bread on your table or not. At least in the economic aspect, people not born in the United States or who do not seem American are vulnerable on a large scale, a problem that originates from a social construction that can be attributed to racism and xenophobia or the educational system and its need to correct the smallest accent on their students while it has preferences for others.

My dad spent his whole life dreaming of a future in a different country where he did not have to work more than 16 hours, but since Covid opened the eyes of the world, it became clear to me that maybe he wouldn't even be able to work at all in this country that proclaims freedom but closes itself from the world. For most of us, life is and always will be working hard and fighting for the bare minimum simply because "we were born on the wrong side of the river."





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DID YOU KNOW?

BEAM hosts meetings throughout the school year to discuss hot topics surrounding the Bilingual/ESL community. Meetings are generally held the first Saturday of every month and include professional development opportunities. Check out our website for meeting information.

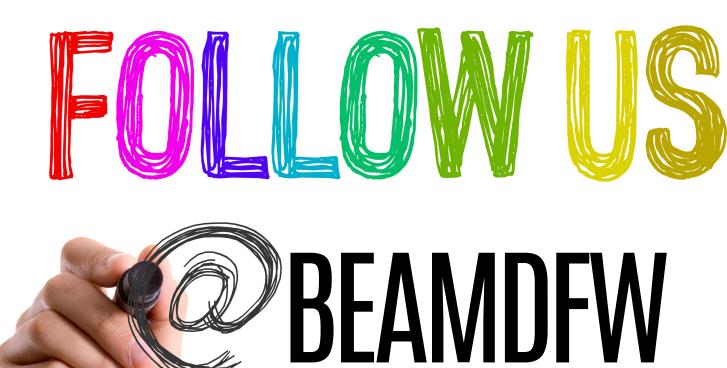
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