Bilingual, Immigrant, and Refugee Education Meeting

Tulsa, OK | May 5-9, 2026

Changing Times

MEETING AGENDA

Tuesday, May 5, 2026

6:30 am – 7:00 am	**BREAKFAST AND CHECK-IN**	**OKLAHOMA**
7:00 am – 3:30 pm	**SCHOOL VISITS – PRE-REGISTERED ATTENDEES ONLY**	
3:30 pm – 4:30 pm	**BREAK**	
4:30 pm – 5:30 pm	**SCHOOL VISIT DEBRIEF**	**OKLAHOMA**
5:30 pm – 7:00 pm	**WELCOME RECEPTION: NATIVE AMERICAN CULTURE NIGHT**	**TULSA FOYER**

This reception celebrates the Indigenous histories and living cultures that continue to shape Tulsa and the surrounding region. Council Oak Park marks the ceremonial grounds established in 1836 by members of the Locv Pokv (Lochapoka) tribal town of the Muscogee (Creek) Nation after their forced removal from Alabama. At this site overlooking the Arkansas River, they placed ashes from their ceremonial fires, rekindled a new fire, and began to rebuild their community and tribal government in Indian Territory. The settlement came to be known as Talasi, or "Old Town," from which Tulsa later took its name. Creek Council Oak Park is often referred to as Tulsa's first City Hall, and the site remained a gathering place for ceremonies, feasts, and games well into the late nineteenth century. The evening will feature local Native performers, offering participants an opportunity to experience the artistry, resilience, and enduring cultural presence of Native communities in Tulsa.

Wednesday, May 6, 2026

7:00 am – 12:00 pm	**REGISTRATION**	**TULSA FOYER**
7:00 am – 8:00 am	**BREAKFAST**	**TULSA (SOUTH)**
8:00 am – 8:15 am	**TULSA AND COUNCIL OF THE GREAT CITY SCHOOLS WELCOME**	**TULSA (NORTH/CENTRAL)**

Representatives from Tulsa Public Schools and the Council of the Great City Schools will welcome attendees and provide opening remarks.

PRESENTERS:

Laura Grisso, Executive Director, Language & Cultural Services, Tulsa
Ebony Johnson, Superintendent, Tulsa
Ray Hart, Executive Director, CGCS

8:15 am – 8:45 am	**KEYNOTE ADDRESS**	**TULSA (NORTH/CENTRAL)**

This keynote will highlight how cities can advance multilingual learner success through language access, cross-sector collaboration, and equitable cradle-to-career strategies. Krystal Reyes, Tulsa's Deputy Mayor, oversees the City's education, youth, and resilience initiatives and helped launch Tulsa's first Office of Children, Youth, and Families. As Tulsa's former Chief Resilience Officer, Reyes led major equity efforts, including the Resilient Tulsa Strategy, the citywide language access policy, the Financial Empowerment Center, and the New Tulsans Welcoming Plan, all aimed at strengthening support for immigrant, refugee, and multilingual communities. She also helped establish the Commission on Youth Mental Health and expanded initiatives to embed equity across city services.

PRESENTER:
Krystal Reyes, Deputy Mayor, City of Tulsa

8:45 am – 9:00 am **CGCS ENGLISH LEARNERS TEAM WELCOME AND MEETING LOGISTICS** **TULSA (NORTH/CENTRAL)**

The Council's English Learners (EL) Team will welcome attendees and provide an overview of the meeting logistics. Participants will learn about the *Challenge of Practice Work Sessions*—dedicated daily time to work on a challenge of practice in small groups with the assistance of expert thought partners.

PRESENTERS:
David Lai, Director of ELL Policy and Research, CGCS
Britney Ogbunugafor, EL Policy Fellow, CGCS

9:00 am – 10:00 am **BUILDING INCLUSIVE SYSTEMS THAT WELCOME, INFORM, AND EMPOWER FAMILIES** **TULSA (NORTH/CENTRAL)**

This session highlights systems that make everyday communication accessible and meaningful. Jefferson County Public Schools will share how cross-department collaboration, community partnerships, and systematic orientation help families understand enrollment, services, and expectations. Tulsa Public Schools will spotlight practical tools—Language Assistance Welcome Packets, "I Speak" cards, interpretation (phone/in-person), parent lines—and the training and protocols that sustain consistent language access across schools. Participants will examine structures that build trust, elevate family voice, and ensure language is never a barrier to student success.

FACILITATOR:
David Lai, Director of ELL Policy and Research, CGCS

PRESENTERS:
Amy Whitehead, Manager, ML Student and Family Services, Jefferson County (KY)
Ash McCoy, Refugee Resettlement Specialist, Jefferson County (KY)
Maricarmen Mitchell, Manager of Bilingual, Immigrant, and Refugee Services, Tulsa

10:00 am – 10:10 am **REFLECTION AND TRANSITION**

10:10 am – 11:10 am **COHERENT PATHWAYS AND RESPONSIVE SAFETY NETS FOR STUDENTS AND FAMILIES** **TULSA (NORTH/CENTRAL)**

This session explores district responses that stabilize and accelerate progress for newcomers and immigrant/refugee students. NOLA Public Schools will share lessons from launching a district-wide, two-year high school newcomer program designed for acceleration, language development, and on-track graduation for over-age and under-credited students. San Antonio Independent School District and ImmSchools will highlight a district–CBO model that provides embedded legal guidance, Know-Your-Rights education, preparedness training, emergency assistance, and educator PD to strengthen trust and reduce disruptions. Tulsa Public Schools will describe layered roles and coordination that help students navigate transcripts, graduation requirements, and postsecondary planning, alongside growth of the Seal of Biliteracy.

FACILITATOR:
Britney Ogbunugafor, EL Policy Fellow, CGCS

PRESENTERS:
Emma Merrill, Director of EL Programming & Partnerships, New Orleans
Berenice Coronado, Director, Content-Based Language Instruction, ESL & World Languages, San Antonio
Esmeralda Alday, Sr. Director of Programs & Impact, ImmSchools
Gracye McCoy, Manager, English Language Development Pathways, Tulsa

11:10 am – 11:20 am	**REFLECTION AND TRANSITION**	
11:20 am – 12:20 pm	**DRIVING SYSTEMWIDE IMPROVEMENT THROUGH LEADERSHIP ROUTINES, MEASURES, AND COHERENT SUPPORTS**	**TULSA (NORTH/CENTRAL)**

This session explores how districts turn multilingual learner data into leadership moves and measurable results. Metropolitan Nashville Public Schools will share how EL metrics are embedded in Leadership Plays, ILT routines, and collaboration cycles to align strategy and classroom practice. Tulsa Public Schools will describe elevating ELPA progress to a board-level goal, supporting school leaders with lead measures, improvement cycles, and targeted professional learning. The School District of Palm Beach County will discuss integrating EL needs into resource allocation and strategic planning to build systems of opportunity across levels. Participants will consider structures that move from data collection to sustained improvement.

FACILITATOR:

Tamara Alsace, Consultant, Multilingual Matters, LLC

PRESENTERS:

Molly Hegwood, Executive Director, Metro-Nashville
Casey Minshall, Director, Metro-Nashville
Larry Miles, Director, Metro-Nashville
Patricia Ordóñez-Feliciano, Executive Director, Palm Beach County (FL)
Katty Chois, Manager, Palm Beach County (FL)
Laura Grisso, Executive Director, Language & Cultural Services, Tulsa
Gracye McCoy, Manager, English Language Development Pathways, Tulsa
Stacey Woolley, Board of Education Member, Tulsa

12:20 pm – 12:30 pm	**REFLECTION AND TRANSITION**	
12:30 pm – 1:30 pm	**LUNCH AND REMARKS**	**TULSA (SOUTH)**

Join colleagues for lunch and brief remarks from Susan Lamkin, President of the Tulsa Board of Education.

SPEAKER:

Susan Lamkin, President of the Board of Education, Tulsa

1:30 pm – 2:30 pm	**UNDERSTANDING EL TRENDS AND IDENTIFYING CHALLENGES OF PRACTICE**	**TULSA (NORTH/CENTRAL)**

This session explores key findings from the Council of the Great City Schools' updated 2026 report, *English Learners in America's Great City Schools: Demographics, Achievement, and Staffing*. Participants will examine national and district-specific data on EL demographics, achievement, and staffing, considering implications for program improvement. Through a guided exercise, attendees will identify trends within their districts to explore further in the upcoming challenge of practice sessions, beginning with a root cause analysis to deepen understanding and drive meaningful responses.

PRESENTER:

Britney Ogbunugafor, EL Policy Fellow, CGCS

2:30 pm – 2:40 pm	**REFLECTION AND TRANSITION**	
2:40 pm – 3:40 pm	**OVERVIEW OF THE CHALLENGE OF PRACTICE TOPICS**	**TULSA (NORTH/CENTRAL)**

Experts and practitioners will provide an overview of the challenge of practice topic areas, highlighting the importance of each topic, discussing persistent challenges, and sharing available, relevant resources. The overview will help participants select a topic area for the challenge of practice work sessions.

FACILITATOR:
David Lai, Director of ELL Policy and Research, CGCS

PRESENTERS:
Newcomers – *Jen Chard*, City University of New York; Tulsa Public Schools
Access to Rigor – *Okhee Lee*, New York University
MTSS & ELs - Tamara Alsace, Multilingual Matters, LLC
Dual Language and Multilingual Pathways – *Gabriela Uro*, Lingua Policy Consultants
Professional Development and Coaching - Guilford County Schools

3:40 pm – 3:55 pm **BRIEFING ON CHALLENGE OF PRACTICE SESSION PROTOCOLS AND MILESTONES** **TULSA (NORTH/CENTRAL)**

Participants will receive an overview of the protocols and milestones for the challenge of practice sessions. The session will also cover the role of expert thought partners and provide tips for maximizing the effectiveness of the work sessions.

PRESENTER:
David Lai, Director of ELL Policy and Research, CGCS

3:55 pm – 4:05 pm **REFLECTION AND TRANSITION**

4:05 pm – 5:10 pm **CHALLENGE OF PRACTICE WORK SESSION: PROBLEM DEFINITION** **REFER TO ROOM NUMBERS**

1. Tulsa (North/Central)
2. Oklahoma
3. Promenade A
4. Promenade B
5. Promenade C

Participants will select an area of focus and determine a challenge of practice based on an examination of current practices and the extant data or metrics that substantiate the identified challenge of practice.

FACILITATORS:
1. Newcomers – *Jen Chard*, City University of New York; Tulsa Public Schools
2. Access to Rigor – *Okhee Lee*, New York University
3. MTSS & ELs - Tamara Alsace, Multilingual Matters, LLC
4. Dual Language and Multilingual Pathways – *Gabriela Uro*, Lingua Policy Consultants
5. Professional Development and Coaching - Guilford County Schools

5:10 pm – 5:15 pm **TRANSITION**

5:15 pm – 5:35 pm **GREENWOOD RISING HISTORY AND ORIENTATION** **TULSA (NORTH/CENTRAL)**

This session will provide a brief overview of Greenwood's history and orient participants to the evening's tour experience.

PRESENTER:
Raymond Doswell, Executive Director, Greenwood Rising

5:35 pm – 5:40 pm **TRANSITION**

5:40 pm – 7:30 pm **RECEPTION AND TOUR SHUTTLES TO GREENWOOD RISING** **TULSA (SOUTH)**

Beginning at 5:40 pm, rotating shuttle service will depart from the hotel lobby every 30 minutes to and from Greenwood Rising, Tulsa's immersive history center in the historic Greenwood District. There, participants will experience powerful multimedia exhibits that bring to life the story of Black Wall Street and the 1921 Tulsa Race Massacre. Guests should plan to spend approximately 45 minutes moving through the space.

Shuttles to Greenwood Rising are limited to 50 participants per time slot and will be available on a first-come, first-served basis. Departure times to Greenwood Rising will be announced during the reception and in the CGCS conference app. The final return shuttle to the hotel will depart Greenwood Rising at 8:30 pm.

Please note:

- Participants must wear their CGCS meeting credentials to board the shuttle and enter Greenwood Rising.
- No food or drink is allowed inside Greenwood Rising, and backpacks are not permitted.

Food will be served at the reception until 7:30 pm, so participants are encouraged to eat before or after their tour.

Thursday, May 7, 2026

7:00 am – 4:00 pm	**REGISTRATION**	**TULSA FOYER**
7:00 am – 8:30 am	**COMMUNITY-BUILDING BREAKFAST**	**TULSA (SOUTH)**

This extended breakfast invites participants to slow down, meet new people, and enjoy easy conversation before the day begins. The time is unstructured and relaxed—just good food and good company. Participants are encouraged to sit with someone they don't already know. The aim is simple: leave with a smile, a new connection (or two), and one story worth sharing back home.

Conversation starter ideas:

- **Tiny delight:** One small joy from this week.
- **City swap:** A must-see spot in your hometown—and why.
- **First job, best lesson:** What stuck with you.
- **Two truths & a myth:** Let the table guess the myth.
- **Soundtrack:** A morning song that always lifts your mood.

8:30 am – 9:35 am	**A DISTRICT-UNIVERSITY PARTNERSHIP FOR SCIENCE AND LANGUAGE INTEGRATION**	**TULSA (NORTH/CENTRAL)**

This session highlights a collaborative initiative between Charlotte-Mecklenburg Schools and New York University designed to integrate science and language development for multilingual learners and all students. Presenters will share how district and university partners mapped the "mirror image" between contemporary science standards and English language development frameworks to co-develop professional learning modules and instructional briefs focused on argument as both a science and engineering practice and a key language use. The session will emphasize a shift from teaching the "language of science" to facilitating "language for science," where students engage in sense-making and evidence-based claims. Participants will learn how cross-departmental collaboration between science and ELD teams can support grade-level rigor, how pedagogical shifts toward language-in-use can strengthen instruction, and how early evidence suggests increased teacher confidence and stronger multilingual learner engagement. The session will also explore how districts can leverage external expertise to equip non-ELD teachers with tools to position multilingual learners as capable scientists and meaning-makers.

FACILITATOR:

David Lai, Director of ELL Policy and Research, CGCS

PRESENTERS:

Charlotte "Nadja" Trez, Executive Director, Federal Programs & ELL, Charlotte-Mecklenburg

Okhee Lee, Professor, New York University

9:35 am – 9:45 am	**REFLECTION AND TRANSITION**	

9:45 am – 10:50 am **ALIGNING ELA, SLA, AND ELD AND CENTERING THE LANGUAGE OF WRITING** **TULSA (NORTH/CENTRAL)**

This session highlights how districts create unified instructional systems that elevate literacy and language development. Tulsa Public Schools will describe collaboration among ELA, SLA, and ELD teams to align Tier I practices across monolingual and dual-language settings through joint professional learning and a coherent arc of leadership supports. St. Paul Public Schools will share how positioning ESL teachers at the center of the writing block—via co-teaching structures, PLC cycles focused on the language of writing, and analysis of student work—has produced measurable gains, including increases in grade-level writing outcomes. Participants will examine structures and routines that raise instructional quality at scale.

FACILITATOR:

Tamara Alsace, Consultant, Multilingual Matters, LLC

PRESENTERS:

Laura Grisso, Executive Director, Language & Cultural Services, Tulsa
Hannah Jimenez, Manager, Dual Language and World Language Pathways, Tulsa
Sophie Ly, Assistant Director of Multilingual Learning, St. Paul

10:50 am – 11:00 am **REFLECTION AND TRANSITION**

11:00 am – 12:00 pm **MATERIALS REVIEW SESSION**

Breakout 1 **ELL PRO / INTERVENE K-12** **OKLAHOMA**

ELL Pro empowers districts with standards-aligned English language proficiency assessments, reporting, adaptive practice, and direct instruction to drive measurable growth.

Join us for a hands-on, working session featuring LIVE instruction for English Learners, district-level reporting, and teacher-facing tools that support professional development. Review instruction, explore actionable data, and share feedback on usability, clarity, and impact.

Designed for leaders and practitioners committed to aligning data and instruction to accelerate outcomes for English Learners.

Breakout 2 **CURRICULUM ASSOCIATES** **PROMENADE A**

Curriculum Associates will launch Magnetic Literacy and Mosaico Lectoescritura as core literacy programs in fall 2026. Each program can be used independently; together, they offer a coherent, systematic approach to developing biliterate students.

We seek feedback on new resources from last year's focus group: Biliteracy Planning Guidance (IIG); the Spanish–English Language Transfer Tool; K–2 and 3–6 Biliteracy Unit Planning Maps; and the Grade 1 Mosaico and Magnetic Literacy text correlation. Please consider the following questions: Do these tools address teacher needs for teaching language transfer? How do they support decisions about teaching texts in English or Spanish for bilingual classrooms?

Breakout 3 **BENCHMARK EDUCATION** **PROMENADE B**

This Focus Group will examine and identify the features of impactful Reading/Language Arts Core Instruction. We will then seek to identify what can be done to make R/LA instruction more intentional, creating access for English Learners. We will ask participants to provide insights into where and how in the instructional cycle we can provide "access points" for ELs, make connections through student collaboration and conversation, and how to strategically place prompts and tasks to help students lead and not catch-up. We

also want to look at how administrators can be effective proponents and support teachers of impactful R/LA instruction. The Focus Group will involve polling activities, discussion, and review of prototype lessons for R/LA instruction.

12:00 pm – 1:00 pm	**LUNCH AND REMARKS**	**TULSA (SOUTH)**

Join colleagues for lunch and brief remarks from Calvin Moniz, Vice President of the Tulsa Board of Education. Participants who wish to join the concurrent working lunch on advancing Grade 9 Algebra I access and success for Latino students and English learners may pick up lunch and proceed to the Oklahoma room by 12:10 pm.

SPEAKER:

Calvin Moniz, Vice President of the Board of Education, Tulsa

12:10 pm – 1:00 pm (Optional and Concurrent with Lunch)	**WORKING LUNCH: ADVANCING GRADE 9 ALGEBRA I ACCESS AND SUCCESS FOR LATINO AND ENGLISH LEARNER STUDENTS**	**OKLAHOMA**

This working lunch brings together district leaders and staff to examine barriers to—and promising practices for—equitable access to and success in Algebra I by grade 9 for Latino students and English learners. Building on research priorities from the Council and UnidosUS' Math Policy Project—access, placement, readiness, advising, language access, and academic supports—participants will explore current barriers, system conditions, and policy levers that shape Algebra I access and outcomes by grade 9.

FACILITATORS:

Britney Ogbunugafor, EL Policy Fellow, CGCS
Gabriela Uro, Consultant, Lingua Policy Consultants

1:00 pm – 2:00 pm	**LEVERAGING HOME-LANGUAGE KNOWLEDGE AND DATA-INFORMED PRACTICES TO ACCELERATE READING AND WRITING**	**TULSA (NORTH/CENTRAL)**

This session explores how multilingual learners' home-language skills can serve as assets for literacy growth in English. Jennifer Chard will share metalinguistic processes and concrete examples of how reading skills transfer across languages. Denver Public Schools will discuss translanguaging and Spanish–English transfer lessons developed from analysis of proficiency and reading/comprehension data, showing how targeted routines honor students' linguistic resources, avoid over-translation, and support access to rigorous content. Participants will consider practical moves that build on learners' existing knowledge to strengthen comprehension, writing, and confidence.

FACILITATOR:

Gabriela Uro, Consultant*,* Lingua Policy Consultants

PRESENTERS:

Jennifer Chard, Research Associate, City University of New York
Jacquelyn Wagner, Director, Multilingual Education Program Design & Development, Denver
Lindsay Armstrong, Manager, Bilingual Programs, Denver

2:00 pm – 2:10 pm	**REFLECTION AND TRANSITION**	
2:10 pm – 3:10 pm	**DUALLY IDENTIFIED STUDENTS AND FAMILY-POWERED MULTILINGUAL INCLUSION**	**TULSA (NORTH/CENTRAL)**

This session explores equity-driven systems that align resources and services for students with intersecting needs. Jefferson County Public Schools will detail a three-year collaboration between Multilingual Learners and Special Education that streamlined referrals, harmonized enrollment and placement, and established guidance for integrated ELD and specially designed

instruction, including co-teaching and coordinated progress monitoring. Hillsborough County Public Schools will share how the BRIDGE/PUENTE family workshop series, multilingual communication systems, and culturally responsive engagement reframed families as essential partners and contributed to historic milestones for ELs, including improvements in graduation outcomes. Presenters will also introduce a new Companion Playbook designed to support English learners with disabilities—dually identified students—in dual language immersion programs. Participants will explore systems-level, evidence-based strategies that promote access to high-quality dual language immersion, including inclusive placement, instructional coherence, and strategic resourcing.

FACILITATOR:

Tamara Alsace, Consultant, Multilingual Matters, LLC

PRESENTERS:

Amy Whitehead, Manager, ML Student & Family Services, Jefferson County (KY)
Justin Matson, Executive Director of Multilingual Learners, Jefferson County (KY)
Melissa Morgado, General Director of Multilingual Education, Hillsborough County (FL)
Jessica De La Prida, ELL Supervisor, Hillsborough County (FL)
Cristina Fernandez, ELL Supervisor, Hillsborough County (FL)
David Lai, Director of ELL Policy and Research, CGCS
Gabriela Uro, Consultant, Lingua Policy Consultants

3:10 pm – 3:20 pm	**REFLECTION AND TRANSITION**	
3:20 pm – 3:35 pm	**CHALLENGE OF PRACTICE WORK SESSION PROGRESS REPORT AND GALLERY WALK**	**TULSA (NORTH/CENTRAL)**

Groups from each challenge of practice topic area will share their progress on the challenges of practice they have been exploring, including the problems they have defined and key insights from their work session. Through a gallery walk and structured feedback, participants will learn from one another, offer constructive input, and refine their focus. The session will conclude with time for teams to strategize their next steps and prepare for the final two work sessions, ensuring that they are positioned to develop meaningful, actionable solutions.

FACILITATORS:

David Lai, Director of ELL Policy and Research, CGCS
Britney Ogbunugafor, EL Policy Fellow, CGCS

3:35 pm – 3:45 pm	**REFLECTION AND TRANSITION**	
3:45 pm – 5:20 pm	**CHALLENGE OF PRACTICE WORK SESSION**	**REFER TO ROOM NUMBERS**

1. Tulsa (North/Central)
2. Oklahoma
3. Promenade A
4. Promenade B
5. Promenade C

The second day of the challenge of practice practicum/exercise will be devoted to elaborating on the proposed responses or solutions to the identified challenge of practice, detailing specific actions needed, required district resources and support, as well as anticipating intended and unintended outcomes for distinct stakeholders. District teams will weigh all of these factors to select the final response or solution to be implemented.

FACILITATORS:

1. Newcomers – *Jen Chard*, City University of New York; Tulsa Public Schools
2. Access to Rigor – *Okhee Lee*, New York University
3. MTSS & ELs - Tamara Alsace, Multilingual Matters, LLC
4. Dual Language and Multilingual Pathways – *Gabriela Uro*, Lingua Policy Consultants
5. Professional Development and Coaching - Guilford County Schools

5:20 pm – 5:30 pm	**REFLECTION AND TRANSITION**	
5:30 pm – 6:30 pm	**RECEPTION**	**TULSA (SOUTH)**

6:30 pm – 8:30 pm **ARCADE FUN NIGHT** **THE MAX RETROPUB (114 S ELGIN AVE)**

Just under a ten-minute walk from the reception, Arcade Fun Night at The Max Retropub offers a lively evening of nostalgia, friendly competition, and easy conversation in Tulsa's Blue Dome District. Tulsa's only retropub features classic arcade games, skee-ball, pinball, and retro favorites—giving participants a fun, low-key way to unwind together after a full day of learning.

Friday, May 8, 2026

7:00 am – 8:00 am **BREAKFAST** **TULSA (SOUTH)**

8:00 am – 8:50 am **CONSISTENT, COMPLIANT, AND ASSET-BASED SCREENING AND PLACEMENT** **TULSA (NORTH/CENTRAL)**

This session examines how districts ensure fair, accurate entry points for services. Jefferson County Public Schools will outline a K–12 screening and monitoring system anchored by initial rollout training, annual credential tracking, quarterly data reviews, and clear communication channels to uphold legal compliance and fidelity. The School District of Palm Beach County will highlight family-centered engagement structures that move beyond surface-level communication to inform placement, expand access to specialized programs, and support equitable decisions. Participants will gain concrete steps to strengthen identification integrity and right-fit placement.

FACILITATOR:

Tamara Alsace, Consultant, Multilingual Matters, LLC

PRESENTERS:

Amy Whitehead, Manager, ML Student and Family Services, Jefferson County (KY)
Justin Matson, Executive Director of Multilingual Learners, Jefferson County (KY)
Patricia Ordóñez-Feliciano, Executive Director, Palm Beach County (FL)
Katty Chois, Manager, Palm Beach County (FL)

8:50 am – 9:00 am **REFLECTION AND TRANSITION**

9:00 am – 9:50 am **PEER EXCHANGE: REFLECTING AND REFINING PLANS OF ACTION** **REFER TO ROOM NUMBERS**

1. Tulsa (North/Central)
2. Oklahoma
3. Promenade A
4. Promenade B
5. Promenade C

This self-guided peer exchange provides time for participants to reflect on key ideas and examples from earlier sessions and to strengthen connections with colleagues across districts as they prepare for the final Challenge of Practice session. After two days of identifying challenges and developing possible responses, participants will use this space to talk through emerging plans of action, surface common implementation questions, and consider how insights from the meeting are shaping their next steps. Conversations are not organized by Challenge of Practice topic, but by broader conditions that influence whether plans can move forward—such as leadership, scale, policy context, data use, and implementation realities—allowing participants to test assumptions and refine thinking before finalizing plans. Participants are encouraged to select the group that best aligns with the questions or challenges they are currently navigating. One room will remain available as an "Open Space / Unconference" for emerging topics, cross-cutting issues, or participant-generated conversations.

ROOM OPTIONS:

1. Open Space / Unconference
2. Scaling, Sustainability, and System Coherence
3. Strategic Planning, Leadership, and Decision-Making
4. Program Design, Instruction, and Implementation
5. Data, Research, Policy, and Advocacy

9:50 am – 10:00 am **REFLECTION AND TRANSITION**

10:00 am – 11:05 am **CHALLENGE OF PRACTICE FINAL WORK SESSION** **REFER TO ROOM NUMBERS**

1. Tulsa (North/Central)
2. Oklahoma
3. Promenade A
4. Promenade B
5. Promenade C

The third day of the challenge of practice practicum/exercise will be devoted to detailing the next steps of an overall plan to address the challenge of practice as part of a broader implementation plan. District teams will also outline a corresponding communication plan that generates buy-in and sustained organizational support/resources to achieve the desired outcomes.

FACILITATORS:

1. Newcomers – *Jen Chard*, City University of New York; Tulsa Public Schools
2. Access to Rigor – *Okhee Lee*, New York University
3. MTSS & ELs - Tamara Alsace, Multilingual Matters, LLC
4. Dual Language and Multilingual Pathways – *Gabriela Uro*, Lingua Policy Consultants
5. Professional Development and Coaching - Guilford County Schools

11:05 am – 11:15 am **REFLECTION AND TRANSITION**

11:15 am – 12:00 pm **CHALLENGE OF PRACTICE WRAP-UP: ACTION PLANS AND NEXT STEPS** **TULSA (NORTH/CENTRAL)**

District teams will present the results of their Challenge of Practice practicum/exercise. One district team from each focus area will present their identified Challenge of Practice, the proposed response or solution (including detailed steps and resource requirements), and a draft communication plan. Non-presenting district teams will share their work on flip charts posted around the room. Time for a gallery walk will be provided at the end of the session.

FACILITATOR:

David Lai, Director of ELL Policy and Research, CGCS

PRESENTERS:

Volunteer District Teams (Selected on Site)

12:00 pm – 1:00 pm **LUNCH** **TULSA (SOUTH)**

1:00 pm – 1:55 pm **STRENGTHENING CONTENT AND LANGUAGE DEVELOPMENT THROUGH INTEGRATED READING–WRITING INSTRUCTION** **TULSA (NORTH/CENTRAL)**

In changing times—when multilingual learners navigate increasingly complex texts—districts like Guilford County Schools are rethinking how learning, language, and literacy can be woven together. This session highlights how explicit reading–writing connections, grounded in cognitive strategies, help students make sense of rigorous content while expanding academic language. Presenters will demonstrate how purposeful instructional moves—activating prior knowledge, strategic questioning, structured discussion, and guided revision—support multilingual learners in building conceptual understanding and expressing it with clarity. Participants will engage in modeling and examine how coherent instructional routines strengthen both content learning and language development.

FACILITATOR:

Gabriela Uro, Consultant, Lingua Policy Consultants

PRESENTERS:

Vanina Hackett, ML Director, Guilford County (NC)
Soledad Lardies-Dunst, ML Coordinator, Guilford County (NC)
Carlos Bartesaghi, ML Lead Teacher, Guilford County (NC)

1:55 pm – 2:05 pm **REFLECTION AND TRANSITION**

2:05 pm – 2:55 pm **REFLECTIONS ON ENGLISH LEARNER EDUCATION: CHALLENGES AND OPPORTUNITIES** **TULSA (NORTH/CENTRAL)**

This closing session explores how English learner education has evolved over time and considers promising directions for district leaders shaping the road ahead. Panelists reflect on shifts in policy, research, and practice—acknowledging periods of progress, moments of backtracking, and lessons that have endured—while surfacing where new momentum is emerging. Drawing together themes from the meeting, the conversation highlights district-level change agents—strategic leadership, cross-office collaboration, community partnership, and coherent systems—that help sustain grade-level, asset-based learning for multilingual students even as the landscape continues to shift. Perspectives and questions to guide local decision-making will be offered, including what to carry forward, what to rethink, and where to identify points of leverage that can reinforce long-term progress. Participants will have time to synthesize insights from the meeting, reflect on implications for their context, and consider practical openings to advance the work with clarity and purpose—leaving with a grounded, solution-oriented sense of what might come next.

FACILITATOR:

David Lai, Director of ELL Policy and Research, CGCS

PRESENTERS:

Okhee Lee, Professor, New York University
Gabriela Uro, Consultant, Lingua Policy Consultants
Tamara Alsace, Consultant, Multilingual Matters, LLC

2:55 pm – 3:10 pm **REFLECTION AND TRANSITION**

3:10 pm – 5:00 pm **TULSA BOTANIC GARDEN** **HOTEL LOBBY**

Join us in the hotel lobby at 3:10 pm to hop aboard the bus for a field trip to the Tulsa Botanic Garden—an evolving 170-acre landscape full of color, creativity, and natural beauty. Explore terraced floral gardens, lakeside trails, lush prairie and forest landscapes, interactive art, and seasonal horticultural displays that make the Garden bloom year-round.

The bus will depart from the Botanic Garden at 5:00 pm for a return to the hotel.

EVENING ON YOUR OWN

Tailgaters vs. Clowns (7:00 pm). ONEOK Field. Participants who wish to attend may book tickets on their own at https://tinyurl.com/mpahrk2d.

The Wiz (8:00 pm). Chapman Music Hall at Tulsa Performing Arts Center. Participants who wish to attend may book tickets on their own at wizmusical.com.

Saturday, May 9, 2026

8:00 am – 9:00 am **BREAKFAST** **TULSA (NORTH/CENTRAL)**

9:00 am – 9:30 am **COUNCIL PROJECTS UPDATE** **TULSA (NORTH/CENTRAL)**

Ongoing projects will be shared for discussion and feedback. Attendees will be invited to share pressing issues to inform upcoming projects.

9:30 am – 10:00 am **BIRE DEBRIEF AND 2027 PLANNING** **TULSA (NORTH/CENTRAL)**

Goals, issues, and venues for future meetings will be discussed.

10:00 am **MEETING ADJOURNMENT**