



**MSAN Institute**  
**April 27-28, 2015**  
**UNIVERSITY OF WISCONSIN-MADISON**

# WELCOME

## DEAR MSAN EDUCATORS,

Hello and welcome to the 2015 MSAN Institute on Growing Equity-Focused Leadership and Ensuring Cultural Competence. For five years now we have gathered each spring to share promising practices that have shown to close opportunity/achievement gaps over time and push our thinking about equity and excellence as individual educators, districts, and as a network.

This year MSAN's Institute harnesses the expertise of educators with the WIDA Consortium who are hosting a strand of sessions focused on developing equity-focused leadership and ensuring cultural competence specifically in relationship to the needs of our English language learners. WIDA's commitment to equity in both access and outcomes for English language learners is unmistakable. These sessions, and several breakouts organized by MSAN district leaders, highlight the individual and collective skills needed to ensure every student in our schools experiences a sense of belonging and success.

As many of you know, one of the commitments all MSAN districts make when they join the Network is to create opportunities for students to genuinely guide our work. The agenda for this year's Institute embodies this belief. Students from five MSAN districts will be providing important insights into how to establish and grow initiatives that harness their passion for justice and desire to succeed. MSAN students

have a proud history of making their schools better places for learning.

As you review the different breakout sessions being offered I encourage you to highlight the initiatives that you think could significantly inform your equity work and then strategically connect with those educators. It is my hope that every participant leaves the Institute this year with at least three strategies for change and three personal contacts to support you in making those changes happen. This type of networking is why MSAN exists - to support one another in identifying our strengths, weaknesses, and areas of growth so that we might soon be able to say race is no longer predictive of the success or failure of anyone in our schools.

After you leave the Institute please stay connected to MSAN by visiting our website frequently: [www.msan.wceruw.org](http://www.msan.wceruw.org). We are adding new resources for educators, students, and families all of the time. These tools will increase your connectedness to the individuals and districts committed to MSAN's vision of success for each and every student in our schools.



With profound gratitude for each of you and the work you do,

**Madeline M. Hafner, Ph.D.**  
MSAN Executive Director

## DEAR FELLOW INSTITUTE PARTICIPANTS,

On behalf of the MSAN Governing Board, I would like to thank you for taking part in this year's MSAN Institute. I am confident the Institute will provide your team with the tools necessary for your school and district to develop equity-focused leadership and the cultural competence needed to provide an educational environment that embraces our most precious educational commodity – our students!

Once again, we will share the most recent research supporting best practices, along with local and national experts who will unveil cutting edge information specifically related to developing cultural proficiency among those who serve our English language learners. You will hear impactful testimony from students who will share their stories and the challenges they face each day while navigating their education on a daily basis. In addition, you will have plenty of time for discussions with colleagues and district planning sessions.

Public education is arguably at its most challenging point in our lifetime. We are hit with continual media blasts telling

us public schools are failing our students, and our policy makers regularly create legislation that devalues local governance and ties our hands when trying to educate students in the ways we know will serve them best. If we are to change the landscape, it must be done through the collective efforts of educational leaders, including those represented at this Institute. Your active involvement with MSAN and your participation in this year's Institute are sure to make a difference in the trajectory of the lives' of students we educate. I am so proud to serve as your MSAN president and to be teamed up with the many outstanding educators associated with this network. We are truly making a difference!

I hope you enjoy the Institute and meet new friends to partner with as we work to improve student achievement across the country.



Sincerely,

**James P. Lee, Ed.D.**  
Superintendent  
Paradise Valley Unified School District (AZ)

## CONFERENCE AGENDA

### MONDAY - APRIL 27, 2015

8:00am	Check-In & Breakfast - Rooms 325 & 326
8:45am	Welcome & Overview of Events Dr. Madeline Hafner, MSAN Executive Director
9:00am	Keynote: Lorena Mancilla, WIDA Standards Framework Specialist <i>It's Like Opening Pandora's Box: Lessons Learned from Families of ELLs</i>
10:15am	Break
10:30am	Breakout Sessions-Rotation I A, B, C, D
12:00pm	Lunch & Networking - Main Dining Room
1:00pm	Breakout Sessions-Rotation II E, F, G, H
2:30pm	Break & Snack
3:00pm	Breakout Sessions-Rotation III I, J, K, L
4:30pm	Adjourn. Dinner on your own. Enjoy downtown Madison!

### TUESDAY - APRIL 28, 2014

8:00am	Breakfast – Rooms 325 & 326
8:30am	Overview of Day - Dr. Madeline Hafner, MSAN Executive Director Welcome - Dr. Julie Underwood, Dean-School of Education, University of Wisconsin-Madison
8:45am	Breakout Sessions-Rotation IV M, N, O, P, Q
10:15am	Break
10:30am	District Action Planning - See handout for room assignments
11:45pm	Lunch & Keynote with Dr. Gloria Ladson-Billings - Rooms 325 & 326 UW-Madison Kellner Family Professor of Urban Education, Department of Curriculum and Instruction <i>Going from Good to Great: Becoming Continuously Improving Educators</i>
1:00pm	Student Panel - Rooms 325 & 326 <i>MSAN Scholars' Perspectives on Equity-Focused Leadership and Cultural Competence in Their Schools</i>
2:00pm	Depart

**Tell us what you think**

Be sure to complete your conference evaluation and hand it in before departing. Thanks!

## OPENING KEYNOTE

### *It's Like Opening Pandora's Box: Lessons Learned from Families of ELLs* Lorena Mancilla



Lorena Mancilla is a Standards Framework Specialist at WIDA, a project of the Wisconsin Center for Education Research at the University of Wisconsin-Madison. Her background as a bilingual junior high educator, her passion for working with English language learners (ELLs) and their families, and her experience with WIDA allows Lorena to make the purpose and use of language standards and assessments comprehensible to educators, administrators, and families of ELLs. Lorena is the lead developer of K-12 family engagement initiatives at WIDA, and she collaborated with the Illinois State Board of Education on the development of resources for families of K-12 ELLs. She has been a core member of the team leading the development of the WIDA Spanish Language Development (SLD) Standards for K-12 and the WIDA PODER, a Spanish language assessment for grades K-2. She also played a key role in the pilot and launch of LADDER for Language Learners, a long-term professional development offering focused on data-informed decision making and programmatic improvements for ELLs. Lorena has facilitated workshops on the WIDA Language Development Standards for both English and Spanish language development and assessments across the United States and internationally.

Lorena is working on her Ph.D. in Curriculum and Instruction at the University of Wisconsin-Madison. Her research focus is on families of language learners and family engagement practices that address students' language development and academic success.

Monday–April 27, 2015 10:30am-Noon  
Breakout Sessions A–D

#### BREAKOUT SESSION A Rooms 325 & 326 Communicating with Families of ELLs about Language Standards and Assessments

ELLs are the fastest growing student population in U.S. schools, and the success of these students is measured by gains in academic achievement and English language proficiency. However, families of ELLs are often left in the dark when it comes their child(ren)'s English language development. This session highlights the critical need to ensure families of ELLs have equitable access to meaningful information about the language standards and assessments driving curriculum and instruction for ELLs in K-12 schools.

In 2013, WIDA conducted a pilot study with parents of language learners. The results of this study fueled various family engagement initiatives at WIDA, including a collaborative project with the Illinois State Board of Education. Participants of this session will learn about the pilot study and its findings and gain an overview of the family-focused projects at WIDA. Through the use of guiding questions, this interactive session will provide ample opportunities for participants to reflect on local family engagement policies and practices, identify areas of strengths and opportunities for growth in engaging families of ELLs, and share ideas for ensuring families of ELLs have equitable access to meaningful information about language standards and assessments.

Presenter: Lorena Mancilla, Standards Framework Specialist, WIDA  
Level: Most Grade Levels, District Level  
Strand: ELL Supports

#### BREAKOUT SESSION B Room 313 Choice, Voice, and Cultural Relevance

This presentation centers on the Summer Literacy Academy for rising sixth-grade boys of color. Specifically, through classroom videos, PowerPoint, and interactive demonstrations, the participants will learn specific instructional strategies that supported the arts of language, explore student work and feedback, hear an overview of the program, and understand the theoretical framework. The Summer Literacy Academy sought to support the literacy development of adolescent boys by using the arts of language to bring to the surface the stories that live within the boys themselves. To this end, students participated in writing workshops where they learned strategies and engaged in collaborative and independent writing. Students, for example, used young adult literature, personal stories, and research to identify strategies for teachers to teach "students like me." They shared their ideas in multimedia presentations delivered at an event for their parents, teachers, administrators, and the district superintendent. Clearly, language – reading, writing, speaking, and listening – was connected to community involvement and action in ways that allowed students to become fully engaged in their own literacy development. In addition, students participated in reading workshops where they read culturally relevant texts not only to learn reading strategies and to increase proficiency, but also to ask challenging questions, offer different perspectives, and act on issues affecting their communities. This presentation will provide participants the opportunity to engage in and explore a variety of instructional activities that supported the workshop and the outcomes of these activities. This exploration into the arts of language was grounded in a culturally responsive learning environment.

Presenters: Stephanie Smith, English Language Arts Teacher; Colleen Noetzli, Reading Specialist; Aidan Brown, Tico Cole, Wasiu Lawal, and Jamell Walters, Middle School Students  
Arlington Public Schools (VA)  
Level: Middle School, High School, District Level  
Strand: Increasing Cultural Competency



## BREAKOUT SESSION C

Room 226

### Growing Our Own: Creating and Maintaining an Academic Course about Race, Racism and Social Identities

“Growing our own: creating and maintaining an academic course about race, racism and social identities” will be both a narrative by its participants and a recipe for student-based equity development. In its ten-year existence, the class has shifted in structure, recruitment, and learning objectives, but it has persisted as a safe space for students of color to critically examine historical, sociological and psychological interpretations of social identity construction. The course overview provided on the syllabus is offered below:

The MSAN Leadership Seminar is a primarily a sociology course designed to challenge student leaders to answer the essential questions:

- How do the social constructions of race, gender, class and ethnicity intersect with each other?
- How do social institutions such as schools, the media and the state create and maintain inequities?

Specifically, the class seeks to empower students to work on closing achievement gaps at ARHS through scholarship, leadership and action. This course serves to give student leaders a prominent role in this process.

With both practical and research experiences with constructive knowledge theory, critical race theory, intergroup dialogue, and universal design for learning (UDL), Shari, the current course instructor, will offer her best practices, demonstrated through student work. Shari will also provide attendees class materials, resource lists, and student narratives and will lead several activities inviting attendees to analyze what challenges and successes are evident there.

Presenter: Shari Abbott, Social Studies teacher and MSAN Scholars co-adviser  
Amherst-Pelham Regional School District (MA)  
Level: Middle School, High School  
Strand: Equity-Focused Leadership Development

## BREAKOUT SESSION D

Room 112

### Understanding the Acculturation Process: Positive Supports for English Learners

Determined to address the social/emotional and academic needs of EL students, Arlington County Public Schools (APS) has created the Resource Counselor position to support and enhance the counseling services offered to EL students. Working in schools within the Counseling offices, Resource Counselors provide bilingual/bicultural counseling. All EL students have cultural and linguistic differences that require the specialized knowledge of language acquisition and the cultural competency of their counselors. In the case of immigrant students and/or families, knowledge of the acculturation process is crucial. In this presentation, we share research on the Acculturation Process, detail how Resource Counselors work closely with school staff, teachers and administrators to provide information on cultural differences, culturally sensitive and sound practices, and how this work enhances student success.

English Learners are very diverse, not only in culture, but in academic backgrounds, socio-economic experiences and many other factors. Participants will learn about models for those differences and how they impact students’ acculturation process. The presenters will use a case study to reflect one student’s needs and how educators can address those needs. Participants will view the APS video on Reunified Families which highlights a very challenging issue in the EL community: children who were separated from their families, sometimes for many years.

Through these reflections, participants will learn more about the barriers EL students face and the impact of those barriers on their successful acculturation. Successful interventions for EL students and families will be shared by the presenters and participants. Participants will leave this session with strategies to promote cultural competencies in educators, students and families which will support students’ academic and social success.

Presenters: Analia Almada, ELL and School Counselor, MA, LPC, LMFT, NCC; Israel Salas, ELL and School Counselor, MA; Francesca Reilly-McDonnell, ELL Special Projects Specialist, MA  
Arlington Public Schools (VA)  
Level: Middle School, High School, District Level  
Strand: Increasing Cultural Competency and ELL Supports

Visit the MSAN Resources for Educators website:

[www.msan.wceruw.org/resources/educators](http://www.msan.wceruw.org/resources/educators)

Get information to support what you do everyday in your classroom, in your school, and in your district.  
Together we can work to change practices and structures to close gaps and raise achievement.

## Monday–April 27, 2015 1:00pm-2:30pm Breakout Session E-H

### BREAKOUT SESSION E Room 325 & 326

#### Genesis: Struggles and Triumphs Creating an MSAN Student Program

This workshop will feature student members, student leaders, and teacher advisors of the Yorktown High School (Arlington, Virginia) MSAN program. The purpose of YHS MSAN is to promote academic and social responsibility within Yorktown's African American and Hispanic males. YHS MSAN encourages integrity, resilience, respect and hard work among its student leaders and its members. Presenters will give an overview of the process, challenges, and successes met in starting the MSAN student program at our school over the past few years. Participants will hear voices from students, teachers, and staff reflecting on the impact of MSAN on the students and school. Attendees will participate in selected activities simulating those used to spark discussion, reflection, and understanding among MSAN members. Finally, participants from schools either considering starting MSAN student programs or those with existing MSAN student programs will have an opportunity to ask questions, share ideas, and offer suggestions for future growth.

Presenters: Tracy Maguire, M.Ed., NBCT, Teacher, MSAN Advisor;  
Anne Stewart, NBCT, Teacher, MSAN Advisor;  
Matt Paredes, Student, MSAN Leader; Emmanuel  
Sema, Student, MSAN Leader; Guery Ulunque, Student,  
MSAN Leader; Santiago Cerquiera, Student, MSAN  
Leader  
Arlington Public Schools (VA)

Level: Middle School, High School, District Level  
Strand: Equity-Focused Leadership Development and Increasing  
Cultural Competency

### BREAKOUT SESSION F Room 313

#### Growing a More Diverse Staff

We call it "Grow Your Own" (GYO) and are making every effort to increase the diversity among our district staff members. In this session, we will share a partnership model between one local teacher preparation program (Edgewood College) and three local MSAN school districts (Middleton-Cross Plains, Sun Prairie, and Verona Area). Although we are still in the initiation stage of this program, we believe we have a model that can support your efforts to increase staff diversity back in your home district.

Presenters: Timothy Slekar, Dean of the School of Education,  
Edgewood College; Charles Taylor, Professor of  
Education, Edgewood College; John Schmitt, Adjunct  
Instructor, E. C., Owner and Coach of Cornerstone  
Leadership; Laura Love, Director of Secondary Education,  
Middleton-Cross Plains Area School District; Laurie  
Burgos, Director of Bilingual Programs and Instructional  
Equity, Verona Area School District; John Magas, Director  
of Secondary Teaching, Learning and Equity, Sun Prairie  
Area School District

Level: Most Grade Levels, District Level, Higher Education  
Strand: Equity-Focused Leadership Development, Increasing  
Cultural Competency, and ELL Supports

### BREAKOUT SESSION G Room 226

#### Distinguishing Language Difference from Disability: Factors to Consider

This session will provide participants with a framework for understanding how to differentiate between language difference and learning disability for struggling English language learners. Participants will review and discuss relevant literature and will be introduced to a tool that educators from two Massachusetts' districts have developed, the Red Flag Discussion Guide. The purpose of the Red Flag Discussion Guide is to ensure that teams have all of the relevant information regarding a student's language, cultural, and educational background, as well as current school functioning, in order to make informed decisions when determining what interventions should be provided for the student and whether the student should be referred for a special education evaluation.

Presenters: Mindy Paulo, ELL Program Coordinator;  
Emily Frank, Special Education Director;  
Gretchen Thompson, ELL Teacher; Deborah Levine,  
ELL Teacher  
Public Schools of Brookline (MA)

Level: Elementary, Middle School  
Strand: ELL Supports

### BREAKOUT SESSION H Room 112

#### ART OUT LOUD- For OTHER VOICES

##### **Marathon Me**

I'm is diverse before you got here  
I'm be diverse when you leave  
You don't be lasting like my trials be  
Or endure the Marathon Me

Cause' Didn't you sign up for me  
Didn't you volunteer to be  
Or Ain't you paid to look pretty  
Didn't you 'spect you'd get dirty

You come in like the Calvary  
You run out like the money be  
If I call you after hours see  
You ignore to your answering machine

Cause' my needs dey touch you limit  
Test how deeply you committed  
At yo reunion you forget it  
Saying yo family just don't get it

So they say you such a saint  
Be we know you really ain't  
And think, why did I make the mistake  
To lodge with you my complaints

S.(tudents) WBAT Finding your own voice... By sharing, and receiving a piece of you.

A.(dmin) WBAT Validate inner voices... By providing a platform for untested, non-judgmental expression.

T.(eachers) WBAT Encourage other voices... By allowing students to soar, succeed and risk failure through self-expression.

This session will capture the audience through the power of word pictures. Participants will see what needs to be done in their own environments to make a safe platform for student initiated expression.

Presenter: TeRay Bingham, Dually Identified Teacher (Poet)  
Arlington Public Schools (VA)

Level: Everyone on every level has something to say that can't be measured on a standardized test. The clerical types that create the curriculum cannot begin to imagine what these "Other Voices" have to contribute because they themselves fear to tap into the creative spirit, because its results are not very predictable and the satisfaction gained is not quantifiable.

Strand: Equity-Focused Leadership Development, Increasing Cultural Competency, and ELL Supports

School; Aloy Pien, Instructional Program Manager for Staff Development, Sun Prairie Area School District; Mandi Maurice, Director of Bilingual Service, Middleton-Cross Plains Area School District

Level: Most Grade Levels, District Level

Strand: Equity-Focused Leadership Development and Increasing Cultural Competency

## BREAKOUT SESSION J Room 112

### Creating Educational Equity for English Learners with Disabilities

Determined to address the needs of students qualified for both ESOL and Special Education, Arlington County Public Schools (APS) has created the HILT Resource Teacher (HRT) position to support the English language development of "dually-identified" students. Bridging Special Education, General Education and ESOL, HRTs work to provide students with educational as well as social equity. In this presentation, we detail how HRTs work closely with parents, teachers, and administrators to join with them as equity-focused leaders.

Dually-identified students are not all alike. Many are Long Term English Language Learners, U.S. born and educated, but who still require ESOL instruction. Many are recent arrivals with interrupted and/or "non-traditional" schooling. Some have suffered the trauma of war and other violence and present with memory, attention, and processing challenges. All have cultural and linguistic differences that require the specialized knowledge of language acquisition and the cultural competency of their teachers.

Where testing reveals learning or emotional disabilities, the students are found eligible for Special Education services, thus becoming "dually-identified". In the past, many dually-identified students exited ESOL classes (which could not address their learning challenges) and entered Special Education classes (which could not address their language needs). Involuntarily, they traded one crucial support for another, and the achievement gap persisted.

In small and large groups, participants will reach consensus on the meaning of equity and what it "looks like" at school for students who are dually-identified. Participants will reflect on how dually-identified students are served in their schools and will leave with strategies to promote equity for students which will support their academic and social success.

Presenters: Francesca Reilly-McDonnell, HILT Special Project Specialist; Susan Harrison, HILT Resource Teacher; Melissa Cuba, HILT Resource Teacher; Pamela S. Lockridge, Special Education Teacher and Department Chair  
Arlington Public Schools (VA)

Level: Middle School, High School

Strand: Equity-Focused Leadership Development, Increasing Cultural Competency, and ELL Supports

## Monday–April 27, 2015 3:00pm-4:30pm Breakout Session I-L

## BREAKOUT SESSION I Rooms 325 & 326

### Surfacing Racial Equity, Culturally and Linguistically Relevant Teaching, and Student Voices in New Teacher Orientation, Mentoring, and Induction Programs

This session is a collaboration among five MSAN districts, each of which is pursuing racial equity conversations in its new teacher orientation, induction, and mentoring programs. District representatives will discuss the local context for the teachers joining their districts, the content of the discussions with the teachers new to the district, and what the districts have learned in this kind of programming. Presenters will also discuss how student voices are incorporated into the discussion and how culturally and linguistically relevant teaching enters the discourse. Time will be set aside for questions and inquiry into district practices and for participants to share ideas from their own new teacher orientation, induction, and mentoring programs. Session objectives include providing information about existing new teacher programs in area MSAN districts; encouraging inquiry into the impact and extent of racial equity discourse, culturally and linguistically relevant teaching, and student voices in district programming; and sharing ideas and practices across MSAN districts.

Presenters: Naomi Khalil, Director of Instructional Equity, Farmington Public Schools; Laura Feichtinger McGrath, Coordinator of Language Support Programs, Harrisonburg City Public Schools; Marggie Banker, Executive Director of Professional Learning and Leadership, Madison Metropolitan School District; Bill Young, Program Coordinator of the New Teacher Orientation, Induction, and Mentoring Program, Oak Park and River Forest High

## BREAKOUT SESSION K Room 313

### Changing School Culture through Positive Behavior Instruction and Support

This session will focus on a proven and measurable systemic approach to creating a positive culture in the classroom and throughout the school through the explicit instruction of expected behavior. Instructional time increases as undesirable behavior decreases, resulting in improved academic achievement. PBIS creates a more effective learning environment by making schools predictable, consistent, positive and safe.

A comprehensive system for tracking student behavior will be explained and data driven decision-making for creating tiered supports for students will be demonstrated. This will be done related to the context of student demographics and reduction of student disciplinary suspensions and the potential for over representation of different subgroups. The session will conclude with a summary of the district's roll-out and implementation plan.

**Presenters:** Randy Watkins, Assistant Superintendent of Schools;  
Joni Cesario, Director Of Special Programs  
Buckeye Elementary School District (AZ)

**Level:** Most Grade Levels

**Strand:** Equity-Focused Leadership Development and Increasing Cultural Competency

## BREAKOUT SESSION L Room 226

### It's the Relationship - Duh!

A willingness to become culturally competent is absolutely necessary for fostering better relationships and a true sense of community. Schools that acknowledge similarities and differences as opposed to ignoring them will provide more genuine opportunities for equity and student success, both socially and academically.

To this end, the presentation will focus on the use of Restorative Practices to establish "community" within a school and classroom. Attendees will be exposed to restorative practice theory while participating in activities applicable to their settings, including:

1. Create a working definition of restorative practices,
2. Identify relationship building techniques/tools for fostering a more positive and inclusive classroom, and
3. Identify potential successes and frustrations when undertaking relational/cultural change.

Participants will interact with presenters who are currently implementing restorative approaches within individual buildings, while pursuing the goal of incorporating a district wide model.

**Presenters:** Vee Sargent, Restorative Practices Facilitator;  
Greg Drozdowski, Restorative Practices Facilitator  
Farmington Public Schools (MI)

**Level:** Most Grade Levels

**Strand:** Increasing Cultural Competency

## Tuesday–April 28, 2015 8:45am-10:15am Breakout Session M-Q

## BREAKOUT SESSION M Rooms 325 & 326

### Data Informed Action for ELLs: Practices, Perceptions, and Shared Responsibility

This session is intended for participants to attend as a school or district team. In the session, participants will discuss how the intersection of language, race, culture, and identity impacts ELLs. Participants will consider how data analysis relates to social justice and ELLs. They will engage in several activities and discuss ways to create culturally and linguistically responsive and socially just learning environments.

**Presenter:** Jessica Costa, Professional Development Specialist, WIDA

**Level:** District Level, Most Grade Levels

**Strand:** Equity-Focused Leadership Development, Increasing Cultural Competency, and ELL Supports

## BREAKOUT SESSION N Room 112

### Your Life – Your Community – Your World

The World of Change Leaders program aims to accelerate leadership development for students of color in schools and communities. This promising practice model, being researched by the University of Wisconsin Educational Leadership and Policy Analysis Department, is based on 50 years of Resiliency and Developmental Asset Research, and references Intercultural Maturity Research. The program creates assets by building partnerships in the community between schools, community centers, families and faith-based organizations. The schools, centers and programs are assets but the focus of the program is developing teens that become role models for kids coming behind them.

Participants in this breakout session will journey through how this program is laid out over a 100 hour, one semester, high school leadership and service-learning class, that high school students for over 10 years have stated: "This is the best class I have ever taken." "This class is life changing." "If everyone took this class we would have less race issues." "This class has made me a better person." Attendees will take part in a discussion of the overall model. The last half of the breakout session will be an opportunity to participate in how a class plays out. At the end, the group will journal on one of five given topics related to what they learned in the 'class'. Exposure to the unique design of the class, and overall program, allows for participants to think about how they can implement pieces of the model into what they are already doing. And, whether or not this program model is used, how to accelerate student leadership immediately when attendees return to their respective community.

**Presenter:** Todd Hipke, Director / World of Change Leaders Inc 501(c)(3)

**Level:** Elementary, High School, District Level

**Strand:** Equity-Focused Leadership Development and Increasing Cultural Competency



**BREAKOUT SESSION O**

**Room 226**

**Practical Techniques for Equity-Focused Leadership in Schools**

An equity-focused school leader requires a sophisticated understanding of the needs of those they lead and skill sets that allow them to connect. Successful equity-focused leaders have deep knowledge of the social, political, and historical contexts of the students and families they work with and sufficient skills in developing and leading teams across racial, class, language, and other social-cultural boundaries. White leaders in educational settings often come to their work with a commitment to equity and inclusion, but too often the best intentions don't yield equitable results. How can white educators and administrators be effective leaders while also working to interrupt inequitable systems of power and be a partner in creating meaningful space and roles for disenfranchised groups of students, educators, and community members? This session aims to give school and district leaders' practical techniques that can be used in the classroom, conference room, and in the community. It will examine why well-intentioned leaders don't always achieve the equitable results they want. It will draw on best practices in cross-cultural communication, problem-solving, organizational change management, and coalition/team-building. The session will give participants opportunities to engage with case studies and apply techniques learned in the session to their own goals as an equity-focused school/district leader.

**Presenter:** Edward Byrne, Coordinator of Student Diversity Programs  
Cambridge Public Schools (MA)  
**Level:** Most Grade Levels  
**Strand:** Equity-Focused Leadership Development and Increasing Cultural Competency

**BREAKOUT SESSION P**

**Room 313**

**The Hidden Curriculum: Uncovering Racism in Public Education**

Participants will learn how Middleton-Cross Plains Area School District developed and implemented professional development for staff with a focus on race. Participants will be exposed to protocols and content used in the course to deepen understanding of race without blame, guilt, and judgement.

**Presenters:** Percy Brown, Director of Equity and Student Achievement;  
Mandi Maurice, Director of Bilingual Service  
Middleton-Cross Plains Area School District (WI)  
Ramon Vasquez, Partner Schools Network, UW-Madison  
**Level:** Most Grade Levels, District Level  
**Strand:** Increasing Cultural Competency

**BREAKOUT SESSION Q**

**Room 225**

**More than Stereotypes**

Mr. Hamka and Ms. Moten plan to have an interactive session to recall and explore with the audience the student exchange program between Seaholm's Flex Program and Dearborn's Fordson High School. Those attending the session can expect to hear the process of putting a school exchange together, the importance of collaboration between supportive administrators and teachers, how honest and authentic dialogue between students from different backgrounds can enrich learning, and how utilizing neighboring communities helps to establish cultural intelligence.

**Presenter:** Ali Hamka, Assistant Principal, Seaholm High School;  
Robin Moten, Teacher, The Flex Program at Seaholm High School  
Birmingham Public Schools (MI)  
**Level:** Middle School, High School  
**Strand:** Increasing Cultural Competency

**CLOSING KEYNOTE**

***Going from Good to Great: Becoming Continuously Improving Educators***  
**Dr. Gloria Ladson-Billings**

Dr. Gloria Ladson-Billings is the Kellner Family Professor of Urban Education in the Department of Curriculum & Instruction at the University of Wisconsin-Madison. Her work has focused exclusively on equity and equality for racially and socially marginalized students. Her research examining the pedagogical practices of teachers who are successful with African American students introduced the field to "Culturally Relevant Pedagogy" which is illustrated across many publications and in her books *The Dreamkeepers: Successful Teachers of African American Children* and *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*. Additionally, Dr. Ladson-Billings pioneered the exploration of Critical Race Theory and its application to education. Her work has won numerous scholarly awards, including the H.I. Romnes Faculty Fellowship, the Spencer Post-Doctoral Fellowship, and the Palmer O. Johnson Outstanding Research Award. She is the 2004 recipient of the George and Louise Spindler Award for ongoing contributions in educational anthropology given by the American Anthropological Association and most recently received the 2015 Social Justice in Education Award from the American Educational Research Association which honors an individual's outstanding commitment to the advancement of social justice through education research. In addition to being an internationally acclaimed scholar, Dr. Ladson-Billings facilitates a weekly Twitter chat, #HipHopEd, where she engages scholars, students, and activists on how Hip Hop can engage students of color as a form of Culturally Relevant Pedagogy.





# THANK YOU

Many thanks to everyone who helped make the 2015 MSAN Institute possible!

## Wisconsin Center for Education Research

Tim Boals, Executive Director - WIDA Consortium  
 Christy Reveles, Director of Teaching & Learning - WIDA Consortium  
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 Connie Showalter, MSAN Outreach Specialist  
 Madeline Hafner, MSAN Executive Director

## Sponsors



## The Minority Student Achievement Network (MSAN)

is a national coalition of multiracial, suburban-urban school districts that have come together to achieve the parallel goals of closing racial achievement/opportunity gaps while ensuring all students achieve to high levels.

MSAN has built a community of leaders who engage in common practices that support the Network's mission: **to understand and change school practices and structures that keep racial achievement/opportunity gaps in place.** These common practices include:

- Engaging in collaborative research in which practitioners and researchers are equal partners in designing, conducting, and publishing research.
- Conducting evaluations of programs intended to raise the academic achievement of students of color.
- Conducting training and professional development activities for district teachers and administrators relative to the MSAN mission.
- Creating opportunities for students to guide the work of the organization.
- Disseminating results of Network activities among MSAN districts and the larger educational community.

For more information about MSAN please visit us at [www.msan.wceruw.org](http://www.msan.wceruw.org).



Wisconsin Center for  
 Education Research  
 UNIVERSITY OF WISCONSIN-MADISON

## MSAN DISTRICTS

- Alexandria City Public Schools, Alexandria, VA
- Amherst Regional Public Schools  
Amherst, MA
- Ann Arbor Public Schools, Ann Arbor, MI
- Arlington Public Schools, Arlington, VA
- Birmingham Public Schools  
Birmingham, MI
- Brookline Public Schools  
Brookline, MA
- Buckeye Elementary School District #33  
Buckeye, AZ
- Cambridge Public Schools  
Cambridge, MA
- Chapel Hill-Carrboro City Schools  
Chapel Hill, NC
- Cleveland Heights-University Heights City  
School District  
University Heights, OH
- East Lansing Public Schools, East Lansing, MI
- Evanston Township High School District 202  
Evanston, IL
- Evanston/Skokie Elementary School District 65  
Evanston, IL
- Farmington Public Schools  
Farmington, MI
- Federal Way Public Schools  
Federal Way, WA
- Greenwich Public Schools  
Greenwich, CT
- Harrisonburg City Public Schools  
Harrisonburg, VA
- Isaac Elementary School District #5  
Phoenix, AZ
- Madison Metropolitan School District  
Madison, WI
- Middleton-Cross Plains Area School District  
Middleton, WI
- Oak Park and River Forest High School  
District 200  
Oak Park, IL
- Oak Park Elementary School District 97  
Oak Park, IL
- Paradise Valley Unified School District  
Phoenix, AZ
- Princeton Public Schools  
Princeton, NJ
- School District of South Orange & Maplewood  
Maplewood, NJ
- Shaker Heights City School District  
Shaker Heights, OH
- Sun Prairie Area School District  
Sun Prairie, WI
- Verona Area School District, Verona, WI