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WELCOME

DEAR MSAN EDUCATORS,

Hello and welcome to the **2016 MSAN Institute** on **furthering equity-focused leadership** and advancing **cultural competence**. For six 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.

Once again, this year MSAN's Institute harnesses the expertise of educators from across the United States - Arizona, Wisconsin, Ohio, Virginia, North Carolina, New York, Massachusetts, Missouri, and Florida. The **commitment** by these educators to advancing equity in both access and outcomes is unparalleled. The sessions at this year's Institute highlight the individual and collective skills needed to ensure **every student** in our schools experiences a sense of belonging as well as success.

As you review the different breakout sessions being offered I encourage you to highlight the initiatives that you think could significantly inform your school district's equity work and then strategically connect with those educators. It is my

hope that every participant leaves the Institute this year with at least **3 strategies** for change and **3 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. 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,

Welcome to the 2016 MSAN Institute! On behalf of the MSAN Governing Board, I would like to thank you for taking part in this year's Institute. I am confident you and your team will leave here 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 allows every student to thrive.

Once again, we will share the most recent research supporting best practices, along with local and national experts who will unveil cutting edge information. You will hear impactful testimony from students who will share their stories and the challenges they face each day while navigating their education. In addition, you will have plenty of time for discussions with colleagues from across MSAN districts and a district planning session.

I recently had the opportunity to hear Sunny Dooley speak on the cultural differences and challenges she experienced growing up in a rural Native American community in Arizona. She addressed the crowd in her keynote speech with a message of the importance of the equity work we are doing. She went on to say, "This work will save us from self-destruction." Her words hit me like a ton of bricks and helped

me to keep the importance of our work in perspective. 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...and it just might save us from self-destruction. 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, meet new friends, and leave here with a higher sense of urgency to improve student achievement across this country.



Sincerely,

James P. Lee, Ed.D.
Superintendent
Paradise Valley Unified School District (AZ)
President, MSAN Governing Board

CONFERENCE AGENDA

TUESDAY - APRIL 26, 2016

8:00am	Check-In & Breakfast – Varsity Hall II
8:45am	Welcome & Overview of Events - Dr. Madeline Hafner, MSAN Executive Director Dr. Diana Hess - Dean, School of Education, University of Wisconsin-Madison Dr. Robert Mathieu - Director of the Wisconsin Center for Education Research, University of Wisconsin-Madison
9:00am	Keynote: Dr. George Theoharis - Professor, Syracuse University <i>Following the Yellow Brick Road: Leadership for Equity and Excellence</i>
10:15am	Break
10:30am	Breakout Sessions-Rotation I A, B, C, D, E
12:00pm	Lunch & Networking - Varsity Hall II
1:00pm	Breakout Sessions-Rotation II F, G, H, I, J
2:30pm	Break
3:00pm	Breakout Sessions-Rotation III K, L, M, N
4:30pm	Adjourn. Dinner on your own. Enjoy downtown Madison!

WEDNESDAY - APRIL 27, 2016

8:00am	Breakfast – Varsity Hall II
8:30am	Overview of Day - Dr. Madeline Hafner, MSAN Executive Director
8:45am	Keynote: Dr. John Diamond - Hoefs-Bascom Associate Professor, University of Wisconsin-Madison <i>Addressing Race and Equity in Schools: Interrupting Reproductive Organizational Routines</i>
10:00am	Break
10:15am	Breakout Sessions-Rotation IV O, P, Q, R, S
12:00pm	Lunch & Student Panel – Varsity Hall II
1:00pm	District Action Planning - See handout for room assignments
2:00pm	Depart

Tell us what you think
Be sure to complete your conference evaluation.

TUESDAY KEYNOTE

Following the Yellow Brick Road: Leadership for Equity and Excellence

Dr. George Theoharis

George Theoharis, Ph.D., is Department Chair for the Teaching and Leadership Department, and Professor in Educational Leadership and Inclusive Elementary Education at Syracuse University. He has extensive field experience in public education as a principal and teacher. He previously served as Associate Dean for Urban Education Partnerships at Syracuse University. George teaches classes in educational leadership and elementary/early childhood teacher education. His interests, research, and work with K-12 schools focuses on issues of equity, justice, diversity, inclusion, leadership, and school reform. He co-runs a summer institute for school leaders at Syracuse focusing on issues of equity and inclusion as well as an inclusive school reform project called Schools of Promise. George consults with leaders, schools, and districts around issues of leadership, equity, diversity, and inclusive reform around the United States and Canada. His Ph.D. is in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison.



Tuesday, April 26, 2015 10:30am-Noon
Breakout Sessions A-E

BREAKOUT SESSION A Room: Varsity Hall II Challenging the Monolingual Paradigm: Partnering for Equitable Literacy Assessment Practices for Bilingual Learners

The Verona Area School District is working to eliminate gaps and barriers between our mission, "EVERY student MUST be successful", and the policies, practices, and structures that perpetuate systemic inequities. For bilingual learners, monolingual literacy assessment and instructional practices often lead to deficit-based programming. Through a research-practice partnership with the University of Wisconsin-Milwaukee, we are examining literacy assessment practices that are implemented with emergent bilingual children in dual language and monolingual classrooms.

In this session, participants will learn about our exploration of common mainstream assessment practices and our investigation of literacy approaches that are often used to screen, identify, group, and level children. We will discuss ways in which these approaches benefit and challenge educators and engage participants in the conversation about how these assessments can be most effectively understood, implemented, and perhaps transformed so that the literacy progress of emergent bilingual students can be accurately measured based on culturally and linguistically responsive pedagogy. Specifically, we look at guided reading practices, running records, and the process of conducting miscue analyses.

Our intent is to contribute to the conversation regarding equitable practices and we suggest the need to develop approaches that consider the whole bilingual child. Through this examination, we will provide an opportunity for a shared discussion on the experiences of others as we work together to re-envision the ways in which learning experiences are optimized for young emergent bilingual learners.

Presenters: Dr. Leanne M. Evans, Assistant Professor, University of Wisconsin-Milwaukee; Laurie Burgos, Director of Bilingual Programs & Instructional Equity, Verona Area School District (WI); Alexis Nass, Elementary ELL Coordinator Verona Area School District (WI)

Audience: Teacher, Principal, District-Level Administrator

Level: PreK-K, Elementary, District-level

Strand: Equity-Focused Leadership/Cultural Competency

BREAKOUT SESSION B Room: Agriculture Enhancing Staff Learning on Race Through a University/District Partnership

The Middleton-Cross Plains Area School District (MCPASD) and the University of Wisconsin-Madison Partner Schools Network have collaborated to design and teach a professional development course for teachers and administrators called, "The Hidden Curriculum, Part 2: The Latino Experience." [This course is the second in a series of MCPASD-UW developed courses; the first course, "The History and Structure of the Hidden Curriculum: A Deep Examination of the Racial Binary Code (Black/White)," focused on educational experiences of black students and families within a historical context.]

Session participants will learn how our school district-university partnership was established, how the school district and university work together, and the benefits of such a partnership. Course content and resources will be shared, and participants will also experience some of the interactive class activities. Facilitators will share successes and challenges related to the collaborative process and the course content.

Participants may use this information to seek and establish school district-university partnerships within their local context, and they may also use resources as inspiration to develop their own course(s).

Presenters: Percy Brown, Director of Equity and Student Achievement, MCPASD (WI); Giselle Martinez Negrette, UW-Madison Partner Schools Network, Ph.D. Student; Mandi Sersch, Director of Bilingual Services, MCPASD (WI); Bailey Smolarek, UW-Madison Partner Schools Network, Ph.D. Student

Audience: General Interest, Higher Education

Level: All grade levels and higher education

Strand: Equity-Focused Leadership /Cultural Competency

BREAKOUT SESSION C Room: Industry Head, Heart, Hands: Providing an Academic Forum for Students to Engage with Issues of Identity, Race, and Culture

The MSAN Sociology Seminar at Cambridge Rindge and Latin School has existed for about eight years. In its current form—now called Racial and Cultural Identities—the course is a credit-bearing social studies elective that allows students to critically examine the construction of social

identity and the significance of those identities in society. It is primarily a sociology course that challenges student leaders to question how each of us is actively engaged in either perpetuating systems of oppression or interrupting them. The course was created out of students requesting a critical forum to discuss issues related to racism, classism, and sexism; ignited by their participation in the MSAN Student Conference.

The course begins with an examination of our own school district's so-called achievement gaps and works its way through a syllabus that parallels the students' own experiences with research-based articles and other readings. The course seeks to empower students to engage in equity work by learning about the social construction of difference and related concepts and developing a sense of empathy for others' experiences. With a fire in the heart to create change, students choose an issue they care about to work on for the last part of the course.

This session will give participants an immersion into the major components, topics, and activities of the course. It is intended for other educators teaching similar classes, those who wish to start a similar class, or for educators who want to integrate some of the topics into their current curriculum. Additionally, the session will address some best practices for facilitating difficult conversations about identity with youth.

Presenter: Edward Byrne, Coordinator of Student Diversity Programs, Cambridge Public Schools (MA)
Audience: Teacher, Principal, Parent
Level: Middle School, High School
Strand: Cultural Competency

BREAKOUT SESSION D Room: Landmark Equity Conversations: Building and Sustaining a Collaborative Culture

Members of effective collaborative teams are known to have higher levels of functioning, enjoy the work that they do, and accomplish more as they are challenged to listen and learn as they bring their best attitude, skills and knowledge to equity conversations. Participants in this session will utilize the 10 strategies that make high performing teams effective and apply those strategies to form multi-disciplinary teams who rely upon one another to get the work done. In this interactive session, facilitators will encourage participants to identify the roles and responsibilities of team members while acknowledging overlap to define opportunities for greater collaboration and teaming. Participants will also identify barriers and seek to remove those barriers through action planning. Participants will leave ready to begin equity conversations or enhance and sustain those that may have already occurred.

Presenters: Cheryl Robinson, Cultural Competency Coordinator; Victor Martin, Director of Alternative Programs; Marcia Jackson, Director of School Counseling
 Alexandria City Public Schools (VA)
Audience: General Interest
Level: All Levels
Strand: Equity-Focused Leadership/Cultural Competency

BREAKOUT SESSION E Room: Northwoods Synthesizing District Induction Work to Reduce Opportunity and Achievement Gaps

Cultivating beginning teacher and administrator skills in using an equity lens is integral to reducing student opportunity and achievement gaps. To get there in practice, new educator induction must integrate work on climate, instruction, and curriculum while concurrently honoring and accounting for educator differences in professional experience and personal identity. Through small groups, role plays, and examining case studies, participants will delve into three core areas where the Madison Metropolitan School District (MMSD), in partnership with UW-Madison, is tackling this work. The three core areas include:

1. **Student Learning Environments.** Promising practices being implemented to support culturally and linguistically responsive learning environments including behavior education, curriculum design, and instructional strategies.
2. **Professional Learning.** Design and implementation of collaborative, inquiry-based, job-embedded, and sustained professional learning relative to cultural competency, including language-focused instructional practices, instructional mentoring, and professional learning communities.
3. **Induction Program Staffing.** Understanding how three distinct district roles (mentors, instructional coaches, and principals) converge to support new educators and the impact those strategic collaborations can have within an equity-focused induction program.

In addition to examining MMSD's approach, attendees will use an EdCamp model to both reflect on their own and other district's efforts across these three core areas. To wrap up the session, we will situate the programs and initiatives discussed within the New Teacher Center's Induction Program Standards. Participants will leave the session with both specific equity-focused strategies/resources and with an identified focus area for forthcoming induction planning.

Presenters: Susan Gorud, Director of Professional Excellence; Kathleen Doherty, Instructional Mentor; Nichole Von Haden, Instructional Mentor
 Madison Metropolitan School District (WI)
Audience: Teacher, Principal, District Administrator
Level: All Levels
Strand: Equity-Focused Leadership/Cultural Competency

Tuesday, April 26, 2016 1:00pm-2:30pm
Breakout Sessions F-J

BREAKOUT SESSION F Room: Varsity II Building Cultural Competence Through Family Engagement

Participants will learn evidence-based approaches to foster cultural competency in schools by using strategies to increase youth/parent empowerment, model reciprocity, and build effective family-school-community relationships (social capital). This session will cover key

factors that are significant in creating successful engagement practices and how they are effective for decreasing opportunity gaps, increasing cultural competence, and raising achievement levels for Pre-K through high school students. Participants will also be provided the space to problem-solve and identify strategies to empower and engage, as well as set short, middle, and long term goals. They will discuss current strategies already in place and how to implement new ideas.

Presenter: Angel Barajas, FAST® Certified Trainer Supervisor & Program Specialist
Audience: General Interest
Level: All Levels
Strand: Equity-Focused Leadership/Cultural Competency

BREAKOUT SESSION G **Room: Industry** **Hip-Hop and the Art of Critical Pedagogy**

This session explores the intersection of hip-hop culture and classroom pedagogy, specifically how teachers support student learning using critical consciousness development to build critical thinking skills and democratic engagement all while honing academic proficiency. Participants will explore the political, economic, and cultural history of hip-hop culture and its influence on the face of contemporary culture. They will also have the opportunity to examine the “fundamental elements” of hip-hop pedagogy and look at what makes this type of teaching both engaging and meaningful. Finally, there will be critical media discussions, practical considerations, and a variety of classroom resources and teaching strategies.

Presenter: Michael B. Dando, Ph.D. Candidate, University of Wisconsin Partner Schools Network Fellow
Audience: General Interest
Level: Most Grade Levels
Strand: Cultural Competency

BREAKOUT SESSION H **Room: Landmark** **Making it Stick: Moving Beyond Episodic Acts of Equity**

For many years, Columbia Public Schools in Columbia, Missouri, implemented “episodic acts of equity.” These wonderful speakers and inspirational book studies did change hearts and minds, but they weren’t producing systemic change. Inspired by our fellow MSAN districts, we wanted to build the internal capacity to deploy sustained professional development about culturally competent beliefs and practices. The district partnered with NCCJ-St. Louis to train our own people to bring social justice professional development to our organization. Participants will hear about our journey in creating this “Equity Team” of “facilitators” and our theory of action in deploying their work district-wide and continuously. Participants will learn about key theoretical frameworks that comprise the work and will experience some of the facilitation skills and processes that create psychological safety for courageous conversations. Participants will hear how social justice training, deployed systematically, has led to concrete changes in policy and practice that advance equity, and has equipped the district to provide much needed community-wide leadership for inclusion and justice. Just as Columbia stood on the shoulders of MSAN colleagues, an outcome of the session is that participants will develop or enhance their own playbook for leading sustained social justice education and systemic change.

Presenter: Sally Beth Lyon, Saint Louis University
Audience: General Interest
Level: Most Grade Levels
Strand: Equity-Focused Leadership/Cultural Competency

BREAKOUT SESSION I **Room: Agriculture** **Mariposas: Realizing Latin@ Academic Empowerment and Socio-Emotional Health Through Culture and Social Justice**

Participants will learn about Mariposas, an effective group model that empowers young Latin@s to take control of their academic performance and their socio-emotional health through social awareness, voice, and development of civic ownership. The model incorporates Latino culture, traditions, and the realities of living in the Latino diaspora. Social, racial and gender issues are addressed throughout the program. In the model, parents actively participate as role models and collaborators, adding sustainability to each student’s goals. Participants in the program have contact with local and national Latino leaders that serve as professional role models.

The Mariposas model is currently being implemented with elementary and middle school Latin@s, but can be modified for use with high school students, or other students. During the session participants will learn:

- All aspects of the model and how to modify it to implement it in their community.
- Why identifying the regional needs of their local Latin@ educational community is critical in developing an effective and engaging program.
- How to incorporate parent/family voice.
- Why civic ownership is a critical skill for all Latin@ students to master.
- Ways to incorporate the social, racial and economic implications of living in the Latin@ diaspora in your work with Latin@ students.
- Specific student activities that merge socio-emotional health, social awareness, civic ownership, and parent collaboration.
- How to integrate local and national Latin@ role models into the curriculum.

Presenters: Barbie Garayúa Tudryn, School Counselor; José A. Nambo, Assistant Principal
 Chapel Hill-Carrboro City Schools (NC)
Audience: General Interest
Level: Most Grade Levels
Strand: Cultural Competency

BREAKOUT SESSION J **Room: Northwoods** **Excellence Gaps: Three Easy Steps to Measuring and Addressing Them at a District Level**

When educators discuss the Achievement Gap, we usually focus on the gap between low achievement and minimum competency. The Excellence Gap refers to the disparity in the percent of minority versus privileged students who reach advanced levels of academic performance. This end of the achievement gap becomes obvious when we inspect the demographics of high school honors and AP (Advanced Placement) classes, but by then it’s often too late to address

it meaningfully. The Excellence Gap appears in elementary school, but unless school communities look for it, quantify it, and address it, the gap will continue to grow as students move through middle school, high school, college, and beyond.

In this session, participants will learn a 3 step method to narrow their Excellence Gaps. We will:

1. Show you how to use state assessment data to quantify your excellence gaps.
2. Demonstrate how to use the data to inspire action.
3. Outline how to use RtI (Response to Intervention) data to identify students at risk of decreased achievement and supply strategies to predict and prevent potential pitfalls!

Participants will identify their own data, assemble tables and graphs to visualize their district's excellence gaps, and leave empowered to build enduring excellence throughout the K-12 pipeline in their schools!

Presenter: Paula Feynman, Academic Challenge and Enrichment Program Manager, Cambridge Public Schools (MA)
Audience: General Interest
Level: Most Grade Levels
Strand: Equity-Focused Leadership

Tuesday, April 26, 2016 3:00pm-4:30pm Breakout Sessions K-N

BREAKOUT SESSION K Room: Varsity II Latin@ Opportunities Ed Camp

Facilitators will share an Ed Camp session that will focus on Latin@ challenges, opportunities, and creative solutions from MSAN districts. The facilitators will organize the session using Ed Camp norms. The learning objectives will be determined by Ed Camp participants. Based on participant language, session may be bilingual, English, Spanish, or Spanglish.

Presenters: Barbie Garayúa Tudryn, School Counselor; José A. Nambo, Assistant Principal
Chapel Hill-Carrboro City Schools (NC)
Audience: General Interest
Level: Most Grade Levels, District Level
Strand: Equity-Focused Leadership/Cultural Competency

BREAKOUT SESSION L Room: Industry Leadership in a Diverse World: From Plan to Action

Join this experienced pair of district and site level educators in this interactive session as they describe one district's plan to promote a climate that ensures equity and access for all students. Attendees can expect to reflect on current practices that exist in their own school and/or district, learn together, and begin taking steps to move equity and access forward at their site. Ultimately, attendees will leave equipped with tools to begin or to continue developing district, school, and student leadership in a diverse world.

Attendees will leave the session being able to:

- Understand and communicate key terms associated with equity and access.
- Use ideas to begin development of a school/district equity and access plan.
- Bring back ideas to staff for PD opportunities.

Presenters: Andrea Hoffler, Principal; Rita Tantillo, Director of Language Acquisition
Paradise Valley Unified School District (AZ)

Audience: Teacher, Principal, District Level Administrator, Parent
Level: Most Grade Levels
Strand: Equity-Focused Leadership/Cultural Competency

BREAKOUT SESSION M Room: Landmark International Baccalaureate as a Framework for Reducing Barriers

Participants will learn the basics of the International Baccalaureate (IB) Programme and how it has been implemented in an MSAN district. The IB provides a framework for enhancing cultural competence through intercultural understandings and approaches to teaching and learning that are founded on the consideration of multiple perspectives grounded in the real world. The IB endorses a holistic approach to education that includes knowledge acquisition through inquiry and conceptual understanding, skill building, and cultural competency. An IB classroom promotes equity, excellence, and exploration for all students by engaging learners with rigorous academic and social emotional expectations.

In this session, learn how an IB education allows districts to remove barriers to higher learning for all students through:

- the development of second language learning for all,
- the use of contextual frameworks for unit construction,
- the development of independent thinking and ownership of learning, and
- the sharing of best practices across courses and schools and their application in all classrooms.

Join us for this interactive session including Q&A, self-reflection, and a guided inquiry into an IB feasibility study.

Presenters: John Moore, District IB Coordinator; Amy Brodsky, District IB Coordinator
Shaker Heights City School District (OH)
Audience: Principal, District Level Administrator, General Interest
Level: Most Grade Levels, District Level
Strand: Cultural Competency

BREAKOUT SESSION N Room: Northwoods Parent Engagement within an Equity Framework

This session will cover one suburban elementary school's efforts and practices to re-tool parent and school engagement within the districts equity framework. We will walk through the steps taken towards relationship building specific to the emergent bilingual population and school personnel. Successes and failures will be chronicled from the beginning to current day (10 years later) and future goals as well.

Attendees can expect to learn steps taken to implement:

- Knowing where to start: How school learned what parents wanted and what they would allow their student to use / participate in.
- How school and parents stay in communication. Hint: It isn't all email :)
- Homework club in the community: The foundation of TAREA
- Events: Families DO come to school events!
- Parent collaborative group creation (Correr La Voz)
- Partnering with colleges: How did an idea to get students extra reading instruction turn into a practicum class at the UW?
- Addressing the gaps in services that become visible when school and parents have authentic collaboration.
- Dr. Valdez Collaboration (Strengthening Families)
- Dane County Sheriff's Office Cultural Committee Connection
- Data Collection: Simple steps to get started

There will be discussion and open conversation, but primarily the mode of delivery will be simply sharing what has been created through the years. Ultimately, it is with the hope that the session might have value to another school or parent or that new ideas will be generated to continue to improve the connections. *Sigue Adelante!*

Presenters: Jennifer Schultz, School Counselor; Laurie Burgos, Director of Bilingual Programs & Instructional Equity
Verona Area School District (WI)

Audience: General Interest, Parent

Level: Elementary

Strand: Cultural Competency

WEDNESDAY KEYNOTE

Addressing Race and Equity in Schools: Interrupting Reproductive Organizational Routines

Dr. John Diamond

John B. Diamond is the Hoefs-Bascom Professor of Education in the Department of Educational Leadership & Policy Analysis and a faculty affiliate in the Departments of Afro-American Studies and Educational Policy Studies at the University of Wisconsin-Madison. A sociologist of education, Dr. Diamond studies the relationship between social inequality and educational opportunity examining how educational leadership, policies, and practices shape students' educational opportunities and outcomes. He has published two books - a co-edited volume with James Spillane, *Distributed Leadership in Practice* (Teachers College Press, 2007), and *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools* (with Amanda Lewis, Oxford University Press, 2015). He has also published extensively on the relationship between educational policy and equity - primarily in K-12 settings. In addition to the University of Wisconsin-Madison, Dr. Diamond has held faculty positions at Northwestern University, Harvard University, and the University of Wisconsin-Milwaukee.



Wednesday, April 27, 2016 10:15am-11:45am Breakout Sessions O-S

BREAKOUT SESSION O Room: Varsity II Practical Techniques for Equity-Focused Education Leaders

Successful equity-focused education leaders have deep knowledge of the social, political, and historical contexts of the students and families they work with as well as sufficient skills in developing and leading teams across racial, class, language, and other social-cultural boundaries. School leaders working in diverse 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 do educators and administrators lead effectively while also working to interrupt inequitable systems of power, be comfortable sharing 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, negotiation and problem-solving, adaptive leadership, 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)

Audience: General Interest, Community Agency

Level: Most Grade Levels

Strand: Equity-Focused Leadership/Cultural Competency

BREAKOUT SESSION P Room: Industry CRPBIS: Building Culturally Responsive Behavioral Support Systems with Local Stakeholders

This session will present Madison Metropolitan School District's (MMSD) Culturally Responsive Positive Behavioral Interventions and Supports (CRPBIS) initiative, an equity-oriented systemic improvement effort that addresses the racialization of school discipline with local stakeholders. The CRPBIS initiative uses the Learning Lab methodology, a research-based, inclusive problem solving process (Bal, 2011). The Learning Lab guides education leaders to create an authentic partnership among school staff, parents, students, and community representatives and to develop culturally responsive school discipline systems (Bal et al., 2014). MMSD leadership has collaborated with the UW-Madison School of

Education's Rehabilitation Psychology and Special Education Department and Partner School Network to form Learning Labs in all Madison schools. In 2015-2016 academic year, Leopold Elementary School and O'Keeffe Middle School were selected to implement the CRPBIS Learning Lab. In this interactive session, the educators leading this initiative will present how they have implemented Learning Labs as well as their larger efforts and visions for creating inclusive, socially just, and supportive school cultures for all. In addition, the presenters will discuss the possibilities and challenges for building capacity in local education systems to disrupt the racial disparities in educational opportunities and outcomes. Given the inability of top-down policies and models to impact change in schools, investing in local, grassroots movements, such as the CRPBIS initiative, provides a practical, locally meaningful, and sustainable way of impacting racial disproportionality and nurturing the democratization of schools.

Presenters: Aydin Bal, Assistant Professor, University of Wisconsin-Madison; John Harper, Executive Director of Student Services; Karine Sloan, Principal; Tony Dugas, Principal
Audience: General Interest
Level: All Grade Levels
Strand: Equity-Focused Leadership/Cultural Competency

BREAKOUT SESSION Q **Room: Landmark** **Fulfilling the Dream: Cultivating Social and Emotional Competence Through Culturally Relevant Service Learning**

Fulfill the Dream® (FTD) is an innovative approach to engaging both marginalized and mainstream youth through a hip-hop based social and emotional curriculum that places an emphasis on social justice and critical consciousness. This involves both understanding the role of youth culture in enhancing social and emotional well-being, and engaging youth and their communities through activities that enhance critical and creative skills. Focusing on cultivating leadership, relationship, and citizenship skills, each workshop of FTD's 10 chapter curriculum, utilizes the history of hip-hop as a case study to contextualize the lessons. In addition to learning about how teenagers in the South Bronx started something that grew into a global phenomenon, each chapter includes movement activities, creative writing, opportunities for critical dialogue, visual metaphors, and original music. FTD allows youth to find their "spark" while also setting goals to use that spark to serve their community.

Participants in this workshop will develop a deeper understanding about the Fulfill the Dream program and how it remixes Common Core Learning Standards and Social and Emotional Learning Standards with hip-hop culture. They will gain an understanding of how social and emotional learning, culturally relevant pedagogy, and social justice youth development converge, while also experiencing practical examples of creative work, service learning projects, and movements started by youth. Participants are encouraged to be prepared to be stimulated intellectually and moved emotionally by the story, and leave with practical examples and opportunities for further development.

Presenter: Roberto Rivera, Lead Change Agent at Good Life Alliance
Audience: General Interest
Level: Middle, High School, District Level, University Students
Strand: Equity-Focused Leadership/Cultural Competency

BREAKOUT SESSION R **Room: Northwoods** **Leadership for ELLs - Achieving Equity through English Language Development Standards**

Explore ways to enhance equitable opportunities for English Language Learners in your school(s) and/or district! In order to extend your capacity as an instructional leader of teachers supporting students of different linguistic, racial, and cultural backgrounds, we will discuss topics related to:

- Academic language connected to State Content Standards,
- Responding to and integrating different student identities into an inclusive learning environment, and
- Reflecting on your school/district's practices and perceptions that influence language learning opportunities.

Presenter: Jessica Costa, Professional Learning Specialist
Audience: Principal, District Level Administrator
Level: Most Grade Levels
Strand: Equity-Focused Leadership

BREAKOUT SESSION S **Room: Agriculture** **Equity in Education: A Sustainable Approach for Transformational Change**

The Middleton-Cross Plains Area School District (MCPASD) is in the midst of a multifaceted, district-wide effort to eliminate opportunity gaps and raise achievement for all students. MCPASD believes that effective leadership for equity is a journey that begins with one's own work on the inside; additionally, leading for equity is a non-linear process which happens at multiple levels, and requires on-going learning, community-building, partnerships, and networks.

Session participants will hear about different ways the district has addressed issues of equity, including: robust professional development to build internal capacity; networking and partnerships with local and national organizations, parents/guardians, and the community; efforts to increase staff diversity; student empowerment; examination and modification of fiscal practices; engagement with the board of education; and how to sustain oneself and one another in this challenging work.

Participants will gain insight into the thinking behind MCPASD's efforts, where the district is in its process, and where it hopes to go. The purpose of the session is to provide hope to other districts, (no matter where they are on their journey), suggest the principles that have guided MCPASD's work, and offer lessons learned that will enrich the work of other school districts and communities.

Presenters: Lori Ames, Director of Business Services; Percy Brown, Director of Equity and Student Achievement; Sherri Cyra, Director of Elementary Education; Jalateefa Joe-Meyers, Dean of Students at Glacier Creek Middle School; Laura Love, Director of Secondary Education; Jerry Nicholson, Director of Student Services; Mandi Sersch, Director of Bilingual Services
Audience: Principal, District Level Administrator
Level: District Level
Strand: Equity-Focused Leadership/Cultural Competency

THANK YOU

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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.

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
- Mesa Public Schools, Mesa, AZ
- 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



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