



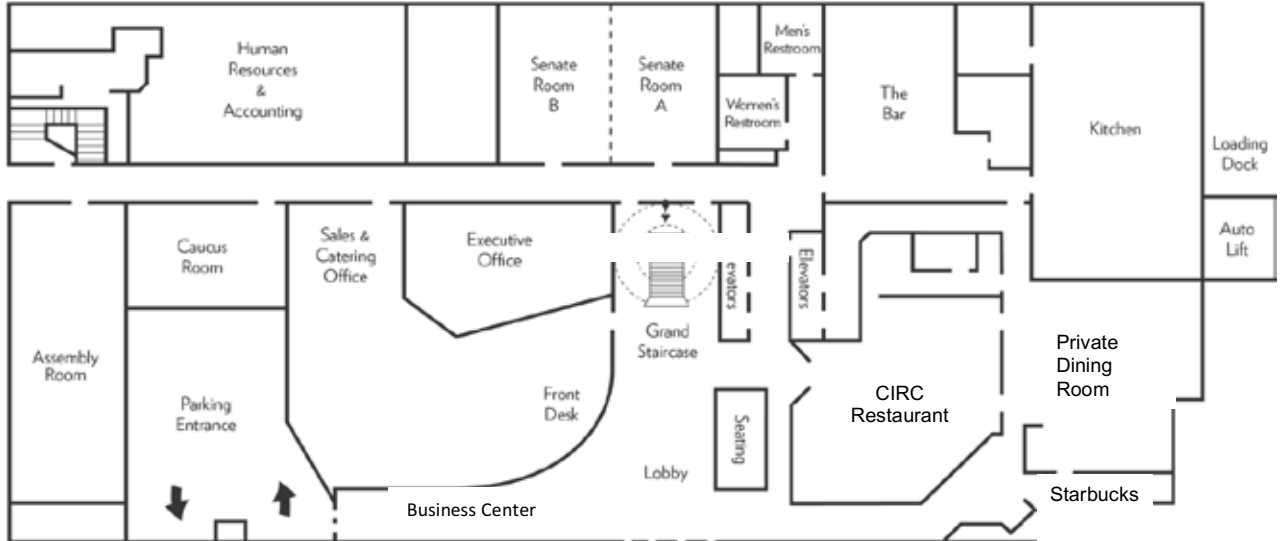
# MSAN Institute

April 27-28, 2017 | The Madison Concourse Hotel

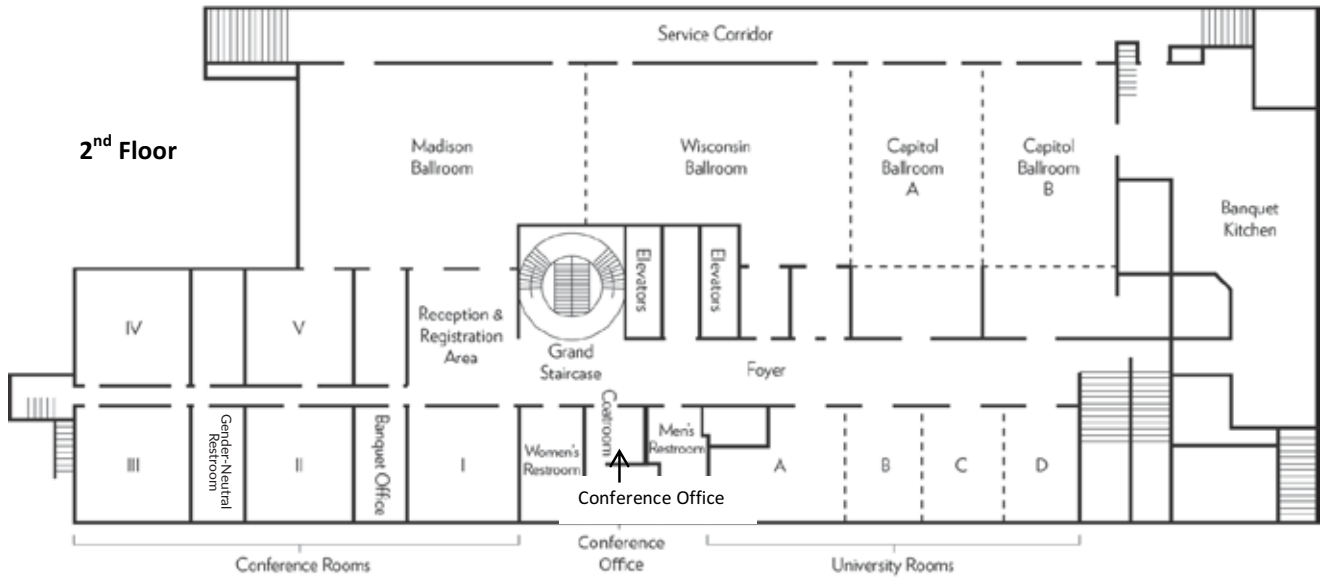
# MADISON CONCOURSE HOTEL MAP

## Hotel Meeting Space

### Lobby Level



### 2<sup>nd</sup> Floor



If you need access to the mother's room on the 3rd floor, please go to the front desk and ask for the key where you will be given the key and directions to the room.

# WELCOME

## HELLO AND WELCOME TO THE 2017 MSAN INSTITUTE!

For seven years now, MSAN has gathered to share **promising practices** and **current research** shown to decrease opportunity/achievement gaps. Each gathering has pushed our thinking about equity and excellence as individuals, districts, and as a network. Once again, the Institute harnesses the expertise of educators from across the United States - Wisconsin, Minnesota, Illinois, Michigan, Massachusetts, New Jersey, and California - to help us see what our shared commitment to **equity leadership** and **cultural competence** looks like in the everyday practices of schools. The sessions at this year's Institute highlight the individual and collective knowledge, skills, and dispositions needed to ensure every student in our schools experiences a sense of belonging and success.

As you review the different breakout sessions being offered, I encourage you to highlight the initiatives you think will inform your equity work and then strategically connect with those presenters. It is my

hope that every participant leaves the Institute 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.

After you leave the Institute, please stay connected to MSAN by visiting our website frequently: **[msan.wceruw.org](http://msan.wceruw.org)**. We add new **Resources for Educators** all of the time. These tools will increase your connectedness to the individuals and districts committed to MSAN's vision so that we might soon be able to say race is no longer predictive of the success or failure of anyone in our schools.



With **profound gratitude** for each of you and the work you do,  
**Madeline M. Hafner, Ph.D.**  
MSAN Executive Director

It is my great pleasure to welcome you to Madison, Wisconsin, and the 2017 MSAN Institute! On behalf of the MSAN governing board, I would like to thank you for taking part in this year's Institute.

MSAN is a pioneer in the fight for equity and excellence for all in education. We stand steadfast in our mission to advocate on behalf of all students, especially those who are underserved and underrepresented. Our goal is that you leave this year's Institute enlightened, recharged and ready to take action to ensure that all our young people—regardless of their race, socio-economic background, ZIP code or life challenges—receive the high-quality education they need and deserve.

To get the most out of our time together, please be prepared to collaborate with our colleagues. Together, we will hear the most recent research supporting best practices, along with local and national experts who will share the most up-to-date information available. We will also hear from students and front-line practitioners who will talk about the challenges

they face every day. As always, you will have ample opportunities to compare notes with our fellow educators.

I am confident this experience will inspire you to become the change agent our young people rely on in your own school or district. Please take some time to visit our website, **[msan.wceruw.org](http://msan.wceruw.org)**, to stay abreast of our important work and the many resources that can assist you and your district.

It is a pleasure to serve as the next president of MSAN, and I look forward to continuing our collective efforts to change the world one young person at a time.



Sincerely,  
**Gregory C. Hutchings, Jr., Ed.D.**  
Superintendent of Shaker Heights City  
School District

# CONFERENCE AGENDA

## THURSDAY - APRIL 27, 2017

- 8:00 a.m. Check-In & Breakfast - Capitol Ballroom
- 8:30 a.m. Welcome & Overview of Events  
Madeline Hafner, Executive Director, MSAN  
Aaron Bird Bear, Assistant Dean for Student Diversity Programs, School of Education, University of Wisconsin-Madison
- 8:45 a.m. Keynote: Jamie Almanzán, The Equity Collaborative  
*Creating an Equitable School District: Culturally Responsive Leadership and Teaching*
- 10:15 a.m. Break
- 10:30 a.m. Breakout Sessions - Rotation I  
A,B,C,D,E
- Noon Lunch & Networking - Capitol Ballroom  
Welcome: Eric Camburn, Deputy Director, Wisconsin Center for Education Research, University of Wisconsin-Madison  
Presentation: *Drum Power and the Relationships First Curriculum* - Yorel Lashley
- 1:00 p.m. Breakout Sessions - Rotation II  
F,G,H,I,J
- 2:30 p.m. Break
- 3:00 p.m. MSAN 101, Job-Alike Conversations & Networking - Capitol Ballroom
- 4:30 p.m. Adjourn for the Day  
*Dinner on your own. Enjoy downtown Madison!*

## FRIDAY - APRIL 28, 2017

- 8:00 a.m. Breakfast - Capitol Ballroom
- 8:30 a.m. Overview of Day - Madeline Hafner, Executive Director, MSAN
- 8:45 a.m. Keynote: Latish Reed, Equity Specialist, Milwaukee Public Schools  
*Navigating the "Fierce Urgency of Now": Where Equity Theory and Practice Meet*
- 10:15 a.m. Break
- 10:30 a.m. Breakout Sessions - Rotation III  
K,L,M,N,O
- Noon Lunch - Capitol Ballroom  
Presentation: *Build It Up: Hip-Hop Culture, Social Justice, Architecture, and Urban Planning* - Michael Dando  
MSAN High School Scholars' Panel Presentation: Perspectives on Equity Leadership & Cultural Competence;  
Facilitator: Omar Rodriguez, Associate Principal, Middleton High School
- 1:15 p.m. District Planning Time
- 2:00 p.m. Depart

**Tell us what you think**

Complete your conference evaluation at [msan.wceruw.org/institute/eval.html](http://msan.wceruw.org/institute/eval.html)

## THURSDAY KEYNOTE

### *Creating an Equitable School District: Culturally Responsive Leadership and Teaching*



#### Jamie Almanzán

Jamie Almanzán is a facilitator, teacher, curriculum developer and leadership coach currently working as the founder and partner of The Equity Collaborative LLC in Oakland, California. Prior to leading The Equity Collaborative Mr. Almanzán held the position of Senior Coach at the National Equity Project in Oakland CA, and he has held the position of Director of Learning and Teaching at Pacific Educational Group in San Francisco. He has focused his career on working with school and district teams to create more equitable learning environments incorporating observation, collaboration, and changing instruction to best meet the needs of underserved populations, particularly African American and Latino students. Mr. Almanzán is involved in systemic school reform initiatives and is responsible for the development and facilitation of leadership seminars for state, regional, and district teams across the country. He leads professional learning and coaches in a wide range of schools and districts in California and nationally.

**Thursday - April 27, 2017 10:30 a.m.-Noon  
Breakout Sessions A - E**

#### **BREAKOUT SESSION A      Assembly Room** Coaching Equity Focused Educators: Developing Culturally Responsive Leaders and Teachers

In order for community, school and organizational leaders to translate strategic plans into transformational change at the classroom level, leaders must develop their will, skill, knowledge, capacity, and emotional intelligence to be able to influence teacher practice in becoming culturally competent educators. Community and school district leaders (including district administrators, principals, and teachers) have to be skillful in talking about and coaching towards equity, in a way that allows others to embrace change to replace current practices with new relational and instructional practices that support the social, emotional, and intellectual development of students who have traditionally been underserved.

The content and structure of this breakout session is designed to support the participants to:

- Take a “view from the balcony” of the system at large, identifying the multiple factors influencing instruction;
- Provide insights into biases in institutional policies and practices;
- Develop and lead the professional learning of their organizations and school districts focused on increasing cultural competence to foster a more inclusive community for all students and families; and
- Engage in rigorous self-assessment and learning to deepen the impact of the participants’ leadership for equity as measured by a positive organizational climate, improved instructional impact in their organizations, schools, and districts.

**Presenter:** Jamie Almanzán, The Equity Collaborative, LLC  
**Audience:** Teachers, Principals, District-Level Administrators  
**Level:** District Level, Most Grade Levels  
**Strand:** Equity Leadership and Cultural Competence

#### **BREAKOUT SESSION B      Capitol Ballroom** Dismantling the School to Prison Pipeline Through Middle School Restorative Justice Programming

The YWCA Madison operates a restorative justice program in Madison-area schools. Through this interactive session co-led by middle school student leaders, participants will use elements of the restorative justice circle process to learn about how restorative justice can help to contradict the school-to-prison pipeline. Topics will include:

- Partnering with schools to train middle school students on restorative justice, the school-to-prison pipeline, examining privilege and oppression, empathy, and consensus decision-making;
- Developing a cadre of active middle school student leaders in school communities who facilitate restorative justice circles both in classrooms and with individuals or small groups of their peers;
- Delivering ongoing professional development and staff support in schools in order to facilitate whole-school transition to a restorative approach; and
- Research that supports restorative justice in schools.

**Presenters:** Bill Baldon, J.D., Restorative Justice Manager, YWCA Madison; Erica Gottschalk, Teacher and Intervention Specialist, Cherokee Middle School; Student Leaders from Madison Middle Schools

**Audience:** General Interest  
**Level:** Middle School, District Level  
**Strand:** Equity Leadership and Cultural Competence

## **BREAKOUT SESSION C University Room A&B** **Utilizing Intervention Specialists to Boost Cultural Competence and Improve School Climate**

Attendees will learn how the Ann Arbor district team of Intervention Specialists is working to improve student behavior, reduce referrals and suspensions through relationship building and an array of strategic interventions. Presenters will discuss ways to reduce truancy and improve student attendance. This session will include key factors in improving student growth and reducing the achievement gap. In addition, participants will be provided an opportunity to ask questions about implementation strategies and problem-solving techniques, and to create strategic plans for their own district.

Presenters: Dante Dorsey, B.A., Intervention Specialist;  
Shaenu Micou, M.A., Intervention Specialist;  
Marquin Parks, M.A., Intervention Specialist  
Ann Arbor Public Schools

Audience: General Interest  
Level: Most Grade Levels  
Strand: Increasing Cultural Competence

## **BREAKOUT SESSION D Senate A&B** **Using the Tools of Cultural Proficiency to Reshape the Student Experience: Our District's Journey**

Burnsville Public Schools, in Burnsville, Minnesota, is in its fourth year of working to become a culturally proficient school system. The goals of our culturally proficient school system are: to ensure learning disparities between and among student learning groups are eliminated, to prepare students to be "Real-World Ready," and to have a common language through which we can discuss and respond to diversity. We will share the process and tools used in our district to shift the culture of our entire system. Participants will engage in conversations, examine data, and reflect on what opportunities exist in their own districts or schools.

Presenters: Julie Krohn, Curriculum Instruction & Support Services Coordinator; Shannon McParland, Principal, Sioux Trail Elementary School  
Burnsville Public Schools

Audience: General Interest  
Level: District Level, Most Grade Levels, Systems  
Strand: Equity Leadership and Cultural Competence

## **BREAKOUT SESSION E University Room C&D** **Providing Gifted and Talented Programming to Underserved Populations through a Research-Practice Partnership**

Two issues illustrate the opportunity gap in gifted education: the persistent underidentification of gifted students from

particular populations, namely students of color, students from low-income households, bilingual students, and students with disabilities; and a lack of resources available at both the school and district level to provide accessible and high-quality programming once students are identified as having advanced learning needs.

This session provides an overview of the "Supporting Smart Spaces for Academically-Advanced Students in Low-Income Settings" project. This project, funded by the Javits Gifted and Talented Students Education Program (U.S. Department of Education), builds on the assets of students, families, schools, districts, communities, and the University of Wisconsin to support "Smart Spaces," where academically advanced students from low-income settings have increased opportunities to develop their talents in challenging and innovative ways.

Presenters: Bradley Carl, Ph.D., Wisconsin Evaluation Collaborative (WEC), Wisconsin Center for Education Research (WCER); Daniel Marlin, MPA, Policy Analyst/Assistant Researcher, WEC, (WCER); Rebecca Vonesh, Co-Director, Wisconsin Center for Academically Talented Youth (WCATY)

Audience: General Interest  
Level: District Level, Most Grade Levels  
Strand: Equity Leadership and Cultural Competence

**Thursday - April 27, 2017 1:00-2:30 p.m.**  
**Breakout Sessions F - J**

## **BREAKOUT SESSION F Senate A&B** **Putting Theory to Practice: Developing an Equitable Classroom Culture in Detracked Courses**

This session gives an overview of the "Earned Honors" model in freshman courses at Evanston Township High School (ETHS). This framework gives students from different racial and socioeconomic backgrounds more occasions to interact in ways they might not in traditionally tracked courses. The academic classes are as demanding as one would expect, but are also a space where students can take risks as active, engaged learners. This session will also provide opportunities for participants to engage in experiential activities that help build a detracked classroom culture where all voices are valued. This kind of equity-based pedagogy helps to ensure that marginalized students' voices are not pitted against a dominant norm.

Participants will learn how ETHS detracked its classes as a way of working against the school-to-prison pipeline, engage in activities that model equitable practices for facilitating classroom discussions, and explore the opportunities, challenges, and successes around detracking in high schools.

**Presenters:** Elizabeth Shulman, M.A., M.Ed., English Teacher;  
Pete Bavis, Ph.D., Assistant Superintendent for  
Curriculum & Instruction  
Evanston Township High School District 202  
**Audience:** Teachers, Principals, District-Level Administrators  
**Level:** Middle School, High School, District Level  
**Strand:** Equity Leadership and Cultural Competence

## **BREAKOUT SESSION G      Assembly Room** **Small but Fierce: Creating Platforms for our** **Youngest Social Justice Leaders**

What does equity work in schools look like when working with very young students? Squabbles about sharing, concerns about cliques, and problems with friends, reflect children's active interest in social issues. By learning to talk openly and listen without censure, children learn about each other's concerns, make connections between larger social issues and their own life experiences, and build empathy for their peers.

In this session, participants will learn how to create early elementary classroom environments in which "difficult" conversations around equity are openly discussed. Participants will work with practitioners to explore everyday opportunities to build very young social justice leaders who won't tolerate hate or discrimination.

**Presenters:** Marisha Ash, Student Engagement Specialist,  
Maria-Elena Garcia Peterman, Kindergarten  
Teacher, Sauk Trail Elementary School  
Kari Buer, Kindergarten Teacher, Sauk Trail  
Elementary School; Lindsay Muniz, 5th Grade  
Teacher, Kromrey Middle School  
Middleton-Cross Plains Area School District  
**Audience:** Teachers, Principals, District-Level Administrators,  
General Interest  
**Level:** PreK/Kindergarten, Elementary  
**Strand:** Increasing Cultural Competence

## **BREAKOUT SESSION H      University Room C&D** **No Single Answer: A Multiple Methods Approach** **to District Equity**

In this session, participants will learn how the Public Schools of Brookline, MA are developing a plan for improving racial equity and eliminating structural barriers to student success while also supporting ongoing grassroots work. This combined "top-down and bottom-up" approach focuses initially on a variety of professional learning opportunities in order to normalize conversations about race and racism among adults. Integrating broad initiatives from central office and leadership development alongside organically developed, site-specific approaches that already exist in our schools, our district's approach helps to establish a strong knowledge base from which to make necessary structural

changes by adopting James Baldwin's claim that "nothing can be changed until it is faced."

In this session, participants will learn about Brookline's process and plan how they might adapt a similar process within their own contexts. This session is most directly aimed toward district administrators. However, a similar approach would be viable at the building level as well.

**Presenter:** Gabriel McCormick, Director of Professional  
Development, Public Schools of Brookline  
**Audience:** District-Level Administrators  
**Level:** District Level, Most Grade Levels  
**Strand:** Equity Leadership

## **BREAKOUT SESSION I      University Room A&B** **Fulbright Research and Project Implementation in** **MSAN Districts**

This session will feature two educators who used a "Fulbright Distinguished Award in Teaching" grant to research tools and programs that support their communities. Jessica Stovall of Oak Park and River Forest High School (OPRF) will present research focused on equity and the elimination of the racial predictability of student academic achievement. She will provide an overview of successful mindsets for educating students of color based on her research in New Zealand, as well as a non-evaluative teacher feedback program that will transform learning conversations in the classroom. Andrea Dinan of Princeton Public Schools (PPS) will present research focused upon identified resources and programs for at risk indigenous students in Mérida, Mexico. While in Mexico, Dinan identified three types of education programs specifically created to assist low income students and developed a long term relationship with a community service oriented school called Unidad Académica.

This session will summarize research findings and the implementation of the presenters' final projects in their MSAN school districts. Participants will walk away with globally relevant, research-based strategies and programs they can immediately apply in their school communities.

**Presenters:** Andrea Dinan, Ed.D., Fulbright Distinguished  
Award in Teaching, Mexico 2015-2016, Service-  
Learning & Experiential Programs, Princeton  
Public Schools; Jessica Stovall, M.A., Fulbright  
Distinguished Teacher, New Zealand 2014-2015,  
Oak Park and River Forest High School District  
200  
**Audience:** Teachers, Principals, District-Level Administrators  
**Level:** High School, District Level  
**Strand:** Equity Leadership and Cultural Competence

## BREAKOUT SESSION J Capitol Ballroom All Hands on Deck! The Circles of Support Approach to Addressing Disproportional Educational Outcomes

Circles of Support (CoS) is a student-centered, participatory approach to designing programs that foster racial equity and institutional change in K-12 settings. CoS is based on the simple insight that almost every child, regardless of background or family situation, has someone who cares and provides support at home, school and in the community. For children of color these supports are often invisible or assumed lacking. Through a variety of student- and family-centered activities, CoS promotes change in relationships among CoS students, with staff, and with other students. Improved relationships contribute to improved school climate and over time, improved school culture.

In this session, our team of researchers and school-based practitioners will share what CoS partner schools have learned about how to use the approach to increase student engagement, efficacy, and belonging, improve teacher efficacy and relationships with students, and create shifts in school climate and culture that support improved school outcomes for African American and other marginalized students. Participants will have the opportunity to discuss how the CoS approach could meet their particular and evolving needs, situations, and goals.

Presenters: Jeffrey Lewis, Ph.D., Director, Circles of Support, University of Wisconsin (UW)- Extension; Marian Slaughter, UW Ph.D. Candidate, Circles of Support Co-Director; Jeremiah Jackson, Jr., Circles of Support; Teams of Educators from Racine Unified and Janesville School Districts

Audience: General Interest

Level: District Level, Most Grade Levels

Strand: Equity Leadership and Cultural Competence

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## FRIDAY KEYNOTE

### *Navigating the "Fierce Urgency of Now": Where Equity, Theory, and Practice Meet*



#### Dr. Latish Reed

Dr. Latish Reed is currently serving as the first District Equity Specialist for Milwaukee Public Schools (MPS). In this role, her task is to celebrate, advocate, and support differences, while stressing the common principles and goals of excellence and equity. The role encompasses research, planning, and evaluating district and school-wide equity initiatives related to student achievement and well-being. In this effort, collaboration with higher education entities, grant funders, community organizations, and business partners is crucial to implement a comprehensive equity plan for MPS students, families, and staff. She also has served as a college admissions counselor, MPS middle school teacher, and school administrator.

Dr. Reed received a Ph.D. in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison, a Master's degree in Middle School Teaching from Alverno College in Milwaukee, Wisconsin, and a Bachelor's of Arts Degree in Sociology from Marquette University, also in Milwaukee. Prior to returning to MPS as the Equity Specialist, she was an assistant

professor of School Administration at both the University of North Carolina-Chapel Hill and the University of Wisconsin-Milwaukee (UWM), respectively. Her research centers on the cultural and social factors that impact school organization and leadership. Dr. Reed was extremely active in fostering a positive relationship between the UWM Administrative Leadership Department and MPS Leadership through two grant projects. The purpose of these two professional development programs was to create a viable leadership pipeline in MPS by providing collaborative, comprehensive professional development for teacher leaders and assistant principals.

Dr. Reed routinely participates in professional service on the national, school, and local community levels. In addition to the preparation of school leaders, Dr. Reed also consults with local schools and districts in teacher leadership development and cultural competence attainment.



Friday - April 28, 2017 10:30 a.m.-Noon  
Breakout Sessions K - O

## BREAKOUT SESSION K Capitol Ballroom Addressing Microaggressions and More: Middleton High School Equity Initiatives after the 2016 Minority Student Achievement Network Student Conference

Seven students from Middleton High School (MHS) attended this year's Minority Student Achievement Network Student Conference in Chapel Hill, North Carolina. At the conference, the students were inspired from learning about racial disparities in education from guest speakers, educators, and students around the country, and developed a comprehensive action plan for their school district on the last day of the conference.

At this MSAN Institute breakout session, MHS students will explain their four-step action plan, which includes student-developed homeroom curriculum, mentoring programs, development of the "Walk With Me" basketball initiative, and equity-based forums with sports teams. Students will elaborate on how their district provides support and momentum for the action plan they created with in-school meetings, student independence, working with administration, and collaboration between their school's numerous equity-based organizations.

The students will focus on one of the strongest initiatives that resulted from the conference: addressing microaggressions. Through discussion and roleplays, participants will discuss addressing microaggressions in teaching environments, and students will provide feedback about how they feel teachers should respond.

Presenters: Middleton High School Student Leaders: Megan Andrews, Sophie Boorstein, Chann Bowman, Anthony Gatlin, Malaika Maka, Anahi Mancillas, Kat Perez-Wilson, Jesus Quechol, Parker Sigmon, Camilla Vellon  
Middleton-Cross Plains Area School District  
Audience: General Interest  
Level: Most Grade Levels  
Strand: Equity Leadership and Cultural Competence

Did you know that the MSAN website has resources for students? Visit [msan.wceruw.org](http://msan.wceruw.org) for info on over 80 scholarship opportunities.

## BREAKOUT SESSION L University Room A&B The Importance of Cultural Programs for Urban Native Youth

American Indian and Alaska Native (AI/AN) youth in urban settings are exposed to many different cultures but their lives and choices are circumscribed by mainstream, Euro-American culture that dominates in urban schools and communities. Many urban AI/AN teens struggle with their ethnic identity because it is denigrated by mainstream society. AI/AN youth who reject and/or rebel against their Native identity may end up making unhealthy choices. Much of the research on urban Native youth focuses on negative aspects to their lives.

This presentation shares the results of a study looking at the impact of cultural programs that teach elements of traditional practices with an environmental focus on urban American Indian youth. As a minority culture in an urban setting, AI/AN youth need pro-active means to learn about and feel a sense of pride in their culture. Learning traditional ways through cultural activities is a source of cultural strength for AI/AN communities. While some AI/AN youth may have access to traditional knowledge through family, many AI/AN youth in urban settings have limited options for traditional knowledge acquisition available to them. Research results show that participation in cultural programs is a viable way for students to gain access to cultural knowledge, and also to instill pride.

Presenters: Rachel Byington, M.S., Title VII First Nations Instructional Resource Teacher,  
Madison Metropolitan School District  
Audience: Teachers, Principals, Parents/Family Members  
Level: Most Grade Levels  
Strand: Equity Leadership and Cultural Competence

## BREAKOUT SESSION M Wisconsin Ballroom Using Classroom Observation and Feedback to Promote Culturally and Linguistically Responsive Practice

Research shows that teachers are the number one most important school-based factor in every student's chance to succeed. Central to continuous improvement for effective teaching is consistent, actionable feedback that promotes teacher reflection. Most evaluation frameworks do not explicitly address issues of race and culture making it difficult for observers and evaluators to provide the critical feedback necessary to support teaching that is culturally responsive.

In this session, district and school leaders will deepen their understanding of how to conduct a classroom observation and craft teacher feedback that promotes culturally and linguistically responsive teaching. Attendees will explore the alignment of the Danielson Framework for Teaching; and Culturally and Linguistically Responsive Practices defined by the Madison School District through a collaboration with

Gloria Ladson-Billings, Professor at the UW-Madison, as well as teacher, student, and parent input. Learning activities will include aligning Culturally and Linguistically Responsive Practices with key components of the Danielson Framework for Teaching, a classroom observation simulation where you will view classroom video, practice collecting observation evidence focused on Culturally and Linguistically Responsive practices, and craft feedback and next steps for the teacher observed. The session will conclude with a debrief of the process and implications for individual district roles and contexts.

Presenters: Susan Gorud, Director of Professional Excellence; Jorge Covarrubias, Educator Effectiveness Strategist; Dan Davidson, Educator Effectiveness Strategist  
Madison Metropolitan School District (MMSD)

Audience: General Interest  
Level: District Level, Most Grade Levels  
Strand: Equity Leadership and Cultural Competence

## BREAKOUT SESSION N Senate A&B Family Engagement Using an Equity Framework

This session will help transform the abstract concept of school/parent partnership to concrete steps via utilization of cultural humility and shared leadership practices. Simple yet typically overlooked constructs rooted in community based partnership research work will be shared. Discussion will include reviewing one school counselor's journey in conjunction with staff and parents to differentiate access to school resources for the school's Spanish speaking community (which was separated from the school by miles of highway, language, economic status and norms). The differentiated modes of participation for parents to contribute to their children's educational outcomes coupled with the opportunities for staff to gain new insights and understanding of community strengths, resulted in the creation of the transformational agent... trust.

Participants can expect to leave with an overview of a journey of connecting previously disconnected communities and the work entailed over the course of seven years. Presenters will share successes, failures, and obstacles to building the collaboration. Participants will discuss their own journeys around family and community engagement.

Presenters: Jennifer Schultz, LPC, School Counselor; Frank Rodriguez, Parent and Student Liaison  
Verona Area School District

Audience: General Interest  
Level: District Level, Most Grade Levels  
Strand: Equity Leadership and Cultural Competence

## BREAKOUT SESSION O University Room C&D Change is Hard. Protocols Can Help!

Embracing equity is one thing; engaging others and changing a system is something else altogether! In this interactive session, participants will learn about and participate in a consultancy protocol used statewide by the Wisconsin Response to Intervention (RtI) Center. This process is designed to help individuals/teams think more deeply about an equity change issue they are addressing in their schools or districts.

Each participant will identify and articulate an equity dilemma s/he is working to solve. All participants will then learn to use clarifying and probing questions and a reflection process that help explore multiple dimensions of equity dilemmas to reveal potential next steps. Participants will leave with a powerful learning strategy to use with leaders and teams in their own setting.

Presenters: Kamewanukiw Paula Fernandez, B.A., Culturally Responses Practices Coordinator, Wisconsin RtI Center; Heidi Erstad, M.S., Technical Assistance Coordinator, Wisconsin RtI Center

Audience: Principals, District-Level Administrators, Community Agencies  
Level: District Level, Most Grade Levels  
Strand: Equity Leadership

Visit the MSAN Resources for Educators website:  
[msan.wceruw.org/resources/educators.html](http://msan.wceruw.org/resources/educators.html)

Get information to support what you do every day 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.

# NOTES

# THANK YOU

Many thanks to everyone who helped make the 2017 MSAN Institute possible!

## Wisconsin Center for Education Research

Janet Trembley, Graphic Design  
Bonnie Sullivan, Copy Shop  
Danielle Maillette, WCER Support  
Ashley Gile, WCER Support  
Shahanna McKinney-Baldon, MSAN Director of Professional Learning  
Connie Showalter, MSAN Outreach Specialist  
Madeline Hafner, MSAN Executive Director

With much appreciation to our generous 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 [msan.wceruw.org](http://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
- Isaac Elementary School District #5 Phoenix, AZ
- LaGrange School District 102 LaGrange Park, IL
- Madison Metropolitan School District Madison, WI
- Middleton-Cross Plains Area School District Middleton, WI
- Niles Township High School District 219 Skokie, IL
- 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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