



# MSAN Institute

April 26-27, 2018 | The Madison Concourse Hotel

[go.wisc.edu/MSAN2018Institute](http://go.wisc.edu/MSAN2018Institute)

# WELCOME

## WELCOME TO THE 2018 MSAN INSTITUTE!

On behalf of all of the 27 districts that comprise MSAN, welcome and thank you for attending this year's MSAN Institute. Our educators have been gathering annually for nearly 20 years to share promising practices and current research shown to support students of color across classrooms and contexts. Each has pushed our thinking about equity and excellence as individuals, as districts, and as a network. The Institute harnesses the expertise of educators from across the United States to help us see what our shared commitment to equity leadership and cultural competence looks like in the everyday practices of schools. Sessions highlight the individual and collective knowledge, skills, and dispositions needed to ensure every student in our schools experiences a sense of belonging and success.

This year's program is exceptional! I am confident each of you will find initiatives that directly inform your equity work and I hope you take the time to connect with those presenters. Make it your goal to leave the Institute with three strategies for change and three personal contacts

to support you in making those changes happen. This type of networking is why MSAN exists.

When you leave the Institute, stay connected to MSAN by visiting our website, [msan.wceruw.org](http://msan.wceruw.org). Here you can find resources about MSAN's current research and development work, read our monthly online newsletter, the *MSAN Minute*, or catch up on the latest news about equity work happening in different MSAN districts. The website is a great way to stay connected to individuals and districts committed to MSAN's vision that one day soon we will 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

## DEAR FELLOW INSTITUTE PARTICIPANTS,

It is my great pleasure to welcome you to Madison, Wisconsin, and the 2018 MSAN Institute! As Governing Board President, I would like to thank you for taking part in what I am certain will be an enlightening and inspiring two days.

The MSAN Institute is professional development opportunity dedicated to growing our understanding of how school districts further equity-focused leadership and advance cultural competence. You will hear about current research and best practices and participate in large- and small-group discussions with front-line practitioners from school districts across the nation. You will also hear from students and how they are directly impacted by these issues. As a participant, you are crucial to the institute's success. To get the most out of our time together, please come prepared to collaborate with our colleagues.

Like many educators, I have been inspired and encouraged by young people across our nation exercising their right to protest and advocate for the greater good. With them as our future leaders, I am confident our world will change for the better. MSAN supports advocacy and strives to ensure that every

child is engaged in a high-quality education regardless of their race, ethnic background, socio-economic situation or disability status. 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.

I am confident this experience will inspire you to be 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 an honor to serve as Governing Board President of MSAN, and I look forward to continue our collective efforts to change the world one young person at a time.



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

# CONFERENCE AGENDA

## THURSDAY - APRIL 26, 2018

- 8:00 a.m. Check-In and Breakfast – Madison/Wisconsin Ballroom
- 8:40 a.m. Overview of Events: **Madeline Hafner**, Executive Director, MSAN  
Welcome: **Bill Quackenbush**, Tribal Historic Preservation Officer, Ho-Chunk Nation
- 9:00 a.m. Keynote Address: **Donna Y. Ford**, Professor of Education and Human Development and Cornelius Vanderbilt Endowed Chair, Vanderbilt University  
*From Gifts Denied to Gifts Recognized: Setting Equity Goals to Recruit Students of Color in Advanced Learning Opportunities*
- 10:15 a.m. Break
- 10:30 a.m. Breakout Sessions - Rotation I (A,B,C,D,E)
- 11:45 a.m. Break
- Noon Lunch
- 1:00 p.m. Breakout Sessions - Rotation II (F,G,H,I,J)
- 2:15 p.m. Break
- 2:30 p.m. Breakout Sessions - Rotation III (K,L,M,N,O)
- 3:45 p.m. Break
- 4:00 p.m. Job-Alike Networking Sessions (see page 9 for room assignments)
- 5:00 p.m. Adjourn for the Day—Dinner on your own. Enjoy downtown Madison!

## FRIDAY - APRIL 27, 2018

- 8:00 a.m. Breakfast – Madison/Wisconsin Ballroom
- 8:40 a.m. Overview of Day: **Madeline Hafner**, Executive Director, MSAN  
Welcome: **Bob Mathieu**, Director, Wisconsin Center for Education Research, University of Wisconsin-Madison
- 9:00 a.m. Keynote Address: **Erika Bullock**, Assistant Professor of Mathematics Education, University of Wisconsin Madison  
*The Powers of a Fist: Interrogating Strategies for Systemic Equity*
- 10:15 a.m. Break
- 10:30 a.m. Breakout Sessions - Rotation IV (P,Q,R,S,T)
- 11:45 a.m. Break
- Noon Lunch – Madison/Wisconsin Ballroom  
**MSAN High School Scholars' Panel Presentation:** *Student Perspectives on Equity Leadership and Cultural Competence*, facilitator Ebrahim Amara
- 1:15 p.m. District Planning Sessions
- 2:00 p.m. Depart

**Tell us what you think**

Complete your conference evaluation at [go.wisc.edu/institute-eval](http://go.wisc.edu/institute-eval)

## OPENING KEYNOTE

### *From Gifts Denied to Gifts Recognized: Setting Equity Goals to Recruit Students of Color in Advanced Learning Opportunities*



#### **Dr. Donna Y. Ford**

Donna Y. Ford, Ph.D., is Professor of Education and Human Development at Vanderbilt University. She teaches in the Department of Special Education and holds a joint appointment in the Department of Teaching and Learning. Dr. Ford has been a Professor of Special Education at the Ohio State University, an Associate Professor of Educational Psychology at the University of Virginia, and a researcher with the National Research Center on the Gifted and Talented. She also taught at the University of Kentucky. She is the co-founder of the *Scholar Identity Institute for Black Males* at Vanderbilt.

Professor Ford earned her Doctor of Philosophy degree in Urban Education (educational psychology) (1991), Masters of Education degree (counseling) (1988), and Bachelor of Arts degree in communications and Spanish (1984) from Cleveland State University.

Professor Ford conducts research primarily in gifted education and multicultural/urban education. Specifically, her work focuses on: (1) recruiting and retaining culturally different students in gifted education; (2) multicultural and urban education; (3) achievement gaps; (4) minority student achievement and underachievement; and (5) family involvement. She consults with school districts, educational, and legal organizations in the areas of gifted education, Advanced Placement, and multicultural/urban education. Professor Ford's courses focus on these topics.

Professor Ford has written at least 200 articles and book chapters; she has made more than 1,000 presentations at professional conferences, organizations, and in school districts. She is the author/co-author of several books, including *Gumbo for the soul: Liberating stories and memoirs to inspire gifted females of color* (2017), *R.A.C.E. Mentoring through social media: Black and Hispanic scholars share their journey in the academy* (2017), *Recruiting and Retaining Culturally Different Students in Gifted Education* (2013), *Reversing Underachievement Among Gifted Black Students* (1996, 2010) *Multicultural Gifted Education* (1999, 2011), *In Search of the Dream: Designing Schools and Classrooms that Work for High Potential Students from Diverse Cultural backgrounds* (2004), *Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom* (2008), and *Teaching Culturally Diverse Gifted Students* (2005). Several other books are in progress.

**Thursday – April 26, 2018 10:30 a.m.-11:45am Breakout Sessions A - E**

#### **BREAKOUT SESSION A**

**Room: Madison/Wisconsin Ballroom**

#### ***“Hoca\k wiz`uz`uk korokoro ra hokurus hire gi” (The Ho-Chunk Courting Flute): The Creation of a Trilingual Children’s Book in Ho-Chunk, Spanish, and English***

Learn about a cross-cultural literary feat two years in the making. Bill Quackenbush, Tribal Historic Preservation Officer for the Ho-Chunk Nation, will share the journey of a collaboration between his office, a Ho-Chunk language school in Nekoosa, WI, and a Spanish/English dual-language school in Madison, WI, that resulted in the creation of the first trilingual children’s book about the Ho-Chunk Nation. Highlights of the project included student research checked in detail by tribal authorities and other native sources; students’ deep study of oral storytelling; and a multi-pronged focus on technology. Participants will brainstorm possible ways to undertake similar projects in their own communities.

Presenters: Bill Quackenbush, Tribal Historic Preservation Officer, Ho-Chunk Nation

Audience: General Interest

Level: Most Grade Levels

Strand: Both Equity-Focused Leadership Development AND Increasing Cultural Competence

## **BREAKOUT SESSION B**

**Room: Assembly**

### ***“Build it Up”: The Intersection of Hip-Hop Culture, Social Justice, Architecture, and Urban Planning Development***

This breakout session introduces participants to the “Build it Up” initiative, which introduces traditionally marginalized or underrepresented youth to architecture, urban planning, and economic development through the lens of hip-hop culture. The initiative allows students and community members to engage in re-mixing the visions for their communities and neighborhoods in ways that are culturally relevant, sustaining, and responsive during an intensive Hip-Hop Architecture Camp (HHAC). Working with community partners, the “Build it Up” project is a space for students and professionals to re-think their community from the ground up--participants use real-world architecture skills and sociological study to design, plan, and map a new vision for their community. Local hip-hop artists write, record, and produce a hip-hop song that uses the ideas generated in the HHCA sessions, and “Build it Up” culminates in a “world premiere” of the community concepts, designs, song and music video in a “Community Appreciation Event.” Session attendees will participate in an abbreviated “Build it Up” session, and will envision possibilities for their own community contexts using hip-hop and architecture.

**Presenters:** Michael B. Dando, M.Ed., Ph.D., Post Doctoral Research Fellow; Founder, Clark Street Studio; Education Director, Hip-Hop Architecture Initiative  
**Audience:** General Interest  
**Level:** Most Grade Levels  
**Strand:** Both Equity-Focused Leadership Development AND Increasing Cultural Competence

## **BREAKOUT SESSION C**

**Room: University Room CD**

### ***Authentic Intellectual Work (AIW): Rigor and Relevance for Equity and Excellence***

To what extent do lessons and assessments require all students to construct knowledge, engage in disciplined inquiry, and produce work that has value beyond school? How do we know? In this interactive session, we will introduce the Authentic Intellectual Work (AIW) instructional framework and model how it is used within collaborative teams to improve the instructional core for all learners. We will first summarize the research studies, conducted with diverse schools for over 20 years, that consistently show instruction and assessment meeting criteria for AIW significantly increases both excellence and equity in student learning outcomes. Then, participants will apply the AIW framework to a sample teacher task and discuss how AIW protocols and rubrics facilitate reflective inquiry in teacher teams. Join a co-developer of AIW, an AIW coach and the member of a high school AIW team as they model the AIW framework and team processes and give you a chance to try them out.

**Presenters:** M. Bruce King, Ph.D., Faculty Associate, University of Wisconsin-Madison  
 Laura M. Lang, Ph.D., Associate Faculty Associate, University of Wisconsin-Madison  
 Lynn Glueck MA, MLS, Instructional Coach, Madison Metropolitan School District  
**Audience:** Teachers, Principals, District-Level Administrators  
**Level:** Most Grade Levels  
**Strand:** Equity-Focused Leadership Development

## **BREAKOUT SESSION D**

**Room: Senate AB**

### ***Bringing Culturally Responsive Pedagogy (CRP) into the Advanced Placement Classroom***

Advanced Placement (AP) can be an important litmus test for a student’s ability to succeed at a college level, and high achievement in such classes can offer students a variety of benefits including GPA boosts, qualification for various awards and scholarships, and in some cases, college credit earned in high school. However, diverse students are both underrepresented in AP courses and are less successful than their white peers once they are enrolled. The national conversation around equity in AP classes has tended to focus on equity of opportunity to enroll in AP; but what can be done to increase equity in successful outcomes for diverse students who are enrolled in AP classes? This session brings Culturally Responsive Pedagogy (CRP) into the Advanced Placement classroom. Participants will hear recorded testimonials from students and teachers in their own words about the impact CRP makes in the AP classroom; examine how CRP leads to success for diverse students in the AP setting; and share wisdom on weaving CRP into the AP curriculum. Participants will leave ready to further the conversation about equitable achievement for diverse students in AP classes and to share practical strategies aimed at eliminating AP excellence gaps.

Presenters: Tracy Miller Maguire, Ph.D., NBCT, English Teacher, Arlington County Public Schools  
 Audience: Teachers, Principals, District-Level Administrators  
 Level: High School, District Level  
 Strand: Increasing Cultural Competence

## **BREAKOUT SESSION E**

**Room: University Room AB**

### ***District Equity Statements: Making the Move from Statements to Action***

Operationalizing a district's equity statement is critically important. Learn how Evanston Township High School District #202 uses its equity statement to drive change in its curriculum. Examples include partnering with a community college to integrate transitional college courses into the high school curriculum resulting in more students being eligible for credit-bearing math courses in college, the creation of a fully detracked writing course that serves the entire sophomore class, and partnering with Northwestern University on a pioneering STEAM Design Thinking and Innovation course. The throughline for this work has been taking action based on our district's equity statement. Central to this work is developing and sharing our individual WHY.

Presenters: Dale Leibforth, Mathematics Department Chair, AP Success Manager, Evanston Township High School - District #202  
 Pete Bavis, Ph.D., Assistant Superintendent for Curriculum/Instruction, Evanston Township High School - District #202  
 Audience: Principals, District-Level Administrators, General Interest  
 Level: District-Level  
 Strand: Equity-Focused Leadership Development

**Thursday – April 26, 2018 1:00-2:15pm**

**Breakout Sessions F-J**

## **BREAKOUT SESSION F**

**Room: Madison/Wisconsin Ballroom**

### ***Bridging Middle School Minority Students to Success***

Fifteen years ago, a team of middle school teachers started the first middle school chapter of MSAN in the Cleveland Heights/University Heights School District. Through tutoring, motivational speakers, cultural enrichment, parental support, encouragement, and motivation, MSAN work at the school is still going strong. In this interactive session, participants will investigate strategies that this middle school MSAN program uses to bridge minority middle school students to success. Join us in activities that provoke reflection on working with populations that are disadvantaged by circumstances beyond their control; discussion on the barriers that currently impact on minority student achievement; and techniques to minimize the negative effects of those barriers on students. Recorded student testimonials on how the program has shaped students' cultural appreciation and positively impacted their academic goals will also be included. Finally, participants will brainstorm how techniques being used in Cleveland Heights/University Heights Middle School could be used in their school environments to create a more equitable educational experience for their minority students.

Presenters: Zakiyyah Bergen, M.Ed., 8th Grade ELA Teacher, MSAN Advisor  
 Deborah Frost, M.Ed., Gifted Intervention Specialist, MSAN Advisor  
 Debra Oden, M.Ed. 6th Grade Social Studies, MSAN Advisor, Cleveland Heights/University Heights Middle School  
 Audience: Teachers, Principals, District-Level Administrators, Community Agencies, Parents/Family Members  
 Level: Middle School, High School, District Level  
 Strand: Both Equity-Focused Leadership Development AND  
 Increasing 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 G**

**Room: University Room AB**

### ***Effective Strategies for Reversing the Underrepresentation of Latinx and Other Language Minority Students in Gifted Programs***

To date, more than 150 research studies have confirmed that culturally linguistic students possess definitive advantages in cognitive flexibilities, such as being more creative and flexible in higher-level thinking. How can educators be proactive in closing the opportunity gap for Latinx students in gifted education, and can some of these strategies be used to identify and serve students from other language minority groups? In this session, educators from an urban bilingual school will share their experiences in identifying Latinx students for gifted programming utilizing the U-STARS~PLUS TOPS tool. In addition, they will present other strategies they are implementing to nurture students' development at an urban bilingual gifted program, including models for schoolwide enrichment programming, targeted intervention, and arts-integrated opportunities. Participants will have the opportunity to draft an action plan to address language minority underrepresentation in their own school or district's gifted programs.

**Presenters:** German Diaz, M.A.Ed, Board Member, Wisconsin Association for Talented and Gifted (WATG); Adjunct Faculty, UW-Milwaukee; Educator, Allen-Field Bilingual Gifted Program, Milwaukee Public Schools  
Martha Lopez, M.S.Ed, WATG President-Elect; Bilingual Educator, Allen-Field Bilingual Gifted Program, Milwaukee Public Schools

**Audience:** General Interest

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

**Strand:** Both Equity-Focused Leadership Development AND Increasing Cultural Competence

## **BREAKOUT SESSION H**

**Room: Senate AB**

### ***Interrupt Your Feed: How to Change the Media You Consume to Address Your Biases***

We only know the stories we hear and those stories build our understanding of reality and shape our biases. The broader a range of stories we understand, the more likely we are to make positive connections across areas of difference and counteract societally reinforced biases. In this session participants will actively explore ways to interrupt the default stories we experience to diversify our inputs and expand our understanding of varied experiences. The session will present the concept that as individuals, we can change our default media inputs in order to develop a more nuanced understanding of experiences other than our own while maintaining strong connections to personally relevant topics. The first half of the session will focus on presentation of the concept and a description of the presenter's own journey through hip-hop, science fiction, and podcasts. The second half of the session will be an opportunity for participants to develop their own plans and put those plans into immediate action with a focus on sustainable practices that result in a continuous flow of new information. \*While not absolutely required, participants will benefit from bringing a laptop, tablet, phone, or similar device.

**Presenters:** Gabriel McCormick, Director of Professional Development, Public Schools of Brookline

**Audience:** General Interest

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

**Strand:** Increasing Cultural Competence

## **BREAKOUT SESSION I**

**Room: Assembly**

### ***Welcoming Immigrant and Refugee Students and Families--Changing Programs and Protocols to Match Our Intent***

Across the country, the arrival of newcomers has potential to evoke hostile reactions from receiving communities and school districts. But this has not been the Harrisonburg City Public Schools (HCPS) story. Instead, this public school system has taken a supportive and responsive approach to welcoming immigrant and refugee students and families in five key ways: 1) expanding dual language learner services to early childhood education; 2) increasing family engagement through a centralized welcome center and bilingual, home-school liaisons; 3) creating specialized instructional programs for newcomer dual language learners; 4) implementing professional development offerings that build all teachers' competencies in supporting dual language learners; and 5) expanding Spanish-English dual immersion programs to five of its six elementary schools. Join a member of the HCPS leadership team to discuss their story of converting research findings into meaningful, district-wide change in a smaller school district.

Presenters: Laura Feichtinger McGrath, MA, Title III Coordinator, Harrisonburg City Public Schools  
 Audience: General Interest  
 Level: District Level, Most Grade Levels  
 Strand: Both Equity-Focused Leadership Development AND Increasing Cultural Competence

## **BREAKOUT SESSION J**

**Room: University Room CD**

### ***Why We Can't Wait: the Historical Context for Educational Equity Work***

The session is designed to engage audience participants in the lessons learned from a history of marginalization in our country for students of color, and the economic impact a separate and unequal system has perpetuated. The first activity is designed to provide a climate of psychological safety so participants will fully engage in the discussion on education, income, incarceration rates and our country's legacy with marginalized groups. The session addresses the Lake Mohonk Convention, America pre-1492, The Indian Removal Act and Mental Mindsets impact on stereotypes. Join in a deep discussion of the historical context for our equity work, using the 10:3:2 instructional model--10 minutes of lecture, 3 minutes of group discussion, and 2 minutes of individual reflection.

Presenters: Lisa M. Hunt, MNAL, Family Engagement Specialist, Cleveland Heights/University Heights School District  
 Cheryl Walton, M.Ed., NBPTS, STEM Teacher, Cleveland Heights/University Heights School District  
 Audience: Teachers, Principals, District-Level Administrators, Community Agencies, Parents/Family Members  
 Level: All Levels  
 Strand: Both Equity-Focused Leadership Development AND Increasing Cultural Competence

**Thursday – April 26, 2018 2:30-3:45pm**

**Breakout Sessions K-O**

## **BREAKOUT SESSION K**

**Room: Senate AB**

### ***Advanced Learning: Designing a District Gifted & Talented Program with a Focus on Equity***

In this session, we will explore how Advanced Learning can move beyond traditional gifted and talented programs which reinforce the systemic inequities deeply rooted in today's schools. By recognizing diverse strengths and potential for excellence across all the major demographic groups in our community, Madison Metropolitan School District (MMSD) is beginning to strengthen Advanced Learning services and supports for our underrepresented populations. For our district, this includes populations traditionally marginalized due to race, household income, or status as a student also receiving special education or ELL services. This interactive session will provide a brief overview of the research, information on our district's new, more responsive model, and participant discussion on strengths and challenges in our work to improve equity in Advanced Learning.

Presenters: Ethan Netterstrom, Ed.D., Advanced Learning Director, Madison Metropolitan School District (MMSD)  
 Leanne Born, Advanced Learning Specialist, Arts, Leadership & Creativity Focus, Madison Metropolitan School District (MMSD)  
 Audience: Principals, District-Level Administrators  
 Level: Elementary, Middle School, District Level  
 Strand: Equity-Focused Leadership Development

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

## **BREAKOUT SESSION L**

**Room: Assembly**

### ***Fair Play, the Video Game: Using New Technologies to Reduce Bias in Education***

Workshop participants will be introduced to Fair Play—a video game which uses perspective taking to increase bias literacy, as players interact with a virtual educational setting from the point of view of a graduate student of color experiencing implicit bias. Workshop participants will engage in discussion about the influence of implicit bias in the K-12 educational setting, offer input that can influence the development of the K-12 version of Fair Play, and share steps for combating implicit bias in schools. All are welcome! Please bring a laptop, if you have one. The game, as well as instructions to download it, are available online at: <http://fairplaygame.org/demo/>

**Presenters:** Jahmese Fort, Ph.D., Outreach Coordinator, Fair Play project, Wisconsin Center for Education Research (WCER)  
Percy Brown, M.S.Ed., Senior Outreach Specialist, Fair Play project, WCER  
Jamaal Eubanks, M.S.Ed, Outreach Support Specialist, Fair Play project, WCER

**Audience:** General Interest

**Level:** All Levels

**Strand:** Increasing Cultural Competence

## **BREAKOUT SESSION M**

**Room: University Room CD**

### ***Race, Racism, and Black Males in the Media***

To serve African American students, educators must learn to decode the hidden meanings behind racist portrayals of African Americans in the media, the influence these images have over the formation of their audiences' implicit biases, and how these images cultivate educators' perceptions and subsequent treatment of African American students, in particular, African American males. This session will provide an analysis of the historical and structural practices that have allowed institutional racism in the media to flourish. Session participants will investigate their own dispositions, their leadership capacity, and the diverse populations they serve. Using a racial equity impact assessment, this session will provide a framework for using an awareness of negative racial media portrayals to positively undergird and influence everyday instructional practices, policies, and programs.

**Presenters:** Sheldon A. Lanier, Ed.D, Director of Equity Leadership, Chapel Hill-Carrboro City Schools (CHCCS)

**Audience:** Teachers, Principals, District-Level Administrators

**Level:** All Levels

**Strand:** Both Equity-Focused Leadership Development AND Increasing Cultural Competence

## **BREAKOUT SESSION N**

**Room: Madison/Wisconsin Ballroom**

### ***Ramping Up Family and Community Engagement Through Continuous Improvement—Presented by a Team of Staff, Student and Community Leaders***

This session will outline one district's efforts to develop, grow, and measure a comprehensive system of partnership among schools, families, and the community, with the goal of impacting student achievement. The session will explore the continuous improvement of family engagement and communication efforts within the district's equity framework and a distributed leadership model. The presentation will articulate the perspectives of a district administrator, district translator/interpreters, a school counselor, Verona Area High School students, and a community partner from at the local newspaper, the Verona Press. Participants will gain information on how to take concrete steps to ramp up their family and community engagement work.

**Presenters:** Laurie Burgos, M.S., Director of Bilingual Programs & Instructional Equity, Verona Area School District (VASD)  
Jenny Schultz, M.S., L.P.C., School Counselor, Verona Area School District (VASD)  
Nancy Carranza, VASD translator/interpreter  
Sandra Kurzbuch, VASD translator interpreter  
Scott Girard, Assistant Editor, Unified Newspaper Group  
VASD student leaders

**Audience:** Teachers, Principals, District-Level Administrators, Community Agencies, Parents/Family Members

**Level:** High School, District Level, All Levels

**Strand:** Both Equity-Focused Leadership Development AND Increasing Cultural Competence

**BREAKOUT SESSION O****Room: University Room AB*****Transforming the High School Experience Through African American Cultural Humanities***

The main factor in closing an achievement gap is the curriculum; a curriculum that centers on inclusion, rigor and academic motivation. African American Cultural Humanities (AC) is a high school honors course created and taught in the Ann Arbor Public School district. This course incorporates art, music and literature and can fulfill US History, World History and Humanities graduation requirements. This workshop will provide school districts with a step-by-step process and plan on how to implement and sustain this course focusing on academic achievement and college preparation. Participants will collaborate with others in various activities and walk away with fully developed, rigorous, results-based lesson plans. Modeling and coaching will be provided on instructional techniques to differentiate teaching, assessment, and state standards alignment. Time will be provided for participants to ask questions and get assistance on developing lessons for their specific courses. This session is fully interactive and designed for educators, principals and curriculum specialists who want to increase academic achievement and performance of African American students in their district.

Presenters: Victoria Shields, Doctoral Student, Urban Education, Eastern Michigan University

Audience: Teachers, District-Level Administrators, Community Agencies

Level: Middle School, High School, District Level

Strand: Both Equity-Focused Leadership Development AND Increasing Cultural Competence

### **Locations for JOB-ALIKE CONVERSATIONS Thursday – April 26, 4:00-5:00 p.m.**

Elementary Teachers: University Room AB

Secondary Teachers (Middle/High School): Senate AB

Diversity/Equity Staff: Madison/Wisconsin Ballroom

Family/Community Engagement Practitioners and Family/Community Members: Room 629

ELL, Special Education, and Social Workers: University Room CD

Principals/APs: Madison/Wisconsin Ballroom

Superintendents and Assistant Superintendents: Madison/Wisconsin Ballroom

Others: Madison/Wisconsin Ballroom

## **FRIDAY KEYNOTE**

### ***The Powers of a Fist: Interrogating Strategies for Systemic Equity***

#### **Dr. Erika C. Bullock**

Erika C. Bullock, Ph.D., is an Assistant Professor of Mathematics Education and Curriculum Studies at the University of Wisconsin-Madison and Associate to the Editor-in-Chief of the *Journal of Urban Mathematics Education*. Dr. Bullock's work spans curriculum studies, urban education, and mathematics education. She uses theories from urban sociology, critical geography, literary theory, and science and technology studies to historicize issues and ideologies within mathematics and STEM education to examine how power operates within these disciplines to create and maintain inequities.

Dr. Bullock is a 2017-2018 National Academies of Education/Spencer Foundation postdoctoral fellow. Her work has been published in outlets including *Educational Studies*, *Educational Studies in Mathematics*, *The Journal of Education*, *Review of Research in Education* (forthcoming), and *Teachers College Record*. She has also been featured in *The Atlantic*. Dr. Bullock was a 2017 keynote speaker at the Mathematics Education and Society conference in Volos, Greece and was awarded the 2017 Taylor and Francis Publication Best Paper Award for "Only STEM can save us? Examining race, place, and STEM education as property," published in *Educational Studies* and available via open access.



**Friday – April 27, 2018 10:30-11:45am Breakout Sessions P-T**

**BREAKOUT SESSION P**

**Room: Capitol Ballroom A**

***Designing Diversity Education and Anti-Bias Training that Works: Insights from Scientific Research***

Most schools offer some kind of diversity education or anti-bias training for students or staff, with goals like improving climate, reducing prejudice and discrimination, and providing an environment in which students, teachers, and staff can live up to their full potential. The vast majority of these programs, though, have never been assessed to determine their effectiveness. Of those that have been assessed, many have been found to have no detectable effects, and some have even proven to be counterproductive! This session will survey scientific research on designing diversity education and anti-bias trainings that work, and participants will use the social marketing framework, a tool for generating ideas for interventions that are likely to be effective. Participants will then draft their own interventions based on needs in their own communities, and will practice using tools to help determine whether a given program is likely to be successful. The overarching goal is for the session is for participants to learn how--without having to consult the literature--to thoughtfully craft diversity education and anti-bias trainings that are likely to have an impact.

Presenters: Mitchell Campbell, Graduate Researcher, University of Wisconsin – Madison

Audience: General Interest

Level: District Level, Most Grade Levels

Strand: Both Equity-Focused Leadership Development AND Increasing Cultural Competence

**BREAKOUT SESSION Q**

**Room: Assembly**

***Putting Culturally and Linguistically Diverse Students at the Center of Your District's Gifted & Talented Program***

Learn how one large school district in Arizona integrates culturally and linguistically diverse (CLD) gifted learners' needs into all aspects of their work. This session provides an overview for implementing and sustaining successful, inclusive gifted services that increase prospects for underserved populations. Participants will develop an understanding of general ability across cultures, consider approaches for bridging ability and achievement, and learn methods for grouping gifted students to enfranchise underserved populations. The presenter will share achievement data for gifted students in their various demographic subgroups and suggest tools and methods for monitoring academic progress. Regardless of whether your school or district has funding or support, these methods and strategies can help integrate the needs of our diverse gifted learners into every aspect of school through district and stakeholder collaboration. Participants will explore: serving a gifted population that reflects the schools' demographics; providing training in understanding affective and academic needs of diverse gifted students; building stakeholder support, including parents, school staff and district administrators; embedding gifted services into school structures and initiatives; and more!

Presenters: Dina Brulles, Ph.D., Director of Gifted Education, Paradise Valley Unified School District, Arizona

Audience: General Interest

Level: District Level, Most Grade Levels

Strand: Both Equity-Focused Leadership Development AND Increasing Cultural Competence

**BREAKOUT SESSION R**

**Room: Senate AB**

***Research-Practice Partnerships as Equity Drivers: Strategies for Developing and Maintaining Partnerships Between Districts and Higher Education***

Research-practice partnerships (RPPs) are quickly becoming an equity-enhancing strategy for districts. These partnerships between school districts and higher education leverage local resources and build a knowledge base that supports data-driven decision-making. In this session, staff from the Madison Education Partnership will share best practices in forming and maintaining these partnerships, highlighting examples of supporting equity-based leadership using MEP's work on 4 year-old-kindergarten. Presenters will share RPP experiences developing best practices, building trust and common understanding between partners, enacting and translating research across multiple audiences, and determining a research focus that continually addresses equity issues in the district. Audience members will participate in interactive group activities to identify pressing equity issues in their districts, discuss feasibility of research to address those issues, and develop strategies to identify, approach and engage potential research partners in their local university or college.

Presenters: Dominique Bradley, Ph.D., Project Manager, Madison Education Partnership (MEP); Program Manager, Interdisciplinary Training Program in Education Sciences, Wisconsin Center for Education Research (WCER)  
Beth Vaade, M.A. M.P.A., Qualitative Research Supervisor, Madison Metropolitan School District (MMSD);  
Co-Director, MEP

Audience: District-Level Administrators, Principals, PreK/Kindergarten Stakeholders

Level: District Level, All Levels

Strand: Equity-Focused Leadership Development

## **BREAKOUT SESSION S**

**Room: University Room CD**

### ***Social Justice Leadership Through Student Voice, Presented By Student Leaders and the Staff who Support Them***

Since the summer of 2015, the Middleton-Cross Plains Area School District has offered a three-day "Equity Institute" for district and outside-of-district staff, parents, and community members, grounded in the District's learning from the National Equity Project. Last summer, the Equity Institute expanded to include a parallel learning experience for a diverse group of students, called the "Student Leadership Institute for Equity and Social Justice," with the goal of supporting students in becoming leaders for educational equity at school level and beyond. Session participants will learn the design process behind this student learning experience, as well as outcomes and identified next steps. Come and hear from student leaders, and the adults who support them, about this journey! Participants will actively engage in activities with the presenters, students from the institute, and with one another as they consider how they might incorporate our district's work and learning into their own unique contexts.

Presenters: Antonio Hoye, Student Engagement Specialist, Black Student Union Advisor, Middleton High School, Middleton-Cross Plains Area School District (MCPASD)  
Pete Kechele, Chemistry Teacher, Middleton High School, MCPASD  
Lindsay Muñiz, 5th Grade Teacher, Kromrey Middle School, MCPASD  
Michael Nass, Math Teacher, Middle Eastern and Asian Student Union Advisor, Middleton High School, MCPASD  
Percy Brown, M.S.Ed., Director of Equity and Student Achievement, MCPASD  
Middleton High School student leaders from the Student Leadership Institute for Equity and Social Justice

Audience: Teachers, Principals, District-Level Administrators

Level: Middle School, High School, District Level

Strand: Both Equity-Focused Leadership Development AND Increasing Cultural Competence

## **BREAKOUT SESSION T**

**Room: Madison/Wisconsin Ballroom**

### ***Workshop on Gender and Schools, Delivered by the Student Leaders of the "Youth Action" Project***

Join middle school student leaders from the Youth Action project as they lead a discussion on gender and schools--and experience the power of youth-led community learning on social justice issues! Youth Action is a community center/school partnership that develops low-income, young leaders of color who take action. One of Youth Action's activities is developing and delivering youth-led workshops on social justice. In this youth-led, interactive session, participants will explore current thinking on gender with an emphasis on schools, and will consider ways to implement similar youth-led social justice trainings in their own communities.

Presenters: Youth Action Teens with Daniel Steinbring, Youth Programs Manager, Lussier Community Education Center

Audience: General Interest

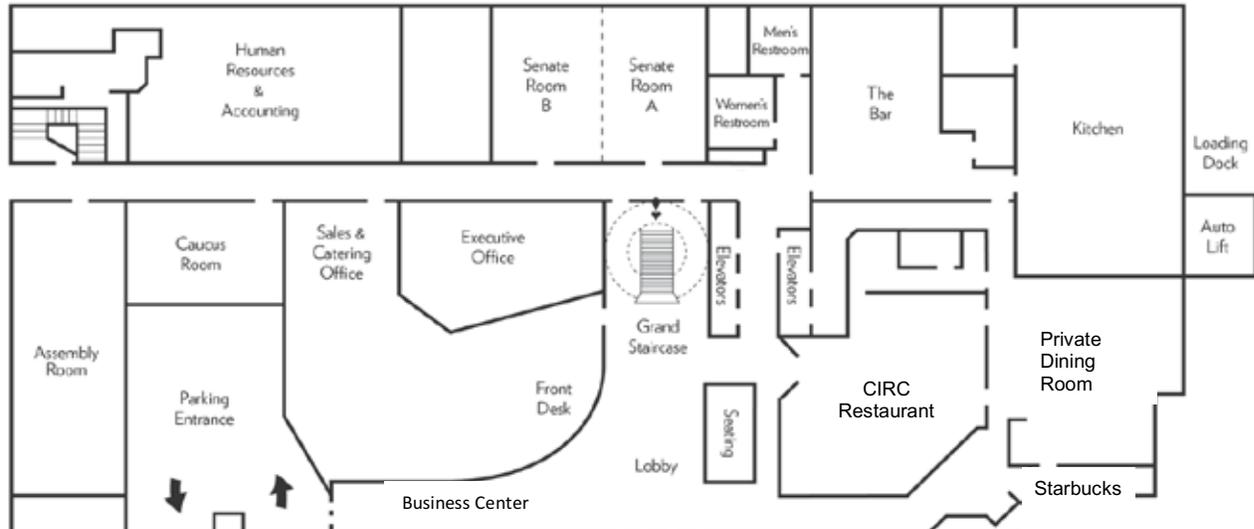
Level: Middle School, High School, District Level

Strand: Both Equity-Focused Leadership Development AND Increasing Cultural Competence

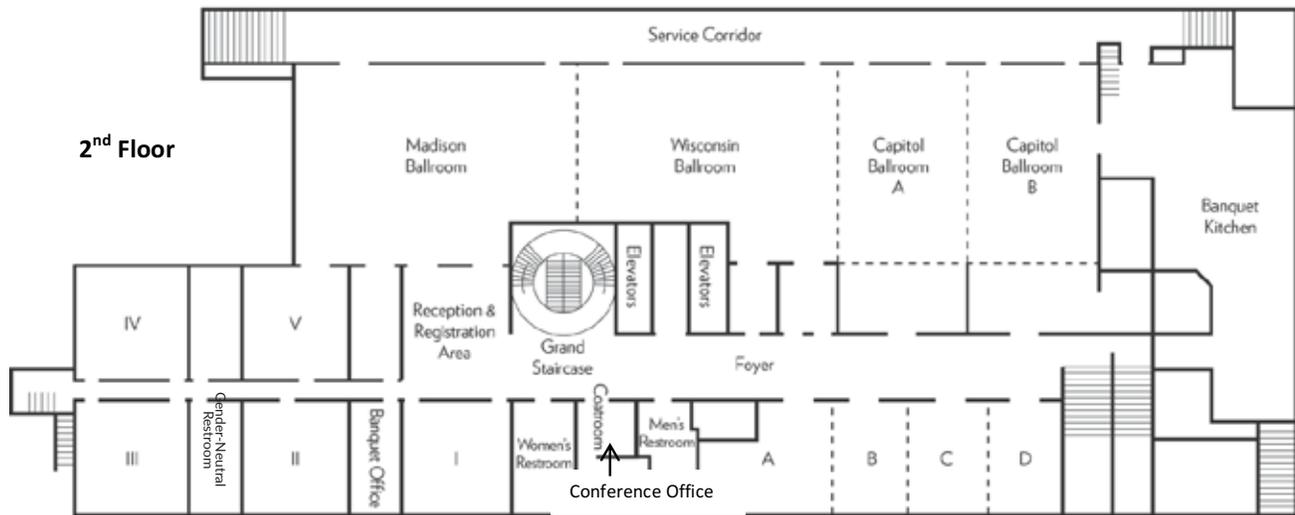
# MADISON CONCOURSE HOTEL MAP

## 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.

# THANK YOU

Many thanks to everyone who helped make the 2018 MSAN Institute possible!

## Wisconsin Center for Education Research

Janet Trembley, Graphic Design

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Meg Maccini, The Public Schools of Brookline

Nichelle Nichols, Madison Metropolitan School District

Sandy Womack, Cleveland Heights/University Heights School District

## The Minority Student Achievement Network (MSAN)

is a national coalition of multiracial school districts that have come together to understand and eliminate opportunity/achievement gaps that persist in their schools.

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 opportunity/achievement 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
- 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
- Harrisonburg City Public Schools  
Harrisonburg, VA
- 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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