



MSAN

2019 Institute

APRIL 15 & 16, 2019 • MADISON CONCOURSE HOTEL
MADISON, WISCONSIN

All conference materials can be found at go.wisc.edu/MSAN2019

WELCOME

20 Years MSAN

HELLO AND WELCOME TO THE 2019 MSAN INSTITUTE!

On behalf of the 27 school districts that comprise the MSAN consortium, thank you for taking time away from your classrooms and schools to attend this year's MSAN Institute! For 20 years, MSAN educators have gathered annually to share promising practices and current research shown to support the success of students of color. This type of professional gathering is one of the best parts of our MSAN network! It 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.

At this year's Institute, we will be learning alongside teachers and administrators from more than 25 school districts, researchers from five universities; district and state level leaders, policy advocates, and community members from across 10 states; and most importantly, we will be learning from student leaders themselves. What a wealth of experience and expertise of all these individuals bring to our collective work!

In order to better link learning across events and programs, MSAN uses an annual focus area as part of our research and development strategy. The focus area for 2018-19 school year is **eliminating racial disparities in school discipline**. Several of the breakout sessions at this year's Institute highlight ways our districts, researchers, and community partners are addressing this challenge. As you will see over the next two days, when conceptualized as part of a broader anti-racist approach to creating an inclusive school culture, discipline disparities can be reduced. MSAN districts are implementing assets-based and restorative practices that are transforming schools!

As you look across the conference program, I am confident each of you will find initiatives that directly inform your equity work. I encourage you to take the time to connect with those session presenters. Make it your goal to leave the Institute with three strategies for change and three personal contacts. Additionally, when you return to your district, stay connected to MSAN by visiting our website, msan.wceruw.org. Here you can find resources about MSAN's current research & development work, view webinars, read our monthly online newsletter the MSAN Minute, or catch up on the latest news about equity work happening in different MSAN districts. Follow us on social media @MSANachieve and know that you are not alone in your equity journey!



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

WELCOME

DEAR FELLOW INSTITUTE PARTICIPANTS,

Welcome back to Madison for the 2019 MSAN Institute and what promises to be an enriching professional development program centered around equity-focused leadership and cultural competence.

This year, as we mark the 65th anniversary of Brown v. Board of Education, it's an especially poignant time to reflect on how far we have come and how far we still have to go towards ensuring equity and cultural competence in our schools and communities.

The colleagues you will meet, the sessions that you will attend and the speakers you will hear at this year's institute will empower your school districts in furthering the conversation. In order to ensure that every student has access to the education, resources and opportunities they need to be successful, these conversations need to be courageous conversations. It will take ongoing collective and courageous conversations with educators, families and the community—and most importantly our students—to participate and shape tomorrow.

It is our young people, after all, who will move these courageous conversations forward as they embark on their own life journeys and become the leaders of tomorrow. Every child—regardless of their socio-economic situation, race, ethnic background or disability status, deserves a high-quality education.

It is our job today, to continue to pave the way and bring knowledge, experience, and a burning desire to create change that will help our future leaders realize their potential.

Over the next two days, you will hear about current research and best practices, and participate in large- and small-group discussions with those on the front-line from school districts across the nation. You will also hear from students and how they are directly affected by these issues.

Not only is this conference an opportunity to grow as leaders and develop ourselves as professionals, it is also an opportunity to realize your personal growth as well. As we come together, I encourage you to engage with a full heart, a wide-open mind, and a desire to grow. Each one of you is crucial to the institute's success.

As we embody our mission to advocate on behalf of all students, especially those who are underserved and underrepresented, take what you learn here back with you and share generously with others with a goal of inspiring action.

I'm honored to continue my service as Governing Board President of MSAN. Please take some time to learn about the many resources available to assist you in this important work.



Sincerely,
Gregory C. Hutchings, Jr., Ed.D.
Superintendent of Schools
Alexandria City Public Schools
Alexandria, VA

CONFERENCE AGENDA

MONDAY, APRIL 15, 2019

- 8:00 a.m. Check-In and Breakfast – Madison/Wisconsin Ballroom
- 8:30 a.m. Welcome, Land Acknowledgement, and Overview of Day
Madeline Hafner, Executive Director, MSAN
Alder Arvina Martin, Madison City Council District 11 Representative and Member of the Ho-Chunk Nation
Leslie Orrantia, Director of Community Relations, University of Wisconsin-Madison
- 9:00 a.m. Keynote address: Maisha T. Winn, Chancellor's Leadership Professor and Co-Director of Transformative Justice in Education Center, University of California-Davis
Illusions of Inclusion: Why We Need a Paradigm Shift in Schools Now
- 10:15 a.m. Break
- 10:30 a.m. Breakout Sessions - Rotation I (A, B, C, D, E)
- 11:45 a.m. Break for Lunch
- Noon Lunch and Networking – Madison/Wisconsin Ballroom
- 1:00 p.m. Breakout Sessions - Rotation II (F, G, H, I, J)
- 2:15 p.m. Break and Snacks
- 2:45 p.m. Breakout Sessions - Rotation III (K, L, M, N, O)
- 4:00 p.m. Adjourn for the Day
Dinner on your own. Enjoy downtown Madison!

TUESDAY, APRIL 16, 2019

- 8:00 a.m. Breakfast – Madison/Wisconsin Ballroom
- 8:30 a.m. Welcome and Overview of Day
Madeline Hafner, Executive Director, MSAN
Diana Hess, Dean of the School of Education, University of Wisconsin-Madison
- 8:45 a.m. Keynote address: Winona Guo and Priya Vulchi, MSAN Alumnae and Co-Founders of CHOOSE
Tell Me Who You Are: Let's Talk About Racial Literacy
- 10:15 a.m. Break
- 10:30 a.m. Breakout Sessions - Rotation IV (P, Q, R, S, T)
- 11:45 a.m. Break for Lunch
- Noon Lunch – Madison/Wisconsin Ballroom
MSAN High School Scholars' Panel Presentation: *Perspectives on Equity Leadership and Cultural Competence*
- 1:30 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

OPENING KEYNOTE

Illusions of Inclusion: Why We Need a Paradigm Shift in Schools Now

Maisha T. Winn



Maisha T. Winn is the Chancellor's Leadership Professor and the Co-director (with Torry Winn) of the Transformative Justice in Education (TJE) Center in the School of Education at the University of California, Davis. Professor Winn's program of research examines the ways in which teachers and/or adult allies for youth in schools and in out-of-school contexts practice "justice" in the teaching of literacy. Professor Winn was named an American Educational Research Association Fellow (Spring 2016). In 2014 she received the William T. Grant Foundation Distinguished Fellowship and was named the American Educational Research Association Early Career Award recipient in 2012. Professor Winn is the author of several books including *Writing in Rhythm: Spoken word poetry in urban schools* (published under maiden name "Fisher"); *Black literate lives: Historical and Contemporary Perspectives* (published under maiden name "Fisher"); *Girl Time: Literacy, Justice, and the School-to-Prison Pipeline*; and co-editor of *Humanizing Research: Decolonizing Qualitative Research* (with Django Paris). Her most recent book, *Justice on Both Sides: Transforming Education through Restorative Justice*, was recently published with Harvard Education Press. She is also the author of numerous articles in peer-reviewed journals including *Review of Research in Education*; *Anthropology and Education Quarterly*; *International Journal of Qualitative Studies in Education*; *Race, Ethnicity and Education*; *Research in the Teaching of English*; *Race and Social Problems*; and *Harvard Educational Review*.

Monday, April 15, 2019 10:30-11:45 a.m. Breakout Sessions A-E

BREAKOUT SESSION A

Room: Madison/Wisconsin Ballroom

Toward a Transformative Justice Teacher Education: Using Pedagogical Stances to Engage in Justice Projects across Disciplines

In this session, MSAN Institute keynote speaker Dr. Maisha T. Winn will extend her keynote address. In her book *Justice on Both Sides: Transforming Education Through Restorative Justice*, Dr. Winn asserts that four pedagogical stances: History Matters; Race Matters; Justice Matters; and Language Matters are essential for learning communities to engage in their pursuit of justice. In this talk, Winn argues for a fifth pedagogical stance, Futures Matter, using Stetsenko's Transformative Activist Stance (TAS) framework. Attendees will learn about Dr. Winn's journey as a paradigm shift communicator, bridging restorative justice theory to practice for secondary teachers across disciplines such as Math, Science, English/Language Arts and History/Social Studies. This session is ideal for educators who have prior knowledge and training in restorative justice building community processes.

Presenters: Maisha T. Winn, Ph.D., Professor, Chancellor's Leadership Professor, and Co-Director of Transformative Justice in Education Center, UC-Davis School of Education

Audience: General Interest

Level: High School

BREAKOUT SESSION B**Room: Capitol A*****Student-Staff Partnerships for Equity: Engaging Students as Agents of Improvement in Schools***

Most efforts to increase equity in schools treat students as subjects of improvement efforts that are designed and implemented by adults. This session, with youth as co-presenters, dives into how schools can disrupt that paradigm and systematically include students as partners in educational equity work. Our session highlights how powerful those disruptions can be – and acknowledges the challenges of sustaining them – by bringing together the voices and experiences of high school students, teachers, administrators, and the organizers who are working with them. In this session, researchers and students will share impacts this work has had on schools in their movement toward racial equity, on the adult partners, and especially on the students. The session will close by workshopping how participants can take their learnings from the session back to their own settings.

Presenters: Lee Teitel, Director of Reimagining Integration: Diverse and Equitable Schools, Harvard Graduate School of Education; Circe Stumbo, President, West Wind Education Policy Inc.; Students: Dijon Genus and Dasia Taylor; Amira Nash, Teacher, West High School; Gregg Shoultz, Principal, West High School, Iowa City Community School District, Iowa

Audience: General Interest

Level: Middle and High School

BREAKOUT SESSION C**Room: Assembly*****Black Boy Fly: Using a Book Club Model to Engage Young Black Men***

This session will chronicle the journey of one administrator's work to use a book club model to improve educational outcomes for African American boys in middle and high school. Through increasing student engagement with school-expected literacy practices, and using mentoring as a means to engage students in school, the "Black Boy Fly" book club model has transformed school achievement, as well as teacher expectations, for a core group of students in the presenter's district. In this session, participants will explore critical areas that impact African American male students' engagement with school, using literacy as a framework for making connections. Attendees will also participate in inquiry about the sociopolitical nature of literacy and challenge the dominant cultural construct often found in school-based texts. Participants will leave the session with a set of ideas for improving educational environments for African American male students.

Presenters: Valada Sargent, Restorative Practices Facilitator; Aaron Johnson, Ph.D., Associate Superintendent; Tyrone Weeks, Assistant Principal, Farmington High School, Farmington Public Schools, Michigan

Audience: Teachers, Principals, District-Level Administrators

Level: Middle and High School

BREAKOUT SESSION D**Room: Capitol B*****Equity Jamming: Using the "Game Jam" Design Sprint Protocol to Improve Planning for Educational Equity***

Sometimes equity work gets stuck in the analysis phase, where we describe the problem in increasing detail--but never get to concrete strategy. The focus of this workshop will be to brainstorm and design practices and policies aimed to disrupt patterns of marginalization in schools, using a protocol called the "Game Jam" design sprint. In a series of short exercises, participants will work in small teams to design and iterate new practices and policies for use in schools. Discussions are structured to be additive and to bring out collaborative, pragmatic ideas aimed at solutions. Participants will discuss and learn about how policies promote or undermine equity and will leave having developed a toolkit for addressing issues in their school context.

Presenters: Gerald Dryer, Ph.D. Candidate in Educational Leadership and Policy Analysis, UW-Madison

Audience: General Interest

Level: Most Grade Levels, District Level

BREAKOUT SESSION E

Room: University Room CD

Trust the Process: Student-Centered Curriculum Review

It is essential that curriculum remains up-to-date, drives student learning, and reflects a strong commitment to equity. The guiding question for this work is to determine the extent to which current curricular and instructional design support the success of all students, particularly students of color. Learn how Evanston Township High School District #202 operationalizes its equity statement through a student-centered, equity-focused curriculum review process. Participants will learn the three step process our district uses to engage students and analyze qualitative and quantitative data on curriculum, and ETHS leaders will share their experience in implementing the process. Attendees will also have a chance to discuss ideas for engaging students in curriculum review in their districts.

Presenters: Pete Bavis, Ph.D., Assistant Superintendent for Curriculum & Instruction; Dale Leibforth, M.Ed., Mathematics Department Chair Evanston Township High School District 202, Illinois

Audience: General Interest

Level: High School, District Level

Monday, April 15, 2019 1:00-2:15 p.m. Breakout Sessions F-J

BREAKOUT SESSION F

Room: Capitol A

Race and Place: Recruitment and Retention of Staff of Color

While there is strong evidence that diversifying the education workforce has benefits for all students, how we effectively do that is both under-theorized and under-studied. The field's knowledge of why teachers of color stay in or leave their district – or teaching altogether – is limited. Our group has created a community-university research/practice partnership to determine why teachers of color stay and leave school districts, and we are in the process of a similar study of administrators of color. During this interactive session, we will invite participants to consider our findings and recommendations for action, particularly focused on school districts in historically white and predominantly rural states.

Presenters: Circe Stumbo, Board Chair and Founder, Creative Corridor Center for Equity; Ain Grooms, Assistant Professor, University of Iowa College of Education

Audience: General Interest

Level: Most Grade Levels, District Level

BREAKOUT SESSION G

Room: Assembly

American Indian Education in Wisconsin: Policy and Practice Lessons for School Districts and State Education Agencies across the Country

In this interactive session with the head of American Indian Studies at Wisconsin's state education agency (DPI), attendees will build knowledge and skills for working with Native American students. Having an understanding of the educational experiences and perspectives of Native students, their families, their communities, and their nations has profound implications for schools. Through an examination of how history, culture, and language can impact Native student achievement, school climate, and student, family and community engagement, participants will gain an understanding of the unique circumstances facing Native people and communities in society; examine how societal patterns and experiences for American Indian students play out in their education; learn ways that state education agencies can support educators in increasing their effectiveness; and receive useful strategies for culturally responsive practices in classrooms.

Presenters: David J. O'Connor, M.S., American Indian Studies Consultant, Wisconsin Department of Public Instruction; Rachel Byington, Ph.D. Candidate, Civil Society and Community Research, School of Human Ecology, UW-Madison

Audience: General Interest

Level: Most Grade Levels, District Level

BREAKOUT SESSION H**Room: University CD*****Evolving Roles: The Journey of our Intervention Specialists Team***

The work of the Intervention Specialists in Ann Arbor Public Schools has evolved over the past few years. We have developed a range of practices to mend relationships in our schools while keeping the suspension rates down. This session will highlight some of the tools we are using to help stakeholders in our school communities to solve problems before they grow into larger issues. Participants will learn the story of the development of the Intervention Specialist position in our district, engage in discussion on the movement from punitive to restorative lenses, and brainstorm ways to establish or improve the effectiveness of the work of Intervention Specialists in their districts.

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

Audience: General Interest

Level: Middle and High School

BREAKOUT SESSION I**Room: Madison/Wisconsin Ballroom*****Sincerely, Black Girls: The Dos and Don'ts of Mentoring for Black Girls***

"Sincerely, Black Girls" is an interactive workshop to collectively address and identify systemic issues surrounding the success of Black girls in school. Attendees will address the roles and responsibilities of various parties within the everyday school environment--and how each of these individuals plays a unique role in the success (and/or failure) of Black girls. Participants can expect to learn about the complexities of being a Black girl in high school, primarily at predominantly white schools, and will be provided with tools to initiate effective, positive, and culturally appropriate relationships with Black girls. Attendees will participate actively in this workshop with a woman of color who serves as a mentor for Black girls in middle and high school, and will hear Black girls' first-hand insights into the topic. Participants will be able to utilize this information to create and/or reconstruct inclusive and engaging spaces and curriculum for Black girls to thrive in middle and high school.

Presenters: Kalyanna (Yanna) Williams, M.S., Faculty Associate, UW-Madison

Audience: General Interest

Level: Middle and High School

BREAKOUT SESSION J**Room: Capitol B*****Restorative Practice Responses to Student Absenteeism: An Exploration of Racial Microaggressions and Student Self-Efficacy***

This session explores school responses to student absences using the lens of racial microaggressions. For many students and staff, racial disproportionality in student achievement is embedded in threads of racial microaggression within school settings. Although such messages are transmitted in indirect ways, they are often evidenced and perpetuated at systemic levels of operation. Participants will learn the story of Alexandria City Public Schools' efforts to use restorative circles to increase student self-efficacy and address teacher-to-student racial microaggressions around student absenteeism. Participants will view a recent recording of our restorative process with high school students, and discuss ways to use restorative practices to address student absenteeism in their own districts.

Presenters: Gregory Baldwin, M.Ed, School Climate and Culture Specialist, Department of Student Services, Alternative Programs and Equity; Tara Newton, Truancy Outreach Specialist, Licensed Clinical Social Worker Alexandria City Public Schools, Virginia

Audience: General Interest

Level: High School, District Level

Did you know that the MSAN website has resources for students? Visit msan.wceruw.org for info on over 80 scholarship opportunities.

Monday, April 15, 2019 2:45-4:00 p.m. Breakout Sessions K-O

BREAKOUT SESSION K

Room: Capitol B

En la Unión Está la Fuerza: Teaching Racial Justice to Elementary Students through a Visiting Artist Program and Circle Processes

This presentation will share a collaborative project at Frank Porter Graham Bilingüe elementary in North Carolina, which is engaging in social discourse to enhance voice, resilience, and social justice for students of color and for white students--using classroom circles, lessons, and the arts to explicitly teach these concepts. Traditionally, school counselors, social workers, and psychologists possess skills to facilitate these opportunities. However, Student Services staff don't always collaborate with teachers to tackle student behavior and engagement by integrating justice, equity, and issues of individual and collective power. This session will be facilitated by an experienced school counselor and administrator who have successfully designed and implemented curricula and program through the arts and talking circles to empower teachers in helping students unleash their innate voice and power, visualizing themselves as interrupters of injustice.

Presenters: Emily Bivins, Principal; Barbie Garayua-Tudryn, Counselor, Frank Porter Graham Bilingüe, Chapel Hill-Carrboro City Schools, North Carolina
Audience: General Interest
Level: PreK-Elementary School

BREAKOUT SESSION L

Room: University CD

Uncommon Ideas: Strategies for Increasing Family Engagement, Improving School Climate, and Decreasing Student Discipline

Middle school is no easy journey. The challenges of a larger homework load, changing friendships, and newfound responsibilities face many middle school students. "SUCCESS" stands for School Using Coordinated Community Efforts to Strengthen Students. This session will share the SUCCESS program's innovative strategies for using engagement strategies to reduce student discipline disparities and improve school climate. Attendees will take away specific strategies, techniques, and tips for developing approaches that put relationships with students, teachers, parents, staff, and even school board members, at the center. If you are eager to see a decrease in student discipline and an increase in student engagement and family/community collaboration, this is the session for you!

Presenters: Jeremy E. Christian, Principal, Richland Junior High School, Richland School District 88A, Illinois
Audience: General Interest
Level: Middle and High School, District Level

BREAKOUT SESSION M

Room: Assembly

Changing Focus: Using a School wide Approach to Transform Middle School Discipline

This session will focus on a school-wide approach to reducing middle school discipline disparities at one school in Arlington, Virginia. Attendees will hear from three assistant principals on how to plan for such a program, achieve staff and student buy-in, look at discipline through a restorative lens, and create opportunities for alternatives to suspension. Participants will learn and share with one another, as well as engage with relevant research around student discipline, particularly as it relates to students of color--and will create a preliminary plan to meet the needs of their respective schools and student populations utilizing the behavioral supports of the special education process, mediation, and restorative practices.

Presenters: Shana K. Curtis, Ed.S., Assistant Principal; Marcelo Flores, Assistant Principal; Carl William Seward, Assistant Principal, Arlington Public Schools, Virginia
Audience: Teachers, Principals, District-Level Administrators
Level: Middle School

BREAKOUT SESSION N**Room: Capitol A*****Student Voice at the Center: Increasing Equity Using the AVID Mock Tutorial and the Ready for Rigor Framework***

Student voice is a powerful component in a rigorous and engaged classroom. So how can educators create spaces where student voice is at the center and where students feel safe to take academic risks? This session will cover strategies for teachers to create classrooms that empower students' voice, identity, and agency to create a culturally responsive and student-centered classroom. Participants will use Zaretta Hammond's Ready for Rigor framework as a self-reflection tool as they experience the power of inquiry and collaboration through participating in an AVID mock tutorial. Attendees will leave with an activity or lesson plan and practical strategies to incorporate into their classroom practice.

Presenters: Langston Evans, AVID District Director; Stephanie Marshall, AVID Tutor Coordinator; Jaren Bailey-Washington, Professional Learning Coordinator, Madison Metropolitan School District, Wisconsin

Audience: General Interest

Level: Middle and High School

BREAKOUT SESSION O**Room: Madison/Wisconsin Ballroom*****Disrupting Disparities: A Collaboration to Increase Access to Out-of-School Time***

Students spend 80% of their time outside of school, so how can we leverage this time to make real differences for students? The opportunities are limitless. In this workshop, we will dig deeper into the field of Out-of-School Time (OST), and study one program, "Maydm," that is making great strides in preparing girls and youth of color for careers in the tech industry--through a holistic approach and through innovative collaboration with school and city partners. Come learn about the OST field in general, why your district should be considering the opportunities students have when they leave the classroom, and strategies to best work with community partners and the city to leverage Out-of-School Time.

Presenters: Nathan Beck, Madison-Out-of-School Time Coordinator, City of Madison and Madison Metropolitan School District, Wisconsin; Winnie Karanja, Executive Director, Maydm

Audience: General Interest

Level: Middle and High School

TUESDAY KEYNOTE***Tell Me Who You Are: Let's Talk About Racial Literacy*****Winona Guo and Priya Vulchi****MSAN Alumnae and Co-Founders of CHOOSE**

Priya Vulchi and Winona Guo met in 10th grade, after Eric Garner's death prompted a conversation in history class—the first time either of them remember any teacher initiating a discussion about race. That year, the two students co-founded the non-profit CHOOSE aiming to equip every American with racial and intersectional literacy. In high school, they developed a racial-literacy guide for teachers called The Classroom Index, which was recognized and funded by Princeton University and used in classrooms in over 40 states. Winona and Priya then took a gap year before college and traveled alone to all 50 states to listen to over 500 strangers talk about race in America. Their next book, featuring these stories, will be published on June 4, 2019 by Penguin Random House and was called "at once hopeful, raw, and brimming with curiosity, engagement and youthful energy" by The New York Times best-selling author, Roxane Gay. Along the way, they also became the youngest TED Residents ever, giving another TED Talk in addition to speaking at TEDWomen in 2017, United Nations' Girl Up Conference, and over a dozen K-12 schools nationwide. They're currently first-years at Harvard and Princeton University, working to ensure that CHOOSE becomes their lifelong work.

Tuesday, April 16, 2019 10:30-11:45 a.m. Breakout Sessions P-T

BREAKOUT SESSION P

Room: Capitol A

Beyond Second Step: Using Social-Emotional Learning Curriculum to Support Equity

This session will focus on the journeys of two Oak Park, Illinois elementary schools that have replaced traditional social-emotional learning with systemic practices that support all students to feel known, nurtured, and celebrated. This session will trace the development of a school-side structure that goes beyond merely implementing a social-emotional learning program, to one that provides students an opportunity to apply social-emotional skills in cross-grade level spaces. Participants will learn how each school utilized this structure to improve positive social behavior, and to build and strengthen relationships among students and teachers. Participants will also explore how to situate this type of work within a larger district strategy to create positive learning environments that are equitable, inclusive, and focused on the whole child.

Presenters: Faith Harris, Holmes Elementary School; Christine Zelaya, Ed.D., Holmes Elementary School; Parisa Asgharzadeh, Holmes Elementary School; Susan Mura, Irving Elementary School; Katie Noonan, Irving Elementary School; Carrie Kamm, Ed.D., Senior Director of Equity Oak Park Elementary School District 97, Illinois

Audience: Teachers, Principals, District-Level Administrators

Level: Elementary School

BREAKOUT SESSION Q

Room: Assembly

Chronicles of the Spanish Interpreter: Using Perspective-Taking as a Strategy to Improve Communication and Engagement with Linguistically Diverse Families

Language interpreters in school districts work with families at every point in the system - from the moment parents register their children for preschool until the moment students cross the stage at the graduation ceremony. Because we have such frequent and varied contacts with many of our language minority families, we often detect breakdowns in messaging due to the use of education lingo, cultural differences, and assumptions about parents' understandings of the workings of a school system. Even with interpretation services, things seem to get "lost in translation." In this session, participants will experience and analyze school communication through the perspective of culturally and linguistically diverse families. Presenters will provide tools and ideas to improve communication, strengthen relationships, and increase family engagement efforts.

Presenters: Nancy Carranza, Spanish Interpreter/Translator; Sandra Kurzbuch, Spanish Interpreter/Translator, Verona Area School District, Wisconsin

Audience: General Interest

Level: Most Grade Levels

BREAKOUT SESSION R

Room: University AB

Equity in Advanced Learning: The Proactive Identification of Underrepresented Learners for Gifted Services

African American, Latinx, and Native American students are disproportionately underrepresented in gifted education programs. Also underrepresented are Multilingual Learners (ELL's or LEP), students from low-income backgrounds, and students who are identified for advanced learning and who also receive special education services. Combating this inequity requires proactive identification efforts as well as culturally-relevant services. In this session, attendees will learn about tools for identifying more students from underserved groups for advanced learning, explore strategies for supporting diverse students in these programs, and learn the story of how one MSAN district in Phoenix, Arizona provides a comprehensive identification process designed to identify ALL students with high potential.

Presenters: Dina Brulles, Ph.D., Director of Gifted Education, Paradise Valley Unified School District, Arizona; Scott J. Peters, Ph.D., Associate Professor of Educational Foundations and Richard and Veronica Telfer Endowed Faculty Fellow of Education, UW-Whitewater

Audience: Principals, District-Level Administrators

Level: Most Grade Levels

BREAKOUT SESSION S**Room: Madison/Wisconsin Ballroom*****Awakened Justice: Mindfulness and the Power of Healing in Justice and Activism***

Participants in this breakout session will learn the story of how our Wisconsin school district is infusing mindfulness into our racial equity work, with both staff and students. In using introspective practices and the power of healing in our justice and activism efforts, we explore social identities and the structures that uphold a white-centered culture in education, while using mindfulness practices to address the emotional and health-related dimensions of this work. Presenters will share strategies that participants can use to build an “awakened justice” practice in their own schools--a practice that uses awareness, with adults as well as with youth, for the purpose of disrupting patterns of institutionalized oppression in education.

Presenters: Antonio Hoye, Student and Family Engagement Specialist; Betsy Delzer, Coordinator of Mindful Education and Leadership Development, Middleton Cross Plains Area School District, Wisconsin

Audience: General Interest

Level: Most Grade Levels, District Level

BREAKOUT SESSION T**Room: University CD*****“At Risk” to Student Leader: Creating Meaningful Restorative Experiences and Leadership Opportunities for Students***

This presentation uses a case study approach to tell the story of how one administrator worked with parents, teachers, and students to blend restorative discipline and student leadership to reduce discipline referrals and increase achievement. This a practitioner’s approach to shifting school culture away from punitive thinking to restorative practice and the importance that genuine relationships hold in student success. Attendees will explore how the “5 X 10” relationship strategy, seeking student leadership opportunities, teaching students how to engage in restorative talk, and improving parent communication can lead to stronger relationships with students to promote equitable opportunities for student achievement.

Presenters: Jason Bourne, M.Ed., Assistant Principal, Buckeye Elementary School District, Arizona

Audience: Teachers, Principals

Level: Elementary and Middle School

**Visit the MSAN Resources for
Educators website:**

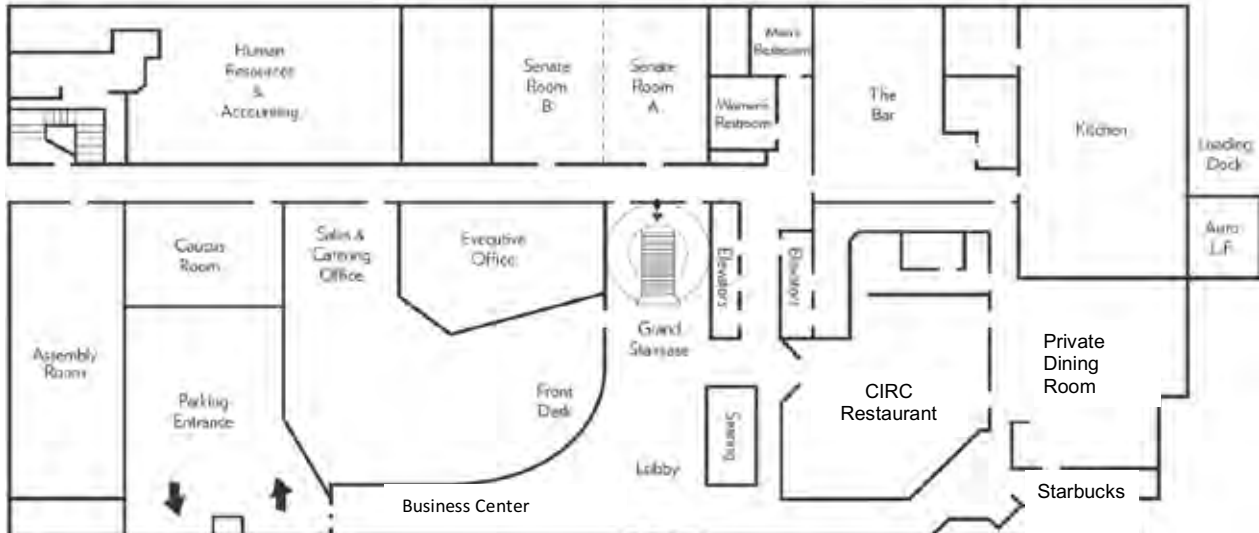
msan.wceruw.org/resources/educators.html

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.

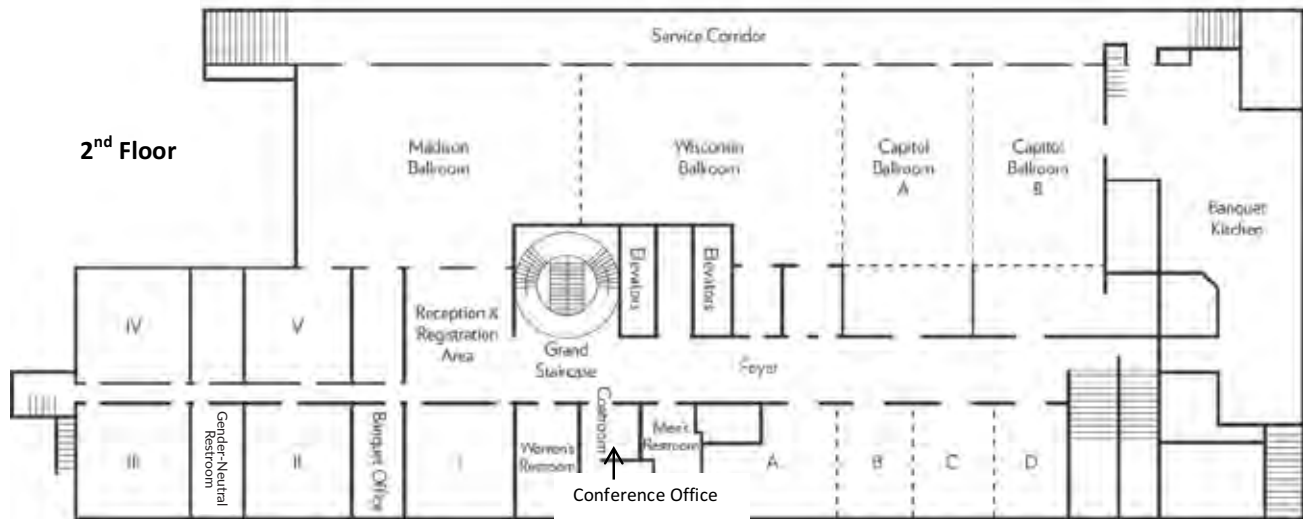
MADISON CONOURSE HOTEL MAP

Hotel Meeting Space

Lobby Level



2nd 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.

A gender-neutral bathroom is located on the 2nd floor between meeting rooms II and III.

THANK YOU

Many thanks to everyone who helped make the 2019 MSAN Institute possible!

Wisconsin Center for Education Research

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

2019 MSAN Planning Team

Laurie Burgos, Verona Area School District
Drew Davis, Paradise Valley Unified School District
Chris Finch, La Grange Elementary School District
Krystle Jones, Oak Park-River Forest High School District
Nichelle Nichols, Madison Metropolitan School District
Cheryl Robinson, Alexandria City Public Schools

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.

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
- Public Schools of Brookline
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



Wisconsin Center for
Education Research
SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN-MADISON