

University of Wisconsin-Madison

**MSAN**

**INSTITUTE**

**April 20-21, 2023**

Madison Concourse Hotel  
Madison, Wisconsin

All conference materials can be found at [go.wisc.edu/MSAN2023](https://go.wisc.edu/MSAN2023)

# WELCOME

I am delighted to welcome you all back to the wonderful city of Madison, Wisconsin for the 2023 MSAN Institute! This year's Institute is special for a variety of reasons. We have a great lineup of presenters who are eager to share their research and what they have learned through their work with you. This year's Institute also features an outstanding keynote speaker, special guests from UW Madison's School of Education, and the Institute's highlight—our student panel. We are so happy you have all taken the time to commit yourselves to connecting, learning and growing with leaders and colleagues from across the country. Represented at this year's conference are educators, practitioners, district leaders, and researchers who have come to engage, think deeply, share and grapple with some of the many challenges we continue to face in education today. My hope is that you leave not only inspired, but equipped with solutions and tools that can be used to advance your work in your local schools and community.



This year, MSAN's focus area has been *Addressing the Educator Shortage Crisis while Recruiting and Retaining a Diverse Workforce*. Many of the Institute's sessions present ideas related to this focus and others center around the general theme of advancing equity and expanding access for our most underserved students. Unfortunately, significant numbers of our students and families continue to face challenges and barriers in our schools and communities. We all strive daily to identify new and evidence-based ways to overcome these challenges and eliminate all barriers preventing student success. This is the most important work we can do and MSAN is committed to supporting educators in reaching these goals for all students and families in our communities. The learning and growth opportunities provided through the 2023 MSAN Institute helps us to get there.

This has been an exciting year for MSAN and we look forward to sharing some wonderful updates with you during the Institute. We are so happy that you all have taken the time to be with us as we know that getting away for learning opportunities like this is not easy, but necessary. Thank you for prioritizing this time and thank you for your presence here at the Institute. I encourage you all to lean in, take advantage of the opportunities to connect with your colleagues from across the country, learn from one another, and of course, experience the beauty of Madison in the Springtime!

All the bests to you,

*Latoya Holiday*

MSAN Interim Executive Director

## WELCOME

*Dear Fellow Institute Participants,*

It is my pleasure to extend a warm welcome to Madison for the 2023 MSAN Institute. We are thrilled to host such a diverse group of educators representing so many districts!

In a time when cultural awareness and tolerance are more important than ever, this conference provides a unique opportunity for us to come together and share our experiences, perspectives, and best practices in promoting equity and inclusion in our schools and districts. Over the course of the next two days, we will engage in thought-provoking discussions, attend informative workshops, and network with like-minded individuals who are passionate about building our collective knowledge base around MSAN's annual focus area: *Addressing the educator shortage crisis while recruiting and retaining a diverse workforce.*

On behalf of the entire Governing Board of Superintendents, I would like to express our sincere gratitude to our sponsors, partners, and volunteers who have made this event possible. Once again, we are excited to have you join us on this journey toward growing our understanding of current research and district practices that further racial equity in schools. In doing so, we can create learning environments where each and every individual is valued, respected, and celebrated for their unique identities and contributions.

I hope you enjoy your time at the conference, and leave feeling inspired, motivated, and empowered to create positive change in your school communities.

Warm regards,

*Dr. Carol L. Kelley*

Superintendent of Schools  
Princeton Public Schools  
MSAN Governing Board President



**Tell us what you think**

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

# CONFERENCE AGENDA

## Thursday, April 20, 2023

8:00 a.m. Check-In and Breakfast – Wisconsin Ballroom

8:30 a.m. Welcome, Land Acknowledgement, and Overview of Day

- Latoya Holiday, Interim Executive Director, MSAN
- Art Shegonee, Native American Ambassador to Wisconsin Indian Summer and Call For Peace Drum & Dance Company, member of the Menominee and Potawatomi Tribes in Wisconsin
- Percival Matthews, School of Education Associate Dean of the Office of Equity, Diversity, and Inclusion, UW-Madison

9:00 a.m. Keynote address: Dr. Phelton C. Moss, Senior Professorial Lecturer of Education Policy & Leadership, American University  
*Building Racially Just Schools: Addressing Salient Issues Facing Students Who Have Been Racially Minoritized*

10:15 a.m. Break (15 minutes)

10:30 a.m. Breakout Sessions – Rotation I (A, B, C, D, E)

11:45 a.m. Break for Lunch

Noon Lunch and Networking – Wisconsin Ballroom

1:00 p.m. Breakout Sessions – Rotation II (F, G, H, I, J)

2:15 p.m. Break (30 minutes)

2:45 p.m. Breakout Sessions – Rotation III (K, L, M, N)

4:00 p.m. Adjourn for the Day

*Dinner on your own. Enjoy downtown Madison!*

## Friday, April 21, 2023

8:00 a.m. Breakfast – Wisconsin Ballroom

8:30 a.m. Welcome and Overview of Day

- Latoya Holiday, Interim Executive Director, MSAN
- Diana Hess, Dean of the School of Education, University of Wisconsin-Madison

8:45 a.m. MSAN High School Scholars' Panel Presentation: Perspectives on Equity Leadership and Cultural Competence  
Facilitator: Antonio Hoye, Student and Family Engagement Specialist, Middleton High School, Middleton-Cross Plains Area School District

10:15 a.m. Break (15 minutes)

10:30 a.m. Breakout Sessions – Rotation IV (O, P, Q, R, S)

11:45 a.m. Break for Lunch

Noon Lunch – Wisconsin Ballroom

1:00 p.m. Job-Alike Networking and/or District Planning Session Time

2:00 p.m. Depart

## KEYNOTE

*Building Racially Just Schools: Addressing Salient Issues Facing Students Who Have Been Racially Minoritized*

## Dr. Phelton C. Moss

Dr. Phelton Cortez Moss is a Senior Professorial Lecturer of Education Policy & Leadership and Inclusive Pedagogy Fellow in the Center for Teaching, Research, and Learning at American University. He is also a Senior Policy Adviser to Congresswoman Frederica Wilson (FL-24) who serves as Chair of the Higher Education and Workforce Investment Subcommittee. Prior he served as Tenure-Track Assistant Professor of Teacher Education at Tougaloo College and Senior Leader at the Mississippi Department of Education.



He has served as a Policy Fellow for Education Leaders of Color and provided strategic and policy advice across a range of national education issues for members, including early childhood, K-12, postsecondary, higher education, career, and technical education, historically black colleges and universities (HBCUs), teacher diversity, and workforce development. Notably, he led the filing of the historic American Teacher Act to establish a federal grant program to incentivize states to raise teacher salaries. In addition, His research focus is focused on building school and district leaders' capacity to diversify the educator workforce and improve efforts to increase teacher recruitment and retention.

He has ten years of experience working in education and education policy from English teacher, policy maker, and principal. As the youngest serving principal in MS, his work in moving an underperforming middle school from an F to C in two years led him to become the Bureau Director of Educator Effectiveness and Talent Acquisition at the Mississippi Department of Education working on K-12 education policy issues including teacher diversity, teacher/leader evaluations, teacher recruitment and retention, educator licensure, and issues of inequity in the distribution of effective teachers.

**Thursday, April 20, 2023 10:30-11:45 a.m. Breakout Sessions A-E**

### BREAKOUT SESSION A

**Room: Wisconsin Ballroom**

#### *4 Ways Educational Leaders Can Respond to Racist, Anti-Black Rhetoric*

In this session, MSAN Institute keynote speaker Dr. Phelton Moss will talk about how it's no secret that bigoted leaders have launched an all-out war on public education. From Florida to Virginia, state leaders have deliberately been rejecting the teaching of honest history of this country and targeting communities of color and other marginalized groups. The extreme right's latest attempt to rid classrooms of factually accurate history is an outright attack on Black people. Erasing an integral part of U.S. history will also impact White children, as they will be taught to live a lie about their ancestors' role in shaping America's political and societal landscape. This session highlights four ways educational leaders can respond.

Presenter: Dr. Phelton C. Moss, Senior Professorial Lecturer of Education Policy & Leadership, American University

Audience: General Interest

Level: Most Grade Levels, District Level

**BREAKOUT SESSION B****Room: Capitol A***Culturally Responsive Teaching and Equitable Practices*

Participants will be provided with a definition of the phrase “culturally responsive teaching and equitable practices” and led through a dynamic discussion of what it looks like across academic settings through diverse lenses. Presenters will broadly discuss eight educator behaviors demonstrated by culturally responsive teachers and specifically identify/articulate 36 indicators of culturally responsive teaching and equitable practices of teachers and other licensed staff. Participants will be asked to consider and share how these behaviors and indicators are evidenced across school settings and school roles. Participants will identify examples of Culturally Responsive Teaching and Equitable Practices artifacts associated with the teacher evaluation system. Participants will watch a video of various classrooms and will be asked to share their thoughts regarding the teacher’s performance through the lens of culturally responsive and equitable practices.

Presenters: Dr. Tyrone Byrd, Director of Diversity, Equity, and Inclusion; Carolyn Jackson, Assistant Principal; Cristin Caparotta, Specialist, Diversity, Equity, and Inclusion; Sam Klein, Supervisor, English Language Learners, Arlington Public Schools, VA

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

Level: All Levels

**BREAKOUT SESSION C****Room: Capitol B***Building DEIJ Communities through Embodied Practice of Theatre of the Oppressed*

This training will be an interactive and experiential exploration of issues related to diversity, equity, inclusion, justice (DEIJ) and democratic leadership using a framework of popular education, Pedagogy of the Oppressed and Theatre of the Oppressed. The purpose of this workshop in the context of this year’s MSAN theme is to center an embodied practice of building communities committed to DEIJ and belonging to our or school buildings and classrooms. We will delve into the first stage of cultural humility which is; a commitment to self-evaluation and self-critique when thinking and acting on issues of race, class, gender, sexual orientation, age, ability, etc. As a community, we will explore ways in which we have been systemically targeted, places we hold privilege and bias, and creative ways of identifying and interrupting issues of oppression within and without. By utilizing creative modalities such as Theater of the Oppressed (Agosto Boal-inspired by Paulo Freire’s Pedagogy of the Oppressed), dialogic & reflective processes, and visual prompts, we will also begin discussing ways to be co-conspirators with each other and the student scholars who benefit from our work. This workshop will lead with experiential processes and followed up by the frameworks that support them second. No experience in any of these creative modalities is required to participate.

Presenters: Christopher Fontana, MA, Founder & Executive Director of Full Circle Leadership Center, Seattle, WA; Ganae McAlpin, MA, Director of Equity at Evanston Township High School, IL

Audience: General Interest

Level: All levels

**BREAKOUT SESSION D****Room: University AB***South Orange and Maplewood’s Intentional Integration Journey*

We will be sharing the South Orange and Maplewood School District’s Intentional Integration Journey. In 2020, the disparities in the enrollment of students of color in high-level courses were noted. We thought this may be connected to the segregated enrollment of our elementary schools. We had an “Equity in Integration Discussion” with our educators and a Community Town Hall meeting so everyone could access the information we were sharing. When COVID hit, we turned to webinars to share our plans with the community. We utilized the Berkeley Approach for integrations which included developing an algorithm that creates micro-neighborhoods. The algorithm includes parental education level, parental income, race, sibling preference, and proximity. We started with kindergartners and then expanded it to sixth graders. We monitored student and family experiences through surveys administered twice each year. The sixth graders were surveyed while in school. The adoption of the integration assignment algorithm in 2021-22 led to a dramatic improvement in the socio-economic integration and a

significant reduction in racial/ethnic isolation of Kindergarten students relative to the attendance-zone assignment process used previously. This session will help attendees learn how to use the integration assignment algorithm in their home districts.

Presenters: Dr. Ronald G. Taylor, Superintendent & Dr. Kevin F. Gilbert, Assistant Superintendent of Access & Equity, South Orange & Maplewood School District, NJ

Audience: General Interest

Level: Elementary, Middle School, District Level

## **BREAKOUT SESSION E**

**Room: Assembly**

### *Using PERTS (Project for Education Research That Scales) Elevate Professional Learning Tool to Empower Student Voice and Teacher Self-Efficacy*

How can we effectively empower student voice to accelerate learning and provide more equitable outcomes through strategies that are evidence-based and scalable? PERTS Elevate is a continuous improvement and professional learning model designed to center student voice and co-create learning conditions in the classroom through shared language, actionable feedback for teachers, protocols for collaboration and student engagement, disaggregated data, and participation in a national collaborative improvement network. PERTS (Project for Education Research That Scales) is a research center focused on scaling evidence based systems to promote educational excellence and equity. The Elevate professional learning tool provides educators with a continuous improvement resource consisting of student surveys on learning conditions, reports on student feedback, protocols and practice guides designed to process the feedback and make adjustments to the classroom environment, followed by an implementation phase that leads into the next Elevate cycle. Elevate's resources are housed on a technology platform provided by PERTS. Elevate facilitates educator growth and retention by engaging participants in a community of practice, supporting entry points for co-construction with students, and developing teacher self-efficacy. This session will introduce the Elevate model, share two years of experience in Waunakee's classrooms, and the positive impact on teacher development and student learning. Participants will come away with an understanding of the Elevate cycle, the articulated learning conditions, the assessment tool and protocols, and how students are engaged in the classroom improvement process. Participants will learn how to get started with Elevate in your school or district to elevate student voice and learning.

Presenters: Michael Dreyer, Instructional Coach; Lynn Stenroos, Instructional Coach; Lea Zwettler, Instructional Coach; Tim Schell, Director of Secondary Curriculum and Instruction, Waunakee Community School District

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

Level: Middle School, High School, District Level

**Thursday, April 20, 2023 1:00-2:15 p.m. Breakout Sessions F-J**

## **BREAKOUT SESSION F**

**Room: Capitol A**

### *The Discussion Project: Improving Student Learning Through Discussion*

Teaching with discussion is rewarding. When all students engage and participate in high quality discussion they develop a sense of belonging in the class and they increase learning of the course content and vocabulary. But it's not always easy to figure out how to structure successful discussions and teachers often get little help improving in discussion techniques. This session will focus on strategies for designing, implementing, and facilitating high quality discussions. You will leave with concrete techniques to address the following learning objectives: Create an equitable and inclusive classroom climate conducive to high quality discussion and learn different ways to structure and facilitate discussion. Further, you will learn to distinguish between discussion and other forms of student talk in order to better plan for effective, high impact discussions.

Presenter: Lynn Glueck, Program Director for The Discussion Project, UW-Madison

Audience: Teachers, Principals, District-Level Administrators

Level: Middle and High School, District Level

**BREAKOUT SESSION G****Room: Capitol B***Decentering Whiteness through democratic Classroom Leadership: Focus on Building & Keeping Shared Equity Agreements*

This experiential and interactive workshop engages educators to explore hands-on restorative strategies to build both democratic, inclusive, and equitable workplaces for staff as well as classrooms for learners and educators. By decentering whiteness and addressing white supremacy culture and by shifting from a “power-over” to a “power-with” framework, educators learn to co-establish a learning community both with their colleagues and with their students where all can find a place of belonging. We focus on two specific strategies from our body of work [democratic Classroom Leadership] in this workshop session: shared agreements and agreement keepers. How do we co-create specific shared agreements that create an inclusive, equitable, democratic container (school, department, or classroom)? Which agreements are non-negotiable? How do rules and agreements differ? What do we do and how do we sidestep power struggles when agreements are broken? How do we share the responsibility to hold the community lovingly accountable to all agreements with all stakeholders? What agreements are critically vital/foundational to establish a collective culture whose members are committed to the health and wellbeing of the entire community? Through this process, staff, educators, and students learn to become culturally responsive. Staff and students take ownership of their learning communities in unprecedented ways. We all develop a deeper practice of listening, empathy, and 21st Century skills--collaboration, communication, creativity, and critical thinking. Workshop participants learn a strength-based pedagogy that recognizes agency in all kinds of staff and students, creating a space for them to become engaged equity leaders in practice.

Presenters: Christopher Fontana, MA, Founder & Executive Director of Full Circle Leadership Center, Seattle, WA; Ganae McAlpin, MA, Director of Equity at Evanston Township High School, IL

Audience: General Interest

Level: All Levels

**BREAKOUT SESSION H****Room: University AB***The Role of Student Voice in Developing Equitable Learning Environments*

The Role of Student Voice in Sustaining Equitable Learning Environments will provide an overview of how The Office of Equity for Alexandria City Public Schools (ACPS) is currently developing our equity competency district-wide. This session will describe how we leverage our PBIS, Restorative Practices, and social-emotional learning to provide a holistic approach to creating an equitable learning environment for students of all identities while giving them agency and a voice at the table. Through this voice, students become co-practitioners in the equity work and content that is created. The session will help other divisions learn from the development of ACPS’ equitable practices including building out a team, developing equity values across a district, managing continuous learning while dealing with turnover, and addressing common obstacles that arise when implementing equity work. The session will also include research based strategies and promising practices that have demonstrated a significant impact on student academic achievement and sense of belonging. ACPS hopes to provide a transparent learning environment where we can share our current successes, challenges, and the continued opportunities for growth ahead.

Presenters: Kennetra Wood, Executive Director of Equity & Alternative Programs; Brielle Welch, Director of Equitable Practices; Erica Mack, Mental Health Specialist; Ursula Rocha, Mental Health Specialist; Gregory Baldwin, Restorative Practices Coordinator; Sheri James, Positive Behavioral Interventions & Supports Coordinator; Dr. Zarmina Hotaki, Equity & Inclusion Specialist; Emma Larson, Equity Resident  
Alexandria City Public Schools, VA

Audience: General Interest

Level: Most Grade Levels

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



**BREAKOUT SESSION I****Room: Assembly***Impact of the Partnership between Monona Grove Parent Equity Council and District Administrators*

We will share the story of how our Monona Grove Parent Equity Council started, the impact the council has had on the school community since it started in 2018, the challenges we faced along the way, and the lessons we learned. Highlights include: how the council was a partner in gathering street data from our students and community, how the council worked with our administration to revamp our hiring practices to focus on hiring and retaining a diverse workforce, and how the council has become an advisory board to our district in our continued equity work.

Presenters: Shelby Steel, Student Services and Equity Coordinator; Anna Neal, Member of the Parent Equity Council; Justin Neal, Member of the Parent Equity Council; Monona Grove School District, WI

Audience: General Interest

Level: Most Grade Levels, District Level

**BREAKOUT SESSION J****Room: University CD***Recruitment & Retention Trends in a Mid-Sized Urban School District-- and a Promising Practice to Support and Retain Teachers*

In this session, we will share data and analysis depicting recent trends and the current state of staff recruitment and retention in Madison Metropolitan School District and discuss challenges and opportunities the district faces in this area. Specifically, we will discuss how staff recruitment and retention looks across different types of roles within the district and the extent to which the district has been able to recruit and retain staff that reflect the demographics of the district's diverse student body. Then, we will share one promising practice to address these issues by increasing teacher morale. Our team developed this new practice in collaboration with two district elementary school teams over the last 10 months. Attendees will learn about our new "Collab Labs," and how the project team utilized the liberatory design framework to develop it. We will also share data from the prototype testing and how we used it to make intentional adjustments to the prototype. We'll finish the session by sharing our recommendations for spreading and scaling the promising practice both locally and to your district sites.

Presenters: Leigh Vierstra, Innovation Director; Eric Lequesne, Research & Innovation Strategist; Lauren Lauter, Research and Innovation Strategist; Madison Metropolitan School District, WI

Audience: General Interest

Level: Elementary, District Level

**Thursday, April 20, 2023 2:45-4:00 p.m. Breakout Sessions K-N**

**BREAKOUT SESSION K****Room: Capitol A***Feed Your C.O.W., but You Need to Get One First!*

This interactive session will focus on how one suburban school district in Illinois attracts, selects, on-boards, and retains a highly-qualified, diverse workforce. The presenters will give examples of the specific recruitment strategies utilized to attract BIPOC candidates in support of the district's strategic priority to increase the diversity of our workforce to reflect the diversity of our student population. Participants will learn about the selection process used to ensure the best candidates are hired and how to create a positive, welcoming experience for candidates and new hires. The session will also include examples of retention efforts the district undertakes to improve the culture and climate so that employees will stay. Through interactive activities, participants will develop an awareness of their implicit biases and how these biases could impede the selection of qualified BIPOC candidates. Specific strategies to mitigate implicit biases in the hiring process will be discussed. The notion of the COW and how it relates to employee retention will be explained. Participants

will leave energized and well-equipped to implement creative practices to increase retention in their organizations.

Presenters: Dr. LaTonya Applewhite, Executive Director of Equity and Student Success; Janel Bishop, Director of Employee Relations and Recruitment; Lynda Parker, Assistant Superintendent/Principal; Dr. Roxana Sanders, Assistant Superintendent for Human Resources; Oak Park and River Forest High School District 200, IL

Audience: General Interest

Level: Most Grade Levels, District Level

## **BREAKOUT SESSION L**

**Room: Capitol B**

### *Attracting and Retaining High Quality Staff: Building, Supporting and Equipping*

This session moves beyond the basics of recruitment and retention of staff. Participants will learn about equitable, strategic initiatives that retain staff including, collegiate partnerships, culture and climate strategies and DEIB priorities, policies and practices. Participants will also learn about how to leverage retention efforts into recruitment strategies.

Presenters: Dr. Devon Horton, Superintendent; Dr. Andalib Khelghati, Assistant Superintendent of Human Resources; Dr. Markisha Mitchell, Chief of Staff; Mr. Elijah Palmer, Director of Climate and Culture; Evanston-Skokie School District 65, IL

Audience: General Interest

Level: Most Grade Levels, District Level

## **BREAKOUT SESSION M**

**Room: University AB**

### *Perceptions of PD Impact: White Educators' Racial Identity Development & Anti-Racist Practice*

US schools have seen limited success in achieving equitable outcomes for students of color amid the expanding racial gap between student and educator demographics, yet there is a dearth of research on suburban schools and effective white educators of children of color. Research suggests that racial identity development is critical to the successful implementation of anti-racist practice. This session will present the results of a study that investigated the impact of anti-racist professional development (PD) on white educators in predominantly white suburban districts (PWDs). This session will focus on the conceptual framework and study findings, including implications for practice. The conceptual framework, which was drawn from the literature review and informed the study, incorporates a continuum for white racial identity development, understanding the history of racism and the white racial frame, and anti-racist ideology and pedagogy. The critical components of anti-racist ideology and pedagogy, relationships with students, curriculum and course content, and pedagogical strategies, can inform both PD and practice in all contexts and for all employee groups, including work with preservice educators. Findings from the study, conducted with educators across five schools in two PWDs engaged in several years of equity or anti-racist PD, will be shared. Summary findings regarding the quantitative data on the conceptual framework, degree of PD impact, and the PD provided by each district will be shared. Findings regarding the specific PD that participants identified as impactful will also be shared, relevant to specific components of the conceptual framework (e.g., impactful on racial identity development, impactful on relationships with students), and across components of the conceptual framework.

Presenters: Dr. Sherri S. Cyra, Deputy Superintendent, Middleton-Cross Plains Area School District, WI

Audience: General Interest

Level: All Grade Levels, District Level

**BREAKOUT SESSION N****Room: Assembly***Grow Your Own Program*

The Grow Your Own program was implemented in the Sun Prairie Area School District (SPASD) to diversify our work staff and to create a channel for amazing individuals to grow within the organization. Staff members in our support staff group are more ethnically diverse, the program helps them continue their education and receive a bachelor's/master's degree conducive to a license in one of the many shortage areas in education. The program was established in 2017 with the same goals but a different approach. Grow Your Own participants were hand-picked from a group of employees. The program involved a partnership with a specific college so students didn't have the opportunity to choose. Starting in 2018, we changed the program so that all SPASD staff members could apply if they were interested in furthering their education. In this session, we will talk about the success of the program in our district in terms of student related success, professional growth of our support staff members as well as the professional growth of certified staff into administrator positions as well as other areas of education in the way of licenses for shortage areas.

Presenters: Michael Morgan, Director of Systemic Equity and Inclusion; Chris Sadler, Director of Human Resources; Isabel Simonetti, Human Relations Manager; Sun Prairie Area School District, WI

Audience: General Interest

Level: All Grade Level, District Level

**Friday, April 21, 2023 10:30-11:45 a.m. Breakout Sessions O-S**
**BREAKOUT SESSION O****Room: Capitol A***Hiring, Supporting, and Retaining Teachers of Color*

Participants will learn specific, programmatic approaches to supporting and retaining teachers of color. We will share details about recruitment, hiring practices, and our on boarding including our three-year equity focused induction program.

Presenters: Dr. Marcus Campbell, Superintendent; Dr. Scott Bramley, Assistant Superintendent for Human Resources  
Evanston Township High School District 202

Audience: Principals, District-Level Administrators

Level: All Grade Levels, District Level

**BREAKOUT SESSION P****Room: Capitol B***Advancing Educational Equity for Multilingual Learners*

Bilingual and multilingual learners represent one of the fastest growing groups of students in public education in Wisconsin and across the nation. Despite strong and consistent research in the field of education indicating the value of supporting multilingual students' home languages as part of the instructional practices, school districts have often favored approaches that are deficit-based and ultimately ineffective. In this presentation, Dr. Silvia Romero-Johnson will discuss the role that Dual Language Programs can play in addressing the equity imperative for bilingual and multilingual learning.

Presenters: Dr. Silvia Romero-Johnson, Assistant Superintendent for Teaching and Learning  
Middleton-Cross Plains Area School District, WI

Audience: Teachers, Principals, District-Level Administrators

Level: District Level

**BREAKOUT SESSION Q****Room: University AB***Getting Into Good Trouble at School*

This session will provide participants the context, empowerment, and concrete actions needed to dismantle racist policies and practices that for decades have prevented students of color from experiencing the same success as their White counterparts in schools across America. Racism isn't always intentional. Racial justice, on the other hand, must be. This Revolutionary Experience will allow education leaders seeking racial justice to put their intentions into action—and grant the promise of an equitable and culturally rich education to all students. Participants will be engaged in interactive workshop activities aligned with the book, *Getting Into Good Trouble at School: A Guide to Building an Antiracist School System*, that allows them to reimagine educational equity and actively dismantle institutional racism as well as implement strategic and methodical policies that benefit the entire school community.

Presenters: Dr. Gregory C. Hutchings, Jr., Founder/CEO, Revolutionary ED, LLC

Audience: General Interest

Level: All Levels, District Level

**BREAKOUT SESSION R****Room: Assembly***Identifying and Serving Our Diverse Gifted Learners: Taking an Inclusive Approach*

It is well known that gifted education MUST be much more inclusive. Decades of research consistently show that Asian, White, and students from higher-income families are disproportionately classified as gifted, while identification of Blacks, Latinx, multi-language learners, those with disabilities and students from low-income families stagnates and falters. The research estimates that more than 850,000 African-American, Hispanic, and Native-American students in K-12 public school today could have been identified for gifted programs but were not. Why? The identification process that is typically used puts too much emphasis on knowledge of the English language and academic achievement; both are tremendous obstacles for those with limited opportunity and background knowledge. Schools commonly seek out high-achieving students to include in gifted services while overlooking those with high potential who are not yet achieving at levels commensurate with their ability. Despite continued attention to the disparity from leading experts in the field, the problem continues to plague the field and this issue has become more critical with learning loss due to school closures during the pandemic. Helping districts more effectively identify gifted students is critical to improving outcomes for all students and is the central point of our work. This session will expand participants' understanding of equitable identification processes, the critical importance of culturally-free assessments, and practical, effective strategies for identifying students with high ability in grades K-9. Once identified, this session will present strategies for working with high-potential students in classrooms and gifted education programs.

Presenters: Dina Brulles, PhD, Gifted Masters Program Coordinator, Arizona State University; Jack A. Naglieri, PhD, Professor Emeritus, George Mason University; Kimberly Lansdowne, PhD, Executive Director of the Herberger Young Scholars Academy, Arizona State University

Audience: General Interest

Level: Most Grade Levels

**BREAKOUT SESSION S****Room: University CD***Teach & Thrive: Strategies to Prevent Teacher Burnout*

Ever wonder how you can actually enjoy every day in your classroom? Tap into the research-based strategies that will help you to manage daily responsibilities and relationships with members of the school community, without sacrificing your professional and personal wellness.

Presenters: Jamarious Ugochukwu, Educator-Consultant, English Teacher; Paterson Public Schools, NJ

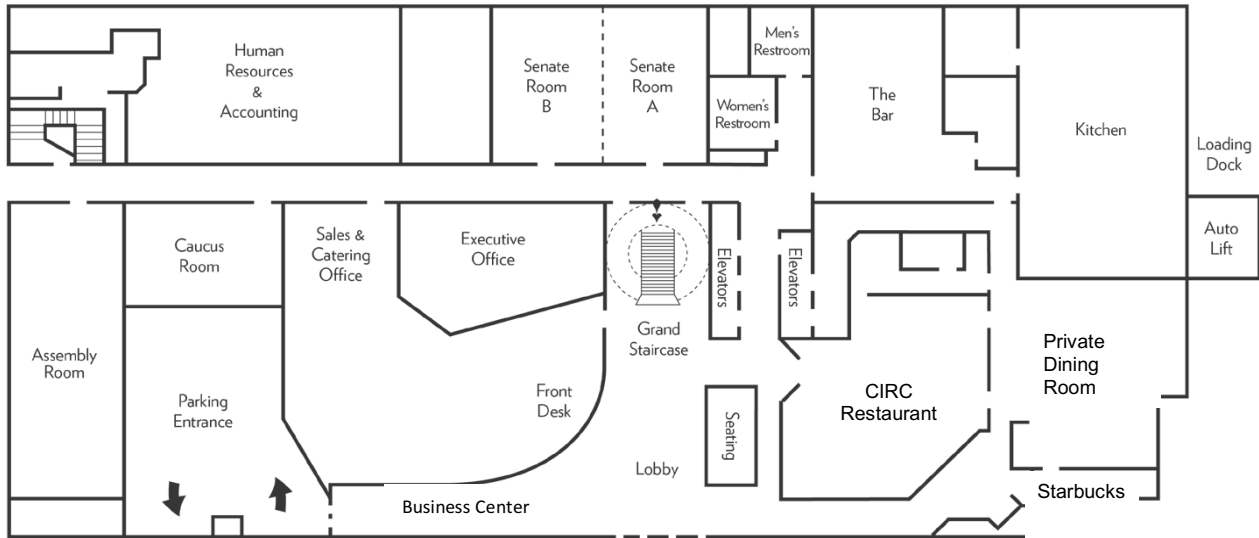
Audience: General Interest

Level: Elementary, Middle School, District Level

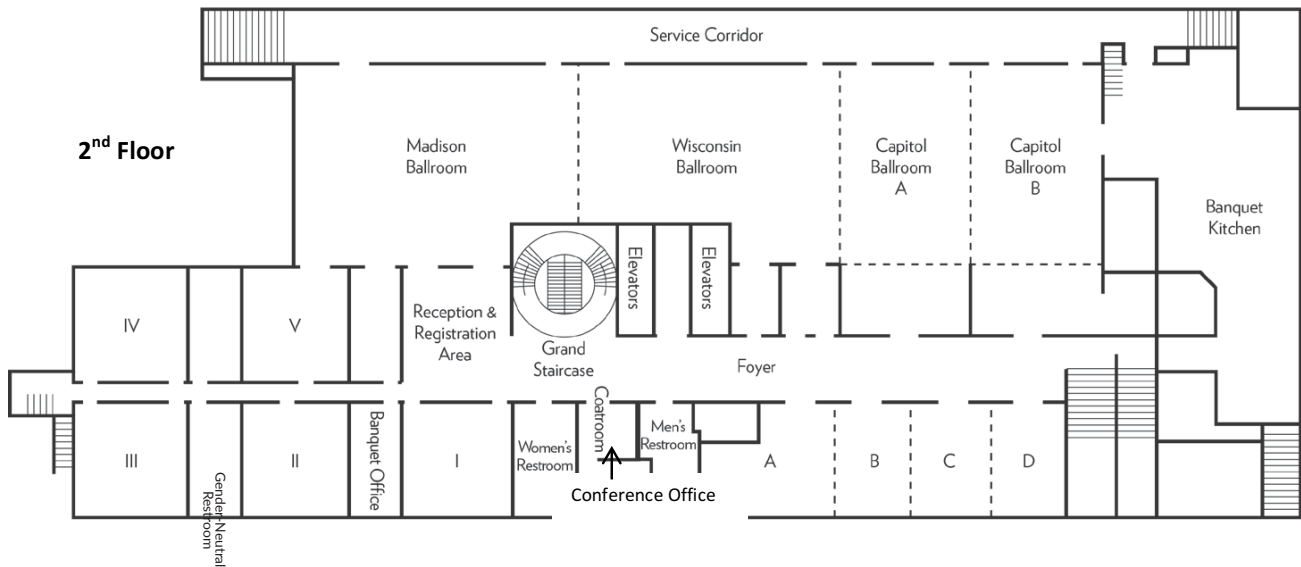
# MADISON CONCOURSE HOTEL MAP

## 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.

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

**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.

# THANK YOU

Many thanks to everyone who helped make the 2023 MSAN Institute possible!

## Wisconsin Center for Education Research

Janet Trembley, Graphic Design  
Danielle Maillette, WCER Support  
Maria Huckleberry, WCER Support  
Connie Showalter, MSAN Project Manager  
Latoya Holiday, MSAN Interim Executive Director

## 2023 MSAN Planning Team

LaTonya Applewhite, Oak Park & River Forest High School, IL  
Nick Hamilton, East Lansing Public Schools, MI  
Nicole Patterson, Shaker Heights City School District, OH  
Silvia Romero-Johnson, Middleton-Cross-Plains Area School District, WI  
Gregory Smith, Farmington Public Schools, MI  
Deidre Stokes-Davis, Canton City Public School District, OH

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MSAN is a national coalition of multiracial school districts that have come together and built a community of leaders who engage in common practices that support the Network's mission: **to understand and eliminate racial opportunity gaps that persist in schools.** These common practices include:

- Engaging in collaborative research in which practitioners and researchers are equal partners in designing, conducting, and publishing research.
- Evaluating 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](https://msan.wceruw.org)**



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## MSAN DISTRICTS

Alexandria City Public Schools, Alexandria, VA  
Amherst-Pelham Regional Public Schools, Amherst, MA  
Ann Arbor Public Schools, Ann Arbor, MI  
Arlington Public Schools, Arlington, VA  
Public Schools of Brookline, Brookline, MA  
Canton City School District, Canton, OH  
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  
Homewood-Flossmoor Community High School District 233, Flossmoor, IL  
Isaac Elementary School District #5, Phoenix, AZ  
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  
Osborn School District #8, Phoenix, AZ  
Princeton Public Schools, Princeton, NJ  
Shaker Heights City School District, Shaker Heights, OH  
School District of South Orange & Maplewood, Maplewood, NJ  
Stevens Point Area Public School District, Stevens Point, WI  
Sun Prairie Area School District, Sun Prairie, WI  
Waunakee Community School District, Waunakee, WI