



April 10-11, 2025

Madison Concourse Hotel

Madison, Wisconsin

All conference materials can be found at go.wisc.edu/MSAN2025



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Tell us what you think!

Please complete your conference evaluation.

WELCOME

Welcome back to Madison, MSAN colleagues and friends, for the 2025 MSAN Institute! Although we are experiencing challenging times and navigating uncertainty, coming together for learning, renewal, and growth remains pivotal to our ongoing work. Thank you for prioritizing this time and recommitting yourselves to advancing educational excellence for all students, especially those who have been underserved.

This year, classroom educators, school and district leaders, researchers, advocates, and others from across the country have come together to collectively grow our understanding of how to best transform schools into educational spaces where all students can succeed. This year's theme "New Approaches, Different Possibilities, and Uncharted Paths: Transforming Schools into Spaces of Belonging Where All Can Thrive," fully embodies the critical work that still remains in spite of the barriers and roadblocks we continue to face. The work we will do together over the next two days to expand our knowledge and improve our leadership and practice (in service to students) is the most important work we can do now and into the future. True transformation requires new ideas, out-of-the-box thinking and willingness to dream differently.



We hope that you leave this year's institute inspired, renewed and equipped with new tools, ideas and possibilities that will take you further in your work on behalf of students. Although we do not know what the future holds, what is certain is that the students we see every day in our schools and classrooms deserve our continued commitment to this work. MSAN is prepared to carry our mission forward in collaboration with the network members and partners.

Our work is hard and it is ever so important. You, too, are important so please take care of yourselves. Don't forget to get outside of the hotel and enjoy some fresh springtime air in Madison!

In continued partnership,

A handwritten signature in cursive script that reads "Latoya M. Holiday".

Latoya Holiday
MSAN Executive Director

MSAN PRESIDENT WELCOME LETTER

Welcome Dear Fellow Institute Participants,

I am excited to welcome you back to Madison for the 2025 MSAN Institute!

We are coming together this year during an unprecedented time. Public education and diversity, equity and inclusion programs are under intense scrutiny. Yet I am reminded of what Albert Einstein said: "In the midst of every crisis lies great opportunity." It has never been more important for us to share our experiences, ideas and perspectives.

The theme of this year's institute is "New Approaches, Different Possibilities, and Uncharted Paths: Transforming Schools into Spaces of Belonging Where All Can Thrive." I believe this theme captures both our challenges and our opportunities as we work to create learning environments that are welcoming and inclusive for all learners.

This year's institute will connect you with educators from many diverse school districts who will engage in thought-provoking large- and small-group discussions. You will learn about current research and best practices, and hear from students about the ways issues such as equity and inclusion play out in their daily classroom experiences.

On behalf of the Governing Board of Superintendents, I want to thank our sponsors, partners, staff and volunteers for making this outstanding event possible. Thank you, as well, for your continued support of MSAN.

It is my hope that the challenges we face will serve to galvanize, inspire and motivate us. Our students are depending on us.

Sincerely,

Dr. David Glasner, Superintendent
Shaker Heights City School District



CONFERENCE AGENDA

Thursday, April 10, 2025

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

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

- Latoya Holiday, MSAN Executive Director
- Dr. David Glasner, MSAN Governing Board President, Superintendent, Shaker Heights City School District, OH

9:00 a.m. Keynote Address: Dr. Patricia Baquedano-López, Professor, Berkeley School of Education
Blueprints for Inclusive Growth: Unlocking the “Diversity Within” for Collective Success

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)

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

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

4:00 p.m. Wrap up and Announcements – Wisconsin Ballroom

4:30 p.m. Adjourn for the Day
Dinner on your own. Enjoy downtown Madison!

Friday, April 11, 2025

8:00 a.m. Breakfast – Wisconsin Ballroom

8:30 a.m. Welcome, Overview of Day, and Special Remarks

- Latoya Holiday, MSAN Executive Director
- Dr. Marcelle Haddix, Dean of the School of Education, University of Wisconsin–Madison
- Aaron Bird Bear, Retired Director of Tribal Relations, University of Wisconsin–Madison
Tribal affiliation: Mandan, Hidatsa & Diné, enrolled Three Affiliated

9:15 a.m. MSAN High School Scholars’ Panel Presentation: Perspectives on Leading for Equity and Fostering Belonging
Facilitator: Antonio Hoye, Dean of Students, Middleton High School, Middleton–Cross Plains Area School District
Middleton–Cross Plains Area School District Students: Oubeda Ezoula, Sennie Kidau, Mauricio Rodriguez
Waukeek Community School District Students: Johana Angeles, Eric Hernandez, Kylana Martinson

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

Blueprints for Inclusive Growth: Unlocking the “Diversity Within” for Collective Success

Thursday April 10, 2025 - 9 a.m.

Wisconsin Ballroom



Dr. Patricia Baquedano-López

Dr. Patricia Baquedano-López is a Professor of education at the University of California, Berkeley. In her 25 years at UC Berkeley, she has developed a long-standing interest in the language practices and educational policies impacting minoritized and immigrant students and families in schools. Her community-engaged work highlights the challenges and opportunities for these students and families in public schools while emphasizing their linguistic and cultural identities. She leads the doctoral specialization of the Designated Emphasis in Indigenous Language Revitalization which she helped establish at her university in 2018. Her recent research calls for greater inclusion of Indigenous languages in schools and stronger engagement with Indigenous immigrant parents to create more equitable learning environments. The author of three books and over 60 publications, Dr. Baquedano-López has taught and worked with doctoral students, pre-service teachers, and school and district leaders at the Berkeley School of Education. She is the recipient of the 2021 Charles A. Ferguson Award for Outstanding Scholarship from the Center for Applied Linguistics. In 2023, she received the Outstanding Mentor Award from the American Educational Research Association (AERA) Division G, Social Contexts of Education.



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

Thursday, April 10, 2025 10:30–11:45 a.m. Breakout Sessions A–E

BREAKOUT SESSION A

Room: Wisconsin Ballroom

Enhancing Cultural and Linguistic Identity and (Be)longing for Indigenous Students and Families

This session further examines the notion of “diversity within” through dialogue and a set of practices to design and support spaces where indigenous multicultural/multilingual students and their families can thrive. We will draw from the case of indigenous groups within the broadly understood Latine and Asian populations. The session is divided into three components: 1) working towards an expansive understanding of diversity, 2) engaging in practices of awareness and inclusion of indigenous voice and presence, and 3) developing a sustainable model of academic and institutional support for indigenous students.

Presenter: Dr. Patricia Baquedano-López, Professor, Berkeley School of Education

Audience: General Interest

Level: Most Grade Levels, District Level

BREAKOUT SESSION B

Room: Capitol A

Student Engagement and Belonging Mentorship Program: Leading With Equity at OPRFHS

This session will provide an overview of the OPRFHS Leadership and Launch Program, which is now in its 10th year as a grade and credit-bearing class. Selected juniors and seniors develop leadership skills while helping freshmen establish a sense of belonging and social-emotional connection within their new school. The leaders spend three days a week mentoring over 600 freshmen each year in various courses and participate in a leadership class for two days a week. They support freshmen in areas such as social-emotional health, tutoring, executive functioning, organization, social skills, and overall school connectedness.

Importantly, the demographics of the mentors reflect the diversity of the larger freshman group. This representation allows students, particularly those from marginalized backgrounds, to play a key role in fostering an environment that values their cultural wealth, values, and identity in a large high school. Participants in this session will learn about the program’s history, development, curriculum, and the leader selection process. They will engage in several “take home” activities focused on leadership-building activities and how to begin a similar program at their schools.

Presenters: Lindy Novotny, Leadership and Launch Program Teacher and Visual Arts Teacher; John Hoerster, Leadership and Launch Program Teacher and English Teacher; Rashad Singletary, Leadership and Launch Program Teacher and Physical Education Teacher; Oak Park and River Forest High School, Oak Park, IL

Audience: General Interest

Level: Middle and High School, District Level

BREAKOUT SESSION C

Room: Capitol B

The Students’ Six Process: Students Teaching Teachers

What might you learn if you were to ask students, “What do you believe should change at this school to create a more inclusive learning environment where everyone feels they belong?” Students’ Six is a process that sets out to answer that question by engaging cohorts of students in an exploration of culturally responsive research-based teaching strategies. Students select, and then lead their teachers in, professional learning about those strategies that support their sense of belonging and academic achievement.

Learn directly from one school about their implementation of the Students’ Six process. Engage in an interactive discussion about how they are leveraging student voice and collaboration between students and educators to improve belonging and achievement district wide. Participants will walk away with the set of culturally responsive strategies that Students’ Six cohorts work from as well as ideas for how to leverage and expand upon any current efforts to elevate student voice to inform change.

Presenters: Jessica Gammell, Equity Leadership Coach, APC Leadership Collaborative; Joseph Traeger, Assistant Principal, Stayton High School, North Santiam School District, Oregon

Audience: General Interest

Level: High School, District Level

BREAKOUT SESSION D

Room: University AB

Culturally Responsive Principal Supervision

School leaders shape culture, instruction, and equity, impacting student success, especially for historically marginalized students of color. Join Sun Prairie Area School District leaders to explore culturally responsive principal coaching as a strategy for equity. Our team will share equity-centered processes, tools, and coaching approaches that foster culturally responsive instructional leadership. Through large group and small group learning, participants will explore:

- Culturally Responsive Principal Supervision – Using leadership coaching to disrupt inequities and boost student achievement.
- Collaborative Leadership Development – Sun Prairie’s bi-weekly equity-focused coaching model for principals.
- Data-Informed Equity Strategies – Leveraging data to prioritize student needs and ensure equitable learning.
- Building Leadership Capacity for Equity – Strengthening leadership through coaching and communities of practice.
- Executing a Theory of Action for Racial Equity – Advancing MSAN’s mission to eliminate racial disparities.

Participants will gain concrete strategies to ensure school leadership disrupts inequities and fosters inclusive, high-achieving learning environments. During the session, participants will have the opportunity to engage in partner dialogue, gain access to the framework and tools utilized, and apply their learning to their work.

Presenters: Kyree Brooks, Associate Principal-Central Heights Middle School; Dr. Sarah Chaja-Clardy, Director of Secondary Teaching, Learning and Equity; Dr. Stephanie Leonard, Assistant Superintendent for Teaching, Learning and Equity; Dr. Michael Morgan, Director of Systemic Equity and Inclusion; Sarah Prankeklang, Principal, Central Heights Middle School; Sun Prairie Area School District, Sun Prairie, WI

Audience: Researchers, Principals, District-Level Administrators

Level: Most Grade Levels

BREAKOUT SESSION E

Room: University CD

Building Collective Impact Through Community Collaboration

The Community Schools strategy focuses on building connection and collaboration with students, staff, families, and community to ensure all students succeed in thriving school communities. Each Community Schools site has a Site Leadership Team to build shared power and voice into the school community with representations from students, families, school and community leadership. In 2023-2024, all sites identified chronic absenteeism as one of the largest barriers to student learning, so we brought all of our teams together to build shared understanding around chronic absenteeism, to identify the root causes at each site and build an action plan that would wrap around the root causes of chronic absenteeism and implement solutions. In one year, we collectively reduced chronic absenteeism by 8.5%, with some schools seeing a reduction in absenteeism by nearly 20%. This decrease in absenteeism was represented across all ethnic groups as well as students with disabilities and multilingual learners. This session we will share our strategy for organizing and action plans that we have implemented across elementary and secondary schools.

Presenters: Jamie Racine, Community Schools Program Coordinator; Cindy Kimbrew, Community Schools Site Coordinator, Westside Elementary; Sun Prairie Area School District, Sun Prairie, WI

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

Level: Most Grade Levels

Thursday, April 10, 2025 1:00-2:15 p.m. Breakout Sessions F-I

BREAKOUT SESSION F

Room: Capitol A

“Watch us bleed, but don’t call 911”: The Wounding & Recovery of Women Leaders of Color

This session explores the challenges and recovery journeys of BIPOC women in leadership. Through personal stories and case studies, we will examine the wounds caused by systemic injustice, microaggressions, and exclusion—and the strategies women have used to survive, heal, and thrive. Participants will learn practical tools for resilience at different stages of career wounding, including naming, norming, neutralizing, and networking. The session offers a space for storytelling, healing, and collective empowerment, while also welcoming allies to deepen their understanding and support for dismantling oppressive systems. A free monthly affinity group for BIPOC women will also be shared. For those who attended last year, this year’s session will give a brief overview of the work and then focus more directly on healing, affirmation and next steps.

Presenter: Dr. Mary Antón, Chair & Co-Founder, Schools Transforming: Reinventing Diverse, Inclusive & Equitable Schools, Oakland, CA

Audience: Principals, District-Level Administrators

Level: District Level

BREAKOUT SESSION G

Room: Capitol B

When We Do It for the Culture: Supporting the Mental Health of Black Students

School-based mental health services and supports are often fragmented, individual programs and services that are culturally insensitive to Black students, leading to misunderstandings and mischaracterizations of their mental health needs. This session, informed by research conducted with Black experts—including practitioners and scholars—will emphasize the critical role of race and culture in effectively supporting the mental health of Black students. The presentation will culminate in the introduction of a comprehensive school-based mental health framework specifically designed to address the needs of Black students in K-12 settings. Participants will leave with practical, actionable strategies that can be readily implemented within their school buildings to foster more inclusive and supportive mental health practices for Black students.

Presenter: Dr. Shenita E. Williams, LCSW, Richmond, VA

Audience: General Interest

Level: All Levels



BREAKOUT SESSION H**Room: University AB***Fostering Belonging and Engagement: Leveraging Adult Relationships to Empower Students*

Student engagement and sense of belonging are critical factors in academic success and overall well-being, especially for underserved and underrepresented students. Students who feel accepted and supported at school demonstrate higher levels of behavioral engagement, including increased participation and effort in learning activities. A sense of belonging plays a crucial role in reducing absenteeism and dropout rates, particularly during the challenging transition into middle school and high school. Participants will have a deeper understanding of the importance of adult relationships in promoting student belonging and engagement, as well as actionable strategies to implement in their schools and districts. Participants will be provided research showing a strong correlation between students' sense of belonging and their academic engagement. Drawing on the work and data of Equal Opportunity Schools (EOS), we will provide strategies to identify and break down barriers to student engagement and access to advanced coursework. EOS's approach emphasizes the importance of understanding student-teacher relationships and leveraging data to develop targeted interventions. We will review the multi-dimensional readiness tool—EOS Student Insight Card. We will discuss practical strategies for educators to foster a sense of belonging and increase engagement in their schools, including:

1. Creating supportive classroom communities.
2. Implementing culturally responsive teaching practices, and curriculum.
3. Examining expectations, and feedback and assessment strategies.

Presenters: Paul DeAngelis, Partnership Director; Kristin Ward and Danielle Knox, Senior Directors of Partnership, Equal Opportunity Schools; Casey Elmore, Principal, Ann Arbor Skyline High School; Ché Carter, Principal Ann Arbor Huron High School, Ann Arbor, MI

Audience: Teachers, Principals, District-Level Administrators

Level: Middle School, High School, District Level

BREAKOUT SESSION I**Room: University CD***Building Principal Equity Leadership*

Our job-embedded learning is a powerful way for busy principals to become more competent, while advancing equitable outcomes at their school. We will share a professional learning model that encourages changes to leader's practice through preparation, action, and reflection as they engage with stakeholders in their school communities.

Participants will experience one example of this equity competency based professional learning model. The process is designed to support leaders to develop the confidence to engage in conversations that are in the best interest of their students, even if those conversations may be uncomfortable. The competencies support leaders to examine issues from a variety of stakeholder perspectives, supporting them to be purposeful in seeking a variety of viewpoints while making decisions—to better serve students and families.

This real time professional development takes a job-embedded approach that supports learning while doing, and gives all educators a chance to improve the skills they choose to focus on. While the competencies we will share have been developed for principal leadership, the approach is applicable and has been adapted to additional roles within district, site and teacher leadership.

Presenters: Jessica Gammell, Equity Leadership Coach, APC Leadership Collaborative; Dr. Aaron Johnson, Consultant at Archetype Consulting

Audience: Teachers, Principals, District-Level Administrators

Level: All Levels

Thursday, April 10, 2025 2:45–4:00 p.m. Breakout Sessions J-N

BREAKOUT SESSION J

Room: Capitol A

Helping Schools and Districts Foster Community Through Identity Examination: A Professional Learning Exercise for Personal and Collective Growth

This session guides educators and administrators through a structured, three-phase exercise to enhance self-awareness, collaboration, and workplace culture. Through guided reflection on beliefs, building shared values, and identifying gaps in fostering student success and belonging, participants will gain actionable insights to create more inclusive learning environments. By aligning personal and collective responsibilities, the session bridges the gap between frontline educators and decision-makers, ensuring grassroots insights shape systemic policies.

Participants will progress through three key phases:

Phase I: Individual Reflection – Participants explore personal beliefs about student success, school culture, and belonging through independent prompts.

Phase II: Group Collaboration – Small groups share insights and reframe perspectives from an “I” to a “we” approach, fostering alignment and consensus-building.

Phase III: Institutional Alignment – Groups identify core values, highlight gaps, and synthesize insights to inform leadership decisions and systemic improvements.

By fostering vulnerability and authentic dialogue, this session equips staff with strategies to build and sustain an inclusive, supportive school environment. These efforts directly impact student outcomes, especially for historically marginalized students, by ensuring all learners feel seen, valued, and supported. Designed to be replicable for school and district leaders, with ongoing application, these exercises drive lasting change in professional practice and institutional culture.

Presenters: Dr. Tyrone Byrd, Executive Director of Diversity, Equity and Inclusion; Cristin Schulman, Diversity, Equity and Inclusion Specialist; Arlington Public Schools, Arlington, VA

Audience: Principals, District-Level Administrators

Level: Most Grade Levels, District Level

BREAKOUT SESSION K

Room: Capitol B

Creating Affirming Spaces to Amplify Student Voice

Learning from students is vital to efforts to improve experiences and outcomes in school. This is particularly true for students with marginalized identities, whose experiences and strengths are not always well captured in traditional school data or improvement planning. In our session, recent high school graduates will share their stories about initiating change, such as creating an anonymous bullying and harassment reporting form and implementing student-led workshops to promote racial equity. Next, we will share our experience using research-based practices to create affirming and empowering opportunities for students to share their experiences with their school districts. Finally, we will share how students can sometimes feel diminished, used, and otherwise harmed when we seek their voice, and we will recommend practices to overcome the risk of that happening.

Being open to student leadership and maintaining a reflective and thoughtful approach to engaging student voice can increase the likelihood that marginalized students feel affirmed in their full humanity and empowered as members of their learning communities.

Presenters: Kenneth Morris, Jr., Chief Diversity Officer, Ankeny Community School District; Monique Cottman, Consultant, West Wind Education Policy Inc.; Dasia Taylor, Student, University of Iowa; Briana Clymer, Student, Kirkwood Community College

Audience: General Interest

Level: Most Grade Levels, District Level

BREAKOUT SESSION L**Room: University AB***Enhancing Instructional Impact: A Deep Dive into Walkthrough Tools and Teaching Excellence*

In this professional development session, school and district leaders will explore the instructional section of the walkthrough tool, focusing on six essential indicators of high-quality teaching; student-friendly learning targets, structured lessons, culturally relevant content, differentiated instruction, higher-order thinking, and student choice. These indicators promote rigorous, equitable, and engaging instruction for all students, including Multilingual Learners (MLs), students with exceptionalities (EC), and Academically and Intellectually Gifted (AIG) students. Participants will gain practical strategies to support teachers in creating inclusive and impactful learning environments. Leaders will also receive tools to guide their walkthrough observations, identify trends, and make data-informed decisions to strengthen instructional practices.

Presenters: Dr. Robert Bales, Executive Director of Curriculum & Instruction for Secondary Education and Academic Programming; Arrica DuBose, Executive Director of Curriculum & Instruction for Elementary Education and Federal Programs; Dr. Rodney Trice, Deputy Superintendent, Teaching & Learning, Equity and Engagement Chapel Hill-Carrboro City Schools, Chapel Hill, NC

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

Level: All Grade Levels, District Level

BREAKOUT SESSION M**Room: University CD***Building Capacity through an Anti-Racist Cycle of Inquiry and Action: Empowering Educational and Organizational Leaders*

The anti-racist cycle of inquiry and action empowers educational and organizational leaders to move from individual analysis of racial inequities toward systemic and institutional changes that address racism. Participants in this interactive session will begin with reflection and move into collaborative conversations, discussing anti-racism. They will learn about the anti-racist cycle of inquiry and action: the four phases, their interconnectedness, and the ways one Coalition member is applying it in his professional context. Participants will consider ways the different phases of the inquiry cycle might be utilized as on-ramps to addressing racial inequities in various educational and organizational settings. Finally, conversations will turn inward as participants explore racial inequities in their professional contexts and the possibilities the anti-racist cycle of inquiry might offer, empowering them as anti-racist change agents while also reinforcing inquiry as a strategy for capacity- and coalition-building.

Presenters: Sandra Taylor-Marshall, Outreach Program Manager, Professional Learning and Community Education (PLACE), University of Wisconsin-Madison

Audience: General Interest

Level: All Grade Level, District Level

BREAKOUT SESSION N**Room: Assembly***Harnessing Artificial Intelligence for Innovative and Inclusive Classrooms*

This session introduces Yourway, a pedagogically grounded AI platform that empowers educators to integrate research-based, student-centered strategies into their teaching. Yourway is deeply rooted in educational pedagogy, enhancing—not replacing—effective teaching practices to support differentiation, student engagement, and academic success, particularly for students who have historically been underserved. Participants will explore how AI can strengthen instructional design, accelerate learning, and provide equitable opportunities for all students. Using real-world case studies and district data, we will examine how AI-powered instruction has helped enhance teacher effectiveness rather than replacing teacher expertise. The session will also provide general AI strategies that are not tool-dependent, ensuring that all educators walk away with actionable ways to integrate AI into their pedagogical practices while maintaining human-centered instruction. Through hands-on exploration participants will reimagine what's possible when AI is leveraged as a thought partner for educators and a catalyst for innovative, inclusive classrooms.

Presenter: Dr. Cassondra Corbin-Thaddies, Vice President, Partner & Client Engagement, Yourway Learning

Audience: Teachers, Principals, District-Level Administrators

Level: All Grade Level, District Level

Friday, April 11, 2025 10:30–11:45 a.m. Breakout Sessions O–S

BREAKOUT SESSION O

Room: Capitol A

Countering Islamophobia and Antisemitism in Schools: Skills and Perspectives for 2025

In this breakout session, participants will explore how schools can actively address the rise of Islamophobia and antisemitism by cultivating skills, knowledge, and practices that foster inclusion and equity for all students. The session will provide a historical and contemporary understanding of Islamophobia and antisemitism, focusing on the intersectionality of these issues with other forms of oppression. By examining key stereotypes, media representations, and the institutional nature of these prejudices, participants will deepen their understanding of how these biases manifest in schools. Using a combination of storytelling, case studies, and group activities, the session will also highlight strategies for countering these biases, including practical steps for intervention, creating inclusive school cultures, and supporting students from Muslim and Jewish communities. Participants will leave with concrete tools to identify and address discrimination, as well as a renewed commitment to social justice activism in education. The session encourages reflection and dialogue on personal and organizational action steps, empowering educators to create environments where all students—regardless of background—can thrive.

Presenters: Shahanna McKinney-Baldon, Co-Principal Investigator, Shalom Curriculum Project; Nafsaniath Fathema, Scientist & Evaluator, Wisconsin Center for Education Research; University of Wisconsin–Madison

Audience: General Interest

Level: All Grade Levels, District Level

BREAKOUT SESSION P

Room: Capitol B

Mitigating Bias when Using Data

We should be able to use student data to DISRUPT educational inequities. Unfortunately, large-scale data (i.e., statewide test scores) and small-scale data (i.e., PLC, MTSS, PBIS, or classroom data) can have the unintentional impact of REINFORCING historical, inaccurate, and simplified narratives about racial groups. In this interactive workshop-style session, we offer three data use practices for attendees to try out and a fourth to ponder, in hopes that we can overcome our complicity in data use that reinforces the very inequities we hope to eliminate.

1. Incorporating counterstereotypical representations in data presentations.
2. Developing alternative ways to present and use data.
3. Re-naming the phenomena represented in data (such as system problems rather than student problems).
4. Using guided reflection questions to reduce the influence of implicit bias.

Presenters: Circe Stumbo, President; Dr. DeeAnn Grove, Policy Fellow; West Wind Education Policy Inc.

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

Level: Most Grade Levels, District Level

BREAKOUT SESSION Q

Room: University AB

Building Equitable and Inclusive Classrooms Through Intentional Connection

This session equips educators with practical strategies to foster equity and inclusion in high schools. Participants will explore how intentional connection, student voice, and cultural responsiveness transform classrooms into welcoming spaces where all students feel valued. Through interactive discussions, attendees will learn how to integrate student interests into lessons, build strong relationships, and implement schoolwide practices that promote belonging. By the end of the session, participants will leave with actionable steps to create more inclusive learning environments that celebrate diversity and support student success.

Presenters: Myles Johnson, Breaking Barriers Leadership Academy

Audience: Teachers, Principals

Level: Middle School, High School

BREAKOUT SESSION R**Room: University CD***Helping All Students to Learn Math by Example*

Over the past 18 years, MSAN districts have partnered with the Strategic Education Research Partnership (SERP) Institute and researchers at Temple University to develop and test “ByExample”, an innovative approach to mathematics instruction in which students study and explain correct and incorrect examples as part of their problem-solving practice. The approach has been shown to be effective for improving diverse students’ learning in a variety of mathematics content areas and has even led to appreciable improvements on standardized mathematics achievement tests. While all students benefit, the approach has also shown to be particularly beneficial for students who traditionally struggle to learn mathematics. To date, with partner districts across the country, we have created ByExample materials for Algebra I, 4th and 5th grade mathematics, and high school geometry. Session attendees will engage with the lead researcher and the assistant director of SERP in this interactive session as they learn about the scientific background for the techniques used in the ByExample approach, hear the story of the history of the partnership, and discuss findings from the studies that have been conducted to test the effectiveness of the materials. All participants will be guided through the process of how to access and use the materials free of charge. Participants will also engage with each other to practice creating their own worked examples with guidance and feedback from the research team.

Presenters: Dr. Julie L. Booth, Professor of Psychology, Temple University; Alexandra Huyghe, Assistant Director, Strategic Education Research Partnership Institute

Audience: General Interest

Level: Most Grade Levels

BREAKOUT SESSION S**Room: Assembly***Incorporating Restorative Justice into Policy and Practice*

Racial disparities in school discipline (suspension, expulsion, office discipline referrals, etc.) are a persistent challenge. Alternative, non-exclusionary discipline methods, such as Restorative Justice (RJ), can help by using relationship- and skill-building to prevent harm from occurring and mediation processes to repair harm when it does occur. However, in implementation, RJ does not always reduce disproportionality. During this session, we will share evidence-based and research-proven RJ implementation practices that can effectively reduce discipline disparities. We also will share practical guides and describe critical steps for creating restorative learning environments that reduce racial disparities.

Presenters: Sam Black, Senior Leadership Facilitator, West Wind Education Policy Inc., former administrator, Iowa’s Sixth Judicial District Department of Correctional Services; Dr. Neha Sobti, Achievement and Instructional Specialist, District 2, New York City Public Schools; Circe Stumbo, President, West Wind Education Policy Inc.

Audience: General Interest

Level: Most Grade Levels, District Level

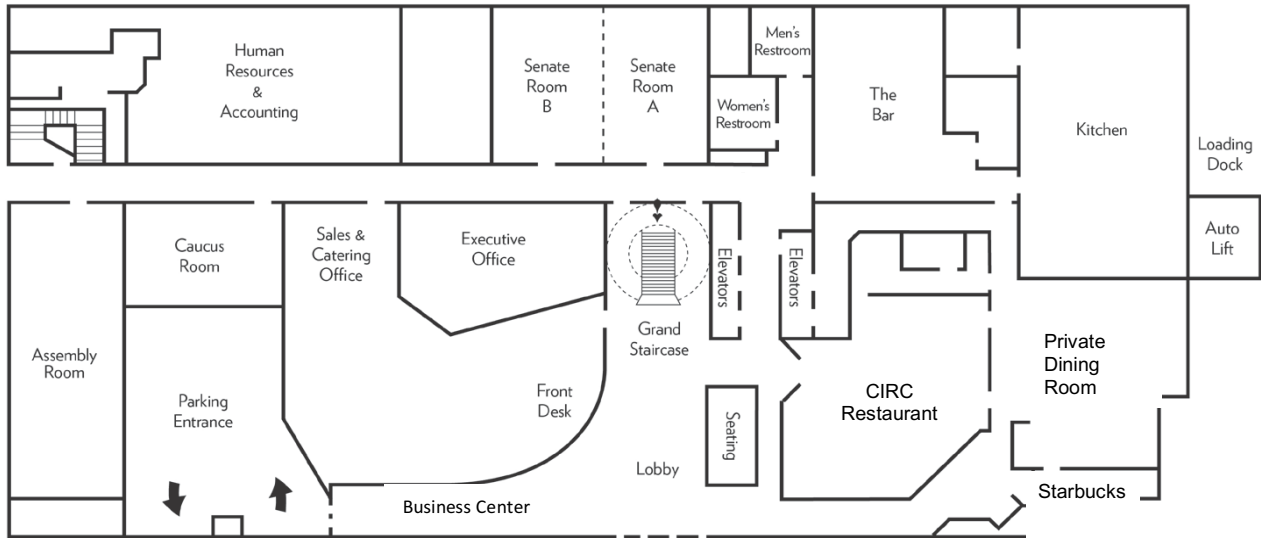


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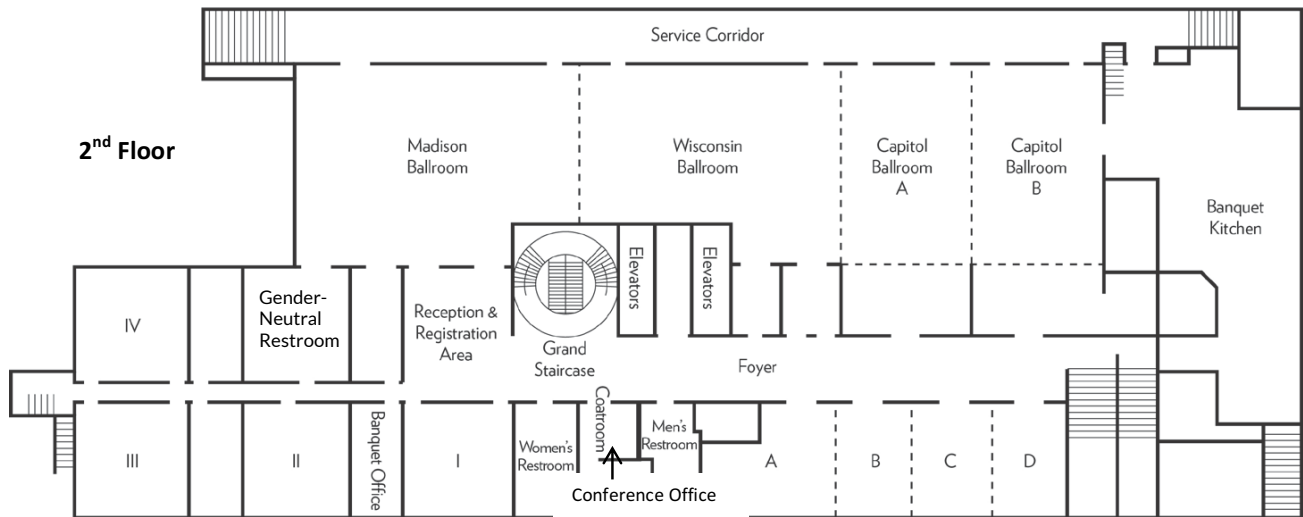
MADISON CONCOURSE HOTEL MAP

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 restroom is located on the 2nd floor in Conference Room V.

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 eliminate disparities and improve access, opportunity, and achievement for students of color.

THANK YOU

Many thanks to everyone who helped make the 2025 MSAN Institute possible!

Wisconsin Center for Education Research

Alex André, Graphic Design

Scott Jones, MSAN Support

Danielle Maillette, MSAN Support

Dave Marcou, MSAN Videographer

Connie Showalter, MSAN Project Manager

Latoya Holiday, MSAN Executive Director

2025 MSAN Planning Team

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Nicole Patterson, Shaker Heights City Schools, OH

Tim Schell, Waunakee Community School District, WI

Mandi Sersch-Morstad, Middleton-Cross Plains Area School District, WI

Brielle Welch, Alexandria City Public Schools, VA

MSAN is a national coalition of multiracial school districts learning, growing, and working together toward the goal of improving access, opportunity, and achievement for students of color.

MSAN has built a community of leaders who engage in common practices that support the **Network's mission**:

To build the capacity of students and educators to improve the educational experiences and outcomes of students of color by learning and leading together.

MSAN's Vision is that all students will experience an inclusive and excellent education.

MSAN's believes that:

- Students' voices must be centered
- Together we have the power to change disparate outcomes
- Research and collaboration drive innovation
- Intersectionality has a powerful impact on students of color
- We have a responsibility to dismantle oppressive systems to advance inclusion and excellence for all students

For more information about MSAN please visit us at

msan.wceruw.org

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

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

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

Princeton Public Schools, Princeton, NJ

Shaker Heights City School District, Shaker Heights, OH

Sun Prairie Area School District, Sun Prairie, WI

Waunakee Community School District, Waunakee, WI

