



MSAN

Multicultural Student Achievement Network
UNIVERSITY OF WISCONSIN-MADISON

INSTITUTE

April 18-19, 2024

Madison Concourse Hotel
Madison, Wisconsin

All conference materials can be found at go.wisc.edu/MSAN2024

WELCOME

I am so very excited to welcome you all back to the wonderful city of Madison, Wisconsin for the 2024 MSAN Institute! Thank you for taking time to commit yourselves to connecting, learning and growing with leaders and your colleagues from across the country. Represented at this year's MSAN Institute are classroom educators, school and district leaders, researchers, advocates, and others who have come to engage, learn and share their work and perspectives as we collectively grow in our understanding of how to best serve students of color and their families. In organizing the Institute, our goal is always to inspire and equip participants with new tools, skills, and knowledge to be used in further advancing equity in your local schools and community.

Unfortunately, significant numbers of our students and families continue to face challenges in our systems. Through our work, we continue to identify new and researched ways to overcome these challenges and eliminate barriers preventing student success. This year, MSAN's focus area is Evaluating Equity Initiatives and Utilizing Data for Systems Change. As we implement new programs and ideas to better serve students, it is important for us to think about how we are using data and evaluating our efforts to ensure continued improvement of our work and the best use of resources. Some of the Institute's sessions present ideas related to this focus and others center around the general theme of advancing equity in schools and communities.

The work we are doing to learn and grow in service to students is the most important work we can do together. MSAN is committed to supporting educators and school districts in reaching your goals for all students and families. The learning and networking opportunities provided through the 2024 MSAN Institute gets us one step closer.

This has been an exciting year for MSAN and there are even more exciting times ahead as we plan for the future of our network. 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 downtown Madison!

Enjoy the conference,

Latoya Holiday

MSAN Executive Director



WELCOME

Dear Fellow MSAN Institute Participants,

Welcome to Madison Wisconsin for the 2024 MSAN Institute, a pivotal gathering focused on evaluating our equity initiatives, leveraging data for systemic change, and building new knowledge on best and promising practices for serving diverse students well.

This year's MSAN Institute is an invitation to join a community of change-makers who are using data and implementing new ideas to challenge the status quo and create educational systems that are truly equitable. Your contributions to this dialogue are invaluable as we seek to understand the complexities of equity in education and implement solutions that lead to lasting change.

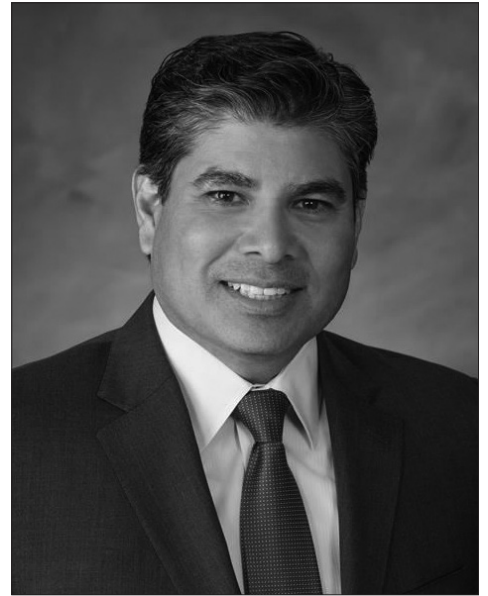
We are honored to have you with us on this journey towards data informed equity in education. Together, we can shape a future where every student, regardless of their background, has access to a high quality education that respects their identity and meets their needs.

On behalf of the MSAN Governing Board of Superintendents, I thank you for your commitment to this crucial work. Your dedication to evaluating our equity initiatives, employing data for systemic change, and finding new solutions to our persistent challenges is the key to building schools that are not just inclusive, but transformative. Let's use this time to forge new paths, inspired by data and driven by a shared vision of equity for all students.

Sincerely,

Mario Ventura, Ed.D

Superintendent Isaac School District #5
MSAN Governing Board President



Tell us what you think
Complete your conference evaluation

CONFERENCE AGENDA

Thursday, April 18, 2024

- 8:00 a.m. Check-In and Breakfast – Wisconsin Ballroom
- 8:30 a.m. Welcome, Land Acknowledgement, and Overview of Day
- Latoya Holiday, Executive Director, MSAN
 - Dr. Mario Ventura, Superintendent, Isaac School District #5, Phoenix, AZ and MSAN Governing Board President
- 9:00 a.m. Keynote address: Jason Green, Co-founder and Co-CEO of Learning Innovation Catalyst (LINC)
The Future of Learning
- 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 – Wisconsin Ballroom
Keynote Address: Dr. Allan Alson, President of Alson Consulting, Inc. and Founding Superintendent of MSAN
Why MSAN Was Necessary and Why It Still Is
- 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)
- 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 19, 2024

- 8:00 a.m. Breakfast – Wisconsin Ballroom
- 8:30 a.m. Welcome, Overview of Day, and Special Remarks
- Latoya Holiday, Executive Director, MSAN
 - Dr. Courtney Bell, Director, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison
 - David O'Connor, Education Consultant, American Indian Studies Program, Wisconsin Department of Public Instruction
- 9:15 a.m. MSAN High School Scholars' Panel Discussion: Student Perspectives on Racial Equity in Schools
Facilitator: Antonio Hoye, Dean of Students, Middleton High School, Middleton-Cross Plains Area School District
- 10:15 a.m. Break (15 minutes)
- 10:30 a.m. Breakout Sessions – Rotation IV (N, O, P, Q, R)
- 11:45 a.m. Break for Lunch
- Noon Lunch – Wisconsin Ballroom
- 1:00 p.m. Job-Alike Networking and/or District Collaboration Time
- 2:00 p.m. Depart

KEYNOTE

The Future of Learning

Thursday April 18, 2024 - 9 a.m.

Wisconsin Ballroom

Jason Green

Jason Green is the bestselling co-author of *Blended Learning in Action* and Co-Founder and Co-CEO of LINC (Learning Innovation Catalyst). Inspired by his youth development and nonprofit work as a student at Morehouse College, Jason has dedicated his career to creating positive change in education. Jason has helped hundreds of schools and districts reimagine and implement next-generation teaching and learning. Through an ongoing research partnership with Stanford University Graduate School of Education's Dr. Arnetha Ball, Jason develops and implements professional learning experiences designed to help educators build their mindset and practice of 21st-century, student-centered learning. Jason holds an MBA from the Wharton School, a M.S.Ed from the University of Pennsylvania, and has spoken at leading universities and conferences around the world. Connect with Jason on X/Twitter @jasontoddgreen.



Thursday, April 18, 2024 10:30-11:45 a.m. Breakout Sessions A-E

BREAKOUT SESSION A

Room: Madison/Wisconsin

Navigating the Shift to Future-Ready, Equitable Learning Environments

In this session, MSAN Institute keynote speaker, Jason Green, will discuss how during this transformative era in education, the shift towards future-ready, student-centered classrooms has never been more critical. This workshop is designed to help educators extend beyond the traditional scope of learning and delve into innovative pedagogy where students experience agency, authenticity, collaboration, and creativity. We will also focus on bridging the gap of educational disparities and understanding how to design classrooms that champion equity, diversity, and inclusivity while leveraging technology. Participants will gain insights into how educational leaders can lay the groundwork for this shift, transforming pedagogical practices to foster environments where student-centered learning flourishes.

Presenter: Jason Green, Co-CEO of Learning Innovation Catalyst (LINC)

Audience: General Interest

Level: Most Grade Levels, District Level

BREAKOUT SESSION B

Room: Capitol B

Keys to the Gate: Addressing Inequities to STEM Access

Access to education in science, technology, engineering, and mathematics (STEM) is an important gatekeeper for individual educational attainment and economic success as well as for national innovation and competition. In fact, success in one important component of STEM education—advanced mathematics—is the strongest high school curricular

predictor of college graduation, regardless of students' eventual field of study. Unfortunately, access to high-quality mathematics education remains inequitably distributed across racial, ethnic, and gender lines. These disparities in STEM access are not happenstance. They are the products of deep, systemic forces that have explicitly and implicitly excluded women and racial and ethnically minoritized groups from accessing STEM careers. These explicit and implicit biases shape teacher expectations and practices (including microaggressions in STEM learning spaces and mentoring relationships), limit parent expectations for student success, and directly influence student performance and identification with the STEM fields. The long-term prognosis for increasing access to STEM careers requires developing and applying theory and methods that explicitly counteract the forces that maintain current inequities in STEM education. In this breakout session, we will summarize research detailing factors that lead to inequities in STEM access, with a focus on access to mathematics education. Further, we will review some pedagogical best practices for addressing these inequities. Finally, we will discuss strategies for increasing K-12 exposure to STEM spaces in university contexts that can help build student familiarity and identification with STEM fields.

Presenters: Percival Matthews, Associate Professor, University of Wisconsin–Madison

Audience: Teachers, Principals, District-Level Administrators

Level: Most Grade Levels

BREAKOUT SESSION C

Room: Capitol A

Learning How to Engage in an Anti-Racist Cycle of Inquiry

The Coalition for Leading Anti-Racist Schools (the Coalition) utilizes the anti-racist cycle of inquiry, developed by Sandra Taylor-Marshall and Dr. Anjalé Welton, to build and develop members' capacity to become leaders of anti-racist change. While Sandra's and Dr. Welton's expertise is in the education realm, their combined knowledge around anti-racist organizational change and coaching makes the Coalition's approach theoretically sound and practically significant for PK-12 and higher education educators alongside people outside of education interested in bringing about anti-racist organizational change in their own spheres of influence. Coalition members build relationships and network within and beyond the Coalition, energizing and empowering one another to develop new action plans and deepen existing ones throughout the year-long engagement. Participants in this session will not only learn more about the Coalition for Leading Anti-Racist Schools and the anti-racist cycle of inquiry, but they will also have the opportunity to workshop contextual problems of practice with their peers using the anti-racist cycle of inquiry.

Presenters: Sandra Taylor-Marshall, Co-Director: Coalition for Leading Anti-Racist Schools and Professional Learning Manager, UW-Madison School of Education: Professional Learning and Community Education (PLACE)

Audience: General Interest

Level: All levels

BREAKOUT SESSION D

Room: University AB

Addressing Harmful Language & Hate Speech As a Greater Community

Language has immense power to shape perceptions, influence behaviors, and impact a person's well-being and sense of self. In our interconnected world, harmful language and hate speech can perpetuate stereotypes, marginalize groups, create divisions, and cause conflict. School-centered communities must come together to tackle this issue collectively. Join us in learning what the McFarland School District is doing to address harmful language and hate speech as a greater community. You will hear about our journey to needing a dedicated focus, engage with our district tool, and leave with ideas about how to implement a plan for your school community. This session will provide you with practical strategies, dialogue, and time to begin planning for your implementation.

Presenters: Brittany Brazzel, Diversity, Equity, Inclusion & Belonging Coordination
McFarland School District, McFarland, WI

Audience: General Interest

Level: All Grade Levels

BREAKOUT SESSION E

Room: University CD

Combined Governing Board and RPC Meeting

This session is for current members of the MSAN Governing Board of Superintendents and the Research Practitioner Council (RPC).

Presenters: Latoya Holiday, Executive Director, MSAN

Audience: MSAN Superintendents and RPC Members

KEYNOTE

Why MSAN Was Necessary and Why It Still Is

Thursday April 18, 2024 - 12 noon

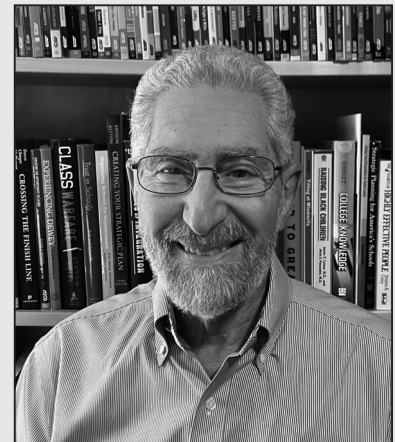
Wisconsin Ballroom

Dr. Allan Alson

Allan Alson currently is a self-employed Educational Consultant assisting school districts in developing strategic equity plans, providing executive coaching for superintendents and principals, and supporting the formation and facilitation of school instructional leadership teams. In addition, he is assisting a racial equity advocacy organization in designing and implementing its succession planning. For ten years he served as a Senior Consultant with the Panasonic Foundation, working with the San Diego; Oakland; Highline, Washington; and Milwaukee school districts in strategic reform with an emphasis on providing equity for all students. Prior to his work for Panasonic, Alson was a Senior Fellow for the Bill and Melinda Gates Foundation where he served as Executive Director of High School Transformation for the Chicago Public Schools.

He began his teaching career in the Philadelphia Public Schools and served as a teacher and administrator in several communities in MA, including serving as the assistant director of the Boston Public Schools/ Boston University Desegregation Collaborative. From 1992-2006, Alson was the superintendent of Evanston Township High School. In February 1999, Alson founded the Minority Student Achievement Network (MSAN), which is now the Multicultural Student Achievement Network. Because of his work, MSAN now serves 26 school districts across the country reaching hundreds of educators and students each year through its activities.

Dr. Alson has made presentations and published articles on topics related to equity and the academic achievement of students of color, principal leadership and high school reform, and school-community collaboration.



Thursday, April 18, 2024 1:00-2:15 p.m. Breakout Sessions F-I

BREAKOUT SESSION F

Room: Capitol B

Integrating Continuous Improvement in Equity-Focused Professional Learning to Activate Knowledge to Practice

Ameliorating the racial and educational equity issues intensively poses a particularly complex problem for school systems. The persistence of achievement disparities for Black and Brown students highlights the need for implementing transformative strategies, critical inquiry and data analyses to clarify existing inequities and most importantly, discern, based on evidence, which programs/practices accelerate achievement for specific racial groups. The Alexandria City Public Schools (ACPS) school board approved a bold and transformative strategic plan, Equity for All 2025, with racial equity at the heart of achieving educational equity and excellence. The plan focuses explicitly on eliminating academic and racial inequities that have produced persistent achievement and program access disparities.

The Department of Student Services and Equity, which leads the division's equity work, collaborated with the Office of School Improvement to facilitate the division's professional learning to enhance the capacity to:

- Lead from the framework of the Strategic Plan
- Implement improvement through an equity lens
- Leverage data to support the improvement process through an equity lens
- Enable ACPS to move from silos to a systems approach

This session will utilize an experiential learning format to illustrate how Alexandria City Public Schools (ACPS) has integrated comprehensive equity training with continuous improvement science foci to expand mental models and practices that inform and undergird leadership practices, critically examine structural and systemic factors, root causes of racial and educational disparities and increase achievement for all students.

Presenters: Kennetra N. Wood, Executive Director of Equity & Alternative Programs Title IX Coordinator, Department of Student Services and Equity; Brielle E. Welch, Director of Equitable Practices, Department of Student Services and Equity; Farah N. Nichols Peterson, Coordinator of School Improvement Office of Title I Programs and School Improvement; Anthony E. Sims, Ph.D., Executive Director of School Improvement Alexandria City Public Schools, Alexandria, VA

Audience: Teachers, Principals, District-Level Administrators

Level: All Levels

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

BREAKOUT SESSION G**Room: Capitol A***Equity Instructional Rounds: Classroom Visits through an Equity Lens*

Through collaborative inquiry that centers race and instruction, educators and education leaders can deepen their understanding of equitable practice. In this session, presenters will demonstrate how Equity Instructional Rounds accomplish these outcomes by infusing considerations of race into the traditional Instructional Rounds framework. This session is designed to help school leaders, Equity Directors, teachers, teacher leaders, and students move beyond thinking in a professional learning workshop to actively analyzing instructional practices and planning for positive change. Participants can expect to leave this session with practical tips for how to include students and teachers in frank conversations about race and how to use job-embedded instructional visits to unleash the power of collective insight and action. Presenters will provide a set of protocols and examples of visioning, data collection and analysis, diagnosis, research, action, and evaluation--in essence, tools for engaging in a cycle of equity improvement. Presenters will pause at the analysis portion of this cycle to share examples of actual qualitative equity data that have been collected through Equity Instructional Rounds and engage participants in an interactive exercise to analyze these types of data. The session ultimately will describe how these data have been used to help teachers and school leaders take their own opportunities to pause, reflect deeply, and talk honestly about the impact of instructional moves in the classroom and beyond. As a bonus, examples for how to evaluate Equity Instructional Rounds will be given in the session wrap-up.

Presenters: Circe Stumbo, President, West Wind Education Policy Inc.; Dr. Mary Antón, Principal, Learning•Leading•Becoming; Dr. Nicole Sherman Patterson, Director of Diversity, Equity, and Inclusion Professional Learning
Shaker Heights City School District, Shaker Heights, OH

Audience: Teachers, Principals, District-Level Administrators

Level: All Levels

BREAKOUT SESSION H**Room: University AB***The Power of Equitable Opportunities in Service-Learning Projects: A Civics Fair Approach*

This presentation will provide a framework for facilitating and promoting civic engagement in secondary schools. We will discuss the Oak Park & River Forest (OPRF) Service Learning Project requirements and the creation and implementation of the Civics Service Learning Fair. These were initiated to enhance equitable outcomes and in line with the new Illinois state law regarding civic education. The purpose of the Fair was to extend access and visibility for all of our students in Civics and community organizations. Moreover, we will describe the equitable roots in the selection of the service providers along with the elected officials and community activists who participated in our panel discussion. We intentionally focused on diverse representation for our student body to see themselves in those who represent and serve our communities. After our events, students who were surveyed overwhelmingly considered the experience a positive force for their civic engagement. Over 90% of students who were enrolled in Civics this school year indicated that the service-learning component was the most rewarding aspect of the course. Furthermore, students commented that the Fair itself was the springboard for their civic ventures and that the opportunities afforded at the gathering opened up doors to many of our students that they did not know existed.

Presenters: Matt Maloney, Instructional Coach for Climate and Culture, History Teacher; Steve Schwartz, History Teacher; Brian Dubina, Pre-Vocational Education Coordinator
Oak Park & River Forest High School, Oak Park, IL

Audience: General Interest

Level: Middle School, High School

BREAKOUT SESSION I**Room: University CD***Artfully Design for Social Justice: A Multi-Disciplinary Curriculum to Explore Equality and Social Justice*

Our school is set apart in a predominantly white county. Seventy percent of our students identify as minority or non-English speakers. Many of our students did not feel represented in the county's curriculum and were not fully seen. To help our students feel represented, we created a multi-discipline curriculum across five courses, aligned with state standards, to provide students with the space to explore timely questions of social justice and equity through different mediums. This session will showcase how Art, Social Studies, Geography, Reading, and Writing classes work together to address the same concepts and questions through different lenses. This multi-discipline approach engages three main components:

1. The first component explores history, art, graphic novels, books, and movies/shows illustrating injustices and social issues.
2. The second component will expose students to the concept of worldbuilding, allowing them to consider alternative futures, solutions, conversations, and art forms that address social justice, equity, biases, and racial boundaries.
3. The third component invites students to design a project, incorporating all disciplines, to identify issues and changes they can make to create change within a community.

Presenters: Carolyn Ruth Jackson (she/her), Principal, Gunston Middle School; Emily Ann Cotton (she/her), Visual Arts Teacher, Gunston Middle School
Arlington Public Schools, Arlington, VA

Audience: General Interest

Level: Most Grade Levels

Thursday, April 18, 2024 2:45–4:00 p.m. Breakout Sessions J-M

BREAKOUT SESSION J**Room: Capitol B***Empowering Educators, Students, and Families to Defeat Hate Speech*

At Arlington Public School (APS), we're committed to fostering an inclusive community where everyone feels valued. That's why we're offering a professional development opportunity to address hate speech. Our goal is to facilitate informed conversations and promote prosocial behaviors. Through collaborative efforts, we'll define hate speech tailored to our community's needs. Participants will learn evidence-based strategies and engage in scenario-based exercises to confidently address hate speech. Together, we'll increase collective efficacy and create a more inclusive environment.

Presenters: Cristin Schulman, Diversity, Equity, and Inclusion Specialist; Dr. Tyrone Byrd, Executive Director of Diversity, Equity, and Inclusion; Samuel Klein, Supervisor, Office of English Learners
Arlington Public School, Arlington, VA

Audience: General Interest

Level: Most Grade Levels

BREAKOUT SESSION K**Room: University AB***Huron High School: Achieving the Highest Levels of Access, Opportunity, and Success for EACH Student*

Identifying and supporting students furthest from access is some of the most important work we do in public education. In this session, participants will hear how Huron High School (HHS) in Ann Arbor Public Schools (AAPS) has closed opportunity gaps by working with qualitative, student-centered data. Participants will hear about the five strategies for advancing educational equity: Identifying & Removing Barriers, Teacher Training & Support, Student Support Systems, Communication & Awareness, and Student-Informed Decision-Making. The HHS team will share its experience with impacting the school's climate, culture, and beliefs, and how they utilize proven outreach strategies to engage and encourage students to enroll in AP and IB courses. The team will share data that supports their efforts to engage first-time AP and IB students, the academic success of these students, and how many of these students enroll in additional AP/IB courses. The AAPS has partnered with Equal Opportunity Schools (EOS) since 2016, and the high schools are achieving the highest levels of access, opportunity, and success for each student with support from EOS.

Presenters: Ché Carter, Principal, Huron High School, Ann Arbor Public Schools, Ann Arbor, MI
 Paul DeAngelis, Regional Director; Kristin Ward, Senior Director of Partnership; Danielle Knox,
 Managing Director
 Equal Opportunity Schools

Audience: Principals, District-Level Administrators

Level: High School, District Level

BREAKOUT SESSION L**Room: Capitol A***"Watch Us Bleed, but Don't Call 911": The Wounding & Recovery of Women Leaders of Color*

Many BIPOC women experience significant wounding experiences in their careers, particularly when pursuing leadership roles. This presentation shares case studies of BIPOC women, their woundings, the mechanisms that supported this, and ways in which BIPOC women have overcome and/or circumvented their oppression. We will discuss specific strategies and actions to take at various stages of career wounding that support resilience and healing (naming, norming, neutralizing, and networking). We invite participants to share stories and experience space for healing, resilience, and networking and explore ways that white allies can support BIPOC women's success. BIPOC women are often led to believe that their wounding is their own failure to fit; understanding the ways in which BIPOC women experience systemic push-out and exploring strategies to circumvent this push-out is critical to ensuring survival. Exposing the mechanisms by which women of color are excluded and pushed out and how they have survived and even thrived is essential to creating effective pathways for sustainable female BIPOC leadership, yet studies of wounding tend to take a race neutral stance (Ackermann, 2002; Espinal 2021). Our presentation is unique in that it both centers the very real race-lighting that occurs in schools daily through the stories of WoC and highlights the power of collective networking, strategies and collaboration to break cycles wounding and promote agency and healing among BIPOC women and their allies. Engaging both women's lived experiences and healing strategies, this workshop will empower and support renewal processes for strong BIPOC female leadership. Truth, Joy, and Power result from dismantling the systems that oppress us. A free monthly affinity space for BIPOC women will be available going forward.

Presenters: Dr. Mary Antón, Chair & Co-Founder, Schools Transforming: Reinventing Diverse, Inclusive & Equitable Schools, Oakland, CA; Dr. Nicole Sherman Patterson, Director of Diversity, Equity, & Inclusion Professional Learning, Shaker Heights City Schools, Shaker Heights, OH

Audience: General Interest

Level: All

BREAKOUT SESSION M**Room: University CD***Equity in Data: Using Student Data Collections to Make Data Driven Decisions*

Equity in Data's focus is working through the mission/vision of advancing equitable educational experiences. Receive and discuss information about student data collections that highlight and bring awareness to marginalized student communities. This session will offer suggestions on how to make data driven decisions in building inclusive curriculum and delivering culturally responsive teaching.

Presenters: Carrie Boe, WISE Continuous Improvement Manager, Wisconsin Department of Public Instruction, Madison, WI

Audience: General Interest

Level: Most Grade Levels

Friday, April 19, 2024 8:30 a.m. Special Remarks, Wisconsin Ballroom

Dr. Courtney Bell

Dr. Courtney Bell serves as the Director of the Wisconsin Center for Education Research (WCER) and Professor of Learning Sciences at the University of Wisconsin – Madison. A former high school science teacher, Courtney earned her doctorate at Michigan State University in Curriculum, Teaching and Educational Policy and a B.A. in Chemistry at Dartmouth College. Courtney is passionate about understanding and improving teaching for historically underserved children. Her interdisciplinary collaborative work is situated at the intersections of research, policy and practice. It spans issues of parental choice, performance assessments of teaching, international comparisons of teaching, teaching quality, teacher learning, teacher education, and the measurement of teaching. The recipient of a postdoctoral fellowship in measurement from the American Educational Research Association and Educational Testing Service (ETS), she worked for over a decade as a researcher at ETS, the world's largest private, nonprofit educational testing and assessment organization. Since leaving ETS to take the helm at WCER, she has led the international development of two teacher observation systems and served as a principal investigator on the Global Teaching InSights study, the first of its kind to comprehensively measure teaching quality using observations, artifacts, questionnaires, and student outcomes in eight economies. She is currently engaged in both national and international studies of teaching, teacher education, and teacher learning.

**David J. O'Connor**

David J. O'Connor is originally from and is a citizen of the Bad River Band of Lake Superior Chippewa (Anishinaabe or Ojibwe) in northern Wisconsin. In January 2012, he became the American Indian Studies Consultant at the Wisconsin Department of Public Instruction (DPI). In David's role at DPI, he supports school districts' efforts to provide instruction on the histories, cultures and tribal sovereignty of Wisconsin's American Indian nations and tribal communities, often referenced as Wisconsin Act 31, and the education of Native American students. David provides training opportunities and presents at conferences and workshops throughout the state of Wisconsin on American Indian education and studies. He also provides general consultation on issues related to the education of American Indian students. David received both his Master of Science (M.S.) degree in Educational Leadership Policy and Analysis (ELPA) and Bachelor of Arts (B.A.) degree in History with certificates in American Indian Studies and Chican@ and Latin@ Studies at the University of Wisconsin–Madison.



Friday, April 19, 2024 9:15 a.m. MSAN High School Scholars' Panel
Discussion: Student Perspectives on Racial Equity in Schools
Room: Wisconsin Ballroom

Facilitator: Antonio Hoye, Dean of Students, Middleton High School, Middleton-Cross Plains Area School District

Friday, April 19, 2024 10:30-11:45 a.m. Breakout Sessions N-R

BREAKOUT SESSION N

Room: Capitol B

Our Voices Were Never Lost: Elevating Student Voice in Equity Work

Participants will engage in an inspiring and interactive workshop led by students who are taking charge in Homewood-Flossmoor High School's equity work through their project, "Power of Voice." This student-led initiative aims to amplify the voices of students from diverse backgrounds within the educational system, fostering equity, awareness, and a strong sense of belonging. The Power of Voice project places students at the core of teaching and learning decision-making, giving them access to impacting the instructional core. It moves students from simply *being heard* to *being leaders*. Participants will gain insights into the project's proactive steps, including student-led listening sessions during advisory periods, conducting a student response survey with a focus on identity and justice within instructional practice, and providing recommendations on culturally responsive teaching. Session activities will provide participants with an opportunity to re-evaluate current student voice initiatives and develop plans for enhancement.

Presenters: Catherine Ross-Cook, DEI Coordinator; Brizil Stewart, Student; Taylor Simmons, Student; Juan Romero, Student; Lorenzo Brooks, Student; Grayson Briggs, Student; Laila Pickett, Student; Yareli Martinez, Student; Vianney Martinez, Student
Homewood-Flossmoor Community High School, Homewood, IL

Audience: Teachers, Principals, District-Level Administrators

Level: High School

BREAKOUT SESSION O

Room: University AB

Teaching Culturally With the Four I's (Inform, Include, Integrate, and Infuse) - Indigenous Studies

This workshop will help participants understand how to incorporate Indigenous Studies into their teaching and learning. Many educators have been taught to teach about cultures; however, students will be better engaged and retain more information when educators teach culturally. In this session, not only will resources and materials about the American Indian nations' histories, treaty rights, sovereignty and cultures be shared, but participants will also be given ideas, examples, and direction regarding teaching culturally. The four I's mark the stages of an educator's journey to incorporate Indigenous Studies into their work: inform, include, integrate, and infuse. When considering each of the I's, all stages are important in the process. It takes time, growth, and understanding to develop a curriculum that supports multiple narratives and perspectives of First Nations Studies into lesson plans, pedagogical practices, material selections and district curriculum. The expected outcome of the session will be that as educators incorporate teaching culturally into their teaching, their students' achievement will increase and improve.

Presenters: David J. O'Connor, Education Consultant, American Indian Studies Program, Wisconsin Department of Public Instruction, Madison, WI

Audience: General Interest

Level: All Grade Levels, District Level

BREAKOUT SESSION P**Room: Capitol A***Evaluating Multi-Layer Racial Equity Initiatives*

When evaluating equity initiatives, it is essential to move beyond one or two data points or satisfaction surveys to understand the impact of programming. To provide context to their own evaluation practices, we will share national research on best practices and challenges to effectively evaluating complex equity initiatives. Our team of researchers and professional development providers will outline the different ways we design and implement programming that centers evaluation, including pre- and post-assessments, student focus groups, stakeholder interviews, qualitative data collection during professional learning, structured feedback, formative assessments, and data and instructional audits. We will share some specific examples from evaluations of West Wind's multi-year projects focused on leadership and addressing racial disparities in student outcomes and experiences. The session will encourage and enable participants to work in community with one another in small groups and job-alike conversations to discuss their own evaluation processes, challenges, and questions, as well as what you look for in evaluative evidence of equity programming. Presenters will lead participants through a structured process to share and discuss goals for evaluating equity initiatives, essential questions to ask of every equity initiative, and common challenges to evaluating equity initiatives.

Presenters: Dr. DeeAnn Grove, Policy Fellow, West Wind Education Policy Inc; Mandi Bozarth, Project Director, West Wind Education Policy Inc.; Dr. Christopher Johnson, Equity Researcher, West Wind Education Policy Inc., and Associate Professor of Education and African American Studies, Coe College

Audience: Researchers, District-Level Administrators

Level: Most Grade Levels, District Level

BREAKOUT SESSION Q**Room: University CD***Instructional Framework Implementation*

There are many research based instructional frameworks that are adopted by school districts and used across the nation. This presentation will provide participants with an in-depth understanding of what an Instructional Framework is, how the Sun Prairie Area School District (SPASD) Teaching, Learning and Equity Team worked with educators, students, staff, board members and community members to develop ours and how we are using it to change outcomes for our black and brown students. We are excited to share our instructional framework which consists of three themes: equity, experiences and environment and nine elements disrupting equity, centering learner diversity, culturally responsive, multiple means to demonstrate understanding, rigorous and coherent teaching, student-driven learning, student personal development, learning partnerships and culture of care. Participants can expect to learn how we used science and research to develop our process, why we decided to develop and implement our own instructional framework and why we believe that it will change outcomes for our black and brown students. Further, we will share how we developed a set of practice profiles (educator expectations) for each element and how we are using them to coach and give educators feedback. The learning objectives from this session is 1. Participants will deepen their understanding of what an instructional framework is and why they are recommended in school systems. 2. Participants will explore and analyze the SPASD instructional framework for consideration on how our process might help inform their practice.

Presenters: Annemarie Engdahl, Director of Student Policy and Operations; Jennifer Apodaca, Director of Student Services; Rick Mueller, Director of Elementary Teaching, Learning and Equity; Dr. Michael Morgan, Director of Systemic Equity and Inclusion; Dr. Nicholas Reichhoff, Assistant Superintendent of Operations Sun Prairie Area School District, Sun Prairie, WI

Audience: General Interest

Level: All Levels, District Level

BREAKOUT SESSION R**Room: Assembly***Research Practitioner Council Meeting*

This session is for current members of the MSAN Research Practitioner Council (RPC).

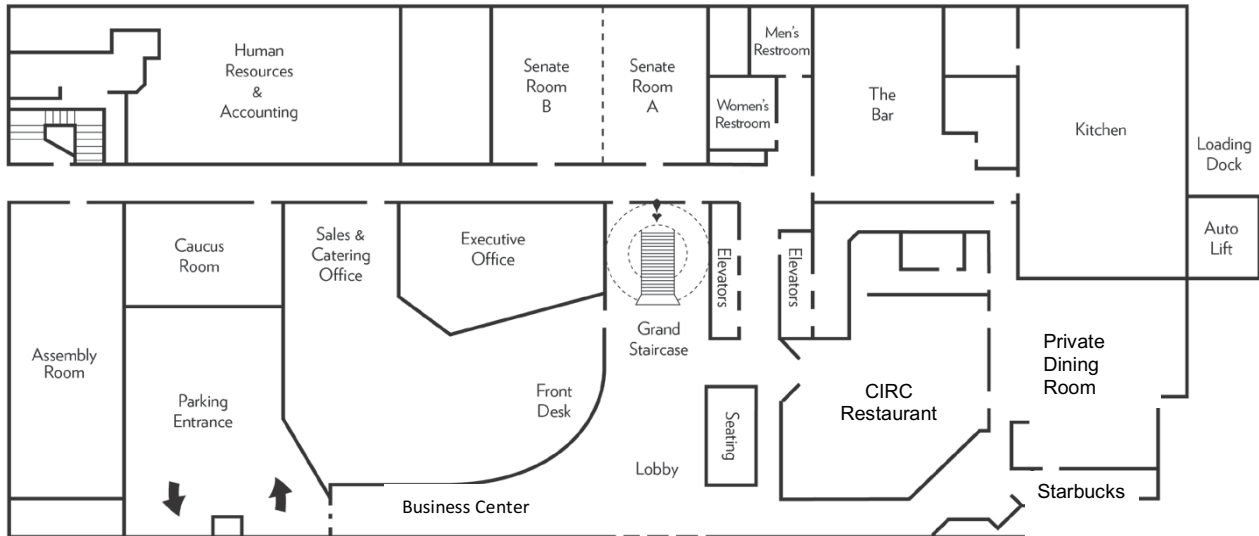
Presenters: Latoya Holiday, Executive Director, MSAN; Kennetra Wood, Executive Director of Equity & Alternative Programs, Alexandria City Public Schools and MSAN RPC Co-Convener

Audience: MSAN RPC Members

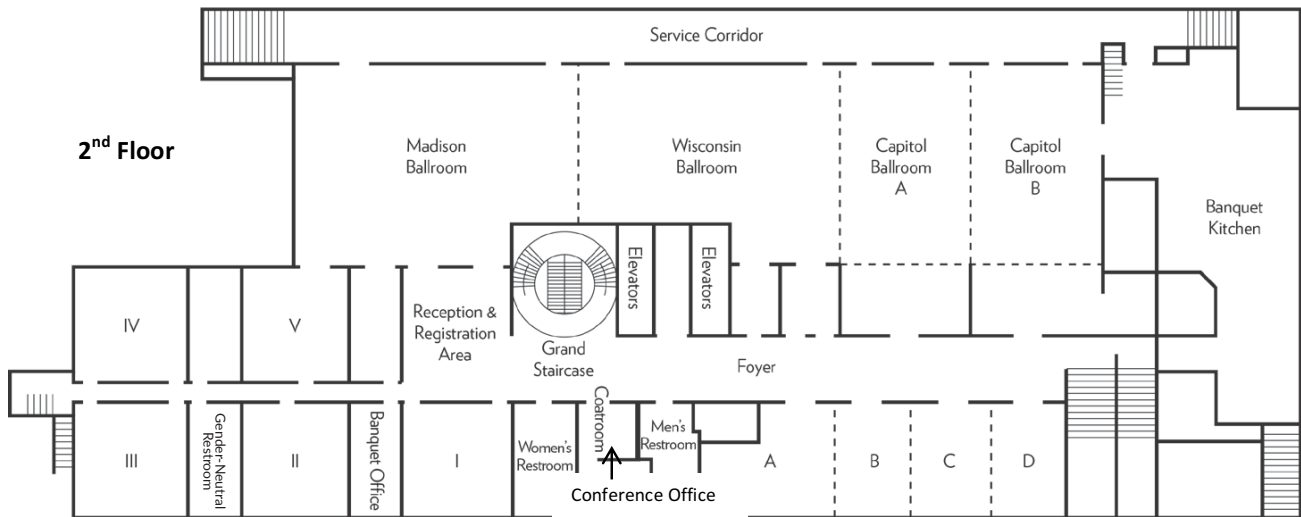
MADISON CONCOURSE HOTEL MAP

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 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

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 2024 MSAN Institute possible!

Wisconsin Center for Education Research

Janet Trembley, Graphic Design
Christine Olson, Graphic Design
Erik Borresen, MSAN Support
Scott Jones, MSAN Support
Connie Showalter, MSAN Project Manager
Latoya Holiday, MSAN Executive Director

2024 MSAN Planning Team

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Deborah Hoffman, Madison Metropolitan School District, WI
Tim Schell, Waunakee Community School District, WI
Mandi Sersch-Morstad, Middleton-Cross Plains Area School District, WI
Anthony Sims, Alexandria City Public Schools, VA
Gregory Smith, Farmington Public Schools, MI

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 for advocacy skills of students and educational practitioners through communities of practice that positively impact the educational experiences of all students with an emphasis on Black, Indigenous, and Students of Color.*

MSAN's Vision is to empower students and educational practitioners to change the Diversity, Equity, Inclusion, Belonging, and Antiracism narrative in public education across the Nation.

MSAN's Core Values are our fundamental beliefs within the MSAN Network and drive our behaviors and actions. The Core Values were developed by our focus group and survey data as well as discussions with the Executive Committee, Governing Board, Research Practitioner Council, Student Scholars, and Advisors. MSAN's Core Values (5 E's) are to:

1. **EMPOWER** Students' Voices
2. Promote **EDUCATIONAL** Research and Best Practices
3. **ENGAGE** in Professional Learning
4. **EMBRACE** Collaboration with Students and Practitioners
5. Attain **EFFICACY** in Diversity, Equity, Inclusion, Belonging, and Antiracism

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

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

Sun Prairie Area School District, Sun Prairie, WI

Waunakee Community School District, Waunakee, WI