



Partnership, Persistence, and Purpose: Centering Youth Voices and Moving from Vision to Impact

April 16-17, 2026

Madison Concourse Hotel, Madison, Wisconsin

All conference materials can be found at go.wisc.edu/MSAN2026

WELCOME FROM MSAN EXECUTIVE DIRECTOR

It is so great to have all of you here again in Madison for the 2026 MSAN Institute! This is one of my most favorite times of year because this is the time we set aside to reconnect with one another, learn together, refresh and refill ourselves, and invest in our individual and collective growth. It goes without saying that our work and our commitment to creating schools where all kids thrive, where all kids belong, and where all kids can succeed remains of utmost importance. Thank you for prioritizing this time and continuing to dedicate yourselves to advancing educational excellence for all students, especially those who have been underserved.

This year, the MSAN Institute aims to highlight the core of our work. Our theme *Partnership, Persistence, and Purpose: Centering Youth Voices and Moving from Vision to Impact* embodies the foundational tenets that drive what we do. We believe that partnering with each other and with students is the only way to ensure our collective vision is realized. Student voices and perspectives are essential to our progress and advancement. We know that true transformation requires new ideas, out-of-the-box thinking and a willingness to dream differently. Our goal is that your time here enables you to discover and embrace new opportunities and uncharted paths. This moment and those ahead of us requires courage, boldness, and dedication to continue doing the work we know is right.

We hope you leave this year's institute inspired, renewed and equipped to go further in your work with and on behalf of students. Thank you for what you give and for what you do each and every day for our students, our families, and our communities.

In continued partnership,



Latoya Holiday
MSAN Executive Director



WELCOME FROM MSAN PRESIDENT

Dear Fellow Institute Participants,

I am excited to welcome you back to Madison for the 2026 MSAN Institute!

As we gather this year, public education continues to be under close scrutiny. There are initiatives across the country to reduce resources for public education. Yet, we persist. Each and every educator continues to do more with less. We are inspired by our students to keep pushing forward to better their future.

The theme of this year's institute is Partnership, Persistence, and Purpose: Centering Youth Voices and Moving from Vision to Impact. Despite facing challenging circumstances in their everyday lives, students are courageous, creative and collaborative to bring their ideas to life. When community members partner to achieve a shared goal, we are all stronger together.

This year, the MSAN Institute brings together educators from diverse school districts to share current research and best practices, engage in inquiry and dialogue, hear valuable student perspectives, and connect through focused district planning and job-alike conversations.

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

Our students are our future. If we empower students to use their voices, and support them every step of the way, the future is bright.

Sincerely,

Dr. David Glasner, Superintendent
Shaker Heights City School District
MSAN Governing Board President



CONFERENCE AGENDA

Thursday, April 16, 2026

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

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

- Latoya Holiday, MSAN Executive Director
- Kane Funmaker, Ho-Chunk, M.S. Human Ecology, University of Wisconsin-Madison
- Dr. Marcelle Haddix, Dean of the School of Education, University of Wisconsin-Madison

9:00 a.m. Keynote Address: Dr. Jamila Lyiscott, Associate Professor of Social Justice Education, University of Massachusetts Amherst

Who All Over There?! Becoming Worthy of the Agentic Voices of Black and Brown Youth

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

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

11:45 a.m. Break for Lunch

Noon Lunch and Networking – Madison Ballroom

1:00 p.m. Breakout Sessions - Rotation II (D, E, F, G)

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

2:45 p.m. Breakout Sessions - Rotation III (H, I, J, K)

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

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

Friday, April 17, 2026

8:15 a.m. Breakfast – Madison Ballroom

8:45 a.m. Welcome, Overview of the Day, and Special Remarks

- Latoya Holiday, MSAN Executive Director
- Dr. David Glasner, Superintendent, Shaker Heights City School District, Shaker Heights, OH and MSAN Governing Board President
- Dr. Mariana Castro, Interim Director, Wisconsin Center for Education Research; Qualitative Research Director, Multilingual Learning Research Center

9:30 a.m. MSAN High School Scholars' Panel Presentation: Perspectives on Centering Youth Voices

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

Middleton-Cross Plains Area School District (WI) Students: Ailin Cobo Sanchez, Christopher Hogan, Janet Tai
Wauaukee Community School District (WI) Students: Sara Chengoul, Carly Flores, Sebastian Sanchez Hoyos

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

10:30 a.m. Breakout Sessions - Rotation IV (L, M, N, O)

11:45 a.m. Break for Lunch

Noon Lunch – Madison Ballroom

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

2:00 p.m. Depart

Thursday, April 16, 2026 8:30 a.m. Welcome Remarks, Madison Ballroom

Kane Funmaker

Kane Funmaker is a tribal member of the Ho-Chunk Nation of Wisconsin, originally from the Wisconsin Dells area. He first came to Madison in 2022 to begin his undergraduate studies at the University of Wisconsin–Madison, where he earned a B.S. in Community and Nonprofit Leadership in 2024. Kane is now in his final semester of the M.S. program in Human Ecology at UW–Madison.



Dr. Marcelle Haddix

Marcelle Haddix is the dean of UW–Madison’s No. 1 ranked School of Education. During her tenure as dean, Haddix has championed a “One School” vision that unites the School’s 10 departments across the arts, education, and health with a shared commitment to collaboration, growth, and community engagement. Haddix is a leading scholar in literacy and teacher education, with a particular focus on the experiences of students and teachers of color. Her award-winning book is titled, *“Cultivating Racial and Linguistic Diversity in Literacy Teacher Education: Teachers Like Me.”* Prior to arriving at UW–Madison, Dean Haddix spent 16 years in numerous leadership positions at Syracuse University, including most recently as associate provost for strategic initiatives.

Dean Haddix is passionate about art, theater, and dance, and oversaw campuswide arts and humanities affiliates and programs during her tenure at Syracuse University. She is also a 500-hour-trained yoga instructor and reproductive health doula. She received her bachelor’s degree from Drake University, master’s degree from Cardinal Stritch University, and doctoral degree from Boston College.



KEYNOTE

Who All Over There?! Becoming Worthy of the Agentic Voices of Black and Brown Youth

Thursday April 16, 2026 - 9:00 a.m.

Madison Ballroom

Dr. Jamila Lyiscott



Jamila Lyiscott aka, Dr. J, is an award-winning community-engaged scholar, nationally renowned speaker, and the author of *Black Appetite. White Food: Issues of Race, Voice, and Justice Within and Beyond the Classroom*. She currently serves as a Tenured Professor of Social Justice Education at the University of Massachusetts Amherst, where she is the founding co-director of the Center of Racial Justice and Youth Engaged Research, and previously led the journal of *Equity & Excellence in Education* as an Editor-in-Chief. Dr. J's research and activism work together to explore, assert, and defend the value of Black life globally. Her research examines the liberatory capacity of language and culture in the lives of youth of color, racial healing, youth-led activism, and the power of the African Diaspora to transgress coloniality.

Dr. J is most well known for being featured on TED.com where her video, '3 Ways to Speak English,' has been viewed over 5 million times. As a testament to her commitment to bridging public and academic scholarship, Dr. J's work has also been published in a range of leading academic journals including, *Review of Research in Education*, *Action Research*, *The ANNALS of the American Academy of Political and Social Science*, *English Journal*, and more. She holds multiple faculty fellowships and is the recipient of the AERA Outstanding Public Communication of Education Research Award, the AERA Scholar-Activist & Community Advocacy Award, a Fulbright-Hays Award, and the CIES Emerging Scholar Award.

Thursday, April 16, 2026 10:30-11:45 a.m. Breakout Sessions A-C

BREAKOUT SESSION A

Room: Madison Ballroom

Who All Over There?! Becoming Worthy of the Agentic Voices of Black and Brown Youth: Tools, Tensions, and Testimonies

Too often, educational practitioners and scholars seeking to do work with Black and Brown youth for socio-educational change assume that good intentions are enough. Coupled with this, because discussions of educational disparities continue to frame these young people as a problem to be fixed, they report being wary of attempts to forge youth-adult partnerships grounded in tokenism, paternalism, and even manipulation (Lyiscott, 2017; Hart, 2009). Drawing on over a decade of research and practice at the intersection of Youth Participatory Action Research (YPAR) and racial justice, Dr. Lyiscott will equip participants with the mindset and tools to move from "damage-centered" work with youth (Tuck, 2009) to the power of "worthy witnessing" (Winn, 2011).

Presenter: Dr. Jamila Lyiscott, Associate Professor of Social Justice Education,
University of Massachusetts Amherst

Audience: General Interest

Level: Most Grade Levels

BREAKOUT SESSION B**Room: Capitol A***Elevating Students to Spark Systems Change*

Milwaukee Public Schools works to center student voice through Student Growth Committees (SGC) at all middle and high schools. These committees are composed of diverse groups of students who meet 1-2x a month to create student-centered problems of practice and action plans. The students work throughout the year to gather additional data, input from other students, and create an overall recommendation of a student-centered next step to implement. These SGC meet every year at our Student Leadership summit to present these recommendations to other students as well as school and district leadership. The presentation will cover the overall process the district has used to create this framework, best practices learned along the way, roadblocks to avoid, and review some of the student recommendations and how a school and district can center student voice towards equitable school improvement.

Presenters: Jon Jagemann, District Discipline Manager;
Lisa Salva, District PBIS Supervisor
Milwaukee Public Schools, Milwaukee, WI

Audience: Teachers, Principals, District-Level Administrators
Level: High School

BREAKOUT SESSION C**Room: Capitol B***Sit Down, Be Humble: How Adults Undermine Youth Brilliance*

In schools and youth-serving spaces, adults across roles—teachers, researchers, principals, district leaders, and community partners—often unintentionally silence or redirect the brilliance of young people. This session invites participants to examine how adultism shows up in classrooms, meetings, district initiatives, research design, and community programming. Drawing from real examples of youth leadership and youth-adult partnership, we will explore the difference between performative “student voice” and authentic shared power that transforms decision-making and improves school experiences. Participants will analyze common adult behaviors and structures that suppress youth perspective, learn strategies for co-designing learning environments and systems with youth rather than for them, and practice tools for elevating student leadership in instruction, policy, and research. Through interactive activities and collaborative reflection, attendees will leave with concrete methods to shift their stance from authority-first to partnership-first, expand their capacity to listen and respond to youth wisdom, and redesign practices to support youth in shaping the conditions of their own learning.

Presenter: Taylor Seale, Positive Youth Development Specialist, University of Wisconsin-Madison Extension
Audience: Teachers, Researchers, Principals, District-Level Administrators, Community Agencies
Level: Middle School, High School, District Level



Thursday, April 16, 2026 1:00–2:15 p.m. Breakout Sessions D–G

BREAKOUT SESSION D

Room: Capitol A

Leading in Challenging Times: Dignity-Based Tools for Brave Learning

In an era where educators face increasing pressure when navigating “brave spaces,” engaging students of color in meaningful, transformational dialogue is both a challenge and a necessity. This session introduces a framework for centering youth voices through the lens of Essential Dignity (Hicks). Participants will explore how intentional structures—such as Listening Circles, Equity Rounds, and Critical Dialogue—serve as catalysts for belonging. We will examine “Opt-In” models and affinity-based networks that strengthen community across school boundaries. The session also highlights how to use diverse media and perspectives to sharpen critical thinking while maintaining participant dignity.

Moving from vision to impact, this workshop offers a practical roadmap for sustaining teacher leadership and empowering youth voice. Through active practice, participants build the confidence and “muscle memory” needed to create lasting change. This high-engagement session moves from dignity-based theory to practical application through three phases:

- Dignity Audit: Using Hicks’ 10 Elements of Dignity to assess where student dignity may be at risk
- Circles Simulation: A live Restorative Listening Circle modeling cross-viewpoint dialogue
- Opt-In Blueprint: Designing affinity-based spaces and coalitions tailored to participants’ contexts

Participants leave with a “Dignity Toolkit” to lead restorative circles, support students, and guide colleagues in inclusive dialogue practices.

Presenters: Dr. Mary Antón, Ed.D., Founder, Learning Leading Becoming, Equity Consulting, Co-Founder & Chair Schools Transforming Reinventing Inclusive Diverse & Equitable Systems (STRIDES); Circe Stumbo, M.Ed., President, West Wind Educational Policy Inc.; Co-Founder & CFO Schools Transforming Reinventing Inclusive Diverse & Equitable Systems (STRIDES)

Audience: General Interest

Level: Most Grade Levels, District Level

BREAKOUT SESSION E

Room: Capitol B

Centering Student Voice to Advance Equity, Engagement & Belonging

This session explores how Chapel Hill–Carrboro City Schools’ Student Leadership Council—formerly Superintendent’s Equity & Empathy Ambassadors (SEEA)—and the Multicultural Student Achievement Network (MSAN) Portrait of a Graduate are transforming district equity work by intentionally centering student voice. Rather than positioning students as symbolic representatives, this session highlights how young people serve as thought partners, leaders, and co-designers in shaping policies and practices that promote belonging, academic success, and culturally responsive learning environments.

Participants will engage in a live student-voice listening protocol, examine two authentic cases in which student leadership influenced district-level decisions, and reflect on the adult leadership moves that made meaningful power-sharing possible. Through structured dialogue and guided analysis, attendees will explore the difference between tokenizing “voice” and building sustainable youth–adult partnerships grounded in shared accountability.

By the end of the session, participants will:

- Understand how the SEEA model and MSAN’s Portrait of a Graduate align to advance equity and student outcomes.
- Identify practical strategies for authentically elevating student voice in leadership and equity initiatives.
- Distinguish between surface-level engagement and true power-sharing partnerships.
- Practice and adapt a student-voice protocol that moves from listening to action, including decision rules, feedback loops, and accountability structures.
- Attendees will leave with adaptable tools, facilitation strategies, and an implementation roadmap to launch or strengthen a student advisory model in their own schools or districts.

Presenters: Lorie Clark, Coordinator of Student Leadership & Engagement; Trilce Márquez, Coordinator for Instructional Equity and Leadership; Arisbeth Hernandez Sanchez, Junior, Blue Ribbon Mentor Advocate, MSAN Scholar, Student Leadership Council, Youth Leadership Institute; Kennedy Lytle, Junior, Blue Ribbon Mentor Advocate, MSAN Scholar, Student Leadership Council, Youth Leadership Institute, Black & Brown Student Coalition, NAACP Youth Council

Audience: General Interest

Level: Most Grade Levels

BREAKOUT SESSION F

Room: University AB

Navigating Ethical Dilemmas in Student Voice through Case Study Discussion

During this session participants will actively consider and discuss an ethical dilemma related to adults' roles when students elevate their voices and engage in activism with a particular focus on the challenges faced by youth of color as they take on activist roles. The main body of the session will be the discussion of a normative case study that presents multiple perspectives on a student activism dilemma. Participants will use a protocol to unpack the dilemmas present, understand the ways in which those dilemmas create values conflicts, and analyze potential courses of action for the characters in the case study. The participants will then draw connections between the characters in the case and their own local contexts.

The case study model and discussion protocol allow participants to have difficult conversations about deeply held values in a supportive, intellectually safe environment. The session will also provide frameworks through which participants can understand others' points of view, find shared language to talk about hard ethical choices, and ultimately make collective decisions that help bring about more ethical schools, classrooms, policies, and educational practices. Participants will leave with the specific case study about student activism and the discussion protocol. Additionally, participants will be introduced to the free access EdEthics case study bank that covers a range of ethical in education dilemmas and includes over 50 publicly available cases.

Presenter: Gabriel McCormick, Director of Partnerships and Outreach, Stanford Center for Educational Ethics

Audience: Teachers, Principals, District-Level Administrators, Community Agencies

Level: Middle School, High School, District Level

BREAKOUT SESSION G

Room: University CD

Engaging Youth: Multilingual Learner Voices in Educational Decision Making

Engaging the voices of those closest to the intended outcomes of our work is a core equity strategy - building the innovative possibility of what we can do in schools. For educators of multilingual learners, this means engaging the voices of students in understanding needs, designing learning environments, and developing effective policies. Multilingual learners have invaluable perspectives and expertise on how schools can best support them to thrive in our world. This session will introduce shared language, frameworks, and examples of youth-adult partnerships in education and how spaces of belonging can be cultivated to support multilingual learners. In this session participants will: (1) Build shared curiosity, understanding, mindsets, knowledge, and language around youth engagement, partnership, and belonging; and (2) Explore how to strengthen and incorporate youth voice and youth participatory decision making into school and districts and beyond towards systems-change, including to build networks of those doing or planning to do youth-engaged work.

Presenters: Annalee Good, Researcher and Evaluator, Wisconsin Center for Education Research; Mari Morales Grande, Evaluation Specialist, Central Hispano

Audience: General Interest

Level: Most Grade Levels

Thursday, April 16, 2026 2:45–4:00 p.m. Breakout Sessions H-K

BREAKOUT SESSION H

Room: Capitol A

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 high school students to help educators understand and utilize research-based strategies for culturally responsive practice. The model engages students in identifying six research-based teaching strategies that they most want their educators to utilize. The students then lead professional learning sessions for educators about the research behind the strategies and the impact they believe the strategies will have on their learning.

Learn from one school's implementation of the Students' Six process, and how they leveraged student voice and collaboration between students and educators to improve belonging and achievement district wide.

Presenter: Jessica Gammell, Leadership Coach, APC Leadership Collaborative; Aaron M. Johnson, Ph.D., Director & Chief Consultant, Archetype Consulting

Audience: General Interest

Level: Middle School, High School, District Level

BREAKOUT SESSION I

Room: Capitol B

When Adults Shift, Students Thrive: Language Moves That Protect Belonging

Many schools say they value student voice, but the way adults talk in meetings and classrooms can still send damaging messages to students of color. In the moment, it can sound like quick labels, lowered expectations, "they just don't care," or decisions that focus on control instead of support. Over time, those patterns shape who feels seen, who feels pushed out, and who gets access to strong teaching and real opportunity.

In this session, we'll look at short, realistic scenarios from everyday school life: planning instruction, problem-solving for struggling students, behavior conversations, and grading discussions. Together, we'll name common "adult talk traps" that show up even in well-meaning teams, and we'll practice what to say instead. You'll learn a simple three-step routine you can use right away: notice what's happening in the conversation, name the impact it could have on students, and pivot to language that keeps the focus on student dignity, belonging, and high-quality instruction.

Participants will leave with practical tools they can use the next day: a quick protocol for meetings and classrooms, a set of ready-to-use phrases for redirecting conversations without shaming colleagues, and a simple plan for helping a team practice these tools until they become normal. The goal is to make this work shared and easy to implement, so it doesn't depend on one person having to "call it out" every time.

Presenter: Trilce Márquez, Coordinator for Instructional Equity and Leadership, Chapel Hill-Carrboro City Schools

Audience: Teachers, Principals, District-Level Administrators

Level: Most Grade Levels

BREAKOUT SESSION J**Room: University AB***From Expression to Influence: Shifting Adult Behavior Through Youth Voice*

Many schools create opportunities for students to share their perspectives. Surveys are given. Listening sessions are held. Advisory groups are formed. Yet when students do not see meaningful changes in adult behavior, trust weakens and belonging suffers. Student voice becomes powerful when it leads to adult action.

This interactive 75-minute session explores a practical progression—from expression to reflection to action to embedded practice—that helps schools translate youth voice into visible adult change. Participants will examine how student perspectives can prompt adult reflection, influence leadership and instructional decisions, and lead to sustainable shifts in school practices. Using real-world scenarios and collaborative discussion, participants will explore what “concrete adult shifts” can look like in practice.

During a hands-on design activity, participants will work in small groups to respond to a student voice scenario and identify one specific adult action their school or district could take in response. Groups will also design a simple feedback loop to ensure students—and families—can see how their perspectives led to change. Participants will leave with:

- A clear process for translating student voice into adult action
- Practical examples of leadership and instructional shifts
- A simple structure for feedback loops with students and families
- One concrete step they can implement in their own context

This approach strengthens partnership, builds accountability, and helps schools move from listening to impact so all students can thrive.

Presenter: Dr. Cassandra Corbin-Thaddies, VP, Partner & Client Engagement, Yourway Learning

Audience: General Interest

Level: Most Grade Levels

BREAKOUT SESSION K**Room: University CD***Teaching with the Four I's Framework: Inform, Include, Integrate, and Infuse in American Indian Studies (Wisconsin Act 31)*

This session introduces the Four I's framework - Inform, Include, Integrate, and Infuse - as a practical approach for educators seeking to meaningfully incorporate American Indian Studies and Indigenous topics and issues into teaching and learning. Participants will explore strategies for presenting accurate and authentic historical and contemporary content while centering Indigenous stories, narratives, voices, and lived experiences.

The session emphasizes moving beyond isolated lessons or units toward the sustained integration of Indigenous content across subject areas, curriculum, instructional practices, and classroom environments. Through discussion and reflection, participants will consider how the Four I's framework supports inclusive learning opportunities and elevates student voice by encouraging inquiry, critical thinking, and engagement with diverse perspectives. Educators will leave with practical tools, resources, and strategies that can be adapted to support inclusive instruction in their own schools and districts.

Presenter: David O'Connor, Education Consultant, Wisconsin Department of Public Instruction

Audience: General Interest

Level: Most Grade Levels

Friday, April 17, 2026 8:45 a.m. Welcome Remarks, Madison Ballroom

Dr. Mariana Castro

Mariana currently serves as Interim Director of the Wisconsin Center for Education Research and as Qualitative Research Director of the Multilingual Learning Research Center. At the start of her career, Mariana Castro worked with students with significant disabilities and later with bilingual and multilingual students and their families in Madison schools. Mariana joined WIDA in 2006 to lead professional learning, standards development, and toward the end of her tenure there, research and evaluation. As a teacher educator, Mariana served as adjunct faculty at Edgewood College and UW-Whitewater.

Mariana has a PhD in Curriculum and Instruction from UW-Madison and a master's degree from UW-Whitewater. She currently serves as the principal investigator for research related to the integration of language and core teaching practices; the use of innovative technology in supporting the teaching of multilingual learners; curriculum and instruction in dual language immersion programs; and the preparation of future and current teachers to help multilingual students learn and thrive in our schools. Mariana is also affiliate faculty in the Education Policy Studies and the Curriculum & Instruction Departments.

Mariana brings over 30 years of experience in education to her research and development work. In her research, Mariana integrates her background as an educator, her passion for working with bilingual and multilingual children, youth and their teachers, and her commitment to social justice.



Friday, April 17, 2026 10:30-11:45 a.m. Breakout Sessions L-O

BREAKOUT SESSION L

Room: Capitol A

Listening to Student Experience: Belonging and Engagement Walks for School Improvement

How do educators better understand whether students truly experience belonging in school? This session introduces Belonging and Engagement Walks, a structured observation process where teams of educators gather qualitative evidence about student belonging, voice, relationships, and engagement in classrooms and school spaces.

Grounded in research on student belonging and continuous improvement, this approach helps schools move beyond traditional data to better understand the student experience and identify opportunities for change. Participants will learn how adult teams conduct the walks, analyze patterns in what they observe, and use the insights to inform school improvement efforts aligned with MSAN's mission to eliminate racial predictability in achievement and opportunity.

Through brief reflection and discussion, participants will explore the framework and leave with practical tools, protocols, and actionable strategies they can replicate in their own schools and districts.

Presenters: Tiffany Loken, Director of Special Education, Waunakee Community School District; Kim Walters, Cultural Engagement Specialist, Yes...And LLC; Laurice Snyder, Human Centered Leadership Consultant, Rooted Wings LLC

Audience: Teachers, Principals, District-Level Administrators

Level: Most Grade Levels, District Level

BREAKOUT SESSION M**Room: Capitol B***From Voice to Belonging: How Student-Led Engagement Transforms School Culture*

Students are powerful experts in their own school experiences. When schools move beyond listening to students and instead partner with them as leaders, engagement deepens, belonging strengthens, and school culture shifts. Student leaders will serve as co-presenters, sharing lived experiences about participation, identity, leadership, and belonging within their school community. Through their perspectives, participants will hear directly how school practices, adult decision-making, and access to leadership opportunities influence students' motivation to participate, lead, and feel connected to their school. Students will highlight both the barriers they have experienced and the opportunities that allowed their voices and leadership to flourish. Participants will explore a Student Voice to Action Planning Framework designed to help schools translate youth voice into meaningful engagement strategies. This framework guides educators and district leaders through four key steps: Listen, Reflect, Co-Create, and Implement and Sustain.

Participants will apply this framework during the session through collaborative reflection and planning. Working in small groups, educators and leaders will identify opportunities within their own schools and districts to elevate student voice and design engagement strategies that remove barriers to participation and increase access to leadership opportunities. This work directly aligns with the mission of the MSAN Institute to share research-informed and promising practices that improve the experiences and outcomes of students of color. By centering youth voices and modeling authentic partnership between students and adults, this session demonstrates how student leadership can serve as a powerful lever for improving school climate, strengthening belonging, and increasing student engagement across MSAN districts. Participants will leave with a practical planning tool, examples of student-led engagement initiatives, and a concrete next step for elevating student voice within their schools or districts.

Presenters: Andrea Jones, Multicultural Services Coordinator at Vel Phillips Memorial High School and high school students: Maimun Ahmed; Awah Ambahe; Lluvia Chavez Portillo; William Harden; Ladan Ibrahim; Armando Juarez Mendoza; Brianna Juarez Mendoza; Kevin Juarez Mendoza; London Tafor; Kelvin Washington; Jaiyedyn Williams
Madison Metropolitan School District

Audience: General Interest

Level: Most Grade Levels

BREAKOUT SESSION N**Room: University AB***Principal Practices for Leading Joyful, Successful Schools*

Engaging principals in effective practices that bring joy to their school communities is the key to any school's success. One of the authors of the book *The Purposeful Principal* (Corwin Press) will lead this interactive workshop about how principals can succeed in supporting their students, inspire their teachers and engage their communities by developing an "Every Single Student Mindset."

During this session, participants will move through interactive facilitated protocols for productive whole group guided reflection and small group discussion. We prioritize listening to each other and assuring multiple perspectives are brought to the discussion. Participants will share their reflections on the five elements of the "Every Student Succeeds Mindset" and the specific skills required to a leadership model that centers student experience and voice. We will explore pragmatic ways that principals and teachers leaders can improve their schools through directly applicable activities that they can use in their schools, access to evidence-based resources, and actual leadership practice opportunities during the session.

Participants will leave this session with a clearer definition of system coherence. Our work in *The Purposeful Principal* supports educational leaders to align their vision with the day to day experiences of students in the system. Participants will reflect on and develop deeper competence in their own leadership capabilities and the elements necessary for designing a joyful, successful school where every student thrives.

Presenters: Aaron M. Johnson, Ph.D., Director & Chief Consultant, Archetype Consulting; Jessica Gammell, Leadership Coach, APC Leadership Collaborative

Audience: Principals, District-Level Administrators

Level: Most Grade Levels

BREAKOUT SESSION O

Room: University CD

Disrupting Predictability: Building Coherent Systems That Eliminate Harm and Expand Opportunity

School systems often struggle not from lack of vision, but from fragmented implementation and adult-centered design. This session shares how CHCCS aligned around three strategic “Big Rocks” to create coherence, persistence, and shared purpose: (1) AVID to strengthen college and career readiness and close opportunity gaps; (2) a strengthened Multi-Tiered System of Supports (MTSS) to ensure timely academic and behavioral intervention; and (3) Professional Learning Communities (PLCs) focused on instructional clarity, collaborative practice, and data-informed inquiry to disrupt patterns that have historically predicted student outcomes.

Aligned with the Institute theme—Partnership, Persistence, and Purpose: Centering Youth Voices and Moving from Vision to Impact—participants will examine how narrowing to a small set of high-leverage district priorities strengthened alignment between central office and school leadership. As implementation deepens, CHCCS is intentionally shifting from adult-designed systems to student-informed problem-solving, embedding student voice directly into AVID goal-setting, MTSS problem-solving conversations, and PLC inquiry cycles to ensure these structures translate into authentic belonging, instructional relevance, and measurable impact for students.

Presenters: Dr. Robert Bales, Chief Academic Officer; Dr. Arrica DuBose, Executive Director of Curriculum & Instruction for Elementary Education and Federal Programs; Alicia Curtis, Executive Director of Curriculum & Instruction for Secondary Education and Academic Programming
Chapel Hill-Carrboro City Schools

Audience: General Interest

Level: Most Grade Levels

Tell us what you think!

Complete your conference evaluation

[Go.wisc.edu/MSANeval2026](https://go.wisc.edu/MSANeval2026)

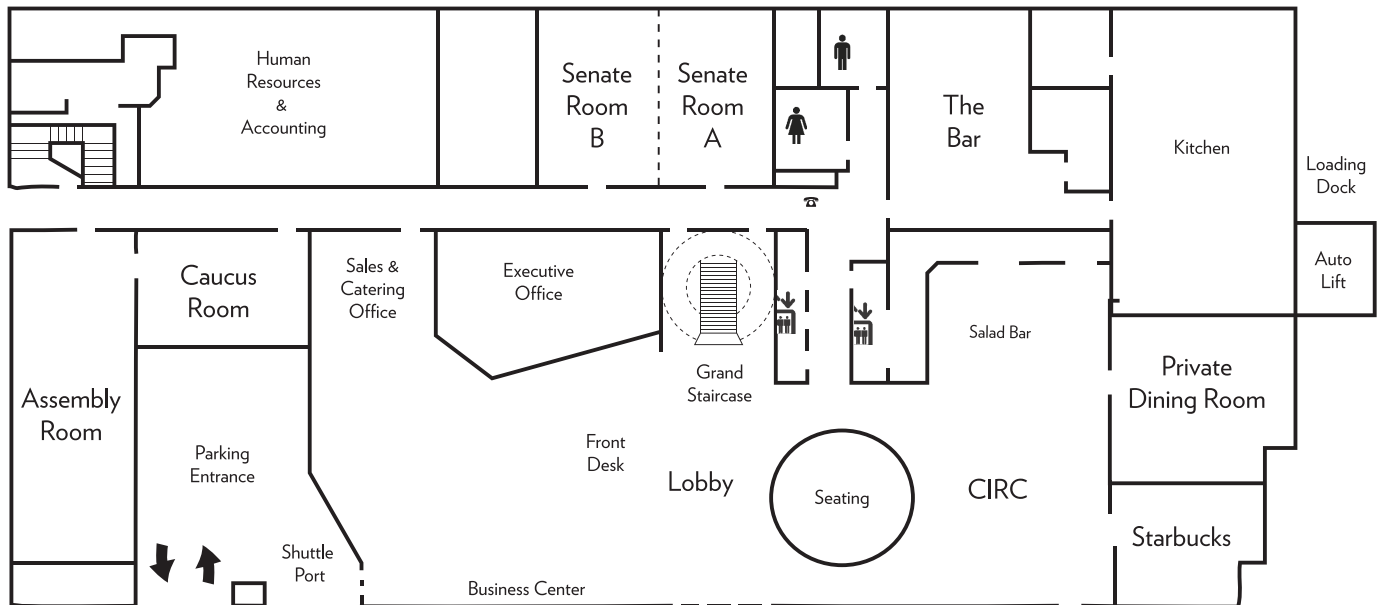
Visit the MSAN Resources for Educators website:

msan.wcer.wisc.edu/library

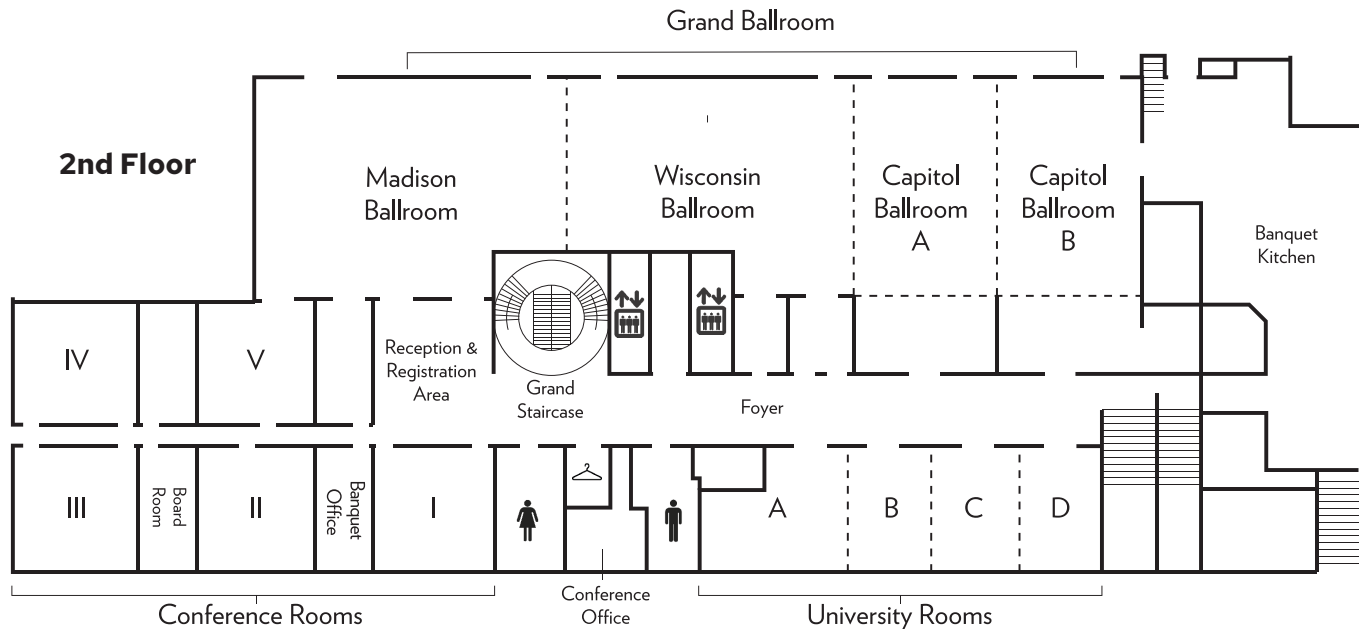
Get information to support what you do every day in your classroom,
in your school, and in your district.

MADISON CONCOURSE HOTEL MAP

Lobby Level



2nd Floor



If you need access to the mother's room on the 3rd floor, please stop by the front desk to request the key. Staff will provide the key and directions to the room.

Gender neutral bathrooms are located on the second floor outside of Conference Room II and Conference Room IV.

THANK YOU

Many thanks to everyone who helped make the 2026 MSAN Institute possible!

Wisconsin Center for Education Research

Hannah Northup, Graphic Design
Scott Jones, MSAN Support
Danielle Maillette, MSAN Support
Dave Marcou, MSAN Videographer
Connie Showalter, MSAN Project Manager
Latoya Holiday, MSAN Executive Director

2026 MSAN Planning Team

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Mandi Sersch-Morstad, Middleton-Cross Plains Area School District, WI
Stephanie Leonard, Sun Prairie Area School District, WI
Lisa Hunt, Cleveland Heights-University Heights City Schools, OH

MSAN is a national coalition of school districts that learn, grow and work together to realize the vision of all students experiencing an inclusive and excellent education since 1999.

Part of the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, MSAN has worked to build the capacity of school leaders and students through its communities of practice, focus on elevating youth voices, and engagement in development, leadership, and research activities, all aimed at eliminating disparities, creating schools where every student belongs, and ensuring all students have what they need to thrive and succeed.

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.wcer.wisc.edu



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

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

Oregon School District, Oregon, WI

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