



MSPA 2022 Midwinter Conference Catalog

"Centering Students in Practice"

Plymouth Crowne Plaza 3131 Campus Dr, Plymouth, MN 55441

January 27 - 28, 2022

UPDATES

Dr. Catherine Kramarczuk Voulgarides can no longer attend or present at our conference. She apologizes for this change in plans and has sent this article ([Identifying Root Causes of Disproportionality](#)) for all to have access to. MSPA will be planning a NASP Ethics CEU session for this spring, more info to come! We will plan on offering a webinar in the spring that has NASP ethics CEUs. We will not require you to pay for registration for this event if you have already paid for the MSPA Midwinter 2022 conference.

- Due to this cancellation, please note a few changes in session locations for Friday:
 - For the 10:15am session block, Megs Pulvermacher's panel (*Supporting LGBTQ+ Colleagues & Creating An Inclusive Culture*) will be in Room E and will be available for our virtual and in-person attendees. There will be no session in Room C during this time.
 - For the 1:00pm session block, Dr. Charles Barrett will present *Assessing Racially and Ethnically Minoritized Students* in Room E and will be available for our virtual and in-person attendees. There will be no session in Room F during this time.

Dr. Faith Miller is no longer able to present in-person. She will present virtually via livestream for both of her sessions on Thursday, January 27th (10:15-11:45am and 1:00-2:30pm).



























Graduate Student Posters! In Room D from 12:15-1:00pm on Thursday, along with some chances to get raffle tickets, so go check them out! Check out this [MSPA 2022 Poster Summary](#) document to get a sneak peak!

For assistance or questions, please email mspaonlinwebmaster@gmail.com.

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Schedule & Sessions: Thursday, January 27, 2022

7:00 am – 7:45 am	Check-in & Registration				
7:45 am – 8:15 am	Awards - Regency Room  				
8:30 am – 9:45 am	Keynote Speaker: Kao Kalia Yang - Regency Room <i>Memories of a Child</i>  				
9:45 am – 10:15 am	Break & Snacks Book Signing: Kao Kalia Yang				
Room	Regency	Room E	Room C	Room F	Room G
10:15 am – 11:45 am	Dr. Scott Woitaszewski: <i>School Crisis Response</i>  	Dr. Byron McClure: <i>Disrupting Disproportionate Practices</i>  	Dr. Sean Payton: <i>Critical Race Theory</i> 	Christopher Mendez: <i>Processing Youth Voices</i> 	Dr. Faith Miller: <i>Equity-Centered MTSS</i> 
11:45 am – 1:00 pm	Lunch Graduate Student Poster Session (12:15 PM - 1:00 PM in Room D)				
1:00 pm – 2:30 pm	Dr. Faith Miller: <i>Re-Examining School Psychology in the Wake of COVID</i>  	Dr. Mary Dosch: <i>Science of Reading - LETRS</i>  	na'im madyun: <i>Theorizing death to increase family engagement</i> 	Christopher Mendez: <i>Processing Youth Voices</i> 	MN Collective for Educational Equity: <i>Debunking Misconceptions in MTSS & RtI</i> 
2:30 pm – 2:45 pm	Break & Snacks				
2:45 pm – 4:15 pm	Jean Duffy & Angela Mansfield: <i>MDE COMPASS/ MnMTSS Overview</i>  	Kathrin Maki: <i>Specific Learning Disabilities Identification</i>  	Dr. Anne Zaslofsky: <i>Developing Automaticity with Basic Math Facts</i> 	Drs. Lisa Stewart & Elyse Farnsworth: <i>MTSS in Early Childhood</i> 	
4:00 pm – 6:00 pm	Job Fair (Room D)  				

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Session Descriptions - Thursday, January 27, 2022

8:15 AM – 9:45 AM Keynote

Kao Kalia Yang (she/her/hers): *Memories of a Childhood*

Speaker will present in person - session will be recorded and available post conference.



Award-winning author Kao Kalia Yang will reflect on her personal experiences as a child refugee and new American, as well as inspirations. Yang will read from her newest book, *Somewhere in the Unknown World, A Collective Refugee Memoir*. There will be a Q&A. The talk will be followed by a book signing.

Thursday, January 27th 10:15 AM – 11:45 AM Sessions

Scott Woitaszewski (he/him/his): *School Crisis Response: Careful Information Sharing as a Vital Universal Intervention* ***PBS**

Speaker will present in person - session will be recorded and available post conference.



Crisis situations can be confusing and chaotic, especially for children. Yet schools are not always careful with how information is conveyed during and following a crisis. To ensure a healthy recovery after a crisis, students and others in school communities must be reassured with knowledge of what happened, common and uncommon reactions to crises, and where they can get additional support as needed. This session was designed to assist school-employed mental health professionals better understand any array of systematic information sharing strategies options, and how they are a vital part of a tiered crisis response for schools.



Livestreamed & Recorded Sessions



In-Person Only Sessions

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Dr. Byron McClure (he/him/his): *How to Design a Winning Strategy to Promote Student Success* *PBS, CC

Speaker will present virtually - session will be recorded and available post conference.



Across the nation, district and school leaders are shifting towards practices that are equitable, fair, and create favorable outcomes for students who have historically been marginalized. Many school and district leaders, educators, practitioners, and other key stakeholders still have questions about how to thoughtfully design systems that are equitable. Additionally, many psychologist, leaders and educators are wondering what tools and strategies promote equitable outcomes and how to utilize them. This session will help participants to understand how to begin designing a winning strategy to disrupt disproportionate practices that have systematically harmed specific groups of children. *(speaker will present live virtually)*

Dr. Sean Payton (he/him/his): *CRT: Different Colored Rose Glasses* *CC

Speaker will present in person



There is a lot of rhetoric going on about Critical Race Theory (CRT). The extreme right believes CRT is a step towards communism. The extreme left uses CRT as a ploy for reparations. As psychologists, what are we to make of the rhetoric? How should I think of CRT as a school psychologist helping to build young minds? This workshop will address and define what CRT is and if and how CRT should be expressed in the school system and by school psychologists.

Christopher Mendez (he/him/his): Listen, Learn, Lead: Processing Youth Voices...for real!

Speaker will present in person



This will be an opportunity to listen to the voices of youth (via audio recording), their lived experiences across Minnesota communities, and be invited to sit and share (via circle) on what you heard and how that impacts your practice.

Dr. Faith G. Miller (she/her/hers): *Equity-centered MTSS: Ways to move the needle toward better outcomes* *CC

Speaker will present virtually



Equity-centered MTSS is a holistic framework for comprehensive and integrated supports in order to ensure positive social, emotional, behavioral, developmental, and academic outcomes for every student. This presentation will review ways to center equity within MTSS efforts, regardless of the status of your current MTSS system.

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Thursday, January 27th
1:00 PM – 2:30 PM Sessions

Dr. Faith G. Miller (she/her/hers): *Re-examining the practice of school psychology in the wake of COVID-19*

Speaker will present virtually - session will be recorded and available post conference.



The COVID-19 pandemic has changed life as we know it. It is critical that our practice as school psychologists also adapts to meet the pressing issues presented by the pandemic. This presentation will provide an overview of expanded areas of practice that are responsive to the conditions created by COVID-19, supporting attendees in re-envisioning and adapting their roles and functions to better support students and the communities they serve.

Dr. Mary Dosch: *LETRS: Everything you ever wanted to know about literacy!*

Speaker will present in person - session will be recorded and available post conference.



Language Essentials for Teachers of Reading and Spelling (LETRS) is a comprehensive professional development course of study for educators providing instruction in oral language, reading, and writing. The program is embedded in science of reading research and aligns well with the new dyslexia criteria. School psychologists, as scientists, interventionists and consultants, are ideally equipped to be a part of a trained LETRS team within the schools. During this session, we will explore the eight units of LETRS, attempt challenging activities, and discuss how school psychologists can enhance their literacy knowledge to support students and teachers.

na'im madyun (he/him/his): *Theorizing death to increase family engagement*

Speaker will present in person



There are both explicit and implicit cost-benefit analyses done in all of our decision making processes. Because the implicit costs calculated in our decision making are less verifiable, their role as intervening variables may be under examined. Might our proximity to mortality play a role in where and how we invest our time? Could a theory that explores our relationship with death be used to understand our relative comfort and engagement with families? I don't know, let's find out, interactively together.



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Dr. Christopher Mendez (he/him/his): Listen, Learn, Lead: Processing Youth Voices...for real!

Speaker will present in person



This will be an opportunity to listen to the voices of youth (via audio recording), their lived experiences across Minnesota communities, and be invited to sit and share (via circle) on what you heard and how that impacts your practice.

MnCEE Presenters: Dr. Jessie Kember (she/her/hers), Anne Floyd (she/her/hers) and Emma Murphy (she/her/hers): *Mythbusters: Debunking misconceptions around Implementing MTSS and RtI*

Speakers will present in person



As advocates and change agents in the education system, some of the most important tools we need to access on a regular basis are common language and effective communication skills. According to Charlton and colleagues (2017), common language across systems (i.e., federal, state, district, school) is essential for sustaining successful implementation of effective practices, including a multi-tiered system of supports (MTSS). This session will provide practitioners with helpful, evidence-based talking points to engage in conversations around misconceptions and misunderstandings about the implementation of MTSS and RtI in school buildings.

Thursday, January 27th
2:45 PM – 4:15 PM Sessions

Angela Mansfield (she/her/hers) and Dr. Jean Duffy (she/her/hers): COMPASS/MnMTSS Overview

Speakers will present virtually - session will be recorded and available post conference.



COMPASS, Collaborative Minnesota Partnerships to Advance Student Success, is the new Minnesota Department of Education statewide system to support student learning recovery as we navigate another school year impacted by COVID-19. Through COMPASS, the new Minnesota Multi-tiered System of Supports (MnMTSS) Framework has been launched to provide districts and schools with guidance, resources, and support for implementing MnMTSS locally. This session will provide an overview of



Livestreamed & Recorded Sessions



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the goals for the COMPASS system, the MnMTSS framework and offerings that will be available to school districts throughout this school year and beyond. The session will situate COMPASS and MnMTSS in the work of MSPA members.

Dr. Katie Maki (she/her/hers): *Issues, Problems, and Meaningful Practices in Specific Learning Disabilities*


Identification

Speaker will present virtually - session will be recorded and available post conference.

 This talk will focus on conceptual understanding and identification of specific learning disabilities (SLD). Empirical findings regarding SLD identification will be shared to underscore the challenges associated with SLD identification. We will discuss SLD identification frameworks and their associated issues as well as legal and ethical considerations in SLD identification. Practical implementation of SLD identification procedures including the importance of functional assessments in SLD evaluation will be discussed.


Dr. Anne Zaslofsky (she/her/hers): *Developing Automaticity with Basic Math Facts*


Speaker will present in person

 Developing automaticity in basic math facts is important for overall math success. Join Dr. Anne Zaslofsky as she shares what research says about how students acquire and maintain this foundational skill. Discussion will include perspectives from cognitive and developmental psychology, discussion of the role of math anxiety, and how it relates to our work as educators. The session will conclude with how we can provide intervention to assist those students needing extra support in fact fluency.

Dr. Lisa Stewart (she/her/hers) and Dr. Elyse Farnsworth (she/her/hers): *Expanding Your Role in Early Childhood by Supporting an MTSS Model*

Speakers will present in person

 School Psychologists assigned to early childhood settings may have a limited role in the service delivery model. This session will explore ways to expand your influence by supporting an MTSS Early Childhood model and an effective transition between early childhood and Kindergarten. We will provide examples of Early Childhood MTSS, how is it the same and different from K-12, and outcome data on EC MTSS models for behavior and academics. Participants will use a self-evaluation tool to help identify next steps for their sites. Practical resources and tools for EC MTSS and the transition from EC to K will be provided as well as opportunities to discuss and share experiences with colleagues.

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Speaker Bios - Thursday January 27, 2022



Kao Kalia Yang (she/her/hers)

Kao Kalia Yang is a Hmong-American writer. She is the author of the memoirs *The Latecomer*: A Hmong Family Memoir, *The Song Poet*, and *Somewhere in the Unknown World*. Yang is also the author of the children's books *A Map Into the World*, *The Shared Room*, *The Most Beautiful Thing*, *Yang Warriors*, and *From the Tops of the Trees*. She co-edited the ground-breaking collection *What God is Honored Here?: Writings on Miscarriage and Infant Loss By and For Native Women and Women of Color*. Yang's work has been recognized by the National Endowment for the Arts, the National Book Critics Circle Award, the Chautauqua Prize, the PEN USA literary awards, the Dayton's Literary Peace Prize, as

Notable Books by the American Library Association, Kirkus Best Books of the Year, the Heartland Bookseller's Award, and garnered four Minnesota Book Awards. Kao Kalia Yang lives in Minnesota.



Dr. Scott Woitaszewski (he/him/his)

Dr. Scott Woitaszewski is the director of the School Psychology Program at the University of Wisconsin - River Falls and is a Nationally Certified School Psychologist (NCSP). His scholarly interests include the study of school safety and crisis intervention, suicide prevention, threat assessment and management, emotional and behavioral interventions in schools, and resilience in children and families. Since 2012, Dr. Woitaszewski has been a member of the National Association of School Psychologists (NASP) School Safety & Crisis Response Committee and is now co-chair of that committee. He has conducted numerous PREPaRE and related school crisis and school safety trainings across the U.S. and has developed several educator resources and publications on this topic. Dr. Woitaszewski can be contacted at scott.woitaszewski@uwrf.edu.



Dr. Byron McClure (he/him/his), NCSP

Dr. Byron McClure is a National Certified School Psychologist and Founder of Lessons For SEL, where he uses research, human-centered design thinking to build empathy, ideate, co-create solutions, and design equitable resources that put the needs of children front and center. He formerly served as the Assistant Director of School Redesign at a high school in Southeast, D.C., where he was responsible for leading and reimagining what Social Emotional Learning looked like within an inner-city community.

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Dr. Christopher Mendez (he/him/his)

His professional experiences range considerably: naval military security, retail management, higher educational editing, writing instruction and training, international manufacturing management, middle/high school instruction (private-school setting), higher education academic affairs, refugee case management for trauma-informed minors, and program development and implementation in mediation and restorative practices. Chris received his PhD in Conflict Analysis and Resolution from Nova Southeastern University (School of Humanities and Social Sciences), and his BA in Social Psychology from Florida Atlantic University. His particular areas of expertise include: group based

conflicts dealing with religion, culture, and nationalism; the experience of vulnerable populations during and after conflict; and the use of restorative practices in schools, courts, and communities at large.



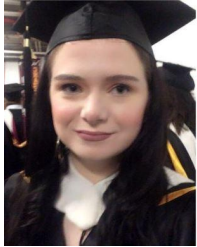
Dr. Faith G. Miller (she/her/hers)

Dr. Faith Miller is an Associate Professor within the School Psychology Program at the University of Minnesota. Her research program is focused on the implementation and sustainability of evidence-based practices in schools, particularly as it relates to improving outcomes for children who experience social, emotional, and behavioral difficulties (SEBD). Through her research, she examines critical factors that lead to the implementation of evidence-based practices for students with SEBD within multi-tiered systems of support (MTSS). This includes the use of defensible assessments to inform data-based decision-making and problem-solving, as well as the development and delivery of a continuum of high-quality interventions to improve student outcomes.



Dr. Jessie Kember (she/her/hers), PhD, LP, NCSP

Dr. Jessie Kember is currently in her 4th year as a lecturer with the School Psychology graduate program at the University of Minnesota - Twin Cities. Jessie also serves as Director of Clinical Training for the program. Outside of her roles with the University, Jessie is a current MSPA board member, an active member of the Minnesota Collective for Educational Equity (MnCEE), and serves as the Assessment & Intervention Screening Coordinator at the Twin Cities German Immersion Charter School in St. Paul.



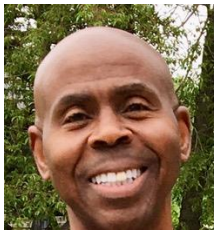
Anne Floyd (she/her/hers)

Anne Floyd, MA is a 3rd year PhD student in the School Psychology program at the University of Minnesota - Twin Cities. Anne serves as the NASP student leader for UMN and is a member of the Minnesota Collection for Education Equity (MnCEE). Anne's research interests include issues of equity in education, including the principle of Least Restrictive Environment (LRE).



Emma Murphy (she/her/hers)

Emma Murphy is a 1st year PhD student in the School Psychology program at the University of Minnesota - Twin Cities. Emma serves on the diversity committee of the School Psychology Student Association and is a member of the Minnesota Collective for Educational Equity (MnCEE). Emma's research interests include equitable identification of and service delivery for social-emotional-behavioral difficulties.



Dr. Sean Payton (he/him/his)

Dr. Sean Payton graduated from Loyola University of Chicago with his BS in Psychology, St. Mary's University of San Antonio with his MS in Clinical Psychology, and the University of Nebraska – Lincoln with his PhD in Educational Psychology. Dr. Payton teaches Psychology courses at North Hennepin Community College and a Race & Law course, in collaboration with Mitchell Hamline School of Law, which allows him expertise in Critical Race Theory. Dr. Payton chairs the doctoral thesis for graduate students and a host of graduates receiving their master's degree. Dr. Payton's passion is understanding racial identity from an educational perspective. Dr. Payton is married (for 29 years) and has 3 children.



Dr. Mary Dosch (she/her/hers)

Dr. Mary Dosch is professor in the Psychology/School Psychology department at Minnesota State University Moorhead where she teaches undergraduate psychology and graduate school psychology courses. Mary has a BA in Psychology, MA and PsyS in School Psychology and a PhD in Education. She is happily married and a mother to

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four awesome young adults. In the past several years, her passions lie in early literacy as a certified LETRS trainer and in transforming students' lives by leading Study Abroad service learning experiences.



na'im madyun (he/him/his)

madyun became a full-time instructor of psychology in 2001 while completing his doctoral studies in the School Psychology program at the University of Minnesota. In 2005, madyun accepted an Assistant Professor of Psychology position in the General College at the University of Minnesota. Shortly after becoming an associate professor in 2012, madyun became an Associate Dean for Undergraduate, Diversity and International Programs in the College of Educational and Human Development at the University of Minnesota. His research has focused on social and cultural factors that explain the educational disparities of marginalized youth. His administrative work from 2013 - 2019, centered on the retention, development and graduation of undergraduate students as well as being responsible for the equity and international outcomes for the College of Education and Human Development. Since 2020, madyun has been an instructional coach focused on family engagement for Intermediate District 287.



Dr. Katie Maki (she/her/hers)

Kathrin Maki, Ph.D. is an Assistant Professor of School Psychology in the School of Special Education, School Psychology, and Early Childhood Studies at the University of Florida. Her research centers on the conceptual, psychometric, and decision-making issues related to Specific Learning Disabilities (SLD) identification, and the use of assessment data to drive academic intervention implementation for students with SLD and other academic difficulties.



Dr. Anne Zaslofsky (she/her/hers)

Anne Zaslofsky is an Assistant Professor of School Psychology at the University of Wisconsin-River Falls. Dr. Zaslofsky's interests include academic intervention and data-based decision-making, particularly in the area of math. She is a contributor to the Science of Math, a movement focused on providing educators with objective evidence about how students learn math. Dr. Zaslofsky is engaging in a new inquiry of research pertaining to math anxiety and, along with colleagues, was recently awarded a grant to support this work.



Dr. Lisa Stewart (she/her/hers)

Lisa Habedank Stewart received her Ph.D. in School Psychology from the University of Oregon. She currently is a Professor of Psychology and Director of the Graduate Program in School Psychology at Minnesota State University Moorhead. Dr. Stewart has done research, written, and consulted in the areas of literacy and language development, developing multi-tiered systems of support for children in schools and preschools, program evaluation, and implementing evidence-based practice. Dr. Stewart presents regularly at state and national conferences and has written book chapters, research articles, training materials and curriculum for preschool and K-12 settings. She lives near Pelican Rapids, MN with her

husband, kids, cat, dog, chickens, cows, and goats.



Dr. Elyse Farnsworth (she/her/hers)

Dr. Farnsworth is an Assistant Professor at Minnesota State University, Mankato. Prior to becoming an Assistant Professor at Minnesota State University, Mankato, Dr. Farnsworth was a Lecturer and Director of Clinical Training at the University of Minnesota School Psychology Program. Dr. Farnsworth earned her PhD in Educational Psychology from the University of Minnesota School Psychology Program and is credentialed as a Licensed Psychologist in Minnesota and a Nationally Certified School Psychologist. She has worked in urban, suburban, and rural school districts, providing school psychological services across developmental levels. Dr. Farnsworth currently teaches Developmental Psychology, Pediatric Neuropsychology, Cognitive Assessment, and School Psychology Internship Seminar at Minnesota State University, Mankato. She currently serves on the Editorial Review Board for *Psychology in the Schools* and serves as an ad hoc reviewer for *Perspectives in Early Childhood Education*. Dr. Farnsworth's research team examines how public policy, academic enablers, and early intervention

influence school-based cognitive and non-cognitive outcomes for PK12 students. She has a special interest in issues related to successful transitions from preschool to kindergarten.





Angela Mansfield (she/her/hers):


























Angela believes that effective leadership can bring educators together toward a learner-centered philosophy, thereby creating common goals and beliefs around teaching, learning, and achievement. She has worked and studied to be this type of educational leader for over 20 years in the traditional district, charter school, and private school sectors, and currently in post-secondary teaching and state government. Angela loves helping educators draw connections between their practice, building and preserving relationships, and culturally responsible pedagogy that supports student growth and success. In her role at the Minnesota Department of Education, Angela's portfolio of work centers on all things educator effectiveness. This has included the state professional pay system (Q Comp), teacher development and evaluation, diversifying the educator workforce, and now COMPASS. Angela also currently teaches a graduate level course on culturally responsive teaching at Bethel University. Her professional experience includes being the Founding Director of ARCH Academy, and working for the Minneapolis Public Schools for 14 years as a teacher, and school and district leader. Angela received the prestigious Milken Educator Award.

Dr. Jean Duffy (she/her/hers):

Jean Duffy Ed.D. serves (since September 2021) as MnMTSS Coordinator at the Minnesota Department of Education. She has previously worked in a variety of school and district leadership positions with responsibility for supporting principals and coaching school teams in implementing MTSS. Jean has taught in early childhood, family literacy, K -12 reading and currently serves as an adjunct professor in the Educational Leadership and Administration Program at St. Cloud State University. She has also served as a school advocate for the Regional Centers of Excellence. Jean received the MASA award for Outstanding Central Office Leader in 2018. Her professional passion is for supporting leaders and teams in the development of equitable and coherent systems in which all students are successful and all educators can sleep at night!

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7:30 am – 8:30 am	Check-in & Registration 				
7:00 am - 9:00 am	Job Fair (Room D) 				
8:30 - 9:00am	Welcome Remarks: Dr. Meghan Hickey, MSPA President & Damion Smith, MSPA President-Elect Regency Room 				
9:00 am – 10:00 am	Dr. Laurie Klose, NASP President - Regency Room <i>Engaging Hearts and Minds and NASP Update</i> 				
10:00 am – 10:15 am	Break & Snacks				
Rooms	Regency	Room E	Room C	Room F	Room G
10:15 am – 11:45 am	Dr. Charles Barrett: <i>Assessing Racially and Ethnically Minoritized Students</i>  	Megs Pulvermacher (Panel): <i>Supporting LGBTQ+ Colleagues & Creating An Inclusive Culture</i>  	Dr. Catherine Kramarczuk: <i>Voices of Compliance *NASP Ethics CEUs</i> 	Dr. Lauren Haas Ramirez & Alisha Anderson: <i>School Psychologists in Systems Change</i> 	Dr. Dan Florell: <i>Tech to Make Life Easier for School Psychologists</i> 
11:45 am – 1:00 pm	Lunch				
1:00 pm – 2:30 pm	Dr. Laurie Klose: <i>Social Justice in School Psychology Part I</i>  	Dr. Charles Barrett: <i>Assessing Racially and Ethnically Minoritized Students</i>  	Claire Wegener & Addie Danielson: <i>Internship to Practice</i> 	Dr. Catherine Kramarczuk: <i>Voices of Compliance *NASP Ethics CEUs</i> 	Dr. Kirsten Newell: <i>The Science of Reading for Bilingual Learners</i> 
2:30 pm – 2:45 pm	Break & Snacks				
2:45 pm – 4:15 pm	Dr. Laurie Klose: <i>Social Justice in School Psychology Part II</i>  	Dr. Kirsten Newell: <i>The Science of Reading for Bilingual Learners</i>  	Dr. Dan Florell: <i>Tech to Make Life Easier for School Psychologists</i> 	Dr. Charles Barrett: <i>Foundational Knowledge for Achieving Equitable Outcomes</i> 	Illuminate Education: <i>Managing MTSS with Efficiency</i> 

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Session Descriptions - Friday, January 28, 2022

9:00 AM – 10:00 AM Keynote

Dr. Laurie Klose (she/her/hers): *Engaging Hearts and Minds and NASP Update* *PBS

Speaker will present in person - session will be recorded and available post conference.



The keynote will include NASP updates and resources. Dr. Klose will also discuss how Engaging Hearts and Minds of children and youth, adults with whom we work, and systems in which we serve can provide a foundation for engaging in meaningful and effective services and proactive change. Participants will: 1) Increase understanding of meaningful engagement of all members of the school environment as a strategy for enhancing student outcomes; 2) Learn how NASP is addressing member needs; and 3) Learn about NASP resources, activities, and advocacy efforts.

Friday, January 28th



10:15 AM – 11:45 AM Sessions

Dr. Charles Barrett (he/him/his): *Best Practices for Assessing Racially and Ethnically Minoritized Students* *CC

Speaker will present in person - session will be recorded and available post conference.



Participants will be exposed to comprehensive, evidence-based, and practitioner friendly assessment models to effectively differentiate between language difference and disability (particularly Specific Learning Disability) for English Learner (EL) students and Attention Deficit Hyperactivity Disorder (ADHD) for Black students. Additionally, participants will develop the skills necessary to effectively design culturally responsive assessment batteries to assess racially and ethnically minoritized (REM) students' cognitive abilities, academic skills, and social, emotional, and behavioral functioning. Related to ADHD, specific emphasis will be placed on how rater characteristics influence diagnostic decisions. An interactive workshop with multiple opportunities for active engagement, participants will be encouraged to consider the manner in which data are gathered throughout the assessment process and inform next steps for children and adolescents. Implications for school-based psychological practice and influencing practice and policy decisions in local school divisions related to serving REM students and families will be discussed.

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Dr. Catherine Kramarczuk Voulgarides (she/her/hers): *Searching for Equity and Justice within the Confines of Compliance* *CC

Speaker will present in person - session will be recorded

*NASP Ethics CEU's available



In this presentation Dr. Catherine Voulgarides will explore how we, as educators, can move beyond the need to comply with IDEA and towards more just and equitable practices related to IDEA compliance. Issues of racial equity and justice will be discussed in relationship to IDEA.

CANCELLED

Megs Pulvermacher (she/her/hers) & Panel: *Amped Up Allyship: Supporting LGBTQ+ Colleagues & Creating An Inclusive Culture*

Speakers will present in person



Have the safe space sticker in your office, but looking to take your LGBTQ+ allyship to the next level? Building capacity to more intentionally support your queer-identifying colleagues is a GREAT place to start! Catch this high energy, perspective-shifting panel of queer-identifying educators to get a behind-the-scenes look at the queer educator experience, what "inclusive" really looks like in building/district culture, and the impact it can have on staff performance & student success. You'll leave feeling empowered to better support your queer-identifying colleagues, equipped to influence a more inclusive building/district culture, AND, mostly likely, feeling fabulous!

Dr. Lauren Haas Ramirez (she/her/hers) & Alisha Anderson (she/her/hers): *The Role of the School Psychologist in Systems Level Change* *PBS

Speakers will present in person



Due to inequitably distributed resources including historical and systemic efforts to prevent access to educational opportunities, some communities have access to fewer educational resources. This presentation will explore the application of a multi-faceted approach to supporting schools serving these communities. Specifically, it will explore the core components of facilitating systems level change in schools striving to implement a multi-tiered system of support, how the problem-solving model can be applied to systems-level change, and how school psychologists are uniquely positioned to improve outcomes at the student, classroom, and building level.

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Dr. Dan Florell (he/him/his): *Using Tech to Make Life Easier for School Psychologists*

Speakers will present in person



A quick overview of the use of technology in practice. This workshop will give school psychologists plenty of ideas in how they can incorporate new services into their practice. Numerous therapy and productivity apps for smartphones, internet services and sites will be highlighted.

**Friday January 28th
1:00 PM – 2:30 PM Sessions**

Dr. Laurie Klose (she/her/hers): *Part 1: Social Justice in School Psychology Practice: Examining the Impact of Diversity and Justice on Everyday Practice* *CC

Speaker will present in person - session will be recorded and available post conference.



This session will examine elements of social justice and school psychology. Participants will examine their own understanding of social justice and relate that to the daily practice of school psychology. In addition, elements of systemic issues related to racism, privilege, disproportionality, and implicit bias will be examined. Strategies for reducing the negative impact and promoting systems that are more just will be discussed. Be prepared to participate, learn something new- about yourself and the systems where you work- and take away tools to make your professional functioning more effective and more just. Participants will: 1) Engage in activities to evaluate one's personal development with regard to understanding social justice as a component of school psychology practice; 2) Understand the impact of systemic issues on students in traditionally minoritized groups; and 3) Create an action plan to address systemic issues related to discriminatory practice and promote social justice in educational systems.



Livestreamed & Recorded Sessions



In-Person Only Sessions

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Dr. Catherine Kramarczuk Voulgarides (she/her/hers): *Search for Equity and Justice within the Confines of Compliance* *CC

Speaker will present in person - session will be recorded

*NASP Ethics CEU's available

CANCELLED



In this presentation Dr. Catherine Kramarczuk Voulgarides will discuss how we, as educators, can move beyond the need to comply with IDEA and towards more just and equitable systems related to IDEA compliance. Issues of racial equity and justice will be discussed in relationship to IDEA.

Claire Wegener (she/her/hers) & Addie Danielson (she/her/hers) - *Internship to Practice: Transitioning into Early Career Professionals*

Speakers will present in person



Join us for an interactive panel session with two early career professionals. Topics will include common pitfalls, navigating school systems, and adjusting to life as a newly minted school psychologist. Bring your questions and wonderings, and we will do our best to demystify the experience.

Dr. Charles Barrett (he/him/his): *Best Practices for Assessing Racially and Ethnically Minoritized Students* *CC

Speaker will present in person



Participants will be exposed to comprehensive, evidence-based, and practitioner friendly assessment models to effectively differentiate between language difference and disability (particularly Specific Learning Disability) for English Learner (EL) students and Attention Deficit Hyperactivity Disorder (ADHD) for Black students. Additionally, participants will develop the skills necessary to effectively design culturally responsive assessment batteries to assess racially and ethnically minoritized (REM) students' cognitive abilities, academic skills, and social, emotional, and behavioral functioning. Related to ADHD, specific emphasis will be placed on how rater characteristics influence diagnostic decisions. An interactive workshop with multiple opportunities for active engagement, participants will be encouraged to consider the manner in which data are gathered throughout the assessment process and inform next steps for children and adolescents. Implications for school-based psychological practice and influencing practice and policy decisions in local school divisions related to serving REM students and families will be discussed.



Livestreamed & Recorded Sessions



In-Person Only Sessions

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Dr. Kirstin Newell (she/her/hers): *The Science of Reading for Bilingual Learners* *ML/ELL

Speaker will present in person



School psychologists can use the science of reading to inform how to support struggling readers. Yet many school psychologists have limited knowledge and training in the science of reading for bilingual learners, like English language learners and immersion language learners. This presentation will provide the latest evidence on how bilingual learners acquire reading skills. School psychologists will be provided with practical suggestions based on the science of biliteracy to use in their own consultation, assessment, and intervention practices.

**Friday, January 28th
2:45 PM – 4:15 PM Sessions**

Dr. Laurie Klose (she/her/hers): *Part 2: Social Justice in School Psychology Practice: Examining the Impact of Diversity and Justice on Everyday Practice* *CC

Speaker will present in person - session will be recorded and available post conference.



This session will examine elements of social justice and school psychology. Participants will examine their own understanding of social justice and relate that to the daily practice of school psychology. In addition, elements of systemic issues related to racism, privilege, disproportionality, and implicit bias will be examined. Strategies for reducing the negative impact and promoting systems that are more just will be discussed. Be prepared to participate, learn something new- about yourself and the systems where you work- and take away tools to make your professional functioning more effective and more just. Participants will: 1) Engage in activities to evaluate one's personal development with regard to understanding social justice as a component of school psychology practice; 2) Understand the impact of systemic issues on students in traditionally minoritized groups; and 3) Create an action plan to address systemic issues related to discriminatory practice and promote social justice in educational systems.

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Speaker will present in person



A quick overview of the use of technology in practice. This workshop will give school psychologists plenty of ideas in how they can incorporate new services into their practice. Numerous therapy and productivity apps for smartphones, internet services and sites will be highlighted.

Dr. Charles Barrett (he/him/his): *Foundational Knowledge for Achieving Equitable Outcomes* *CC

Speaker will present in person



During this interactive session, participants will discuss how privilege, implicit bias, intersectionality, and inclusion (inclusive practices) are related to social justice in schools and school systems. Specific attention will be given to disparities in achievement (e.g., disability and gifted identification) and discipline (i.e., suspension and expulsion) as a function of inequitable access, opportunity, and other factors (e.g., ineffective practice and policy). A framework for embedding socially just practices and principles into school-based service delivery will be offered to help educators achieve equitable outcomes for all students and families.

Jeff Ion & Michael Harris (Illuminate Education): *Managing Your MTSS with Efficiency and New Insights*

Speakers will present in person



Is your MTSS truly moving kids toward success? Schools tend to have loads of data, but is it having any true impact? Is your staff exhausted with the work that goes into managing your MTSS while trying to support kids directly? This session will engage in a fictional student case study with a focus on how to add efficiency, new insights and power via systems development and software assets that align to the strategies and tools within the emerging MnMTSS Framework.

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Livestreamed & Recorded Sessions



In-Person Only Sessions

Speaker Bios - Friday 28, 2022



Dr. Laurie Klose (she/her/hers)

Dr. Laurie McGarry Klose is the owner and CEO of RespectED, a consulting firm that provides services to schools and families. She has worked as a faculty member at Trinity University and Texas State University, including serving as the Director of Assessment for the Clinic for Autism Research, Evaluation and Support and University Assessment and Counseling Clinic. In addition, she worked as a campus and district-based school psychologist for 12 years in California, Massachusetts and Texas. Along with service on numerous state and national committees, Laurie's leadership positions include President of Texas Association of School Psychologists, Texas Delegate to the National Association of School Psychologists, South Eastern Delegate Representative to the Board of Directors of NASP, and the Chair of the NASP Ethics and Professional Practices Board. Laurie is the 2021-22 President of National Association of School Psychologists.



Dr. Catherine Kramarczuk Voulgarides (she/her/hers)

Dr. Catherine Kramarczuk Voulgarides is Assistant Professor at the City University of New York (CUNY)—Hunter College in the Department of Special Education. She received her Ph.D. from New York University in Sociology of Education. Her scholarship is interdisciplinary. She focuses on understanding how schools are both sites of educational opportunity and marginalization for non-dominant students, specifically examining how notions of equity, access, and opportunity are constructed in policy and law; how educational policies and laws impact educational inequity; and how the social, historical, and cultural contexts of schools relate to educational inequity. She published her first book with Teachers College Press in 2018, entitled *Does Compliance Matter in Special Education: IDEA and the Hidden Inequities of Practice*, which won the Outstanding Publication Award in 2020 by the Disability and Society Section of the American Sociological Association (ASA).

Her work has appeared in journals such as *Sociology of Education*, *Review of Research in Education*, *Theory into Practice*, and *Multiple Voices*, among others. With colleagues, her work was funded by the William T. Grant Foundation in 2015. She also received funding from the American Educational Research Association (AERA) Education Research Service Project (ERSP)

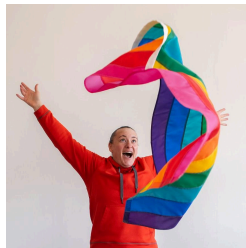
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program. She served as Program Co-Chair for the Disability Studies in Education (DSE) Special Interest Group (SIG) for AERA during the 2019 and 2020 annual meetings. She is currently the Awards Committee Chair for the Disability and Society Section of ASA and the Co-Chair for the Disability Division of the Society for the Study of Social Problems (SSSP).



Dr. Charles Barrett (he/him/his) Charles A. Barrett, PhD, NCSP is a Coordinator for Diagnostic and Psychological Services with Loudoun County Public Schools. Additionally, he is an adjunct lecturer at Northern Virginia Community College, the Graduate School of Education at Howard University, the College of Education and Human Development at George Mason University, and the Department of Psychology at Millersville University. An award-winning educator for his commitment to students, families, schools, and communities, Charles has held various leadership positions with the National Association of School Psychologists (NASP) and frequently

speaks to a variety of professional and lay audiences about promoting positive outcomes for children. To learn more about Charles, including his books on a variety of topics that are relevant to educators and communicate hope and wholeness, visit www.charlesbarrett.org.



Megs Pulvermacher (she/her/hers)

Megs Pulvermacher (she/her) is a Minneapolis-based LGBTQ+ community builder, speaker, and podcaster. As the creator of the Queer Impact Collective, an international online community for queer-identifying entrepreneurs, creatives, and changemakers, and host of the Out, What Now?! podcast, she uses her fun, high energy personality, and love for creating connections, to amplify queer voices and empower queer missions world-wide. Megs is also a Nationally Certified School Psychologist most passionate about building capacity in fellow educators to create more inclusive & safe educational settings for LGBTQ+ students and employees.



Dr. Lauren Haas Ramirez (she/her/hers)

Lauren Haas Ramirez is the Director of the Total Learning Classroom Program at Reading and Math, Inc – a non-profit that implements AmeriCorps programming. Her work there focuses on how to apply the core components of systems coaching to support schools to integrate data-based decision making, develop their MTSS framework, and ultimately improve student outcomes. Lauren graduated from the University of Cincinnati with her Ph. D. in School Psychology.

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Alisha Anderson (she/her/hers)

Alisha Anderson, Ed.S., NCSP, is a School Psychologist and Reading Corps Systems Coach in Minneapolis Public Schools. She supports school systems in building their MTSS infrastructure as a School Psychologist and as a Systems Coach for the Total Learning Classroom program at Reading and Math, Inc.



Dr. Dan Florell (he/him/his)

Dr. Dan Florell is a Professor at Eastern Kentucky University and he runs a private practice. He trained school psychologists in a graduate program for 20 years. Dr. Florell has a Ph.D. in School Psychology from Illinois State University. He is a Nationally Certified School Psychologist (NCSP), licensed psychologist, and APA Fellow. Dr. Florell is actively involved in NASP and is the NASP Historian and Online Communication Coordinator. His column Just a Click Away appears in the Communique and he writes a bi-weekly column on children and adolescent issues in the local newspaper. His main research focus is on cyberbullying, technology, telehealth, professional issues, and the history of school psychology.



Dr. Kirstin Newell (she/her/hers)

School psychologists can use the science of reading to inform how to support struggling readers. Yet many school psychologists have limited knowledge and training in the science of reading for bilingual learners, like English language learners and immersion language learners. This presentation will provide the latest evidence on how bilingual learners acquire reading skills. School psychologists will be provided with practical suggestions based on the science of biliteracy to use in their own consultation, assessment, and intervention practices.



Claire Wegener (she/her/hers)

Claire Wegener is a school psychologist at Armstrong High School in Robbinsdale Area Schools. She received her Education Specialist degree in 2021 from the University of Wisconsin-River Falls. Claire enjoys reading young adult fiction and going on adventures with her four-year-old kiddo.

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Addie Danielson (she/her/hers)

Addie Danielson is a school psychologist at Lakeview Elementary School in Robbinsdale Area Schools. She received her Ed.S degree at the University of Wisconsin Eau Claire in 2020. Addie enjoys road trips out west and hiking with her husband and dog.



Jeff Ion (he/him/his)

Jeff Ion is a born and raised Minnesotan who spent 22 years working in Minnesota schools where he spent 9 years as a secondary Math Teacher, 9 years as an Elementary Principal and 4 years as district level Curriculum and Assessment Administrator. Jeff's work and passion over those years was focussed on developing classroom, department, building and district level assessment systems and in supporting kids through MTSS in an effort to support all learners. Jeff has continued his work for the past 6 years by supporting school districts all over the country in developing their MTSS in his work with Illuminate Education.

Other Considerations

COVID Safety Precautions

Vaccine Mandate

We will be requiring either proof of (a full course of) COVID-19 vaccination (1st and 2nd dose of Moderna/Pfizer or single dose of the Johnson & Johnson), or proof of a negative COVID-19 test (taken in the prior 72 hours). We are not requiring proof of booster shots for this conference. Taking these steps ensures the safety of our attendees, speakers, and our communities across the state. We are aware that gathering educators from across the state means that upon returning to our communities, there is an inherent risk in transmission. Conference attendees will be allowed to enter by either showing their vaccine card or a picture of their vaccine card that clearly lists their name. Attendees will be given a special mark on their name tag to indicate that they have shown proof.

Mask Mandate

Conference attendees will be required to wear a mask that fully covers the mouth and nose, except while eating. According to the Minnesota Department of Health:

It is important to wear a mask in some settings to help limit the spread of COVID-19. Viruses constantly change and new variants of a virus are expected to occur over time. New data suggests that an emerging variant, the Delta variant, is different than past versions of the virus and spreads about twice as easily from one person to another. With the Delta variant, fully vaccinated people may be able to pass the disease to others. Because the Delta variant is shown to spread more easily, MDH recommends everyone, **both fully vaccinated and unvaccinated**, wear a mask. Masks will be provided for those who do not have one upon entry.

Please note that MSPA has also ensured that all speakers are following both the mask and proof of vaccination or negative COVID test within 72 hours.

Crowne Plaza

The Crowne Plaza hotel is following cleaning procedures under their [IHG Way of Clean](#) guidelines including the using deep clearing with hospital-grade disinfectants across all spaces including public spaces, front desks, guest rooms, food and beverage spaces, and

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meeting room. Please contact Leni Bohme, Director of Catering & Conference Services, if you have more specific questions about the Crowne Plaza (email: leni.bohme@cpplymouth.com; T: 763-559-6272).

Meals

To allow for social distancing, the Crowne Plaza will allow for attendees to eat in a variety of locations (i.e., the lunch area, breakout rooms, kiosk areas, etc.). Additionally, breakfast and lunch will be server attended. Attendees will go through a lunch line and choose what food they would like and a server will dish your food choices. This will help minimize contact with utensils and food.

Book a Hotel Room

Hotel rooms will be available for guests at a discounted rate of \$129.00/night. [Click here](#) to access this discounted rate. Reserve your hotel room at this link: [MSPA-Crowne Plaza Booking Link](#).

CEUs

By participating each full day in sessions, you can **earn up to 6 CEUs, with a total of 12 CEUs over the two day conference**. Plus, all registrants will have access to recorded sessions from the Regency Room and Room E, where they can **earn additional CEUs**. More information to come soon regarding the CEU process for recorded sessions.

For virtual attendees: in order to receive NASP Ethics CEU's, you must have your camera on for the entirety of the session and complete a CEU form at the end of the session.

The session descriptions are annotated with a * to denote sessions that may meet specific mandatory requirements for relicensure with the Minnesota Professional Educators Licensing and Standards Board (PELSB). The abbreviations PBS (Positive Behavior Supports/Curriculum Accommodation-Modification), CC (Cultural Competency), and ML/ELL (Multi-Lingual/English Language Learners) are used to note which requirement area a session may meet or partially meet. CC is often met with multiple sessions. Decisions about whether sessions meet or partially meet required areas for relicensure are made by local district relicensing committees, not MSPA.

Awards

Responses are due by December 27, 2021.

MSPA Lifetime Achievement Award

This award is designed to identify and recognize outstanding school psychologists who have dedicated their professional lives to the development and betterment of school psychology.

Who is eligible for the Lifetime Achievement award?

School psychologists who work as practitioners, trainers, supervisors, administrators, state consultants, and researchers are eligible for this award. Nominees must have demonstrated at least 20 years of service to the field of school psychology and been a member of NASP and/or MSPA for at least 15 years. Candidates may be retired and the award may be presented posthumously.

Ysseldyke Best Practices Award

This award is designed to honor those professionals whose principles, standards and dedication have enhanced the field of school psychology. This award is named for Jim Ysseldyke, who (among many other accomplishments) was a University of Minnesota Professor of Educational Psychology and Associate Dean for Research in the College of Education and Human Development.

Legislator and Friends of Children Award

This award is designed to identify and recognize legislators as well as other “friends of children” who have made a significant contribution on behalf of education, mental health, and/or children's issues.

MSPA Administrator Award

This award is designed to identify and recognize principals, supervisors, directors, and other administrators who support the field of school psychology.

MSPA Innovative Program Award

This award is designed to identify and recognize a person, group, or district that exhibits innovative practices in the field of school psychology. This may entail creative problem-solving of school psychology practical issues or research benefiting school psychology in Minnesota.

To submit nominees, please complete the form by December 27th: [MSPA Awards Google Form](#)

Recordings

Sessions will be recorded for all sessions that are live streamed. Given costs for the event, MSPA is unable to record every session. Recorded sessions will be shared with registered attendees until March 1, 2022.

PLEASE NOTE - Do Not Distribute Recordings:

The content of the 2022 Minnesota School Psychologist Association Midwinter Conference is only to be viewed by registered conference attendees. We kindly ask that you do not distribute or share, log in information, links to session recordings or session materials with anyone not registered for the Conference. Attendance to the recorded sessions will be logged and recorded.

Rates

In Person		
	2 Days Jan. 27 th & Jan. 28 th	1 Day Only Jan. 27 th or Jan. 28 th
Member	\$250	\$175
Non-Member	\$350	\$275
Student/Retiree/Affiliate	\$150	\$100
Virtual		
	2 Days Jan. 27 th & Jan. 28 th	1 Day Only Jan. 27 th or Jan. 28 th
Member	\$175	\$100
Non-Member	\$275	\$200
Student/Retiree/Affiliate	\$75	\$50

*Please note that recordings will be shared for the days you register. For example, if you register for Jan. 27th, you will receive only the recordings for that day at the end of the conference. FAQs (updates, vendors, posters, job fair, and more!)

What should I do if I registered to attend MSPA in-person but am no longer able to attend due to COVID-related concerns or feel sick (i.e., a cold)?

Contact MSPA at mSPAonlinewebmaster@gmail.com

How do I reserve a hotel room at the Crowne Plaza?

Reserve your hotel room at this link: [MSPA-Crowne Plaza Booking Link](#)

Where will vendors, graduate posters, and the job fair be located?

Room D, along with some chances to get raffle tickets, so go check them out!

Check out this [MSPA 2022 Poster Summary](#) document to get a sneak peak!

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Job fair update!

The job fair times have been adjusted slightly from the original registration email. The job fair will now be on Thursday, January 27th from 4:00- 6:00 pm and Friday, January 28th from 7:00 - 9:00 am. Also, there will be a possibility to attend the job fair virtually. More info to come!

What happens if a speaker is unable to present in-person due to COVID related concerns?

We will be working closely with our speakers and in communication with them up until the conference. If a speaker is unable to make it, we have a few options: have the speaker attend our conference virtually through livestreaming or provide a pre-recorded presentation that we will have available to registrants. We will communicate with our attendees if this happens.

If I register and attend the conference virtually or in-person for 1 day, will I have access to the recordings of the virtual sessions for both days?

You will only have access to the recordings of the day you register for. If you register for both days (regardless of virtual or in-person attendance), you will have access to the recordings from Regency Room and Room E for both conference days. If you register for only 1/27 or 1/28, you will only be given access to recordings from Regency Room and Room E for the day you registered.

Conference Map

Here are links of the Crowne Plaza Hotel: [Main Floor](#) & [Lower Level](#)

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