

Disrupting the Normalized Continuities of Racial Injustice: The Imperative and Opportunity for Teacher Education

Deborah Loewenberg Ball

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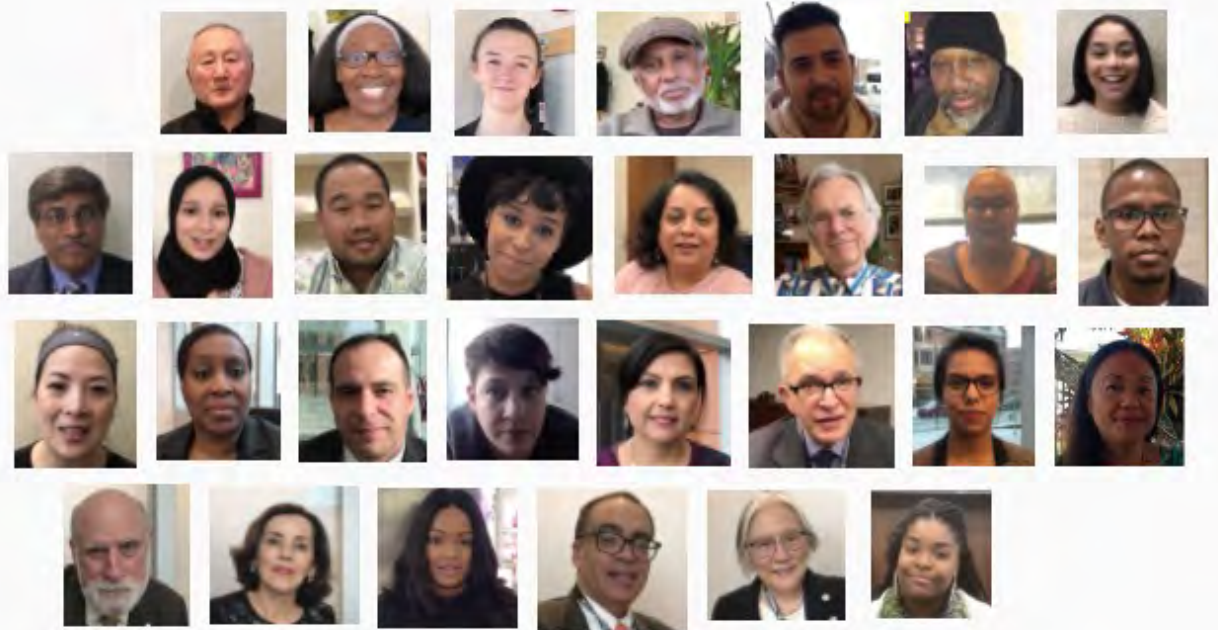
Map of Tonight's Talk



1. How is teaching powerful?
2. What are “continuities of racial injustice”?
3. What does it mean to talk about “normalized” practice?
4. What is the imperative for teacher preparation?
5. What does any of this have to do with “antifragility”?



1. How is teaching powerful?



Video: Is there a teacher who had a significant impact on you?



Teaching is powerful for individuals.



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1. Teaching can lift individuals up and support them to thrive and flourish.



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1. Teaching can lift individuals up and support them to thrive and flourish.
2. It can cause individual and lasting harm.

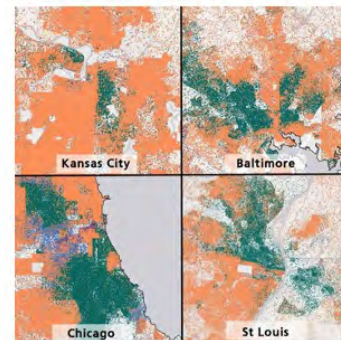


Teaching is powerful for individuals.

1. Teaching can lift individuals up and support them to thrive and flourish.
2. It can cause individual and lasting harm.

It is also powerful systemically.

2. What are “continuities of racial injustice”?



OUR CRIMINAL JUSTICE SYSTEM NEEDS REFORM

Being uninsured is **deadly**.
A comprehensive review of studies, published in the Annals of Internal Medicine, confirms that **thousands of people die each year because they don't have coverage**. We need to close these gaps and cover everybody with improved Medicare for all.

PNHP  pnhp.org/mortality











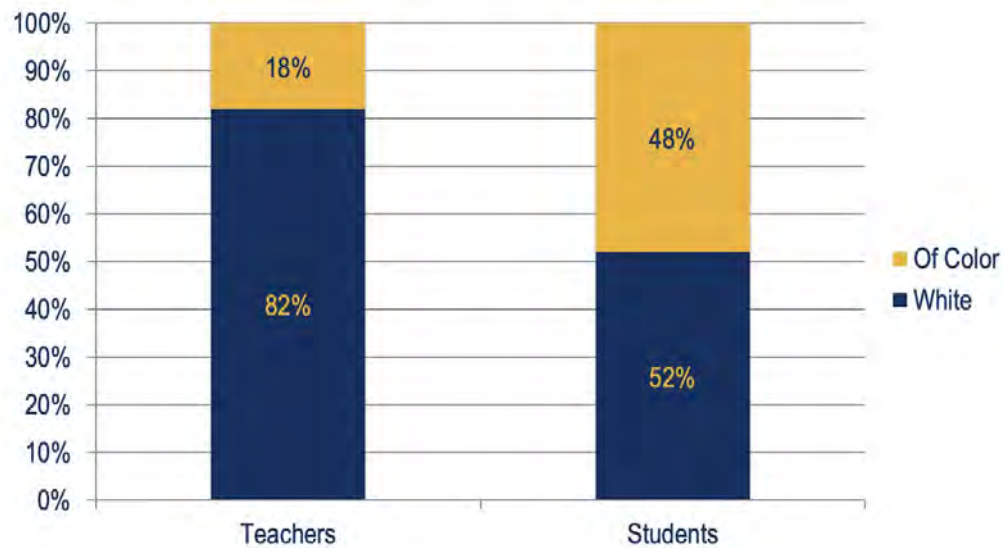




NOTICE:
VISITORS ARE REQUIRED TO WEAR MASKS
PRACTICE SOCIAL DISTANCING,
AND BE MINDFUL OF THE OTHER PEOPLE
IN YOUR COMMUNITY
6 FEET



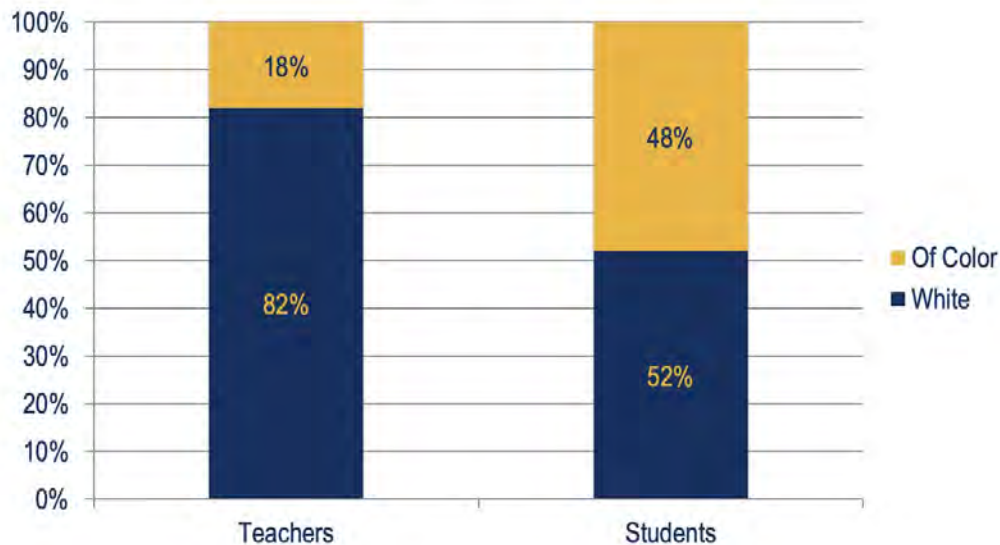
DEMOGRAPHIC DIVIDE IN THE U.S.: K-12 TEACHERS AND STUDENTS



Brown (2014); Carver-Thomas (2018); Gershenson, Hart, Hyman, Lindsay, & Papageorge (2018); Irvine (2003)



DEMOGRAPHIC DIVIDE IN THE U.S.: K-12 TEACHERS AND STUDENTS



2004 DeWitt Wallace-Reader's Digest Distinguished Lecture

Landing on the Wrong Note: The Price We Paid for Brown

by Gloria Ladson-Billings

The first part of the title of this talk is taken from Agay Heble's (2006) book *Landing on the Wrong Note: Justice, Discrimination, and Critical Practice*. I have chosen this musical image to convey the problem of good intentions gone awry. No musician plans to play the wrong note. The plaintiffs, litigators, Supreme Court justices, and civil rights advocates all expressed good intentions regarding *Brown*, and although playing one wrong note does not destroy or invalidate an entire performance, it does create a kind of dissonance that is more or less persistent depending on one's vantage point. I am a reader of the *Brown v. Board of Education* who was good and honest in that respect.

Finally, I have settled on *Brown* because this particular case in South Carolina (Ladson-Billings et al. v. [redacted]). The case involves [redacted] for their children.

ABSTRACT

We examine the impact of having a same-race teacher on students' long-run educational attainment. Leveraging random student-teacher pairings in the Tennessee STAR class-size experiment, we find that black students randomly assigned to a black teacher in grades K-3 are 5 percentage points (7%) more likely to graduate from high school and 4 percentage points (13%) more likely to enroll in college than their peers in the same school who are not assigned a black teacher. We document similar patterns using quasi-experimental methods and statewide administrative data from North Carolina. To examine possible mechanisms, we provide a theoretical model that formalizes the notion of "role model effects" as distinct from teacher effectiveness. We envision role model effects as information provision: black teachers provide a crucial signal that leads black students to update their beliefs about the returns to effort and what educational outcomes are possible. Using testable implications generated by the theory, we provide suggestive evidence that role model effects help to explain why black teachers increase the educational attainment of black students.

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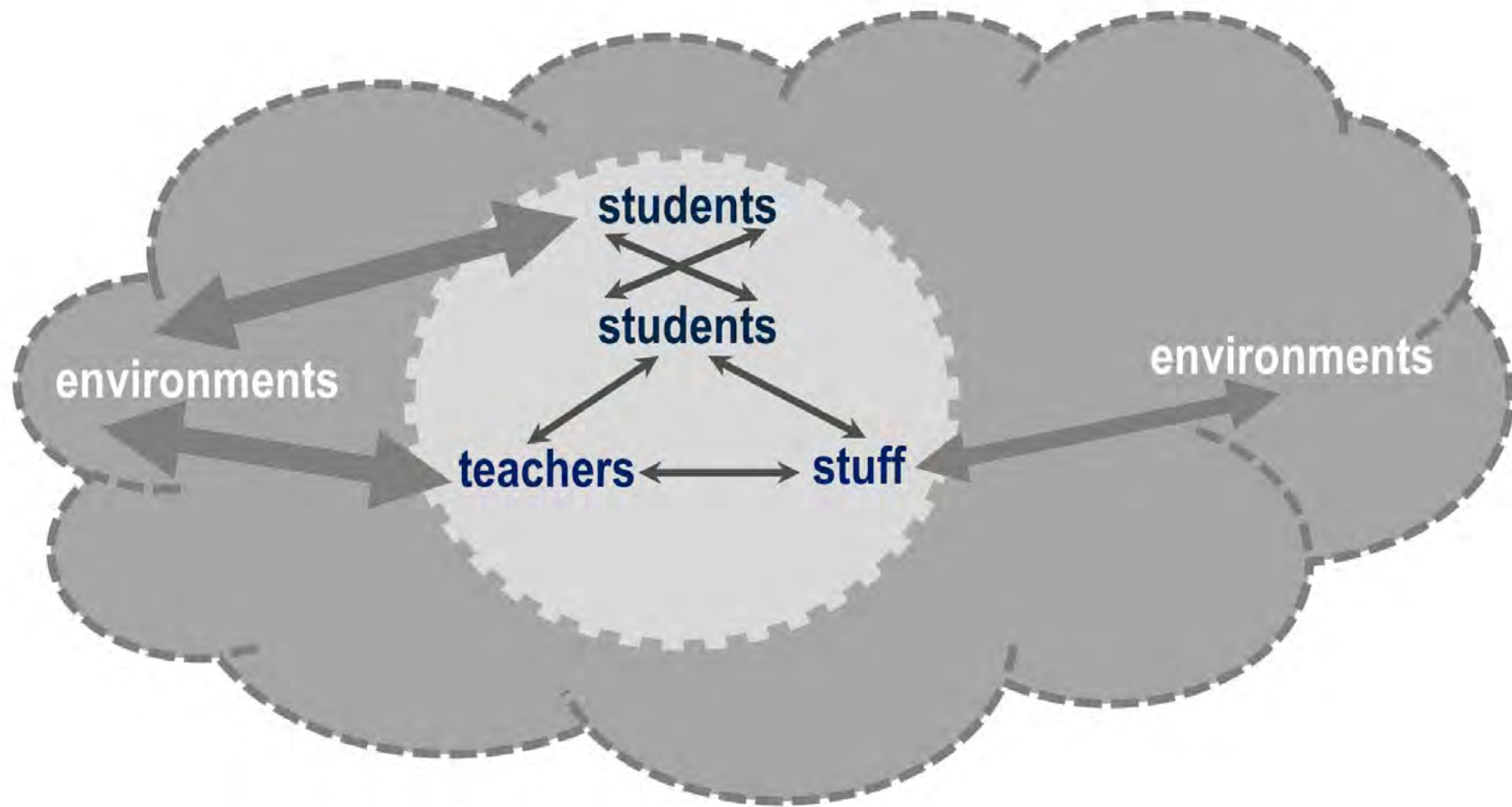
Brown (2014); Carver-Thomas (2018); Geishenson, Hart, Hyman, Lindsay, & Papageorge (2018); Irvine (2018)



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Racial injustice is systemic.

1. Social systems are structured with patterns of racism and injustice.
2. The people who work in these systems are educated in our nation's schools.
3. The teachers and curricula dominant in our education system comprise a curriculum of white supremacy.



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It is also systemically embedded in normal teaching practice.



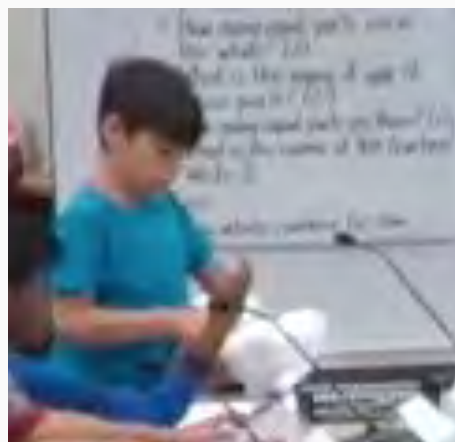
3. What does it mean to talk about “normalized practice”?



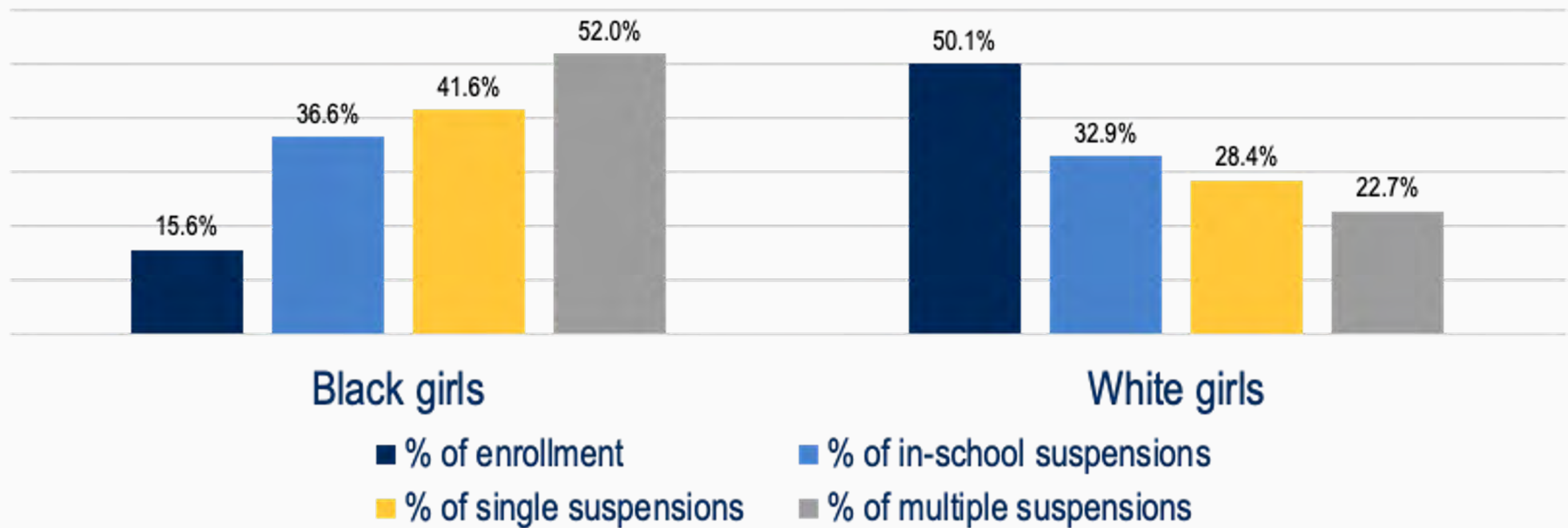
What does **carpet time** look like?



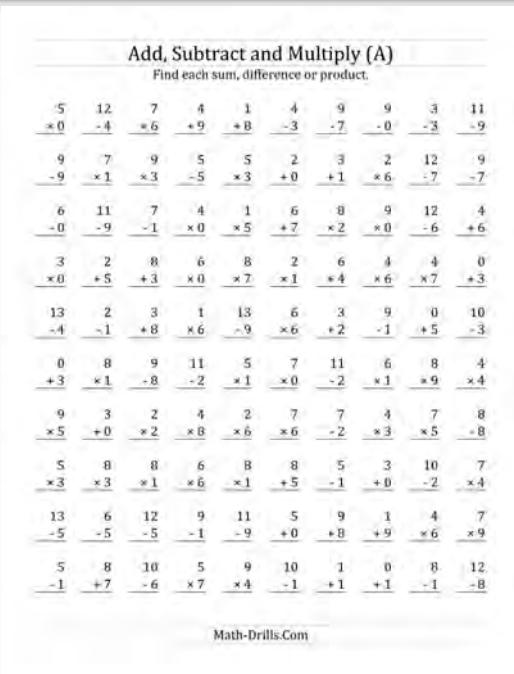
Everyday normalized practice



Patterns of discipline and punishment



Normalized practice is familiar



But we can also be fooled into not seeing normalized practice even in “reform.”

Norms are often invisible, precisely because they are “normal.”

Their harms, and how they contribute to harm, are often not noticed.

Re-seeing the familiar

Context

- Fifth grade class
- Predominantly Black children, a few Latino/a/e, a few white
- Working on mathematical reasoning, permutations

Viewing focus

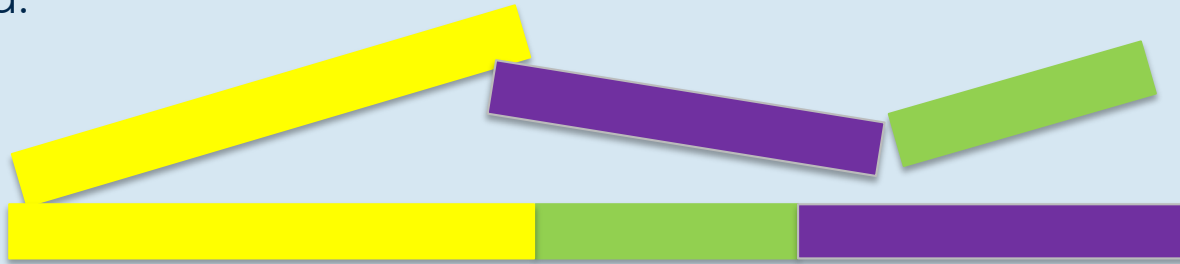
What is likely to happen next?

This is a lens on “normal” practice.



Miah and her classmates

Find all the ways to arrange the light green, purple, and yellow rods into three-car trains, using exactly one of each rod.

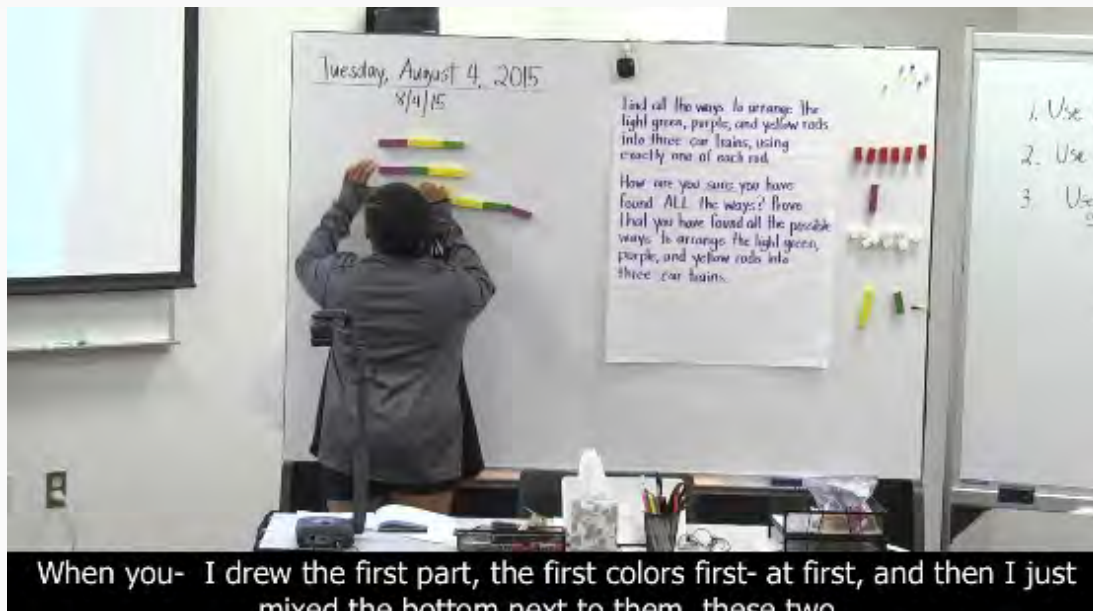


How are you sure you have found ALL the ways?

Prove that you have all the possible ways to arrange the light green, purple, and yellow rods into three-car trains.

Miah
presents
her proof.

VIDEO: Miah's solution



What is likely to happen next?

LIKELY NEXT MOVES

RESULT



What is likely to happen next?

LIKELY NEXT MOVES

- “Great job, Miah. Miah showed us that we can arrange the rods 6 ways. Does everyone see that?”

RESULT

- Miah, a Black girl, is praised for having the right answer. But she is not positioned to take up comments from her peers.



What is likely to happen next?

LIKELY NEXT MOVES

- “Great job, Miah. Miah showed us that we can arrange the rods 6 ways. Does everyone see that?”
- “Very nice, Miah. Miah showed us that we can put the purple rod first two times and switch the green and the yellow rods, then put the green rod first, and switch the purple and yellow two times, and then the same, putting the yellow first and switching the other two.

RESULT

- Miah, a Black girl, is praised for having the right answer. But she is not positioned to take up comments from her peers.
- Miah’s answer is taken over and revoiced and extended by the teacher. Her agency is removed.



What is likely to happen next?

LIKELY NEXT MOVES

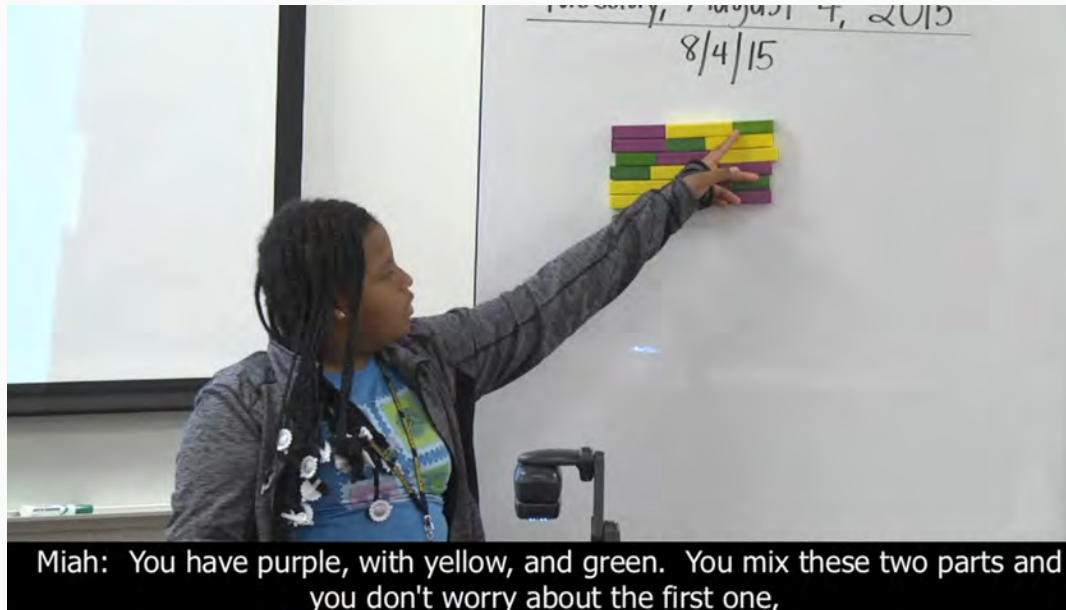
- “Great job, Miah. Miah showed us that we can arrange the rods 6 ways. Does everyone see that?”
- “Very nice, Miah. Miah showed us that we can put the purple rod first two times and switch the green and the yellow rods, then put the green rod first, and switch the purple and yellow two times, and then the same, putting the yellow first and switching the other two.
- What Miah did was something that mathematicians figure out with a factorial— $3 \times 2 \times 1$.”

RESULT

- Miah, a Black girl, is praised for having the right answer. But she is not positioned to take up comments from her peers.
- Miah’s answer is taken over and revoiced and extended by the teacher. Her agency is removed.
- The class is not engaged in restating and commenting on Miah’s solution, so neither she nor her classmates are positioned to do collective work.



VIDEO: Miah explains her solution

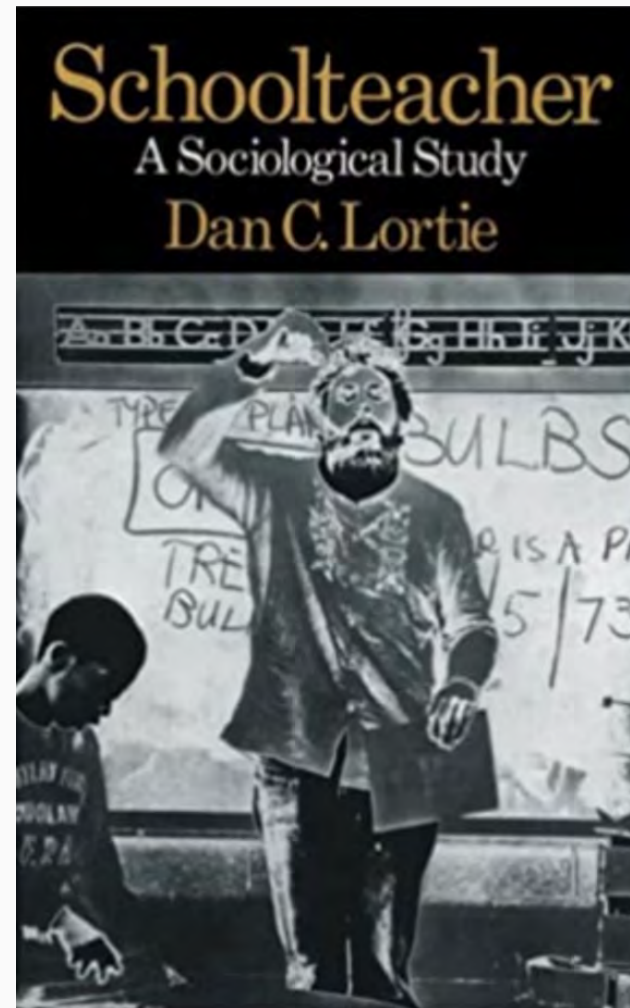


How does this disrupt normalized practice?

- Miah is positioned as the author of the explanation and the class as her peers to consider her solution.
- Miah is supported to hold the floor.
- Miah and her classmates are trusted to engage in the work.



4. What is the imperative for teacher preparation?



What did Dan Lortie find in the late 1960s?



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1. The power of the “apprenticeship of observation.”



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What did Dan Lortie find in the late 1960s?

1. The power of the “apprenticeship of observation.”
2. Teaching attracts people who liked being in school.

Teaching is a conservative occupation.



What does this explain about the normalized continuities of racial injustice?

- Teacher candidates have been steeped in the curriculum of white supremacy through their apprenticeship of observation.
- Norms of practice are taken for granted. These norms contribute to the persistence of racial injustice.



(How) Can teacher preparation disrupt these patterns of continuity that reproduce racial injustice?



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1. Supporting teacher candidates' explicit interrogation of their identities and experiences with the curriculum of white supremacy



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3. Showing discretionary spaces and developing repertoires of practice that are not reproductive of these continuities



(How) Can teacher preparation disrupt these patterns of continuity that reproduce racial injustice?

1. Supporting teacher candidates' explicit interrogation of their identities and experiences with the curriculum of white supremacy
2. Making visible the curriculum of white supremacy, normalized practice, continuity, and harm
3. Showing discretionary spaces and developing repertoires of practice that are not reproductive of these continuities

These can be developed separately and also intertwined.



One example: Practice with scenarios

CLASSROOM SCENARIOS

- A. You are leading a class discussion of a video in your sixth grade class. You want to distribute turns to all of your students equally and so you are using "equity sticks" to pull names at random. You ask the class to share their ideas about whether the film is biased or fair. When you pull the name of Roberto, a Latino boy in your class, he says, "pass," and declines to respond to your question.
- B. Your class is coming in in the morning. You hear noise in the hallway. When you go out into the hall, you see two of your fifth grade students — Lisa, a white girl and Aliyah, a Black girl — tugging on a scarf. Lisa is crying. Aliyah pulls the scarf away and puts it in her locker.
- C. You are reading aloud from the most recent Harry Potter book. Your second grade students are sitting on the rug. A few times you remind them not to touch one another or lie down. Kendall, one of Black boys, keeps moving from one spot to the other on the carpet. After three reminders, you tell him he should go back to his seat. He gets up and stomps back to his desk and lifts up his desktop and takes out a piece of paper and some markers.
- D. Adele, a white girl in your class, comes to school wearing short shorts. This is against the dress code. When you remind her that this is against the rules, she starts to get very teary. She says that her mother told her it would be okay because they are not really very short and she was going to a birthday party after school and they are going swimming.
- E. During independent journal time, Antonio, one of your Latino boys, has his head down on his desk and his hood up over his head. Melissa, the white girl sitting next to him, whispers loudly, "You're supposed to be writing." Antonio pushes her hand away. Melissa raises her hand for your attention. "He's not writing," she tells you.
- F. During your sixth period class, your principal enters your class and interrupts the discussion to tell you that two of your Black girls were fighting at lunch and they need to come with him. One of them, Delia, is in the middle of explaining her thinking about one of the cases the class is discussing today. Other students go "Oooh, Delia, you are in trouble now!" Lynette, the other girl whom he named, closes her book loudly and throws her pen down on her desk.

STRUCTURED WORK IN THREE PARTS

1. What are your reactions? How does the scenario make you feel? How does that relate to your identities and experiences?
2. What patterns of normalized practice and the curriculum of white supremacy does it make visible or imply?
3. What are possible responses or actions that avert or disrupt patterns of harm?

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... and many, many other designs for work in and on practice to disrupt patterns of normalized racial injustice



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small conversations with children

video

work in and on classroom clinical placements

practice with curriculum

school policies

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What does this have to do with anti-fragility?

What is fragility? What is *anti-fragility*?



What is fragility? What is *anti-fragility*?

Fragility

- Does not adapt to sudden changes
- Is threatened when knowledge, skill, authority is questioned
- Avoids conflict
- Has a rigid worldview
- Experiences “burnout” regularly



What is fragility? What is *anti-fragility*?

Fragility

- Does not adapt to sudden changes
- Is threatened when knowledge, skill, authority is questioned
- Avoids conflict
- Has a rigid worldview
- Experiences “burnout” regularly

Anti-fragility

- Thrives in **uncertain** situations
- Welcomes dialogue with people with different backgrounds, identities, experiences
- Seeks to expand worldview through authentic relationships
- Honors the full humanity of self and others

Wellness and
self-care are
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Wellness and self-care are crucial for anti-fragile practice.

In order to teach and care for others—to work to disrupt normalized practice—teachers need routines and habits that center their own self-care and wellness.



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In order to teach and care for others—to work to disrupt normalized practice—teachers need routines and habits that center their own self-care and wellness.

Examples:

- Setting healthy boundaries
- Getting sufficient sleep
- Engaging in activities that bring joy
- Finding a community of peers that celebrate your full expression of self

Wellness and self-care are crucial for anti-fragile practice.

In order to teach and care for others—to work to disrupt normalized practice—teachers need routines and habits that center their own self-care and wellness.

Examples:

- Setting healthy boundaries
- Getting sufficient sleep
- Engaging in activities that bring joy
- Finding a community of peers that celebrate your full expression of self

Teacher education should help novice teachers develop these dispositions and habits as part of their professional practice.

Looking back across this session

Map of Tonight's Talk



1. How is teaching powerful?
2. What are “continuities of racial injustice”?
3. What does it mean to talk about “normalized” practice?
4. What is the imperative for teacher preparation?
5. What does any of this have to do with “antifragility”?



Teacher education cannot
change the world by itself.

But we sit at a crucial place in
the system of reproducing or
disrupting the continuity of
racism and white supremacy
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This is our
opportunity.

It is also our
imperative.



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Upcoming In-Person TeachingWorks Events

Laboratory Methods Courses (May 2–13, Ann Arbor, MI) : TeachingWorks instructors will demonstrate methods course instruction aimed at developing curriculum literacy

Introduction to Practice-Based Teacher Education Workshop (May 18–19, Houston, TX): Participants are introduced to the basics of practice-based teacher education, with multiple opportunities to practice.

Spring Coaching Institute (May 20–21, Houston, TX): Teacher educators will be able to practice leading rehearsals and coaching teacher candidates to enact the high-leverage practices called for in several examples of open-source materials

Elementary Mathematics Laboratory (July 25-29, Ann Arbor, MI): Instructors will make visible the work of delivering equitable mathematics instruction using elementary math curriculum materials



Upcoming Virtual TeachingWorks Opportunities

- [Certificate Sequence in Practice-Based Teacher Education](#) (application deadline: April 1) Participants learn to develop practice-based methods courses aimed in part at developing teacher candidates' curriculum literacy.
- [Canvas courses](#)
 - Introduction to Practice-Based Teacher Education (asynchronous)
 - High-Leverage Practice Primers (asynchronous)
 - Using Rehearsal-Based Pedagogies in Teacher Preparation (begins March 4)
 - Building Novice Teachers' Content Knowledge for Teaching English Language Arts (various start-dates)



Thank you!

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Slides will be available on my website
<https://deborahloewenbergball.com/>

("Google" Deborah Ball)
 @deborah_ball



Credits



Image on slide 9:

Photo from “Protest erupts in Phoenix after viral video shows police fatally shooting man in parked car,” by Allyson Chiu, The Washington Post

Retrieved from <https://www.washingtonpost.com/nation/2020/07/06/phoenix-protest-police-shooting/>

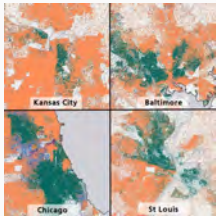


Image on slide 9:

Graphic from “Why don't black and white Americans live together?,” by Rajini Vaidyanathan, BBC News

Retrieved from <https://www.bbc.com/news/world-us-canada-35255835>



Image on slide 9:

Graphic from “Housing Segregation In Everything” by Code Switch, National Public Radio.

Retrieved from <https://www.npr.org/sections/codeswitch/2018/04/11/601494521/video-housing-segregation-in-everything>

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Image on slide 9:

Graphic from "The Criminal Justice Reform Plans of 2020: And Why Kamala Harris' is the Best," by Mia Brett, Medium

Retrieved <https://medium.com/@miabrett/the-criminal-justice-reform-plans-of-2020-and-why-kamala-harris-is-the-best-e764db85c728>

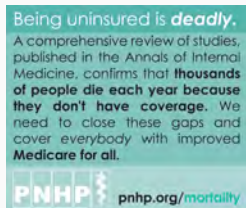


Image on slide 9:

Graphic from "Lack of health insurance and U.S. mortality," PNHP

Retrieved from <https://pnhp.org/news/lack-of-health-insurance-and-u-s-mortality/>



Image on slide 9:

Graphic from "Who got the right to vote when? A history of voting rights in America," Al Jazeera

Retrieved from <https://interactive.aljazeera.com/aje/2016/us-elections-2016-who-can-vote/index.html>



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Credits



Image on slides 10–16:

Photo from “Why You Need an Experienced Real Estate Agent” by Elizabeth Weintraub, the balance.

Retrieved from <https://www.thebalance.com/experienced-real-estate-agents-1798883>



Image on slides 11–16:

“Police.” by Flickr user G20 Voice

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Image on slides 12–16:

Photo from “Black doctors earn less than white peers, study reveals” by Stacy M. Brown, The Philadelphia Tribune.

Retrieved from https://www.phillytrib.com/lifestyle/health/black-doctors-earn-less-than-white-peers-study-reveals/article_2d359910-85c8-524b-b6d2-15d1705ad762.html

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Photo from “Want to be a poll worker? Philly says it’s responding to ‘unprecedented’ number of applicants” by Ximena Conde, WHY

Retrieved from <https://why.org/articles/want-to-be-a-poll-worker-philly-says-its-responding-to-unprecedented-number-of-applicants/>



Image on slides 14–16:

Photo from “Trump Rioters Storm U.S. Capitol (photos),” Variety

Retrieved from <https://variety.com/gallery/trump-rioters-storm-us-capitol-photos/congress-electoral-college-8/>



Image on slides 15–16:

Photo from “20 Classroom Interventions for Children with Anxiety Disorders” by Jerry Kennard, Ph.D., HealthCentral.

Retrieved from <https://www.healthcentral.com/article/20-classroom-interventions-for-children-with-anxiety-disorders>

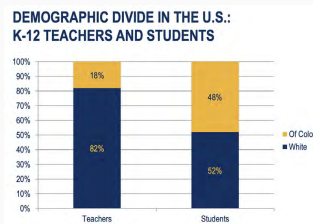
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Image on slide 16:

Photo from “10 Ways Well-Meaning White Teachers Bring Racism Into Our Schools” by Jamie Utt, *everyday feminism*.

Retrieved from <https://everydayfeminism.com/2015/08/10-ways-well-meaning-white-teachers-bring-racism-into-our-schools/>



Data on slides 17–18:

Center for American Progress. (2014). Teacher diversity revisited: A new state-by-state analysis. Washington, DC: Boser.

Retrieved from <https://cdn.americanprogress.org/wp-content/uploads/2014/05/TeacherDiversity.pdf>



Image on slide 19:

Photo from “19th Amendment Centennial Celebration.”

Retrieved from <https://www.ctbar.org/events-education/19th-amendment-centennial-scavenger-hunt>

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Image on slide 19:
Photo from “When Did African Americans Actually Get the Right to Vote?,” by Sarah Pruit, *History.com*.
Retrieved from <https://www.history.com/news/african-american-voting-right-15th-amendment>



Image on slide 19:
Image from “First Thanksgiving Meal,” *History.com*.
Retrieved from <https://www.history.com/topics/thanksgiving/first-thanksgiving-meal>

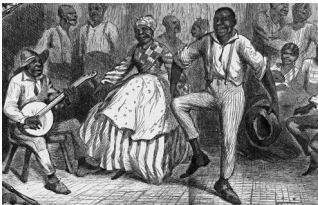


Image on slide 19:
Image from “Slavery: Good Times,” by Janet S., *Racespective*.
Retrieved from <https://racespective.com/2015/07/06/54/>

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Image on slide 19:

Photo from “The Scourged Back: How Runaway Slave and Soldier Private Gordon Changed History” by Frank H. Goodyear, III, *America’s Black Holocaust Museum*.

Retrieved from <https://abhmuseum.org/the-scourged-back-how-runaway-slave-and-soldier-private-gordon-changed-history/>



Image on slide 23:

Photo from “Cause for Alarm: Addressing North Carolina Early Childhood Suspension and Expulsion Rates,” by Ebonyse Mead, MA, MS, CFLE and Kara Lehnhardt, MBA

Retrieved from <https://www.smartstart.org/cause-for-alarm-addressing-north-carolina-early-childhood-suspension-and-expulsion-rates/>



Image on slide 23:

Image from “Rug Rules. Carpet Time,” by elaulaconbotas

Retrieved from <https://elaulaconbotas.wordpress.com/2015/12/21/rug-rules-carpet-time/>

Credits



Image on slide 23:

Photo from “Great classrooms have 6 things in common: What to look for” by Nancy Kaffer, Detroit Free Press.

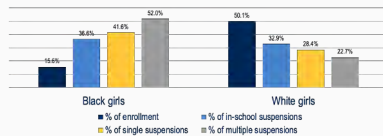
Retrieved from <https://www.freep.com/story/opinion/columnists/nancy-kaffer/2019/09/03/signs-successful-classroom/2162878001/>



Image on slide 24:

Photo from “When can my school discipline me? What is corporal punishment,” by Judge Tom, AskTheJudge.info

Retrieved from <http://askthejudge.info/what-is-corporal-punishment/>



Data on 25:

Epstein, R., Blake, J., & González, T. (2017). *Girlhood interrupted: The erasure of Black girls' childhood*. Washington, DC: Georgetown Law Center on Poverty and Inequality.

Credits

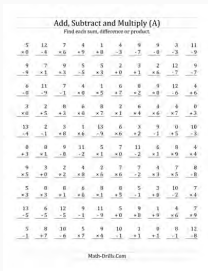


Image on slide 26:
"The Adding, Subtracting and Multiplying with Facts From 0 to 9 (A) Math Worksheet Page 1"
Retrieved from https://www.math-drills.com/multiop/mixed_operations_asm_vertical_100_0009_0009_001.php

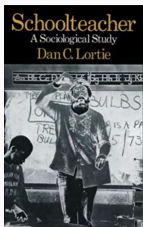


Image on slide 36:
Photo from "4 Legendary Approaches to Teaching That Impact All of Us. A Tribute to Dan Lortie," by Andy Hargreaves, Education Week.
Retrieved from <https://www.edweek.org/education/opinion-4-legendary-approaches-to-teaching-that-impact-all-of-us-a-tribute-to-dan-lortie/2020/05>



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