

What Would It Take to Harness the Power of Teaching for Justice and for Students' Flourishing?

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Teacher education has a crucial role to play in this struggle.

- It has often been too weak.
- It has often been positioned as unnecessary.
- Confronting the necessity of professional education and making a new commitment for this responsibility is imperative.



Four premises that underlie the argument of this talk

1. Our education system is inequitable and has never served all students, particularly those from historically marginalized groups.
2. Teaching has tremendous power with respect to racism — for harm or for good.
3. We systematically overlook and undervalue the power of teaching in the struggle for racial justice.
4. Harnessing the power of teaching is necessary to disrupt patterns of white supremacy and advance equity and justice.



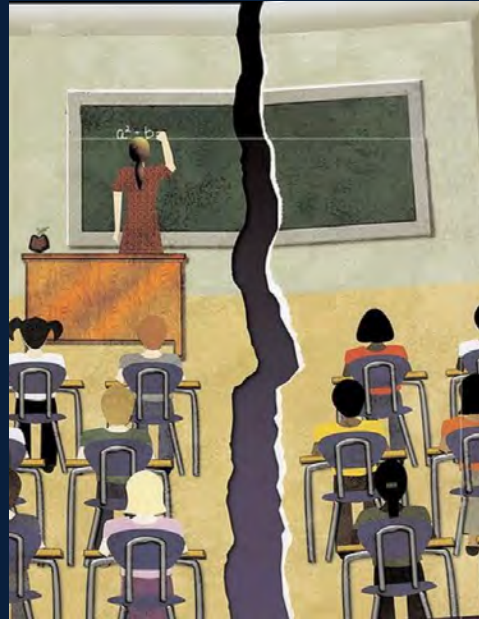
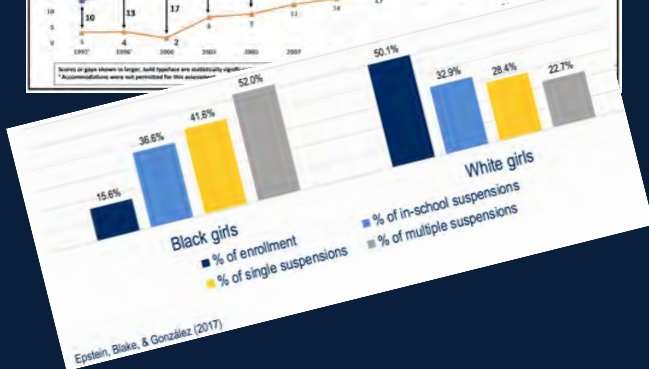
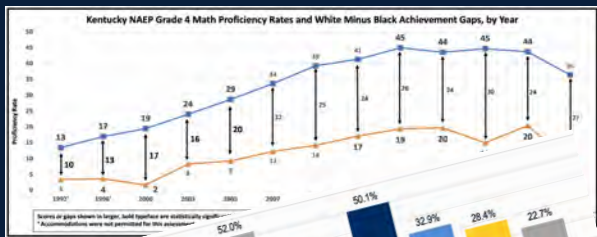
Your initial thoughts?

1. Our education system is inequitable and has never served all students, particularly those from historically marginalized groups.
2. Teaching has tremendous power with respect to racism — for harm or for good.
3. We systematically overlook and undervalue the power of teaching in the struggle for racial justice.
4. Harnessing the power of teaching is necessary to disrupt patterns of white supremacy and advance equity and justice.

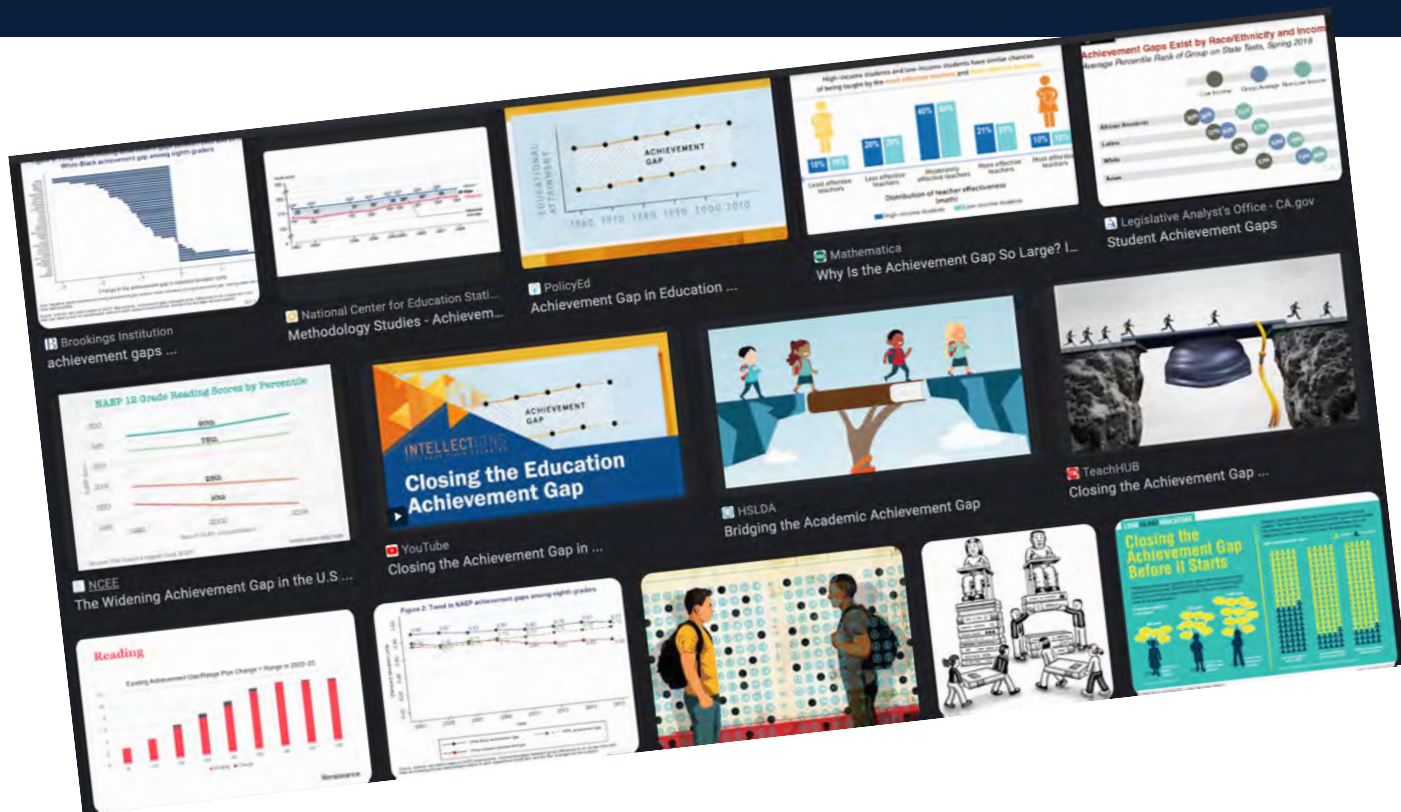
- What do YOU think about these premises? Do you agree, disagree?
- Talk with someone next to you, and exchange initial reactions.



1. Our education system is inequitable and has never served all students, particularly those from historically marginalized groups.



Achievement gaps and deficit frames dominate the public discourse



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Achievement gaps and deficit frames dominate the public discourse



2006 Presidential Address

From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools

by Gloria Ladson-Billings

The achievement gap is one of the most talked-about issues in U.S. education. The term refers to the disparities in standardized test scores between Black and White, Latino and White, and recent immigrant and White students. This article argues that a focus on the gap is misplaced. Instead, we need to look at the "education debt" that has accumulated over time. This debt comprises historical, economic, sociopolitical, and moral components. The author draws an analogy with the concept of national debt—which she contrasts with that of a national budget deficit—to argue the significance of the education debt.

I have spent a better part of this year reading the presidential addresses of a number of former AERA presidents. Most take the wise course of giving addresses about something they know well—their own research. Of course, I was not fully persuaded by their wisdom. Instead, I attempted to learn something new, and, unfortunately, the readers will have to determine whether I learned it well enough to share it with my professional colleagues.

The questions that plague me about education research are not new ones. I am concerned about the meaning of our work for the larger public—for real students, teachers, administrators, parents, policymakers, and communities in real school settings. I know these are not new concerns; they have been raised by others, people like the late Kenneth B. Clark, who, in the 1950s, was one of the first social scientists to bring research to the public in a meaningful way. His work with his wife and colleague Mamie formed the basis for the landmark *Brown v. Board of Education* (1954) case that reversed legal segregation in public schools and other public accommodations. However, in his classic volume *Dark Children: Dilemmas of Social Power*, first published in 1965, Clark took social scientists to task for their failure to fully engage and understand the plight of the poor:

To my knowledge, there is at present nothing in the vast literature of social science treatises and textbooks and nothing in the practical and field training of graduate students in social science to prepare them for the realities and complexities of this type of involvement in a real

Educational Researcher, Vol. 35, No. 7, pp. 3-12

Features

It Lens of the 'Achievement Gaps to Be Flipped. Here's

dynamic, turbulent, and at times seemingly chaotic community. And what is more, nothing anywhere in the training of social scientists, teachers, or social workers now prepares them to understand, to cope with, or to change the normal chaos of ghetto communities. These are grave lacks which must be remedied soon if these disciplines are to become relevant (emphasis added) to the stability and survival of our society (p. viii)

Clark's concern remains some 40 years later. However, the paradox is that education research has devoted a significant amount of its enterprise toward the investigation of poor, African American, Latino/a, American Indian, and Asian immigrant students, who represent an increasing number of the students in major metropolitan school districts. We seem to study them but rarely provide the kind of remedies that help them to solve their problems.

To be fair, education researchers must have the freedom to pursue basic research, just as their colleagues in other social sciences do. They must be able to ask questions and pursue inquiries "just because." However, because education is an applied field, a field that local states manage and declare must be available to the entire public, most of the questions that education researchers ask need to address the significant questions that challenge and confound the public: Why don't children learn to read? What accounts for the high levels of school dropout among urban students? How can we explain the declining performance in mathematics and science at the same time that science and mathematics knowledge is exploding? Why do factors like race and class continue to be strong predictors of achievement when gender disparities have abated?

The Prevalence of the Achievement Gap

One of the most common phrases in today's education literature is "the achievement gap." The term produces more than 11 million citations on Google. "Achievement gap," much like certain popular culture music stars, has become a crossover hit. It has made its way into common parlance and everyday usage. The term is invoked by people on both ends of the political spectrum, and few argue over its meaning or its import. According to the National Governors' Association, the achievement gap is "a matter of race and class. Across the U.S., a gap in academic achievement persists between minority and disadvantaged students and their white counterparts." It further states: "This is one of the most pressing education-policy challenges that states currently face" (2005). The story of the achievement gap is a familiar one. The

OCTOBER 2006 7



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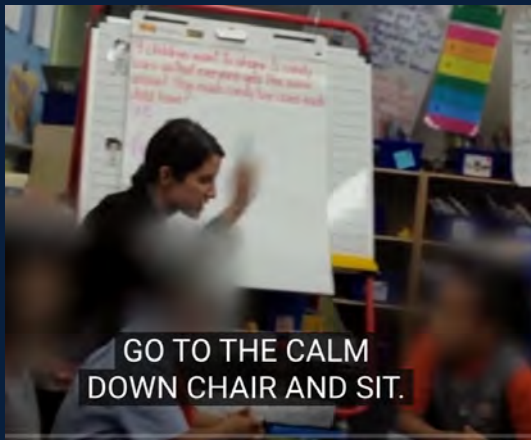
Shifting the focus

“Gap-gazing” reinforces deficit frames that take our focus **away from** the power we could harness to advance racial justice through education.

(Gutiérrez, 2007; Paunesku, 2019)



2. Teaching has tremendous power with respect to racism — for harm or for good.



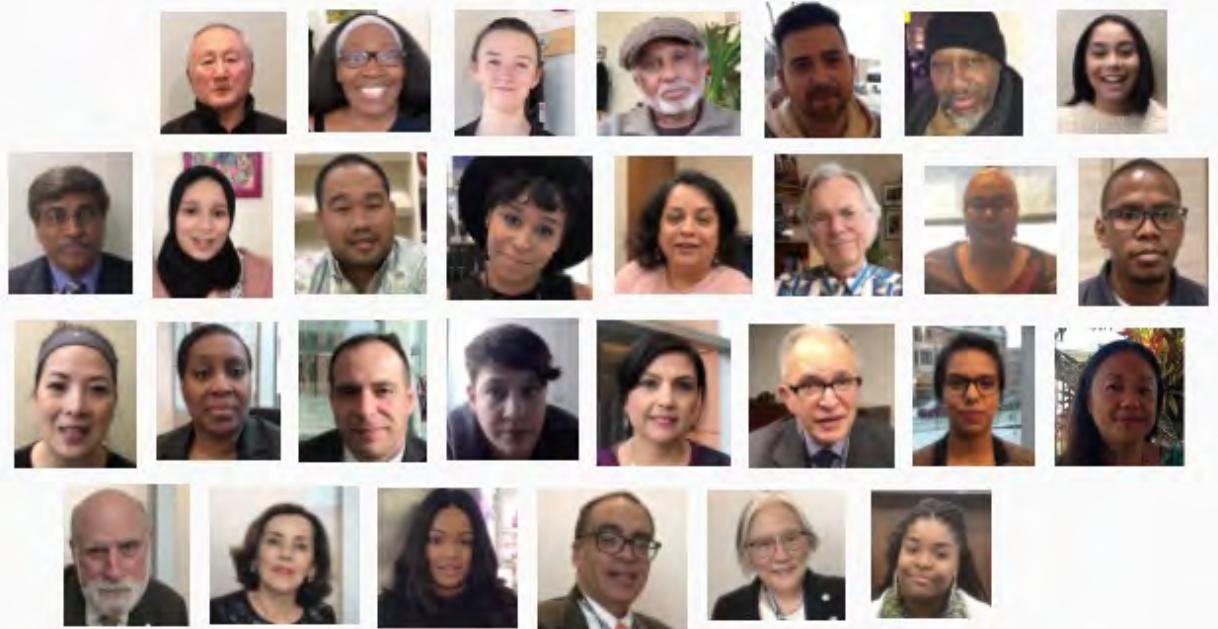
Teaching is powerful.



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



How is teaching powerful?



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



14




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What stood out to you? What patterns did you notice?



3. We systematically overlook and undervalue the power of teaching in the struggle for racial justice.

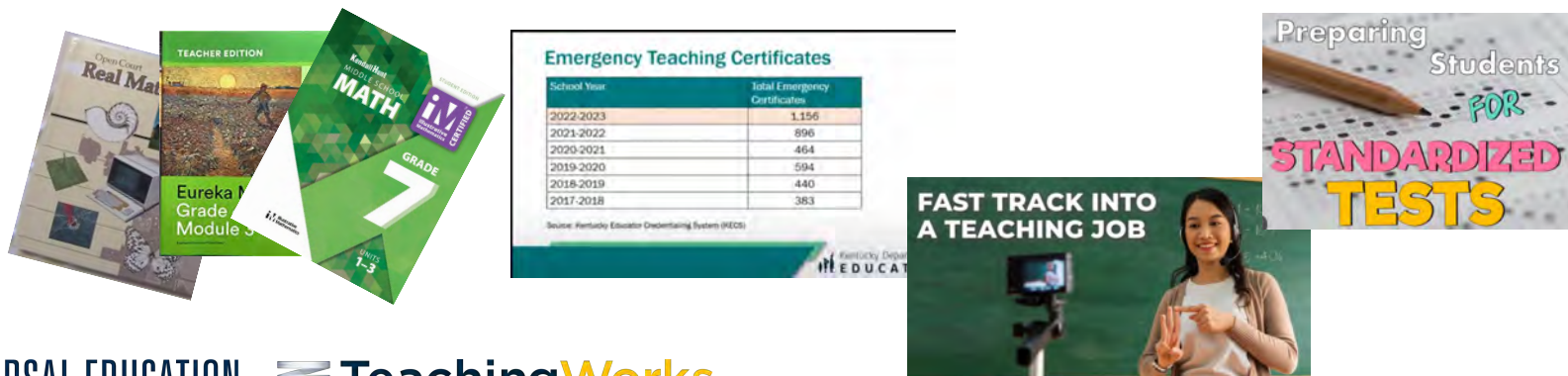


Why does this matter?



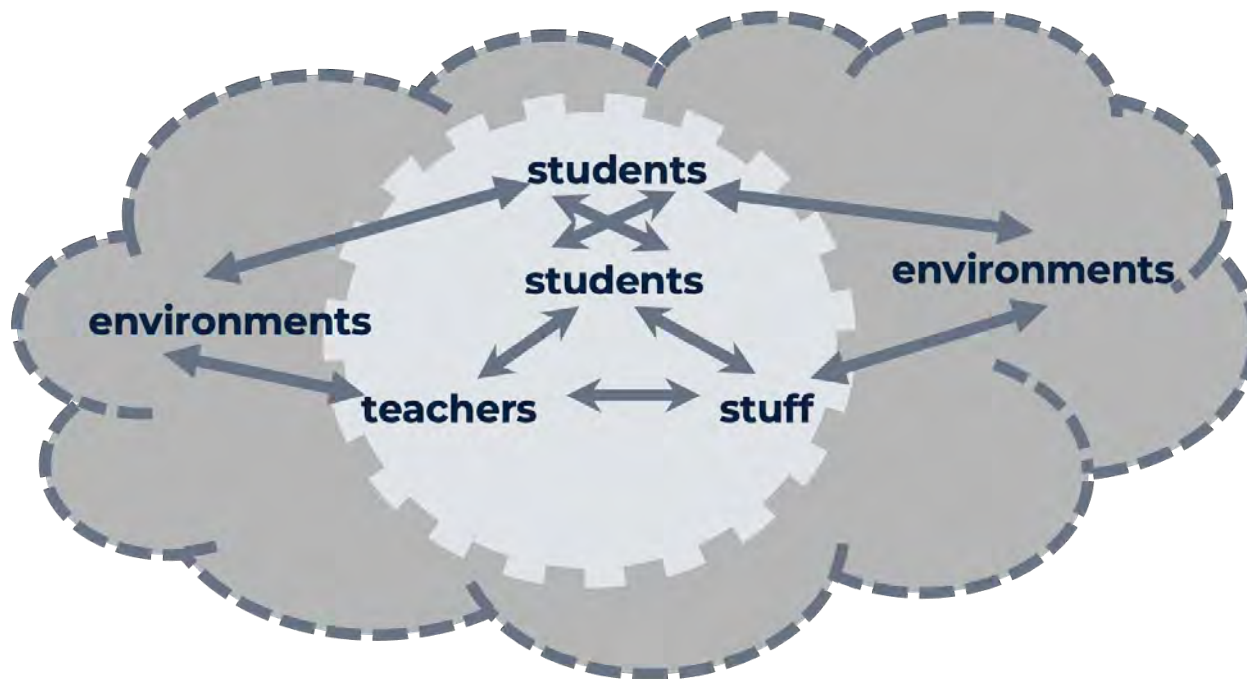
We fail to connect the dots.

And the same strategies keep being recycled.

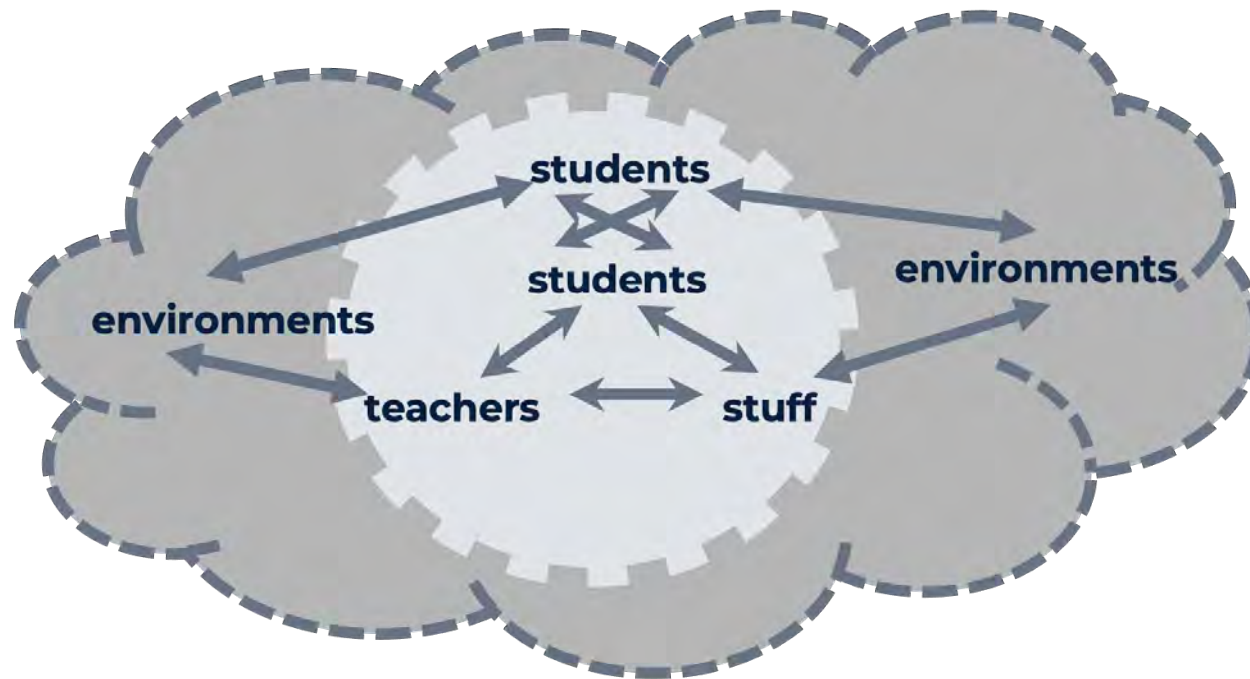


And that means that our strategies often miss the mark of helping students flourish — and reproduce patterns of white supremacy, inequity, and injustice.

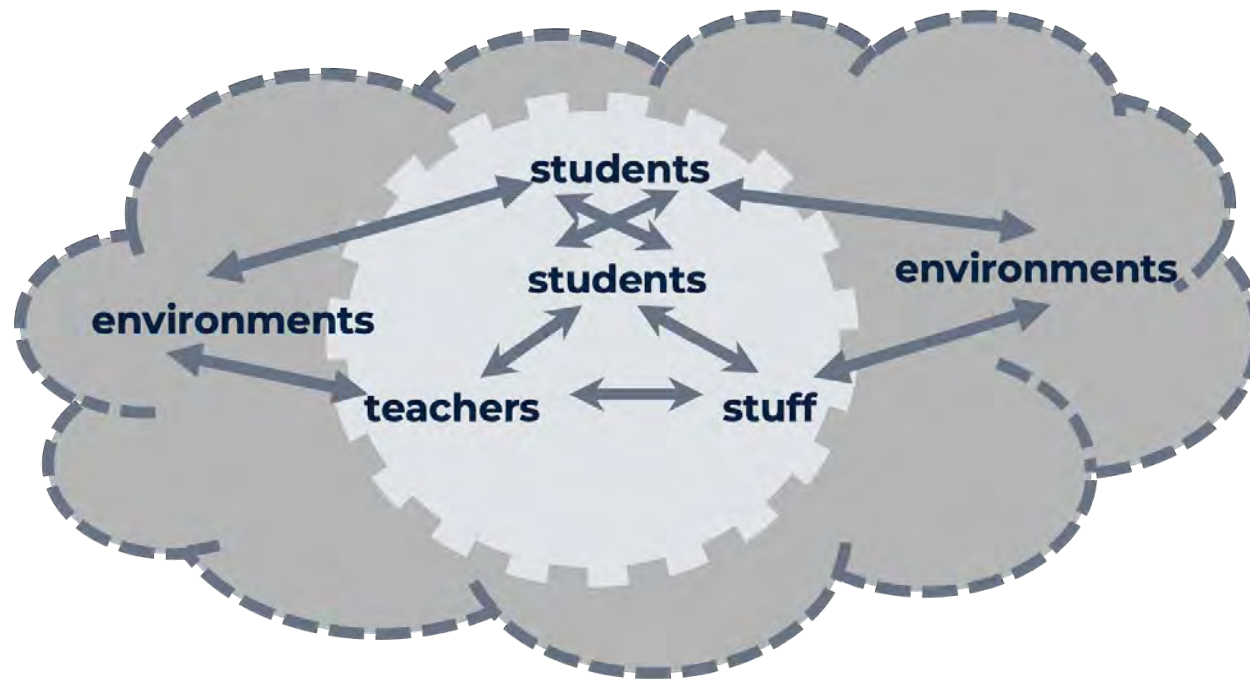




1. Teaching and learning are constructed interactively and are interpretive.



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2. They take place within broad historical and socio-political environments.



How do macro-level factors interact with practice?



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Histories, policies, institutional systems

(e.g., institutional racism, history of intelligence as the property of white people, anti-Black “scientific” racism; legacies of violence against Black and Indigenous people)



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(e.g., teachers’ judgments of students, who is positioned as “smart” or “struggling”; disproportional punishment and assignment to special ed and gifted programs)

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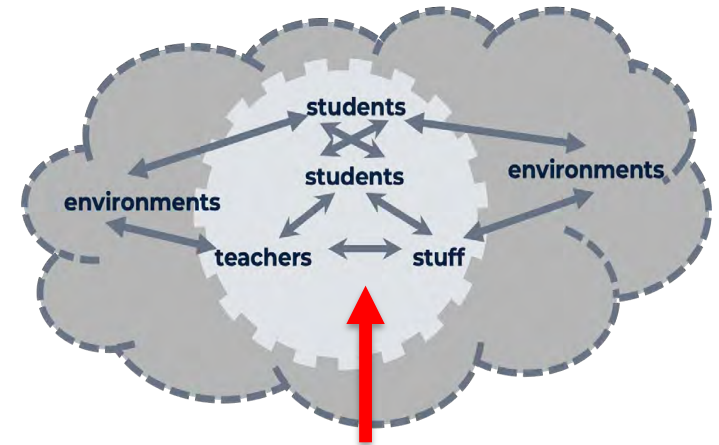
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Taken-for-granted practices and norms

(e.g., teachers’ judgments of students, who is positioned as “smart” or “struggling”; disproportional punishment and assignment to special ed and gifted programs)



The arrows run both ways.

The environments in which we are all steeped shape what we take for granted and do, but learning these as normal also reinforces their persistence.







1. **Teaching is powerful.** When it is done with care and judgment, students can thrive — learn content, develop positive identities, learn to value others and work collectively.
2. Teaching also involves **enormous discretion.**
3. How that discretion is exercised can either reinforce racialized and oppressive patterns of social, personal, and epistemic injustice and harm, or it can **disrupt these patterns.**

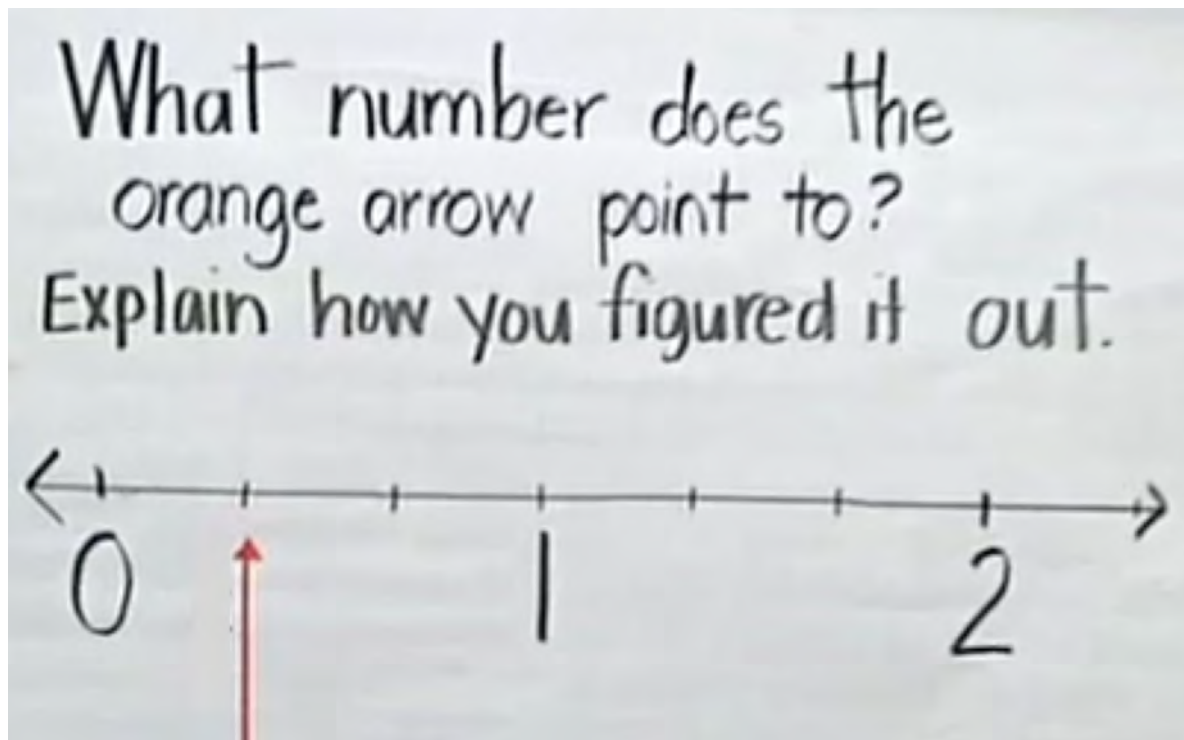


Fractions as numbers: The instructional goal for student understanding

3.NF.2.a

Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.







Aniyah



Toni

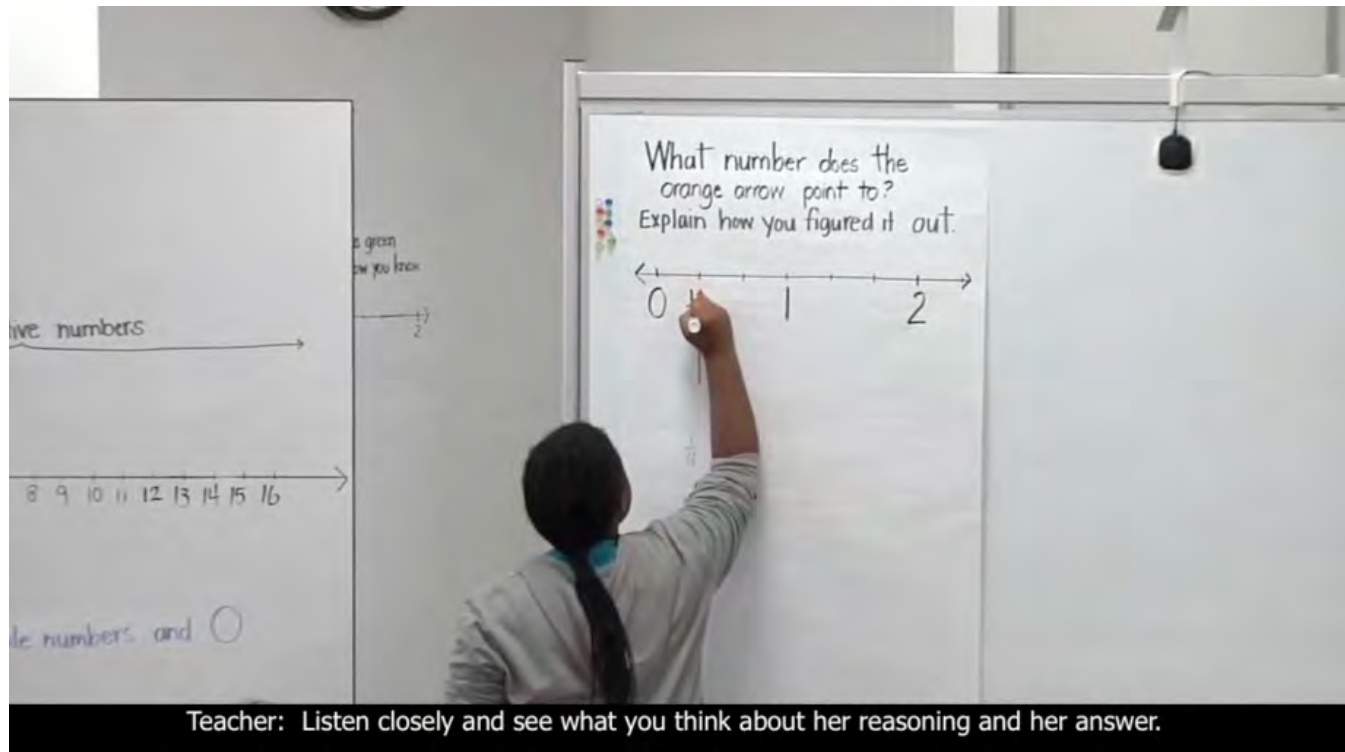


Viewing focus

What do you see about each girl's mathematical knowledge and skill?



Video: Aniyah and Toni




This video and additional supporting materials are available online [here](#).



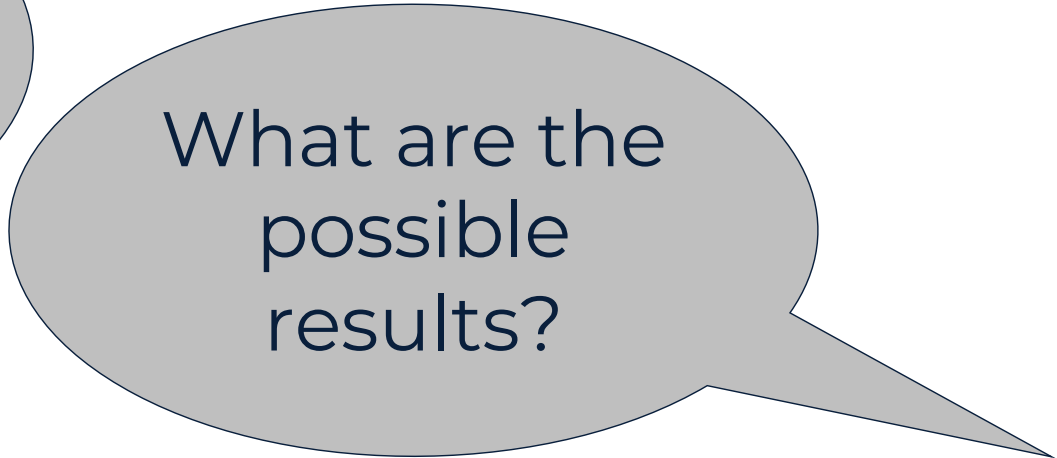
Discuss

What do you see about each girl's mathematical knowledge and skill?





What would
happen
next?



What are the
possible
results?



In the next moment, what is likely to happen?

NORMALIZED NEXT MOVES

RESULTS



In the next moment, what is likely to happen?

NORMALIZED NEXT MOVES

- “Can someone help Aniyah out and show what we call the whole on the number line?”

RESULTS

- Aniyah is excluded and her mathematical contributions are sidelined.



In the next moment, what is likely to happen?

NORMALIZED NEXT MOVES

- “Can someone help Aniyah out and show what we call the whole on the number line?”
- “Great, Aniyah, almost! But remember that the whole is from 0 to 1.”

RESULTS

- Aniyah is excluded and her mathematical contributions are sidelined.
- Aniyah’s answer is signaled to be incorrect and she is positioned as not having contributed to the work.



In the next moment, what is likely to happen?

NORMALIZED NEXT MOVES

- “Can someone help Aniyah out and show what we call the whole on the number line?”
- “Great, Aniyah, almost! But remember that the whole is from 0 to 1.”
- “Thumbs up if you agree with Aniyah; thumbs down if you disagree.”

RESULTS

- Aniyah is excluded and her mathematical contributions are sidelined.
- Aniyah’s answer is signaled to be incorrect and she is positioned as not having contributed to the work.
- Aniyah’s solution is “voted” on by her classmates.



What else is likely?

NORMALIZED NEXT MOVES

RESULTS



What else is likely?

NORMALIZED NEXT MOVES

- “Toni, when you’re ready to participate appropriately by not playing with your hair and laughing, and have a question to ask, I will come back to you.”

RESULTS

- Toni is publicly excluded from the discussion.



What else is likely?

NORMALIZED NEXT MOVES

- “Toni, when you’re ready to participate appropriately by not playing with your hair and laughing, and have a question to ask, I will come back to you.”
- “You need to be a better listener, Toni. Aniyah already explained why she picked one-seventh. Who else has a real question for Aniyah?”

RESULTS

- Toni is publicly excluded from the discussion.
- Toni is judged to not be listening, her question is judged as not good, and she is excluded from the discussion.



What else is likely?

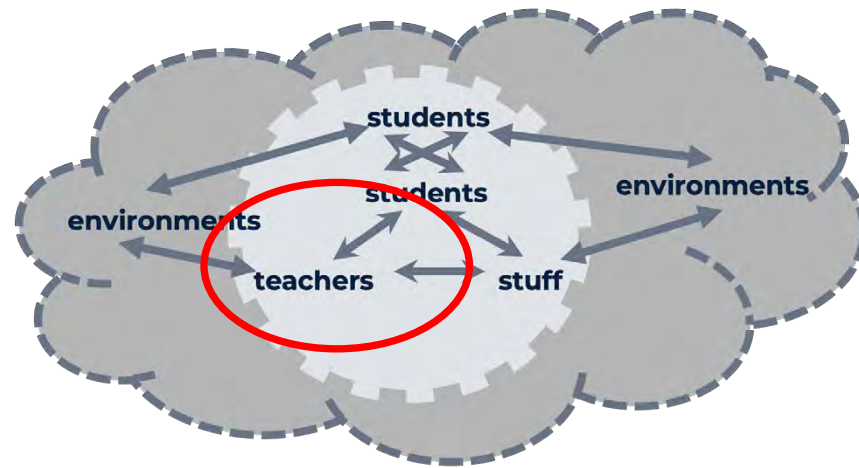
NORMALIZED NEXT MOVES

- “Toni, when you’re ready to participate appropriately by not playing with your hair and laughing, and have a question to ask, I will come back to you.”
- “You need to be a better listener, Toni. Aniyah already explained why she picked one-seventh. Who else has a real question for Aniyah?”
- “In this classroom, we are respectful of one another. When you are ready to be respectful, you can rejoin the discussion, Toni.”

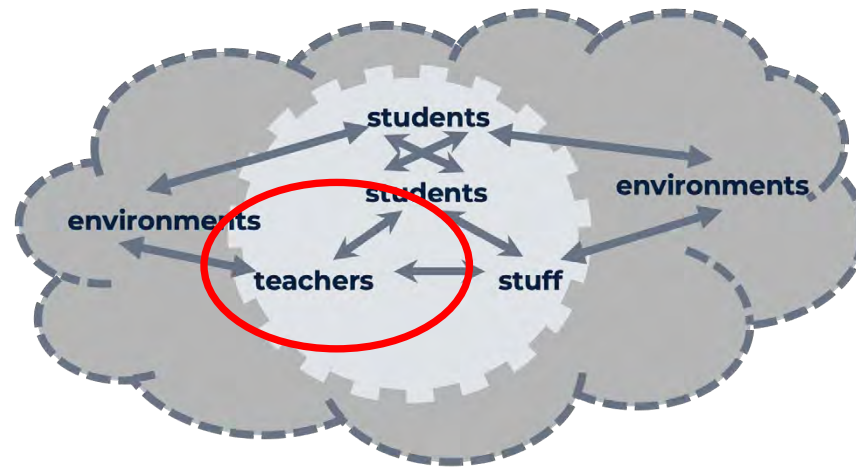
RESULTS

- Toni is publicly excluded from the discussion.
- Toni is judged to not be listening, her question is judged as not good, and she is excluded from the discussion.
- Toni is publicly named and shamed as “disrespectful,” rebuked, and her role in advancing the mathematics is sidelined.

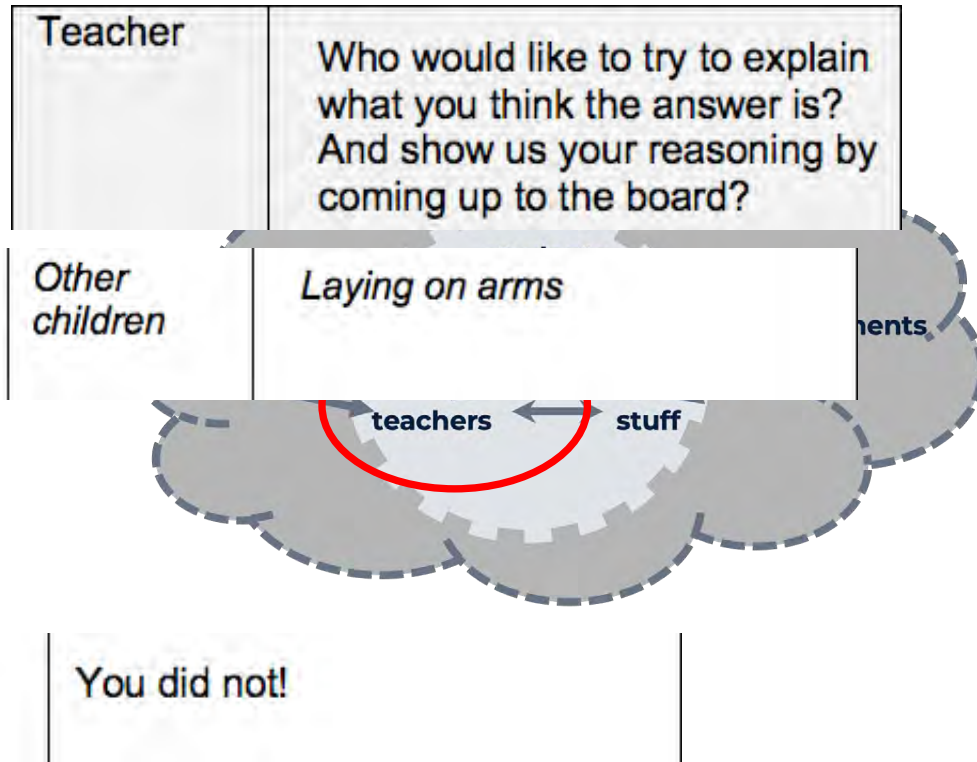




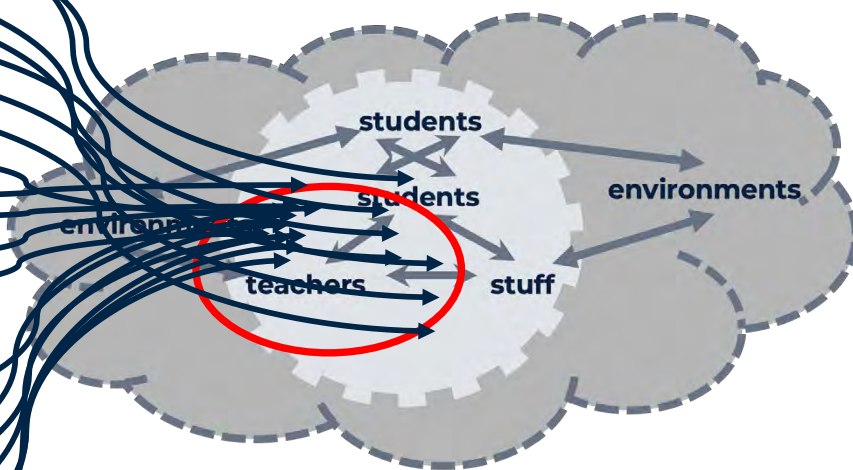
Speaker	Talk	Discretionary space
Teacher	Who would like to try to explain what you think the answer is? And show us your reasoning by coming up to the board? Who'd like to come up to the board and try to tell- And you know, it might not be right. That's okay because we're learning something new. I'd like someone to come up and sort of be the teacher and explain how you are thinking about it. Who'd like to try that this morning?	1. Deciding when to open whole-group discussion 2. Deciding what to do to launch discussion 3. Framing the expectation for presenting 4. Framing of what it "coming to the board" entails
Teacher	Okay, Anyiah?	5. Selecting a student to present
Toni	Playing with hair	6. Deciding whether to comment
Other children	Laying on arms	7. Deciding whether to comment
Teacher	When someone's presenting at the board, what should you be doing?	8. Setting norms for what to do when a student is presenting
Students in chorus	Looking at them.	
Teacher	Looking at that person.	9. Responding to students
Teacher	Uh-huh?	10. Taking up an individual student question
Anyiah	You want me to write it?	
Teacher	You're trying to mark what you think this number is and explain how you figured it out.	11. Clarifying task
Teacher	Listen closely and see what you think about her reasoning and her answer. (Anyiah writes $\frac{1}{7}$ by the orange line).	12. Setting task for the other students
Anyiah	I put one-seventh because there's-	
Toni	Did she say one-seventh?	13. Responding to student
Anyiah	(turns to Toni) Yeah... (continues to class) Because there's seven equal parts, like one, two, three, four, five, six, and then seven. (Uses her fingers to count the parts on the number line).	
Teacher	Before you agree or disagree, I want you to ask questions if there's something you don't understand about what she did. No agreeing and disagreeing. Just. All you can do right now is ask Anyiah questions. Who has a question for her?	14. Setting task for responding to student explanation
Teacher	Okay, Toni, what's your question for her?	15. Selecting student to speak
Dante	You did not!	16. Responding to student speaking across room
Toni	Why did- (laughs at another student who says something to her from across the room)	17. Responding to student laughing
Teacher	Go ahead, it's your turn.	17. Responding to student laughing
Toni	Why did you pick one-seventh?	
Dante	You did not!	18. Responding to student speaking across room
Teacher	Let's listen to her answer now. That was a very good question.	19. Setting task for class
		20. Responding to student



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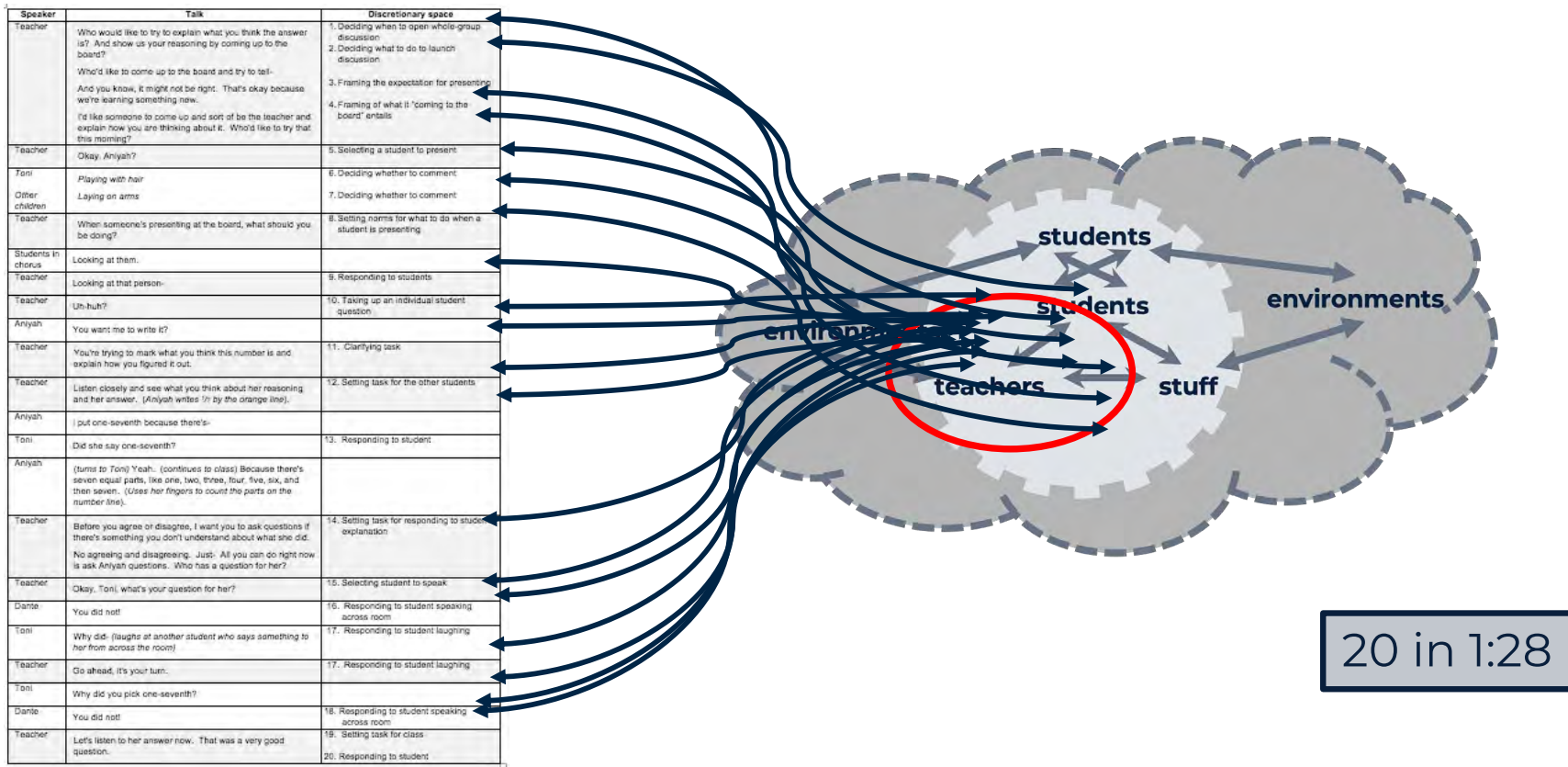
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20 in 1:28



Teaching is dense with “discretionary spaces”



Video: Aniyah and Toni



This video and additional supporting materials are available online [here](#).

Using discretionary spaces with care



- Interpreting Toni as asking a real question that she means.
- Hearing Toni's question as central to advancing the mathematical content.
- Reinforcing her mathematical identity, not choosing to read her body as disruptive.

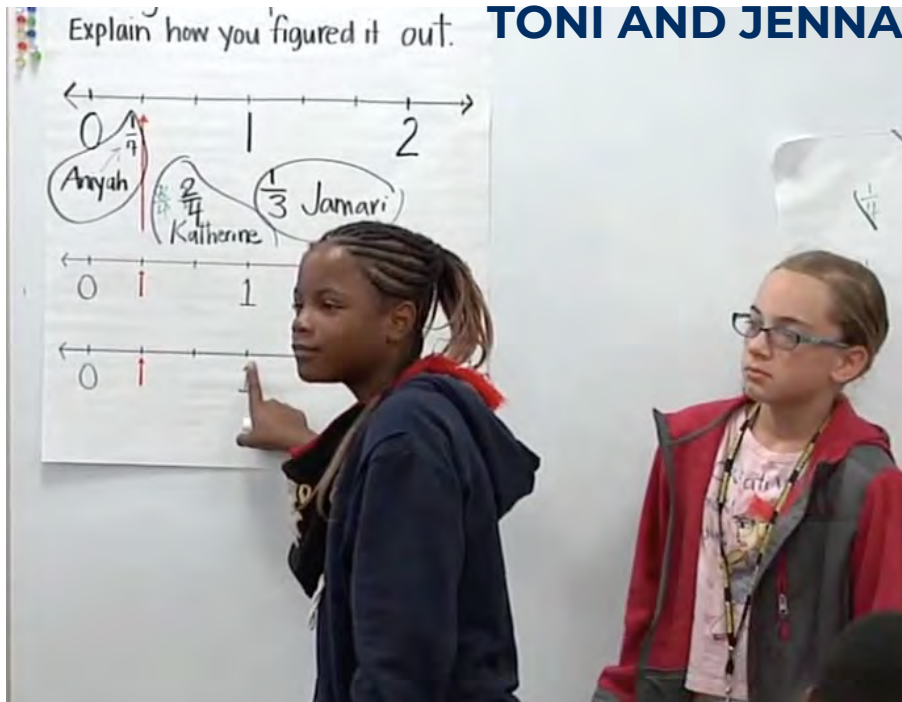


- Other children hear Aniyah as getting the discussion going, and Toni as asking an important mathematical question.
- Aniyah and Toni are both positioned as contributing to the discussion.
- Children see a teacher attending to Black girls as mathematical thinkers and contributors to collective work.



- Interpreting Aniyah as competent to answer questions about her ideas.
- Hearing Aniyah's explanation as central to advancing the mathematical content.
- Reinforcing her mathematical identity, not choosing to read her body as struggling.

14 minutes after where we stopped



ANIYAH

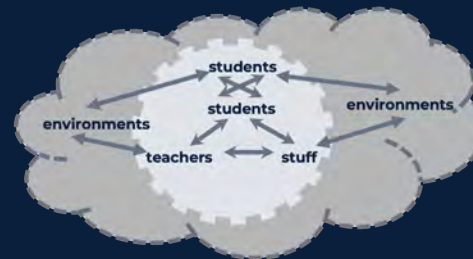
I did well on my goal today because my goal was to to share my ideas with the class and I did I went up to the board and share my idea with the class on Fractions.

AND: On an “exit ticket,” 28 of the children were able to correctly identify a different fraction ($\frac{2}{5}$) on the number line.

What does it take to disrupt the patterns that perpetuate inequity and marginalization?



Gholson & Martin, 2014; Langer-Osuna, 2015, 2017; Leonard & Martin, 2013; Martin, 2012, 2015

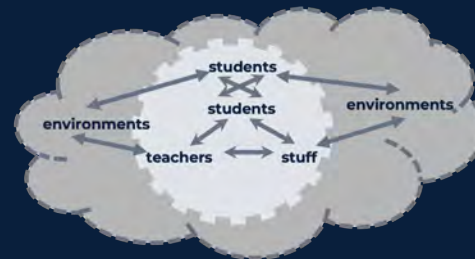


What does it take to disrupt the patterns that perpetuate inequity and marginalization?



- Seeing Aniyah's explanation and Toni's question as key to the class's work

Gholson & Martin, 2014; Langer-Osuna, 2015, 2017; Leonard & Martin, 2013; Martin, 2012, 2015



What does it take to disrupt the patterns that perpetuate inequity and marginalization?



- Seeing Aniyah's explanation and Toni's question as key to the class's work
- Seeing brilliance in students and holding high expectations of them

Gholson & Martin, 2014; Langer-Osuna, 2015, 2017; Leonard & Martin, 2013; Martin, 2012, 2015



What does it take to disrupt the patterns that perpetuate inequity and marginalization?



- Seeing Aniyah’s explanation and Toni’s question as key to the class’s work
- Seeing brilliance in students and holding high expectations of them

Knowing and using mathematics in teaching (MKT)

Interpreting Toni as asking a mathematical question that she means



Gholson & Martin, 2014; Langer-Osuna, 2015, 2017; Leonard & Martin, 2013; Martin, 2012, 2015



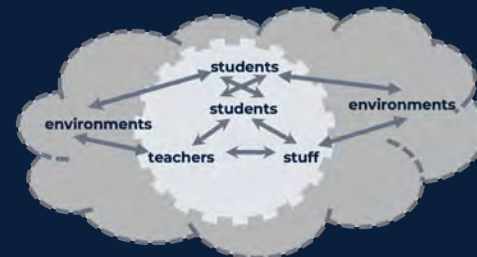
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- Seeing Aniyah's explanation and Toni's question as key to the class's work
- Seeing brilliance in students and holding high expectations of them
- ... AND having something different to DO

Knowing and using mathematics in teaching (MKT)

Interpreting Toni as asking a mathematical question that she means



Gholson & Martin, 2014; Langer-Osuna, 2015, 2017; Leonard & Martin, 2013; Martin, 2012, 2015



What does it take to disrupt the patterns that perpetuate inequity and marginalization?

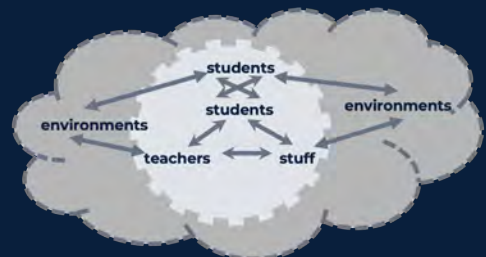


- Seeing Aniyah's explanation and Toni's question as key to the class's work
- Seeing brilliance in students and holding high expectations of them
- ... AND having something different to DO

Knowing and using mathematics in teaching (MKT)

Interpreting Toni as asking a mathematical question that she means

Having a repertoire of practices that can be adapted and used in contexts



Gholson & Martin, 2014; Langer-Osuna, 2015, 2017; Leonard & Martin, 2013; Martin, 2012, 2015



Discretionary spaces lie in the many, many moment-to-moment moves, uses of language, and decisions that are inevitable in practice.

These are both crucial resources for supporting students and also where harm happens.

4. Harnessing the power of teaching is necessary to disrupt patterns of white supremacy and advance equity and justice.

This is the imperative for teacher education.



What makes it difficult to act on this imperative? Endemic challenges



What makes it difficult to act on this imperative? Endemic challenges

- The potency of the “apprenticeship of observation” (Lortie, 1975)



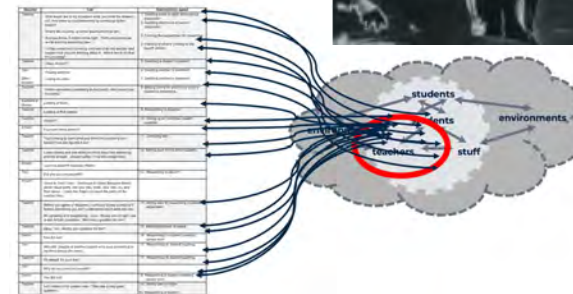
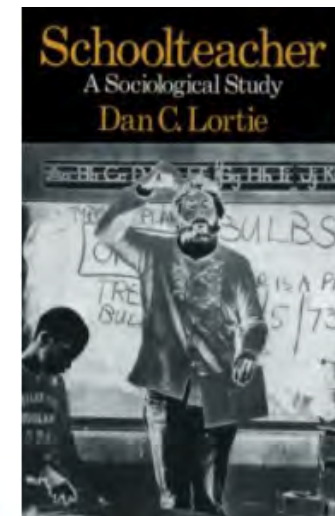
What makes it difficult to act on this imperative? Endemic challenges

- The potency of the “apprenticeship of observation” (Lortie, 1975)
- The primacy of firsthand experience and the weakness of professional education



What makes it difficult to act on this imperative? Endemic challenges

- The potency of the “apprenticeship of observation” (Lortie, 1975)
- The primacy of firsthand experience and the weakness of professional education
- The density of discretionary spaces in the practice of teaching



(How) Can teacher education disrupt these patterns?

- Supporting teacher candidates to interrogate their identities and experiences with the curriculum of white supremacy
- Making visible the curriculum of white supremacy, normalized practice, continuity, and harm
- Identifying normalized habits and working to break them
- Highlighting discretionary spaces and developing repertoires of practice that disrupt these continuities



(How) Can teacher education disrupt these patterns?

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These can be developed separately and also intertwined.



Looking back across this session

What would it take to harness the power of teaching for justice and for students' flourishing?

1. Our education system is inequitable and has never served all students, particularly those from historically marginalized groups.

2. Teaching has tremendous power with respect to racism — for harm or for good.

3. We systematically overlook and undervalue the power of teaching in the struggle for racial justice.

4. Harnessing the power of teaching is necessary to disrupt patterns of white supremacy and advance equity and justice.

Teacher education has a crucial responsibility and role to play in this struggle.



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 in this country.

We hold unique power to resist and reimagine public education.



Upcoming programs at TeachingWorks
Registration available now
Learn more at teachingworks.org



View our upcoming programs calendar
teachingworks.org/events-calendar



1

May 20–24, 2024

Content Methods Laboratory Class and Workshop

Join teacher educators from around the country in person or virtually as we investigate the best ways to use the semester-long methods course.

Register by May 1, 2024



2

June 17–21, 2024 | Detroit, MI
June 24–28, 2024 | Grand Rapids, MI

Elementary Mathematics Laboratory

Explore the complexity of teaching and investigate and challenge what it means to use skillful teaching to disrupt patterns of injustice.

Register by May 30, 2024



3

August 1–2, 2024

Introduction to Practice-Based Teacher Education Workshop

This workshop enables teacher educators to develop approaches to making teaching practices explicit to beginning teachers and engaging them in supported practice during pre-service training.

Register by July 19, 2024



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THANK YOU!



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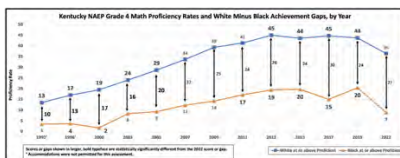
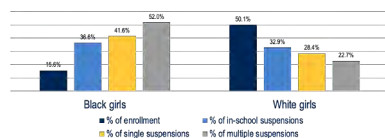


Image on slide 5:

Graphic from “What happened to Kentucky’s NAEP achievement gaps for math?” by Richard Innes, Bluegrass Institute.

Retrieved from <https://bipps.org/blog/what-happened-to-kentuckys-naep-achievement-gaps-for-math>



Data on 5:

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



Image on slide 5:

Photo from “An Open Letter to the Department of Education” by McKenna Seegmiller, Voices from the Classroom.

Retrieved from <https://medium.com/voices-from-the-classroom/an-open-letter-to-the-department-of-education-9339fd289998>

Credits



Image on slide 5:

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/>

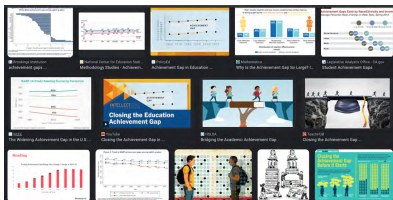


Image on slides 6–8:

Screenshot from Google image search of “achievement gap.”

Retrieved on February 28, 2024.

The Deficit Lens of the ‘Achievement Gap’ Needs to Be Flipped. Here’s How

Image on slides 7–8:

Screenshot of headline from “The Deficit Lens of the ‘Achievement Gap’ Needs to Be Flipped. Here’s How” by Dave Paunesku, Education Week.

Retrieved from <https://www.edweek.org/leadership/opinion-the-deficit-lens-of-the-achievement-gap-needs-to-be-flipped-heres-how/2019/07>

Credits

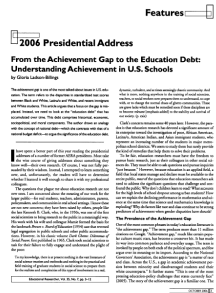


Image on slide 8:
Screenshot of first page from:
Ladson-Billings, G. (2006). From the Achievement Gap to the Education Debt:
Understanding Achievement in U.S. Schools. *Educational Researcher*, 35(7), 3–12.
<https://doi.org/10.3102/0013189X035007003>

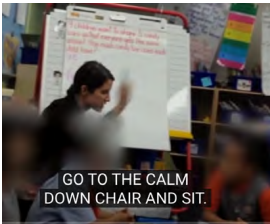


Image on slide 10:
Screenshot of video from “A Momentary Lapse or Abusive Teaching?” The New York Times.
Retrieved from <https://www.nytimes.com/video/nyregion/100000004159212/success-academy-teacher-rip-and-redo-video.html>



Image on slide 10:
Photo from “Research brief addresses teacher stress and health,” Prevention Research Center, Penn State College of Health and Human Development.
Retrieved from <https://prevention.psu.edu/news/research-brief-addresses-teacher-stress-and-health/>

Credits



Image on slide 10:

Photo from “Corporal Punishment in Schools: Research and Reporting Tips to Guide Your Coverage” by Denise-Marie Ordway, The Good Men Project.

Retrieved from <https://goodmenproject.com/featured-content/corporal-punishment-in-schools-research-and-reporting-tips-to-guide-your-coverage-2/>



Image on slide 10:

Photo from “Why Many Academic Interventions Don’t Have Staying Power—and What to Do About It” by Sarah Schwartz, Education Week.

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

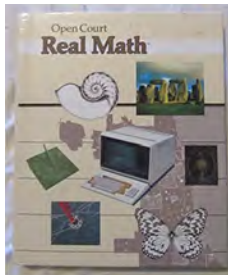


Image on slide 17:

Cover of *Open Court Real Math, Grade 7, 1991*.

Retrieved from <https://www.amazon.com/Open-Court-Real-Math-Grade/dp/081260637X>

Credits

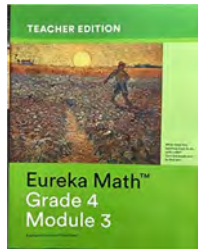


Image on slide 17:
Cover of *Eureka Math, A Story of Units: Grade 4, Module 3*, 2015.
Retrieved from <https://www.amazon.com/Eureka-Math-Grade-Module-Teachers/dp/1632553724>

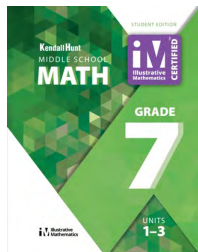


Image on slide 17:
Cover of *Illustrative Mathematics: Grade 7*, 2019.
Retrieved from <https://k12.kendallhunt.com/product/illustrative-mathematics-grade-7-student-edition-set>



School Year	Total Emergency Certificates
2022-2023	1,156
2021-2022	896
2020-2021	454
2019-2020	594
2018-2019	440
2017-2018	383

Source: Kentucky Educator Decertifying System (KEDS)
Kentucky Department of EDUCATION

Image on slide 17:
Graphic from “About Kentucky’s teacher ‘CRISIS’” by Richard Innes, Bluegrass Institute.
Retrieved from <https://bipps.org/blog/about-kentuckys-teacher-crisis>

Credits



Image on slide 17:

Photo from “Fast Track into a Teaching Job with SCC's ‘Live Online’ Teacher in Residence STEP Program”, Scottsdale Community College.

Retrieved from <https://www.scottsdalecc.edu/news/2020/fast-track-teaching-job-sccs-live-online-teacher-residence-step-program>



Image on slides 17:

Photo from “Preparing Students for Standardized Tests” Chomping at the Lit.

Retrieved from <https://www.chompingatthelit.com/standardized-testing/>



Image on slides 26–28:

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>

Credits



Image on slides 26–28:

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



Image on slides 26–28:

“Police.” by Flickr user G20 Voice

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Image on slides 26–28:

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

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

Credits



Image on slides 26–28
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 27–28:
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>



Image on slide 28:
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/>

Credits



Image on slides 62–64:

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>