

# Inclusive Practices to Disrupt Marginalizing Patterns

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# Map of today's session



1. How is teaching powerful?
2. What are “continuities of racial injustice”?
3. What does it mean to talk about “normalized” practice?
4. What are some specific inclusive practices to disrupt common patterns that marginalize?



# 1. How is teaching powerful?

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.

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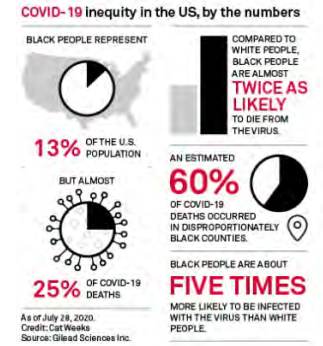
Teaching is powerful for individuals.

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”?

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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 systems 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”?

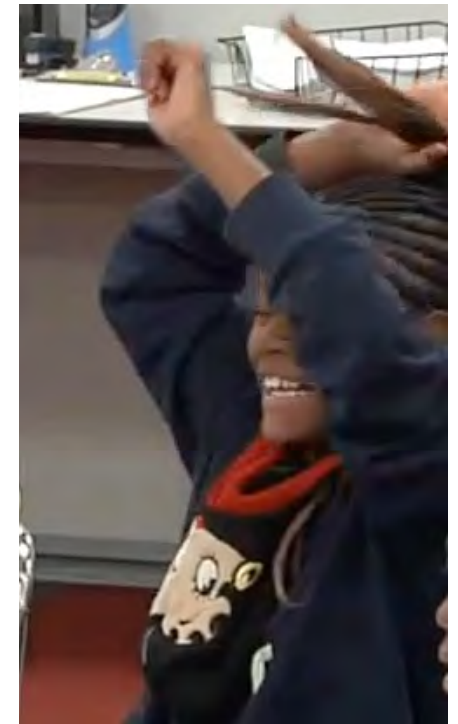
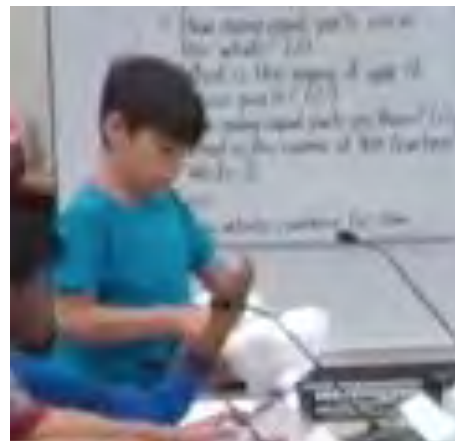
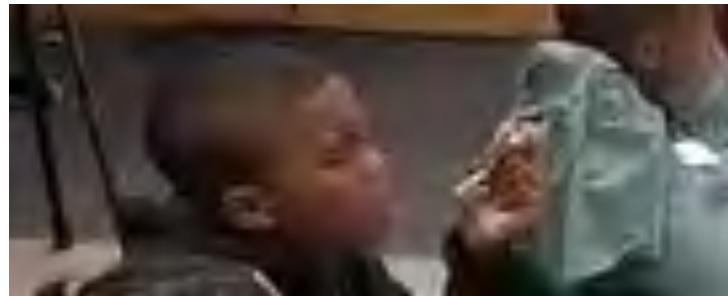


What does **carpet time** look like?

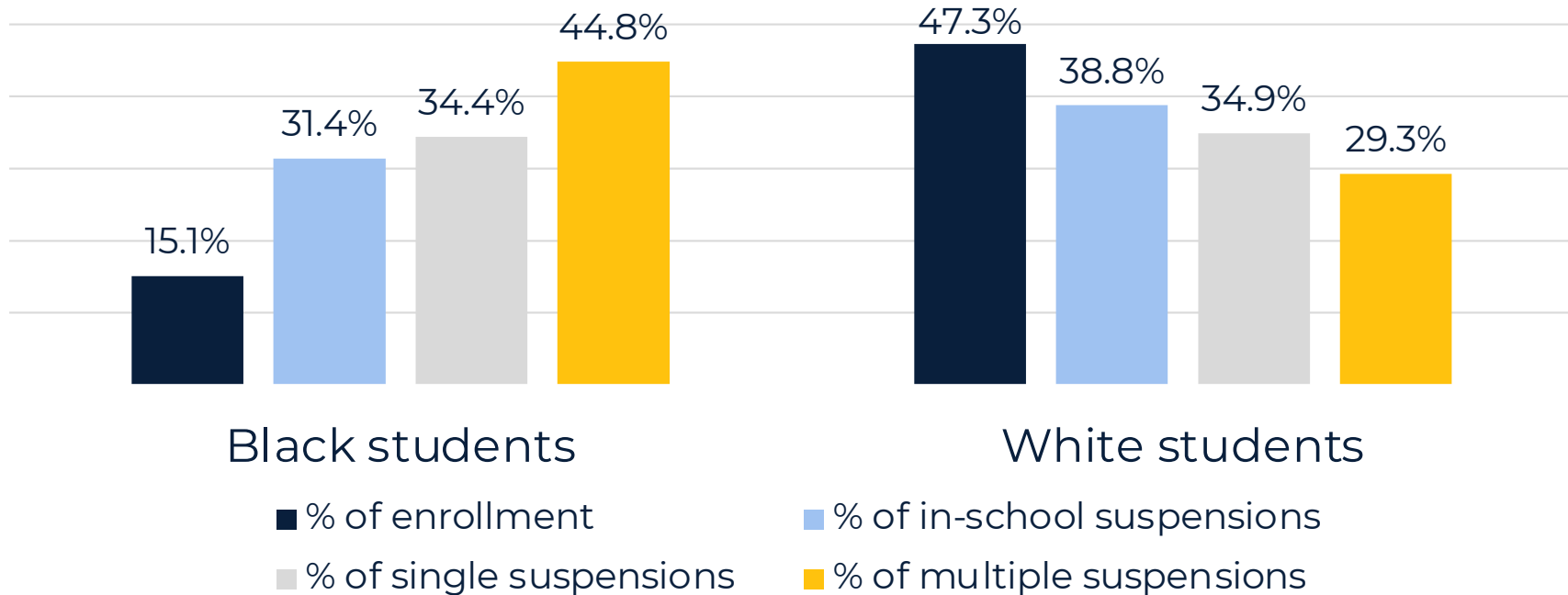




# Everyday normalized practice



# Patterns of discipline and punishment



# Normalized practice is familiar

Add, Subtract and Multiply (A)  
Find each sum, difference or product.

5	12	7	4	1	4	9	9	3	11
$\times 0$	$-4$	$\times 6$	$+9$	$+8$	$-3$	$-7$	$-0$	$-3$	$-9$
9	7	9	5	5	2	3	2	12	9
$-9$	$\times 1$	$\times 3$	$-5$	$\times 3$	$+0$	$+1$	$\times 6$	$-7$	$-7$
6	11	7	4	1	6	8	9	12	4
$-0$	$-9$	$-1$	$\times 0$	$\times 5$	$+7$	$\times 2$	$\times 0$	$-6$	$+6$
3	2	8	6	8	2	6	4	4	0
$\times 0$	$+5$	$+3$	$\times 0$	$\times 7$	$\times 1$	$+4$	$\times 6$	$\times 7$	$+3$
13	2	3	1	13	6	3	9	0	10
$-4$	$-1$	$+8$	$\times 6$	$-9$	$\times 6$	$+2$	$-1$	$+5$	$-3$
0	8	9	11	5	7	11	6	8	4
$+3$	$\times 1$	$-8$	$-2$	$\times 1$	$\times 0$	$-2$	$\times 1$	$\times 9$	$\times 4$
9	3	2	4	2	7	7	4	7	8
$\times 5$	$+0$	$\times 2$	$\times 8$	$\times 6$	$\times 6$	$-2$	$\times 3$	$\times 5$	$-8$
5	8	8	6	8	8	5	3	10	7
$\times 3$	$\times 3$	$\times 1$	$\times 6$	$\times 1$	$+5$	$-1$	$+0$	$-2$	$\times 4$
13	6	12	9	11	5	9	1	4	7
$-5$	$-5$	$-5$	$-1$	$-9$	$+0$	$+8$	$+9$	$\times 6$	$\times 9$
5	8	10	5	9	10	1	0	8	12
$-1$	$+7$	$-6$	$\times 7$	$\times 4$	$-1$	$+1$	$+1$	$-1$	$-8$

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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.

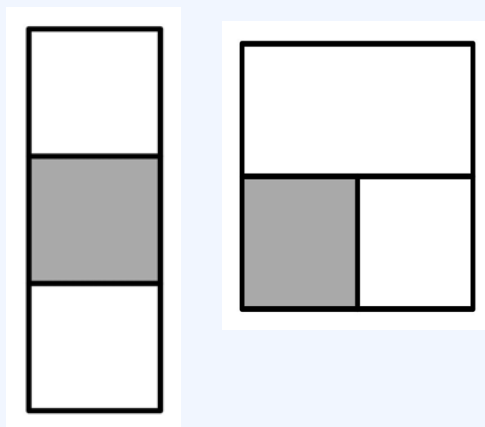


## 4. What are some specific inclusive practices to disrupt common patterns that marginalize?

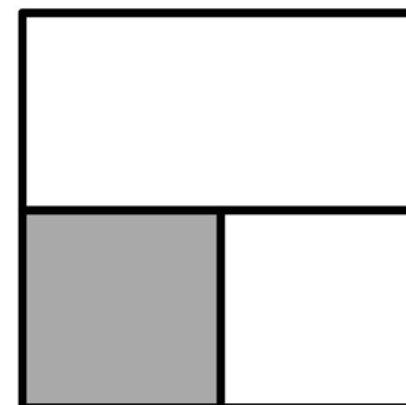
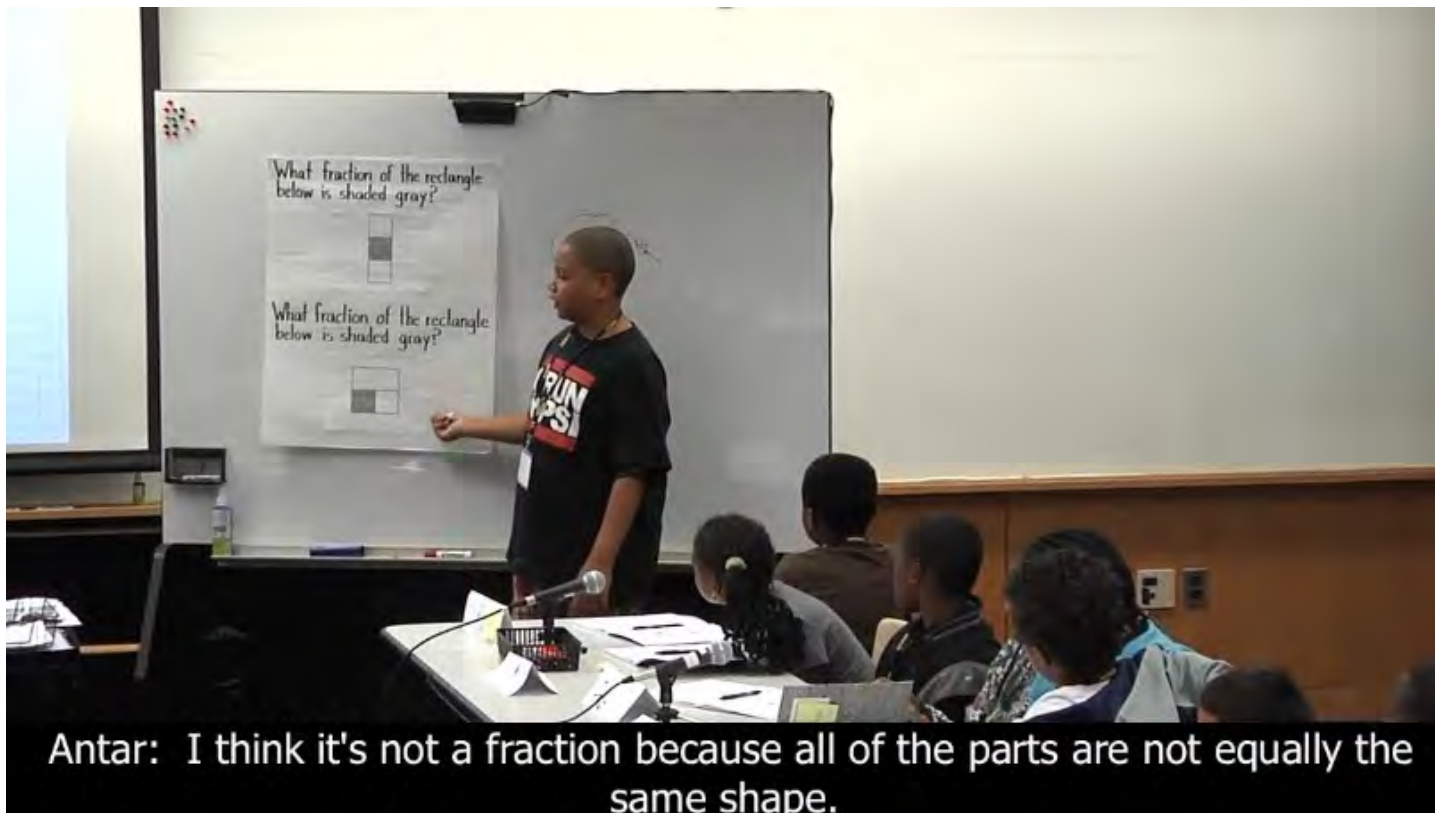
1. Broadening what it means to “participate”
2. Acknowledging competence
3. Reframing “error”

## The mathematics task

What fraction of each rectangle below is shaded gray?



## Video: Antar, Gabrielle, Gabi, Virshawn, Marquis, Kassie





# Broadening what it means to “participate”

1. What are the different forms of “participating” you see in this video?
2. How are these typical or different from common ways of participating?
3. What is valued and afforded by specific different forms of participating?



# Acknowledge mathematical competence

A set of practices that deliberately deploy the power of teaching to:

1. Broaden and label what being competent in mathematics means
2. Intervene on status hierarchies to position who (and what) is seen as competent in math class
3. Support individual students to develop their mathematical and academic identities and competence

Sources: E. Cohen and R. Lotan, complex instruction; J. Boaler's work; *Smarter Together: Collaboration and Equity in the Elementary Mathematics Classroom* (Featherstone, Crespo, et al., 2011);



# What does “acknowledging competence” require in teaching?

- Broaden and label what being competent in mathematics means
- Intervene to position who (and what) is seen as competent in math class
- Support individual children to develop their mathematical and academic identities and competence



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- Broaden and label what being competent in mathematics means
- Intervene to position who (and what) is seen as competent in math class
- Support individual children to develop their mathematical and academic identities and competence
- Be able to see what is “mathematical” and what is “competent”
- Have techniques for making these moves to intervene
- Strategically using these techniques with particular students in authentic and well-timed ways



# Using techniques and strategies for acknowledging competence

- Identify the competence to be highlighted. Consider how to disrupt hierarchies of status in class by which student is to be “called out” as competent.
- Call out an individual student’s competent move or contribution publicly (“\_\_\_ just shared a very important idea”)
- Ask a student to explain another student’s contribution that the teacher highlights
- Ask the class to identify things that were part of an important contribution by one of the students
- Write something publicly that a student came up with or contributed that is important
- Accord expertise to students through assigning roles explicitly in a group



# Distinguishing acknowledging competence from praise

## Praise

- “Good job!”
- “You’re working so well today.”
- “Nice work!”
- “I am proud of you.”
- “You’re working like such good mathematicians.”
- “You made so much progress on the problems today.”

**Praise** – verbal feedback with the purpose of evaluating what a student says or does

**Acknowledging competence** – intentional identifying, naming, and highlighting specific mathematical or learning competencies of what a student says or does

## Acknowledging competence

- ★ “It was particularly clear how you used your drawing to explain your thinking.”
- ★ “Belin gave a clear and specific mathematical explanation.”
- ★ “You solved that in a really interesting way. Can you tell us more about your thinking?”
- ★ “Ibn used a very interesting method to show that there are no more solutions. Who can say what Ibn did?”
- ★ “It is clear how closely you are following other people’s thinking and connecting it to the idea you had.”
- ★ “One thing that was really important about what Laken did was to use the definition we developed.”



# What (not) to say?

- Be authentic
- Be sensitive to context and student
- Name specific and valuable aspects of a student's contribution or way of doing/learning
- Say things designed to make the student feel affirmed and seen, and that other students will notice and value

## **Some frames:**

*"I want to highlight something valuable that \_\_\_ just did."*

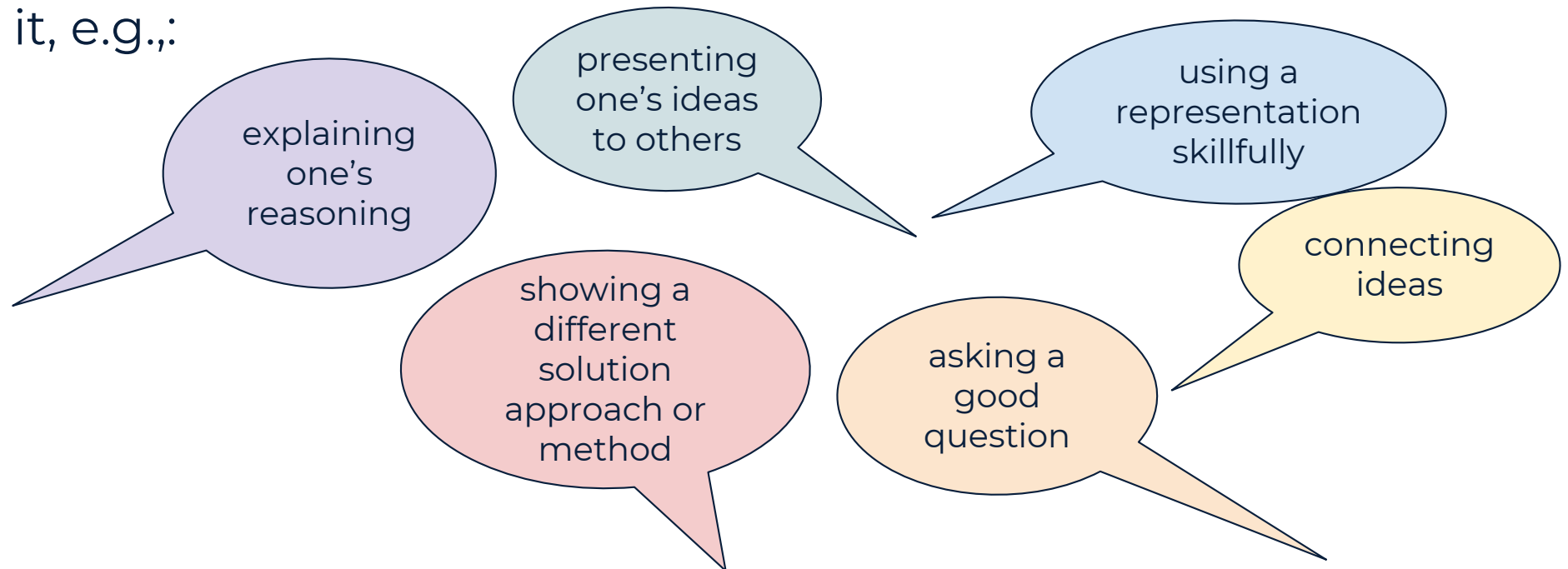
*"What was especially important about what \_\_\_ just contributed to our discussion?"*

*"Could you say/show that again? That is very important to our discussion."*



## Practicing acknowledging competence

Identify **specific examples** of mathematics learning competence and **what you might say** to acknowledge it, e.g.,:



# Acknowledging competence

Antar, Gabrielle, Gabi, Virshawn, Marquis, Kassie

- What competences do you notice?
- What might you **say** to acknowledge this competence and how could it affect the **positioning of this student** *and* **what is seen as competent** in this class?



# Foregrounding and using “errors”

Deliberately inviting or featuring “stuck” or “wrong” solutions

- Asking students to share and analyze “wrong” interpretations, answers, methods
- Posing incorrectly solved problems and asking students to explain what is wrong and why someone might do this
- Designing problems that entail appraisal of a solution



# How we talk about “error” matters

- Making the environment “safe” is not all there is
- “Errors” are a necessary part of mathematical work
- Being “meta” about mathematical work is an important mathematical competence
  - Dwelling on things that go wrong or make you stuck
  - Analyzing solutions or methods that do not work, are not right



# What is involved for the teacher in seeing and building on students' strengths?

- Listening carefully to what they say, reading attentively what they write
- Making deliberate choices about how to see and interpret students
- Both of these involve using what you know, but also suspending what you assume





# Reconsidering error: Antar and Kassie

**Antar “It’s not a fraction.”**

**Kassie: “The answer is one and a half.”**

What can you hear in their statements that you can reframe away from “error”?





# Practice with scenarios

## CLASSROOM SCENARIOS

- A. You are leading a class discussion of a mathematics problem 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 how they arrived at the solution. 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. Your fourth-grade students are working with Cuisenaire Rods in groups around the room. A few times you remind them that the rods are not toys. Kendall, one of the Black boys, keeps building stacks of rods and knocking them down. After three reminders, you tell him he should go back to his seat. He gets up and stomps back to his desk, 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 problems the class is discussing today. Other students go "Ooooh, 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.
- G. You are setting your class up in small groups to discuss a mathematics proof. Two of your students complain about their group, saying that they don't want to work with Carla and Jeana because they are "too dumb and slow and they don't even speak English."

## 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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### Scenario D

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# Looking back across this session

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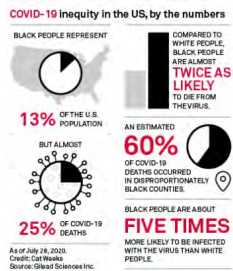


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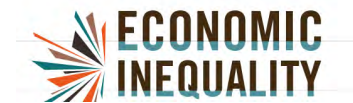


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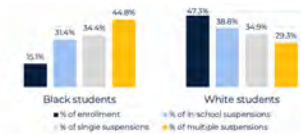
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