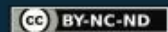


# “Get Up Stand Up”: Fighting Systemic Injustice Through Teaching

Deborah Loewenberg Ball


TeachingWorks Virtual Summer Institute

July 19, 2020



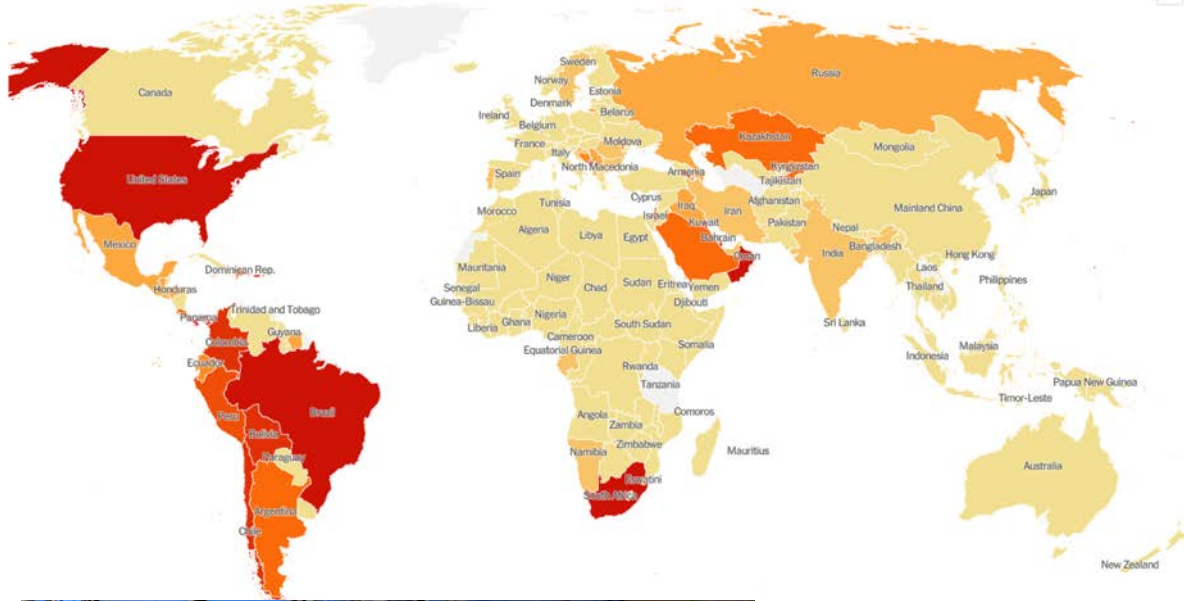
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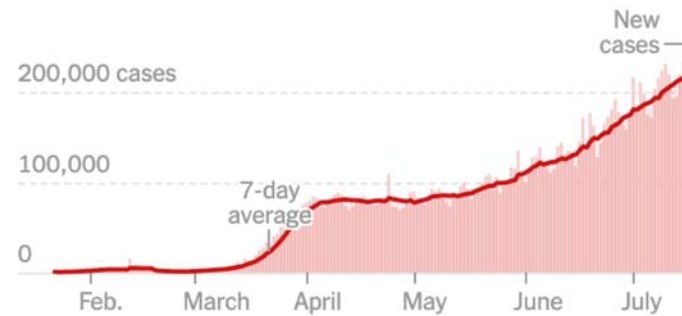


The last few months have seen a huge rupture in everyday life.

Music: "Echo," written by Dr. Bernice Johnson Reagon and performed by Sweet Honey in the Rock  
(available on Spotify [here](#))



By The New York Times Updated July 19, 2020, 8:31 A.M. E.T.



TOTAL CASES  
**14.2 million+**  
 DEATHS  
**602,292**

Includes confirmed and probable cases where available

Music: "Echo," written by Dr. Bernice Johnson Reagon and performed by Sweet Honey in the Rock (available on Spotify [here](#))



Music: "Echo," written by Dr. Bernice Johnson Reagon and performed by Sweet Honey in the Rock (available on Spotify [here](#))



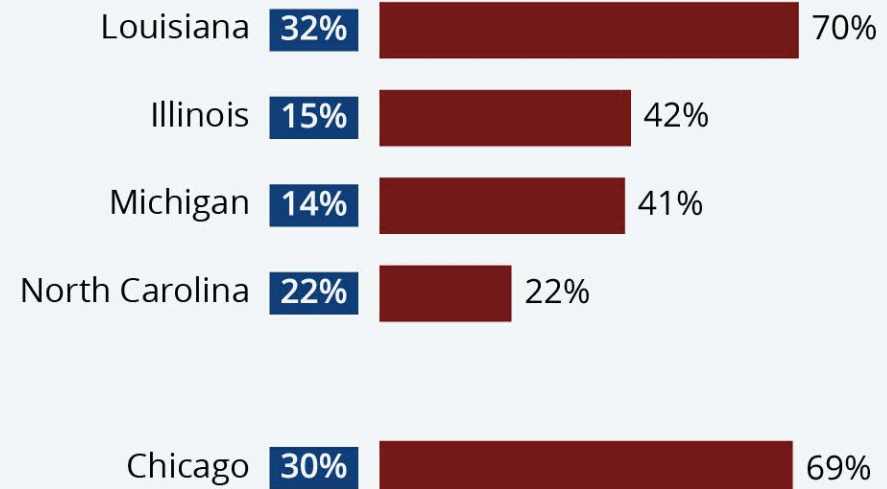
Music: "Echo," written by Dr. Bernice Johnson Reagon and performed by Sweet Honey in the Rock (available on Spotify [here](#))

**Brittany Packnett**  
April 7 · 🌐

We are all enduring the same storm-but we're not all in the same boat. It was PREDICTABLE abs PREVENTABLE that Black people would suffer more greatly from COVID-19 in America. Watch & share for facts & action. ❤️👊



■ Share of state/city's population ■ Share of COVID-19 deaths



Sources: 2010 Census, respective state/city health departments



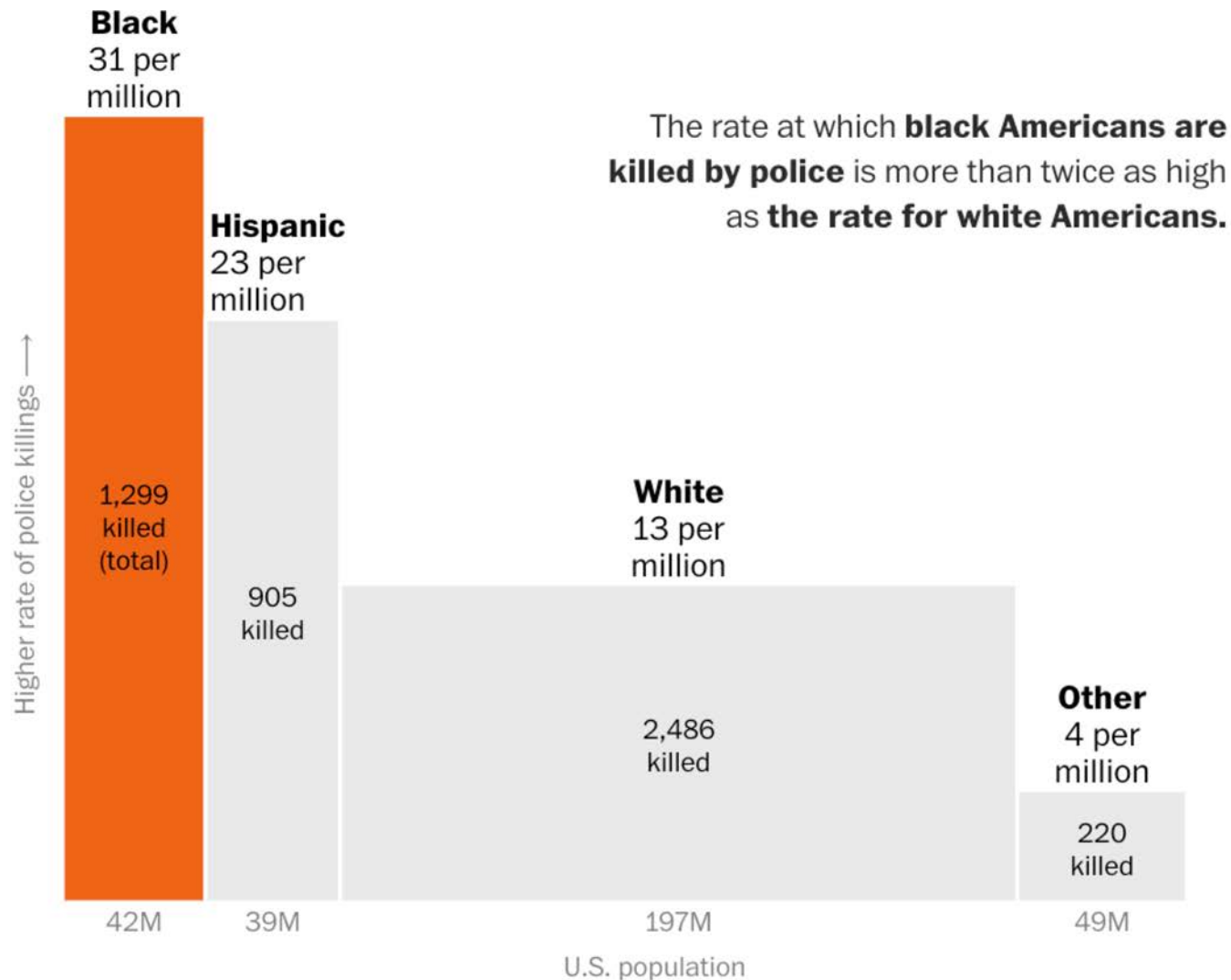
**statista**

“We are all enduring the same storm—  
but we’re not all in the same boat.”  
—Brittany Packnett Cunningham

Music: “Echo,” written by Dr. Bernice Johnson Reagon and performed by Sweet Honey in the Rock  
(available on Spotify [here](#))

ERIC GARNER - JOHN CRAWFORD III - MICHAEL BROWN - EZELL FORD  
DANTE PARKER - MICHELLE CUSSEAU - LAQUAN MCDONALD - GEORGE MANN  
TANISHA ANDERSON - AKAI GURLEY - TAMIR RICE - RUMAIN BRISBON - JERAME REID  
MATTHEW AJIBADE - FRANK SMART - NATASHA MCKENNA - TONY ROBINSON - ANTHONY HILL  
MYA HALL - PHILLIP WHITE - ERIC HARRIS - WALTER SCOTT - WILLIAM CHAPMAN II  
ALEXIA CHRISTIAN - BRENDON GLENN - VICTOR MANUEL LAROSA - JONATHAN SANDERS  
FREDDIE GRAY - JOSEPH MANN - SALVADO ELLSWOOD - SANDRA BLAND  
ALBERT JOSEPH DAVIS - DARRIUS STEWART - BILLY RAY DAVIS - SAMUEL DUBOSE  
MICHAEL SABBIE - BRIAN KEITH DAY - CHRISTIAN TAYLOR - TROY ROBINSON  
ASSHAMS PHAROAH MANLEY - FELIX KUMI - KEITH HARRISON MCLEOD - JUNIOR PROSPER  
LAMONTEZ JONES - PATERSON BROWN - DOMINIC HUTCHINSON - ANTHONY ASHFORD  
ALONZO SMITH - TYREE CRAWFORD - INDIA KAGER - LA'VANTE BIGGS  
MICHAEL LEE MARSHALL - JAMAR CLARK - RICHARD PERKINS - NATHANIEL HARRIS PICKETT  
BENNI LEE TIGNOR - MIGUEL ESPINAL - MICHAEL NOEL - KEVIN MATTHEWS - BETTIE JONES  
QUINTONIO LEGRIER - KEITH CHILDRESS JR. - JANET WILSON - RANDY NELSON  
ANTRONIE SCOTT - WENDELL CELESTINE - DAVID JOSEPH - CALIN ROQUEMORE - DYZHAWN  
PERKINS - CHRISTOPHER DAVIS - MARCO LOUD - PETER GAINES - TORREY ROBINSON - DARIUS  
ROBINSON - KEVIN HICKS - MARY TRUXILLO - DEMARCUS SEMER - WILLIE TILLMAN  
TERRILL THOMAS - SYLVILLE SMITH - ALTON STERLING - PHILANDO CASTILE - TERENCE  
CRUTCHER - PAUL O'NEAL - ALTERIA WOODS - JORDAN EDWARDS - AARON BAILEY  
RONELL FOSTER - STEPHON CLARK - ANTWON ROSE II - BOTHAM JEAN  
PAMELA TURNER - DOMINIQUE CLAYTON - ATATIANA JEFFERSON - CHRISTOPHER WHITFIELD  
CHRISTOPHER MCCORVEY - ERIC REASON - MICHAEL LORENZO DEAN - BREONNA TAYLOR  
G E O R G E F L O Y D

Music: "Echo," written by Dr. Bernice Johnson Reagon and performed by Sweet Honey in the Rock  
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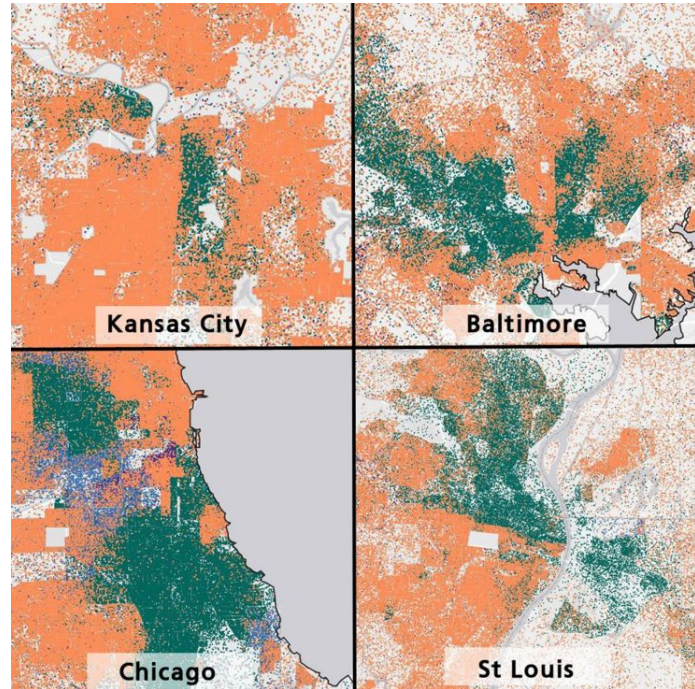




SAMUEL CORUM/GETTY IMAGES

Music: "Echo," written by Dr. Bernice Johnson Reagon and performed by Sweet Honey in the Rock (available on Spotify [here](#))

Is there a growing recognition that  
racism is systemic?



**OUR CRIMINAL JUSTICE SYSTEM NEEDS REFORM**

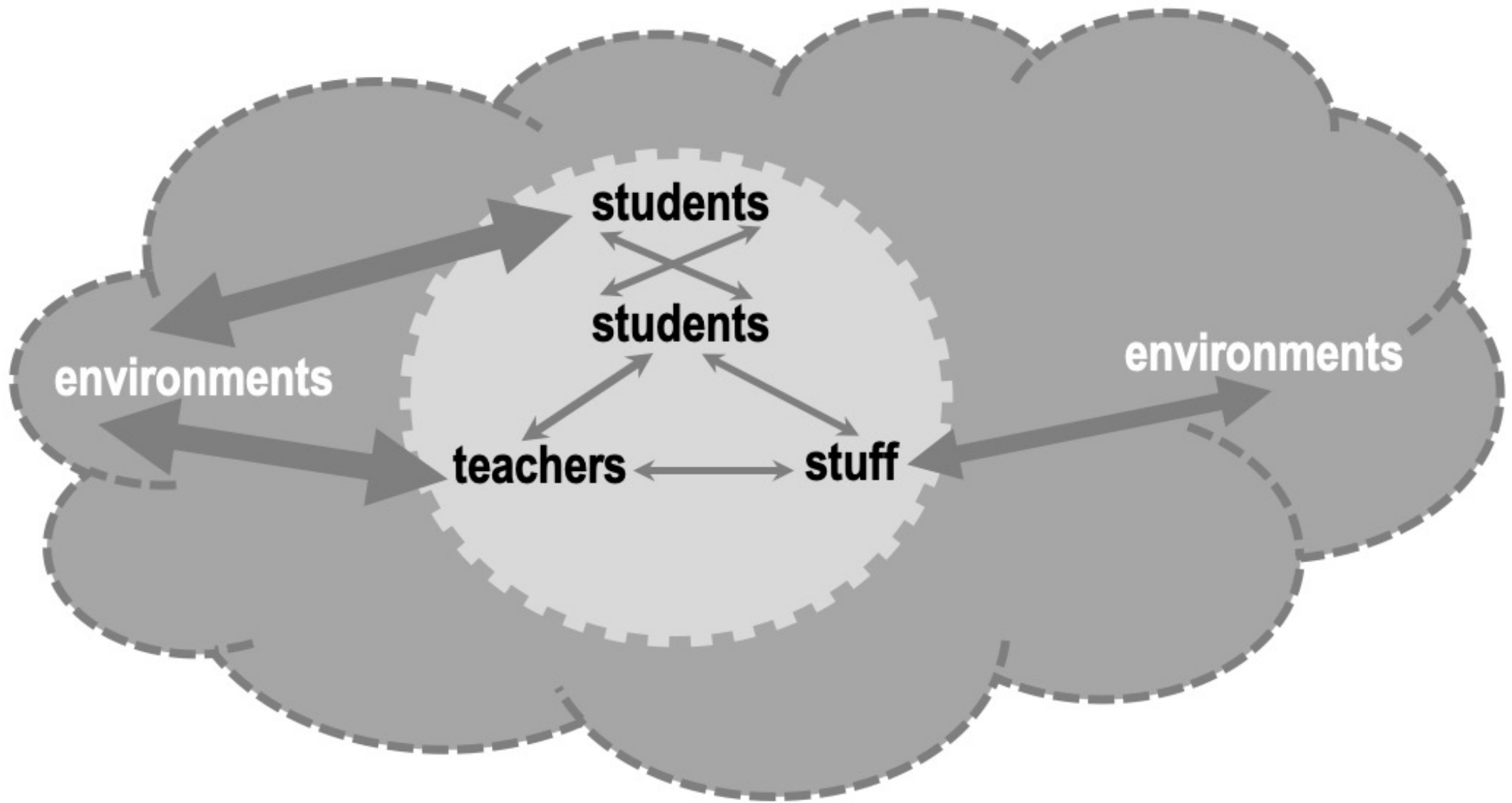
Being uninsured is *deadly*.  
A comprehensive review of studies, published in the Annals of Internal Medicine, confirms that **thousands of people die each year because they don't have coverage**. We need to close these gaps and cover everybody with improved Medicare for all.



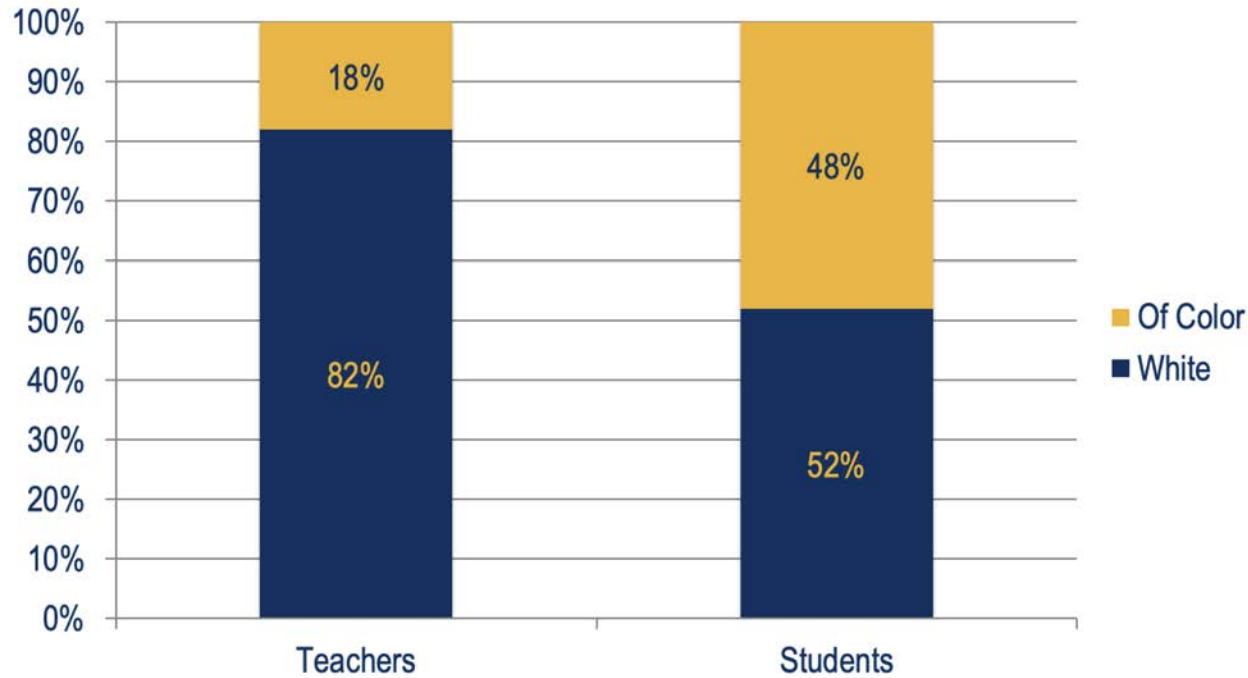








# DEMOGRAPHIC DIVIDE IN THE U.S.: K-12 TEACHERS AND STUDENTS



## 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 Ajay Heble's (2000) book *Landing on the Wrong Note: Jazz, Dissonance, 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 dependent on one's vantage point. I am sure that the results of the *Brown v. Board of Education* were good and honorable from the perspective of those who were good and honorable.

Finally, I have settled on *Brown* because this past fall I was called upon to be an expert witness in a school funding case in South Carolina (Abbeville et al. v. South Carolina, et al.). The case involves civil rights and the state's obligation to provide for their children's educational needs.

#### 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.

Educational Researcher, Vol. 33, No. 7, pp. 3-13

I want to suggest that the *Brown* decision is not the result of America as a good and altruistic nation but rather the result of the decision's particular historical and political context. This argument

OCTOBER 2004 | 1

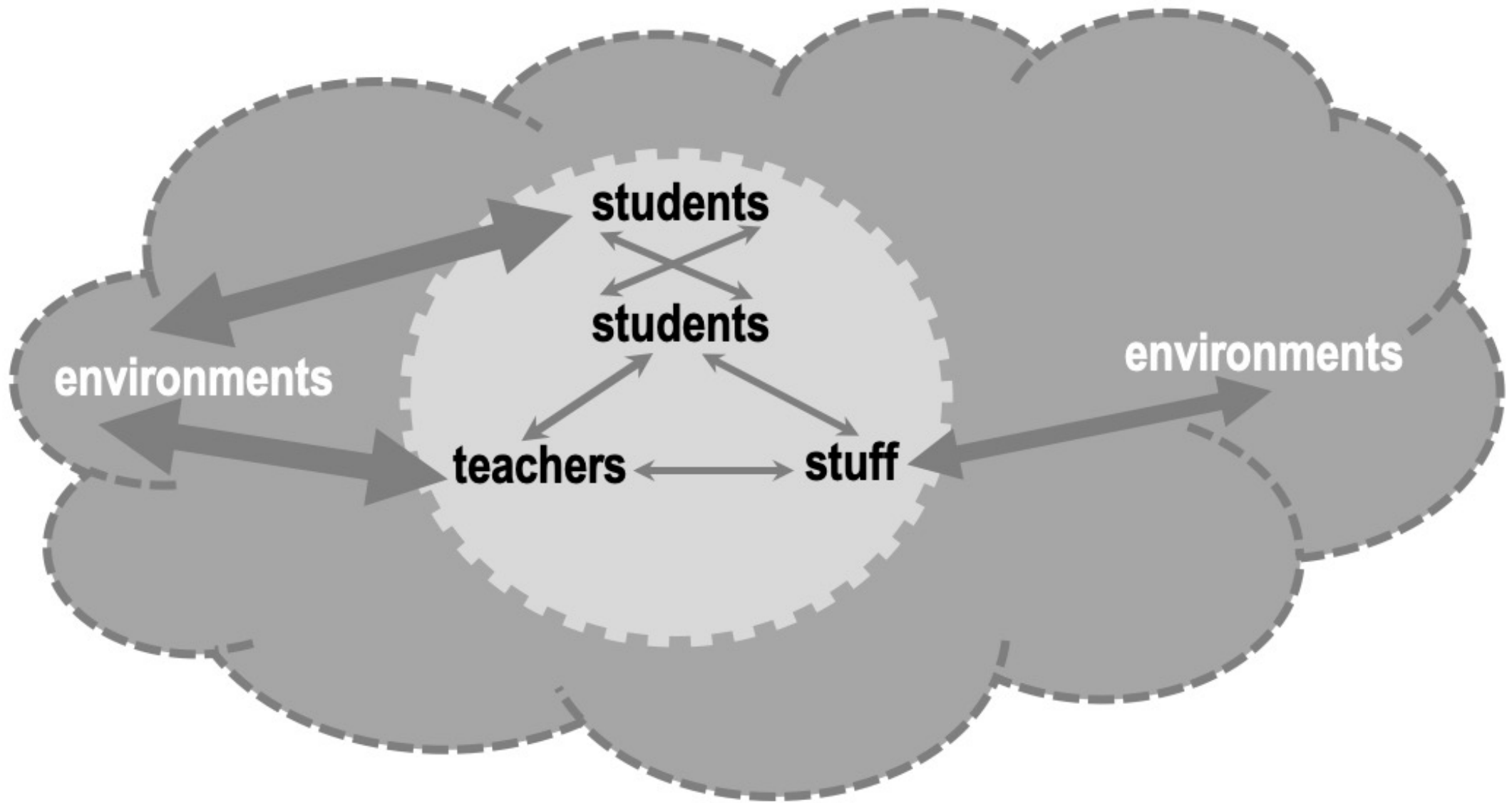
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All use subject to <https://about.jstor.org/terms>

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

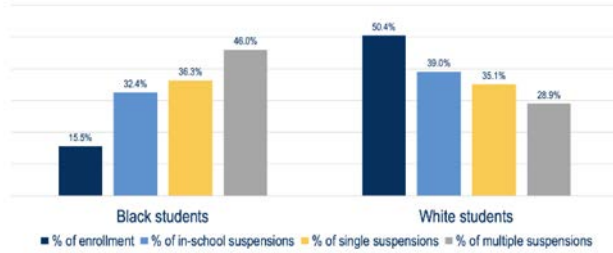


Clip from July 14 episode  
13:09–13:28  
(Available online [here](#))





**RATES OF SUSPENSION:  
BLACK STUDENTS VS. WHITE STUDENTS**



**BLACK BOYS MAKE UP:**



of school **ENROLLMENT**



of those **SUSPENDED**

**BLACK STUDENTS MAKE UP:**

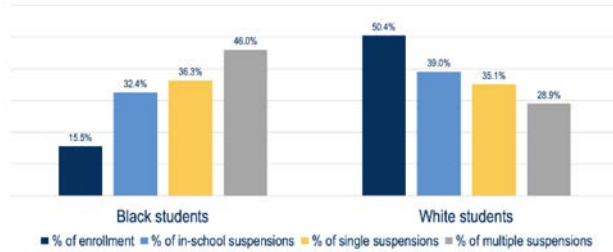


of school **ENROLLMENT**

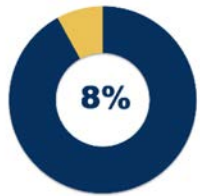


of those **REFERRED TO LAW ENFORCEMENT** or subjected to **SCHOOL-RELATED ARRESTS**

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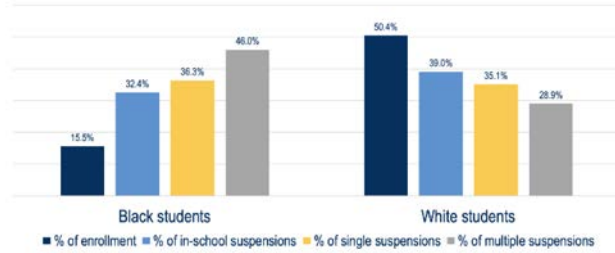


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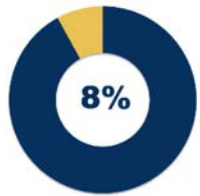


Clip from Fifteenth Annual Brown Lecture in Education Research  
H. Richard Milner IV  
10:17–11:19  
(Available on YouTube [here](#))

**RATES OF SUSPENSION:  
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**BLACK STUDENTS MAKE UP:**



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of those **REFERRED TO LAW ENFORCEMENT** or subjected to **SCHOOL-RELATED ARRESTS**



**Why Are “Bad Boys” always Black?  
Causes of Disproportionality in School  
Discipline and Recommendations for Change**

CARLA R. MONROE

Curiosity about the crowd forming on the next block attracted me to the scene in time to witness Kevin’s arrest. I watched him struggle fruitlessly against the police officer’s determined hold of his upper body. Kevin’s winced expression was briefly visible as the handcuffs were placed around his restrained wrists. His body seemed limp and defeated as he was moved from the grassy plot into the back of the police car, sobbing. As the climax of the arrest slowly subsided, clipped thoughts and questions flooded my mind. Kevin was an eighth grade kid from my school. I had never seen a 13-year-old in the back of a police car; definitely never anyone that young in police custody. Why? What happened? What now? Unfortunately, I had arrived too late to know how the arrest had been set in motion. Some of the other onlookers said that Kevin had tried to rob someone; others commented that the incident was drug related. As strands of truth and speculation shaped Kevin’s story, I turned and walked back to the school campus. He was in my second period class. I knew that I would learn the details of the story at work.

The form of notification soon arrived from the district office. Beside Kevin’s name were the expected words: *Status: Suspended; Location: Juvenile Detention*. The document provided a crisp and matter-of-fact conclusion to the story. Yet, my own experiences with Kevin, coupled with observations by students and colleagues, raised complicated questions about the situation. Already struggling academically, what effect would Kevin’s incarceration have on his intellectual development? How would he readjust to mainstream society and school following his release? What life implications did juvenile detention hold for a young adolescent, particularly a black male? Unfortunately, such questions surround the lives of many African American youths as crime continues to be a familiar component of the nation’s urban landscape.

I was a middle-school teacher employed in a large urban school district when the events related to Kevin’s arrest unfolded. I taught in a predominately African American institution in which some of my students were middle- and working-class and others were from decidedly low-income backgrounds. Improving student outcomes, both inside and outside school walls, was a shared institutional concern. Yet, young people such as Kevin symbolized the ways in which articulated goals frequently failed to become reality.

At first glance, Kevin’s predicament may appear to reside beyond the boundaries of the public education enterprise. However, numerous social scientists have identified compelling connections between students’ schooling experiences and negative outcomes such as delinquency (Noguera 2003; Voelkl, Welte, and Wierczorek 1999). Examinations of low-income communities further suggest that antisocial behaviors surfacing during adolescence often become a trenchant component of youths’ experiences across the lifespan, thereby heightening their likelihood of entering the juvenile and criminal justice systems (Simon and Burns 1997). Notably, studies conducted with middle-school learners have linked school disciplinary patterns with trends in delinquency and recidivism (Gottfredson, Gottfredson, and Hybl 1993; Skiba, Peterson, and Williams 1997). The present overrepresentation of African American males in the U.S. justice system (Wacquant 2000), combined with racial disproportionality on measures of school discipline (Applied Research Center 2002), provide compelling reasons for continued scrutiny of connections between the two areas.

Although previous studies have revealed powerful insights about the salience of culture, particularly race, in schools and society, few scholars have explored how culturally-based constructs relate to school discipline. In this article I expand on current research by examining

Carla R. Monroe is an assistant professor at Wheelock College in Boston, Massachusetts.

Clip from Fifteenth Annual Brown Lecture in Education Research

H. Richard Milner IV

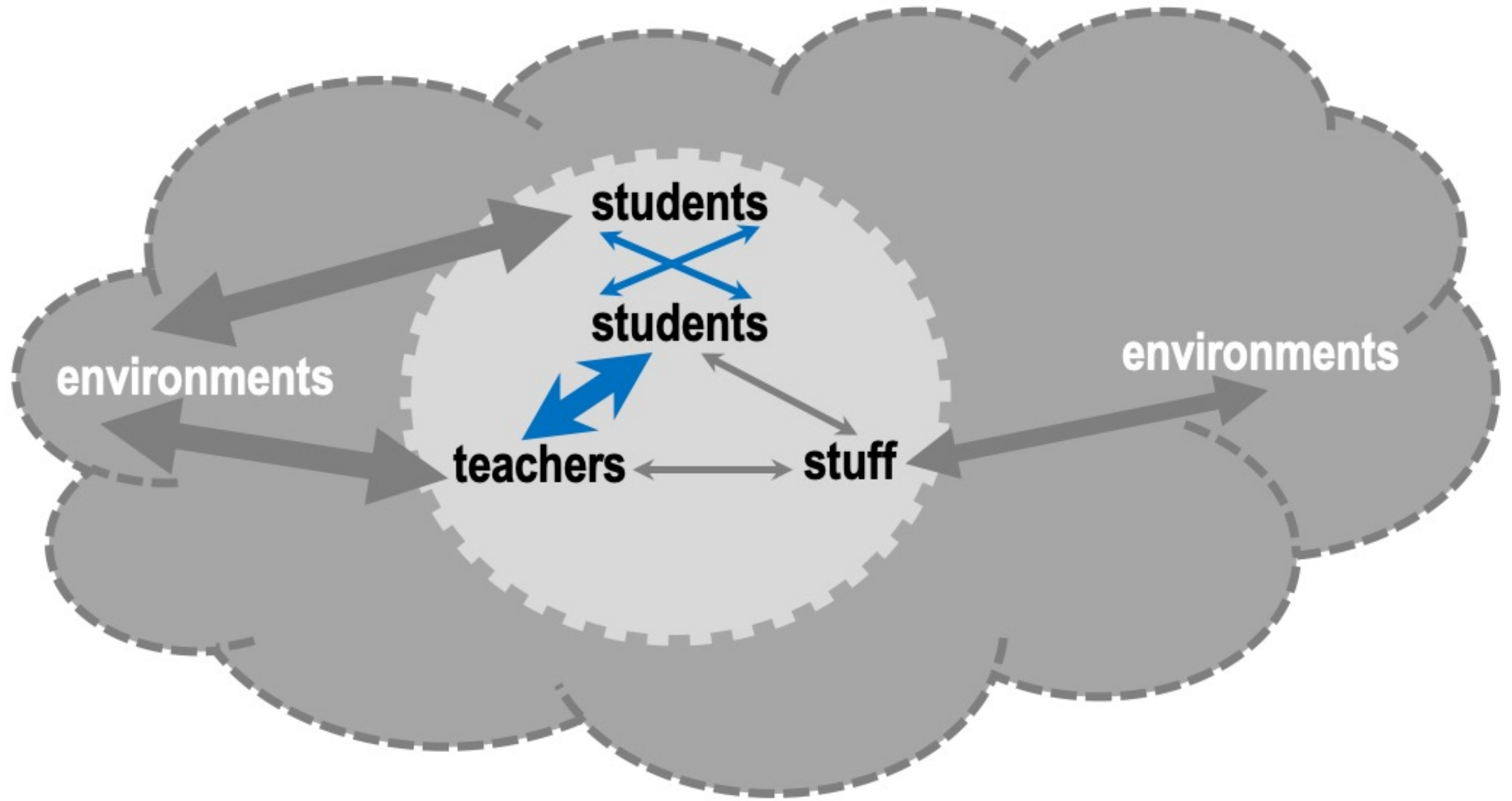
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(Available on YouTube [here](#))

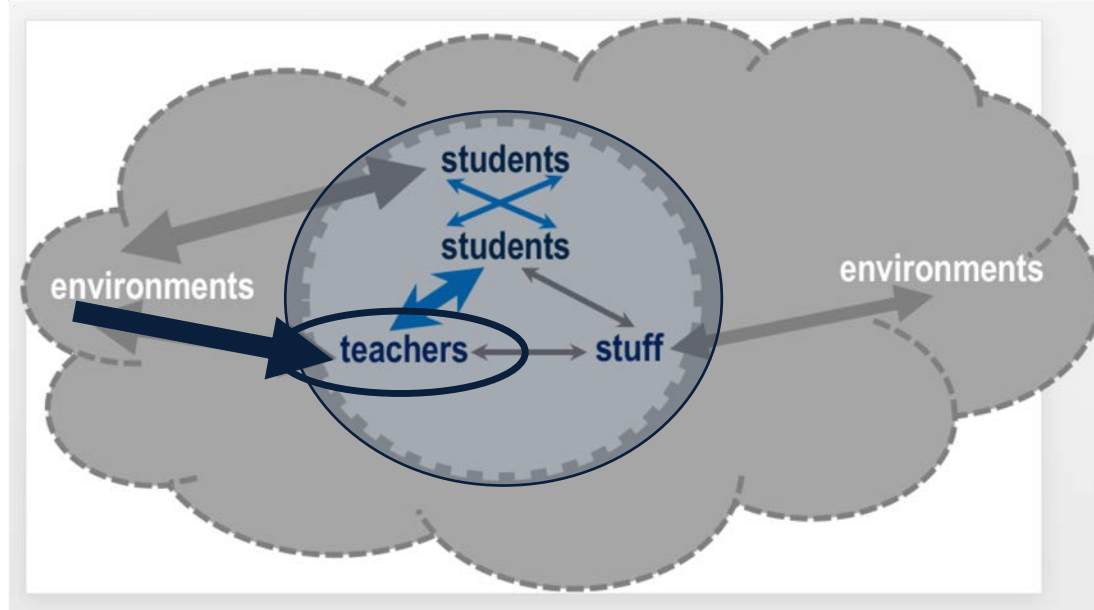


So what would be involved in our title — to “get up and stand up” to fight systemic injustice through teaching?

What is involved in disrupting this very successful curriculum of white supremacy?



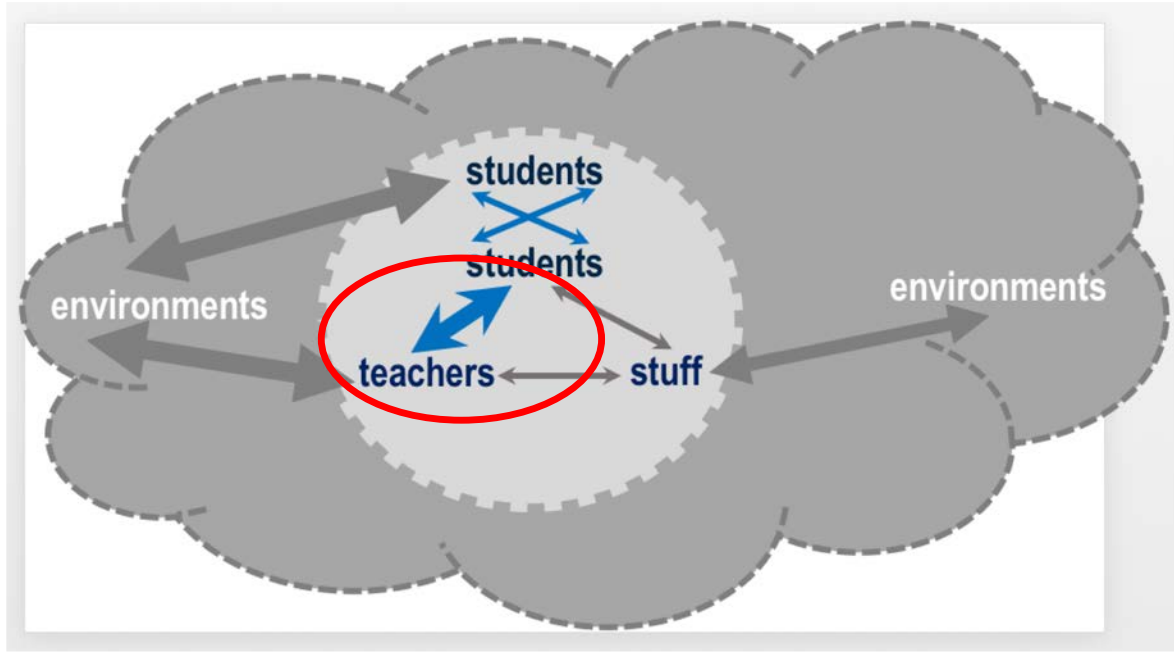




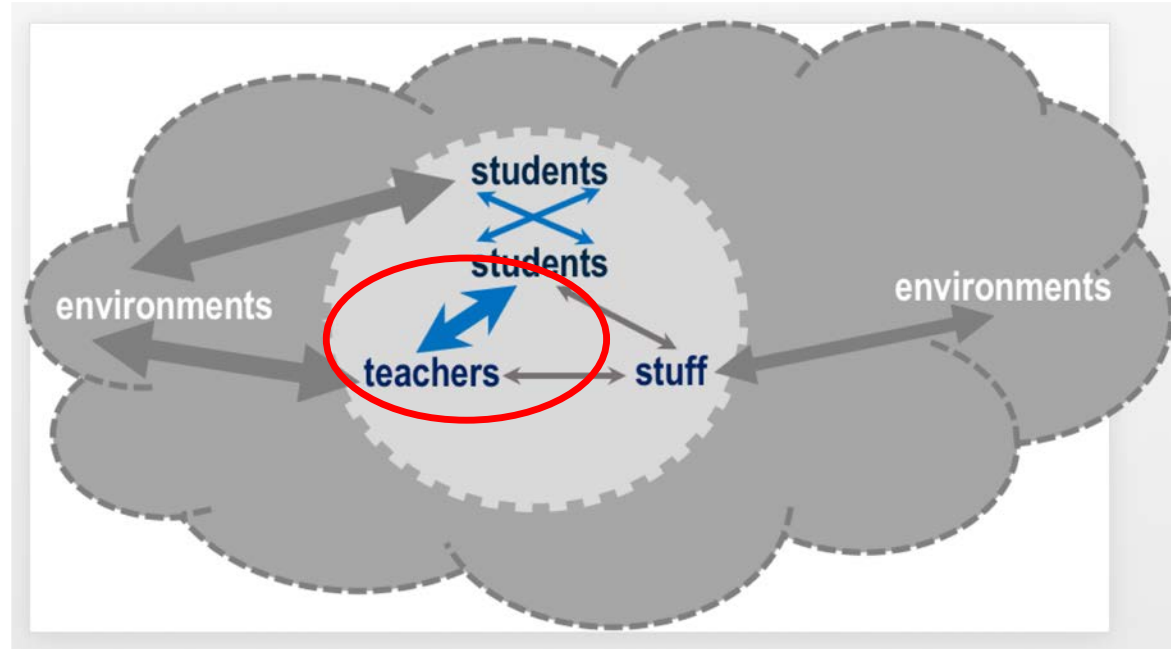
- Teaching is constrained by policies, curriculum, testing regimes. . .

- Teaching is highly idiosyncratic and individual.

Lipsky (1980), Shulman (1983)



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, Aniyah?	5. Selecting a student to present
Toni Other children	Playing with hair Laying on arms	6. Deciding whether to comment 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
Aniyah	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. (Aniyah writes $\frac{1}{7}$ by the orange line).	12. Setting task for the other students
Aniyah	I put one-seventh because there's-	
Toni	Did she say one-seventh?	13. Responding to student
Aniyah	(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 Aniyah 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



20 in 1:28

Speaker	Talk	
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 to discuss 2. Deciding to discuss 3. Framing 4. Framing board
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**Teacher**

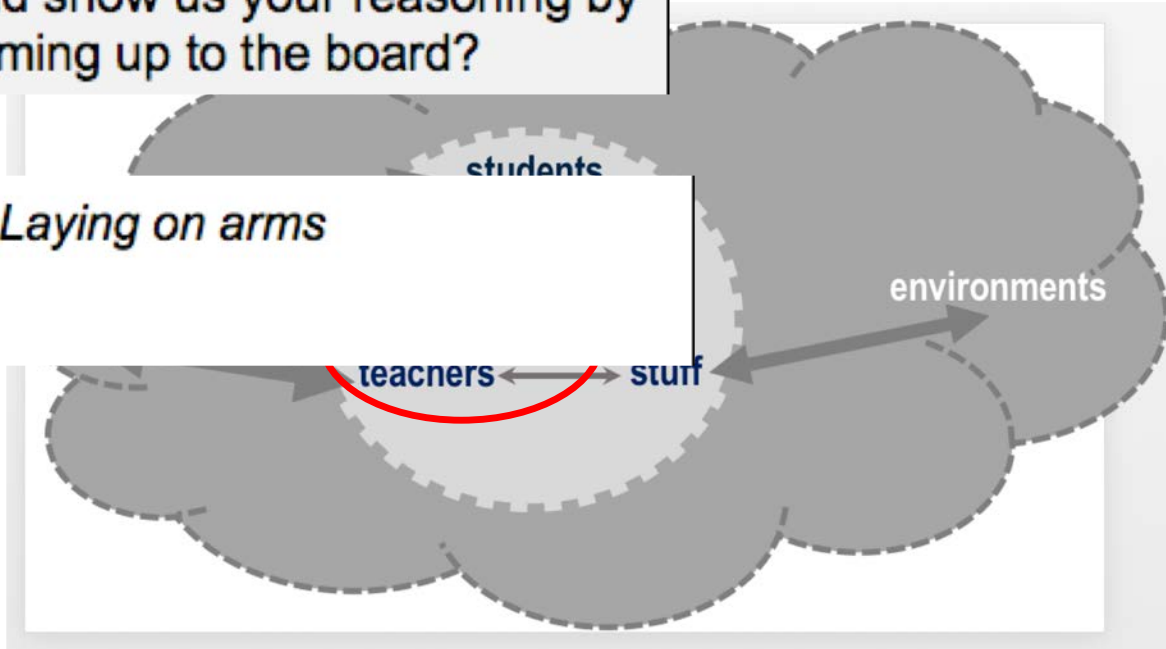
Who would like to try to explain what you think the answer is? And show us your reasoning by coming up to the board?

**Other children**

Laying on arms

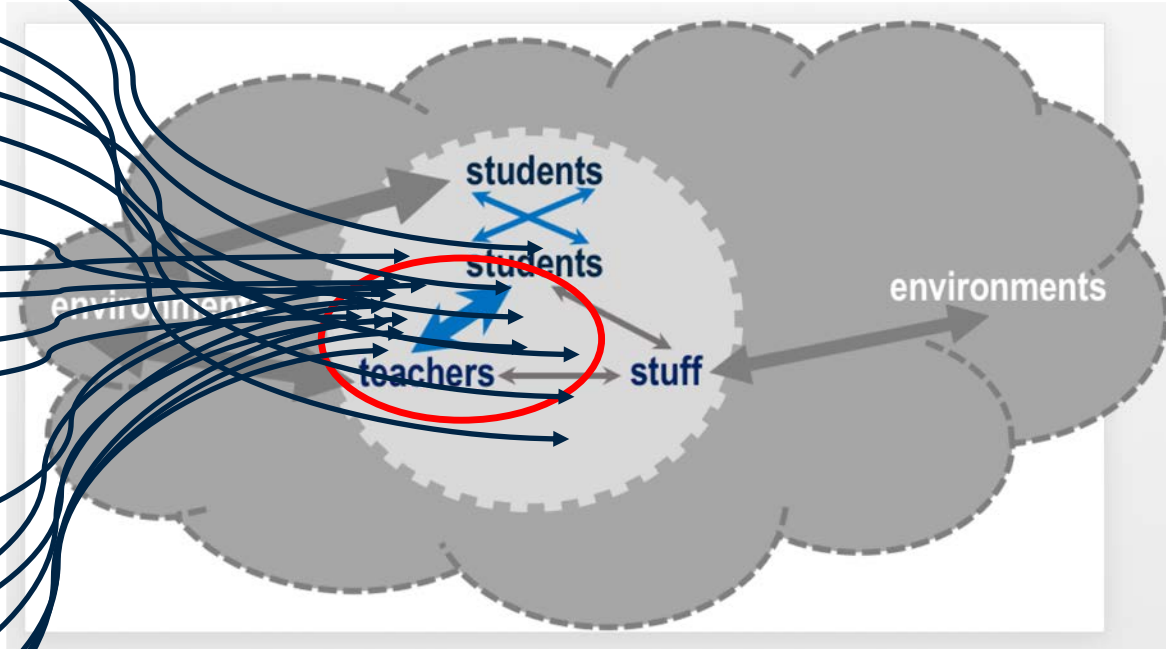
**Dante**

You did not!



20 in 1:28

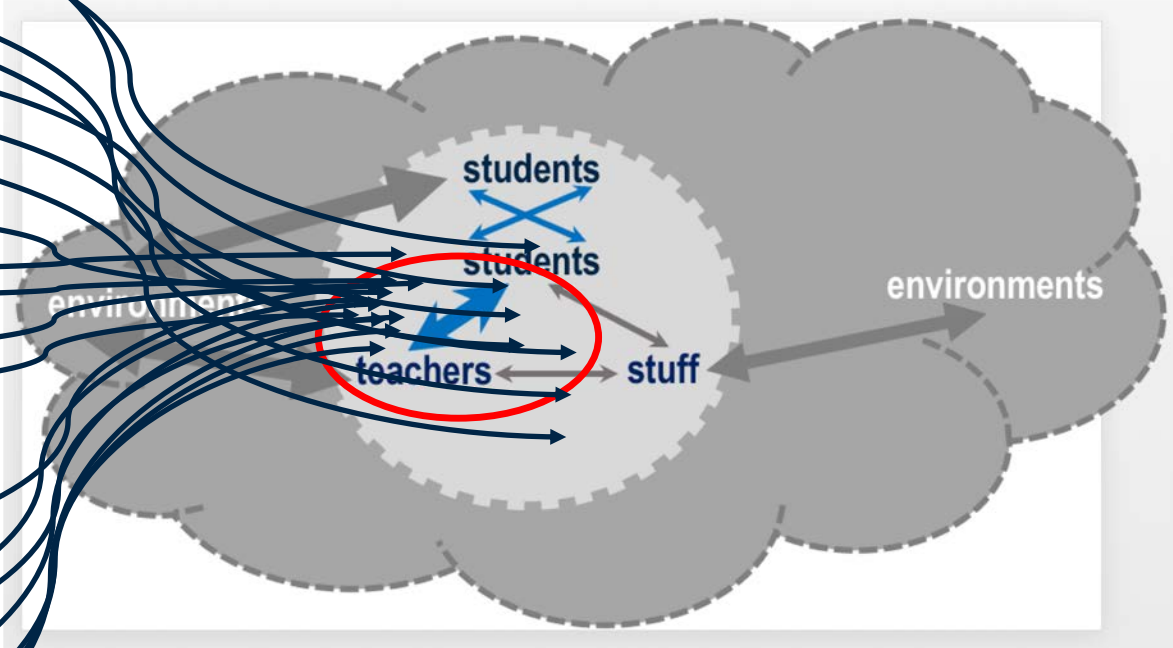
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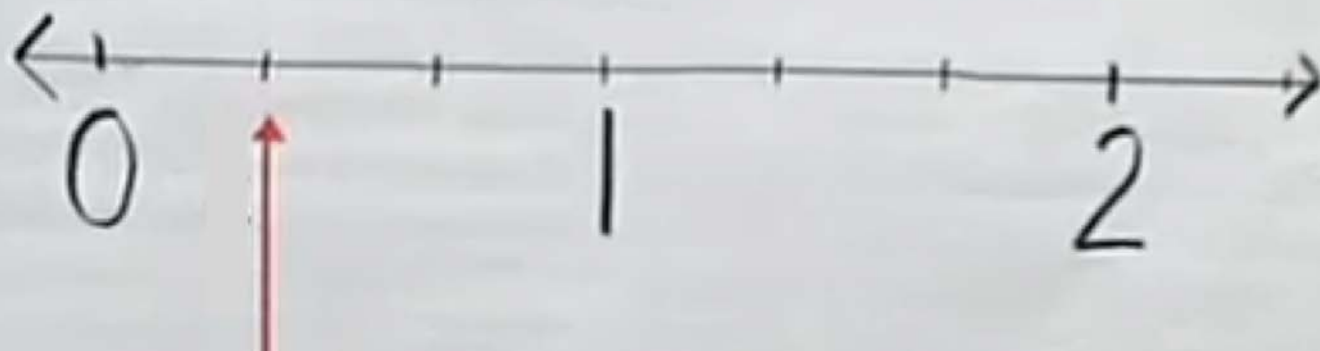
# Teaching is Dense with “Discretionary Spaces”

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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



20 in 1:28

What number does the orange arrow point to?  
Explain how you figured it out.

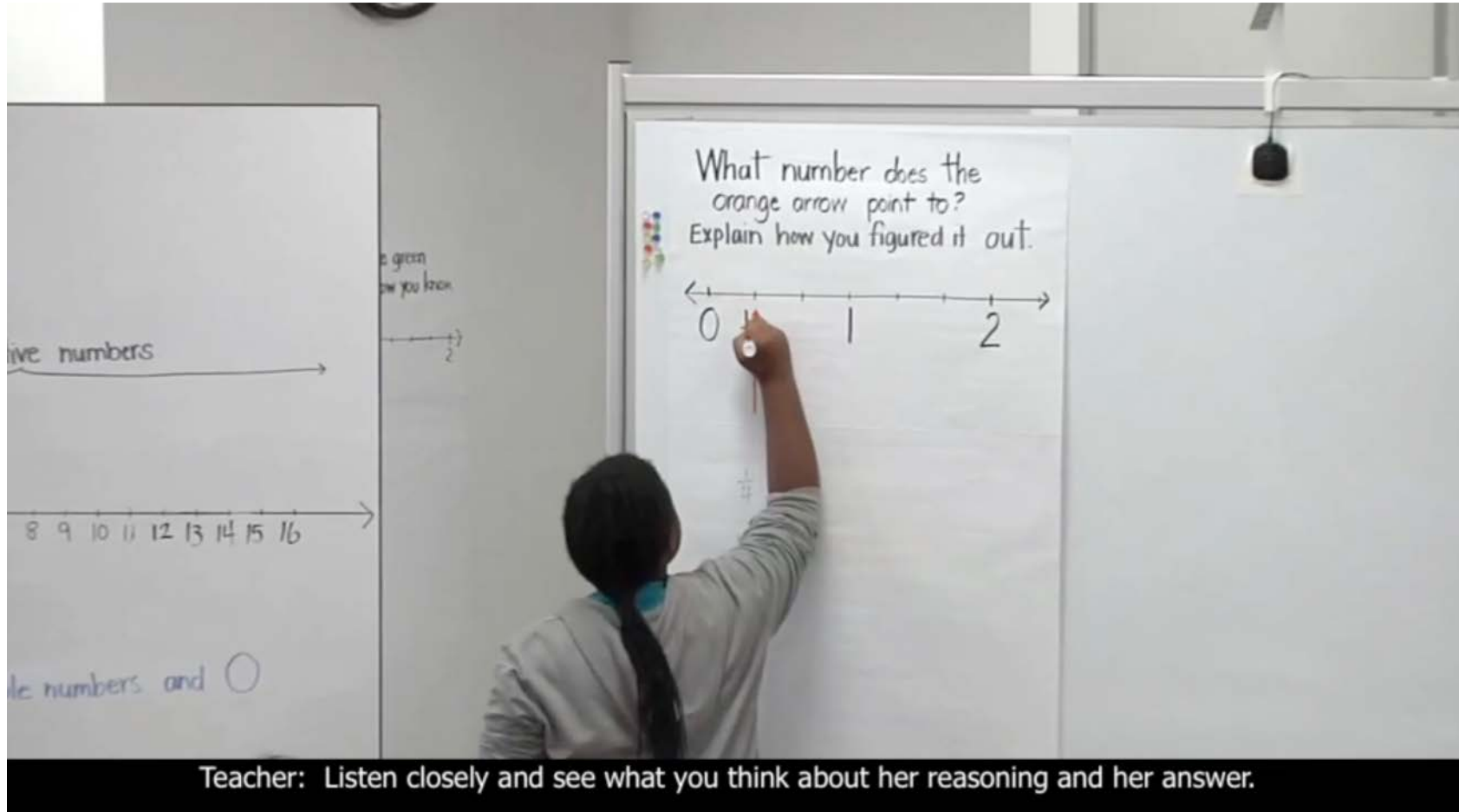


# Aniyah and Toni





# Video: Aniyah and Toni



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

# Discretionary Spaces in Just These Few Seconds

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. At 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



# Discretionary Spaces in Just These Few Seconds

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
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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?	
Anyiah	You want me to write it?	
Teacher	You're trying to mark what you think I explain how you figured it out.	
Teacher	Listen closely and see what you think and her answer. (Anyiah writes 1/7)	
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).	
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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 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

Toni

Did she say one-seventh?

Toni

Why did- (laughs at another student who says something to her from across the room)

Toni

Why did you pick one-seventh?



# Discretionary Spaces in Just These Few Seconds

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
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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
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Teacher	Let's listen to her answer now. That was a very good question.	19. Setting task for class
		20. Responding to student



# Seeing Inside Discretionary Space #19



(Gholson, Evan-Winter, Neal-Jackson)

- Toni is asking a question of Aniyah.
- Toni is laughing and playing with her hair.
- Toni and Aniyah are Black girls, who are positioned with different statuses in the classroom, have different physical embodiments, and perform their meanings and understandings of their Black-girlness in different ways.

## What to do next?

# What to Do Next in Discretionary Space #19?

- “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?”
- “What do others think?”

# What Does Each of These Different Exercises of Discretion Do?

## POSSIBLE 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?”
- “What do others think?”

## POSSIBLE 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 excluded and her mathematical point is sidelined.

# What Do These Three Different Teaching Moves Do to Toni and the Other Children?



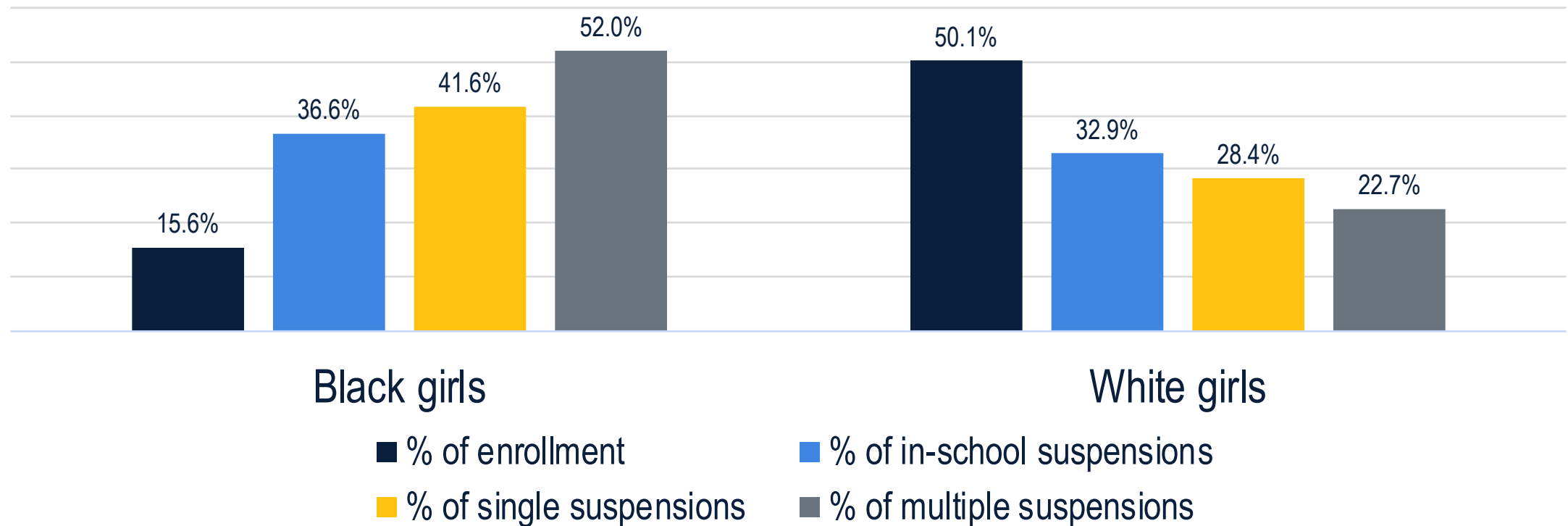
- Toni's contributions to the class are not read as appropriate or valuable.
- Her participation and mathematical attentiveness are made invisible.
- Her mathematical identity is not supported.
- These combine to eclipse her humanity.



- Toni is named as being a distraction, mocking Aniyah, and as playing with her hair.
- She is not seen as someone who contributes to math discussions, or who asks good questions.
- These combine to images of Black girls as “troublemakers” and not “good at math.”

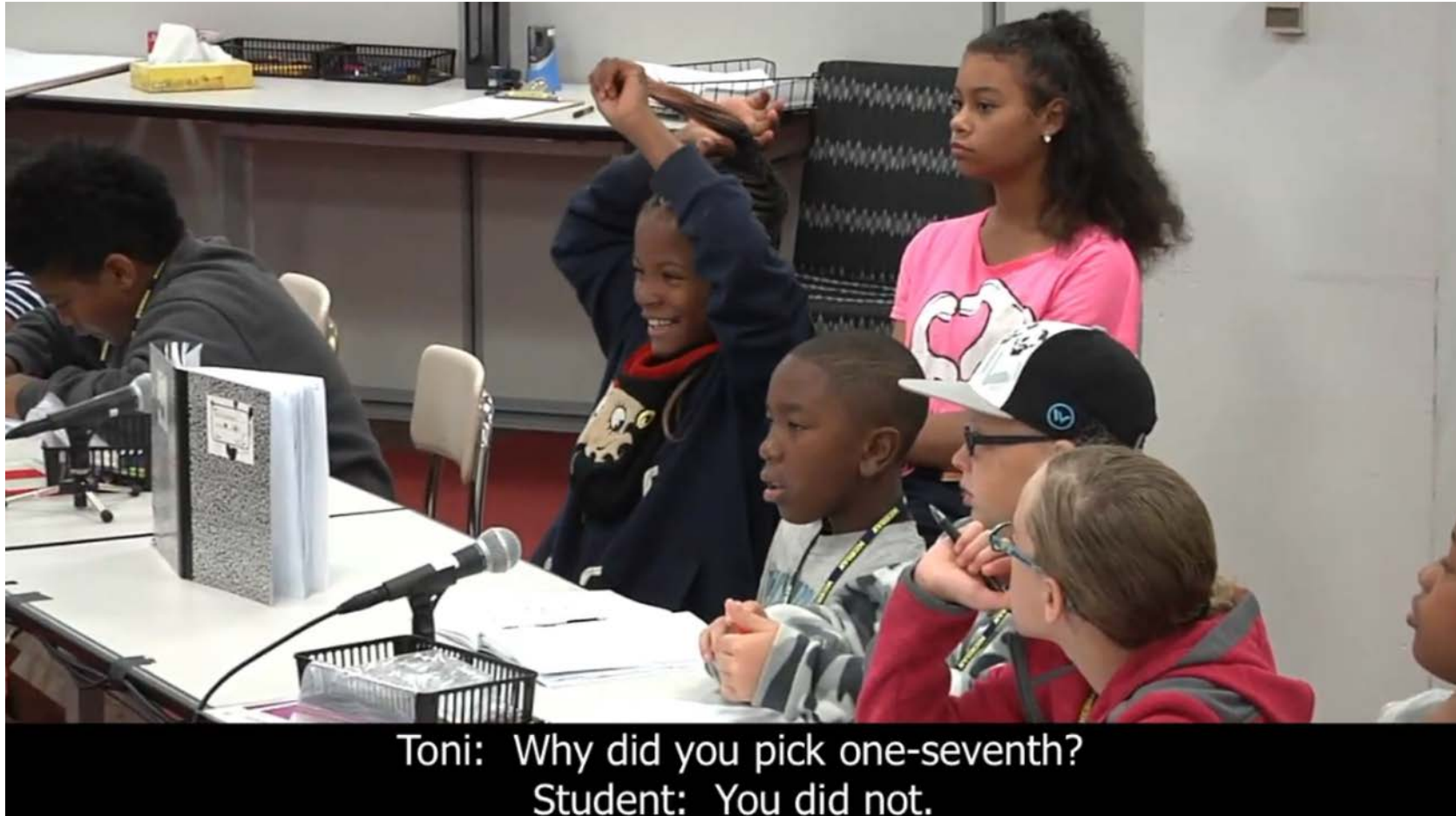


# Looking at the Micro Through the Macro: Discretionary Spaces and the Curriculum of White Supremacy



Epstein, Blake, & González (2017)

# Video: Aniyah and Toni



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

# Using a Discretionary Space to Disrupt Instead of Perpetuate the Pattern



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

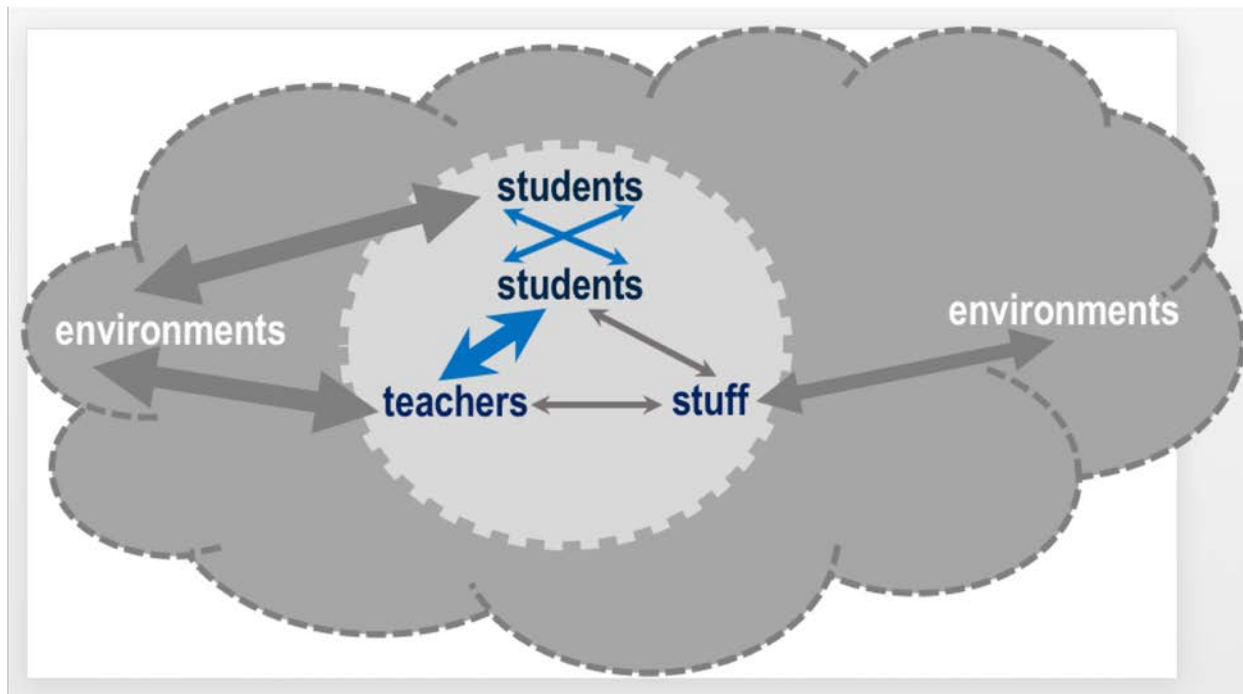


- Other children hear Toni being read as asking an important mathematical question
- Toni is positioned as a contributor to the discussion
- Children see a teacher attending to a Black girl's thinking and not as someone making trouble



What would it take to learn to use the discretionary spaces in teaching in ways that disrupt the curriculum of white supremacy, instead of reinforcing and perpetuating it?

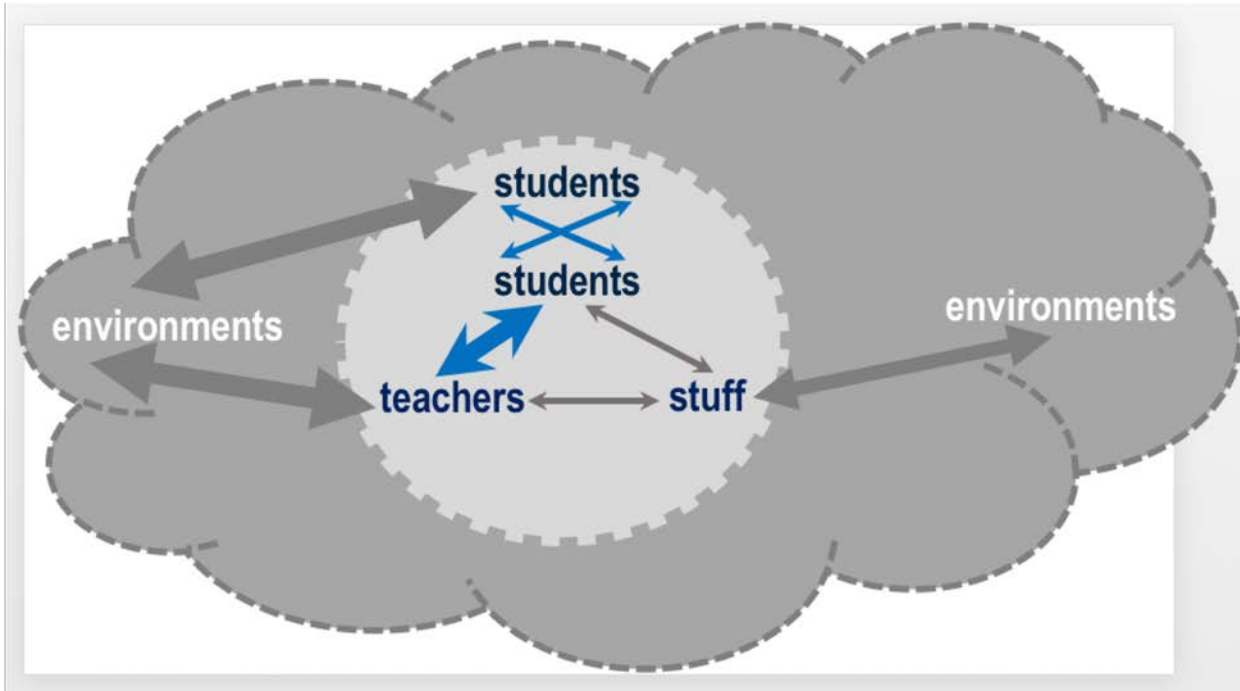
# What Regularly Fills the Discretionary Spaces in Teaching?



1. Teachers' experiences in a society filled with racism and oppression.
2. Normalized practices in schools that institutionalize dominant values and habits.

Lortie (1975), Banks, Grant and Koskela, Moll  
Anyon (1981), Heath, Martin, Tuck

# What Regularly Fills the Discretionary Spaces in Teaching?



Lortie (1975), Banks, Grant and Koskela, Moll  
Anyon (1981), Heath, Martin, Tuck

Professional education does not effectively intervene on these.

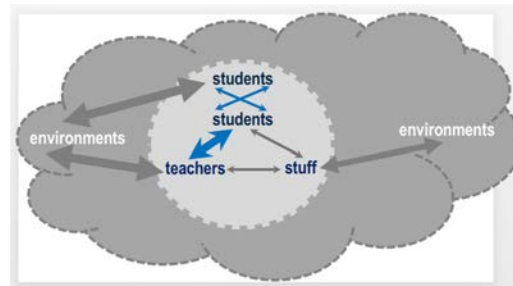
1. Teachers' experiences in a society filled with racism and oppression.
2. Normalized practices in schools that institutionalize dominant values and habits.

Professional education and teaching experience often teach these.

# What Does It Take to Disrupt the Patterns Through Which a Black Girl Is Marginalized?



- Seeing Toni's question as key to the class's work
- Taking as axiomatic the brilliance of Black children, and thus Toni and Aniyah



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



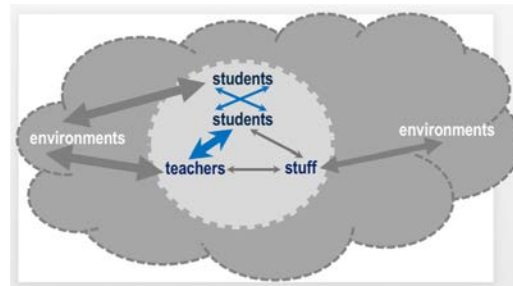
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Knowing and using mathematics in teaching (MKT)

Interpreting Toni as asking a mathematical question that she means



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

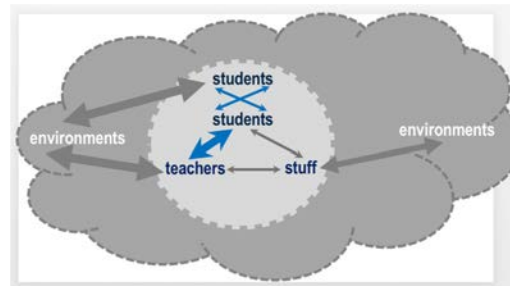
# What Does It Take to Disrupt the Patterns Through Which a Black Girl Is Marginalized?



- Seeing Toni's question as key to the class's work
- Taking as axiomatic the brilliance of Black children, and thus Toni and Aniyah
- . . . 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 Through Which a Black Girl Is Marginalized?

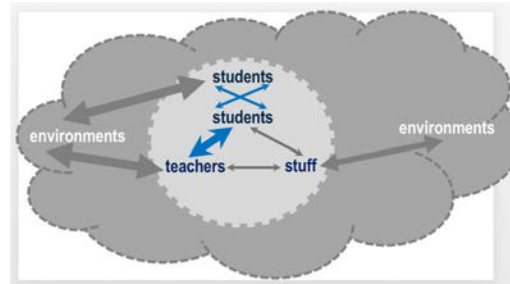


- Seeing Toni's question as key to the class's work
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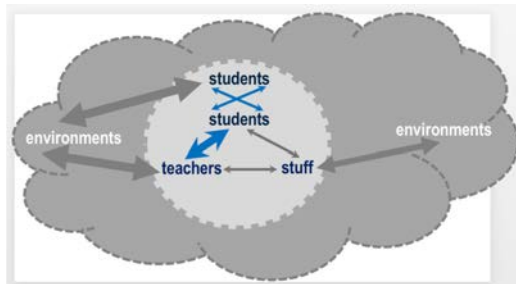
Interpreting Toni as asking a mathematical question that she means

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

# Disruption Requires Commitment and Learning



**. . . knowledge,  
awareness,  
beliefs,  
commitments**

- Seeing how racism and white supremacy permeate us, our institutions, and our patterns of practice
- Understanding oneself and one's identity and positionality in that history and experience of white supremacy
- Seeing the discretionary spaces that fill our practice
- Being committed to using those discretionary spaces to disrupt patterns of racism

**. . . knowledge, skill, judgment, adaptability**

- Understanding Black children as brilliant — instead of as “struggling” or “exceptional”
- Knowing content deeply to be able to hear and use children's ideas
- Developing broad and sensitive capability with language and communication
- Having a repertoire of teaching practices and nuanced skills at using them responsively in contexts
- Developing language, reasoning, and skills for continuing to grow and learn

<p><b>SUNDAY, JULY 19, 2020, 3:00 P.M. EST</b></p> <p><b>"Get Up, Stand Up": Fighting Systemic Injustice Through Teaching</b></p> <p>This keynote by Deborah Loewenberg Ball will shine a light on the superpowers we have to use our teaching as a force to disrupt injustice and the important ways we can...</p> <p>TeachingWorks</p> <p>Started Jul 19, 2020</p>	<p><b>Synchronous Workshop</b></p> <p><b>Leading Mathematically Productive Discussions</b></p> <p>How do teachers support students to build ideas through discussion while ensuring that we are disrupting patterns of inequities in classrooms? Join us for this synchronous daily...</p> <p>TeachingWorks</p> <p>Jul 20 - Jul 25, 2020 \$250</p>	<p><b>Synchronous Workshop</b></p> <p><b>Instructional Leadership Through the Examination of High-Leverage Practices</b></p> <p>Join us for this synchronous workshop focused on methods for observing and giving feedback on particular high-leverage practices, including strategies and protocols...</p> <p>TeachingWorks</p> <p>Jul 20 - Jul 25, 2020 \$250</p>	<p><b>Synchronous Workshop</b></p> <p><b>Mathematical Practices, Teaching Practices, and Social Justice: Making...</b></p> <p>Join us for this synchronous workshop to work with colleagues from across the country to connect students' work with mathematical practices, teaching practices, and...</p> <p>TeachingWorks</p> <p>Jul 20 - Jul 25, 2020 \$250</p>
<p>TeachingWorks 2020 Virtual Summer Institute</p> <p><b>Week 1 - July 20-24, 2020</b></p> <p><b>Synchronous Workshop</b></p> <p><b>Essentials for the 2020-2021 School Year</b></p> <p>The start of the school year, particularly this school year which follows an extended shift to online instruction or distance teaching, sets the stage for learning for the year...</p> <p>TeachingWorks</p> <p>Jul 20 - Jul 25, 2020 \$250</p>	<p>TeachingWorks 2020 Virtual Summer Institute</p> <p><b>Week 1 - July 20-24, 2020</b></p> <p><b>Asynchronous Workshop</b></p> <p><b>Enabling Equitable Participation in Classroom Discourse</b></p> <p>Join us for an asynchronous opportunity to learn how to demystify the work of creating classroom environments in which students are invited, empowered, and motivated...</p> <p>TeachingWorks</p> <p>Jul 20 - Jul 25, 2020 \$250</p>	<p>TeachingWorks 2020 Virtual Summer Institute</p> <p><b>Week 1 - July 20-24, 2020</b></p> <p><b>Asynchronous Workshop</b></p> <p><b>Instructional Leadership: Coaching to Interrupt Normative Teaching...</b></p> <p>This session will provide an opportunity for school administrators, mentor teachers, coaches, and others to advance their observation and coaching practice to focus on...</p> <p>TeachingWorks</p> <p>Jul 20 - Jul 25, 2020 \$250</p>	<p>TeachingWorks 2020 Virtual Summer Institute</p> <p><b>Week 1 - July 20-24, 2020</b></p> <p><b>Asynchronous Workshop</b></p> <p><b>Mathematical Knowledge for Teaching: Exploring the tasks of the EML</b></p> <p>Are you interested in building your own knowledge of mathematical tasks and how students understand them? Join us July 20 - 24, 2020 for an asynchronous session.</p> <p>TeachingWorks</p> <p>Jul 20 - Jul 25, 2020 \$250</p>
<p>TeachingWorks 2020 Virtual Summer Institute</p> <p><b>Week 1 - July 20-24, 2020</b></p> <p><b>Asynchronous Workshop</b></p> <p><b>(Re)Considering and Supporting Home-Based Learning -the-tasks-of-the-eml</b></p>	<p>TeachingWorks 2020 Virtual Summer Institute</p> <p><b>Week 1 - July 20-24, 2020</b></p> <p><b>Asynchronous Workshop</b></p> <p><b>Supporting Language Learners in the Elementary Classroom</b></p>	<p>TeachingWorks 2020 Virtual Summer Institute</p> <p><b>Week 1 - July 20-24, 2020</b></p> <p><b>Asynchronous Workshop</b></p> <p><b>Learning to Acknowledge Competence to Support Students' Learning and to...</b></p>	<p>TeachingWorks 2020 Virtual Summer Institute</p> <p><b>Week 2, July 28-31, 2020</b></p> <p><b>Synchronous Workshop</b></p> <p><b>Developing a Teacher Education Program Focused on...</b></p>



This takes collective professional and personal work.

The workshops and interactions in the week ahead offer one such opportunity and resources for our ongoing work as educators in the struggle to use teaching as a force for justice.

We who believe in freedom cannot rest  
We who believe in freedom cannot rest until it  
comes

Until the killing of Black men, Black mothers'  
sons  
Is as important as the killing of white men, white  
mothers' sons

That which touches me most  
Is that I had a chance to work with people  
Passing on to others that which was passed on  
to me

To me young people come first  
They have the courage where we fail  
And if I can but shed some light as they carry us  
through the gale

Music: "Ella's Song," written by Dr. Bernice Johnson Reagon and  
performed by Sweet Honey in the Rock (available on Spotify [here](#))

The older I get the better I know that the secret of my  
going on  
Is when the reins are in the hands of the young, who  
dare to run against the storm

Not needing to clutch for power  
Not needing the light just to shine on me  
I need to be one in the number as we stand against  
tyranny

Struggling myself don't mean a whole lot, I've come to  
realize  
That teaching others to stand up and fight is the only  
way my struggle survives

I'm a woman who speaks in a voice and I must be  
heard  
At times I can be quite difficult, I'll bow to no man's  
word



“To me young people come first, they have the courage where we fail . . .”



“ . . . teaching others to stand up and fight is the only way my struggle survives . . . ”

Music: “Ella’s Song,” written by Dr. Bernice Johnson Reagon and performed by Sweet Honey in the Rock (available on Spotify [here](#))

**This is our work. To build teaching as a force for justice.**

Our power is in our collective efforts to get up, to stand up . . . . .

. . .to learn, to grow, to share, and to push forward with the fight.





What if we recognized this moment as also a possibility to reconfigure life towards the world we want?  
What kinds of new questions would we ask, what kinds of reimagining might we do together?

Na'ilah Suad Nasir and Megan Bang, Spencer Foundation (2020)

# Thank You: Colleagues and Students

## Colleagues

- Chandra Alston
- LaTisha Ballard
- Hyman Bass
- Alyssa Brandon
- Monique Cherry-McDaniel
- Nicole Cirino
- Francesca Forzani
- Nicole Garcia
- Maisie Gholson
- Imani Goffney
- Simona Goldin
- Mark Hoover
- Debi Khasnabis
- Cheryl McPherson
- Carla O'Connor
- Mikkaka Overstreet
- Carla Shalaby
- Kara Suzuka
- Kathryn Taylor
- Kyana Taylor
- Camille Wilson
- Suzanne Wilson

## Students

- Karen Ahn
- Gabrielle Bernal
- Annie Blais
- Amber Davis
- Rosalie DeFino
- Kolby Gadd
- Rebecca Gadd
- Susanna Farmer
- Lauren Hickman
- Lindsey Mann
- Blake Noel
- Darrius Robinson
- Sabrina Salazar
- Emily Theriault-Kimmey
- William Waychunas
- Charles Wilkes
- Amber Willis

THANK YOU!

[dball@umich.edu](mailto:dball@umich.edu)

Slides will be available on my website

<https://deborahloewenbergball.com/>

(“Google” Deborah Ball)



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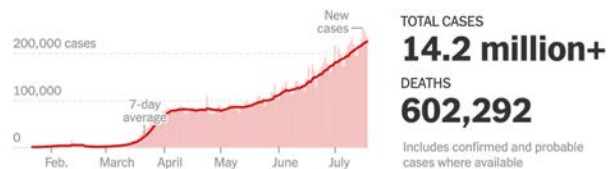


Image on slides 2 and 57:  
“Ripped Fabric Image” by clker user >\SAS.  
Retrieved from <http://www.clker.com/clipart-488659.html#>



Images on slide 3:  
Interactive Coronavirus map and graph from *The New York Times*  
Retrieved from <https://www.nytimes.com/interactive/2020/world/coronavirus-maps.html>

By The New York Times Updated July 19, 2020, 8:31 A.M. E.T.



# Credits



Image on slide 3:

Photo from “As hospitals focus on coronavirus, patients with other illnesses wait in fear,” by Ellie Kaufman, *CNN*

Retrieved from <https://www.cnn.com/2020/04/04/health/sick-without-covid-wellness/index.html>



Image on slide 3:

Photo from “World virus cases top 6 mln as leaders disagree on pandemic response,” *The Edition*

Retrieved from <https://edition.mv/world/16988>



Image on slide 4:

Photo from “Cuomo Allows Businesses to Deny Entry to Customers Not Wearing Masks” by Alexa Lardieri, *U.S. News & World Report*.

Retrieved from <https://www.usnews.com/news/national-news/articles/2020-05-28/andrew-cuomo-allows-businesses-to-deny-entry-to-customers-not-wearing-masks>

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Image on slide 4:

Photo from “Should my kid wear a face mask? What parents need to know” by Grace Dickinson, *The Philadelphia Enquirer*

Retrieved from <https://www.inquirer.com/family/kids-masks-facemask-coronavirus-covid19-mask-size-20200428.html>



Image on slide 4:

Photo from “How the fatality rate of Coronavirus changes with age” by Niall McCarthy, *World Economic Forum*

Retrieved from <https://www.weforum.org/agenda/2020/03/coronavirus-covid19-cov2-wuhan-china-virus-disease-risks-fatality-rates>



Image on slide 4 and 55:

Photo from “Should your child wear a face mask in public? How do I get my child to wear a face mask?” by Amber Diaz and Sarah Cody, *News 8 WTHN*.

Retrieved <https://www.wtnh.com/on-air/connecticut-families/should-your-child-wear-a-mask-how-do-i-get-my-child-to-wear-a-face-mask/>

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Image on slide 5:

Photo from “Why you shouldn't help your kids with their homework,” by A. Pawlowski, *Today*

Retrieved from <https://www.today.com/parents/why-you-shouldnt-help-your-kids-their-homework-1D79558306>



Image on slides 5 and 55:

Photo from “COVID-19: Education becomes another victim of coronavirus” by Eric Marks, *This is Reno*.

Retrieved from <https://thisisreno.com/2020/04/covid-19-education-becomes-another-victim-of-coronavirus/>



Image on slide 5:

Photo from “How to help children with ADHD thrive in a virtual schoolhouse” by Kristen Rogers, *CNN*.

Retrieved from <https://www.cnn.com/2020/05/23/health/online-school-children-adhd-coronavirus-wellness/index.html>

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Image on slide 5 and 55:  
Photo from “Imagine math a home,” *Imagine Learning*.  
Retrieved from <https://www.imaginelearning.com/at-home>



Image on slide 6:  
Screen capture from Brittany Packnett Cunningham's Facebook page.  
Retrieved from <https://www.facebook.com/MsPackyetti/posts/560564601233456>



Image on slide 6:  
Graph from “COVID-19's Devastating Impact On African Americans,” by Niall McCarthy, *statista*  
Retrieved from <https://www.statista.com/chart/21364/african-american-share-of-covid-19-deaths/>



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Image on slide 7:

Graphic from “A Decade Of Watching Black People Die” by Code Switch, *National Public Radio*.

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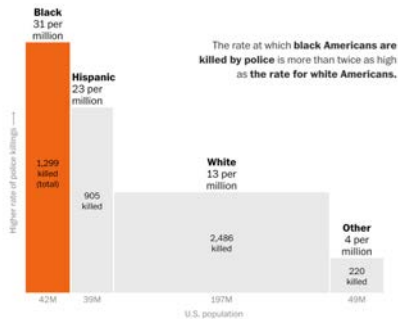


Image on slide 8:

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Image on slide 9:

Photo from “The Black Lives Matter protests preview the politics of a diversifying America” by Ronald Brownstein, *CNN*.

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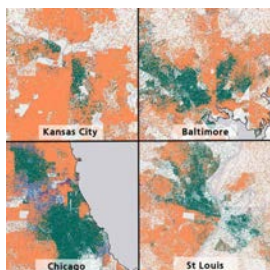


Image on slide 11:  
Graphic from “Why don't black and white Americans live together?,” by Rajini Vaidyanathan, *BBC News*  
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Graphic from “The Criminal Justice Reform Plans of 2020: And Why Kamala Harris’ is the Best,” by Mia Brett, *Medium*

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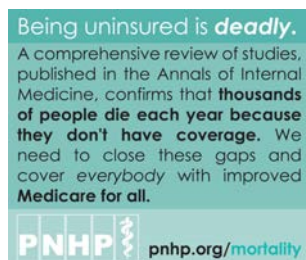


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Image on slides 12–14, 22, and 44:

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

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

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Image on slides 12–14, 22, and 44:

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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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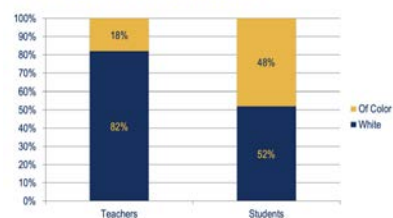
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Image on slides 14, 22, and 44:

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/>

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



Data on slide 16:

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Image on slide 17:

Photo from “19th Amendment Centennial Celebration.”

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Photo from “When Did African Americans Actually Get the Right to Vote?,” by Sarah Pruitt, *History.com*.  
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Image from “Slavery: Good Times,” by Janet S., *Racespective*.  
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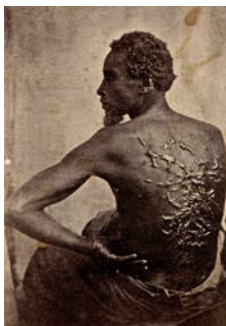
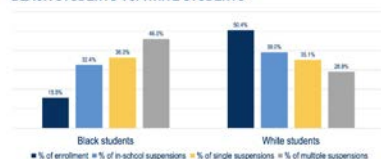


Image on slide 17:  
Photo from “The Scourged Back: How Runaway Slave and Soldier Private Gordon Changed History” by Frank H. Goodyear, III, *America’s Black Holocaust Museum*.  
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RATES OF SUSPENSION:  
BLACK STUDENTS VS. WHITE STUDENTS



Data on slide 19–21:  
2013–14 Discipline Estimations by Discipline Type, U.S. Department of Education  
Retrieved from [https://ocrdata.ed.gov/StateNationalEstimations/Estimations\\_2013\\_14](https://ocrdata.ed.gov/StateNationalEstimations/Estimations_2013_14)

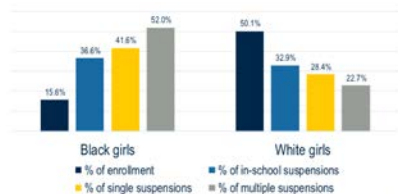
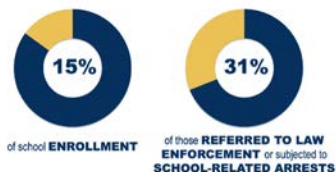
BLACK BOYS MAKE UP:



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Office for Civil Rights. (2018). 2015–16 Civil Rights Data Collection: School Climate And Safety. Washington, DC: U.S. Department of Education.  
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Epstein, R., Blake, J., & González, T. (2017). *Girlhood interrupted: The erasure of Black girls' childhood*. Washington, DC: Georgetown Law Center on Poverty and Inequality.

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Image on slide 53:

Photo from “Teachers Share How Often Their Schools Talk About Race,” by Joanna Breault., *We Are Teachers*.

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Image on slide 53:

Photo from “See up to 16 Google Meet participants at once with tiled layout,” *Gsuite Updates*.

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