

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.

1. How is teaching powerful?

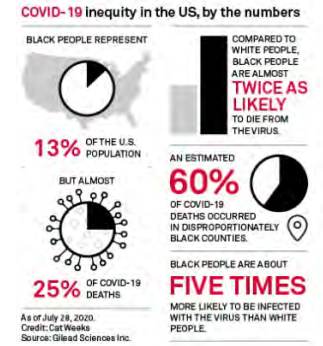
Teaching is powerful for individuals.

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

It is also powerful systemically.

2. What are “continuities of racial injustice”?

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ECONOMIC INEQUALITY



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.



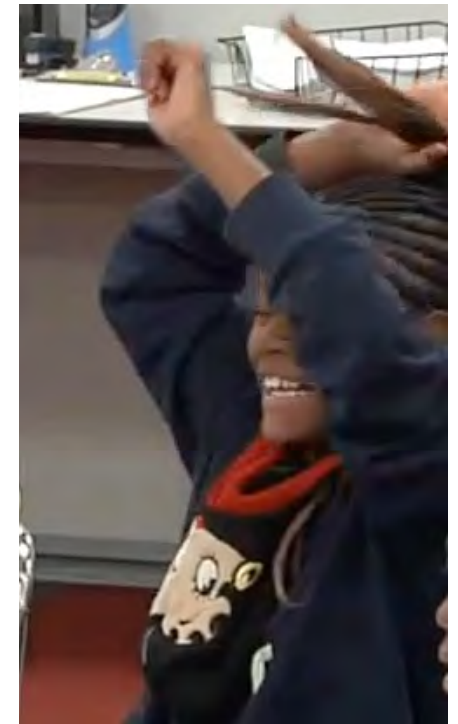
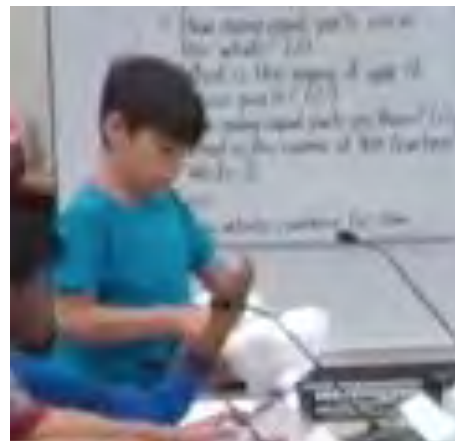
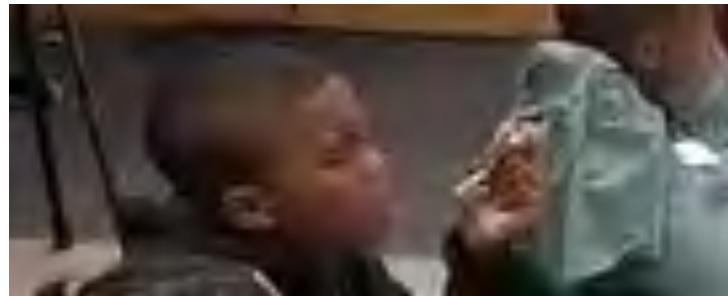
3. What does it mean to talk about “normalized practice”?



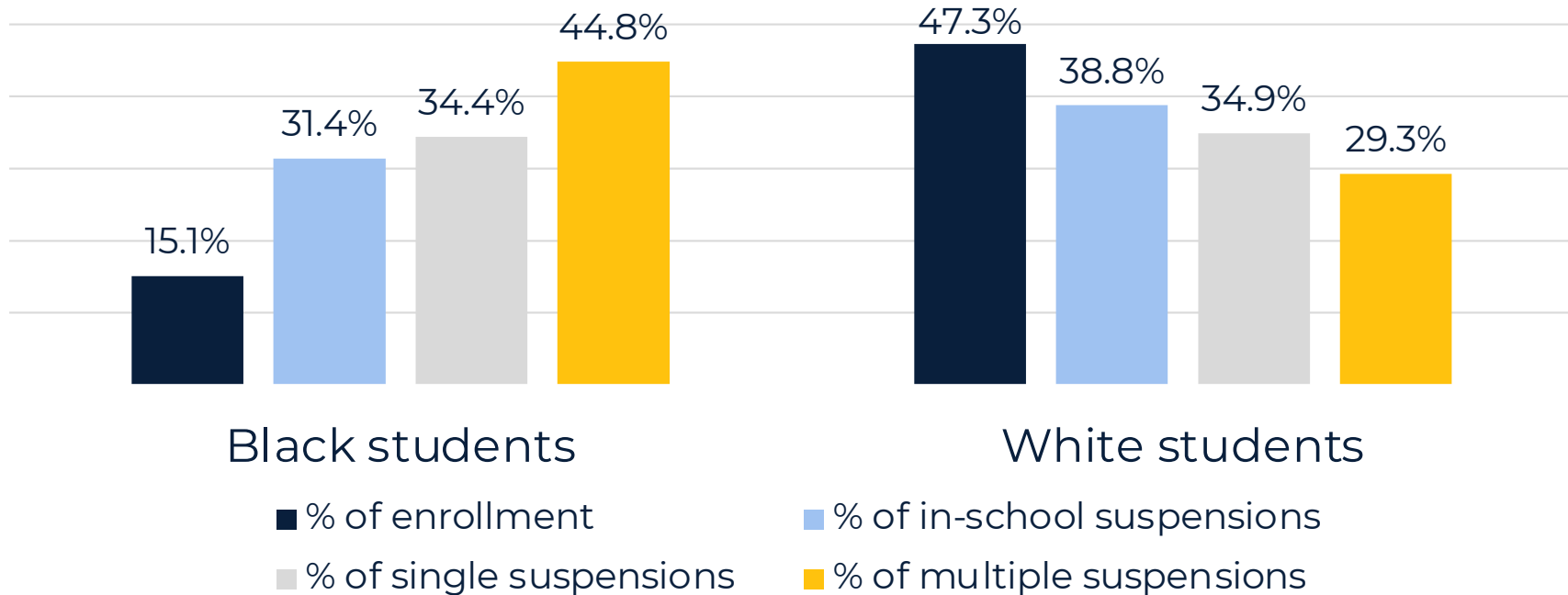
What does **carpet time** look like?



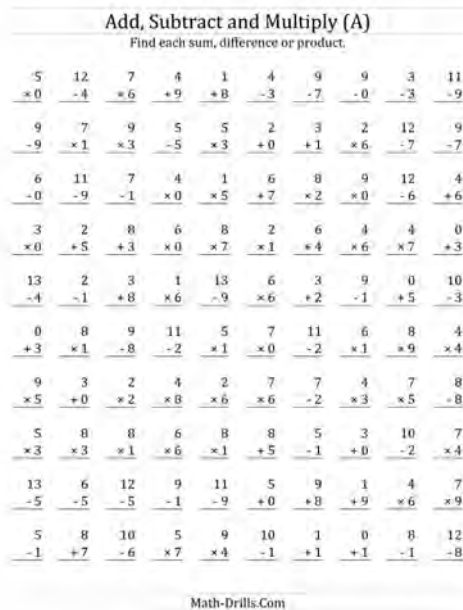
Everyday normalized practice



Patterns of discipline and punishment



Normalized practice is familiar



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

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

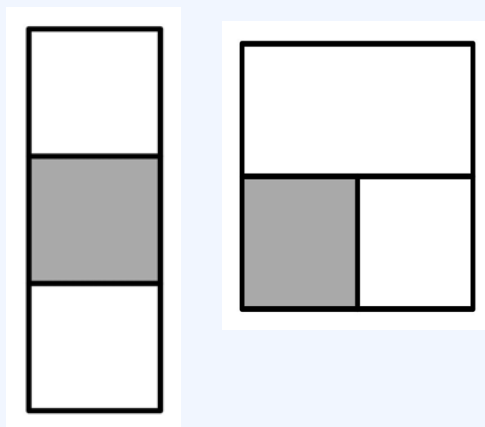
Their harms, and how they contribute to harm, are often not noticed.

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

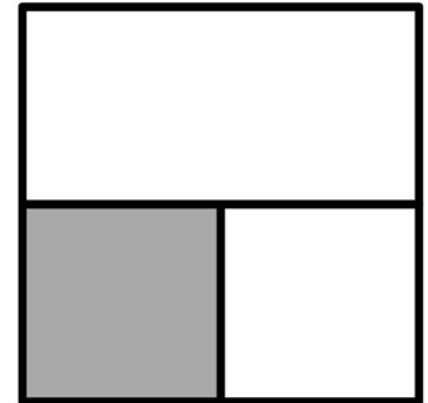
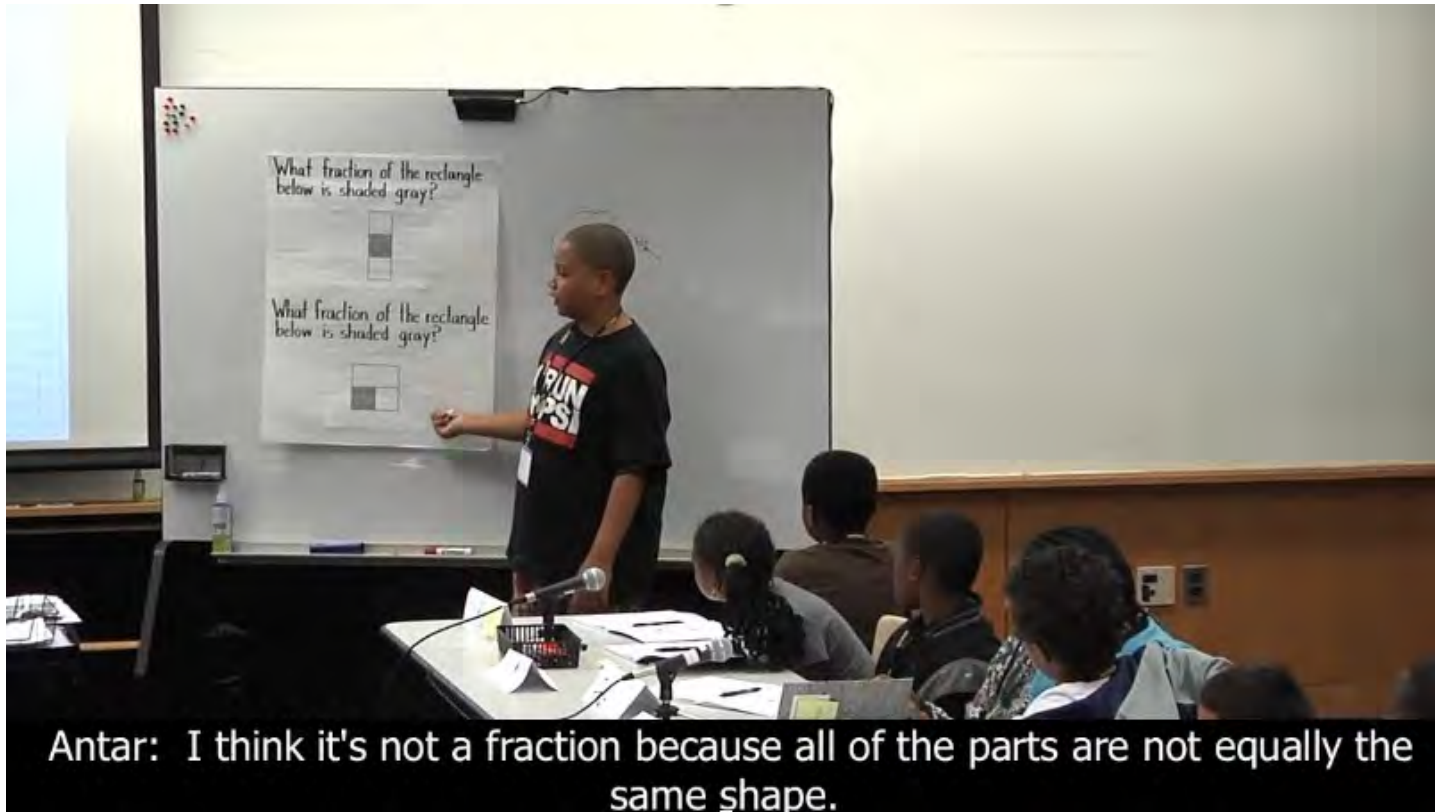
1. Broadening what it means to “participate”
2. Acknowledging competence
3. Reframing “error”

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?





“Positioning” theory

A theory from social psychology, originated by Bronwyn Davies and Rom Harré

Focuses on how discursive and other moves in social interactions and situations set up how people are seen, interpreted, and how people experience and feel themselves to be seen interpreted, and how they experience their sense of self in that context.

Davies, B. & Harré, R. (1990). Positioning: The discursive production of selves. *The Journal of Social Behavior*, 20(1) 43–63.



Acknowledging competence

Deliberately deploying power to:

1. Broaden and label what being competent (“smart”) in a given context means
2. Intervene to position who (and what) is seen as competent in that context
3. Support positive individual identities and self-positioning

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?

1. Having a broad understanding of the content or domain oneself
2. Using the concept of “positioning” to intervene to influence who (and what) is seen as competent
3. Strategically making these moves in authentic and well-timed ways; having ways to do that that are sensitive



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

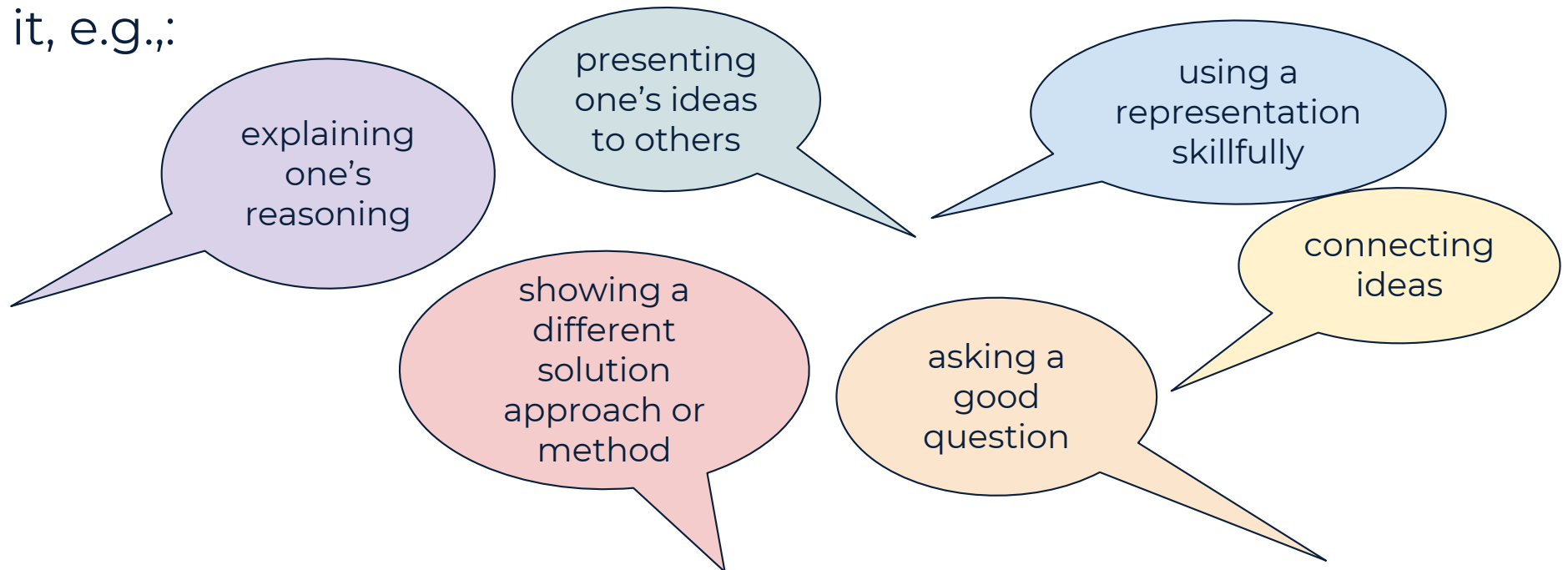
Acknowledging competence

- ★ “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.”



Practicing acknowledging competence

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



Acknowledging competence is a disruptive practice

Disrupting patterns of:

- Narrow, reductive, and distorted views of mathematics
- “Under-teaching”
- Who is seen as mathematically competent
- Negative and deficit views students carry of themselves



What is involved in acknowledging competence?

1. Recognizing and broadening conceptions of what comprises mathematics and mathematical competence, and seeing that in children
2. Understanding the broader systemic factors that shape everyday micro-interactions related to racism and other forms of oppression (sexism, linguicism, ableism, classism) and seeing risks and status hierarchies in one's own class.
3. **Based on #1 and #2, intervening explicitly to acknowledge particular students' competence.**



Two possible ways to acknowledge competence

1. You could name a specific competence that a particular student displayed in something they did or said and why that is important in doing math.
2. You could ask the class what a particular student did that is a really important thing to do in doing math and what is valuable about that.

Remember to be broadening conceptions of math and mathematical competence.

Other possibilities exist. We'll start with these.



Practice

Antar, Gabrielle, Gabi, Virshawn, Marquis, Kassie

1. What competences would you acknowledge here?
2. Whom would you choose to acknowledge and why?
3. What would you actually say?



What will be valued in one's own context and not inadvertently cause harm? What could land in ways that reinforce instead of disrupt patterns of racism and other forms of oppression?



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”?



Looking back across this session

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1

July 24-28, 2023 at Wayne RESA

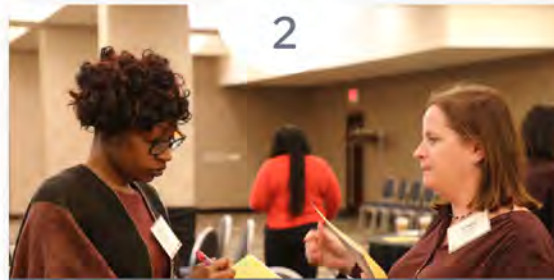
FREE Remote Participation for Early Mathematics Teachers

Elementary Mathematics Laboratory



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

events.gomaisa.org/catalog/eventdetails/1



2

August 2023 in Ann Arbor, MI

Introduction to Practice-Based Teacher Education Workshop



Familiarize yourself with the basic concepts and tools of practice-based teacher education and approaches to teaching instructional practice.

teachingworks.org/pbte-workshop



3

October 2023 in Ann Arbor, MI

Coaching Institute



Unpack and practice the work of coaching and supporting beginning teachers to build your instructional skill in a supportive and dynamic environment.

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Photo from “Mass Incarceration Is Declining — But Not For Women” by Robert P. Alvarez, Institute for Policy Studies.
Retrieved from <https://ips-dc.org/mass-incarceration-is-declining-but-not-for-women/>



Image on slide 5:
Photo from “Housing cuts would exacerbate inequality” by Laura Mascuch, Kristin Miller, Jolie Milstein, and Barika Williams, *New York Daily News*.
Retrieved from <https://www.nydailynews.com/opinion/ny-oped-housing-cuts-would-exacerbate-inequality-20200623-k2gxn6btrvh6bos6sgwlijokby-story.html>

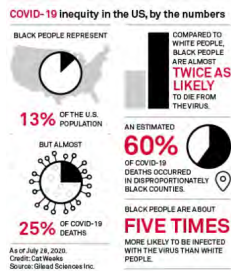


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Graphic from “Enough is enough: Gilead-Morehouse study racial, ethnic disparity in COVID-19,” by Michael Gibney, S&P Global Market Intelligence.
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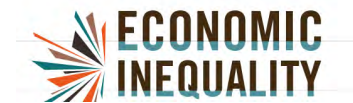


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Photo from “On International Day, UN spotlights indigenous peoples' right to education,” United Nations.
Retrieved from <https://news.un.org/en/story/2016/08/536292-international-day-un-spotlights-indigenous-peoples-right-education>



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Photo from “UN agrees to urgent debate on racism and police violence,” Deutsche Welle (DW).
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Image on slide 8:

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/>



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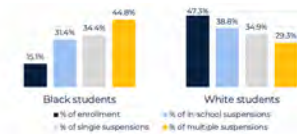
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Photo from “When can my school discipline me? What is corporal punishment,” by Judge Tom, AskTheJudge.info
Retrieved from <http://askthejudge.info/what-is-corporal-punishment/>



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U.S. Department of Education Office for Civil Rights. (2021). 2017–18 State and National Estimations. [Data spreadhseets]. Retrieved from <https://ocrdata.ed.gov/estimations/2017-2018>

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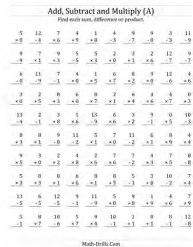


Image on slide 11:

"The Adding, Subtracting and Multiplying with Facts From 0 to 9 (A) Math Worksheet Page 1"

Retrieved from https://www.math-drills.com/multiop/mixed_operations_asm_vertical_100_0009_0009_001.php



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Photo of Bronwyn Davies.

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