

The Power of Teaching in the Struggle for Justice

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Iowa Association of Mathematics Teacher Educators

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Understanding the power of the work of teaching and its role in the struggle for justice

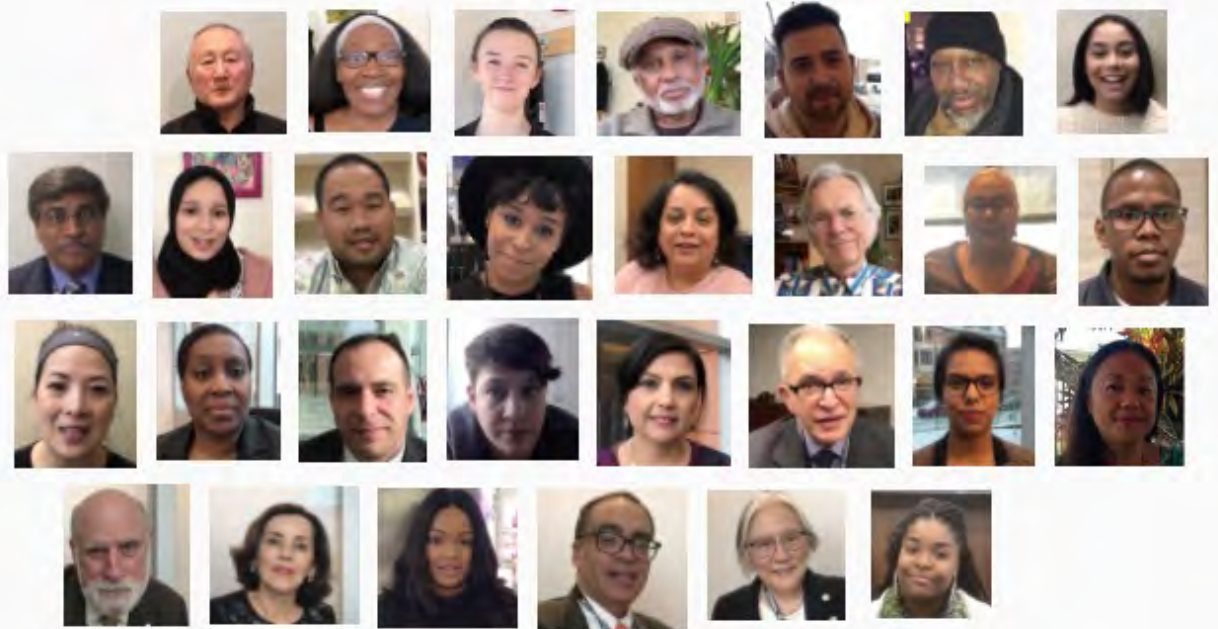
How is teaching powerful?

Why does it matter when we don't pay attention to the actual work of teaching?

How can we leverage the power of teaching?



1. How is teaching powerful?



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



2. Why does it matter when we don't pay attention to the actual work of teaching?



We fail to connect the dots.

**And that means that our actions are
complicit in continuing pervasive
patterns of injustice and inequity.**



COVID-19 inequity in the US, by the numbers

BLACK PEOPLE REPRESENT



13% OF THE U.S. POPULATION

BUT ALMOST



25% OF COVID-19 DEATHS

COMPARED TO WHITE PEOPLE, BLACK PEOPLE ARE ALMOST **TWICE AS LIKELY** TO DIE FROM THE VIRUS.

AN ESTIMATED

60%

OF COVID-19 DEATHS OCCURRED IN DISPROPORTIONATELY BLACK COUNTIES.

BLACK PEOPLE ARE ABOUT **FIVE TIMES**

MORE LIKELY TO BE INFECTED WITH THE VIRUS THAN WHITE PEOPLE.

As of July 28, 2020.
Credit: CatWeeks
Source: Gilead Sciences Inc.

ECONOMIC INEQUALITY

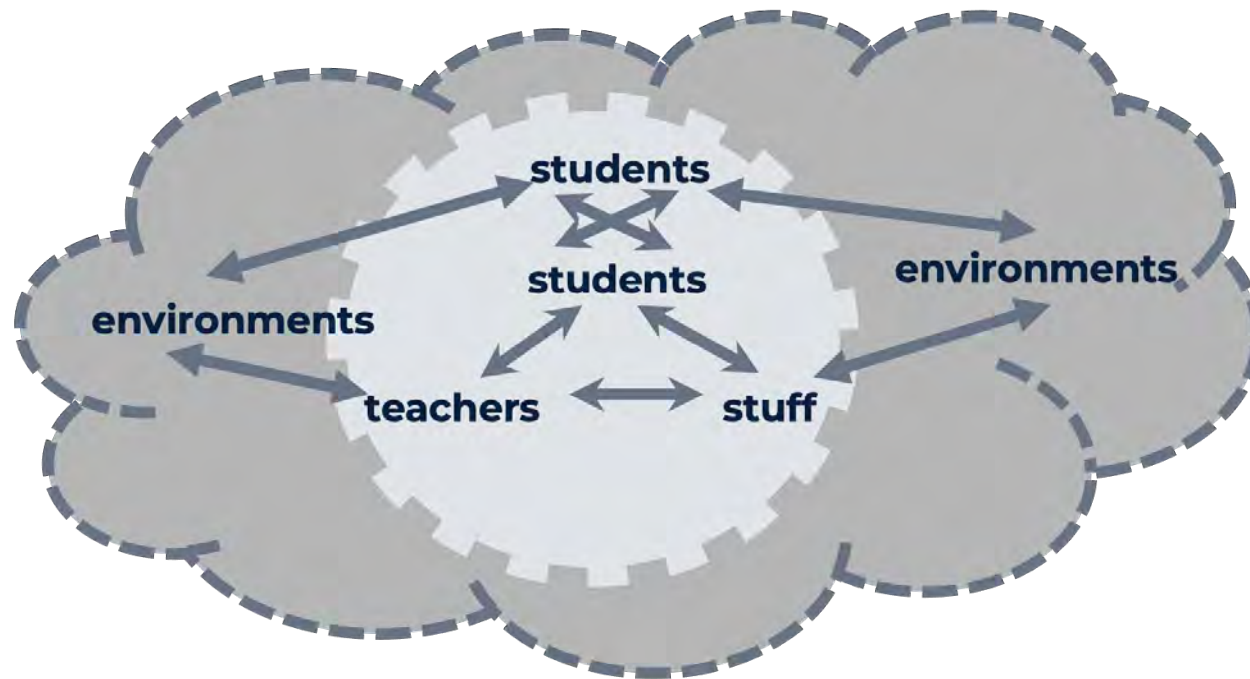


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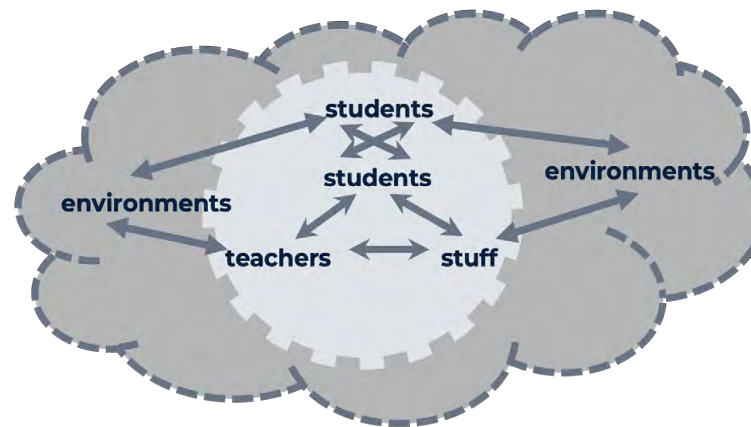
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1. Teaching and learning are constructed interactively and are interpretive.
2. They take place within broad historical and socio-political environments.

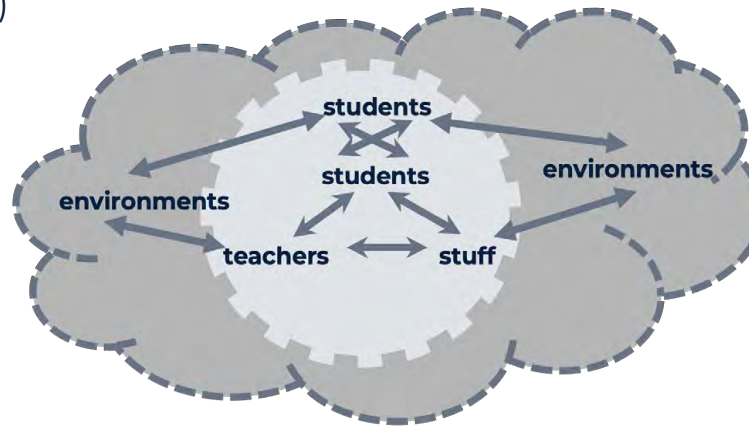


How do macro level factors interact with everyday practices?



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The relationships between—
Macro-level structures (in environments)
(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)

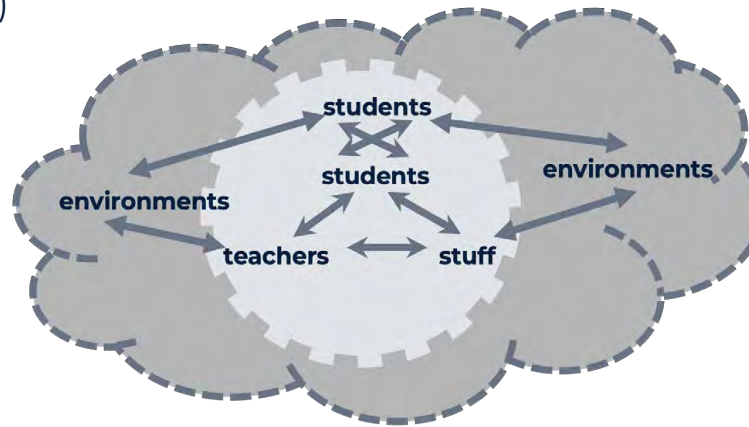


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and

Micro-level interpersonal interactions
(in everyday life and in classrooms)
(e.g., teachers’ judgments of students, who is seen as “smart,” disproportional punishment and assignment to special ed and gifted programs)

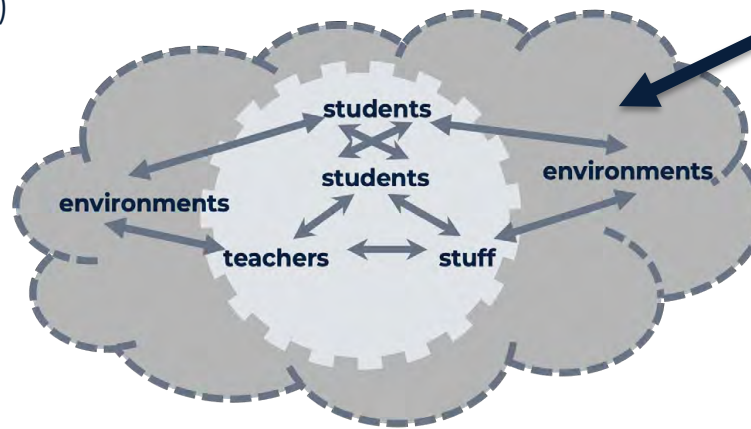


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Notice that the arrows run both ways.

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







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.**

3. How can we leverage the power of teaching?



The unique potential of mathematics to perpetuate injustice—or disrupt it

- The history of “mathematics” and who has constructed what we call math (i.e., white, male, western)
- The melding of “intelligence” and mathematics (and the history of “intelligence”)
- Narrow constructions of “mathematics” that uphold these
- The rich resources of mathematics in many communities and cultures
- The power afforded by seeing oneself as “smart” or “good at math”
- The imaginative creative space possible in mathematics, for invention, experimentation, construction, representation, and performance
- The assets of collective work in mathematics

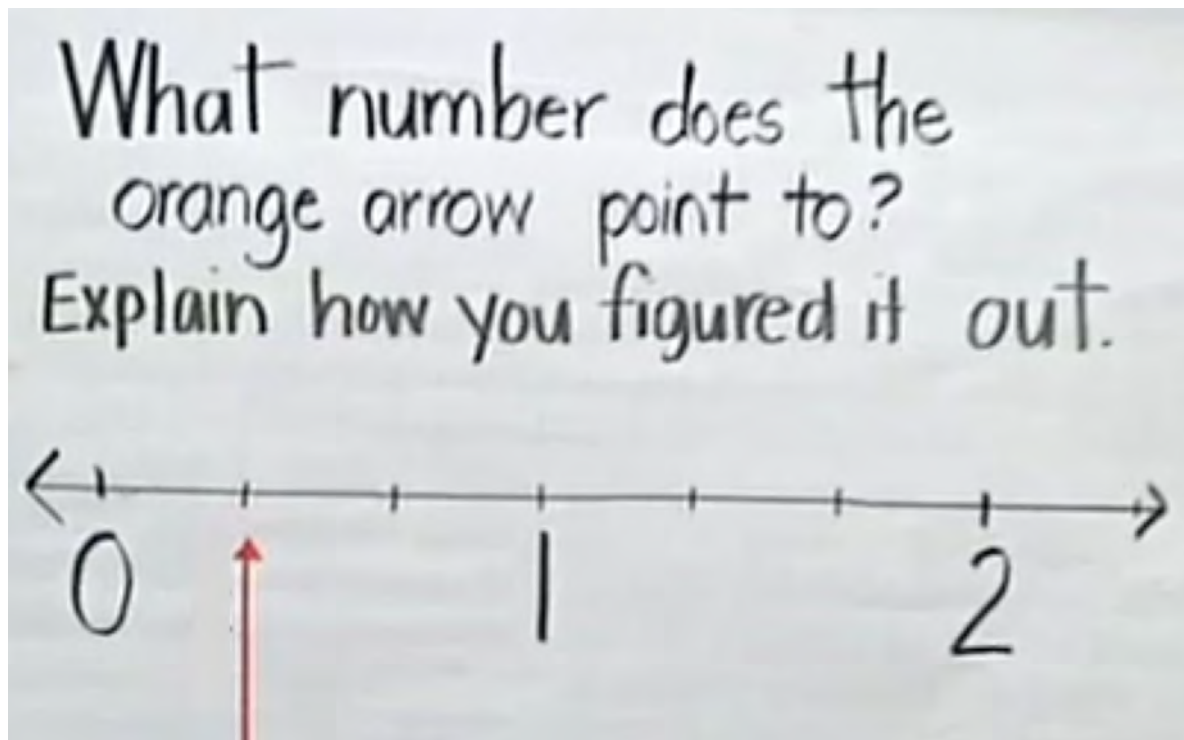


Fractions as numbers: The instructional goal for student understanding

3.NF.2.a

Represent a fraction $\frac{1}{b}$ 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 $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.







Aniyah



Toni

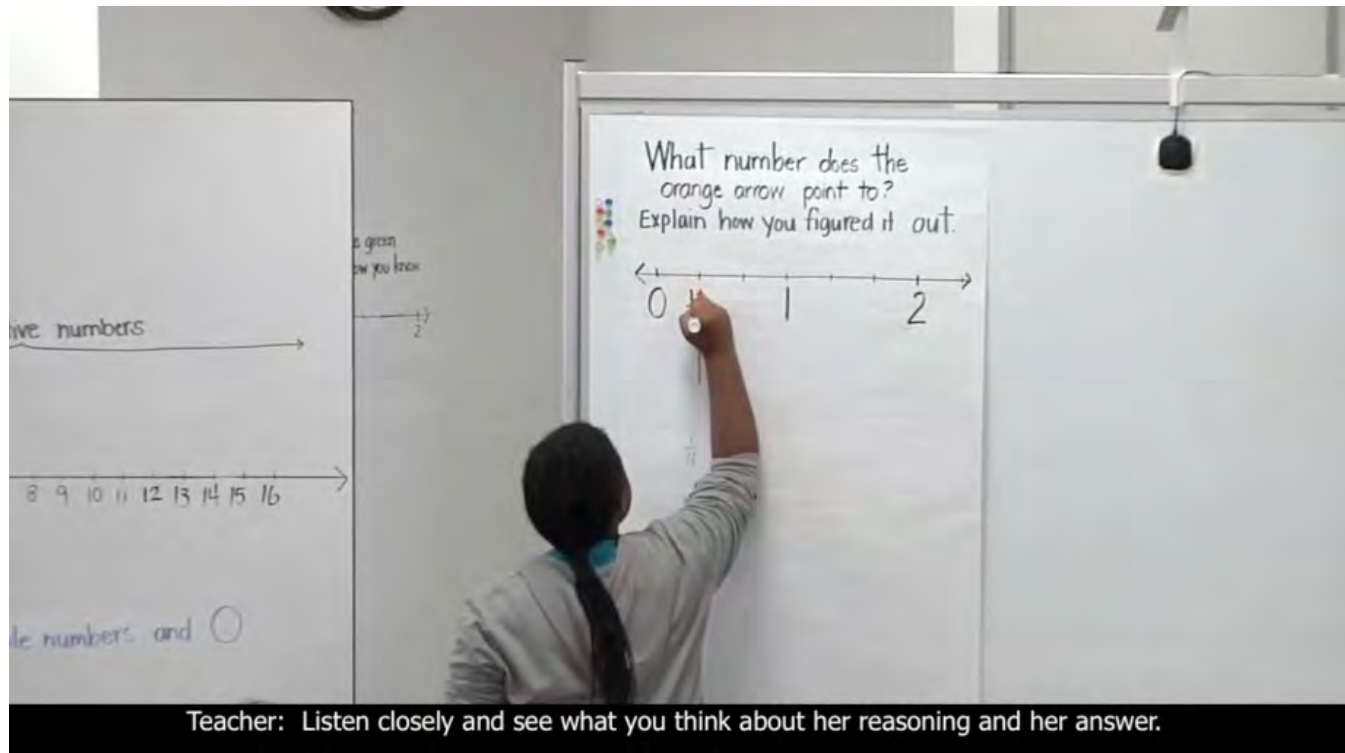


Viewing focus

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?

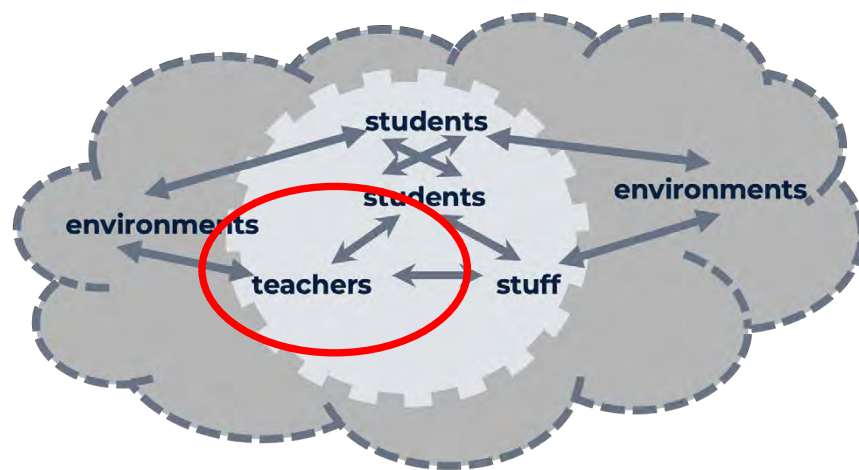
NORMALIZED NEXT MOVES

- “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.”

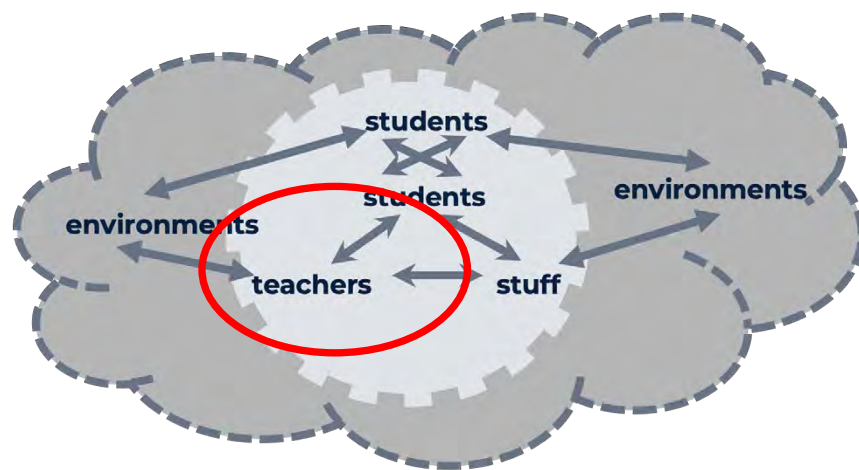
RESULTS

- 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.

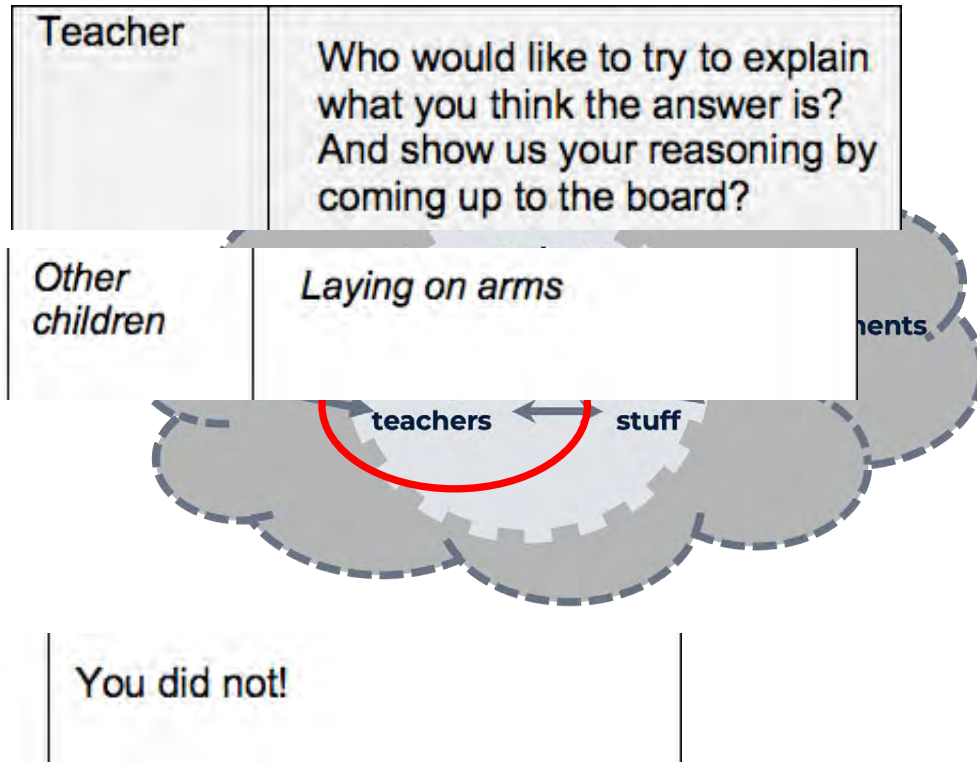




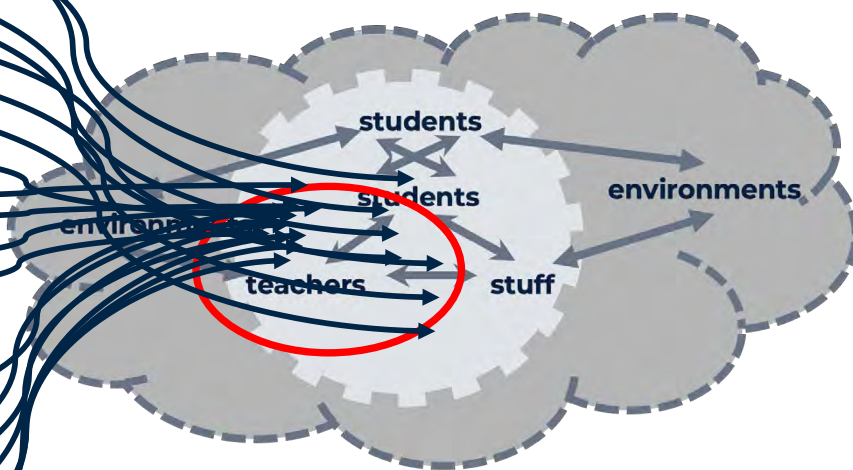
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Teacher	Who would like to try to explain what you think the answer is? And show us your reasoning by coming up to the board? Who'd like to come up to the board and try to tell- And you know, it might not be right. That's okay because we're learning 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?	
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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



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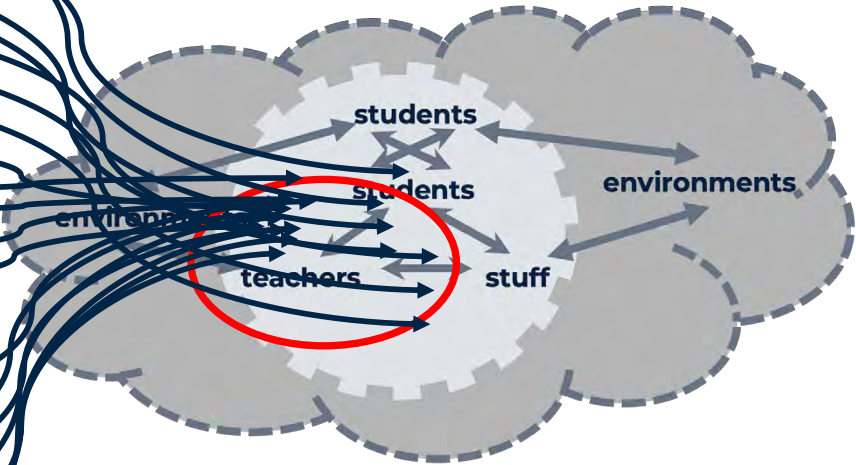
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20 in 1:28

Teaching is dense with “discretionary spaces”

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Video: Aniyah and Toni



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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.

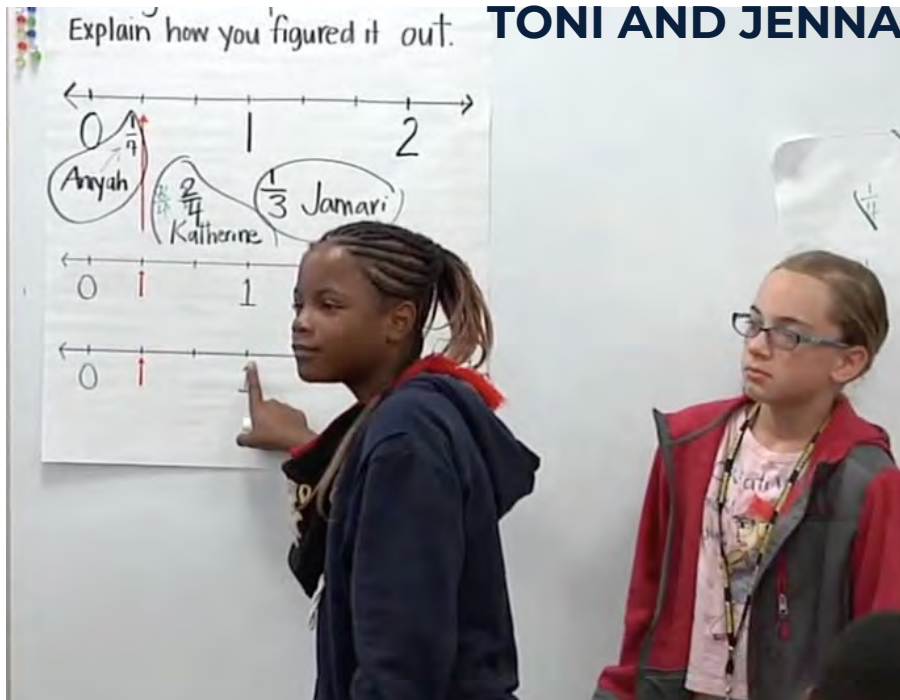


- Other children hear Aniyah as getting the discussion going, and Toni as asking an important mathematical question.
- Aniyah and Toni are both positioned as contributing to the discussion.
- Children see a teacher attending to Black girls as mathematical thinkers and contributors to collective work.



- 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 ($2/5$) on the number line.

Moving On

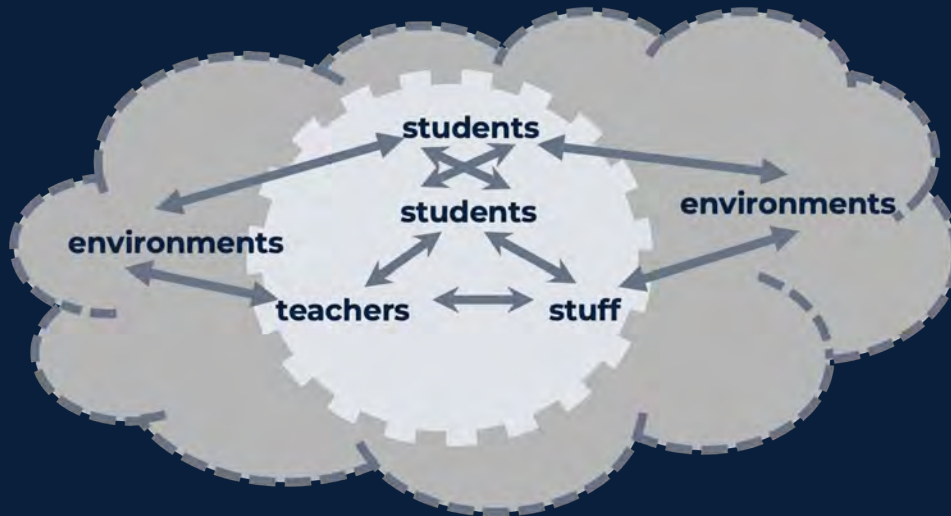
Discretionary spaces describe the many spaces and moments in which teachers make subjective judgments that either:

- ... act from habit and from patterns of white supremacy institutionalized in experience and professional training
- or** act to dismantle anti-Black racism and white supremacy.

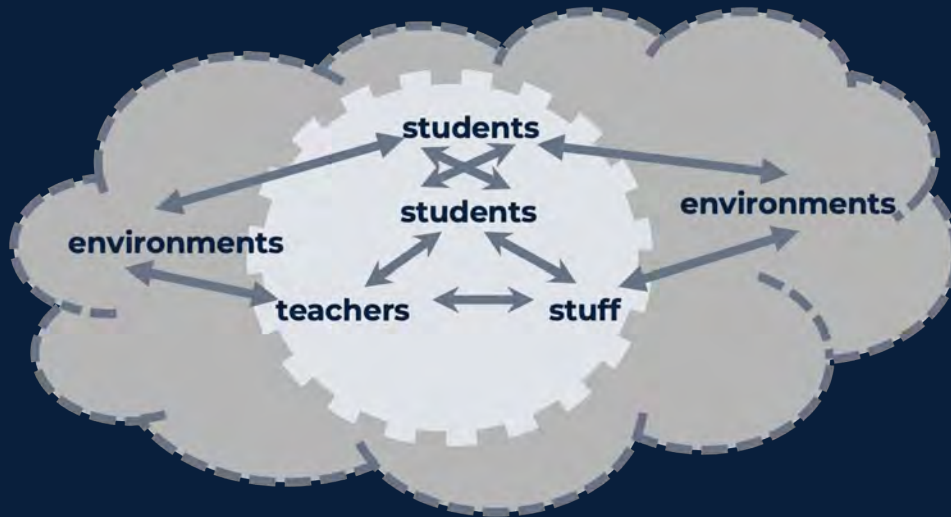
Understanding **content knowledge for teaching** also matters for doing this meaningfully!



What regularly fills the discretionary spaces in teaching?



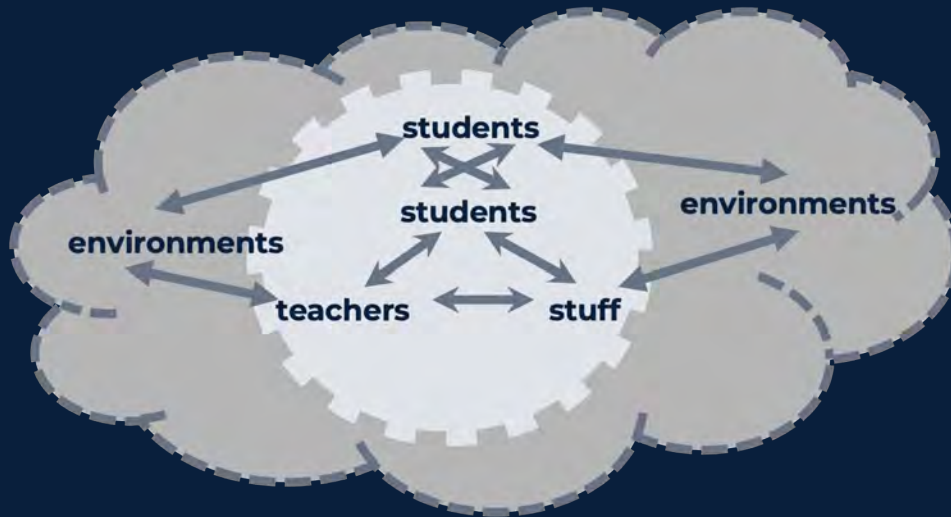
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1. Teachers' experiences in a society filled with racism and oppression.

Lortie (1975), Banks, Grant and Koskela, Moll

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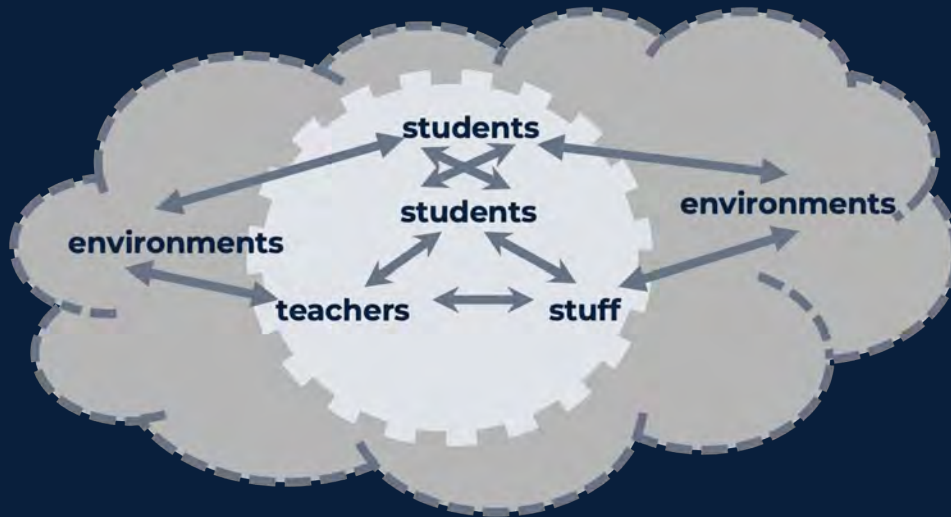


1. Teachers' experiences in a society filled with racism and oppression.
2. Normalized practices in schools that institutionalize dominant values and habits.

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

What regularly fills the discretionary spaces in teaching?

Professional education does not effectively intervene on these.

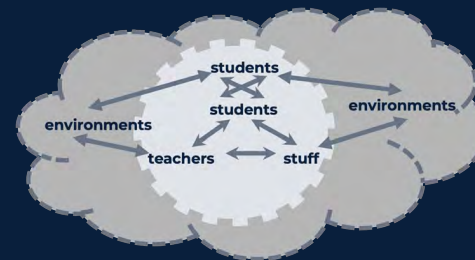


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Professional education and teaching experience often teach these.

Lortie (1975), Banks, Grant and Koskela, Moll
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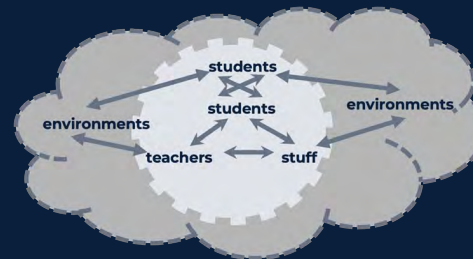
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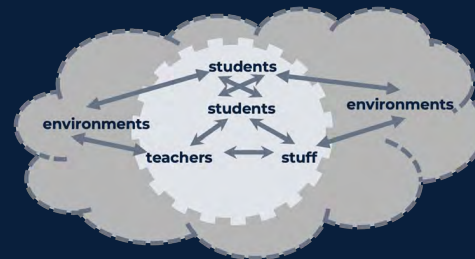
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What does it take to disrupt the patterns that marginalize and reinforce racism?



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



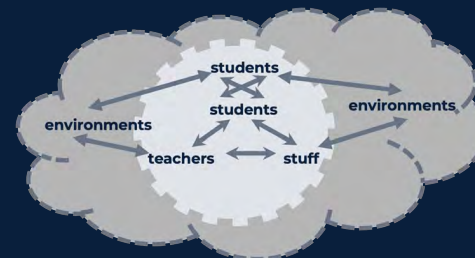
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Knowing and using mathematics in teaching (MKT)

Interpreting Toni as asking a mathematical question that she means



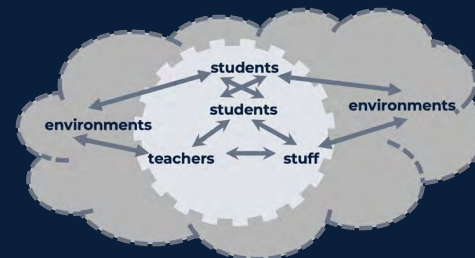
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- ... AND having something different to DO

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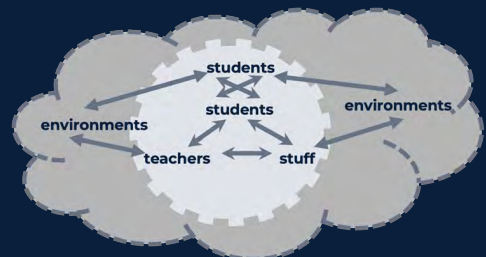


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- ... AND having something different to DO

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



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



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

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



“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)



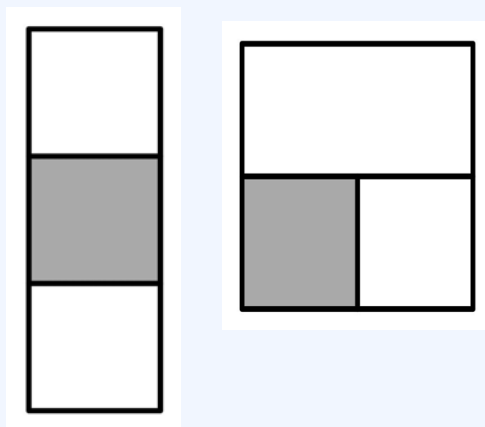
What does “acknowledging competence” require?

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



The mathematics task

What fraction of each rectangle below is shaded gray?



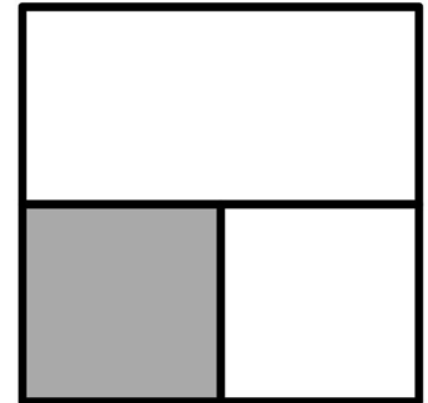
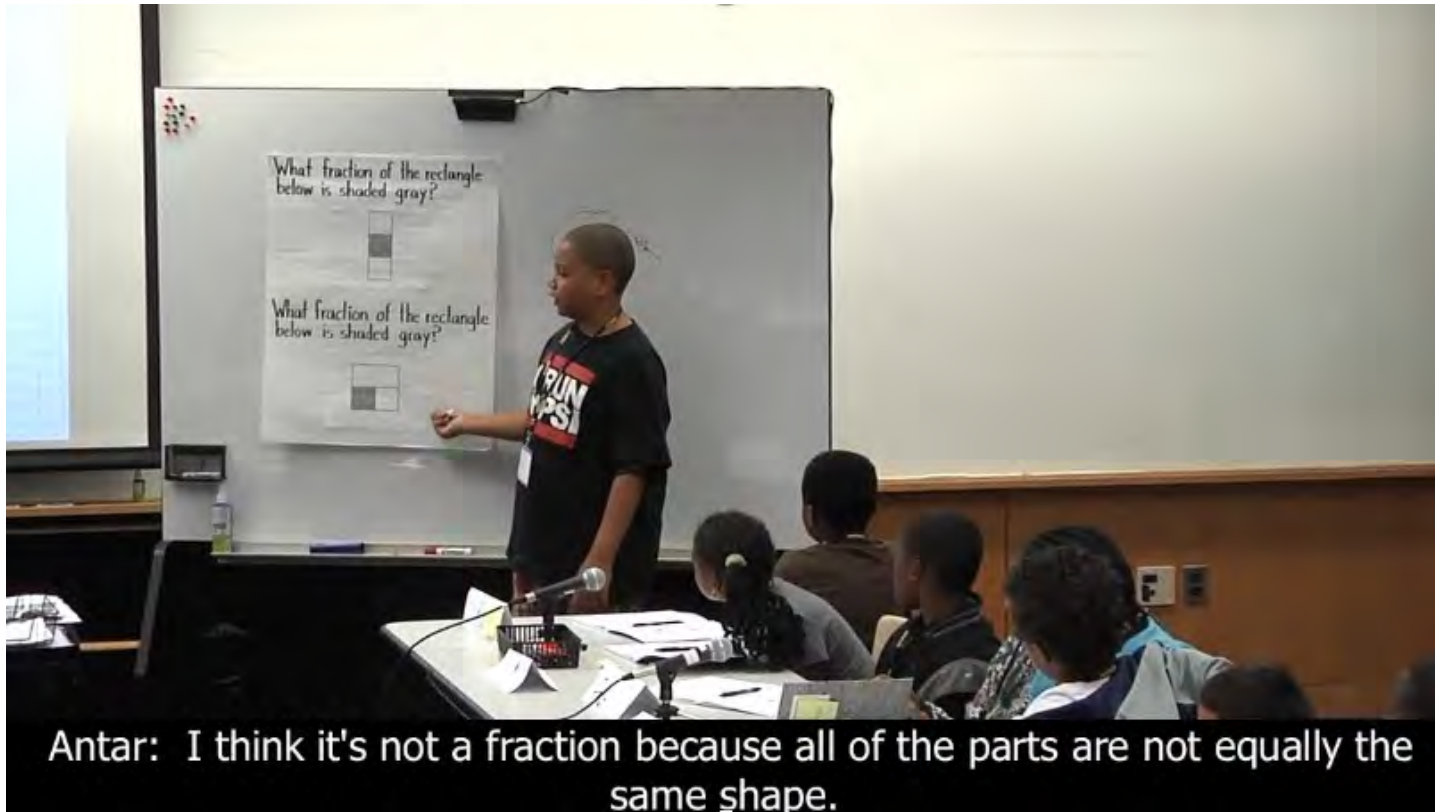
Viewing focus

Antar, Gabrielle, Gabi, Virshawn, Marquis, Kassie

1. What kinds of competence do you notice?
2. What competences are acknowledged, whose competence is acknowledged, and how?
3. Do you see missed opportunities to acknowledge competence? What is the competence and who displays it, and what is important about it?



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



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

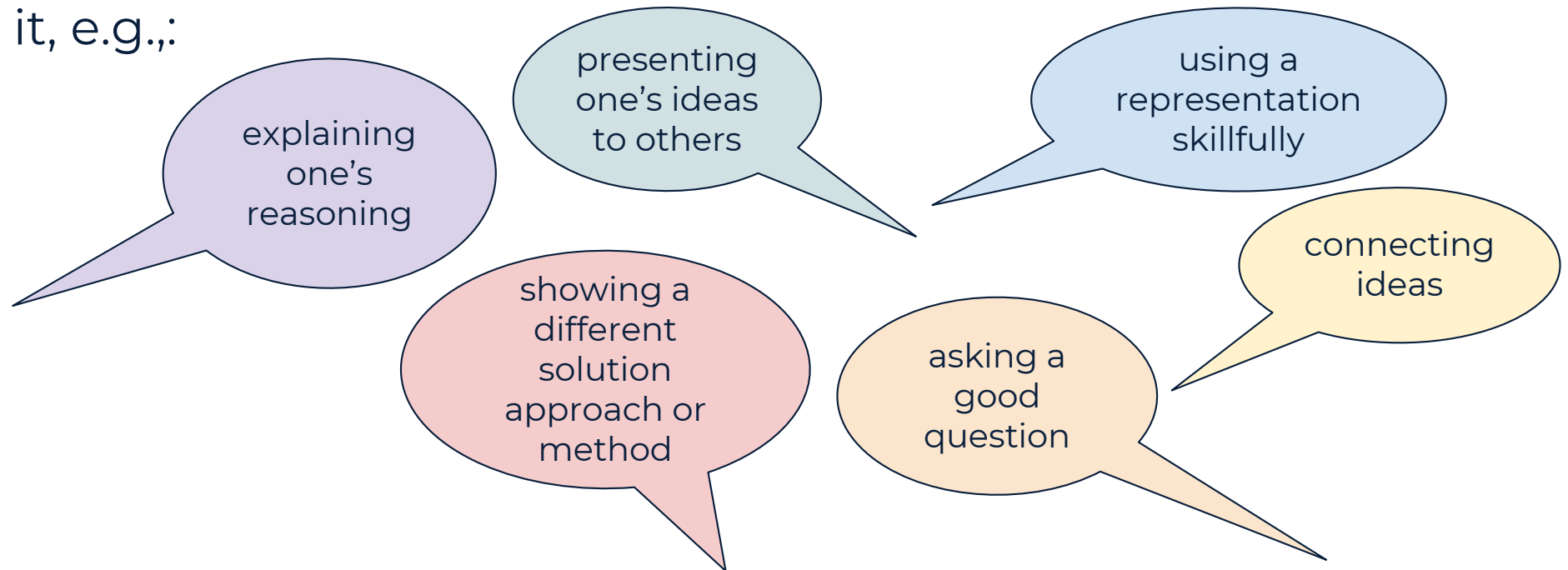
Acknowledging competence – intentional identifying, naming, and highlighting specific mathematical or learning competencies of what a student says or does

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:

- Narrow, reductive, and distorted views of mathematics
- 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 your 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.



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?



Acknowledging competence in this episode

Antar: “Antar contributed something very important here. He pointed out that the parts are not equal. Can someone say what was so important about this?”

Gabriella: “Gabriella, you were listening closely to Antar’s explanation. This is so important for learning and developing ideas in math.”

Gabi: “Gabi, you built on what Antar said. You showed a way to make the parts equal and name the fraction.”

Virshawn: “Virshawn, you were willing to say you weren’t ready to say what Gabi said. That is an important part of learning to pay attention to your own thinking.”

Marquis: “Marquis, you were keeping notes on what other people have contributed. Keeping records is really helpful for learning math. Do you want to show everyone what you have recorded in your notebook?”

Kassie: “Kassie, you were looking at the rectangle in a different way. That is really interesting and tomorrow you can show us what you are seeing and we can think how it is connected to the idea of naming the whole and equal parts in naming fractions.”



Breaking habits in acknowledging competence

- Orienting the comment to yourself (e.g., “you helped me see your thinking”) instead of to the class
- Thanking the student (e.g., “Thank you for sharing your idea”) instead of highlighting the mathematical value
- Still correcting something at the same time (e.g., “but remember that we are talking about the whole for this problem”) instead of authentically naming the mathematical contribution
- Saying “good job” instead of being specific about the mathematical idea or practice



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”?



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?





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

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.

Scenario F

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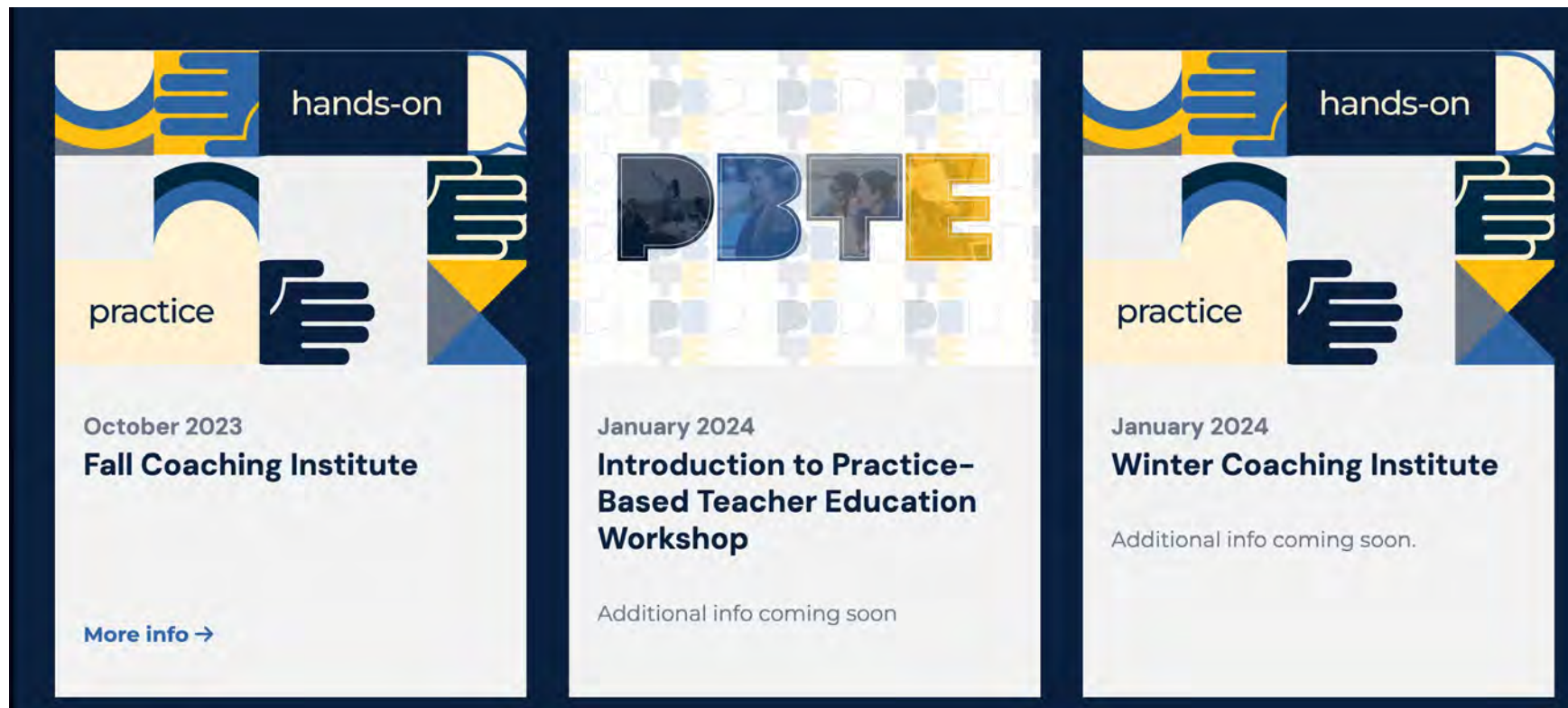
What is needed to support teachers in advancing the critical work of teaching?

Regular opportunities to:

- Develop the **content understanding** needed for teaching
- Practice listening, seeing, and hearing **students' knowledge**
- Examine their own and others' **practice** (video records)
- Probe and understand the discretionary spaces in **everyday practice**
- Develop repertoires of **new habits** of practice



<https://www.teachingworks.org/>



The image displays three promotional cards arranged horizontally. Each card features a decorative header with the words 'hands-on' and 'practice' in a stylized font, accompanied by icons of hands. The first card on the left is for the 'Fall Coaching Institute' in October 2023, with a 'More info' link. The middle card is for the 'Introduction to Practice-Based Teacher Education Workshop' in January 2024, with 'Additional info coming soon'. The third card on the right is for the 'Winter Coaching Institute' in January 2024, also with 'Additional info coming soon'.



This is our work.

We have power in our collective efforts to leverage the power of teaching to advance justice in our everyday practice, and to learn, to grow, to share, and to push forward with the fight.



THANK YOU!



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<https://deborahloewenbergball.com/>



@deborah_ball



Credits



Image on slide 7:
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 7:
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>

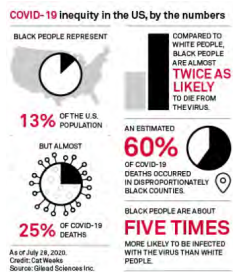


Image on slide 7:
Graphic from “Enough is enough: Gilead-Morehouse study racial, ethnic disparity in COVID-19,” by Michael Gibney, S&P Global Market Intelligence.
Retrieved from <https://www.spglobal.com/marketintelligence/en/news-insights/latest-news-headlines/enough-is-enough-gilead-morehouse-study-racial-ethnic-disparity-in-covid-19-60035253>

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Graphic from “Six policies to reduce economic inequality” by John A. Powell, Othering & Belonging Institute.

Retrieved from <https://belonging.berkeley.edu/six-policies-reduce-economic-inequality>



Image on 7:

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>



Image on slide 7:

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

Retrieved from <https://www.dw.com/en/un-agrees-to-urgent-debate-on-racism-and-police-violence/a-53807879>

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Photo from “Black and Hispanic women, less educated workers among those hardest hit by COVID-19 job losses” by Sara Savat, *The Source*, Washington University in St. Louis.

Retrieved from <https://source.wustl.edu/2021/04/black-and-hispanic-women-less-educated-workers-among-those-hardest-hit-by-covid-19-job-losses/>



Image on slides 13–15:

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

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



Image on slides 13–15:

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

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

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Photo from “Trump Rioters Storm U.S. Capitol (photos),” Variety
Retrieved from <https://variety.com/gallery/trump-rioters-storm-us-capitol-photos/congress-electoral-college-8/>

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



Image on slide 15:

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/>



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