

“GET UP STAND UP”: FIGHTING SYSTEMIC INJUSTICE THROUGH TEACHING

Deborah Loewenberg Ball

 @deborah_ball

Long Island Association for Supervision and Curriculum Development • Thursday, November 19, 2020



SCHOOL OF EDUCATION




TeachingWorks



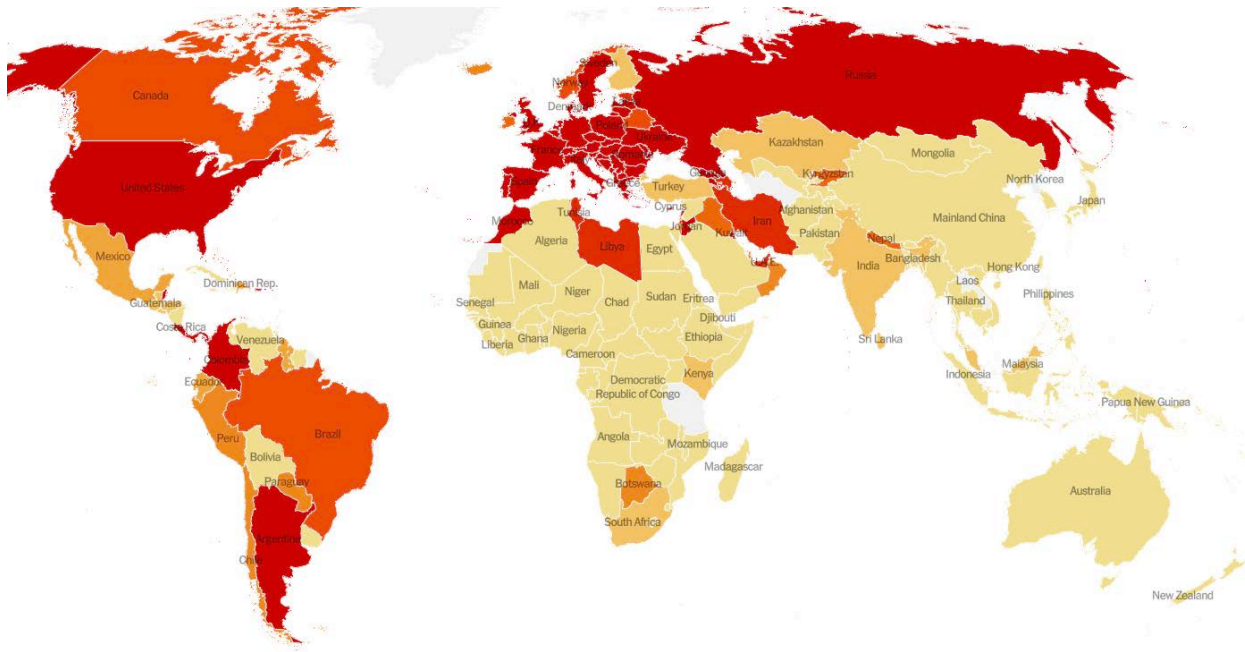
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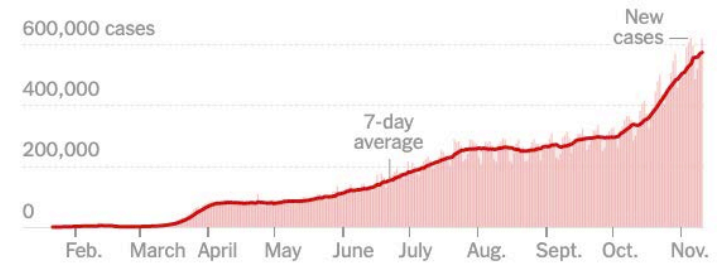


The last few months have seen a huge rupture in everyday life.

“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 November 12, 2020, 7:52 A.M. E.T.



| | TOTAL REPORTED | ON NOV. 11 | 14-DAY CHANGE |
|---------------|----------------------|----------------|---------------|
| Cases | 52.2 million+ | 618,441 | +24% → |
| Deaths | 1.2 million+ | 9,841 | +37% → |

Includes confirmed and probable cases where available. 14-day change trends use 7-day averages.





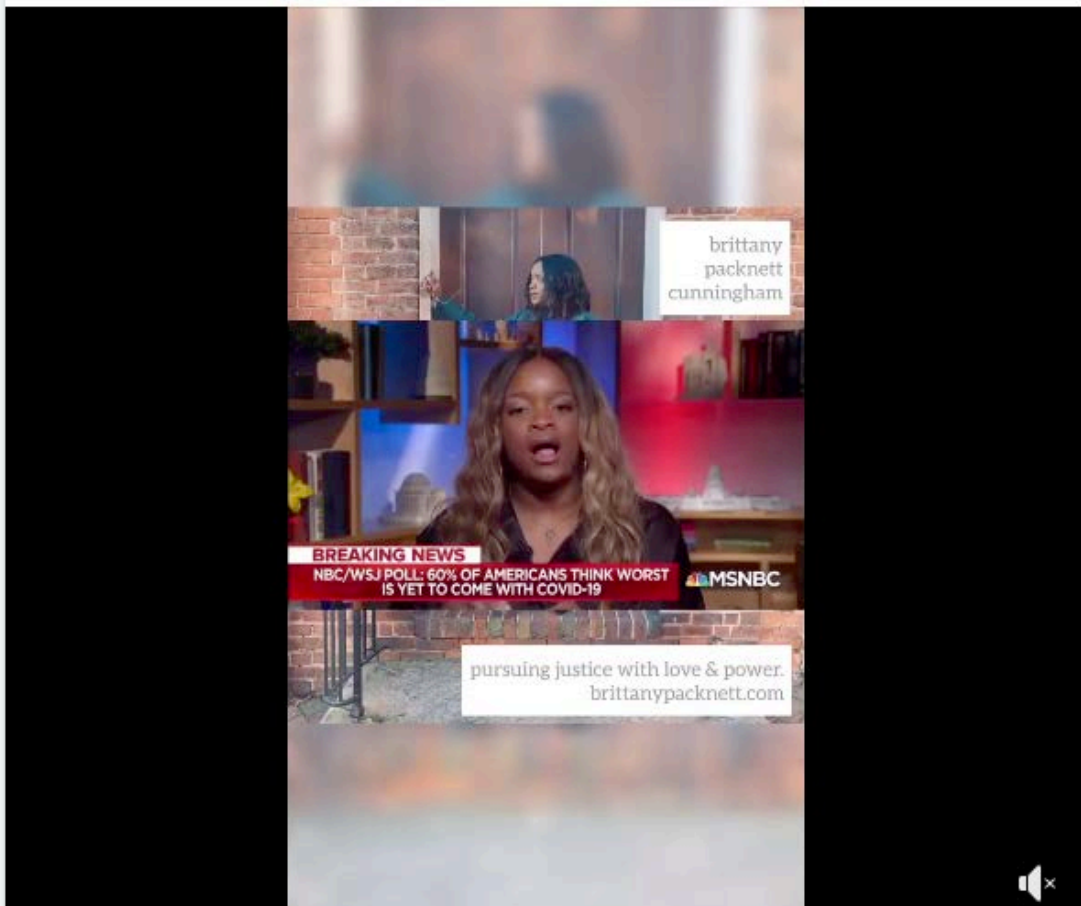


Brittany Packnett

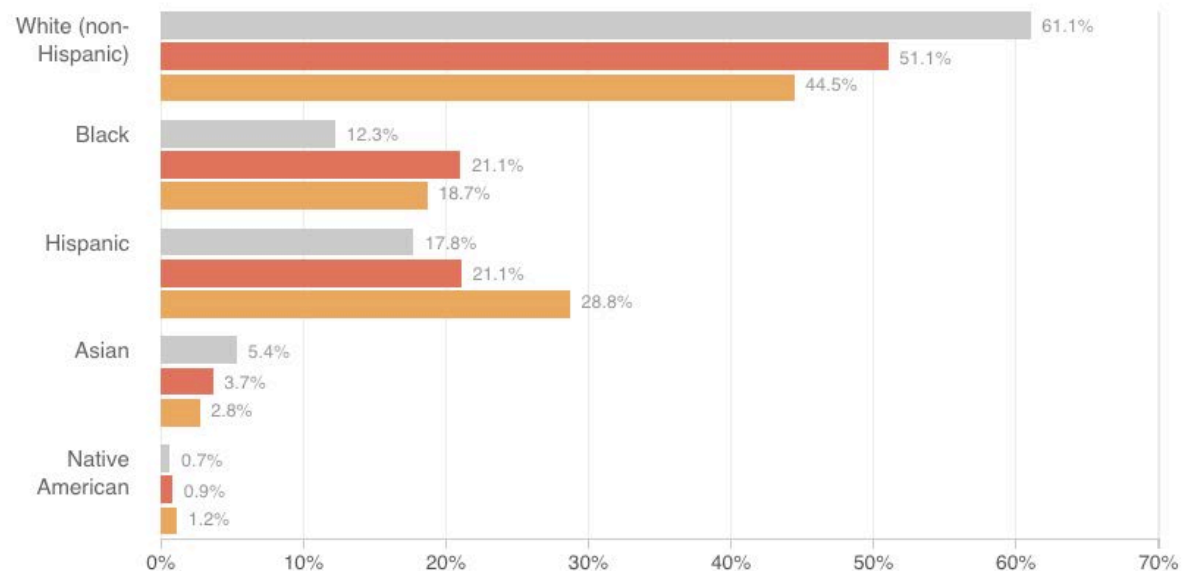
April 7 · 🌐



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 population Share of deaths Share of cases



Notes

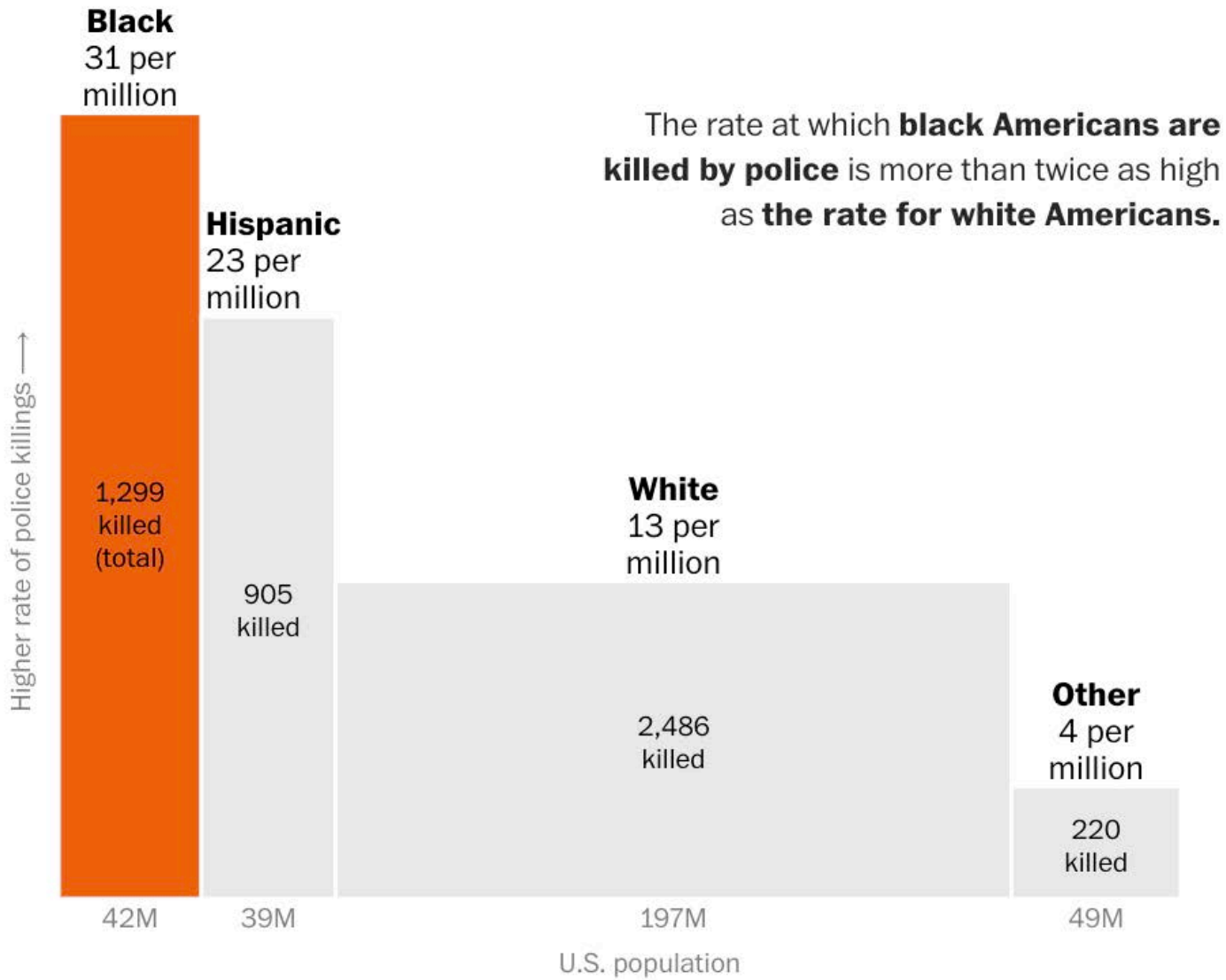
Data as of September 20. Shares represent the share of cases and deaths with race or ethnicity identified. Hispanic and Latino case and death counts are from states that classify this as an ethnicity, rather than a race, in line with the designation found in the American Community Survey.

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



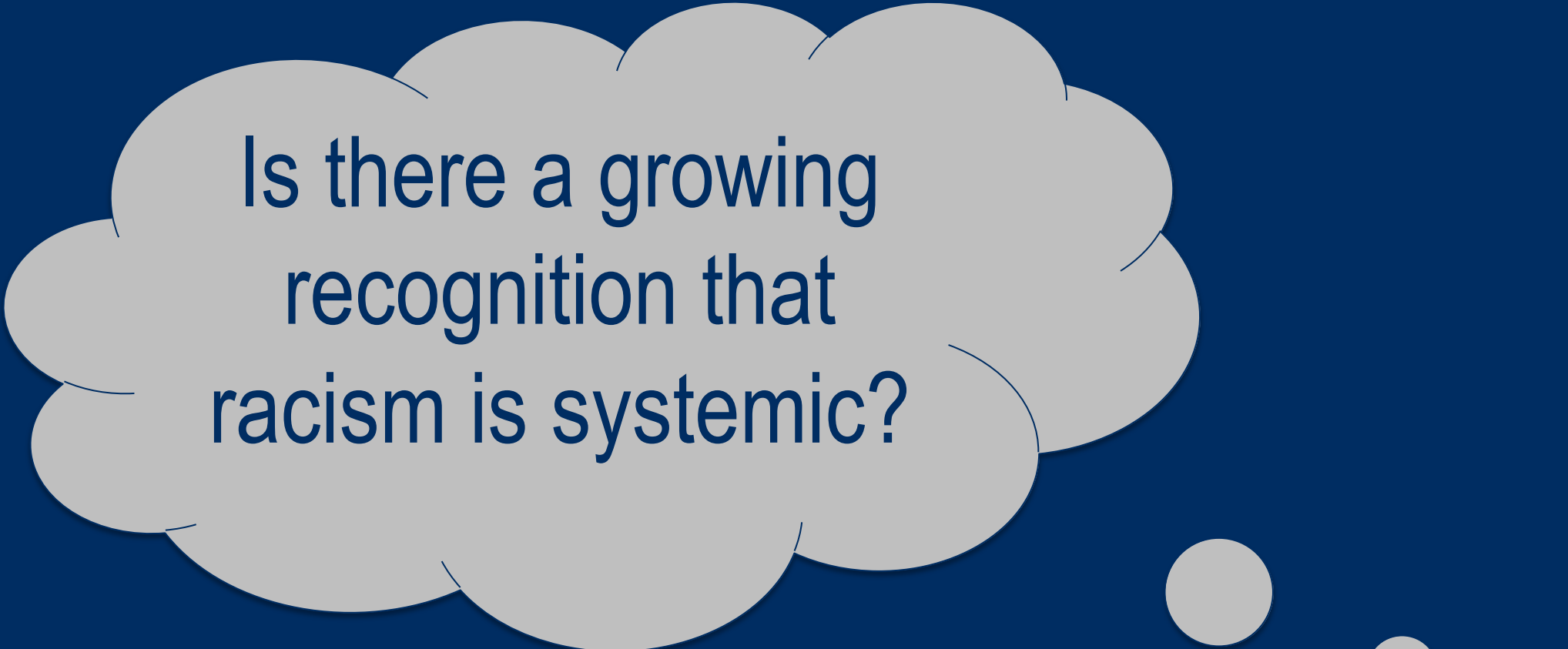
ERIC GARNER - JOHN CRAWFORD III - MICHAEL BROWN - EZELL FORD
DANTE PARKER - MICHELLE CUSSEAU - LAQUAN MCDONALD - GEORGE MANN
TANISHA ANDERSON - AKAI GURLEY - TAMIR RICE - RUMAIN BRISBON - JERAME REID
MATTHEW AJIBADE - FRANK SMART - NATASHA MCKENNA - TONY ROBINSON - ANTHONY HILL
MYA HALL - PHILLIP WHITE - 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







SAMUEL CORUM/GETTY IMAGES

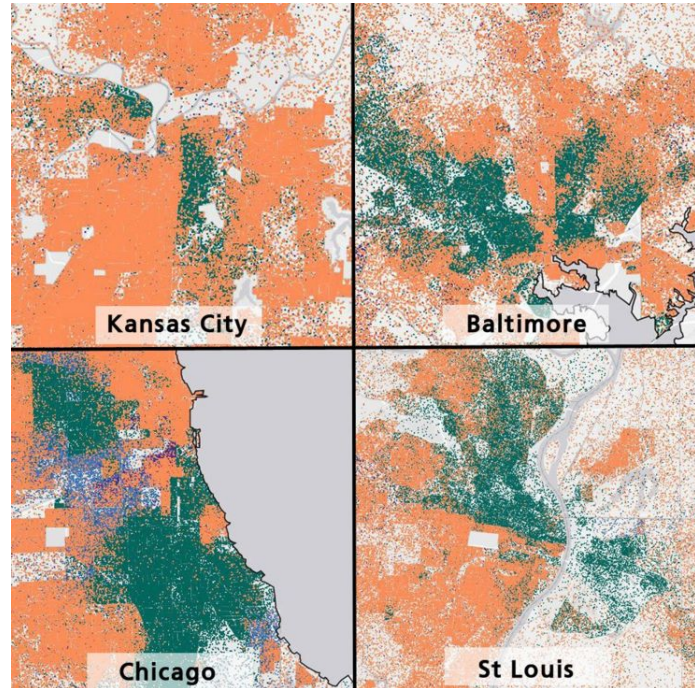


Is there a growing
recognition that
racism is systemic?



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OUR CRIMINAL JUSTICE SYSTEM NEEDS REFORM

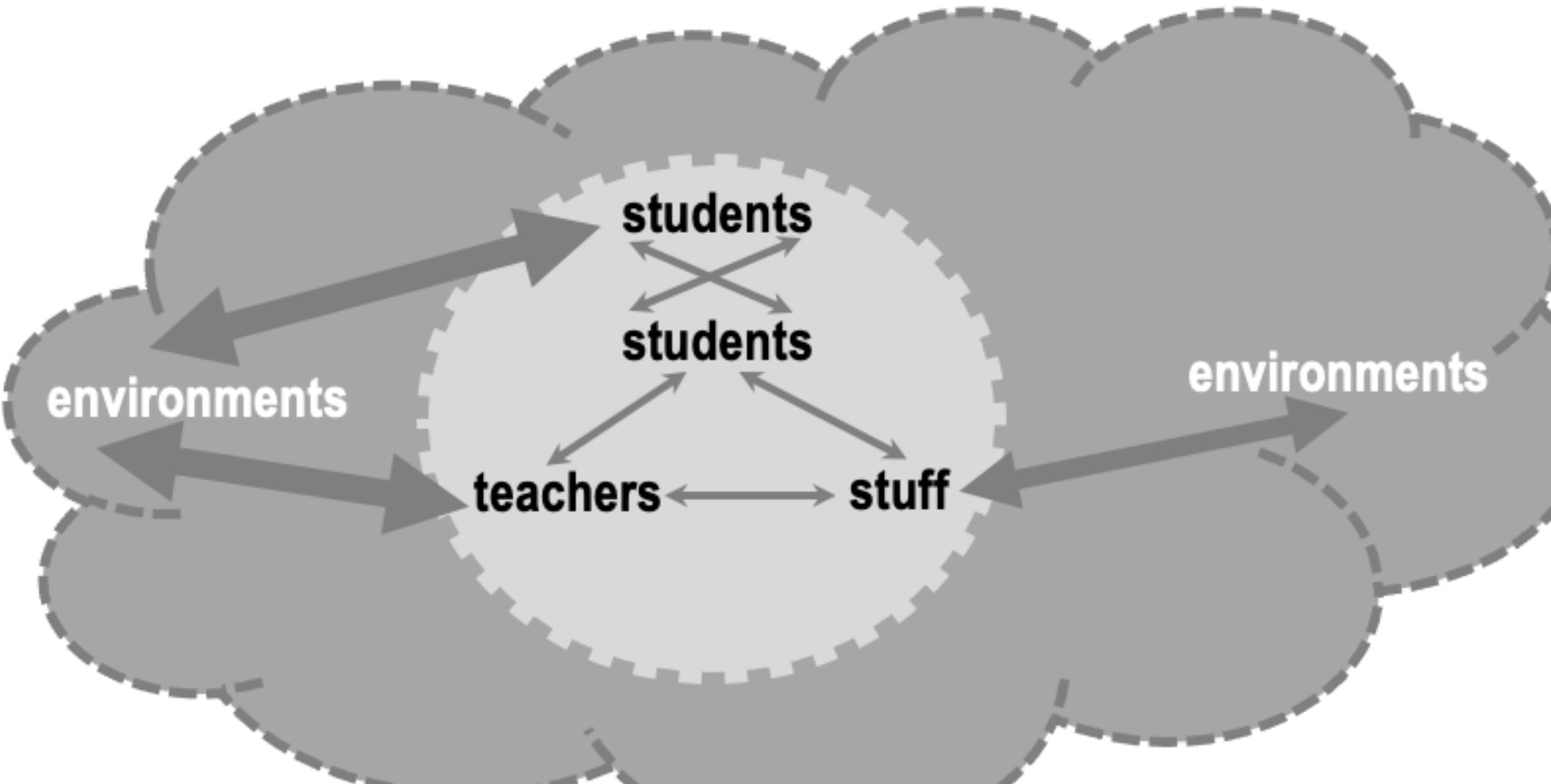
Being uninsured is *deadly*.
A comprehensive review of studies, published in the Annals of Internal Medicine, confirms that **thousands of people die each year because they don't have coverage**. We need to close these gaps and cover everybody with improved Medicare for all.



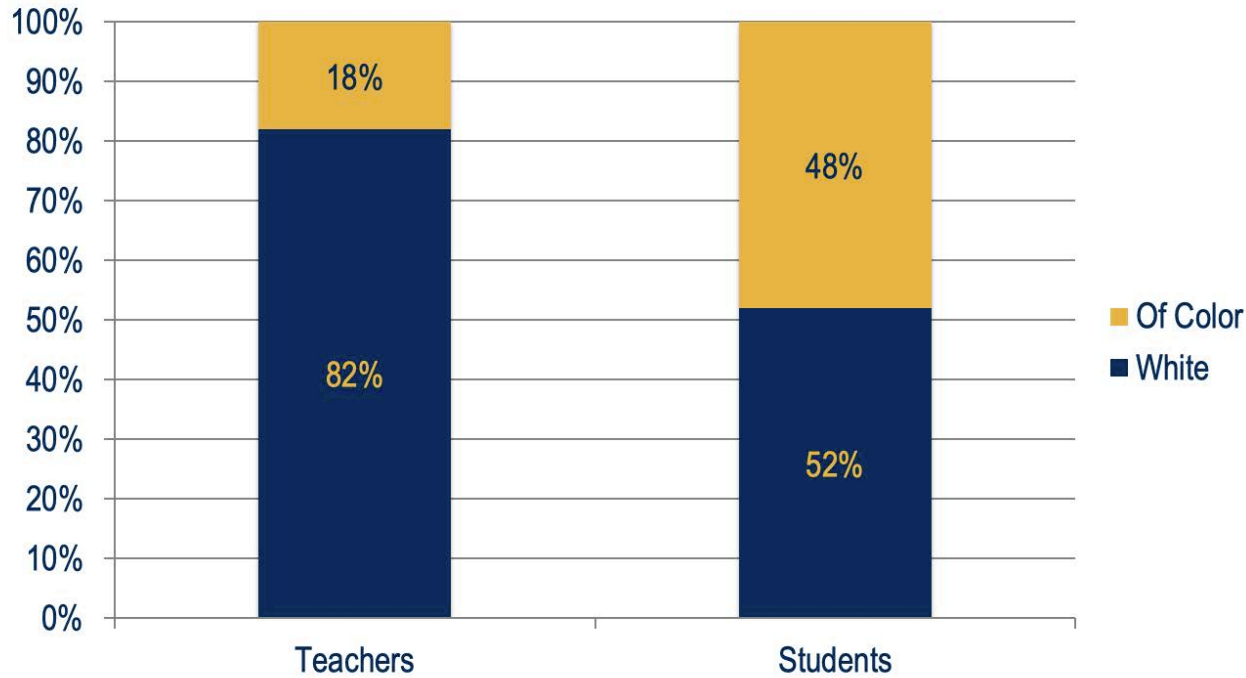








DEMOGRAPHIC DIVIDE IN THE U.S.: K-12 TEACHERS AND STUDENTS



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 permanent depending on one's vantage point. I am sure that the results of the *Brown v. Board of Education* were good and honorable in the long run, but they represent a kind of landing on the wrong note.

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. Abbeville et al.*). The case involves a lawsuit that their property was seized for their children's education.

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

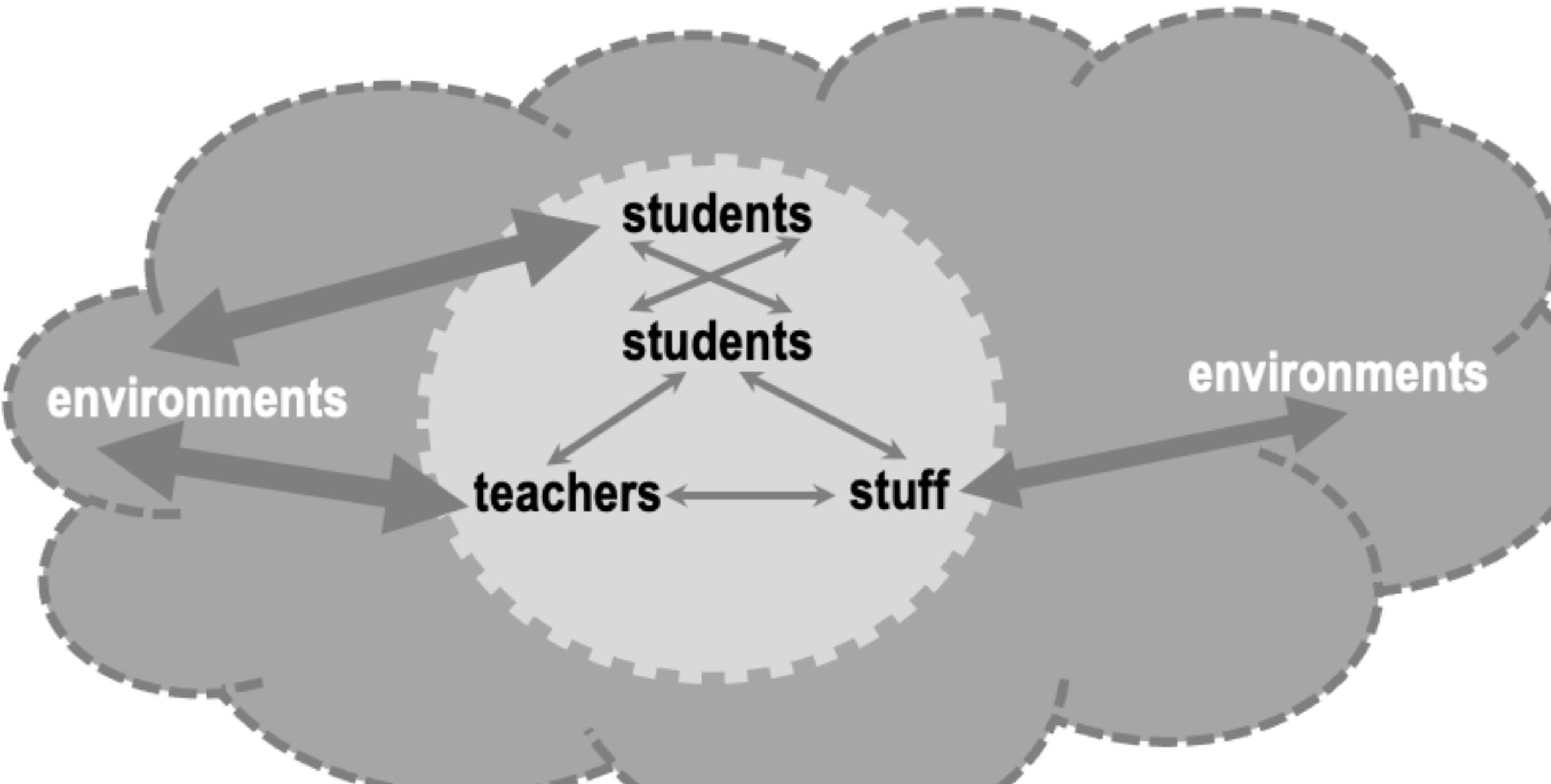
I want to suggest that the *Brown* decision is not the result of America as a good and altruistic nation but rather the result of the decision's particular historical and political context. This argument

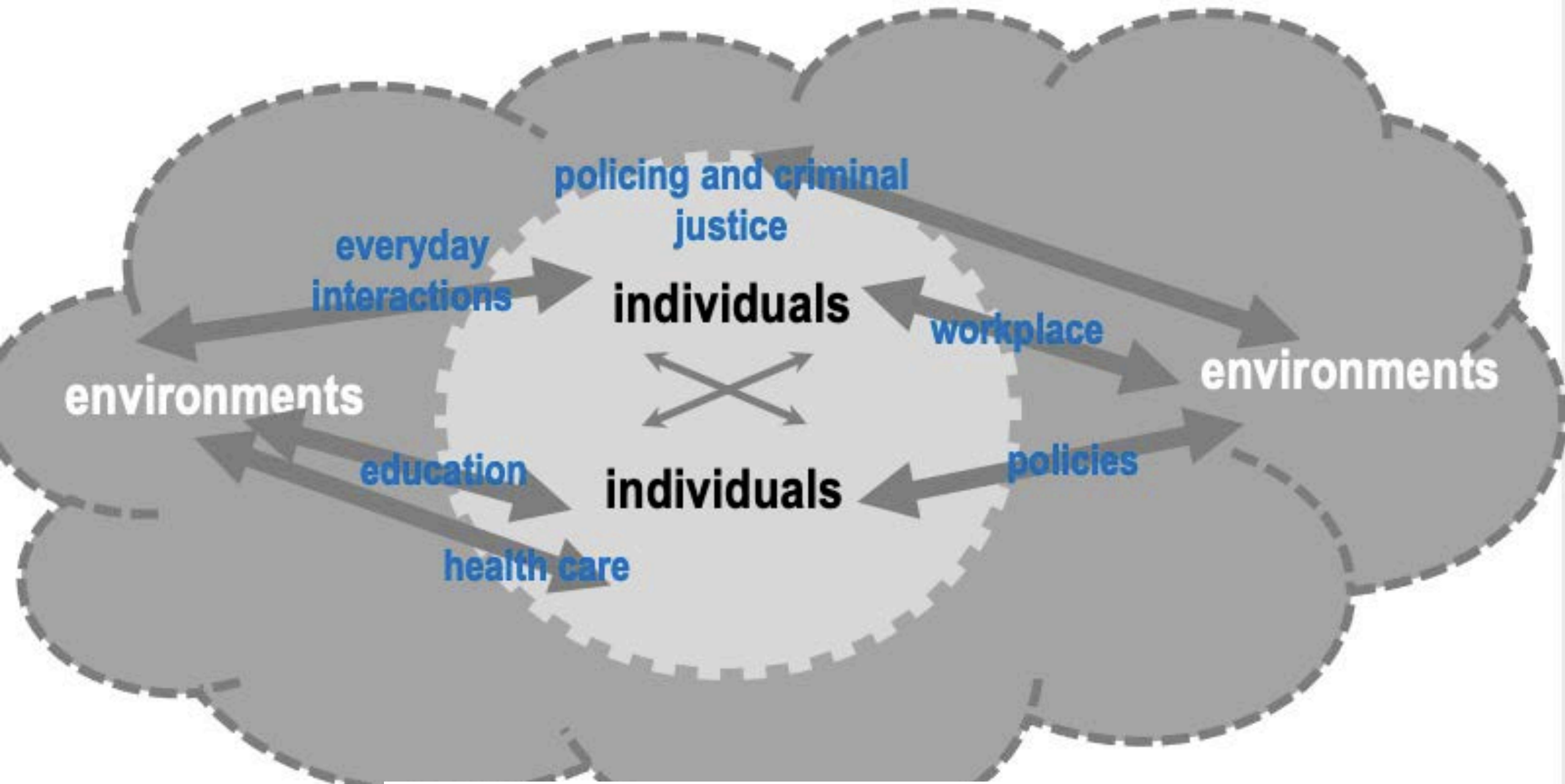
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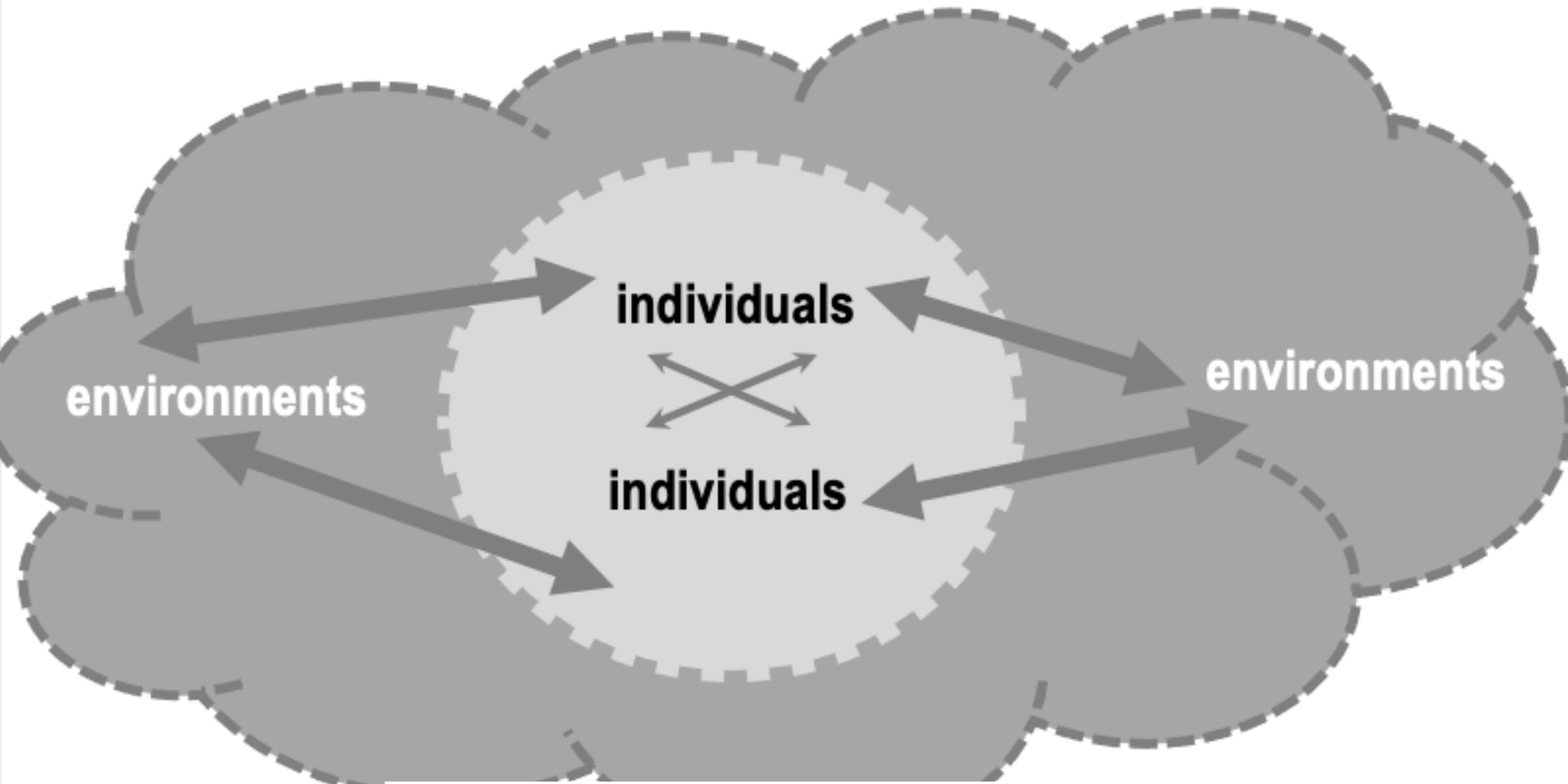
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All use subject to <https://about.jstor.org/terms>

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

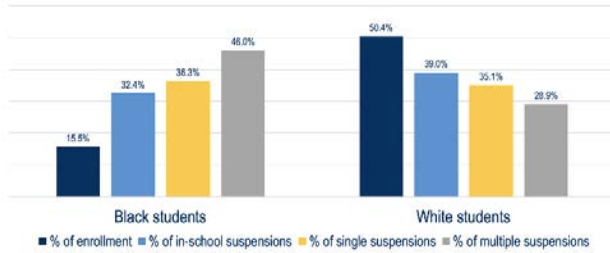




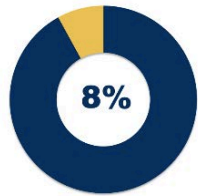




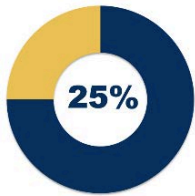
**RATES OF SUSPENSION:
BLACK STUDENTS VS. WHITE STUDENTS**



BLACK BOYS MAKE UP:

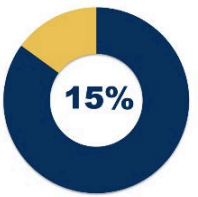


of school **ENROLLMENT**

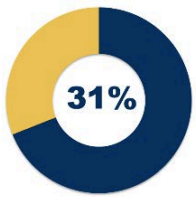


of those **SUSPENDED**

BLACK STUDENTS MAKE UP:

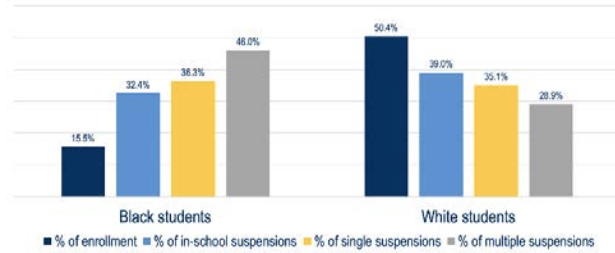


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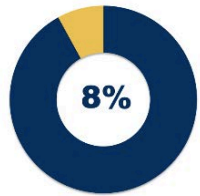


of those **REFERRED TO LAW ENFORCEMENT** or subjected to **SCHOOL-RELATED ARRESTS**

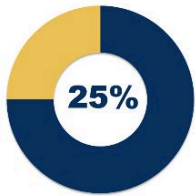
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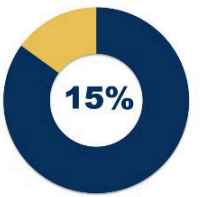


of school **ENROLLMENT**

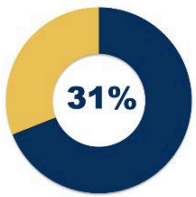


of those **SUSPENDED**

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of school **ENROLLMENT**

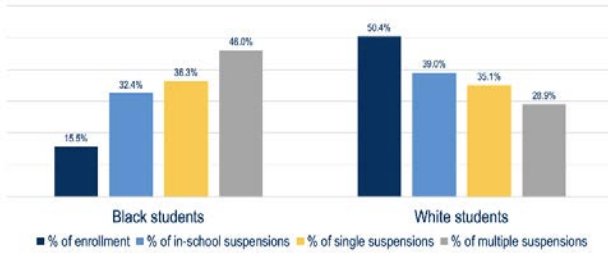


of those **REFERRED TO LAW ENFORCEMENT** or subjected to **SCHOOL-RELATED ARRESTS**

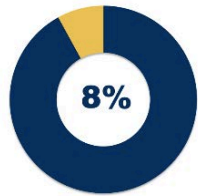


Clip from Fifteenth Annual Brown Lecture in Education Research
H. Richard Milner IV
10:17–11:19
(Available on YouTube [here](#))

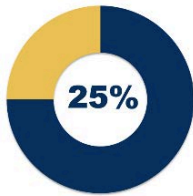
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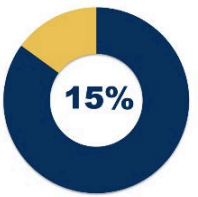


of school **ENROLLMENT**

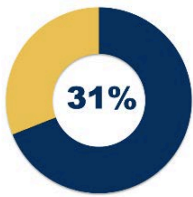


of those **SUSPENDED**

BLACK STUDENTS MAKE UP:



of school **ENROLLMENT**



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



**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 fruitfully 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 Wiecek 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.

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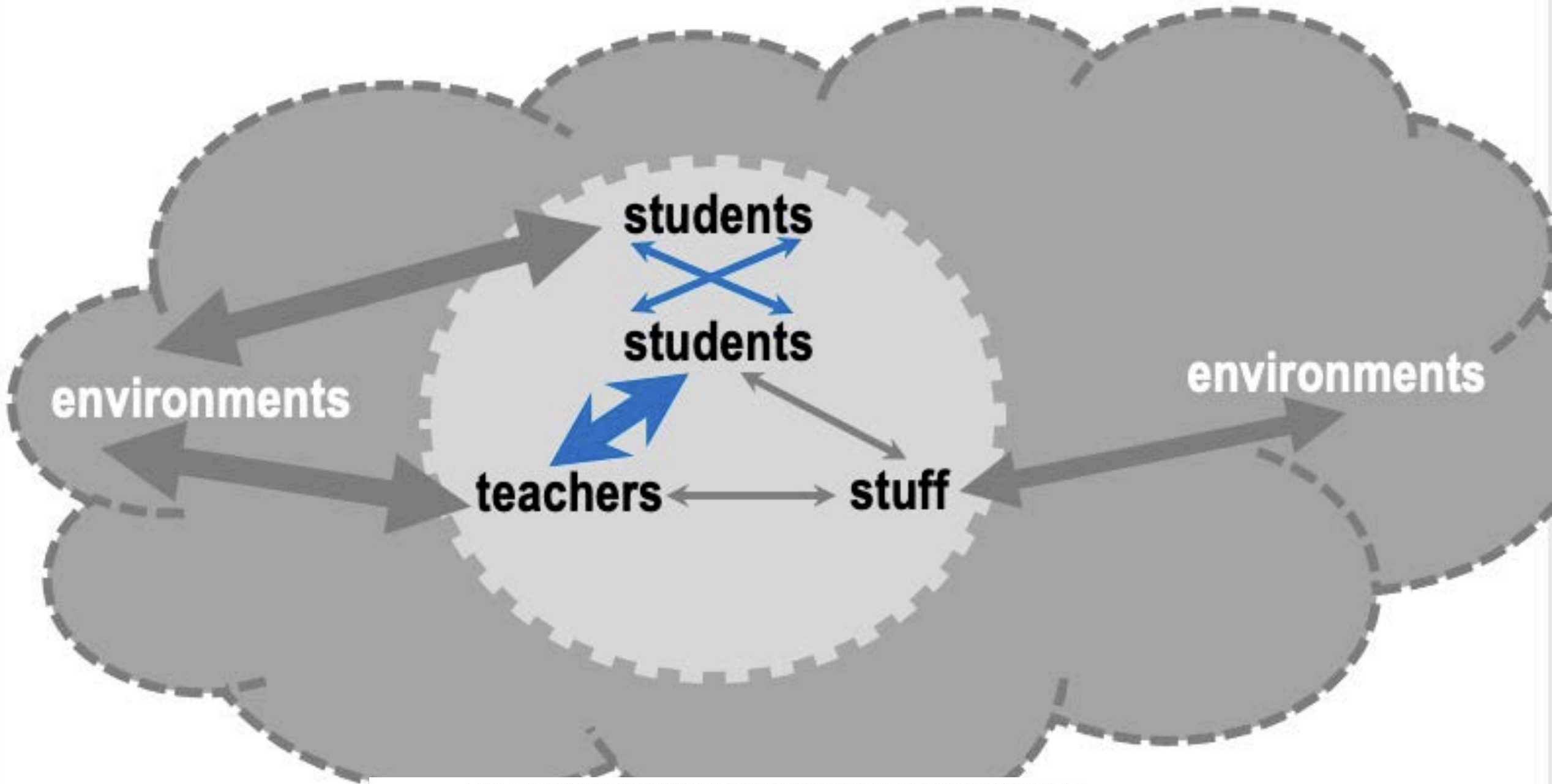
So what would be involved in our title — to “get up and stand up” to fight systemic injustice through teaching?

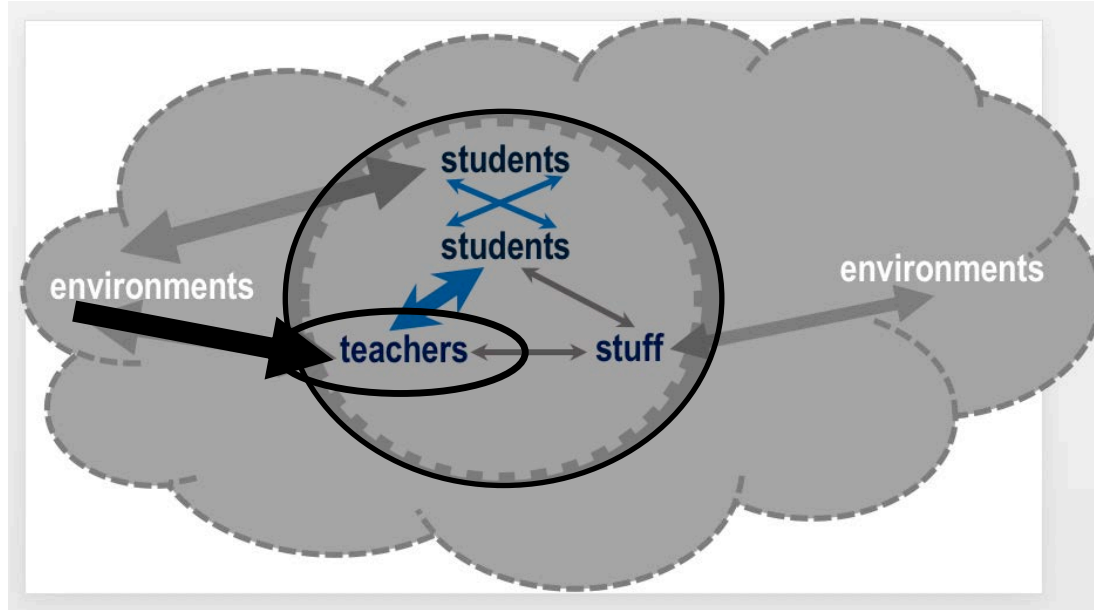
What is involved in disrupting this very successful curriculum of white supremacy?



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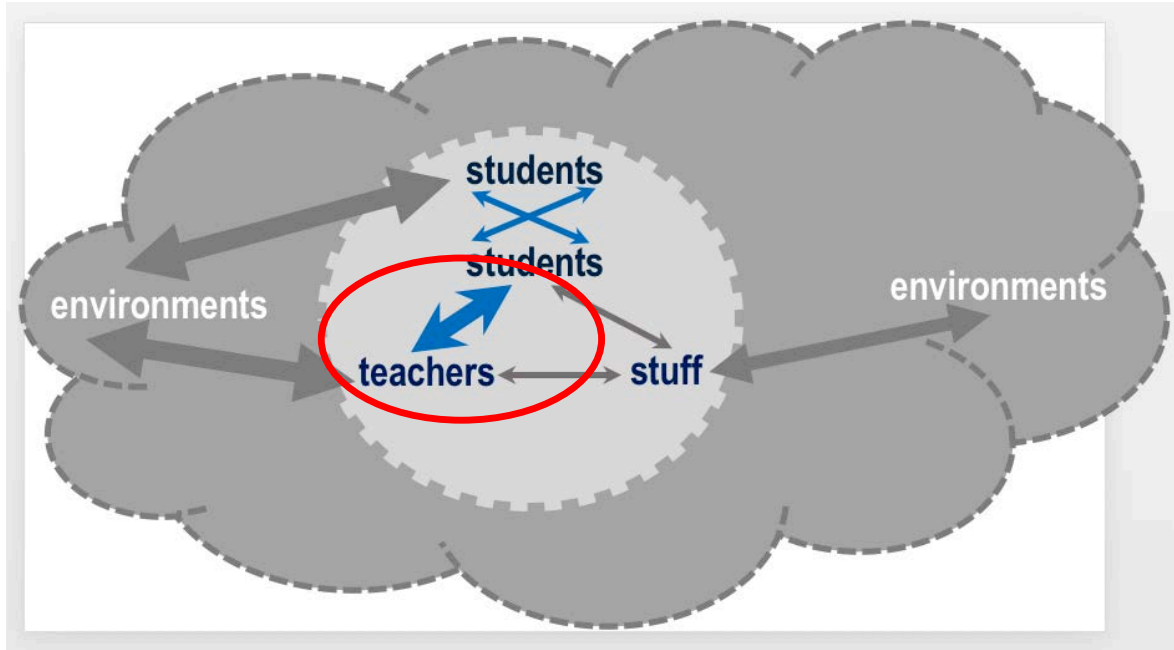
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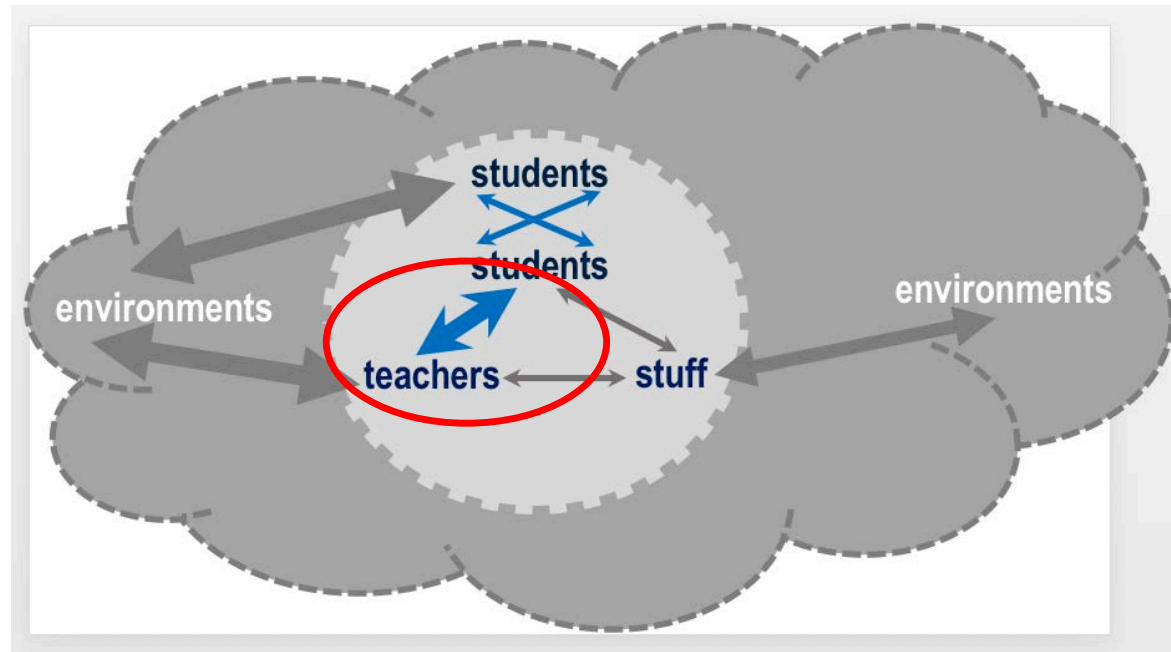


- Teaching is constrained by policies, curriculum, testing regimes. . .
- Teaching is highly idiosyncratic and individual.

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 |
| Dane | 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? | |
| Dane | 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 | Go ahead, it's your turn. | 17. Responding to student |
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| | | 20. Responding to student |

Teacher

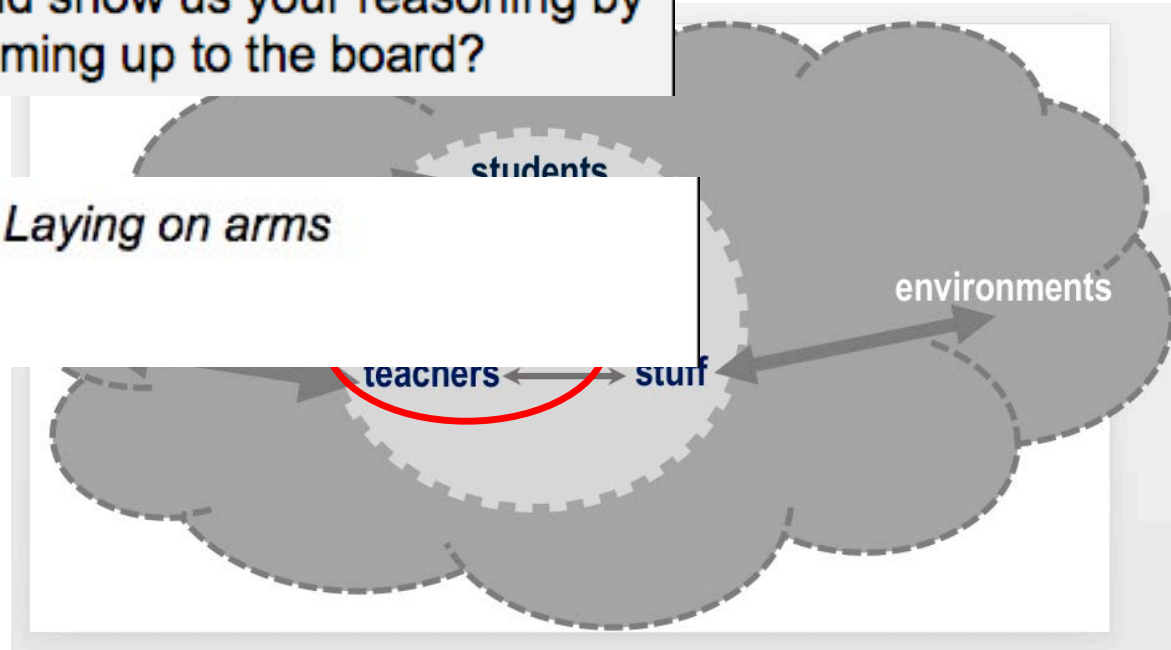
Who would like to try to explain what you think the answer is? And show us your reasoning by coming up to the board?

Other children

Laying on arms

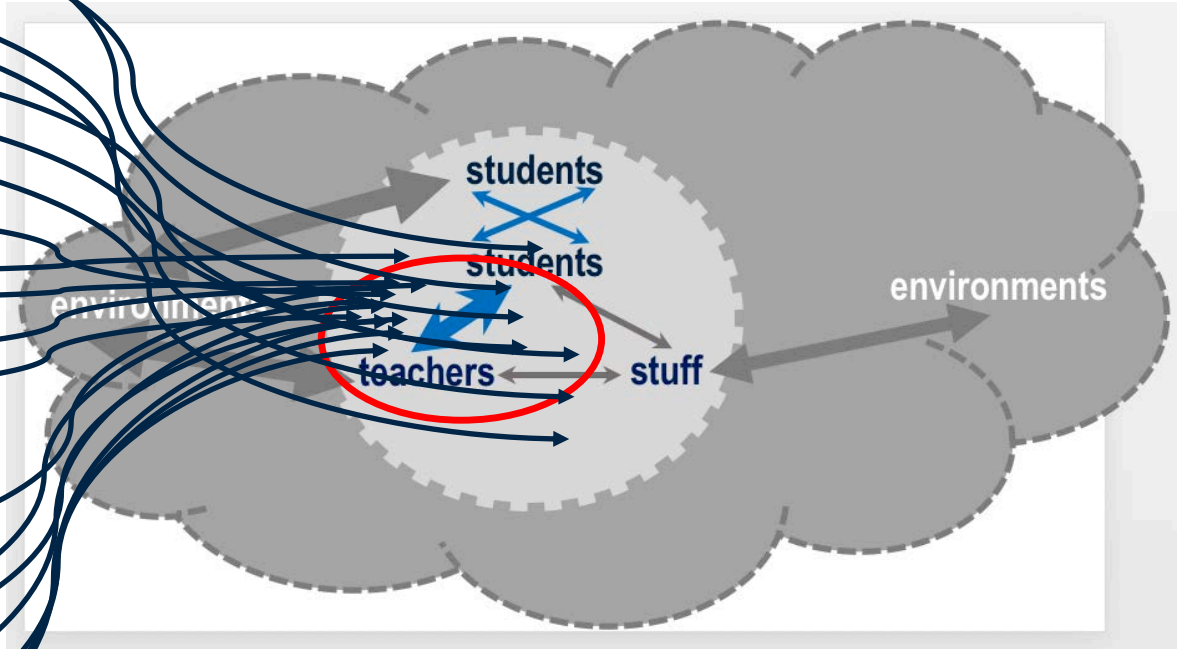
Dante

You did not!



20 in 1:28

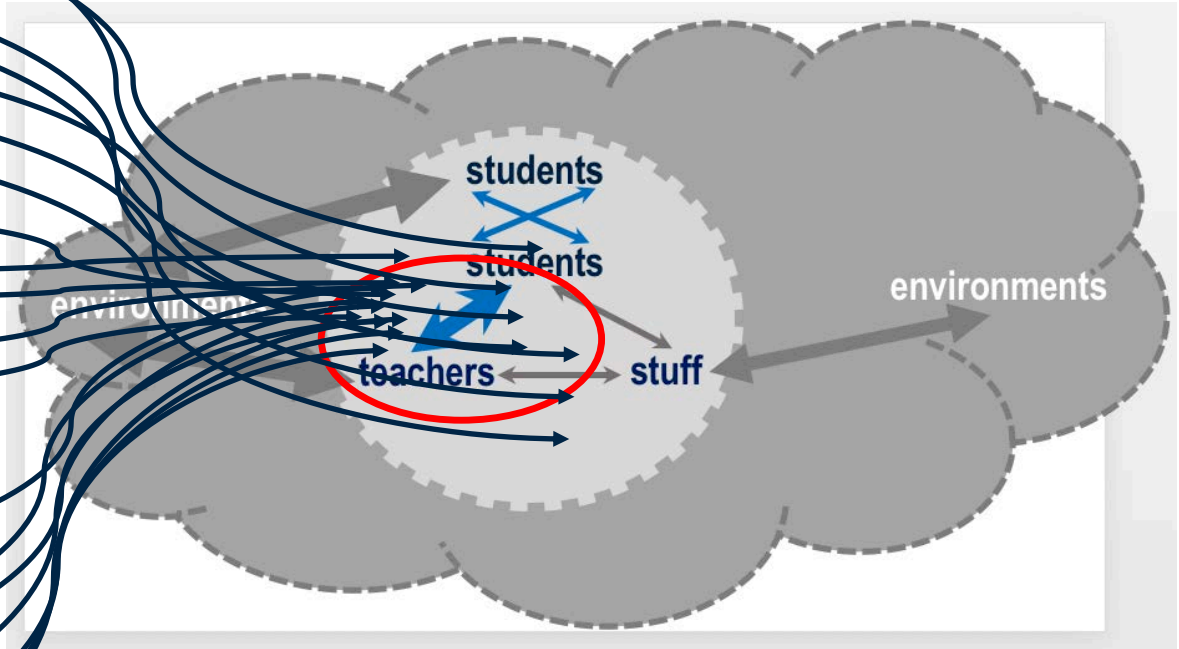
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| Teacher | Uh-huh? | 10. Taking up an individual student question |
| Aniyah | You want me to write it? | |
| Teacher | You're trying to mark what you think this number is and explain how you figured it out. | 11. Clarifying task |
| Teacher | Listen 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 |
| Dane | 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 |
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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 |



20 in 1:28

TEACHING IS DENSE WITH “DISCRETIONARY SPACES”

| 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. | |
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20 in 1:28

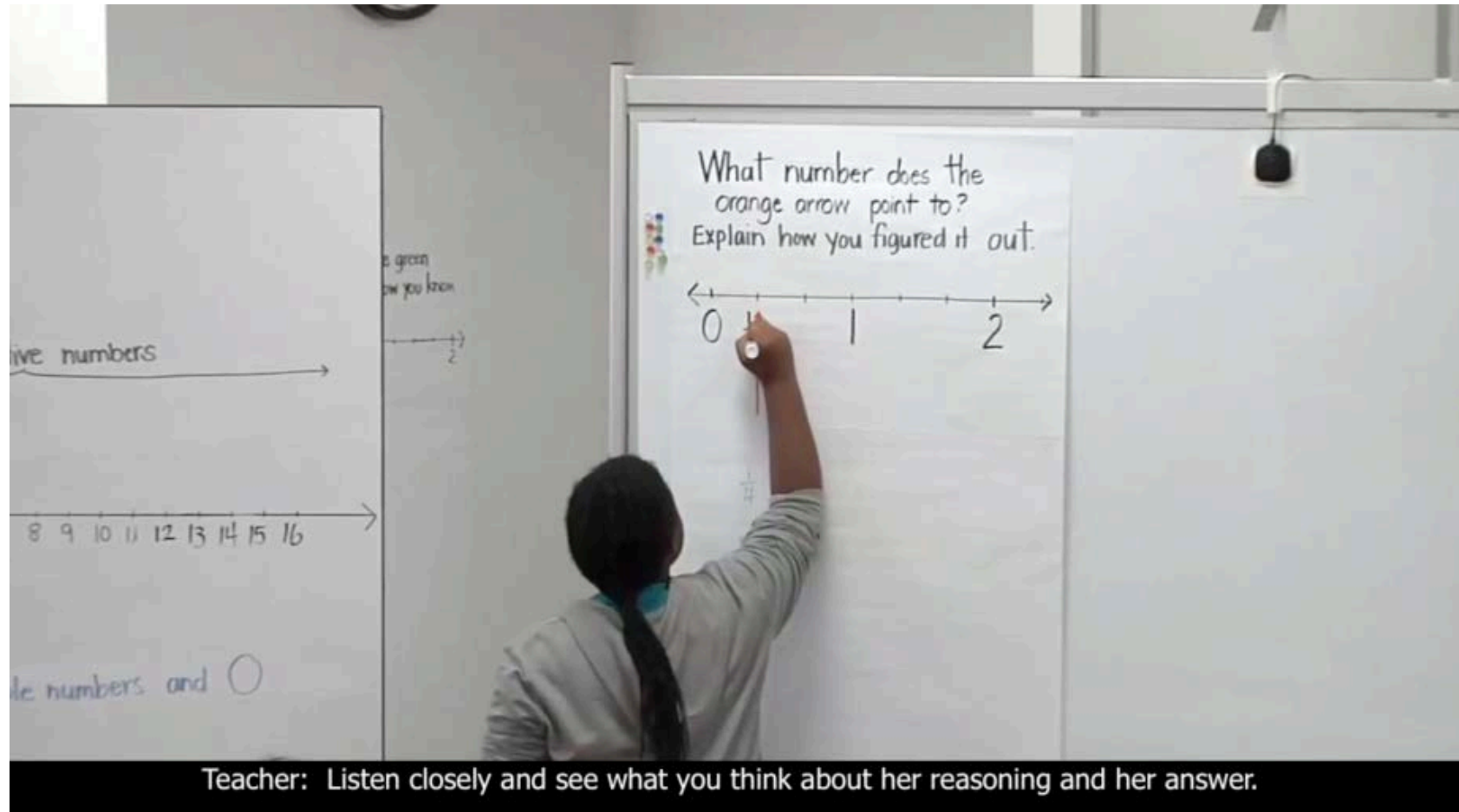
What number does the orange arrow point to?
Explain how you figured it out.



ANIYAH AND TONI



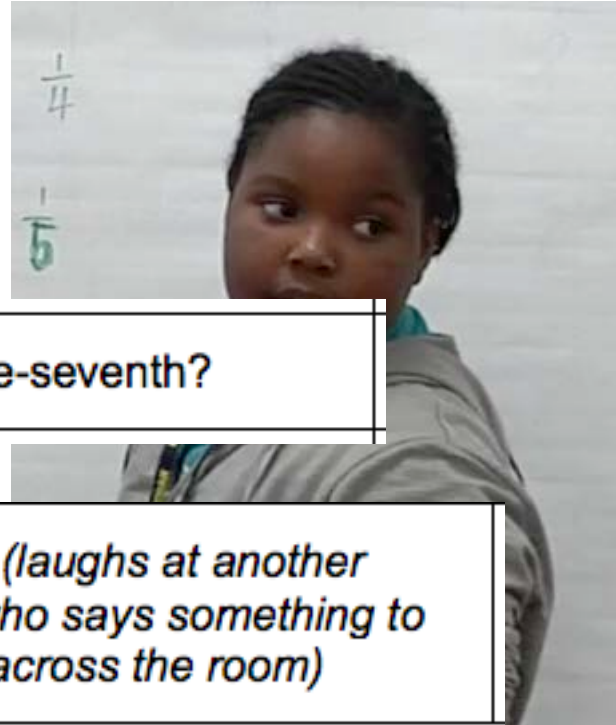
VIDEO: ANIYAH AND TONI



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

DISCRETIONARY SPACES IN JUST THESE FEW SECONDS

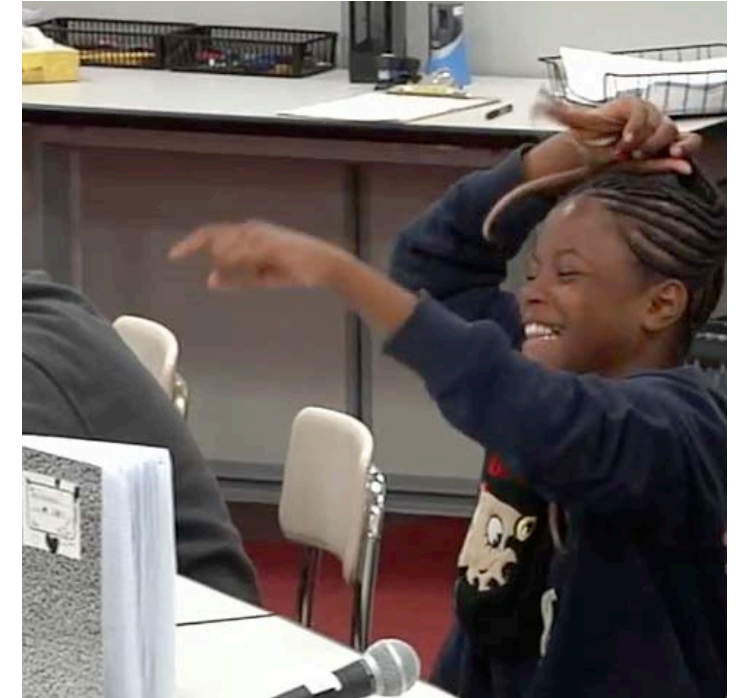
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| Teacher | Uh-huh? | |
| Aniyah | You want me to write it? | |
| Teacher | You're trying to mark what you think I explain how you figured it out. | |
| Teacher | Listen closely and see what you think and her answer. (Aniyah writes $\frac{1}{7}$) | |
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| Teacher | Okay, Toni, what's your question for her? | |
| Dante | You did not! | |
| Toni | Why did- (laughs at another student who says something to her from across the room) | |
| 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 |



Toni Did she say one-seventh?

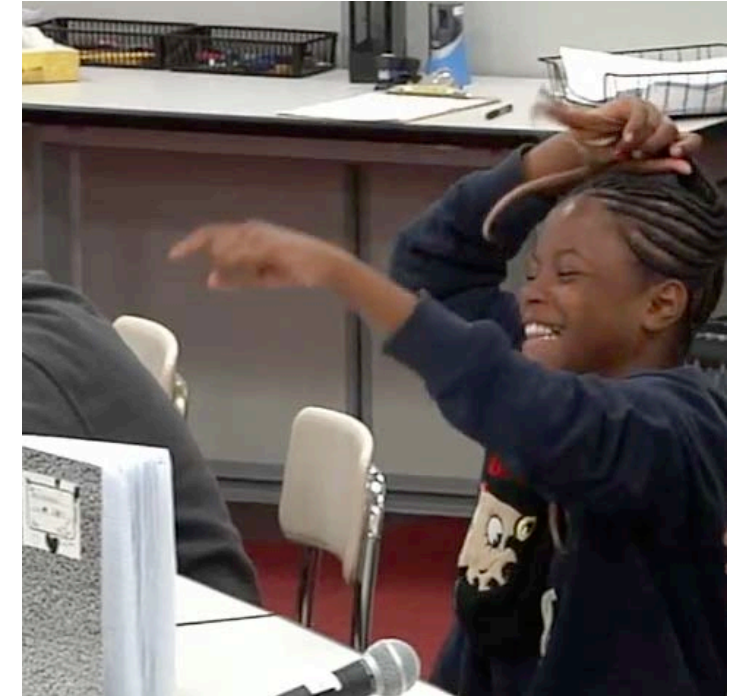
Toni Why did- (laughs at another student who says something to her from across the room)

Toni Why did you pick one-seventh?



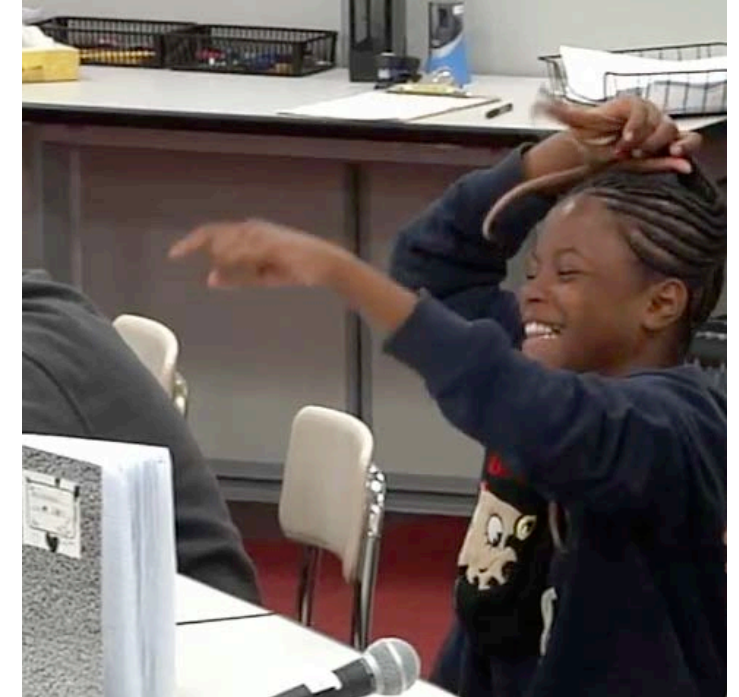
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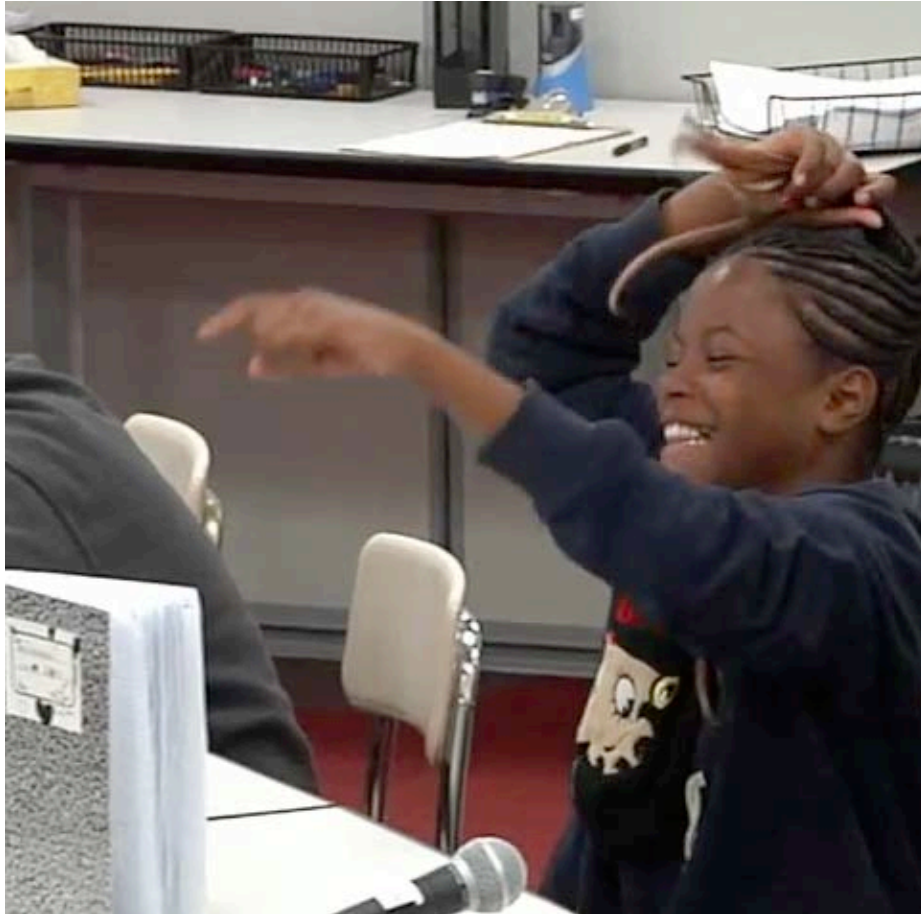


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SEEING INSIDE DISCRETIONARY SPACE #19



- 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?

(Gholson, Evan-Winter, Neal-Jackson)

BREAKOUT ROOMS

What commonly
would happen
next?

What are the
possible results?



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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?

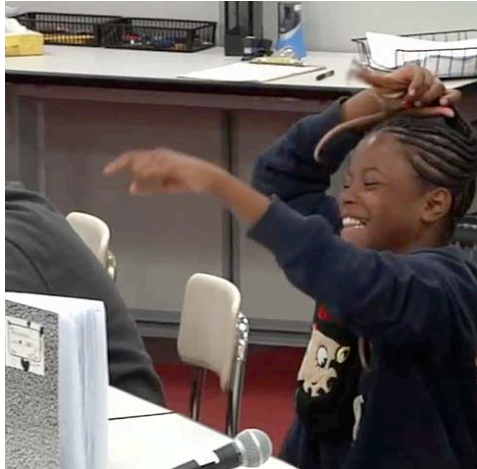
POSSIBLE NEXT MOVES

- “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?

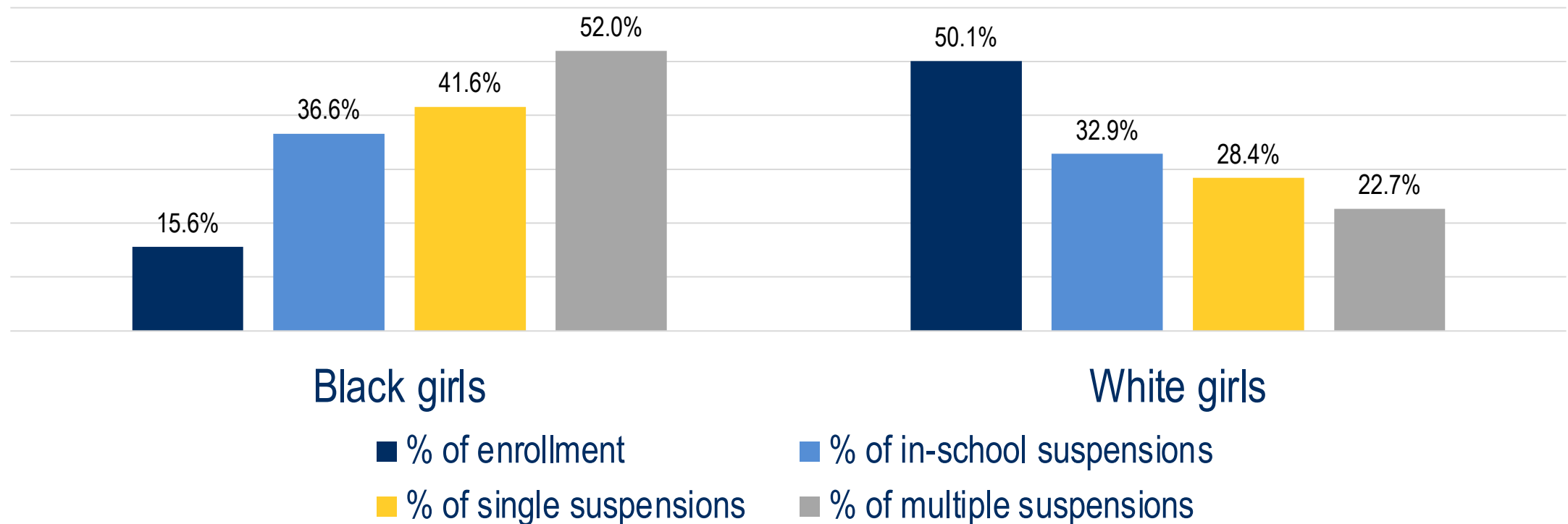


- Toni's contributions to the class are not read as appropriate or valuable.
- Her participation and mathematical attentiveness are made invisible.
- Her mathematical identity is not supported.
- These combine to eclipse her humanity.



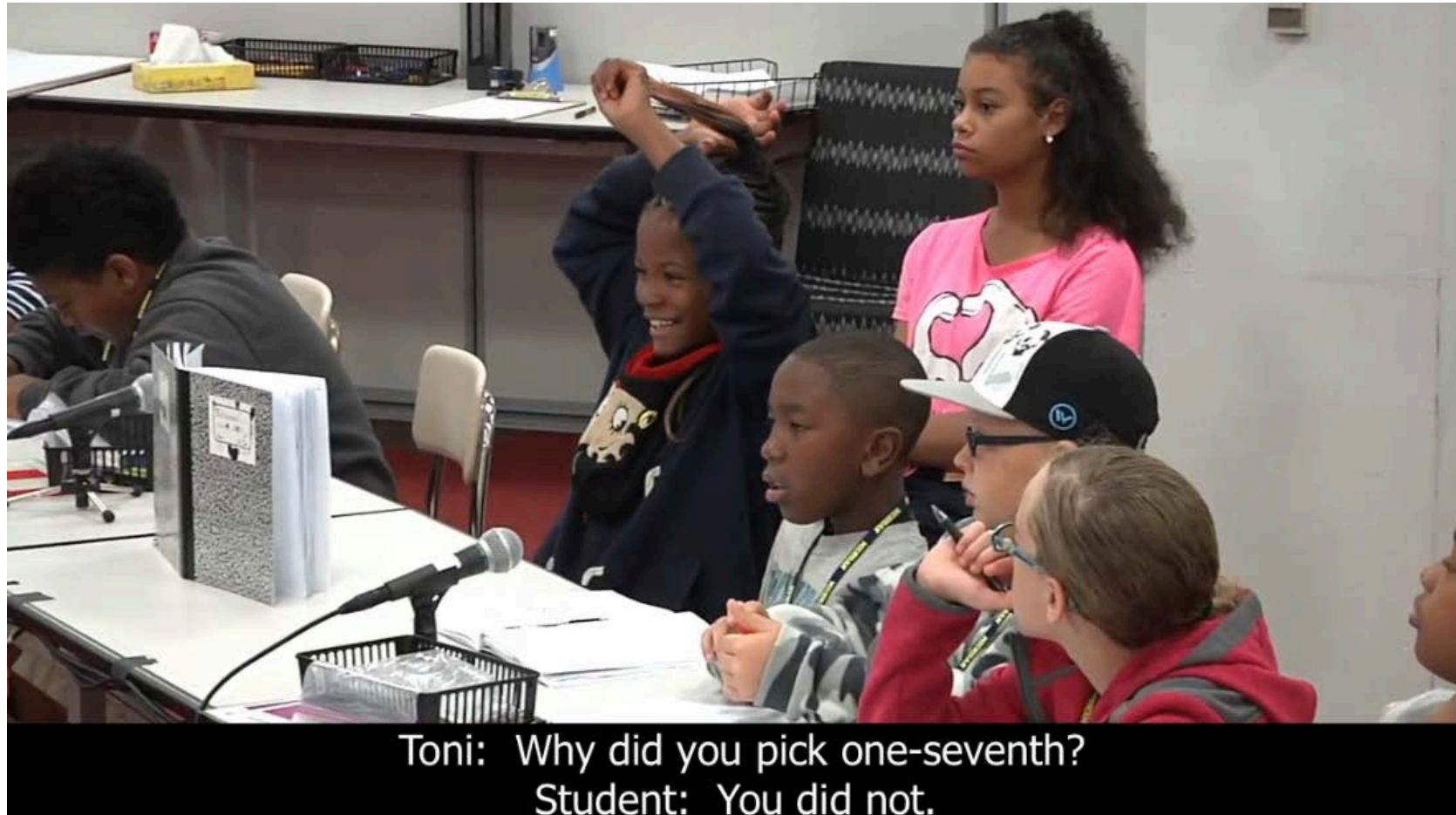
- Toni is named as being a distraction, mocking Aniyah, and as playing with her hair.
- She is not seen as someone who contributes to math discussions, or who asks good questions.
- These combine to images of Black girls as “troublemakers” and not “good at math.”

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



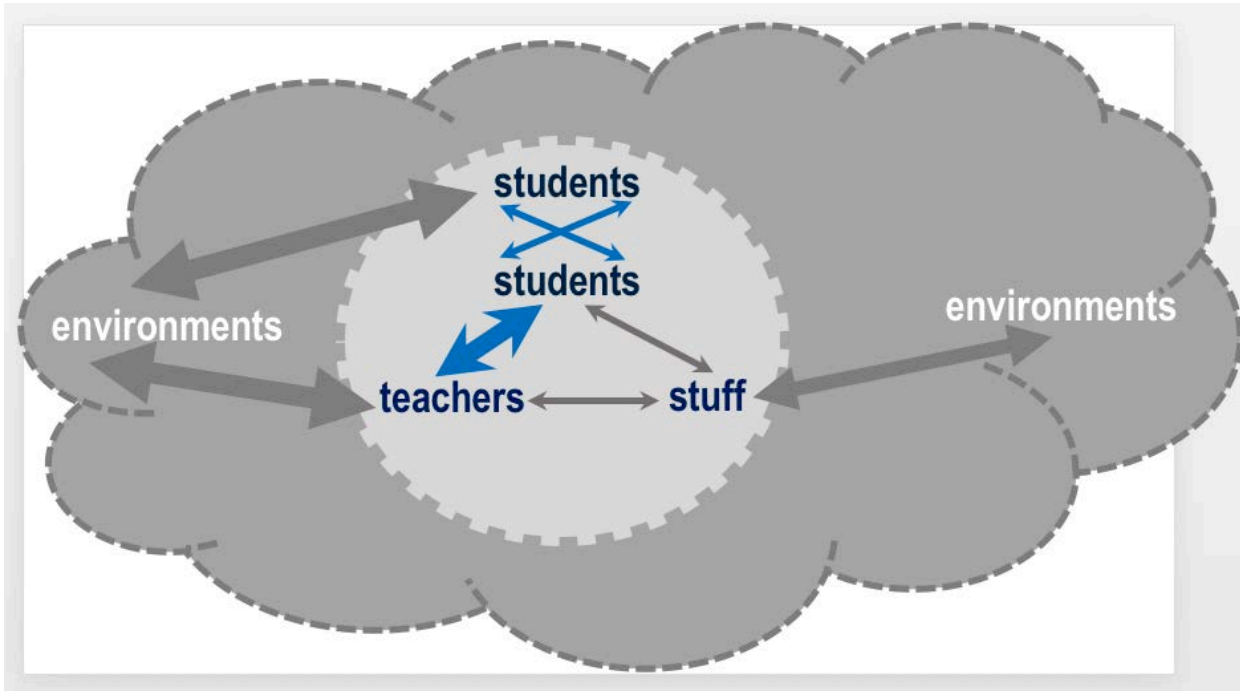
What would it take to learn to use
the discretionary spaces in
teaching in ways that disrupt the
curriculum of white supremacy,
instead of reinforcing and
perpetuating it?



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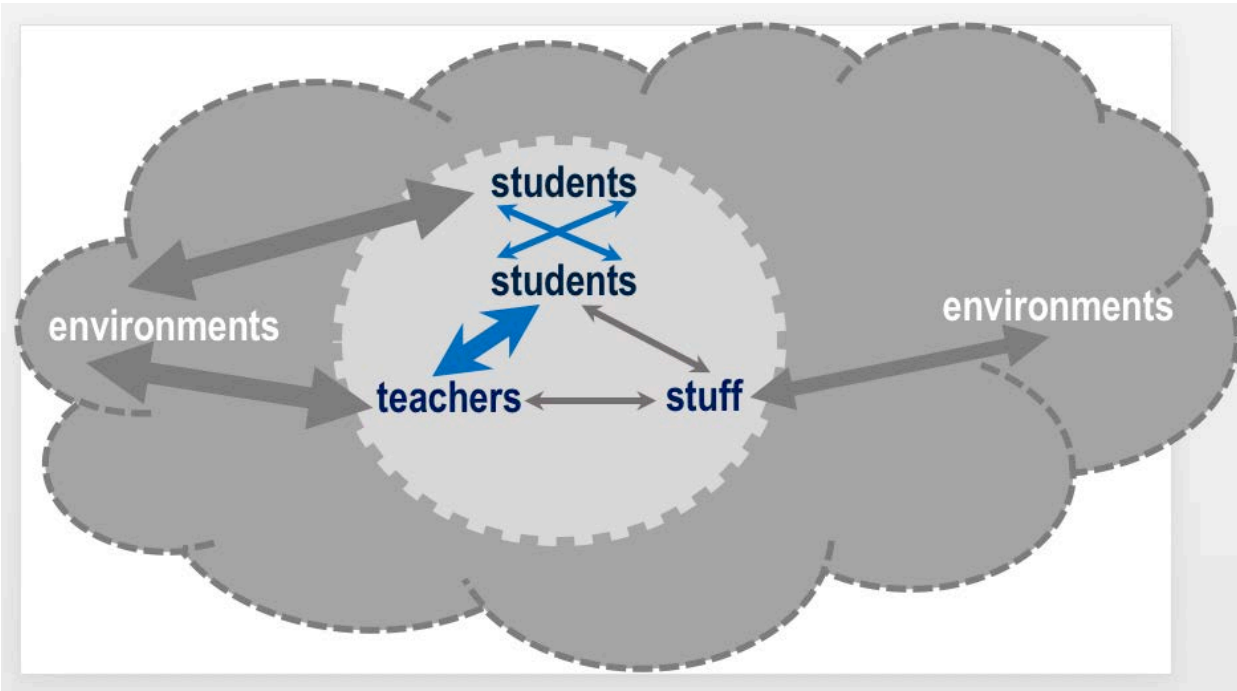
WHAT REGULARLY FILLS THE DISCRETIONARY SPACES IN TEACHING?



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?



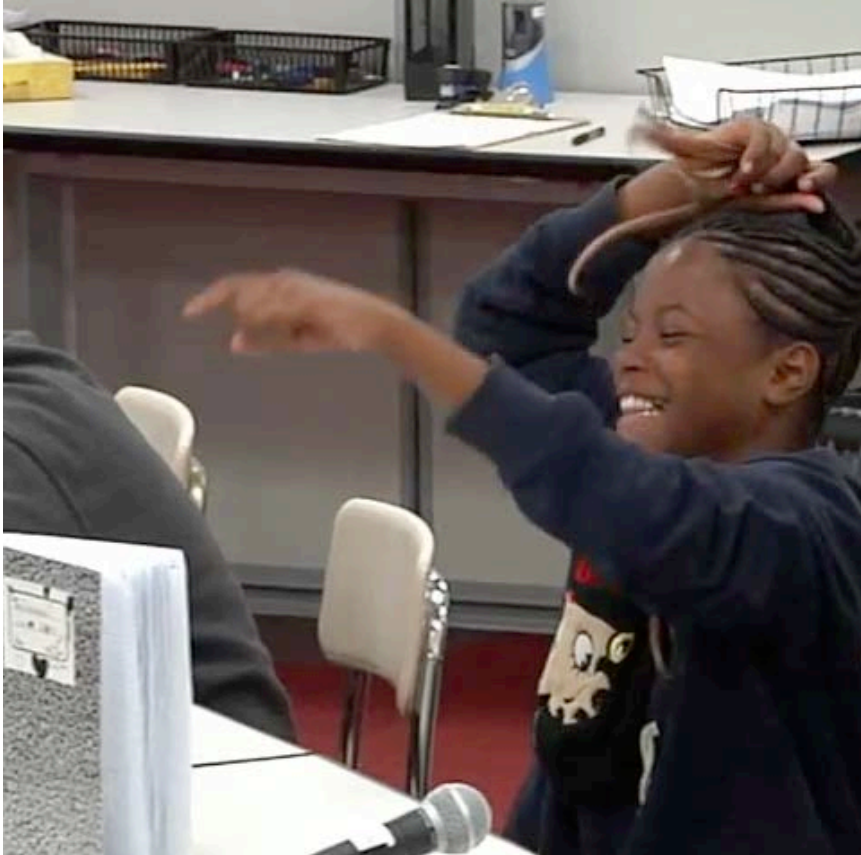
Lortie (1975), Banks, Grant and Koskela, Moll
Anyon (1981), Heath, Martin, Tuck

Professional education does not effectively intervene on these.

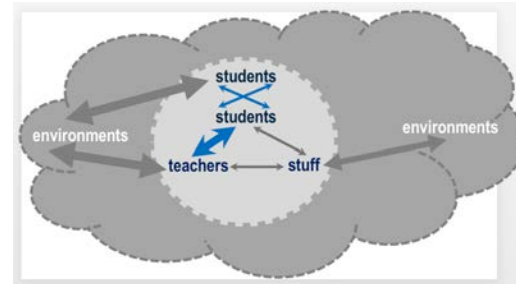
1. Teachers' experiences in a society filled with racism and oppression.
2. Normalized practices in schools that institutionalize dominant values and habits.

Professional education and teaching experience often teach these.

WHAT DOES IT TAKE TO DISRUPT THE PATTERNS THROUGH WHICH A BLACK GIRL IS MARGINALIZED?

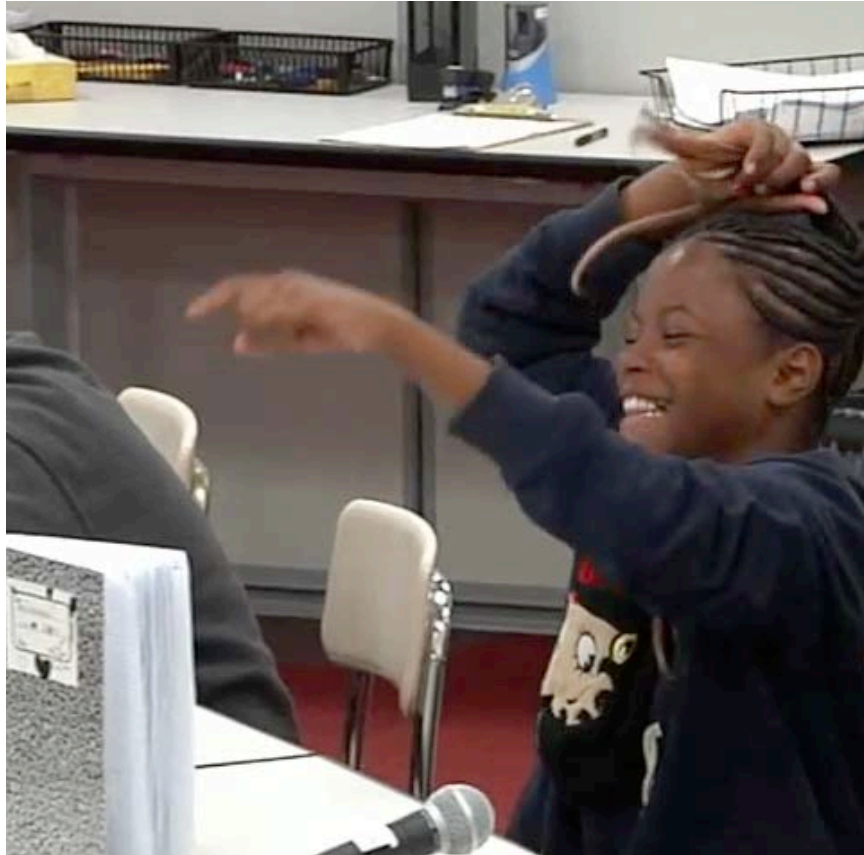


- Seeing Toni's question as key to the class's work
- Taking as axiomatic the brilliance of Black children, and thus Toni and Aniyah



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

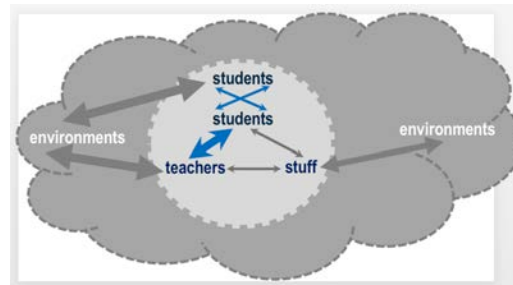
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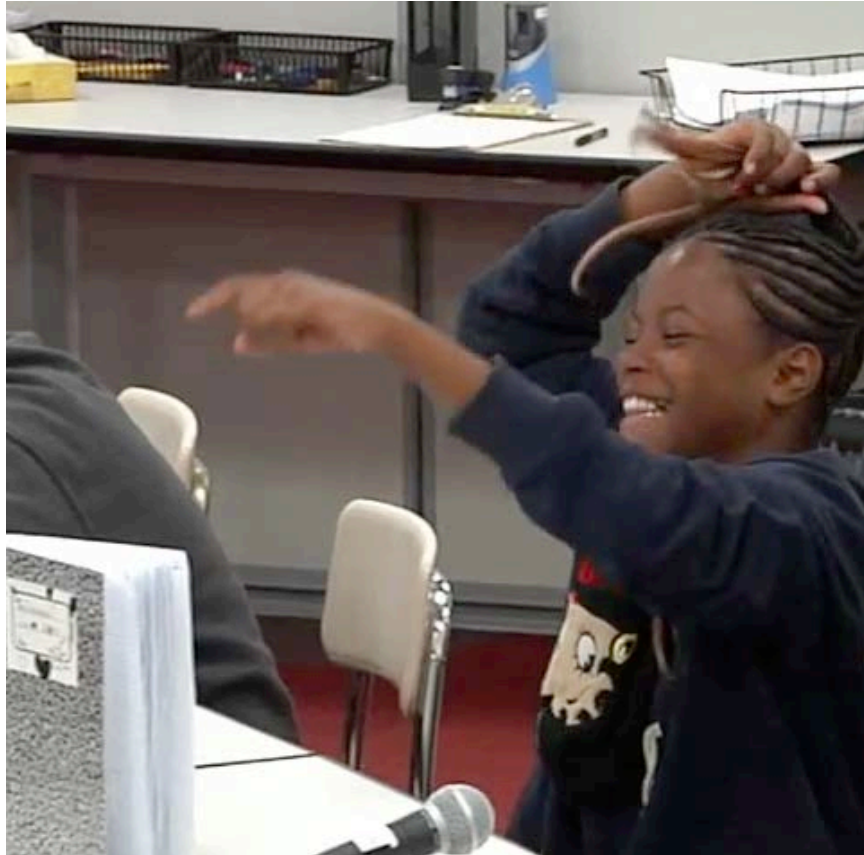
Knowing and using mathematics in teaching (MKT)

Interpreting Toni as asking a mathematical question that she means



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

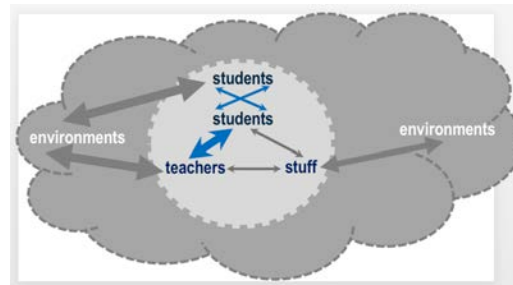
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- Seeing Toni's question as key to the class's work
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- . . . AND having something different to DO

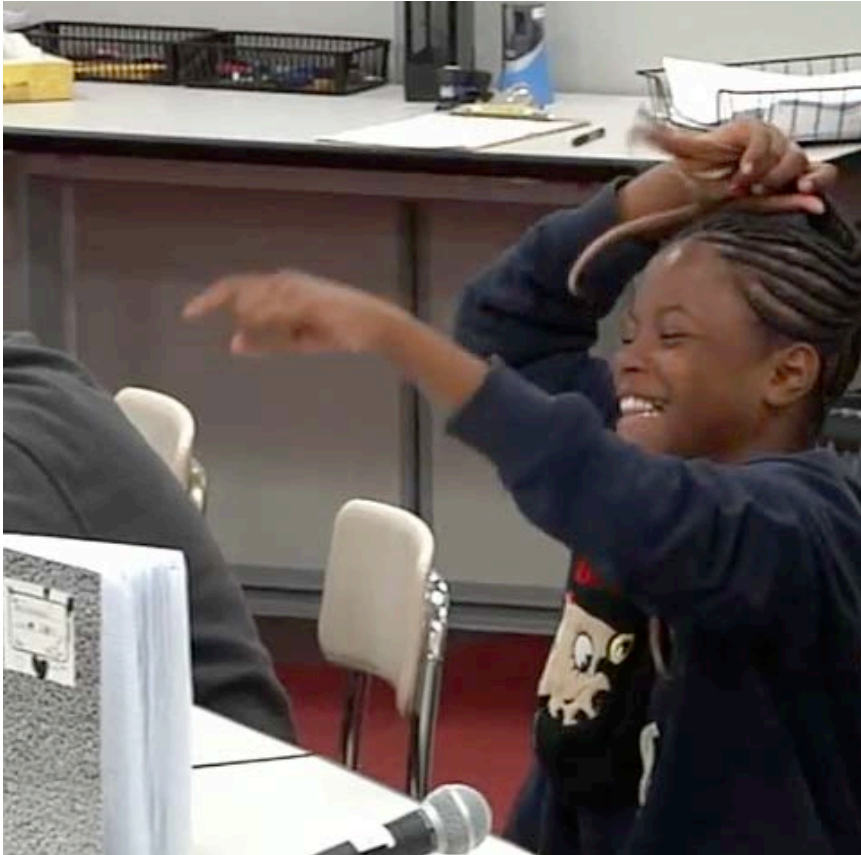
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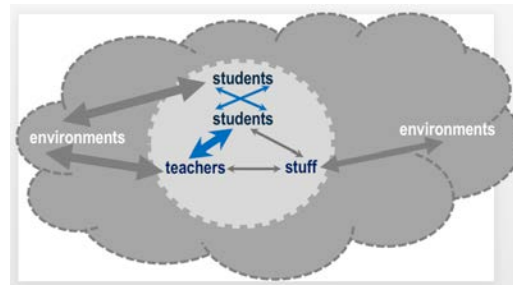


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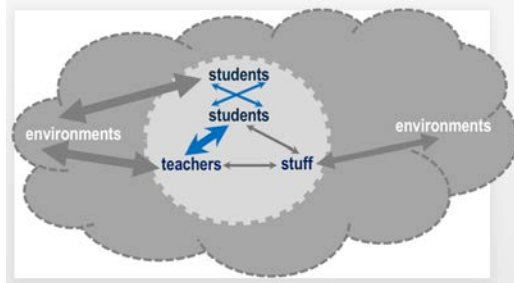
Interpreting Toni as asking a mathematical question that she means

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

SMALL GROUP ACTIVITY IN BREAKOUTS



SCHOOL OF EDUCATION



TeachingWorks



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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.

EXAMINING EVERYDAY CLASSROOM SCENARIOS

1. Where are discretionary spaces in the scenario?
2. What are normalized ways of dealing with, responding to, or acting in these spaces?
3. What influences or drives those?

4. With a **persistent, consistent, and insistent*** commitment to **disrupting anti-Black racism**, what options for interpretation, response, and action do you identify?

* Brandelyn Tosolt, [Abolitionist Teaching Network](#)

SCENARIO #1

You are leading a class discussion of a math problem in your sixth-grade math class. You want to distribute turns equally to all of your students and so you are using “equity sticks” to pull names at random. You ask the class to share their ideas about the math problem that they have all been working on. When you pull the name of Darin, a Black boy in your class, he says, “pass,” and declines to respond to your question.

1. Where are discretionary spaces in the scenario?
2. What are normalized ways of dealing with, responding to, or acting in these spaces? What influences or drives those?
3. With a persistent, consistent, and insistent commitment to disrupting anti-Black racism, what options for interpretation, response, and action do you identify?

SCENARIO #2

During your eighth-grade social studies 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 cases 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.

1. Where are discretionary spaces in the scenario?
2. What are normalized ways of dealing with, responding to, or acting in these spaces? What influences or drives those?
3. With a persistent, consistent, and insistent commitment to disrupting anti-Black racism, what options for interpretation, response, and action do you identify?

USING THE POWER WE HOLD IN DISCRETIONARY SPACES TO LEARN TO DISRUPT INSTEAD OF REINFORCE RACISM

- **Orient** to the foundational commitment to disrupting anti-Blackness and white supremacy: Determine powerful ways to center this.
- Using specific case(s) to ground the work, **uncover relationships** between patterns of anti-Blackness and white supremacy **and** micro-level actions and interpretations in practice:
 - See how these operate as a product of discretion, whether deliberate or habitual.
 - Probe influences on these actions in discretionary spaces.
 - Predict impact of actions in discretionary spaces.
 - Reflect continuously: (How) Is commitment to disrupting racism figuring in this action?
 - Develop alternatives deliberately aligned with commitment to disrupting racism.
- **Build muscle/habit** for continuously asking what is influencing my actions/interpretations and are these consistent/in tension with the commitment to center the work of disrupting anti-Blackness and white supremacy?
- **Build repertoire** of alternatives. Sometimes not-doing is the alternative

There is no neutral.

*Imani Goffney, Ibram X. Kendi



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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

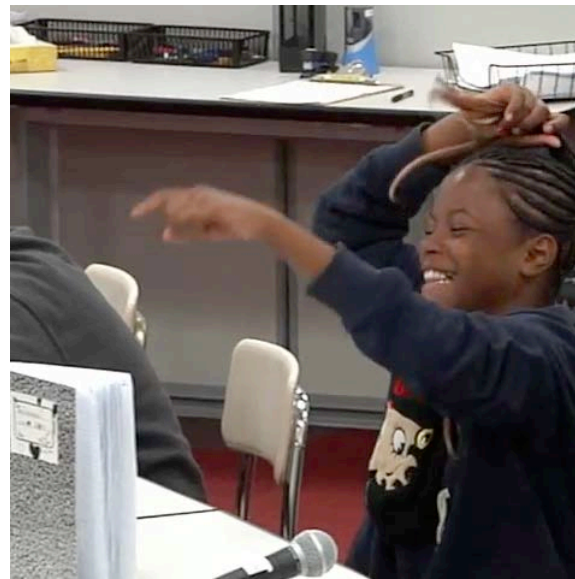
The older I get the better I know that the secret of my going on
Is when the reins are in the hands of the young, who dare to run
against the storm

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

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



“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.



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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!

dball@umich.edu

Slides will be available on my website

<https://deborahloewenbergball.com/>

(“Google” Deborah Ball)



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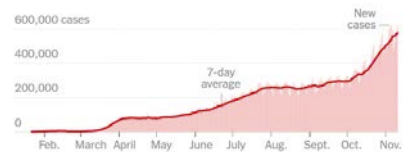


Image on slides 2 and 66:
“Ripped Fabric Image” by clker user >\\SAS.
Retrieved from <http://www.clker.com/clipart-488659.html#>



Graphics 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 November 12, 2020, 7:52 A.M. E.T.



| | TOTAL REPORTED | ON NOV. 11 | 14-DAY CHANGE |
|---------------|----------------|------------|---------------|
| Cases | 52.2 million+ | 618,441 | +24% → |
| Deaths | 1.2 million+ | 9,841 | +37% → |

Includes confirmed and probable cases where available. 14-day change trends use 7-day averages.



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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 64:

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 64:

Photo from “Kids, school, and COVID-19: What we know — and what we don't” by Patrick Boyle, AAMC. Retrieved from

<https://www.aamc.org/news-insights/kids-school-and-covid-19-what-we-know-and-what-we-don-t>



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 64:
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>

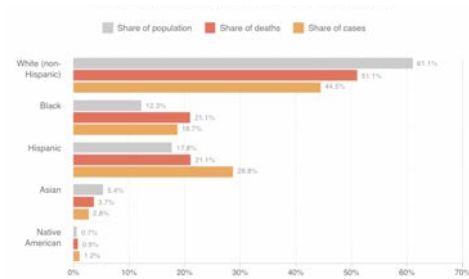


Image on slide 6:
Graph from “As Pandemic Deaths Add Up, Racial Disparities Persist — And In Some Cases Worsen,” by Daniel Wood, National Public Radio
Retrieved <https://www.npr.org/sections/health-shots/2020/09/23/914427907/as-pandemic-deaths-add-up-racial-disparities-persist-and-in-some-cases-worsen>

Notes
Data as of September 20. Shares represent the share of cases and deaths by race or ethnicity identified. Hispanic and Latino case and death counts are from states that classify this as an ethnicity, rather than a race, in line with the designation found in the American Community Survey.



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Image on slide 7:

Graphic from “A Decade Of Watching Black People Die” by Code Switch, National Public Radio. Retrieved from <https://www.npr.org/2020/05/29/865261916/a-decade-of-watching-black-people-die>

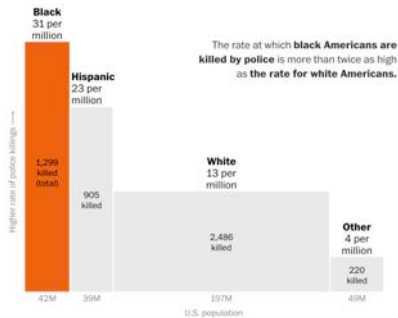


Image on slide 8:

Graph from “Fatal Force,” Washington Post.

Retrieved from <https://www.washingtonpost.com/graphics/investigations/police-shootings-database/>



Image on slide 9:

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

Retrieved from <https://www.cnn.com/2020/06/23/politics/black-lives-matter-support-impact/index.html>



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Image on slide 11:

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

Retrieved from <https://www.washingtonpost.com/nation/2020/07/06/phoenix-protest-police-shooting/>

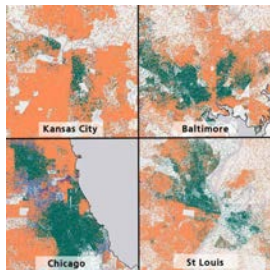


Image on slide 11:

Graphic from “Why don't black and white Americans live together?,” by Rajini Vaidyanathan, BBC News

Retrieved from <https://www.bbc.com/news/world-us-canada-35255835>



Image on slide 11:

Graphic from “Housing Segregation In Everything” by Code Switch, National Public Radio.

Retrieved from <https://www.npr.org/sections/codeswitch/2018/04/11/601494521/video-housing-segregation-in-everything>



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Image on slide 11:

Graphic from “The Criminal Justice Reform Plans of 2020: And Why Kamala Harris’ is the Best,” by Mia Brett, Medium Retrieved <https://medium.com/@miabrett/the-criminal-justice-reform-plans-of-2020-and-why-kamala-harris-is-the-best-e764db85c728>

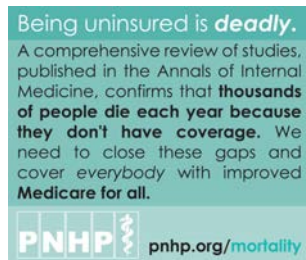


Image on slide 11:

Graphic from “Lack of health insurance and U.S. mortality,” PNHP Retrieved from <https://pnhp.org/news/lack-of-health-insurance-and-u-s-mortality/>



Image on slides 12–14, 24, and 47:

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>



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Image on slides 12–14, 24, and 47:

Photo from “Black doctors earn less than white peers, study reveals” by Stacy M. Brown, The Philadelphia Tribune. Retrieved from https://www.phillytrib.com/lifestyle/health/black-doctors-earn-less-than-white-peers-study-reveals/article_2d359910-85c8-524b-b6d2-15d1705ad762.html



Image on slides 12–14, 24, and 47:

“Police.” by Flickr user G20 Voice

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Image on slides 13, 14, 24, and 47:

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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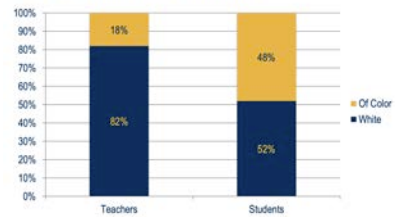
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Image on slides 14, 24, and 47:

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:

Center for American Progress. (2014). Teacher diversity revisited: A new state-by-state analysis. Washington, DC: Boser.
Retrieved from <https://cdn.americanprogress.org/wp-content/uploads/2014/05/TeacherDiversity.pdf>



Image on slide 17:

Photo from “19th Amendment Centennial Celebration.”
Retrieved from <https://www.ctbar.org/events-education/19th-amendment-centennial-scavenger-hunt>



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Image on slide 17:

Photo from “When Did African Americans Actually Get the Right to Vote?,” by Sarah Pruit, History.com. Retrieved from <https://www.history.com/news/african-american-voting-right-15th-amendment>



Image on slide 17:

Image from “First Thanksgiving Meal,” History.com.

Retrieved from <https://www.history.com/topics/thanksgiving/first-thanksgiving-meal>



Image on slide 17:

Image from “Slavery: Good Times,” by Janet S., Racespective.

Retrieved from <https://racespective.com/2015/07/06/54/>



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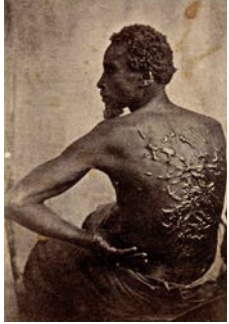
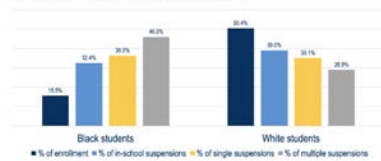


Image on slide 17:

Photo from “The Scourged Back: How Runaway Slave and Soldier Private Gordon Changed History” by Frank H. Goodyear, III, America’s Black Holocaust Museum.

Retrieved from <https://abhmuseum.org/the-scourged-back-how-runaway-slave-and-soldier-private-gordon-changed-history/>

RATES OF SUSPENSION:
BLACK STUDENTS VS. WHITE STUDENTS



Data on slide 21–23:

2013–14 Discipline Estimations by Discipline Type, U.S. Department of Education

Retrieved from https://ocrdata.ed.gov/StateNationalEstimations/Estimations_2013_14

BLACK BOYS MAKE UP:



Data on slide 21–23:

Office for Civil Rights. (2018). 2015–16 Civil Rights Data Collection: School Climate And Safety. Washington, DC: U.S. Department of Education.

Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/school-climate-and-safety.pdf>



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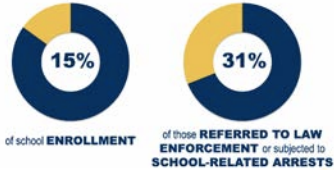
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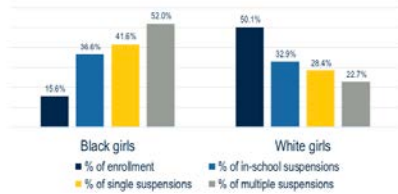
BLACK STUDENTS MAKE UP:



Data on slide 21–23:

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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Data on slide 44:

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

Retrieved from <https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2017/08/girlhood-interrupted.pdf>



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