OUTRAGE TO ACTION: DISRUPTING INEQUITY THROUGH TEACHER EDUCATION

Moderator: Deborah Loewenberg Ball
Panelists: Lisa Delpit, David Kirkland, sj Miller, Theresa Montaño
Welcome to this year’s TeachingWorks/AACTE Preparing Teachers for Practice strand:

“Outrage to Action: Disrupting Inequity Through Teacher Education.”

Our goal on this panel:

- How do we work with teacher candidates to ensure that they are prepared and committed to—
  - enact equitable and just practice
  - disrupt historical and systemic patterns of inequity in schools
SPECIFYING AND REINFORCING PRODUCTIVE STUDENT BEHAVIOR

- Definition: Clear expectations for student behavior and careful work on the teacher’s part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.

How do we—

- teach children in ways that build on and cultivate their productive capacities to learn?

- prepare teachers who can act on firm imperative to push against deficit views of children and to resist persistent punitive and marginalizing norms?
OUR PANELISTS

Panelists will examine the ways in which teachers can support productive student behavior.

- Lisa Delpit, Felton G. Clark Distinguished Professor of Education at Southern University in Baton Rouge, Louisiana
- David Kirkland, Executive Director of The NYU Metropolitan Center for Research on Equity and The Transformation of Schools
- sj Miller, Deputy Director of The Center for Research on Equity in Teacher Education, New York University
- Theresa Montaño, California Teachers Association Vice President; Professor of Chicana/Chicano Studies at California State University, Northridge (CSUN)

We have asked our speakers to illustrate **how they work with beginning teachers to ensure that new educators are prepared with ways of relating and of acting in their practice to ensure that each of the young people in their classes thrives and grows as human beings.**
ORganization of our panel

- First, panelists will each make short presentations on this high-leverage practice:
  - Pick and name some (specific) aspect of student behavior that is important for just teaching practice, and that teachers need to specify and reinforce, and
  - Elaborate why that (or those) practice(s) is/are important for justice and equity.

- Then, we will sit together and discuss this teaching practice, how it can be taught, and what this means for disrupting inequality
  - What are ways to work on this practice with our candidates?
  - What would novice teachers need to learn and what would we have them do in order to learn these things?
  - What typically happens in schools – and is normalized there – that could create barriers to teachers to do this work?
  - And, what does this mean to help novice teachers realize this and begin to work on this

- Throughout we will incorporate the questions and comments you share on Twitter using #TWTalks.
PANELISTS’ PRESENTATIONS:
SPECIFYING AND REINFORCING PRODUCTIVE STUDENT BEHAVIOR
- Pick and name some (specific) aspect of student behavior that is important for just teaching practice, and that teachers need to specify and reinforce, and
- Elaborate why that (or those) practice(s) is/are important for justice and equity.

Panelists present in the following order:

Lisa Delpit
sj Miller
Theresa Montaño
David Kirkland
Lisa Delpit
Creating Culturally Affirming Identities of Excellence

Lisa Delpit
Culturally Affirming Instruction

- Connected to students’ cultural and intellectual legacy
- Connected to students’ lived experiences
- Of value outside the classroom
- Connected to the students’ community
“My biggest aim isn’t to teach information to children, but to put them in such intriguing contexts that they are coerced to teach themselves!”
How the McKinley Project Began

1. Found topics that foster student engagement:
   --Connected to students’ intellectual legacy, lived experiences, and community. Of value outside the classroom
2. Gave guidance, but allowed students to own the process.
3. Found community liaison (87 year-old former student who knew everyone in community --she helped identify individuals to whom students could talk)
4. Met with a group of community members regularly for guidance
5. Developed interview protocol: (Tell me about..., Tell me more, Can you give me an example?)
6. Tested questions out on group of community members to which questions were good and which weren’t
Preparing for Research
Brainstorming
Asking the big question
Assessing others’ ideas
Listening to each other
Giving feedback
Working in small and large groups
Contributing to groups
Weighing possible choices
Identifying process roadblocks
Setting guidelines to overcome roadblocks

Sharing Findings
Determining appropriate vehicle to present data to various audiences

Engaging in Research
Determining potential resources:
- Community members
- Archival documents
Setting historical context
Identifying and analyzing archival data
Developing Interviewing skills
- Asking open-ended questions
- Becoming aware of non-verbal cues
Analyzing findings
Writing up findings
- Transcribing tapes
  --spelling
  --grammar
  --capitalization
  --paragraphing
Creating and editing drafts
Giving feedback on writing
Making decisions on final drafts

Presentation skills
  speaking
Using media/visuals
Creating Guidelines for Discussions, Listening, Feedback, Overcoming Roadblocks

Give students guidelines, but have *them* discuss what rules they want to enact. Post their rules, but keep them open for amendment. Help students refer to their guidelines when issues arise.

**Sample Guidelines for discussions/feedback:**

1. Repeat what you’re responding to
2. Agree or disagree and say why
3. Ask a question about the comment; ask for elaboration
4. Provide an example of what you’re commenting on
5. Relate the comment to a previous comment, former discussion, text, etc.
6. Make a new, related comment

“Class Discussion Challenge: Getting Students to Listen and Respond to Each Other’s Comments”

*Faculty Focus*, Teacher Professor Blog
Embedding the Complexities of Gender Identity Through a Pedagogy of Refusal: Learning Literacy and Literacy with and from our Students

sj Miller, Ph.D.
Deputy Director of Center for Research on Equity in Teacher Education (CRETE)
Metropolitan Center for Research on Equity and the Transformation of Schools
Research Associate Professor | New York University | Steinhardt School of Culture, Education, and Human Development
“The body gives rise to language and that language carries bodily aims, and performs bodily deeds that are not always understood by those who use language to accomplish certain conscious aims.”

-Butler, 2004, p. 199

The self constitutes itself in discourse with the assistance of another’s presence and speech.

-Foucault, 1980
Common Assumptions/Presumptions
Undermining Student Engagement

Cissexual/cisgender/cisnormative/gender and gender identity gaze
- Approaches to curriculum-non trans-sectional (e.g., pedagogy, materials, choices)
- Uses of, and lack of, expansive and dynamic language
- Lack of social, cultural, personal awareness and deeper understanding of social positioning of bodies

Reinforced by School Climate and Culture
- Inclusion/adherence to microaggressive national, state and municipal policies
- Intentional, willful, and condoning of uninterrupted use of deficit or presumptuous language
- Laissez faire- lack of interest in PD, books in library, posters/messages, QSA/GSA, faculty, staff, and stakeholder discussions
Reinforcement of the Norm: Essentializing Gender-identity

- People are conditioned to believe in a set of social narratives, myths, ideas, and values of varying reliability, usefulness, and verifiability.
- Acceptance of only gender identity typical identities generates oppressive beliefs such as normal/abnormal, superior/inferior, desirable/undesirable, and inclusion/exclusion.
- Deviations may pathologize the individual who may then encumber myriad social, emotional, academic, and health consequences.

How the Norm Sanctions Gender Identity-based Violence: Root Causality

- Diagnosing an abnormality, binary—often unconsciously—forces individuals into a gender identity, useful or essential identity, that identifies one gender rather than another. This binary model includes beliefs such as biological sex, gender, gender expression, and gender identity.
- Gender dysphoria, "a condition in which someone experiences distress with their biological gender and strongly identifies with, and wants to be, the opposite gender" (DSM-5, American Psychiatric Association, 2013), may then encumber myriad social, emotional, academic, and health consequences.

Privileging environment

Medical model
Bodies as Literacy

• Self-awareness enables them to dislodge from norms that many students are vulnerable to inheriting and embodying;
• Always in motion between in-and-out of school contexts and forming micro-sanctuaries/CoP;
• Made and remade, always in perpetual construction and deconstruction. When recognized, validation confers legitimization and generates emergent language positioning them as generators and agents of literacy;
• What arises is “something new and unrecognizable, a new area of negotiation of meaning and representation” (Bhabha, 1994); and,
• What arises: each person self-determines how they want to be spoken about, understood and seen as. These acts ARE refusal and resistance against assimilation.
Pedagogy of Refusal
“High Leverage Practice”
(Building upon bodies as literacy learning and learning literacy)

• Embodied enactment and engagement of learning that opens up space for ideas, concepts, and the indeterminate;
• A moving away from, or a refusal to be located in a predictable pattern of concepts;
• Proffers that answers are not compartmentalized into the binary of the yes or no, and that answers can shift back and forth, be between, imagined, futuristic, and fragmented;
• As (all) students come to understand and recognize these possibilities through participation and practice it grants bodied communications to both made legible and become legible to others; and,
• Are motivated to be part of schooling practices and have opportunities for thriving and success.
Get to Know Me

Names, gender pronouns—(please fill in the gaps in the sentences below—using the following prompts)

My assigned name is _____________ and my claimed name (leave blank if they are the same) is________. My assigned sex is __________ but my CURRENT, claimed (a)gender identity (leave blank if they are the same) is ______________. The pronouns people use when referring to me include ________________, but my CURRENT, claimed (a)pronoun is/are____________.

In class I prefer you to use (please circle) assigned or claimed name, assigned or claimed (a)pronouns, but on my assignments, you can use (please circle) assigned or claimed name and assigned or claimed (a)pronouns.
Disrupts discontinuities

Goal: Minimize discontinuities between literacy learning and learning literacy inside-and-outside of school. Ongoing embodiments, long-term practice and applications of refusal, in and across schools, can deepen and expand human awareness and provide meaningful and intentional opportunities to shift deeply entrenched binary understandings of highly nuanced complexities about gender identity.
Intention to move toward:

(A) Gender Identity Self-Determination and Justice

(A) gender identity justice reflects an actualized freedom of humans to be self-expressive without redress of or from social, institutional, or political violence.
Voices from the Field: How Latinx Teacher Activists Inform Teacher Preparation

Dia De Los Muertos Performance

Dichos Immigrant Stories

Joelitas Big Decision

Ruben Martinez Essay and Speech Writing

Chicana/o Voices Raza Student Conference
Cultural, linguistic and familial knowledge

- Familial/household social and historical stories (dating, discipline, hierarchy)
- Music, art and culture
- Family gatherings (birthdays, meal time, foods)
- Family/cultural stories (dichos, mitos y tonterias)
- Home language and experiences with new language (translation, social language, etc.)
- Lessons learned (practical and intellectual lessons)
Community Cultural Capital

- Aspirational – holding dreams in face of barriers
- Navigational – ability to move through institutions
- Social – networks of people
- Linguistic – the intellectual and social skills achieved through facility in more than one language
- Familial – Sense of community history, memory, cultural intuition
- Resistance – Knowledges and skills fostered through opposition behaviors that challenge inequality
What do students do?

- Students interview parents, students and others to uncover cultural and historical knowledge not taught in school.

- Students attentively listen to a teacher’s lesson on a topic related to Chicano/a-Latino/a Studies and develop their counter stories in cooperative teams using examples from home or culturally relevant texts.

- Students engage in the productive exchange of knowledge learned by completing a specific task such as reading a story, writing a story, face painting or a presentation.

- Students share their cultural and historical counter stories with peers and families.
Students tap the cultural Knowledge of their parents, write stories and share these stories with their peers & parents.
Students engage in a game of *Loteria* and learn new words, thus building their vocabulary improving their reading skills.

Using *My Name is Isabel*, students work in writing team to cooperatively write stories about their names.
Finding Voice: Hernan & Ms. Avila Leveraging Cultural and Linguistic Knowledge

Literacy Development: Writing, Presenting and Speaking
Chicano/a Studies: The Cure for Historical Amnesia

- Prominent role in teacher preparation
- Student lives are informed by racism.
- Challenges dominant ideologies
- Applies community and social justice frameworks
- Promotes voice activism and agency.
- Is a viable and rigorous academic discipline.
- Chicana/o Studies is the counter narrative
- Social Justice Unionism
David Kirkland
DREAMKEEPERS: What are Students are Doing . . . that We Sometimes Miss
Derrick’s Song
“U Turn”

1. U turn
2. left b Hind
3. Legs sprawling on top of Black back
4. Mountains
5. Rivers that Run Deep
6. Like Sheba’s Queens and she Loves
7. Open pours
8. inside empty cups that run over
9. hope like Escalades
10. that phaint in Darkness
11. that phreeze in Night
12. that phick in morning, morning
13. Uprising
14. Lite skin white men
15. Blues is my brothers
16. Black is my Berry
17. Sweet is my juice
18. So U turn back to me
19. I re turn back to U
20. I die daily 4 U
Derrick’s Song
“U Turn”

1. U turn
2. left b-Hind
3. Legs sprawling on top of Black back (broken English; use correctly)
4. Mountains
5. Rivers that Run Deep
6. Like Sheba’s Queens and she Loves
7. Open pours (You mean pores)
8. inside empty cups that run over
9. hope like Escalades
10. that phaint in Darkness
11. that phreeze in Night
12. that phick in morning, morning
13. Uprising
14. Lite skin white men (sp-light)
15. Blues is my brothers
16. Black is my Berry
17. Sweet is my juice
18. So U turn back to me
19. I re turn back to U
20. I die daily 4 U (lazy, you need to spell out)
Derrick doesn’t write in his class again . . .
Theoretical Consideration

“Cultural Marxism”

• Culture can be used (and is used) as a social and political currency for the exchange of values, beliefs, dispositions, etc. (Smitherman, 2006). It is also an essential part of who we are (Anzaldua, 1983).

• Some cultures are valued more than others; therefore, certain individuals are perceived to have greater worth in society than others (Fairclough, 2006; van Dijk, 2005).

• The value of culture is constantly shifting, amended by the elite to reflect them (their languages, interests, etc.) (Fairclough, 2006).

Theoretical Considerations (cont’d)
“The Consequences of Cultural Politics in Education”

Hegemony
- The success of the dominant group in projecting their values, dispositions, interests, etc. whereby the masses consent to multiple forms of their oppression (cf. Apple, 1981; Gramsci, 1973)

Multiple Forms of Oppression (i.e., Displacement ideologies)
- Silencings, fears and hatreds of self/others, feelings of inferiority/superiority and entitlement/disentitlement

Benign Ideologies
- Missionary Models (Freire, 1996)/Deficit Theories (Purcell-Gates, 2004)
Deficit Model Thinking “
Focusing on what youth are not doing as opposed to what they are . . .”

Fig. Black Males as Disengaged Readers

Model adopted from Kirkland, 2007
Why not as disengaged schools, classrooms, teachers, or texts?
Derrick’s Song (Revisited)

“U Turn”

1. U turn
2. left b Hind
3. Legs sprawling on top of Black back
4. Mountains
5. Rivers that Run Deep
6. Like Sheba’s Queens and she Loves
7. Open pours
8. inside empty cups that run over
9. hope like Escalades
10. that phaint in Darkness
11. that phreeze in Night
12. that phick in morning, morning
13. Uprising
14. Lite skin white men
15. Blues is my brothers
16. Black is my Berry
17. Sweet is my juice
18. So U turn back to me
19. I re turn back to U
20. I die daily 4 U
How do we get past deficit thinking?
Third Space is interactionally constituted, in which traditional conceptions of academic literacy and instruction for students from nondominant communities are contested and replaced with forms of literacy that privilege and are contingent upon students' sociohistorical lives, both proximally and distally.

THANK YOU

PLEASE, BE IN TOUCH:

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Order the books today at: Amazon.com!
MOVING TO GROUP DISCUSSION
LOOKING ACROSS INDIVIDUAL PRESENTATIONS, AND MOVING FORWARD

- What would novice teachers need to learn to support and reinforce these productive student behaviors?
- What would candidates do in order to learn these things?
- What typically happens in schools – and is normalized there – that could create barriers to teachers to do this work?
PLEASE JOIN US AT THE FOLLOWING TEACHINGWORKS/AACTE PREPARING TEACHERS FOR PRACTICE TALKS

“Dispositions of Disruption: The Critical Teaching Work of Modeling Critical Content in Teacher Learning and Unlearning”

**Victoria Trinder**, Clinical Assistant Professor, the University of Illinois at Chicago
Friday, March 2, 2018, 10:30 a.m.
Location: Key Ballroom 6, Second Floor; Hilton Baltimore

“On Mindset and Practices for Integrating “Belonging” into Mathematics Instruction”

**Jamaal Matthews**, Associate Professor, Montclair State University
Friday, March 2, 2018, 12:00 p.m.
Location: Key Ballroom 6, Second Floor; Hilton Baltimore
THANK YOU!