



TeachingWorks

UNIVERSITY of MICHIGAN SCHOOL of EDUCATION

2018-19 TeachingWorks Streaming Seminar Series

Panel Discussion: Expanding the canon: What other disciplines might we include in our K-12 schools to illuminate, nurture, and grow students' brilliance?

Featuring:

Na'ilah Suad Nasir
President, Spencer Foundation

Thank you for your patience.
The session will begin at 4:10 p.m.

Email questions to twseminar@umich.edu #twseminar

Teaching for Equity as Intentional Work:

Why we must take up race in schools

Na'ilah Suad Nasir
UC Berkeley
Spencer Foundation

Talent is Equally Distributed Across Populations



A Key Conundrum

Schools as institutions, both **reproduce** social inequality and **disrupt** it.



Why Race Matters to Learning

- Access to high-quality instruction
 - Disparities along every dimension by race here:
 - Well-prepared, experienced teachers
 - Rigorous coursework
 - Equitable funding
 - Teaching that focuses on critical thinking
- Access to identities as a learner
 - Burden of negative racial storylines

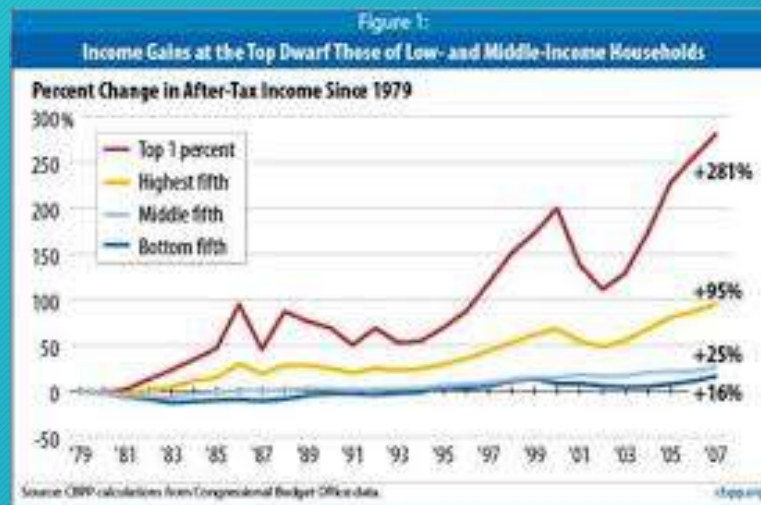
The Power of Racial Storylines

- Stereotypes as racial narratives or storylines: *lived, used, invoked*
- *Common ways of thinking & mechanisms of oppression:* Artifacts that organize our perceptions, opinions, and action.



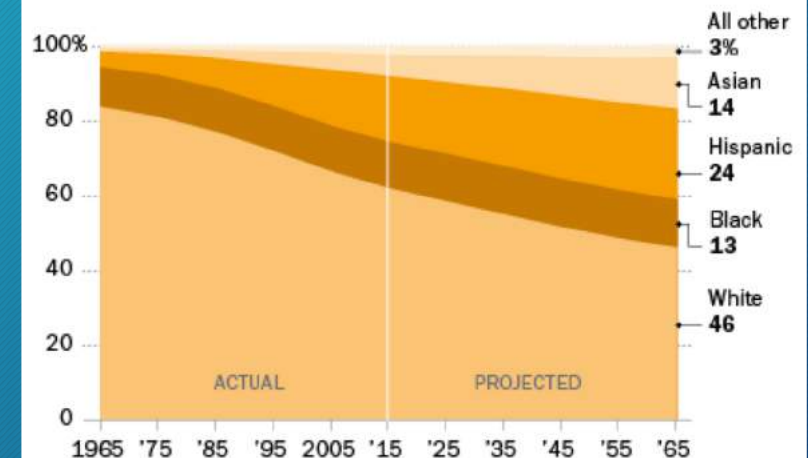
Current National Context

- High level of social and educational inequality
- Powerful public narratives about race
- Changing national demographics



The changing face of America, 1965–2065

% of the total population



Note: Whites, blacks and Asians include only single-race non-Hispanics; Asians include Pacific Islanders. Hispanics can be of any race.

Source: Pew Research Center 2015 report, "Modern Immigration Wave Brings 59 Million to US, Driving Population Growth and Change Through 2065"

PEW RESEARCH CENTER

Developmental Needs of Adolescents

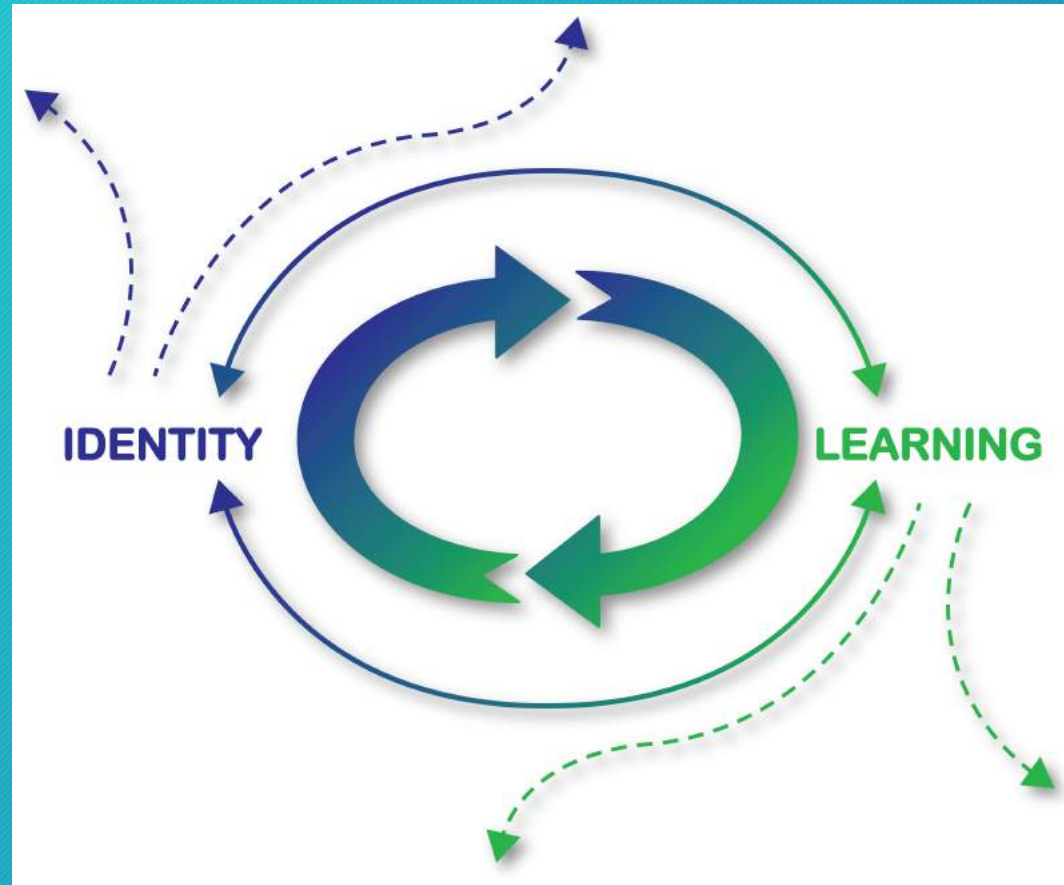
- Competence and autonomy
- Care and community
- Identity and sense of place in the world



How Developmental Needs Intersect with Racialized Experience



Racial Identity and Learning



How Teaching Can Support Racial Identity

- By supporting learning identities
- By supporting reframed and expanded racial identities

“ I WAS COLLUDING IN A SYSTEM
AND IN PRACTICES THAT
REINFORCED RACISM WITHOUT
CONSCIOUSLY BEING AWARE OF
THIS.



STEPHEN BROOKFIELD
ON THE TEACHING IN HIGHER ED PODCAST #147

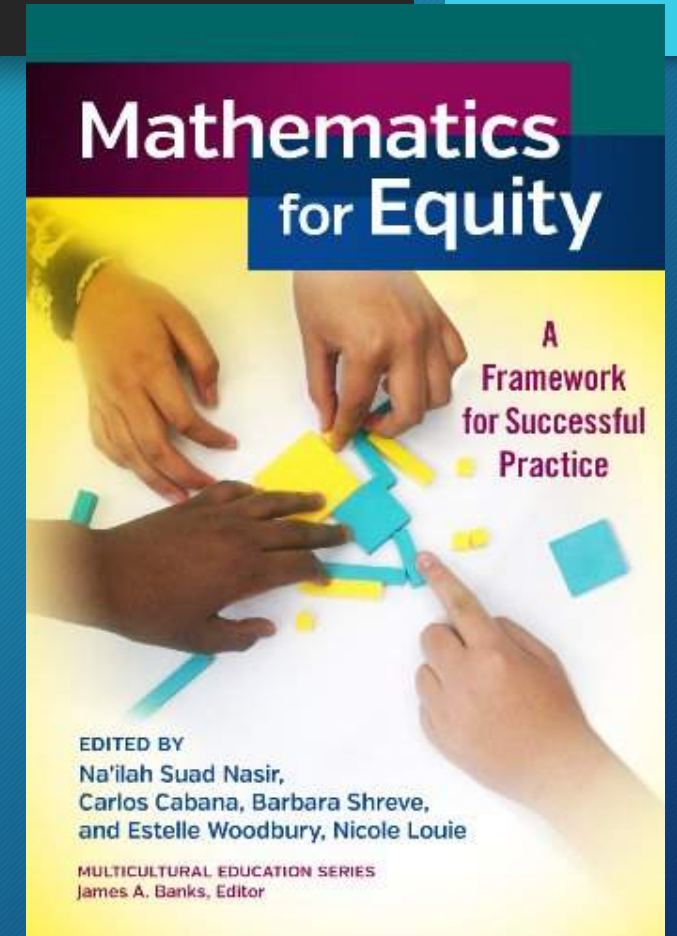
Creating Equity through Math Instruction at “Railside”

- Urban, comprehensive high school in Northern California
- Multi-racial Student population:
- De-tracked mathematics department
- Multi-ability curriculum
- Strong record of success: Elimination of race and gender gaps by senior year. (Boaler & Staples)



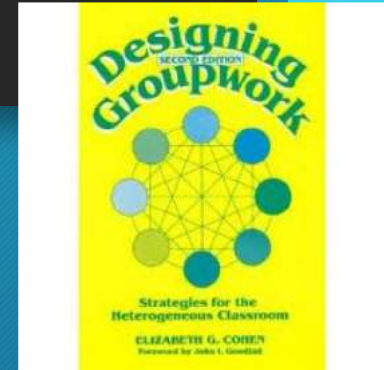
Important Underlying Assumptions at Railside

- All teachers and students are learners
- Working from strengths/making space for vulnerability
- Redefining “smart”
- Redefining what it means to do math in school
- The importance of relationships



Hallmarks of the Railside Approach

- Elements of the Program:
 - Commitment to Equity
 - Block scheduling
 - Complex Instruction & Groupwork
 - Teacher professional community
- Aspects of Teaching Practice
 - Groupworthy tasks
 - Multiple representations
 - Focus on big ideas
 - Justification
 - Students presentations



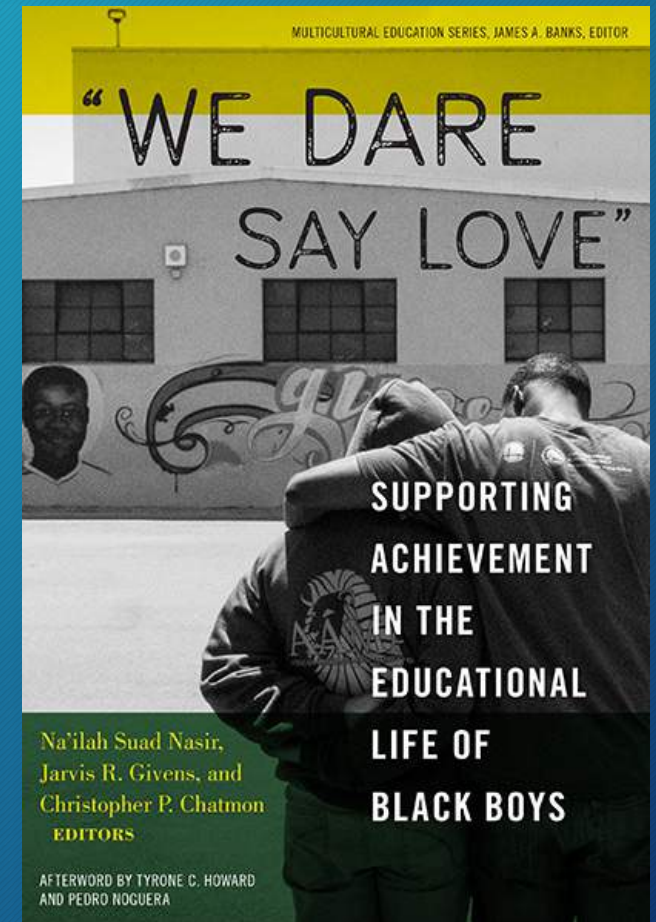
Daring to Teach with Love: Manhood Development in OUSD

- District sponsored program for African American males
- Manhood Development Program (MDP) classes with cohorts of 20-25 MS and HS students.
- Classes held for one period every day, or after school, and led by African American male instructors.



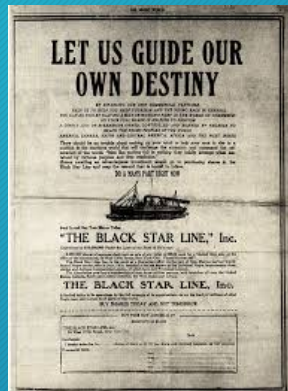
What Characterizes MDP Classrooms?

- Teaching philosophy: Humanization & love
- New kinds of discipline practices
- Debunking/reframing stereotypes about black males
- Building of community; multi-layered relationships



Debunking Stereotypes About Black Males

- Explicit discussions of black manhood
- Role modeling new ways of being
 - Historical actors as role models-
reframing the past



What Structures Need to Be in Place in Schools and Districts?

- Intentional priority on equity and on disrupting inequity
- Structural practices that support identity work
 - Detracking, integrated classes, teacher professional development, hiring practices, structures that support belonging
- Belief in the potential of all students; understanding of the education debt
- Willingness to disrupt structures of privilege
 - Rectify unearned advantage and undeserved challenge

What Does This Mean for Teacher Education?

- Racial literacy as a key aspect of teacher education
- Requires support in unlearning everyday racism
- Viewing identity work as a deeply connected to content learning
- Training in how to support healthy racial identities, to create classrooms with new norms
- Diversify the teaching force
- Creating contexts where the collective work is fundamentally about equity