



TeachingWorks

UNIVERSITY of MICHIGAN SCHOOL of EDUCATION

2016-17 TeachingWorks Streaming Seminar Series

***Inside Teaching: A Powerful Force for Equity
Eliciting and interpreting individual student's thinking***

Featuring:

H. Richard Milner, Helen Faison Chair of Urban Education, Professor of Education and Director of the Center for Urban Education at the University of Pittsburgh

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

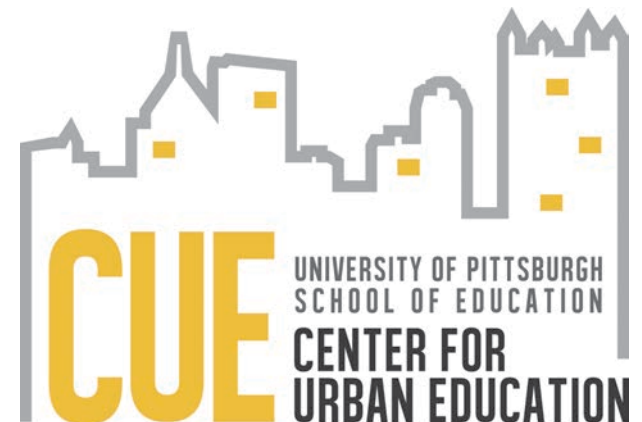
**Email questions to twseminar@umich.edu
[#twseminar](#)**

Rac(e)ing to Talk

Rich Milner, PhD

Director, University of Pittsburgh Center for Urban Education
Helen Faison Chair in Urban Education, Professor of Education
Courtesy Appointments: Professor of Sociology,
Professor of Social Work, and Professor of Africana Studies
Editor-in-Chief, *Urban Education*

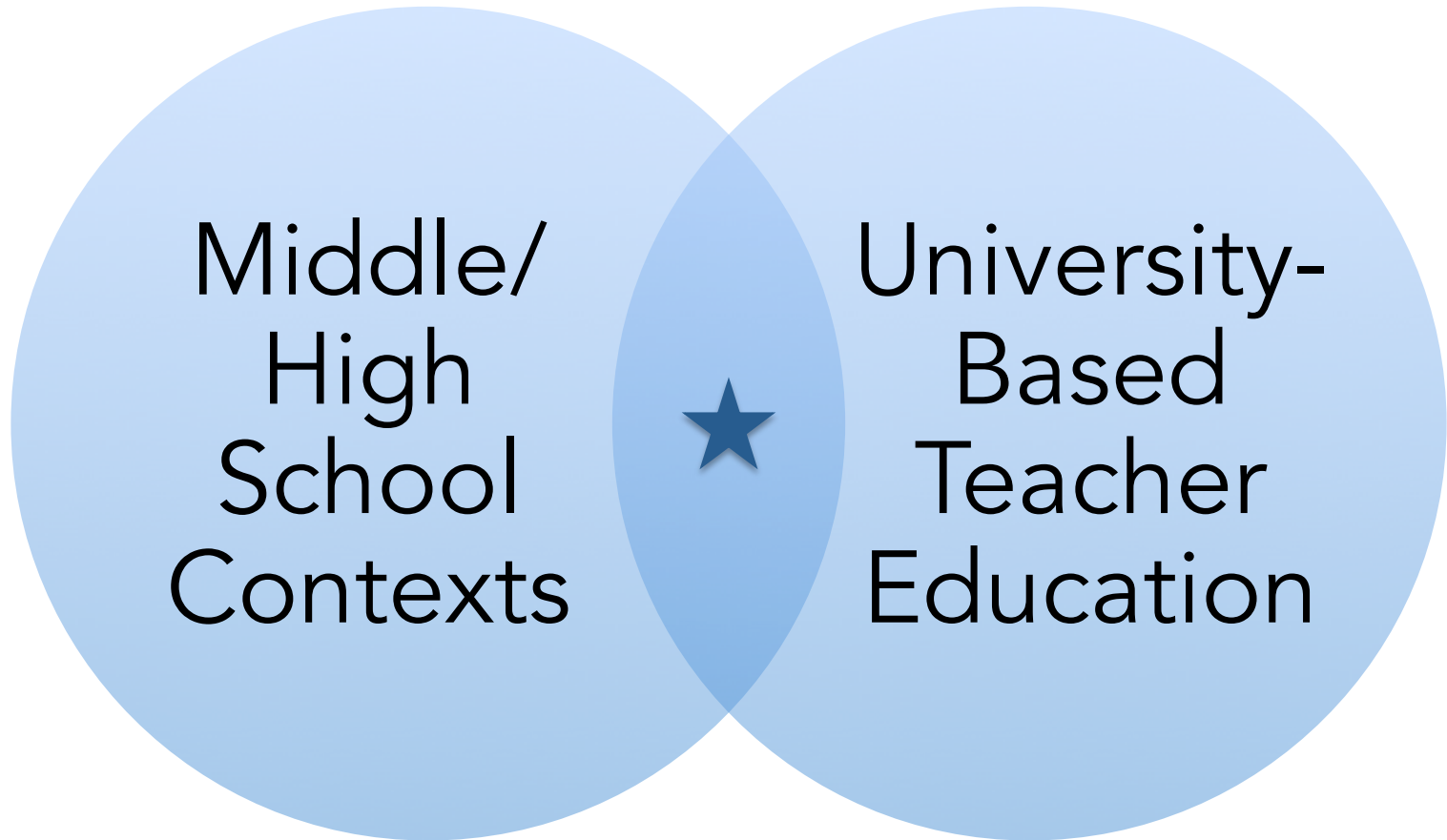
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Situating My Work



Studying and Engaging Middle and High Schools

“Successful” (and challenging) practices of teachers in middle and high school to develop and design teacher education



Start Where You Are...

Opportunity Gaps:

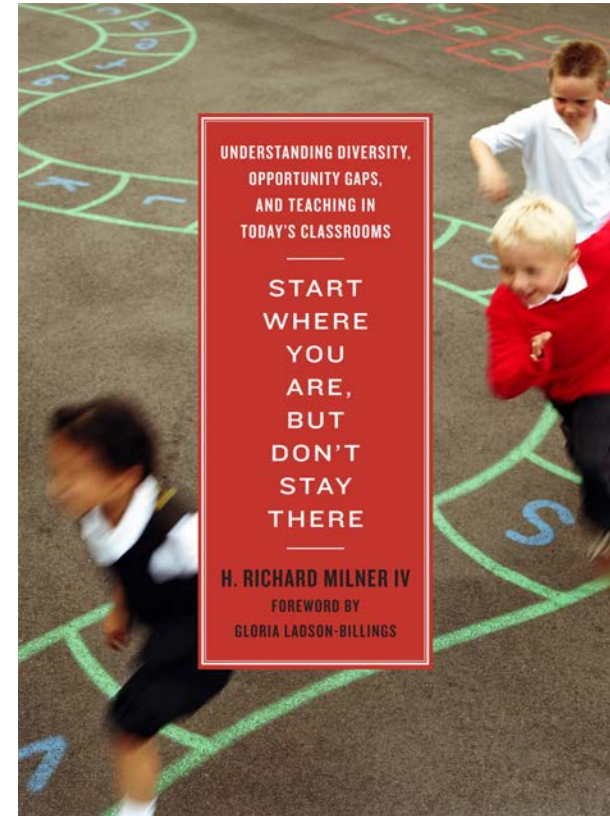
Gaps in circumstance or situation – based on processes, social identities, structures and systems that (may) result in undesirable outcomes

Rather than focusing on achievement gaps, attempted to address process/developmentally-centered 'gaps' that produce outcomes

Moves us away from focusing only on students

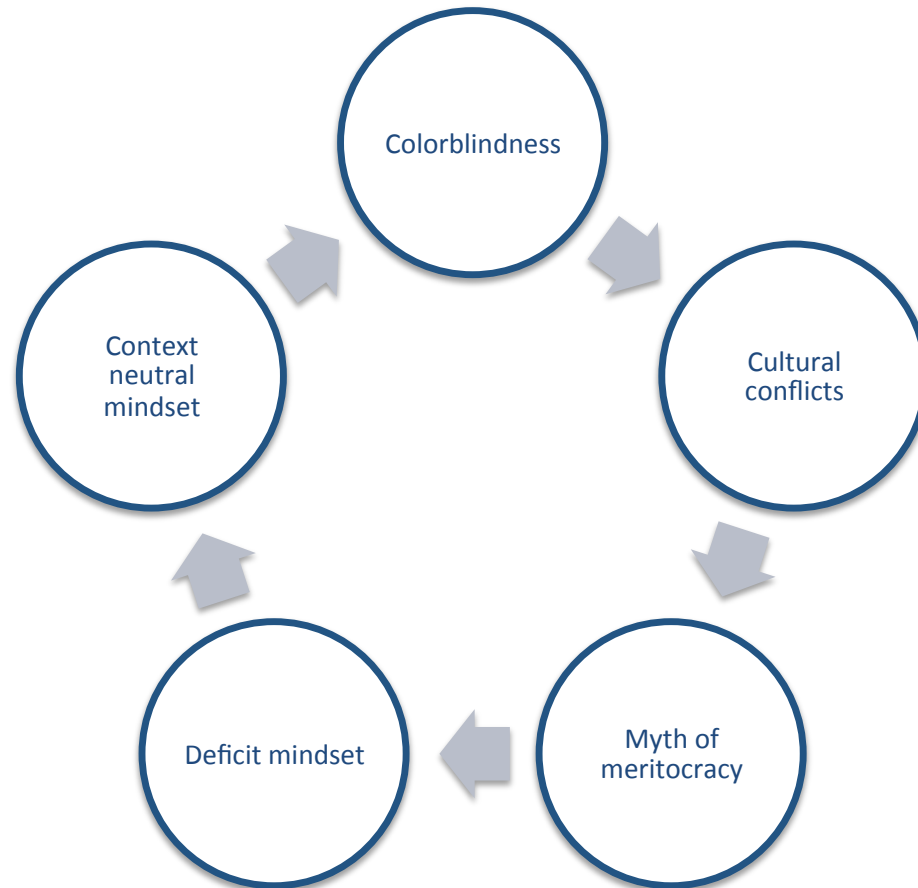
Insists that we look at processes and institutional challenges including teaching

Helps us conceptualize processes, interventions, policies to advance support



Analytic Framework

Naming Gaps in Teachers' Knowledge, Beliefs



Beyond an Achievement Gap

**Irvine (2003); Ladson-Billings (2006);
Milner (2010, 2015)**

- An Effective Teaching Gap
- A Rigorous Curriculum Gap
- An Effective Leadership Gap
- A Resource Gap
- A Technology Gap
- A School Counseling Gap
- A Wealth and Income Gap

Beyond an Achievement Gap

Irvine, Ladson-Billings, Milner

- An Employment Opportunity Gap
- A Housing Policy Gap
- A Health Care Gap
- A Quality Childcare Gap
- A School and Pop Culture Gap
- Policy Gaps
- Knowledge and Beliefs Gap
- Equitable Discourse Gaps
- Range of Practice Gaps Regarding Race

But Why Race?

“Our principal invited you here to talk to us about specific strategies to teach our poor children. I was devouring what you had to say — you were right on target — until you got to this race stuff.

Race has nothing to do with how to teach my kids living in poverty. What does it matter?

Really!”

(Rac(e)ing to Class, p. 4)

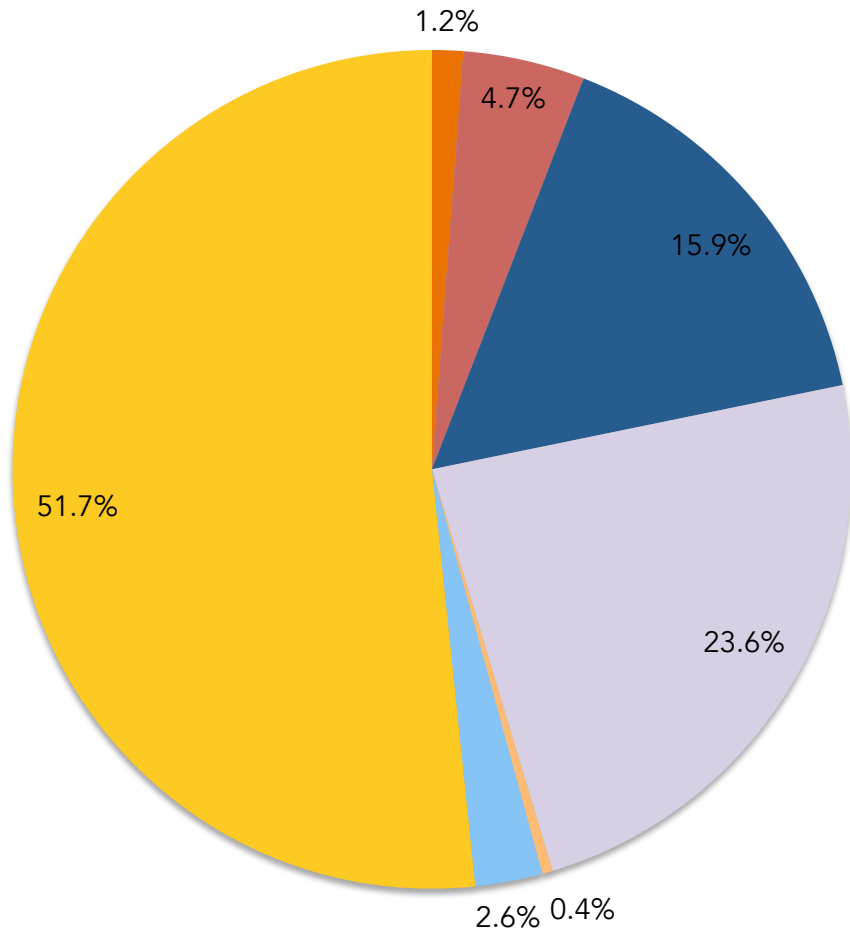
Why Race?

Students

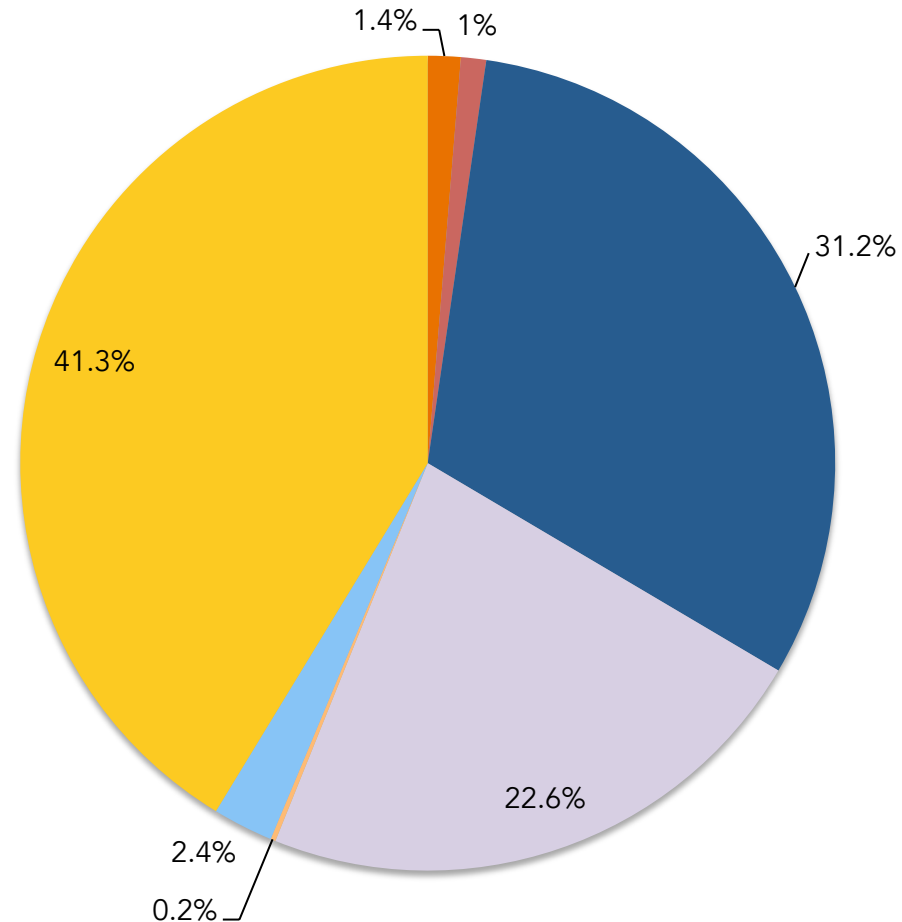
NATIONAL DATA

In-school suspensions, 2011-12

National Enrollment



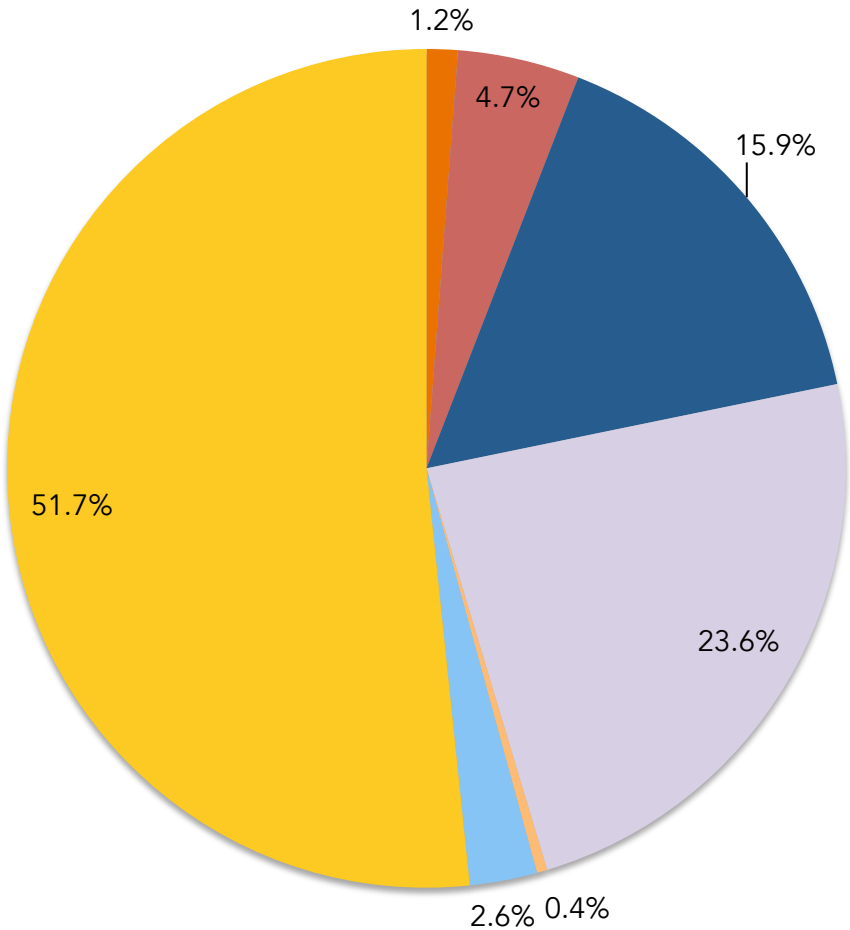
In-School Suspensions



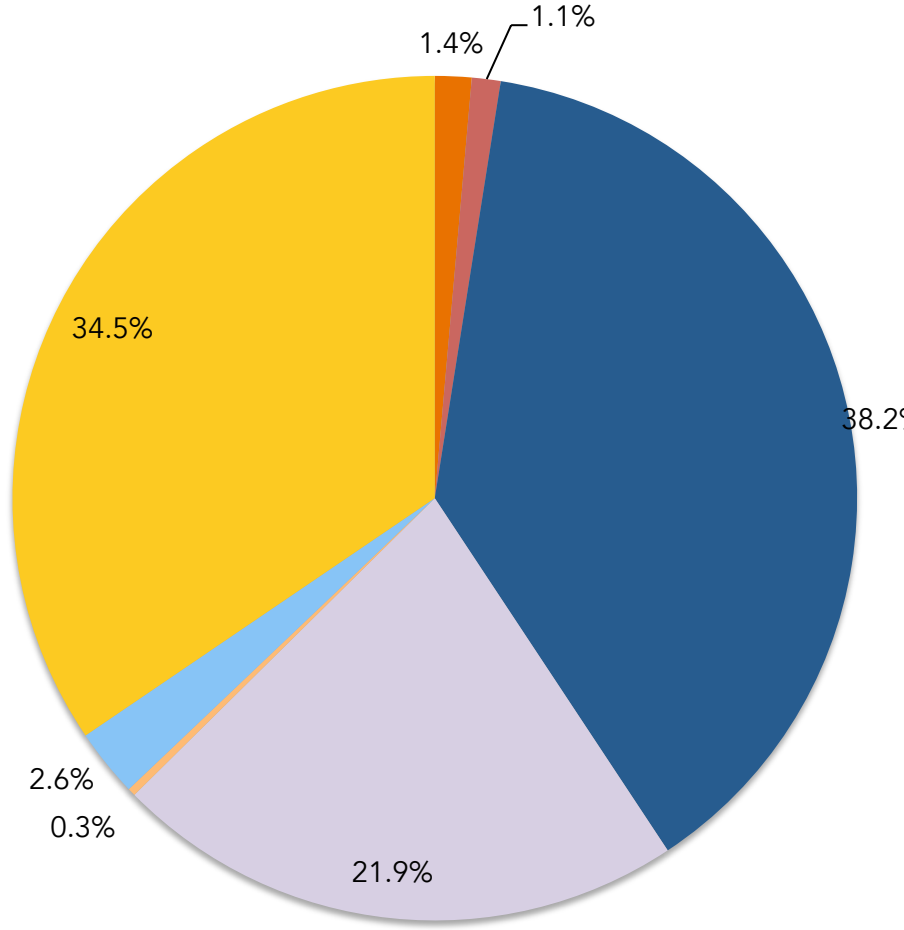
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Out-of-school suspensions, 2011-12

National Enrollment



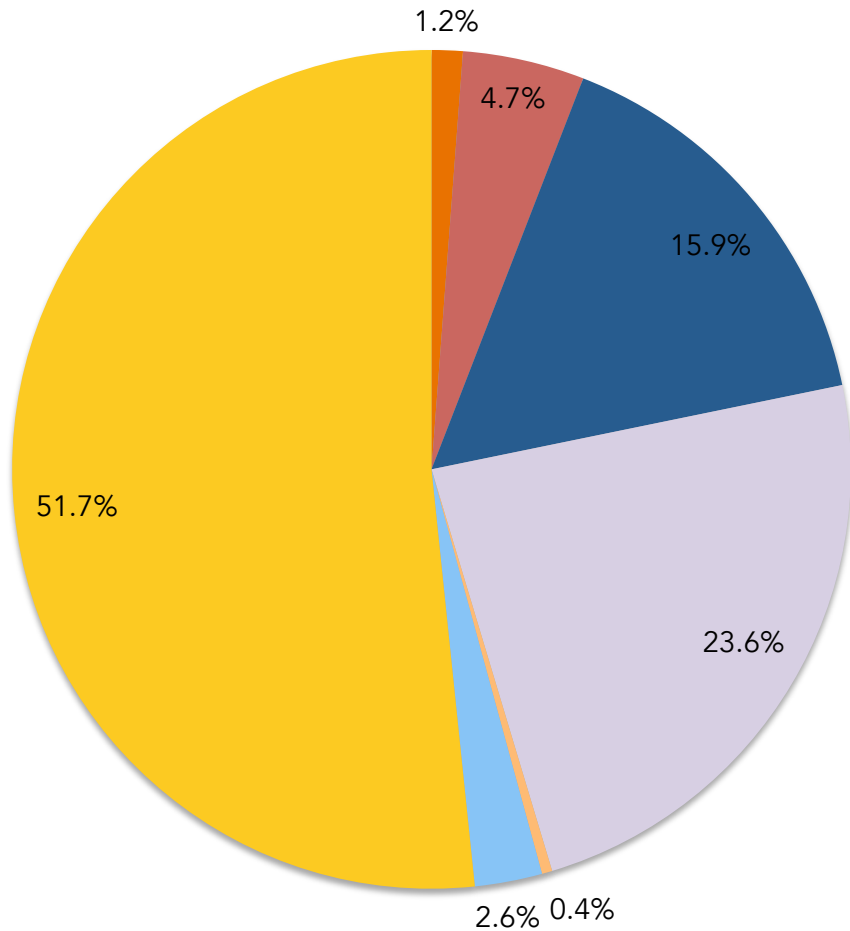
Out-of-School Suspensions



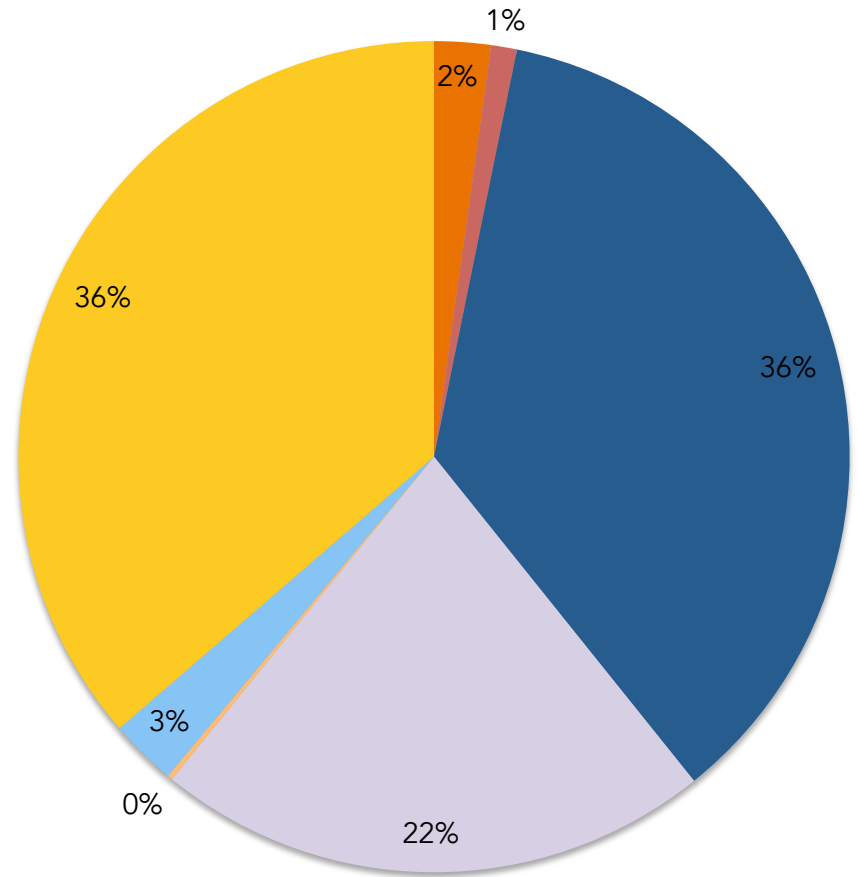
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Expulsions, 2011-12

National Enrollment



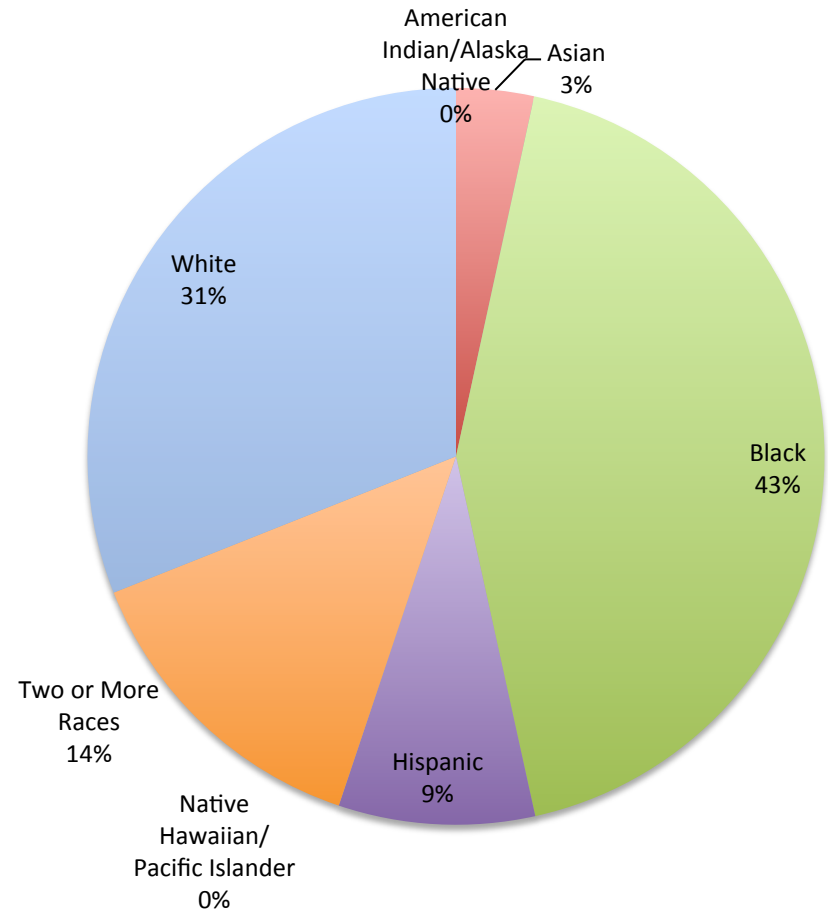
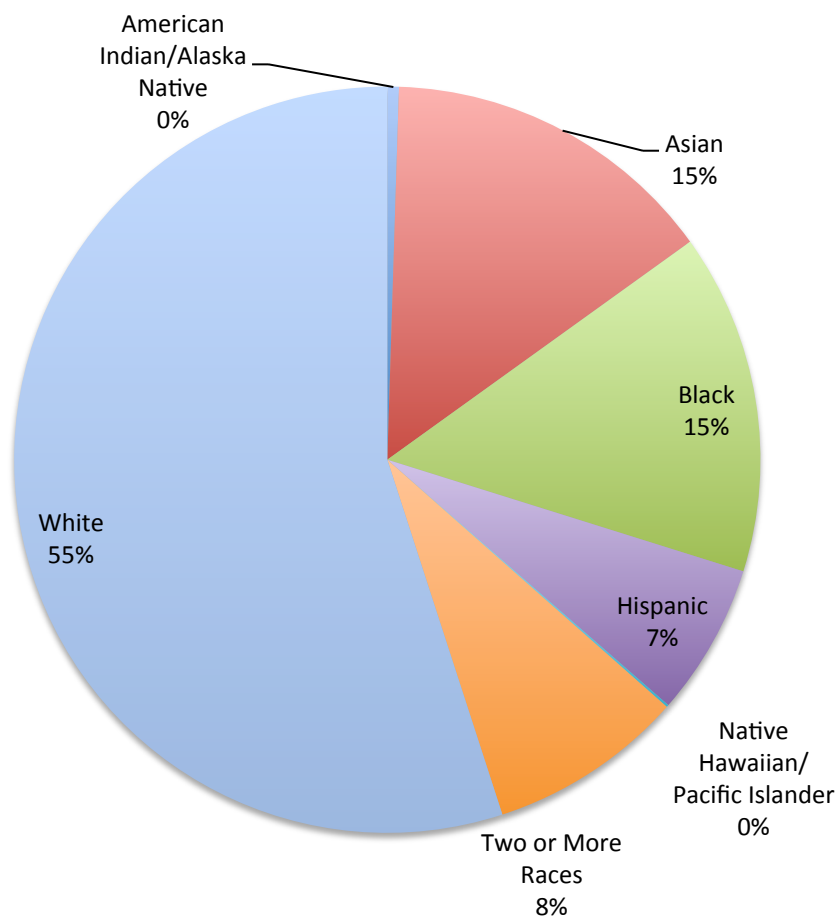
Expulsions



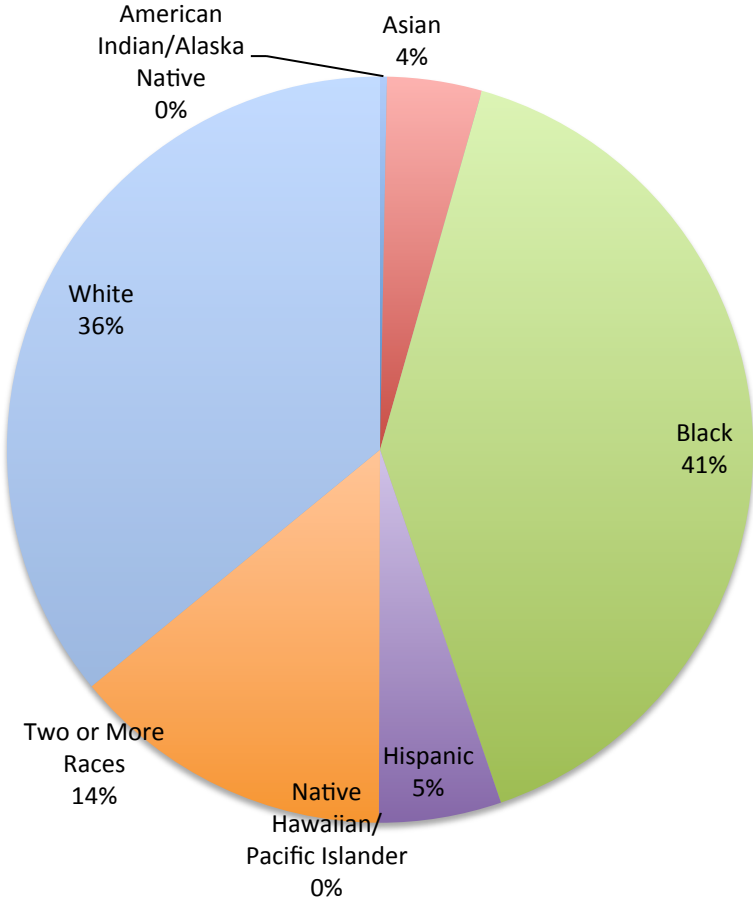
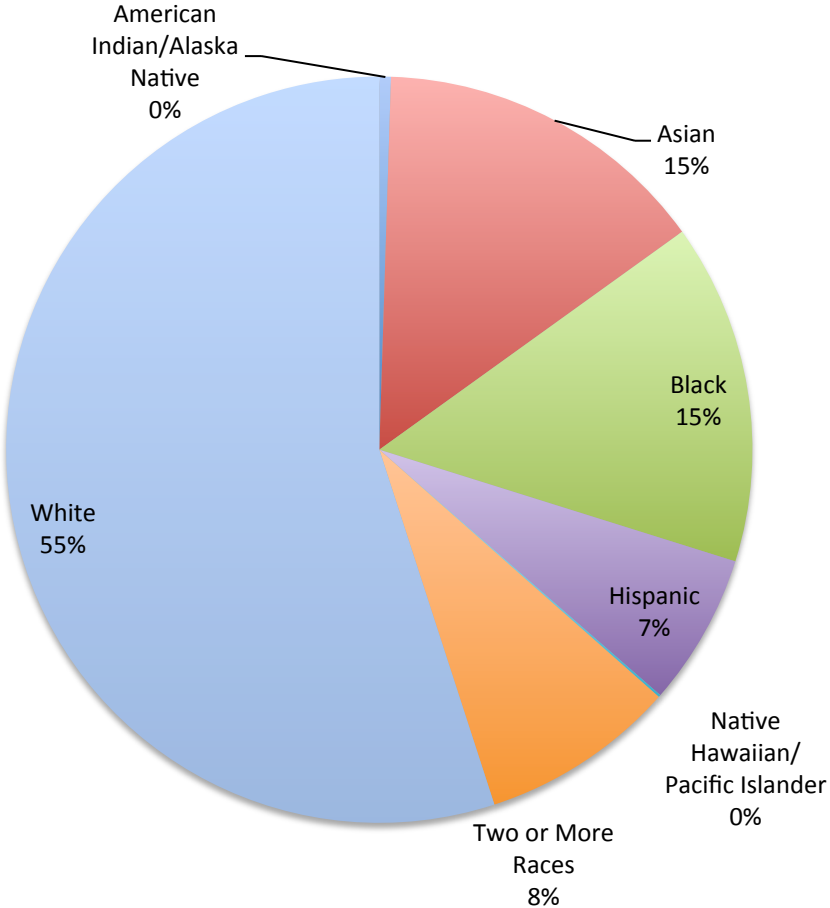
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Ann Arbor

Ann Arbor K-12 In-School Suspensions

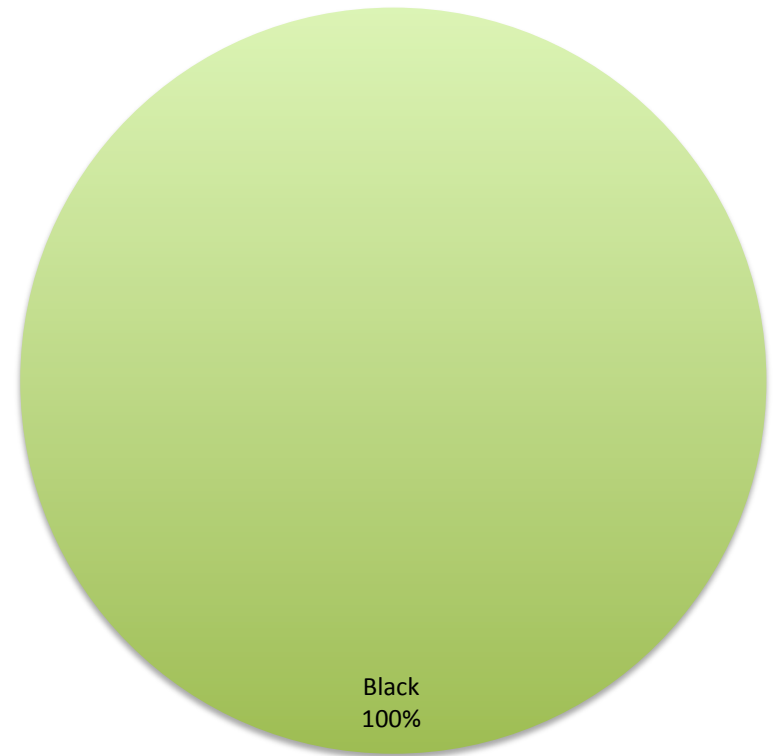
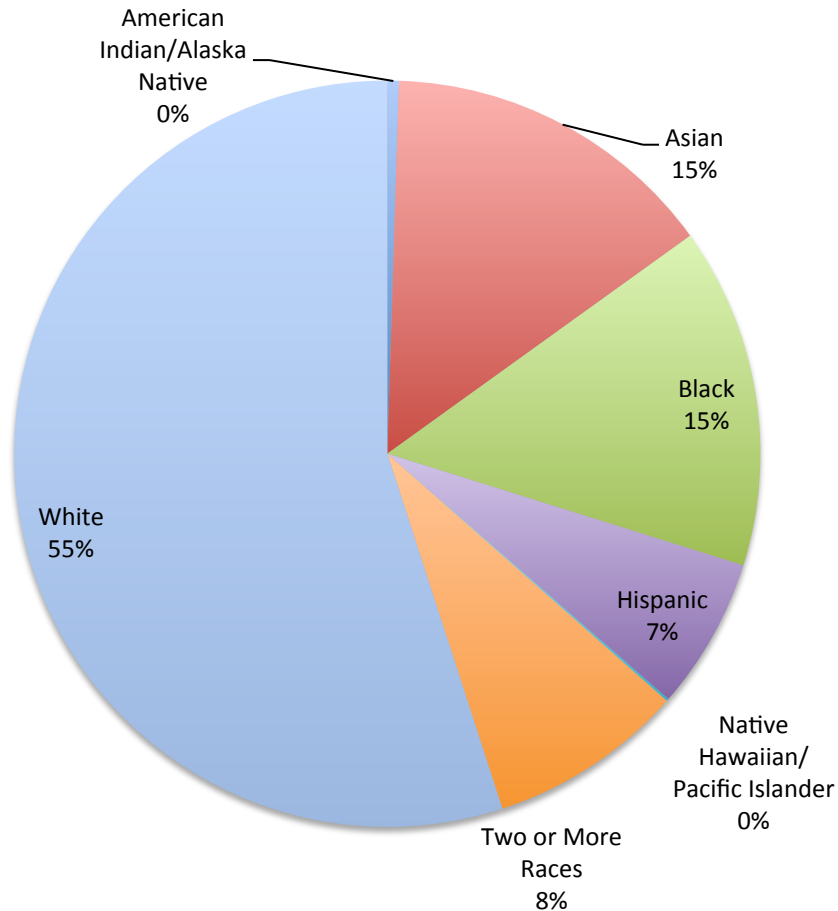


Ann Arbor K-12 Out-of-School Suspensions



SOURCE: U.S. Department of Education, Civil Rights Data Collection (CRDC), 2011-2012

Ann Arbor K-12 Expulsions



Disproportionality

(California Department of Education)

- “Disproportionality means that there are more (or fewer) children from a particular group who are experiencing a given situation than we would expect, based on the group’s representation in the general population.”

http://www.calstat.org/podcasts/htmlversion/disproportionate_rep.html).

Why Race?

Why is it so difficult for us to talk about race – specially in “mixed” company?

Centering Students' Experiences

Students' Experience

"That shit gets on my nerves. These damn white people follow me around the store like I'm going to steal the clothes off their backs. The white boys are in the store and nobody's checking them. It's the brothers they follow around, you know? The shit gets old. I'm sick of it. I've been working since I was 12 and saving. I can buy whatever I want in those damn stores...but you know it's because I'm a brother that they checking every move I make."

Rac(e)ing to Class, p. 158

Students' Experience

“It’s like whenever I say something in class she [the teacher] is like ‘that’s interesting.’ But when a white student says the same thing or makes the same point, she’s like ‘that’s a great point.’ I’m thinking that’s exactly what I just said. She always does that so I just stop talking [participating] in class because I’m tired of it.”

Rac(e)ing to Class, p 158-159

Explanatory Tools: Student Racialized Experiences

Racial Micro-Aggressions

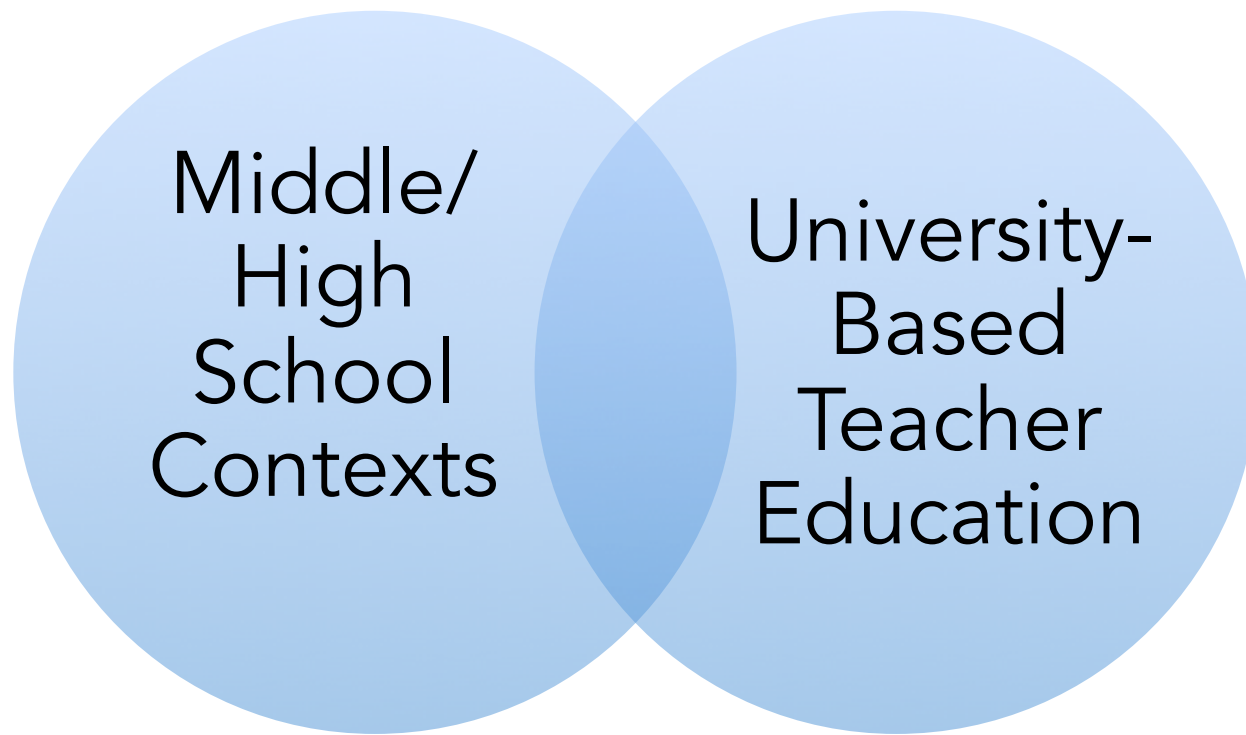
"brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color." (*Sue et al, 2007, p. 271*)

Racial Tax

Racial Battle Fatigue

Sick and tired of being sick and tired! Hamer

Stereotype Threat



How do these raced student experiences and patterns of disproportionality influence teacher learning and support?

Defining Race

- Socially
- Legally
 - Plessy v. Ferguson
 - Brown v. Board
 - Milliken v. Bradley
- Historically
- Physically
- Contextually

Defining Racism

“The transformation of racial prejudice into... racism through the use of power directed against racial group(s) and their members, who are defined as inferior by individuals, institutional members, and leaders, which is reflected in policy and procedures with the intentional and unintentional support and participation...”

(Carter, 2007, p. 24)

Colorblindness

Teachers sometimes claim that they were raised to “just see people,” and to not think about race or culture.

This thinking carries over into their conceptions of their work:


- Mindset 1: If I acknowledge the racial or ethnic background of my students or myself, then I may be considered racist.
- Mindset 2: If I admit that people experience and see the world differently, I may be seen as politically incorrect. I may offend others (students, colleagues) if I express my beliefs and reservations about race.
- Mindset 3: I should treat all my students the same, regardless of who they are, what their home situations are, or what their experiences related to race happen to be.

Media Outlets Asking How Teachers should talk
with their students about Race

**Yes, But Do Teachers Believe they Should Be
Engaging Race?**

**And if so, do they feel confident and efficacious
about their ability to engage race?**

Teachers and Race Talk Survey



University of Pittsburgh

TEACHERS AND RACE TALK

Q1. Current teaching grade level:


Pre-K/Pre-school

Elementary

Middle/Junior High

High School

>>



University of Pittsburgh

TEACHERS AND RACE TALK

Q4. Current role:

Pre-service

In-service

Q5. Number of years teaching:

Q6. Race/Ethnicity

Black/African American

American Indian/Alaskan Native

Asian

Hispanic/Latinx

Multi-racial

Hawaiian/Pacific Islander

White

Teachers and Race Talk Survey

Q7. Teacher training program type:

Traditional (College/University)

Non-traditional (i.e. Teach for America, Emergency training/certification)

Q8. Current region:

Northeast (CT, ME, MA, NH, NJ, NY, PA, RI, VT)

South (AL, AR, DE, DC, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV)

Midwest (IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI)

West (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY)

Q9. Student racial/ethnic demographics:

Primarily White

Primarily Black/African American

Primarily Hispanic/Latinx

Primarily Asian

Racially/Ethnically mixed population

Teachers and Race Talk Survey

Q11. I believe race plays a role in the educational experiences of my (current/future) students.

Yes

No

Not sure

Q12. Please provide an explanation of your response:

Q13. I believe the topic of race is important to discuss with the students in my (current/future) classroom.

Yes

No

Not sure

Q14. Please provide an explanation of your response:

Teachers and Race Talk Survey

Q15.

I believe that teachers should discuss racism and racial discrimination with their students.

Yes

No

Not sure

Q16. Please provide an explanation of your response:

Q17. I believe that teachers should discuss recent instances of violence against Black people with their students (e.g. Trayvon Martin, Eric Garner, Michael Brown, Philando Castile).

Yes

No

Not sure

Q18. Please provide an explanation of your response:

Teachers and Race Talk Survey

Q19. I believe teachers should discuss recent violence against police officers with their students (e.g. the police shooting in Dallas, TX).

Yes

No

Not sure

Q20. Please provide an explanation of your response:

Q21. I feel prepared to have conversations about race in my classroom.

Yes

No

Not sure

Q22. Please provide an explanation of your response:

Teachers and Race Talk Survey

Q23. I believe my teacher training program prepared me to discuss race in my classroom.

Yes

No

Not sure

Q24. Please provide an explanation of your response:

Q25. I believe my students' parents/guardians would support conversations about race in my classroom.

Yes

No

Not sure

Q26. Please provide an explanation of your response:

Teachers and Race Talk Survey

Q27. I believe the administration at my school supports conversations about race inside the classroom.

Yes

No

Not sure

Q28. Please provide an explanation of your response:

Three Forms of Curriculum

Explicit

Implicit

Null

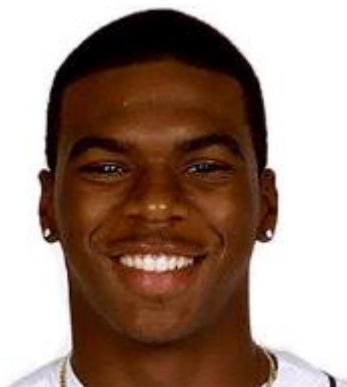
E. Eisner (1994)



Amadou Diallo, 23
Shot dead while unarmed
February 4, 1999



Ramarley Graham, 18
Shot dead while unarmed
February 2, 2012



Sean Bell, 23
Shot dead while unarmed
November 25, 2006



Trayvon Martin, 17
Shot dead while unarmed
February 26, 2012



Oscar Grant, 23
Shot dead while unarmed
January 1, 2009



Jordan Davis, 16
Shot dead while unarmed
November 12, 2012



Jonathon Ferrell, 24
Shot dead while unarmed
September 14, 2013



Michael Brown, 19
Shot dead while unarmed
August 9, 2014



Eric Garner, 43
Choked to death while unarmed
July 17, 2014



Tamir Rice, 12
Shot dead while unarmed
November 22, 2014

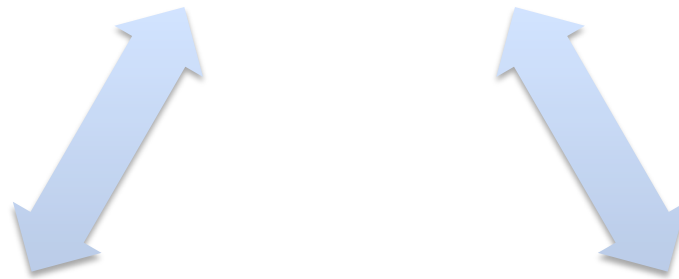


John Crawford, 22
Shot dead while unarmed
August 5, 2014

Framing Questions

- What does it mean to build (and attempt to study) a knowledgebase centralizing race for teachers in building equitable practices in the classroom?
- What might such a knowledgebase look like in action with students?

Knowledge/
Beliefs



Actions/
Practices



Talk/
Discourse

Ready to Learn, Ready to teach

- 12 undergraduate prospective pre-service teachers (University Mentors)
- Worked with 28 high school students in ELA, Math and Social Skill Development
- Paired with 2-3 high school freshmen in one school
- Prospective pre-service teachers in classrooms and work with students after school 2 days a week
- Mentoring, Tutoring during “lag” periods (Summer Academy)
- All students (high school and undergrads) are paid a generous stipend

Summer Academy

- Four Prospective Teachers
 - Senior Second Semester in RTL (Secondary Math/Physics)
 - Senior First Semester in RTL (Elementary)
 - Junior Fourth Semester in RTL (Secondary Math)
 - Junior Second Semester in RTL (Not Sure about Teaching/Elementary)
- 7-11 Middle and High School Students
- ELA/Math and Social Development

Partnership School

School Data

- Title I
- Administration: 3 (African American: 100%)
- Full time teachers: 38 (African American: 10.5%, White: 89.5%, Multi-racial: 0%, Asian: 0%, Pacific Islander: 0%, Hispanic: 0%)
- Counselors: 2

Student Data

- Enrollment: 548 students (males: 280, females: 268)
- Free or reduced lunch: 88%
- Demographics: (African American: 91%, White: 4%, Multi-racial: 3%, Asian: 1%, Pacific Islander: 1%, Hispanic: 1%)
- Student Absenteeism: 58%
- Student Suspensions: 40%
- AP Placement: 23%

Program Design: PPT

Community Engagement

- CUE events
- University of Pittsburgh events
- Community events

Mentoring and Tutoring

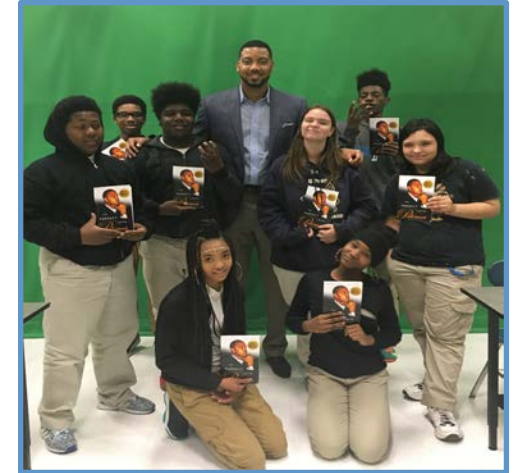
- Twice weekly: day classes and after school
- Weekly tutoring journal reflections

RTL Seminars

- Lessons from experts
- Five program competencies
- Monthly seminars
- Seminar journal reflection

PPT: Curriculum Competencies

- Urban Context
- Pedagogy in ELA/Math/Social
- Tutoring and Mentoring
- Participatory Action
Research
- Arts and Technology



Seminars focused on:

Urban contexts
Pedagogy
Tutoring and mentoring
Participatory Action Research
Technology and arts

External experiences

Hill District Education Council Meetings
“Die-in” demonstrations motivated by Ferguson
MLK Jr. Day Social Justice Symposium
Webinar-Unequal Treatment: Disparities in Access, Quality and Care
Black Action Society- Lecture
Education for Liberation Conference

Opportunity -Centered Experiences

Cultivated experiences

Brown Bag lunches—Race, health, queer studies, school-to-prison pipeline, psychological safety
Lectures including—Gay, Skiba, Harper, Noguera, Ladson-Billings, Winn
Reflection into Action Meetings in Community

Field trips & Community events

Midsummer Night’s Dream
Steel City Step Show
Race Exhibit at Carnegie Museum
Pittsburgh Food Bank Volunteering

Big Themes Covered

- People/students develop a White Bias at a very early age
- Students' academic achievement is linked to their sense of racial identity
- Direct link between time on task and student achievement – must figure out office referrals and suspension
- Black and Brown students referred for Subjective Infractions. White Students for Objective ones.
- Instructional practices are privileged with examples shaped by teachers/educators' life world experiences.

Data Collection Techniques and Tools

- Semi-Structured Interviews (Seidman, 2005; Berg, 2007)
 - Individual Interviews and Focus group Interviews (Berg, 2007)
- Video Recordings (Heath, Hindmarsh, & Luff, 2010)
 - Seminar Trainings
 - Interviews
 - Digital Story
- Participant Observation (Emerson, Fretz, & Shaw, 2011; Maxwell, 2013) Recorded
 - – open field notes
 - --teaching/tutoring with students
- Document Analyses (Bowen, 2009; Hubbs & Brand, 2005)
 - Journal Entries
 - Student Work
 - Teacher Reflection
 - Research Projects

Program Data Collection

Knowledge, Beliefs and Mindsets	Talk and Discourse	Action and Practice
Surveys (12 pre/6 post)	Individual interviews (~8 hours)	Observations (~250)
Journal entries (~800)	Focus group interviews (~180 minutes)	Work products (~50)
Digital stories (14)	Video-recorded seminars (~12 hours)	Digital action research projects (6)

Program data collected

Prospective pre-service teachers

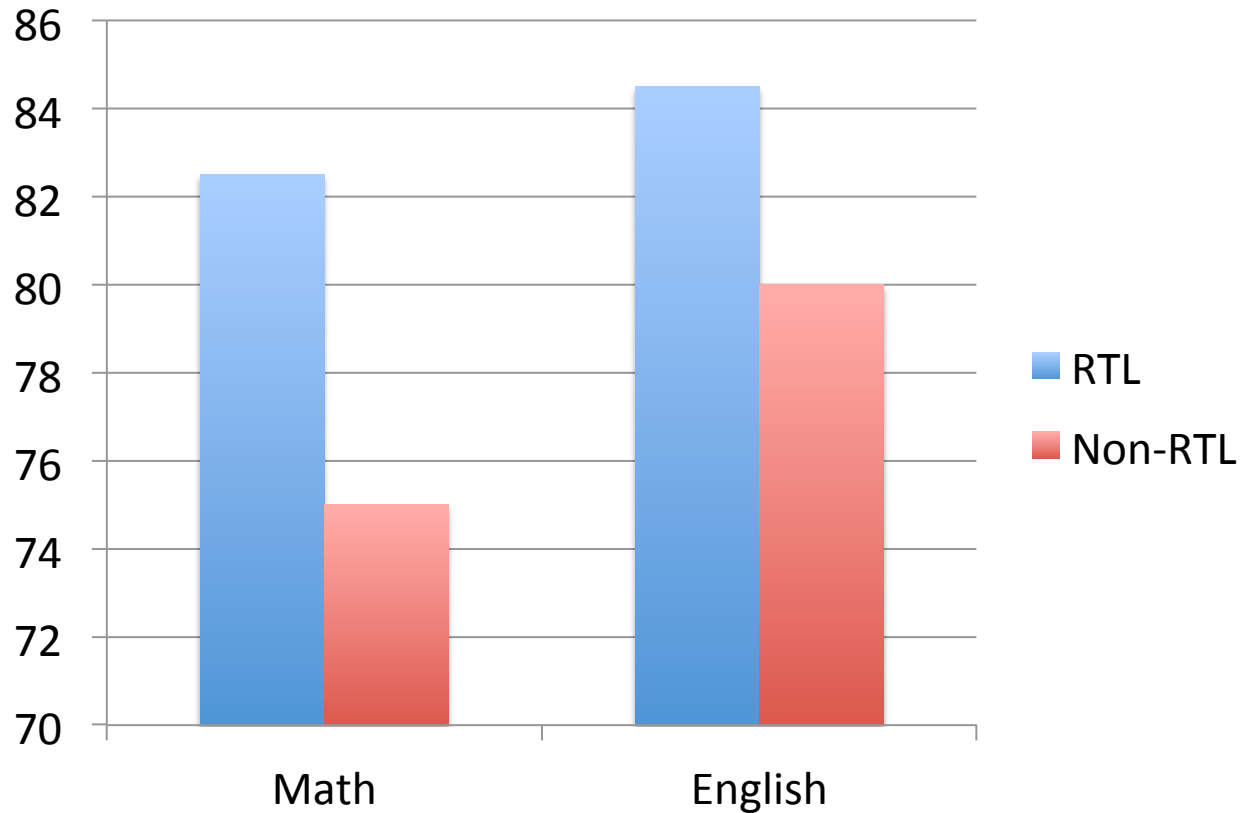
- ~800 Journal Entries Over Two Year Period
- ~ 180 Minutes of Interview and Focus Group Data
- 6 Digital Action Research Projects
- 14 Digital Stories (identity work)
- 12 Video-Recorded Seminars and Community Meetings
- 12 opportunity gap pre-surveys; 6 post-surveys

Program data collected

Middle and High School students

- ~ 70 journal entries
- 90 minutes of interview and focus group data
- 5 digital action research projects
- 15 digital stories (identity work)
- Attendance data
- Diagnostic test score data
- Academic transcripts

Recent Middle and High School Grade Averages (2014-2015)



Prospective Pre-service Teachers

- Worked with Students in ELA/Math and in Building knowledge and Skills related to the Social
- Difficult to get students talking and engaged in conversations – especially about social issues
- Summer Academy (lag period)
- Milner and Doc Student attempted to “Model”

Questioning Modeling Strategies

- Restate/Frame the Context
- Start with Closed-Ended
- Deepen with Open-Ended (“Tell me More about”)
- Avoid posing “Why” Questions
- Provide positive Feedback (try to avoid – correct/incorrect responses)
- Promote/foster Student Voice and Participation
- Try to build Skills
 - Experience as Substantiation
 - Listening
 - Speaking
 - Writing
 - Analytic Thinking
 - Critical Thinking

Conceptual Framing

Teacher Knowledge and Beliefs

Addressing what Teachers Know and What they Believe the Know about Teaching

- Content Knowledge (Shulman, 1986)
- Pedagogical Knowledge (Shulman, 1986, 1987)
- Pedagogical Content Knowledge
- Practical Knowledge (Elbaz, 1983)
- Cultural Knowledge (Banks, 2014; Grant & Sleeter, 2004; Howard, 2010)
- **Race and Racialized Knowledge (Milner, 2010, 2013, 2015, 2016)**

Bandura (1986)— “people’s judgments of their capabilities to organize and execute courses of action required and designated types of performances” (p. ?).

- Vicarious experiences
- Verbal persuasion
- Physiological and affective states
- **Mastery experiences**

For teachers their sense of efficacy may be reflected in their actual performance (Woolfolk Hoy, 2014).

Teacher talk and discourse

- “[Language] we use control our perceptions, shape our understanding, and lead us to particular proposals for improvement” (Haberman, 2000, p. 203).
- Talk is a form of action (Friere, 1998)
- Discourse is dialogic, relational, contextual and relies on history, place and culture (Bakhtin, 1974, 1980)
- Counter-narratives position discourse and talk in opposition to dominant ideology and ways of knowing (Tate, 1997)

Teacher Action and Practice

Culturally relevant pedagogy rests on three criteria or propositions (Ladson-Billings, 1994, 1995):

- Students must experience academic success.
(Related to the Mastery Experiences)
- Students must develop and/or maintain cultural competence.
- Students must develop a critical consciousness through which they challenge the status quo of the current social order.

Critical Race Theory

(Howard, 2008; Ladson-Billings & Tate, 1994; Lynn & Dixson, 2013;)

Handbook of
Critical Race
Theory in
Education

Edited by
Marvin Lynn and Adrienne D. Dixson

Elements	Description
Centrality of race and racism	<ul style="list-style-type: none">-US founded and thrived on the premise of racial superiority-White colonists ways of living/being were hierarchized, as the dominant, powerful group-Race-related issues intersect with other elements of identity, such as class, language and gender (intersectionality)
Challenge to the dominant ideology	<ul style="list-style-type: none">-Dominant ideologies consist of color-blind and race-neutral approaches-False assumptions posit that meritocracy exists for all people without the consideration of influence of sociological factors and privilege for some groups
Commitment to social justice and praxis	<ul style="list-style-type: none">-This commitment highlights the inequities that exist, and calls for action.-Social movement should be driven by those seeking to bridge the gap between theory and practice.
Centrality of experiential knowledge	<ul style="list-style-type: none">-Historically silenced voices introduce the perspective of the oppressed-Inclusion of marginalized voices of people of color offers an equally valuable history
Historical context and interdisciplinary perspective	<ul style="list-style-type: none">-Multi-disciplinary approach to understand how sociological factors have influenced outcomes for marginalized groups-Highlights the inequitable practices of people and institutions

High Leverage Practice Strategies

- **1. Using questions, prompts, or tasks to elicit student thinking**
- **2. Using language in ways that will make sense to the student**
- 3. Comparing the student's ideas and work to established common patterns of thinking in relation to the subject-matter in question
- 4. Drawing on knowledge of the student's previous work and thinking to make and then test conjectures about current understanding (both what students know and are able to do and where their current understandings are limited)
- **5. Using tone of voice and approach to connect with and support students**

What prompts/tools elicit or facilitate the kinds of questions that get students talking about race?

- **Movie Clips**
- “What Would you Do Clips”
- **Jesse Williams’ BET Awards Acceptance Speech**
- News Clips
- Written Stories from News Outlets
- Scenarios/Cases
- Current Events Shootings, Protests (Kaepernick -- NFL)

Jesse Williams BET Awards Speech



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Crash and Remember the Titans



Some Obvious Challenges/Tensions

Spent Time with RTL middle and high school students but not extensive amounts of time.

Perhaps it was too early to engage race

Not having a history or foundation of talking about race in school

Not feeling comfortable enough to “trust” classmates – “I don’t want my friends to think I’m racist”

Not believing that issues of race are still prevalent. The Deductive vs Inductive Reasoning

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Building Confidence/Beliefs (Bandura, 1986; Hoy, 2001)

- Mastery Experiences
- **Verbal Persuasion**
- **Vicarious Experiences**
- Physiological and Emotional States

Building Teachers Confidence/Beliefs

- Am Explicit with PPTs that they must follow expectations (don't want them to jeopardize their positions)
 - The Robbery Situation
- Prospective preservice teachers see/saw us (my doc student and I) struggle. This observation/modeling actually was a form of hope and optimism in building confidence (vicarious experience)
- The reflection sessions allowed for both my learning and verbal persuasion for PPTs.

Implication

- Having prospective preservice teachers in the room provided opportunities for RTL middle and high schools to see “how” to participate in race talk (the PPTs were modeling for the middle and high school students)
- Prospective preserve teachers were learning (and positioning their views) in the classroom with RTL middle and high school students (not by design)
- Doc students and post docs are in the room in all situations
- Prospective pre-service teachers are engaging/modeling how to engage in “raced” conversations
 - Reflect on what they would and **would not** do
- Interplay between prompts/tools used and questioning to get students engaged.

Implications

- Address the messiness of trying to study an experiment/ experience while designing it.
- What would happen if we viewed race as a legitimate aspect of knowledge and learning – not only linked to contents of math, ELA, science, and so forth?
- Is it possible to build this knowledge for teachers, build their pedagogical skills, and measure or study the areas?
- What would the knowledgebase be?

Keep in touch!

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