OUTRAGE TO ACTION:
DISRUPTING INEQUITY THROUGH TEACHER EDUCATION

Moderator: Deborah Loewenberg Ball

Panelists: Lisa Delpit, David Kirkland, sj Miller, Theresa Montaño

TeachingWorks
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WELCOME

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

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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?

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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.**

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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**.

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- 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

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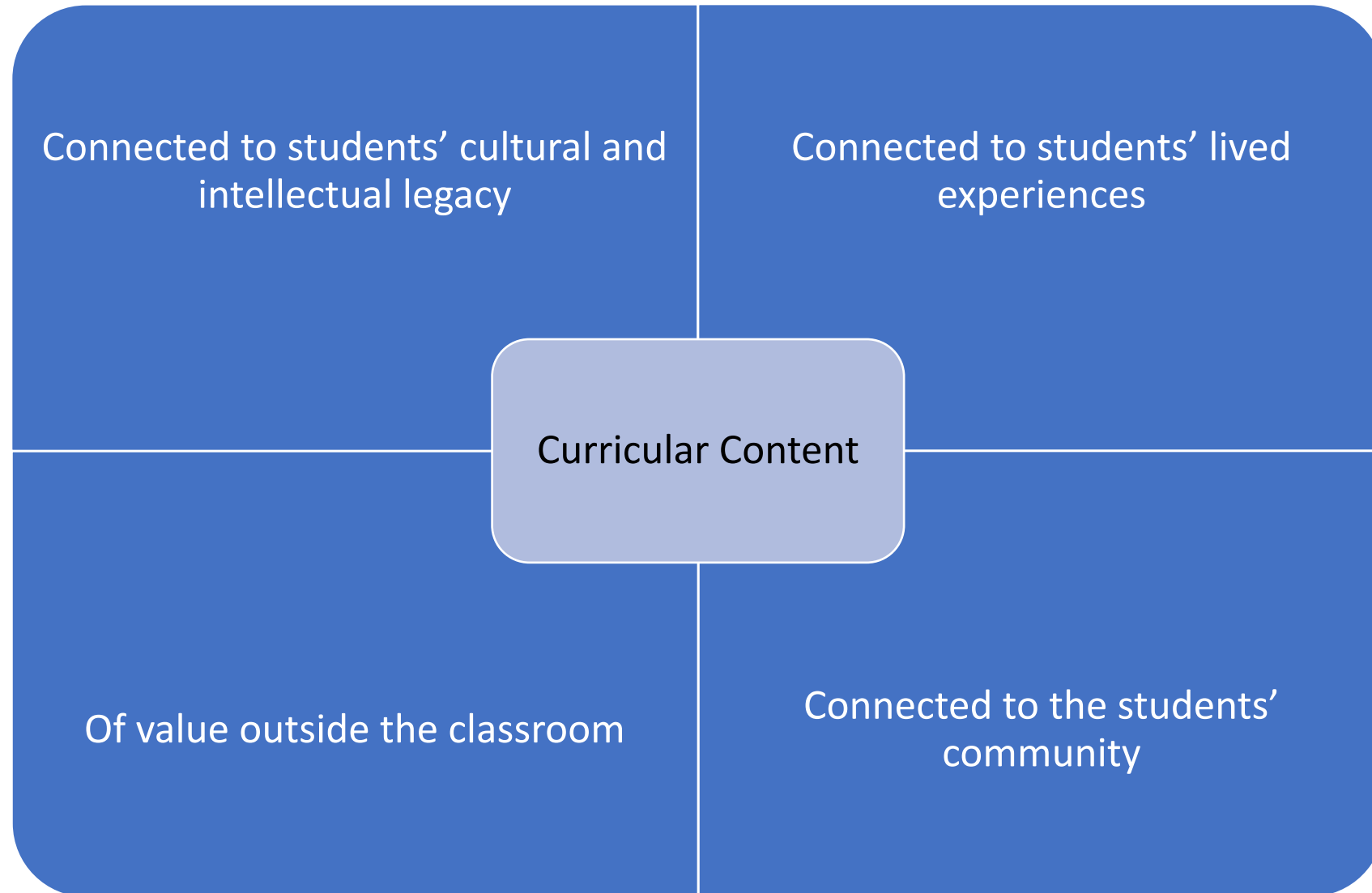
Creating Culturally Affirming Identities of Excellence

Lisa Delpit

Culturally Affirming Instruction

Connected to students' cultural and intellectual legacy

Connected to students' lived experiences

Curricular Content

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

Presentation skills

  speaking

  Using media/visuals

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

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

sj Miller

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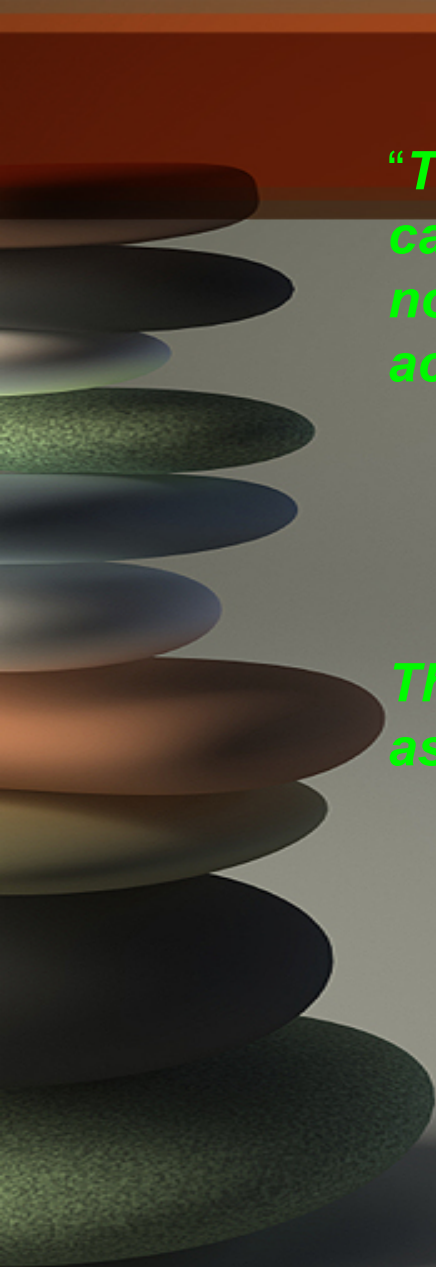
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Embedding the Complexities of Gender Identity Through a Pedagogy of Refusal: *Learning Literacy and Literacy with and from our Students*

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

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 microggressive national, state and municipal policies
- Intentional, willful, and condoning of uninterrupted use of deficit or presumptuous language
- Laissez fare- lack of interest in PD, books in library, posters/messages, QSA/GSA, faculty, staff, and stakeholder discussions

Reinforcement of the Norm: Essentializing Gender-identity

Privileging environment
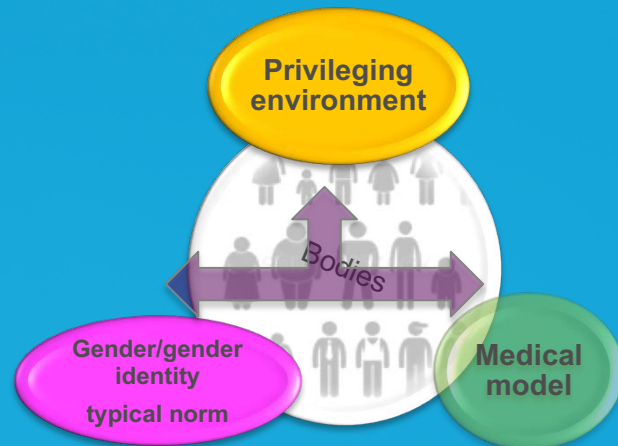
Medical model

Privileging environment

Bodies

Gender/gender identity

typical norm

Medical model

- Diagnosis through the medical model for what is abnormal, requires intervention in need of fixing... deficit lens and verifiability focus... feminine... 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.

- Privileging of gender-identity binary... unconsciously... normed students who fall outside... visible criterion...

- *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-V, American Psychiatric Association 2013).

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

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" (Bhahba, 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.

AGENTIVE

REFUSAL

REFUSAL

- 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.

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* <u>name</u>, *assigned* or *claimed* <u>(a)pronouns</u>, but on my assignments, you can use (please circle) *assigned* or *claimed* <u>name</u> and *assigned* or *claimed* <u>(a)pronouns</u>.

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 <u>violence</u>.

Theresa Montaño

Voices from the Field: How Latinx Teacher Activists Inform Teacher Preparation

Dichos
Immigrant Stories

Ruben Martinez
Essay and Speech Writing
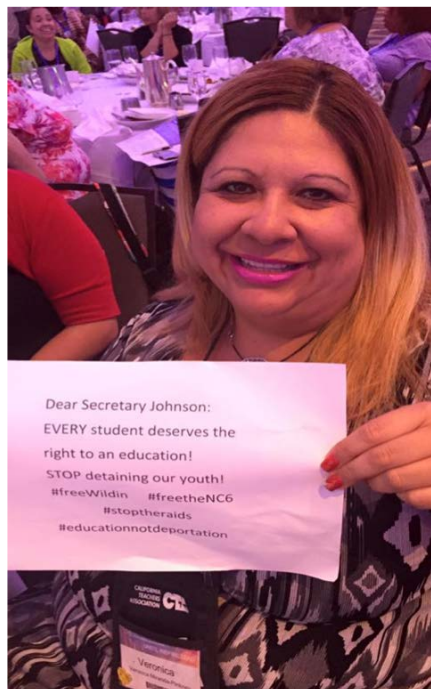
Joelitas Big Decision

Dia De Los Muertos
Performance
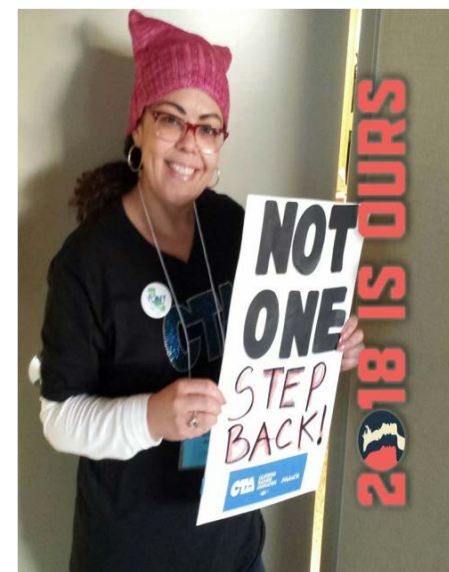
Chicana/o Voices
Raza Student
Conference

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.

- Student attentively listen to a teachers a 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.***
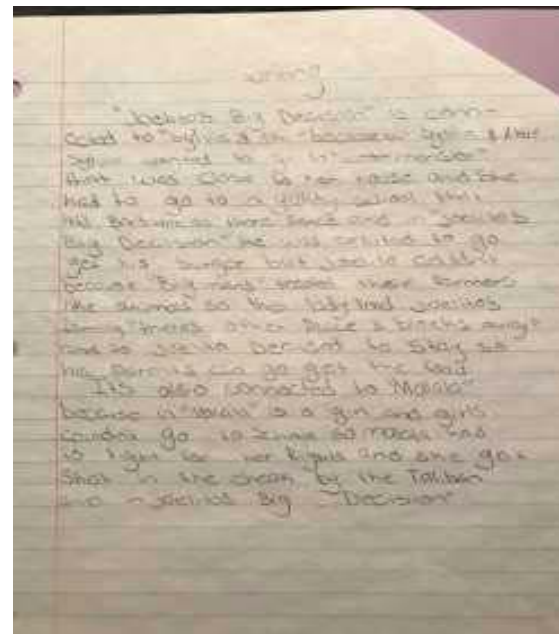
Students
tap the
cultural Knowledge
of their parents,
write stories and
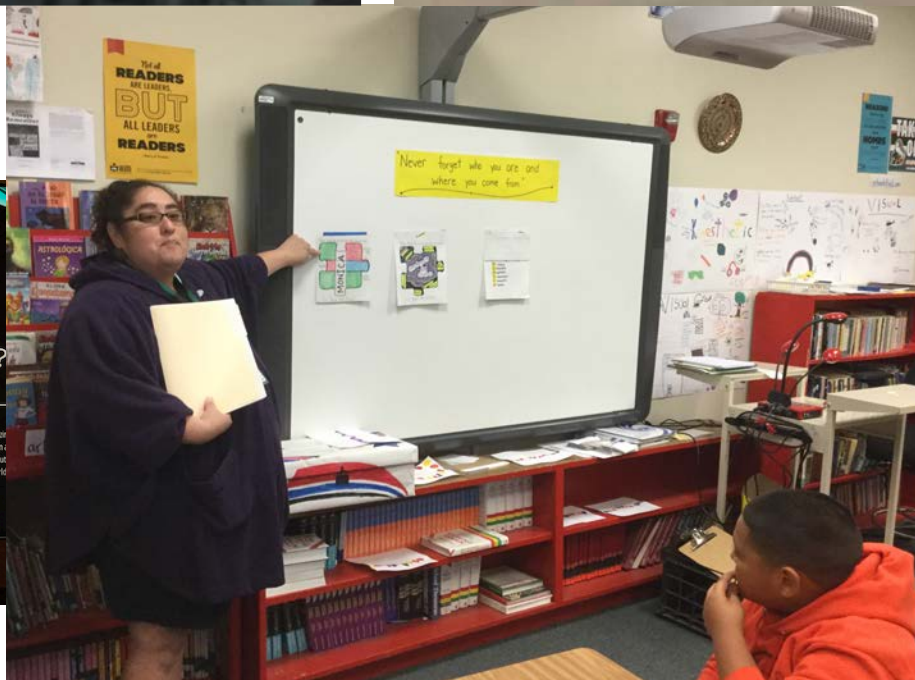share these stories with
their peers & parents.

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*

Derrick's Song

"U Turn"

1. U turn
2. left b Hind
3. Legs sprawl ing 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~~ U turn
2. left ~~b~~ Hind
3. Legs sprawl ing 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)

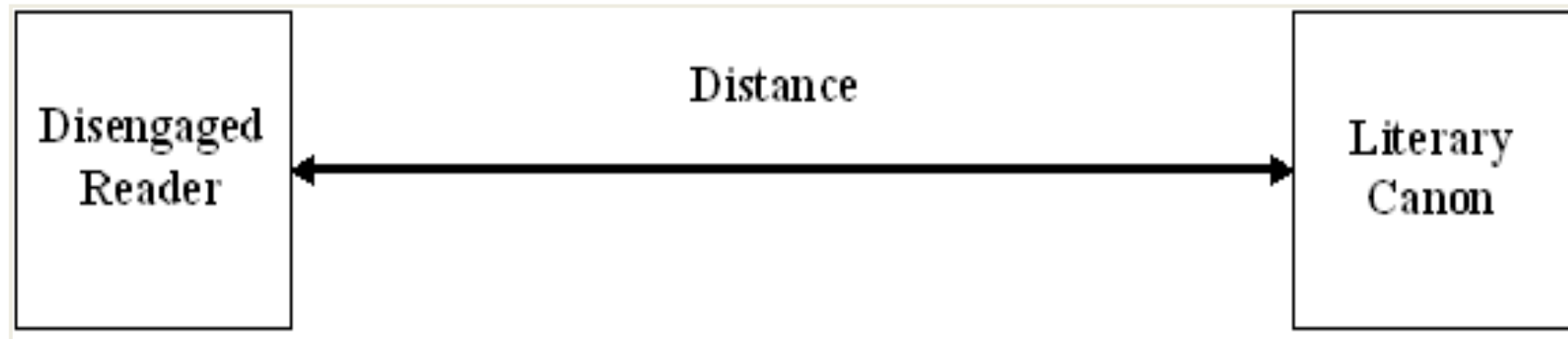## Multiple Forms of Oppression (i.e., Displacement ideologies)
- Silencings, fears and hatreds of self/others, feelings of inferiority/superiority and entitlement/disentitlement

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 . . ."

Why not as disengaged schools, classrooms, teachers, or texts?

Derrick's Song (Revisited)

"U Turn"

1. U turn
2. left b Hind
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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?

Culturally Relevant Pedagogy

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American educational research journal*, *32*(3), 465-491.

Pedagogical Third Space

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.
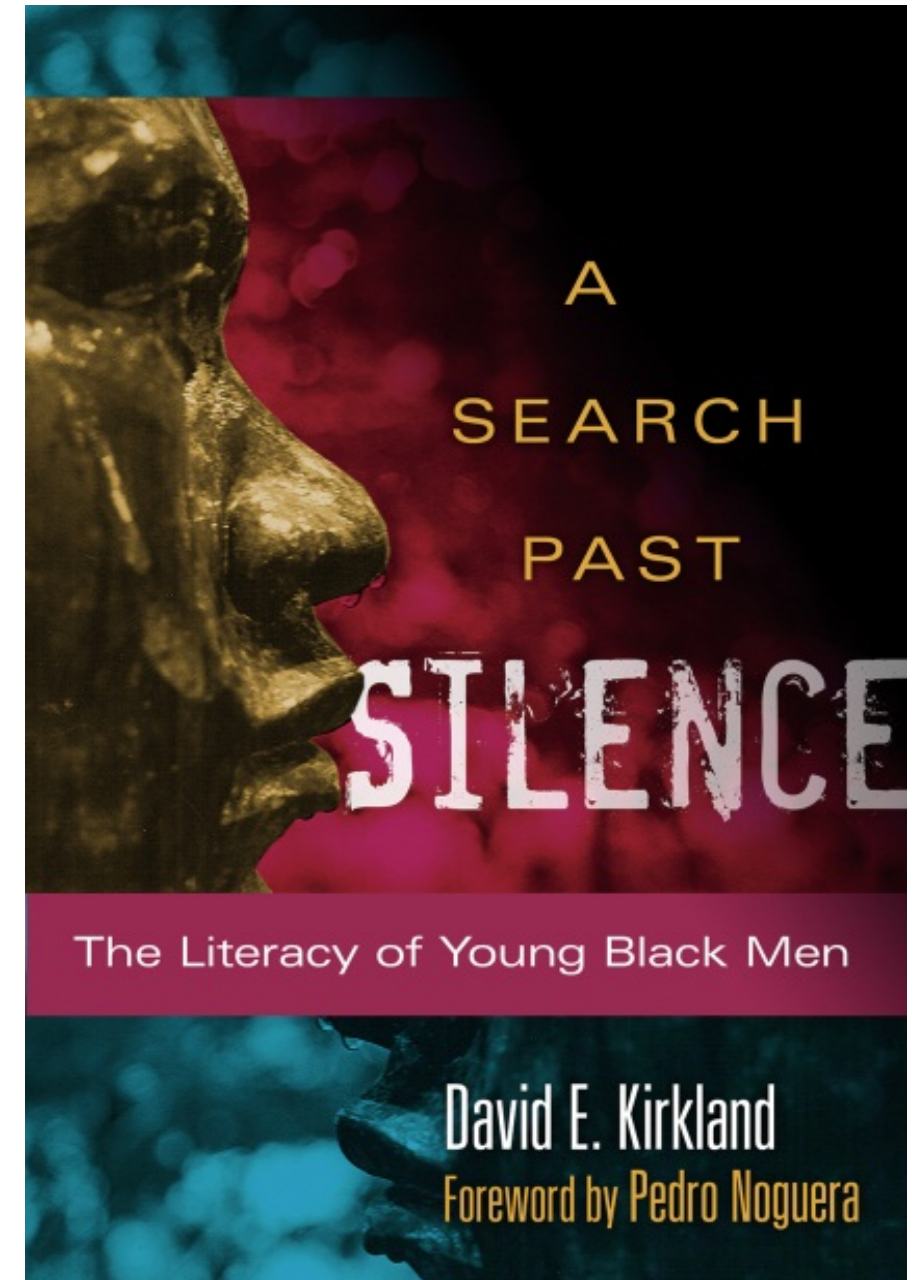
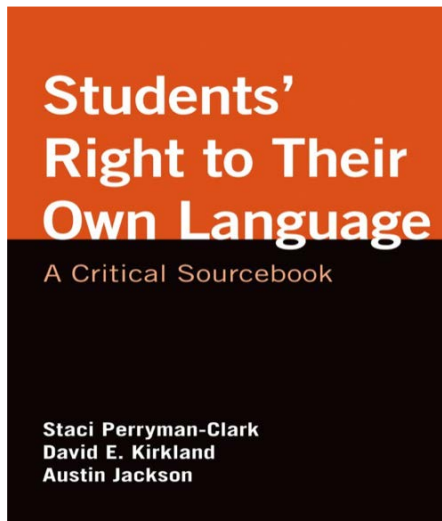Gutiérrez, K. D. (2008). Developing a sociocritical literacy in the third space. *Reading Research Quarterly*, *43*(2), 148-164.

THANK YOU

PLEASE, BE IN TOUCH:

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Blog: davidekirkland.wordpress.com

Order the books today at: Amazon.com!

Students' Right to Their Own Language
A Critical Sourcebook

Staci Perryman-Clark
David E. Kirkland
Austin Jackson

A SEARCH PAST SILENCE

The Literacy of Young Black Men

David E. Kirkland

Foreword by Pedro Noguera

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?

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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

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