Disrupting Injustice through the Power of Teaching: What Does “Practice-Based” Teacher Education Have to Do With It?

Deborah Loewenberg Ball

Practice-Based Teacher Education Workshop
July 8, 2019 • Ann Arbor, MI
Video: Brandin
How can we work together to dismantle hate and oppression?

What does teacher education have to do with justice anyway?
justice

teacher education

teaching

justice
What do we know about teaching?
What Do We Know About Teaching?

1. Teaching is powerful.
Teaching Effects

**COMPOUND EFFECTS**
- Teacher sequence can affect student achievement by up to 50 percentile points after only three years.
- Low achieving students have the most to gain from an effective teacher.
- The top quintile of teachers facilitate appropriate to excellent gains for students of all achievement levels.

*Sanders & Rivers (1996)*

**VARIATION IN TEACHER QUALITY**
- The most important in-school factor affecting student learning is the teacher.
- There is wide variation in effectiveness among teachers.

*Wright, Horn, & Sanders (1997)*

**DISCIPLINE**
- Latinx, Black, and Native/Indigenous students are punished more often and more harshly than other groups.
- Black girls are disproportionately subjected to exclusionary discipline practices.
- Students with disabilities are punished more often and more harshly than other groups.
- Discipline disparities for Black students, boys, and students with disabilities are observed as early as pre-K.

*Gregory, Skiba, & Noguera (2010)*
*Skiba, Horner, Chung, Rausch, May, & Tobin (2011)*
*Blake, Butler, Lewis, & Daresbourg (2011)*
*Morris (2016)*
*Wallace, Goodkind, Wallace, & Bachman (2008)*
*Noltemeyer & Mcloughlin (2010)*

**LONG-TERM IMPACT**
- Children who do not read proficiently by the end of third grade are four times more likely to drop out.
- Workers with a bachelor's degree or more earned almost twice as much as workers with only a high school diploma.

*Fiester (2013)*

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What More Do We Know About Teaching?

2. Teaching involves enormous discretion.

3. How that discretion is exercised can either reinforce patterns of oppression and inequity—or it can disrupt them.
What number does the orange arrow point to?

Explain how you figured it out.
Aniyah and Toni

Aniyah

Toni
Video: Aniyah and Toni

This video and additional supporting materials are available online here.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Hints</th>
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<td>20 in 1:28</td>
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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?

Dante: You did not!

Other children: Laying on arms environments
Teaching is Dense With “Discretionary Spaces”
Video: Re-view and Re-listen to These Discretionary Spaces

These videos and additional supporting materials are available online here.
Discretionary Spaces in Just These Few Seconds
Discretionary Spaces in Just These Few Seconds
Discretionary Spaces in Just These Few Seconds
In This Moment, A Move Can Reproduce Patterns that Marginalize Black Girls and Reduce Mathematics

Normalized next moves

• “Nice job, Aniyah. Can someone help Aniyah out and show what we call the whole on the number line?”

• “Thumbs up if you agree with Aniyah; thumbs down if you disagree.”

• “What do others think?”

Results

• Aniyah’s answer is signaled to be incorrect and she is positioned as not having contributed to the work.

• Aniyah’s solution is “voted” on by her classmates.

• Aniyah is excluded and her mathematical point is sidelined.
In This Moment, Too. . .

Normalized 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?”

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 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
Ball (2018)
What regularly fills the discretionary spaces in teaching?

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Professional education does not effectively intervene on these.

Lortie (1975), Banks, Grant and Koskela, Moll
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Ball (2018)
What Does It Take to Disrupt These Patterns?

- Seeing Aniyah’s solution and Toni’s question as mathematically sophisticated and key to the class’s work
- Taking as axiomatic the brilliance of Black girls, and thus Aniyah and Toni
- . . . And having something different to do

(Gholson & Martin, 2014; Joseph, Viesca, Bianco, 2016; Martin, 2012; Leonard & Martin, 2013)
Why is teacher education crucial?

How is teaching powerful?

justice
So What About Teacher Education?

4. It’s necessary. Managing the personal and the professional in practice is not natural. It is most likely to reproduce oppression.

5. Teacher education can be a force to shape the just exercise of professional discretion—or it can reproduce normalized practice.
What Should Teacher Education Do?

• Prepare teachers with the theory and knowledge of the profession

• Prepare teachers to be lifelong learners

• Prepare teachers for the responsibilities they will have from the first day, such as:
  • Explaining so that students can understand
  • Disrupting patterns that reproduce racism and oppression
  • Establishing a positive learning environment
  • Designing interesting and useful lessons
  • Assessing students’ progress
  • Working with families and communities
How do other professions and occupations think about the preparation of novices?
What Do These Professions Have in Common?

1. Identify the most important skills, knowledge, and requirements necessary for the practice
2. Develop ways of teaching novices to learn the practice
3. Require each person to pass performance assessments before they are “licensed” to practice

This is not true for teaching.
How Do We Get There?

6. The work to make teacher education a force for justice is collective work of our profession, across contexts and settings. This, too, is not the norm:

- *What* to work on and support beginning teachers to learn and to learn to DO
- *How*: Our own pedagogy – the teaching *of* teaching
What is Involved in “Practice-Based” Teacher Education?
Orienting Teacher Education to Focus on Teaching Practice

• This is not simply about **how much time** teachers spend in fieldwork or in schools.
• It **is** about whether their program focuses on preparing teachers for the work of teaching:

1. What is taught
2. How it is taught
3. How it is assessed
Focusing the Teacher Education Curriculum: Preparing Teachers For The Work Of Teaching
Components of the Practice-Based Teacher Education Curriculum

• Knowing content for teaching others
• Understanding structural oppression and having a commitment to and skills for advancing justice and disrupting injustice
• Enacting high-leverage practices of teaching
A Jumble of Words

- Learning cycle
- Teacher education pedagogies
- Rehearsals
- Disrupting patterns that reproduce injustice
- Decompositions
- Using video to analyze practice
- Orienting
- Eliciting
- Practicing practice
- Orchestrating
- Understanding one’s own identities
- Introduce relationships
- Building LGD
- Leading a group discussion
- PBTE
Examples of High-Leverage Practices

• Leading a group discussion
• Explaining and modeling content, practices, and strategies
• Eliciting and interpreting individual students’ thinking
• Diagnosing particular common patterns of student thinking and development
• Implementing norms and routines for classroom discourse and work
• Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
• Setting up and managing small group work
• Building respectful relationships with students
• Checking student understanding during and at the conclusion of lessons
• Providing oral and written feedback to students
• Setting long- and short-term learning goals for students
• Talking about a student with parents or caregivers

(TeachingWorks and the University of Michigan School of Education)
Teacher Education Pedagogies

Specific methods and approaches for teaching high-leverage practices and content knowledge for teaching:

- Rehearsals
- Simulated student interactions
- Modeling
- Using video to practice (not just analyze)

1 Grossman, McDonald, Kazemi, Franke, Lampert
Adapted from: McDonald, Kazemi, and Kavanagh, 2013; Lampert et al., 2013; Teacher Education by Design
Leading a group discussion

Discussion Enabling
- Selecting a task
- Anticipating student thinking
- Setting up the task
- Monitoring student work

Discussion Leading
- Framing - Launching
- Orchestrating - Eliciting - Probing
- Recording and representing content
- Maintaining a focus on the instructional point
- Seeing and disrupting patterns that reproduce inequity

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Introduce

Goals

- Help novices develop a vision of the practice
- Help novices recognize the components of successful practices

Pedagogies

- Using video to see and analyze practice
- Examining student work, portraits, and other representations
- Using transcripts to see and analyze practice
- Teacher educator modeling of practice
Prepare

Goals

- Novices try out components of the practice in a controlled environment

Pedagogies

- Using video to practice practice
- Using transcripts to practice practice
- Using student work to practice practice
- Coached rehearsals
- Peer run-throughs
- Simulated student interactions
Leading a Group Discussion: Concluding

<table>
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<td>- Making contributions</td>
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Maintaining a focus on the instructional point

Seeing and disrupting patterns that reproduce inequity
like the zero's line in there, so like I kinda like one, two, three.
Introduce and Prepare

• Where do you see opportunities to work on content knowledge during these phases?

• Where do you see opportunities to address issues of (in)equity?
Teaching is powerful.

Teacher education is crucial.

We must work for justice.
“Teaching is a revolutionary act.”

Dr. Marcelle Haddix

Reaching for the possibilities and the power must be our collective work.
“We are really going to have to take upon ourselves a disciplined and continuing effort, with no real hope that, in our lifetime, we are going to be able to take a vacation from the struggle for justice.”

Rev. James Reeb

Reaching for the possibilities and the power must be our collective work.
Thank You!

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deborahloewenbergball.com
Credits

Image on slide 2:
Photo from “Cause for Alarm: Addressing North Carolina Early Childhood Suspension and Expulsion Rates,” by Ebonyse Mead, MA, MS, CFLE and Kara Lehnhardt, MBA

Image on slide 2:
“A worker carries a sign that will be displayed at a polling place.” [File: Chris Keane/Reuters]

Image on slide 2:
“A ‘No Trespassing’ sign is displayed on fencing surrounding the Marine Technology Training Center, part of the California Prison Industry Authority (CALPIA) of the California Institution for Men state prison in Chino.” [File: Patrick T. Fallon/Bloomberg]
Credits

Image on slide 2:
Photo from “Judge Says Conditions for Migrant Children Require Immediate Action,” by Alejandro Lazo

Image on slide 2:
Photo from “Say Her Name: Recognizing Police Brutality Against Black Women,” by Kanya Bennett

Image on slide 2:
“Emalee Short played fetch with one of her dogs outside her grandmother’s home in Hensley, W.Va. She is enrolled in Upward Bound, a federal program that offers Saturday classes and summer school for bright students aspiring to college.” [File: Travis Dove/The New York Times]
Credits

Image on slide 2:
Photo from “After End of Dictatorship, Sudan’s Protest Movement Demands Transition from Military to Civilian Rule,” by Democracy Now!

Image on slide 2:
“Migrants at a Border Patrol processing center in McAllen, Texas.” [File: HANDOUT / AFP/Getty Images]

Image on slide 34:
“Haircut” by Flickr user JasonUnbound
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Image on slide 34:
“AOC Pipefitters” by Architect of the Capitol
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“Marielle Carving Francinaldo’s Ear” by Flickr user ReSurge International
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Image on slides 44–47 and 50:
Adapted from: McDonald, Kazemi, and Kavanagh, 2013; Lampert et al., 2013; Teacher Education by Design

For more information about the learning cycle:
Teacher Education by Design. (2014). University of Washington College of Education.
Credits

Image on slide 52:

Image on slide 53: