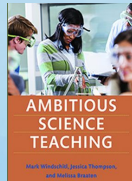


# *PART 2: Designing professional learning that centers educational justice in K-12 science teaching & learning: Tensions & possibilities*

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Jessica Thompson, University of Washington



## 2 Dilemmas

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*Designing with and for tensions by attending to rightful presence*

*Designing with districts in a time of push-back on CRT & equity*

# Tensions in Teacher Learning

Individual and cognitive perspectives



Social, cultural, networks & social movement perspectives

Defining equity as inclusion and access



Critical perspective on equity considering identities, power and politics & rightful presence (Gutiérrez, Philips, Calabrese Barton & Tan)

Race-neutral Teaching Practice



Race-conscious Teaching Practice (Shaw, Philips)

Settler-colonial Science and Instruction and Curriculum



Science Instruction and Learning for Liberation & Transformation (Bang, Warren & Rosebery)

English-only Instruction for status quo



Bilingual and Multilingual Instruction for justice (Flores & Rosa)

# *Dilemma 1: Designing with and for tensions & attending to rightful presence*

**“The dominant discourse and practice of STEM reflect white, western and masculine ways of knowing** and doing science. The way that STEM is often taught and how students are expected to learn further projects these dominant cultural norms.

Consequently not all students are encouraged or supported in leveraging their powerful cultural expertise towards meaningful learning or engagement in STEM. We can think about this as **denying students a Rightful Presence in science learning.”**

*Rightful Presence (Calabrese Barton & Tan, 2020)*



# Supporting teacher learning & rightful presence

## Designing & adapting curriculum (Davis)

## Designing professional learning

### Tensions

- Curriculum fidelity & whiteness as property (Manisha & Jackson, 2018; Harris, 1993)
- Place-based (Gruenewald) ≠ culturally responsive
- Representation in dignity confirming ways

### Tensions

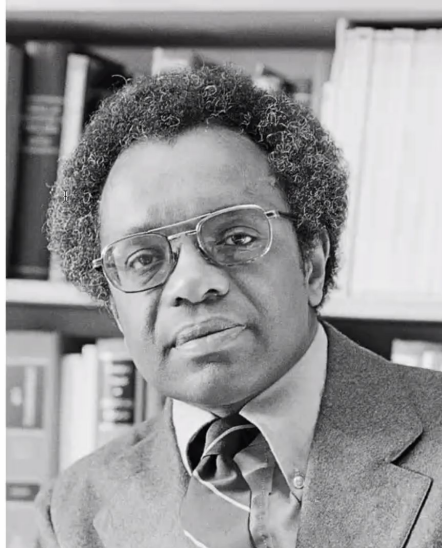
- Interrogating the white gaze (Morrison) in PL
- Examine narratives that participate in the othering of cultures
- Question how the culture of white supremacy is showing up in the PL content, design, & enactment
- Wrestle with the role of extracting knowledge (and related racial trauma) vs. centering BIPOC expertise

# *Dilemma 2: Designing with districts in a time of push-back on CRT & equity*

## Racism as Permanent

"It is time we concede that a commitment to racial equality merely perpetuates our disempowerment. Rather, we need a mechanism to make life bearable in a society where blacks are a permanent, subordinate class.

- Derrick Bell (1992)



"CRT tells students that you have power, you have history and you have a legacy. Students should feel valued, honored, seen and heard in schools."

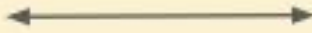
[@DrTRMorton](#)



**AERA Division G @... · 12h**

**"We must recognize that even though CRT is a framework, it is also a way of life. It is important for educators to use this approach to be intentional their work." [@DrTRMorton](#)**

Defining equity as inclusion and access



Critical perspective on equity considering identities, power and politics & rightful presence (Gutiérrez, Philips, Calabrese Barton & Tan)



Curriculum & Instruction teams



Equity & Diversity/  
Dual Language teams



Learning, Culture and Social Interaction  
Volume 24, March 2020, 100373



Full length article

Learning from below: A micro-ethnographic account of children's self-determination as sociopolitical and intellectual action

Natalie R. Davis <sup>a</sup>, <sup>✉</sup>, Shirin Vossoughi <sup>b</sup>, <sup>✉</sup>, John F. Smith <sup>b</sup>, <sup>✉</sup>

# *From assimilation to transformation: Questions for RPPs to ask*

- What happens when partners disagree about what we mean by equity? How will we work on our most critical edges together?
- How can we hold ourselves accountable to maintaining a critical perspective, in the face of pressure to move quickly and efficiently?
- How can we ensure that teachers and researchers of color are listened to and their ideas and concerns are taken seriously rather than silenced?
- For content-focused RPPs, how can we expand the partnership to include the ongoing work of district equity and diversity teams?
- How can we flatten hierarchies such that people in positions of power cannot threaten the careers of junior researchers and teachers, particularly women of color?
- Particularly if the people who initiated the RPP are white, how will the RPP leadership team continuously decenter whiteness?
- What work needs to be done or undone to create counterspaces for acts of resistance? (Solórzano & Yosso, 2002)