FIFTEENTH ANNUAL BROWN LECTURE IN EDUCATION RESEARCH

DISRUPTING PUNITIVE PRACTICES AND POLICIES
RAC(E)ING BACK TO TEACHING, TEACHER PREPARATION, AND BROWN

H. RICHARD MILNER IV
Vanderbilt University

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WELCOME

AMY STUART WELLS
President, American Educational Research Association
Teachers College, Columbia University
WITH APPRECIATION TO FRIENDS OF THE BROWN LECTURE

- American Anthropological Association
- American Association of Colleges for Teacher Education
- American Institutes for Research
- American Political Science Association
- American Statistical Association
- Donna Ford Attallah College of Educational Studies at Chapman University
- Drexel University School of Education
- Educational Testing Service
- Foundation for Child Development
- The George Washington University Graduate School of Education and Human Development
- Indiana University Bloomington School of Education
- Institute for Educational Leadership
- Miami University College of Education, Health and Society
- Peabody College of Education and Human Development at Vanderbilt University
- Rutgers University Graduate School of Education
- SAGE Publications, Inc.
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Disrupting Punitive Practices and Policies: Rac(e)ing Back to Teaching, Teacher Preparation, and Brown

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Cornelius Vanderbilt Endowed Chair of Education
Editor-in-Chief, Urban Education
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Landing on the Wrong Note: The Price We Paid for Brown
by Glenda Leake-Biggs

CAN WE AT LEAST HAVE PLEASY? THE STRUGGLE FOR QUALITY EDUCATION
Gloria J. Ladson-Billings

It’s not who you attend school with, but who controls the schools you attend.1
—Nikitio Giovanni

He who opens a school door, closes a prison.2
—Victor Hugo

Violence is black children going to school for 12 years and receiving 6 years’ worth of education.3
—Julian Bond

Introduction

I. HERITAGE TO BROWN

From Brown to Green and Back: The Changing Meaning of Desegregation
By Raymond Wolters

Brown vs. Board of Education of Topeka tilted the bell for Jim Crow America. The full significance of the Supreme Court’s decision and opinion is apparent only with the passage of more time, however, even now it is clear that in some respects Brown was a blessing but in others a bane. Most academic writing has emphasized the benefits rather than the burdens, although both have been considerable. In the 1960s and 1970s the Court stayed from Brown’s original definition of desegregation in order to pursue a strategy of integration (through busing). This change was reversed by Court decisions in the 1990s, but the changes in education in the five decades since Brown have left public schools facing daunting challenges in the twenty-first century.

When state or local governments insisted that black children attend separate schools, those governments were placing their stamp of approval on the doctrine of Negro separateness. Recent officials were reinforcing the message that race-stained white people conceived...
Defining Race

• Socially (Ladson-Billings & Tate, 1994)

• Legally (Harris, 1993)
  • Plessy v. Ferguson (1896)
  • Rowles v. Board (1907)
  • Mendez v. Westminster (1947)
  • Brown v. Board (1954)
  • Milliken v. Bradley (1974)

• Historically (Anderson, 1988)

• Physically--not Biologically (Monroe, 2013)

• Contextually (Tate, 1997)
Brown was about the Curriculum Because it was about Who Gets to Teach Whom

Conflated Discipline and Punishment Practices

Results of an Exploratory Survey from Teachers about the Importance of Race
What did Brown Mean to You?
Rich in Human Cultural Capital
Why did Students “Excel?”
Percentage of Student Enrollment In Schools

Proportion of Students Receiving In-School Suspension

Percentage of Student Enrollment In Schools

- White: 50.4%
- Hispanic/Latinx: 4.8%
- Two or More Races: 3.0%
- Native Hawaiian/Pacific Islander: 0.4%
- Asian: 1.1%
- American Indian/Alaska Native: 1.1%
- Hawaiian/Pacific Islander: 0.4%
- Black: 40.3%
- Two or More Races: 3.0%

Proportion of Students Receiving Out-of-School Suspension

- White: 32.6%
- Hispanic/Latinx: 1.4%
- Two or More Races: 1.0%
- Native Hawaiian/Pacific Islander: 0.4%
- Black: 40.3%
- American Indian/Alaska Native: 1.4%
- Asian: 0.4%
Shift in Language

PUNISHMENT REFERRAL PRACTICES

NOT

Discipline Referral Practices
Why Black Teachers?
Why Race Matters

WHY RACE AND CULTURE MATTER IN SCHOOLS
Closing the Achievement Gap in America’s Classrooms

TYRONE C. HOWARD
FOREWORD BY GENEVA GAY

“Teaching to Get Better”
## Tenets of Discipline versus Punishment

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide Multiple Opportunities for Students to &quot;Excel&quot;</td>
<td>Exclude, Office Refer, Suspend, and Expel</td>
</tr>
<tr>
<td>Focus on Cognitively Rich and Rigorous Curriculum Practices</td>
<td>Teach to the Test</td>
</tr>
<tr>
<td>Communicate and Collaborate with Families on ways to Support Student Learning and Development</td>
<td>Ostracize and Marginalize Families, Parents and Communities</td>
</tr>
<tr>
<td>Model Tenacity, Persistence and Care</td>
<td>Give up on Students</td>
</tr>
<tr>
<td>Cultivate and Envision Students as Knowledgeable</td>
<td>Act as the Arbiter of Knowledge and Knowing</td>
</tr>
</tbody>
</table>
## Tenets of Discipline versus Punishment (Continued)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invest in the Individual to Impact the Community</td>
<td>Advance an Individualistic Ethos of Success</td>
</tr>
<tr>
<td>Build and Sustain Relationships with Students</td>
<td>Create Unnecessary Distance Between Students</td>
</tr>
<tr>
<td>Engage in Real Talk about Social Realities and Expectations in Society</td>
<td>Engage in Irrelevant Talk or No Talk at All Society</td>
</tr>
<tr>
<td>Expand Racially-Centered Textual Curriculum Opportunities</td>
<td>Develop and Enact Curriculum as White, Mainstream, and Traditional</td>
</tr>
</tbody>
</table>
First: Conflated **Discipline** and **Punishment** Practices

Next: Brown was about the **Curriculum** Because it was about Who Gets to Teach Whom
Three Forms of Curriculum

Explicit

Implicit

Null

E. Eisner (1994)
Amadou Diallo, 23
Shot dead while unarmed
February 4, 1999

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

Tarika Wilson, 26
Shot dead while unarmed
January 4, 2008

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

Aiyana Jones, 7
Shot dead while unarmed
May 16, 2010

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

Yvette Smith, 47
Shot dead while unarmed
February 16, 2012

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

Rekia Boyd, 22
Shot dead while unarmed
March 21, 2012

Jordan Davis, 16
Shot dead while unarmed
November 12, 2012
Michael Brown, 19
Shot dead while unarmed
August 9, 2014

Darrien Hunt, 22
Shot dead while unarmed
September 10, 2014

Evell Ford, 25
Shot dead while unarmed
August 11, 2014

Tanisha Anderson, 37
Died in police custody
November 13, 2014

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

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

Natasha McKenna, 37
Died in police custody
February 8, 2015

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

Tamir Rice, 12
Shot dead while unarmed
November 23, 2014

Walter Scott, 50
Shot dead while unarmed
April 4, 2015

Jonathon Ferrell
Shot dead while unarmed
September 14, 2013
Freddie Gray, 25
Died while in police custody
April 12, 2015

Brendon Glenn, 29
Shot dead while unarmed
May 5, 2015

Christian Taylor, 19
Shot dead while unarmed
August 7, 2015

Samuel DuBose, 43
Shot dead while unarmed
July 19, 2015

Gregory Gunn, 58
Shot dead while unarmed
February 25, 2016

Alton Sterling, 37
Shot dead while detained
July 5, 2016

Philando Castille, 32
Shot dead while legally armed
July 6, 2016

Tyre King, 13
Shot dead while unarmed
September 14, 2016

Terence Crutcher, 40
Shot dead while unarmed
September 16, 2016

Alfred Olongo, 30
Shot dead while unarmed
September 27, 2016
India Kager 28
Shot dead while unarmed
September 5, 2015

Natasha McKenna 37
Tased dead while unarmed
February 3, 2015

Tanisha Anderson 37
Subdued and Killed while unarmed
November 13, 2014

Aura Rosser 40
Tased dead while unarmed
November 9, 2014

Yvette Smith 47
Shot dead while unarmed
February 16, 2014

Mariam Carey 34
Shot dead while unarmed
October 3, 2013

Shelly Frey 27
Shot dead while unarmed
December 6, 2012

Darnisha Harris 16
Shot dead while unarmed
December 2, 2012

Alecia Thomas 35
Beaten while unarmed
July 22, 2012

Shantel Davis 23
Shot dead while unarmed
July 14, 2012
Aiyana Jones 7
Burned/Shot dead while unarmed
May 16, 2010

Alberta Spruill 57
Heart-Attack while unarmed
May 16, 2003

Melissa Williams 30
Shot dead while unarmed
November 29, 2012

Rakia Boyd 22
Shot dead while unarmed
March 22, 2012

Shereese Francis 29
Suffocated while unarmed
March 15, 2012

Tarika Wilson 26
Shot dead while unarmed
January 4, 2008

Kathryn Johnston 92
Shot dead while unarmed
November 21, 2006

Kendra James 21
Shot dead while unarmed
May 5, 2003

Korryn James 23
Shot dead while unarmed
August 1, 2016

Sandra Bland 28
Dead while in police custody
July 13, 2015
Vicarious Trauma

“Vicarious trauma is the emotional residue of exposure that people have from hearing other people’s trauma stories and become witness to the pain, fear, and terror”

- American Counseling Association
August 28, 1955 - 14yr old Emmett Till murdered for “flirting” with White woman - recanted story in 2017

April 26, 1960 - “Whites Attack Black Protesters at Segregated Mississippi Beach” - NY Times

Dec 20, 1986 - Young Black Man Killed After Being Chased by White Mob in Howard Beach, New York
CURRICULUM PRACTICES OF PUNISHMENT
The More Society and Curriculum Change – The More it Seems they Stay the Same.
Finally, Results of an Exploratory Survey from Teachers about the Importance of Race
Teachers’ Beliefs about Discussing Race

Teachers and Race Talk Survey (Milner, Delale-O’Connor, Murray, & Alvarez, 2016)

- 33-item exploratory survey
  - 9 demographic
  - 12 close-ended (“yes”, “no”, and “not sure” response options)
  - 12 open-ended

- Administered online through Qualtrics
  - Schools/Colleges of Education at AAU member institutions
  - LRA listserv
  - Local/Regional Pennsylvania universities

- N = 386
Overview of Teacher Responses

- 86% reported race talk with students is important
- 55% reported they felt prepared for race talk with students
- 33% reported that teachers should discuss police violence on Black bodies with students
I Believe Race is Important to Discuss

n=386
I Feel Prepared to Discuss Race

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>53</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>Asian</td>
<td>50</td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td>Latinx</td>
<td>43</td>
<td>14</td>
<td>43</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>38</td>
<td>38</td>
<td>25</td>
</tr>
<tr>
<td>White</td>
<td>32</td>
<td>34</td>
<td>34</td>
</tr>
</tbody>
</table>

n=386
I Believe Teachers Should Discuss Police Violence on Black Bodies

- Black/African American: 44 (Yes), 22 (No), 33 (Not Sure)
- Asian: 25 (Yes), 13 (No), 63 (Not Sure)
- Latinx: 50 (Yes), 13 (No), 38 (Not Sure)
- Multi-racial: 45 (Yes), 36 (No), 18 (Not Sure)
- White: 31 (Yes), 34 (No), 35 (Not Sure)

n=386
Keep in Touch!

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THANK YOU

FELICE J. LEVINE
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