



THE COLLABORATIVE FALL 2023 RESEARCH NOTE PRESENTATION SERIES #1

The Third Rail: A Critical Discourse Policy Analysis of States' School Discipline Policies within the Practice and Theory Colloquy



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6:30 - 7:30 PM (CT)



Online (Zoom)



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Dr. John A. Williams III centers his research on dismantling inequitable discipline practices, policies, and procedures towards African American students in K12 schools, particularly in urban locales. Additionally, he researches how to prepare and support culturally sustaining teachers.

Dr. Williams has multiple publications in peer reviewed journals such as *Journal of Negro Education*, *Education Policy*, *Teacher and Teacher Education*, *Journal of Teacher Education*, *Education and Urban Society*, *Urban Review*, *Teachers College Record*, and *Journal of Urban Education*.

The convergence of theory and practice is known as praxis; the process by which theory is embodied in practice and carried out in the classroom. While large portion of the debate concerning K-12 classrooms is around praxis, there is a third actor that regularly goes unaddressed: policy. Federal and state policies govern the extent to which schools and school personnel can enact praxis, but what if there is a dire need in K-12 schooling environments that is not covered by policy?

This question was answered in the *Education Policy article, A Gap in Culturally Responsive Classroom Management Coverage? A Critical Policy Analysis of States' School Discipline Policies*. Through critical discourse policy analysis, this research presentation examines the presence (or lack thereof) of Weinstein's Culturally Responsive Classroom Management framework in states' policies on school discipline across the U.S.

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