

Effective Teachers of Urban Students: The Gangsta, Wanksta, Rida Paradigm

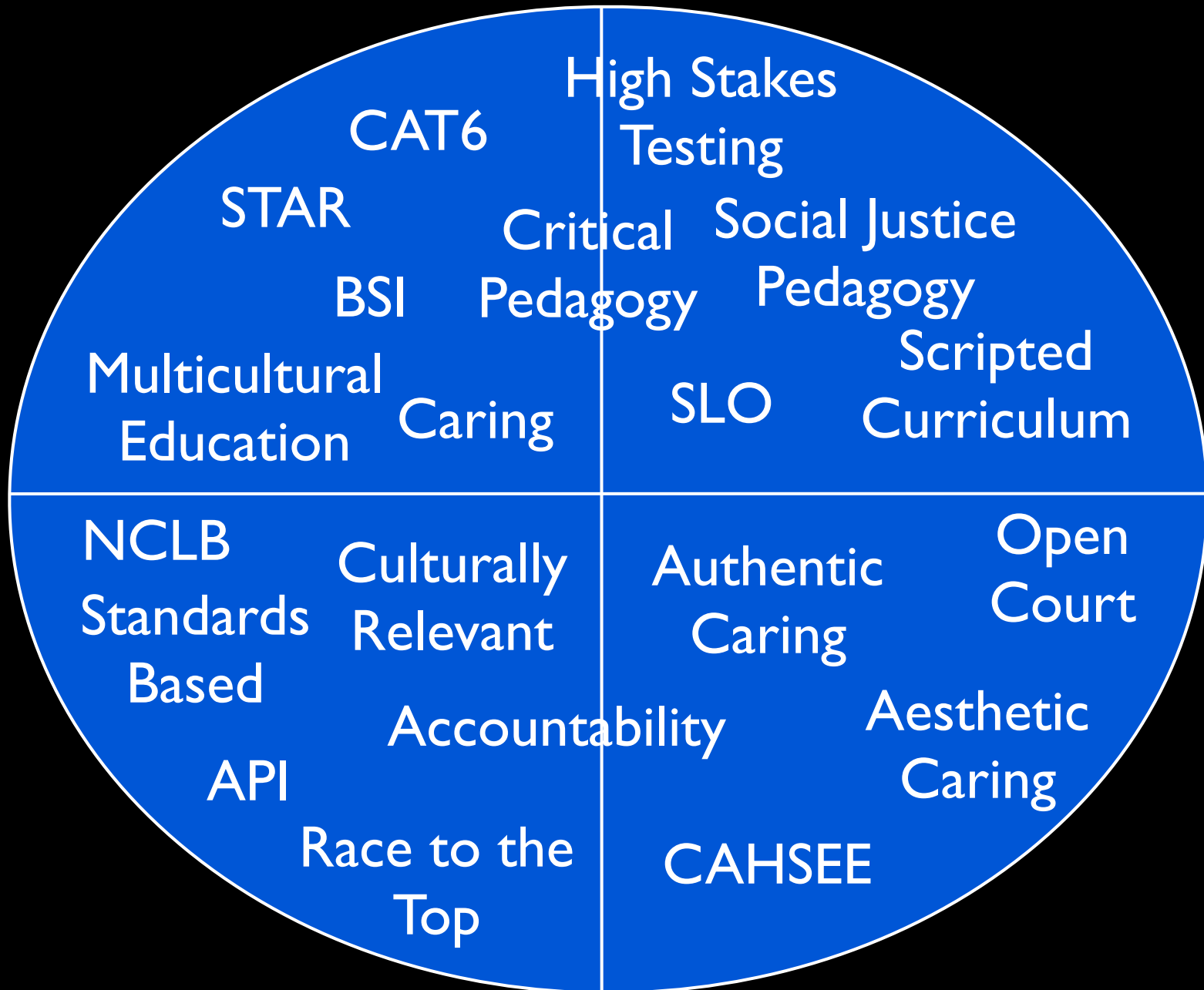
Jeffrey M. R. Duncan-Andrade, PhD
Assistant Professor
Raza Studies & College of Education

jandrade@sfsu.edu

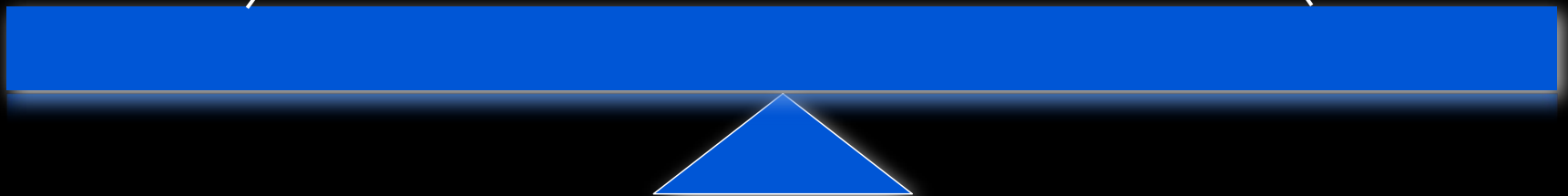


SAN FRANCISCO
STATE UNIVERSITY

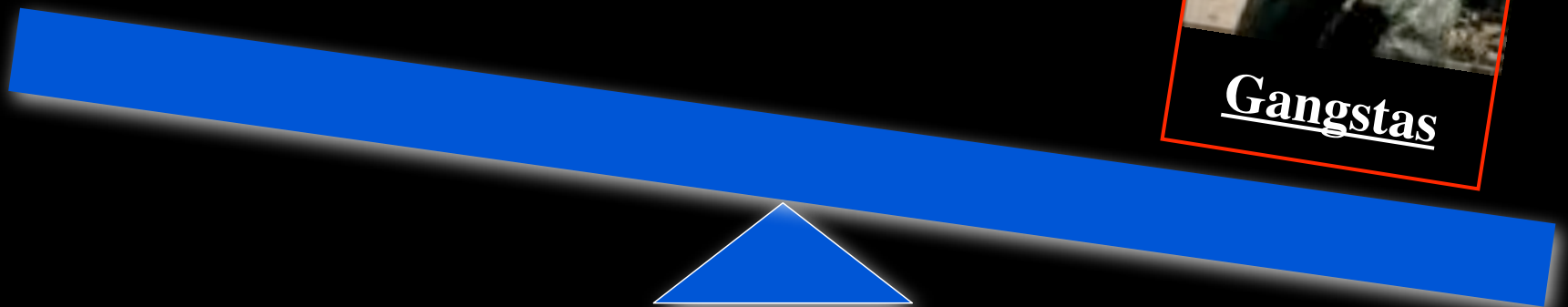
The Milieu of Educational Reform



The balance of the “failing” urban school



The balance of the “failing” urban school



The balance of the “failing” urban school



Ridas



Gangstas

The balance of the “failing” urban school



Ridas



Wankstas



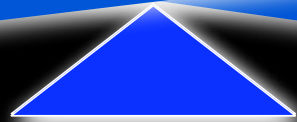
Wankstas

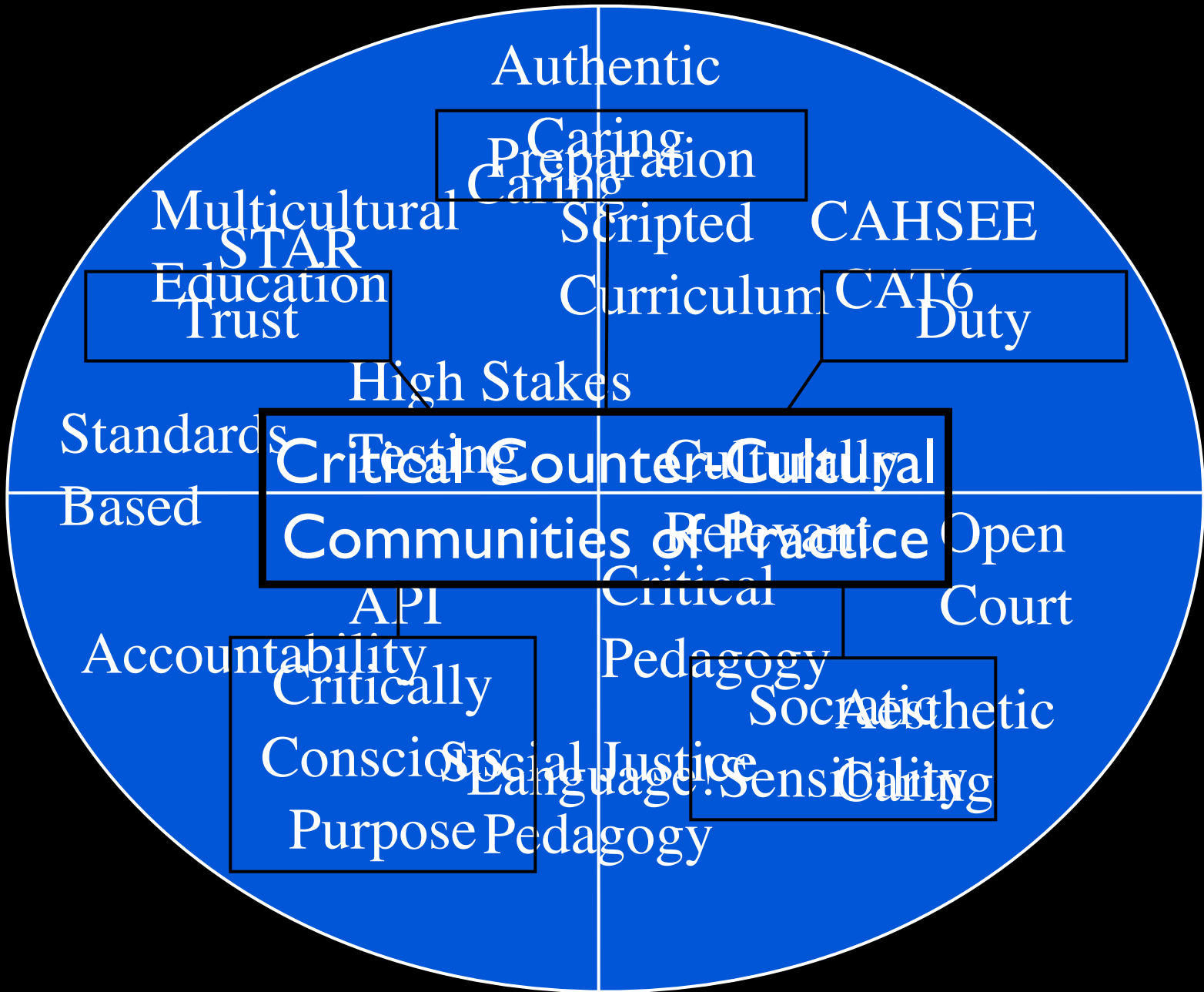


Wankstas



Condoleezza Rice
President 2008





Critically Conscious Purpose

Critically
Conscious
Purpose

Duty

Preparation

Socratic
Sensibility

Trust

- **Change the world through their students**
 - the “Ne@ principle”
 - “critical hope” (Duncan-Andrade, 2009)
- Critical awareness and analysis of structural and material inequalities
 - Don’t aim to make urban education a mirror of middle class education
- Embrace and utilize the righteous indignation of urban youth
 - Fight and anger
 - Sadness and confusion
 - Fears/fear of failure and success

Student Presentation at Californians for Justice Rally



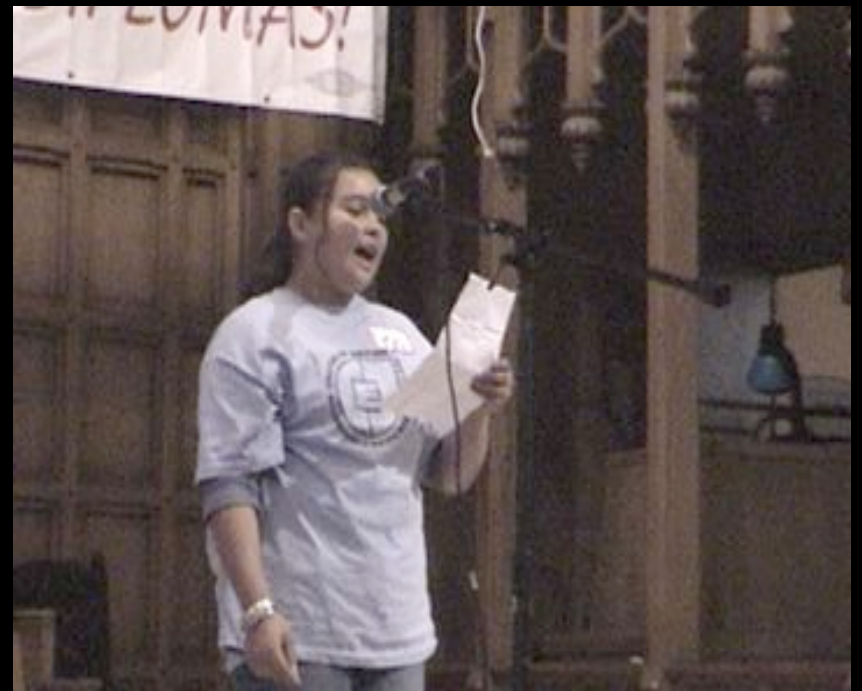
Good Morning. I am ---, and I am from ---. I am a student body Vice President, and today I am going to stand up for my community. Today, I am here to talk about one of the issues of not only my school but in other schools in my community where I live. I am from Watts located in South Central Los Angeles.

A major problem in our school is our substitutes. We have lots of bad subs in our class. Subs disrespect us students all the time. They have called us animals and shout at us. They say we don't have privileges and make us write standards. I am sorry to use this as an example but one of the subs told us girls

that if we behaved bad our dad would touch and hit our privates. Why is it that there aren't any good subs at our school? I believe that they think this is a bad area and that we don't behave good. They always shout at us because they don't have patience and respect for us. We always get subs because my teacher gets pulled away every Tuesday and more. I think good subs are afraid to come to our school.

Finally, at our school the focus is on taking tests like the CAT6 and on Open Court. Programs like Open Court are boring, but the school makes us do it. We do not have other types of subjects like art, science, music, and dance. I think they should let us learn different things for example we should learn more arts. Without having good teachers, school would not be fun to come to.

These are only a few of the problems that happen in our school and schools like us. We kids deserve better and that's why I am here today. Thank you for listening to me.



Duty

Critically
Conscious
Purpose

Duty

Preparation

Socratic
Sensibility

Trust

- **Service before leadership--access to youth is a privilege not a “right”**
 - genuinely want to be at the school, with the kids, and doing what they do, even when schools attack them
 - not afraid of the hood; constantly seeking contact with parents, siblings, and the community
- **Uncompromising moral obligation to put kids over the job**
 - Jump at challenges, risk takers, refuse to be “team players” on a losing team
- **Teaching in urban schools is not a “job”, it’s a way of life**
 - Teacher is who they are not what they do



Josh and Mia

2001 Crenshaw High School Graduates

Preparation

Critically
Conscious
Purpose

Duty

Preparation

Socratic
Sensibility

Trust

- Prepare to succeed and expect to succeed
 - **students believe them b/c they believe themselves and what they are teaching**
 - shows in their excitement, passion and belief in the delivery of their curriculum;
- Tremendous respect for the craft
 - constantly thinking and planning about how to use their craft to help students respond to the material conditions of their lives
 - none of them use boxed curriculum
- High level of subject-matter competency
 - capacity to make content areas relevant to the material conditions and lived experiences of urban youth

Before You Read:

- Examine the front and back cover
- Read the title, subtitles, chapters
- Examine the illustrations
- Examine the print as you read (italics, bold, etc.)
- Determine the genre (novel, short story, poem, etc.)
- Identify the author
- Establish your purpose

As You Read:

Coding:

- Mark characters
- Mark settings
- Mark vocabulary
- Mark key events

Marginalia:

- Write summaries
- Make predictions
- Make connections
- Ask questions
- Analyze
- Locate
- Offer solutions
- Trace patterns
- Write reflections

After Reading:

- Reread your annotations
- Make connections
- Check your understanding
- Use your insights to write your Weekly Reflection

After You Finish:

- Gather your thoughts and annotations
- Figure out new themes at the beginning and end
- Explain symbolic meaning
- Try to form deeper insights
- Think about the theme the author is trying to teach us about
- Rethink the title to determine its purpose
- Use your overall insights to type your Essay on the text

Literary Elements: (Pay attention to...)

Setting	Characters	Plot
Monologue	Conflict	Irony
Protagonist	Antagonist	Mood

Themes:

Page Numbers

Social Criticism:

1. Race _____
2. Class _____
3. Gender _____

5. Marginalization

15. Exploitation

21. Transformational

29. Revolution

7. Structure _____

8. Agency _____

12. Transformational _____

13. Capitalism _____

17. Oppression _____

18. Abuse _____

22. Exploitation _____

23. Responsibility _____

24. Scapegoat _____

Socratic Sensibility

Critically
Conscious
Purpose

Duty

Preparation

Socratic
Sensibility

Trust

- “All great undertakings are risky, and as they say, what is worth while is always difficult” (Socrates in Plato’s *Republic*, Part VII, Book VI:: p. 220, section 4, d-e)
- “The unexamined life is not worth living” (Socrates in Plato’s *The Apology*, p. 71-72)

Socratic Sensibility

Critically
Conscious
Purpose

Duty

Preparation

Socratic
Sensibility

Trust

- The wise person knows they know nothing and therefore values intellect over intelligence
- Seek opportunities to learn from their students, community and highly competent colleagues
- Balance readiness to learn with a confidence in what they do and why they do it

Trust

Critically
Conscious
Purpose

Duty

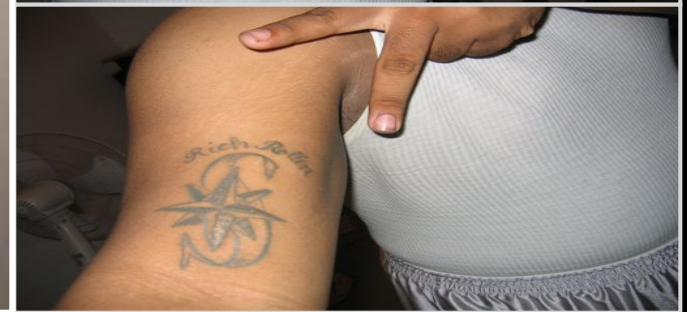
Preparation

Socratic
Sensibility

Trust

- Earned daily (easier to lose than to get; **NOT de-facto**)
 - **Loved, not liked--it's us against them and you're with us**
- Trust in their students, trust from their students
 - indignant about failure
 - high expectations with tough love and support
- **Our children, NOT other people's children**
 - **Choose solidarity over empathy**
 - place responsibility for success on themselves first, without excusing students from their responsibility

Trust: Prioritizing the Humanization of Students



What About Achievement?

Critically
Conscious
Purpose

Duty

Preparation

Socratic
Sensibility

Trust

State measures? Yes



Test scores



Literacy & numeracy (quality and quantity)



Grades



College preparation



College going

Human measures? Yes



Positive self identity



Purpose



Hope



Critical awareness

Theory of change: Cultural/ideological shifts as tipping points in urban schools

Critically
Conscious
Purpose

Duty

Preparation

Socratic
Sensibility

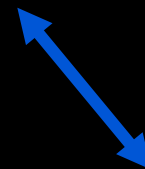
Trust

Teacher cultural/ideological shift

Student cultural/ideological shift

Classroom cultural/ideological shift

School cultural/ideological shift



What happens when it tips?

Critically
Conscious
Purpose

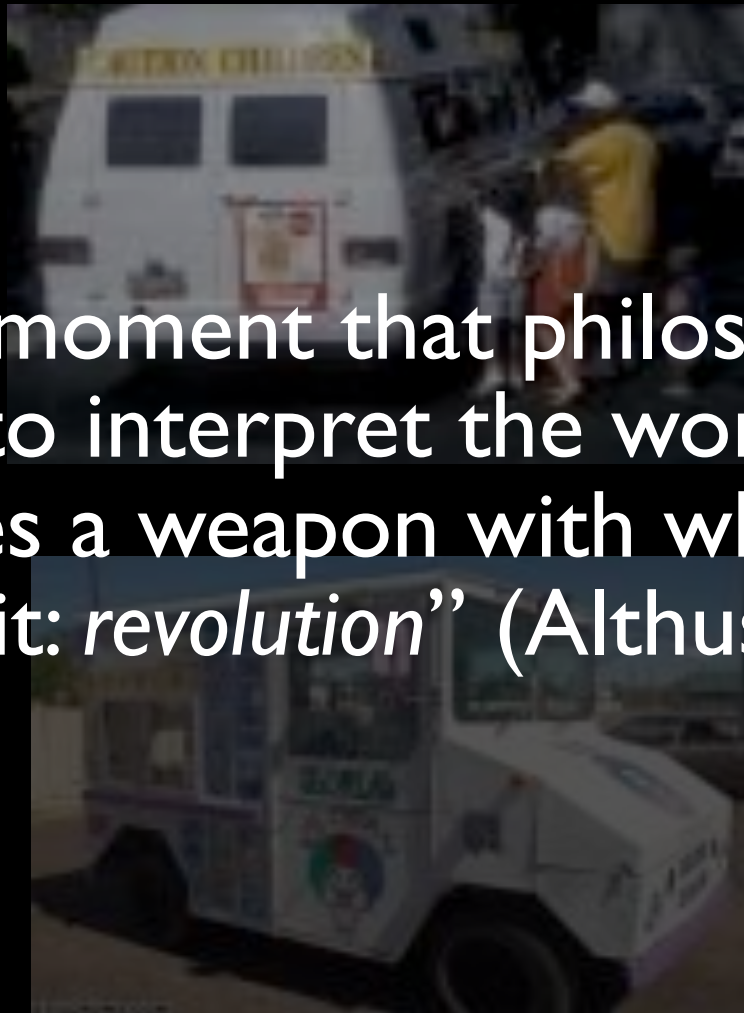
Duty

Preparation

Socratic
Sensibility

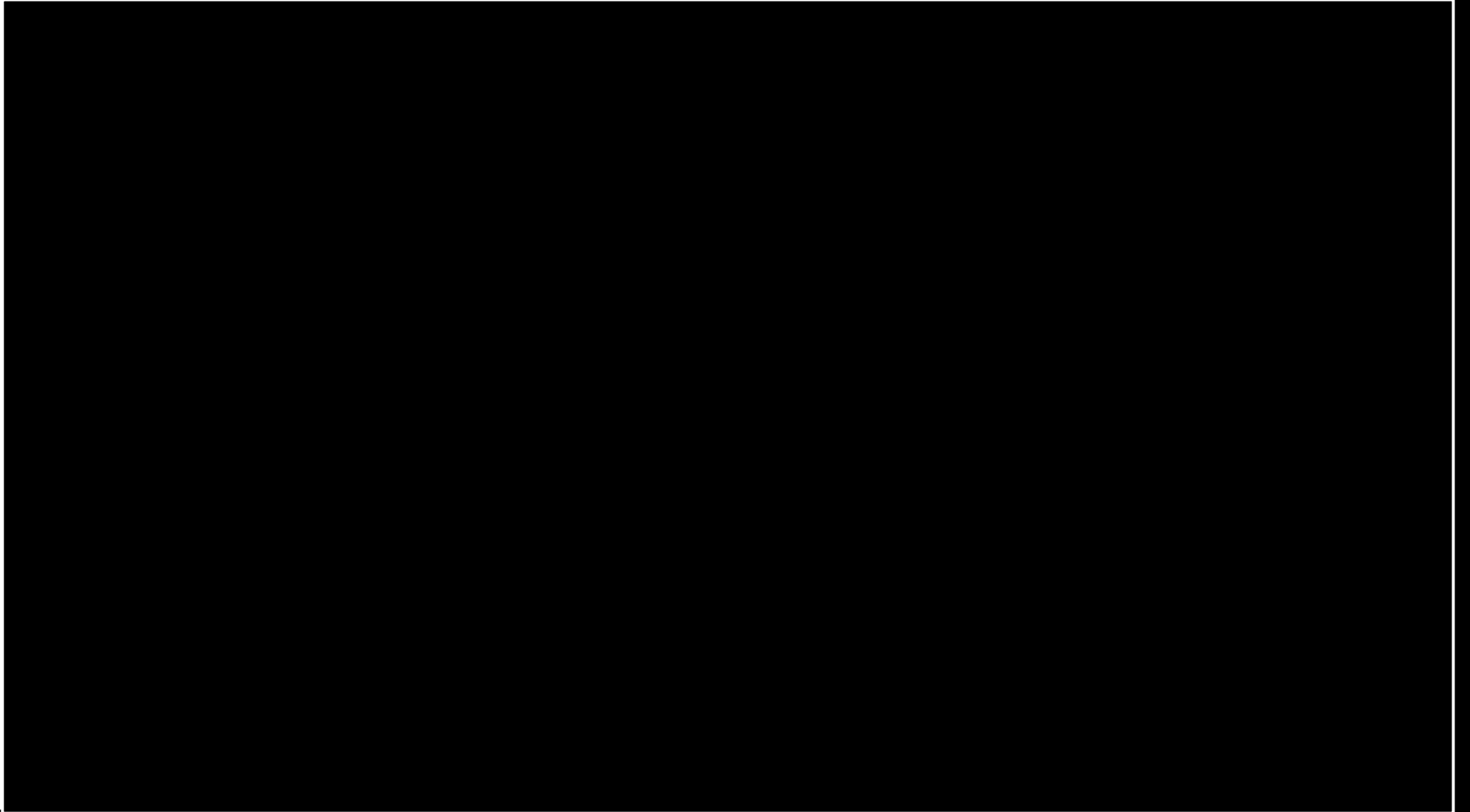
Trust

“...the moment that philosophy ceases to interpret the world, it becomes a weapon with which to change it: *revolution*” (Althusser, 1968: 7).





Gini H



...and CHANGE!

Critically
Conscious
Purpose

Duty

Preparation

Socratic
Sensibility

Trust



All great undertakings are risky

Jeffrey M. R. Duncan-Andrade, PhD
Assistant Professor
Raza Studies & College of Education

jandrade@sfsu.edu



SAN FRANCISCO
STATE UNIVERSITY