



2019 Brock International
Prize in Education Nominee

Jeff Duncan-Andrade

Nominated by Kelly Wilson

Jeff Duncan-Andrade, Ph.D.



Jeff Duncan-Andrade, Ph.D., is an Associate Professor of Raza Studies, Education Administration and Interdisciplinary Studies at San Francisco State University and author of two books, *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools* and *What a Coach Can Teach a Teacher*. As a committed practitioner-researcher, Jeff continues to teach high school in East Oakland where for the past 18 years he has practiced and studied the use of critical pedagogy in urban schools. He is the founder of the [Community Responsive Education Group](#) which works directly with schools around the country and internationally to develop more equitable school environments. In 2015, he also founded [The Roses in Concrete Community School](#) (RIC). RIC is a lab school designed to provide a viable alternative model for urban education, one that prioritizes culturally affirming and trauma responsive school relationships as the pathway to building healthy and sustainable communities.



COLLEGE OF ETHNIC STUDIES
GRADUATE COLLEGE OF EDUCATION

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August 24, 2018

Dear Jurors of the Brock Prize in International Education:

I have been serving the community of Oakland as a public school teacher for the past 24 years, in addition to my work as a professor in Ethnic Studies at San Francisco State University. I am regularly called on to consult with high needs schools across the country for guidance on community responsive educational approaches. This work is informed by my years in Oakland public schools as well as my own research into how best to transform these communities from within. The culmination of this work resulted in the opening of my dream school, Roses in Concrete Community School, in Oakland in 2015.

I, along with the founding team of the school, collaborated with the Alameda County Public Health Department to identify the boundaries of Oakland's highest need neighborhoods. The results indicated a need to focus on the East Oakland neighborhoods bounded by High Street, Highway 880, 106th Avenue and Highway 580. The racial/ethnic mix of this area of East Oakland is predominantly Latino (47.5%) and African American (38.1%). Asian Americans and Pacific Islanders combined represent 7.3% of this area's population. East Oakland has one of the highest rates of unemployment and highest murder rates in the country. In fact, on virtually every health indicator measurable, East Oakland scores as one of the highest need communities in the country:

- Uncommonly high rates of teen birth (69.8%)
- Families led by single mothers (41%)
- Little education (36.4% with less than high school education)
- Unemployment (13.2%)
- Poverty (41.1% children living in poverty)

Roses in Concrete Community School provides community responsive teaching to the one of the most vulnerable communities in Oakland. Our school is chartered to serve grades K-8, with expansion each year. This fall, we have expanded to be a K-7 school serving nearly 400 students. Demographically, our students are almost 50% African American and 50% Latinx. Additionally, we are the only lab school in the Oakland Unified School District. As such, we open our doors to educators and researchers interested in seeing model community responsive teaching in action. It is our hope to continue to expand this influence by way of an Apprentice Fellowship Program currently in development whereby student teachers from Oakland will apprentice at Roses in exchange for support in obtaining their credentialing and agreeing to teach in the OUSD. Ultimately, we see potential to create a pipeline of urban educators dedicated to serving students of color and their communities in ways that are directly responsive to their stated priorities. We believe this can transform Oakland from within, with exponential influence. This effort will create a model for community responsive teacher development that can be shared and scaled to transform teaching in vulnerable communities throughout the nation and across the globe.

Biography:



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I am an Associate Professor of Raza Studies and Education at San Francisco State University and founder of Teaching Excellence Network (TEN) and the Community Responsive Education Group working with schools and districts around the world to develop and support effective classroom and school cultures. As a classroom teacher and school leader in East Oakland for the past 24 years, my pedagogy has been widely studied and acclaimed for producing uncommon levels of social and academic success for students. I lecture around the world and have authored two books and numerous journal articles and book chapters on effective practices in schools. My work on the elements of effective teaching in schools serving poor and working class children is recognized throughout the U.S. and as far abroad as Brazil and New Zealand. In 2015, I became a National Commission on Teaching & America's Future (NCTAF) Commissioner and was part of the great educators invited to the White House on National Teacher Appreciation Day by President Obama in 2016. I have been ranked as one of the 100 most influential scholars by EdWeek RHSU Edu-Scholar Public Influence Rankings for the past three years.

Roses is the culmination of my research and practice in community responsive education as a form of social justice. As a product and resident of the city of Oakland, the opening of Roses was the realization of my vision to model real systemic change that can be replicated throughout the OUSD and beyond. Roses implements successful programmatic models into an entire institutional vision that combines the power of the most substantive research in the field with some of the nation's most accomplished urban educators. Roses is already being touted as a national model of urban teacher practice, coaching and support with many schools and districts around the country requesting technical advising and requesting opportunities to visit. Additionally, Roses is directly partnered with Teaching Excellence Network which provides teacher development and technology services to schools and districts in over 12 states and to major teacher development organizations like Teach for America.

Roses in Concrete represents a paradigmatic shift from traditional school models by responding to community needs within an instructional space: the students, parents, teachers and local community members are surveyed regularly via TEN so that their voices comprise the curricular focus of our school. Ultimately, the school aims to equip students with multifaceted skills to impact their communities positively. It also creates a robust professional culture that allows teachers to get the ongoing support and training to respond to student needs. Finally, it creates a model to generate pipelines of well prepared future educators to enter the profession much better equipped to meet the challenge of teaching in the nation's most vulnerable communities--beginning, specifically, with Oakland.

What sets my work apart:

Most schools focus on educating poor kids so that they can escape the poverty and suffering of their communities--success then is defined by how far one can get from one's own community. We know that nothing more profoundly undermines a community's hope than the outmigration of their best and brightest young minds. Roses cultivates warrior-scholars who see the transformation of their community as an opportunity and an obligation to lead lives of direct action for social impact. One of the defining characteristics of the warrior-scholar is hope. When you instill hope in young people, they become the generational hope for a community. When that hope is realized through investment in them academically,



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socially, emotionally and culturally, they return to the community and transform it. At Roses, we believe the purpose of public education in a democracy is to develop young people committed to self-awareness, intellectualism, and critical civic engagement.

The fact is, we live in a society tainted by racism, xenophobia, classism, and homophobia, and this results in students' overexposure to social toxins. There are schools in Oakland that are interested in addressing the "achievement gap" but rarely do they address the core cause of the gap which is inequality. The majority of urban school teachers feel overwhelmed by the challenges urban youth face in their lives and consider themselves ill-equipped to respond with a pedagogy that will develop hope in the face of such daunting hardships. These teachers have a critique of social inequality but cannot manifest this critique in any kind of transformative pedagogical project.

All of the research in the field is clear that one of the most powerful agents for disrupting existing inequality gaps and addressing toxic stress for children are teachers. Sadly, little innovation has happened in how we recruit, develop, and support teachers. For this reason, student achievement gaps have remained virtually stagnant since we started tracking it as a nation. Programs and projects aimed at addressing this challenge are quick to "fix" students but rarely do people find ways to better equip schools and teachers to better serve students.

Roses is unique in that it aligns research and practice. We democratize the process of identifying and assessing a community's priorities in three focal domains of CRE (relationships, relevance, and responsibility) so that teachers and communities are in dialogue about their priorities. Teachers then have access to peer support in Praxis Learning Circles to share and address their particular challenges together. Educators from outside can then participate by witnessing this work in action. This is our unique model of scale--not to replicate the school itself in multiple communities, but to create a pipeline of urban educators, leaders, and policy makers who can implement practices in their own communities that are directly responsive to that community's priorities and needs. By doing so, we are creating and populating a movement for social justice that has exponential impact beyond our school's four walls.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Duncan-Andrade". The signature is fluid and cursive, with a long horizontal line extending to the right.

Dr. Jeff Duncan-Andrade
Associate Professor of Latina/Latino Studies
Associate Professor of Equity, Leadership Studies and Instructional Technology



Ms. Kelly Wilson, Dean
High Tech High Graduate School of Education
Juror, Brock Prize in International Education

August 20, 2018

Dear Dean Wilson,

I am pleased to nominate Jeff Duncan Andrade for the Brock International Prize in Education. I believe that Jeff's accomplishments and contributions in the field over the past twenty years make him worthy and uniquely qualified to receive this award. As a teacher, scholar and educational leader Jeff's work has received broad international acclaim. His relentless and creative efforts to further equity and social justice in education are truly exceptional. In the following paragraphs I will elaborate on the nature of his unique contributions and explain why I am so enthusiastic about putting forward his nomination for this award.

I have known Jeff for several years. While he was a doctoral student at UC Berkeley I served as his advisor and the chair of his dissertation. We have remained connected through our work and our friendship, ever since. Jeff is widely respected as a scholar, teacher and community activist. In fact, he is widely regarded as one of the leading scholars in the nation in the field of urban education. His work focuses on the ways in which race and ethnicity, inequality and injustice, impact education and the children served in under-resourced schools. Much of his work has focused on the role of critical pedagogy in addressing the educational needs of urban youth but more recently, he has also focused on how schools can address the effects of poverty and trauma in low-income communities. His work is highly regarded by scholars in his field and by practitioners across the country. Because of his unique strengths as a practitioner and scholar, he has been particularly influential in addressing the challenges confronting marginalized children of color.

While serving as a teacher at Oakland High School, Jeff obtained several important insights into the challenges confronting urban public schools and the students they serve. He saw firsthand how the disorganization of the school system and the lack of strong, positive relationships between teachers and students often exacerbated the challenges confronting the system and its students. He came to understand that beliefs about students – their culture, their strengths and their needs, invariably influenced the expectations that were held by educators toward them. For much of this time, Jeff was a doctoral student at UC Berkeley and also served as the Girls' Basketball coach. Jeff drew on the valuable insights he obtained from each of the roles he performed as teacher, coach and mentor, to



enhance his ability to navigate the highly dysfunctional school system and to serve as a highly effective advocate for his students. Over the course of his career, he earned a reputation as both a highly effective teacher who was able to work with some of the most at-risk students, and an outstanding basketball coach.

One strand of Jeff's research has focused on the role of popular culture in supporting the development and academic achievement of urban high school students. In his dissertation, Jeff drew upon four years of ethnographic research to analyze the role and potential of sports as a medium for engaging students more deeply in school. In subsequent work (*What a Coach Can Teach a Teacher*), Jeff has explored how sports can be used to provide opportunities for marginalized students to pursue higher education. Drawing upon a theoretical framework to understand the effects social and cultural inequality, Jeff's scholarship since his dissertation has made it clear that it is possible to use education to overcome the constraints that frequently limit student achievement and mobility. His groundbreaking book, *The Art of Critical Pedagogy* (Peter Lang 2008), co-authored with Ernest Morrell, has been well-received because of its creative, critical and original approach to addressing the complex issues confronting urban youth.

Throughout his career in academia Jeff has continued to teach in the public schools. While in the doctoral program at Berkeley, Jeff taught English at Oakland High School, not because he needed the money, but because he was so dedicated to his students and understood the importance of connecting theory to practice. He has received numerous honors for his efforts as a teacher and coach because he has shown that it is possible to teach students to be good athletes and strong students. While serving on the faculty at San Francisco State University he continued to teach a group of high school students in West Oakland and provide them with intensive support and advising. His efforts resulted in each one of his students (over 100 in four years) being admitted to college.

Jeff possesses a creative mind, a serious commitment to intellectual work and other qualities that have enabled him to produce articles and books that have had an impact upon the field of education. He writes extremely well and displays insightful analytical skills when addressing practical and theoretical educational issues. He has presented numerous papers at AERA and several other scholarly meetings on his research that has focused on the use of popular culture in the curriculum and as a strategy for making education meaningful and engaging for students. He has also used his research and practical insights to enhance his teaching in ways that inspire students and encourage them to see how they can make a difference through their work.

Four years ago, Jeff embarked on what may very well be the most important and challenging project that he has undertaken during his professional career as an educator. In 2014, Jeff founded Rose in Concrete (RiC) School in Oakland. A community-based charter school that embraces pedagogical practices that are culturally and linguistically responsive to the needs of its students, RiC represents the culmination of Jeff's thinking about the types of pedagogical strategies and social supports that are needed to meet the needs of urban students. RiC is a beautiful school that utilizes restorative practices, dual immersion (Spanish and English) and the arts, to motivate, engage and empower students. Eventually, he intends to have the school function as a Lab School where future teachers can be trained. The school is already an inspiration to thousands of educators across the country who



view RiC as a model of what is possible when educators are committed to countering the adverse conditions that typically undermine their students.

I believe that Jeff is worthy of this award because his approach to the issues confronting urban education in the United States is so innovative and effective. He is a talented scholar, a dedicated and gifted practitioner, and a leader who is having enormous impact on the field of education. I am delighted to support his nomination for the Brock Prize.

Sincerely,

Pedro Noguera
Distinguished Professor of Education
Graduate School of Education and Information Studies
UCLA

Kelly Wilson
Dean, High Tech High Graduate School of Education
Juror, Brock Prize in International Education
VIA EMAIL: kwilson@hightechhigh.org

August 25, 2018

Dear Kelly,

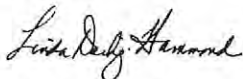
It is an honor to recommend Dr. Jeff Duncan-Andrade for the Brock Prize in International Education. Our paths have crossed numerous times throughout his 25 year career, most recently as invited panelists by the Aspen Institute for a forum on social emotional learning. Jeff's theories of action on community and cultural responsiveness, hope, love and belonging represent an important model for implementing and achieving equity in schools. I'd love to see him receive the recognition he deserves by way of this prize.

What impresses me about Jeff's work is the way he brings theory and practice together in powerful ways. His deep work as a teacher and a scholar illuminate very real possibilities for schools and classrooms to become more culturally and socially responsive. His commitment to remain connected to classrooms and schools has grounded his research in the complex reality of schools, while revealing compelling models that stand to better meet the needs of our nation's most vulnerable youth and families.

I've witnessed the impact of Jeff's work throughout the field of education in our work together on the National Commission on Teaching and America's Future and the SEAD Commission, where his scholarship and grounding in practice have made him an important voice. I was thrilled to learn Jeff was translating his research and teaching into an entire school with the launch of the Roses in Concrete Community School in 2015. Through my work at the Learning Policy Institute at Stanford, we engaged with Roses as a school site modeling SEL and cultural responsiveness as part of its foundational practices in instantiating the sciences of learning and development and bringing that knowledge base into productive action. Roses in Concrete has great promise as a site for research in practice and ongoing investigation into what makes a school responsive to students, families, and communities, and it presents an important contribution to the field because it demonstrates how our most vulnerable children can be educated well.

I eagerly await the contributions Jeff will continue to bring to the field of education. I would be thrilled to see this work acknowledged with the Brock Prize in International Education.

Sincerely,



Linda Darling-Hammond
President, Learning Policy Institute



August 19, 2018

Kelly Wilson, Dean, High Tech High
Graduate School of Education & Juror,
Brock Prize in International Education

Dear Dean Wilson:

I am pleased to write this letter on behalf of Professor Jeffrey Duncan-Andrade who is being considered for the Brock Prize in International Education. I have known Dr. Duncan-Andrade for about 15 years—first as a member of the Urban Teacher Education Network, then when he became a faculty member at San Francisco State University, and finally as founder of the Roses in Concrete Community School in Oakland, CA.

Professor Duncan-Andrade is one of the more prolific scholars in the field today. In his first 5 short years as a professor Dr. Duncan-Andrade published a book (with 2 more under contract), 9 peer-reviewed articles, and 18 book chapters, edited volumes, and reviews. Duncan-Andrade's work looks at effective pedagogy for urban schools. Since that time he has continued on an upward trajectory throughout his career. He has now published at least 5 volumes and scores of articles and book chapters. What makes his work different from most scholars is that he seamlessly knits together theory and practice. At the same time he is researching and writing about teaching in urban schools, he is teaching in urban schools.

What has been exciting about this dual role of researching and teaching is that he has worked to develop high school students into critical sociologists/ethnographers. As a consequence Dr. Duncan-Andrade has brought his students to present at major professional conferences on at least 3 occasions. In front of packed meeting room, Dr. Duncan-Andrade's students were competent, confident, and poised. It was clear that he has had a positive impact on their thinking about themselves and the world around them.

Professor Duncan-Andrade's scholarly trajectory definitely is set for success. He publishes in a variety of venues and as a consequence is well known across a number of fields—ethnic studies, teacher education, and critical pedagogy. His book, (with Ernest Morrell), *The art of critical pedagogy: Possibilities for moving from*

theory to practice in urban schools, is a great example of a beautifully nuanced analysis of school failure that incorporates both the systemic structural problems and the powerful symbol systems that are regularly recruited to suggest that nothing can be done to reverse the cycle of failure that pervades urban school communities.

I believe Dr. Duncan-Andrade is a perfect candidate for the Brock Prize. He continues to engage with issues of education both in the academy and the field. His decision to found and direct Oakland's Roses in Concrete Community School exemplifies the kind of bold stance Jeff has been willing to take on behalf of students who have been left out and locked out of quality education. The school's decidedly social justice focus is an example of how Jeff intends to grow truly democratic citizens, not merely young people who can pass tests.

Dr. Duncan-Andrade is a wonderful choice for this award and I endorse him without reservation. I am happy to answer any additional questions you may have about this recommendation.

Sincerely,

Gloria Ladson-Billings, Professor Emerita
Department of Curriculum & Instruction
Former Kellner Family Chair in Urban Education
President, National Academy of Education
Email: gjladson@wisc.edu

Curriculum Vitae

Jeffrey Michael Reies Duncan-Andrade

Associate Professor
Latina/o Studies &
Equity, Leadership Studies, and Instructional Technologies
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(510) 967-4263
e-mail: jandrade@sfsu.edu

EDUCATION

- 2002 **Ph.D.**, Social and Cultural Studies in Education, Distinction on Oral Exams, University of California, Berkeley.
1997 **M.A.**, Language, Literacy and Culture in Education, University of California, Berkeley.
1996 **California Clear Teaching Credential**, Secondary English.
1992 **B.A.**, English Literature, Cum Laude and Department Honors, University of California, Berkeley.

POSTDOCTORAL TRAINING

2002-2005 **Postdoctoral Fellowship** in the Sociology of Urban Education, University of California, Los Angeles.

PROFESSIONAL EXPERIENCE

- 2014-present **Founder and Board Chair**, Roses in Concrete Community School
2010-present **Associate Professor**, San Francisco State University, College of Ethnic Studies, Latina/o Studies Department
2010-present **Associate Professor**, San Francisco State University, College of Education, Department of Equity, Leadership Studies, and Instructional Technologies
2010-2017 **Director of Educational Equity**, Institute for Sustainable Economic, Educational, and Environmental Design (ISEEED)
2005-2013 **Director**, East Oakland Step-to-College Program, San Francisco State University
2009-2013 **English Literature Teacher**, Fremont High School (Oakland, CA)
2004-2010 **Assistant Professor**, San Francisco State University, College of Ethnic Studies, Raza Studies Department
2004-2010 **Assistant Professor**, San Francisco State University, College of Education Department of Administration and Interdisciplinary Studies
2004-2010 **Co-Director**, Educational Equity Initiative, Cesar Chavez Institute, San Francisco State University
2007-2008 **English Literature Teacher**, Oasis High School (Oakland, CA)
2005-2007 **Sociology Teacher**, East Oakland Community High School (Oakland, CA)
2002-2005 **Lecturer**, University of California, Los Angeles, School of Education
2002-2005 **Director of Urban Teacher Development**, Institute for Democracy, Education and Access, University of California, Los Angeles
2001 **Adjunct Faculty**, Sociology Department, University of San Francisco
2000 **Lecturer**, University of California, Berkeley, School of Education
1998-1999 **Student Teacher Supervisor**, University of San Francisco, Teacher Education Program

1997-2000 **Instructor**, University of California, Berkeley, Graduate School of Education
1996-1999 **Research Associate**, University of California, Berkeley, Graduate School of
Education
1992-2002 **Teacher and Athletic Coach**, Oakland Unified School District

HONORS AND AWARDS

RHSU Top 200 Edu-Scholar Public Influence Rankings. 2014. 2015. 2016. 2017.
White House Distinguished Educator Commendation. 2016.
Jefferson Awards for Public Service. Jefferson Award Recipient. 2014.
California Association of Bilingual Educators. Social Justice and Courage to Act Award. 2014.
Paulo Freire Social Justice Award. Presented by Chapman University (CA). 2013.
G. Bernard Gill Urban Service-Learning Leadership Award. Presented by the National Youth Leadership Council and State Farm Insurance. 2010.
Joseph E. Zins Award for Early Career Contribution to Research. National Finalist. 2007.
Urban Teacher Educator Network (UTEN) Fellow. 2004-2007.
Scholars for the Dream Award. National Council of the Teachers of English, 2004.
California State Assembly 50th District Certificate of Recognition for Commitment to Educational Equity in Southeast Los Angeles, 2003.
University of California, Berkeley Graduate Opportunity Dissertation Fellowship Award, 2001-02.
University of California, Berkeley Ned Flanders Fellowship for Commitment to Research in Urban Education, 1999-2001.
University of California, Berkeley Graduate School of Education Alumni Association Scholarship for Excellence in Scholarship and Research, 2000.
Who's Who Among America's Teachers National Teaching Excellence Award, 1998, 1999 and 2000.
State of California Senate Commendation for Excellence in Oakland Schools, 1999.
Oakland Unified School District Commendation for achievement as a teacher and coach, 1999.
University of California, Berkeley Outstanding Instructor Award, 1998.
University of California, Berkeley University Fellowship, 1998-99. University of California, Berkeley Graduate School of Education Grant, 1998.
"Positive Images of Oakland" Award Recipient, Oakland Community Organizations, 1997.
University of California, Berkeley Graduate Opportunities Fellowship Recipient, 1996-1998.
Oakland Unified School District Written Commendation for teaching excellence, 1994 and 1995.
Holy Names College Upward Bound, Exemplary Teaching Award, 1994, 1995, 1996.
Oakland Unified School District, Student-Selected "Favorite Teacher," Westlake Junior High School, 1994 and 1995.
Oakland Unified School District, Award for Outstanding Service and Support, University and College Opportunities Program, 1994.
Selected as Representative of Excellence in Classroom, Teach for America, Published in *Second Might*, "Who Will Teach for America? And How?", 1994.

COURSES TAUGHT

Graduate

- Transformational Strategies to Address Inequality in Education and Society (EDDL 932)
- Qualitative Research Methods (EDDL 930)
- Advanced Pedagogical Strategies for Achieving Equity (EDDL 922)
- Research Methods (ETHS 720)
- Language, Culture and Society in Education (ISED 747)
- Research Methods (ISED 797)
- Introduction to Secondary Literacy Methods
- Advanced Secondary Literacy Methods
- Critical Research through Oral History: A Teacher Seminar

- Powerful Teaching through Critical Research Pedagogy
- Social Foundations and Cultural Diversity in American Education
- The Sociology of Urban Education

Undergraduate

- Educational Equity (Raza 580)
- Basic Achievement Techniques (ETHS 102)
- Critical Thinking (Raza 110)
- Introduction to the University (ISED 150)
- The EOP Student and the University (ISED 201)
- Social and Cultural Foundations of Education
- Experiencing Race and Ethnicity in American Education
- Race, Class and Schooling Inequality in the U.S.

PUBLICATIONS

Books

- Duncan-Andrade, J. (proposal under review). Equity or Equality: Which One Will We Choose? Boston: Harvard Press.
- Duncan-Andrade, J. (2010). What a Coach Can Teach a Teacher: What Urban Schools Can Learn from a Successful Sports Program. New York: Peter Lang.
- Duncan-Andrade, J. and Morrell, E. (2008). The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools. New York: Peter Lang.

Peer Reviewed Articles and Chapters

- Duncan-Andrade, J. (2013). "Deconstructing the Doublethink Aimed at Dismantling Ethnic Studies in Tucson" in Romero, A. and Cammarota, J. (Ed.), *Raza Studies: The Public Option of Educational Revolution.* University of Arizona Press.
- Duncan-Andrade, J. (2012). "A Glass Half-Full" in *Bank Street Occasional Papers.* <http://bankstreet.edu/occasionalpapers/op27/part-iii/glass-half-full/>.
- Duncan-Andrade, J. (2011). "The Principal Facts: New Directions for Teacher Education" in Arnetta Ball & Cynthia Tyson (Eds), *Studying Diversity in Teacher Education.* Washington, DC: American Educational Research Association.
- Duncan-Andrade, J. (2010). "Note to Educators: Hope Required When Growing Roses in Concrete" in Gretchen Brion-Meisels, Kristy Cooper, Sherry Deckman, Christina Dobbs, Chantal Francois, Thomas Nikundiwe, & Carla Shalaby (Eds), *Humanizing Education: Critical Alternatives to Reform,* pp. 231-243. Cambridge, MA: Harvard Education Publishing Group.
- Duncan-Andrade, J. M. R. (2009). Note to Educators: Hope Required When Growing Roses in Concrete. *Harvard Educational Review, 79*(2), 181-194.
- Duncan-Andrade, J. (2007). "Gangstas, Wankstas, and Ridas: Defining, Developing, and Supporting Effective Teachers in Urban Schools". *International Journal of Qualitative Studies in Education,* vol. 20 no. 6, November-December, pp. 617-638.
- Duncan-Andrade, J. (2007). "Urban Youth and the Counter-Narration of Inequality". *Transforming Anthropology,* 15:1, pp. 26-37.
- Morrell, E. and Duncan-Andrade, J. (2006). "Popular Culture and Critical Media Pedagogy in Secondary Literacy Classrooms". *International Journal of Learning,* vol. 12, 2005/2006.
- Duncan-Andrade, J. (2005). "Developing Social Justice Educators". *Educational Leadership,* March 2005, vol 62: 6, pp. 70-73.
- Duncan-Andrade, J. (2005). "An Examination of the Sociopolitical History of Chicanos and its Relationship to School Performance". *Urban Education,* 40:6, pp. 576-605.

- Duncan-Andrade, J. and Morrell, E. (2005). "Turn Up That Radio, Teacher: Popular Cultural Pedagogy in New Century". *Journal of School Leadership*, March 2005, vol 15: pp. 284-304.
- Duncan-Andrade, J. (2004). "Your Best Friend or Your Worst Enemy: Youth Popular Culture, Pedagogy and Curriculum at the Dawn of the 21st Century". *Review of Education, Pedagogy and Cultural Studies*, 26:4, pp. 313-337.
- Duncan-Andrade, J. (2004). "Toward Teacher Development for the Urban in Urban Teaching." *Teaching Education Journal*, 15:4, pp. 339-350.
- Morrell, E. and Duncan-Andrade, J. (2002). "Toward a Critical Classroom Discourse: Promoting Academic Literacy Through Engaging Hip-Hop Culture with Urban Youth". *English Journal*, 91:6, p. 88-92. Youngstown, OH: Youngstown State University Press.

Chapters, Edited Volumes, and Reviews

- Duncan-Andrade, J. (2012). "Urban Schools, Effective Practices" in James Banks (Ed), *Encyclopedia of Diversity in Education*. Thousand Oaks, CA: Sage Publications.
- Duncan-Andrade, J. (2009). "An Open Letter to Teachers Seeking Balance". *Regeneración: The Association of Raza Educators Quarterly*. Summer, 1:1.
- Hidalgo, N. & Duncan-Andrade, J. (2009). "When Stepping to College is Stepping to Consciousness: Critical Pedagogy for Transformational Resistance in an Urban High School Classroom" in Enrique Murrillo (Ed), *Handbook of Latinos and Education*, pp. 262-275. New York: Routledge.
- Duncan-Andrade, J., section editor. (2009). *The Handbook of Social Justice in Education*, Ayers, W., T. Quinn, & D. Stovall (Eds.). New York: Routledge.
- Duncan-Andrade, J. (2008). "To study is my revolutionary duty", in Nieto, S. (Ed.). *Dear Paulo: Letters from Teachers*, pp. 154-162. Boulder, CO: Paradigm Publishers.
- Duncan-Andrade, J. (2008). "Developing Social Justice Educators: How Can the Subject Tell the Truth About Itself?" in Greg Goodman (Ed.), *Educational Psychology: An Application of Critical Constructivism*, pp. 1-12. New York: Peter Lang.
- Duncan-Andrade, J. (2008). "Your Best Friend or Your Worst Enemy: Youth Popular Culture, Pedagogy, and Curriculum in Urban Classrooms" in Greg Goodman (Ed.), *Educational Psychology: An Application of Critical Constructivism*, pp. 113-144. New York: Peter Lang.
- Duncan-Andrade, J. (2008). "Visions of Teachers Leaving No More Children Behind", in Karen Manheim Teel & Jennifer E. Obidah (Eds.), *Race in the Urban Classroom: Developing Educators' Cross-Racial Competence*, pp. 111-126. New York: Teachers College Press.
- Morrell, E. and Duncan-Andrade, J. (2008). "Comin' from the School of Hard Knocks: Hip-Hop and the Revolution of English Classrooms in City Schools", in Ayers, W., Ladson-Billings, G., Noguera, P., & Michie, G. (Eds.), *City Kids, City Teachers II: A 21st Century Reader*, pp. 197-206. New York: The New Press.
- Duncan-Andrade, J. (2008). "Teaching Critical Analysis of Racial Oppression", in *Everyday Antiracism: Concrete Ways to Successfully Navigate the Relevance of Race in School*, pp. 156-160. New York: The New Press.
- Quartz, K. H., Olsen, B., and Duncan-Andrade, J. (2008). "The Fragility of Urban Teaching: A Longitudinal Study of Career Development and Activism". In F. Peterman (ed.) Partnering to Prepare Urban Teachers: A Call to Activism. American Association of Colleges of Teacher Education.
- Duncan-Andrade, J. and Morrell, E. (2007). "Critical Pedagogy and Popular Culture in an Urban Secondary English Classroom", in *Critical Pedagogy, Where Are We Now?*, pp. 173-199. New York: Peter Lang.
- Duncan-Andrade, J. and Morrell, E. (2007). "Youth Culture", in Kathryn Borman, Spencer Cahill, and Bridget Cotner (Eds.), *The Praeger Handbook of American High Schools*, pp. 443-448. Westport, CT: Praeger.
- Duncan-Andrade, J. (2007). "Urban Teacher Development that Changes Classrooms, Curriculum and Achievement", in *Teacher Education With an Attitude: Preparing Teachers To Educate Working-Class Students in Their Own Self-Interest*, pp. 173-190. New York: SUNY Press.

Duncan-Andrade, J. (2006). "Urban Youth, Media Literacy, and Increased Critical Civic Participation", in Ginwright, S., Noguera, P. and Cammarota, J (Eds.), *Beyond Resistance: Youth Activism and Community Change: New Democratic Possibilities for Policy and Practice for America's Youth*, pp. 149-169. New York: Routledge.

Duncan-Andrade, J. (2006). "Utilizing Cariño in the Development of Research Methodologies" in Kincheloe, J., Anderson, P., Rose, K., Griffith, D., and Hayes, K (Eds.), *The Praeger Handbook of Urban Education*, pp. 451-486. Westport, CT: Greenwood Publishing Group.

Stovall, D. and Duncan-Andrade, J. (2006). "Urban Teacher Development for Critical Social Justice Pedagogy", in Kincheloe, J., Anderson, P., Rose, K., Griffith, D., and Hayes, K (Eds.), *Metropedagogy: Power, Justice, and the Urban Classroom*, pp 209-219. Rotterdam, Netherlands: Sense Publishers.

Duncan-Andrade, J. (2005). "Latinos and the Criminal Justice System", in *Encyclopedia Latina: History, Culture, Society*. New York: Grolier Publishing.

Duncan-Andrade, J. (2005). "Marxism and Latinos in the United States", in *Encyclopedia Latina: History, Culture, Society*. New York: Grolier Publishing.

Morrell, E. and Duncan-Andrade, J. (2004) "What Youth Do Learn in School: Using Hip Hop as a Bridge to Canonical Poetry", in J. Mahiri (Ed.), *What They Don't Learn in School: Literacy in the Lives of Urban Youth*, pp. 247-268. New York: Peter Lang.

FUNDED RESEARCH PROJECTS AND FELLOWSHIPS

Teaching Excellence Network. Principal Investigator. Raikes Foundation. 2017-2019. \$1,000,000.

Roses in Concrete Lab School. Principal Investigator. Google, Racial Justice Project. 2016-2017. \$750,000.

Teaching Excellence Network. Principal Investigator. Raikes Foundation. 2016-2017. \$505,500.

Roses in Concrete Lab School. Principal Investigator. Kenneth Rainin Foundation. 2016-2019. \$304,066.

Roses in Concrete Lab School. Principal Investigator. Rogers Family Foundation. 2016-2019. \$175,000.

Roses in Concrete Lab School. Principal Investigator. The Walter and Elise Haas Foundation. 2016-2018. \$150,000.

Roses in Concrete Lab School. Principal Investigator. Educate 78. 2015-2016. \$200,000.

Roses in Concrete Lab School. Principal Investigator. Hsieh Family Trust. 2015. \$200,000.

Roses in Concrete Lab School. Principal Investigator. John Sobrato Trust. 2015. \$160,000.

Roses in Concrete Lab School. Principal Investigator. Silicon Valley Foundation. 2015. \$100,000.

"Teaching Excellence Network". Co-Principal Investigator. The National Education Association (NEA). \$150,000.

"Teaching Excellence Network". Principal Investigator. The California Endowment. 2014-2016. \$750,000.

"Teaching Excellence Network". Principal Investigator. The Kellogg Foundation. 2014-2015. \$500,000.

"Teaching Excellence Network". Principal Investigator. The California Endowment. 2013-2014. \$250,000.

"The Urban Teacher Quality Index". Principal Investigator. The Kellogg Foundation. 2012-2014. \$800,000.

"The Urban Hope Project". Principal Investigator. The Stupski Family Foundation. 2011-2013. \$99,000.

"The Urban Hope Project". Principal Investigator. The California Endowment. 2010-2013. \$480,000.

"The Urban Hope Project". Principal Investigator. Federal Express. 2010-2011. \$10,000.

"Health Disparities Research". Faculty Fellowship. National Center On Minority Health and Health Disparities. 2009-2010. \$41,500.

"Building Healthy Communities". Principal Investigator. Youth participatory action research project. \$35,000 grant from The California Endowment, subcontracted through Youth Uprising (Oakland, CA).

"The Urban Teacher Pipeline". Principal Investigator. Research and direct service project to mentor and train urban high school seniors to become urban K-12 teachers. 2007-2009. \$25,000 grant from Severns Family Foundation.

“Professional Development for Urban Teacher Professional Growth and Retention”. Co-Principal Investigator. Research project in Los Angeles Public Schools investigating strategies for supporting effective teaching in high poverty schools. 2002-2005. \$900,000 grant from Atlantic Foundation.

RECENT PAPER PRESENTATIONS AND KEYNOTE LECTURES TO NATIONAL ORGANIZATIONS AND CONFERENCES.

- Duncan-Andrade, J. (2018). Keynote address for Nellie Mae Foundation, Babson Park, MA.
- Duncan-Andrade, J. (2017). Keynote for The Aspen Institute “What do we Know? Perspectives from Research and Practice”, Sausalito, CA.
- Duncan-Andrade, J. (2017). Keynote address for UBS Financial Services, Inc. Philanthropy Forum, San Francisco, CA.
- Duncan-Andrade, J. (2017). Keynote address for American Federation of Teachers, Washington, D.C.
- Duncan-Andrade, J. (2017). Keynote address for The Bush Foundation: The School Leadership Project, Minneapolis, MN.
- Duncan-Andrade, J. (2017). Panelist for American Reading Company’s Leadership Summit “Serving Emerging Bilinguals and Newcomers: What’s Missing?” and “Leading for Equity, Access and Social Justice”, King of Prussia, PA.
- Duncan-Andrade, J. (2017). Keynote address for Carnegie Foundation, San Francisco, CA.
- Duncan-Andrade, J. (2016). Webinar for Woodrow Wilson National Fellowship Foundation.
- Duncan-Andrade, J. (2016) “Trauma Informed Care with Dr. Phil Fisher, Dr. Chris Blodgett and Dr. Jeff Duncan-Andrade”. Raikes Foundation Offsite Retreat, Union, WA.
- Duncan-Andrade, J. (2016). Presidential Panelist for American Educational Research Association Conference, Washington, D.C.
- Duncan-Andrade, J. (2016). Keynote address for National Association for Development Education, Anaheim, CA.
- Duncan-Andrade, J. (2016). Keynote for American Association for Colleges of Teacher Education, Teaching Works, Las Vegas, NV.
- Duncan-Andrade, J. (2016). National Commission on Teaching & America’s Future, Arlington, VA.
- Duncan-Andrade, J. (2016). Teach for America 25th Anniversary, Washington, D.C.
- Duncan-Andrade, J. (2014). Keynote at the national convening of KIPP Schools, Houston, TX.
- Duncan-Andrade, J. (2013). Keynote address for University Council for Educational Administration. Indianapolis, IN.
- Duncan-Andrade, J. (2013). Keynote address for Hispanic Leadership Council. Denver, CO.
- Duncan-Andrade, J. (2013). Great Teachers for Our City Schools. Denver, CO.
- Duncan-Andrade, J. (2013). Keynote at the national convening of KIPP Schools, Las Vegas, NV.
- Duncan-Andrade, J. (2012). Keynote at the national convening of KIPP Schools, Orlando, FL.
- Duncan-Andrade, J. (2012). “The Build Your Own School Project: Urban Youth as Researchers of School Quality”. Presidential Session paper presented at the annual meeting of the American Educational Research Association, Vancouver (BC).
- Duncan-Andrade, J. (2011). “Note to Educators: Hope Required When Growing Roses in the Concrete”. Keynote at to national convening of Courageous Conversations on Race, Pacific Educational Group, San Francisco.
- Duncan-Andrade, J. (2011). “Growing Roses in the Concrete: Toward an Urban Ecology of Sustainability and Security”. TEDx Golden Gate.
- Duncan-Andrade, J. (2010). “Build Your Own Teacher Project”. Paper presented at the annual meeting of the American Educational Research Association, Denver (CO).
- Duncan-Andrade, J. (2010). “Growing Roses in the Concrete: Toward an Urban Ecology of Sustainability and Security”. Paper presented at the annual meeting of the American Educational Research Association, Denver (CO).
- Duncan-Andrade, J. (2010). “Effective Educators of Urban Youth: The Gangsta, Wanksta, Rida Paradigm”. Keynote for National Educators Association. Irvine, CA.

- Duncan-Andrade, J. (2009). "Note to Educators: Hope Required When Growing Roses in the Concrete". Presentation to the national convening of KIPP Schools, Orlando, FL.
- Duncan-Andrade, J. (2009). "Don't Be No Punk". Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Duncan-Andrade, J. & Fonseca, C. (2008). "The Art of Critical Pedagogy: Reading and Reclaiming the World Through Critical Research Literacies". Paper presented at the annual meeting of the American Anthropological Association, San Francisco.
- Duncan-Andrade, J. (2008). "The Art of Critical Pedagogy: The Challenges and Possibilities of Moving from Theory to Practice". Division G (Social Context) Invited Symposium. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Duncan-Andrade, J. (2008). "Passing the Torch: Educational Research Across Generations". Division G (Social Context) Invited Session. Paper presented at the annual meeting of the American Educational Research Association, New York.

RECENT PRESENTATIONS TO UNIVERSITIES, EDUCATIONAL PRACTITIONERS, AND PROFESSIONAL SYMPOSIUMS

- Duncan-Andrade, J. (2018). Keynote address for Emory University Department of Pediatrics, Partners for Equity in Child & Adolescent Health Program, Atlanta, GA.
- Duncan-Andrade, J. (2018). Professional Development Seminar for Waltham Public Schools, Waltham, MA.
- Duncan-Andrade, J. (2018). Keynote address for Los Angeles Unified School District, Los Angeles, CA.
- Duncan-Andrade, J. (2018). Keynote address for Surge Institute Fellowship, Chicago, IL.
- Duncan-Andrade, J. (2018). Professional Development Seminar for Santa Maria-Bonita Unified School District, Santa Maria, CA.
- Duncan-Andrade, J. (2018). Keynote address for High Tech High Graduate School, San Diego, CA.
- Duncan-Andrade, J. (2018). Keynote address for Association of California School Administrators, Santa Cruz, CA.
- Duncan-Andrade, J. (2018). Keynote address for Teach for America Eastern North Carolina, Durham, NC.
- Duncan-Andrade, J. (2018). Professional Development Seminar for Allentown Public Schools, Allentown, PA.
- Duncan-Andrade, J. (2018). Keynote address for Curriculum Associates, Pasadena, CA.
- Duncan-Andrade, J. (2018). Keynote address for Hopkins Public Schools, Minnetonka, MN.
- Duncan-Andrade, J. (2018). Keynote address and Professional Development Seminar for Santa Maria-Bonita Unified School District, Santa Maria, CA.
- Duncan-Andrade, J. (2018). Keynote address for Michigan State University, East Lansing, MI.
- Duncan-Andrade, J. (2018). Keynote address for Chula Vista Elementary School District, Chula Vista, CA.
- Duncan-Andrade, J. (2018). Keynote address for All Our Children, Columbia, SC.
- Duncan-Andrade, J. (2018). Workshops for the Hawaiian International Education Conference, Honolulu, HI.
- Duncan-Andrade, J. (2017). Keynote address for Metropolitan Principals Academy / Metro ECSU, West Falcon Heights, MN.
- Duncan-Andrade, J. (2017). Keynote address for Education Minnesota, St. Paul, MN.
- Duncan-Andrade, J. (2017). Keynote address for Seattle Public Schools, Seattle, WA.
- Duncan-Andrade, J. (2017). Keynote address for Urban Pathways K-5 College Charter School, Pittsburgh, PA.
- Duncan-Andrade, J. (2017). Keynote address for Silicon Valley Leadership Group, Mountain View, CA.
- Duncan-Andrade, J. (2017). Keynote address for Association of California School Administrators Region 8, San Jose, CA.
- Duncan-Andrade, J. (2017). Keynote address for Littleton Public Schools, Breckenridge, CO.

Duncan-Andrade, J. (2017). Keynote address for Chula Vista Elementary School District, Chula Vista, CA.

Duncan-Andrade, J. (2017). Keynote address for Lake Tahoe Community College, South Lake Tahoe, CA.

Duncan-Andrade, J. (2017). Keynote address for California School Based Health Alliance, Long Beach, CA.

Duncan-Andrade, J. (2017). Keynote address for Allentown Public Schools, Allentown, PA.

Duncan-Andrade, J. (2017). Keynote address for KIPP Central City Primary School, New Orleans, LA.

Duncan-Andrade, J. (2017). Keynote address for University of Pittsburgh Institute for Learning, Pittsburgh, PA.

Duncan-Andrade, J. (2017). Keynote address for University of Nevada, Las Vegas College of Education Multicultural Educational Services Alliance (MESA) Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession Program, Las Vegas, NV.

Duncan-Andrade, J. (2017). Keynote address for Hiram Johnson West Campus High School, Sacramento, CA.

Duncan-Andrade, J. (2017). Keynote address for Teaching with Purpose, Portland, OR.

Duncan-Andrade, J. (2017). Keynote address for Upward Bound at The Evergreen State College, Olympia, WA.

Duncan-Andrade, J. (2017). Professional Development for Escuela Popular High School, San Jose, CA.

Duncan-Andrade, J. (2017). Keynote address for Association of California School Administrators, San Luis Obispo, CA.

Duncan-Andrade, J. (2017). Keynote address for Eden Prairie Schools, Eden Prairie, MN.

Duncan-Andrade, J. (2017). Keynote address for The Teaching Studio at The Learning Community Charter School, Providence, RI.

Duncan-Andrade, J. (2017). Keynote address for Critical Trauma Working Group Conference, UC Berkeley, Berkeley, CA.

Duncan-Andrade, J. (2017). Keynote address for Educators for Excellence, St. Paul, MN.

Duncan-Andrade, J. (2017). Keynote address for San Antonio Independent School District, San Antonio, TX.

Duncan-Andrade, J. (2017). Equity Workshop Series for Diablo Valley College, Pleasant Hill, CA.

Duncan-Andrade, J. (2017). Keynote address for Solano Community College, Fairfield, CA.

Duncan-Andrade, J. (2017). Keynote address for Columbus State University, Columbus, GA.

Duncan-Andrade, J. (2017). Keynote address for Charles Mack Elementary School, Sacramento, CA.

Duncan-Andrade, J. (2016). Keynote address for San Jacinto Unified School District, San Jacinto, CA.

Duncan-Andrade, J. (2016). Keynote address for Tuia Te Ako Conference, Auckland, NZ.

Duncan-Andrade, J. (2016). Keynote address for Kia Aroha College, Auckland, NZ.

Duncan-Andrade, J. (2016). Keynote address for California State University, Fresno CLEAR Mentoring Summit, Fresno, CA.

Duncan-Andrade, J. (2016). Keynote address for Allen Hancock College, Santa Maria, CA.

Duncan-Andrade, J. (2016). Keynote address for University of Pittsburgh, Pittsburgh, PA.

Duncan-Andrade, J. (2016). Keynote address for Teach for America Washington, Seattle, WA.

Duncan-Andrade, J. (2016). Keynote address for Teaching with Purpose Conference, Portland, OR.

Duncan-Andrade, J. (2016). Keynote address for Diablo Valley College, Pleasant Hill, CA.

Duncan-Andrade, J. (2016). Keynote address for Evergreen Elementary School District, San Jose, CA.

Duncan-Andrade, J. (2016). Keynote address for Contra Costa College, San Pablo, CA.

Duncan-Andrade, J. (2016). Keynote address for Riverside County Office of Education, Indian Wells, CA.

Duncan-Andrade, J. (2016). Keynote address for San Bernardino Valley College, San Bernardino, CA.

Duncan-Andrade, J. (2016). Keynote address for Elk Grove Unified School District, Sacramento, CA

Duncan-Andrade, J. (2016). Keynote address for Allentown School District,

Allentown, PA.

Duncan-Andrade, J. (2016). Keynote address for Eden Prairie Public Schools, Eden Prairie, MN.

Duncan-Andrade, J. (2016). Professional Development for Portland Public Schools, Portland, OR.

Duncan-Andrade, J. (2016). Keynote address for Mt. St. Jacinto College, Menifee, CA.

Duncan-Andrade, J. (2016). Keynote address for Poway Unified School District, San Diego, CA.

Duncan-Andrade, J. (2016). Keynote address for United Teachers Los Angeles, Los Angeles, CA.

Duncan-Andrade, J. (2016). Keynote address for Californians for Safety and Justice, Los Angeles, CA.

Duncan-Andrade, J. (2016). Keynote address for Stanford University Center to Support Excellence in Teaching, Stanford, CA.

Duncan-Andrade, J. (2016). Professional development for KIPP Central City Primary, New Orleans, LA.

Duncan-Andrade, J. (2016). Keynote address for Sweetwater Union High School District, San Diego, CA.

Duncan-Andrade, J. (2016). Keynote address for Minneapolis Public Schools, Minneapolis, MN.

Duncan-Andrade, J. (2016). Keynote address for University of Minnesota Educational Equity in Action, Minneapolis, MN.

Duncan-Andrade, J. (2016). Keynote address for Aurora Public Schools, Aurora, CO.

Duncan-Andrade, J. (2016). Keynote address for New York City Special Education Collaborative, New York, NY.

Duncan-Andrade, J. (2016). Keynote address for American Reading Company Leadership Summit, Prussia, PA.

Duncan-Andrade, J. (2016). Keynote address for New York University Metro Center, New York, NY.

Duncan-Andrade, J. (2016). Keynote address for New York City Department of Education-Office of Interschool Collaborative Learning, New York, NY.

Duncan-Andrade, J. (2016). Keynote address for Imperial County Office of Education-Court and Community School, El Centro, CA.

Duncan-Andrade, J. (2016). Keynote address for San Diego Unified School District, San Diego, CA.

Duncan-Andrade, J. (2016). Keynote address for Leadership Conference Education Fund, Washington, D.C.

Duncan-Andrade, J. (2016). Keynote address for Butte College, Oroville, CA.

Duncan-Andrade, J. (2016). Keynote address for Jefferson Elementary Federation of Teachers, San Bruno, CA.

Duncan-Andrade, J. (2016). Keynote address for San Marcos Unified School District, San Marcos, CA.

Duncan-Andrade, J. (2016). Keynote address for San Diego County Office of Education, San Diego, CA.

Duncan-Andrade, J. (2016). Keynote address for University of Minnesota, Urban Leadership Academy, Falcon Heights, MN.

Duncan-Andrade, J. (2016). Keynote address for California State Univ., Dominguez Hills, Carson, CA.

Duncan-Andrade, J. (2016). Keynote address for Cerritos College, Norwalk, CA.

Duncan-Andrade, J. (2016). Keynote address for Eva R. Baca Elementary School, Pueblo, CO.

Duncan-Andrade, J. (2016). Keynote address for Sonoma County Office of Education, Santa Rosa, CA.

Duncan-Andrade, J. (2016). Keynote address for Dr. Martin Luther King Jr. Elementary School, Richmond, CA.

Duncan-Andrade, J. (2016). Keynote address for Imperial County Office of Education, Holtville, CA.

Duncan-Andrade, J. (2016). Keynote address for Bellevue College, Seattle, WA.

Duncan-Andrade, J. (2016). Keynote address for Metro Nashville Public Schools, Nashville, TN.

Duncan-Andrade, J. (2016). Keynote address for Humboldt State University, Humboldt, CA.

Duncan-Andrade, J. (2016). Keynote address for Val Verde Unified School District, Riverside, CA.

Duncan-Andrade, J. (2015). Keynote address for San Bernardino Community College District, San Bernardino, CA.

Duncan-Andrade, J. (2015). Keynote address for Mt. Diablo Unified School District, Concord, CA.

Duncan-Andrade, J. (2015). Keynote address for Southwestern Community College, Chula Vista, CA.

Duncan-Andrade, J. (2015). Keynote address for Social Emotional Learning Conference, Nashville, TN.

Duncan-Andrade, J. (2015). Keynote address for Metro Nashville Public Schools, Nashville, TN.

Duncan-Andrade, J. (2015). Keynote address for San Diego State University, San Diego, CA.

Duncan-Andrade, J. (2015). Keynote address for American Association of Colleges and Universities

Duncan-Andrade, J. (2015). Keynote address for Wayne State University, Detroit, MI.

Duncan-Andrade, J. (2015). Keynote address for Bowling Green State University, Bowling Green, OH.

Duncan-Andrade, J. (2015). Keynote address for DreamYard, NY, NY.

Duncan-Andrade, J. (2015). Keynote address for Professional Development Symposium, Riverside, CA.

Duncan-Andrade, J. (2015). Keynote address for Long Beach Unified School District, Long Beach, CA.

Duncan-Andrade, J. (2015). Keynote address for New Teacher Center, Santa Cruz, CA.

Duncan-Andrade, J. (2015). Keynote address for Newburgh City School District, Newburgh, NY

Duncan-Andrade, J. (2015). Keynote address for University of Colorado, Boulder, CO.

Duncan-Andrade, J. (2015). Keynote address for UC Davis Hispanics Serving Institutions, Davis, CA.

Duncan-Andrade, J. (2015). Keynote address for California Teaching Fellows, CA.

Duncan-Andrade, J. (2015). Keynote address for College of the Canyons, Los Angeles, CA.

Duncan-Andrade, J. (2015). Keynote address for Solano County Office of Education. Fairfield, CA.

Duncan-Andrade, J. (2015). Keynote address for San Jose State University. San Jose, CA.

Duncan-Andrade, J. (2015). Keynote address for Big Picture Learning. Oakland, CA.

Duncan-Andrade, J. (2015). Keynote address for Texas A & M. College Station, TX.

Duncan-Andrade, J. (2014). Keynote addresses (full school year professional development series) for Vallejo Unified School District. Vallejo, CA.

Duncan-Andrade, J. (2014). Keynote address for Bellevue College. Seattle, WA.

Duncan-Andrade, J. (2014). Keynote address for Butte County Office of Education. Chico, CA.

Duncan-Andrade, J. (2014). Keynote address for California County Superintendents Educational Services Association (CCSESA). Auburn, CA.

Duncan-Andrade, J. (2014). Keynote address for Diablo Valley College Racial Justice Series. Pleasant Hill, CA.

Duncan-Andrade, J. (2014). Keynote address for Evanston High School. Chicago, IL.

Duncan-Andrade, J. (2014). Keynote address for California Department of Education Title I Statewide Conference. Sacramento, CA.

Duncan-Andrade, J. (2014). Keynote address for Berkeley Unified Schools. Berkeley, CA.

Duncan-Andrade, J. (2014). Keynote address for Yale University School of Management School Leadership Conference. New Haven, CT.

Duncan-Andrade, J. (2014). Keynote address for Stockton Boys and Men of Color. Stockton, CA.

Duncan-Andrade, J. (2014). Keynote address for KIPP/SFUSD. San Francisco, CA.

Duncan-Andrade, J. (2014). Keynote address for Boys and Men of Color at CSU Dominguez Hills. Carson, CA.

Duncan-Andrade, J. (2014). Keynote address for New York University's Brown @60 Event. NY, NY.

Duncan-Andrade, J. (2014). Keynote address for Marin County Office of Education. Marin, CA.

Duncan-Andrade, J. (2014). Keynote address for New York City Superintendents. New York, NY.

Duncan-Andrade, J. (2014). Keynote address for New York City Transfer Schools. New York, NY.

Duncan-Andrade, J. (2014). Keynote address for Association of California School Administrators Leadership Summit. Monterrey, CA.

Duncan-Andrade, J. (2014). Keynote address for South Division High School. Milwaukee, WI.

Duncan-Andrade, J. (2014). Keynote address for New York University and New York Department of Education, New York, NY.

Duncan-Andrade, J. (2014). Keynote address for Teach for America Los Angeles. Los Angeles, CA.

Duncan-Andrade, J. (2014). Keynote address for Santa Rosa Schools Kickoff. Santa Rosa, CA.

Duncan-Andrade, J. (2014). Keynote address for Aurora West. Denver, CO.

Duncan-Andrade, J. (2014). Keynote address for Children's Network County of San Bernardino. San Bernardino, CA.

Duncan-Andrade, J. (2014). Keynote address for Riverside County Office of Education African American Achievement Initiative. Riverside, CA.

Duncan-Andrade, J. (2014). Keynote address for California Community College Educational Opportunity Program. Sacramento, CA.

Duncan-Andrade, J. (2014). Keynote address for Orange County Office of Education Latino Achievement Initiative. Orange, CA.

Duncan-Andrade, J. (2014). Keynote address for International Bullying Conference. San Diego, CA.

Duncan-Andrade, J. (2014). Keynote address for LEAD Los Angeles. Los Angeles, CA.

Duncan-Andrade, J. (2014). Keynote address for CSU Dominguez Hills Educational Leadership Program. Carson, CA.

Duncan-Andrade, J. (2013). Keynote address for Watsonville/Pajaro Valley Unified School District. Watsonville, CA.

Duncan-Andrade, J. (2013). Keynote address for California Federation of Teachers Leadership Conference. Monterey, CA.

Duncan-Andrade, J. (2013). Keynote address for Alameda County Achieving Equity in Pre-K-12 Education Symposium. Oakland, CA.

Duncan-Andrade, J. (2013). Keynote address for Adams 14 (CO) district kickoff. Denver, CO.

Duncan-Andrade, J. (2013). Keynote address for The California Endowment Boys and Men of Color Camp. Lake Tahoe, CA.

Duncan-Andrade, J. (2013). Keynote address for Skyline Community College Speaker Series. San Francisco, CA.

Duncan-Andrade, J. (2013). Keynote address Force Elementary School. Denver, CO

Duncan-Andrade, J. (2013). Keynote address for Sacramento Unified. Sacramento, CA.

Duncan-Andrade, J. (2013). Keynote address for Louisiana Public Charters Statewide Conference. New Orleans, LA.

Duncan-Andrade, J. (2013). Keynote address for Evanston Township High School. Chicago, IL.

Duncan-Andrade, J. (2013). Keynote address for San Jose Gang Prevention Task Force. San Jose, CA.

Duncan-Andrade, J. (2013). Keynote address for Luther S. and Dorothy Cecilia Cressman Lecture in the Humanities, University of Oregon. Eugene, OR.

Duncan-Andrade, J. (2013). Keynote address for Building the Hearts of Successful Schools. Madison, WI.

Duncan-Andrade, J. (2013). Keynote address for California State University East Bay. Hayward, CA.

Duncan-Andrade, J. (2013). Keynote address for Denver Teacher Residency Program. Denver, CO.

Duncan-Andrade, J. (2013). Keynote, Harvard University Graduate School of Education Alumni of Color Conference, Askwith Forum. Cambridge, MA.

Duncan-Andrade, J. (2013). Keynote address for San Francisco Unified School District. San Francisco, CA.

Duncan-Andrade, J. (2013). Keynote address for Santa Clara County Office of Education. Santa Clara, CA.

Duncan-Andrade, J. (2013). Keynote address for Male Success Alliance 4th Summit. Dominguez Hills, CA.

Duncan-Andrade, J. (2013). Keynote address for Solano County Office of Education, Superintendent's Conference. Marin, CA.

Duncan-Andrade, J. (2013). Keynote address for Stanford Graduate School of Education. Palo Alto, CA.

Duncan-Andrade, J. (2013). Keynote address for Los Angeles County Student Achievement Symposium. Los Angeles, CA.

Duncan-Andrade, J. (2013). Keynote address for Aurora Unified Schools School Kickoff. Denver, CO.

Duncan-Andrade, J. (2013). Keynote for University of California, Davis Critical Consciousness Speaker Series. Davis, CA.

Duncan-Andrade, J. (2012). Keynote for Students of Color Conference. Washington State Community Colleges. Seattle, WA.

Duncan-Andrade, J. (2012). Keynote, Santa Ana (CA) Unified Schools.

Duncan-Andrade, J. (2012). Keynote University of Southern California.

Duncan-Andrade, J. (2012). Keynote, Portland (OR) Unified Schools.

Duncan-Andrade, J. (2011). Keynote California Community College Statewide Equity Conference.

Duncan-Andrade, J. (2011). Keynote for Chapman University (CA).

Duncan-Andrade, J. (2011). Keynote for Oregon Leadership Network (OLN).

Duncan-Andrade, J. (2011). Keynote for Fullerton (CA) Community College.

Duncan-Andrade, J. (2011). Keynote for Mt. San Antonio College (CA).

Duncan-Andrade, J. (2011). Keynote for Manchester Unified School District (CT).

Duncan-Andrade, J. (2011). Keynote for U-Mass Bay Hill Community College (MA).

Duncan-Andrade, J. (2011). Keynote Coachella Valley Unified (CA).

Duncan-Andrade, J. (2010). Keynote for Connecticut Teachers Association New Teacher Conference.

Duncan-Andrade, J. (2010). Keynote for Teaching Equity Conference. Seattle, WA.

Duncan-Andrade, J. (2010). Keynote address at Fullerton Community College. Fullerton, CA.

Duncan-Andrade, J. (2010). National Lecture Tour. New Zealand.

Duncan-Andrade, J. (2010). Keynote for NorCo Community College. Riverside, CA.

Duncan-Andrade, J. (2010). Keynote for Connecticut Teachers Association. Farmington, CT.

Duncan-Andrade, J. (2010). Keynote address at Askwith Forum. Harvard University. Cambridge, MA.

Duncan-Andrade, J. (2010). Keynote for California Teachers Association Statewide Conference. Anaheim, CA.

Duncan-Andrade, J. (2010). Keynote for California Community Colleges Statewide Student Success Conference. Anaheim, CA.

Duncan-Andrade, J. (2009). Keynote for California Community Colleges Statewide Student Success Conference. San Francisco, CA.

Keynote address for Raza Studies 11th Annual Institute for Transformative Education (Tucson Unified School District). Tucson, AZ. July 2009.

Keynote address for Master in Education Speaker Series, UC Santa Cruz. Santa Cruz, CA. July 2009.

Harvard University Teacher Education Program, Distinguished Speaker Series. Cambridge, MA. May 2009.

Keynote speaker at Indiana-Purdue University, César Chávez Day of Service. Indianapolis, IN. April 2009.

Keynote address at South San Francisco High School Hermanos Program. South San Francisco, CA. March 2009.

Keynote address at Indiana Statewide Latino Youth Conference. Indianapolis, IN. February 2009.

Distinguished Lecture Series, Multicultural Infusion Project, City College of San Francisco. San Francisco, CA. February 2009.

Keynote address at DeAnza College First Year Experience Program. Cupertino, CA. November 2008.

Invited lecture for the California Teachers Association. San Jose, CA. March 2008.

Keynote address for New Zealand National Conference of Resource Teachers (NZRTL). Auckland, New Zealand. September 2008.

Waitangi (Bay of Islands) Maori School Principals Organization. Waitangi, New Zealand. September 2008.

Greater Auckland (NZ) school principals and senior leaders. Auckland, New Zealand. September 2008.

Keynote address for Oasis High School Graduation Ceremony. Oakland, CA. June 2008.

Keynote address for the Association of Raza Educators, San Diego Teachers' Conference. Lincoln High School. April 2008.

Keynote address for Burton High School Professional Development Seminar. San Francisco, CA. April 2008.

Invited lecture for the University of California, Berkeley teacher education program. April 2008.

Keynote address for Chapman University Teacher Education for the Advancement of a Multicultural Society (TEAMS) Professional Development Seminar. Los Angeles, CA. March 2008.
Keynote address for the Pilipino Educator Pipeline. San Francisco, CA. February 2008.
Keynote address for the New College Teacher Education Program Professional Development. San Francisco, CA. February 2008.
Keynote lecture to the National Council of Teachers of English (NCTE) Mid-Winter Meeting. Feb. 2008.
Keynote address for Athenian High School, cultural development seminar. San Francisco, CA. Feb. 2008.
Keynote address for June Jordan High School professional development seminar. San Francisco, CA. January 2008.
Keynote address for Lincoln High School professional development seminar. San Francisco, CA. January 2008.

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

Editorial Responsibilities

Editorial Board, *International Journal of Critical Pedagogy*, 2007-
Editorial Board, *Anthropology and Education Quarterly*, 2006-2009
Reviewer, *Anthropology and Education Quarterly*, 2006-
Reviewer, *Urban Education*, 2006-
Reviewer, *Social Problems*, 2006-
Reviewer, *Journal of Teacher Education*, 2004-
Reviewer, *International Journal of Qualitative Studies in Education*, 2004-
Reviewer, *American Sociological Review*, 2003-
Reviewer, *Teachers College Record*, 2003-
Reviewer, *Teaching to Change LA*, 2002-2005

PROFESSIONAL SERVICE ACTIVITIES

American Anthropology Association (AAA)
Graduate Student Mentorship Committee, 2006-2009
Member, Mission Statement Committee, 2005-2009
Executive Board Member, Council on Anthropology and Education (CAE), 2004-2009
Chair, Committee 7: Blacks in Education, Council on Anthropology and Education (CAE), 2004-2006

Reviewer of Proposals/Awards:

Spindler Award Committee, 2004
New Scholars Proposals, 2004-2009
Committee for Anthropology and Education (CAE), 2004-2009
American Educational Research Association (AERA)
Chair, AERA Book Award Committee, 2011-2013
Secretary (elected), Division G, 2006-2010
Division G, Social Context of Education, Annual Book Award Committee, 2012, Chair, 2013.

Reviewer of Proposals:

Division G, Social Context of Education, 2006, 2009
Division B, Curriculum Studies, 2003, 2010
National Council of Teachers of English (NCTE)
Committee Against Racism and Bias in the Teaching of English, 2008-2010
Standing Committee on Research (SCR), 2006-2010

Local and National Organizations

Advisory Board. American Reading Company. King of Prussia, PA. 2017-present.
Advisory Commission. Cultural Responsiveness Advisory Committee. New York State Department of Education. 2017-present.
Commissioner. National Commission on Teaching and America's Future (NCTAF). Washington, DC. 2015-2017.
Founding Partner/Director of Educational Equity. The Institute for Economic, Educational, and Environmental Design (ISEEED). Oakland, CA. 2012-2017.
Building Healthy Communities. The California Endowment. Steering Committee. 2011-2014.
National Association of Multicultural Education (NAME). Coalition for Quality Teachers of Culturally and Linguistically Diverse Students. 2011-present.
Director, East Oakland Step to College Program. Oakland, CA. 2005-2013.
Latin@s and the Academy. National organization of Latin@ scholars organizing for a Latin@ research agenda. 2008-2012.
Research Collaborative on Youth Activism. National organization of university researchers in collaboration with urban youth researchers. 2007-2012.
Education Committee Member. Youth Speaks. San Francisco, CA. 2005-2011.
Co-Director of Teacher Recruitment, Hiring and Development. East Oakland Community High School. Oakland, CA. 2004-2007.
Urban Educators Network (UEN), UCLA. Advisory board member of National Coalition of Urban Teacher Educators. Sponsored by the UCLA Graduate School of Education and the Stuart Foundation, 2002-2006.

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Professional Memberships

American Educational Research Association (AERA)
Caribbean Studies Association (CSA)
National Association of Multicultural Educators (NAME)
California Faculty Association (CFA)

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AREAS OF INTEREST

Urban Teacher Recruitment, Development and Retention; Urban Schooling; Race and Schooling; Critical Pedagogy; Secondary Literacy Instruction; Critical Media Literacy; Youth and Popular Cultural Studies; Philosophy of Education.

Note to Educators: Hope Required When Growing Roses in Concrete

JEFFREY M. R. DUNCAN-ANDRADE

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In this essay, Jeff Duncan-Andrade explores the concept of hope, which was central to the Obama campaign, as essential for nurturing urban youth. He first identifies three forms of “false hope”—hokey hope, mythical hope, and hope deferred—pervasive in and peddled by many urban schools. Discussion of these false hopes then gives way to Duncan-Andrade’s conception of “critical hope,” explained through the description of three necessary elements of educational practice that produce and sustain true hope. Through the voices of young people and their teachers, and the invocation of powerful metaphor and imagery, Duncan-Andrade proclaims critical hope’s significance for an education that relieves undeserved suffering in communities.

The idea that hope alone will transform the world, and action undertaken in that kind of naïveté, is an excellent route to hopelessness, pessimism, and fatalism. But the attempt to do without hope, in the struggle to improve the world, as if that struggle could be reduced to calculated acts alone, or a purely scientific approach, is a frivolous illusion. (Freire, 1997, p. 8)

Barack Obama’s presidential campaign positioned him as the leader who could help restore hope to the nation. Drawing heavily from his widely read memoir *The Audacity of Hope* (2006), the campaign used hope as a core principle around which Obama laid out his vision for “reclaiming the American dream.” However, Obama was not the first to use a framework of hope to generate social movement. Historically, hope has been a theme in the lives and movements of the poor and dispossessed in the United States. During the civil rights era, as well as other key historical moments of social change, the nation’s hope connected moral outrage to action aimed at resolving undeserved suffering.

In the past three decades, however, there has been an assault on hope, particularly in our nation’s urban centers. This attack has taken place on numerous fronts, including disinvestment in schools and overinvestment in a prison

industrial complex. Such policies have eroded true hope and given rise to false hope, a reactionary distortion of the radical premise of hope. Therefore, this essay begins by cautioning educators against three types of false hope often promulgated in urban schools: hokey hope, mythical hope, and hope deferred.

The second half of this essay attends to the work of educators in rebuilding the critical hope that has been worn down in our communities. Such educators deliver us from false hope by teaching in ways that connect the moral outrage of young people to actions that relieve the undeserved suffering in their communities. The spread of this kind of educational practice in our schools adds to hopefulness because it develops a transgenerational capacity for long-term, sustainable, critical hope in communities. Brazilian critical educator Paulo Freire (1997) described this kind of hope as an “ontological need,” especially in the lives and the pedagogy of educators working in communities where forms of social misery seem to have taken up permanent residence. And so, on the heels of a hope-filled, history-making election that comes sixteen years into my calling as an urban schoolteacher, I also wish to share some reflections on three elements of educational practice that can build and sustain critical hope in urban schools.

Enemies of Hope

Hokey Hope

Optimism, Cornel West (2004) argues, “adopts the role of the spectator who surveys the evidence in order to infer that things are going to get better” (p. 296), even when the evidence does not warrant such a conclusion. This *hokey hope* is peddled in urban schools all the time. It is akin to what Martin Luther King Jr. (1963) referred to as “the tranquilizing drug of gradualism” (para. 5): an individualistic up-by-your-bootstraps hyperbole that suggests if urban youth just work hard, pay attention, and play by the rules, then they will go to college and live out the “American dream.” I do not condemn this false hope because I doubt the importance of time and hard work for creating change. Rather, this hope is “hokey” because it ignores the laundry list of inequities that impact the lives of urban youth long before they get to the under-resourced schools that reinforce an uneven playing field.

Angela Valenzuela’s *Subtractive Schooling* (1999) provides a profound examination of how hokey hope is manifested in Seguin High School, a predominantly Latino school in Texas. She argues that Seguin is indicative of a national culture of ineffective schools that is “structured around an *aesthetic* caring whose essence lies in an attention to things and ideas” (p. 22). Relationships between school officials and students become pragmatic, the teaching and learning process is strained, and an “impersonal and objective language, including such terms as goals, strategies, and standardized curricula, is used in decisions made by one group for another” (p. 22). This leads to a culture

of false caring, one in which the more powerful members of the relationship define themselves as caring despite the fact that the recipients of their so-called caring do not perceive it as such. Valenzuela's aesthetically caring teachers drew heavily from the work-ethic rhetoric to describe "good" students and doled out care in proportion to students' willingness to be accommodating of an unjust society and an unequal school.

Ultimately, hokey hope projects some kind of multicultural, middle-class opportunity structure that is inaccessible to the overwhelming majority of working-class, urban youth of color. This, in turn, largely delegitimizes the pain that urban youth experience as a result of a persistently unequal society. It is a false hope informed by privilege and rooted in the optimism of the spectator who needs not suffer—a "let them eat cake" utterance that reveals a fundamental incomprehension of suffering.

Mythical Hope

Obama's election has the potential to contribute to *mythical hope*, what Roland Barthes (1972) might have described as a false narrative of equal opportunity emptied of its historical and political contingencies. The significance of the election of a black man as the president of this country is undeniable, especially given our past and present national failure to meet the challenge of racial equality. But immediately after an election that few would have predicted, the overstatement of its significance began; it became naturalized as the consequence of a fictitious color-blind society. In John McCain's (2008) concession speech, after referencing the white rage that followed Booker T. Washington's dinner with President Theodore Roosevelt at the White House in 1901, McCain proclaimed:

America today is a world away from the cruel and prideful bigotry of that time. There is no better evidence of this than the election of an African American to the presidency of the United States. Let there be no reason now for any American to fail to cherish their citizenship in this, the greatest nation on Earth. (para. 6)

McCain's insinuation that this election signifies the "end of racism" (D'Souza, 1995) is mythmaking. His statement ignores the fact that people of color trail their white counterparts on virtually every indicator of social, political, and economic well-being. Educators must not use Obama's election as evidence that we have emerged victorious in our battle with racism or with any of the oppressions (classism, patriarchy, xenophobia, homophobia) that continue to cripple our society. Obama (2006) himself preempted this argument by pointing out:

To say that we are one people is not to suggest that race no longer matters. . . . To suggest that our racial attitudes play no part in . . . disparities is to turn a blind eye to both our history and our experience—and to relieve ourselves of the responsibility to make things right. (pp. 232–233)

Perhaps this is why West (2008) describes Obama's election as sitting precariously between an example of the American dream coming true and "the grand exhaustion of the dream built on the success of any one individual" (pp. 58–59). Educators must understand that Obama's election gives us "hope on a tightrope," because a single event cannot, by itself, provide the healing and long-term sustenance required to maintain hope amid conditions of suffering. Obama's election *is* change, and he may even give us some reason to be hopeful. Time will tell. But he neither embodies nor can he produce a fundamental departure from the inequities our children experience in the classroom. No president, no policy, and no program can do this for us. To claim otherwise is to peddle a mythical hope.

Mythical hope is a profoundly ahistorical and depoliticized denial of suffering that is rooted in celebrating individual exceptions. These individuals are used to construct a myth of meritocracy that simultaneously fetishizes them as objects of that myth. Ultimately, mythical hope depends on luck and the law of averages to produce individual exceptions to the tyranny of injustice, and thus it denies the legitimacy of the suffering of the oppressed. Educators must avoid the trap of overstating the significance of Obama's election for teaching and learning in urban schools, because, at the end of the day, we are the ones who create classrooms that instill in our young people the "audacity to hope" (Wright, 1990).

Hope Deferred

Hope deferred, constructed on a progressive politics of despair, is a common justification for poor teaching. It hides behind misinterpretations of research that connect the material conditions of poverty to the constraints placed on schools. Many teachers feel overwhelmed by the challenges urban youth face in their lives and consider themselves ill-equipped to respond with a pedagogy that will develop hope in the face of such daunting hardships. They are liberal-minded enough to avoid "blaming the victim," turning instead to blaming the economy, the violence in society, the lack of social services, the "system." These teachers have a critique of social inequality but cannot manifest this critique in any kind of transformative pedagogical project (Solórzano & Delgado-Bernal, 2001). They "hope" for change in its most deferred forms: either a collective utopia of a future reformed society or, more often, the individual student's future ascent to the middle class.

However, according to S. Leonard Syme (2004), professor emeritus at the University of California, Berkeley School of Public Health, hope should be thought of as "control of destiny" (p. 3), an actively present sense of agency to manage the immediate stressors in one's daily life. He argues that recent research into the importance of hope for life outcomes is a "major breakthrough in thinking" for scholars in public health and epidemiology (p. 3). Syme attributes the genesis of this breakthrough to the groundbreaking Whitehall studies, which led to revelations that the distribution of "virtually every

disease in every industrialized country in the world” (p. 3) was remarkably well-correlated with social class. For a growing number of scholars, the most likely explanation for the unequal distribution of health is the unequal distribution of hope along the social gradient.

At the bottom of this social gradient, where urban youth are positioned, this “control of destiny” is almost nonexistent. David Williams, of the Harvard School of Public Health, argues that this results in the

accumulation of multiple negative stressors, and it’s so many of them it’s as if someone is being hit from every single side. And, it’s not only that they are dealing with a lot of stress, [it’s that] they have few resources to cope. (Adelman, 2008)

The exposure to chronic stress associated with living in these types of “socially toxic environments” (Garbarino, 1995) is now thought of as one of the most—if not *the* most—significant contributors to poor health. This research helps us understand that many of the health problems plaguing poor communities result from “unnatural causes” (Adelman, 2008), confirming what we have known intuitively for years: inequality *is* making us sick.

The implications of chronic stress for teaching and learning are profound. Consider Abraham Maslow’s (1943) hierarchy of needs, which defined a person’s primary human needs (food, clothing, shelter, and safety) as prerequisites for pursuing needs higher up on the scale (such as education). When we connect the dots between Maslow’s framework and the latest research on inequality, a serious dilemma is revealed for urban youth whose exposure to unremitting stressors leaves most, sometimes all, of their primary human needs under constant attack. When we are unwilling to confront these harsh realities of social inequality with our pedagogy—to cultivate their “control of destiny”—all we have left to offer youth is hope deferred. This offer comes when we ask our students to set their sights on some temporally distant (and highly unlikely) future well-being. There is nothing wrong with setting long-term goals with students, but hope deferred advocates that students take a path that the educator is unwilling to help them find. This student path is almost always individualistic in nature and requires a level of sacrifice that most teachers themselves are loath to make. Eventually students come to perceive a significant gap between their most pressing needs and the education we offer them. When they figure out that the teacher is unwilling and/or unable to close this gap, their hope is deferred. And just as Martin Luther King Jr. foretold of justice, hope too long deferred is hope denied.

Critical Hope: The Enemy of Hopelessness

On the flipside of these false hopes lies critical hope, which rejects the despair of hopelessness and the false hopes of “cheap American optimism” (West, 2008, p. 41). Critical hope demands a committed and active struggle “against

the evidence in order to change the deadly tides of wealth inequality, group xenophobia, and personal despair” (West, 2004, pp. 296–297). There are three elements of critical hope: material, Socratic, and audacious. Unlike the forms of false hope, which can operate independent of one another, these three elements of critical hope must operate holistically and, in fact, are mutually constitutive. I have wrestled them apart only for the purpose of analytic convenience.

Tupac Shakur (1999) referred to young people who emerge in defiance of socially toxic environments as the “roses that grow from concrete.” Concrete is one of the worst imaginable surfaces in which to grow, devoid of essential nutrients and frequently contaminated by pollutants. Any growth in such an environment is painful because all of the basic requirements for healthy development (sun, water, and nutrient-rich soil) must be hard-won. The ability to control, in a material way, the litany of social stressors that result from growing up in concrete is nearly impossible for urban youth. Educators committed to *material hope* engage their work by tempering this reality with the acknowledgment that there are always cracks in concrete. The quality of our teaching, along with the resources and networks we connect our students to, are those cracks. They do not create an ideal environment for growth, but they afford some leaking in of sunlight, water, and other resources that provide the material justification to hope. The courage to pursue the painful path of bursting through those jagged cracks in the concrete is what I call *Socratic hope*. The solidarity to share in others’ suffering, to sacrifice self so that other roses may bloom, to collectively struggle to replace the concrete completely with a rose garden is what I call *audacious hope*. The following sections discuss each of these elements in turn.

Material Hope

Material hope is one element of the critical hope that teachers can cultivate in their students, and it comes from the sense of control young people have when they are given the resources to “deal with the forces that affect their lives” (Syme, 2004, p. 3). It seems like a simple point, but teachers who want to build material hope must understand that quality teaching is the most significant “material” resource they have to offer youth. The best of the research in our field defines “quality” in teaching by our ability to produce student growth across assessment measures (grades, social development, test scores, student engagement, etc.). To accomplish this, we have to bust the false binary that suggests we must choose between an academically rigorous pedagogy and one geared toward social justice. An English teacher participating in my three-year study of successful urban educators in Los Angeles put it this way:

Terms are not difficult to teach. The question, really, is will you take the time to make the things you teach relevant to students? The terms I teach are present in students’ lives every day. But most people try to teach them strictly by using text-

books, worksheets, or the literature. I teach them using life and then it's much easier for students to connect them to what they are reading.¹

The most effective urban educators, in every discipline at every grade level, connect the academic rigor of content areas with their students' lives (Duncan-Andrade, 2007). If we are serious about giving our children hope, we must reflect on how to connect our pedagogy to the harsh realities of poor, urban communities. An e-mail to me from Ms. Truth, a fourth-grade teacher in Los Angeles, reveals the magnitude of this undertaking:

Today was an almost unbearably sad day at school. According to my students (all of which were SOBBING) two young men were sitting in a car yesterday afternoon. Some men in a car rolled up, got out and shot one in the eye (his head exploded) there was a 3-month old in the back seat (she was left "unharmd") the other got out and ran (they call him "baby" Marcus) the guys ran after him and shot him in the back and then more when he fell. . . . The nephew of one is in my class, the brother of the other is in Mr. [Randall's] class. This is a close community so word spread pretty rapidly yesterday. For an hour and a half [this morning] the kids all just talked and cried. I felt ill-equipped to handle a crisis like this but, we got through it. . . . I said as little as possible, I cried with the kids, we all consoled each other, and others began sharing different stories of violence and loss. In the end, I did what I thought (and hope) was best, tried to empower them with the belief that they must work to become the warriors who combat the senseless violence and madness on the streets. . . . We're making cards, and going to send a little money to the families. The kids all seem to feel a little better. How would you handle this? It looks as if many teachers didn't say or do much. Feeling a bit weary today.

In most urban schools, there is no formal structure to prepare or support teachers to handle such tragic events. The result is that, as Ms. Truth mentions, most teachers avoid or ignore tragedies that take place in the community. But the effective teachers I have studied do not.

Ms. Truth's class collected over \$100 for the family. She delivered the money, along with several cards expressing condolences, at the funeral of one of the murdered young men. Here, effective teaching included literally generating material resources, and in my research I have witnessed underpaid teachers providing laptops, housing, food, supplies, car rides, and links to legal and medical services. But, more importantly, an effective teacher is herself a *material* resource: an indispensable person who can connect schooling to the real, *material* conditions of urban life.

Socratic Hope

West (2001) describes "Socratic sensibility" as the understanding of both Socrates' statement that "the unexamined life is not worth living" and Malcolm X's extension that the "examined life is painful."² *Socratic hope* requires both teachers and students to painfully examine our lives and actions within

an unjust society and to share the sensibility that pain may pave the path to justice. In my research, effective educators teach Socratic hope by treating the righteous indignation in young people as a strength rather than something deserving of punishment; Freire (2004) called this a “pedagogy of indignation.” The moments of despair and rage that urban youth feel are not only understandable, they are, as West (2004) proclaims, an “appropriate response to an absurd situation” (p. 295). He goes on to argue that youth

are saying they want to see a sermon, not hear one. They want an example. They want to be able to perceive in palpable concrete form how these channels will allow them to vent their rage constructively and make sure that it will have an impact. (p. 296)

To show the sermon, rather than preach it, is the essence of Socratic hope.

Darnell, an eleventh-grade student of one of the effective teachers I have studied, explained that this type of teacher-student relationship forms as the result of pedagogy that prioritizes the humanization of students above all else:

In [Mr. Lapu’s] class we bonded because we all gave each other a chance to humanize ourselves and let us know each other’s stories . . . [and] after that we looked at each other different. After I told my narrative, I humanized myself and then . . . they stopped looking at me as just a gang-banger and they started looking at me as a smart black man. I don’t want you to acknowledge me as a gang-banger, which happened. I want you to acknowledge me as [Darnell]. He helped us humanize each other, and that’s how it was.

It was beautiful just knowing that my classmate that’s sitting right next to me is fighting the same fight that I’m fighting. So, I got his back. That was beautiful, just knowing that we’re going through the same shit. From the ‘hood to school. When we walk to school, we gotta dodge a bullet like every day. That’s your struggle? Well that’s my struggle, too. Let’s just handle this right here, so we don’t gotta go through this four years from now. We felt comfortable that [Mr. Lapu] had our back, and that’s just all it is.

Educators who foster this type of solidarity with and among students recognize the distinction between being liked and being loved by their students. As Ms. Truth explained, being liked comes from avoiding unpleasant situations, whereas being loved is often painful:

Many of these teachers are so afraid that students won’t like them if they discipline them that they end up letting students do things that they would never permit from their own children. They lower their standards and will take any old excuse from students for why they did not do their homework, or why they cannot sit still in class or do their work. Not me. You gotta work in my class. I can be unrelenting at times, probably even overbearing. Oh, I might give a student slack here or there, but most of the time I’m like, “go tell it to someone else because I’m not trying to hear that from you right now. We’ve got work to do.”

For urban youth, their evaluation of which side of the loved-liked line an educator stands on is often based on whether we share the painful path with them: Do we make the self-sacrifices in our own lives that we are asking them to make? Do we engage in the Socratic process of painful scrutiny about these sacrifices? Do we have the capacity and commitment to support students when they struggle to apply that framework in their lives? Teachers who meet these challenges are beloved by students. The sacrifices they make and the solidarity it produces earn them the right to demand levels of commitment that often defy even the students' own notion of their capabilities. Teachers who fall short can be liked but not loved, and this means they are unable to push the limits of students' abilities; they cannot take them down the painful path.

With teachers I have studied, the move from liked to loved did not happen because of the demands they made of students. It happened because of the level of self-sacrifice, love, and support that accompanied those raised expectations. Sometimes this was simple encouragement, but many times it meant amplifying the material hope they were giving to students. This support took many forms: afterschool and weekend tutoring; countless meals and rides home; phone/text/email/instant messaging sessions; and endless prodding, cajoling, and all-around positive harassment. These additional investments of time and money clarified for students the idea that with raised expectations came the teacher's willingness to sacrifice in order to help students along the way.

The development of these trusting relationships also resulted in these teachers feeling indignant about student failure. They saw student failure as their own failure and, consequently, engaged in painful self-critique to determine more appropriate future actions. They never excused students from their responsibilities, and they never let themselves slip into despair—rather, the Socratic project contributed to their hope that they would be more successful next time.

Socrates said that “all great undertakings are risky, and, as they say, what is worth while is always difficult” (Plato, 2003, p. 220). As educators, we must take great risks and accept great challenges if we are going to be effective in urban schools. We must confront our failures and know that no matter what we do in our classrooms, there will still be forms of social misery that confront our students. This kind of self-reflection will be painful, but it is necessary all the same.

Audacious Hope

Our nation expends a good deal of effort trying to avoid what Carl Jung (1970) referred to as “legitimate suffering,” or the pain of the human experience. The stockpiling of resources in privileged portions of the population so that they may be “immune” to suffering, while heaping the unnatural causes of socially toxic environments onto others, creates undeserved suffering while

simultaneously delegitimizing it. In the face of these conditions, critical hope is audacious in two ways. First, it boldly stands in solidarity with urban communities, sharing the burden of their undeserved suffering as a manifestation of a humanizing hope in our collective capacity for healing. Second, critical hope audaciously defies the dominant ideology of defense, entitlement, and preservation of privileged bodies at the expense of the policing, disposal, and dispossession of marginalized “others.” We cannot treat our students as “other people’s children” (Delpit, 1995)—their pain *is* our pain. False hope would have us believe in individualized notions of success and suffering, but audacious hope demands that we reconnect to the collective by struggling alongside one another, sharing in the victories *and* the pain. This solidarity is the essential ingredient for “radical healing” (Ginwright, 2009), and healing is an often-overlooked factor for improving achievement in urban schools.

This is the inescapable challenge before us as urban educators, and it is often misunderstood. Too many of us try to create classroom spaces that are safe from righteous rage, or, worse, we design plans to weed out children who display it. The question we should be grappling with is not how to manage students with these emotions, but how to help students channel them. The way I take on this challenge is by thinking about my classroom as a micro-ecosystem. Ecologists would tell me that to build a healthy micro-ecosystem, I need to understand the principle of interdependency—in short, that both pain and healing are transferable from person to person inside the classroom. They would also note that the classroom is not a closed micro-ecosystem; I should be aware of external toxins that will be carried into it. I have virtually no control over the array of social toxins to which my students are exposed in the meta-ecosystem of our society, but I can control how I respond to them in my classroom. This gives me, and my students, the audacity to hope.

The pain that our young people carry manifests itself in my classroom in a variety of ways. Sometimes it takes an obvious form like an outpouring of emotion, which might even be directed at me or another student. Usually that pain reveals itself more subtly, in the classic forms of depression (fatigue, sadness, or self-deprecation). In these moments, when a child can no longer contain the pain she feels, my response has the potential to add to it or to begin the healing process. We may think that if we send out the “disobedient” child, we have removed the pain from our system. It simply does not work that way. Rather, when we exclude a child, we introduce another social stressor into the micro-ecosystem. We rationalize the exclusion by telling ourselves that we have pulled a weed from the garden, allowing for a healthier environment for the other children to grow. This ignores the fact that every student in our classroom is part of a delicate balance built on interdependency. K. Wayne Yang, an urban science and math teacher for more than seventeen years, and one of the finest educators I have known in my career, put it this way: “All my students are indigenous to my classroom and therefore there are no weeds in my classroom.”³ From this perspective, the decision to remove a child, rather than to

heal her, is not only bad for the child but is also destructive to the social ecosystem of the classroom.

I have been teaching long enough to know the enormity of this challenge, particularly because these moments almost always happen when I am convinced we are doing something of the utmost importance in the classroom. But then I think to myself, how did I get to a place where I am prioritizing lesson plans over healing a child in pain? This choice not only ignores my most basic sensibilities as a teacher, it also disregards years of research documenting the importance of self-esteem, trust, and hope as preconditions for positive educational outcomes. As educators we tend to seriously underestimate the impact our response has on the other students in the class. They are watching us when we interact with their peers. When we become frustrated and punish youth who manifest symptoms of righteous rage or social misery, we give way to legitimate doubts among other students about our capacity to meet their needs if they are ever in pain.

At the end of the day, effective teaching depends most heavily on one thing: deep and caring relationships. Herb Kohl (1995) describes “willed not learning” as the phenomenon by which students try *not* to learn from teachers who don’t authentically care about them. The adage “students don’t care what you know until they know that you care” is supported by numerous studies of effective educators (Akom, 2003; Delpit, 1995; Duncan-Andrade, 2007; Ladson-Billings, 1994). To provide the “authentic care” (Valenzuela, 1999) that students require from us as a precondition for learning from us, we must connect our indignation over all forms of oppression with an audacious hope that we can act to change them. Hokey hope would have us believe this change will not cost us anything. This kind of false hope is mendacious; it never acknowledges pain. Audacious hope stares down the painful path; and despite the overwhelming odds against us making it down that path to change, we make the journey again and again. There is no other choice. Acceptance of this fact allows us to find the courage and the commitment to cajole our students to join us on that journey. This makes us better people as it makes us better teachers, and it models for our students that the painful path *is* the hopeful path.

License to Hope Audaciously

Obama has given us license to reinsert hope into the mainstream educational discourse. He has called for a “radical transformation” of urban schools, placing emphasis on the “recruitment and training of transformative principals and more effective teachers” (Obama, 2006, p. 161). This will require serious attention to revamping teacher recruitment, credentialing, and support structures so that schools can attract, reward, and retain educators who come to the profession with demonstrated commitments to critical hope. Can we meet such a challenge? Only with a hard look at what hope really means in the lives of urban youth.

There is a well-documented changing of the guard taking place in teaching (NCTAF, 2003) as upward of one million new teachers, mostly in urban schools, will join the profession within this decade. This brings with it an unprecedented opportunity to swing the pendulum toward educational equity. We can, if we so desire, invest heavily in refocusing our efforts to recruit, train, and develop urban educators who are committed to shifting the tide in urban schools from despair to hope. Research in other fields identifies hope as one of the most promising responses to the conditions of urban inequality (Syme, 2004; Wilson, Minkler, Dasho, Wallerstein, & Martin, 2008), suggesting that hope has major implications for successful teaching (and for raising test scores). Educational research suggests that we can know what makes urban educators effective. We can name the characteristics of effective practice. We can link those characteristics to increases in engagement and achievement. If we fail to significantly invest in the support and development of these characteristics in this new wave of teachers, it will not be for lack of know-how but for the lack of determination to provide hope to all our young people.

The radical transformation that Obama is calling for will not occur unless we treat every classroom as having the potential to be a crack in the metaphorical concrete that creates unnatural causes in the lives of urban youth. For those of us who will be working alongside this next generation of teachers, we must purposefully nurture our students, colleagues, and ourselves through the cracks, knowing we will sustain the trauma of damaged petals along the way. It is essential that we understand these damaged petals as the attributes of indignation, tenacity, and audacity. They are *not* the social stressors we are trying to overcome, and they must not be misinterpreted as deficits in our students. We must implore our colleagues to recognize that our damaged petals, and those of our students, are not what need to be reformed out of us; they are what need to be celebrated about us. Each time we convey this—the true value of the painful path—we are building critical hope in the person next to us who wonders if they, too, can make it through the crack. Obama's campaign has had this galvanizing effect for some, enrapturing the nation with a level of hope that we have not seen for quite some time, particularly among young people. But for me the success of his campaign has been yet another reminder that I teach teachers and I teach the youth in my community because I hope, audaciously.

Notes

1. Unless otherwise noted, quotes from teachers and students are from interviews and conversations that took place during my study of exceptional teachers in Los Angeles between 2002 and 2005 (see Duncan-Andrade, 2007).
2. In his 2001 lecture, West credits Malcolm X with this statement. Socrates made this point in section 38A of Plato's *Apology of Socrates*.
3. I am indebted to Mr. Yang for our extensive conversations about the development of the ideas presented in this essay.

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A Glass Half Full

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A Glass Half Full

Jeff Duncan-Andrade

A few weeks before finishing this essay, and just two days before my parents' 62nd wedding anniversary, my father was killed in a car crash outside my parents' home.

"What now?" I asked my 82 year-old mother.

"I just have to remake myself son. I will take each day as it comes and focus on what needs to be done. My glass is still half full," she replied.

She was simply repeating a lesson she taught me as a child when she ordered me to the kitchen table and placed a half-filled glass of water between us. Pointing at the glass, she asked, "half full or half empty?" I refused the bait and stared blankly at the glass.

"Son," she continued, "how you choose to answer that question, is how you will live your life. Your glass will always be both half full and half empty. If you choose to see your life as half empty, focusing on the things you don't have, then you will never fill your cup. But, if you learn to see your life as half full, seeing all the things that you do have, then you will fill your cup, it will overflow, and you can share that with others."

The education of poor and working people in this country has often been treated as a glass half empty. For generations, we have rationalized why we haven't, why we won't, and why we can't serve "these" families. But, as my mother's lesson suggests, this is a choice that we make. It is not inevitable. We could, if we so desired, choose to see all children for their potential and invest in them accordingly. Were our nation to become serious about such an effort in education, two things would need to happen.

First, we would have to meet every child's basic needs (food, clothing, shelter, and safety). There is substantial research evidence that the absence of these basic needs increases exposure to toxic stress, dramatically impacting educational and life outcomes. If we are not willing to meet this challenge, then we should admit our society values children in poverty less than wealthy children and stop these absurd discussions of meritocracy and accountability inside a system that is profoundly inequitable.

Second, educators would have to address the issue of teacher quality. As a veteran urban classroom teacher—19 years and counting—I agree wholeheartedly that many of the federal and state regulations for teachers and schools are deeply problematic. Every day, I navigate ill-conceived policies and ludicrous working conditions. There are real political and economic powers responsible for these conditions. These powers designed, and now maintain, an unequal system and everyone knows it—kids, parents, politicians, and pundits alike. Nary a person in this country would have the gall to say that educational opportunities are equal among the rich and poor. Progressives have amply illuminated this point, and rightfully so.

However, while we have been busy pointing our fingers at the injustice of these inequities, we have mostly avoided the fact that under these same conditions, there are teachers that consistently get high levels of engagement and achievement. This fact alone suggests there are other contributing factors to widespread school failure and we must add that discussion to our visions for change. The truth is that even if the daily reality of teaching were more ideal, we would still have far too many colleagues in urban schools who are unwilling and/or unable to meet the social and academic needs of students. Some of these colleagues have been mired in mediocrity for years and they have no clear path out of it. Others, earlier in their teaching careers, will not stay long enough to become good teachers because there is no clear path to excellence.

Either way, defining, assessing, and developing high quality teaching is an unmet challenge in education. The good news is that there are enough excellent teachers in our ranks for us to say definitively what works, how it works, and why it works. Our path forward should acknowledge this knowledge, harness it, and let it drive our approach to teacher recruitment, pre-service education, assessment, and development.

Rethinking Recruitment

Teacher education continues to fail to recruit and attract students of color, particularly candidates from racial groups that struggle the most in our schools. Oddly enough, this same challenge does not seem to present itself to the athletic programs on our college and university campuses. Teacher education would do well to learn from sports programs that have successfully recruited from communities of color for decades. Borrowing from their model would require us to get into schools, as early as elementary school, to start forming relationships with young people, families, and educators, encouraging and incentivizing their matriculation into teaching.

Rethinking Pre-Service Education

Teacher educators should have first-hand knowledge of teaching practices that are responsive to the conditions of the neighborhoods and schools where they are sending teachers. They should also be exceptional teachers themselves. This means universities will need to change faculty recruitment criteria, prioritizing successful K-12 practice as a primary requisite for positions in teacher education.

If teacher educators are active and effective educators themselves, the curriculum will be more relevant, based on the faculty's practical experiences in the field. Teacher training should also include cutting edge research from germane fields such as public health, neuroscience, and law. This knowledge base will better prepare educators to design classroom pedagogy and support systems that are responsive to students' lives. Finally, teacher education should involve regular discussions with community members, students, parents, and effective teachers that come from the communities and schools where these novice teachers are headed.

Rethinking Development and Assessment

As teachers transition from their university education to the K-12 classroom, they should be apprenticed in classrooms of exceptional teachers (as we see in the trades, law, business, medicine, and the martial arts). To identify the educators to lead these apprenticeships, we could utilize evaluations based on a teacher quality index.¹ This approach positions excellent practitioners at the vanguard of the profession and cultivates a more meaningful professional community based on extended mentorships between early career and veteran teachers in the community—something that is sorely lacking, the absence of which contributes to high rates of early career teacher turnover.

Visions of a Cup That Overflows

My willingness to go on record with an admission that our nation and our profession has failed to meet the needs of poor children does not place me in agreement with the current regime’s “commitment to accountability.” From the ground, it is clear that their models of social and school accountability are procedural commitments to scapegoating; a not-so-sophisticated smoke and mirrors game that will never change outcomes in the aggregate. Entire neighborhoods and schools are surely “too big to fail,” so bring on the radical influx of resources to bail them out. If teachers are the problem, bring on the national commitment to recruitment and competitive compensation packages that put teaching on par with every other profession our society values. Alas, these resources do not appear to be forthcoming anytime soon; for that, many will see our glass as half-empty.

There is another option. We can take the advice of my 82-year-old mother. We can remake ourselves, addressing the basic needs of all children and defining, assessing, and developing high quality teaching. We can see the communities that our society blames for a glass half-empty, as the places that actually make our glass half-full. Were we so bold, we might actually give all our nation’s young people the quality of education and life that they deserve.

¹ A group of scholars from San Francisco State developed the Urban Teacher Quality Index, an evaluation tool for teachers that identifies excellence and supports improvement.

Should an urban school serving black and Hispanic students look like schools for affluent white kids?

An Oakland charter school founder pushes against the no-excuses stereotype

by **EMMANUEL FELTON**

December 1, 2016

Jeff Andrade-Duncan

OAKLAND, Calif. — Should an urban school serving black and Hispanic students try to emulate schools for affluent white kids?

In many struggling cities like Oakland, the answer has been no, both in the regular public schools, where resources often don't exist to replicate programs offered at high-income suburban or tony private schools, but also among the crop of urban charter schools intent on making up for those resource deficits. Urban charter schools, many of which are run by white leaders, have been stereotyped as embracing a boot camp-like environment that elevates test prep and tough discipline, while downplaying arts and athletics.

Jeff Duncan-Andrade, the founder of the two-year-old Roses in Concrete Community School believes that needs to change. At his school — for people of color, designed by people of color — the conventional wisdom about how to improve outcomes for black and Hispanic children has been turned on its head, Duncan-Andrade says. The school is designed to match up against even the fanciest independent school, with students immersed in art, extra-curricular activities and athletics, and less emphasis on test prep.

What's different is the culture.

"It's about acknowledging they'll love 'The Cat in the Hat,' but also acknowledging they are black and brown kids in Oakland," said Duncan-Andrade. "So you'll see we hang the words of Malcolm X next to those of Dr. Seuss. To not talk about Black Lives Matter, even down to Kindergarten, [would be] a political decision. Our kids already know this stuff. They have had brothers, uncles shot."

While Roses in Concrete largely serves black and Latino students from East Oakland, Duncan-Andrade chose to locate the campus on seven acres in Oakland's hilly Redwood Heights section. The sprawling property, which will eventually grow to a K-12 school, is surrounded by well-maintained mid-century homes. The leafy neighborhood is just two blocks above the 580 freeway, which divides the city's rich and poor. The curriculum replicates the progressive, well-rounded education for which many affluent families pay dearly — either through tuition or property taxes — but with a twist.

Roses in Concrete, named after a book of poetry based on the writing of rapper Tupac Shakur, is a performing arts community school. Students are expected to delve deeply into the arts, with requirements that they try modern and jazz dance and ballet, experiment with eight instruments, and learn how to arrange music. But these lessons are taught in the context of African, Latino and Native American traditions. Singing, for example, includes songs in Ohlone, the language of the native people who inhabited the Bay Area.

"[They get] everything you'd get from an elite private school, but from people who look like them," said Duncan-Andrade. "Everyone has to try everything and after they try it all, they can select to focus on something after school."

It's all of those extra-curriculars and activities that keep Amanda Robinson, the mother of a first grader at Roses in Concrete, around. "Look I have Piedmont tastes with an Oakland budget," says Robinson referring to an affluent enclave, where nearly all residents are either white or Asian, carved out of Oakland.

"When you send your child to any new school you are taking a risk in some ways," said Robinson, who was raised by a white mom and a black dad in an agricultural community near Sacramento. "But anytime I have a shadow of a doubt, and I say to myself 'oh we don't have a library', the school has some kind of a performance and I see my son up there doing a style of drumming from the Ivory Coast, and I know he's getting a kind of education I didn't."

The curriculum at Roses in Concrete is also dual language, something many well-to-do families across the country have been clamoring for in recent years. At Roses, half the material is taught in English and half in Spanish.

"It's about acknowledging they'll love 'The Cat in the Hat,' but also acknowledging they are black and brown kids in Oakland. So you'll see we hang the words of Malcolm X hang next to those of Dr. Seuss."

Jeff Duncan-Andrade, founder of Roses in Concrete Charter School in Oakland

"Some people worry about taking black youth who are already marginalized and putting them in a class where they can only speak Spanish," said Duncan-Andrade. "Their brains are exploding. But the earlier one gets comfortable with discomfort, the more one will learn."

From 2000 to 2011, the number of dual language schools in the United States increased by nearly tenfold, rising from 260 programs to around 2,000. Research has shown that dual language programs tend to boast students' math and reading skills, but studies have also shown that students' test scores sometimes initially lag behind their peers in traditional English-only classrooms.

Duncan-Andrade, a 45-year-old dad of two twin boys, traversed a pretty well-worn path for education reformers. After graduating from the University of California at Berkeley, he joined Teach for America at age 22 and went on to found an inner-city charter school dedicated to getting poor black and Latino students to and through college. But unlike famous TFA alums Dave Levin and Mike Feinberg — who co-founded perhaps the most famous charter school network, KIPP schools, before turning 30 —

Duncan-Andrade's journey took him 22 years.

Duncan-Andrade says that the more than two decades he spent teaching in Oakland and the eight years he spent planning his school makes it different from the famous college preparatory charter school chains — more responsive to the unique needs of his community and better positioned to tackle its challenges.

The idea for *Roses in Concrete* was born nearly a decade ago at a graduation party for some of his former students. The students, nearly all of whom were headed off for college, said he should create a K-12 school that would do for other children of color what he had done for them, Duncan-Andrade said. Because of this, Duncan-Andrade likes to call *Roses* an intergenerational project. Those intergenerational relationships are easy to see in action any time he emerges on the playground. Students — many of them the sons and daughters of former students — run at him and climb up his tall frame.

That kind of connection and support is something Duncan-Andrade longed for when he was growing up.

“I moved around a lot as a kid,” recalled Duncan-Andrade. “I never felt home. I feel like Oakland and these families adopted me and I’m trying to spend the rest of my life repaying that debt.”

Duncan-Andrade is the youngest of seven kids born to a Mexican-American mother and an Scotch-Irish-American* father in Los Angeles. Duncan-Andrade remembers his family’s complicated relationship with schools.

“The expectations for us were low, not unlike many in our community,” he recalled. “My mother would say, ‘Go to school, get your lessons,’ but at the same time, she grew up on the border in Arizona, so she would tell us stories about how she would have to put on a dunce cap for speaking her native language. There was this dual message about whether school was really a place for us.”

Duncan-Andrade added that his mother assumed he would struggle in school, like his older siblings. The family was constantly on the move, he remembers, in an effort to keep his older siblings out of trouble. First they moved to Sacramento and then to rural Oregon, “We just kept going up I-5 to try to run away from our problems.”

Duncan-Andrade largely credits basketball for getting him to and through college.

From 2000 to 2011 the number of dual language programs increased tenfold from 260 programs to around 2,000.

“A lot changed in fifth grade, when I went to an NBA camp and got all of these awards,” he remembered. “For the first time, I felt like there was real investment in me, there was this new narrative that I had potential. Real cash-infusions, shirts, stays in hotels, all of this stuff came and it was a clear statement that I had value.”

He believes that by exposing his students to as much art, music and sports as kids at the schools with most resources, they will have a chance to find the same sense of self-worth he found through basketball.

As for his own basketball career, that ended his second day at the University of California, Berkeley when he tore the ligaments in his ankle. In the weeks after that injury, he seriously considered dropping out of college, he said. He thanks a series of mentors, all men of color, for convincing him to stay at Berkeley and eventually guiding him into teaching:

“I was the first in my family to go to one of these really elite institutions and I wasn’t really sure what to do after,” he recalled. “I thought I was going to follow my dad into the service and become a Marine Corps pilot. But one of my friends was taking a class by Pedro Noguera, a

sociologist who studies race and education, who is now one of my closest friends and mentors, and he said, 'You have to sit in.' I did and then later applied to TFA."

In a lot of ways, Roses in Concrete is a direct reaction against the wave of charter school chains that began opening around the start of this century — schools often founded by white men to serve poor black and Latino students — that focused on test scores and college preparation above all else. Roses is part of a growing movement of progressive and community-based charter schools that emphasize a broader liberal arts curriculum, bringing a full slate of art, music and extra-curricular activities into schools for poor black and brown children.

But the philosophy at Roses is also a reaction to Duncan-Andrade's own schooling, much of it at the same kind of Catholic parochial school that served as an influential model for the urban charter movement.

"I was in school before we really knew a lot about anger management issues. I believe I had anger problems," said Duncan-Andrade, a man who, while prone to impassioned speeches, takes on a much more relaxed and easy-going demeanor in one-on-one conversations. "I had a sixth grade teacher; she was the school disciplinarian back at a time with corporal punishment. I would get spanked all the time, and eventually I didn't care. My father had cancer and we didn't have healthcare. My brothers and sisters were running the streets. But in school they never asked what was going on."

But he remembers one day, when his teacher was once again fed up with his behavior, she didn't opt for the "beat it out of me approach," but instead finally asked him what was wrong.

"I think the kid that's most likely to become the shooter is also the one who is most likely to change our community."

Jeff Duncan-Andrade, founder of Roses in Concrete Charter School in Oakland

"After that, counseling became my punishment session and that started to change how I felt about myself," remembered Duncan-Andrade. "But I never had a teacher like that again."

Now, counseling is a central feature at Roses.

"The work starts on the street at 7:00 a.m.," said Duncan-Andrade. "We staff the street, so that every kid gets physical contact, an assessment of how are they coming to us, what's going on with kid and family before they even enter the building. That tells us a lot."

But while many progressive schools — cut more in the mold of Waldorf schools than Catholic schools — shun testing, Duncan-Andrade says he can't in good conscience toss aside test prep entirely.

"The value of test scores is giving our kids access to the kingdom," said Duncan-Andrade. "I know our kids can perform well. But it's about keeping those tests in the proper place. You have to create pathways for kids to get to college and that includes tests. We need to stop seeing it as a binary ... and can't be talking out of both sides of your mouth. You have all of these degrees hanging on a wall but you are not giving kids a route to those degrees."

During Roses' first year, however, few students hit the proficiency mark on state standardized tests. Just over a fifth of third and fourth graders passed the English portion of the tests, and only 15 percent were deemed proficient in math. Roses students are only slightly

outperforming black and Latino students in Oakland's district schools, but Duncan-Andrade thinks they will start pulling ahead after more time at the new school.

The initial test scores don't put off Robinson. She says she chose Roses in Concrete for her son over more established dual language schools because of the school's emphasis on teaching students their culture.

"You can tell you are in a different kind of school just from the fact that there is black and brown art everywhere," said Robinson. "They are learning, from a very young age, about Frida Kahlo, about the Black Panthers. Everything they do is based in culture and art that reflects them."

She points specifically to a moment with her son at the Oakland Whole Foods last year, when he was a kindergartner.

"I picked up a thing of strawberries," remembers Robinson. "And my son looks up at me asks if they were Driscoll's and I say 'yes, they are, why?' And then he tells me all of this stuff about how we can't buy them because of how they treat their farmworkers and then he compared it to how Martin Luther King started a boycott after Rosa Parks didn't get up. This is a kindergartner. I grew up in a farming community and we never talked about any of this stuff. At this age, I'm not so worried that he understands phonics or can add or subtract. He won't get this real education anywhere else."

Duncan-Andrade considers Roses a "lab school," a school tailored to a specific community. He hopes to share what works in East Oakland, so leaders from elsewhere can build their own schools that are responsive to their communities. But what works in one context cannot just be transplanted into another, he said. He added that there would be a chain of Roses schools "over my dead body."

"A lot of people open schools because they can," said Duncan-Andrade. "They have a degree, they have a pulse. But that's the colonial model. You have to ask permission, not from the district or the state, but from the community."

The bigger idea isn't just to create good schools but to turn around long-struggling communities.

"I think the kid that's most likely to become the shooter is also the one who is most likely to change our community," he said. "It's not about plucking the roses out of concrete and letting them flourish alone in the rose garden. We will fail if we send 100 percent of our kids to college and this community doesn't change."

This story was produced by The Hechinger Report, a nonprofit, independent news organization focused on inequality and innovation in education. Read more about Race and Equity.



HOW YOU CAN HELP

1

DIRECT GIVING ON OUR WEBSITE

rosesinconcrete.org/donate

2

VOLUNTEER YOUR TIME AND SKILLS

For more info, contact our Director of Organizing:

Lil Milagro Henriquez

lilmilagro@rosesinconcrete.org

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3

CHOOSE ONE OF OUR PROJECTS TO GET BEHIND

- Community Garden and Farm
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- Health and Wellness Center
- Healthy Food Bank
- Summer Programming



“LOVE IS AT THE CORE OF EVERY ACTION, EVERY LEARNING MOMENT STARTING FROM THE WAY THEY ENTER, TO THE WAY THEY LEARN AND WHAT THEY LEARN ABOUT. THEY ALSO DON'T PLAY WHEN IT COMES TO ACADEMIC RIGOR. THESE ARE SEASONED TEACHERS DRAWN FROM ACROSS THE COUNTRY BECAUSE OF THE QUALITY OF THEIR TEACHING—SUCH A UNIQUE AND POWERFUL APPROACH THAT ACTUALLY EMPHASIZES THE HUMANS THAT WILL BE DOING THE TEACHING.”

ASHA MEHTA - RIC PARENT



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WHY

Our country is at risk of losing an entire generation of young people in urban centers who feel trapped in “the concrete”—a vicious cycle of poverty, violence, hopelessness and despair. East Oakland is a community at the center of this national crisis, consistently ranking as one of the most violent communities in the nation and with some of the most troubling indicators of widespread inequity in education, employment, housing and environmental health.

We need educational solutions that position young people from our community to become the agents of change that transform these toxic conditions. Without a direct and intense investment in East Oakland youth, any transformation will be unsustainable over generations and/or will be made in the image and interests of people that are not local residents.

Roses in Concrete Community School grows warrior-scholars, reversing decades of disinvestment by prioritizing love, security, nourishment, care and community responsive education.



IMPACT

WHO WE ARE

Roses in Concrete Community School just opened its doors in the 2015-16 school year as a K-8 charter school in East Oakland committed to social justice.

Founded by Dr. Jeff Duncan-Andrade, a teacher and researcher in the Oakland Unified School District for over 20 years and led by Dr. Vidrale Franklin, a long-time teacher and principal in the Bayview district of the San Francisco Public Schools.

OUR COMMUNITY

- 200 Students (40 per grade, expanding from 4th to 8th grade every year)
- 100% Emerging Bilinguals
- 48% African American
- 45% Latina/o
- 5% Pacific Islander, Southeast Asian, Native, Middle Eastern, & Mixed race
- 2% European American



MODEL

Our school operates around a central imperative: **Community Responsive Education.**

Research shows students thrive when their culture is celebrated and school communities thrive when their specific needs and concerns form the focus of curriculum. By placing the needs of our school community at the forefront, our school is positioned to become a locus for community action and a center for health and wellness.

HOW WE SERVE

- **English-Spanish dual immersion** to reflect the linguistic mix of our community
- **Culturally Responsive Performing and Visual Arts Program** to empower students' own voices
- **Robust After-School Program** extending the curriculum of the school day
- **Lab School** Providing a training ground for teacher development and new urban teachers to become versed in Community Responsive Educational practices



