PreService-Anti-Racist Teacher Leadership Development

What/Why this: In order to most clearly see where we are going, we must understand where we've come from. With the 3rd largest school district in the country, the educational landscape in Chicago has changed drastically over the past 20 years; and it's vital that we get a little curious as to why. Most often we hear about the policies and practices meant to save black, brown, and poor communities – think no child left behind, renaissance 2010, affirmative action. However, the voices of those most affected by these policies are often silenced, omitted from the story. Today, I want to uplift some of the perspectives and voices of those who have been affected so that we can begin to better understand the communities and families in which we serve, and the responsibility that we have to the next generation of critical thinkers, revolutionaries, leaders positioned to create and maintain the just society that we all deserve!

"Until lions have their own historians, tales of the hunt shall always glorify the hunter" (Igbo, Nigeria),

Essential Questions:

•	What are the stories,	told and untold,	that shape our	understanding	of education?
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• How can these stories shape my work with students and families and community?

Dr. Jeffrey Duncan Andrade



Note to Educators: Hope Required When Growing Roses in Concrete:

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

What dominant narratives are reinforced?	
What are the disruptors to that narrative?	
What personal identity comes into play?	
What elements of design (udl, sel) do you notice?	

Video Clip #1- Teacher Rep- Renaissance 2010 protest

Video Clip #2- Jackson Potter- Chicago Teacher's Union Delegate

Video Clip #3- Rev. Robin Hood- Anti-Violence Activist

Video Clip #4- Wendy Zopp- Chicago School Board Member

Video Clip #5- April Stogner, Monique Smith, Aisha, Wade-Bey, Jitu Brown, Irene Robinson, Teachers, Family, Community Members for Dyett Highschool

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Linda Lutton, Becky Vevea, Sarah Karp, Adriana Cardona-Maguigad, and Kate McGee

WBEZ91.5Chicago:

Article on school closings in Chicago and the policies that spurred them



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