

St. John's University

St. John's Scholar

---

Theses and Dissertations

---

2021

## DO WE EVEN BELONG IN EDUCATION? HOW MALE TEACHERS OF COLOR FIND THEIR SENSE OF BELONGING THROUGH THEIR TEACHER OF COLOR PROGRAM

Jason Craig Baez

Saint John's University, Jamaica New York

Follow this and additional works at: [https://scholar.stjohns.edu/theses\\_dissertations](https://scholar.stjohns.edu/theses_dissertations)



Part of the Educational Leadership Commons

---

### Recommended Citation

Baez, Jason Craig, "DO WE EVEN BELONG IN EDUCATION? HOW MALE TEACHERS OF COLOR FIND THEIR SENSE OF BELONGING THROUGH THEIR TEACHER OF COLOR PROGRAM" (2021). *Theses and Dissertations*. 265.

[https://scholar.stjohns.edu/theses\\_dissertations/265](https://scholar.stjohns.edu/theses_dissertations/265)

This Dissertation is brought to you for free and open access by St. John's Scholar. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of St. John's Scholar. For more information, please contact [fazzinol@stjohns.edu](mailto:fazzinol@stjohns.edu).

DO WE EVEN BELONG IN EDUCATION? HOW MALE TEACHERS OF  
COLOR FIND THEIR SENSE OF BELONGING THROUGH THEIR  
TEACHER OF COLOR PROGRAM

A dissertation submitted in partial fulfillment

of the requirements for the degree of

DOCTOR OF EDUCATION

to the faculty of the

DEPARTMENT OF ADMINISTRATIVE & INSTRUCTIONAL LEADERSHIP

of

THE SCHOOL OF EDUCATION

at

ST. JOHN'S UNIVERSITY

New York

by

Jason C. Baez

Submitted Date: March 10, 2021

Approved Date: May 19, 2021

---

Jason C. Baez

---

Dr. Ceceilia Parnter

©Copyright by Jason C. Baez 2021

All Rights Reserved

## ABSTRACT

DO WE EVEN BELONG IN EDUCATION? HOW MALE TEACHERS OF COLOR FIND THEIR SENSE OF BELONGING THROUGH THEIR TEACHER OF COLOR PROGRAM

Jason C. Baez

Human beings are fundamentally and universally motivated by the need to belong and maintain strong interpersonal attachments with one another (Baumeister & Leary, 1995). Male teachers of color are no different, yet they may not always feel that connection and belongingness in their teaching profession. Moreover, male teachers of color are underrepresented in nearly every subject area throughout K-12 education (Wilson, 2015; Waite et al., 2018).

The purpose of this qualitative case study is to explore the experiences of male teachers of color throughout underserved community schools in the United States, who are enrolled in a program to retain, support, and develop teachers of color, during their early years as educators serving students of color in underserved communities. Additionally, this study examines whether or not their experiences in the program had an impact on if they decided to stay in the education profession. Participants of this study consist of early-career K-12 male teachers of color with less than five years of teaching experience, program mentors, and program directors who are associated with a program to support, retain, and develop teachers serving students of color.

Through the use of Critical Race Theory in Education (Ladson-Billings & Tate, 1995; Kohli & Solórzano, 2012), Maslow's hierarchy of needs (Maslow, 1954), and the

Need to Belong Theory (Baumeister & Leary, 1995), the study was conducted by recruiting members from six different national teachers of color programs. The study utilized semi-structured interviews, and a content analysis of the programs' websites, social media accounts, and news media articles. Analysis of the data collected revealed programs for teachers of color retain male teachers of color in their profession. The programs can support teachers through mentoring, networking opportunities, leadership support, and building community. In addition, four components were necessary for early-career teachers to stay in the teaching profession through fostering a sense of belonging. These four components are establishing safe spaces, positive relationships, nurturing support, and identity acceptance. The implications of these findings for school leaders, hiring managers, and policymakers will be discussed.

## DEDICATION

I dedicate this work to all the male teachers of color throughout this country in search of a sense of belonging in their careers. I know how it can get sometimes. The feeling is real. More importantly, I dedicate this accomplishment to the students of color in this great country—you matter.

## ACKNOWLEDGEMENTS

I would not have been the person I am today were it not for my parents. Mom, my loving and nurturing spirit comes directly from you. I would always remember how you made your children feel when we were younger. Every Christmas, birthdays, and vacations, you have always gone above and beyond. My creative energy in the classroom certainly comes from you. I love you. Although it has been many years since you and I have had a relationship, Dad, I know for a fact my work energy and principles are because of you. At the age of 15, you and I took the 5:39 AM Long Island Rail Road train out of Brentwood every Monday through Friday during the summer to work in New York City at 141 5th Ave. You worked so hard with your hands and never complained or put it off until the next day. That experience, and your leadership, taught me hard work, patience, and perseverance. I credit you, dad, for my work ethic.

To my mentor, Dr. Ceceilia Parnter, you have been amazing throughout this journey. You have always made yourself available and took the time to make me pull this through. I cannot thank you enough for all of your guidance throughout this journey. You gave me that extra push when I felt myself going into my comfort zone, and I am grateful for that. My advisor, Dr. Catherine DiMartino, your positive spirit and optimism is what made the whole St. John's experience from the beginning to the end. I knew if I ever had a question, Dr. DiMartino was the person to go to. I thank you for your support and guidance throughout this process. To Dr. Elizabeth Gil, who started as my mentor but she transitioned, I am grateful. Your passion for education and your knowledge inspired me, and I cannot thank you enough for your help throughout this entire time. I also want to thank Dr. Stephen Kotok. You were the only professor at St. John's that I had the honor

of having two classes with. Thank you for always taking the time to make yourself available before statistics classes and being part of my committee. I hope this study proves that I am not a numbers person, but a people's person.

Finally, there is one last person that I want to thank and credit for me being in the position that I am today. That person is my former professor at City College of New York, Dr. Emily Jones McGowan. I would never forget the feedback you wrote to me when I presented nervously in front of everyone during our Urban Schools in a Diverse American Society class, which I attribute to the confidence and self-efficacy that I have today. While reading your feedback on the one train heading home, it was at that moment when a turning point in my life began, and I realized the potential of my identity and voice. Dr. Jones McGowan wrote the following: "Jason, as you've mentioned to me, you will need to practice on presenting. At some point, you were holding your hands and biting your nails. That takes away from your authority in front of the class. Timidity has to be thrown out of your window. You have to focus on presence and taking charge. You have the presence...claim it!" Oh, I claimed it alright, and I am just getting started.



## TABLE OF CONTENTS

DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
CHAPTER 1.....	1
Introduction.....	1
Purpose of the Study.....	5
Statement of the Problem.....	5
Theoretical Framework.....	7
Critical Race Theory.....	7
Maslow’s Hierarchy of Needs.....	10
Need to Belong Theory.....	11
Significance of the Study.....	12
Connection with Social Justice.....	14
Research Questions.....	14
Design and Methods.....	15
Research Design and Data Analysis.....	15
Participants.....	15
Definition of Terms.....	16
CHAPTER 2.....	18
Introduction.....	18
Theoretical Framework.....	19
Critical Race Theory in Education.....	19
Maslow’s Hierarchy of Needs.....	22
Need to Belong Theory.....	23
Review of Related Literature.....	25
Challenges in Underserved Community Schools.....	25
Students of Color Being Pushed Out/Dropped Out.....	29
Experiences of Teachers of Color.....	33
How Race Plays Out in Schools.....	35
Importance of Teachers of Color in the Classroom.....	38
Importance of Male Teachers in the Classroom.....	41
Measures School Leaders Can Apply to Support Teachers in their Profession.....	42

Mentorship to Support Teachers.....	45
Gaps in the Research.....	46
CHAPTER 3 .....	48
Introduction.....	48
Methods and Procedures .....	49
Research Questions.....	49
Setting.....	50
Participants.....	52
Data Collection Procedures.....	56
Semi-Structured Interviews .....	57
Content Analysis.....	60
Trustworthiness of the Design .....	63
Research Ethics.....	65
Data Analysis Approach .....	66
Coding.....	68
Researcher Role .....	70
Conclusion .....	72
CHAPTER 4 .....	73
Introduction.....	73
Description of Interview Participants .....	74
Early-Career Teachers .....	75
Mentors .....	77
Program Directors.....	79
Findings.....	82
Theme 1: Shared Experiences.....	82
Theme 2: Community .....	93
Theme 3: Relevant Opportunities .....	102
Theme 4: Space for Us.....	111
Conclusion .....	124
CHAPTER 5 .....	125
Introduction.....	125
Overview of the Case.....	125
Interpretation of the Findings.....	128
Research Question #1 .....	128

Research Question #2 .....	129
Research Question #3 .....	131
Interpretation of Results.....	132
Relationship to Prior Research.....	138
Challenges Students of Color Experience.....	138
Male Teachers of Color Experience .....	138
Mentorship to Support Teachers.....	140
Limitations of the Study.....	140
Recommendations for Future Practice.....	141
Government Needs to Act on this Issue.....	142
Create Safe Spaces Away from the School Context.....	142
Provide Opportunities to Create Positive Relationships.....	143
Focus on Leadership Training On Developing Teachers of Color .....	144
Recommendations for Future Research .....	144
Conclusion .....	145
APPENDIX A: IRB APPROVAL .....	147
APPENDIX B: IRB MODIFICATION APPROVAL .....	148
APPENDIX C: CONSENT FOR PARTICIATION FORM .....	149
APPENDIX D: EARLY-CAREER TEACHER PROTOCOL.....	151
APPENDIX E: MENTOR PROTOCOL .....	152
APPENDIX F: PROGRAM DIRECTOR PROTOCOL.....	153
APPENDIX G: RECRUITMENT SOCIAL MEDIA FLYER .....	154
REFERENCES .....	155

## LIST OF TABLES

Table 1 Description of Programs .....	50
Table 2 Programs' Mission.....	51
Table 3 Description of Participants.....	56
Table 4 Sample Questions to Participants .....	59
Table 5 Alignment between Research Questions and Interview Questions .....	60
Table 6 Content Analysis Descriptions and Alignment.....	62
Table 7 Overarching Themes and Sub-themes .....	74

## LIST OF FIGURES

Figure 1 Critical Race Theory in Education .....	21
Figure 2 Maslow's Hierarchy of Needs .....	22
Figure 3 How programs foster belonging within teachers of color programs .....	135

## CHAPTER 1

### Introduction

There is no moral reason why there is an underrepresentation of male teachers of color in our urban public schools; representation matters. The lack of male teachers of color is a sign of a greater systemic issue with how males of color are treated in our communities. Nonetheless, the hiring of male teachers of color are not enough for students. Male teachers of color need the specific tools to correct the structural issues that are plaguing our cities and hindering students' of color success (Bristol, 2015; Singh, 2017). It is certainly not enough to hire male teachers of color and assign them disciplinary roles or have them perceived as disciplinarians (Bristol & Mentor, 2018). Male educators of color need to be placed in positions of leadership, roles of power, and influence, so our students of color can develop the confidence and self-efficacy to truly succeed in the American society.

In the United States, students of color represent nearly 52% of all public schools student enrollment, and by 2029, it is predicted that students of color would increase to 56% of all public school students (National Center for Educational Statistics [NCES], 2020). Nonetheless, less than 20% of all public school teachers employed in the United States are teachers of color (NCES, 2015). There are many reasons why there are so few teachers of color that are serving our students in public schools. Prior to COVID-19 and up to this day, many high-poverty, urban community schools have less than desirable outcomes that entice teachers to stay working in these circumstances. These organizational conditions are what make teachers of color to leave the profession (Ingersoll & May, 2011). In fact, teachers of color leave the profession at a higher

turnover than their White counterparts (Achinstein et al., 2010). Torres et al. (2004) found the lack of cultural and social support groups, increased standards and competency testing, financial considerations, the attraction of other careers, and high attrition rates among teachers of color are the reasons for lack of teacher of color workforce.

The COVID-19 pandemic that rapidly circulated around the world in early 2020 has had a devastating effect on school children all throughout our nation, particularly students of color living in underserved communities. The inequalities that COVID-19 created for families of students of color, such as families who waited weeks if not months for their school district to provide them with a digital device to participate in remote instruction, were exacerbated because of this pandemic. Coupled the pandemic with the continuous media displays of protest and riots for racial justice following the death of George Floyd in Minneapolis, Minnesota, many students of color are currently encountering trauma and yearning for social and emotional support from their teachers. The critical social and emotional issues and trauma that many students of color are encountering, can be ameliorated and better understood by a teacher of color (Dilworth & Coleman, 2014). Due to the massive budget shortfalls that are anticipated as a result of COVID-19, we are on the verge of massive teacher layoffs in the United States. Unfortunately, the layoffs this pandemic is churning disproportionately mostly affect teachers of color (Will, 2020). The erosion of teachers of color for many students of color living in underserved communities would most likely create a teaching force that is mostly White.

In an effort to counter the racial and cultural disparity between educators and students, studies indicate that the hiring of teachers of color should take place at an

increasing rate (Carver-Thomas, 2018; Darling-Hammond & Berry, 1999; Partee, 2014). Research has shown that when there is a mismatch between student-teacher, this increases students' propensity to be suspended, and these effects are strongest among male and nonwhite students (Holt & Gershenson, 2015). According to Carver-Thomas's (2018) Learning Policy Institute report, teachers of color boost the academic performance of students of color in reading and math scores. Teachers of color can improve their graduation rates and increase students of colors' aspirations to attend college.

Students of all races express positive perceptions of their teachers of color, which includes feeling academically challenged and cared for. In schools that are hard to staff, teachers of color are social resources for students, and teachers who are diverse may alleviate feelings of seclusion, frustration, and tiredness that can be responsible to teachers of color leaving the profession when they feel isolated (Achinstein et al., 2010).

Unfortunately, some school districts fail to diversify their teaching force, which may have an impact on promoting culturally responsive teaching (Gay, 2002). Teachers of color may be best adapted to teaching students of color because of their insights into students' cultural experiences, which can lead to building cultural connections from students' home lives to the classroom (Villegas & Lucas, 2004). Students of color see themselves as potential future teachers when they have positive interactions with teachers of color (Goings & Bianco, 2016). It is a pressing need to hire more teachers of colors in the United States and develop a teaching force that reflects its growing diversity (Darling-Hammond, 1997).

Sadly, in 2011, a report estimated that over 40% of public schools in the United States did not employ a single teacher of color (Bireda & Chait, 2011). There can be a



multitude of reasons why this is taking place. One reason in particular is racial discrimination. Racial discrimination has continuously played a role throughout America's history. Title VII of the Civil Rights Act of 1964 protected workers against discrimination based on a person's race, among other characteristics. Nonetheless, racial discrimination can be a reason for the discordant hiring disparities in some school principals' hiring decisions (D'amico et al., 2017). The lack of hiring male teachers of color in our nation's public schools represents an even alarming statistic. Unfortunately, male teachers of color are underrepresented in nearly every subject area throughout K-12 education (Vilson, 2015; Waite et al., 2018).

The current student demographics in public schools in United States are different today than they were one hundred years ago. Therefore, we must increase our teaching diversity and understand that teachers and school leaders of color will play a significant role in establishing equity in our education system (U.S. Department of Education, 2016). Throughout the United States, teachers of color are underrepresented, and around 20% of the teachers enrolled in public schools are teachers of color (NCES, 2018). Within some schools, teachers of color operate in hostile school climates where their colleagues possess colorblindness towards them, and racial microaggressions are developed into macro and microforms of racism (Kohli, 2018).

Cities and states are finally realizing there is an underrepresentation of teachers of color in the classroom, specifically male teachers of color. In an effort to diversify their district's teaching force, many states, cities, and school districts throughout the United States are either creating or hiring programs to recruit, support, develop and retain teachers of color who are devoted to educating a diverse student population, while

promoting each other's professional and leadership development, and empowering the communities they represent. This study will examine experiences of early-career male teachers of color who are enrolled in a program that retains, supports, and develops teachers of color in underserved communities. The study discovers how these programs retain, support, and develop early-career teachers of color and how these male teachers of color perceive their impact of participating in the program. The results of this study will guide and assist school leaders, hiring managers, and policymakers across the nation to decide if investing in similar programs within their district is an advantageous investment to increase the number of male teachers of color in their school districts.

### **Purpose of the Study**

This research study's purpose is threefold. The first purpose of this qualitative case study is to explore the experiences and perceptions of male teachers of color who, in their early years as a teacher, are enrolled in a program that retains, supports and develops teachers of color working in underserved communities. Second, this study will also explore and identify the elements that early-career male teachers of color deem to be the most effective in staying in education as a result of participating in their teacher of color program. Lastly, this study will identify and describe the support the teacher of color program provides to foster male teachers of color's sense of belonging in their education profession.

### **Statement of the Problem**

Hiring teachers of color can influence the lives of millions of students, including increasing student achievement (Dee, 2004), improving students' educational outcomes (Clewell, Puma & McKay, 2001), and improve the social-emotional experiences of

students (Gay, 2000). Nonetheless, there is an underrepresentation of teachers of color in America's public schools (Ahmad & Boser, 2014), and hiring male teachers of color is a tremendous challenge for school districts (Simon et al., 2015). Students of color in K-12 schools have increased levels of academic achievement when teachers that have a similar racial, cultural and/or linguistic background teach them (Villegas & Davis, 2008).

To diversify teaching forces, many school districts across the United States developed programs or seek from outside nonprofits that support teacher candidates of color by funding comprehensive teacher preparation support programs that offer ongoing mentorship and other professional training. The programs under study for this research are ones that provide support to teachers of color, develop their pedagogy and knowledge in the field, and are committed to a goal of higher retention. Although there are numerous programs that fulfill this description, not all programs are built the same. Some provide mentorship that candidates find useful, while other programs provide service to its members that they may find to be unfitting to their needs. This study looks to gather rich qualitative data from the candidates' involvement in different national programs to support teachers of color, identify the salient elements that influence whether or not early-career male teachers of color stay in education, and lastly to discover the support male teachers of color receive to promote a sense of belonging in their profession.

The mission and goal of these programs should align to retaining, supporting, and developing teachers of color to advance their professional responsibilities in K-12 school districts within the United States. There is no question that the underrepresentation of male teachers of color is a social injustice matter towards our children, school community, and society as a whole. Conducting a qualitative case study will provide a

better understanding of how male teachers of color from different national programs perceive the impact from their programs, and how members of the programs contribute to these teachers' sense of belonging as members of the education profession. Semi-structured interviews and content analysis will be utilized to capture extensive data to answer the research questions.

### **Theoretical Framework**

The theoretical framework for this study interweaves three theories, which include Critical Race Theory (CRT) in Education (Kohli & Solórzano, 2012; Ladson-Billings & Tate, 1995), Maslow's hierarchy of needs (Maslow, 1954), and the Need to Belong Theory (Baumeister & Leary, 1995). While reviewing the literature, it became evident that in order to implement CRT in education (Kohli & Solórzano, 2012; Ladson-Billings & Tate, 1995), it was obvious to include Maslow's (1954) hierarchy of needs theory, and Baumeister and Leary's (1995) Need to Belong Theory. These three theoretical frameworks will provide the researcher with the lens needed for the study on the experiences of male teachers of color throughout urban school districts in the United States, who are enrolled in a program to retain, support, and develop teachers of color, during their early years as educators serving students of color in underserved communities.

#### **Critical Race Theory**

CRT is a concept derived from legal scholars, such as Derrick Bell (1980) and Alan Freeman (1978). Following a response to criticism of critical legal studies, CRT was formed as a theoretical lens that centralize on how the law perpetuates societal inequities, and how race and racism are left out of conversations on how the law operates

(Huber et al., 2006). This study implements a CRT framework to underscore the conspicuous role race and racism plays in the American education school system. It is a lens that has been incorporated into educational research to identify the effects of racial inferiority towards people of color (Huber et al., 2006). CRT provides a lens to understanding the true nature of racism (Crenshaw et al., 1995).

CRT was created during the setbacks of the Civil Rights eras in the 1970s and 1980s. Critical race theorists wanted to move beyond blacks' reliance on the law as their only way towards pursuing civil rights for people of color but instead to embrace "storytelling" as a new form of protest (Jones, 2002). By applying storytelling and counter-storytelling, one's own experiences can be shared that would not be captured in any other form. From a historical stance, storytelling has been akin to medicine to helping heal the damaged wounds of pain and agony generated by racial oppression (Ladson-Billings, 1998). At the center of CRT, race is analyzed and it reveals how racism continues to negatively impact the lives of marginalized groups in the United States.

Four tenets are recognized within the CRT framework. First, CRT acknowledges that racism is widespread, daily experiences of people of color. It is a social construct of the American society that is permanent (Delgado, 2001). The idea is that racism is normal and part of the everyday American societal experience. By utilizing a colorblind approach to race, it seeks to deny the experiential effects of racism people of color's experience while ignoring discrimination (McDowell & Jeris, 2004).

Second, CRT acknowledges, listens, and values the counter-story that people of color share. Counter-stories allow the researcher and participants to study and identify a reality that goes against what might be thought-out as the norm or common (Ladson-

Billings, 1998). People of color experience lives differently from Whites, and these experiences are valued. Through the use of storytelling, it provides the necessary context for feeling, interpreting, and understanding. Much of the scholarship of CRT focuses on the role of “voice” in bringing added power to the legal discourse of racial justice (Ladson-Billings, 1998). This voice is unique because it brings the knowledge that people of color endure through personal experience. The experiential knowledge that people of color encounter is a guide to understand race and racism (Matias & Liou, 2015). The stories people of color share underscore a reality that is often counter in stories narrated by Whites.

Third, CRT scholars agree that racism requires radical change, and the liberal legal practices do not support such a change. Instead, they uphold an arduous labored process of using the courts to gain rights for people of color (Ladson-Billings, 1998). Central to a liberal racial ideology of equality and equal opportunity, CRT disputes the existence of objectivity, neutrality colorblindness, and meritocracy, for this ideology considers racism as random, isolated incidents perpetrated by bad actors that require a case-by-case approach rather than a holistic historical based system, which causes a continuity of a racial hierarchy (Parsons et al., 2011).

The final tenet of CRT is known as racism as ordinary. Through this tenet, CRT postulate that racism would always be permanent throughout all areas of the American society (Tate IV, 1997). This pervasiveness of racism endures despite the fact that educational leaders may have to devote their efforts towards their own racist assumptions and beliefs, and engage in diversity workshops (Evans, 2007), participate in relationships

with people of color, or make academic and social gains with their students of color (Capper, 2015).

While reviewing the literature, it became apparent that implementing a CRT in Education framework was most appropriate and suitable as the overarching theoretical framework for this study. Scholars in education have embraced CRT in Education to explore the nature of the impact race and racism have throughout education (Ladson-Billings & Tate 1995; Solórzano, 1997). The goal of utilizing a CRT in Education framework is to excavate how race operates in society and in education, at both the structural and local, everyday levels. The educational inequities that exist in the United States today are oblivious and are from an expected result of a society that is racialized in which conversations on race and racism are silenced (Kozol, 1991).

The present study uses CRT in Education as a framework that would reconceptualize racism educators of color personalize and as a phenomenon directly associated on an individual basis and through institutionalized racism (Huber et al., 2006). In addition, it applies this framework to help examine how racial inequality, particularly in K-12 schools, continue to plague schools towards male teachers of color and students of color. Moreover, this study will examine and place race at the center of research, which would allow the researcher to assess how race engages in education.

### **Maslow's Hierarchy of Needs**

Maslow's (1943) hierarchy of needs postulate a hierarchy of five needs that all humans require. Within this five-stage model, physiological needs are the essential needs such as food and water, and they remain consistent. Above those needs are safety needs, which are different for each individual, depending on their life circumstances. For some

adults, this may manifest as an economic need, such as the need to find a stable career. In the center of Maslow's hierarchy of needs is the need to belong. The level of belonging focuses on an individual's social needs. A sense of belonging can take place when a person becomes more fixated on the motive to build relationships with others (Poston, 2009). Esteem needs come next on the hierarchy pyramid, and it is focused on one's self accomplishment. Lastly, on top of the pyramid is the self-actualization need. Maslow defines this need as one's true calling in their life and can only be met when all previous requirements have been met.

### **Need to Belong Theory**

Human beings need to belong to one another. As humans, we strive to create and maintain a minimum number of lasting, positive, and essential interpersonal relationships (Baumeister & Leary, 1995). The dearth of attachment is associated with numerous ill effects on one's health, adjustment, and well-being (Baumeister & Leary, 1995). If one does not fulfill these needs, adverse effects threaten an individual such as depression when losing essential relationships, and loneliness when they lack important relationships (Leary, 1990). School teachers are no different. Teachers of color want to be treated with respect, trusted, and valued by their students, yet they also want to feel as if they are an essential aspect to their school and welcomed by their colleagues. Moreover, Baumeister and Tice (1990) posit that anxiety is considered the most harmful effect of social attachments, and this social exclusion can precipitate anxiety.

The latter two theories will provide an outline of what male teachers of color need and will provide a better understanding of how the programs can affirm belonging within



the program and the teaching profession, while CRT in Education is the overarching theory guiding this research.

### **Significance of the Study**

The growth of students of color has been rapidly increasing in the United States. The National Center for Education Statistics predicts that by 2029, 56% of all students enrolled in public elementary and secondary schools will be students of color (NCES, 2020). However, the amount of teachers of color has not grown in proportion. There are various reasons as to why teachers of color are disproportionately neglected within the nation's public schools. Research has shown there are insufficient recruitment and retention efforts within teachers education programs (Woodson & Pabon 2016), inadequate professional support and minimal amounts of mentoring for male teachers of color (Rezai-Rashti & Martino, 2010), and discrimination in hiring practices by school principals (D'amico et al., 2017).

Unfortunately, in many public schools, students of color are disconnected, disengaged, and disappointed in their outcomes. There is a belief that teachers are indifferent about their dreams and aspirations. This belief permeates throughout many public schools in America. In fact, some schools are designed to ignore students' cultural and ethnic identities and are created to cause a division between students and teachers. All too often, many teachers do not attempt to put in the time and effort towards building purposeful and authentic relationships with students (Valenzuela, 1999).

School districts and states are comprehending the value and the importance that teachers of color bring to school buildings and to the school community. Research has shown that teachers of color working in schools with an increase enrollment of students

of color from low income backgrounds, implement professional decisions that would improve the educational opportunities for students of color (Achinstein et al., 2010). In the United States, districts have already developed and allocated money towards recruitment efforts to hire and retain teachers of color while others are advancing legislation to increase teacher diversity (Insider NJ, 2021). Some of these programs provide mentorship for their new teachers, and some can create loan forgiveness programs for teachers of color to cover the cost or reimburse for their studies (Carver-Thomas, 2018). Research has shown that by increasing the number of male teachers of color, it can help mediate precarious social trends and opportunity gaps in the lives of male students of color during their school experiences (Brown, 2012; Milner et al., 2013). However, that is if male teachers of color stay in their profession. Kissel et al. (2006) discovered that among teachers of color, males were more than twice as likely as females to quit and leave the teaching profession.

There are gaps in research that demonstrate the factors that cause programs that retain, support, and develop teachers of color programs to become effective. Do they retain teachers in their profession? If so, what are the factors these teachers find useful to stay and remain in teaching because of the program? Research that is conducted on teacher of color programs that impact their decision to stay in education and feel a sense of belonging is scarce and nearly nonexistent. This study is vital to the field because it provides pertinent information to school and district leaders as well as policymakers with the information that is necessary to inform their decision to invest in similar programs to retain, support, and develop teachers of color, specifically male teachers of color. For school leaders, such as school principals, district leaders and hiring managers of schools,

this study would inform them about the importance of hiring male teachers of color and what these teachers need that will sustain and allow them to succeed successfully at their school.

### **Connection with Social Justice**

Whether it was fighting for the working conditions, farm workers encounter that Cesar Chavez fought for, highlighting the disproportionate number of people of color that have been mass incarcerated that Michelle Alexander wrote about, or literally losing your life for believing in your cause like the abolitionist John Brown did, issues that disadvantaged groups experience needs advocacy to bring awareness and is no easy feat to terminate. However, capturing awareness and bringing about change to these social justice issues is exactly what they accomplished.

The goal of this research is to bring awareness and action that eventually challenges institutional and systematic barriers in place that causes the underrepresentation of male teachers of color in education. Historically, male teachers of color have been underrepresented and underutilized in the teaching profession.

### **Research Questions**

The following questions guide this research study:

1. How do teacher of color programs retain, support and develop male teachers of color during their early years as a teacher?
2. How do male participants of a program that retains, supports and develops teachers of color perceive the impact of their participation in the program to influence whether or not they stay in the teaching profession?

3. How does a program that retains and supports teachers of color contribute to these male teachers of color sense of belonging in their teaching profession?

## **Design and Methods**

### **Research Design and Data Analysis**

This study is a qualitative, exploratory case study analysis of participants from a teacher of color program and the influences that contribute to early-career teachers reasons for staying in teaching (Yin, 2018). This study was conducted by recruiting early-career teachers, mentors, and program directors from national programs that were created either through funding by their school district or by a nonprofit. These programs' main goal were to retain, support, and develop teachers of color. All participants were interviewed using Google Meets, a video communication service developed by Google. All semi-structured interviews started in the summer of 2020 and ended at the end of the year. The qualitative data that was collected contained 15 semi-structured interviews consisting of five early-career teachers, four mentors, and six program directors, and a content analysis of the documents available on each of the six program websites and social media sites the participants were associated with.

### **Participants**

The participants for this study included 15 participants from teachers of color programs across the United States. Out of the 15, five are early-career teachers, four are mentors, and six are program directors. All participants were from large urban areas located in the Midwest and east coast of the United States and were a member of a teacher of color program that retain, support, and develop teachers of color. All early-career teachers and mentors taught at large public school districts. Some program

directors ran their program through public funds, while others were privately funded nonprofits.

### **Definition of Terms**

The following definitions are used throughout this study:

*Early-Career Teacher:* A male teacher of color with less than five years of teaching experience in an underserved community school, who is an active member in a program that retains, supports, and develops teachers of color (Murnane et al., 1991).

*Belonging:* Belonging relates to the idea that humans have an intrinsic and pervasive motivation to develop and form with other people, lasting, positive, and meaningful interpersonal relationships (Baumeister & Leary, 1995).

*Teachers of Color Program:* A formal program that was established by a state, city, school district, or nonprofit with the goal of retaining, supporting, and developing teachers of color who are devoted to educating a diverse student population. Additionally, their goals are to promote each other's professional and leadership developments, and to empower the communities they represent.

*Teachers of Color Program Mentor:* An experienced educator who provides emotional, academic, and mentoring support to early-career male teachers of color in a teacher of color program. In this study, mentor and coach are used interchangeably (Podsen & Denmark, 2000).

*Teachers of Color Program Director:* An educator who facilitates and participates in hosting and creating events that serve its members, such as creating professional developments, networking opportunities and conferences.

*Teachers of Color:* K-12 teachers who are nonwhite, such as Latino, Black, Asian, Native American, or multiracial (Carver-Thomas, 2018).

*Underserved Community School:* A community school that lacks the financial resources and essentials for supporting its community (Lashway, 2003).

## CHAPTER 2

### Introduction

Chapter I provided the reader with an overview of the study that introduced the problem and defined the purpose of the research study. The chapter introduced the three theoretical frameworks that are guiding this study, identified the significance of the study, outlined its connection with social justice, introduced the three research questions, and introduced the design and methods that were applied. The first purpose of this qualitative study is to explore the experiences and perceptions of male teachers of color who, in their early years as teachers, are enrolled in a program that retains, supports, and develops teachers of color working in underserved communities. Second, this study will also explore and identify the impact that early-career male teachers of color deem to be the most effective in staying in the teaching profession as a result of participating in this program to support teachers of color. Lastly, this study will identify the support that the teachers of color program provides to foster male teachers of color sense of belonging in their education profession.

The review of related research starts with an expanded description of CRT in Education, including the five tenets that make up the theory, Maslow's hierarchy of needs theory and Baumeister and Leary's Need to Belong Theory. Taken together, these are the three theoretical framework that were adopted for this study. Next, a summary of the recent literature highlighting different areas relevant to this study is discussed. The findings from the literature are organized into five themes: 1) challenges in underserved community schools; 2) students of color being pushed out/dropped out; 3) the experiences of male teachers of color; 4) the importance of teachers of color in the

classroom; and 5) measures school leaders can apply to support teachers in their profession. Chapter 2 will conclude with a paragraph discussing the gaps in the existing literature, and how this study will contribute to the current literature on programs for retaining, supporting, and developing male teachers of color.

## **Theoretical Framework**

### **Critical Race Theory in Education**

CRT is a framework that was developed following the civil rights era in the 1960's among legal scholars such as Kimberle Crenshaw, Richard Delgado, and Derrick Bell. The purpose of CRT was to highlight race, racism, and its connection with other types of oppression (Kohli & Solórzano, 2012). This study applies a CRT in Education framework (Kohli & Solórzano, 2012; Ladson-Billings & Tate, 1995), to examine how male teachers of color navigate their career in teaching.

In the past decade, the scope of CRT has expanded to include a body of research specific to education. This research study adopts Kohli and Solórzano (2012) five tenets to guide CRT research that critical race scholars in education share as a consensus. The first tenet is the Centrality of Race and Racism. All CRT research with a focus on education must place the concept of race and racism in the middle, including forms of subordination like gender, citizenship, and class. Racism is a permanent fixture of America's way of life (Bell, 1992). Even though race and racism are placed in the center, it is also analyzed through an intersectional approach using other identities such as class discrimination and sexuality (Crenshaw, 1989, 1993).

Next, the authors introduced Challenging the Dominant Perspective. Inherent in this principle is that CRT research challenges the dominant ideology and places the



marginalized perspective in the center. CRT in Education challenges the ideological claim ingrained and embedded in institutions that educational systems are objective, race-neutral, equal opportunity, meritocratic, and color-blind (Solorzano & Yosso, 2001). Critical race scholars contend that the dominant groups are insidious in their approach and instead seek power, self-interest, and privilege to move ahead in U.S. society (Calmore, 1992). In this study, we attempt to demonstrate how the dominant perspective of male teachers of color is challenged.

The third tenet relates to advocacy and a Commitment to Social Justice. The belief here is that a social justice lens drives all CRT in Education research. For real social justice, researchers must commit to the understanding that racism is socially constructed and expanded (Khalifa et al., 2013). Furthermore, socially constructed ideas about reality, such as theories relating to race and culture that benefit Whites, are excluded in teaching practices and curricula.

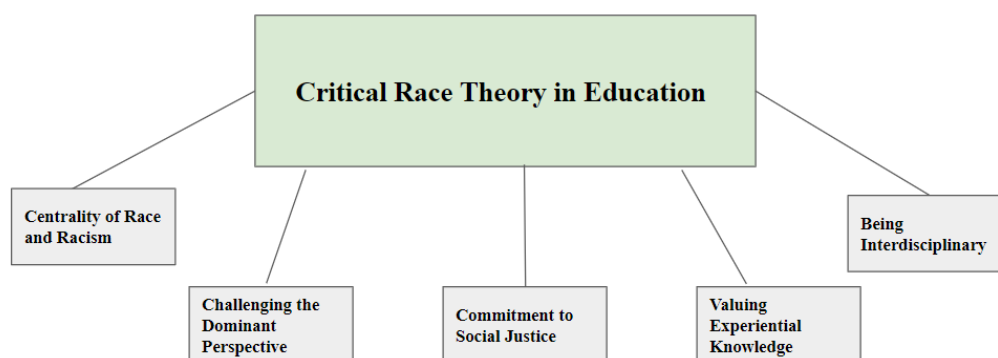
Fourthly, CRT values the oral traditions of people of color around the world by Valuing Experiential Knowledge. To comprehend social inequality, CRT in Education scholars center the particular narratives of students and teachers of color. People of color share their experiential knowledge relating to how racism is prevalent throughout our society, ultimately upholding their voice when trying to understand social inequality. People of color have a unique perspective on race and race relations because of their personal experiences. People of color can speak with experiential knowledge about how our society is built on racism (Delgado, 1990). Through a counter-storytelling approach, the voice of marginalized people is highlighted. Counter-storytelling involves people of color sharing their experiences. The knowledge that materializes underscores and disrupts

dominant narratives that focus on race, racism, and racial progress in schools and society (Solórzano & Yosso, 2001). Storytelling is sometimes applied to analyze the false narratives often shared in mainstream culture about race that negatively affects people of color (Delgado, 1995).

The fifth and last tenet that guides CRT scholars is the idea of Being Interdisciplinary. The notion here is that the world is multi-dimensional and has a multiple perspective approach (Solórzano & Delgado Bernal, 2001). CRT in Education focuses on various forms of disciplines, including political science, philosophy, law, anthropology, sociology, history, and economics, to analyze the intricacies of race relations and spur change (McDowell & Jeris, 2004). Through a CRT in education approach, I seek to challenge systemically biased historicism by analyzing race and racism in education by centering them between a historical and contemporary context (Delgado, 1984, 1992; Garcia, 1995).

### Figure 1

#### *Critical Race Theory in Education*



The current study builds on the literature by highlighting the inequalities teachers encounter in elementary and secondary public schools and the importance of hiring male teachers of color. This study centers the voices of early-career male teachers of color to

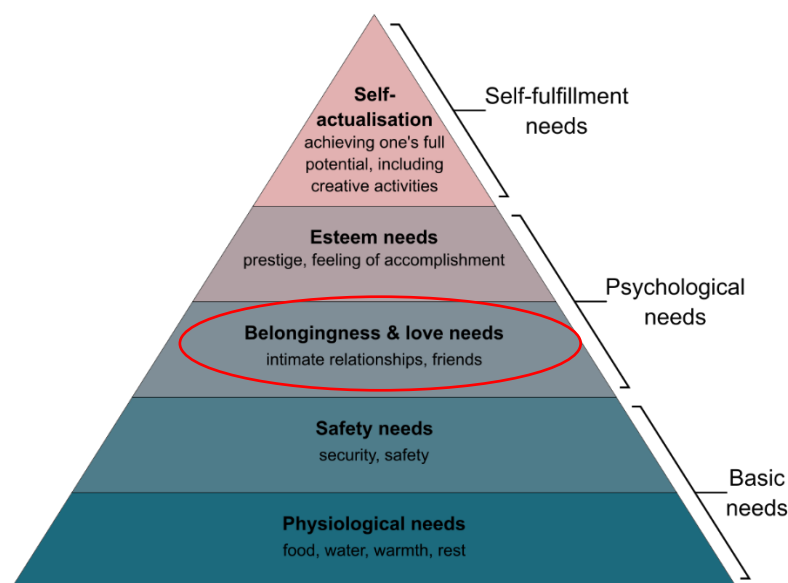
discover what they found valuable through a program that seeks to retain, support, and develop teachers of color. Furthermore, this study highlights the voices of the mentors and program directors of different teachers of color programs to comprehend the magnitude and type of support they provided their teachers to develop and retain them in their teaching profession.

### **Maslow's Hierarchy of Needs**

Maslow's (1954) hierarchy of needs is an appropriate theory for understanding the needs male teachers of color desire in their profession. According to Maslow, he identified a five-stage hierarchy model of needs all human beings need: physiological, safety, belongingness, esteem, and self-actualization. In order for a person to feel whole and content in life, all five needs must be satisfied. To achieve a higher level need, Maslow advised that one must ensure that the basic needs are met. The focus of this study is on the center need of belongingness and love needs.

### **Figure 2**

*Maslow's Hierarchy of Needs*



Teachers of color need a sense of connection, more importantly, a sense of belonging in their profession. The need of love and belonging has an effect on a person's character, as it is the driver of motivation (Parkay et al., 2014). Many male early-career teachers of color are entering school buildings where their status of being the only male teachers of color also bears a unique experience that may not be shared or welcomed by all teachers. Yet, among staff, a sense of belonging takes place when they begin to share experiences (McElroy, 2013).

On factors relating to retention, Maslow's hierarchy of needs is essential because when a person reaches a fulfillment level, the profession meets the person's needs (Larkin, 2015). Associating Maslow's (1954) hierarchy of needs to the needs early-career male teachers of color would need is significant to understand the events male teachers of color experience.

### **Need to Belong Theory**

As humans, we enjoy interactions with other human beings. Interactions that are stable, safe, and frequent are the ones we enjoy the most. Humans' actions are mostly fulfilled in the service of belongingness (Baumeister & Leary, 1995). The Need to Belong Theory is a relevant theoretical framework to apply for the research to understand how male teachers of color find their sense of belonging in their teaching profession. Moreover, sharing a common interest, interacting positively with others, and working collaboratively are the three areas early-career male teachers of color would need to set the foundation of their profession.

Professional safe spaces must endure in workplace settings for the psychological well-being of employees. Research shows that high-quality relationships are positively

associated with psychological safety, which subsequently is related to higher levels of learning behaviors (Carmeli et al., 2009). For male teachers of color who leave the profession in higher numbers than White teachers, establishing a safe space to share their ideas and concerns may be vital in keeping teachers of color in their profession. Furthermore, this safe space is established when male teachers of color can share stories and experiences with others that make themselves vulnerable without the possibility of consequences or repercussions.

As humans, we appreciate experiences that have a positive effect when dealing with other people. Nonetheless, for male teachers of color, positive constructive relationships with various school members are not always inevitable. Racial and gender microaggressions can contribute to such hostile and uncomfortable feelings as they occur day-to-day in overt and covert ways (Bryan & Browder, 2013). As a consequence, male teachers of color may not feel the need to belong in their profession. Male teachers of color want to cultivate positive interactions that ultimately establish enduring relationships.

As humans, we are bound to social attachments. Whether we are extroverted or introverted, we seek opportunities to engage in conversations with other people. Teaching can be a highly stressful job, especially if you are working in an underserved community school that lacks leadership support, or the necessary resources that can successfully impact your instruction. Teachers are at high risk of work related stress compared to other workers (Johnson et al., 2005).

When people have more negative relationships with their peers, it is possible they can experience negative emotions and moods that can lead to social distancing from

coworkers (Aquino & Lamertz, 2004; Venkataramani & Dalal, 2007). Being accepted in the workplace creates opportunities for positive relationships to be created and nurtured. For male teachers of color who are aware of their identity and voice that they bring to the classroom, it must be valued and respected by their peers in their program to create accepting spaces.

These three frameworks, CRT in Education, Maslow's hierarchy of needs, and the Need to Belong Theory, serve as the theoretical groundwork for this study. Maslow's hierarchy of needs and the need to belong theory provide an outline on what male teachers of color need. Moreover, these theories will provide a better understanding on how the programs can affirm belonging within the program and the teaching profession. CRT in Education framework is the overarching theory that guides this study.

## **Review of Related Literature**

### **Challenges in Underserved Community Schools**

In the United States, students of color represent nearly 52% of all public school student enrollment, and by 2029, it is predicted students of color will increase to 56% in all elementary and secondary public schools (NCES, 2020). Nonetheless, less than 20% of all public school teachers employed in the United States are teachers of color (NCES, 2015). Over 80% of students of color are enrolled in public schools throughout major cities in the United States like New York, Los Angeles, and Chicago (Chambers, 2012). Schools that serve a large population of students of color have fewer teachers and counselors, larger class sizes, less advanced classes, fewer extracurricular activities, materials, books, resources and computers, libraries, and special services (Darling-Hammond, 2004).

Studies have revealed what happens to students' livelihood from curriculum track placement in U.S. schools. Being placed in a higher track compared to lower tracks provides opportunities for greater academic achievement (Lucas & Gamoran, 2002; Oakes et al., 1992). However, the relationships and perceptions that school staff members direct at their students ultimately have an effect on their outcome. For instance, Black children may not be given the opportunity to attend advanced classes because their teachers and administrators may identify them as inferior to their White peers (Ogbu, 1994). Black students are not alone in this discrimination. Research has shown that Latino and Black students enrolled in urban schools experience discrimination by their teachers on stereotypical beliefs, teacher bias, and harassment, while Asian students experience a tense school culture because of their peers (Rosenbloom & Way, 2004).

The schooling experience for many Latino and Black students in the United States is vastly different from White-middle class students' schooling experience. Students of color mostly attend urban public schools in America that are underfunded, housed in outdated buildings, and mostly employed by less qualified teachers than students in middle-class neighborhoods (Jacob, 2007; Yonezawa et al., 2011). Schools are a microcosm of the society. For students of color, their school experiences may well be the preface they will encounter as they navigate discriminatory practices as well as race and class-based inequalities (Fine et al., 2004). When it comes to funding public schools in America, the inequalities between wealthy school districts, where majority are filled with White student population, and schools in underserved communities that mostly serve students of color are appalling. According to Darling-Hammond (2007), the wealthiest

U.S. public schools spend 10 times more than schools in underserved communities at a minimum, which can range from over \$30,000 per pupil to only \$3,000.

Money certainly cannot solve the entire problems underserved communities encounter, yet this will never be confirmed if public schools are not funded equally. There have been countless efforts to remediate failures encountered by these low-performing schools. Berman et al. (1999) discovered that in low-performing schools, the districts and educators blame students, their families, or within the school. Never once did these educators examine the instructional practices taking place in their school. Each year, school districts spend millions of dollars reforming schools, purchasing curricula, technology, and other resources educators would need to improve student outcomes. However, it seems educational transformation never materialize, mainly because many educators are reluctant to accept and face the facts of their students' academic failures and underachievement (Berman & Chambliss, 2000).

Many teachers project deficit views onto their students of color. Consequently, when low-performing schools are seeking to reform, educators bring their deficit views and beliefs about their students (Valencia et al., 2001). García and Guerra (2004) introduced a conceptual framework for deconstructing deficit thinking through staff development. Moreover, García and Guerra shared six themes educators believe about students of color that have been materialized during their staff-development at multiple low-performing schools. The first theme García and Guerra discovered was that teachers and administrators made overgeneralizations about students' family backgrounds. There was this mindset that these students enrolled in school ill-prepared and were not ready to learn. The second assumption educators held was they wrote students off before they had



come to school. The notion was that these students needed to be saved and needed some stability in their lives. This “hero” turns out to be their teacher. However, for some instances, an over caring and compassion relationship between student and teacher was used as a veil to shield teachers’ lower expectations for students. Warren (2018) warns how there is a hidden legacy of racism in schooling, and teachers caring and compassionate attitude towards students can easily translate into false empathy.

The third theme relates to the idea that caring and compassion came at the expense of academics. García and Guerra (2004) shared how the amount of time spent on providing nurturing, loving and supporting environments for students came at the expense of their academic instruction, and as a result created gaps in the students’ learning. The fourth theme was an absence of a culture lens. There was no cultural framework used when analyzing student data, parental support, or the teachers own pedagogy. Consequently, García and Guerra discovered that lack of a cultural framework influenced the educators’ beliefs and assumptions about their students. Theme five was a monocultural view of child-rearing practices and success. Educators experienced difficulty adjusting their instruction to fit the needs of their students of color because of their beliefs on how students should learn. Lastly, theme six centered on how students and parents are the ones that have to change because the system is working properly. Educators were frustrated that parents did not hold the same cultural norms as the society at large. With this type of closed-off-deficit-thinking mindset that these teachers harbor and project towards students of color, the constant academic deficit narratives towards students of color are ubiquitously scripted and repeated throughout the research and broadcast on mainstream media.

Deficit thinking is a mindset that many U.S. educators project onto students of color. Educators who are teaching students throughout the U.S. are predominately White middle class women who are mono-lingual in English (Porfilio & Malott, 2011). White teachers currently make up nearly 82% of K-12 teachers in America (Ingersoll & May, 2011). The deficit approach educators bring towards students of color would often place them into lower-level classes, referred into special education, placed and continue to stay in ESL classrooms because of their home languages, and receive unjust disciplinary suspensions and expulsions from school (Oakes et al., 1992; Valdés, 1998). Furthermore, students of color are underrepresented in gifted and talented programs due to the lack of teacher nomination (Ford, 1998), and they are labeled as dropouts when in fact they were pushed out of the system (Luna & Revilla, 2013). Teachers are not the only educators that carry these beliefs. In fact, school superintendents who are leaders in many districts representing majority students of color also carry with them a deficit thinking paradigm (Skrla & Scheurich, 2009). If school leaders and teachers carry this frame of mind, what are the academic consequence for students of color? Better yet, what are the consequences for the society as a whole if the needs of the students of color are not met?

### **Students of Color Being Pushed Out/Dropped Out**

Many students of color have dreams and aspirations following their K-12 experience. However, due to lack of role models, low teacher expectations, and the absence of caring and qualifying teachers (Valenzuela, 1999), many of these students' goals would never bloom into fruition. Rumberger and Rodrigues (2002) identify "risk factors" used to explain which students are most likely to drop out from school and why. These factors include cultural, low-income and single mother households, enrolled in

urban schools that are predominately students of color, from a high-poverty neighborhood, and an indifference attitude towards school (Rumberger & Rodrigues, 2002).

Huber et al. (2006) examine how factors can contribute to internalized racism for students of color. Huber et al. discovered that high school students shared with their teachers and administrators of being successful college students or professionals when leaving school, yet their educators expressed few academic expectations. Consistently, students of color are either explicitly or subliminally being told that they do not belong in schools. As a result, about half of all students of color that are low-income graduate from high school (Balfanz & Legters, 2004). These numbers are alarming and disturbing. What would have been the results and trajectory of these students of color's lives if they experienced teachers who carried high expectations not only through their words, but also through their actions?

A study conducted by Johnston-Goodstar and VeLure Roholt (2017) that explored the experiences of Native American youths in school, revealed teacher ignorance towards Native Americans historical experiences and the impact of their history towards present-day Native Americans. Moreover, teachers and administrators would often ignore the historical trauma the Native American students and their families encountered because they considered it part of the past. This same study also discovered that the schools Native Americans are enrolled in have also been historically known where Native American students do not have a voice and are not included in the school community. If these students' histories are not being taught and valued by their schools and they are being ignored, what subtle and blunt messages are these schools sending these children?

More importantly, what message are they sending to the school community and society as a whole? Often, students that dissent the school narrative, such as students who do not remain silent and instead critique and question their school experience, are pushed out of school by disciplinary action (Fine, 1991). In fact, these students are often labeled as trouble-makers, and difficult to manage because these students' assertions goes against the teachers and school's beliefs, and they are punished for their actions (Akom, 2001).

Every morning, students of color throughout this country enter their school buildings and encounter metal detectors and an intimidating standing army of school security forces or school police officers eager to have students empty their pockets and follow their commands. As a result, many students of color are given the message that they are criminals and they are the problem to society's issues. Equate that experience with lack of resources, outdated buildings, and teaching and learning that does not reflect the views and values of these students, many would not necessarily feel a sense of purpose in their school buildings.

For many urban schools, their school focuses on standardized test prep to prepare students for their state's standardized exam months ahead, which can cause student disengagement particularly among students with disabilities. Dropping out of school is an escalating problem in this country, especially for Latino males (Fry, 2003). Brown and Rodriguez (2009), conducted an empirical research study that examined the schooling experience of two low-income Puerto Rican Latino male students. Brown and Rodriguez discovered factors that caused these students to drop out. The school context played a role in the students' disengagement, which consisted of low academic expectations, menial curriculum, lack of empathy towards the students, overworked teachers, and

racialized microaggressions. It created a school culture of disengagement that has an effect on how these Latino students perceive schools. These dropout factors that these two Latino students experience is not limited to only them, but it is also shared by millions of other students of color in this country. Bowditch (1993) describes student dropouts as student “pushouts”. These students are undoubtedly pushed out when school faculty are identifying students as troublemakers, and school policies support disciplinarians to suspend or expel students.

The current U.S. school systems in the early 21<sup>st</sup> century is created to test or assess students on what they know. Instead, schools are not providing them with a curriculum that is suitable to their needs, culture, and experiences. Students become more engaged and empowered when what they learn in the classroom is relevant and connects to the students’ culture (Ladson-Billings, 1994). Creating a culturally relevant curriculum and providing students of color with a culturally relevant teacher has major implications to their schooling experience. Research has shown that culturally relevant teaching has improved the school experiences for Latino (Rodríguez, 2009), Black (Sampson & Garrison-Wade, 2011), and Native American students (Pewewardy & Fitzpatrick, 2009).

Ogbu (1987) introduces the idea that students of color most likely display an oppositional culture in school mainly because of their perception and rejection from the mainstream society. Involuntary minorities is the term the authors use to describe groups of people whose initial incorporation into the U.S. took place through a military conquest (e.g., the colonization of Puerto Rico), slavery (e.g., the enslavement and transport of Africans), or other aggressive means (e.g., the war in Afghanistan). Conversely, groups of people that first came to this country on their own discretion express a more

welcoming relationship with mainstream society. As a result, these people embrace the cultural values because they do not necessarily feel that same detachment from mainstream media.

For many students of color, feelings of discontent that the mainstream media and society projects onto them in addition to the indifference many of these students encounter from staff members at their school, it is not surprising why students of color dropout of school in disproportionate numbers, specifically Latino and Blacks. Although the overall dropout rate declined from 9.7 percent in 2006 to 5.3 percent in 2018, Latinos were higher than that with most racial/ethnic groups (NCES, 2018). Although these statistics may seem encouraging, one has to ask themselves whether these students of color who are graduating are truly receiving education that is preparing them for the 21<sup>st</sup> century workforce? At a time when people of color disproportionately fill prisons in this country and low-paid services jobs, yet the majority of police forces throughout this country, even in urban areas, and the major white-collar corporation careers are overwhelming employed by Whites, what type of workforce are public schools preparing students of color for?

### **Experiences of Teachers of Color**

For many teachers of color, their experience in school buildings can be summarized by feelings of alone and isolation (Bristol & Goings 2019; Mabokela & Madsen, 2007). These feelings of marginalization can have an impact and cause negative consequences. Unfortunately, the idea of feeling alone and isolated can have a negative effect towards one's cognitive ability, cause negative thoughts, cause depression, and lower social interactions with other people (Cacioppo & Hawkey, 2009). What would be

the impact towards student learning in the classroom if teachers of color are enduring these negative effects?

Many teachers of color ascribe a specific identity based on their lived experience and epistemology that they bring into the classroom. Research has shown that beginning teachers of color experienced a lack of support negotiating sociocultural issues, with almost no regard to their racial identity (Achinstein & Aguirre, 2008). When teachers of color are able to bring their explored lived experiences and culturally relevant teaching practices to the classroom, teachers of color are able to develop their pedagogical skills and their students are able to advance their cultural knowledge, and sociopolitical awarenesses to the students in his classroom (Broughton, 2016). Broughton was able to do this with his students by bringing hip-hop, rapping, and breakdancing to his classroom.

Achinstein and Ogawa (2011) discovered that geographic upbringing, immigration status, socioeconomic status, and culture can play a role between teachers and students. Teachers of color who experienced curriculum that did not reflect their own culture or that of their students, or were aware of the inferior school conditions and resources in their school, were often able to be aware of racism and the injustice that is plaguing schools (Irizarry & Donaldson, 2012). In addition, many teachers of color are known for being racial justice advocates (Hilliard et al., 2003).

Unfortunately, for many male teachers of color, once hired, they are pressured to perform masculinity approaches to teaching (Woodson & Pabon, 2016). In other words, male teachers of color are subject to school concerns of behavior and disciplinary issues and are looked upon to resolve them through an authoritarian approach. As a result, Black

male teachers who are given this authoritarian disciplinary role for their students of color become frustrated in this role (Brockenbrough, 2015). In addition to being referred to as the disciplinarian, Black teachers lacked respect from their colleagues for their expertise as an educator (Griffin & Tackie, 2016).

Similarly, in a study that shed light on Latino teachers' issues, these teachers also felt a lacked respect from their peers as they were perceived as inferior to other teachers, and they were only beneficial for the Latino children (Griffin, 2018). The Latino teachers also exclaimed how they drew objections from school leaders and colleagues for utilizing culturally relevant materials in their teaching that the teachers felt Latino students needed to engage with.

Many teachers of color experience lack of school influence and classroom autonomy, which ultimately has them leave the profession (Ingersoll & May, 2016). Nonetheless, effective school leaders can coach, provide new teachers of color with mentorship, and create leadership opportunities for these teachers to advance in their profession. Yet sadly, teachers of color lack administrative support, and they are twice as likely to leave school or leave the teaching profession because of this lack of support from administrators (Carver-Thomas & Darling-Hammond, 2017).

### **How Race Plays Out in Schools**

Conversations on the topic of race and racism are unusual in many classrooms within the United States. As a result, this can cause an aftereffect on students of color. Inside many of these urban school classrooms, instructional teaching practices reinforce structural racism, and continue cyclical conversations about the assumed cultural deficiency of students of color (Matias & Liou, 2015; Taylor et al., 2009). In school



buildings across America, engaging in critical conversations about race within K-12 teaching is usually censored by policies and color-blind practices (Gillborn, 2006; Pollock, 2005).

Discrimination and racism operate in K-12 schools through covert and overt ways. For instance, Ladson-Billings & Tate (1995) describe the concept of curriculum as intellectual property which is used to amplify White supremacy and privilege throughout suburban schools. Curriculum generally strengthens White supremacy and displays non-Whites as inferiors. Consequently, this has profound subliminal implications towards students of color. Specifically on how these children see themselves reflective in the world, and it help shapes their identity. Therefore, it is important for schools to evaluate their curriculums and seek out content that does not maintain racism. Sadly, many school districts in the United States do not (Huber et al., 2006). The same can be said in teacher training programs throughout the United States. In fact, there has been multiple studies that exposed the design and focal point of teacher training programs that is specifically tailored for White teachers, and teachers of color are often overlooked or censored (Amos, 2010; Sheets & Chew, 2002).

There seems to be limited literature that examine racism as a factor towards the underrepresentation of teachers of colors in K-12 public schools. One research studied on a teacher preparation program, Teach for America, discovered that teachers of color experienced racial macro- and microaggressions that impacted their sense of belonging in the program (Lapayese et al., 2014). Microaggressions are quick commonplace verbal, behavioral or environmental insults, whether they are intentional or unintentional, that convey hostile, demeaning, or negative racial slender and insults towards people of color

(Sue et al., 2007). Unfortunately, microaggressions are very common in education settings. Studies highlight how microaggressions impact teachers of color negatively and create hostile workplaces (Kohli1, 2018; Pizarro & Kohli1, 2020), but also microaggressions have a negative effect on students of color (Sue et al., 2009).

Although there is racism embedded in schools, the hiring of teachers of color is not enough. All educators must model anti-racist, anti-oppressive practices for their students (Kumashiro, 2000). It is a moral obligation that all educators take the role of being culturally response for the benefit of their students. According to Villegas and Lucas (2002), culturally responsive teachers have six responsibilities: a) they are socioculturally aware, b) asserting strong views of students of different backgrounds, c) they look internally and realize that they are responsible and able to make the change they want to see and provide a more equitable learning experience for students, d) they are cognizant on how students construct knowledge and can promote this knowledge, e) they take a genuine interest in learning about their students, and f) while creating instruction, they focus on their students' strengths while looking to build and enrich their learning experience. However, culturally relevant teaching is not always welcome or appreciated in some schools. A study conducted by Wortham and Contreras (2002) focused on a New England Latina educator named Margaret. This study revealed that White staff members' personal views on culturally relevant pedagogy was not in alignment with Margaret's, and they did not appreciate her work. What Margaret saw as culturally relevant pedagogy, most of the White teachers saw it as unprofessional. Margaret's approach to education focused on building the Latino community and develop students' Latino identity. She invited Latino students to her classroom to chat, complete

their work, and to help others. Furthermore, students shared sensitive topics with Margaret, such as relationships and pregnancy, because trust was built between Margaret and her students. However, the White staff at her school felt students were visiting her room to hang around, stray off task, and not get much done. Margaret culturally relevant approaches to her students, which help build pride in these Latinos home culture, was viewed as a chaotic approach by her White teachers. An argument the teachers shared was that Margaret's approach was not the best preparation for U.S. schools because of how schools in the United States are structured with standardized curriculum and assessments. In other words, Margaret's approach to education was not lining up to the United States status quo for teaching and learning.

### **Importance of Teachers of Color in the Classroom**

Currently, there is a disparity in public schools. Within the nation, 49.5% of the student population in public schools are White, while 50.5% are students of color. Public school teachers of color are 9% Hispanic, 7% Black, 2% Asian, 1% were of two or more races, American Indian/Alaska Native, and those who were Pacific Islander each made up less than 1% of public school teachers. The totality of these statistics brings the total to nearly 20% of all public school teachers in the nation who are teachers of color. In comparison, students of color represent 50.5% of public school enrollment in the United States (NCES, 2016).

Within the nation's public schools, teachers of color are underrepresented (Ingersoll & May, 2011; Villegas et al., 2012). Nonetheless, there are numerous benefits to having a teacher of color in the classroom. Three reasons, in particular, are: 1) teachers of color serve as role models for all students; 2) the potential of teachers of color to

improve the school experiences and academic outcomes for students of color; and 3) teachers of color fulfill the roles of teachers in high-minority schools where recruitment is problematic (Villegas & Irvine, 2010).

Teachers of color carry with them invaluable traits that have an impact on students' social and academic wellbeing. The teachers of color in Kohli's (2009) study revealed that racism in schools is cyclical. Teachers in this study encountered racism when they were students, and now their students of color are experiencing it in schools today. To overcome this deplorable situation, Kohli recommends hiring more teachers of color since they obtain a unique position of understanding race and racism that White teachers may not possess. As a result, these teachers function as role models for their students. One research study that focused on race relationships between students and teachers discovered that Black students are treated less favorably and there was less teacher-student contact than White students with a White teacher (Casteel, 1998).

The importance of positive role models in one's life is invaluable. Conversely, negative role models can affect one's behavior, motivation, and especially can cause negative school experiences. Hurd et al. (2009) conducted a study on the effects of role models and their contribution to the resilience of adolescents who were in the presence and vulnerable to negative adult influences outside of their parents. Hurd et al. discovered that role models could have an impact on the resilience of African American teenagers who are exposed to negative nonparental adult behavior. Teachers of color can expose students of color towards a different life perspective. Many teachers of color have a role model effect, through which students of color can relate and identify with seeing teachers of color in qualified roles (Auerbach, 2007).

Academically, students of color have historically underperformed than their White peers in reading and mathematics achievement. According to the National Assessment of Educational Progress (NAEP), which assesses students enrolled in public and private schools throughout the nation on their reading and mathematics performance, during grades 4 and 8. White students performed at higher scores in both grades than Latinos and Black in both reading and mathematics since the test was administered back in 1992 (The Nation's Report Card, 2019).

Dee (2004) presented evidence in his study to arguably show that student achievement in both reading and mathematics had increased when students were assigned to a teacher of their race. In another study, K-3 students of color were assigned to a similar teacher of color during their first year in a Project STAR program. This program, Project STAR, originated in 1985 and it was a large randomized experiment that focused on the achievement benefits of small class sizes. Project STAR was not designed to evaluate the relationship between same-race teachers and student achievement. Nonetheless, an unintended consequence of these randomized studies discovered a teacher with the same race increased graduation rates and a higher likelihood of enrolling in college. Students in K-3 that were enrolled with a Black teacher in the first year of Project STAR decreased their chances of dropping out of high school by 15% and increased their chances of signing up for a college entrance exam by 10% (Gershenson et al., 2018). These findings do not mean that White teachers do not have a positive effect on students of color's academic achievement and their social-emotional well-being, because that is certainly not true. From my own experience, some of the teachers who have gone above and beyond to make an impact on my life through K-12 education and

college were White. Nonetheless, research shows that teachers of color can play the role of a cultural translator, or a person who shows respect for cultural differences and advocate for students of color (Warikoo, 2004).

### **Importance of Male Teachers in the Classroom**

Historically, there has been an underrepresentation of male teachers in the U.S. public schools labor force. Most of the findings on male teachers of color have focused on Black male teachers. For over 20 years, Black male teachers made up less than 2% of public school teachers (Lewis & Toldson, 2013). The position of a teacher is associated with nurturing and caregiving. Consequently, the role of a teacher, when viewed through a historical, economic, and socio-cultural lens, was and continues to be to some extent, based on the notion of a devaluation of feminized work, in relation to other masculinized professions (Bradley, 1993; Prentice & Theobald, 1991). Couple the perception that teaching is considered feminized work with earning a poor salary, many males are discouraged from becoming teachers.

Nonetheless, many school districts throughout the United States look up to Black male teachers of color as the solution to all problems Black students encounter, such as systematic racism, Whiteness in the teaching profession that go unchecked, and economic inequality (Dumas & Nelson, 2016). Researchers have also discovered that students and teachers expect Latino male teachers to be role models and father figures for Latino boys' individualized shortcoming (Singh, 2017). Singh argues that placing a Latino male teacher to correct the individualized issues as opposed to correcting the structural issues would only perpetuate a racist representation of boys of color and view Latino boys through a deficit lens. Bristol (2015) states a similar claim about policy initiatives that

focuses on recruiting Black male teachers. Bristol notes that recruitment information focuses on having Black male teachers improve the outcomes of Black boys, with no specification of providing the tools needed for Black students' success.

Hiring of male teachers of color for some schools was important to manage student behavior problems. Male teachers were valuable because they could not only manage misbehaved children, but they were also seen as role models to older students (Rury, 1989). For some male teachers of color, their role is not mainly on teaching and learning, but instead their colleagues rely on them as being the school's authoritarian disciplinarian for students of color. Brockenbrough (2015) investigates how 11 Black male teachers were arranged as disciplinary agents in an urban school district on the United States' east coast. Brockenbrough discovered that five of the 11 men were expected to be the "patriarchal authoritarianism," which led to male teachers with stress, anxiety, or frustration in their professional teaching experience. One participant of the study shared how his coach expected the message that Black male teachers needed to be strict patriarchs with their students and that he was falling short of that expectation. Incidents such as these create a climate of isolation towards teachers of color (Kohli, 2018).

### **Measures School Leaders Can Apply to Support Teachers in their Profession**

School leaders have incredible power at their disposal to support and enhance their teachers. In an instant, they can decide whether to allocate funding to support their teachers in professional development, provide them with relevant classroom resources, or provide them with additional preparation time for teachers to plan. Conversely, school leaders can also decide who to invest in, which can have a subtle descending or a

considerable impact on the teacher's professional abilities. School leaders who are proactive in supporting new teachers, and are committed to the professional growth and excellence for all their teachers, retain teachers at a higher rate than school leaders who do not (Brown & Wynn, 2009).

A school's temperament can affect all stakeholders of a school community. Pepper and Thomas (2002) discovered that when a school leader carries with them an authoritarian leadership style, this harms the school's climate, which then impacts the success and morale of students and teachers at the school. Achinstein et al. (2010) examined over 70 research articles and discovered that policy amenable school-level conditions related to financial, human, social, and cultural capital could affect the retention rate of teachers of color.

Teacher attrition is at an alarming rate in the United States. According to Goldring et al. (2014), 10 % of public school teachers left teaching in public schools involuntarily, which includes contract not renewed, laid off, and school closed or combined, during the 2012–13 school year. Research has shown that after three to five years of teaching, teachers leave their profession (Munoz & Portes, 2002). Throughout the United States, teachers leave the teaching profession for many reasons. Santoro (2018) claims that many teachers leave their profession because of demoralization. Santoro further defines demoralization as a feeling of deep uneasiness about their profession that takes place when their working conditions seem to hinder them from teaching in a way that mirrors their professional values and standards. In schools that serve students in high-poverty, high-students of color, and low social-economic status, also known as hard-to-staff schools, teacher attrition is most acute (Cochran-Smith, 2006).



Hard-to-staff schools are considered underserved community schools that house high-poverty students, low test scores, inexperienced teachers who are not fully certified, and contain a high staff turnover (Lashway, 2003). Many public school teachers leave their school buildings because of these deplorable conditions (Horng, 2005). In fact, working conditions are the number one reason why teachers leave the field of education (Ouyang & Paprock, 2006). As for new teachers of color, a high percentage of them are employed in hard-to-staff schools (Murnane et al., 1991; National Collaborative on Diversity in the Teaching Force, 2004). And for many teachers of color who work in these hard-to-staff schools, it is not their small-scale salaries that cause these teachers to leave their profession. Instead, it is because of the inadequate support they receive from their school administrators, low student motivation, student misbehavior, and lack of opportunities to grow and enter into leadership positions (Ingersoll, 2001). Furthermore, within these hard-to-staff schools, teachers of color are more likely than Whites to remain and work in them (Partee, 2014).

New teachers who leave the profession after a couple of years of teaching leave because of their perception of lack of efficacy (Steffy & Wolfe, 1998). School leaders who are leading in underserved communities and are facing uphill battles on a daily basis need school reform. However, this school reform comes directly from the school principal and not through outside forces. Today's principal advocacy and organizing can lead to comprehensive and sustainable school reform (Gold et al., 2004).

In order for school leaders in underserved communities to be effective, they must be culturally responsive school leaders. Khalifa (2018) characterizes a culturally responsive school leader with four unique leadership behaviors: (a) being critically self-

reflective; (b) cultivating and sustaining culturally responsive teachers and curricula; (c) promote inclusiveness and anti-oppressive school contexts; and (d) engage students in local neighborhood community contexts.

### **Mentorship to Support Teachers**

Throughout the profession, the role of the mentor provides educators with trusted advice and knowledge that can benefit teachers of color. For early-career teachers, the mentoring aspect they receive impacts their professional growth (Smith & Ingersoll, 2004). Mentors share their experiences and stories that can have an impact on the mentee's teaching. The partnership between the mentor and teacher can have consequences on whether or not they decide to stay in the field or venture into a new career. A mentor can share innovative ideas which can result in creative classroom instruction for the mentee. Research has shown that the quality and magnitude of mentoring is related to teachers' decisions to stay in the teaching profession (DeAngelis et al., 2013). One research study collected surveys, interviews, and focus group data on 200 teachers, and found that most teachers benefited from having a mentor (Public Education Network, 2004). Mentors can help novice teachers acquire new skills, lessen their stress, and improve classroom instruction by modeling, and share stories and experiences within the teaching profession (Podsen & Denmark, 2000). In education, the relationship between the mentor and the novice teacher is memorable. When the mentor engages in conversation, directs, and helps the new teacher professionally and personally, this creates a special bond between the two (Gardiner et al., 2000).

Barrera et al. (2010) examined first-year teacher mentors' views relating to the quality of the teacher mentoring programs in their school districts. They discovered that

almost all mentor teachers believed a teacher mentoring program with well-defined goals was essential for retaining early-career teachers. In another research study by Odwell and Ferraro (1992), they surveyed 160 beginning year teachers that remained in teaching about their attitudes towards the mentoring service they received at the beginning of their teaching career four years prior. Ninety-six percent of the teachers were still teaching, and the results implied that teacher mentoring could reduce the early attrition of early-career teachers. Mentoring and the opportunity to receive social support are important factors for the success of new teachers of color (Lau et al., 2007).

### **Gaps in the Research**

Many school districts and cities understand the importance of hiring male teachers of color, for reasons mentioned above. Some school districts have hired outside nonprofit organizations that retain, support, and develop early-career teachers of color, while other school districts created initiatives within their district. Overall, there is limited research on the role of culture and its influence on mentoring programs and mentoring relationships in teacher leadership programs (Kochan et al., 2013; Singh, 2018). More specifically, there are few studies that interrogate the role of mentorship of in-service male teachers of color as related to retention (Davis, 2018). In addition, there are gaps in research that described the types of space these teachers are given to support them, especially relating to the professional development and mentoring conversations these teachers have that would ultimately keep them in the profession. In understanding male teachers of color's experience in teacher of color programs, school administrators, hiring directors, and policy makers can gain a better understanding on how to retain, support and develop male teachers of color. This study will add to the insufficient amount of

research that exist by exploring the experiences of early-career male teachers of color who are members of a teacher of color program.

## CHAPTER 3

### Introduction

Chapter one of this study explained the context of the study, which focused on the importance of male teachers of color, the three theoretical framework that connected to the study, the significance of the study, connection with social justice, and the research questions. Chapter two went in-depth discussing the three theoretical frameworks that are the lens for this study, in addition to the related literature relevant to this study. This chapter will explain specific methodological procedures selected and why this methodology is relevant for this particular study, including a rationale for this study. In addition, the setting, participants, and data collection procedures, trustworthiness of the design, research ethics, data analysis approach, and the role of the researcher will be discussed.

This study is a qualitative case study (Stake, 1995; Yin, 2018). The purpose is to understand how early-career male teachers of color perceive their experiences and impact of a teacher of color program that was created to retain, support, and develop teachers of color. A qualitative research study method was selected over quantitative reasons because understanding the experience of a small number of individuals and situations helped preserve the individuality of each of the study's analyses, rather than gathering data from comprehensive samples (Maxwell, 1996). Moreover, a case study design was preferred for my particular study since relevant behaviors cannot be manipulated, and the goal is to study an adaptable explanation of the recent past and the present (Yin, 2018).

Creswell and Poth (2017) define a case study as;

A qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports,) and reports a case description and cases themes (pp. 96-97).

I decided to select a case study, compared with other types of research methods, since my main research questions are "how" questions. As a result, I have no control over behavioral events, and my focus of study is a modern phenomenon – a "case" (Yin, 2018). Moreover, my exploratory case study is used to explain assumed causal links that are too complicated for surveys or experimentation (Yin, 2018). Gaining an understanding of how these programs provide a space and contribute to these teachers' sense of belonging within their teaching profession offers insights to school leaders and policymakers who are thinking of investing in similar programs. Within this chapter, the qualitative research approach is explained along with the methods and data collection procedures, coding, and analysis. My data collection and the analysis will provide the foundation for my findings that are explained in chapter five of my research study.

## **Methods and Procedures**

### **Research Questions**

The following questions guide this research study:

1. How do teacher of color programs retain, support and develop male teachers of color during their early years as teachers?

2. How do male participants of a program that retains, supports and develops teachers of color perceive the impact of their participation in the program to influence whether or not they stay in the teaching profession?
3. How does a program that supports and retains teachers of color contribute to these male teachers of color sense of belonging in their teaching profession?

### Setting

After researching six teachers of color programs that were available to teachers of color within the United States, I reached out to all programs directly through various forms of communication: email, direct messages on social media, such as Facebook, LinkedIn, and Twitter accounts, and through formal introductions from a mutual friend of a program. The programs selected for this study were located throughout the United States (see Table 1), and shared similar missions (see Table 2).

**Table 1**

#### *Description of Programs*

<b>Program Pseudonym</b>	<b>Region</b>	<b>Who they recruit</b>	<b>Year started</b>	<b>Public or Nonprofit program</b>
Program A	New England	Men of color	2016	Public
Program B	Midwest	Latinx	2017	Nonprofit
Program C	Northeast	Men of color	2015	Public
Program D	South	Black men	2009	Nonprofit
Program E	Nationally	Men of color	2004	Nonprofit
Program F	Nationally	Black men	2000	Nonprofit

**Table 2***Programs' Mission*

<b>Program</b>	<b>Mission</b>
Program A	Increase engagement, retention and leadership rates for the male staff of color
Program B	Increase and retain the number of quality Latinx education professionals in K-12.
Program C	Dedicated to uniting men of color committed to educating today's diverse student population, engaging in each other's professional and leadership development, and empowering the communities they serve.
Program D	Significantly increase the number of Black educators.
Program E	Build a community of male educators of color who provide an additional impact on boys of color.
Program F	Increase the pool of available teachers from a broader more diverse background particularly among the state's lowest performing elementary schools.

The programs selected for this study had to meet all of the following criteria. They supported teachers of color through mentoring, professional development, and networking opportunities, and their goal was to retain these teachers. Since this study was conducted during the onset of the COVID-19 pandemic, I searched for programs that offered its members a robust virtual learning platform, such as virtual webinars. Additionally, I searched for programs that provided synchronous and asynchronous workshops utilizing video conferencing platforms to allow for networking opportunities. All the different teacher of color programs have a website with their program directors' email. Through direct email communication, all participants were contacted directly through email or a direct message on various social media sites. Subsequently, we then scheduled a one-on-one interview meeting using Google Meets. The virtual interviews were conducted at a time that the participant agreed to have them. Furthermore, the



participants were at their home in a quiet location, and I was also in a quiet location at my residence.

### **Participants**

For this study, I interviewed 15 participants, and they were sufficient enough to answer my research questions and provide my study with precisely what I was looking to uncover (Vogt et al., 2012). However, in qualitative research, my goal is not to generalize the information I collected but to explain in detail about the particular individuals who were studied (Pinnegar & Daynes, 2007).

This study resorts to two types of sampling procedures, purposive sampling, and snowball sampling. A purposive sampling is a strategic method in which the researcher selects participants with a purpose in mind, with the goal of making the sample more representative (Vogt et al., 2012). Creswell and Poth (2017) suggest that gaining qualitative research involves gaining access to sites and individuals in a way that will enable a simple collection of data.

I had originally sought to work with one program open to all teachers and recruit male teachers of color participants from this particular program. However, COVID-19 presented challenges, and as a result, the program was no longer able to offer the support they initially agreed upon. I then made a prudent decision to move this research into a different direction and realized that this research study would benefit from collecting data from multiple programs that focus on retaining, supporting, and developing teachers of color. Broadening participation in the study is especially important as very few studies review support programs for male teachers of color, despite the insistence that the programs are necessary and meaningful. With this in mind, the research study's expanded

scope incorporates multiple teachers of color programs located throughout the United States.

The original methods and procedures I planned to carry out diverted because of the COVID-19 pandemic that is sweeping across the globe during the time of this paper's writing. My research study has adapted and incorporated innovative methods to locate and interview my participants of teacher of color programs. Participants were selected through the use of social media advertising. Strategic postings were placed on my professional social media accounts, @EducatorBaez, which include Instagram and Twitter.

Next, I researched teachers of color programs throughout the United States and compiled a list of programs. Additionally, I emailed either the human relations department or the school's district equity office to 21 school districts throughout the United States, and I emailed 10 teachers' union offices that represent half of these districts to inquire if there are any teachers of color programs that retains, supports, and develops teachers of color. From the complete list of 31 school districts and union offices I contacted, most replied and either provided guidance to the correct department or introduced me to the direct contact of someone who can assist in recruitment. Out of the 31 contacts, I was able to recruit and interview six participants.

When I was having difficulty recruiting and learning more about the different programs available to teachers of color, I contacted a well-known researcher who published articles in similar topics. This researcher shared with me a list of programs, which I was able to recruit two additional participants.

From this research, I identified seven programs that retain, support, and develop teachers of color. One program was eliminated due to unresponsiveness. As a result, out of the seven programs I originally had, I narrowed the list to focus on six programs.

I then searched for program participants on LinkedIn by typing the teacher of color programs' name in the search box. Next, I contacted nearly 100 members of different programs directly by sending a direct message to their LinkedIn accounts. Also, I sent emails to participants that are affiliated with teachers of color programs by researching their contact information on their program's website. Through this procedure, I was able to recruit six additional participants for my study.

My research study also utilized a snowball sampling method to determine representatives who can provide rich data to the study. Vogt et al. (2012) define snowball sampling as the process of asking initial contacts or information for further contacts. The authors recommend utilizing a snowball sampling when the population is difficult to access, and when you need a method that is relatively simple and inexpensive to implement. For the purpose of this study, participants of teacher of color programs have a unique experience that is unparalleled to any other teacher program.

At the conclusion of every interview I had with my participants, I thanked my participants for being interviewed and followed up by asking, "Do you know any male teachers of color that are enrolled in your program or a similar program that can add value to my study?" I was able to recruit one participant using a snowball sampling method.

The participants in this study consist of early-career teachers, mentors, and program directors of teacher of color programs. Early-career teachers are considered

teachers with less than five years of full-time teaching experience who are a member of a teacher of color program. Mentors are considered experienced educators, whether currently active or retired, with over five years of teaching experience. Lastly, the program directors consist of educators who facilitate and coordinate events that teacher of color programs host for their members. In total, there were 15 participants for this study. A total of five teachers, four mentors, and six program directors. These 15 educators provided my study with a range of experiences and a diverse set of years of experiences. In addition, these 15 educators would consist of six different teacher of color programs from various geographical regions in the United States, which can make distinct qualitative data.

My study participants are focused on three geographic regions of the United States: Northeast, South, and the Midwest. Moreover, my participants represent two races, and over 85% of my participants identify as Black. All of the participants in this study come from various school locations in the United States (see Table 3). The teachers from my study teach at schools that contain ethnically, racially, and economically diverse students.

**Table 3***Description of Participants*

<b>Participant</b>	<b>Role</b>	<b>Race</b>	<b>Program</b>
Derrick	Early-Career Teacher	Afro-Latino	Program D
Kevin	Early-Career Teacher	Black	Program C
Michael	Early-Career Teacher	Black	Program F
James	Early-Career Teacher	Black	Program F
Shawn	Early-Career Teacher	Black	Program A
John	Mentor	Black	Program E
Joseph	Mentor	Latino	Program C
Kayden	Mentor	Black	Program C
Mason	Mentor	Black	Program C
Adam	Program Director	Black	Program F
Edwin	Program Director	Latino	Program B
Justin	Program Director	Black	Program E
Richard	Program Director	Black	Program F
Randy	Program Director	Black	Program A
Matthew	Program Director	Black	Program E

**Data Collection Procedures**

Data was collected from male participants who are members of a program that retains, supports, and develops teachers of color. These participants consist of early-career teachers, mentors, and program directors. This case study will explore male teachers of color's experience in these programs and how these teachers perceive the impact of the program to stay committed in the education field.

I selected teachers of color programs mainly because of its mission of retaining, supporting, and developing teachers of color from underserved community schools. These programs understand the underrepresentation of teachers of color and the factors that cause a lack of teachers of color in our nation. Moreover, I focused on male teachers of color because of its high-turnover rate (Partee, 2014).

The case study method implements a rigorous and systematic data collection and analysis process with the goal of minimizing bias and establishing trustworthiness in

findings (Stake, 1995). My in-depth data collection consisted of semi-structured interviews with male participants of teacher of color programs and content pertaining to relevant information these different programs broadcast on their website and social media sites that helped me answer my research questions. In addition, this type of research design allows me to introduce a complicated situation creatively. Yin (2018) recommends that the researcher bound a case in ways that will help determine the scope of the data collection and how one will analyze data about the phenomenon within its context. Although I am recruiting members from multiple teacher of color programs, this case study is a single case that is bounded by similar participants, male teachers of color, mentors, and program directions, and program characteristics.

### **Semi-Structured Interviews**

Early-career male teachers of color, mentors, and program directors from six teacher of color programs will be interviewed one-on-one to collect data. An interview protocol will answer the research questions, framed by the theoretical framework and informed by a review of related literature. Yin (2018) describes interviews as one of the most critical pieces of data from a case study design. An interview protocol can often be used as a guide since interviews often come off the script. By way of explanation, interviews in a case study are prone to be fluid rather than stringent (Rubin & Rubin, 2011). Semi-structured interviews allow for open, direct questions that are then used to draw out detailed stories and narratives (DiCicco-Bloom & Crabtree, 2006). Through an agreement between the participant being interviewed and myself, Google Meets was used to record all video interviews, and otter.ai, a transcription website, was used to transcribe all interviews.

As an interviewer, I have two leading roles during a case study interview. I must first follow my interview protocol script, and second, I must pose my questions in an impartial demeanor (Yin, 2018). As I conducted the last half of my interviews with my research participants, I was mindful to revise my protocol based on the ordering of my questions. There were times where I had to revise the ordering because I felt the flow of the interview helped build a stronger rapport between myself and my participants. Because of my actions, there was trust and rapport built beforehand which placed my participants who were interviewed at ease (James & Busher, 2006). There were a few occasions where participants and I were engaged in conversations prior to the interview that lasted for an extended period of time. When I ended my semi-structured interviews, I always ended by asking my participants, what else should I have asked? (Vogt et al., 2011).

Early-career male teachers enrolled in teacher of color programs, mentors, and program directions will each have their own interview protocol for three separate interview protocols (See Appendix D, E, F). A sample of the interview protocol questions for all participants are below in Table 4.

**Table 4***Sample Questions to Participants*

Early-Career Teachers	Mentors	Program Directors
Question 1		
How does your program support you as an early career teacher?	How are the teachers that come to your program, prepared to encounter racial, and social inequalities in their school buildings?	Many programs throughout the United States that retain, support, and develop teachers of color share that their goal is to enter an underserved community to disrupt systems of racial and socioeconomic inequity. What does this mean to you?
Question 2		
What are some of the ways your program promotes a sense of acceptance in school buildings? In other words, how does your program let male teachers of color know that they belong in their school settings?	Do you feel it is necessary that all male teachers of color are given different or supplementary training on the various issues they will encounter at their school? Why or why not?	How is the support they receive from your program different from the support teachers of color would receive from their school leader and school district that they work in? In other words, what makes your program from other teaching programs?

Since all interviews took place using Google Meets, interviews were recorded with the participant's consent. Recording allowed me to replay the video to confirm my transcriptions and fully immerse myself in the data. All interviews lasted anywhere from 35-75 minutes long. Table 5 describes the alignment between the interview protocol questions and the study's research questions.



**Table 5***Alignment between Research Questions and Interview Questions*

Research Questions	Interview Questions
How do teacher of color programs retain, support and develop male teachers of color during their early years as a teacher?	How does your program support you as an early career teacher?
How do male participants of a program that retains, supports and develops teachers of color perceive the impact of their participation in the program to influence whether or not they stay in the teaching profession?	Many programs throughout the United States that retain, support, and develop teachers of color share that their goal is to enter an underserved community to disrupt systems of racial and socioeconomic inequity. What does this mean to you?
How does a program that supports and retains teachers of color contribute to these male teachers of color sense of belonging in their teaching profession?	How is the support they receive from your program different from the support teachers of color would receive from their school leader and school district that they work in? In other words, what makes your program different from other teaching programs?

**Content Analysis**

The second data source for the study consists of various content and documents collected that are published on each programs website, social media accounts, and news media articles about the program. By conducting a content analysis, I made inferences with the content, which allowed me to corroborate with my interviews (Weber, 1990). Content analysis is also helpful when examining trends and patterns within documents (Stemler, 2001). When conducting a content analysis, the research does not interrupt ongoing events and allows the research to discover important themes after all the data has been collected (Marshall & Rossman, 2016).

I conducted a content analysis by first organizing by content type (see Table 6). I reviewed all websites and gather mission, goal, vision, and why statements and inserted all of this content onto a Google Slide presentation. Next, I gather 10 social media posting from various social networking services such as Twitter, Facebook, and Instagram. While selecting posts from these social media sites, I purposely selected ones that included either a flyer that reflected an event that was taking place soon, had past, or I selected postings that included text with multiple photos that describe what was taking place. Lastly, I gathered news media articles relating to the program. Not all programs have each piece of content. Rather, there were trends among all programs. Each program had a website that provided a program overview, recruitment materials, information center, and additional data relating to teachers of color. Program A was the only program that did not have an active social media presence.

Once I created Google Slide presentations for each of the six programs' content, I then took field notes while analyzing the data for the first time. Most of qualitative research methods suggest that researchers take field notes to strengthen data and provide rich context for analysis (Creswell, 2013; Lofland et al., 2005; Mulhall, 2003). In addition, field notes assist in constructing thick, rich descriptions of the study context, interview, and document's valuable contextual data (Phillippi & Lauderdale, 2018). Next, I uploaded the presentations onto Dedoose, a qualitative data analysis software, and coded the content in three cycles similar to the interviews (see Table 6).

**Table 6***Content Analysis Descriptions and Alignment*

<b>List of Content</b>	<b>Code</b>	<b>Alignment to Research Questions</b>	<b>Alignment to Related Literature</b>
Social media upcoming events ads	Support Culturally Relevant Networking Leadership	Question # 1 Question #3	Experiences of teachers of color; Importance of male teachers of color in the classroom
Mission statements	Retain Male teachers of color Leadership Community	Question #1 Question #3	Challenges in underserved community schools; Importance of teachers of color in the classroom; Importance of male teachers of color in the classroom
Professional developments offerings	Collaboration Leadership Justice	Question #1 Question #2 Question #3	Challenges in underserved community schools; Students of color being pushed out/dropped out; Mentorship to support teachers
News media articles	Underrepresentation Giving back Diversity	Question #1 Question #2	Challenges in underserved community schools; Importance of male teachers of color in the classroom; Mentorship to support teachers

To double-check for meaning of the content, I reviewed the transcript for mention of the content, which allowed me to triangulate the data captured. By triangulating the

data, I was able to gather various sources of data to gain a comprehensive understanding of the same phenomenon (Greene & McClintock, 1985).

### **Trustworthiness of the Design**

As a current member of a teacher of color program, I must be mindful that I am not biased, and skew my data analysis. Studying programs that are similar to the one that I am enrolled in, a group that shares essential values and qualities, can develop the aspects of trustworthiness (Theoharis, 2007). By weighing my evidence, I can have an impact on my data collection. Miles et al. (2014) advise researchers to consider the evidence when they identify that substantial data could be more valid than average data, which can consequently impact our conclusions. Lincoln and Guba (1985) believe that in order to establish trustworthiness, the researcher must have the four components: credibility, transferability, dependability, and confirmability.

Credibility is the idea that the data results will produce accurate information. In an effort to enhance credibility, I triangulated the data using the two different multiple data sources I collected. Case study findings or conclusions are more likely to be systematic and conclusive when triangulation takes place (Yin, 2018). I discussed my findings with my peers in similar fields and with similar interests, who had no connection to my study, and they helped me understand my role in the inquiry. As a means of reducing the psychological stress that generally takes place with this study, peer feedback is another credibility technique I utilized (Lincoln & Guba, 1985). When I transcribed all of my interviews, I used member checking to verify or extend the interpretation and the conclusions of my data (Miles et al., 2014). Teachers, mentors, and program directors were interviewed for this study, which makes a diverse set of data sources that can

increase the coherence of my findings (Yin, 2017). I provided all interviewees with a transcript of our interview and a summary page, which was typically two pages long that outlined the main points of our interview. All participants had the opportunity to voluntarily respond to the email and they could have either added to the summary page, revised my interpretations of the data, or choose to do nothing at all.

Dependability is involved with the stability of the data over time (Lincoln & Guba, 1985). The methodology, literature review, and research questions added to the dependability of my study. Moreover, I provided my readers with a detailed rich report on my procedures relating to the data collection and analyzation procedures (Lincoln & Guba, 1985).

Confirmability is known as the researcher's own internal bias, assumptions and beliefs (Lincoln & Guba, 1985). My role as a researcher, but also as a male teacher of color enrolled in a program that recruits, supports, and develops male teachers of color, can play a role in interrupting the data I collected. At times when I was coding my data, I reached out to peers who shared their thoughts and expertise on the codes. In doing so, I reduced bias of the data by inviting and involving an additional coder. Moreover, I coded my interviews, and then re-coded my data for a second and third time to reduce any bias that might have arisen due to similar experiences from my own life, which I can relate to from reading the data.

During my analytic process, I analyzed my data to confirm and disconfirm evidence, with the possibility that claims need to be reconsidered (Erickson, 1986). The idea of transferability relates to my study providing awareness to related research (Lincoln & Guba 1985). Following my analyses, I wrote up a thick description reports of

my findings to establish the degree of transferability (Lincoln & Guba, 1985).

Additionally, I provided the readers with high detailed descriptions of the themes, with the goal of becoming more realistic and richer (Creswell & Creswell, 2017).

### **Research Ethics**

Following the approval from St. John's University's Institutional Review Board (IRB), I contacted my participants and inquired whether they would like to participate in research. All participants who were willing to participate completed a digital consent form (Appendix C). Following the interview, all participants were provided a transcript of the interview in a PDF document.

Through the completion of a digital consent form, my participants volunteered to participate in my research study and were not asked or coerced to participate without their consent. All participants' names, including the schools they work in, were given pseudonym to protect the confidentiality of their identity and any pertinent information that connects to them.

At the start of my interview, all participants were made aware that if at any time they do not feel comfortable answering a specific question, they may choose to skip that question. Additionally, if they choose not to continue with the interview, they can decide to end the interview at any time. All interviews took place at a time that is convenient for participants, and all interviews happened remotely using Google Meets. All qualitative data that I collected from my participants were stored in my personal password protect computer, and uploaded in Dedoose.

At the end of the interview, participants were told that the results of the study will be shared with them, and the interview will provide insights to school leaders, hiring

managers, and policymakers who are interested on investing in similar programs for teachers of color within their district.

### **Data Analysis Approach**

In a qualitative study, researchers have the ability to study things in their natural settings, while trying to gain an understanding, or interpret, phenomena and what this means to people (Denzin & Lincoln, 2011). During a case study, the researcher is investigating and collecting rich data through a qualitative approach that includes multiple sources of information, and develops themes from these reports (Creswell & Poth, 2017). My research questions would be best answered through a qualitative approach as opposed to a quantitative approach since my goal as a researcher is to explore and understand the meaning individuals ascribe to a social or human problem (Creswell & Creswell, 2017).

Utilizing a qualitative research approach to analyze and gather data allows the researcher to create an in-depth study with rich information on a particular issue (Battacharya, 2017). For this study, I selected a case study design to achieve the purpose of this research. Utilizing a case study design, a researcher can perform an extensive data collection that draws on multiple data sources (Creswell & Poth, 2017). For this study, multiple semi-structured interviews from 15 participants were collected and analyzed. In addition, website pages, social media accounts, and news media articles about the programs were also analyzed during my content analysis. The totality of this data equates to a rich and comprehensive data collection. A case study design was preferred for this study in particular, since relevant behaviors cannot be manipulated, and the goal is to study an adaptable explanation of the recent past and the present (Yin, 2018). My

particular study was bounded because my objective was to locate programs in the United States that retain, support, and develop teachers of color.

This case study will add to the literature by uncovering the experiences and perceptions early-career male teachers of color have within teacher of color programs that were adopted and made available to support teachers of color in their profession. Moreover, it would underscore the issues male teachers of color encounter in their school buildings, and uncover how these programs are designed to strengthen their male teacher identity.

Miles et al. (2014) caution the researcher that indeed, the data collected can never be considered objective data. Rather they would only be deemed to be our interpretation of what we had experienced. During data analysis, I applied a deductive strategy approach (Miles et al., 2014). A deductive approach starts with a more general theory from the data, which then allows the researcher to observe in the field.

As I was collecting data, I began to analyze while compiling. Miles et al. (2014) invite researchers to analyze their data as they gather it to "rule out the possibility of collecting new data to fill in gaps or to test new hypotheses that emerge during analysis" (p.70). Consequently, it allowed me to rotate between the data that currently exist, and create strategies for collecting additional data. I familiarized and immersed myself as I collected the data. Braun and Clarke (2006) define this phase as a repeated reading of the data, and reading the data in an active way. Braun and Clarke further define an active way as looking for meanings, and patterns.

After completing all of my semi-structured interviews on Google Meets, I uploaded them onto a transcription website otter.ai, which transcribed all of the



interviews. Next, I copied all 15 interview transcriptions from otter.ai. and pasted them in a Microsoft Word document. Otter.ai did not provide me with an accurate transcript of my interviews, so I had to listen to each interview on my laptop while editing the transcriptions' that otter.ai produced on my desktop computer simultaneously. Once I finished all of the edits, I printed all 15 interviews. All of the documents I collected from websites during my content analysis were pasted on Google Slides from each of the programs. I then printed and had physical copies of all of documents.

Prior to coding, I made sure to read all the data and familiarize with what I obtained at least once. I read line-by-line, page-by-page all of the transcripts on paper. I made sure to provide an inch and a half margins on both sides of the document to gather brief notes. This analysis, known as a descriptive analysis, assisted me in creating a thick description of my study (Lincoln & Guba, 1995). After my first reading of the transcripts, I then uploaded all of the transcripts onto Dedoose to maintain all of the files and help analyze data. Dedoose provides memos that allowed me to write down my thoughts, reactions, capture revelations, and explore any questions that the data raised (Miles & Huberman, 1994).

### **Coding**

Coding took place during three rounds. First, I created a start list of codes that came directly from the review of the literature, and the theoretical and conceptual frameworks (Miles & Huberman, 1994). For example, some of the codes were sense of belonging, support, identity, racism, isolated, and disrespected. Nonetheless, the codes materialized during analyzing and a concentrated reading of my interview transcripts (Miles & Huberman, 1994).

When deciding which coding method was appropriate for this study, the central and related research questions determined the specific coding choice I selected (Saldaña, 2013). Within the first cycle of coding, I applied a descriptive coding approach (Miles & Huberman, 1994; Saldaña, 2003; Wolcott, 1994). Utilizing this coding strategy, I created words or short phrases for a specific section of the data that identify the topic passage. Descriptive coding provides contextual information for the study and allows for minimum interpretation (Miles & Huberman, 1994). As this dissertation is my first substantial study, I feel applying this coding strategy was appropriate since I was learning how to code the data, and this consist of multiple lengthy interview transcripts and documents (Saldaña, 2013). While coding, I asked myself reflective questions to understand what is taking place in the data. By utilizing a descriptive coding approach, I was able to categorized my inventory and organize it so it prepared me for my second cycle of coding.

During my second cycle of coding, I grouped my summaries into smaller numbers of categories, constructs, or themes (Miles et al., 2014). While reading the interview transcripts a second time, I analyzed the data centering my theoretical framework. I looked for patterns between my participants' experiences but also from the abundance of content data collected from each programs' website. The last task consisted of a third round of coding by hand. Saldaña (2013) recommends coding by hand for first-time qualitative research projects. During this third cycle of coding, I reread the hardcopies and highlighted passages of the data that connected from the patterns I found during my second round of coding. As a result of these processes, the following themes emerged: shared experience, community, relevant opportunities, and space for us.

### **Researcher Role**

As a current Latino teacher of color who is employed in one of the most culturally and racially diverse school districts in the world, I have a hard time coming to grasp why there is an underrepresentation of male teachers of color within the education field. More importantly, because of my life opportunities, I find it is my social obligation to heighten people's awareness on the underrepresentation of male teachers of color in education. I have entered many urban classrooms and school buildings throughout my career, and I come across many students of color. Nonetheless, the majority of the teaching force I witnessed teaching these students are White women. Moreover, the administrators who administer schools are also predominately White. The role of the teacher is the role of leadership and power to the students' eyes. Students of color need representation, and they need to see themselves reflected in roles of leadership and power.

I have been influenced and shaped on how I approached this study through my own K-12 and early college experiences. Additionally, through experiences, reading, and self-teachings, I have always found an interest in learning about the historical and current injustices people of color encounter in our country. Morally, I felt it was only appropriate that I shed light on this injustice that most people feel indifferent towards—the underrepresentation of male teachers of color.

As a current teacher of color, I feel my experience and epistemology on the topic would have made for an advantageous study. Through the experience of a researcher, investigators review previous research to build on more perceptive questions relating to the topic (Yin, 2018). Through my personal experience, I was able to seek out themes

during my data analysis that, unfortunately, may not take place if it had not been possible for my experience as a teacher of color.

My role as a researcher takes on an advocate and perspective that is destined to transform the lives of individuals that are marginalized. Moreover, it would shift individuals' perspective on a topic they may have overlooked and never seize to see it as an issue. Through a position of a transformative worldview, my goal as a researcher is to interweave politics and a political change agenda to resist social oppression in all forms (Mertens, 2010).

I selected teacher of color programs, and my participants for two reasons in particular. First, as a Latino male who was raised in a segregated town in Long Island, New York, throughout my elementary, middle, and high school years, I experienced teachers who did not reflect or embody the people I was around during my family's social circles. During my K-12 education, I had one Black male teacher, and never had a Latino male teachers. As a current public school teacher, I am astounded as to why there are a lack of male teachers of color in education. This experience was one of the impetus that motivated me to become a public school teacher. I have attended six colleges, both public and private in the state of New York from 2002-2021, and I never had a male Latino professor. I often wonder what the impact would have been for myself and for my peers if we had more male teachers of color teaching us. Nonetheless, I am honored to announce that during the writing of this study, I was offered a part-time position as an adjunct professor at a local city university.

Second, as a male teacher of color, I was inspired to affiliate with a teacher of color program when I started my career as a public school teacher. I regarded and

believed in the program's mission statement of hiring male teachers of color who are committed to educating a diverse student population, empowering the neighborhoods they serve and uphold each other's professional and leadership advancement. More importantly, I feel the teacher of color program I was affiliated with worked restlessly to retain, support, and develop teachers of color, and it played a significant role in my professional career as an educator.

Given my role as a mentor of a teacher of color program in the United States, I made it an effort to recognize and address my biases relating to the setting. I had limited the number of participants I interviewed from the program I am associated with for my research study to equal to not more than 25% of the total participants. My reason for this was to listen to my participants' experiences and not prescribe skewed outcomes.

### **Conclusion**

This chapter described and provided an overview of the methodology used in this qualitative case study design (Stake, 1995; Yin, 2018), which is organized through an in-depth, single bounded case study (Creswell, 2013). Data included semi-structured interviews of all participants from all three groups: early-career teachers, mentors, and program directors, and included a content analysis. Methodological details such as sampling procedures, access, instrumentation, and data analysis and procedures were all described. Moreover, a summary of limitations was outlined in this chapter.

## CHAPTER 4

### Introduction

The purpose of this qualitative case study is to explore the experiences of male teachers of color throughout underserved community schools in the United States. They are enrolled in a program to retain, support, and develop teachers of color during their early years as educators serving students of color in underserved communities.

Additionally, this study examines how, if at all, the teacher's experiences in the program impact their decision to remain in the education profession. This study utilized 15 semi-structured interviews consisting of five early-career teacher participants, four mentors, and six program directors. The study also utilized a content analysis of documents, websites, social media accounts, and news media articles based on six programs for teachers of color. This chapter describes the findings of the case study.

There were four themes throughout the study that surface. The first major theme was shared experiences. Within the first theme, three sub-themes emerged: discrimination, teachers they had growing up, and someone or something that influenced me. The second theme that emerged throughout the study is community. Within the second theme, three sub-themes emerged: authentic relationships, support through communication, and feeling isolated and alone. The third theme that emerged throughout the study was relevant opportunities. Within the third theme, three sub-themes emerged: bonding with similar educators, leadership and professionalism, and adjusting to today. The fourth theme that emerged throughout this study is space for us. Within the fourth theme, three sub-themes emerged: safe spaces for critical conversations, history, and identity and voice.

**Table 7***Overarching Themes and Sub-themes*

Overarching Theme	Sub-theme 1	Sub-theme 2	Sub-theme 3
Shared Experiences	Discrimination	Teachers They Had Growing Up	Someone or Something That Influenced Me
Community	Authentic Relationships	Support Through Communication	Feeling Isolated and Alone
Relevant Opportunities	Bonding with Similar Educators	Leadership and Professionalism	Adjust to Today
Space for Us	Safe Spaces for Critical Conversations	Our History	Identity and Voice

**Description of Interview Participants**

There was a total of 15 participants interviewed for this study: five early-career teachers, four mentors, and six program directors. 13 participants were directly in professional roles in public elementary and secondary schools, while two program director participants held positions at the university level. To further situate the teachers' experiences in the case, the following participant descriptions include biographical information, how they became an educator, the program that they are affiliated with, and why they became a member. For confidentiality, all participants and programs are given pseudonyms in this study; where appropriate, their exact location will be replaced with their regions.

## **Early-Career Teachers**

### ***Derrick***

Derrick grew up in a small populous state in the Northeast. He grew up living with his father but spent his summer with his mother in a state down South. Derrick knew he wanted to become a teacher because he enjoyed working with kids, specifically children with learning difficulties. While working for a nonprofit, he visited a school and was inspired by one teacher's methodology. This opportunity made him realized that he was going to become a teacher. Derrick selected Program D because they offered members access to multiple mentors.

### ***James***

James was born and raised in a small city in the Southern US. James had his first male teacher of color during the ninth grade. He was going to join the military after high school. However, one of his senior projects in high school was about teachers. He felt that teachers played an inspirational role in people's lives, which is when he realized he wanted to become a teacher. He enrolled in a historically black college and university (HBCU) in which he studied middle school education with a focus on social studies and English. James became a member of Program F because of the mentorship it provides to participants. He describes the program as a brotherhood with a common goal.

### ***Kevin***

Kevin was born and raised in a populated city in the Northeast. He attended a Black-owned headstart school then attended a catholic school from K-8. Towards the end of high school, Kevin moved down South and completed his schooling there. He attended a large public university where he experienced subtle forms of discrimination from his



peers and college faculty. Since he was young, he always dreamed of becoming a teacher. Kevin felt it was his calling to pour back into the community. In comparison to his friends and the people he grew up with, Kevin describes himself as a lucky person who was able to go to college and travel, hence why he feels it is his calling to give back to the community and be a positive influence for children. Kevin became a member of Program C because he felt it was important starting a new teaching career and forming the right alliances with likeminded people. In addition, he felt it was imperative to find people that were willing to support him and help him succeed in his career.

### ***Michael***

Michael grew up in a small town in the South. He described his childhood as not the best environment, for there were constant fights and arguments in his household. In addition, he shared his upbringing was pretty abusive that still sticks with him today. Growing up, he never dreamed of becoming a teacher. Because of his love for math, he always wanted to become a computer programmer. However, when he was deciding on a major at the college he was accepted into, he noticed computer programming was not one of the options. He then decided to become a math teacher since he enjoys math and helping people. Michael became a member of Program C because he knew people in the program already. He describes his program with group of likeminded individuals that have similar backgrounds.

### ***Shawn***

Shawn grew up in a populous city in the Northeast where he lived all his life before moving to the Midwest during the course of the COVID-19 pandemic. When teaching in the Northeast, Shawn had won a teacher of the year award and appeared in

media advertisements that focused on retaining male teachers of color at the local school district. Currently, he is a PhD student and intends to take a leadership role in the future. Shawn became a member of Program A because of the mentoring and community it created.

## **Mentors**

### ***John***

John came from a family of educators and entrepreneurs. He credits both his educated parents for placing him on track towards his academic journey. Early on in school, he was identified as dual exceptional, which meant he is gifted and talented but also has a specific learning disability, which he referred to as exceptionality. The experiences John had as a child inspired him to seek out an administrative leadership role in special education. John is also impacted by his family, as a third generation educator, with a significant number of family members who are or were educators. His decision to become a member of Program E came from his advocacy for Black males. In 2001, John created an organization, which became a national organization and to this day is still active on five campuses across the country. The organization's goal was to increase the academic success of Black male students who are going through or matriculating through predominantly White institutions of higher learning, but also to change the negative stereotypes of Black men.

### ***Joseph***

Joseph is in his seventeenth year as a social studies teacher. He teaches in the same neighborhood that he grew up as a child. He decided to become a teacher because he never had a teacher who cared about him as a person or his needs, and the trauma that

he was experiencing when he was a student. Joseph brings what was lacking during his school experience to his students and tries to relate to students. In the classroom, Joseph shares his history with his students to create a rapport. His social studies lessons are ones that the students can see themselves in. For over three years now, he has mentored early-career teachers as a member of Program C, and he makes himself available whenever his mentees need him. He decided to join Program C because he wants to support future teachers and feels the mission of the program is one he believes wholeheartedly.

### ***Kayden***

Kayden grew up in a small city outside of a large Northeastern city. He had six male teachers of color during his K-12 experience and a fair amount of male teachers of color with whom he had the experience of working in the classroom. These experiences were the precursor to dealing with the issues that affect male teachers of color in a broader perspective. Once he entered college, he realized that he was the only person of color there or, at times, the only male in the room. As a member of Program C, he lets his mentees know they belong in their profession by providing them with strategies against the injustices that we read about, see on the news, and the ones we experience on individual levels. Kayden stated that he decided to become a member of Program C because he, “needed some folks in my corner, who were who were likeminded.”

### ***Mason***

Mason was born and raised in a large city in the Northeast; his parents came from the South during what he described as the second migration of Blacks who came to the North. His grandfather was a petitioner to have Thurgood Marshall come to Clarendon county South Carolina to fight segregation in the school system. The landmark Briggs v.

Elliott was won in 1952. Mason explained how they were landowners in the South. However, when they moved up North, they were considered "very poor." His mother, who raised him and his two siblings alone, placed an emphasis on education and shared her belief that "either you go to school or you work." He has been a teacher and a school administrator during his 38 years in education. Currently, he is retired but is very active in his teacher of color program. He decided to join Program C because he felt it was a "dynamic" program that lets you know that the inequalities that are happening to men of color are real. Moreover, since joining the program, he now feels that he is no longer isolated or feels like he is by himself with his experience of being a male teacher of color.

### **Program Directors**

#### ***Adam***

Adam was raised in a small rural town of less than 2,500 people in the Midwest. After graduating high school, he continued his education journey by obtaining two masters degrees and a PhD in STEM education. He served as a mathematics consultant for a southern state for over a year before COVID-19 terminated his contract. As an employee at a university, he is the program director for Program F, which he affiliated through his university. He has held this position for nearly two years. He believes early-career teachers should first know who they are as an individual, and they must understand the strengths and weaknesses that they bring to the classroom before they go and try to teach anybody.

#### ***Edwin***

Edwin was born in a predominately Latino neighborhood in the South. He is the son of immigrants from Nicaragua. After completing her PhD, his mother decided to

move the family to another state in the South after landing a job as a professor. After moving from his Latino neighborhood to a mostly white neighborhood, Edwin felt displaced. In this new neighborhood, Edwin was the only Latino in his classroom, and this experience helped shape his identity. Edwin is the founder of Program B that specifically embraces teachers' identity.

### ***Justin***

Justin grew up in an “untraditional family structure.” His mother gave birth to him while in high school, so he was raised by his grandparents and bounced around from different grandparents. His grandfather was a minister in the South and he was a social justice oriented preacher. Justin was known as the preacher's kid, and he always loved going to church every Sunday, Monday, Tuesday, and Wednesday. While in high school, Justin describes himself as a young kid with no direction a lot of times, yet he knew he loved learning. He claims his K-12 school experience was not specifically tailored to fit his learning needs. His experience in college was very similar, in which he did not feel he was academically challenged. It was not until he had a professor that identified as being Black and male that he felt challenged. Justin is one of the cofounders of Program E along with Matthew, and their initial goal of the Program is to increase the percentage of men of color who are teaching.

### ***Matthew***

Matthew is the other cofounder of Program E together with Justin. He is originally from the East North Central region of the Midwestern United States but is now from the most populous city in this specific southern state. Matthew describes himself as an artist, and loves creativity. Moreover, he sees himself as a storyteller. He credits his

father for allowing him to listen to other people who hold different opinions on topics from his own. He cofounded Program E to increase the percentage of male teachers of color.

### ***Richard***

Richard was born and raised in the South and comes from a very large family with over 100 cousins. After moving out of a low income housing unit, he attended a predominant White K-12 school at his new neighborhood. During his K-12 experience, he never had a black male teacher. After graduating from high school, he was the first one in his family to attend college. Following college, he taught elementary students, conducted a study on Black boys, created a mentoring program, and was invited to participate in conferences. Additionally, Richard has been invited by numerous guest to be interviewed. These interviews are shared widely on social media. Richard went on to earn his doctorate degree and is the author of two books. One book is on school-based mentoring, and the other is on daily schooling experiences of five Black male students. Richard is currently the program director for Program F that is affiliated with a HBCU.

### ***Randy***

Randy was born and raised by a single mom and grew up in his grandmother's house in a major city in New England. At the age of four, his father was sent to prison and ended up serving 13 years. Growing up in a single household set the foundation for a lot of the experiences that Randy was going to have growing up as a kid in the inner city. During the 1980s, Randy was bused to the other side of the city as part of the court order to desegregate schools through a system of busing students. Randy felt he benefited from this opportunity by getting a chance to meet different children from other sides of the city

that he would not have known. Currently, he is the program director of Program A, and it is designed to retain teachers of color.

## **Findings**

### **Theme 1: Shared Experiences**

The first overarching theme that emerged during the analysis of data that was collected is shared experiences. While participants have diverse experiences, they seek out individuals who share commonalities of experiences. Program director Randy believes hearing from other educators about their “collective shared experiences” is “absolutely necessary.” Within the theme of shared experiences, three sub-themes emerged from the data that was collected. These were: discrimination, teachers growing up, and someone who influenced me. Altogether, these sub-themes explain how and why teachers of color programs are created.

#### ***Discrimination***

The first shared experience was instances of discrimination. Participants were asked if they experienced discrimination during their K-12 and college experience. There was a consensus among majority of participants who experienced racial discrimination whether at school or in college. For some participants, it developed their commitment to the reasons they joined or founded their program. John, an experienced mentor, who is also the author to over 30 newsletters on underscoring the need to improve education for Black boys by increasing the number of Black male educators in schools, defines discrimination by the following:

Discrimination can come from anyone, it's not just related to one color.

And I think that it is connected to our experiences, the things that we're

taught to believe about others. You know, strategies that we have been indoctrinated to believe.

John continued and discussed how he himself continues to experience racism, “When I simply walk into a room because I’m African American, and I have locs, that automatically brings another stereotype in, and so on and so forth.” In the professional world, John described how public schools discriminate towards male teachers of color:

A lot of public school systems really set out to hire male educators of color for two main reasons. One being as support staff members, from custodians to bus drivers, coaches, athletic directors, or disciplinarians, and that is how we are able to quickly move up in leadership, because of course, you have to have someone that can handle discipline. And because schools are not proactively doing anything around discipline, behavior and attendance, which also is attributed to policies that are biased and discriminating against children and adults of color. Which I have experienced.

Discrimination did not only happen to participants now as adults, but also happened when they were children. Kayden, a mentor with less experience in education, shared his experience growing up in in K-8 school. The school district he went to school in “was not a very healthy place to be, it was not a safe place either.” As a result, his school saw uniformed police officers walking inside the building. As he would walk down the hallways in sixth grade, he would sing a Kanye West song with the rest of his classmates. “That was the common culture of the school. No one is learning during this time. This is your transition period to go from class to class.” Kayden described how when they were younger, it was known as “cute and creative.” However, as he gotten



bigger and started to look older and mature, “It was immediately criminalized. We were thrown in the principal's office, and we did not even know who the principal was. We had never seen this person.”

Edwin, a founder of a teacher of color program, expressed how when he moved from one city in which the majority of students were Latino, to a new town where it was predominately White and he was the only Latino in his class, he experienced discrimination:

I was the only Latino in my classroom. My first experience in 6<sup>th</sup> grade was sitting in a classroom where this young girl said “I don't want to sit next to a dirty Mexican.” And that begins what drives me and the work I do today.

Edwin continued by expressing how this experience brought “Awareness that I was different than what White Americans would consider mainstream. It was a lack of community, lack of being in a Latino community. I was always afraid that people would find out I spoke Spanish. It was not a healthy experience for me.”

Experiences of discrimination were pervasive, from childhood experiences to issues in the workplace. Kevin, an early-career teacher shared how racial discrimination took place at work from his administrators, “Administration doesn't really know how to deal with us. Diversity training as a whole needs to happen.” Kevin goes on to talk about an experience that traumatized him and wanted to quit the teaching profession, “I overheard my principal talking to a co-worker, and she said I should crack the whip on him. You know how these men could be.”

Mentor Mason, who has the most years of experience out of all of the participants, specified how he was riding the subway one day after he had retired for 30 plus years, and he saw an ad for his teacher of color program which made him join:

I saw an advertisement for the program and I wanted to know more about it. I went to one of their very first workshops and it was dynamic. This is what I was looking for. Like someone to say there are these inequalities that are happening to men of color and it made me feel like I am not isolated, like I did not feel like I was alone with my experience and by myself. The program nurtured me and gave me the language to discuss with my mentees what had happened to me.

Shawn, a teacher who had won teacher of the year, described his experience when he first started as an educator in a challenging school, “I was in a school that had since been closed because it had a lot of challenges.” Shawn went on to list the different reasons why the school closed; “fights were happening daily, kids having sex in the bathroom, doing drugs in the bathroom, nonstop cursing at teachers. And there was like no learning at all going on.” Shawn continued to express what bothered him the most at this school:

My frustration was that a lot of the teachers there were White, and I felt like the implied belief was that, well, these are children of color. And so it doesn't really matter anyway, because this is a failing school, and I am here to get my check.

There were other educators who also shared similar experiences of working in school buildings where some teachers felt since the school was declining, there was an indifference and an attitude of neglect towards the students and the profession.

The analysis of the collected data, including semi-structured interviews, and content analysis revealed that early-career teachers, mentors, and program directors experience some form of discrimination throughout their lifetimes, and each program provides language that looks to work towards inclusion by including images that normalize male teachers of color as a valued community of educators.

### ***Teachers They Had Growing Up***

The second sub-theme to emerge regarding shared experiences from the collected data was the teachers they had growing up. All participants shared a similar experience of a lack of male teachers during their K-12 experience. Most participants shared that growing up their teachers were White women. A program director, Richard, illuminates this experience:

All throughout my K through 12 experience, I never had a Black male teacher ever. All of my teachers were probably only White females. I've had a few probably two or three White male teachers. And I've had two Black female teachers. Never have I had a Black male teacher.

Not only did participants share that they never experienced a male teacher of color, but also most declared that they rarely experienced a male teacher. Michael, an early-career teacher, shares that he had his first “male teacher probably during my seventh or eighth grade.” However, this experience did not leave an impact on his life. He shared this belief by saying, “I’ll be honest, and none of them were memorable. You know, it’s like I can’t even tell you who they were, what their names were any of that.” Michael continues to describe the lack of influence his teachers had towards him, “There

wasn't somebody motivating me to want to be a teacher when I was younger. There was none of that."

James experienced having a male teacher of color, but it happened towards the end of middle school; "I didn't have my first Black teacher until seventh grade. That was a very big step for me." Nearly an identical experience happened with Justin during his K-12 experience. Justin shared, "Never saw myself as a teacher," the reason had to do with the fact, "I never had a Black male teacher before or a teacher who looked like me. I don't, I don't even have a favorite teacher. So I never saw myself as a teacher before."

Joseph, an experienced educator, went further with a similar sentiment and exclaimed, "I never personally had a teacher that I felt cared about me and my needs, and the things that I was going through in my life." For Joseph, a lack of a caring and empathic teacher was missing from his K-12 experience. He discussed this further when he said the following:

You know, I had teachers that didn't seem to care about me personally, you know, and it was all about, how I needed to show them respect. Nothing else but I had to just respect them. They didn't have to do it for me. I just had to do whatever they said. And that was it. We were so disconnected.

Justin, who is a cofounder of a male teacher of color program, experienced a similar account. Justin mentioned how he became a teacher before starting the program. At first he never saw himself as a teacher mainly because he "hated school. And the idea of going back into a school setting wasn't something I wanted to do." Justin felt a lack of representation was the main reason why he never saw himself as a teacher, "I had never

had a Black male teacher before or a teacher who looked like me. I don't even have a favorite teacher so I never saw myself as a teacher before.”

For some teachers, the experience of not having a teacher of color during middle and high school can have an impact while they are students. Edwin explains this when he shared his experience with Latino teachers during middle and high school, “I didn't have one Latino teacher from 6<sup>th</sup> grade until the end of high school. I never thought I would fit in. I never thought I belonged anywhere.”

On the contrary, one teacher followed a different narrative and was lucky to have a few teachers of color and male teachers during K-12. Kayden shared the following, “I actually was fortunate enough to have quite a few teachers of color. And if you want to go specifically into the male identity, I can think back to at least four male teachers of color.” While in school, Kayden noticed how his male teachers of color did not associate with other teachers in the building. He shared this experience by saying:

Very few male teachers of color it seemed to me were connected to other individuals inside the building. It always seemed like they were sort of the Lone Ranger, or, sort of the outcast of groups. I never really thought about what that communicated to me at that age.

However, as Kayden entered college and “found myself in positions where I am the only person of color or the only male in the room,” he started to relate. Kayden states, “I started to notice the connections between what those teachers may have been feeling to what I was feeling at the time.”

The teacher that had mostly impacted in Matthew's life, never stepped foot in the classroom. Matthew's dad went on to become a “juvenile detention boot camp sergeant.

And one of the cool things that I got to see was him actually rehabilitate people who were Black and Latino males.” Because of his father’s experience, Matthew shares how he is to credit for being his first Black teacher, “I will say that was the first Black male teacher that I experienced, and I think that really does shape my experience.” Matthew goes on to explain how his father’s experiences made him a teacher that stood out:

When my dad graduated, he had a different type of experience when he graduated. My dad was in a gang in high school in order to make sure he was able to go to school and be protected. He was born in the 1940s so this was around the 50s and 60s.

Participants throughout this study had a diverse range of experiences with the teachers they had while growing up. Although a male teacher of color taught some participants, the majority of participants for this study did not experience a male teacher of color during their K-12 school experience.

During the content analysis of the program's home websites, the collected data showed all programs explaining their program's why and how it aligns to the underrepresentation of teachers of color, specifically male teachers of color, and the value teachers of color bring to the classroom. One program's mission and value is “to retain educators who dismantle the cradle to prison pipeline by establishing a cradle to career pipeline for boys of color.” This same program goes on to list their goals for the program by listing the reasons why male educators of color leave education. The fourth reason highlights “barriers to navigate the profession.” Another program highlights their core values and guiding principles. One in particular is equity and inclusion. The program supports schools, districts, and educators by “creating inclusive work cultures.” They

prepare their students to “contribute as change agents working toward a more just and equitable society.”

The majority of K-12 teachers that early-career teachers, mentors, and program directors had growing up were underrepresented in their schools. Many participants shared that they never envision themselves as teachers since they never had teachers who looked like them in their classroom. Moreover, many participants shared a lack of connection and relationship with the teachers they had growing up, and they question if they belonged in school.

### ***Someone or Something That Influenced Me***

The third sub-theme to emerge regarding shared experiences, from the collected data, was someone or something that influenced me. Participants shared during their interviews how someone or something played a role that ultimately landed them in the position that they are at today. Most of the program directors, who had the most experiences from all the participants, shared how this experience happened early on in life.

For Richard, there was a point in his life when he “didn’t know what I wanted to do with my life.” His family were “mostly blue collar workers that worked at meals and factories, so my goal was just to get one of those factory jobs.” After enrolling in a teacher program while in college, he was paired with a new teacher, which created an “amazing experience”:

I was paired with a teacher, a new teacher, and a middle school teacher name Mr. Livingston. And Mr. Livingston was someone who I remember my first day going walking into his classroom. I'm walking up and I hear hip hop instrumental. And

the kids are like, rapping to this multiplication rap. I'm like, whoa, what is this? And I walk in, and Mr. Livingston is a Black male, and as soon as you go in the classroom, the kids were high energy rapping multiplication. They were super engaged. I mean it was an amazing experience.

Richard credits this experience as “being the impetus for me wanting to become a teacher.” Moreover, he felt a connection, “I was influenced by Mr. Livingston. It was seeing a Black male in that role in the classroom and brining his own culture and his own style into teaching.” This opportunity of seeing a Black teacher “brining his own culture and his own style into teaching” made Richard “feel like I can be myself and still be proud of who I am, my culture, and bring that into the classroom.”

Similar to Richard, David an early-career teacher, also witnessed a teacher in action that made him realize his calling was in education. When David was undecided on whether or not he should become a teacher or focused on psychology, he had visited a classroom as part of a program he was working at during the time. Although he was thinking about becoming a teacher, “I was kind of like, scared to do it because I didn't feel like I was going to be a good teacher.” However, once he walked into this “really amazing teacher's classroom” he knew immediately he wanted to become a teacher:

She was such a great teacher. It made me realize that I do like working with students on their academics and seeing how they get excited about learning something. She had a very quiet demeanor about her. She had a very, you know, I am the teacher but not in an authoritarian type of classroom management. It was really unique to see how confident and secure she was as a teacher, and also how effective she was in helping students.



Edwin, a program director of a teacher of color program, shared his experience feeling out of place in a classroom. However, this opportunity compelled him to take action and create a teacher of color program for Latinos:

I had an opportunity to serve as a consultant here locally and what I had was an incredible privilege to travel across the country to see different schools and to see different school models. And I witnessed first-hand the lack of Latino representation in schools. I would walk into places and where you have a strong Latino population and not see any Latinos educators. I was struck. I would walk into the building and it was like déjà vu everywhere you went. Our students were here and were the majority in every one of these classrooms and not one Latino teacher. I started to do some investigative work to understand who is working on these issues. Is it even an issue? What organizations are taking the lead of increasing Latinos in this space? And I didn't really see anything. And for me I was like, assuming that we get students into those spaces. How are we even addressing leadership at the elementary level? Where does leadership come from? And so I really settle myself on the fact that we need to really see ourselves in the classrooms, see ourselves in the school buildings.

Edwin went on to share how although he enjoyed the luxury of what his consultancy job at the time provided for him, it was his life's purpose to "bring up a critical issues that we need Latinos in education, and we need them present in these spaces." Ultimately, this experience is why he started his program.

Most early-career teachers also experienced a person or moment that influenced their educational journey. Kevin's mother really played a role in influencing Kevin to

become a teacher. “My mother always pushed me, I don’t know, like she pushed me very hard to become a teacher.” Kevin felt that his life experiences growing up were different than his friends, and his life purpose was to give back to his community, “I like pouring back into my community because I always felt out of my friends, I was one the lucky ones. I was able to go to college and travel. Many of them didn’t.” Kevin described his role to the kids in his community by saying, “I just want to be a positive influence and let the kids know, like you can do this. You can come from here and do whatever you want to do.”

Similar to Kevin, John’s mother influenced him to become a teacher. However, it wasn’t only his mother that played a role but rather many of his family members, “My mother, my great grandfather, my grandfather, multiple cousins, my aunts, my uncles, and my sisters are all educators.” John’s entire family impacted his decision to become a teacher and influence the lives of others, “You know just being around that I think it impacted me in a way to want to make a difference in how we are impacting the next generation.”

The analysis of the collected data, including individual interviews and content analysis revealed that shared experiences were common among members through different times. Discrimination, teachers they had growing up, and someone or something that influenced me were the sub-themes that emerged from the theme of shared experience.

## **Theme 2: Community**

The second overarching theme that emerged during the analysis of data was community. When I asked program director Edwin how his program builds a sense of

belonging, Edwin shared “We build community with them.” He also shared how he viewed community when he grew up, “Growing up, I was surrounded by Latinos. I saw myself in my community everywhere. I spoke Spanish in school. I ate Latino food. I knew different communities. And then when I moved, I lost all my friends I built on.” All of the participants shared how their program promotes and creates a sense of community that helps foster a sense of belonging in their profession. Within the theme of community, three sub-themes emerged from the data that was collected. These were: authentic relationships, support through communication, and feeling isolated and alone. Altogether, these sub-themes show how teachers of color programs support teachers by creating a sense of community.

### ***Authentic Relationships***

The first sub-theme to emerge from the collected data was authentic relationships. All 15 participants shared the importance of relationships made from their program, as well as the authentic relationships created through the program. The majority of the early-career teachers shared how the relationships they made through their program were different from the relationships they made with the teachers in their buildings. Shawn felt that the relationships he built from his program were:

The best part and the most important part of the program. I mean I can call up any of the people that were involved in the program, and we can talk about things such as problems of practices and we would support each other. In fact, I am on Facebook with several of the guys and we check-in on each other. The relationships we built from the program were authentic because of who we are. I think that was the most important thing that came out of the program.

Similar to Shawn, Michael also felt that the relationships he created from the program became “some of my closest friends. The relationships I created are like dope. We created some really great friendships.” Michael shared how he can open himself up to his friends and make himself vulnerable, “We can have a heart to heart conversation, and it never felt fake or anything.” Shawn credits his tenure in education because of the authentic relationships he created in the program, “The program connected me with great individuals and they are definitely the reason why I have been in education this long.”

The relationships early-career teachers develop can lead to long-lasting connections. James described the relationships he created from attending summer professional workshops with other participants of the program as “lifelong connections.” Furthermore, James goes on to describe how close the relationships become, “We get invited to go to peoples weddings, parties, peoples house gatherings. It is like one giant family. That is the most important part of the program for me.”

Creating opportunities for early-career teachers to cultivate authentic relationships with each other is a vital element program directors seek to create. When Edwin was asked what the most important element his program provides that early-career teachers feel is invaluable, he stated:

I would hope it is a community. For me it is a sense of community. And for me I like the word community over network because the word community denotes a strong word relating to relationships. What I love about our organization is I see people connecting during our events. And now I see them doing this work together outside of our organization. They’re sharing resources, sharing practice. Talking about issues within their own school. They are building organic

relationships. The least my organization can provide is a sense of strong community.

When this same question was asked to Richard, he shared a similar answer like Edwin by stating:

I think that the brotherhood, the sense of belonging to a network of likeminded people is invaluable. I can say for me to know that when I graduated, I had a whole clan of people, Black males that wanted to be teachers going through similar experiences as me. I can call on for help with a lesson plan or just somebody to stress about my day with. I mean, that's the most invaluable thing I think all of us can say, having that network and that brotherhood.

The brotherhood and network of support was important to most of the members. Nonetheless, authentic relationships were cultivated by all members. Program director Justin discussed how in order for early-career and mentors to have authentic relationships, “You got to break down the walls first before you even talk about coaching.” As Justin continued, he goes to describe how conversations between a mentor and a teacher “may not be about pedagogy.” Instead, they focus on building a relationship by asking, “How are things going at home? How are things going on in your personal relationships in life?” These conversations that are held between the early-career teacher and the mentor “may not be shared in a school building.”

Conversely, the conversations between mentor Joseph and his own district appointed mentor when he began his teaching career 16 years prior were vastly different from how Justin described what goes on in his program:

When I was first starting, I had a mentor, older White woman who told me, who came into my class and told me you share too much of yourself with your students. Because I used storytelling and anecdotal to explain things to students. After that, I just stopped inviting her to my class. It's like, you don't understand what I'm doing, because you can't do it. You don't understand why it is important.

Now that Joseph himself is a mentor to early-career teachers, he wants to create opportunities where his mentees do not feel the way he did when he had a mentor, “I create a place where these young teachers feel comfortable talking, where it's not relating to teaching but could be personal.” Similar to what others echoed, Joseph engages in conversations with his mentees about life: “I had one mentee talking to me about how he was planning his wedding, and the stress of all of that. You know sometimes you need a place to sit and talk.” Joseph develops relationships with his mentees and develops opportunities so “they can feel like they could just be themselves. It could be over food, music, sports, life.”

The content analysis of the social media accounts revealed that all programs displayed images of teachers and students smiling and in close proximity. Also, there were pictures of program directors and facilitators standing in front of teachers presenting while members of the audience were looking attentively to the speaker. Additionally, one program retweeted a tweet from U.S. House of Representatives from South Carolina, James E. Clyburn. Congressman Clyburn was “pleased to spend the afternoon” with members from the program and highlighted through a Twitter post how the program creates a space to support black men teach and mentor.

### ***Support through Communication***

All early-career teachers received support from their program through communication. All mentors and program directors shared how it was important to communicate to early-career teachers the support that is available to them. Program director Adam shared that support is the most important element his teacher of color program provides early-career teachers, “as for academic support, mentorship support, we are there to help them. Whatever type of support they need, we are ensuring that we support them.”

Mentors make themselves available for early-career teachers. Joseph described how he makes himself available to support his mentees:

We have phone calls, and we sit and talk. I meet them at Starbucks. Sometimes it is about just them venting, they just need a place to talk or a person to talk to. Sometimes it’s not even about their lesson or work but rather an issue with their administration, or you know, just the stress of being a new teacher, and everybody trying to tell you what to do. I just try to be an ear, you know, especially during a time and in a place that doesn’t always feel like they care about young teachers of color.

Another mentor, Mason, described how he creates opportunities where “teachers can discuss issues and concerns.” However, before that, Mason starts by, “listening to their concerns. Helping them to identify the root of their concerns. Then, I empower them to become effective teachers.” Mentor John has a similar approach with his mentees, “I definitely connect with the brothers in the program by getting the opportunity to listen to their stories, speak with them about their experiences.” John goes on to define his role

specifically as, “connect to these brothers and hear their stories, you know, provide resources and support them.”

Early-career teacher Kevin was able to express with his mentor confidential issues that he was encountering, and he shared his concerns if he exposed this information to staff in his building, “My program gave me a place to really talk about my problems, because within my building, you don’t know who is communicating with who.” Kevin was able to be more transparent with his mentor, “I was able to open up with my mentors in my program, and I was able to text them at any time, and discuss whatever situation I was going through.” Kevin described the relationships he had with the mentors of his program as, “lifelong bonds, because these people were the first form of support I got, and I feel like they will always be a form of support.” Kevin continued by saying, “these are the few relationships that I want to keep.”

Early-career teacher James shared a similar experience of being able to contact other teachers from the program for support at any time, “the teachers are always available. If I get on my phone right now, and call a colleague, I promise you, they will answer my question. It’s helpful to have the availability of someone you can go to.”

Early-career teacher Michael received support through communication similar to the other participants. Nonetheless, Michael exclaim how the program provided support to him when he fell off track:

There were times where I messed up, or when guys messed up, and the program didn’t always necessarily just throw you to the curb, like they helped. We had guys who were young, and they will do young people things, not thinking and



could have got themselves in a lot of trouble. But the program assisted you in any way they could to stay on track.

Communication was important to all participants of this study. Mentors made it a priority to make themselves available to their early-career teacher, which helped build trust and solidify the mentor and mentee relationships. Moreover, to retain and support early-career teachers, many mentors shared that it was their obligation and purpose to make themselves available to their mentees.

### ***Feeling Isolated and Alone***

The third sub-theme to emerge from community is feeling isolated and alone. This was a feeling particularly among all three groups. Program directors and mentors all shared how their goal is to create a sense of community so teachers do not feel alone and isolated in their profession, especially when they can be the only male teacher of color. Program director Randy describes this experience when he was asked what made his teacher of color program different than the school district:

Well, I think for starters, we're bringing the men together from across the district. So out of their isolated space, some of them work in school buildings where there may be more males of color, some of them might be in a building where they are the only ones. So I think, bringing them from across the district to be able to come together in a safe space is something the district in general probably wouldn't be able to provide.

Similar shared experiences of feeling isolated and alone when they are the only teacher of color in their school buildings were also taking shape in Edwin's district. He echoed this experience when describing why teachers of color leave the profession,

“isolation is critical why teachers of color leave. Usually, they are one of few in the building and they feel like their voice is not being heard.” Edwin also went on to describe how teachers in his program shared some contrasting views on feeling alone when they initially walked into one of his program’s meetings. He stated, “It is the first time that they step into a room with that many Latinos in education and for a lot of them it’s like wow I had no idea this was possible.”

Early-career teachers also expressed statements of feeling alone such as the one mentioned above. When describing the benefits of his teacher of color program, Shawn expressed that “School buildings are very isolating. Like, I worked in a school where they were few men of color. So I think seeing that we are not alone is very important.” Shawn also repeats a similar claim earlier during the interview, “I think my school district can be especially isolating for professional people of color in the education world, because it’s very possible you’re the only one.”

There was a consensus among members who felt the program was there to support one another and build a sense of community. Michael affirmed this when he described how his program supports its members:

Even when there are times where I messed up, or when guys messed up, they don’t always necessarily just throw you to the curb to be alone, they help you. We had some guys who were young and would do young people things that could have gotten themselves in trouble. But yet the program didn’t just give them the boots. They taught them discipline because they needed that.

The content analysis emphasized the importance of being in a group at all times. All programs shared various events that took place which included multiple participants

to engage with each other. Even during the pandemic and at a time when people were sheltered in-place, nearly all programs were able to conduct some type of program to build community with its members utilizing Zoom video conferencing platform.

The analysis of the data revealed some community building programs facilitating happy hours on Zoom for all members, one program hosted monthly books talks on Zoom, and another program hosted monthly workshops on Zoom to support early-career teachers in virtual learning.

The analysis of the collected data, including individual interviews and content analysis revealed that community is promoted through the programs, which help foster a sense of belonging. Authentic relationships, support through communication, and feeling isolated and alone were the sub-themes that emerged from the theme of community.

### **Theme 3: Relevant Opportunities**

A third overarching theme that emerged during the analysis of collected data was relevant opportunities. All participants discussed how their program provided opportunities for members to engage in opportunities that can develop their professional goals. Within the theme of relevant opportunities, three sub-themes emerged from the data that was collected. These were: bonding with similar educators, leadership and professionalism, and adjust to today. Collectively, these three sub-themes embody the relevant opportunities that the teacher of color programs provide its members to retain, support, and develop teachers of color that impact their influence on whether or not they should stay in the education profession.

### ***Bonding with Similar Educators***

The first sub-theme to emerge relating to relevant opportunities was bonding with similar educators. Participants from all programs and all groups shared how their program provided opportunities for members to network and bond with each other. These opportunities brought like-minded educators together. Additionally, the opportunities for educators to bond with each other were specific to the teachers' needs and issues they encounter. Early-career teacher Kevin declared how:

The trainings are really targeted to teaching. Like culturally responsive teaching. It just opened me up as an educator in a different way. And this ability to link up network with other new teachers and other male teachers of color that come to the program, that spaced help me get through a lot.

In addition to culturally relevant teaching opportunities, Kayden who is in the same program as Kevin shared how there are opportunities and spaces where they communicate, "Injustices that we've read about, and we experience on our individual level, and they are products of routine strategies. And if we can learn strategies against them, then we can make better outcomes for students of the future."

Program directors also shared how they created many opportunities for their members to bond with each other. Being placed in a room with other people that have a similar background and experience was how Randy's program prepared their early-career teachers mitigate discrimination in their school buildings:

We are able to set the guys up with the men who have been there with the experience, and who can call it for what it is, and who can articulate racism for

what it is, and be able to give you the sage advice, and practical skills to be able to combat racism at your school. That's what our program does.

Randy continued to express how important these opportunities were for his early-career teachers, "By having this group, you get access to information and opportunities that you might not otherwise be afforded, but because you're part of this group, you get to network." Randy ends the conversation relating to bonding with other educators by proposing the following:

I have listened to my guys and I think it's the camaraderie we built just because they'll tell me that they didn't know they needed the space until the space was created. And so to be able to have a place to be able to share their experience, and to know that they're going to be able to have some educated conversations about their experiences with other men who look just like them, is probably one of the most valuable traits of our program.

Some of the mentors indicated how they provide opportunities to support their teachers. Mason exclaimed how he has, "An open door policy, and I group the mentees to discuss issues of teaching and learning. We have discussions and professional developments and they are very powerful and empowering to the teachers."

The need to have opportunities for teachers to bond with other educators, that program director Randy and mentor Mason described, are needed and wanted according to early-teacher David:

I definitely think that there needs to be a platform for male teachers of color to come together to discuss some of the obstacles that they face in education in terms of, student relationship, talking and dealing with parents, and even school

dynamics. Or even the importance of male teachers in the school, throughout the school system, especially male teachers of color.

Results from the content analysis of the program's websites and social media accounts showed that there were extensive number of opportunities for members of the different programs to bond with similar educators in the same field. The collected data from each program websites highlighted virtual events, with one that focused on "Share and grow their impact." Two programs highlighted their annual event on social media and adjusted to creating a virtual event because of the COVID-19 pandemic.

### ***Leadership and Professionalism***

The second sub-theme to emerge relating to relevant opportunities was leadership and professionalism. All participants reported opportunities where either they were given leadership opportunities or facilitated roles in leadership positions. Moreover, early-career teachers expressed how there were moments on how they were treated as professionals but also trained on how to come across as professionals in their new career.

Early-career teachers shared both opportunities of leadership and how to be professional in their careers. Kevin addressed a group of early-career teachers, mentors, and program directors as a participant on a panel discussion, "I was given this opportunity to speak up on my experience as a first year teacher, on a panel. This was a great opportunity for everyone to listen to my experience."

Early-career teacher James outlined how his program helped him build on the "Norms of being a teacher. For example, they teach us how to dress professionally, and being professional on the way you walk, the way you talk, how to address people, and how to handle situations."

When describing how their program is designed for early-career teachers, program director Justin describes their program model as, “Geared more towards a leadership framework that we have used” to help develop the mentors enrolled in their program. Mentor John who is in the same program as Justin, described how he and how his program develops his early-career teachers into leaders. “Also, our teacher go through one-on-one leadership professional developments with our impact leader, to help prepare them to train others.”

When describing opportunities for their members, nearly all program directors underscore opportunities for early-career teachers and their mentors to engage in moments of leadership and professionalism. Program director Randy asserts how members of his program credits the opportunities that they encounter for multiple opportunities in the future:

I would say because you're a part of this power group, I find that that there is an ultimate confidence builder that gets created after being in the program. There are men who have told me that there were certain opportunities that have come their way that they're not sure if they would have taken them if they didn't have had the confidence to apply for those opportunities. If it wasn't for their participation in the male educators of color program, whether that be for certain doctoral programs or leadership opportunities. We've been credited for giving them the knowledge and the confidence that they can do it.

Similar to Randy, Richard described professional opportunities that he creates with early-career teachers that can leave a lasting impact on the members' lives:

In an effort to recruit future male teachers of color, I take all of my guys to a high school. And I don't know if you've seen any pictures on the website with the members and we all dressed alike in suits. We walk into a building, and you can just imagine you have all these kids in an auditorium and you have 21 Black guys, over six feet, some with tattoos and all. They are all coming in walking through with suits. And everybody's looking like who in the world is this basketball team. And then they find out that all my guys are teachers and it suddenly becomes cool. And literally every school that we go to is probably 100 kids now trying to get an application to be a teacher.

Early-career teachers were provided with opportunities from their program that helped developed their leadership capabilities. One early-career teacher who is currently studying for his doctorate credits the program for the position that he is in today. Additionally, program directors seek opportunities to create leadership spaces where early-career teachers listen from others in leadership positions or attend workshops to develop their leadership skills.

### ***Adjust to Today***

The third sub-theme to emerge relating to relevant opportunities was adjust to today. Nearly all participants shared how their program was geared and adjusted to reflect current issues and topics of today. Most program directors shared how they specifically aligned their program to meet the needs of current events instead of repeating material on teaching and learning which some school districts follow.

Matthew, a cofounder of a teacher of color program, described how when he was a teacher, the killing of Black innocent men in America, such as Trayvon Martin and



Mike Brown, were challenging for his black students to grasp. “I noticed that my Black male students really needed that support from me, they were struggling to really understand their purpose in America.” Matthew, who understands the history of Black men in America, goes on to share how it was during these conversations he “Ended up recognizing there were only 2% of Black male teachers nationally.” His cofounder, Justin, also recognized that 2% of Black males were teachers, “Justin and I both had the same type of perspective on this issue. And, I was like, this is something we can work together.” Matthew credits these opportunities to discuss current events with his students as the cornerstone movement for his program.

Early-career teacher David also experienced opportunities to discuss issues and events that are relevant for today, specifically among the injustices and inequities that people of color are experiencing in this world. David mentioned this during his interview:

I try to make my lessons that address current issues that the students in my class are dealing with. I think it is disrespectful if we are teaching lessons that treat our students as though they aren't aware of the inequities and injustices that happen in this world. Students are witnessing it and are absorbing the opinions and everything in the news that is happening around them. So in my lessons, I tried to incorporate issues that are happening in their community.

A similar sentiment is reinforced by mentors. When discussing better outcomes for students of the future, Kayden remarked, “The program communicates the injustices that we have read about, and we experience on our individual levels, they are products of routine strategies. And we can learn strategies against them.” Similarly, mentor Mason expressed how the program director in his program, “Discusses teaching and learning

post George Floyd, post Breonna Taylor, and post COVID-19.” Mason continues by saying, “This program is so dynamic because we are able to shift to current issues and policies relating to men of color. This is an important piece of it. And there is no teaching and learning now without discussing George Floyd.”

Mentor Joseph shared how his program has members with a similar purpose towards educating students of color today:

Some teachers don't have any care about the fact that they're coming from the suburbs and their students don't look like them or their students don't have the same experience as them. And they don't try to include relevant teaching in their classroom to make their students feel comfortable. You know, but I spent my entire career doing that. I spent my entire career making sure my class was someplace that everybody in there can see themselves. And I never understood why teachers didn't do that. Like, why are you teaching this? You think any of these young brown and Black kids care about this? Or could they ever even see themselves in what you're teaching? But then I go to this program, and I'm sitting around with teachers and all of them seem to think a lot like me. So I love it.

On the topic of inequalities, there were similar ideas on LGBTQ issues. A conversation that discussed gender-neutral bathrooms in one program caused quite a conflict with members. Some early-career teachers were against this idea, and others were for it. Then some shifted their beliefs on this topic because they were not aware of its message. Moreover, these members could empathize with how students would feel and relate that feeling towards how some of the early-career teachers felt working in a building where staff did not always welcome them.

Early-career teacher James addressed how his programs discusses LGBTQ issues confronting elementary and middle school students and teachers:

I don't know anything about LGBTQ issues that students have in elementary and middle school. But they brought it up one day at a conference and said that within 10 to 15 years, we'll have transgender bathrooms in the classroom. And I was just like what?! But then again, you have to accept it. You can't control what you can't control. So our program had us teach lessons base on this issue that is taking place today. It was very helpful, because by the time this happens, we would already have a sense of what we have to do.

Program director Richard, who is in the same program as James, also shared the issues LGBTQ students' experience in the elementary and middle school level and how this is an important topic to discuss today. When deciding how to navigate these issues, Richard exclaimed, "How do you say that you work towards equitable for all students, but you may have some biases in your positionality that you bring to school and unaware that you may treat students differently because of their sexual orientation?"

The most challenging adjustment all groups encounter was due to COVID-19. Being able to adjust the program to meet the needs of all members was a challenge all programs experienced. Many programs were creative in their approach. John discussed the difference in their program because of the pandemic:

Of course, things are a lot different now because we're in a pandemic. A lot of these things that we do are virtual, whereas virtual happy hours are sponsored by our team, and you're able to engage virtually, with fellow members in your

cohort, virtual game nights and virtual book clubs. So these are the creative ways that we meet the needs of everyone while we are being safe and socially distance.

The analysis of the collected data, including individual interviews and content analysis revealed that relevant opportunities were provided for educators to develop their personal professional goals. Bonding with similar educators, leadership and professionalism, and adjust to today were the sub-themes that emerged from the theme of relevant opportunities.

#### **Theme 4: Space for Us**

The fourth and final overarching theme that emerged during the analysis of collected data was space for us. All participants specified the importance of creating and maintaining a space for male teachers of color. Creating a space is different from creating a community because within the space, educators are able to be vulnerable with each other and discuss topics that may not always be welcome in other spaces. Furthermore, the space the programs created were tailored specifically for male teachers of color and the issues they encounter not only in their school buildings but throughout life. Within the theme of space for us, three sub-themes emerged. These were: safe space for critical conversations, our history, and identity and voice. Taken together, these three sub-themes underscore the importance of developing and sustaining a space for male teachers of color in their teaching profession.

##### ***Safe Space for Critical Conversations***

The first sub-theme to emerge regarding space for us is a safe space for critical conversations. Every participants in this study shared the importance of creating a safe space where male teachers of color can express the challenges and issues they encounter

in the classroom. Additionally, nearly all participants expressed how the safe space their program creates is vastly different than the space their school district creates for them.

Early-career teacher Shawn expresses how vital this space is:

I think that it's important that men of color are given a space to unpack the experience of being a man of color in American society, and what the sociopolitical implications are in our schools. I think it's important that men of color are given a space where we can sort of like iron out problems that we have among each other in a space where we feel safe and vulnerable.

Shawn continued and expressed how teachers of color begin to notice a pattern with each other:

I think there needs to be a space to talk about what it means to be a man and what it means to be a Black or Latino man in schools in America today. When you start to talk to the other Black and Latino teachers, you're like oh, OK, shit! I'm not the only one. Like we all are seeing and experiencing this. And I think that space is really important.

There was a consensus among many participants that the safe space their program provides was an authentic place with the goal of supporting each other. Mentor Joseph stated, "When we have a meeting on a topic such as racism or bigotry, it makes more sense for me to explain that in this safe place." Joseph describes the safe space as, "A place where you could talk and feel that this isn't a gotcha kind of place." Similar to how Joseph was describing the space teacher of color programs provide, Michael described the space succinctly by stating, "It was just a safe place, never felt fake or anything."

In agreement with creating a safe place for teachers, program director Justin mentioned that when his teachers take part in conferences, workshops, or retreats, “You don’t have to worry about your principal, your administrator, you can say what you want to say and feel how you want to feel.” Furthermore, Justin described how by including a member of the school district, it may not allow for a true authentic conversation, “I would say it’s still weird when you have this model but it’s led by a district representative. How would you allow them to add that authentic conversation if you don’t remove them from that space?”

Kevin shares similar views to the other two participants when he described the space he engages in, “It’s a space where you can be transparent, but you also feel comfortable being transparent.” Kevin goes further to describe the space that he is in:

You know the space in school doesn’t always feel safe. You don’t know who you can speak to, who you can be transparent with. We, as in male teachers of color, we make up only a small fraction of the teaching community. I think I was one of two black male teachers at my last school. So you know, just having someone who can understand you, meet people who try to genuinely get to know you, become genuine friends with, these are the people in these spaces.

The characteristic of being transparent was shared by early-career teacher Shawn when he described conversations relating to being critically conscious. While describing a safe space, Shawn stated, “The pace gives us the ability to give authentic feedback to push people toward a point of going to critical consciousness without necessarily feeling attacked.”

There was a general agreement with all program directors that creating a safe space was one of the essential elements their program provide its members, specifically when critical conversations are held. On the topic of LGBTQ, Richard facilitated a meeting with his members which he described as a, “Very difficult critical conversation to have. The conversation got really heated.” Richard described a situation where he tried to shift one of his teacher’s perspective on teaching a student who identity as gay:

One of the teachers said well, if I have a gay student in my classroom and if my religion says that there shouldn't be homosexuality because it is a sin, then I don't necessarily know if I can work with that student. So then we flipped the conversation. We said what if we have a White female teacher who says that because of her background, she doesn't feel like she can teach a Black student? How are you any different from the racist teacher? And those are those critical conversations, because they get quiet. And those are the moments we call it cognitive dissonance moments, where somebody will hold on to this framework of thought, even though it doesn't make sense. It works against who they articulate, that they say they want to be. And it is breaking them out of those cognitive dissonances, so that they're actually able to learn from those critical conversations.

On the topic of being inclusive to all differences, mentor John claimed his program, “Offered a safe space for male educators of color, whether they come from families that moved into the United States, or are families that have different religious beliefs.”

Mostly all critical conversations that were held in safe spaces throughout each program were conversations around teaching and learning. However, some spaces were created to discuss issues around life. Program director Justin describes how he creates these spaces:

I think creating a space where we're open to discussing issues that are uncomfortable, and it's not just focused around men. It's on like, how do we treat women? We've had conversations about what does it mean to show up and be our whole selves? A lot of the guys, you know, we have a lot of men in our program who are fathers, myself included. And so, what does it mean to be a father? We've had a lot of conversations about fatherhood, and how we train our sons and our daughters in a way that they can continue to promote and can move, move the vision and movement forward. So I think we build community but not only just focusing on pedagogy.

Creating a safe space to engage in critical conversations was invaluable for early-career teachers. All programs made sure to develop opportunities to engage in this space throughout their program. A safe space facilitated by the program allowed teachers to be vulnerable and for early-career teachers to share their personal stories and experiences, which led to critical conversations throughout the program's safe spaces.

### ***Our History***

The second sub-theme to emerge regarding space for us is our history. Most of the participants shared during their semi-structure interview that their history and the history of other people of color was essential in navigating throughout the teaching profession spaces. All program directors identified various events in which outside participants were



invited to share their history being a male teacher of color and what they experienced during that time, or they promoted opportunities to discuss the history of their people's experience. Some participants shared how it is their responsibility to share their history with their students of color.

Joseph describes how he teaches history to his students so his students can be reflected in his pedagogy:

I try to relate to students, you know, I share a lot of my experiences with my students, I share my history with my students, just to explain to them and create rapport. Let them know I'm from where you're from, I've gone through what you're going through. Let me explain to you why this is important. So my classes and even my lessons are about history, I'm a social studies teacher. I don't teach a history lesson that they can't see themselves in.

Joseph continued to describe workshops he attended in his program that focused on history, "I was part of a group that attended workshops on social studies, and we shared ideas about people and events of history of the past, and discussed how we can share this information with our mentees."

Program director Edwin detailed how he creates spaces when engaging in conversations around history:

I also like to talk about our history. We talk about the history of our community and about Latino contributions in this country. How we can show up in solidarity with African Americans? How can we show these issues of systematic injustice and oppression? I am pretty sure I have never walked into a school or a professional development and they are addressing these issues without comforting

white folks along the way. So one thing we don't do is make white people comfortable in these conversations. As a professional, I would also say that I have been in a lot of spaces where I had to modify who I am in order to fit in. We are not asking anyone to modify who they are. You show up as you are, we are going to love you and treat you well. We start from an asset base perspective.

There was an agreement among program directors to document history as the explanation why there are few male teachers of color. Program director Justin believes, "There's some history as to how and why we have an education system we have in terms of the lack of representation." Justin continued and shares:

I think we have to acknowledge conditions in place as for the reason why there are not a lot of men of color, Black folks, in the profession or folks of color, period. But there's definitely a reason for this. You got to track that back to a period of time in our country.

Adam carried a similar sentiment as to why there are not too many male teachers of color in education:

You know, this has been going on for years. This was systematic, and I think a lot of it comes from slavery. Where we have been so racially divided as a country.

We need to make it an equal playing field for all students, for all teachers, and for everyone.

Richard delineated why there are so few male teachers of color in education; "Reason being is that this profession is historically and presently shaped by the dominant demographic that's in education, which is White and female." Additionally, Richard

utilized opportunities for his members to develop strategies to fight racial injustices in America but also balance their role as an educator in the process:

I equip my members to fight the systemic systems of racism and inequity in their schools through a lot of different ways. But often we expose them to critical conversations, challenging their thought processes. I took a group of my guys, to the Martin Luther King Jr. Center in Atlanta and the Social Justice Center in Atlanta, and having them meet with people who, from 1960s dealt with Jim Crow. We do all those things to help members understand not only the historical fight of racial injustice in America, but also give them strategies of how to fight those systems, navigate it, and also to keep your job. So we have sessions where alumni members come back, and they talk about how they navigated it. And is pretty much what we call a brotherhood circle, where each person is kind of going through, and we learn from those experiences of how to navigate those systems based upon the experiences of others.

Similar to Richard, program director Randy summarized the sub-theme of our history by uncovering what he shares with his members:

I think you also want to be sure that you're exposing the members to enough of the history of race and race relations in the education space, as you know the history of Black and brown experience in the space. Specifically where it pertains to testing or busing.

During the content analysis of the programs websites and social media accounts most programs displayed images, videos, and articles relating to historical figures. On Martin Luther King's birthday, one program honored his birthday and also decided to

host a workshop on, “A dialogue on intergenerational bridge building, MLK & service, the presidential inauguration, and the next steps in our fight for equity.” Moreover, this same program highlighted on their social media account a virtual event hosted by an educator in the district with the purpose of giving members “An understanding of the historical background of Juneteenth, discuss it’s [sic] importance as a milestone in the fight for true black liberation.”

### ***Identity and Voice***

The third sub-theme to emerge regarding space for us is identity and voice. All of the program directors emphasized the importance of their members embracing and understanding their identity and voice throughout the spaces that they create. It was revealed throughout the semi-structured interviews that most early-career teachers understand their identity when they walk into their classrooms.

During David’s early years growing up in high school, he identified as Afro-Latino. David described the experience of navigating boarding school where the majority of the other students were White and his feelings of doubt arose towards his identity:

When it comes to racism, a lot of it came through developing my identity. I identify as an Afro-Latino. In my boarding school, it was a very small school no more than 100 students. The majority were White, like five Black students, like three Latinos. And it was really interesting to see the dynamic, like accessibility to different things and what people thought were OK. The Black students were like no, you’re not Black you’re Latino. And the Latino students were like no you’re Black because you don’t speak Spanish. And then even the White students

who were all in my Spanish class, and they spoke better Spanish than I did. So they would tease me that I am more Latino than you are.

Similar to David, program director Edwin described a moment when he questioned how different his identity would have been, if he did not move to a different neighborhood where he was not reflected:

I can only imagine if I stayed in Miami how different my educational outcomes would be. Maybe I would have done worse academically. But you know what, I would have been a more confident person. Like I would have been more proud to be a Latino. I would have been more centered to my identity from that perspective. You have to wonder, what are the consequences and cost of not seeing yourself reflected in the classroom?

Early-career teacher Shawn described a moment when he was hired by a male Puerto Rican principal at a new school district. The principal shared with Shawn the importance of having a Black male teacher to bridge a connection with students that do not feel connected. Shawn felt there was a congruency on how they exhibit challenges, “I think that there’s sort of like an understanding that we’re running the same race that we are here to support one another.” Shawn continued to demonstrate how a Latino male principal, who is not in his program and despite being from different backgrounds, share some similarities, “I know that even though he is different than me, he lives in many ways the same experience I do.”

Most mentors shared the importance of having a voice while trying to navigate the spaces they occupy. When mentor Kayden was asked to share the most important element his program provided him with, he said, “Their investment in your own identity

development and maintenance of your identity.” When asked to define this statement, Kayden disclosed the following:

Throughout the cohort series, there’s a much louder push for you the educator, whether you are a mentor or a mentee to identify, define, and live in your identity. If you continue through the series, the teaching point becomes, how do you show up for students in that identity? And then how do you show up for yourself or take care of yourself in the day to day exercise of pedagogy? I think that’s been one of the most impactful parts of my involvement in this program. You start to really develop or identity for yourself, what is going to be the strategy that I am going to use, to be the dynamic teacher that I am.

The majority of the program directors described situations where they prepare their members to show up fully in their schools. Program director Matthew believes that teachers who are able to show up to schools as themselves is what he considers essential, “I think the thing that’s invaluable here is the fact that our guys are able to fully bring themselves as teachers, and they start to do, whether their schools allow them to do it or not.” On issues relating to racial and social inequalities, most program directors described situations on applying their identity. Matthew’s cofounder, Justin, describes it this way:

I think lately, we do a lot more training or having our mentors talk to our teachers a lot more about how they can leverage their unique identity and voice to not necessarily dismantle the systems of oppression, but like really kind of leverage your voice to speak adequately or eloquently about discrimination that they see from their particular lens.

Justin went on to describe how he endorses specific professional developments for his members, “I am in favor for professional development tailored to the identity, not only on curriculum and content, but also on identity as well.” While Justin was describing this moment, he shared a story about when he first started teaching and a colleague caused Justin to leverage his voice:

When I was 21, I had a teacher right across the hall from me. We were the only two Black men in the school. I went to his classroom every day. It’s like how do I do everything? Please teach me. And so I felt like it wasn’t just his best practices. He was a bomb teacher in the school. He helped me to understand that I had a very unique voice at the school. He helped me understand how I can leverage my identity in the school and in the school community.

Similar to how Justin’s teacher leveraged Justin to use his voice, program director Edwin supports his members to feature their voice, “We highlight or members voices. We said that they are experts in these spaces. We convene them, and we bring them to have conversations.” Utilizing your voice in these spaces was shared by multiple program directors. Randy shared a story about how he leverages his voice in his leadership position as a program director:

I was an educator of color in a space and I felt it was incumbent upon myself to, to think about and to look into, keep an eye on, and to be a voice against any inequities that you saw in policies. And I think you’ll find that you have more problems of policy when it comes to inequity and systemic racism, than you have problems of practice.

Levering your identity and voice was underscored by all program directors.

However, one program director in particular, Edwin, reiterated this point multiple times. When asked what the best way to retain teachers of color was, Edwin conveyed, “Address systematic racism in schools. And put supports in place that allow people to lead in a positive cultural identity.” Lastly, Edwin described the importance of identity and voice when it is missing:

Here’s the issue: we talk a lot of Black male educators, and we talk about the 2% issue. What I found very interesting in that the Latino community those numbers are the same. So the reality is if we are talking about equity in these conversations, if we want more male teachers of color, particularly Latinos, there are some narratives in our community around teaching, especially men and teaching. What does that do for a gender norm perspective? If you don’t see male teachers and you are not normalizing that, male students are going to say, I am not going to be a teacher when I grow up. What I see also is anecdotal. Typically, when I see male teachers, someone in their life has been a teacher. They've seen that before so they’re more comfortable in that space. When we also look at systems, particular public schools, six out of 10 Latinos graduate. Which means four out of 10 don’t. The majority of that number is going to be young Latino boys. So the lack of Latino teachers is a symptom of a greater systemic issue of how we treat Latino boys both culturally within our community and outside our community. So we need to address those issues. The reality is we are seeing monster consequences by not having male teachers in classrooms.

The analysis of the collected data, including individual interviews and content analysis revealed that space for us was created and maintained for male teachers of color.



Safe space for critical conversations, our history, and identity and voice were the sub-themes that emerged from the theme of space for us.

### **Conclusion**

Through the analysis of the data, four overarching themes emerged and three sub-themes raised for each. The first overarching theme was shared experience, and the sub-themes were discrimination, teachers they had growing up, and someone or something that influenced me. The second overarching theme was community, and the sub-themes were authentic relationships, support through communication, and feeling isolated and alone. The third overarching theme was relevant opportunities, and the three sub-themes were bonding with similar educators, leadership and professionalism and adjust to today. The final overarching theme was space for us, and the sub-themes were safe spaces for critical conversations, our history, and identity and voice. The next chapter is the discussion chapter. Chapter five will provide the reader with interpretation of results, relationship between results and prior research, limitations, implications for future research, and implication for future practice.

## CHAPTER 5

### Introduction

This study was an exploratory case study that explored the experiences of male teachers of color throughout underserved community schools in the United States, who are enrolled in a program to retain, support, and develop teachers of color during their early years as educators serving students of color in underserved communities.

Additionally, this study examined whether their experiences in the program impacted their decision to remain in education.

This study addressed three research questions. The first research question examined how the teacher of color programs retain, support, and develop early-career male teachers of color. The second research question discovered how participants in a teacher of color program perceive their participation in the program, specifically if it influences them to stay in the teaching profession. The third question investigated how a teacher of color program contributes to a sense of belonging for these teachers. Framed and designed by the study's theoretical framework and review of the literature in chapter two, chapter three presents the study's methods and procedures. Chapter four contained the study's findings. This chapter contains the interpretations of the findings, an overview of the case, interpretation of the findings, the relationship to prior research, limitations of the study, recommendations for future practice, recommendations for future research, and a conclusion statement.

### Overview of the Case

A total of six teachers of color programs participated in this study. Each program's goal was to retain, support and develop teachers of color. One of the programs

specifically focused on Latin teachers, one on Black teachers, another on Black male teachers, and three other programs focused on male teachers of color. All of the programs provided support through mentoring service, networking opportunities, and professional development. In addition, all of the programs provided opportunities for teachers to come together and bond with other educators. Four of the programs were privately funded, while two were publicly funded. Being a male teacher of color in a program that focuses on retaining, supporting, and developing teachers of color allowed the early-career teachers to let their guard down in a space where they can be vulnerable, knowing that they were not being targeted but rather were in a supportive community.

The programs provided consistent mentoring to early-career teachers. Some of the programs included in-class coaching on best teaching practices, while others allowed the mentor to visit the teachers' classroom, which was followed with a debriefing session. All of the program directors interviewed for this study had some experience in education before. Some, not all, were teachers in the classroom before becoming directors of their program. All of the mentors for this study were also teachers.

Program E was available to aspiring and current male educators of color and had the option of enrolling a general membership or a cohort membership. General membership provided participants with resources online, while the cohort membership included retreats, conferences, and events while also being able to access online resources to further develop professionally. Program C recruited early-career teachers through multiple opportunities. A majority of their recruitment were recent graduates of local city universities. Program A was a nine month program opened to male staff of color within the city's school district. The program was available to all male educators of color.

Program D focused on teachers of color, irrespective of gender. However, there are indications that there are opportunities to focus on the intersections of race and gender with programs like the Black Male Educators conference. Program B focused on teachers of color, irrespective of gender. However, there were opportunities that created spaces for male teachers of color to come together. Lastly, Program F recruited aspiring Black male teachers from the university level. Once a teacher graduates from the university, they become the primary facilitators of the professional development seminars, Praxis Workshops, master classes, & leadership summits. Graduate teachers also have an annual support conference where members of the program convene twice a year to discuss experiences and receive professional development.

All of the early-career teachers decided to join the program because they felt being in a community with other male teachers of color would help them navigate the complexity and challenges that come with being a male teacher of color. Furthermore, many early-career teachers shared that being provided with a mentor that bears no relationship to their school was a critical element of the program. This opportunity allowed teachers to share confidential information, which they would not have felt comfortable disclosing to a mentor appointed from their school.

Mentors joined the program because they believed in the importance of male teachers of color. Furthermore, some mentors wanted to guide early-career teachers so they do not make the mistakes they had performed when they first started teaching. Two of the mentors were mentees with their program at one point, and they expressed the importance and the impact the program played in their professional growth. Both mentors

and early-career teachers shared it was the community piece and a palpable sense of belonging that drew these participants to their program.

Most of the early-career teachers stayed in the profession because the program allowed male teachers of color to come together in this space where they could give authentic feedback to one another. Furthermore, the program provided early-career teachers with tailored mentoring or coaching, and they were able to relate and identify with others.

### **Interpretation of the Findings**

#### **Research Question #1**

The first research question in this study examined how teacher of color programs retain, support and develop male teachers of color during their early years as teachers. The analysis of the data found that all programs focused on building and sustaining a community with its members, which led to authentic relationships. Early-career teachers were able to connect with other early-career teachers and their mentors at any time to seek their support, advice, or wisdom on matters that they were encountering in their school buildings. Early-career teachers looked up to their mentors and they credit their mentors for staying in education (DeAngelis et al., 2013). Both mentors and program directors shared that some of their early-career teachers taught at schools that were not considered a right fit for them, and they felt out of place mainly because there was a lack of representation of male teachers of color at their school (Ingersoll & May, 2011; Villegas et al., 2012). Moreover, some early-career teachers and mentors felt that if it was not for their program, the relationships and support they receive from their school would be insufficient for their needs (Baumeister & Leary, 1995). Nearly all of the program

directors, who did not have the opportunity to experience a similar program when they were teachers, expressed how isolated and alone they felt being the only male teacher of color at their school (Bristol & Goings 2019; Mabokela & Madsen, 2007). Consequently, program directors specifically created their program for teachers to not leave the teaching profession but rather find a school that is considered a right fit for the teacher, which aligns to their goal of retaining teachers of color.

All programs provided its members with support through mentorship, professional developments, networking opportunities and supported teachers by creating a sense of belonging. The programs created this space by establishing safe spaces where teachers can vent about the issues they are experiencing in their school buildings, and to bounce ideas and listen to other members for support and advice. Moreover, the programs provided support to early-career teachers by developing their pedagogy with culturally relevant teaching practices and some programs provided coaching through intervisitations. Lastly, all programs provided leadership opportunities for early-career teachers of color by inviting them as guest speakers on a panel being hosted by the city's deputy mayor, highlighting their accomplishments on a monthly e-newsletter, website posting, or social media posting, and invite early-career teachers to unique opportunities, such as visiting and engaging in a conversation with a sitting congressman, be a guest speaker on a television documentary, or be featured in a news article relating to the program.

### **Research Question #2**

The second research question in the study investigated how male participants of teacher of color programs perceive the impact of their participation in the program to

influence whether or not they stay in the teaching profession. The analysis of the data found that early-career teachers credit the program for not only staying in the profession, but also for many of the opportunities that came into fruition during the career. Specifically, early-career teachers feel it was the mentorship program that really helped and guided them through teaching, and they found that they benefited the most from this element (Public Education Network, 2004). More importantly, early-career teachers pointed out that the mentorship they created from the program was vastly different than the mentor the school district provided them with because there was more trust built with the mentor from the program. Moreover, early-career teachers were hesitant to share confidential information with their school district mentor because they were unconvinced the information they shared will be kept private. There's a possibility school administration would find out details about what has been shared between the early-career teacher and school district mentor. Educators felt that they experienced school leaders that were not well equipped in dealing with male teachers of color.

However, since the programs provided early-career teachers with professional development that was relevant to what they were doing in the classroom, and mentors and program directors work towards finding a school that was considered a right fit for the early-career teacher who were thinking about quitting, all early-career teachers felt those elements are what influenced them to stay in the teaching profession. One program director shared how he expressed to his early-career teacher how they had come this far and the children really needed someone like him and how he is the social advocate for their school (Hilliard et al., 2003). These words of encouragement is what the teacher needed to hear to influence their decision to stay in the profession. Educators shared that

the program provided opportunities to bring outside guest with knowledge on a specific area that was relevant to teaching. An early-career teacher felt that being in a room with so many other male teachers of color felt that he was on a quest for a much bigger purpose. This finding was shared by a mentor who had also noted within the 38 years of his teaching, he had never been in a room with so many dynamic male teachers of color all looking to support one another.

### **Research Question #3**

The third research question in the study examines how teacher of color programs contribute to male teachers of color's sense of belonging in their teaching profession. The analysis of the data found that programs designed spaces that made teachers feel that they belonged and catered to their specific needs and challenges that they were encountering in their profession. It was important for program directors to create a safe space where all opinions, values, and beliefs were respected, even if that meant other members disagreed with them. Poston (2009) describes a sense of belonging invigorating when a person becomes focused on the motive to build relationships with others. The safe spaces all programs created were designed to bond with other teacher of color educators and to build a sense of belonging by letting them know that they matter. Programs did this by playing music that the teachers were familiar with while walking into a professional development space, or ordering food during these meetings that related to the members' culture. Furthermore, they surveyed teachers on their ideas of what they needed during future professional development sessions, and mentors reached out to early-career teachers even on weekend and vacation days just to check-in and see how they are feeling. Program directors facilitated workshops on topics that engaged in critical



conversations with members. There were opportunities for members to engage in disagreement, but there were also opportunities where members learned the history of people of color in the United States and the fight for social justice. These moments built a sense of belonging and purpose for early-career teachers as they felt they were a part of life's bigger purpose, and they were feeling a level of fulfillment (Larkin, 2015). Lastly, the programs shared quantitative and qualitative data on the low percentage of male teachers of color in the profession. Early-career teachers shared that these conversations intrinsically gave them a sense of purpose and a sense of belonging.

### **Interpretation of Results**

Using the theories as it relates to the program and male teachers of color experience, the five tenets of CRT in education were seen throughout this study. Early-career teacher's race was always centered during professional development. More importantly, the programs were designed because of the underrepresentation of teachers of color. Second, there is a dominant perspective that male teachers of color are placed in disciplinarian roles and take on the role of an authoritative figure. However, this study revealed that male teachers of color are seeking to make cultural connections with their students as they adjust their instruction to provide students with culturally responsive pedagogy that relates to their students' lives. Third, the six programs were committed to providing their members with professional development sessions that focused on culturally responsive education and restorative practices. Additionally, the programs built on the rich legacy of people of color's history to elevate teachers of color voices and drive a commitment to social justice. Fourth, most of the programs provided opportunities for outside speakers, such as the former United States Secretary of

Education John King Jr., and allowed them to share their voice to highlight their personal experiences and knowledge. Moreover, through a counter-storytelling approach, some programs invited males of color who were marginalized during the Civil Rights Movement to highlight how they made racial progress in schools and in society. And lastly, all programs analyzed the role of race and racism in America by centering today's context through the lens of history and political science.

Maslow's Hierarchy of needs and Need to Belong Theory, the two other theoretical frameworks that guided this research study, are illustrated by outlining how the programs fostered belonging within teacher of color programs (see Figure 3). Based on the findings of this study, four components were necessary for early-career teachers to stay in the teaching profession through fostering a sense of belonging. These four components included establishing safe spaces, positive relationships, nurturing support, and identity acceptance. These are the components that were predominant based on my study participants, and when all four components were available to male teachers of color, this affirmed their belongingness.

Establishing safe spaces was a key component for all the programs. Safe spaces allowed teachers to counter-story tell which promoted racial progress (Solórzano & Yosso, 2001). Safe spaces permitted teachers to make themselves vulnerable by highlighting their weaknesses and seeking guidance from others. Program directors specifically created these spaces away from school buildings without the fear of consequences or repercussions towards early-career teachers.

Positive relationships were developed and sustained between the participants. Humans seek opportunities to create and maintain a minimum number of lasting, positive

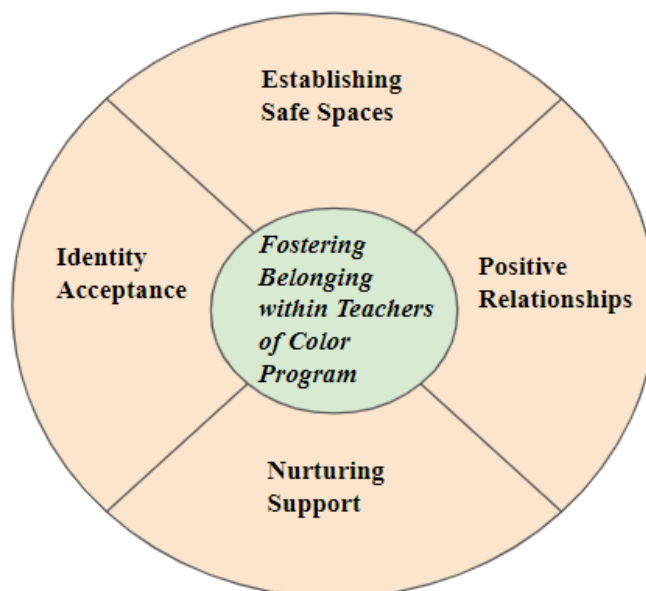
relationships (Baumeister & Leary, 1995). Many participants shared and experienced the amount of stress that is involved with teaching (Johnson et al., 2005). However, through opportunities that allowed early-career teachers to bond with other members of the program, positive and enduring relationships were sustained. All teachers expressed the importance of developing positive relationships with other members in the program, and all claimed to keep in touch with friends that they cultivated relationships with. One early-career teacher described the relationships he sustained from the program as “one giant family.”

Nurturing support was communicated to early-career teachers on multiple occasions, not only through words but also through action. The relationships between mentors and early-career teachers helped develop teachers’ pedagogy and practice. In addition, mentors expressed building trust with their early-career teachers. They supported them by inviting them into their classrooms to see best practices to help the early-career teacher succeed (Lau et al., 2007).

Lastly, the acceptance of member’s identity were evident in all programs. One program director expressed how he creates and supports a space where people can lead in a positive cultural identity and believe it is one of the most advantageous ways to retain teachers of color. One mentor stated that the most invaluable piece of the program was their investment in your own identity development and maintenance of your identity.

**Figure 3**

*How programs foster belonging within teachers of color programs*



The research indicates that programs for teachers of color retain male teachers of color in their profession. The programs can support teachers through mentoring, networking opportunities, leadership support, and building community. These programs exist to fill a pressing need to hire and retain teachers of color. Recognizing the challenges impacting this population, the programs were designed to retain, support, and develop teachers. Overall, the teachers who were members of these programs were drawn into the program because they felt they needed support to help them navigate the profession. Early-career teachers recalled their own experiences as students, or because of what they witnessed in their own school buildings. Most participants noted that teachers are mostly middle-class White women (Porfilio & Malott, 2011). These teachers needed a space to share the issues they came across and connect with other male teachers of color who are experiencing similar issues and concerns. Male educators of color were aware of their race and aware of how their race plays a role in education, especially

depending on the space that they are within, and they understood that racism is a permanent fixture of America's way of life (Bell, 1992).

The second interpretation of the results is that the programs are created to shift the dominant perspective that are carried out in schools. Through professional development on anti-racism, history of people and events of the past that are left out in schools, and by applying culturally responsive teaching practices in their pedagogy, the programs were equipping educators to challenge the dominant perspective and to introduce students to a different narrative. For too long, schools have been teaching students Eurocentric content and superficially discussing ideas and topics that are relatable to students of color.

The third interpretation of the results is that there is a need for programs to increase teachers of color from all racial and ethnic groups. It was evident from viewing the programs' websites and social media posting, and it was admitted during an interview with a program director; programs must seek opportunities to widen and diversify their programs recruiting net to include racial and ethnic diversity. Moreover, programs should seek out and create opportunities to facilitate workshops and seminars relating to history and events of the past that is inclusive of all races and ethnicities.

The fourth interpretation of the results are that early-career teachers are eager to participate with the program but the program participants express concern with communication. For example, early-career teachers and mentors from Program C shared that the program does not follow-up with emails and inquiries, which causes dissatisfaction with the program and loss of trust. Other early-career teachers from multiple programs shared that they learn about attending events last minute. Additionally, an early-career teacher from Program A explained that he was told and promised that he

would meet with program directors to discuss how to better the program for the following year, but no one ever followed up or returned his emails. This teacher shared a sentiment of distrust.

The fifth interpretation of the results is that the programs accept and invite all races, religions, and sexual orientations. Many educators shared that they have been in spaces where members would get into critical conversations on diversity and inclusion. However, all views are accepted, and participants indicate that all members respect all views. Furthermore, program directors have shared that it is their responsibility to push their members outside of their comfort zone to perceive all points of view. All programs led workshops on topics that are not always discussed in school districts, such as LGBTQ issues, a topic where not all members were comfortable speaking. The opportunities are impactful. For example, one early-career teacher shared that following the workshop on LGBTQ issues, his perspective changed, and felt he was better informed on a topic that he initially knew nothing about.

The sixth interpretation of the results is the scarcity of program resources; there is fear among early-career teachers that this program would be one of the first programs to dissolve if their school district came across budget cuts, like many school districts are currently facing because of COVID-19. Many of the educators shared they do not know where the future of the program is headed because there is so much uncertainty today. One early-career teacher credits this program for so much of his advancement in his career, and shared he would feel out of place if the program was no longer around.

## **Relationship to Prior Research**

### **Challenges Students of Color Experience**

The first major finding from this study was that students of color often receive school experiences that do not benefit their needs. Many of the program directors expressed when they entered school buildings, there were a disproportionate number of students of color being taught by a teacher who was mostly all white (Bireda & Chait, 2011). Past research has shown when schools diversify their teaching force, this has an impact on advancing culturally responsive teaching (Gay, 2002), and can help build cultural connections from their home to the classroom (Villegas & Lucas, 2004). Educators expressed how during their schooling experience growing up, they were enrolled in school buildings that lacked the resources needed to succeed, and it was not until they moved to a different middle-class neighborhood or visited a predominately white school that they noticed that their school experience was vastly different (Jacob, 2007; Yonezawa et al., 2011). The research literature supports the finding that teachers project deficit views onto their students of color (Valencia et al., 2001). Early-career teachers and program directors shared how they experienced deficit views from teachers or witnessed them at the schools they work at. This study supports the existing research literature that teachers may hold ignorant views on students' historical experiences (Johnston-Goodstar & VeLure Roholt, 2017), which resulted in a disconnect between students and the teacher.

### **Male Teachers of Color Experience**

The second major finding from this study was that educators growing up lacked male teachers of color during their K-12 experience. Many of the educators of this study

expressed when they were students during K-12, they did not have a male teacher of color, so they never saw themselves becoming teachers when they grew up, as positive interactions with teachers of color were lacking (Goings & Bianco, 2016). Despite not having a male teacher of color personally, educators shared that the male teachers of color they did experienced often were deans or in authoritarian disciplinary roles (Brockenbrough, 2015; Woodson & Pabon, 2016). Additionally, early-career teachers experienced micro-aggressions from their White colleagues in staff meetings that impacted their sense of belonging in the group (Lapayese et al., 2014). This study also affirmed that hiring of male teachers of color is only one piece of the large puzzle. Program directors are training their teachers on anti-racist and anti-oppressive practices to support their students (Kumashiro, 2000). Moreover, early-career teachers are introducing culturally relevant teaching into classrooms; however, not all staff members are onboard which is causing a rift in relationships (Wortham & Contreras, 2002). Furthermore, these complications created hostile and conflicting workplaces (Kohli, 2018; Pizarro & Kohli, 2020).

This study supports the existing literature that teachers of color often feel alone and isolated in their school buildings (Bristol & Goings, 2019; Mabokela & Madsen, 2007). Early-career teachers expressed how this feeling of alone coupled with feelings of frustration due to the demand of being a new teacher had them thinking of leaving the profession. Early-career teachers perceive their role towards students as mentors, and they view their position as a way of giving back to their community (Achinstein et al., 2010). Aligning with previous studies, some early-career teachers credit the positive



relationships they created through these programs for staying in the teaching profession (Johnson et al., 2005; Stansfeld et al., 2011).

### **Mentorship to Support Teachers**

The third major finding from this study was that early-career teachers credit the support, guidance, and coaching from their mentors for persevering in the teaching profession. Early-career teachers perceive the program's mentoring aspects as the most beneficial element of the programs. They considered the mentor the first to contact when they wanted to uplift their spirits or needed guidance. Additionally, early-career teachers recognized the influence mentors had on them, and they commend them for effecting change and motivation (Parkay et al., 2014). The relationships between early-career teachers and mentors flourished into a mentoring relationship and social support contact (Lau et al., 2007). Mentors provided early-career teachers with goals to advance their skills and knowledge that helped them navigate their careers, which led to a positive impact and perception towards teaching (Barrera et al., 2010). Mentors understood the importance male teachers of color played in classrooms and why they are needed (Carver-Thomas, 2018; Darling-Hammond, 1997; Darling-Hammond & Berry, 1999; Partee, 2014). Just as important, mentors recognized the amount of stress related to teaching (Johnson et al., 2005), and how best to serve their mentees.

### **Limitations of the Study**

The study decided to recruit multiple participants from different programs, focusing more on breadth than depth. By focusing on multiple programs at once instead of a single program, this study was not able to provide an in-depth case study on a particular program.

There was a consensus among many that COVID-19 was causing hardship in their lives, and participating in the research study was not something they could do at that moment. Since all of the interviews were remote, there is a possibility in-person interviews would have yielded differences in conversation. Nearly none of the participants knew the researcher personally, therefore trust was difficult to build beforehand. Despite this, all 15 participants engaged in a thoughtful interview, answered all questions, and no one decided to end the interview before the last question.

Observations of early-career male teachers enrolled in a teacher of color program being mentored, or observations of teachers teaching in their classroom setting may have added to the study. Additionally, the participants were predominately Black male teachers. If a wider representation of Latino, Asians or Native American male teachers were included in the study, it could have added a diverse perspectives to the study.

Lastly, the researcher's experience as a male teacher of color enrolled in a program that retains, supports, and develops teachers of color, could have influenced interpretation of the results. However, in an effort to avoid this, all the interviews were member checked, biases that came up during data analysis were noted, and research questions were directly referred to as best as possible.

### **Recommendations for Future Practice**

This study describes the experience male teachers of color experienced and the perspective of early-career teachers, mentors, and program directors. The study uncovers the following recommendations:

### **Government Needs to Act on this Issue**

The underrepresentation of teachers of color, particularly male teachers of color, is causing an adverse effect on students, teachers, and the community as a whole. The federal government as well as state governments must allocate money for creating programs similar to the teacher of color programs in this study. Programs should not have to rely on funding from outside agency or philanthropist. Rather, the government should take immediate urgency on a matter that would have profound consequences for many school stakeholders.

State Senator Teresa Ruiz of New Jersey recently advanced bills in her state that would establish a Male Teachers of Color Mentorship Pilot Program, as well as introduce culturally responsive teaching practices, methods, and characteristics to teachers in her state. Other states should look into similar initiatives to support school stakeholders.

### **Create Safe Spaces Away from the School Context**

Program directors shared the importance of creating a safe space for early-career teachers that is separate from the school buildings, school district representatives, and school building leaders. Since early-career teachers are new to the profession and untenured, including a school district or school building representative can cause early-career teachers to be cautious with what they say and do.

Programs designed for teachers of color establish safe spaces at restaurants, recreational halls, college classrooms, lounges, sporting events, and especially now in a virtual environment. These safe spaces allow early-career teachers to share their stories of what is taking place in the classroom, their experiences with colleagues, or just a place to vent dealing with the issues of being a classroom teacher. Opportunities to come together

in a safe space let the early-career teacher know that they are not alone in this profession and offset any negative effects that can occur due to feeling alone and isolated, such as thinking negatively (Cacioppo & Hawkley, 2009). Some programs have retreats inviting male educators from around the country to focus on educational development, self-reflection, and establishing relationships, while also feeling vulnerable and empowered. Additionally, this opportunity would create spaces where male educators of color can grow their network, build relationships and rely on others for support that ultimately can advance their self-efficacy (Steffy & Wolfe, 1998), which would allow them to remain in the teaching profession.

### **Provide Opportunities to Create Positive Relationships**

Early-career teachers discussed how the relationships they developed and sustained throughout the years from their program, is the reason why they can remain in the profession for so long. Even years later, early-career teachers still maintain relationships with members that they developed from the program. Programs that provide opportunities for early-career teachers to come together to share best practices, engage in professional learning, listen and share stories of their profession, or just getting them out of their school building and expose them to other teachers that share similar values and experiences help retain early-career teachers. For an early-career teacher trying to manage expectations and requirements, teaching becomes incredibly stressful (Johnson et al., 2005). Positive relationships created throughout these programs allow trust to become solidified, which sadly does not always happen between early-career teachers of color and the staff in their school building. Moreover, male teachers of color want to create and establish positive interactions and relationships. Providing opportunities for early-career

male teachers of color to build positive relationships fulfills Maslow's belongingness and love needs (Maslow, 1954).

### **Focus on Leadership Training On Developing Teachers of Color**

Whether it is school administrators, hiring managers, or school district leaders, all personnel must have the proper training and awareness when working with male teachers of color. Early-career teachers experience both subtle and direct racist language and actions that school administrators carried out. This study demonstrated that even though male teachers of color are enrolled in programs to retain, support, and develop teachers of color in their profession, some early-career teachers perceive their administrators' lack of training as a barrier to their professional success. This suggests that preparation programs for school building leadership and school district leadership are not adequately preparing school leaders to work with teachers of color. School leaders should receive training on becoming culturally responsive school leaders (Khalifa, 2018), and opportunities to reflect on how this type of training would benefit teachers of color and highlight how this is good for all children.

### **Recommendations for Future Research**

The opportunities for future research are plentiful. Since this study focused specifically on early-career male teachers of colors, replication studies can focus on early-career women teacher of color programs and what they do to retain, support, and develop women teachers of color that influences them to stay in the teaching profession.

Since this study focused on multiple programs on a national scale, other research can focus on one particular program and gather interview data on all of their participants

from the same program. Additionally, a cross-case analysis of two similar size programs and demographics would shed more details on what makes the two programs unique.

Many participants in a teacher of color program benefit from and stay in the program. Former participants of a teacher of color program who do not feel the program was beneficial could be valuable for a research study. It would be interesting to listen to these participants' perspectives and how their viewpoints either add to or contradict this study's participants. Moreover, future studies can aim at interviewing former program members who decided to withdraw from the program yet remain in teaching, in order to understand why these members decided to leave the program.

Understanding the different levels of belongingness in their profession would help explain how these programs contribute to male teachers of color's sense of belonging in their teaching profession. A survey assessing early-career teachers' level of belonging in their teaching profession would help gauge how the program supports them in this area. Additionally, creating a quantitative research methodology of this study that measures early-career teachers' perception of their teaching profession can also be future research.

A final suggestion would be to replicate a similar study producing a larger body of participants, specifically early-career teachers. A study using focus groups including participants from all the six programs can help understand shared experiences of mentoring and development and of belongingness (Krueger & Casey, 2015; Ryan et al., 2014).

### **Conclusion**

The study indicates that teachers of color programs retain, support, and develop teachers of color by building a sense of community. The communities the program create

help foster belongingness for male teachers of color by establishing safe spaces, creating positive relationships, nurturing support, and accepting members' identities. Elements of mentorship, professional development, and leadership opportunities, are all vital in designing a program that seeks to retain, support, and develop teachers of color. More importantly, creating a safe space for male teachers of color to bond with other male teachers of color who participated in similar life experiences is necessary to highlight their shared realities, and it is an opportunity where they can develop their identity and voice in their education profession.

**APPENDIX A: IRB APPROVAL**



Federal Wide Assurance: FWA00009066

Jun 23, 2020 10:02 AM EDT

PI: Jason Baez  
 CO-PI: Elizabeth Gil  
 Ed Admin & Instruc Leadership

Re: Expedited Review - Initial - **IRB-FY2020-625** *How Male Teachers Of Color Find Their Sense To Belong In Their Profession*

Dear Jason Baez:

The St John's University Institutional Review Board has rendered the decision below for *How Male Teachers Of Color Find Their Sense To Belong In Their Profession*. The approval is effective from June 23, 2020 through June 22, 2021.

Decision: Approved

PLEASE NOTE: If you have collected any data prior to this approval date, the data must be discarded.

Selected Category: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Sincerely,

Raymond DiGiuseppe, PhD, ABPP  
 Chair, Institutional Review Board  
 Professor of Psychology

Marie Nitopi, Ed.D.  
 IRB Coordinator



**APPENDIX B: IRB MODIFICATION APPROVAL**



Federal Wide Assurance: FWA00009066

Feb 15, 2021 2:55:59 PM EST

PI: Jason Baez

Dept: Ed Admin & Instruc Leadership

Re: Modification - IRB-FY2020-625 *How Male Teachers Of Color Find Their Sense To Belong In Their Profession*

Dear Jason Baez:

The St John's University Institutional Review Board has rendered the decision below for *How Male Teachers Of Color Find Their Sense To Belong In Their Profession*.

Decision: Approved

Sincerely,

Raymond DiGiuseppe, PhD, ABPP  
Chair, Institutional Review Board  
Professor of Psychology

Marie Nitopi, Ed.D.  
IRB Coordinator

## APPENDIX C: CONSENT FOR PARTICIATION FORM



*The purpose of this interview is to gather data from you regarding your participation of a Teacher of Color Program. This interview will inform me with knowledge of your participation in the program.*

By participating in this study, you volunteer to participate in a research project conducted by Jason C. Baez of St. John's University. If at any time you do not wish to answer a question that you are asked, you can tell the person interviewing you that you do not wish to answer that question. You may withdraw and discontinue participation at any time without penalty. This interview will last approximately 45 – 60 minutes long.

You understand that this project is designed to gather information about the aspects of a teacher of color program. You will be one of multiple people being interviewed for this research.

Your participation in this project is voluntary. You understand that you will not be paid for your participation. If you decline to participate or withdraw from the study, no one at your school or your superiors will be told. Your interview will, however, provide the researcher with data to help improve our knowledge on supporting male teachers of color.

You understand that your name will not be included in any reports created by the researcher and that your confidentiality as a participant in this study will remain secure.

Faculty and administrators from your program will neither be present at the interview nor have access to notes.

Due to the COVID-19 crisis, this interview will take place electronically on a digital platform. The interview will be recorded only with your permission.

All explanations have been read and provided to you. You have had all your questions answered to your satisfaction, and you voluntarily agree to participate in this study. If you have any questions, you can reach out to the chairperson of the St. John's University Institutional Review Board (IRB), Dr. Raymond DiGiuseppe at [digiuser@stjohns.edu](mailto:digiuser@stjohns.edu).

Your Signature \_\_\_\_\_

Date \_\_\_\_\_

Your Printed  
Name \_\_\_\_\_

Signature of the

Researcher \_\_\_\_\_

Researcher's Printed Name

\_\_\_\_\_  
Signature in agreement with being

recorded \_\_\_\_\_

Date \_\_\_\_\_

For further information, please contact: Jason C. Baez at [Jason.Baez18@my.stjohns.edu](mailto:Jason.Baez18@my.stjohns.edu)

## APPENDIX D: EARLY-CAREER TEACHER PROTOCOL

### Early-Career Teachers of Teacher of Color Program Interview Protocol

**Opening:** Thank you for your time today. Note that if at any time you decide you want to end this interview, you are more than welcome to do so just by stating so. Also, you can choose to skip any question and move on to the next one.

1. Tell me a little about yourself.
  - a. Share with me about your upbringing and K-12 college experience.
2. What made you want to become a teacher?
  - a. Where do you teach now and for how long?
  - b. What were you doing prior to teaching?
  - c. How and why did you become part of your teacher of color program?
3. As a student of color in K-12 education and/or college, have you ever experience a form of discrimination at your school? If so, tell me about that experience.
4. Many programs that recruit and retain teachers of color share that their goal is to enter an underserved community and to disrupt systems of racial and socioeconomic inequity. What does this mean to you?
5. How does your teacher of color program support you as an early career teacher?
6. How is this support different from the support you receive from your school leader and the school district that you teach in?
7. Do you feel it is necessary that all male teachers of color are given different or supplementary training on the various issues they will encounter at their school? Why or why not?
8. What are some of the ways your teacher of color program promotes a sense of acceptance in school buildings? In other words, how does your program let male teachers of color know that they belong in their school settings?
9. How important are the social attachments you created and developed with your teacher of color program? And for this question, social attachments are defined as the stable relationships you have made with other participants of the program.
10. Do you feel a sense of acceptance within your teacher of color program? If so, how did your program build this space for you? If not, what is missing?
11. What else do you think I should know?

## APPENDIX E: MENTOR PROTOCOL

### Mentors of a Teacher of Color Program Interview Protocol

**Opening:** Thank you for your time today. Note that if at any time you decide you want to end this interview, you are more than welcome to do so just by stating so. Also, you can choose to skip any question and move on to the next one.

1. Tell me a little about yourself.
  - a. Share with me about your upbringing and K-12 college experience.
2. How did you get involved with your teacher of color program?
  - a. What were you doing prior to working with the program?
  - b. What made you become the program director of your teacher of color program?
3. As a student of color in K-12 or in college, have you ever experience a form of discrimination at your school? If so, tell me about that experience?
4. Many programs that recruit and retain teachers of color share that their goal is to enter an underserved community and to disrupt systems of racial and socioeconomic inequity. What does this mean to you?
5. How are the teachers that come to your teacher of color program, prepared by the program to encounter racial, and social inequalities in their school buildings?
6. How is the support and training that teachers receive from your teacher of color program different from the support teachers of color would receive from their school leader and school district that they work in? In other words, what makes your program different?
7. Do you feel it is necessary that all male teachers of color are given different or supplementary training on the various issues they will encounter at their school? Why or why not?
8. What are some of the ways your teacher of color program promotes a sense of acceptance in school buildings? In other words, how does your program let male teachers of color know that they belong in their school settings?
9. In what ways do you support a sense of belonging in teacher of color program? In other words, how do you make the mentees know that they belong in your program?
10. What is the most important element your program provides that teachers feel is invaluable?

## APPENDIX F: PROGRAM DIRECTOR PROTOCOL

### Program Directors of Teacher of Color Program Interview Protocol

**Opening:** Thank you for your time today. Note that if at any time you decide you want to end this interview, you are more than welcome to do so just by stating so. Also, you can choose to skip any question and move on to the next one.

1. Tell me a little about yourself.
  - a. Share with me about your upbringing and K-12 college experience.
2. How did you get involved with your teacher of color program?
  - a. What were you doing prior to working with the program?
  - b. What made you become the director of your teacher of color program?
3. As a student of color in K-12 education and/or college, have you ever experience a form of discrimination at your school? If so, tell me about that experience.
4. Many programs throughout the nation that retain, support, and develop teachers of color share that their goal is to enter an underserved community to disrupt systems of racial and socioeconomic inequity. What does this mean to you?
5. How are the teachers that come to your teacher of color program, prepared by the program to encounter racial, and social inequalities in their school buildings?
6. How is the support they receive from your teacher of color program different from the support teachers of color receive from their school leader and district that they work in? In other words, what makes your program different from other teaching programs?
7. Do you feel it is necessary that all male teachers of color are given different or supplementary training on the various issues they will encounter at their school?
8. What are some of the ways your teacher of color program promotes a sense of acceptance in school buildings? In other words, how does your program let teachers know that they belong in their school settings?
9. In what ways do you support a sense of belonging within your teacher of color program? Said differently, how do you make male teachers know that they belong in your program?
10. What is the most important element your teacher of color program provides its teachers that teachers feel is invaluable?
11. What else do you think I should know?

## APPENDIX G: RECRUITMENT SOCIAL MEDIA FLYER

**MALE TEACHERS OF COLOR PARTICIPANTS NEEDED**

**Are you a new teacher enrolled in a teacher program that receives support, mentoring, and opportunities to network with other male teachers of color?**

**ELIGIBLE PARTICIPANTS:**


- Must identify as a male of color (Black/African American, Latinx, Asian, Native American, or multiracial).
- Less than 5 years in teaching.


**PARTICIPATION INCLUDE:**

- 45-60 minute interview via a video conference.

If you meet the criteria and are interested in participating, please complete the Google form at [tinyurl.com/TOCResearch](https://tinyurl.com/TOCResearch)

Questions or Concerns can be addressed to:  
 Jason C. Baez  
 Administration and Supervision, Doctor of Education Candidate  
 Jason.Baez18@my.stjohns.edu  
 Or at

  
**ST. JOHN'S UNIVERSITY**

 @EducatorBaez

## REFERENCES

- Achinstein, B., & Aguirre, J. (2008). Cultural match or culturally suspect: How new teachers of color negotiate sociocultural challenges in the classroom. *Teachers College Record, 110*(8), 1505-1540.
- Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). Retaining teachers of color: A pressing problem and a potential strategy for “hard-to-staff” schools. *Review of Educational Research, 80*(1), 71–107.  
<https://doi.org/10.3102/0034654309355994>
- Achinstein, B., & Ogawa, R. T. (2011). *Change (d) agents: New teachers of color in urban schools*. Teachers College Press.
- Akom, A.A. 2001. Racial profiling at school: The politics of race and discipline at Berkeley High. In R.J. Skiba & G.G. Noam (Eds.), *Zero tolerance: Can suspension and expulsion keep schools safe?* (pp. 51–63). Jossey-Bass
- Amos, Y. T. (2010). They don’t want to get it!. Interaction between minority and white pre-service teachers in a multicultural education class. *Multicultural Education, 17*(4), 31-37.
- Aquino, K., & Lamertz, K. (2004). A relational model of workplace victimization: Social roles and patterns of victimization in dyadic relationships. *Journal of Applied Psychology, 89*(6), 1023–1034. <https://doi.org/10.1037/0021-9010.89.6.1023>
- Auerbach, S. (2007). From moral supporters to struggling advocates. *Urban Education, 42*(3), 250–283. <https://doi.org/10.1177/0042085907300433>
- Balfanz, R. (2012). Doing it all: Raising graduation rates and standards.  
[www.educationsector.org](http://www.educationsector.org)



- Barrera, A., Braley, R. T., & Slate, J. R. (2010). Beginning teacher success: An investigation into the feedback from mentors of formal mentoring programs. *Mentoring & Tutoring: Partnership in Learning*, 18(1), 61–74.  
<https://doi.org/10.1080/13611260903448383>
- Berman, P., Chambliss, D., & Geiser, K. D. (1999). *Making the case for a focus on equity in school reform*. RPP International.
- Berman, P., Chambliss, D., (2000). *Readiness of low-performing school for comprehensive reform*. RPP International.
- Bhattacharya, K. (2017). *Fundamentals of qualitative research: A practical guide*. Routledge.
- Bradley, H. (1993). Across the great divide: The entry of men into “women’s jobs.” In C. Williams (Ed.), *Doing “women’s work”: Men in nontraditional occupations* (pp. 10–27). Sage.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497–529. <https://doi.org/10.1037/0033-2909.117.3.497>
- Baumeister, R. F., & Tice, D. M. (1990). Point-Counterpoints: Anxiety and social exclusion. *Journal of Social and Clinical Psychology*, 9(2), 165–195.  
<https://doi.org/10.1521/jscp.1990.9.2.165>
- Bireda, S., & Chait, R. (2011). *Increasing teacher diversity: Strategies to improve the teacher workforce*. Center for American Progress.

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.  
<https://doi.org/10.1191/1478088706qp063oa>
- Bristol, T. J. (2015). Teaching boys: Towards a theory of gender-relevant pedagogy. *Gender and Education*, 27(1), 53–68.  
<https://doi.org/10.1080/09540253.2014.986067>
- Bristol, T. J., & Goings, R. B. (2018). Exploring the boundary-heightening experiences of black male teachers: Lessons for teacher education programs. *Journal of Teacher Education*, 70(1), 51–64. <https://doi.org/10.1177/0022487118789367>
- Bristol, T. J., & Martin-Fernandez, J. (2019). The added value of latinx and black teachers for latinx and black students: Implications for policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(2), 147–153.  
<https://doi.org/10.1177/2372732219862573>
- Bristol, T. J., & Mentor, M. (2018). Policing and teaching: The positioning of black male teachers as agents in the universal carceral apparatus. *The Urban Review*, 50(2), 218–234. <https://doi.org/10.1007/s11256-018-0447-z>
- Brockenbrough, E. (2015). “The discipline stop”: Black male teachers and the politics of urban school discipline. *Education and Urban Society*, 47(5), 499–522.  
<https://doi.org/10.1177/0013124514530154>
- Broughton, A. (2016). *Straight outta K-1: An autoethnographic analysis of a black male teacher’s experience employing hip hop in a kindergarten-first grade classroom* [Dissertation]. <https://scholarcommons.sc.edu/etd/3366/>

- Brown, A. L. (2012). On human kinds and role models: A critical discussion about the African American male teacher. *Educational Studies*, 48(3), 296–315.  
<https://doi.org/10.1080/00131946.2012.660666>
- Brown, T. M., & Rodríguez, L. F. (2009). School and the co-construction of dropout. *International Journal of Qualitative Studies in Education*, 22(2), 221–242.  
<https://doi.org/10.1080/09518390802005570>
- Bryan, N., & Browder, J. K. (2013). Are you sure you know what you are doing?"- The lived experiences of an African American male kindergarten teacher ". *Interdisciplinary Journal of Teaching and Learning*, 3(3), 142-158.
- Brown, K. M., & Wynn, S. R. (2009). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools*, 8(1), 37–63. <https://doi.org/10.1080/15700760701817371>
- Busher, H. (2001). *Being and "becoming a doctoral student: Culture, literacies and self-identity."* TESOL Arabia Conference.
- Cacioppo, J. T., & Hawkey, L. C. (2009). Perceived social isolation and cognition. *Trends in Cognitive Sciences*, 13(10), 447–454.  
<https://doi.org/10.1016/j.tics.2009.06.005>
- Calmore, J. (1992). Critical race theory, Archie Shepp, and @re music: Securing an authentic intellectual life in a multicultural world. *Southern California Law Review*, 65, 2129-2231.
- Capper, C. A. (2015). The 20th-year anniversary of critical race theory in education: Implications for leading to eliminate racism. *Educational Administration Quarterly*, 51(5), 791–833. <https://doi.org/10.1177/0013161x15607616>

Carmeli, A., Brueller, D., & Dutton, J. E. (2009). Learning behaviours in the workplace: The role of high-quality interpersonal relationships and psychological safety.

*Systems Research and Behavioral Science*, 26(1), 81–98.

<https://doi.org/10.1002/sres.932>

Carver-Thomas, D. (2017). *Diversifying the field: Barriers to recruiting and retaining teachers of color and how to overcome them. Literature review*. Equity Assistance Center Region II, Intercultural Development Research Association.

Carver-Thomas, D. (2018, April 19). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute.

<https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>

Carver-Thomas, D., & Darling-Hammond, L. (2017, August 16). *Teacher turnover: Why it matters and what we can do about it*. Learning Policy Institute.

<https://learningpolicyinstitute.org/product/teacher-turnover-report>

Casteel, C. A. (1998). Teacher–Student interactions and race in integrated classrooms.

*The Journal of Educational Research*, 92(2), 115–120.

<https://doi.org/10.1080/00220679809597583>

Chambers, M. M. (2012). Beyond relevance: Cultural competency for teachers in a changing world. *Journal of Multiculturalism in Education*, 8(4), 1–19.

Clewell, B. C., Puma, M., & McKay, S. A. (2001). *Does it matter if my teacher looks like me?: The impact of teacher race and ethnicity on student academic achievement*.

Education Policy Centre

- Cochran-Smith, M. (2006). Stayers, leavers, lovers, and dreamers: Why people teach and why they stay. 2004 Barbara Biber lecture. Occasional paper series 16. *Bank Street College of Education*.
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: a black feminist critique of anti- discrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1989(8), 139-167.
- Crenshaw, K. (1993). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.  
<https://doi.org/10.2307/1229039>
- Crenshaw, K., Gotanda, N., Peller, G., & Thomas, K. (1995). “Critical race theory”: *The key writings that formed the movement*. The New Press.
- Creswell, J. W. (2007). *Qualitative inquiry & research design choosing among five approaches*. Sage Publications.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- D’amico, D., Pawlewicz, R. J., Earley, P. M., & McGeehan, A. P. (2017). Where are all the black teachers? Discrimination in the teacher labor market. *Harvard Educational Review*, 87(1), 26–49. <https://doi.org/10.17763/1943-5045-87.1.26>

- Darling-Hammond, L. (1997). Doing what matters most: Investing in quality teaching. *National Commission on Teaching and America's Future*
- Darling-Hammond, L. (2004). The color line in American education: Race, resources, and student achievement. *Du Bois Review: Social Science Research on Race*, 1(02), 213–246. <https://doi.org/10.1017/s1742058x0404202x>
- Darling-Hammond, L., & Berry, B. (1999). Recruiting teachers for the 21st century: The foundation for educational equity. *The Journal of Negro Education*, 68(3), 254–279. <https://doi.org/10.2307/2668100>
- Darling-Hammond, L. (2007). Race, inequality and educational accountability: The irony of “No Child Left Behind.” *Race Ethnicity and Education*, 10(3), 245–260. <https://doi.org/10.1080/13613320701503207>
- DeAngelis, K. J., Wall, A. F., & Che, J. (2013). The impact of preservice preparation and early career support on novice teachers’ career intentions and decisions. *Journal of Teacher Education*, 64(4), 338–355. <https://doi.org/10.1177/0022487113488945>
- Delgado, R. (1995). *Critical race theory: The cutting edge*. Temple University Press.
- Delgado, R., & Stefancic, J. (2001). *Critical race theory: An introduction*. New York University Press.
- Dee, T. S. (2004). Teachers, race, and student achievement in a randomized experiment. *Review of Economics and Statistics*, 86(1), 195–210. <https://doi.org/10.1162/003465304323023750>

- Delgado, R. (1984). The imperial scholar: Reflections on a review of civil rights literature. *University of Pennsylvania Law Review*, 132(3), 561–578.  
<https://doi.org/10.2307/3311882>
- Delgado, R. (1990). When a story is just a story: Does voice really matter? *Virginia Law Review*, 76(1), 95–111. <https://doi.org/10.2307/1073104>
- Delgado, R. (1992). The imperial scholar revisited: How to marginalize outsider writing, ten years later. *University of Pennsylvania Law Review*, 140(4), 1349–1372.  
<https://doi.org/10.2307/3312406>
- Denmark, V., & Podsen, I. J. (2013). *Coaching and mentoring first-year and student teachers*. Routledge.
- Denzin, N.K., & Lincoln, Y. S. (2011). Introduction: The discipline and practice of qualitative research. *The SAGE handbook of qualitative research* (4th ed., pp. 1-19). Sage.
- Derrick, B. (1992). *Faces at the bottom of the well*. Basic Books.
- DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education*, 40(4), 314–321.  
<https://doi.org/10.1111/j.13652929.2006.02418.x>
- Dilworth, M. E., & Coleman, M. J. (2014). “Time for a change: Diversity in teaching revisited”. *National Education Association*.
- Dumas, M. J., & Nelson, J. D. (2016). (Re)Imagining black boyhood: Toward a critical framework for educational research. *Harvard Educational Review*, 86(1), 27–47.  
<https://doi.org/10.17763/0017-8055.86.1.27>

- Erickson, F. (1986). *Qualitative methods in research on teaching* (pp. 119-161). Institute for research on teaching.
- Evans, A. E. (2007). School leaders and their sensemaking about race and demographic change. *Educational Administration Quarterly*, 43(2), 159–188.  
<https://doi.org/10.1177/0013161x06294575>
- Fry, R. (2003). *Hispanic youth dropping out of US schools: Measuring the challenge*.  
Eric
- Fine, M. 1991. *Framing dropouts: Notes on the politics of an urban public high school*.  
State University of New York Press.
- Fine, M., Burns, A., Payne, Y. A., & Torre, M. E. (2004). Civics lessons: The color and class of betrayal. *Teachers College Record*, 106(11), 2193–2223.  
<https://doi.org/10.1111/j.1467-9620.2004.00433.x>
- Ford, D. Y. (1998). The underrepresentation of minority students in gifted education: Problems and promises in recruitment and retention. *The Journal of Special Education*, 32(1), 4–14. <https://doi.org/10.1177/002246699803200102>
- Garcia, R. (1995). Critical race theory and Proposition 187: The racial politics of immigration law. *Chicano Latino Law Review*, 17, 118-148.
- García, S. B., & Guerra, P. L. (2004). Deconstructing deficit thinking: Working with educators to create more equitable learning environments. *Education and Urban Society*, 36(2), 150–168. <https://doi.org/10.1177/0013124503261322>
- Gardiner, M. E., Enomoto, E., & Grogan, M. (2000). *Coloring outside the lines: Mentoring women into school leadership*. Suny Press.
- Gay, G. (2000). *Culturally responsive teaching*. Teachers College Press.



- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106–116. <https://doi.org/10.1177/0022487102053002003>
- Gershenson, S., Hart, C., Hyman, J., Lindsay, C., & Papageorge, N. W. (2018). The long-run impacts of same-race teachers. *NBER Working Paper Series*, 25254. [https://www.nber.org/system/files/working\\_papers/w25254/w25254.pdf](https://www.nber.org/system/files/working_papers/w25254/w25254.pdf)
- Gershenson, S., Holt, S. B., & Papageorge, N. W. (2016). Who believes in me? The effect of student–teacher demographic match on teacher expectations. *Economics of Education Review*, 52, 209–224. <https://doi.org/10.1016/j.econedurev.2016.03.002>
- Gillborn, D. (2006). Rethinking white supremacy: Who counts in “whiteworld.” *Ethnicities*, 6(3), 318–340. <https://doi.org/10.1177/1468796806068323>
- Goings, R. B., & Bianco, M. (2016). It’s hard to be who you don’t see: An exploration of black male high school students’ perspectives on becoming teachers. *The Urban Review*, 48(4), 628–646. <https://doi.org/10.1007/s11256-016-0371-z>
- Goldring, R., Taie, S., & Riddles, M. (2014). *Teacher attrition and mobility: Results from the 2012-13 teacher follow-up survey. First look. NCES 2014-077*. National Center for Education Statistics.
- Gold, E., Simon, E., Mundell, L., & Brown, C. (2004). Bringing community organizing into the school reform picture. *Nonprofit and Voluntary Sector Quarterly*, 33(3\_suppl), 54S76S. <https://doi.org/10.1177/0899764004265439>
- Goodman, L. A. (1961). Snowball Sampling. *The Annals of Mathematical Statistics*, 32(1), 148–170. <https://doi.org/10.1214/aoms/1177705148>

Goodwin, A. L., Genishi, C., Asher, N., & Woo, K. A. (2006). Voices from the margins.

In C. C. Park, R. Endo, & A. L. Goodwin (Eds.), *Asian and Pacific American education*. Information Age Publishing.

Greene, J., & McClintock, C. (1985). Triangulation in evaluation: Design and analysis issues. *Evaluation Review*, 9(5), 523–545.

<https://doi.org/10.1177/0193841x8500900501>

Griffin, A., & Tackie, H. (2017). Through our eyes: Perspectives from black teachers. *Phi Delta Kappan*, 98(5), 36–40. <https://doi.org/10.1177/0031721717690363>

Griffin, A. (2018). Our stories, our struggles, our strengths: Perspectives and reflections from Latino teachers. *The Education Trust*.

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59–82.

<https://doi.org/10.1177/1525822x05279903>

Holt, S. B., & Gershenson, S. (2019). The impact of demographic representation on absences and suspensions. *Policy Studies Journal*, 47(4), 1069–1099.

<https://doi.org/10.1111/psj.12229>

Hornig, E., (2005). *Poor working conditions make urban schools hard to staff*. University of California/All Campus Consortium on Research for Diversity.

<https://ucaccord.gseis.ucla.edu/publications/poor-working-conditions-make-urban-schools-hard-to-staff>

Huber, L. P., Johnson, R. N., & Kohli, R. (2006). Naming racism: A conceptual look at internalized racism in US schools. *Chicano-Latino L. Rev.*, 26, 183.

- Hurd, N. M., Zimmerman, M. A., & Xue, Y. (2009). Negative adult influences and the protective effects of role models: A study with urban adolescents. *Journal of Youth and Adolescence*, 38(6), 777–789. <https://doi.org/10.1007/s10964-008-9296-5>
- Ingersoll, R. M. (2001). A different approach to solving the teacher shortage problem. *CPRE Policy Briefs*. [https://repository.upenn.edu/cpre\\_policybriefs/21/](https://repository.upenn.edu/cpre_policybriefs/21/)
- Ingersoll, R. M., May, H., & Collins, G. (2017, August 28). *Minority teacher recruitment, employment, and retention: 1987 to 2013*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/minority-teacher-recruitment-brief>
- Ingersoll, R., & May, H. (2011). *Recruitment, retention and the minority teacher shortage*. Consortium for Policy Research in Education. [https://www.cpre.org/sites/default/files/researchreport/1221\\_minorityteachershortagereporttr69septfinal.pdf](https://www.cpre.org/sites/default/files/researchreport/1221_minorityteachershortagereporttr69septfinal.pdf)
- Insider NJ. (2021, January 15). *Ruiz advances bill package to increase teacher diversity*. Insider NJ. <https://www.insidernj.com/press-release/ruiz-advances-bill-package-increase-teacher-diversity/>
- Irizarry, J., & Donaldson, M. L. (2012). Teach for America: The latinization of US schools and the critical shortage of Latina/o teachers. *American Educational Research Journal*, 49(1), 155–194. <https://doi.org/10.3102/0002831211434764>
- Jacob, B. Aaron. (2007). The challenges of staffing urban schools with effective teachers. *The Future of Children*, 17(1), 129–153. <https://doi.org/10.1353/foc.2007.0005>

James, N. (2003). “*Teacher professionalism, teacher identity: How do I see myself?*”

[Unpublished Doctorate of Education Thesis].

[https://leicester.figshare.com/articles/thesis/Teacher\\_professionalism\\_teacher\\_identity\\_how\\_do\\_I\\_see\\_myself\\_/10150694](https://leicester.figshare.com/articles/thesis/Teacher_professionalism_teacher_identity_how_do_I_see_myself_/10150694)

Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., & Millet, C. (2005). The experience of work-related stress across occupations. *Journal of Managerial Psychology*, 20(2), 178–187.

<https://doi.org/10.1108/02683940510579803>

Johnston-Goodstar, K., & VeLure Roholt, R. (2017). “Our kids aren’t dropping out; they’re being pushed out”: Native American students and racial microaggressions in schools. *Journal of Ethnic & Cultural Diversity in Social Work*, 26(1-2), 30–

47. <https://doi.org/10.1080/15313204.2016.1263818>

Jones, B. D. (2002). Critical race theory: New strategies for civil rights in the new millennium. *Harv. BlackLetter LJ*, 18 (1).

Khalifa, M., Dunbar, C., & Douglasb, T.-R. (2013). Derrick Bell, CRT, and educational leadership 1995–present. *Race Ethnicity and Education*, 16(4), 489–513.

<https://doi.org/10.1080/13613324.2013.817770>

Kissel, H., Meyer, J. P., & Liu, X. (2006, April). Successful retention of new and minority teachers: Results from the SASS and TFS. In *annual meeting of American Educational Research Association*.

Kochan, F., Kent, A. M., & Green, A. M. (2013). Cultural influences on mentoring programs and relationships: A critical review of research. *International Journal of Mentoring and Coaching in Education*.

- Kohli, R. (2009). Critical race reflections: Valuing the experiences of teachers of color in teacher education. *Race Ethnicity and Education*, 12(2), 235–251.  
<https://doi.org/10.1080/13613320902995491>
- Kohli, R. (2018). Behind school doors: The impact of hostile racial climates on urban teachers of color. *Urban Education*, 53(3), 307–333.  
<https://doi.org/10.1177/0042085916636653>
- Kohli, R., & Solórzano, D. G. (2012). Teachers, please learn our names!: Racial microaggressions and the K-12 classroom. *Race Ethnicity and Education*, 15(4), 441–462. <https://doi.org/10.1080/13613324.2012.674026>
- Kozol, J. (1991). *Savage inequalities: Children in America's schools*. Crown Publishers.
- Krueger, R. A. (2014). *Focus groups: A practical guide for applied research*. Sage publications.
- Kumashiro, K. K. (2000). Toward a theory of anti-oppressive education. *Review of Educational Research*, 70(1), 25–53. <https://doi.org/10.3102/00346543070001025>
- Ladson-Billing, G. (1994). *The dreamkeepers: Successful schooling for African-American students*. Jossey-Bass Publishers
- Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1), 7–24. <https://doi.org/10.1080/095183998236863>
- Ladson-Billings, G., & Tate, W. F. (1995). Toward a critical race theory of education. *Teachers College Record*, 97, 47-68.

- Lapayese, Y. V., Aldana, U. S., & Lara, E. (2014). A racio-economic analysis of teach for America: Counterstories of TFA teachers of color. *Penn GSE Perspectives on Urban Education*, 11(1), 11-25.
- Larkin, I. M. (2016). Job satisfaction, organizational commitment, and turnover intention of online teachers in the K-12 setting. *Online Learning*, 20(3), 26-51.
- Lashway, L. (2003). *Finding leaders for hard-to-staff schools*. ERIC Digest. Clearinghouse on Educational Policy and Management
- Lau, K. F., Dandy, E. B., & Hoffman, L. (2007). The pathways program: A model for increasing the number of teachers of color. *Teacher Education Quarterly*, 34(4), 27-40.
- Leary, M. R. (1990). Responses to social exclusion: Social anxiety, jealousy, loneliness, depression, and low self-esteem. *Journal of Social and Clinical Psychology*, 9(2), 221–229. <https://doi.org/10.1521/jscp.1990.9.2.221>
- Lee, V. J. (2012). Uncovering the professional lives of suburban teachers of color. *Multicultural Education*, 19(3), 39-43.
- Lewis, C. W., & Todson, I. (Eds.). (2013). *Black male teachers: Diversifying the United States' teacher workforce*. Emerald Group.
- Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2005). *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.). Wadsworth.
- Lucas, S. R., & Gamoran, A. (2002). Tracking and the achievement gap. In J. E. Chubb & T. Loveless (Eds.), *Bridging the achievement gap* (pp. 171–198). Brookings Institution.

- Luna, N., & Revilla, A. T. (2013). Understanding Latina/o school pushout: Experiences of students who left school before graduating. *Journal of Latinos and Education*, 12(1), 22–37. <https://doi.org/10.1080/15348431.2012.734247>
- Madsen, J. A., & Mabokela, R. O. (2000). Organizational culture and its impact on African American Teachers. *American Educational Research Journal*, 37(4), 849–876. <https://doi.org/10.3102/00028312037004849>
- Marshall, C., & Rossman, G. (2016). *Designing qualitative research* (6th ed.). SAGE.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396. <https://doi.org/10.1037/h0054346>
- Matias, C. E., & Liou, D. D. (2015). Tending to the heart of communities of color: Towards critical race teacher activism. *Urban Education*, 50(5), 601–625. <https://doi.org/10.1177/0042085913519338>
- Maslow, A. (1954). *New knowledge in human values*. Harper
- Maxwell, J. A. (1996). *Qualitative research design: An interactive approach*. Sage Publications
- McDowell, T., & Jeris, L. (2004). Talking about race using critical race theory: Recent trends in the journal of marital and family therapy. *Journal of Marital and Family Therapy*, 30(1), 81–94. <https://doi.org/10.1111/j.1752-0606.2004.tb01224.x>
- McElroy, R. (2013). Higher education: Motivation to teach. *Global Education Journal*, 2013(1), 45-49.
- McLeod, S. (2007). Maslow's hierarchy of needs. *Simply Psychology*, 1, 1-8.
- Mertens, D. M. (2010). *Research and evaluation and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (3rd ed.). Sage.

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications
- Milner, H. R., Pabon, A., Woodson, A., & McGee, E. (2013). Teacher education and Black male students in the United States. *Multidisciplinary Journal of Educational Research*, 3(3), 235-265.
- Mulhall, A. (2003). In the field: Notes on observation in qualitative research. *Journal of Advanced Nursing*, 41(3), 306–313.  
<https://doi.org/10.1046/j.1365-2648.2003.02514.x>
- Munoz, M. A., & Portes, P. R. (2002). Voices from the field: The perceptions of teachers and principals on the class size reduction program in a large urban school district. In *Eric*. <https://eric.ed.gov/?id=ED466681>
- Murnane, R., Singer, J., Willett, J., Kemple, J., & Olsen, R. (Eds.). (1991). *Who will teach? Policies that matter*. Harvard University Press
- National Center for Educational Statistics. (n.d.-a). *Data tools*. Nces.ed.gov.  
<http://nces.ed.gov/datatools/>
- National Center for Educational Statistics. (n.d.-b). *Fast facts: Dropout rates*. Nces.ed.gov; National Center for Education Statistics.  
<https://nces.ed.gov/fastfacts/display.asp?id=16>
- National Center for Educational Statistics. (2018). *Characteristics of public school teachers*. [https://nces.ed.gov/programs/coe/indicator\\_clr.asp](https://nces.ed.gov/programs/coe/indicator_clr.asp)



- National Center for Educational Statistics. (2019). *Status and trends in the education of racial and ethnic groups*. <https://nces.ed.gov/programs/raceindicators/>
- National Collaborative on Diversity in the Teaching Force. (2004). *Assessment of diversity in America's teaching force: A call to action*.  
<https://www.buildinitiative.org/The-Issues/Diversity-Equity/Toolkit/Toolkit-Resource-List/View-Toolkit/ArticleId/249/Assessment-of-Diversity-in-Americas-Teaching-Force-A-Call-to-Action>
- Oakes, J., Gamoran, A., & Page, R. N. (1992). Curriculum differentiation: Opportunities, outcomes, and meanings. In P. W. Jackson (Ed.), *Handbook of research on curriculum* (pp. 570–608). American Educational Research Association.
- Oakes, J., Gamoran, A., & Page, R. N. (1992). Curriculum differentiation: Opportunities, outcomes, and meanings. *Handbook of research on curriculum*, 570-608.
- Odell, S. J., & Ferraro, D. P. (1992). Teacher mentoring and teacher retention. *Journal of Teacher Education*, 43(3), 200–204.  
<https://doi.org/10.1177/0022487192043003006>
- Ogbu, J. U. (1994). Racial stratification and education in the United States: Why inequality persists. *Teachers College Record*, 96(2), 264-298.
- Ouyang, M., & Paprock, K. (2006). Teacher job satisfaction and retention: A comparison study between the U.S. and China. *Online Submission*.
- Parkay, F. W., Anctil, E. J., & Hass, G. (2014). *Curriculum leadership: Readings for developing quality educational programs*. Prentice Hall.

- Parsons, E. R. C., Rhodes, B., & Brown, C. (2011). Unpacking the CRT in negotiating white science. *Cultural Studies of Science Education*, 6(4), 951–960.  
<https://doi.org/10.1007/s11422-011-9349-z>
- Partee, G. L. (2014, June). *Retaining teachers of color in our public schools: A critical need for action.* ; Center for American Progress.  
<https://www.americanprogress.org/issues/education-k-12/reports/2014/06/28/91962/retaining-teachers-of-color-in-our-public-schools/>
- Pepper, K., & Hamilton Thomas, L. (2002). Making a change: The effects of the leadership role on school climate. *Learning Environments Research*, 5(2), 155–166. <https://doi.org/10.1023/a:1020326829745>
- Perry, T., Steele, C., & Hilliard, A. G. (2003). *Young, gifted, and black: Promoting high achievement among African-American students.* Beacon Press.
- Pewewardy, C., & Fitzpatrick, M. (2009). Working with American Indian students and families: Disabilities, issues, and interventions. *Intervention in School and Clinic*, 45(2), 91–98. <https://doi.org/10.1177/1053451209340223>
- Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research*, 28(3), 381–388.  
<https://doi.org/10.1177/1049732317697102>
- Pinnegar, S., & Daynes, J. G. (2007). Locating narrative inquiry historically: Thematics in the turn to narrative. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 3-34). Sage.
- Pollock, M. (2005). *Colormute: Race talk dilemmas in an American school.* Princeton University Press.

- Porfilio, B. J., & Malott, C. S. (2011). Guiding white pre-service and in-service teachers toward critical pedagogy: Utilizing counter-cultures in teacher education. *Educational Foundations, 25*, 63-81.
- Poston, B. (2009). Maslow's hierarchy of needs. *Surgical Technologist, 41*(8), 347-353.
- Prentice, A., & Theobald, M. (Eds.). (1991). *Women who taught: Perspectives on the history of women and teaching*. University of Toronto Press.
- Public Education Network. (2004). *The voice of the new teacher*. Public Education Network.
- Rezai-Rashti, G. M., & Martino, W. J. (2010). Black male teachers as role models: Resisting the homogenizing impulse of gender and racial affiliation. *American Educational Research Journal, 47*(1), 37-64.  
<https://doi.org/10.3102/0002831209351563>
- Rodríguez, A. D. (2009). Culturally relevant books: Connecting Hispanic students to the curriculum. *Gist: Education and Learning Research Journal, (3)*, 11-29.
- Rosenbloom, S. R., & Way, N. (2004). Experiences of discrimination among African American, Asian American, and Latino adolescents in an urban high school. *Youth & Society, 35*(4), 420-451. <https://doi.org/10.1177/0044118x03261479>
- Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data* (3rd ed.). Sage.
- Rumberger, R.W., & Rodrigues, G.M. (2002). Chicano dropouts: An update of research and policy issues. In R.R. Valencia (Ed.), *Chicano School failure and success* (2nd ed.). Routledge Falmer.

- Rury, M. W. (1989). Who became teachers? The social characteristics of teachers in American history. In D. Warren (Ed.), *American teachers: Histories of a profession at work* (pp. 9–48). Macmillan.
- Ryan, K. E., Gandha, T., Culbertson, M. J., & Carlson, C. (2014). Focus group evidence: Implications for design and analysis. *American Journal of Evaluation*, 35(3), 328–345. <https://doi.org/10.1177/1098214013508300>
- Saldaña, J. (2003). *Longitudinal qualitative research: Analyzing change through time*. Rowman Altamira.
- Saldaña, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). Sage.
- Sampson, D., & Garrison-Wade, D. F. (2011). Cultural vibrancy: Exploring the preferences of African American children toward culturally relevant and non-culturally relevant lessons. *The Urban Review*, 43(2), 279–309. <https://doi.org/10.1007/s11256-010-0170-x>
- Santoro, D. A. (2018). Is it burnout? Or demoralization. *Educational Leadership*, 75, 10–15.
- Sheets, R. H., & Chew, L. (2002). Absent from the research, present in our classrooms: Preparing culturally responsive Chinese American teachers. *Journal of Teacher Education*, 53(2), 127–141. <https://doi.org/10.1177/0022487102053002005>
- Simon, N., Johnson, S.M., & Reinhorn, S.K. (2015). *The challenge of recruiting and hiring teachers of color: Lessons from six high-performing, high-poverty, urban schools*. The Project on the Next Generation of Teachers, Harvard Graduate School of Education. <https://robobees.seas.harvard.edu/files/gse->

[projectnrgt/files/the\\_challenge\\_of\\_recruiting\\_and\\_hiring\\_teachers\\_of\\_color\\_diversity\\_july\\_2015.pdf](#)

- Singh, M. V. (2018). Role models without guarantees: Corrective representations and the cultural politics of a Latino male teacher in the borderlands. *Race Ethnicity and Education*, 21(3), 288–305. <https://doi.org/10.1080/13613324.2017.1395330>
- Skrla, L., & Scheurich, J. J. (2001). Displacing deficit thinking in school district leadership. *Education and Urban Society*, 33(3), 235–259. <https://doi.org/10.1177/0013124501333002>
- Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681–714. <https://doi.org/10.3102/01623737026003681>
- Solorzano, D. G. (1997). Images and words that wound: Critical race theory, racial stereotyping, and teacher education. *Teacher education quarterly*, 5-19.
- Solorzano, D. G., & Yosso, T. J. (2001). Critical race and LatCrit theory and method: Counter-storytelling. *International Journal of Qualitative Studies in Education*, 14(4), 471–495. <https://doi.org/10.1080/09518390110063365>
- Solorzano, D. G., & Yosso, T. J. (2001). From racial stereotyping and deficit discourse toward a critical race theory in teacher education. *Multicultural education*, 9(1), 2.
- Stake, R. E. (1995). *The art of case study research*. Sage Publications.
- Steffy, B. E., & Wolfe, M. P. (1997). *Life cycle of the career teacher: Maintaining excellence for a lifetime*. Kappa Delta Pi.
- Stemler, S. (2000). An overview of content analysis. Practical assessment, research, and evaluation. *Research Evaluation*, 7, 1-9.

- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, *62*(4), 271–286.  
<https://doi.org/10.1037/0003-066x.62.4.271>
- Sue, D. W., Lin, A. I., Torino, G. C., Capodilupo, C. M., & Rivera, D. P. (2009). Racial microaggressions and difficult dialogues on race in the classroom. *Cultural Diversity and Ethnic Minority Psychology*, *15*(2), 183–190.  
<https://doi.org/10.1037/a0014191>
- Tate IV, W. F. (1997). Critical race theory and education: History, theory, and implications. *Review of Research in Education*, *22*, 195–247.  
<https://doi.org/10.2307/1167376>
- Taylor, E., Gillborn, D., & Ladson-Billings, G. (Eds.) (2009). *Foundations of critical race theory in education*. Routledge.
- The Nation's Report Card. (2019a). *NAEP report card: Mathematics*.  
[www.nationsreportcard.gov](http://www.nationsreportcard.gov).  
<https://www.nationsreportcard.gov/mathematics/?grade=4>
- The Nation's Report Card. (2019b). *NAEP report card: Reading*. Nationsreportcard.gov.  
<https://www.nationsreportcard.gov/reading/?grade=4>
- Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, *43*(2), 221–258. <https://doi.org/10.1177/0013161x06293717>
- Torres, J., Santos, J., Peck, N. L., & Cortes, L. (2014). *Minority teacher recruitment, development, and retention*. ; The Education Alliance at Brown University.

<https://www.brown.edu/academics/education-alliance/publications/minority-teacher-recruitment-development-and-retention>

- U.S. Department of Education. (2016). *The state of racial diversity in the educator workforce*. <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>
- Valdés, G. (1998). The world outside and inside schools: Language and immigrant children. *Educational Researcher*, 27(6), 4–18.  
<https://doi.org/10.3102/0013189x027006004>
- Valencia, R. R., Valenzuela, A., Sloan, K., & Foley, D. E. (2001). Let's treat the cause, not the symptoms: Equity and accountability in Texas revisited. *Phi Delta Kappan*, 83(4), 318–326. <https://doi.org/10.1177/003172170108300411>
- Valenzuela, A. (1999). *Subtractive schooling: Issues of caring in education of US-Mexican youth*. State University of New York Press.
- Venkataramani, V., & Dalal, R. S. (2007). Who helps and harms whom? Relational antecedents of interpersonal helping and harming in organizations. *Journal of Applied Psychology*, 92(4), 952–966. <https://doi.org/10.1037/0021-9010.92.4.952>
- Villegas, A. M., & Davis, D. E. (2008). Preparing teachers of color to confront racial/ethnic disparities in educational outcomes. In *Handbook of research on teacher education: Enduring questions in changing contexts*, 3, 583-605.
- Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review*, 42(3), 175–192.  
<https://doi.org/10.1007/s11256-010-0150-1>

- Villegas, A. M., & Lucas, T. (2004). Diversifying the teacher workforce: A retrospective and prospective analysis. In M. A. Smylie & D. Miretky (Eds.), *Developing the teacher workforce: 103rd yearbook of the national society for the study of education part 1* (pp. 70–104). University of Chicago Press.
- Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20–32.  
<https://doi.org/10.1177/0022487102053001003>
- Villegas, A. M., Strom, K., & Lucas, T. (2012). Closing the racial/ethnic gap between students of color and their teachers: An elusive goal. *Equity & Excellence in Education*, 45(2), 283–301. <https://doi.org/10.1080/10665684.2012.656541>
- Vilson, J. L. 2015. “The need for more teachers of color.” *American Educator* 39 (2), 27–31.
- Vogt, W. P., Gardner, D. C., & Haeffele, L. M. (2012). *When to use what research design*. Guilford Publications.
- Waite, S., Mentor, M., & Bristol, T. J. (2018). “Growing our own: Reflections on developing a pipeline for male educators of color.” *Journal of the Center for Policy Analysis and Research* 1(1), 148–166.
- Warikoo, N. (2004). Race and the teacher–student relationship: Interpersonal connections between West Indian students and their teachers in a New York City High School. *Race Ethnicity and Education*, 7(2), 135–147.  
<https://doi.org/10.1080/1361332042000234268>



- Warren, C. A. (2018). Empathy, teacher dispositions, and preparation for culturally responsive pedagogy. *Journal of Teacher Education*, 69(2), 169–183.  
<https://doi.org/10.1177/0022487117712487>
- Weber, R. P. (1990). *Basic content analysis* (2nd ed.). Sage.
- Will, M. (2020, September 14). *How COVID-19 is hurting teacher diversity*. Education Week. <https://www.edweek.org/teaching-learning/how-covid-19-is-hurting-teacher-diversity/2020/09>
- Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Sage.
- Woodson, A. N., & Pabon, A. (2016). “I’m none of the above”: Exploring themes of heteropatriarchy in the life histories of black male educators. *Equity & Excellence in Education*, 49(1), 57–71. <https://doi.org/10.1080/10665684.2015.1121456>
- Wortham, S., & Contreras, M. (2002). Struggling toward culturally relevant pedagogy in the Latino diaspora. *Journal of Latinos and Education*, 1(2), 133–144.  
[https://doi.org/10.1207/s1532771xjle0102\\_5](https://doi.org/10.1207/s1532771xjle0102_5)
- Yin, R. K. (2018). *Case study research and applications. Design and methods* (6th ed.). Sage.
- Yonezawa, S., Jones, M., & Singer, N. R. (2011). Teacher resilience in urban schools: The importance of technical knowledge, professional community, and leadership opportunities. *Urban Education*, 46(5), 913–931.  
<https://doi.org/10.1177/0042085911400341>

## Vita

Name	Jason C. Baez
Date Graduated	June 2002
Baccalaureate Degree	Bachelor of Science in Education, City College of New York, New York. Major: Childhood Education 1-6
Date Graduated	May 2012
Other Degrees and Certificates	Master of Science in Education, City Education, City College of New York, New York Major: Special Education 1-6
Date Graduated	December 2013
Other Degrees and Certificates	Master of Science in Education, Hunter College, New York Major: Educational Leadership
Date Graduated	December 2018