Racial Disproportionality as Experienced by Educators of Color: Perceptions of the Impact of Their Racial/Ethnic Identity on Their Work with Students

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WORK WITH STUDENTS

Dissertation in Practice
by

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Abstract

Research has indicated that hiring and retaining educators of color can positively impact

students of color, as educators of color have the capacity to be social justice change agents

(Villegas & Davis, 2007), serve as strong role models for students of color (Ingersoll & May,

2011), promote culturally responsive curriculum (Ladson-Billings & Tate, 1995), and positively

impact student achievement (Ahmad & Boser, 2014; Dee, 2004). However, there is a significant

gap in the existing research on how educators of color perceive the impact of their racial/ethnic

identity on their work in the classroom. This qualitative case study sought to answer how

educators of color perceive the impact of their racial and/or ethnic identity on their relationships

with students, their instructional practices, and the reduction of cultural bias in their school. It

was part of a larger group case study that sought to capture the perceptions of educators of color

related to racial disproportionality and its impact on the educator pipeline and schools. Data was

collected through semi-structured face-to-face interviews and the administration of the

Multigroup Ethnic Identity Measure protocol with educators of color in the Cityside Public

School District. Data was examined through the lens of Critical Race Theory (CRT), specifically

the tenets of permanence of racism, critique of liberalism, and counter storytelling. Findings

support that the majority of the participants interviewed have a strong sense of belonging to their

racial and/or ethnic group. Moreover, educators of color perceive that they serve as positive role models, provide students of color with culturally responsive pedagogy, and offer counter narratives that combat stereotyping.

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PROBLEM STATEMENT AND LITERATURE REVIEW

Statement of Problem and Purpose

The demographics of the United States population are shifting dramatically. This shift is due to increased birth rates within populations of color and immigration (Boser, 2014). As a result, schools that once catered to a mostly White student body are now educating children from a number of different races and ethnicities (Frey, 2011). This is true in almost every state (Boser, 2014) and in urban (Achinstein, Ogawa, Sexton, & Freitas, 2010; Justiz & Kameen, 1988), suburban (Lee, 2013; Mabokela & Madsen, 2003), and rural (Castaneda, Kambutu, & Rios, 2006) districts. Though the percentage of minority students is increasing significantly, the racial and ethnic diversity among educators has not kept pace (Ahmad & Boser, 2014; Ingersoll & May, 2011; Justiz & Kameen, 1988). The National Center for Education Statistics (NCES) (2016a) reported the distribution of U.S. public school students in the fall of 2015 as 49.2% White, 15.5% Black, 26.1% Hispanic, 5.3% Asian/Pacific Islander, 1.0% American Indian/Alaska Native, and 2.9% two or more races. The NCES (2016b) also reported the 2015 – 2016 distribution of public school teachers as 80% White non-Hispanic, 9% Hispanic, 7% non-Hispanic Black, and 2% non-Hispanic Asian.

This phenomenon has gripped the state of Massachusetts. The Massachusetts Department for Elementary and Secondary Education (DESE) reported that during the 2016-2017 school year, 38.7% of MA public school students were students of color, while teachers of color accounted for only 9.7% of the educator workforce (Massachusetts Department for

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[1] This chapter was jointly written by the authors listed and reflects the team approach of this project: Charles J. Drane III, Diana Guzzi, Roderick V. MacNeal, Jr., Leslie M. Patterson, Nancy Robbins Taylor, and Joan M. Woodward.

Elementary and Secondary Education, 2017a). This racial disproportionality is even more apparent when considering specific MA school districts. For example, in Brockton Public Schools, the disparity is 79.6% students of color to 8.2% teachers of color. Similarly, in Lowell Public Schools the disparity is 71.7% students of color to 10.4% teachers of color (Massachusetts Department of Elementary and Secondary Education, 2017b). These districts are just two examples among many in Massachusetts that are experiencing this significant diversity gap.

This imbalance is troubling and a matter of urgency for several reasons. First, educators of color have the potential to be social justice change agents (Villegas & Davis, 2007). Second, educators of color can serve as exemplary role models for all students, and perhaps even more so for students of color (Branch, 2001; Graham, 1987). Third, educators of color have the power to successfully enact culturally responsive practices (Villegas & Irvine, 2010). Finally, perhaps the most compelling reason is that educators of color can positively impact student achievement (Dee, 2004; Irvine, 1989).

Practitioners and policymakers have attempted to address the racial disproportionality in schools through the development and implementation of effective hiring and retention strategies. These strategies include alternative certification pathways such as Teach for America and the New Teacher Project-Fellowship, and formalized supports such as mentoring and induction programs (Bireda & Chait, 2011). Specifically in Massachusetts, to increase hiring rates of a diverse staff, educational leaders have relied on various forms of networking, relationships with colleges of education, and job fairs (Pohle, 2016). Additionally, educational leaders are promoting the teaching profession to high school students with the hope that these same students will eventually want to return to teach in their home district (Rocheleau, 2017). Furthermore, to help retain teachers of color, school districts utilize support programs

such as one created by Travis Bristol, an education professor at Boston University. This program, active in Boston Public Schools, "allows minority teachers to network with one another and discuss the challenges of navigating a white-dominated system" ("Mass. should diversify," 2017, p. 4). In spite of these numerous established strategies, the minority student-teacher imbalance remains, and in fact, continues to grow (Boser, 2014).

Despite the imperative to hire and retain more educators of color, and a growing body of literature related to this topic, there is a gap in research. Best practices with regard to the recruitment, hiring, evaluation, and retention for this particular group of educators have yet to be established. Additionally, there is a significant gap in the existing research related to how educators of color view their pre-service preparation programs, perceive the impact of their racial/ethnic identity on their work, and experience issues related to student discipline. Furthermore, the fact that first-hand perspectives of educators of color are not consistently included in the conversation contributes to this research gap.

Therefore, the purpose of this study was to capture the perceptions of educators of color related to racial disproportionality and its impact on the educator pipeline and schools. The educator pipeline refers to preparation, recruitment, professional experiences related to students and colleagues, and retention of educators. (The definition of "educator pipeline" is discussed later in this chapter.) A primary goal of this study was to hear directly from those most impacted. Accordingly, this study was guided by the following research question: How do educators of color experience racial disproportionality within the educator pipeline and schools? Specifically, we considered the experience of educators of color and their perceptions related to pre-service programs, recruitment and hiring, student discipline, their racial/ethnic identity as it impacts students, evaluation, and job satisfaction. The primary research questions

for these individual studies are noted in Table 1. An abstract for each individual study can be

found in Appendices A through E.

Table 1

Researchers' Focus Areas

Last Name	Category	Focus Area
Drane	Pipeline	How do educators of color perceive their pre-service preparation?
Patterson	Pipeline	How do educators of color experience the recruitment and hiring process? Which practices and policies do school and district level leaders implement in the recruitment/ hiring process for educators of color?
Woodward	Schools	How do educators of color perceive the impact of their racial/ethnic identity on their work with students?
Taylor	Schools	How do educators of color perceive the role of race on the discipline system in their district?
MacNeal	Pipeline/Schools	How do educators of color perceive the evaluation process and its impact on their professional growth and development?
Guzzi	Pipeline/Schools	What are factors that influence job satisfaction for teachers and administrators of color? How do teachers and administrators of color perceive the factors of job satisfaction to influence their retention?

Conceptual Framework

The conceptual framework used for this study is critical race theory (CRT). The basic

principle of CRT espouses that racism has become a normalized practice within our society

(Ladson-Billings & Tate, 1995). The use of CRT provides a lens for identifying the inequities

that have plagued the experiences of people of color in this country (Ladson-Billings, 1998). In

education, the use of CRT considers the perspectives of people of color to provide a counter

story to the majoritarian viewpoint connected to positions of privilege and power acquired based upon race (Capper, 2015; DeCuir & Dixson, 2004).

Critical race theory evolved from critical legal studies (CLS) which scholars have used as a lens to advocate that legal policy and doctrine has contributed to an ideology that "create, support, and legitimate America's present class structure" (Crenshaw, 1988, p. 1350). Absent within CLS, was an emphasis on race, thus CRT was created in order to provide another lens for analysis (Capper, 2015; Ladson-Billings, 1998). Since its inception, CRT has been used to underscore the notion that racism has become normalized within American society and the law. This has become particularly true for citizens of color and individuals who possess a lower economic status (Capper, 2015; Ladson-Billings, 1998).

Ladson-Billings and Tate (1995) first used CRT to examine the inequities that exist within the educational system. Subsequent research has used the tenets contained within CRT to provide insight as to how structures within the educational system support White privilege over the needs of people of color. The tenets used for this study include permanence of racism, counter storytelling, critique of liberalism, and Whiteness as property (Capper, 2015).

The Permanence of Racism

The permanence of racism professes that racism is a constant fixture in society which "appears both normal and natural to people in this culture" (Ladson-Billings, 1998, p. 11). López (2003) states that racism is an endemic part of society that is not just defined by overt acts of oppression or violence. DeCuir and Dixson (2004) highlight how racism dictates the various structures of influence within our society, notwithstanding the field of education. Within the context of educational leadership, CRT has been useful with highlighting

how the permanence of racism has influenced the development, hiring, and retention of educators of color (Capper, 2015).

In their study which took place in a Southeastern state, McCray, Wright, and Beachum (2007) examined the placement of African-American secondary principals by surveying all public secondary school principals in that specific Southeastern state. Findings from the study reveal that White principals received a greater opportunity to serve in majority Black and White school settings than their African-American counterparts. (Note: throughout our paper, the terms African-American and Black will be used interchangeably, often determined by the author being cited.) The use of race as a pre-determinant factor to fulfill principal vacancies is an example how the permanence of racism impacts placement options.

In another study by Knaus (2014), preliminary interviews were conducted to identify three case studies. The case studies included semi-structured interviews of three principals who identified two teachers in each of their buildings who exhibited the most promise for school leadership positions. The pairings included one African-American teacher and one White teacher. The principals were asked how they provided leadership opportunities for each of the identified teachers. Each teacher was interviewed about professional development and leadership positions offered to them. Findings from the study highlighted how principals categorized African-American and White teachers based upon race rather than evidence from direct observations. White teachers were perceived to be more effective at teaching the standards. In comparison, the African-American teachers in the study were relegated to being culturally responsive teaching experts and heralded for their excellent classroom management skills. In comparison, the White teachers received more responsibilities and increased opportunities to serve in leadership roles. Based upon the findings, the cultural background of

the African-American teachers influenced how their White principals viewed them and precluded them from receiving opportunities for leadership positions.

Counter Storytelling

The use of counter storytelling (also referred to as "counter stories" or "counter narratives") provides an alternate perspective to the majoritarian viewpoint which is used by Whites to explain racial inequities that are "embedded with racialized omissions, distortions, and stereotypes" (Ladson-Billings, 1998, p. 18). In the context of education, counter stories of principals and other leaders of color are extremely important when seeking to provide equity (Capper, 2015).

In the study by Knaus (2014), African-American teachers who were identified by their White principal as "most promising" (p. 424) were interviewed. The findings use the input of African-American teachers to provide insight as to how they were treated differently than their White counterparts. The African-American teachers provided a counter story that conflicted with the perspectives of their supervisors.

In a study by Lynn (2002), African-American male teachers who work in South Central Los Angeles were interviewed regarding whether their racial identity informed their pedagogy, and how their racial and gender status impacted the relationships with their students. The schools in which the participants worked were majority Hispanic and African-American with 84% of the student population receiving free and reduced lunch. The participants in the study consistently exhibited a passion for working to improve the conditions of their students through teaching. The personal stories provided by interview data challenged prior research that gave a less than appealing description of educators of color.

Critique of Liberalism

Proponents of CRT advocate that liberal movements are often characterized by colorblind and neutral ideologies that fail to address the historical impact race has had in society (DeCuir & Dixson, 2004; Ladson-Billings, 1998). Color blindness, or the state of not viewing race as a relative difference, is identified as a significant contributing factor in the perpetuation of institutional racism. Researchers have discovered that when organizations, including educational systems, demonstrate colorblindness and it becomes formal or informal policy, the effects seem to be predominantly adverse for minorities (e.g., Lewis, 2001; Schofield & Anderson, 1986; Tarca, 2005). López (2003) posits that it is a fallacy to believe that a race neutral political agenda will effectively resolve racism. Substantial change can only come from a deep examination of how the impact of race has been interwoven into society, which includes the field of education. Educators who fail to recognize race and one's ethnic background "are unconscious about the ways schools are not racially neutral but reflect White culture" (Capper, 2015, p. 817).

A study by Evans (2007) examined how educators in three suburban high schools responded to the racial and demographic change that took place between 1990-2000. The participants who were interviewed included school staff, principals, and superintendents. Findings from the study reveal how teachers resisted an effort by district administration to initiate multicultural professional development. Faculty resisted under the belief that children are all the same. However, the teachers and administrators expressed a deficit perspective regarding the incoming African-American students. It was widely believed by the teachers that their new students were coming from school environments which held low academic

expectations. The examples highlighted by this study exemplify how colorblind perspectives perpetuate discriminatory practices that disregard the needs of students of color.

Whiteness as Property

The concept of Whiteness as property can be linked to a legal system that is based upon protecting its membership and excluding all others (Harris, 1993). Thus, this tenet espouses that the rights and privileges that are connected to being White are exclusive and can only be shared by those from this majoritarian class. Within the context of education, Whiteness as property has been utilized to explain how curriculum and the right to upper-level Advanced Placement courses have been implemented to perpetuate privilege and exclude those from marginalized backgrounds (Pollack & Zirkel, 2013). Ladson-Billings (1998) explains how remnants of African-American culture are often omitted from school curriculum. As a result, a false representation of true events distills the significance of African-American figures who have made major contributions to our society and the world.

Decuir and Dixson (2004) highlight a school that created a culture that prohibited students from wearing clothing that represented African culture. School policies aligned with White culture dictated that students must suppress or find inventive ways to express their individual ethnic or racial culture through dress. An example includes a student who wanted to wear an African headwrap during graduation, but could not because all graduates were required to wear white. To conform to the policy, the student wore a white head wrap that featured African symbols in white.

We used CRT to examine how race impacts the experience of educators of color within the Cityside Public School District. Each tenet provided a specific lens to analyze data and assist with developing an understanding of the overall research question, how educators of color

experience racial disproportionality within the educator pipeline and schools. The use of permanence of racism assisted with identifying examples of implicit bias and overt acts of racism for participants of this study. The use of counter storytelling provided a voice to participants as they shared their experiences while working in the district. The use of critique of liberalism provided a perspective as to how the use of race is considered when examining various policies and practices that help to shape the working environment in Cityside. Finally, the use of Whiteness as property helped examine how participants perceive their opportunities to build relationships, make connections, grow and achieve positions of leadership within the school district. Overall, the use of CRT provided us with a framework for assessing the conditions which educators of color need to navigate in order to thrive within the Cityside Public School District.

Literature Review

The value of a diverse educator workforce has been a research topic explored by many. Currently, scholars are making more efforts to highlight the voices of educators of color in their studies. This literature review was grounded in a discussion of the importance of educators of color and followed by a discussion of topics related to the experiences of educators of color within the pipeline and schools. These topics include: pre-service programs, recruitment and hiring, student discipline, racial/ethnic identity as it impacts students, evaluation, and job satisfaction.

The Importance of Educators of Color

As stated in this chapter's introduction, educators of color can positively impact the school experiences for all students. They can do this through their capacity as social justice change agents, role models, and proponents of culturally responsive practices. Additionally, the

presence and approaches of educators of color can lead to increased levels of student achievement.

Social justice change agents. Villegas and Davis (2007) claim that teacher candidates of color, if provided with the necessary preparation, will be able to successfully translate "their commitment to making schools more equitable and just for students of color" (p. 146) into positive outcomes. Supporting this, scholars have found that some educators of color devote significant energy to explicitly addressing racism with their students (Villegas & Irvine, 2010). Specifically, these educators tackle issues pertaining to societal and institutional power, resulting in students of color more successfully navigating their world. Beauboeuf-Lafontant (1999) posits that numerous African-American teachers have "recognized the existence of oppression in their students' lives and sought to use their personal, professional, and social power to encourage children to understand and undermine their subordination" (p. 702).

Several scholars have supported these claims through their related research. After interviewing thirty-six Black male teachers employed by the Los Angeles Unified School District, Lynn (2002) found that most of these study participants felt called "to change the lives of African American youth" (p. 125), and that teaching was a way to make this happen. They focused specifically on their work with students living in working-class and poor communities, expressing clearly that their goal was to empower these students and help them to overcome social, political, and economic barriers. Similarly, Ladson-Billings and Henry (1990) studied successful teachers of Black students in the United States and Canada. Of the thirteen teacher participants, ten of them were either African-American or Afro-Caribbean. Ladson-Billings and Henry (1990) found that these teachers engaged their students in conversations about the realities of life, addressing controversial topics that others might have determined only appropriate for

adult discussions. These teachers made sure that students contemplated the "responsibilities they have to make life better for everyone" (Ladson-Billings & Henry, 1990, p. 79).

Role models. Graham (1987) posits that academically successful Black teachers serve as needed role models for Black students as well as non-Black students; for all of these children need to recognize that Black people are essential members of society. Similarly, Irvine (1988) states that "white students need black teachers as role models so that they can gain accurate perceptions of our multiethnic society" (p. 506). Branch (2001) emphatically addresses this issue:

> Not enough has been said, however, about the role models that teachers of color can be for European-Americans in schools. Though teachers are not paid nearly what they are worth, they are still held in high esteem by much of the populace. … Now, children of all races are developing these positive notions about an overwhelming number of European-American teachers and very few teachers of color . . . erroneous assumptions about the intelligence of African-Americans, Latinos, and other people of color may be reinforced merely by their absence as teachers in the nation's classrooms. (p. 258)

Also, Irvine (1988) recognizes the role that Black teachers play in negating hurtful stereotypes about their race. On a related note, Stewart, Meier, and England (1989) speak to the importance of Black teachers specifically for Black students, as they state that the mere presence of Black teachers positively impacts Black students because of the influential power of same-race role models.

It is important to highlight that while role modeling is often recognized by scholars as an important attribute of educators of color in schools, this position has not been well researched (Villegas & Irvine, 2010). In fact, Irvine (1989) and Villegas and Irvine (2010) critique the high

status that has been given to the "black teachers as role models" argument, with Villegas and Irvine (2010) noting that during the course of their research, they did not encounter any related empirical studies.

Proponents of culturally responsive practices. Branch (2001) addresses culturally responsive practices as he recognizes that teachers of color can play a critical role in ensuring the existence of culturally relevant curriculum. Irvine (1989) offers that Black teachers are most qualified to be "cultural translators" (p. 55) as they help marginalized Black students navigate a school culture that is not aligned with their home culture. Similarly, Villegas and Irvine (2010) discuss the idea that because teachers of color can genuinely connect with the cultural experiences of students of color, this particular type of student-teacher matching is critical. This claim is supported by the work of Ladson-Billings and Henry (1990). During their study of successful teachers of Black students, they found that these teachers connected the curriculum directly to students' lived experiences and also employed pedagogical strategies that were based on students' cultural roots (e.g. incorporating proverbs, call-and-response interactions, and hymns).

Student achievement. Irvine (1989) claims that Black teachers' distinct approach to teaching is likely responsible for Black students' academic success. Supporting this claim, Dee (2004) found that after one year of elementary school, students learning from Black teachers saw their math and reading scores rise. The study of Egalite, Kisida, and Winters (2015) resulted in similar findings. After analyzing a large dataset provided by the Florida Department of Education that linked approximately three million students to 92,000 teachers from the fall of 2002 to the spring of 2009, they concluded that when students are paired with a teacher of their same race/ethnicity, reading achievement was positively impacted for Black and White students

and math achievement was positively impacted for Black, White, and Asian/Pacific Island students. Another study, with a less direct though still important connection to student achievement, was conducted by Fox (2016). Fox, analyzing survey data from the 2002 Educational Longitudinal Study, found that Black teachers in comparison to their White counterparts held higher expectations for their Black students. These Black teachers were more likely to believe that their Black students would continue their formal education past high school. Fox (2016) speaks to the significance of this finding:

> Once a teacher forms academic expectations for students, he or she may teach in a way that is consistent with those expectations; thus, if differential expectations result in differential treatment, there is the potential for such treatment to result in differential student learning and achievement. (p. 3)

Taken together, these studies provide evidence that educators of color can significantly influence the academic trajectory of their students.

While this research supporting the importance of educators of color (especially when focused on racially congruent teacher-student pairings) may lead some to draw the conclusion that racially segregated schools are beneficial, Boser (2014) highlights that it "is important for all students to interact with people who look and act differently than they do in order to build social trust and create a wider sense of community" (p. 3). Additionally, in a recent student perception study utilizing 50,000 sixth through ninth grade student reports on 1680 classroom teachers, Cherng and Halpin (2016) concluded that students (independent of race) feel more favorable towards Latino and Black teachers than towards White teachers. This finding further supports the notion that "minority teachers can translate their experiences and identities to form rapports with students that do not share the same race or ethnicity" (Cherng & Halpin, 2016, p. 10).   In

sum, this research adds significant credence to the claim that educators of color can positively impact all students.

Educator Pipeline

The term teacher pipeline or educator pipeline is routinely found in literature on the education workforce. Villegas and Lucas (2004) offer this term as a metaphor that traces the path of people in the teaching profession back to elementary school. They present the pipeline as elementary students who become secondary students, who become college students enrolled in teacher education programs, and who then become educators.

Often, when the educator pipeline is described, authors characterize it as "broken" (Ladson-Billings, 2005, p. 230), a "revolving door" (Ingersoll, 2002, p. 23; Lau, Dandy, & Hoffman, 2007, p. 27), or "leaky" (Butty & Brown, 1999, p. 282). Lau, Dandy, and Hoffman (2007) go so far as to describe the education workforce as a "sieve" (p. 27). Throughout the educational research literature, scholars have examined many of the points where the flow of the pipeline is interrupted (Achinstein et al., 2010; Cochran-Smith, 2004; Evans & Leonard, 2013; Haddix, 2017; Kohli, 2009; Villegas & Lucas, 2004). Ultimately, these studies converge on the same conclusion that no matter the source of the leaks or the point in time when they surface, the leaky pipeline is having a negative impact on the availability of educators of color in schools today.

In response to the detrimental consequences of a failing pipeline, Villegas and Lucas (2004) assert that:

> nothing less than a comprehensive and coordinated initiative to expand the number of students of color in the pipeline and to stop the leak of human potential at the identified

critical junctures will alter the demographic makeup of the teacher workforce in any

significant way. (p. 83)

It is important to note that Villegas and Lucas contend that two things must happen. First, the

number of people of color in the pipeline must grow. Second, the departure of educators of color

from the profession must be stemmed. The first point speaks to educator preparation and

recruitment, and the second to retention.

For the purposes of this study and drawing from the work of Villegas and Lucas (2004)

and others, we will take the previous definition of an educator pipeline, which stops when the

educator is hired, and extend it to include the retention of educators. The work of Ingersoll and

May (2011) support the need to be attentive to not only the inflow of educators into the pipeline,

but also to the "exit end of the pipeline" (p. 4). Additionally, while definitions of the educator

pipeline extend as far back as elementary school, we will begin our examination of the pipeline

with university schools of education. In short, we will consider the educator pipeline to consist

of the preparation, recruitment, and professional experiences related to students and colleagues,

as well as retention of educators.

Educator preparation. Eighty-five percent of teachers come from traditional education

programs (Barth, Dillon, Hull, & Higgins, 2016). For that reason, it is essential to examine the

experiences of pre-service educators of color in university schools of education. While many

factors have been uncovered as reasons for the smaller-than-optimal pool of educators of color,

four emerge most often: the current demographics of colleges and universities, the make-up of

schools of education, barrier exams, and the curriculum in schools of education (Branch, 2001;

Brown, 2005).

Both in American universities in general and their schools of education specifically, people of color are disproportionately represented. Considering that enrolling in a university is contingent upon previous educational attainment, Achinstein et al. (2010) and Aud, Fox, and KewalRamani (2010) describe how disadvantageous earlier schooling opportunities have led to the presence of a disproportionately low number of people of color in American universities. Narrowing down to schools of education, Cochran-Smith (2004) and Evans and Leonard (2013) describe school of education demographics as overwhelmingly consisting of White females. Consequently, it is in relation to both previous educational disadvantages and the existence of large numbers of White females in schools of education that the current demographics do not work in favor of a diversified workforce of educators. Also, negatively impacting the pool of educators of color is the increasing opportunity for people of color to be employed in fields other than education. While this is a positive result of the Civil Rights Movement and desegregation (Madkins, 2011), the field of education is feeling the impact nonetheless (Wilder, 2000).

As with demographics, both in admission to universities in general and schools of education specifically, entrance requirements such as SATs/ACTs or the Praxis I exam work counter to creating a more diverse field. Nettles, Scatton, Steinberg, and Tyler (2011) examined results of the Praxis I exam, a requirement for entrance into many education programs, and found that approximately 80% of White students pass on the first try while 40% of African-American students pass on the first try. This statistic is even more disheartening when recognizing that success on a barrier exam like the Praxis I is not even a predictor for success in the field of education (Darling-Hammond, 2000). So, both barrier exams required in order to be accepted

into universities and other exams required to enroll in education programs are serving to limit the number of students of color available in the workforce.

Another factor affecting the availability of educators of color in Massachusetts is the need to pass the Massachusetts Test for Educator Licensure (MTEL). An April 2008 memo from the Acting Commissioner of the Massachusetts Department of Elementary and Secondary Education (Massachusetts Department of Elementary and Secondary Education, 2008) informed the DESE Board that 77% of White test takers pass the MTEL while 46% of African-American test takers and 48% of Hispanic test takers pass the exam (http://www.doe.mass.edu/boe/docs/FY2008/0408.pdf). The memo goes on to report that these pass rates mirror what is found on the Praxis II exam. Data available on the DESE website (Massachusetts Department of Elementary and Secondary Education, 2016) for 2015-2016 is encouraging in that pass rates for all three racial groups have gone up, but a gap of 13 to 20 percentage points remains (http://www.doe.mass.edu/mtel/2016ResultsByCategory.html).

Brown (2014), Cochran-Smith (2004), and Montecinos (2016) contend that another factor limiting the pool of people of color in the field of education is the curriculum in university schools of education. Cochran-Smith (2004) argues that a way to fix this issue is "by incorporating their [people of color] perspectives into the curriculum and finding ways to decrease the alienation they often experience" (p. 390). Achinstein et al. (2010) conclude that programs of education that concentrated on recruiting and supporting pre-service educators of color showed higher educator retention than the teaching force as a whole.

Just as literature has focused on the factors leading to the disparity in people of color in university schools of education, research has also suggested answers to this disproportionality. While a number of possibilities have been posited, two such suggestions stand out in the

frequency with which they appear. First, Schmitz, Nourse, and Ross (2012) suggest that more communication between schools of education and departments of education could help to produce college graduates in fields better aligned with disciplines most in need of educators. A second suggestion is to provide pre-service teachers with better clinical experiences so that they are more likely to remain on track to become an educator (Achinstein et al., 2010).

 Recruitment. While teacher preparation is a vital phase of the educator pipeline, it is teacher recruitment that Barth et al. (2016) describe as "the leakiest section" (p. 11). Three reasons were offered for why this portion of the pipeline is so leaky. First, graduates of schools of education do not necessarily enter the field of education. Next, the need to pay off loans adversely impacts the ability to enter the field of education. And, a clinical experience too late in the training process can lead to a late change out of the field of education.

 Because states generally do not keep data on the jobs that graduates from schools of education pursue, it has been left to the research community to attempt to quantify this data. Studies differ in their conclusions of how many graduates from university schools of education do not remain in education, but even the varying findings speak to a problem in the system. Barth et al. (2016) conclude that between 25-50% of education school graduates do not go on to teach. This high number of teacher education graduates who do not follow through and teach only exacerbates the already small number of candidates in schools of education.

 While some graduates of schools of education may want to enter the field of education, Barth et al. (2016) found that the need to pay off school loans coupled with the perception that education is not a lucrative profession has led some people to choose a different field. Ladson-Billings (2005) and Shipp (1999) report that the decline of people of color in the field of

education coincides with increases in fields with higher paying jobs, like law and medicine. As will be discussed later, loan forgiveness programs can be a way to counter this trend.

As noted with regard to the teacher preparation aspect of the pipeline, clinical (practicum) experiences can cause some educators of color to fail to graduate from schools of education. Torres, Santos, Peck, and Cortes (2004) examine the timing of these experiences. They conclude that clinical experiences that are scheduled toward the end of the degree program force some students to go far down the path toward being an educator before a field experience gives them pause to reconsider. Those same students choose to graduate with a degree in education, but do not pursue a job in that field.

Recent literature proposes three successful strategies for improving recruitment of educators of color. School residencies, such as the Boston Teacher Residency Program, have been shown to increase the number of educators of color available to be placed in teaching positions (Solomon, 2009). Second, given the high cost of university education, Villegas and Davis (2007) assert that an important recruitment effort has been programs that reduce or remove college loans for people who teach for a set amount of time after college. Finally, a good amount has been written about programs that seek to interest high school and even elementary school students in the field of education, known as "grow your own" programs.

Impact on students. As stated previously, there is significant research on the impact that educators of color have on their students. When considering this impact, two themes emerge in the literature. The first relates to how educators of color may serve as role models to students and the second addressed how the racial and ethnic backgrounds of educators of color positively impact curriculum and learning.

The work of Atkins, Fertig, and Wilkins (2014) and Beady and Hansell (1981) explain the motivating influence that educators of color have on students of color.   When students of color see all races represented in the faculty of their school, they are exposed to greater expectations for their own futures. Additionally, these authors note that the presence of educators of color positively affects the perceptions of students of color by making them feel a part of the school. This sense of student belonging results in greater student engagement and connectedness, which are important factors in a student's ability to be successful.

Castaneda et al. (2006) conducted a study that explored the perceptions of educators of color working in diasporic rural settings in Wyoming and the inevitable challenges these educators face. Although challenges are noted, the participants' influence as role models, to bring cultural authenticity, inspiration, and multiplicity of perspective to all students in ways that White teachers could not, serves as an example of the importance of employing educators of color.

When educators of color bring cultural authenticity, inspiration, and a multicultural perspective to the schoolhouse, racial inequities are reduced. Supporting this research, Goodwin (2004) conducted a study with seven post-secondary educators of color to explore what educators of color feel they bring to their work and the teaching profession. From this research, it was found that "teacher educators of color possess an empathic understanding of the lives of children of color, which results in a strong desire to engage in social action and redress inequities" (p. 22).

To address the inequities in educating students, Gist (2014) conducted a study that investigated the pedagogy of three socio-politically conscious teacher educators in teacher preparation programs to understand how to tailor teacher preparation for educators of color as a

means to equip these teachers with the skills necessary to provide culturally responsive pedagogy to the students they will eventually teach. From this study, Gist purports that teachers of color are situated to make meaningful contributions to the teaching profession at a time when "the educational community is attempting to more precisely define aspects of effective instruction for students of color" (p. 280).

Discipline. The fact that Black students are suspended or excluded from schools at a remarkably higher rate than their White peers was first studied and published in 1975 by the Children's Defense Fund (1975). In the four decades that followed, this finding of racial disproportionality in school discipline has remained consistent (Costenbader & Markson, 1998; Glackman et al., 1978; Gregory, 1997; Gregory, Skiba, & Noguera, 2010; Skiba, Michael, Nardo, & Peterson, 2002). However, understanding the perceptions that educators of color and White educators may have regarding how race may or may not influence the school discipline system has not been studied extensively. While pre-service programs and the hiring process ultimately impact students, discipline has a direct and immediate impact. The research speaks to three components of the impact of discipline: the role of the educator, the subjectivity of the educator, and interplay between the educator and student.

The role that the educator plays in discipline speaks to the influence of educators as role models enhancing student attendance and achievement. Simply put, the presence of African-American educators increases the connection of students of color to schools (Villegas & Irvine, 2010). This connection can improve student attendance rates, and better attendance is logically linked to increased academic achievement. Therefore, educators of color play a crucial role at the start of this continuum. The work of Lindsay and Hart (2017) promotes educator diversity as a means of increasing academic achievement of Black students. In this study, Lindsay and Hart

found evidence that supports a decrease in discipline and an increase in the reading scores of Black students when these students are taught by same-race teachers.

Given that discipline is meted out by human beings, it is important to consider the possible impact of subjectivity on patterns of discipline. One way to understand educators' subjectivity is to explore their individual perceptions of expected student behavior and if those expectations are applied differently to Black students. Two themes emerge when looking at the subjectivity of discipline: subjectivity of the interpretation of behavior and subjectivity in the assigned consequences. Skiba et al. (2002) assert that the consequences for disciplinary infractions by African-American students are subjective because an educator's own beliefs and assumptions about Black students may influence how behavior is managed based on preconceived ideas. Skiba et al. (2002) conclude that significant discrepancies in school discipline between White and Black students indicates a systemic bias.

Interactions between students and educators are inherently complex. When educators and students come from different racial and cultural backgrounds, this complexity is enhanced and may influence the relevancy of the discipline (Gregory & Mosely, 2004). These authors refer to Culturally Relevant Discipline (CRD) as a frame through which to more critically examine student discipline. CRD posits that for an individual student's discipline to be relevant, an educator must consider cultural and racial factors as well as previous discipline experiences in each disciplinary incident (Gregory & Mosely, 2004).

Retention of educators of color: Evaluation and satisfaction. Research regarding the retention of educators has been narrow because of limited data, especially at the national level (Ingersoll, 2002). In order to gain a better understanding of topics related to the experiences of teachers and principals, the NCES conducted educational surveys beginning in 1987. These

surveys focused on general school conditions, including student demographics as well as hiring and retention practices (http://www.nces.org). Using the data from the NCES educational surveys, Ingersoll (2002) found that teacher retention was influenced by varying factors including retirement, school staffing decisions, personal reasons, interest in pursuing another job, and/or job dissatisfaction. The data also showed that 39% of entering teachers leave the profession within the first five years of teaching (Ingersoll, 2002). This lack of retention of teachers in the first five years was related to the aforementioned factors, with the exception of retirement.

Principal retention was more likely to be influenced by factors like school level and setting as well as student demographics and achievement, while personal characteristics such as age, race, and gender had a smaller influence on principal retention rates (Fuller & Young, 2009). After the 2011-2012 school year, 78% of principals remained at the same school while 6% of principals moved to another school, and 12% of principals left the role of principal (Goldring & Taie, 2014). DiPaolo and Tschannen-Moran (2003) found that within five years 26% of principals would retire, 11% of principals would seek central office positions, and 2% of principals planned to leave the profession. When asked about filling the anticipated vacancies, principals expressed that they believed a principalship was not a desirable position. The primary reasons given were job-related stress and hours required of the position (DiPaolo & Tschannen-Moran, 2003). National survey data like this, as well as single case studies and other independent studies, have been used to better understand the retention of educators of color.

Retention of teachers of color. The preparation and recruitment process does not solely limit the number of teachers of color in the educator pipeline. The disproportionality between teachers of color entering the profession and those leaving the profession also has an

influence. In the beginning of the 2003-2004 school year, 47,600 teachers of color entered

teaching, however, by the end of the year, 56,000 teachers of color left teaching (Ingersoll &

May, 2011). Since 1988, the turnover rate of teachers of color has gradually increased. From

1988-1989 to 2008-2009, the annual turnover rate of teachers of color has grown from 15.1% to

19.3%. Attrition of teachers of color is influenced by one or more of the following factors:

32.9% of teachers of color identified leaving teaching because of retirement; 45.3% of teachers

of color identified leaving teaching for personal reasons; 35.4% of teachers of color identified

leaving to pursue another job; and 35.3% of teachers of color identified leaving because of job

dissatisfaction (Ingersoll & May, 2011). Only one-third of the teachers of color are leaving the

profession because of retirement, while two-thirds of teachers of color are leaving their jobs

because of personal reasons, to pursue another job, and/or job dissatisfaction.

Job satisfaction of teachers of color. Ingersoll and May (2011) found that organizational

conditions, like faculty decision-making influence and teacher autonomy, have a more

significant impact on job satisfaction for teachers of color than for White teachers. While

administrative leadership and support, as well as salary and resources have an influence on

retention rates, there is a similar significance for all teachers. Factors like student demographics,

including higher rates of low socioeconomic status or population of minority students, did not

influence the turnover of teachers of color (Ingersoll & May, 2011). These findings validate an

earlier study completed by Ingersoll (2006) which reported that organizational conditions such as

administration, accountability testing, student discipline, influence and autonomy, workplace

conditions, classroom intrusions, salary and benefits, teaching assignments, and class size

influence public school teachers of color, independent of school and student population. In

summary, organizational conditions and administrative support contribute to the job satisfaction of teachers of color.

Evaluation of teachers of color. The evaluation of teachers has been impacted by legislation focused on accountability and student achievement. As a result, school districts have worked to add reforms to how teachers are observed and evaluated (Clifford & Ross, 2011; McCleary, 1979; McQuinn, 2012). A model evaluation has been defined as one that links instructional practices to student learning outcomes and ensures accountability (Phillips, Balan, & Manko, 2014). Other effective characteristics include a focus on reflective conversations with teachers, standards-based criteria, procedures for collecting multiple sets of data, detailed scoring rubrics, and methods for assessing specific teacher behaviors (Danielson, 2010; Odden, 2004; Toch, 2008). Despite efforts to create reforms, the teacher evaluation system still has challenges linked to subjectivity and a lack of training of the building principal who in most cases is responsible for evaluating teachers (Cosner, Kimball, Barkowski, Carl, & Jones, 2014; Danielson, 2010). Consequently, the subjectivity and lack of training of principals can lead to inequities that impact the ability of teachers of color to grow and receive opportunities for leadership positions (Knaus, 2014).

Retention of administrators of color. According to the NCES, 20% of public school principals were educators of color in 2011-2012 (Hill, Ottem, & DeRoche, 2016). This represents a slight increase since the 2003-2004 school year when 18% of public school principals were educators of color. While the percentage of Black principals has not dramatically changed, the percentage of Hispanic principals has slightly increased from 3% in 1987-1988 to 7% in 2011-2012. However, the percentage of White principals has decreased from 87% to 80% during this same time period (Hill et al., 2016).

Job satisfaction of administrators of color. When studying school characteristics, White et al. (2011) identified how factors like student demographics, school climate, parent support, and school location influenced the job satisfaction of principals of color. Bitterman, Goldring, and Gray (2013) reported preliminary data gathered from public school and private school principals, with a 20% participation rate of principals of color, however, they did not control for race or ethnicity. Principals reported how their level of influence on school based experiences including setting student performance standards, establishing curriculum, determining professional development, evaluating teachers, hiring teachers, setting discipline policy and overseeing budget influenced their job satisfaction. With limited research published about the job satisfaction of principals and administrators of color, it is evident that there is a gap in research.

Evaluation of administrators of color. Over the years, the responsibilities of the building administrator have become more complex. Along with ensuring student growth and achievement, the modern-day building administrator is also responsible for managing resources and maintaining a myriad of relationships inside and outside the school community (Davis & Hensley, 1999). As a result, the administrator evaluation needs to be comprehensive, equitable, and provide for reflective feedback from both the evaluator and the evaluatee (Clifford & Ross, 2011). Despite reform efforts there remains a gap in research that offers a clear and consistent theoretical framework for conducting an effective evaluation (Reeves, 2005). As a result, there is a void in research literature that examines how current evaluation systems impact the growth and development of administrators of color (Glasman & Heck, 1990; Goldring et al., 2009).

While there have been studies that identify the factors related to retention of administrators (DiPaolo & Tschannen-Moran, 2003; Papa, 2007; Whitaker, 2001), fewer studies

have explored the factors that influence the retention of administrators of color. This is a gap in the research that needs to be addressed as the number of administrators of color gradually increases. Additional research will also help to identify the factors that influence the retention of administrators of color and refine practices and policies that will increase the number of administrators of color.

Conclusion

In this chapter, we examined the issue of the experiences of educators of color in recruitment, hiring, and retention, and identified the impact that the lack of diversity has on the educational environment. We presented research questions that we studied as a group hoping to fill the current research gap that is connected to this issue.

The statistical data we reviewed indicate that educators of color working in U.S. public schools are greatly underrepresented. This disparity becomes more significant as the population of students within public schools becomes more diverse. To understand the impact of this phenomenon, we have reviewed literature that considers the experience of educators of color and their perceptions related to pre-service programs, recruitment and hiring, student discipline, how their race and ethnicity impact students, how they experience the evaluation process, as well as their job satisfaction and retention. Our efforts have unveiled a lack of literature that is able to provide successful strategies that offer viable and effective solutions. As a result, we constructed a study that collected data to answer the research question: How do educators of color experience racial disproportionality within the educator pipeline and schools? The counter narratives provided by educators of color gave us a unique perspective based upon their experiences.

It is our hope that the data collected from our study will help to inform further research studies and provide guidance to schools and districts who are interested in creating a more diverse staff. Chapter 2 will describe the methodology used in this study.

CHAPTER 2[2]

METHODOLOGY AND LIMITATIONS

Methodology

All researchers for this study designed protocols and practices for collecting and

analyzing data. The research team was divided into three pairs based on the relatedness of their

individual research studies. Collected data contributed to the overall study's findings while

individual team members analyzed data independently as it related to their individual

study. This chapter will outline the study design, shared protocols and practices for data

collection and analysis, as well as the study limitations.

Study Design

The purpose of this single-site case study was to explore and understand the experiences

of educators of color in light of the persisting racial disproportionality within the educator

pipeline and schools in a Massachusetts district. The team employed a single-bounded case

study of Cityside Public Schools (pseudonym) to explore how a sample of educators of color

perceived their experiences of preservice education, recruitment and hiring experiences, the

impact of their race on students and student discipline, educator evaluation processes, and job

satisfaction. This case study relied on data consisting of a job satisfaction survey, Multigroup

Ethnic Identity Measure (MEIM) protocol, semi-structured interviews, and document analysis.

The rationale for implementing this design was to utilize different data collection forms at the

same time in order to both confirm and triangulate findings, as well as enrich our collective

understanding of the research problem (Creswell, 2012; Merriam & Tisdell, 2016). As the

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[2] This chapter was jointly written by the authors listed and reflects the team approach of this project: Charles J. Drane III, Diana Guzzi, Roderick V. MacNeal, Jr., Leslie M. Patterson, Nancy Robbins Taylor, and Joan M. Woodward.

research was limited to one district, the study was delineated by the time allotted for data collection within the district, November through December of 2017, and the time allotted for subsequent analysis, December 2017 through March 2018.

Site Selection

According to the Department of Elementary and Secondary Education (Massachusetts Department of Education, 2017b), in 2016-2017 9.7% of educators in Massachusetts were identified as non-White. For this study, research was conducted in Cityside Public Schools (CPS), an urban district in eastern Massachusetts. This district employs the second-largest percentage of educators of color (26%) in the Commonwealth. More specifically, the CPS Office of Human Resources reported 22% teachers of color teach a non-White student population of 60.1%. Site selection was also determined by the following criteria: a hiring and retention process that focuses on increasing educator diversity, the current employment of educators of color, and a diverse student population as identified by and reported to DESE which included the following race(s) and/or ethnic groups: American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, as well as Hispanic or Latino. Additionally, the site selection was ultimately determined by Cityside's willingness to participate in the research.

Data Collection and Analysis

Data collected for this case study was generated through recruitment emails (See Appendices F and G), a job satisfaction survey (See Appendix H), the Multigroup Ethnic Identity Measure (MEIM) protocol (See Appendix I), semi-structured face-to-face recorded individual interviews (See Appendices J through M), and document analysis. Documents that were reviewed included Cityside's Teacher Recruitment and Hiring: Administrator Survey, [Cityside]

Hiring Committee Selection Process document, [Cityside] Public Schools Staff Diversity Recruitment, Hiring and Retention Programs and Initiative document, DESE staff and student demographics and discipline report data, and Cityside's collective bargaining agreements for Unit A and Unit B.

Job satisfaction online survey. The job satisfaction online survey designed for this study was adapted from the Teacher Follow-Up Survey: Questionnaire for Former Teachers, 2012 – 2013 School Year (TFS) administered by (NCES, 2013). In order to assess job satisfaction, the following areas were presented to participants in a four point Likert scale survey online addressing areas which included student discipline, administrative support, decision-making participation, job stress, colleague-to-colleague relations, gender, family support systems, overall job satisfaction, as well as demographic and employment information. The online survey link was shared in the initial recruitment email to all CPS educators of color. This data was then synthesized and compared to some of the semi-structured interviews.

Multigroup Ethnic Identity Measure. Phinney (1992) developed the MEIM protocol used to determine how individuals identify with their ethnicity and their sense of belonging within their ethnic group. Study participants who were interviewed were asked to complete this protocol. The MEIM has been used in multiple studies and been shown to be a reliable identity tool (Roberts et al., 1999). While the MEIM is typically considered a quantitative methodology tool, the limited sample size in this case study was not large enough to complete a statistical analysis. Instead, this data was used to gain awareness of how participants identify themselves ethnically and was examined to inform the qualitative data gained from the participant interviews. The protocol was distributed to participants at the time of the interview.

Semi-structured interviews. The interviews, on the other hand, allowed us to explore participants' perceptions of lived experiences within these processes. We recruited a sample of educators of color, defined as district leaders, building leaders, teachers, and counselors. Additionally, we recruited a sample of building and district level administrators (of different races) who are responsible for the recruiting and/or hiring process at the district level or building level in Cityside. The process of recruiting participants involved an email prepared by the research team sent by Cityside administration and networking through snowball sampling.

Through purposeful design of the interview questions for this qualitative case study, interviews produced counter narratives about the experiences of educators of color in the educational workforce. Counter narratives or counter storytelling, provided an opposing perspective to the viewpoint used by the White majority that accounts for racial inequities (Ladson-Billings, 1998). Moreover, Milner and Howard (2013) identify that "a counter-narrative provides the space for researchers to reinterpret, disrupt or interrupt pervasive discourses that may paint communities and people, particularly communities and people of color, in grim, dismal ways" (p. 542). We sought to understand and assign meaning to the reported experiences and personal reflections of the selected interviewees (Creswell, 2012). The purpose of the interviews was to understand how educators of color experience teacher preparation programs, hiring, supervision and evaluation, job satisfaction, the student discipline system, and how their race/ethnic identity impacts their work with students. This research also sought to understand how study participants experience being one of a disproportionate number of educators of color and whether it would make a difference if there were more educators of color in the district.

As a team, we developed interview protocols to be utilized for both district and building-level administrators of color, as well as faculty of color. The semi-structured nature of our

protocols allowed for flexibility to respond to the interviewee with additional probing questions in the moment (Merriam & Tisdell, 2016). Prior to interviewing our subjects, the team piloted interview questions with colleagues of color from outside the target district. The benefit of piloting the questions ensured that questions were clearly and respectfully worded and elicited relevant responses. All interview participants received the following: a letter of intent explaining the purpose of the interview, a request for signed informed consent, and a confidentiality statement (See Appendix N and O). These documents were distributed to participants electronically. All interviews were audio recorded and transcribed through Rev.com, and reviewed for accuracy by the research team.

Interview participants. As shown in Table 2, interview participants included district level administrators, building level administrators, teachers and counselors. Administrators were identified based on their role in the hiring and retention practice as well as being evaluators and providers of professional development opportunities. This included building-level educators responsible for discipline. All educators were interviewed by an individual researcher or a two-person team with the opportunity for follow-up communication.

Table 2

Interview Participants

	Number of Participants	Number of Educators of Color	Number of White Educators
Building Administrators	11	8	3
District Administrators	3	3	
Educators, e.g. counselors and teachers	14	14	
Total Number of Participants	28	25	3

A total of 28 educators volunteered and were selected to participate in this study. As shown in Figure 1, there were 14 African-American or Black educators, 3 Asian or Asian-American educators, 3 Black Latino educators, 3 Hispanic or Latino educators, 2 multi-race, non-Hispanic educators, and 3 White educators.
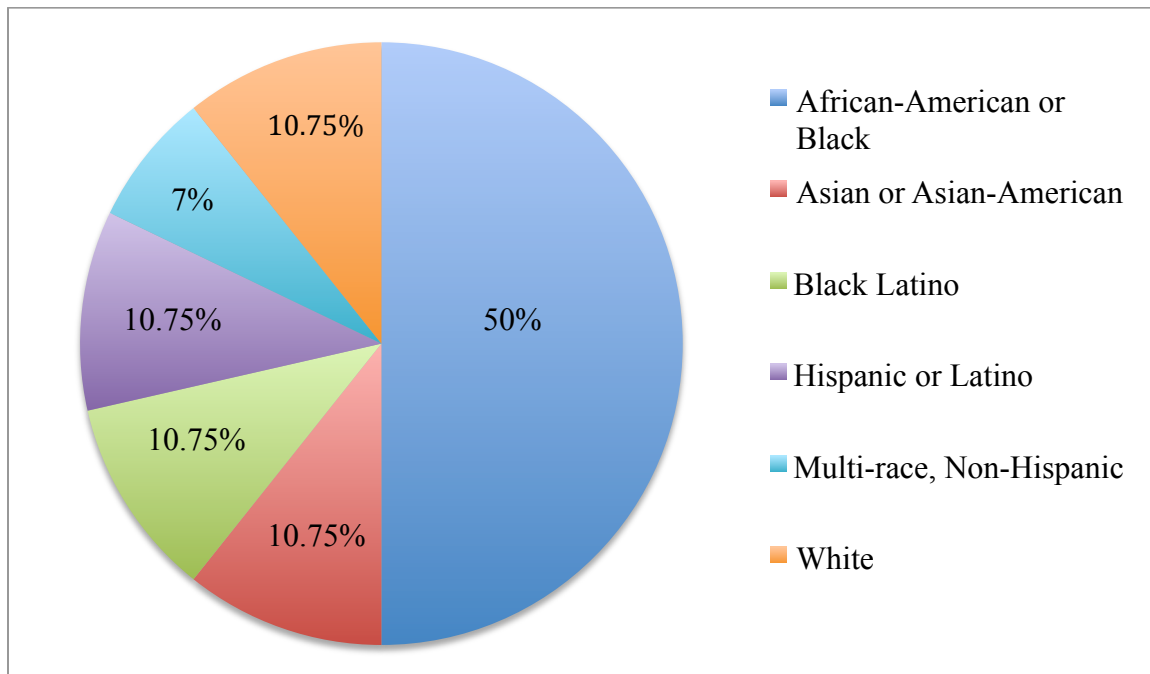
Figure 1. Race and/or ethnicity of interviewed participants. This chart represents the interviewed participants based on race and/ethnicity.

Interview research teams. Our team was divided into pairs based on the themes of our individual research studies and we then determined the feasibility of conducting all interviews in our selected pairs. In the end, most interviews were conducted in pairs. These pairs were devised to understand educators' of color perceptions of one of the following: 1) teacher preparation and pre-service programs coupled with the experiences of the recruitment and hiring process; 2) the influence of race/ethnicity on student discipline and its impact on students; 3) the impact of the evaluation process on educator growth and factors that influence job satisfaction and teacher retention.

On the one hand, we questioned whether our work would be enhanced by interviewing in pairs. This model allowed for one person to be the designated lead interviewer who maintains the momentum of the interview, leaving the other to take notes, review responses in line with learned information from other analyses and interviews, and suggest additional, follow-up

questions. On the other hand, we considered whether or not educators of color may be more forthcoming in a one-on-one interview. Each pair made the determination regarding the setup of the interview. Each educator of color was interviewed based on the responsibilities of their position and their relevance to the six individual studies.

The team worked to manage the interviewing partnership (Weiss, 1994) in a manner that created emotional safety and encouraged interviewees to speak about their perceptions and experiences, if any, of oppression and racism encountered in the educational system. The components of CRT provided the lens through which we framed the interview experience. The components of CRT, including the permanence of racism, counter storytelling, the critique of liberalism, and Whiteness as property, speak to the reality of racism and its acceptance as a normal part of the dominant culture (Ladson-Billings, 1998). Specifically, we hoped to provide the opportunity for interviewees to speak their counter narratives. Understanding counter narratives is critical to promoting equity in the educator workforce. Giving voice to counter narratives enhanced our understanding of the reality of educators of color. For example, we heard personal stories of how educators of color felt perceived by their colleagues that may be inconsistent with an accepted cultural norm (Milner & Howard, 2013). In addition, we used the data collected from the MEIM responses to gain awareness of how the interview participants identified themselves racially or ethnically and how they viewed their sense of belonging within their ethnic group.

Interview analysis. To analyze the qualitative interview data, we broke the data down into categories that answered the research questions of individual studies. The data was further coded into subcategories by themes or segments as we recorded redundancy and overlap and examined presenting themes. The process of assigning codes to the slices of data was guided

and informed by the tenets of CRT, including the permanence of racism, counter storytelling or narratives, the critique of liberalism, and Whiteness as property, which provided the conceptual framework for this study.

To assist in the analysis, four of the six researchers used the software program Dedoose to categorize and code the interview transcription data. The other two researchers utilized a more traditional manual approach to coding data. All data were reviewed for evidence of how educators of color perceived and experienced the racial disproportionality that exists in the education system.

Document review. The reviewed documents highlighted the processes (e.g., recruiting and hiring educators of color, evaluating these educators, or the influence of race on student discipline) experienced by selected participants. As the team analyzed district documentation, we remained aware of the strengths and weaknesses, as illustrated by Yin (2009), of such documentation. Yin (2009) defined four strengths of documentation: stability in that they are available to review repeatedly, unobtrusive in their creation, provision of exact information, and broad coverage of events over time. On the other hand, Yin (2009) defined four weaknesses of documentation: difficulty in locating, the potential for bias in selectivity, the presence of reporting bias, and limited access.

Positionality of the Researchers

Our six-person research team was comprised of four females (one Black and three White) and two males (one Black and one White). Positionality "reflects the position that the researcher has chosen to adopt within a given research study" (Savin-Balden & Howell Major, 2013, p. 71). The nature of qualitative research establishes the researcher as a data collection tool. It is reasonable to expect that the researcher brings his or her own beliefs, cultural background, and

experiences with them to the interview. Each researcher reflected upon the possible influence

their positionality had on the interview process (Bourke, 2014). In other words, the team

acknowledged that our own cultural background, personal beliefs and individual experiences

might have varied from those of the individual interviewees. We remained cognizant of any

potential impact these differences may have had on both the interview process and the

interpretation of data.

Limitations

This study had several limitations. The sample size was limited to one district, therefore

did not account for the variations amongst schools within Massachusetts or the United

States. The data was only derived from 29 interviews, the administration of the MEIM to 24

participants, and the completion of the job satisfaction survey by 40 participants. Additionally,

the positionality of our research team may have potentially affected our data collection and

analysis in any instances where we were not transparent or mindful of the influence that the race

of the researcher may have had on the research process. Lastly, due to constraints inherent in our

doctoral program, our research was limited by the allotted time dedicated for data collection and

analysis. Variations of the methodology described within this chapter were implemented in the

six individual studies which will be presented in Chapter 3. Each individual study includes the

research questions, conceptual framework, literature review, methodology, and findings. It

concludes with recommendations for Cityside Public Schools and future researchers.

RACIAL DISPROPORTIONALITY AS EXPERIENCED BY EDUCATORS OF COLOR:
PERCEPTIONS OF THE IMPACT OF THEIR RACIAL AND/OR ETHNIC IDENTITY ON
THEIR WORK WITH STUDENTS

Introduction

The face of the student body in our schoolhouses across the United States has become

significantly more diverse from its once predominantly White student body (Frey, 2011). The

United States census data report (2016) confirms that the demographics of the U. S. are shifting

considerably. Additionally, immigrants are currently entering the U. S. at an extraordinary rate

and now make up 26% of the overall U.S. population (Migration Policy Institute, 2016). Boser

(2014) asserts that the increase in immigration along with the increase in birth rates of minorities

also contribute to the changing demographics. According to the U.S Census Bureau in 2014,

52% of children under the age of five were minorities, making the United States a minority-

majority nation. As Cherng and Halpin (2016) purport, racial and/or ethnic minority students

have become the demographic majority of the student body attending public schools in the

United States and comprise a large majority of urban school students (U.S. Department of

Education, 2013).

While data supports this change in student demographics, it is imperative to acknowledge

that our schools continue to employ educators that do not represent the racial and ethnic diversity

of their students (Ahmad & Boser, 2014; Ingersoll & May, 2011; Justiz & Kameen, 1988). To

that end, the group case study explored how educators of color experience racial

disproportionality in the educator pipeline and in schools to provide better understanding of how

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[3] This chapter was individually written by Joan M. Woodward.

to attract and retain educators of color in the Commonwealth of Massachusetts, as well as its impact on the students served within our schools.

With such a substantial shift in demographics across the United States, educational leaders must consider the impact of their hiring and retention practices. More specifically, they must explore the experience educators of color have throughout the educator pipeline and in schools, as well as the impact they have on the students they serve. One paradigm shift needed to address this situation is to move from the current staffing ratio of predominantly White educators to increasing the number of educators of color so as to better reflect the changing demographics of the student body within the classrooms. Likewise, all educators ought to acknowledge the cultural bias embedded in current pedagogical practices so prevalent in the United States (e.g. Cole, 1998; Spring, 2008) and the impact educators of color have on the student population.

It is essential that educators of color reflect on how their racial and/or ethnic identity in a racially disproportionate education system impacts the students they serve, to better understand if their perceptions are accurate, as well as to inform culturally proficient practices within the classroom.

Research has indicated that hiring and retaining educators of color positively impacts students of color. Educators of color have the capacity to be social justice change agents (Villegas & Davis, 2007), serve as strong role models for students of color (Ingersoll & May, 2011), promote culturally responsive curriculum (Ladson-Billings, 1995), and positively impact student achievement (Ahmad & Boser, 2014; Dee, 2004).

However, there is a significant gap in the existing research on how educators of color perceive the impact of their racial and/or ethnic identity on their work in the classroom. Kohli

(2009) suggests that educators of color often have a personal understanding of race and racism and a more diverse teaching force is needed to address racial inequities in education. Yet, in order to do so, it is imperative to understand that racial identity is complex as well as how racial identity influences the perceptions, emotions, and behaviors of individuals (Carter, 2000; Phinney, 1990). While research supports how students perceive the impact of educators of color, further research is needed to examine how educators of color perceive their racial and/or ethnic identity and the uniqueness their identity has on students. With an overarching research question of how educators of color experience racial disproportionality within the educator pipeline and in schools, this individual study sought to explore how educators of color in Cityside perceive the impact of their racial and/or ethnic identity on their work with students. Therefore, the lack of literature from educators' perceptions led me to ask the following questions:

1. How do educators of color perceive the impact of their racial and/or ethnic identity on their relationships with students? 2. How do educators of color perceive the impact of their racial and/or ethnic identity on their instructional practices? 3. How, if at all, do educators of color perceive the impact of their racial and/or ethnic identity in the reduction of cultural bias in the school?

Conceptual Framework

In this section, I first discuss both Critical Race Theory (CRT) and Culturally Responsive Pedagogy (CRP) as the conceptual frameworks for the study. I include the impact of permanence of racism, the critique of liberalism, including color blindness, and counter story telling as well as culturally responsive pedagogy on the work of educators of color in our schools.

I aimed to explore how educators of color perceive the impact of their racial and/or ethnic identity on their work within the education system. In order to be mindful of equitably educating all students, one must ensure that the education being provided is grounded in an awareness of the inherent institutional racism within our educational system in the United States and the provision of cultural proficient pedagogy within the classroom. Accordingly, educational leadership must be steeped in addressing the learning needs of all students; emphasizing the impact that differences in race, ethnicity, and culture have on the education of students (Theoharis, 2007).

Furthermore, Berlak (2004) asserts the need for educational leaders across the United States to acknowledge the change in demographics and increase of students of color in the classrooms and push beyond established current practices in order to keep current and best serve the student population now in the classroom. However, many educators (administrators and teachers), at both the district and building level, believe they already lead in just ways, despite the many equity issues in schools connected with race, disability, and poverty (Anyon, 2005; Ladson-Billings & Tate, 1995; Lynn & Parker, 2006).

Critical Race Theory

CRT speaks to the presence of racism in a dominant culture, which leads to the denial of some individuals' constitutional freedom. CRT maintains that institutional racism exists in a dominant culture and within the dominant culture there are existing power structures constructed from White privilege and White supremacy (Ladson-Billings & Tate, 1995). According to the U.S. Department of Education, Office of Planning, Evaluation and Policy Development (2016) 82% of public school teachers identify as White. As schools across the country do not have an

educator workforce that reflects the current student body, it can be implied that the U.S. education system remains a dominantly White culture.

This calls into question the institutional racism within our educational system. Milner and Howard (2013) examine how CRT, as an analytical tool, explores "how systems of oppression, marginalization, racism, inequity, hegemony, and discrimination are pervasively present and ingrained in the fabric of policies, practices, institutions, and systems in education that have important bearings on students (p. 1). As a result of this institutional racism, people of color remain marginalized. Thus, CRT underscores that only when the presence of White privilege is fully recognized can racism be addressed and then eradicated (Lopez, 2003).

In addition to the CRT tenet of permanence of racism, one must also understand the weight that the critique of liberalism's neutrality of ideologies bears. Colorblindness, the state of not viewing race as a relative difference, is a significant contributing factor in the perpetuation of institutional racism. Addressing colorblindness can be used as a vehicle to address objectivity, meritocracy, race neutrality, and equal opportunity in the educational institution. Researchers posit racial colorblindness is rising, and it may well be debated that colorblindness is the dominant racial dogma in the United States (e.g., Bonilla-Silva, 2003; Carr, 1997; Mazzocco, Cooper, & Flint, 2012; Plaut, 2010). Researchers have determined that when organizations, including educational systems, exhibit colorblindness and it becomes a formal or informal policy, the ramifications seem to be predominantly adverse for minorities (e.g., Schofield & Anderson, 1986; Lewis, 2001; Tarca, 2005). Without enough educators of color, colorblindness may perpetuate a subtle form of racism within our school systems. As Saddler (2005) posits, colorblindness places the burden of school reform on policy makers and educators to "dismantle and reconstruct systemic approaches currently in place within the educational system" (p. 53).

While it is vital that policy makers address the issue of colorblindness, each district must also acknowledge that colorblindness is not a meaningful way to address racial disproportionality within our schools.

Furthermore, prejudice and discrimination are not consistently reduced by efforts to minimize attention to race. On the contrary, work that straightforwardly compares perceptions of colorblind individuals with multiculturalism typically reveals that colorblindness is more likely to be linked with stereotyping and discrimination (e.g., Correll, Park, & Smith, 2008; Ryan, Hunt, Weible, Peterson, & Casas, 2007; Wolsko, Park, Judd, & Wittenbrink, 2000). In an effort to eradicate colorblindness within our school system we must be willing to discuss the presence of institutional racism, provide counter storytelling and be able to recognize the value educators of color bring to students.

Culturally Responsive Pedagogy

CRP is important as it looks to make not only teaching, but also the entire school setting, responsive to the needs of minority students. Gay (2002) asserted that culturally responsive leadership is necessary for culturally responsive pedagogy to make its way into the classroom. Therefore, in the absence of culturally responsive pedagogy one could argue that not all students' needs have been met and argue the need for it in our schools.

Ladson-Billings (1995) theorized culturally responsive pedagogy to ensure that cultural competence be inherent in the classroom. Teachers need to demonstrate culturally responsive pedagogy and believe that all students can succeed. Accordingly, teachers must make genuine connections with their students, create a collaborative community of learners, and scaffold instruction to support student learning to meet each individual's needs (Ladson-Billings, 1995). In order to have culturally proficient pedagogy present in the classroom, one cannot overlook the

implicit racism that can often be found when exploring the cultural responsiveness of an educational system. Gay (2002) purports that teachers who are culturally responsive use "the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (p.106). Research supports that American pedagogical practices are predominantly derived from deep-seated, culturally biased assumptions about learners and learning (Cole, 1998; Spring, 2008). Since these assumptions are a fundamental part of the established culture in the US, educators are often unaware of the extent to which these assumptions permeate mainstream education and how much they shape pedagogical practices (Trumbull, Rothstein-Fisch, Greenfield & Quiroz, 2001).

Researchers also contend that cultural bias is present in classrooms across the United States, which often counteracts culturally responsive pedagogy. These biases, creating problems educating all students, stem from the fact that because pedagogical practices are culturally embedded, educators are often unaware how much they are influenced by the dominant cultural values of which they themselves are an essential part, regardless of their own ethnicity or race (Rogoff, 2003; Spring, 2008; Trumbull et al., 2001). Recognizing that educators bring their cultural background with them to the schoolhouse, Ryan, Pollock, & Antonelli (2009) argue that not all White teachers are able to understand and relate to students of color in ways that teachers of color can.

Addressing the cultural biases in schools today will most certainly cause an unsettled atmosphere for many educators as direct and explicit conversations are had about biased pedagogical practices, both deliberate and unconscious. Recognizing the necessity of equitable education to meet the needs of all students, attention must be given to the virtue of culturally responsive pedagogy. Many scholars have asserted that culturally responsive pedagogy is critical

to ensuring the academic achievement of ethnically diverse students (e.g. Gay, 2002; Ladson-Billings, 1995).

Current literature in the field of education readily acknowledges the changing demographics in the United States due to the increase in the birth rates of people of color and immigration (Boser, 2014) and the need for culturally proficient pedagogy to address increasing diversity in the classroom (Ahmad & Boser, 2014; Frey, 2011; Ingersoll & May, 2011). To that end, it is important to understand how increasing the number of educators of color may reduce such bias, increase culturally proficient pedagogy, and benefit students.

Relevant Literature

As previously underscored, educators of color have the capacity to serve as strong role models for students of color (Ingersoll & May, 2011), positively impact student achievement (Ahmad & Boser, 2014; Dee, 2004), promote culturally responsive curriculum (Ladson-Billings, 1995), and be social justice change agents (Villegas & Davis, 2007). Therefore, in this section, I reviewed three areas of prior research about educators of color: educators of color as role models; the need for culturally responsive pedagogy; and the impact of educators' personal experiences in the classroom. I explored this prior research to focus on the important work that has been done to investigate the impact educators of color have on the educational system and why it is important to continue to research in this area.

Educators of Color as Role Models

Research has indicated that teachers of color serve as role models for students of color, motivate greater expectations for their future, and help students of color feel more connected with their school (Atkins, Fertig, & Wilkins, 2014; Beady & Hansell, 1981). More specifically, they discuss the motivating influence that educators of color have on students of color.   When

students of color see all individuals represented in the faculty of their school they are exposed to greater expectations for their own futures. These authors further cite how the presence of educators of color positively affects the perceptions of students of colors by making them feel a part of the school, hence resulting in greater student engagement and connectedness, which is an important factor in the student's ability to be successful.

While being a role model and connecting with students is a direct way that educators of color can impact students of color and feel satisfaction in their work, an indirect, but no less important factor is how educators of color experience their work settings. This is important because experiencing a negative work environment will certainly inhibit the ability of an educator to be most effective. Conversely, some researchers posit that students' perceptions reveal that students believe their race/ethnicity is a factor in how they are treated by teachers, by holding students of color to lower expectations, not encouraging them, and at times discouraging students of color from taking advanced or honors courses (Pringle, Lyons, & Booker, 2010). While it is important to acknowledge the perceptions students have about educators, it is equally as important to acknowledge the perceptions educators of color have about themselves and their influence in the classroom.

Castaneda, Kambutu, & Rios (2006) conducted a study that explored the perceptions of educators of color working in diasporic rural settings in Wyoming and the inevitable challenges these educators face. In 2000, the Rural School and Community Trust reported that 17 % of all rural residents were minorities and 24 % were school-age children. These researchers report that although there has been a decline in the overall student population in Wyoming, the number of students of color in the state is rising. As evidence of the changing student demographics of the

state's communities, the Teton County School District in Wyoming enrolled 250 students in

English as a Second Language (ESL) classes in 2004 compared to 50 students five years earlier.

Initially eight educators of color teaching in public schools were invited to participate in

the study, however, of the eight educators only six participants were able to attend weekend

focus-group sessions, and so these six participants were the subjects included in the study. The

demographic breakdown of the six focus-group participants included all middle or secondary

educators, consisting of four females and two males, three of whom self-identified as Latina/o,

two as Black, and one as Asian. These educators participated in-depth interviews, observations,

and focus groups conducted by the three researchers. Findings support that these educators of

color expressed that the invisibility and isolation they experience reflect their exclusion from

their racial and/or ethnic communities of origin. Simultaneously, the culture of the schools and

communities in which these educators worked perpetuated an attitude found throughout

generations of maintaining historically mono-cultural communities.

Although challenges were noted, the participants' influence as role models, to bring

cultural authenticity, inspiration, and multiplicity of perspective to all students in ways that

White teachers could not, serve as an example of the importance of employing educators of

color. When educators of color bring cultural authenticity, inspiration, and a multicultural

perspective to the schoolhouse, racial inequities are reduced. Further supporting this research,

Goodwin (2004) conducted a study with seven post-secondary educators of color to explore what

they bring to their work and the teaching profession. More specifically, Goodwin sought to

understand what their experiences, intentions, goals, passions, challenges and hopes were, as

well as how they viewed themselves in relation to their White colleagues. Goodwin's rationale

for this study was to explore these educators of color's perceptions of their work due to the

limited presence of teachers of color as compared to the increasing number of students of color in schools across the United States. Participants were either invited or nominated to participate based on three criteria: 1) being a person of color; 2) prior experience as a teacher; and 3) willingness to participate. The study asked participants to respond to the following three questions: 1) describe your perspective as an educator of color; 2) describe at least two significant experiences that have shaped your perspective as an educator of color; and 3) describe ways in which your perspective as an educator of color influences your work. From this research, Goodwin (2004) asserted, "teacher educators of color possess an empathic understanding of the lives of children of color, which results in a strong desire to engage in social action and redress inequities" (p. 22).

In contrast to Goodwin's findings, Casteel (2000) purported that African American students reported that they did not find White educators treated them any differently than their White peers. It is important to note, however, Casteel's study was small in scale due to the low sample size and focus on one school. Yet, I cite this study to illustrate that more research is needed to support the importance of hiring and retaining educators of color to support the changing demographics of the student body. This must also include research on practices White teachers employ to be culturally responsive.

Need for Culturally Responsive Pedagogy

Branch (2001) posits that teachers of color play a critical role in culturally responsive practices by providing culturally relevant curriculum to their students. Further supporting the obligation of providing culturally responsive curriculum, Curtis (1998) maintains "race matters in the creation of curriculum…it has mattered in regard to whose version of history gets taught and in regard to what canon becomes adopted" (p. 141).

Gist (2014) conducted a study that investigated the pedagogy of three socio-politically conscious teacher educators in teacher preparation programs to understand how to tailor teacher preparation for educators of color as a means to equip these teachers with the skills necessary to provide culturally responsive pedagogy to the students they will eventually teach. Gist conducted a six-month case study at two teacher education programs committed to a design of culturally responsive pedagogy. Using a snowball method, teacher education programs were solicited from recommendations by teacher diversity scholars and selected for their commitment toward addressing cultural and linguistic diversity. Twelve teacher education programs were initially identified for the study, with two programs ultimately chosen based on meeting the criteria of the study and their willingness to participate. From these programs, three teacher educators with commitments to culturally responsive pedagogy were studied to address the question, "how do teacher educators design and implement content and instruction for teacher candidates of color?" (p. 268).

Findings indicated three elements of the teacher educators' pedagogy that exemplified their decisions, approaches and practices. These elements were found to be a commitment "to strengthening the pedagogical instruction students of color experience in both teacher education classrooms and K-12 schools" (p. 271), an "intentional effort to challenge narratives of cultural and linguistic deficits" (p. 273), and providing teacher candidates of color opportunities "to make meaning of course content using their cultural and linguistic experiences and knowledge as a bridge to construct new ideas" (p. 276). From this study, Gist purports that teachers of color are situated to make meaningful contributions to the teaching profession at a time when "the educational community is attempting to more precisely define aspects of effective instruction for students of color" (p. 280).

Further illuminating the need for culturally responsive pedagogy, Ramanathan (2006) contends that discourse on culturally responsive curriculum must no longer continue to be a "Black-White issue but must include Asian Americans and Hispanic Americans" (p. 34). Due to the extremely limited research conducted on the effect Asian-American teachers have on the curriculum, Ramamathan conducted a descriptive study to 1) "understand problems Asian Americans may face as minority teachers"; 2) "to examine any impact they may have on curricula and academic experiences at the building level"; and 3) "to identify support systems available to them to implement desired changes" (p. 32).

A survey was designed based on the research questions and included 15 items that dealt with "issues of identity." Five items explored "perceptions of the effect of their ethnicity on curriculum and related activities in school"; seven items "focused on how peers, administrators, students, and parents related to issues of acceptance of their identity, and support offered"; and three items questioned the participants about "their awareness of and membership in professional ethnic support groups" (p. 32). Due to the limited sample size of Asian-American teachers, the survey was piloted with African-American teachers to check for minority perspective. Site selection included a Midwestern state that reflected the changing national demographics of the Asian-American population. Of the 96 survey recipients, 40 participants responded to the survey for a return rate of 41.7%. Of the 40 responses, 34 surveys were deemed useable.

Findings showed Asian Americans had little effect on the "curriculum and experiences of students, and core content courses are not affected by the presence of Asian-American teachers" (p. 32). As a result of this study, Ramanathan calls into question the professional identity in which "ethnicity is assimilated or absorbed" and maintains that minority teachers possess the

ability to offer "differing viewpoints and perspectives on issues…in race related matters…significant to the well-being and growth of school and society" (p. 34).

Impact of Personal Experiences in the Classroom

Kohli (2008) conducted a study that examined the racism and cultural bias future female teachers of color experienced during their K-12 schooling. Participants were selected from an undergraduate program in Southern California and focused specifically on inequalities in education. Nine women of color participated, which consisted of three African Americans, three Latinas, and three Asian/Pacific Islanders. During interviews lasting approximately one hour long, participants were asked to discuss: 1) "if they had experienced or witnessed racial, cultural, or linguistic discrimination in their elementary, middle, and high school education"; 2) "how these experiences might have impacted their cultural perspective, including their relationship to school and their family, and their self-perception"; and 3) "what they might do to prevent those moments from occurring in their own future classrooms" (p. 182). Findings showed that each future teacher of color identified ways to reduce racism and cultural biases in the classroom. Examples of these strategies included, demonstrating for students how to resist the message that people of color are inferior, stepping out of one's comfort zone to develop relationships with individuals from different ethnic and cultural backgrounds, standing up to dominant cultural norms, and making classrooms a safe space for students so as to create an atmosphere of "unity, trust, and respect" (p. 186).

Methods

In this section I outline the study design including the interview and survey protocols, as well as the study limitations. To address the research questions in a bounded system, I employed a case study design consisting of both face-to-face semi-structured interviews and the

administration of the Multigroup Ethnic Identity Measure (MEIM) (See Appendix I). This research allowed me to produce descriptive data and interpret individuals' spoken words and personal reflections in a natural setting (Hatch, 2002).

Recognizing the importance of the individual experiences shared by the educators of color during the interviews was paramount as it allowed for an alternative perspective from the majoritarian viewpoint. Therefore, a tenet of CRT, counter storytelling, was utilized to explore racial inequities that may have been experienced by the interviewees throughout their careers in education (Ladson-Billings, 1995). To allow for additional perspectives from the participants, I administered the Multigroup Ethnic Identity Measure (MEIM), a protocol developed by Phinney (1992) used to determine how individuals identify with their ethnic group and their sense of belonging within their ethnic group. I did not utilize the MEIM for quantitative purposes, as the sample size was too small to draw any statistical significance. However, the data collected from the MEIM was used to acknowledge the interview participants' self-identification and sense of belonging to their ethnic group and relate that identification to the counter narratives they provided about their background and experiences during the interviews. I utilized this research design to explore how educators of color perceive the impact of their racial and/or ethnic identity on their work in the classroom. The rationale for using this design was to collect data utilizing different data collection methods in order to supplement strengths and offset weaknesses as well as gain a more complete understanding of the research problem (Creswell, 2012; Merriam & Tisdell, 2016).

Site Selection

As previously stated in Chapter 2, according to the Department of Elementary and Secondary Education (Massachusetts Department of Elementary and Secondary Education,

2017b), 9% of educators in Massachusetts are identified as non-white. For this study, research was conducted in the Cityside Public School District, an urban, eastern Massachusetts district. The district is noted to employ the second largest percentage of educators of color in the Commonwealth, with 26% of staff of color, more specifically 22% of teachers of color who teach a non-white student population of 60.1%. Site selection was also determined by utilizing the criteria that the district focuses on increasing educator diversity, currently employs educators of color, and maintains a diverse student population as identified by and reported to the Massachusetts Department of Elementary and Secondary Education, which may include the following race(s) and/or ethnic groups: American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, as well as Hispanic or Latino.

Methodology

Sampling.

A sample of educators of color, defined as district leaders, building leaders, and teachers, were interviewed based on participant recruitment. Participant recruitment included an email prepared by the research team but distributed by the district administration, which asked for volunteers for the study, as well as through personal networking by the research team and snowball sampling. Table 3 lists information on the 10 administrators and teachers interviewed, which includes their pseudonym, gender, role, racial and/or ethnic identity, and their sense of belonging to their group (as measured by the MEIM).

Table 3

Interview Participants and Identity

Pseudonym	Gender	Role	Racial and/or Ethnic Identity	MEIM Information- Sense of Belonging

Sally	Female	Administrator	Mixed Race	Moderate
Sharon	Female	Administrator	Asian or Asian American	Strong
Samuel	Male	Administrator	Asian or Asian American	Strong/Moderate
Scott	Male	Teacher	Black or African American	Strong
Arnie	Male	Teacher	Hispanic or Latino	Strong
Fernando	Male	Teacher	Black or African American	Strong
Pia	Female	Teacher	Mixed Race	Strong/Moderate
Donna	Female	Teacher	Black or African American	Strong
Connie	Female	Teacher	Black or African American	Strong
Angelica	Female	Teacher	Black or African American	Strong/Moderate

Table 3. Interview Participants and Identity. This table includes participation information, including pseudonym, gender, role, racial and/or ethnic identity, and sense of belonging of the 10 educators of color whose interviews revealed impact on student data.

Data collection.

Interviews were conducted with the intended outcome of obtaining participants' explanations of their feelings and motivations, explanations of their past experiences, explanations of their anticipated experiences, verification of information gathered from document review, and verification of information gathered both by myself and the research group at large (Hatch, 2002). All interview participants received an email sent from the district including a letter of intent which explained that the purpose of the interview was to explore how educators of color perceive the impact of their racial and/or ethnic identity on their work in the classroom, a request for signed informed consent, and a confidentiality statement. Data was gathered from the administration of the MEIM and face-to-face, semi-structured interviews. All interviews were audio recorded and transcribed. Interviews included questions such as, "Does

your race or ethnicity impact the students in your classroom / school / district? If so, how?";
"Has race ever come up in your teaching experience? If so, tell me about it"; "Does your
school/district talk about race? If not, why not?" and "How, if at all, does the fact you are a
teacher of color influence your relationships with students of color? With White students?" (See
Appendix L for the interview protocol). Interview questions were semi-structured, yet open-
ended enough to allow for an engaging discussion and ensure that participants were feeling
comfortable enough to share their authentic thoughts and emotions regarding a sensitive subject
(Weiss, 1994).

       Multigroup Ethnic Identity Measure (MEIM). As previously stated in Chapter 2,
Phinney (1992) developed a protocol that allows individuals to ethnically identify themselves as
well as confirm affirmation, sense of belonging, and commitment to their ethnic group. All 24
study participants in the larger group study, both male and female educators of color who have
been employed by the district for a minimum of three years, were asked to complete a
Multigroup Ethnic Identity Measure (MEIM) to gain a better understanding of how they view
their racial and/or ethnic identity.

       The MEIM has been used in multiple studies and been shown to be a reliable identity
tool. While the MEIM is typically analyzed quantitatively, the limited sample size in this case
study was not large enough to complete a statistical analysis. Instead this data was used to gain
awareness of how participants self identify and was examined to inform the qualitative data
gained from the participant interviews. The protocol was distributed to participants in person at
the beginning of their interview.

Data analysis.

I conducted a data analysis, "a systematic search for meaning," to organize the data, look for patterns, identify themes, discover relationships, and make interpretations to make sense of the data and "communicate to others" what my research has unveiled (Hatch, 2002, p. 148). All interview data was coded into classifications and categories in order to identify salient attributes and patterns. I applied both first cycle and second cycle coding to refine the data in order to analyze and draw conceptual constructs for my findings, discussion, and recommendations (Saldana, 2016). I developed a coding manual based on codes that emerged from CRT and the literature reviewed. I coded the data for CRT, specifically, the permanence of racism, critique of liberalism, and counter storytelling first. I then generated codes from the "ground up" that emerged from the research and interview data. The codes that emerged were role models, culturally responsive pedagogy, and cultural bias. All data was reviewed for evidence of how educators of color perceive the impact of their racial identity on their work with students. As previously stated, I sought to explore how educators of color perceive the impact of their racial and/or ethnic identity on their work with students and draw comparisons and /or contrasts between their perceptions and what existing research states about students' perceptions of the impact of educators of color. Therefore, I looked to identify patterns characterized by similarity, difference, frequency, sequence, correspondence, and causation (Saldana, 2016). I documented my coding and analysis in a process memo to ensure that I was mindful of any changes made throughout my analysis.

Positionality of the researchers. Also stated previously in Chapter 2, positionality was considered throughout the interviews conducted. Positionality "reflects the position that the researcher has chosen to adopt within a given research study" (Savin-Balden & Howell Major,

2013, p. 71). The nature of qualitative research establishes the researcher as a data collection tool. Therefore, it is reasonable to expect that the researcher brings his or her own beliefs, cultural background, and experiences with them to the interview. Because of this, it was imperative that I considered my positionality before, during, and after the interviews.

My research partner, with whom I conducted interviews, addressed our positionality as two White women who hold central office positions in local districts at the beginning of each interview. We discussed with all of the participants our individual motivation for collecting the data, and the possible influence our positionality might have on the research process (Bourke, 2014). I remained cognizant of any potential impact my positionality had on both the interview process and the interpretation of data in continuing conversations with my racially diverse research team during data analysis and as we wrote up our group and individual findings.

Findings

The findings below are organized according to the research questions guiding this study. I developed my research questions before I conducted my face-to-face, semi-structured interviews in order to ask specific questions of the participants. Results were categorized around these original questions in the first cycle of coding. The second cycle of coding was generative coding based on the themes that emerged from the data. The first section describes the data collected from the Multigroup Ethnic Identity Measure developed by Phinney (1992) used to determine how individuals identify ethnically as well as their sense of belonging to their ethnic group. The second section describes how educators of color perceived the impact their racial and/or ethnic identity has on their relationships with students. The third section describes how educators of color perceived the impact their racial and/or ethnic identity has on their

instructional practices. The final section describes how educators of color perceive the impact their racial and/or ethnic identity has on the reduction of cultural bias in the classroom/school.

Multigroup Ethnic Identity Measure

Twenty-four educators of color completed the Multigroup Ethnic Identity Measure (MEIM) across the group case study to assess how they identify themselves based on race and ethnicity and their feelings of belonging within their racial and/or ethnic group. Of the 24 respondents, three individuals identified as Asian, 13 individuals identified as Black or African American, four individuals responded as Hispanic or Latino, and four individuals identified as "other" (i.e. mixed race, bi-racial, or a more specific ethnicity). While there was diversity in their racial and/or ethnic identification, there was not as much diversity in their sense of belonging to their racial and/or ethnic group, with a significant number of respondents answering strongly agree or agree to all twelve questions related to their sense of belonging to their identified racial and/or ethnic group. For example, in response to the question, "I am happy that I am a member of the group I belong to," 84% of the participants strongly agreed and 16% agreed.

Although there was ample data to support that the majority of the respondents strongly agreed or agreed with the majority of the 12 questions about their sense of belonging to their racial and/or ethnic group, it is important to note that three out of the 12 questions garnished a disagree or strongly disagree response by more than one participant. Also important to note is that those who identified as Asian did not have any disagree or strongly disagree responses, where as participants who identified as Black or African American, Hispanic or Latino, or mixed race did. More specifically, four out of 13 participants who identified as Black or African American, 3 out of 4 participants who identified as Hispanic or Latino, and 2 out of 4

participants who identified as "other" provided disagree or strongly disagree responses. Of these responses, the following is a list of the questions and response percentage: "I am active in organizations or social groups that include mostly members of my own ethnic group" (24% of the participants disagreed and 4% strongly disagreed). "I think a lot about how my life will be affected by my ethnic group membership" (12% disagreed), and similarly, "I participate in cultural practices of my own group, such as special food, music, or customs" (12% also disagreed).

This data suggests that the 24 educators of color interviewed in the group case study have a strong sense of belonging to their racial and/or ethnic group and may bring that sense with them into the schoolhouse. It may also suggest that they perceive their racial and/or ethnic identity has an impact on the students they serve, although further research is needed to link racial and ethnic identity as it relates to cultural proficiency discussions within schools, educators' sense of self and the connection to being positive role models for students, and providing counter narratives for students to reduce stereotyping.

Racial and ethnic identity must be understood as multi-dimensional and one's cultural identity and cultural experiences inform how we remember our stories and chose to share them in our role as educators (Berry & Candis, 2013). Berry (2009) purports that all students and teachers have multiple and intersecting identities in their school stories and African American students have at least one identity that carries the historical burden of oppression. Furthermore, Berry & Candis (2013) recognize that one's racial and/or ethnic identity "does not reveal a singular story" and acknowledge that while there is "the ever-present normalness of race and racism, we must also resist the singular ways we are defined, by ourselves and by society" (p. 61).

In addition to the 24 participants that completed the MEIM protocol, 10 educators of color were interviewed in this individual study about their perceptions of the impact their racial and/or ethnic identity has on their work with the students. These 10 participants additionally volunteered to participate in the face-to-face, semi-structured interviews (See Table 3.1).

Perceived Impact of Racial and/or Ethnic Identity on Their Relationships with Students

Building relationships with students is an integral component of being an effective educator. The first research question asked how educators of color perceive their racial and/or ethnic identity and its impact on their relationships with students. Of the 10 Cityside educators of color whose interview data were included in this individual study there was a consensus that they perceived a strong identification with their racial and/or ethnic group (as measured by the MEIM). Additionally, data collected from the interview transcripts supports that these educators view their racial and ethnic background as impactful on the relationships with students of color in the district. It must be acknowledged that the interviewer only asked general questions related to one's racial and ethnic identity and therefore cannot draw any casual relationship between the participants' responses on the MEIM and responses in the interviews. An important distinction to be made with regards to these findings is that one's strong identification with a particular racial and/or ethnic group as indicated on the MEIM may be different than one's cultural background and experiences. It should be noted that interview participants used the terms "background" and "identity" interchangeably throughout the interviews, suggesting that this too may be an area in which further research is needed. As Arnie, a Latino educator noted, the work the staff at his school is doing regarding cultural proficiency groups is trying to reframe some myths and falsehoods about cultural behaviors both through the academic curriculum and behavioral expectations in the classroom. "Students can have opportunities for more connections

with adults that might understand them or not just jump to conclusions." Additionally, Pia, a biracial educator, shared the importance of

"having multiple voices and multiple perspectives and views towards whatever it is that we are doing. There's not necessarily one right way. There's not necessarily a wrong way. It's okay to disagree. People shouldn't try to put others in a box because you don't fit in a box. Being empowered by not fitting in a box, that comes across in my teaching style, which I feel the kids feed off of and benefit from."

While all educators of color interviewed expressed that their racial and/or ethnic identity positively impacted their relationships with students of color, two educators specifically identified that they must take extra steps to build relationships with White students. Fernando, an African American teacher noted, "I have to be conscious of reaching out to white, non students of color in the school…because if not, they just think as me as the teacher that just services [students of color]" and Scott noted, "It's easier to reach the African American scholar. Some times it's hard to reach a white scholar because of the home environment…they've never dealt with a black male before." All educators of color interviewed spoke of the ease they experience in building relationships with students that can identity with them based on their race and/or ethnicity. Reasons stated for building relationships include personal experiences of immigration, culturally responsive practices, identifying a like role model, valuing cultural backgrounds, participation/facilitation of affinity groups and clubs, and personal identification of racial and/or ethnic background. According to Samuel, an Asian American educator who met with a group of students in an after school program that primarily supports first generation immigrant students, students were interested in learning more about his personal experiences. "It

was interesting having the conversation. They were very interested in my background and what brought me to this position."

In addition, interview data supported the importance of relationship building between educators of color who identity as mixed race or bi-racial and students who also identity as mixed race or bi-racial. In the Cityside Public Schools, 8.4% of students are mixed race, which is higher than the state average of 3.6%. Sally spoke of the informal conversations that took place within their school in an affinity group for mixed raced students and the importance of bridging the cultural gaps. She expressed that she and other biracial educators use their experiences to share with the students they serve. "We've all had informal conversations with kids about our experiences with parents that are two different races and what it means for you and what that means in terms of identity. I definitely think it helps me build relationships with kids in a specific way." She also spoke of a training video staff use in the cultural proficiency groups. The video captures students sharing experiencing they have had in the school/classroom and speak to how adults and other students reacted to those experiences based on their race and/or ethnicity. The video is then shown in the cultural proficiency sessions and used as a vehicle for teacher discussion on cultural proficiency. "We interviewed scholars in affinity groups and video taped it. We interviewed a group of boys of color, black boys, five or six of them, a white coed group, Latino, Latina students, LGBTQ, and students who are immigrants to this country and asked them all the same questions. What does it mean to be a part of your group and to be at this school? What does it mean in terms of your education? How are you perceived? How do you want to be perceived? How are you treated by adults?"

Perceived Impact of Racial and/or Ethnic Identity on Instructional Practices

The second research question asked how educators of color perceive the impact of their racial and/or ethnic identity on their instructional practices. Of the 10 participants interviewed for this individual study, four educators of color specifically addressed how their racial and/or ethnic identity influences their instructional practices. Sally, a biracial educator, spoke about the importance of educators reflecting on their own biases. "I think about my own work on my own identity and talking to other colleagues about what it means to unpack bias and address it has made me more comfortable over the years addressing when I make a mistake in the classroom or as an administrator." She added, "I think we're still working with our adults to unpack bias for themselves, to recognize who's hyper visible to them, to recognize the ways in which their classrooms might not be supporting learning for all kids." This exemplifies the importance of ownership and accountability, of all educators and administrators; of their understanding of the impact their racial and/or ethnic identity has on instructional practices. If educators and administrators are not able to self-reflect and adjust practices, then instructional practices may remain biased.

Conversely, other educators of color addressed instructional practices they employ in the classroom to build greater understanding of diversity within the curriculum and instructional materials their students are exposed to. Pia spoke of how she intentionally creates opportunities for students to be exposed to more cultural diversity in the texts they read in class. She highlights the racial and/or ethnic background of authors and characters to promote conversation of diversity that includes all students in their classroom. Additionally, she provides books for independent reading from a wide range of authors and subject matters. "I've always tried to be

mindful of having text in a diverse group of authors, but the students didn't know the books were from a diverse group of authors. They always assumed they were written by White people."

Furthermore, Arnie, a Latino educator, expressed that he uses his racial and/or ethnic experiences to shape expectations for students of color as well as create learning opportunities that allow students of color to set higher expectations for themselves. He highlighted the importance of changing the academic practices and creating lesson plans that keep students engaged. Likewise, he also stated that he uses his own racial and/or ethnic experiences to better identify the difference between behavioral issues and cultural issues in his students. "Because my experience growing up might be similar to a lot of the students, I can correct behavior by developing understanding of why they are behaving that way." Similarly, Sharon, an Asian American educator, also spoke about using her racial and/or ethnic background and understanding of cultural differences to help students set higher academic expectations for themselves without losing a sense of their cultural identity.

Donna, an African American teacher, shared the importance of having a role model who pushed her to high expectations, which ultimately led her to be a role model for students of color.

"I had an administrator, she was African American, and she said look what you are doing here, you're a single mother, you have three kids. They were all under four, and she said, "Look, you have got to go get your master's. She talked to me differently, she was the one who really broke it down, this is what you need to do to stay in the job. And that really helped…She would push me, she kept pushing. And I feel a lot of educators of color do not get that."

This example illustrates how educators of color can use their personal experiences to support both colleagues and students for the greater benefit of building stronger, culturally proficient instructional practices in the classroom.

Perceived Impact of Racial and/or Ethnic identity in the Reduction of Cultural Bias in the Classroom/School

The third research question asked how educators of color perceive the impact of their racial and/or ethnic identity on the reduction of cultural bias in the classroom and school. This question prompted significant responses that support evidence of both the perception of positive work relating to cultural proficiency as well as negative feedback and examples of cultural bias in the district. Below I first describe the work of educators of color as it relates to the reduction in cultural bias. Next I address three tenets of Critical Race Theory (CRT) as they relate to institutional racism present in the experiences of educators of color. Lastly, I describe the findings from the Multigroup Ethnic Identity Measure (MEIM).

Culturally responsive practices. Culturally responsive practices are essential in building a culturally diverse school community. The Cityside School District has taken an active step in addressing culturally responsive practices by implementing culturally proficient learning groups in one school in which every staff member participates in a 45-minute session, one time per week with their colleagues. The groups are facilitated by trained faculty and guided by the book *School Talk* (2017) by Mica Pollock. Six of the educators of color interviewed by this researcher spoke explicitly about the work that the district and/or their individual school were doing with Pollock's work. While it is evident that Pollock's work is being used in the district, it calls into question if there is a discrepant viewpoint between the district leadership team and faculty members on the actual outcome of these discussions. More specifically, administrators

are discussing the content of Mica Pollock's book *Schooltalk* (2017) at their monthly administrative council meetings, yet a principal in one school offered an optional course for the educators in their building that examined racial bias, while yet another principal is leading their staff through a discussion of Glenn Singleton's *Courageous Conversations About Race* (2015). While the leadership team may perceive that Pollock's work is a vehicle used to engage in discourse on race, the faculty may view the work to address cultural proficiency and not address the topic of race and racism head on.

Institutional racism.

Perceived bias. When asked if race comes up in their teaching experiences, 10 participants shared examples of their experiences with racism. During an interview, Scott, an African American teacher shared, "There's still racism in institutions like this or anywhere you go in the world. Racism is not going to end overnight, and it might never end." While Sally poignantly spoke of the need to examine race at both the individual and systemic level, "Examining race, our biases, our prejudices, you know, racism to a certain degree, not just on an individual level, but on a structural level."

More personally, Pia spoke of her experience going through school and the permanence of racism she experienced. "I grew up in a Metco community, so oftentimes I had teachers who would make assumptions that I was bussed in." Furthermore, Scott expressed his thoughts on racism within our educational system by noting, "The most offensive word you could call a white person is a racist because it invokes all these scary emotions and labels."

In his counter narrative, he once had an experience in which a White parent told their child that they did not have to listen to him because he wasn't White. "I had told a scholar about the dress code. (The scholar) went home, talked to the mother and the mother said, 'oh, you

don't have to listen to that black guy'. The mother said 'you have to speak to a white, female teacher. Don't talk to that black guy.' This highlights the racism still present in the day-to-day experiences of educators of color in Cityside.

Additionally, Angelica, an African American teacher expressed, "I've always felt that, I had to work harder than every one else… My classroom was in the back of the building; nobody knew I worked there. And people would say, "Are you a real teacher? Even now, if I stand out front, somebody comes in they assume you are not the teacher. I had to be better than everyone else, that I can't make the same mistakes everyone else makes." This example highlights both individual racism as well as an institutional culture where educators of color may not be viewed as professional staff as compared to their white counterparts.

Counter storytelling. Counter story telling is a method of telling the stories of those people whose experiences are not often told. It was evident that the educators of color interviewed saw it as their right and responsibility to provide a counter narrative to the students of color they service. In these narratives educators of color provided another opportunity for their students to see an alternative for themselves rather than fulfilling the stereotype about their racial and/or ethnic group. Donna noted "I feel that more of my role as an educator is to dispel stereotypes, so I try to bring in materials that show people of color, different religions in a non-stereotyping light." Connie, also supported this sentiment when she said, "I think it does the students a good service, in that they're seeing educators of color standing before them."

Additionally, Donna shared her experience with breaking cultural expectations, which ultimately allowed her to create an alternative story about her identity. "Because I wanted to be a teacher or nurse, both which were nixed by my family. And my family is from Nigeria, so if you're not a lawyer or a doctor or an engineer, you're just wasting money." Sally expressed the

importance of students of color seeing educators of color in faculty and administrative roles. "For students that have primarily seen, teachers of color through their elementary experiences predominantly as assistants, or support staff…to see teachers in a lead role that are of color sends an empowering message, that we're leaders." When asked what their greatest impact on their students would be, one teacher shared, "I want my students to have a sense of resiliency that they don't have to be whatever they don't want to be. That if you are a Black boy and you want to do ballet, go do ballet…if you are a Black girl and you want to go to Harvard. Fine. Go to Harvard."

Presence of colorblindness. The critique of liberalism is characterized by the presence of colorblindness, neutral ideologies, and not viewing race as a relative difference. The critique of liberalism was evidenced in the data collected through the interviews which substantiated a polite discourse taking place in the district that failed to name race and racism. When speaking to the cultural proficiency work the district is doing, Scott spoke to the presence of colorblindness and racism… "And people sometimes hide it behind close doors, don't talk about it."

More specifically, Sally expressed the necessity of an intentional plan to reduce the racial disproportionality in the faculty versus using polite talk on the matter.

"There are ways to do it, but you have to be intentional about it…I feel like for the district right now, they're scared to name it. They don't want to say, 'we want more black and brown teachers' because they don't want to offend. Instead they say, 'we want more diversity.' But that's a way to circumvent the real problem."

Pia, illustrating the same point, noted: "A lot of administrators, a lot of school committees will say, 'Let's get more black and brown teachers, and everything will be fine.' It's not. Building diversity is not just a quota".

In summary, evidence from this study supports that the Cityside educators of color interviewed perceive that being an educator of color has positively impacted the district's cultural proficiency discussions by providing the voice of educators of color and challenging the district to move beyond polite talk of cultural proficiency to more explicit discourse on race, increased expectations for students of color by providing more culturally proficient pedagogy and instructional practices in the classroom, and worked to provide counter-narratives to stereotyping about educators of color (see Figure 2). This impact may be related to their strong identification with their particular racial and ethnic background as evidenced by the MEIM.
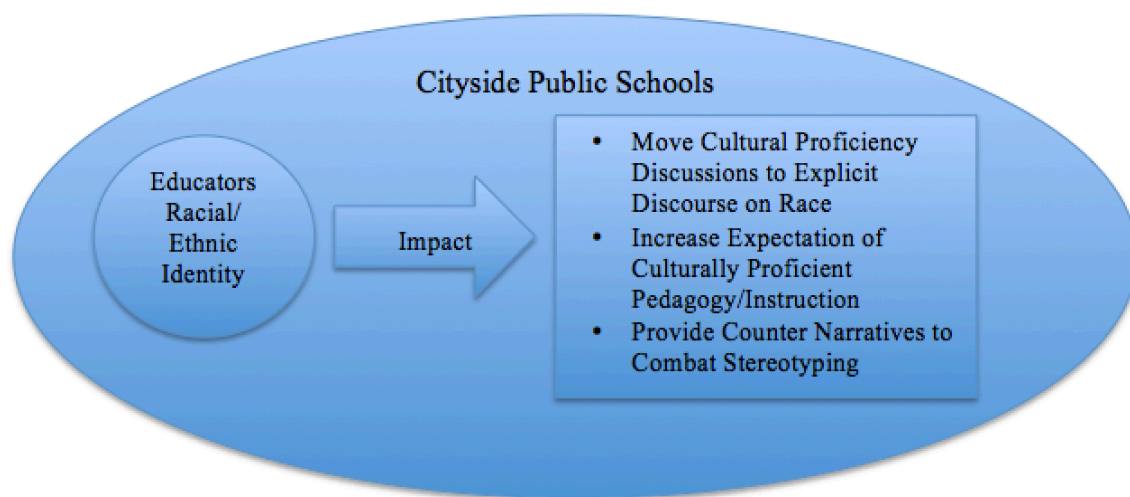
Figure 2. Educators' racial and ethnic identity impact on students

Discussion and Recommendations

Critical Race Theory (CRT) maintains that institutional racism exists in a dominant culture. As research indicates that there is significant racial disproportionality in the public schools in the United States, we can conclude that our educational system evidences the dominant culture. From the data collected through the interviews, Cityside participants shared evidence of racism, both individual and institutional, in their experiences as people of color.

These participants willingly shared their experiences and expressed the desire for their voices to be heard. Data collected from both the individual interviews and the MEIM protocol show a strong finding of positive identification with their race and ethnic group as well as a sense of belonging. The educators of color, through sharing their stories, recognized racism in the structural processes of the Cityside Public Schools, yet the data illuminated the importance of positive role models and mentors of color in their lives; how they helped to support and shape them into the professionals that they are today and how they themselves are now supporting and shaping the students of color they serve. These educators are not operating from a colorblind stance; in fact they are confronting individual and institutional racism by supporting, advocating, and modeling for students of color how to develop a positive identification with their racial and ethnic background.

Carter (2000) defines racial identity as "one's psychological response to one's own race; it reflects the extent to which one identifies with a particular racial group and how that identification influences perceptions, emotions, and behaviors toward people from other groups" (p. 874).

When discussing how educators of color perceive their impact on students it is imperative that we begin by recognizing the importance of racial and ethnic identity. Phinney (1990) purports that "Ethnic identity is central to the psychological functioning of members of ethnic and racial minority groups…the task of understanding ethnic identity is complicated because the uniqueness that distinguishes each group makes it difficult to draw general conclusions" (p. 499). Therefore, highlighting "the impact of ethnic identity on attitudes toward both the dominant group and other minority groups" (p. 510). Equally important is how individuals perceive their sense of belonging to an ethnic group. "People may use an ethnic label when specifically asked

for one and yet may not have a strong sense of belonging to the group chosen" (p. 504). The MEIM protocol helped to uncover connections between how Cityside educators of color self-identify, their sense of belonging to their racial or ethnic group, and how that might shape their connections with their students of color.

Educators of color with a strong sense of connection to the community can positively impact students by influencing the pedagogy, curriculum, and community engagement of the students they service. It is recommended that Cityside continue to work to increase the culturally responsive pedagogy provided to all students in the district to ensure that bias in the curriculum is identified, acknowledged, and eradicated.

According to Kohli & Pizzaro (2016), in order to promote relationality and relational accountability to support the intellectual engagement and growth of students of color, school systems must ensure that teachers of color have a place on leadership teams, seek the advice on school policy from educators of color who have strong relationships with students and their families, and invest in the growth and professional goals of educators of color. They should consider providing more leadership and professional development opportunities to the staff that so clearly wants to make a difference in the lives of students in Cityside.

It is recognized that openly discussing race is a sensitive topic for most involved. That being noted one primary factor for consideration when reviewing the interview participants' responses is the positionality of the interviewer and the interviewees. While our research group was comprised of three white females, one black female, one black male, and one white male, all of the interviews I conducted were co-conducted with another white female and all participants were educators of color. Like Kohli & Pizarro (2016), we found that as educators dedicated to our research and engaging in explicit discourse on race, "we carry our unique biases to this study

as all researchers do" (p. 77). These biases shaped the research questions we asked individually

and as a group, as well as our data analysis. A limitation to our data collection should

acknowledge that all participants interviewed chose to participate in the study and reflected a

strong willingness to share their stories and experiences. While it is imperative that discussions

on cultural proficiency are conducted, it is recommended that Cityside administrators continue to

build on their work by creating a strategic initiative focused on explicit discourse on race and

racism. They are encouraged to hear the voices of the passionate educators of color already

working within the district to guide the work on addressing individual and institutional racism

inherent in one school district throughout the Commonwealth.

As Carter (2000) states, "Whites generally do not see themselves as members of a racial

group. To the extent that their own racial group membership is deemphasized, so too is their

awareness regarding the impact of racism on their own psychological development.

Consequently, they do not understand or appreciate the significance of race or racism in the lives

of people of color" (p. 874).

Kohli (2009) purports that "to address racial inequality within K-12 education, research

calls for a more diverse teaching force" since "teachers of color often possess a personal

understanding of race and racism; and understanding that White teachers may not have" (p. 249).

With this in mind, it is important to hire and retain more educators of color, not just to mirror

that of the student body, but also to provide students with positive role models that bring their

own cultural background, experiences, and identity to the classroom. Equally as important, as

espoused by the participants in this study, counter narratives must be provided to students of

color to break stereotyping, increase expectations of students, and provide a more culturally

proficient curriculum free from dominant culture bias. Yet, by listening to the passionate

experiences share by the participants, this researcher would argue that most importantly, hiring and retaining more educators of color, both faculty and administrators, would force changes in the status quo and contribute to breaking down the inherent institutional racism present in our current day educational system.

Commendations

Data from interviews shows that work on cultural proficiency is taking place in the district. Participants all spoke to the cultural proficiency professional learning communities that they participate in for 45-minute sessions, one time a week, guided by the book *School Talk* (2017) by Mica Pollock. These learning communities are lead by staff trained to be cultural proficiency facilitators and begin the discourse on understanding and accepting diversity.

Cityside should also be commended for their commitment to increasing the diversity in their educator work force as well as their current status of being a statewide leader in the number of educators of color they have employed. This commitment leads to positive outcomes for the students of color in the district. The educators of colors interviewed demonstrated a passion for providing counter narratives to combat stereotypes and low expectations for students of color in Cityside and should be seen as beacons for other educators.

Limitations and Implications

This individual study was limited, as is typical with a case study involving only one site, to the limited number of educators of color employed by the Cityside Public School District who volunteered to be part of the study. I acknowledge the limitations of deriving implications from a study that interviewed 10 educators of color who work in the same district. However, the findings of about connections between educators of color and their impact on students of color and the importance of the issue of racial disproportionality in the educator workforce compel me

to offer implications for policy, practice, and future research. Nevertheless, useful insights emerged as to how educators of color perceive the impact of their racial and/or ethnic identity on their work with students and I acknowledge that continued research must be done on this important topic.

In summary, Chapter 3 discussed the findings of this individual study about how educators of color in Cityside perceive the role of their racial and/or ethnic identity in their work with students. The next chapter will synthesize the findings of all six studies related to how educators of color experience racial disproportionality. In this case study, the focus included: characteristics in teacher preparation, the recruitment and hiring process, the educators of color's perceptions of the role of race in school discipline, the impact of their racial and ethnic identity on their work with students, the impact of evaluation practices and policies on educators of color, and the job satisfaction of educators of color. Chapter 4 will include recommendations to be considered by CPS and suggest future studies of educators of color in the district.

CHAPTER 4[4]

DISCUSSION AND RECOMMENDATIONS

The purpose of this qualitative case study was to capture the perceptions of educators of color related to racial disproportionality and its impact on schools. More specifically, we sought to answer the research question: How do educators of color experience racial disproportionality within the educator pipeline and schools? We defined the educator pipeline to include the preparation, recruitment, and professional experiences related to students and colleagues, as well as retention of educators. Because race served as a common thread that tied each of the individual studies together, Critical Race Theory (CRT) was utilized as a framework to analyze the data collected from a job satisfaction survey, the Multigroup Ethnic Identity Measure (MEIM), semi-structured interviews, and a document review. The basic principle of CRT espouses that racism has become a normalized practice within our society (Ladson-Billings & Tate, 1995).

In the following sections, information will be presented regarding district context that is relevant to this study followed by common themes that emerged from the individual findings. The chapter will conclude with recommendations of practice for Cityside district administrators and areas for future research. To protect the identity of each one of the participants, a pseudonym has been given to replace their actual name and when necessary their role and the level of school has not been identified.

District Context

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[4] This chapter was jointly written by the authors listed and reflects the team approach of this project: Charles J. Drane III, Diana Guzzi, Roderick V. MacNeal, Jr., Leslie M. Patterson, Nancy Robbins Taylor, and Joan M. Woodward.

Cityside Public Schools is one of the leading school districts in Massachusetts for staff diversity, with 26% staff and 22% teachers of color (Cityside Public Schools, Office of Human Resources, 2017). Yet, the district is striving to do even better in this area. To this end, Cityside Public Schools' district level administrators are devoting significant resources to realizing this goal. Specifically, established in the FY18 budget is a new initiative related to increasing educator diversity as well as a new district level position, both designed to actively address racial disproportionality, or the "student-teacher diversity gap" (Cityside Public Schools, Office of Human Resources, 2017) in Cityside Public Schools. The primary goal of the diversity initiative is to highlight that increasing the number of educators of color in the district is a matter of urgency, and to ensure that efforts in this area are supported by "diversity, inclusion, and equity programs and initiatives" (Cityside Public Schools, Office of Human Resources, 2017) across the district. The new district level position is in place to focus explicitly on diversity recruitment. It should be noted that several study participants expressed excitement for the creation of this new role.

Additionally, Cityside administrators at the district and building level are facilitating professional development experiences with a cultural proficiency focus. For example, administrators are discussing the content of Mica Pollock's book *Schooltalk* (2017) at their monthly administrative council meetings, and this book is also being used by one of Cityside's principals as a basis of discussion with his staff. Another principal offered an optional course for the educators in her building that examined racial bias, while yet another principal is leading his staff through a discussion of Glenn Singleton's *Courageous Conversations About Race* (2015).

Discussion

In examining the findings from each of the individual studies, three significant themes emerged: race as an asset, the permanence of racism, and the connections that educators of color

have established with the Cityside Public School District. The themes were determined as a result of each researcher presenting the findings from their individual study during a group discussion. This lead to an analysis of data that focused on finding common themes that resonated in each of the six studies. The themes are presented in each of the headings in the following section. Although the CRT tenet permanence of racism serves as a heading, it was also utilized to explain how the construct of race was considered in each of the aforementioned three themes. In addition, the CRT tenets of counter storytelling, whiteness as property, and critique of liberalism were also used to explain how the construct of race was considered in each one of the themes.

Race as an Asset

Educators of color in CPS view their race as beneficial in a number of ways. Specifically, these benefits positively impact their relationships with students and with adults. Related to the students, educators of color often mentioned being a role model to them in various ways and they highlighted their culturally responsive approach to student discipline. And, with fellow educators, race was significant in mentoring, professional networks, and the evaluation process. The following sections will present in more detail how educators of color experienced the assets of their race.

Race as an asset in relationships with students.

Role model for students. Educators of color made numerous comments related to being a role model for students. When analyzed, these comments were grouped as follows: the sense of satisfaction in being a role model; the importance of students seeing people like them (or not like them); and, providing career-related examples for students.

Satisfaction. In hearing counter narratives of the educators of color who were interviewed, it was clear that there was a true sense of satisfaction in being an educator who was also a person of color. Connie, an African-American teacher, stated this well when she said, "I think it does the students a good service, in that they're seeing educators of color standing before them. That is gratifying to me." It was Connie's sense of pride to be standing before students of color, not only as a teacher of color, but also as a role model and exemplar for her students of color that was notable. Connie's experience of being a role model for students of color is an example of how Black teachers serve as needed role models for Black students as well as non-Black students (Graham, 1987). Other teachers similarly used the words "wonderful," "happy," and "empowering" when they talked about the satisfaction they gained from being role models to their students.

The importance of students seeing people like them (or not like them). Of the 25 educators of color interviewed, almost all participants used the phrase, "someone who looks like me" at some point during their interview. The value that the educators of color placed on students of color seeing them was unquestioned. What was also expressed by some was the value that all students gain from seeing people of color as their teachers. As discussed in Chapter 1, the work of Stewart et al. (1989) and Egalite et al. (2015) support the concept of the positive influence of same-race role models.

When interviewing about pre-service experiences, Sonya, a Black Latina teacher, even discussed the importance of seeing people who looked like her with regard to her experience as a person of color in her graduate program. She said, "I knew the people in the food service staff at [university name omitted] because they were the only people that looked like me." Her awareness of her connection to them is just what the educators of color reported about their

presence in Cityside. Succinctly, Pia, a biracial teacher, asserted: "I'm sure for some of them it's wonderful to see a teacher that looks like them in front of them."

Carlos, a Black teacher, made the point that is well supported in research by Irvine (1988) and Branch (2001) that it is not only students of color who benefit from an educator of color in front of them, but it is all students who benefit: "I'm happy to be a role model for students of color. I'm happy to be a role model for all students." Another study participant shared, "I have to be conscious of reaching out to White students in the school … because if not, they just think of me as the teacher that just services [students of color]." An administrator of color shared how students were interested in learning more about him after meeting with a group of students in an organized after school program. "It was interesting having the conversation. They were very interested in my background and what brought me to this position."

Providing career-related examples for students. Taking their impact a step further, the educators of color who were interviewed also talked about their presence being one that could eventually lead their students into the field of education (or other fields). In terms of the impact of educators of color in the classroom, Pia expressed the perception that students have not seen many educators of color in that profession, so her presence was especially important:

> For students that have primarily seen people of color … predominantly as assistants, or support staff ... to see teachers in a lead role that are of color sends an empowering message - that we're leaders. ... It's all about perception. So, ... when what you see, especially in your formative years, is people of color always in a subservient or an assistant role, you can't help but create this notion that, 'Oh, White people know what they're talking about,' or, 'Black people, you always see them deferring to the White leaders in the classroom.' You know? It sends a really harmful message.

More simply, Fernando, a Black educator, describes a similar feeling: "I'm here to show these kids … there are different kinds of teachers." Furthermore, Carlos believes that as a teacher of color he models to students of color that they can aspire to be professionals: "It possibly will give students of color the feeling [that] they can be in a role such as a teacher or another positive career choice that they may not see daily, especially if the person in front of them does not look like them." So, the impact of educators of color is not just to present an image, but to also present an aspiration.

Culturally responsive discipline. Cityside Public School educators of color suggested that their educator-student relationship impacts school discipline. Findings revealed that some educators of color may be better suited to interpret certain student behaviors as an expression of one's culture rather than as an example of misbehavior. Scott, an African-American male educator, uses his racial background and experience to empathize with Black male students, "I know how to deal with my Black scholars. I know how they are feeling because I have been there as a Black male." As a result of this cultural understanding, educators of color may be better able to establish positive relationships with students of color. Moreover, there was a perception that these established relationships underscore a commitment by educators of color to create and maintain a school culture that is positive and affirming. The nature of the educator-student relationship may be highlighted in the use of newly adopted discipline practices, such as restorative justice. The process of restorative justice considers the "reintegration, dialogue, collaboration and mutual respect" in managing discipline issues (Simson, 2014). Additionally, Simson (2014) argues that restorative justice aligns with the principles of CRT and is more "conducive to creating nurturing, safe and inclusive school environments."

Taken together, the educators of color who were interviewed described many ways in which their race was an asset in their dealings with students. From being a professional to whom to aspire, to representing a supportive, familiar face to students during the discipline process, the educators of color were certain of their impact. It was evident that these educators gained satisfaction from being such an important figure to their students.

Race as an asset in relationships with adults.

Social networks. Networks among educators of color appeared to play a significant and positive role in helping educators of color find jobs in Cityside. Several study participants discussed how their direct and indirect connections with teachers and administrators from CPS helped them develop a social network that they utilized during the recruitment and hiring process. Angelica, Donna, and Paula shared how they used their connections and social networking to look for new jobs when they were leaving their former districts. Angelica, an African-American teacher, described how she relied on networking with educators of color when she needed to find a new job:

> A friend of mine who happened to know our [current] assistant principal, mentioned to
> her that she knew me, [a teacher] looking [to transfer to another] school. Then we
> connected, and I submitted my application and interviewed, and I'm here.

When Donna, a Black educator, needed to part ways with a school system she had been in for three years, she recalled Fred, an educator of color with whom she had connected during a professional development training at the start of her time in the district. Since that time, Fred had moved on to a principalship in Cityside. Donna explained:

> I called Fred and nothing in life happens by chance. It just so happened he was looking
> for a [licensed practitioner]. I literally ran here with the phone while talking. It's like you
> start working with someone, and you feel like you could have run and then it ended.

When I got the opportunity, I just couldn't believe it. That's how I ended up here, working here.

Paula, an African-American teacher, learned of her current job through her landlords, who happened to be the aunt and uncle of her current school leader who also identifies as African-American. Paula shared:

So actually, when my first husband moved here we lived in an apartment that belonged to Halle's [current principal's] aunt and uncle. And the landlord was like, "Oh, my niece is going to try to be a principal at the school," because she was at [name of school] . . . "So she's looking for teachers." So I interviewed here and took the teacher's test the same month, I think the same day or the same weekend. And that's how I got the job here.

Paula's story, as well as the stories of Angelica and Donna, clearly illustrate the power of personal connections in support of career advancement. Their experiences support the work of Lin, Ensel, and Vaughn (1981) who found that job seekers' use of weak ties can impact their ability to connect with an insider contact of high status, who in the case of this study is a Cityside building principal. Also, their hiring scenarios support the findings of Mouw (2002) who countered previous researchers' claims that Black workers are disadvantaged when they rely on informal networks to find a job.

Additionally, Cityside administrators shared perspectives that supported these educators' of color positive networking experiences. For example, Cooper, a Black administrator, explained how he maintains relationships to utilize during the hiring process:

I am also one who spends a lot of time informally connecting with folks at churches, community groups, and I will try to maintain relationships with educators at schools across the state. And my feelings about this are that the recruitment is not just about we

have a position that's opening [so] let's go out and find someone, but more about

managing relationships and having open communication with folks. … So I have not

done job fairs. Primarily, it's really been informal networks and word of mouth.

While Andrea, an African-American administrator, also shared how she utilized the connections

and social networks of teachers in the building during the recruitment and hiring process, "being

able to bring in [to Cityside Public Schools] some additional Black male educators was super,

[and this] . . . expanded networks because they brought their own networks of people." Thus,

both Andrea and Cooper gave a nod to the reality and effectiveness of same-race social networks

(Green, Tigges, & Diaz, 1999; Stainback, 2008), as had Paula, Angelica, and Donna.

Mentors. Another way that educators of color experienced their race as an asset was

through informal and formal mentoring. One teacher of color highlighted the support she

received from her "aunties," who were other Black teachers who were supportive and embraced

her. Olivia, an African-American teacher, shared:

> I had so many people that took me under their wing, like just old-school teachers. They
>
> got me involved in the union. They would say, "Look, you've got to do this. You can't
>
> be late to the meeting because you're the only black person on staff. They're going to
>
> notice you're not there.

Olivia also explained how her relationship with an administrator prompted her to get her

Master's degree:

> I had an administrator, she was African-American, and she said look what you are doing
>
> here, you're a single mother, you have three kids. They were all under four, and she said
>
> 'look, you have got to go get your Master's. She talked to me differently, she was the
>
> one who really broke it down, this is what you need to do to stay in the job.' And that

really helped. She would push me, she kept pushing. And I feel a lot of educators of

color do not get that.

Olivia noted that colleague connections were not limited to only teachers of color, "You've got

to find someone you trust, whether a person is Black, White, or whatever, and tell them what's

going on with you so you can get support."

    Evaluator/educator relationships. Race positively impacted how educators of color

experienced the evaluation process in CPS. Connie shared how her current evaluator, who is a

person of color, is familiar with the culture of the district and is someone who understands her

role as a teacher:

> Most recently, I feel personally, for the evaluator that I have currently, it's been a fair
>
> evaluation. …She understands the population which I'm serving. When she comes in, it
>
> is non-judgmental, because she was in the teaching field for quite a long time right here
>
> in Cityside, so I think that makes a great difference.

While Craig, a Black Latino teacher, emphasized how he benefited from both African-American

mentors and his current evaluator in helping him to understand the evaluation process,

"…basically Black colleagues helped me. And also, my evaluator is straightforward. … He's

very black and white, says, 'this is what I want.' He outlines everything and does it."

Additionally Walter, a Black African-American administrator, spoke to how he valued the

relationship he has with his supervisor, which impacts how he experiences the evaluation

process:

> I think that she is culturally competent, and that she does a great deal to make sure she
>
> gets to know the individuals she works with, and I think that she's done that with me, so
>
> that I feel very, very comfortable being vulnerable and honest.

Permanence of Racism

Along with experiences in which participants viewed their race as an asset, they also cited examples in which they felt the symptoms of racism while serving in their respective roles. Based upon the definition of permanence of racism, the experiences shared by participants can be attributed to implicit bias and/or overt acts of racism. Despite the distinction of how racism is manifested, the impact on each one of the participants reinforces the notion that racism is a normal part of our society (Ladson-Billings, 1998; López, 2003). Specific factors that contributed to the perceptions of each one of the participants include feelings of isolation, disrespect stemming from microaggressions, and a feeling of having to work harder than their White peers. Within this section, the aforementioned themes are discussed with regard to how they were revealed in various parts of the educator pipeline and schools within Cityside.

Isolation. In answering the overarching research question for our group study, we found it was not uncommon for study participants to feel isolated and disrespected because of their status as a racial minority, an example of where the CRT tenet of permanence of racism intersects Whiteness as property. Several teachers of color, when reflecting on their experiences in Cityside schools gave vivid descriptions on what it felt like to be one of the only people of color in their working environment. Olivia stated: "Sometimes you can feel so alone." An Asian educator commented, "I do wish that I saw more Asian people on staff, though. I think it feels more comforting to see more people that look like me." Also, the feeling of aloneness came from a lack of positive contact and genuine support from colleagues. Reflecting on her first job [within CPS], Olivia, recalled: "My first job was at the [school name], which no longer exists. I was the only Black teacher there for years, and I was the youngest, and there was no

mentoring." Olivia's experience of being left to fend for herself was echoed by several others as they also addressed the stress they experienced as members of a majority White school staff.

The feeling of isolation also impacted whether or not educators of color asked for assistance. Craig shared that he was hesitant to ask colleagues for help with the evaluation process because he did not want to appear incompetent as one of the only African-American teachers in his setting. He described his feelings by stating:

> … It's pretty much trial and error, and it's kind of that time, it's that thing where you're going in blindly and people are kind of second guessing. So only imagine if you're a teacher of color, or you're a Black teacher and you're the only Black teacher in the whole school, you don't want to show others that you're incompetent. So, its kind of the type of thing like you want to ask but you really don't want to ask. Is that what is expected from me, and I'm supposed to know this as a professional? Because if you don't want to look as if like … you don't know what you're doing as a professional.

Pre-service. Sonya shared that she did not feel connected to the students in her college program, "I will say I think it was very difficult for me to adjust … I felt very disconnected." The feeling she expresses is supported in the work of Souto-Manning and Cheruvu (2016) who interviewed four teacher education candidates of color at predominantly White institutions on multiple occasions. They illuminated the need for school leaders to consider the belonging that people of color feel within their universities and specifically the schools of education. They report that people of color in schools of education experience a feeling of exclusion in all aspects of their schooling, from class discussions to student-teaching placement. The value placed on Whiteness within an educational institution (the CRT tenet of Whiteness as property) is collateral that cannot be underestimated (Brown, 2014).

For Sonya, the lack of connection to her classmates made the relationships to her professors very important:

> I feel like … they looked out for me. I was identified as a student that was struggling to meet the timelines, passing in my assignments. I had a lot of issues just like with my management. But I really do think that they were very accommodating. So yeah, I feel like I was very supported...by the staff.

Further, it was the guidance of an undergraduate professor who helped Sonya navigate the steps necessary to enroll in a graduate program. She commented specifically how "connections with my professors … help[ed] me with the application process."

Diego, a Black teacher, had a stronger sense of belonging at the same university that Sonya attended because of the cohort-based program in which he was enrolled, yet he still recognized his minority status. He shared that he felt "very optimistic. Very hopeful. I wasn't unaware of being part of the lowest demographic." Therefore, Diego now strives to ensure that as a Black educator he can create "that belonging, not only for the students, but also for the adults" with whom he works.

Disrespect/microaggressions. Furthermore, the feeling of aloneness by Cityside educators of color could be attributed to negative interactions they had with families and colleagues that were, in essence, racial microaggressions. This counter narrative told by an Asian-American educator vividly illustrates a racial microaggression that the educator encountered and it captures, in full, elements of what several other interviewees experienced while in Cityside:

> I think for some of our White parents, our more entitled parents, it's usually pretty shocking for them to meet me. That's just par for the course for me now. … I'll still get

the, oh you're the [educator] or even if I've been emailing with that parent, they see my title, I had a parent see me, they kind of did a double-take and they weren't sure who I was. I walked them to my office, they stopped and looked at the name card outside, but still had to ask twice what is your position again? Asked me how long have I been here? Where did I go to school? I get that a lot. I get that a lot which has been incredibly frustrating.

Angelica refers to a time when her White evaluator, exhibited low expectations for the students of color that she is responsible for teaching. To support her belief, Angelica gives an example of a goal she set to raise the writing growth of her boys of color on an IEP to 75% on the two major essays for the year. She states that her evaluator balked at the idea by stating, "Don't you think that is a lofty goal?" Her evaluator further stated that, "… It's ok if you do not reach everyone, it's not a reflection upon you." This statement left Angelica to wonder:

Do I tell her… 75, a C on a paper is a lofty goal for Black boys? Why isn't your response, 'What are you going to do to get there?' What is the plan?' But your first reaction was, "Oh, that seems kind of high. It's okay that we don't reach them.

She further discussed how someone should have a conversation with her evaluator about her implicit bias and how it is impacting her expectations about students of color.

Examples of racial microaggressions surfaced throughout the counter narratives that came to light in all six of the individual studies. These microaggressions, defined by Sue et al. (2007) as "brief, everyday exchanges that send denigrating messages to people of color because they belong to a racial minority group" (p. 273), are examples of how the CRT tenet of permanence of racism is exemplified in the day-to-day experiences of these educators of color.

Work harder. Two educators of color made specific note of their belief that they needed to work harder than their White colleagues. Whether it was the need for particular attention to detail or a feeling that they represented their race in whatever they did, the need to present themselves in a certain way based upon their race was on their mind. It is this type of thought process that underscores how the permanence of racism and implicit bias can result in educators of color believing that they have to overcompensate when they work in an environment in which they are underrepresented.

Olivia described her early experience as an educator in Cityside this way: "I just always felt the expectations were higher for me, in terms of me being able to be successful, … because I started teaching at a time when I was expected to sink or swim." She went on to talk about how she sees the need to attend to every detail:

> I've always felt that I had to work harder than everyone else. I've always felt that I had to watch my back, that I had to make sure that I crossed my T's and dotted my I's. So I've always, always kept my paper trail. I never ignore anything in writing, positive or negative.

Other educators who were interviewed also expressed a clear sense that their actions were perceived as ones that represent their race. For example, Angelica made this point when she said:

> I think everything I do has to be purposeful. It feels like it has to be purposeful and calculated because whether I choose to admit it or not, or others choose to admit it or not, I make moves on behalf of my race, and what I do and my ability to do my job I think impacts another person's ability to come into the school and continue the work that I

started or others have started. So it just feels … a bit like I come in and there is a load I

carry and I have to be careful in things that I do, in everything that I do.

Olivia echoed Angelica's thoughts in talking about her drive for perfection based upon her race:

I had to be better than everyone else. I can't make the same mistakes everybody else

makes, because I will get called on it more than other people would. … And I feel that I

have to go above and beyond to show that I'm compassionate and I have higher

expectations and that I'm a professional.

Finally, Angelica articulated well a dilemma she acknowledges regarding the source of her

struggles:

As a Black educator, it's hard to draw a line between the struggles I face because teachers

have struggle[s] … or is it a struggle I face because [I am] a black woman [and] …

there's an additional role I'm expected to play or there's an additional step I need to take

to prove my competence … that my colleagues who are not of color don't have to go

through, hoops that they don't have to jump through to get the same things done.

These narratives shared by participants in this section build off biases related to actions of

people who are not White, accentuating the value our society places on Whiteness and the

negative impact of the permanence of racism in the form of racial stereotyping (Harris, 1993;

López, 2003). What Olivia and Angelica describe points to the dominant image of a successful

teacher. Simply put, it is one who can navigate a system where Whiteness is capital.

Overall, the two themes described in the aforementioned sections reveal how educators of

color who work in Cityside perceive their race as an asset and how the symptoms of racism

impact their daily experiences. District administrators can use these findings to emphasize the

importance of building social networks for educators for recruiting and combating the feeling of

isolation. Other efforts should include that exploration of how the presence of microaggressions, and implicit and explicit bias can hinder efforts to create an environment in which access and equity is the priority.

Connections to District

The narratives of educators of color who were interviewed shared how the school community and culture impacted their experience as educators of color in CPS (Ladson-Billings, 1998). When providing details about working in the district, administrators and teachers gave specific reasons as to why they prefer working in Cityside. The reasons included the diversity of the student population, same-race administrative support, feeling a sense of belonging, level of compensation, and access to resources.

For example, Carla, an Asian teacher, noted that she values working for CPS and linked this sentiment to a sense of belonging as a result of the diverse student population:

I do feel like I belong here more than other school districts that I've been in. I've been at [neighboring school district] and [neighboring school district]. I think this school is really diverse. It's one of the most diverse schools in the nation, and I do feel like I connect with the students more than I do with a majority White high school. I'm not sure why that is. I think it's myself, not being from here, I can relate to a lot of that . . . I think Cityside is a really good district. The pay is good. I student taught here. I think the biggest thing was that I did feel like I belonged here in a certain way, more so than I did at other schools. The diversity definitely played a role. It was probably the biggest factor to be honest.

Participants also valued the connections created with their administrators. Paula stated that sharing the same cultural background with both of her administrators influenced her decision

to stay in her current role when her school transitioned from a K-8 school to a K-5 school: "We have two African-American leaders… That's why I won't leave here. I'm staying right here." Paula's response confirms findings from a study conducted by Ingersoll (2006) which lists administrative support as a contributing factor to job satisfaction. Sharing the same cultural background as her two administrators influences Paula's decision to stay in her present school. She noted that it also helped to alleviate the stress of the evaluation process. Additionally, Craig shared his experience with his administration. He stated, "So I met the principal and the vice-principal, and then I just had that feeling. I had that connection, like, oh, this is such a good district." Ma and MacMillan (1999) found that teachers who believed they had a strong relationship with school administrators also had a higher job satisfaction.

It was not just teachers who felt a sense of belonging or connection with the district, administrators also spoke about the support and opportunities that Cityside has been able to provide. For instance, Cooper focused on the vast amount of resources available in Cityside as one of the main reasons for his preference:

> I think in terms of educators in general, for Cityside district, I think it's the notion of this district being resource rich. The fact that folks have opportunities to receive so many supports and I think there is this attraction to, particularly for folks who still want to have that urban experience of being able to say, 'Hey, I'm in an urban or semi-urban environment, but not at a place in which there's a lack of access to resources in terms of professional development, technology, and all of that stuff.'

While Erica, an Hispanic administrator, focused on the manner in which she felt accepted and valued based upon her ethnicity and her bilingualism:

Here in Cityside, I'm still the only administrator that can speak Spanish and make that

phone call, but I'm surrounded by administrators [and] evaluators that understand the

strength in that - that kind of asset of being bicultural. [I appreciate] working in a district

where it's not that it's an expectation, but it's a real value and norm. … It kind of

normalizes who I am.

Erica concluded, "Here in Cityside ... I'm not negatively affected in the slightest bit by who I am

and what I am. I love this place, and I think the district values who I am." Also, Halle, an

African-American administrator shared:

I think there are personal connections that make you want to come and talk with people,

do this work with people. You appreciate conversations, feedback and just the

relationship. I think that's been enormous and just sort of this urgency around ensuring

that kids of color have the right educational footing to begin their journey. That keeps

me coming back every single day.

Furthermore, Paula powerfully and succinctly stated, "I'm satisfied with where I work and the

kids I have in front of me. … I have no desire to teach anywhere else." Finally, teachers also

shared experiences about encountering families in the Cityside neighborhoods where students

live and visiting families' homes. The supportive connections with families were reinforced in

the job satisfaction survey as well; 91% of teachers believed that parents support the work

educators do in school.

Participants in this study value access to professional development, leadership

opportunities, resources, and feeling appreciated due to their ethnicity. As mentioned before,

when speaking about creating connections and relationships, participants commented how

feeling connected to the school and the district helps them feel supported. Additional factors that

contributed to the feeling of connectivity included sharing the same cultural background as a supervisor and the diverse student population of Cityside.

<div align="center">**Recommendations for Practice**</div>

The findings of the six individual case studies included in this research study informed the following recommendations, which fall under the theme of culturally proficient practices.

Culturally Proficient Practices

Educators of color interviewed in this study articulated that cultural proficiency practices differ from building to building and there is a need for greater uniformity and consistency across the district. Areas of need that fall under this theme include the exploration of implicit racial bias, recruitment and hiring, affinity work groups, and professional development. In order to address implicit bias and expand upon the work the district has begun with regard to the above-mentioned areas, it is highly recommended that Cityside continue its commitment to the allocation of fiscal resources for this important work.

Implicit racial bias. To address the implicit bias referred to by the participants in this study and to increase culturally proficient practices, it is recommended that the district explicitly recognize that the work of increasing cultural proficiency is the shared responsibility by all stakeholders. In response to developing a shared responsibility, the district can identify tools to assess their current practices. The data collected from using such tools should be reviewed, disaggregated and communicated to all stakeholders in the district. As a result, subsequent discussions can lead to a collaborative effort that explores implicit bias.

Recruiting and hiring educators of color. While Cityside maintains a goal to increase the diversity in their educator workforce to 30%, specific areas were identified for improvement. Interview data supports that active recruitment of educators of color is taking

place in some of the schools within the district. However, participants confirmed that this active

recruitment is not taking place in all schools throughout the district. Findings suggest that a

subset of administrators of color and a selected number of White administrators may be the

catalysts for the recruitment through their use of social networking. Thus, all administrators

should explore the practice of tapping into various networks that are likely to identify candidates

of color to fill vacant positions within the district. Given that social networks are frequently

racially segregated, White administrators will need to communicate with administrators and

educators of color to identify which networks will lead them to a robust pool of candidates of

color during the recruitment and hiring process.

   It is also recommended that the newly hired diversity director work closely with building

based administrators to ensure that the district recruitment and hiring practices are being

consistently implemented. This includes the district's expectation that all hiring administrators

submit a list of candidates for a particular position to verify that a certain percentage of

candidates are educators of color.

   We further recommend that CPS consider how they articulate their stated commitment to

hire more educators of color. It is not simply to increase the number of educators of color or to

race-match student demographics, but rather it is also to improve the learning environment for all

students by tapping into their professional repertoire and rich cultural background, and their

unique ability to serve as role models for all students.

   Affinity work groups. It is also recommended that CPS create opportunities for

educators of color to interact with each other thereby eliminating the feeling of isolation that was

expressed by a critical number of study participants. While it appears that there are opportunities

for social networking amongst Black educators in the district, it is recommended that these social

networking opportunities be expanded to include other educators of color who are from a different racial and ethnic group.

Professional development. Cityside's administration has shown a commitment to a culturally responsive learning environment, as evidenced by Cityside's strategic plan that includes "expanding rigorous, joyful, culturally responsive learning experience for all students." This work is reflected in the cultural proficiency professional development opportunities provided for faculty discussed previously. While this work is considered important by the study participants, it is not sufficient to address the complex topic of race. Due to the urgency of addressing race, we recommend that district administrators prioritize professional development opportunities that explicitly focus on race and how to conduct conversations about race with an emphasis on ensuring that educators of color are not solely responsible for enhancing cultural proficiency in the district.

Connections and relationships with students. Some educators of color acknowledged their confidence with building strong connections with students of color, yet they struggled in building those same relationships with White students. It is recommended that professional development opportunities include a focus on building trusting relationships with all students regardless of racial and ethnic backgrounds. These conversations will increase cultural awareness, the understanding of racial and ethnic differences, and decrease the tendency to make judgments based upon stereotypes and misinformation.

Culturally responsive pedagogy. Many educators of color specifically addressed how their racial and/or ethnic identity influences their instructional practices. As an example, one biracial educator articulated that she strives to build greater understanding of diversity within the curriculum and instructional materials to which she exposes her students. She spoke of how she

intentionally creates opportunities for students to experience more cultural diversity in the texts they read in class and highlights the racial and/or ethnic background of authors and characters to promote conversation of diversity that includes all students in their classroom. We recommend that the district analyze the curriculum and instructional practices used to ensure there is an understanding of racial and/or ethnic backgrounds and cultural differences to help students set higher academic expectations for themselves without losing a sense of their cultural identity.

Culturally responsive discipline. Some interviewed participants discussed their impact on discipline and found that they were able to respond more appropriately to certain behaviors, especially of students of color. In addition to the above recommendation related to connections and relationships with students, it is recommended that CPS broaden its implementation of restorative justice practices to manage student discipline across all school levels. We further recommend that CPS develop a system to track discipline referrals to identify trends that may lead to changes in practice.

Mentors. Experiences of existing CPS educators of color indicate that strengthening the practicum student to employee relationship can be a successful way to increase the number of educators of color in CPS, make for a smooth transition, and increase retention. Drawing upon their existing relationships with university schools of education, CPS should examine ways to strengthen its recruitment of practicum students of color into the CPS schools. Further, in addition to formal culturally proficient professional development, we recommend that the district provide job-embedded professional development that includes assigning mentors of color for pre-professional teachers as well as other educators of color.

Evaluation. An analysis of Cityside's evaluation process suggests that all administrators who are responsible for evaluating personnel participate in cultural competency training to

reflect on their own personal biases related to race. A notable number of participants in this study expressed a concern as to whether or not their White evaluators understood who they were as individuals and their mission to service the students of color present in their classrooms. A further recommendation includes a focus on how evaluators frame their feedback that exhibits an understanding of the challenges that face educators of color and the students of color they serve in their classrooms.

Equity audit. In order to address the inherent racial bias found within Cityside's policies, systems and structures, it is recommended that Cityside conduct an equity audit. The educators of color interviewed demonstrated a passion for providing counter narratives to combat stereotypes and low expectations for students of color and they should be seen as beacons for other educators. Conducting an equity audit will provide opportunities to capture the voices of Cityside educators of color through the use of surveys, interviews, and focus groups. It must not be overlooked that institutional racism and bias exists in the structure of Cityside's school policy development, implementation, and oversight. Policies and practices identified by this study includes hiring, mentoring, discipline, instructional practices, educator evaluation, and retention.

Limitations and Recommendations for Future Research

Recognizing the inherent limitation of a case study involving only one site and due to the limited sample size in this study, the ability to generalize some of the findings across the Cityside district as well as to other school districts in Massachusetts is difficult. This research group acknowledges the limitation of deriving implications from a study that interviewed 25 educators of color (14 of whom identified as Black or African-American) and three White educators, administered the MEIM to 24 interview participants, and surveyed 40 educators of color on job satisfaction, all of whom work in the same district. However, the findings derived

from the six individual focus areas strongly illuminate the importance of addressing racial disproportionality in the educator workforce and offer implications for changes needed in policy, practice, and future research.

A goal of our study was to identify further research needed to address and narrow the racial disproportionality of the educator workforce that exists within public schools across the United States. The need for additional research to understand how educators of color develop strong nurturing relationships with students grew from this study. In addition, further research is necessary to identify elements that contribute to a safe and supportive workplace environment for educators of color. There is a significant gap in research on racial and ethnic identity and its direct impact on student achievement, necessitating further research in this area. Furthermore, while there is a plethora of research to support the disproportionate discipline of Black and Latino students, there is limited research addressing the biases in discipline policy and practice implementation.

A future study recommendation is to implement a similar study with all educators in the district to compare how all educators have experienced teacher preparation, recruitment and hiring, racial identity, student discipline, evaluation and overall job satisfaction. This could allow researchers to see the overall strengths and challenges of the district, as seen by all educators, and compare the experiences of educators based on race. A broader study like this could also allow researchers to analyze the impact of having a same-race principal or principal of color versus a White principal for educators of color. A similar study, including a job satisfaction survey and exit interview, focused on educators who recently left the district could also be implemented to learn how these educators experienced working for the district and how their experiences impacted their decision to leave the district.

Conclusion

At the beginning of our study, we sought to answer the research question, how do educators of color experience racial disproportionality within the educator pipeline and schools? The findings from this case study helped to identify some best practices for teacher preparation programs, hiring and retaining educators of color, the impact of racial and ethnic identity on students and student discipline practices, educator evaluation, and increasing educator satisfaction. Additionally, findings included educators' perceptions of the presence of racial bias in teacher preparation programs, district hiring practices, school climate and culture, classroom instruction and evaluation practices. This study illuminated how educators' racial and ethnic identity influences students as well as the overall climate and culture of the school. Recognizing the urgency of this work, it is anticipated that this study will benefit practitioners as it directly relates to the work of the Massachusetts Department of Elementary and Secondary Education (DESE) to develop a more diverse educator workforce in the Commonwealth of Massachusetts and add to the scholarly discourse on how educators of color perceive and experience the racial disproportionality that exists within the hiring pipeline and schools.

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Appendix A

Abstract for Charles J. Drane III's Individual Study

Racial Disproportionality as Experienced by Educators of Color: The Perceptions of Educators

of Color with Respect to their Pre-service Preparation

Even before working in school as a teacher or administrator, many factors were influential in the

preparation process. Given that the vast majority of teachers in the workforce come from

traditional university education programs, the role that schools of education play in graduating

people of color to enter the teaching force is important to examine. This qualitative case study

sought to answer the following research question: What are the perceptions of educators of color

with respect to their pre-service education preparation? This study falls within a broader study

on the overall perceptions of educators of color with respect to the racial disproportionality and

its impact on the educator pipeline and schools. Both from literature and the counter narratives

of these educators of color, these topics emerged as salient: the racial diversity of universities

and schools of education, the impact of barrier exams, the curriculum of schools of education,

and the sense of belonging of people of color in universities and their schools of education.

Semi-structured interviews with 12 educators of color in the Cityside Public Schools were

examined through the lens of Critical Race Theory (CRT). Findings supported what was found

in the literature regarding demographics in schools of education not favoring people of color,

exams required to get into school of education being barriers, and people of color feeling

disconnected from their universities in a number of ways. Further, participant interviews

revealed the additional barrier posed by exams needed to gain teaching certification, the

substantial value of connections at various points throughout the pre-service experience, and how

important practicum and internship experiences are to aspiring educators.

Appendix B

Abstract for Leslie M. Patterson's Individual Study

Racial Disproportionality as Experienced by Educators of Color: Recruiting and Hiring

This qualitative case study explored how educators of color experienced recruitment and hiring practices in the Cityside Public School District (pseudonym). It was part of a larger group case study that sought to capture the perceptions of educators of color related to racial disproportionality and its impact on the educator pipeline and schools. Two research questions guided this individual study: (1) How do Cityside educators of color experience Cityside's recruitment and/or hiring processes? (2) What practices and policies might Cityside school and district level leaders utilize to increase the number of educators of color recruited and hired? Data for this study were collected from semi-structured interviews with nine Cityside faculty of color and with six Cityside administrators (of different races), as well as from a document review. Analysis of these data through the lens of Critical Race Theory (CRT) revealed study participants' perception that implicit racial bias had the potential to negatively impact Cityside's hiring of educators of color. Additionally, leveraging social networks as an essential recruitment strategy to increase the presence of educators of color, and the benefits of hiring committees with a racially diverse membership, emerged as key findings. Finally, this study illuminated counter narratives that powerfully captured instances of microaggressions and perceived racism experienced by Cityside educators of color. Recommendations include requiring professional development with an anti-bias focus for all hiring committee participants, increasing the utilization of social networks to enhance recruitment efforts, ensuring a racially diverse composition of hiring committees, and actively seeking the counter narratives of Cityside educators of color.

Appendix C

Abstract for Nancy Robbins Taylor's Individual Study

Racial Disproportionality as Experienced by Educators of Color:

The Perceptions of Educators of Color about Discipline and Race in the Cityside District

This qualitative case study sought to understand the perceptions of educators of color on the role of race in student discipline in a Massachusetts Public School District. This individual study is part of a larger group case study designed to understand the perceptions of educators of color related to racial disproportionality and its impact on the educator pipeline and schools. Research has noted the role of racial disproportionality in school discipline for decades. Understanding the perceptions of educators of color regarding such disproportionality were evaluated with attention to Critical Race Theory (CRT). Such perceptions were uncovered through interviews during which members shared their personal backgrounds and experiences. Data collection also included a review of district discipline data reported to the Department of Elementary and Secondary Education (DESE). Findings evidenced that educators of color interviewed believe in the importance of educator-student relationships and viewed their race as a valuable asset in their work with students involved in disciplinary actions. The results of this study indicated that by virtue of their race and cultural experiences, educators of color provide strong and influential role models for students. Recommendations include recording, disaggregating, and analyzing student discipline data with a focus on race and supporting the current effort to increase the number of culturally proficient educators of color in the District.

Appendix D

Abstract for Roderick V. MacNeal, Jr.'s Individual Study

Racial Disproportionality as Experienced by Educators of Color:

The Evaluation Process and Educators of Color

The purpose of this individual study was to address the gap in research and answer the following research question: How do educators of color perceive the evaluation process and its impact on their growth and development? It was part of a larger case study that sought to capture the perceptions of educators of color related to the racial disproportionality and its impact on the educator pipeline and schools. As educators of color work to maintain a presence within the educational system, it is essential to study how perceived biases related to race may impact the evaluation process. This single case study attempted to capture how five administrators of color and five teachers of color employed by the Cityside Public School District perceived the evaluation process used within their district. Additionally, a document review of union contracts was used to ascertain the evaluation process used by Cityside. The Critical Race Theory tenets of permanence of racism, counter storytelling and critique of liberalism provided a theoretical framework to analyze the responses given by each participant who participated in semi-structured interviews. Findings reveal that the majority of the participants do not believe the evaluation process has improved their growth and development. Other findings revealed that the racial identity and the level of cultural competency of the evaluator impacted whether or not participants believed their race was a factor in how they were evaluated.

Appendix E

Abstract for Diana Guzzi's Individual Study

Racial Disproportionality as Experienced by Educators of Color:

Job Satisfaction of Teachers and Administrators of Color

This individual study was part of a larger group case study that sought to capture the perceptions of educators of color related to racial disproportionality and its impact on the educator pipeline and schools in the Cityside Public Schools (pseudonym). The purpose of this study was to identify factors that influence job satisfaction for teachers and administrators of color and how teachers and administrators of color perceive how these factors might influence their job retention. This study included both teachers and administrators of color from one urban school district in Eastern Massachusetts, the Cityside Public Schools (CPS). Data sources included 11 semi-structured interviews with educators of color and 40 completed Likert scale surveys measuring job satisfaction and retention. The data was collected during one month. All data was coded thematically using three levels of ecological framework, as well as factors that contribute to job satisfaction and retention. The interview data was coded first, and then the survey data was coded. The data was coded using identified themes from previous research, as well as new themes that emerged from the interviews. All the data was then combined and synthesized to determine findings and make recommendations. This study found that many of the Cityside participants were satisfied with their job, while still recognizing that their work is challenging. Factors that influenced their job satisfaction were embedded in themes of connections, support, racial identity, resources and fatigue. These factors, except for the last, predicted slightly higher rates of perceived retention within the district among the teachers of color than the administrators of color.

Appendix F

Cityside Public School's Participant Recruitment Email

***PLEASE SEE THE FOLLOWING TIME SENSITIVE INFORMATION FROM [NAME], DEPUTY SUPERINTENDENT.
THANK YOU.***

Good morning colleagues.

I am pleased to share with you that CPS is partnering with a team of Doctoral Students from Boston College who are currently researching a range of elements associated with the topic of Racial Disproportionality as Experienced by Educators of Color.

During this first week of November, each CPS educator who has self-identified as a person of color is receiving both information about the research project and contact information if interested in participation in the study.

As stated by the B.C. Team: *The purpose of our group study is to explore how educators of color experience racial disproportionality within the educator pipeline and schools. Specifically, we will consider the perceptions and experiences of educators of color related to their pre-service programs, recruitment and hiring, job satisfaction, student discipline, racial/ethnic identity, and the evaluation process. We use the conceptual framework of Critical Race Theory to guide our study.*

The Survey/Interview window for interested CPS Educators will take place between November 6-12.

Thank you in advance for your attention to this endeavor,

***A copy of your invitation to participate in this research project
is included below.***

Please feel free to contact me directly if you have any questions prior to responding to the Boston College research team.

[Name]
Deputy Superintendent
Cityside Public Schools
[Name] Street
Cityside, MA [zip code]
[phone number]
[fax number]
[email address]

Appendix G

Boston College Research Study Invitation and Information Recruitment Email

Dear Cityside Public Schools Educator,

A research team from Boston College is engaged in a project to study the experiences of educators of color. Simply stated, the disproportionality that exists between the number of educators of color and students of color is alarming and demands attention. Our study looks to draw upon the actual experience of educators to help us form recommendations to address this issue.

Because our work relies on the experiences of educators in the field, our main source of data will come from interviews. We are reaching out to you, as an educator of color, to inquire whether you would be willing to participate in a 60-minute interview. Prior to the interview, you would also be asked to complete a survey, the Multigroup Ethnic Identity Measure (MEIM), to provide the interviewer with context for the interview. The Cityside Public Schools is aware of our commitment to maintain the confidentiality of those who are willing to participate. At no time will you be identified individually, but the collective experience will generate a rich source of data.

If you are willing to participate, we ask that you email me at dranec@bc.edu and we will follow up with more details and work to schedule a mutually convenient time. We appreciate in advance your consideration of this request.

Whether or not you wish to participate in an interview, we would welcome your participation on a job satisfaction survey. Please click this link https://bostoncollege.co1.qualtrics.com/jfe/form/SV_9tWHmAzMKVqUKrj to begin the survey.

Sincerely,
Charlie Drane
Boston College
Lynch School of Education
Chestnut Hill, MA 02446
dranec@bc.edu

Appendix H

Online Job Satisfaction Survey

You are being asked to participate in a research study about how educators of color experience the racial disproportionality within the educator pipeline and schools. You were selected to be in the study because you self identify as being an educator of color or non-white educator. All educators of color from your district, including faculty and administrators, are being invited to participate in this survey. The survey should take you approximately 15-20 minutes to complete, depending on how much you choose to share. The online survey includes questions about factors that contribute to job satisfaction as well as your short-term and long-term professional goals. There are no direct benefits to you, but you may feel gratified knowing that you helped further work in this important area. In terms of risks, the survey may ask questions that you consider sensitive. If you don't wish to answer a question, you need not do so. The study may include risks that are unknown at this time. There is no payment or compensation for participating in this study. There are no costs to you associated with your participation. All reasonable efforts to keep your responses and your identity confidential will be made. The records of this study will be kept private. In any sort of report we may publish, we will not include any information that will make it possible to identify you. All electronic information will be secured using a password protected file. Please note that regulatory agencies, the Boston College Institutional Review Board, and Boston College internal auditors may review research records. Your participation is voluntary. If you choose not to participate it will not affect your relations with Boston College. You are free to withdraw or skip questions for any reason. There are no penalties for withdrawing or skipping questions. The lead researcher conducting this survey is Charles J. Drane III. For questions or more information concerning this research you may contact him at: dranec@bc.edu. The Boston College faculty advisor for this study is Lauri Johnson, lauri.johnson@bc.edu. If you have questions about your rights as a research participant, you may contact the Office for Research Protections, Boston College, at 617-552-4778 or irb@bc.edu. This study was reviewed by the Boston College Institutional Review Board and its approval was granted on [insert approval date]. If you agree to the statements above and agree to participate in this study, please press the "Consent Given" button below.

○   Consent Given (1)

1. How do you classify your current position?

○   Teacher (1)

○   Administrator (e.g. principal, assistant superintendent) (2)

○   Other professional staff (e.g. counselor, curriculum coordinator, social worker) (3)

2. How many years have you been working in the district?

○   0 - 3 years (4)

○   4 - 9 years (1)

○   10 - 15 years (2)

○   16 or more years (3)

3. To what extent do you agree or disagree with each of the following statements about your current position?
Strongly agree=1   Somewhat agree=2   Somewhat disagree=3   Strongly disagree=4

	(1)	(2)	(3)	(4)
I am satisfied with my salary. (1)	○	○	○	○
The level of student misbehavior in the school (such as noise, horseplay or fighting in the halls, cafeteria or student lounge) interferes with my teaching. (2)	○	○	○	○
I receive a great deal of support from parents for the work I do. (3)	○	○	○	○
Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff. (4)	○	○	○	○
Routine duties and paperwork interfere with my job. (5)	○	○	○	○
Rules for student behavior are consistently enforced by teachers. (6)	○	○	○	○
In the school, staff members are recognized for a job well done. (7)	○	○	○	○
I am worried about the security of my job because of the performance of students on the state and/or local tests. (8)	○	○	○	○

State, district or local content standards have had a positive influence on my satisfaction with my job. (9)   ○   ○   ○   ○

I am given support I need to support students with special needs. (10)   ○   ○   ○   ○

The amount of students' tardiness and class cutting in the school interferes with my job. (11)   ○   ○   ○   ○

I am generally satisfied with being a teacher/administrator at the school/district. (12)   ○   ○   ○   ○

I make a conscious effort to coordinate with others. (13)   ○   ○   ○   ○

4. To what extent do you agree or disagree with each statement of the following statements?
Strongly agree=1   Somewhat agree=2   Somewhat disagree=3   Strongly disagree=4

	(1)	(2)	(3)	(4)
The stress and disappointment involved in the job aren't really worth it. (1)	○	○	○	○
The educators like being here: I would describe us as a satisfied group. (2)	○	○	○	○
I like the way things are run at the school/district. (3)	○	○	○	○
If I could get a higher paying job, I'd leave as soon as possible. (4)	○	○	○	○
I think about transferring to another school/district. (5)	○	○	○	○
I don't seem to have as much enthusiasm now as I did when I first began. (6)	○	○	○	○

5. Indicate the level of importance each of the following play in your decision to remain in your current position.

Very important=1   Important=2   Somewhat important=3   Not at all important=4

	(1)	(2)	(3)	(4)
Convenience of school/district location (1)	○	○	○	○
Retirement benefits (2)	○	○	○	○
Salary (3)	○	○	○	○
Health benefits (4)	○	○	○	○
Job security (5)	○	○	○	○
Satisfaction of my job description or assignment (e.g. responsibilities, grade level, or subject area) (6)	○	○	○	○
Autonomy in my job (7)	○	○	○	○
Students (8)	○	○	○	○
Number of intrusions in my job (9)	○	○	○	○
Working for this school/district (10)	○	○	○	○
Workplace conditions (11)	○	○	○	○

Student discipline (12)

○ ○ ○ ○

Influence over policies and practices (13)

○ ○ ○ ○

Opportunities for leadership roles or professional advancement (14)

○ ○ ○ ○

Student assessment/school accountability (15)

○ ○ ○ ○

Support for preparing students for assessments (16)

○ ○ ○ ○

Opportunities for professional development (17)

○ ○ ○ ○

Opportunities for learning from colleagues (18)

○ ○ ○ ○

Social relationships with colleagues (19)

○ ○ ○ ○

Recognition and support from administrators (20)

○ ○ ○ ○

Safety of environment (21)

○ ○ ○ ○

Professional prestige (22)

○ ○ ○ ○

Procedures for performance evaluation (23)

○ ○ ○ ○

Manageability of workload (24)

⭕   ⭕   ⭕   ⭕

Ability to balance personal life and work (25)

⭕   ⭕   ⭕   ⭕

Availability of resources and materials/equipment for doing your job (26)

⭕   ⭕   ⭕   ⭕

General work conditions (27)

⭕   ⭕   ⭕   ⭕

Intellectual challenge (28)

⭕   ⭕   ⭕   ⭕

Sense of personal accomplishment (29)

⭕   ⭕   ⭕   ⭕

Opportunities to make a difference in the lives of others (30)

⭕   ⭕   ⭕   ⭕

6. Have you enrolled in graduate courses since the end of last year?

⭕   Yes (1)

⭕   No (2)

Skip To: 8 If Have you enrolled in graduate courses since the end of last year? = No
7. Which of the following best describes your enrollment in courses?

⭕   Individual courses (not part of a program leading to a degree or certificate) (1)

⭕   Master's degree granting program (2)

⭕   Education specialist or professional diploma program (at least one year beyond Master's level) (3)

⭕   Certificate of Advanced Graduate Studies Program (4)

○   Doctorate or professional degree granting (Ph.D., Ed.D., M.D., J.D., D.D.S) ? (5)

8. How long do you plan to remain in your current position?

○   As long as I am able (1)

○   Until I am eligible for retirement benefits from this job (2)

○   Until I am eligible for retirement benefits from a previous job (3)

○   Until I am eligible for Social Security benefits (4)

○   Until a specific life event occurs (e.g. parenthood, marriage) (5)

○   Until a more desirable job opportunity comes along (6)

○   Definitely plan to leave as soon as I can (7)

○   Undecided at this time (8)

9. In the last 12 months, have you applied for a job in attempt to leave the position?

○   Yes (1)

○   No (2)

10. Overall, how satisfied are you as an educator in this district?

○   Very satisfied (1)

○   Satisfied (2)

○   Somewhat satisfied (3)

○   Not at all satisfied (4)

○   Other (5)

11. How do you identify racially and/or ethnically?

Asian or Asian American, including Chinese, Japanese, and others (1)

Black or African American (2)

Hispanic or Latino, including Mexican American, Central American, and others

  (3)

White, Caucasian, Anglo, European American; not Hispanic (4)

American Indian/Native American (5)

Mixed; Parents are from two different groups (6)

Other (write in) (7)

Appendix I

Multigroup Ethnic Identity Measure
Phinney, J. (1992)

You are being asked to participate in a research study about how educators of color experience the racial disproportionality within the educator pipeline and schools. You were selected to be in the study because you self identify as being an educator of color or non-white educator. All educators of color from your district, including teachers and administrators, are being invited to participate in this survey. The survey should take you approximately 10-15 minutes to complete, depending on how much you choose to share. The online survey includes questions about your race, ethnicity or your ethnic group and how you feel about it or react to it. There are no direct benefits to you, but you may feel gratified knowing that you helped further work in this important area. In terms of risks, the survey may ask questions that you consider sensitive. If you don't wish to answer a question, you need not do so. The study may include risks that are unknown at this time. There is no payment or compensation for participating in this study. There are no costs to you associated with your participation. All reasonable efforts to keep your responses and your identity confidential will be made. The records of this study will be kept private. In any sort of report we may publish, we will not include any information that will make it possible to identify you. All electronic information will be secured using a password protected file. Please note that regulatory agencies, the Boston College Institutional Review Board, and Boston College internal auditors may review research records. Your participation is voluntary. If you choose not to participate it will not affect your relations with Boston College. You are free to withdraw or skip questions for any reason. There are no penalties for withdrawing or skipping questions. The lead researcher conducting this survey is Charles J. Drane III. For questions or more information concerning this research you may contact him at: dranec@bc.edu. The Boston College faculty advisor for this study is Lauri Johnson, lauri.johnson@bc.edu. If you have questions about your rights as a research participant, you may contact the Office for Research Protections, Boston College, at 617-552-4778 or irb@bc.edu. This study was reviewed by the Boston College Institutional Review Board and its approval was granted on [insert approval date]. If you agree to the statements above and agree to participate in this study, please press the "Consent Given" button below.

○   Consent Given (1)

1. Choose the phrase that best indicates how much you agree or disagree with each statement.
Strongly agree=1   Somewhat agree=2   Somewhat disagree=3   Strongly disagree=4

	(1)	(2)	(3)	(4)
I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs. (1)	○	○	○	○

I am active in organizations or social groups that include mostly members of my own ethnic group. (2)

○ ○ ○ ○

I have a clear sense of my ethnic background and what it means for me. (3)

○ ○ ○ ○

I think a lot about how my life will be affected by my ethnic group membership. (4)

○ ○ ○ ○

I am happy that I am a member of the group I belong to. (5)

○ ○ ○ ○

I have a strong sense of belonging to my own ethnic group. (6)

○ ○ ○ ○

I understand pretty well what my ethnic group membership means to me. (7)

○ ○ ○ ○

In order to learn more about my ethnic background, I have often talked to other people about my ethnic group. (8)

○ ○ ○ ○

I have a lot of pride in my ethnic group. (9)

○ ○ ○ ○

I participate in cultural practices of my own group, such as special food, music, or customs. (10)

○ ○ ○ ○

I feel a strong attachment towards my own ethnic group. (11)

○ ○ ○ ○

I feel good about my cultural or ethnic background. (12)   ○   ○   ○   ○

2. My ethnicity is:

○   Asian or Asian American, including Chinese, Japanese, and others (1)

○   Black or African American (2)

○   Hispanic or Latino, including Mexican American, Central American, and others
       White, Caucasian, Anglo, European American; not Hispanic (3)

○   American Indian/Native American (4)

○   Mixed; Parents are from two different groups (5)

○   Other (write in) (6)

2b. Your ethnicity:

_____

3. My father's ethnicity is:

○   Asian or Asian American, including Chinese, Japanese, and others (1)

○   Black or African American (2)

○   Hispanic or Latino, including Mexican American, Central American, and others
       White, Caucasian, Anglo, European American; not Hispanic (3)

○   American Indian/Native American (4)

○   Mixed; Parents are from two different groups (5)

○   Other (write in) (6)

3b. Your father's ethnicity:

4. My mother's ethnicity is:

○   Asian or Asian American, including Chinese, Japanese, and others (1)

○   Black or African American (2)

○   Hispanic or Latino, including Mexican American, Central American, and others
       White, Caucasian, Anglo, European American; not Hispanic (3)

○   American Indian/Native American (4)

○   Mixed; Parents are from two different groups (5)

○   Other (write in) (6)

4b. Your mother's ethnicity:

Appendix J

Interview Protocol for Pre-service, Recruiting and Hiring

Opening Reminders
Opening reminders of practices we will remember when collecting information in the interview.
- We will be recording this interview.
- At any time of this interview you can request that I turn off the recording device.
- After collecting our data we will ensure that schools and/or leaders are not being identified individually.
- The data we collect from this research project will eventually be shared with your central office. However, at no time will your individual responses be shared with anyone in central office or your district's school committee.
- All interview questions are optional.
- At any time during the interview you can request to end the interview.

Introduction Questions
- Tell me/us about your role.
- How many years have you been in this role?
- What led you to your current position?
- What inspires you in this role?
- What do you find challenging in this role?
- This research focuses on the experience of educators of color. Do you feel comfortable identifying your race and/or ethnicity? If so, how do you identify racially and/or ethnically?

Questions for educators of color:

1. What path did you take to the field of education (i.e. university school of education, from the workforce, from an alternative certification program such as Teach for America)?

(Questions 2 - 6 are only for those who came from the university school of education path.)

2. How did your teacher education shape the educator you are today?

3. How would you describe the racial makeup of your school of education?

4. How, if at all, did your teacher education program address issues of race or culture?

   Prompt: Did you learn about specific strategies or curriculum for working with students of diverse racial and cultural backgrounds? If not, why not?

5. Were you required to pass an exam (such as Praxis I) in order to enroll in the school of education? If yes, how did you find the exam? How many attempts did it take for you to pass?

   Prompt: If MTEL was not mentioned, probe about experiences on the MTEL.

6. How would you describe the climate and your sense of belonging in the school of education?

   Prompt: If race was not discussed, probe about how race played into belonging.

7. How did you experience the recruitment and hiring process for Cityside?

   Prompt: How did you learn about the job opening?

   Prompt: If you attended a job fair, please describe this experience.

   Prompt: What factors contributed to your decision to apply?

   Prompt: Please explain the interview process (including hiring committee makeup, questions asked, number and types of rounds, etc.) in as much detail as possible.

   Prompt: What factors contributed to your decision to accept the job offer?

   Prompt: How, if at all, did the racial composition of the teaching force impact your decision to apply to Cityside and/or accept the job?

8. How did you prepare for the interview process?

   Prompt: Were there choices you made about your physical and/or oral presentation? If Yes, please describe.

   Prompt: How, if at all, did your race impact your physical and/or oral presentation?

9. What is your perception of Cityside's efforts to hire and support teachers and administrators of color?

   Prompt: Can you describe an instance when a job applicant's ethnicity/race made a difference (good or bad) during the recruiting and hiring process in Cityside?

10. Would you like to share any other relevant information?

Appendix K

Interview Protocol for Administrators: Recruiting and Hiring

Opening Reminders
Opening reminders of practices we will remember when collecting information in the interview.
- We will be recording this interview.
- At any time of this interview you can request that I turn off the recording device.
- After collecting our data we will ensure that schools and/or leaders are not being identified individually.
- The data we collect from this research project will eventually be shared with your central office. However, at no time will your individual responses be shared with anyone in central office or your district's school committee.
- All interview questions are optional.
- At any time during the interview you can request to end the interview.

 Introduction Questions
- Tell me/us about your role.
- How many years have you been in this role?
- What led you to your current position?
- What inspires you in this role?
- What do you find challenging in this role?
- This research focuses on the experience of educators of color. Do you feel comfortable identifying your race and/or ethnicity? If so, how do you identify racially and/or ethnically?

Questions for administrators directly involved with hiring process:

1. What level of priority does Cityside give to hiring and recruiting educators of color?

    Prompt: (If high priority . .) What motivates you and/or Cityside to make this a priority?

2. Please describe the recruiting and hiring practices and policies utilized by your school/Cityside.

    Prompt: Please include a detailed description of the interview process (including hiring committee makeup, questions asked, number and types of rounds, etc.).

    Prompt: Which, if any, of these practices and policies are in place specifically to support the recruiting and hiring of educators of color. Please explain.

    Prompt: Which of these practices and policies do you believe to be the most effective for engaging candidates of color? Why?

3. Please describe your school's/Cityside's recruitment materials available to job applicants (e.g. brochures, website information).

Prompt: Which, if any, of these recruitment materials are designed and/or created to intentionally attract candidates of color? Please explain.

4. What are the characteristics of your school/Cityside that you believe candidates of color find the most attractive?

5. Please describe any anti-bias/diversity training that you have had.

Prompt: What year did training take place? Who sponsored it?

6. How, if at all, has this anti-bias/diversity training informed your hiring and/or recruiting efforts for your school/Cityside?

7. How successful do you feel that your school/Cityside has been in recruiting and hiring educators of color.

Prompt: What does your school/Cityside need to do differently to increase success?

8. Does your school/Cityside have any recruiting/hiring documents that I could access?

9. Do you believe that teachers are better prepared for the profession if they come from university teacher education programs, the workforce, or alternative programs (like Teach for America, for example)? Why?

10. Would you like to share any other relevant information?

Appendix L

Interview Protocol for Student Discipline and Student Impact

Opening Reminders

Opening reminders of practices we will remember when collecting information in the interview.
- We will be recording this interview.
- At any time of this interview you can request that I turn off the recording device.
- After collecting our data we will ensure that schools and/or leaders are not being identified individually.
- The data we collect from this research project will eventually be shared with your central office. However, at no time will your individual responses be shared with anyone in central office or your district's school committee.
- All interview questions are optional.
- At any time during the interview you can request to end the interview.

 Introduction Questions
- Tell me/us about your role.
- How many years have you been in this role?
- What led you to your current position?
- What inspires you in this role?
- What do you find challenging in this role?
- This research focuses on the experience of educators of color. Do you feel comfortable identifying your race and/or ethnicity? If so, how you identify racially and/or ethnically?

Student Discipline:

1. Tell me about the discipline system in your district.

    Prompt: Does the district use any alternative discipline practices, such as a restorative justice approach or progressive discipline?

    Prompt: How does the district collaborate, if at all, with families to improve student behavior?

2. How, if at all, does the administrative team review discipline cases to look for patterns or trends?

    Prompt: Does the team consider race/ethnicity of the disciplinarian and the student when evaluating discipline data?

3. Do teachers of color and White teachers assess students' behavior differently? If so, how? How, if at all, does the district's code of conduct affect different racial groups of students?

    Prompt: Does the discipline code reflect an understanding of students with different cultural backgrounds and belief systems? (The "braid/hair extension" controversy at a charter school.)

Prompt: Do you work to understand the student's cultural background when providing him/her with due process?

4. Do you see any disparity in the rate or severity of discipline consequences assigned to students?

Prompt: Do you see a difference in the rate at which Black students are disciplined in relation to their White peers?

Prompt: Do students receive similar consequences for displaying similar types of behavior?

5. Do you have any concerns about the distribution of exclusionary discipline practices in this district?

Prompt: Are Black students assigned suspensions or expulsions at a higher rate when compared to their White peers?

Impact on Students:

6. Does your race or ethnicity impact the students in your classroom / school / district? If so, how?

Prompt: In what ways do you think your racial/ethnic identity drives the strategies you employ to teach/lead?

Prompt: How, if at all, has your racial/ethnic identify impacted cultural biases in the classroom/school/district?

7. Has race ever come up in your teaching experience? Tell me about it.

Prompt: Has that impacted how you teach?

Prompt: What did you learn from that experience?

8. Does your school/district talk about race? If not, why not?

Prompt: How does it impact your teaching?

Prompt: What changes would you like to see in your schools/district?

9. How, if at all, does the fact you are a teacher of color influence your relationships with students of color? With White students?

Appendix M

Interview Protocol for Evaluation and Job Satisfaction

Opening Reminders

Opening reminders of practices we will remember when collecting information in the interview.
- We will be recording this interview.
- At any time of this interview you can request that I turn off the recording device.
- After collecting our data we will ensure that schools and/or leaders are not being identified individually.
- The data we collect from this research project will eventually be shared with your central office. However, at no time will your individual responses be shared with anyone in central office or your district's school committee.
- *Interview focus:* This interview will focus on your experiences with the evaluation process and overall job satisfaction.
- All interview questions are optional.
- At any time during the interview you can request to end the interview.

 Introduction Questions
- Tell me/us about your role.
- How many years have you been in this role?
- What led you to your current position?
- What inspires you in this role?
- What do you find challenging in this role?
- This research focuses on the experience of educators of color. Do you feel comfortable identifying your race and/or ethnicity? If so, how you identify racially and/or ethnically?

Focus Questions

Evaluation Process

1. Please describe the evaluation process for this district.

2. How has the evaluation process impacted your growth and development as an educator? (Please, give examples)

3. What, if anything, would you change about the process?

4. How would you describe the impact, if at all, of your race/ethnicity on how you have been evaluated?

Job Satisfaction and Retention

1. How would you describe your overall job satisfaction?

   Prompt: What other factors contribute to your job satisfaction?

2. What, if anything, could improve your job satisfaction?

3.   How do you think your race and/or ethnicity impacts your job satisfaction?

4. How long do you plan to work for the identified school district and in what capacity?

Closing Question and Remark
Is there anything else you would like to add regarding your experience as an educator of color within the school district?

Thank you for taking time to participate in our research. We value your input.

Appendix N

Educator of Color Consent Form

BOSTON COLLEGE
Lynch School of Education
Professional School Administrator Program

Research Study: Racial Disproportionality as Experienced by Educators of Color
Lead Researcher: Charles J. Drane III

Individual Consent Form

Introduction:
  You are being asked to participate in a research study about how educators of color experience the racial disproportionality within the educator pipeline and schools. You were selected to be in the study because you self-identified to participate in the research study as an educator of color who works within the district. Please read this form. You may ask any questions that you have before you agree to be in the study.

Purpose of Study:
  The purpose of this single site case study is to explore and understand the experiences of educators of color in light of the persisting racial disproportionality within the educator pipeline and schools in a Massachusetts district. The educator pipeline refers to the preparation, recruitment, professional experiences related to students and colleagues, and retention of educators. Specifically, we will consider the experience of educators of color and their perceptions related to pre-service programs, recruitment and hiring, student discipline, their racial/ethnic identity as it impacts students, evaluation, and job satisfaction.
  The research will be conducted in Cityside Public Schools [pseudonym] where 24% of its staff are educators of color. The staffing racial and ethnicity demographics do not reflect its student population which is 60% students of color. Faculty and administrators of color within this district will be invited to participate in this research, between 18-24 respondents will be self-identified to participate in semi-structured interviews. Additional building and district level administrators, including the Superintendent of Schools, Deputy Superintendent, Assistant Superintendents, Business/Finance Manager, Director of Human Resources, and Principals may be interviewed to address questions related to an area of the educator pipeline identified in this study.

What Will Happen in the Study:
  If you agree to be in this study, you will be asked to participate in one semi-structured interview facilitated by one or two of the researchers and complete a short survey. The survey, called the Multigroup Ethnic Identity Measure (MEIM), will only be used to provide context for

the interviewer and will not be shared with anyone outside of the research team. This interview will last up to one hour and take place in a mutually agreed upon location. It will be recorded.

Risks and Discomforts of Being in the Study:

There are no expected risks, however, there is a possibility that participants may share experiences that trigger discomfort or negative emotions. Participants will be reminded that they can choose not to answer a question for any reason and end the interview at any time. Thus, participants can choose not to reveal information that they feel is sensitive or uncomfortable. This study may include risks that are unknown at this time.

Benefits of Being in the Study:

The purpose of this single site case study is to explore and understand the experiences of educators of color in light of their persisting racial disproportionality within the educator pipeline and schools in a Massachusetts district. The participants may derive some benefit from having the opportunity to discuss and reflect on their experiences and perceptions of racial disproportionality within the district. Further, the district may benefit from the information gleaned from the interviews and information gathered during this study. However, no benefit to the participants can be assured.

Payments:

There is no payment or compensation for participating in this study.

Costs:

There is no cost to you to be in this research study.

Confidentiality:

Participants' identity will remain anonymous throughout the research and reporting of this study. The records of this study will be kept private. In any sort of report we may publish, we will not include any information that will make it possible to identify you. All electronic information will be coded and secured using a password-protected file, this includes transcripts of interviews. Audio files will be deleted upon the completion of this study.

Mainly just the researchers will have access to information; however, please note that a few other key people may also have access. These might include the Institutional Review Board at Boston College and internal Boston College auditors. They have the right to review the research records.

Choosing to be in the Study and Choosing to Quit the Study:

Choosing to be in this study is voluntary. If you choose not to be in this study, it will not affect your current or future relations with the Cityside Public Schools [pseudonym] or Boston College. You are free to quit at any time, for whatever reason.

Getting Dismissed from the Study:

The researcher may dismiss you from the study at any time for the following reasons: (1) it is in your best interests (e.g. your identity cannot remain anonymous), or (2) you have failed to comply with the study rules.

Contacts and Questions:

The lead researcher conducting this study is Charles J. Drane III (dranec@bc.edu). The Boston College faculty advisor for this study is Lauri Johnson, lauri.johnson@bc.edu. For questions or more information concerning this research you may contact the lead researcher via email.

If you have any questions about your rights as a person in this research study, you may contact: Director, Office for Research Protections, Boston College at (617) 552-4778, or irb@bc.edu

Copy of Consent Form:
You will be given a copy of this form to keep for your records and future reference.

Statement of Consent:
I have read (or have had read to me) the contents of this consent form. I have been encouraged to ask questions. I have received answers to my questions. I give my consent to be in this study. I have received (or will receive) a copy of this form.

Signatures/Dates
Study Participant (Print Name): _____ Date _____

Participant's Signature: _____ Date _____

Witness/Auditor (Signature): _____Date _____

Appendix O

Building or District Level Administrator Consent Form

BOSTON COLLEGE
Lynch School of Education
Professional School Administrator Program

Research Study: Racial Disproportionality as Experienced by Educators of Color
Lead Researcher: Charles J. Drane III

Individual Consent Form

Introduction:
      You are being asked to participate in a research study about how educators of color experience the racial disproportionality within the educator pipeline and schools. You were selected to be in the study because you are a building or district level administrator. Please read this form. You may ask any questions that you have before you agree to be in the study.

Purpose of Study:
      The purpose of this single site case study is to explore and understand the experiences of educators of color in light of the persisting racial disproportionality within the educator pipeline and schools in a Massachusetts district. The educator pipeline refers to the preparation, recruitment, professional experiences related to students and colleagues, and retention of educators. Specifically, we will consider the experience of educators of color and their perceptions related to pre-service programs, recruitment and hiring, student discipline, their racial/ethnic identity as it impacts students, evaluation, and job satisfaction.
      The research will be conducted in Cityside Public Schools [pseudonym] where 24% of its staff are educators of color. The staffing racial and ethnicity demographics do not reflect its student population which is 60% students of color. Faculty and administrators of color within this district will be invited to participate in this research, between 18-24 respondents will be self-identified to participate in semi-structured interviews. Additional building and district level administrators, including the Superintendent of Schools, Deputy Superintendent, Assistant Superintendents, Business/Finance Manager, Director of Human Resources, and Principals will be interviewed to address questions related to an area of the educator pipeline identified in this study.

What Will Happen in the Study:
      If you agree to be in this study, you will be asked to participate in one semi-structured interview facilitated by one or two of the researchers. This interview will last up to one hour and take place in a mutually agreed upon location. It will be recorded.

Risks and Discomforts of Being in the Study:

There are no expected risks, however, there is a possibility that participants may share experiences that trigger discomfort or negative emotions. Participants will be reminded that they can choose not to answer a question for any reason and end the interview at any time. Thus, participants can choose not to reveal information that they feel is sensitive or uncomfortable. This study may include risks that are unknown at this time.

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The purpose of this single site case study is to explore and understand the experiences of educators of color in light of their persisting racial disproportionality within the educator pipeline and schools in a Massachusetts district. The participants may derive some benefit from having the opportunity to discuss and reflect on their experiences and perceptions of racial disproportionality within the district. Further, the district may benefit from the information gleaned from the interviews and information gathered during this study. However, no benefit to the participants can be assured.

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There is no payment or compensation for participating in this study.

Costs:

There is no cost to you to be in this research study.

Confidentiality:

Participants' identity will remain anonymous throughout the research and reporting of this study. The records of this study will be kept private. In any sort of report we may publish, we will not include any information that will make it possible to identify you. All electronic information will be coded and secured using a password-protected file, this includes transcripts of interviews. Audio files will be deleted upon the completion of this study.

Mainly just the researchers will have access to information; however, please note that a few other key people may also have access. These might include the Institutional Review Board at Boston College and internal Boston College auditors. They have the right to review the research records.

Choosing to be in the Study and Choosing to Quit the Study:

Choosing to be in this study is voluntary. If you choose not to be in this study, it will not affect your current or future relations with the Cityside Public Schools [pseudonym] or Boston College. You are free to quit at any time, for whatever reason.

Getting Dismissed from the Study:

The researcher may dismiss you from the study at any time for the following reasons: (1) it is in your best interests (e.g. your identity cannot remain anonymous), or (2) you have failed to comply with the study rules.

Contacts and Questions:

The lead researcher conducting this study is Charles J. Drane III (dranec@bc.edu). The Boston College faculty advisor for this study is Lauri Johnson, lauri.johnson@bc.edu. For questions or more information concerning this research you may contact the lead researcher via email.

If you have any questions about your rights as a person in this research study, you may contact: Director, Office for Research Protections, Boston College at (617) 552-4778, or irb@bc.edu

Copy of Consent Form:

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Statement of Consent:

I have read (or have had read to me) the contents of this consent form. I have been encouraged to ask questions. I have received answers to my questions. I give my consent to be in this study. I have received (or will receive) a copy of this form.

Signatures/Dates

Study Participant (Print Name): _____ Date _____

Participant's Signature: _____ Date _____

Witness/Auditor (Signature): _____ Date_____