Spring 5-16-2019

Finding Umoja: Reimagining Mentoring of New Black Teachers

Hyacinth Wood
hwood@arcadia.edu

Finding Umoja: Reimagining Mentoring of New Black Teachers

A DISSERTATION PRESENTED

by

Hyacinth Natalie Wood

Submitted to the Faculties of Arcadia University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

August 15th, 2019

College of Education

Educational Policy and Leadership

ACKNOWLEDGEMENTS

First and foremost, I would like to thank God through whom ALL things are possible. I would also like to thank my committee of education warrior women, Dr. Kira Baker-Doyle, Dr. Sonia Rosen and Dr. Priscilla Jeter-Isles. Your guidance, willingness to push me to think deeper, willingness to listen to my voice and support throughout this process was invaluable. You make me proud to join you as an education warrior woman.

To my husband Andrew, thank you for motivating me to soar to new heights without fear or hesitation. To my children, Cassandra, Devon and Andrew Jr., you teach me every day how to be a better person, better mom, better educator. All that I do is to show you how important it is to follow your passion and to be true to yourself. Cassandra, I cannot wait to see your contribution to the field of education as a 4th generation educator. Devon, allow your art to guide you. Know how talented you are and appreciate it. AJ thank you for waiting up for me many nights when I came home late with a cup of tea ready. As I have said to you all each night: Te amo con todo mi corazón y alma.

To my Principal, Jury Segers, my colleagues Marc Wilson, Michelle Wilson, Anneshia Lyttle, Lori Harris, Kamau Blakeney and Ira Bond, thank you for your support throughout this process, for opening the building on weekends so that I could work in a quiet space, for all of the cups of tea, lunches and sometimes dinner. Without your support, especially reminding me that the light was at the end of the tunnel, I would not be at this stage. I especially love the conversation that does not seem to ever end on the importance of education for our children of color. I love you all and appreciate the love and support you showed me.

To Suehela, the barista at Starbucks in Chestnut Hill, thank you for my many cups of passion tango lemonade iced tea! You kept me fed and allowed me to close Starbucks most nights with you so that I could continue to work with free WIFI. I am so proud that you decided to go back to school to become an educator.

Finally, to Ms. Barnes and Dr. Geraldine Twitty, thank you for being two of the best educators ever and for inspiring me to follow your path.

Abstract

In the United States approximately 20% of new teachers leave within the first 3 years (Hayes, 2004 and Henke et al., 2000), and within 5 years up to 50% leave the profession (Ingersoll, 2003). Attrition rates were highest in urban schools and schools serving low-income and minority students leading to an inequitable distribution of quality and experienced teachers (Lankford et al., 2002, OECD, 2005 and Provasnik & Dorfman, 2005a).

The purpose of this study was to reimagine mentoring as a part of the induction program, the Umoja Model, to support new Black teachers as they join urban educational environments. This qualitative study was conducted over five months. An action research framework in conjunction with grounded theory framework was used to understand what was happening to and with new Black teachers in an urban school. Using face-to-face interviews, observations and collected artifacts, an understanding of the supports necessary to reduce the attrition of new Black teachers from urban schools was sought. Attributes necessary for participation included Black teachers who were novice, 1 to 3 years teaching in the urban school.

The data collected in this study showed that participants required four things in order to have a successful first year: consistency, personal connections, affirmation of their racial identity and experiences, and self-care. These themes contributed to the development of a reimagined mentoring program called the Umoja Model, which included two components: 1) best-fit mentorship; and 2) an induction program specifically tailored to new Black teachers.

TABLE OF CONTENTS

LIST OF TABLES

Table Page

LIST OF FIGURES

CHAPTER 1

Introduction

The No Child Left Behind Act (NCLB) was signed in 2002 by then President George W. Bush. One intention of this act was to provide highly qualified teachers in each classroom across America. Since the signing of this act 17 years ago, schools and school districts have witnessed rapid teacher turnover, especially in urban settings where the average student is not having their academic needs met. According to the Harris Poll report of the top ten prestigious professions, teaching remains number ten, closely matched with architecture and the priesthood. The turnover rate for teachers was consistently higher than many other occupations in the nation, and this factor drove the inability to maintain high-quality teachers in the classroom (Goldring, Taie, & Riddles, 2014; Ingersoll & May, 2011; Ingersoll, 2001). Teacher attrition had far-reaching implications that contributed to the success of schools and students on varying levels and can be correlated with the amount of support received in the new learning environment.

Research Problem

Many teachers, administrators, and stakeholders in urban settings viewed their school's increasing turnover rate as a problem. Teacher turnover is twice as high in under-resourced schools than in affluent schools and the most prominent reason for departure is not retirement, but a feeling of dissatisfaction, isolation and general lack of support. For schools, balancing the key vacancies was a constant struggle as schools worked diligently to attract and maintain Black teachers in urban schools (Goldring, Taie, & Riddles, 2014; Ingersoll & May, 2011; Darling-Hammond & Sykes, 2003; Ingersoll, 2001). Nationally, this turnover has been occurring for at least three decades. School administrators in urban schools acknowledged that Black teachers

provided more than academic support, for their students and the communities they served, they functioned as “multicultural navigators” (Carter, 2005, p.5; Achinstein & Aguirre, 2008). Thus, the need to attract and retain Black educators is all the more imperative.

Frankenberg, Taylor and Merseth (2010) stated that urban schools were called ‘revolving doors’ for new teachers. While the actual number of teachers who left the urban school fluctuated annually, some estimates revealed that nearly one-third of all new teachers left the profession within five years (Gray & Taie, 2015; Ingersoll & Connor, 2009; Darling-Hammond, 2003; Hanushek, Kain, & Rivkin, 1999). Other research indicated that 50% of beginning teachers left urban schools within their first three years (Neild, Useem, Travers, & Lesnick, 2003). Such attrition rates, especially of academically successful teachers working with underserved populations, posed substantial problems for urban schools and students (Kokka, 2016; Madkins, 2011; Frankenberg, Taylor and Merseth, 2010). In addition to the effect on the student, this attrition negatively impacted the financial state of the school and school district. Replacing and training new teachers repeatedly proved to be extremely expensive to both the school and district.

Academically, the instructional quality, resources, stability, and curricular coherence of these schools suffered because teacher turnover exacted instructional, financial, and organizational costs on the schools and/or districts that were exited (S.M. Johnson, Berg, & Donaldson, 2005; Shields, Humphrey, Wechsler, Riehl, Tiffany-Morales, Woodworth, Young, & Price, 2001). The National Commission on Teaching & American’s Future estimated that nationally $7.34 billion were spent each year replacing teachers (Barnes, Crowe, & Schaefer, 2007). As urban schools transitioned teachers more often than suburban schools, this was reduction became especially relevant to the Black student, who has been disproportionately

represented in urban public schools. Downey, Von Hippel, & Hughes (2008) explained this frame of thought when they stated "attaining stability in staffing was especially important for low-income students, who were dependent on their teachers for more than the academic support, but also the emotional and mental stability having a teacher that looks like them brings" (p.255).

The urban school has become synonymous with minority students. Racially, the students in urban schools continued to be predominantly Black. However, the racial composition of their teachers continued to be predominantly White. Data collected by the US Department of Education (2014), showed that in the fall 2011, among full-time instructional faculty whose race/ethnicity was known, 79% were White, 6% were Black, and 4% were Hispanic. For some this may not be a concern, however, for students of color the connectivity with teachers may be lacking. Levine (2010) shared that many students of color are learning from a predominantly White teaching force and do not have the same connection with their teachers.

According to Ogbu (1988), given the long history of discrimination and racism in the schools, involuntary minority children and their families were often distrustful of the education system. *Involuntary minority children* are defined as members of an ethnic group who were brought to the United States against their will or tend to manifest oppositional secondary differences with the dominant culture. For them, repeated teacher turnover circumvented the kind of community needed to build sustained, trustful relationships among teachers, students, and families. Simon & Moore-Johnson (2015) concluded that when new teachers repeatedly taught new students, the students paid a substantial price year after year in the quality of instruction they received. This correlation was made as students were not able to form a strong bond with teachers who participated in the revolving door and therefore stymied the students' academic ability to grow. Accordingly, disruptions in instructional continuity resulted in "less

comprehensive and unified instructional programs" for students, and this directly affected their learning (Guin, 2004; Allensworth et al., 2009; Balu et al, 2009-2010; Ingersoll, 2001; Rondfeldt et al., 2013; Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2006, p.57). Gordon (2002), posed that African American teachers familiar with the high standards that Black youth were held to prior to desegregation of schools struggled with the sense of hopelessness and irrelevance of education in the lives of many young people. Learning for Black students was a social construct where they were more likely to succeed when they had teachers who met their academic, psychological, social and emotional needs (Villegas & Irvine, 2009; Villegas & Lucas, 2004; Mitchell, 1998).

Recruitment and retention of new teachers who were committed to remain in urban schools was of great importance as the number of students of color in urban schools increased while the number of Black teachers in urban schools decreased. Although there were many ways to differentiate commitment, this research focused on the supports that were necessary for new Black teachers to want to remain in urban schools. As a result of the study, and with the knowledge in hand, it is maintained here that recruiting and retaining new and effective Black teachers can be achieved.

According to America's Future (2003), the answer to solving the "hard-to-staff" school issue was embedded in the survivability of new teachers and retention of teachers. Teacher turnover was most pronounced in urban schools with larger numbers of "poor and minority students" (p.387). This revolving door affected both the student and the school community. As teachers moved through this revolving door, a teacher's commitment to the profession and the school community came into question.

The literature defined a *committed teacher* as an individual who believes in the values and goals of his or her work, actively wanted to be affiliated with his or her work, and worked beyond the minimal expectations required of the job description (Firestone & Pennell, 1993; Park, 2005). The research also showed that "committed teachers" felt that their work had a "special meaning and importance" (Firestone & Pennell, 1993, p.491) and that there were differing levels of commitment. Committed teachers were more likely to perform at higher levels in their schools and classrooms. They were less likely to miss school, and more likely to deliver high quality instruction (Elliott & Crosswell, 2001). Although, while there were many committed teachers, the lack of resources, support and appreciation caused even the committed teachers to halt. For new teachers, who were full of energy and who wanted to make a change in the norm, it was difficult to bring that energy and be stopped by a 'wall of indecision' by administration and/or felt alienated in the new environment. Ingersoll (2001) found that:

> School staffing problems were neither synonymous with, nor primarily due to, teacher shortages in the conventional sense of a deficit in the supply of teachers. Rather, this study suggested that school staffing problems are primarily due to excess demand resulting from a 'revolving door' – where large numbers of teachers depart their jobs for reasons other than retirement. (p.9)

There were several factors that caused teachers to leave their current school or the profession. The poor working conditions found in many schools negatively affected new teachers. They needed mentoring, supports in curriculum guidance, held unsuitable teaching assignments, received poor leadership, and lack of clarity throughout the hiring process (Frankenberg, Taylor and Merseth, 2010). Teachers who remained in the profession but not in the urban schools, tended to move to suburban schools where the students were White and not poor. According to Hanushek et al. (2004), when teachers transferred, they sought out schools with fewer academically and economically disadvantaged students. In addition, teachers who

were in schools that had strong leadership embraced relationships that were collegial and reflected the culture of the students and community. Thus they had a better experience and were more likely to remain in their environment (Brown & Wynn, 2009; Griffith, 2004; Grissom, 2011; Moir, 2009; Petzko, 2004). Marshall and Oliva (2006) stated,

> Educators carry primary responsibility for constructing loving, responsive, integrated school environments where all students can achieve. To be true leaders for social justice, we must remember that there are many ways to learn, know, teach and interact. When we as school leaders challenge what a school community accepts as normal, we open up new possibilities for community participation and empowerment for students, families and educators alike. (p.190)

It became crucial that teacher education programs adjusted how they recruited and prepared Black teachers for teaching assignments in the urban setting. While it was clear that teachers in education preparation programs were there to be trained to be effective academic teachers, it was not clear that all teachers can be taught how to teach from a cultural lens. The literature revealed that minority teachers were particularly adept at motivating and engaging minority students because they often brought knowledge of student background to the classroom that enhanced students' education experiences via a culturally responsive pedagogy (Mitchell, 1998; Villegas & Irvine, 2010; Achinstein & Ogawa, 2011 Gomes & Rodriguez; Kohli, 2009; Mabokela & Madsen, 2007).

Kennedy (1991) encapsulated the effectiveness of teacher education programs in addressing the lack of effective programming experienced by pre-service potential teachers:

> Almost all the programs we studied, at every level, included courses designed to help teachers better understand the cultures of various groups they might eventually teach. However, these courses did not enhance teachers' ability to teach children who are members of these different groups. Despite a variety of attempts to prepare them for diverse students, few teachers and teacher candidates in our sample could move beyond the two contradictory moral imperatives of teaching – that teachers should treat all children equally and that they should individualize. (p.15)

Teachers who did not have preparation programs that effectively prepared them for meeting diverse students had difficulty bridging the cultural gap of their students. It is important for pre-service teachers to experience being in an urban setting prior to completion of their teacher education program in order to transition smoothly into urban schools. Conaway et al. (2007) found that stereotypical thinking and lowered expectations for urban students changed considerably during a 4-year program as a result of diverse field experiences. Andrews (2009) found that in two sections of a multicultural education course, tutoring in an urban community organization made pre-service teachers more motivated to teach in urban schools. Kirchhoff and Lawrenz (2011) explained that there were a few factors for teachers who chose to teach and stay in high poverty schools: field placements and student teaching in high need setting and coherent course work emphasizing high-need settings. The data collected in this study demonstrated that teachers determined to remain in urban settings often needed the support of colleagues and their administrative staff to feel successful. This support was in the form of an induction program, but more importantly, mentoring.

The goal of induction programs for new teachers was to support them: bridging the gaps between and among their teacher education program, their student teacher experience and, finally, their arrival in their own classroom. Many studies (Davis & Higdon, 2008; Everston & Smithey, 2000; Stanulis & Floden, 2009; Thompson, Paek, Goe, & Ponte, 2004; Gholam, 2018; Decesare, McClelland & Randel, 2017; Hudson & Hudson, 2016) suggested that more intensive mentoring and support from university-trained mentors was associated with a higher rate of using effective instructional practices among new teachers. In reviewing the research, Wilkinson (2009) found that effective mentoring provided the greatest impact on increasing teacher retention. However, without the benefits of an induction program, mentoring alone was not

sufficient support. Independently, mentoring or induction programs may have some success, but what was more likely was that both programs working in conjunction with each other provided the necessary supports and reduced the attrition rates of new Black teachers. In separate studies, Ghola, (2018), Leland and Murtadha (2011) and DeCesare, McClelland & Randel (2017) found that teachers needed experiences that helped them to become reflective and analytical about their practice. They needed to evaluate their own teaching in terms of how their interactions with children supported or impeded learning. Ingersoll and Smith (2004) introduced the three levels of induction that involves mentors, principal support and new teachers and collaboration. They showed with all of the above components working in conjunction with the other, provided better support for new Black teachers.

The query that remained was to determine if formal and informal mentoring programs changed the perspectives of new Black teachers teaching in urban settings. This study not only had new Black teachers participating in the school's prescribed induction program, but also adjusted the exposure of the teachers by adding components: namely texts, reflection, mentorship. These components became a necessity which led to a newly designed mentoring program -- the Umoja Model. The word *Umoja*, which translates to community described this program as Black teachers continued to yearn for community in their teaching environment. The major focal points for the participants that affected teacher satisfaction were support and collaboration with colleagues and support from the administrative team, both of which were tied to consistency in action and communication. For the administrative team the question became did they provide adequate support for new Black teachers or did they need to provide additional support for new Black teachers outside of the traditional induction programs provided for all new

teachers? In addition, for new Black teachers race still held a significant role in interactions with both students and colleagues.

Research Questions

Perceptions and responses of new Black teachers in an urban school in Philadelphia regarding school culture, classroom management, support, collegiality, mentoring and comfort level guided this inquiry. The practices new Black teachers arrived with in the new environment and the adjusted practices of the new Black teachers were examined and correlated to the relationships developed among new Black teachers, their students and colleagues. The researcher sought to find any issues faced by the new Black teachers that was different from the traditional new teacher, in their new environment through analysis of documents (surveys and journals), first-hand personal observations of participants and structured interviews. Responses of educational leaders in the urban school were used to promote school culture and collegiate relationships by providing time and allocating resources were also considered.

The following questions were the focus of this research:

<u>Central Question:</u>

- How can I use the experience of new Black teachers to design a mentoring/induction program that will help new Black teachers feel committed and able to remain in their school and profession?

<u>Sub-Questions:</u>

1. What opportunities and supports do new teachers have to collaborate with colleagues and what do these collaborations look like?

2. What opportunities and supports do new teacher have for daily or weekly reflection and how are new teachers engaging in critical reflection?
3. What opportunities and supports exist to provide new Black teachers with formal mentoring?
4. What opportunities and supports exist for new teachers to receive informal mentoring both inside and outside of the school for these teachers?
5. What role does race play for new Black teachers in their experience and their entry to the teaching profession?
6. How can induction programs/practices be used as a tool to retain Black teachers in urban schools?

Data collected in this study helped to determine how urban schools utilized the hiring process for selecting new teachers. In addition, data collected provided insight into the supports needed for new Black teachers in urban settings. This study revealed strategies educational leaders should use in order to guide the culture, atmosphere and priorities to support new Black teachers.

Context of the Study

Understanding how to support new Black teachers in urban settings will allow educational leaders, teacher education programs, individual schools and school districts reduce the rate of attrition of new Black teachers and thereby reinforce continuity and sustainability in the education for students of color. This study was completed in one school located in a large city. The school accepted students from all sections within the city limits and students were primarily enrolled based on a lottery system prior to the 9th grade. This lottery system allowed

for a variety of students, socioeconomically, to attend the school. Consistently, students of the school were ninety-nine percent African American.

While the composition of the school's student base was homogenous, the faculty of the school continued to be heterogeneous in nature. The faculty was not limited to residing within the city limits where they worked. Consequently, many of the staff commuted from outside of the city. The majority of the teachers in these schools were White and middle class. Issues emerged when teachers attempted to respond to the students in a culturally responsive manner, when the culture of the teacher did not match that of the student. However, Black teachers often had insight to the racial experiences of students of color and supported their effective navigation of structural barriers (Gomez & Rodriquez, 2011; Kohli, 2009; Makobela & Madsen, 2007). Although this school conducted its own induction program, turnover continued to be significant. The Umoja program examined maintained a base of the school's induction program while accenting other materials determined to be a necessity by the participants and a one-on-one mentor. As the program progressed, it was noted which components of the intervention were successful and or not, with the final product serving as the reimagined mentoring program, the Umoja Model.

Rationale for and Significance of the Study

Every child deserves to have a highly qualified teacher that wants to be in the classroom for more than a short period of time. As the rate of teacher attrition continued to increase, it was more likely that students had teachers that were not highly qualified as vacancies were filled more with 'bodies' than qualified, certified teachers (Clotfelter, Ladd & Vigdor, 2005; Rice, 2010). Converging demographic trends such as increased student enrollment and teacher retirements created a massive teacher shortage that necessitated a whole host of interventions

from peace corps-like recruitment strategies to alternative and emergency certification programs (Ingersoll, 2001b). While the academic success of students was not measured in this study, the relationship between new Black teachers and their students was examined as a determining factor for retention of new Black teachers.

Educational leaders acknowledged the drop in qualified Black teachers retuning to the community to teach but remain at a loss for recruiting and sustaining Black teachers. Cochran-Smith (1991) explained that teachers, especially novices, find few schools, few colleagues, few social supports, and little theory for going against the practices of conventional teaching. This process ended with teacher dissatisfaction and burnout, and caused new teachers to exit their new environment rapidly. The prominent question became was it more important to have 'bodies' (even unqualified) to fill vacancies than it was to have a minimal staff that was cohesive and capable of educating the students?

The findings of this study provided indicators by which educational leaders can implement supports for new Black teachers. As an educator with over 20 years of teaching and school leadership experience, I have worked with a variety of stakeholders including parents, students and other teachers. I have worked in different settings, urban and suburban, and with a myriad of students of all socio-economic classes and ethnicities. My view became focused on the inequities faced by the students of color in my community. At the time of this study my current teaching assignment allowed me the ability to investigate and examine the issues, such as support, relating to the impact of the survival of the new Black teacher past the novice.

Having had many roles in this learning community -- parent, researcher and educator -- my focus has been to support the students academically and socially in the urban school. The ultimate goal for this study was to utilize the data collected through research, observations and

participant feedback to provide the necessary supports needed for new Black teachers and increase their survivorship in urban schools via a mentoring program. Outside of the textbook knowledge that every child is entitled to, it is important to support and empower all students on their pathway to adulthood. As this path continued to be constructed in the classroom, it was important that the voices of those aiding the students resembled the students, not only aesthetically, but socioeconomically and empathetically.

Summary

This topic of attrition of teachers in the urban school setting has been widely discussed in the literature. However, only a limited number of studies have been performed addressing the effects of induction programs and practices on the survivorship/retention of Black teachers, primarily Black male teachers. Most of the available literature focused on the attrition of teachers and their education with an emphasis on the connection between a low-income family and lack of student achievement. Having researched the topic more deeply it became evident that new Black teachers needed collegial and administrative support for a successful transition to teaching.

This study focused on the needs of new Black teachers and the supports necessary for them to experience a long-term commitment to education in the urban setting. The research focused on the new Black teachers' ability to build connections with colleagues and administration and articulate when there was a need not being met so that they were able to grow in their pedagogical knowledge and classroom techniques. The data collected here concluded that in order for new Black teachers to be sustained and committed to remaining in the urban school in the new environment the following components must be obtained: consistent support from their colleagues and administrators, personal connections between the teacher and the school community, the practice self-care as a means of rejuvenation, and enhance the positive

role race had in their own growth and the growth of the school community. These learning strategies were embedded throughout the Umoja model of mentoring practices developed as a culminating product and not part of the school's induction program. As discussed in Chapter 2, referring and reflecting upon the literature back to the literature that accentuates the cause and effects of teacher attrition via the lens of critical race theory provided the researcher with guidance in this action research study.

CHAPTER 2

Literature Review

This review focuses on the current literature that address the importance of building and maintaining community and the impact of the lack of mentoring of new Black teachers in urban schools, the needs of new Black teachers for surviving in urban schools and the attrition their experience in urban schools. *Black* teachers are defined as teachers of African descent living in the diaspora. In addition, the impact of both formal and informal mentoring programs was discussed. *Urban* schools are defined as schools occurring as part of a city.

Recognition of Institutional Racism

It has been sixty-two years since the passing of *Brown v. Board of Education* (1954). This successful United States Supreme Court case recognized that maintaining separate schools for Black and White students was unequal and unconstitutional. With this decision, students were supposed to be able to have access to neighborhood schools and/or have available to them the resources afforded to others. While this decree made it illegal to separate students, new loopholes have afforded a legitimate separation. Funding for schools, teacher selection and student selection allowed for the segregation of students, and it can be extrapolated that based on the selection so has funding. This unequal funding created an academic chasm between students in urban schools and those who were not. In addition, it has been contended, the atmosphere of community in the learning environment and has been decimated for both the student of color and

the Black teacher. For instance, due to lack of funding, extended learning opportunities (before, after and weekend) have been cut.

> Many teachers of color work within institutions that despite serving majority students of color, continue to operate as sites of Whiteness, which means they are staffed by mostly White teachers and administrators, the curriculum mandates typically reify Eurocentric frames and the school culture espouses middle-class, White values. (Mattias & Liou, 2015; Sleeter, 2001; Feistritzer, 2011; Lopez, Magdaleno, & Reis-Mendoza, 2006; Calderon, 2014; Pérez Huber, Johnson, & Kohli, 2006; Olivos, 2006)

Inequalities in school funding have consistently relegated students of color to overcrowded, under-resourced schools, compared with their White peers (Borman & Dowling, 2008; Anyon, 2005; Oakes, Rogers, & Silver, 2004). Ladson-Billings and Tate (1995) discussed that school inequities are based on three central propositions: "1) race continues to be a significant factor in determining inequity in the U.S., 2) US society is based on property rights and 3) the intersection of race and property creates a tool through which we can understand social and school inequity" (p.48). Schools are fundamentally structured through Eurocentric hierarchies that inadequately frame people of color through deficits (Valencia, 1997, 2010; Yasso, 2005). Unless school leaders actively oppose institutional norms and practices of Whiteness, schools will continue to function as hostile racial climates not only to students of color but also to teachers of color, particularly those who try to disrupt the racial status quo (Kohli, 2016). Studies have shown that Black teachers who specifically enter urban school settings play a vital role in remedying racial disparities of achievement, due in part to their commitments and passions to teaching within urban schools (Villegas & Jordan Irvine, 2010; Achinstein & Ogawa, 2011), as well as extend the authentic feeling of community that allows them to reach the student by means learned outside of a textbook.

According to US Department of Education (2014), in fall 2011 nationally, among full-time instructional faculty whose race/ethnicity was known, 79% were White, 6% were black, and 4% were Hispanic. Students in urban schools were more likely to have a non-Black teacher than one of similar ethnic background. Black teachers often have insight to the racial experiences of students of color and can support their effective navigation of structural barriers (Gomez & Rodriquez, 2011; Kohli, 2009; Makobela & Madsen, 2007). In the United States, teachers of color were more likely to choose to work in urban schools that serve predominantly students of color, making their retention a potential strategy to resolve urban teacher shortages (Albert Shaker Institute, 2015; Borman & Dowling, 2008; Hanushek, Kain, & Rivkin, 2004; Ingersoll & May, 2011; Ingersoll et al., 2014).

Teacher turnover was twice as high in under-resourced schools than in affluent schools, and historically, the most prominent reason for departure was job dissatisfaction (Darling-Hammond & Sykes, 2003; Ingersoll, 2001). Urban public schools with high percentages of students from socioeconomically marginalized backgrounds in the United States suffered from high teacher turnover (Ingersoll, Merrill & Stuckey, 2014). Teachers of color also exhibited greater attrition rates than White teachers (Ingersoll et al., 2014; Ingersoll & May, 2011). The turnover rate for teachers of color has increased by 28 percent, from the late 1980's to 2009 (Ingersoll et al., 2014). Color blindness and *racial micro-aggressions* (subtle insults that can be verbal, nonverbal and or visual directed toward people of color often automatically or unconsciously) manifested as macro and micro forms of racism and take a toll on the professional growth and retention of teachers of color (Kohli, 2016).

The lack of support for new Black teachers in urban schools also attributed to the dissatisfaction felt and the need to leave. Ingersoll (2011b) described the effects of the revolving door on urban schools whose student population is majority students of color:

> School staffing problems are neither synonymous with, nor primarily due to, teacher shortages in the conventional sense of a deficit in the supply of teachers. Rather, this study suggested that school staffing problems are primarily due to excess demand resulting from a 'revolving door' – where large numbers of teachers depart their jobs for reasons other than retirement. (p. 5)

The crisis is critical in urban school districts, which historically suffered from a severe shortage of qualified teachers and typically filled vacancies with unlicensed teachers or full-time substitutes (Darling-Hammond, 1999; Ingersoll, 1995, 1999; Hanushek, Kain, & Rivkin, 2004; Simon & Johnson, 2015). Women had higher attrition rates earlier in their careers due to family lifestyle issues related to marriage and children rearing and the lack of support in creating a work/life balance. Younger teachers had a much higher turnover rate than their midcareer colleagues (Education Week, 2000). Converging demographic trends such as increased student enrollment and teacher retirements have created a massive teacher shortage that necessitated a whole host of interventions from peace corps-like recruitment strategies to alternative and emergency certification programs (Ingersoll, 2001b). Math, science, and special education teachers leave at higher rates than those in other academic fields. It was known that those who left teaching permanently tend to be men seeking increased opportunities in other fields (Murnane, 1996).

Efforts to recruit teachers of color were seldom accompanied by paradigm shifts to effectively train and support their specific needs (Kohli, 2016) like self-care, mentorship, and community building. This paradigm shift should have taken place in education programs in order to affect change according to Kohli. In the mid- to late- 1990s, CRT (Critical Race Theory) was

taken up by educational scholars to describe how schools, as institutions, functioned to affirm the racial status quo (Kohli). Given the current cultural gap between teachers and students, the growing population of students of color, and the recent decline in teachers of color, we saw a widening of the cultural gap (Achinstein, Ogawa, Sexton & Freitas, 2010). Incoming White teachers generally had minimal exposure to diversity in their own schooling experiences, and many had never even been inside urban or racially or linguistically diverse classrooms (Gilbert, 1997; Terrill & Mark, 2000). Teachers who had little previous knowledge of or experience with cultures other than their own had a lot to learn (Frankenberg, Taylor & Merseth, 2010). According to Darling-Hammond, Gurger, Shields, and Sutcher (2016), the rate of attrition experienced in high poverty, high minority schools can be related to teacher preparation, but must also took into account the specific needs of the teacher.

Many middle-class teachers, regardless of ethnic identity, resented working in low-income urban communities and were at a loss as to how to work with inner city youth (Gordon, 2002). When effective teachers had a choice in the school they taught, it became easier for schools to retain them as the culture of the school often matched their own. Regardless of academic or socioeconomic standing, students of color tend not to be encouraged to enter the teaching force by their own families and community members, including Black teachers (Gordon, 2002) since the passing of *Brown* vs. *The Board of Education*.

Advocates for diversifying the teacher workforce cited a “democratic imperative,” highlighting schools’ inability to serve the academic needs of students of color as evidenced in the achievement gap between White students and students of color (Haycock, 2001). Teachers of color produced more favorable academic results on standardized test scores, attendance, retention of advanced-level course enrollment, and college-going rates for students of color than

White colleagues (Clewell, Puma, & McKay, 2005; Dee, 2004; Ehrenberg & Brewer, 1995; England & Meier, 1986; Evank 1992; Hanushek, 1992; Hanushek, Kain, O'Brien, & Rivkin, 2005, Haycock, 2001; Klopfenstein, 2005; Villegas & Davis, 2008; Villegas & Irvine, 2009). This was attributed to the cultural connectivity between students of color and their Black teachers that may not be shared with a White teacher. This connectivity (*Umoja* - community) permeated the relationship shared with the teacher and school.

Teacher candidates' initial levels of commitment affected their decisions of whether and where to teach, and then continued to shape their early career decisions (Johnson & Birkeland, 2003; Quartz et al., 2003). Teachers who left high poverty schools were not fleeing their students. Rather, they were fleeing the poor working conditions that made it difficult for them to teach and for their students to learn (Allensworth et al., 2009; Boyd et al., 2011; Loeb, Darling-Hammond, & Luczak, 2005; Johnson et al., 2012; Ladd, 2011; Marinell & Coca, 2013) and included lack of support from colleagues and administration.

On average each year, high poverty public schools - especially those in urban areas lost 20% of their faculty (Ingersoll, 2004). Many schools serving America's neediest children lost over half of their teaching staff every five years. Papay, et al. (2017) reported high turnover rates amongst teachers in their first three years, with a percentage that ranged from 46% to 71%. Redding and Henry (2019) inferred that changes in the magnitude of turnover changed the ways in which teacher turnover was perceived and its implication for practice (p.205). For example, in New York City middle schools, 66% of teachers exited within five years of entry (Allensworth et al., 2009; Hemphill & Nauer, 2009, Marinell & Coca, 2013) as noted.

> Schools that had trouble retaining teachers also struggled to fill vacancies as they arose, contributing to a cycle of chronic turnover as principals who had trouble finding strong candidates were forced to settle for teachers who were not a good fit for their school. (Neild, Useem, Travers, & Lesnick, 2003)

High rates of turnover made it difficult for schools to attract and develop effective teachers and, as a result, low-income and minority students who attended so-called "hard-to-staff schools" were routinely taught by the least experienced, least effective teachers (Darling-Hammond, 2010; Borman & Dowling, 2008; Carroll, Reichardt, Guarino, & Mejia, 2000; Clotfelter, Ladd, Vidgor, & Wheeler, 2007; Hanushek et al., 2004; Ingersoll, 2001; Sanders & Rivers, 1996). Shallow applicant pools coupled with poor hiring practices lead to "mismatches," and subsequently, to more "dissatisfaction and turnover" (Liu, Rosenstein, Swan, & Khalil, 2008). Supporting the needs of new Black teachers assisted with curbing the constant churn of teachers through high-poverty schools, if students were to receive the education they deserved (Albert Shanker Institute, 2015; Ronfeldt et al., 2013).

School racial climate aligned with the perceived norms and values of race and racial diversity was measured across four dimensions: inter-racial interactions, stereotypes, equitable treatment and institutional support for positive racial climate (Byrd & Chavous, 2012). The number of interactions of people from different racial groups and the quality of that interaction served as an indicator of the school's racial climate for both students and teachers. Stereotypes or the beliefs and attitudes of the members of the school community also served as an indicator of school climate. Most large urban districts had high concentrations of poor students and students of color and many other urban and suburban-schools were becoming increasingly re-segregated by race and socioeconomic status in student population but not teacher population (Frankenberg, Taylor, & Merseth, 2010; Boykin & Noguera, 2011; Oakes, 2005; Burciaga, Perez Huber, & Solorzano, 2010; Orfield & Lee, 2005). Teachers of color who entered the profession for "humanistic" reasons chose to teach specifically in urban schools with students of color in order to serve as role models, to "raise the race," and to "give back" to the

community (Achinstein et al., 2010; Su, 1997; Dixson & Dingus, 2008; Villegas & Irvine, 2010; Achinstein & Ogawa, 2011). Research found teachers of color serve as "multicultural navigators" where they employed their multicultural capital to connect with students (Carter, 2005; Achinstein & Aguirre, 2008; Villegas & Irvine, 2010; Gomez & Rodriguez, 2011). Recruiting teachers who grew up in, currently live in, or student taught in the community, increased longevity in urban schools (Kokka, 2016) if coupled with support for the growth of that teacher.

A pattern of chronic turnover exacted instructional, financial, and organizational costs that destabilized learning communities, directly affected student learning (Achinstein et al., 2010; Allensworth et al., 2009; Balu, Beteille, & Loeb, 2009-2010; Guin, 2004; Ingersoll, 2001; Johnson et al., 2005; Rondfeldt et al., 2013) and the surrounding community. In a school with few experienced teachers, the human capital necessary to effectively mentor new teachers may simply not exist (Loeb, 2005) forcing mentorship of more than one new teacher, or none. The National Commission on Teaching & American's Future (2012) estimated that nationally, $7.34 billion are spent each year replacing teachers (Schaefer, 2007; Sass, Seal, & Martin, 2014). Apart from teacher replacement, teacher turnover continued to compromise instruction by diverting resources from classrooms, thereby widening the gap between low-income and wealthier schools (Grissom, 2011). Teachers with strong academic backgrounds were prone to move to higher income schools with better student achievement if they did not leave the profession altogether (Alliance for Excellent Education, 2008; Boyd et al, 2005; Deangelis & Presley, 2007; Goldhaber, Choi, & Cramer, 2007).

A longitudinal study of 50 new teachers in Massachusetts shared the reasons for staying in their new school, leaving the new school or leaving teaching in the public school system within their first three years:

> New teachers in schools that were organized to support them through collegial interaction, opportunities for growth, appropriate assignments, adequate resources, and schoolwide structures supporting student learning were more likely to stay in those schools and in teaching than were the new teachers working at schools that lacked such supports. (Johnson & Birkeland, 2003 p.1)

The dominant factor that predicted both intended and actual school-level turnover was teachers' perceptions of school leadership (Ladd, 2011). Teachers who viewed their school's leader positively were less likely to plan to depart than those who did not (Brown & Wynn, 2009; Griffith, 2005; Grissom, 2011; Moir, 2009; Petzko, 2004; Simon & Johnson, 2015). Students were well-served to attend a school that is known to be a good place to teach, since that school was likely to attract and retain other like-minded teachers (Johnson, Kraft, & Papay, 2012) and created a community focused on student learning, rather than teacher retention. Teachers were more likely to stay in schools where their principals recognized the many things they, as school leaders, did and influenced instruction and invested in it by engaging in a deliberate orchestration of support for the people, programs and resources (Meyers & Hittt, 2017; Moir, 2009; Bryk et al., 2010) within the learning community. Teachers wanted to be in schools where principals strategically hired the right people and actively retained them (Balu et al., 2009-2010; Brown & Wynn, 2009; Johnson & Birkeland, 2003; Johnson, Kardos, Kauffman, Liu, & Donaldson, 2004; Liu et al., 2008) by providing the necessary support. When principals interrupted, abandoned, criticized and maintained control over teachers, teachers reported low motivation, feelings of being unsupported, fear and confusion, avoidance of work and feelings of being manipulated or abused (Johnson et al., 2005). According to Brown & Wynn (2009), principals who invested in

the personal growth of their teacher retained teachers at a higher rate (as cited in Olsen & Huang, 2018).

Problematic power relations, which were common in high poverty schools, often drove teachers to leave (Achinstein & Ogawa, 2011). New Black teachers needed to be resilient from the first day, as they tend to get a shorter *honeymoon* than their colleagues in more affluent districts in terms of being supported and having fewer demands placed on them (Leland & Murtadha, 2011). For instance,

> When teachers' voices were silenced, there were significant losses all around. Teachers who felt powerless left the profession-just as students who felt powerless dropped out of school. School leaders who supported and rewarded teachers for asking hard questions and pushing the envelope in terms of challenging what might be accepted as commonplace understanding reaped more benefits in the long term. (Leland & Murtadha, 2011, p. 909)

While there was a lack of attention to racial diversity as a problem, members of the administration valued their *colorblindness* and carried it into their hiring practices (Hon, Weigold, & Chance, 1999; Kim, 2013) which is evident with 79% of urban teachers being White. Teachers of color were often found in areas in which African Americans "excel" – as Physical Education and Music teachers, and were often overlooked for other positions. On all levels of the education spectrum, many were not willing to step out of their own comfort zone and engaged people that they saw as different. In higher education settings, faculty members of color were limited at predominantly White institutions (PWI) but were more present in minority serving institutions.

Role of Educational Programs

According to the literature reviewed, it was difficult for new teachers to separate the experiences learned in educational programs from that which were brought into the classroom. Educational programs were limited to meet the needs of the new Black teacher, as they

themselves tended to be limited in their diversity of faculty, curriculum and/or teaching. The absence or presence of aspiring principals from diverse ethnic and racial groups in a program can send enrolled students the intentional or unintentional message or lesson that institutional commitment to diversity was weak or irrelevant to leadership preparation and practice (Karanxha, Agosto, & Bellara, 2014). People of color were underrepresented in U.S. postsecondary education as a result of a deficient academic pipeline, which adversely influenced their advancement and upward mobility (Gasman, Abiola, & Travers, 2015).

Students of color reached a high of 50% of the public school population in 2014, outnumbering the number of Black teachers, which in 2017 currently stood at less than 10% (NCES, 2017). Data from the National Center for Education Statistics indicated that teaching staffs did not reflect the diversity of the student body; a racially, culturally, ethnically and linguistically diverse faculty benefited students or in its absence harmed them (Pang, 2001). The majority of teachers in schools (teacher education programs) continued to be predominately populated by White, middle class, Christian and heterosexual females from English-only backgrounds (Amatea, 2009; Carpenter-LaGattuta, 2004; NCES, 2017).

Brown v. Board of Education. While *Brown v. Board of Education* had a great impact on desegregating schools in the 1950's the impact today can be seen in reverse, more recently:

> Desegregation resulted in the closing and consolidation of schools that created a job crisis that undermined the status of Black educators who traditionally occupied a valued position in their communities and who were given the bulwark of the middle class. African American principals were role models and community leaders. Their removal from the educational landscape or demotion from an esteemed position affected not only these leaders as individuals but also the children and the communities they served. (Karpinski, 2006, p.254)

According to Sleeter and Thao (2007), race did not determine teacher quality. While this may be true, the research on effectiveness of interaction between student and teacher differed.

On the whole, teachers of color were more responsive to students' cultural backgrounds that matched their own rather than White teachers (Delpit, 1995: Eubanks & Weaver, 1999; Haycock, 2001; Miller & Endo, 2005; Sleeter, 2001; Villegas & Lucas, 2002). Teachers of color were more likely than White teachers to teach with responsiveness to culture, including building relationships with families and students, teaching an academically challenging curriculum and bridging gaps between students and curriculum (Waddel, 2014). African American students can be empowered or marginalized by the presence or absence of African American teachers (Wilder, 2000). Most urban students, families, and schools did not have the same cultural experiences, beliefs, or values as their teachers leading to a cultural disconnect between urban students and teachers (Brown, 2002; Gay, 2000: Ladson-Billings, 1994; Sleeter, 2001; Trumbull, Greenfield, & Quiroz, 2003) and the decline in academic performance of the student.

Diversity, equity and social justice. Most educational organizations value *diversity, equity, and social justice*, whereas there was little public recognition of the barriers to achieving a diverse educator workforce (UCEA, 2011; Branch, 2001; Jacullo-Noto, 1991) and its maintenance. Educational organizations, districts, and states have advocated for more diverse teaching forces for years, yet steps to address racial barriers rarely accompany such arguments (Rogers-Ard, Knaus, Epstein, & Mayfield, 2012). Even after *diversity-focused* coursework and fieldwork, some preservice teachers still felt unprepared to work with racial minority and low-income students successfully (Sleeter, 2001) and left without support once they were in the school community. Many preservice teacher preparation programs attempted to build these skills and dispositions, but they tended to vary in their quality and effectiveness (Hollins & Guzman, 2005). These programs attempted to support White teachers coming into urban schools, but did not provide supplemental support for Black teachers as they transitioned into

the field of education. It was found that when preservice teachers stay in university classrooms, they rarely had the chance to interact positively with children from culturally diverse families or children whose first language was not English. The cultural biases and stereotypes brought with them might never be directly challenged (Leland & Murtadha, 2011) resulting in a mismatched value system. The number of teachers leaving within five years was even higher when teachers received less preparation through "truncated programs that short-circuited essential elements of teacher learning" (Darling-Hammond, 2006, p.11).

Economic exclusion, a regimen of standardized testing, and racially biased definitions of teacher quality served as barriers that maintain a predominantly White teaching force by contributing to the placement of temporary teachers who fostered instability among urban schools (Rogers-Ard, Knaus, Epstein, & Mayfield, 2012). The mandate is clear: the curriculum standards must be covered and there is little room for learning that is not standardized (Leland & Murtadha, 2011). For example:

> Teacher education has been the victim of inconsistent and conflicting state actions. Because schools need better teachers, states raised standards for students from university-based teacher education programs to enter the profession, and the federal government ties grant funding to collecting data on student learning in the classes taught by those graduates, However, because schools need more teachers, states have reduced barriers by creating alternative routes into the profession and by sanctioning non-university teacher preparation programs. (Levine, 2010, p. 21)

Alternative certification programs. The goal of alternative certification programs was to recruit candidates that include more minority teachers, more male teachers, mid-career switchers, retired military personnel, and teachers in particular subject areas such as science and special education (Zeichner & Schulte, 2001; Roach & Cohen, 2002; Guarino et al, 2007). Shortages in the teacher workforce were primarily caused by attrition (*National Commission on Teaching and America's Future*, 2003) and attributed to lack of mentoring for transitioning to an

urban school. The education workforce has been challenged as "there is somewhat more evidence suggesting that it is more talented rather than less talented teachers" (Borman & Dowling, 2008, p. 396) who leave the profession. Teachers who expressed high levels of commitment -- reflecting their sense of efficacy, motivation, and job satisfaction -- were much more likely to provide higher quality of instruction for their students (Ingersoll, Alsalam, Quinn, & Bobbitt, 1997). According to Guarino, Santibanez, & Daley (2006), schools with mentoring and induction programs had lower attrition rates for beginning teachers. Ingersoll and Smith (2004) found that there was "an increase in the number of programs offering support, guidance and orientation for beginning teachers during the transition into their first teaching job" (p. 681), however support for the specific needs of Black teachers had not.

Induction Programs and Professional Development

For schools to work effectively, all stakeholders, parents, students, teachers and administrators need to relate to each other with a level of cooperation and openness. Viewing schools within a framework that solely focused on attempts to use power to acquire resources led organizational members to view all interactions as inherently strategic and created an atmosphere of competitiveness instead of collaboration (Earle & Kruse, 1999). Within the different arenas, strategic planning and action happened informally and formally. Teachers continued to be informal with each other, while their interactions with parents and students took on a more formal lens.

Mentoring faculty is a reflection of the sociological concept of *pattern maintenance*, or how people "preserve and pass on" (Csikszentmihalyi, 2009, p. xi) cultural, political, institutional, and social knowledge–an especially relevant concern to underrepresented minority faculty. Experienced teachers and principals often underestimated the complexity of teaching and

the new teacher was not provided enough emotional support or information on policies and procedures, nor provided with clear expectations (Andrews et al, 2007). The traditional new teacher was negatively affected by the poor working conditions found in many of their schools, including lack of mentoring, insufficient curricular guidance, lack of disciplinary structures, information poor hiring processes, unsuitable teaching assignments, and poor leadership (Frankenberg, Taylor, & Merseth, 2010). However, for the new Black teacher, the lack of self-care, lack of understanding the specific needs of the Black teacher and support from the administrative team, also had negative effects. As explained by Ingersoll and Smith (2004), there are three levels of induction:

> Level 1: Mentor and principal support
>
> Level 2: Mentor, principal support, new teacher seminars; and
>
> Level 3: Mentor, principal support, new teacher seminars, staff collaboration on instruction, external teacher network, a reduction in class preparations, and a teacher's aide.

Effective mentoring provided the greatest impact on increasing teacher retention, but often was not sufficient support alone (Wilkerson, 2009; Pogrund & Cowan, 2013). Mentors were critical throughout the academic life to enhance underrepresented minorities educational access, persistence, advancement, and career success (Nakamura & Shernoff, 2009; Noy & Ray, 2011). Effective mentorship involved knowledge transfer of norms and behaviors and contributed to the accumulation of the social and institutional capital that allowed underrepresented minority faculty to successfully navigate the academy and specific institutional structures (Few et al., 2003; Nam, Seung, & Go, 2013) when tailored to the specific school community. Scholars agreed that mentoring programs were intended to help novice teachers handle challenges within the classroom (Roff, 2012) and served to create a supply of information

to benefit the new teacher not found in textbooks. For new Black teachers, this supply of information assisted in a smoother transition into urban schools and provided a sense of community.

Zambrana, Ray, Espino, Cohen & Eliason (2015) provided some insight on mentoring and the role it plays for underrepresented minorities:

> Important characteristics of ideal mentorship include mutual respect, awareness of historical marginalization and barriers experienced, appreciation of critical scholarship that focuses on the most marginalized and vulnerable populations, transmission of social capital by providing access to key scholarly networks or opportunity structures, and investment in deciphering the unwritten rules of the institutional culture and the larger discipline. Mentors can acknowledge the extent to which faculty enact agency to survive in the academy despite structural inequality and instability along the educational pipeline. (p. 65)

The mentor acted as a guide, role model, teacher, and patron and brought the accomplishments of the protégé to the attention of others in power (Noy & Ray, 2011) as the mentee may not be secure in speaking for his or herself as a new teacher. Especially in the urban school, the new Black teacher's need for a mentor continued to be a necessity. The literature on contemporary mentoring programs and policies differentiated formal and informal mentoring. There was also a differentiation between the use of a mentorship committee and a dyadic relationship, and between mentor and advisor (Zambrana, Ray, Espino, Cohen & Eliason, 2015). Crucial components of mentoring included helping early career faculty negotiate barriers, manage time and commitments, learn and understand the unwritten rules of the academy (Sims-Boykin et al., 2003; Stanulis & Floden, 2009; Izadinia, 2016). New Black teachers needed support by professional development built on intellectual work and continued development of a critical perspective (Leland & Murtadha, 2011) found in the urban school. Beyond racial and

gender similarities, shared interests or shared appreciation for each other's intellectual focus facilitated a supportive environment in the mentoring relationship (Alexander-Snow, 1999).

A lack of access of effective mentorship and the absence of effective mentoring often served as a barrier to retention (Boyd, Cintrón, & Alexander-Snow, 2010; Robinson & Clardy, 2010) of Black teachers in urban schools. According to Bozeman & Feeney (2007), "Formal mentoring is an oxymoron" (p. 732) suggesting that formal mandated mentorship programs were often relegated to supervisory interactions. The mentor and protégé should agree to participate in an informal mentoring process to increase the likelihood of a stronger mentoring relationship (Zambrana, Ray, Espino, Cohen & Eliason, 2015). Access to mentoring relationships and professional networks designed to support and enhance faculty success is more limited for underrepresented minority faculty (Aguirre, Martinez, & Hernandez, 1993; Diggs, Garrison-Wade, Estrade, & Galindo, 2009). The small number of underrepresented minorities in the institution made it less likely that those minority faculty had access to mentors of the same racial/ethnic background (Zambrana, Ray, Espino, Cohen & Eliason, 2015). Mentors who helped Black teachers navigate institutional barriers, facilitated a supportive environment that increased work satisfaction and decreased work-related stress (Laden & Hagedorn, 2000).

Often new teachers experienced a sense of isolation in their new environment when not provided a mentor. For new Black teachers effective mentoring attempted to diminish the stressors of overt and covert racism and discrimination (Antonio, 2003; Daley Wingard, & Reznick, 2006; Sims-Boykin et al., 2003; Stanley, 2006) experienced in public schools. For some, not understanding the cultural demands of a new school created a feeling of isolation or as a new teacher being assigned to teach the class with the most difficult or unsuccessful students increased the amount of stress a new teacher experienced. Mentors had an impact on new

teachers that cannot be taught in a preservice education class. They provided the concrete advice and modeled teaching techniques that work in the specific learning environment. In addition, mentors decreased the isolation of the new teacher (Heider, 2005).

In their study investigating induction programs, Smith and Ingersoll (2004) concluded that there were components in creating a successful and comprehensive program that need to be addressed: (1) strong administrative support, (2) a coaching component with trained coaches, (3) a networking structure for both new and veteran teachers available, (4) opportunities to visit demonstration classrooms, (5) a designated welcome "center" to help new teachers transition into their new community, and (6) "a formative assessment process that helps the new teacher develop skills for student achievement" (p.33).

Education as a profession has changed over time. This change can be attributed to, among others, policies set by government of assessments that must be met; change in the population of students attending schools; and/or the need for more mental and social aid to the average student. What has not changed is the population of educators in urban schools remains mostly White. Students of color did not choose teaching as a career for many reasons, including lack of status, negative schooling experiences and multiple career options (Ayalon, 2004; Gordon, 2000; Landis, Ferguson, Carballa, Kuhlman, & Squires, 2007; Miller & Endo, 2005; Sleeter & Thao, 2007). A contradiction existed between the respect for Black teachers historically given within their communities and by families and friends and the lack of respect given to all teachers by mainstream American society (Gordon, 2002). Black teachers felt isolated and faced many burdens, such as repeatedly serving as the expert or in stereotypically defined roles (Makobela & Madsen, 2007). The preparation of the next generation of teachers and professional development of current teachers will have to change if children and schools are to succeed, according to

Levine, (2010), as well as the professional development for Black teachers also needs to take into account their specific needs.

Shortened teacher preparation and high poverty schools was a recipe for failure as those who needed to be the most skillful teachers ended up getting the weakest preparations (Leland & Murtadha, 2011). The novice teachers often replaced exiting teachers and were less effective than those who left (Darling-Hammond & Sykes, 2003) creating, an impact in the classroom and on the financial status of the school district. Nationwide, poor administrative support was a significant factor of teacher attrition, especially in urban public schools (Billingsley & Cross, 1992; Borman & Dowling, 2008; Ingersoll & Perda, 2009; Ingersoll, 2001) where teacher turnover was high. This applied to both teachers deciding to leave the profession, *leavers*, as well as for teachers who transition to another school, or *movers* (Ingersoll, 2001). Praising those who remain:

> The real heroes of urban schools are those who figure out ways to stay connected to their profession, their pursuit of social justice, their colleagues, their students, and their communities. They are not born; they emerge from an extensive network of supports and a solid understanding of pedagogy (Quartz & The TEP Research Group, 2003, p. 105).

The first few years of teaching shaped the experiences of a new Black teacher and determined how long they remain in this profession. Teachers who were supported and valued by their school community tend to stay in the profession longer; those who did not have a sense of support tend to transition out of teaching. More broadly, novice teachers faced many challenges as they transitioned into their new world, the classroom.

Supporting the New Black Teacher

Transitioning to a new school had its challenges. However, transitioning to a new school as a new Black teacher possessed challenges unlike others. The needs of the new Black teacher cannot be compared to White teachers, as education programs and teaching experiences provided

support for the growth of the White teacher in urban schools. Lander and Santoro (2017) alleged teacher education programs developed by and taught primarily by the White majority group is "likely to reflect their values, priorities and practices" (p. 1009). For Black teachers, participation in such education programs did not meet their needs, marginalized the teacher and perpetuated the social inequalities brought into the classroom. Kokka (2016) reminded us/his readers that intrinsic social emotional rewards gained from interactions with students are influential to teacher satisfaction and retention. This relationship, while integral for the Black teacher, must be balanced with the support and care needed for the teacher from the administrative team. According to Sun, (2018) "strong school leadership and high quality - professional development predicted a higher retention rate of effective Black teachers" (p.1). Black teachers knowing the high standards that Black youth were held to in the South prior to desegregation, struggled with the sense of hopelessness and irrelevance of education in the lives of many young people today (Gordon, 2002) and understood their role and responsibility for the success of the student. In preparation for student success, Black teachers needed a different level of support.

LaVant, Anderson & Tiggs (1997), shared that when Black male teachers have been given the opportunity to participate in formalized support systems they succeed (p.43). One-on-one mentoring with critical reflection provided support for the Black teacher. Mentors capable of helping the new Black teacher identify and critique dominant beliefs and values embedded personally and professionally in the learning community function as needed support (Lander & Santoro, (2017). One question faced by new Black teachers, *What are the challenges that would confront me as a member of a minority group that is perceived as powerless in school?* permeated every new Black teacher's first year experience. Having their experiences heard and validated was integral to the success of the new Black teacher as a means to dismantle the

structural racism and inequality lived (Cook, 2013). In comparing the needs of the White new teacher and the new Black teacher Crenshaw cautioned, "…it is fairly obvious that treating different things the same can generate as much inequality as treating the same things differently" (as quoted in Collins, 2000, p. 285). Crenshaw's (1995) vision of intersectionality in which the systems of race, class, and gender interacted to shape multiple dimensions of experience allowed for dialogue on how to mediate tensions between multiple identities (Cook, 2013), new teacher and new Black teacher, and the support needed as part of each identity.

How the new Black teacher viewed themselves and their role in the school community played an important role in their success. Black teachers not only affected students, but also influenced their colleagues' beliefs and practices (Sun, Loeb, & Grissom, 2017; Sun, Penuel, Frank, Gallagher, & Youngs, 2013). According to Tillman (2003), teachers who felt undervalued in the school community often "became isolated within the community and experienced difficulty in transition" (p.231). This feeling of isolation prevented them from requesting help when needed or voicing concern over policy and practices in the school. Tillman explained this when she stated:

> Effective principals reduced the isolation of new teachers by setting aside specific times to interact with them at the beginning of the school year as well as periodically throughout the year. This included clarifying expectations of new Black teachers, socializing them to the school culture, and making suggestions about effective teaching. (Tillman 2003, p.232)

Reflection and journaling proved to be effective when discovering some of the frustrations and expectations of the new Black teacher. Research demonstrated that as part of a mentoring program, implementation of reflection and journaling should be used as a component of a specific set of strategies to assist new Black teachers (Ingersoll & Strong, 2011; LaVant, Anderson, & Tiggs, 1997; Glazerman, et al., 2010; Tillman, 2003).

While not studied extensively or specifically, mentoring new Black teachers has shown to be a necessity for reducing teacher turnover in the urban school. The relationship formed by the interactions between teacher and students created a sense of *Umoja* which served both the teacher and student. Since the success of *Brown v. Board of Education,* and the attrition of the Black teacher, this sense of *Umoja* has disappeared.

CHAPTER 3

Methodology I

This study was conducted from January to June 2018 at Hekima Academy and its significance to the topic. This chapter introduces the environment in which the study was conducted and its significance to the topic. Next the purpose of this study is restated as well as the conceptual framework and research questions. Come later a discussion follows describing the participants of the study, as well as data collection procedures. Finally, the study's research design, and methodology, with emphasis upon triangulation, completes the presentation.

Research Site -- Hekima Academy. Hekima Academy was a pseudonym for an urban high school located in a major city on the east cost of United States. This school was not the traditional public school, but one that had at the core of its curriculum an African-centered theme. Compared to other high schools, Hekima Academy was small as the number of students was approximately 600 at the time of the study. The ethnic makeup of the student population was 99% African American students. Since its inception, the school provided Honors classes in grades 10 through 12 and one Advanced Placement [course] in Literature. Academically, less than 10% of the students achieve proficiency or advanced status on state mandated examinations in English, mathematics and Biology. Since 1998, each graduating class matriculated 98%-100% of its students, most of whom go on post-secondary schools. The school maintained a faculty

body of forty-two classroom instructors, of whom ten were White and the other thirty-two were faculty of color; twenty-eight were of Black and four were Asian or Hispanic. Like many other urban public schools, Hekima. Academy endured a teacher turnover rate of almost 50% each year for the last ten years, and often started the school year with vacancies.

Role of the Researcher

Simultaneously as the researcher during this study, I was a classroom teacher, who previously held leadership position in the school, specifically department chairperson and grade group leader. In addition, I was the doctoral candidate in educational leadership at Arcadia University, Glenside, Pennsylvania. From this writer's view, with the high turnover rate of teachers, Hekima Academy lacked a sense of commitment and there existed a 'divide' within the school community. Exacerbating this predicament was the challenges faced by the school to continuously fill professional vacancies.

To study the issue I employed a qualitative methodology analysis. According to Randles (2012), qualitative methodologies grasp the connection between the researcher and the research as a potential strength that could influence the meaning of the findings. I was inherently involved in this topic as a component of my leadership role, which was why I could not be detached from the study. Due to the closeness of the topic and the experience of the researcher, my role as researcher needed to be clear to the participants such that there was no confusion of my role as researcher. Although I served as a member of the faculty and hence a colleague, I went about making the research process as transparent as possible, particularly addressing questions of power imbalance and/or notions of potential ethical conflicts. Due to this clarity, participants shared openly and did not assume that the researcher was serving in this role of expert. In an

attempt to avoid the feeling of coercion or pressure to participate in the study, I assured the participants that the role of the researcher was to function in a supportive capacity rather than a supervisory capacity and that their participation was totally voluntary.

Research Questions

The purpose of this study was to investigate the effectiveness of induction programs, both formal and informal, supporting new Black teachers as they join urban educational environments. The following research questions served as guideposts for this study.

Central Question. How can I use the experience of new Black teachers to design a mentoring/induction program that will help new Black teachers feel committed and able to remain in their school and profession?

Sub-Questions. 1) What opportunities and supports do new teachers have to collaborate with colleagues and what do these collaborations look like? 2) What opportunities and supports do new teacher have for daily or weekly reflection and how are new teachers engaging in critical reflection? 3) What opportunities and supports exist to provide new Black teachers with formal mentoring? 4) What opportunities and supports exist for new teachers to receive informal mentoring both inside and outside of the school for these teachers? 5) What role does race play for new Black teachers in their experience and their entry to the teaching profession? 6) How can I use the experience of new Black teachers to design an induction program that will help new Black teachers feel committed and able to remain in their school and profession?

Action Research

This study has a strong alliance to action research. Along with the qualitative methodology approach, action research heavily influenced this investigation. Action research aims to contribute both to "the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework" (Rapoport, 1970, p. 499). The purpose of action research includes professional understanding, personal growth and political empowerment (Noffke, 1997). Professional purposes related to this study included professional development and additions to the pedagogical skills of the participants. The personal purpose allowed for teachers to become more familiar with research methods and understanding of oneself and others. The political purpose allowed for teachers to become aware of their own position of socio-economic, racial and gender statuses and the intersection between knowledge and power. I chose to use this approach focusing on quantitative approach research methodology, first in the form of a survey, with an action research lens to address the stated research questions. This research format involved the use of qualitative data, which were collected using interviews, documents (journals), and participant observation to understand and explain the social phenomenon they encountered. Qualitative research methods are designed to help researchers understand people and the cultural context in which they live (Creswell, 2009).

In reviewing the works of McKernan, Calhoun, Reason, and Noffke (1990) I discovered that they each had a different emphasis in action research, but agreed that the underlying component was that action research not needed led to shared knowledge and improvement of an academic and social curriculum. McKernan used his three types of action research as described above and tied them to ideological perspectives. Noffke (1990) reviewed the nature of teachers' work and the workplace on the concepts of action research. Reason (1994) reviewed the three

approaches to participative inquiry: collaborative inquiry, participatory action research and action science.

Grounded theory is as a qualitative research design that allows the researcher to engage in a step-by-step, systematic procedure, to formulate a hypothesis based upon concepts and to test this hypothesis by constantly comparing cases (Savin-Baden & Major, 2013). The objective in using this approach was to generate a theory through both inductive and deductive processes of how best to support new Black teachers in urban settings. According to Creswell (2007), research participants' language in grounded theory studies seeks to move beyond description and to generate or discover a theory, a "unified theoretical explanation" (Corbin & Strauss, 2007, p. 107)**.** The experiences of each of the participants shaped the theory developed throughout this research.

Anselm Strauss and Juliet Corbin (1990) defined grounded theory in this way:

> A grounded theory is one that is inductively derived from the study of the phenomenon it represents. That is, it is discovered, developed, and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon. Therefore, data collection, analysis, and theory stand in reciprocal relationship with each other. One does not begin with a theory, then prove, it. Rather, one begins with an area of study and what is relevant to that area is allowed to emerge. (p.23)

Utilizing both an action research and a grounded theory research approach, I endeavored to understand what was happening to and with new Black teachers in urban schools and how new Black teachers worked within their new schools. In this study, grounded theory served as an analytical methodology. That is this technique explains why Black teachers were not being successful in urban schools. Within this scope, I investigated the school as a community that can support new Black teachers, understood the experiences the new Black teachers brought with them, and examined how their experiences translated in the new environment. Using face-to-face interviews and observations, I obtained an understanding of the supports necessary to reduce the

attrition of new Black teachers from urban schools and was able to adjust the newly created Umoja model.

Perspective of the Research

Using formal mentoring as a component of the intervention, participants were provided supports as established in the Umoja Model, designed as the culminating product of this mentoring/induction program. This study sought to help Hekima Academy become aware of the constraints that prevent new Black teachers from fully participating in their new community (Savin-Baden & Major, 2013) – factors which included a feeling of isolation and discontent and eventually led to contributing to the additional rate of attrition. This approach allowed the new Black teachers a persistent and audible voice not only for signaling what did not work, but a voice to help shape what did work. This approach worked *with* the participants and not *on* the participants. Participatory action research seeks to bring about empowering benefits and has often been used to support both social transformation and the promotion of human rights activism (Kemmis and McTaggart, 2005). The insights gained allowed for the creation of a tool, a more holistic induction program/practice that supported new Black teachers.

Context of the Study

Most schools have some form of a mentoring program. The scope of the program and the selection process for matching mentors with mentees can be varied. The site identified for this study was invited to participate because historically it has had high teacher turnover and the teachers being offered positions were younger and were arriving with less experience in the classroom. In addition, historically because Hekima's location, the faculty body did not reflect the communities they were located in, representing low-income and predominantly African American families. The school determined whom it hired -- merely certified teachers rather than

'highly qualified teachers' and novice teachers rather than more seasoned teachers. At the time of the study the faculty body of this school had transitioned to include more teachers who did not live in the school community, were categorized as middle class and reflected the White majority national dominant culture.

The Umoja Model (UM) that was created to support the new Black teachers was both formal and informal in nature. This program overlapped with the school's induction program, in which the study's. participants also attended. The UM involved components determined to be necessary by participants, and were added to the school's induction program. A professional development session was conducted and prepared potential mentors and mentees. Both parties were instrumental in developing the guidelines for the functions of the mentor. Journals for critical reflection were maintained throughout this process. These journals were collected at the end of the UM program and served as artifacts and data collection. Upon completion of the UM program and the data analyzed, the Umoja Model, a reimagined model of induction was created.

Participant Selection

Purposeful sampling was used to identify study participants for formal and in-depth interviews and observations from the school selected. Purposive sampling is a sampling technique in which the researcher relies on her own judgment when choosing which members of the faculty population participate in the study, the type of sampling strategy and the size of the sample (Creswell, 2009). This research was conducted in two phases. The first phase was quantitative in nature, and included a survey generated to establish the perceptions of all participating teachers in their current environment. This survey was accessible to all faculty in the school.

The second phase of this research, qualitatively designed, focused on the new Black teachers. This phase included one-on-one interviews, classroom observations and participation in the UM program in the form of informal and formal mentoring. Between ten and fourteen participants were selected at the beginning of the new calendar year. To make this selection purposeful, through a principal nomination process, a pool of first-, second- and third-year teachers were selected for participation. During this phase, in-depth interviews to establish baseline data and the commencement of the Umoja Model took place. This was followed by purposeful sampling regarding teacher education programs, age, gender and sexual orientation occurred. The effect was that a representative depiction was created regarding the complexity of experiences of novice Black teachers.

During the 2017-2018 school year, Hekima Academy hired 20 new teachers in five different disciplines and 12 subject areas. The new hires represented 66% of the school's total teaching staff. Six teachers were hired to teach ninth grade: Two English teachers, two math teachers, one history teacher and a special education teacher. Six teachers were hired for the tenth grade: Two math teachers, two science teachers, one Spanish teacher and one history teacher. Five teachers were hired to teach in the eleventh grade: Two science teachers, one history teacher, one computer programming teacher, one English teacher. In the twelfth grade, three teachers were hired: One math teacher, one science teacher and one English teacher. Of the 20 newly hired teachers, five new teachers were included into the induction program and assigned to mentors. I contacted the five new teachers selected for phase two and the teachers who will be mentoring them via email to inform them of the purpose of the study and their responsibilities. They were reminded that their participation is voluntary and are able to withdraw at any point.

Participants

Table 2 represents a description of the selected mentees who agreed to participate in the study.

Table 2: Demographics of Mentees

Participant	Self-Identified	Age Range	Number of Years Teaching	Familial History of Educators
Judah[1]	African American/Black	26-35	3	Mother and Father
Ceyanni[2]	African American/Black	36-45	2	None
Jiair	African American/Black	36-45	1	None
Kiera	African American/Black	26-35	1	Grandmother, Mother
Khalif	African American/Black	36-45	2	Grandfather, Aunt, Uncle

Judah. A Bi-racial male teacher whose age ranged from 26-35. Teaching was not new to him, as both of his parents are educators. His fiancé was also an educator in a large school district. As a student, he experienced the British school system prior to high school and understood the expectations placed on him by his parents. Judah's course preference for teaching was mathematics, specifically Algebra. As a teacher he used techniques such as playing games (Jeopardy, chess, football). In addition to being assigned double periods every day [96 minutes]

[1] Biracial even though he classified himself as Black
[2] Biracial even though she classified herself as Black

Judah could be found tutoring his students after school and sometimes on weekends. According to one of his journal entries, Judah transitioned to this school because "he wanted to make a difference in the lives of children that looked like him (Journal entry, January 2018).

Ceyanni. A Bi-racial female teacher whose teaching experience including Hekima Academy was two years. Her prior work experience included working with students, but not in an academic setting. Ceyanni, a science teacher did not come from a family whose background was in the field of education. Her age fell within the range of 36 and 45 and was the parent of two daughters, one 22-year old and one 5-year old. As shared in her journal, her transition to this field included "consistency for her daughter" (Journal entry, January 2018). As a student, she attended neighborhood public school and stated that she and her older daughter had "few Black teachers during high school and she wanted more for her younger daughter" (Journal entry, January 2018).

Jiair. A first-year teacher whose background was not in science but was relegated to teaching a science-based class. He arrived at Hekima Academy as a long-term substitute, but ended up teaching for the whole year. Although none of his family members were in the field of education, Jiair felt drawn to the field by the mentors he had as a student and an adult. His education took place in the local public school, where he experienced a lack of Black teachers more pertinent to him, Black male teachers. His arrival to Hekima Academy came on the heels of the female, White female science teacher who left the school on a maternity leave. He brought with him "ideas that he hoped would energize and excite the students in the field of science" (Journal entry, January 2018). As an educator, Jiair was never alone. Students were always in his class receiving help and pushing forward on projects. He never turned them away when they asked for help.

Kiera. A first-year teacher whose background was in science transitioned into this teaching field from an alternative background of laboratory science. Her age ranged from 26 to 35 years old, and was a newlywed. Kiera was a third-generation teacher, focused on changing the prospects for Brown and Black students in the field of science. As a student, her academic experience occurred in the southern regions of the country and as a Black student she was inundated with images of public education prior to desegregation courtesy of her mother and grandmother. Kiera arrived at Hekima Academy because she thought "the opportunities to make a difference were better in the north" (Journal entry, January 2018). As a young educator, her energy was evident in the projects and manner in which she interacted with students and colleagues, open and willing to help all who needed it.

Khalif. A second-year teacher, Khalif had always worked with the student-aged population. A third-generation teacher, Khalif had his aunt, uncle and grandfather as education mentors to look up to. His age ranges between 36 and 45, and had two daughters and a new fiancé. His transition to Hekima Academy occurred because he wanted to reach the Black male student "in this academic setting before they met him in the alternative setting" (Journal entry, January 2018). As a science teacher, he was instrumental in teaching his students about the footprint being left by them and the impact on the community as a whole. His approach to teaching was to provide "the father figure that most were missing while still providing the academic content" (Journal entry, January 2018).

Data Collection. Data collection were from the end of February 2018 through June 2018. This study focused on meanings and interpretations of participant experiences; the principal data collection strategies included surveys, formal and informal interviews with participants, observational and reflective field notes of the researcher, and the researchers research journal.

Utilizing a range of data sources and types reduced threats to the validity of the research findings through triangulation strategies (Maxwell, 1996). Creswell (2003) stated that this particular approach to research often directs a "qualitative researcher's attention toward preferred approaches to data collection, although these preferred approaches cannot be seen as rigid guidelines" (p.161).

***Survey*.** The initial survey was administered on January 10th, 2018. The survey provided the first instance of data collection, which subsequently guided the researcher during follow-up interviews. This, in turn, provided additional insight into the needs of the participants and served as the basis in the formation of the Umoja program.

The survey provided demographic information on the prospective participants. In addition, background information of family history (additional educators in the family) and their impact. Other questions included perceptions of the transition to the school, its orientation program participants': statements of their needs of resources and supports. Teachers also answered questions that ascertained baseline information on the interactions with colleagues and administrative team. For example, *do you feel supported by your administrative team; how secure are you in voicing your opinion with the administration, faculty meetings, content meeting?* There was also a place for additional comments as needed by the participant. Once the data were reviewed, collated and analyzed, the teachers who met the basic requirements for participation (racial identification, number of years teaching in an urban school) were identified and approached for participation in phase two of the project.

***Interviews*.** Five new Black teachers were selected to participate in two in-depth interviews, classroom observations, and the intervention program. If new teachers were introduced to the school prior to the beginning of the intervention, they were given the

opportunity to join the program. Any new teachers joining the school after the beginning of the intervention program did not have the opportunity to join the program. New Black teachers not wanting to participate in the full intervention program did not participate in the intervention program.

The first interview focused on questions regarding the experiences of the new Black teachers in the first months at their new school. The questions included, but were limited to, what the participants expected the new environment to be, their expectations of the administrative team, and their expectations of their students and colleagues. The interviews also focused on reconstructing the current experiences of the new Black teachers entering the new school and possibly the new profession. Questions were focused on expectations for support and success in understanding the school culture. The questions were generated based on the responses from the initial survey. For instance, one of the questions posed in the survey referenced supports needed by the new Black teacher. Based on data provided I the aforementioned survey, provided in the survey, the interview question was direct in asking about specific supports which included texts to read, time to collaborate with colleagues and the need of a one-on-one mentor. Another example was the question *What was the most helpful aspect of your New Teacher* orientation? Many participants answered being introduced to the other teachers in their grade level and department. This question was followed up in the interview with *Do you receive an adequate amount of time to collaborate with your colleagues?* See Appendix 7 for a full listing of questions. Each interview lasted 45 to 60 minutes.

The second interview occurred in June at the end of the studied program. This interview session addressed assumptions made by the new Black teachers in the beginning of the program as they related to experiences gained throughout the year. In addition, questions pertaining to

mentoring were generated. For instance, participants were asked to reflect on the struggles and triumphs of the year. They listed that information and were then asked *what would have been beneficial to you as a new Black teacher in this situation?* See Appendix 8 for a full listing of questions asked.

Responsive interviewing, as described by Rubin and Rubin (2005) is an approach to interviewing that provides a relational and reflexive design. That is, Rubin and Rubin projected that this approach would highlight the nature of in-depth interviews as "a dynamic and iterative process, not a set of tools to be applied mechanically" (p.15). While the researcher generated a set of initial questions and topics prior to the first interview, the approach utilized in this study was semi-structured and flexible. By maintaining this fluid structure, spontaneous questions and unforeseen delays and concerns were addressed as the data were collected.

Interviews were scheduled and conducted at the participant's place of choice. Allowing the participants to choose the site created a level of privacy. Interviews were conducted individually; therefore, schedules between the researcher and the participant were coordinated. All interviews were audio-recorded and transcribed by an external company on behalf of the researcher. All participants were given the opportunity to review the transcript of the interview, listen to the recordings and encouraged to comment or correct any errors as the interview proceeded. Member checks were integrated into the process to alleviate the researcher's misrepresentations of meanings gleaned in the narratives of the new Black teachers (Maxwell, 1996).

Observational and reflective field notes. During the observations, I recorded field notes based on interactions with new Black teachers. These notes provided contextual data, pertinent to the research questions posed. Field notes were organized to include observations, descriptions

and reflections of the interviews and journal entries. Muswazi and Nhamo (2013) reminded researchers that good field notes should be descriptive to include verbal portraits of the participants, a reconstruction of the dialogue, and a description of the physical setting as well as accounts of particular descriptions of the participants' behavior. Notes were maintained utilizing ethnographic research traditions included formal, detailed, written observational logs, and descriptions of routine practice-based encounters that are relevant to the research focus (Emerson, Fretz and Shaw, 1995) and transcribed.

Member Checks and Feedback Sessions. The researcher conducted two feedback sessions with the participants during the period of the study. These sessions were recorded and included in the data collected. This study focused on the perspectives of the new Black teachers, with interpretation of those perspectives as they related to their experiences coming into a new environment. Member checks and feedback sessions were ways of "ruling out the possibility of misinterpretation of what the participants say and the perspective they have on what is going on" (Maxwell, 1996, p. 94). Member checks with the new Black teachers occurred via email, in May 2018 and were informal in nature.

Creswell (2003) stated that qualitative researchers filter data through a personal lens. This researcher maintained a personal journal to record personal reactions, responses and biases developed during interviews and as notes generated while listening to interviews, while participating in meetings and informal discussions with participants. This personal journal also allowed the researcher to record focused reflections on concepts that might have been lost during meetings and in retrospect, addressed additional issues developed as the data were collected.

Data Analysis. The data were analyzed using an inductive process, which allowed emerging patterns and themes to guide the study while being collected (Strauss and Corbett,

1998). According to Leslie and Peskin (1992), "Data analysis done simultaneously with data collection allows you to focus and shape the study as it proceeds" (p.127). For this particular study, the researcher utilized a range of approaches and data analysis strategies for organizing and recording the data, categorizing the data, coding and categorizing and contextualizing the data within the research focus (Glesne & Peshkin, 1992; Maxwell, 1996; Miles & Huberman, 1994). The data drove the researcher's decision making. An audit trail log was used to process all analyses, while providing a means to record the step-by-step procedure. As stated by Savin-Baden and Major (2013), qualitative data analysis is an ongoing process that involves breaking data into meaningful parts for the purpose of examining them.

Recording, organizing and managing the data. All data collected, from the initial survey to the concluding interview, were recorded, transcribed and logged onto qualitative data analysis software. The initial survey was completed on paper. One format for cataloguing included storage in an individual folder, identified for that participant, while the other was a digital transcribed file. The purpose of the multiple filing systems ensured maintenance of the primary data source, and flexibility for the researcher to work from multiple sites. All original documents were maintained as a reference to validate the original data as necessary.

The researcher listened to the recordings at least two times. The first round was for the researcher to fill in any blank spaces from her notes. The recording was then uploaded to the text file. Marshall and Rossman (1997) states that "reading, reading, and reading once more through the data forces the researcher to become familiar with those data in intimate ways" (p. 113).

Strauss and Corbin (1998), stated that strategies for coding and categorizing the data will include line-by-line, sentence and paragraphs analysis of transcripts and field notes. Themes that emerged from the initial data collection were organized, consolidated and compared. This

strategy allowed the researcher to determine the linkages between the categories, thematic elements, and issues pertaining to the research focus (Bogdan & Biklen, 1992; Maxwell, 1996; Miles & Huberman, 1994). The use of an audit trail system strengthened the reliability and validity of the findings as well as provided a way for others to investigate questions or recommendations for future research (Creswell, 2003; Maxwell, 1996). Beth Rodgers (2008) described the audit trail as providing "a mechanism for retroactive assessment of the conduct of the inquiry and a means to address issues related to the rigor of the research as well as the trustworthiness of the results" (p. 43). The researcher was able to reconstruct at a later time the study to authenticate any changes made during while collecting the data.

Coding data and identification of emerging themes. Upon completion of the survey, the individual interviews were conducted and the data coded. Coding the data allowed for the opportunity to reflect and edit the interview questions as themes emerged on the perspectives of the participants. Codes were created based on the data for the purpose of analyzing data (Urquhart, 2013). Coding was conducted manually, first identifying major themes – those that appeared in all of the transcripts, then identification of subthemes – those that appeared consistently and as a part of the major theme. For example, all participants "spoke" about consistent communication with the leadership team in their journal. This became a major theme. Coding used in action research was instrumental in describing what was happening and understanding the effects of the UM program on the new Black teachers. This process also helped to prevent the interviewer from emphasizing the importance of one aspect observed early in the data collection over another observed later.

For this study, all of the interviews were conducted at the time and place chosen by the participant. The first step in the interview process was to remind the participants of the purpose

of the study, the research procedures, the right to withdraw from the study at any time and the protection of confidentiality. With the approval of the participants, all interviews were recorded and submitted to Rev.com for transcription. A memo was created for each interaction, interview and review of journal entry. Topics addressed in the memo included particular events that participants recalled, observance of emerging theses, points of clarification and connections made between participants perceptions. In addition, notation was made of direct quotes that appeared significant and repeated. Each major theme identified was named and color coded across all interviews and journal entries. As sub-themes became apparent, they too were color coded across the data. Once all of the data were reviewed and the themes identified, the information was charted and examples listed with the specific theme. With all components, the coded interview and memos, I was able to look for relationships within and across the data sources.

Limitations/Validity

The data collected ware organized in such a way to explain the findings of the research questions. Because this study maintained a small sample size and had a single focus, it was expected that there were some limitations. The researcher made every effort to purposely select the participants who represented a diversity of experience, different ages, a range of teacher educational programs, gender, sexual identity and gender orientation. The one demographic that all participants shared was that they were Black, reflecting the dominant culture of the school and the surrounding community. The process of collecting data during the study was demonstrated through field notes that were based on observations and reflections of the researcher. In addition, the researcher maintained a research journal and the use of an audit trail was employed.

As the study was based in one school, it was expected that there were population and site-specific limitations and they were addressed and incorporated into the study. These limitations included a limited population for the mentoring program based on number of Black teachers and new teachers. In addition, a small population for the mentor pool based on the size of the teaching pool of the school. The third limitation was the size of the school.

At the time of the study, this researcher possessed more than twenty-three years experience as an educator, ten of which had been in an urban setting and seven of those years involved administrative responsibilities. These experiences allowed the researcher the opportunity to establish relationships with students, colleagues, administrators, and parents, all of which provided an insight as to how potential participants informed this study. As a faculty member of this institution, a parent of an alumnus, the researcher had insight on the effects of the rate of attrition of new Black teachers. This researcher used her knowledge of the institution to guide the study's focus and design. By focusing the questions and data collection on the new Black teachers, the researcher's knowledge of the institution and personal belief addressed any issues that fell within her level of influence making the study more viable.

The role of the practitioner as the researcher may also have been of concern. Did her role limit or enhance the study became a prominent concern. The willingness of the participants to share information during interviews and their level of confidentiality was a potential limit of this study. Coercion to participate was not a sentiment felt by the participants; they were free to participate honestly and holistically. The researcher's approach to this study and its participants created an atmosphere of a safe and nonjudgmental relationship despite the potential participant's involvement in the study. Maxell (1996) explains that the researcher's influence can

be mitigated but not eliminated based on the researcher's role that will be made "explicit and contributory in the data collection and analysis process" (p. 108).

Anderson et al. (1994), stated that is important to maintain professional judgment and discretion to distinguish the practitioner role from that of the researcher, which can create ethical and professional dilemmas for those who do research in their own work environments. The researcher was clear about her professional determinations and how they were made throughout the process of data collection and analysis to nullify any thought of guiding the data in a particular direction. The researcher used the Action research technique in conjunction with grounded research as a form of analysis and tested the Umoja Model program. First, a professional development session was conducted with the prospective mentors of the mentoring program. Then, the mentees began their work with the mentors working towards reduction of teacher attrition.

CHAPTER 4

Methodology II – New Teacher Program

This chapter introduces the Umoja Model program that was used to assist the new Black teachers studied during their first year at Hekima Academy. The mentors are first introduced, along with a description of the professional development/training they received prior to their engagement with the mentees. The final aspect elaborates upon the work accomplished by the mentors with their mentees and includes references to texts and TedTalks utilized to support the participants.

Mentoring 101

The professional development/training for mentors was organized into two 3-hour sessions. Prior to beginning the first session, the mentor prospects were reminded of the purpose of the study, its goals, and that participants were free at any time to withdraw from this study if so desired. The first session began with setting the norms for the session, the importance of the work and a brief moment of reflection on their own experiences as new teachers. The participants were asked to journal one memory of their first-year experience that was successful

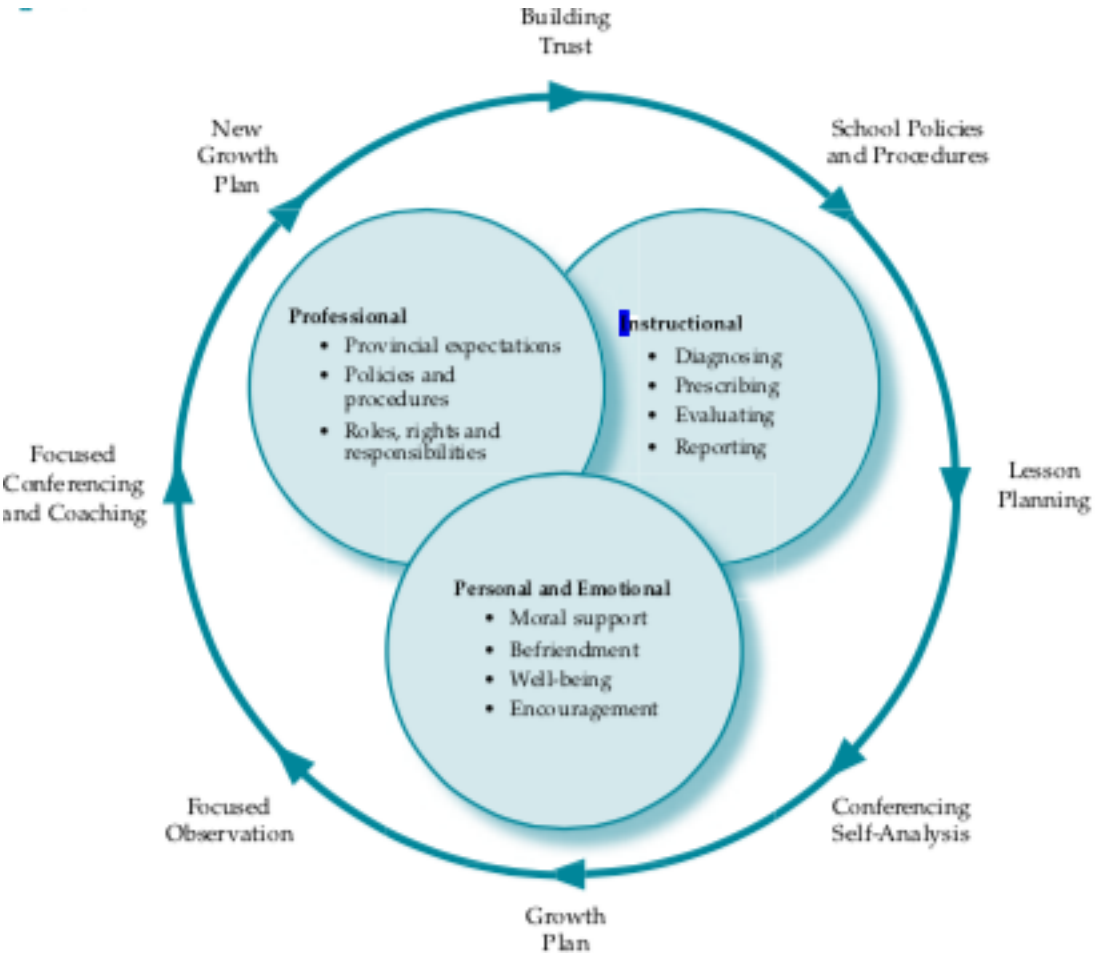
and one that was not. Before sharing their written responses and sitting in a circle, I asked each participant to share one thing about the participant who was seated to their right. All of the comments charted and the participants were asked to underline one or two words that stood out one each statement. The consensus was that each participant builds relationships.

The group briefly spoke about the importance of relationships in a learning community not only for students but also for the adults. Several times the word "community" was referenced as integral at Hekima Academy. They spoke about the support received as a member of one family unit and that when both students and teachers did not form those connections, they had a difficult time and did not remain in the community. One question posed to the group was *Who is responsible for creating this atmosphere of community? Is it the administration, students, families, teachers?* The follow-up question posed was *Describe what it is like for a teacher who does not feel connected in the same manner* [See Table 7 for list of all questions posed during professional development].

The group was asked to go back to their writings and share with the whole group. They were asked to respond with suggestions on the less than successful moments. The participant speaking was asked to project themselves forward into the role of mentor and think about how they would respond to a mentee, if the same situation was brought to them for assistance. This activity took approximately thirty-five minutes as participants provided feedback and support for successful and unsuccessful situations. A final question was posed in this segment of the training: *Thinking about how powerful this dialogue was for you even though you all know each other and your community, what would this level of connection be for the new teacher?* Tyrone produced one word: community.

A PowerPoint presentation was then given on the types of mentoring, both formal and informal. In small group and on chart paper participants were asked to list what they believed were the purposes of a mentoring program. After the creation of the list, I shared with participants the overall purpose of the program which was to improve teaching and learning. We also spoke about the three stages of teacher development: Initial Orientation – Learning about the school; Improved Professional Practice; and Developing a Professional Learning Community. In addition, I reviewed with the participants the three areas in which beginning teachers need assistance as diagramed below by Enz (1992, p.74) and Anderson, (1998, p.41)

Figure 1: Mentoring Context from Mentoring Beginning Teachers



Participants shared the types of mentoring they experienced during their tenure as teachers, which were beneficial and which were not. In addition, time was spent reviewing mentor and mentee Do's & Dont's to build a solid relationship that is helpful to the mentee as shared in the Introduction to Mentoring guide by Centering on Mentoring (2006). The final activity of the first session was a review of the role and responsibilities of the Mentor, followed by a discussion on the benefits of mentoring for the new Black teacher, the mentor, the students and the learning community. The conversation deepened as the link between successful teachers and the learning environment was established.

Text Materials

The Mis-Education of the Negro. The second day of the professional development focused on the texts and videos used as part of the mentoring program on a weekly basis. The first conversation centered around the first five weeks of the Umoja Model (UM) program and *The Mis-Education of the Negro* by Carter G. Woodson (1933). Mentors were asked to reflect on the statements provided as they would be having the same conversation with their mentees. The first statement was *Education of any people should begin with the people themselves*. This statement created a buzz of conversation around the lack of positive imagery of African Americans in text. Participants also spoke about the lens through which content is taught – students of color were not taught their own history from their own lens, that often they were unfamiliar with the history or did not want to learn it. Teachers spoke about their own experiences in education as students and the impact of this particular statement. Conversation around the next four statements prompted more reflection.

***The DreamKeepers*.** The next text to be discussed was *The Dreamkeepers* by Gloria Ladson-Billlings (1994). As this text was covered each year by the school's induction program, participants were familiar with the work. Each participant was instructed to review a specific section and provided a prompt by which to direct their conversation. Topics that were discussed in relative length included the chapter on *A Dream Deferred, Does Culture Matter? We Are Family.* Participants spoke at length about the prompt: discuss the importance of community in an educational setting the need for all stakeholders to participate in educating the next generation of students based on the chapter *Does Culture Matter?*

The conversation on *A Dream Deferred* proved to be a very provocative topic as all participants shared that segregation of school continues today. There was consensus in the room around the statement and many nodded their heads in agreement. A participant asked the next question: "Knowing this school to prison pipeline exists, how to we 'teach' the new teacher about this concept as they are now responsible for helping our students not travel towards that pipeline?" Maintaining my level of objectivity, I did not respond to the question. I reminded the group that as a cohort of mentors, this format for discussing topic is an option. As a team they provided a solution for a question posed by one, and this can be a functional way to help the new mentees, as a group.

TedTalks. The third series that was discussed were the TedTalks. We began the conversation with Carol Dweck's *A Brief Word on Growth v. Mastery* (September, 2014) and Salman Khan's *Surface Learning or Mastery of Concept*s (September, 2016). I chose to begin the conversation with this topic because I thought it was important to return to the fact that we are working in a school and that the purpose of having a mentor was to improve teaching and learning. The impact on the student must be at the forefront of all actions.

All of the participants previously viewed the Rita Pierson talk on *Every Kid Needs a Champion*, as part of the study's research protocol. Participants shared their stories of their mentors and spoke of a student they mentored as an educator. Using the active teaching strategy "the yellow brick road", I ended the session by asking the participants to follow the path to the area that indicated their comfort level with the information presented and the process they were about to begin with mentees. None of the participants chose the "I am clueless" road or "I am still unsure but willing to keep going" road. They all chose the "I get it and I am ready to lead" road. We ended the session with a reminder that the sessions were a model for their interactions with the mentees in handling the text material and videos. They were to be organic with the materials and the mentee. I thanked them for their willingness to support a new Black teacher and in essence their students and the learning community.

Mentee Session

Prior to beginning the formal sessions, the survey was presented to all teachers of Hekima Academy. During the Wednesday (January 10th, 2018) professional development, the last hour was dedicated to the survey. An introduction was provided, explaining the goal of the study, its potential impact and need for participants. Members of the teaching staff received a copy of the introductory letter [See Appendix 1], read it, signed giving consent and accepted the survey. [See Appendix 6] They completed the survey and returned it to the folder presented. The information in the survey was then coded for age, race and years teaching. Those who met the race and years teaching criterion were then invited to participate in the full program. First, a meeting would be held to further introduce the program.

A meeting was held with the mentee participants on January 12th, 2018, to introduce the program, answer any questions they had and relay the expectations of the program. The first

conversation provided insight into the school's induction program. One of the first questions asked was: *How has your transition manifested itself – are you finding the resources needed, are you getting assistance when desired?* The participants remained silent for a while. I perceived their fear and allowed them the moment to decide how much they wanted to share. I reminded them that any information shared during this program would be confidential and they should not worry about identification, all names have been changed and identity secured.

A follow-up question was posed: *On the survey you completed, several of you stated that you would need help with classroom management and lesson planning as this is your first year, have you received supports in classroom management or lesson plan writing?* I noted the look of being dejected. To change the mood in the room, I asked the participants to think about that one person whose opinion matters most to them. I asked them what would they would say to the new teacher who is struggling. As the mood lightened, I moved onto the next activity. I shared the same PowerPoint the mentors reviewed so that the mentees were clear about the expectations, Do's & Dont's of the being a good mentor. I addition, I added a slide on the role and responsibility of the mentee. The meeting was adjourned with the directions that the prospective mentees would think about all of the content covered and decide if they wanted to continue.

The second meeting on January 19th, 2018 was to share the list of mentors. The five participants from the first meeting returned and wanted to participate. The first part of the meeting was to review the process of pairing mentors with mentees. I shared that it was not possible to pair each mentee with someone in their department but that other requested attributes were utilized in creating pairs. The mentors arrived to the meeting and each mentor approached their mentee. Each pair sat down with each other and we continued the presentation. I reviewed the texts, videos and meeting times suggested for the duration of the UM program. Pairs

remained seated and continued to speak/bond. Walking around the room, I observed pairs setting schedule times on calendars for meetings, exchanging information and participating in active listening. This continued for approximately twenty minutes.

Each mentee participant was interviewed individually to gauge their perspective on the school, their transition into the community and their role. [See Interview Protocol I, Appendix 7] The interview was semi-structured and allowed for follow up questions. At the end of the interview, I shared that while I would not meet with each group weekly, I would review journal entries periodically and check in with both mentor and mentee individually and as a group. I also provided each mentee with a journal and my cell phone number if needed. In addition, at the end of the interview, I conveyed to the participants that a transcript of the interview will be provided for their review and any corrections needed.

The first scheduled meeting was tenuous at best. Both mentors and mentees seemed unsure about how to begin the conversation. I provided a starter for the session by asking *How has your week been?* They started talking about incidents that occurred during the week and how they were handled versus how they could have been handled. I inserted the following question, *Why is it important for our students to be responsible for their learning, instead of following a scripted learning plan offered by the school or district?* Both mentors and mentees reflected upon and compared their experiences including lessons learned. They then compared that to the heavily tested experience of the current high school student. I reminded the mentors that it is not necessary to use the prompt as written if a more organic opportunity became apparent. I did not sit-in on the next two sessions because I wanted the mentors to lead the discussion and not depend on me for that leadership.

After what seemed like a tension filled week (one of the participants was suspended from work and the other reprimanded in-front of students), I asked that the group meet in a common place together. At first, no one wanted to speak. I wanted to understand why they were dejected, but wanted to be respectful of their raw emotions. I shifted the question about their experience the last couple of weeks to a reflection on parts of the *Mis-Education of the Negro*. I asked them to share their reflections on the quotes *We are instilled with a self-hatred through education* and *We have relegated the majority of our education to teaching and preaching.*

I decided to move ahead on the list of topics and read together with the teams *The Dreamkeepers* Chapter 5 and asked the groups to reflect on the use of education as a tool towards emancipation as to Woodson's thoughts in *Mis-Education*. I asked a question that I often ask students when they seem displaced, *What hurts you the most about this situation?* Mentors had been quiet throughout this session. When the mentees left, the mentors stated that they would check in with them again to make sure that they were okay and provide the necessary support.

Khalif and Judah later came to me separately and both shared that they were not sure that this school was for them. While they both wanted to be in an urban school, they wondered if as Black men they would have the same issues in a different school. Both shared concerns about the leadership being female based and hostile. They were sure that others were not having the same interactions but were unsure on how to proceed. They shared that it seems harder for them, leaving them devalued as a member of the community. I asked both if they spoke with their mentors about how they were feeling as both were also Black men. They assured me that they had and were affirmed but remained confused by the inconsistent behaviors of the school leadership and the lack of respect they received. I asked them both to journal their experiences

after they read Chapter 3 of *The Dreamkeepers* and to take a couple of days and focus on themselves. They needed to take care of themselves first or they would continue on a path towards burnout. Both agreed to read the section of the book and record their thoughts in their journal. I also asked both to speak with their mentor and relayed to them that they were taking a break for a couple of days for self-care. I spoke with both Khalif and Judah after the long weekend to gauge their emotions and their comfort level as they returned to school over a cup of tea. Judah spoke of his conversation with his dad about his difficulty who suggested that Judah redefine his focus to "complete one day at a time." Teaching, dad shared is a profession of the heart as well as the head. Judah took comfort in knowing that he is passionate about his profession and was not willing to walk away from that. Khalif shared that he spent the weekend with his family remembering that he was doing his part to make education better for others' children like his own.

I participated in the session on April 26th, 2018 with Jiair and his mentor DaQuan pertaining to Rita Pierson's *Every Kid Needs a Champion*. Jiair reflected that he had a great mentor in his last position (not a teaching position) who continued to mentor him. He stated that he did not have a relationship with his dad, but this gentleman had been there since he was a young man. DaQuan asked *What did it mean to you to have this person in your life?* Jiair spoke highly of this gentleman and shared that because of his connection with his lifelong mentor, he wants to provide the same opportunities for his students especially his male students. I did not interject into the discussion happening between Jiair and DaQuan because it was apparent that their bond was strong and Jiair was comfortable speaking with another Black male educator.

The group of mentees met on May 10th, 2018 as a cohort to discuss Chandra Shaw's *Shut Up! And Let Me Teach* (February 10th, 2016). They watched the TedTalk together. Often

chuckling could be heard of the mentees. The conversation came alive on the title of the talk. All stated that they would like to say those exact words to the leadership of the school. The question posed was *Why and What don't you have autonomy over?* Khalif wanted to be able to teach the content in the manner in which the students would meet success instead of the computer program that the school insisted he used. He shared that the program "made the students feel as though they could not learn." The group discussed that the leadership team of the school had not been in the classroom in a few years and had forgotten what it meant to be with students all day.

The follow-up question posed was to know *How would you help them have a better understanding of classroom life?* I asked the group to write a letter to one person, it could be a colleague, administrator or student and express to them the sentiment they felt after watching the video. They were to put into words how they were made to feel by that person and what they would like to have happened in order to build a stronger community. Participants wrote for approximately twenty minutes and those who were willing shared their piece. The consensus at the end was that they felt liberated from the weight of the stress they maintained. As a group we discussed again the importance of journaling and its function as part of self-care. The participants went back to their day apparently better.

The next activity I collaborated with the mentee group was a visual project. We sat in my classroom, snacks were provided and the project was explained. They were given a large piece of paper with a circle with quadrants set in place. The upper right quadrant was titled *I got this!* The lower right quadrant was titled *It's not perfect but it is still right and me.* The lower left quadrant was titled *I am working hard on this but I will get it!* The upper left quadrant was titled *I do not know where to start with this, but I have to get it.* Mentees were asked to use pictures, words, poems, anything they needed to describe their thoughts or feelings in each quadrant. They spent

approximately an hour and a half working on their projects. I spoke with individual participants as they worked, asking them to explain different parts of their circle. For some, the first and last quadrants were the most manageable. They understood what they knew and what they did not. It was more challenging to put into words/pictures how they planned to move from the lower half of the circle to the upper right quadrant, but all were determined to get there. This project was unusual because it forced the participants to think about themselves, their personal growth and what it would take to get to a successful first year.

The conversation around the visual piece emphasized the need for community. There were similarities amongst all of the pieces seeking respect and acknowledgement for work and efforts. Some mentioned it was vision-like board. At the end of the project, they all had a vision of their successes and areas for growth. I asked permission to take pictures of the circles, but the mentees denied the request. They wanted it to be for their own growth and not shared. I asked permission for the mentors to review the pieces, all agreed. The mentors met and reviewed the pieces; discussed the common themes of respect; acknowledgment that was consistent and equal amongst their mentees. Acknowledgment of efforts was present on each circle as the final quadrant. The male participants wanted acknowledgement of race and gender as they worked with students.

The final activity with the whole group explored *The Dreamkeepers* (1994) Chapter 6, *Culturally Relevant Teaching*, Victor Rios's *Help for the Kids the Education System Ignores* (December 12th, 2016) and Kyle Schwartz's *What Kids Wished Their Teachers Knew* (December 1st, 2016). Pairing these three activities allowed the mentors and mentees to step out of the role of teacher and place themselves in the role of the student. Even as adults, they wanted and

needed the acknowledgement of others. They completed a list of things they wished their leadership team knew which included:

1) Please ask. Teachers are willing to work to make the community whole, but when the request comes across as a "do it or else" demand, it became difficult to feel respected.
2) Remember that they were new. There are going to be things that they are not familiar with and should be given directions on how to achieve it.
3) Please value their time invested in preparing for classes. When the schedule is going to be changed, please alert teachers more than a couple of periods before the change.
4) Respect goes in both directions. Give it, so that it can be returned.
5) Do not make assumptions. Ask the question and wait for the answer.

Like the students Victor Rios spoke about, Khalif felt the school did not recognize or understand their stories or background and how it shaped them into the educator they were.

All mentees participated in a post-program interview. The purpose of the interview was to determine if there were noted changes in their perception of the school, their transition and sustainability. Participants were invited to choose the place and time for the final interview. During the interview, participants shared information about experiences that occurred during the year that was not directly related to any of the texts, videos and prescribed conversations. Upon the completion of the interview, participants were able to review the transcript for consistency, corrections or add-ons. This review occurred at a later point.

Analyzing the needs of the new Black teacher at Hekima Academy through a grounded theory lens allowed for a better understanding of their needs in order to retain them. The data collected showed that with a programmed mentoring program (UM), teachers were able to identify inconsistencies that left them vulnerable, practiced self-care and understood the role race placed in education.

CHAPTER 5

Findings

This study was conducted at Hekima Academy from January 2018 to June 2018 school year, and utilized a qualitative lens in order to gain a more comprehensive understanding of the needs of new Black teachers in urban settings and the benefits of a mentoring program designed specifically for Black teachers on their experience.

Specifically, the central research question and sub-questions were:

Central Question:

- How can I use the experience of new Black teachers to design a mentoring/induction program that will help new Black teachers feel committed and able to remain in their school and profession?

Sub-Questions:

1. What opportunities and supports do new teachers have to collaborate with colleagues and what do these collaborations look like?
2. What opportunities and supports do new teacher have for daily or weekly reflection and how are new teachers engaging in critical reflection?
3. What opportunities and supports exist to provide new black teachers with formal mentoring?
4. What opportunities and supports exist for new teachers to receive informal mentoring both inside and outside of the school for these teachers?
5. What role does race play for new black teachers in their experience and their entry to the teaching profession?
6. How can I use the experience of new black teachers to design an induction program that will help new black teachers feel committed and able to remain in their school and profession?

Educators who had successfully worked in urban education for ten or more years were sought and utilized as mentors for this program. New and novice (less than three years) educators were invited to and participated in the study as mentees. Data were collected first from a survey that was given to all teachers and later from pre- and post-interviews from the five Hekima mentees. All interviews were recorded and then transcribed. In addition, personal reflections of the five mentees via journal entries served as authentic artifacts. The entries were subsequently transcribed verbatim into this report. Reviews of both the transcribed interviews and the journal entries were conducted with the participant for authenticity as this process served as a means to ascertain validity. As reported previously, pseudonyms were used for the school and the participants.

Each mentor participated in a training based on the "Introduction to Mentoring" guide provided by the Center on Mentoring. The workshop was held in the beginning of January for those interested in serving as a mentor for this study. The workshop was held over a period of two days, after normal school hours and lasted a total of 6 hours. Among other related activities, the role of mentor included performing mentoring type of functions: listening and feedback; providing advice; performing classroom observations; providing support in lesson plan generation; providing support in classroom management techniques; meeting and reflecting on induction videos with mentee; providing support and guidance as needed by the mentee and teaching specific skills as needed by the mentee. Of the eight prospective mentors, five committed to and fulfilled the requirements to serve as a mentor for this study.

The information depicted in Table 1 was derived from a demographic survey obtained during the mentoring workshop. As established in the table below, the mentors held a variety of positions and were all considered seasoned educators. Three out of the five mentors at the time of the survey held administrative responsibilities as well as classroom experience. The average number of years in urban education for the five mentors was fourteen years. All mentors reported that they benefitted from having a mentor themselves when they were fully immersed in the classroom and believed that it is important for new Black teachers to have the same support, hence their willingness to participate and provide that support.

Table 1: Background Information on Mentors and Identification of the Mentees

Mentor	Gender	Age	Job Title	Role of Mentor			Mentee
				Mentor	Mentee	Leader	
Tyrone	Male	40+	Administrative and Classroom Based	Yes	No	Yes	Khalif

Tisha	Female	50	Administrative	Yes	No	Yes	Ceyanni
DaQuan	Male	40+	Classroom based	Yes	No	No	Jiair
Aliyah	Female	30+	Classroom based	Yes	No	No	Kiera
Tykeir	Male	40+	Some administrative and classroom based	Yes	No	Yes	Judah

The workshop for the mentors was designed in a manner that allowed for scaffolding of the material to be covered. On the first day, the first item on the agenda for the mentors was a writing assignment on their mentor. They were provided the opportunity to reflect on their relationship with a previous mentor. The question posed: "What was one piece of advice your mentor gave you when you became a teacher that you would like to pass on to your mentee and why?" As a group, mentors and mentees shared their responses and discussed with each other about the varied experiences, which included both positive and negative interactions. The richness of the conversation was noted by each participant and the relationships they were about to build upon with a new cohort of teachers appeared promising they all agreed. From this exercise mentors practiced listening skills by taking notes and using I-statements to reflect on the information learned. The second half of the session was spent reviewing the school assessment protocol and the process by which to administer an effective assessment. In small groups, mentors practiced the skill of observation and providing feedback.

On the second day, mentors reviewed several of the listed videos and provided their own feedback to the group. Again, in whole group, they shared the responses and shared insights with each other. As a group, the mentors outlined what it means to provide support and guidance. The educators practiced different scenarios and discussed what kind of advice would be given. Finally, the last part of the session was spent reviewing the school's lesson plan format [See

Appendix 14] and the process by which to complete it. This session proved to be useful as several of the potential mentors were not classroom teachers and had not completed lesson plans in some time. Mentors appreciated working from the "basics", re-learning how to be teachers again in order to help new teaches. The mentee/teachers who participated in this study ranged from 26-45 years of age and 1-3 years teaching experience including the current academic year. For most, there was a familial teaching lineage, making the decision to become and educator organic in nature.

Table 2: Demographics of Mentees

Participant	Self-Identified	Age Range	Number of Years Teaching	Familial History of Educators
Judah[3]	African American/Black	26-35	3	Mother and Father
Ceyanni[4]	African American/Black	36-45	2	None
Jiair	African American/Black	36-45	1	None
Kiera	African American/Black	26-35	1	Grandmother, Mother
Khalif	African American/Black	36-45	2	Grandfather, Aunt, Uncle

The data in Table 2 are a summation of a variety of demographic information. All of the mentors self-identified as being Black or African American. While two of the participants were biracial (East Indian and Black), both identified with being Black. When asked their preference

[3] Biracial even though he classified himself as Black
[4] Biracial even though she classified herself as Black

for ethnic depiction, all participants stated that they use both terms, African American and Black, interchangeably. Three of the five participants who finished the mentoring program had family members who were also in education. They all shared that being around teachers all of their lives influenced their choice to become educators. The other two stated that they chose the field because they had exceptional teachers growing up and wanted to have the same impact on future generations.

To collect these data, I used interviews, (pre- and post- Umoja model mentoring program) and journals as artifacts, in addition to reflections on the videos and texts provided. The purpose of using in-depth interviews and first person artifacts was to guide me in gathering the appropriate data to answer the questions and sub-questions posed in this study. In addition to gathering data, these two processes allowed me to envision the lived experiences of each of the participants, those who began and those who finished the mentoring program. Conducting in-depth interviews allowed for using a small number of participants and to explore their perspectives on this particular program. This research design allowed me to interact with the participants as their perspectives as the program evolved, reducing the possibility of bias from my perspective. The data showed that in order for Black teachers to survive in urban schools, schools must offer immediate support to them that is characterized by:

I. Consistency
    a. Daily struggles
    b. Building trust
II. Personal connections
    a. Deep and shared understanding of life and struggle
    b. Acknowledgment

III. Racial affirmation

IV. Self-care

Consistency

Consistency was a theme that recurred throughout the program. Both mentors and mentees discussed the concept of having consistency as part of their journey. Everyone agreed that a larger sense of consistency was needed in: communication from the administrative staff; consistency in evaluation both professional and personal performance; in lesson planning; consistency in treatment for positive and negative actions. The lack of consistency became part of their daily struggle and at times, prevented the mentee to meet with the mentor.

Daily struggles. The first sub-theme recognized as a commonality for the participants was the major frustrations experienced included their daily struggles. Struggle, as measured by the lack of perceived support from colleagues and administrative staff occurred daily for new teachers. At the beginning of this process, Khalif reported being very comfortable and supported in his new learning environment. His perception was that he had the support of the administration and his colleagues. When asked specifically about his perceived level of support, Khalif stated: “Very, extremely supported. I found that the environment of the school is like a family” during the pre-Umoja model mentoring program interview in January 2019.

While he was not assigned a mentor during the orientation period at the beginning of the school year or during the first four months of the induction program offered by the school, he was very interested in having instruction and learning one for the second part of the year. His affinity for Tyrone, as they were in the same department, was key to his level of comfort moving into an urban school environment. He found that he was able to speak with Tyrone about both challenges, triumphs large and small. His responses to having Tyrone as his mentor included,

> "It will be excellent having Tyrone as a mentor. He comes and tutors some of my students themselves in my classroom after I leave. I know he can teach math! With him, I am gonna be excellent teaching technology in this school." (January 10th, 2018)

Tyrone, as a mentor, followed through with Khalif often. His attention to his mentee was one of the more consistent relationships developed at Hekima Academy. Khalif lamented in one of his critical reflections, about the inconsistent schedule that often threw off the classroom programming when he shared, "It is difficult to plan anything. A great lesson plan may be developed and we would get a message through the school's online messaging center at the beginning of class informing that the schedule [Sic] been changed for an event!" (January 25th, 2018) Participants shared that many of the interruptions in teaching occurred at the benefit of one of the sports teams. Pep rallies for upcoming games occurred at the same time, at the cost of the last two class periods. According to Ceyanni, "those classes took the hit more often" (February 21, 2019).

Kiera reported to being very comfortable and supported in the learning community by both school administration and colleagues when she arrived. Her perception was that as a new Black teacher who is coming from a different field (social work) she would have the necessary supports to meet success and that her challenges would be manageable. During the pre-Umoja model mentoring program, when asked directly about the supports provided to her, she responded

> "I am supported by my colleagues on a one-on-one basis. It's kind of like because we are in the same situation, we kind of encourage one another. In regards to my immediate administration, no. It is kind of lacking." (January 10th, 2018)

Both Kiera and Khalif shared that the daily challenges started out as small struggles, but grew over time. Neither considered themselves incapable of handling the day-to-day struggles, but as a new Black teacher, when some of the challenges were new to them they were at a loss on where

to seek help and from whom. Tyrone and Aliyah, mentors for Kiera and Khalif attempted to keep their mentees up-to-date on changes in schedules via text messages or providing short bursts of support as needed as reported by both mentees during the post-Umoja model program interview (June 8th, 2018).

Inconsistent communication was another component that caused great frustration for the participants. They shared that often messages were sent via email at the last minute or really late at night – after midnight at times, causing disruptions in teaching at times. To the students, these disruptions were viewed as lack of preparation on the teachers' behalf the next day. The participants lamented over being told the morning of an event that an event was going to take place. Schedules (testing, prep times, lunch) were changed often with no input from teachers. They were expected to "go with the flow". Ceyanni shared an experience that illustrated the effects of the lack of communication have on her and her classroom. Her experience involved state-mandated testing. Her students had a required double period each day all year in order to take the Keystone exam in May. Students had a difficult time completing the practice test in April in "an orderly manner", resulting in a week long detention for all students (and teachers). Ceyanni's frustration was tangible as she described how she (and her students) felt when they were informed the week before the exam that they were not taking the exam,

> "We received the email with the testing schedule. It did not have my class. I asked the Principal if the schedule was incomplete. She said no. My students will take the exam next school year!! Why did we spend two periods a day preparing them?" (May 7th, 2019)

Participants shared that they often had to accept the feelings of frustration from students and parents when communication was not direct, clear or timely. Not taking the test did not allow for critical reflection on techniques used or learned. Participants continued not to have the desired

time to self-reflect. With the spontaneous change of schedules and its lack of consistency, finding time for critical reflection continued to be a challenge.

Most found that professional development performed consistently and with fidelity can increase the comfort level of teachers, especially new teachers when a new technique is introduced into the school. The teachers reported that professional development occurred weekly. However, the topic was often not released until the day of the session leaving little opportunity to prepare in advance.

Building trust. Building trust, the lack thereof, through mutual respect, was second sub-theme between teachers and the administration expressed by four out of five participants. Teachers shared that they have often been on the receiving end of disrespect from the administrative team. As new teachers, the participants were open and willing to learn from any mistakes made or redirections given and spoke with their mentors as situations arose. For Ceyanni, Judah and Khalif, having a mentor who was also an administrator allowed them additional support and conversation about incidences as they occurred. Tyrone, mentor to Khalif, believed in the processes afforded by restorative practices, often followed up with Khalif, providing an alternative lens by which to view incidences, but never defending the incidence (Post-Umoja model program interview, June 8th, 2019).

At the beginning of the year, the members of the study trusted the administrative team to help them grow as educators. However, as the program progressed, the consensus was that the length of time employed at the school correlated with the amount of respect received which in turn related to their relative lack of trust of the administration. The participants discussed in the post-Umoja model program interview, the public reprimands received from the administrative team for blunders that could have been handled with a conversation. Ceyanni shared an

experience of having her classroom phone ring during a class because a student in the back of the classroom was using their phone, texting. The phone call came from the discipline office and was so loud that the students heard the whole "conversation". During the post program interview, her frustration was evident when she stated "with us having cameras in each room and as a teacher I feel like I'm being watched like one of the students all the time" (May 30th, 2018).

Her experience was not solitary in nature. Other participants shared occurrences in which they were publicly embarrassed by an administrator. How the teacher reacted to the reprimand often had residual affects not only on that teacher but also certain students. Judah journaled about an interaction that student and other teachers alike talked about throughout the school for several weeks. His incident involved a class discussion during a Black history lesson generated by the administration. The lesson had concluded but there was still time left, so he continued with the topic, following the students lead. He described the post-lesson conversation as "amazing, with 100% engagement" when an administrator burst into the classroom and screamed at him for being incompetent for not teaching the lesson provided. He went on to describe the confusion felt by the students. He stated that the students "felt bad and wanted to confront her because 'she is always talking about respect, but does not give it. She talks to you like you are a child.'" As he reflected on this incident Judah concluded that his frustration was also that the administrator did not model proper interaction techniques in the presence of the students and that he felt like one of the students. In the post-Umoja model program interview, (June 8th, 2018) Judah shared in his discussion about the interaction with Tykeir, his mentor, Tykeir reminded him that he can "only be responsible for his own actions" and that it is important to be "true to himself." For Judah, Khalif and Jiair, the struggle included not only being new in the environment, but being male and Black. Having the leadership team be comprised predominantly of Black women proved to be a

challenge. For these three gentlemen, having an all-female leadership team left them with a feeling unbalanced, as their perspective on situations were not acknowledged or taken into account. In a post- program conversation, Khalif's description of the environment from a male point of view shed light on the difficulty as,

> "Being a Black male teacher is like a double-edged sword. I am highly desired, and often sought after, however, it appears that when there is an incident, I have been issued harsher consequences than my white counterparts." (February, 2019)

As new Black teachers in an urban school, teachers based their relationships with students, colleagues and administration on a trust that the best interest of the community would be met. The expectation was that teachers would teach to the best of their abilities, administration would support the growth of students and teachers, and colleagues would support each other. Participants share the difficulty in meeting expectations because "we are not being shown how to meet the expectations set. It seems that we are being set up to fail." For Khalif, this lesson was especially difficult. His lesson came on the heel of being suspended for an interaction with a student. He was suspended without having due process and felt unsupported by his administration. Khalif's experience was not unusual or singular. He spoke of other faculty members who "were quickly dismissed without any opportunity to improve or correct any of their mistakes." As a Black man he was celebrated as a new faculty member at the beginning of the year but later stated that he was "not treated as a valued asset of the school." As a Black man who was an educator in an urban school, Khalif expected to be comfortable, if not celebrated. However, this was not his experience. He found that more was expected of him and little consideration was given to him when it came to his "Blackness". Talking with Tyrone about this incident provided a feeling of camaraderie which translated to support for Khalif.

Kiera also shared her frustration in attempting to live up the expectations that are not clear or stated. Her situation arose around the topic of science fair and the lack of support from the school administration. Teachers were not provided with a rubric or directions for assisting students. Students were frustrated because failing grades were being assigned for the missing assignments and they projected that frustration on the teachers. Kiera used her connection with Aliyah, her mentor as a support but often found that there was not enough time for her to have a full conversation. She shared her appreciation for her brief encounters stating,

> "I was able to have a passing by [Sic] in the hallway meeting with Aliyah that was uplifting. Even when I spend 5 minutes with her she finds a way to lift me up and remind me that everything will be ok. I really appreciate her!" (January, 2019)

All participants agreed that having a specific time and place to meet with their mentor would alleviate much of their stress in the new environment. They also shared that journaling allowed them to reflect even briefly on interactions, areas for growth or joys experienced.

Personal Connections

Pairing mentors to mentees was difficult at times. Most participants wanted to be paired with someone from the department. Being paired within content department had clear benefits such as familiarity of topics, shared experiences and lesson planning. However, that was not always possible as several of the departments were not represented in the mentor pool, and there was overlap in mentees from the same department. In those cases, other attributes were taken into account when pairing mentor to mentee such as age, gender and shared extracurricular activities. The hope/expectation was that some of the commonalities between the pair would allow for better connections and create a bond that would transcend teaching content.

Deep and shared experience. Kiera's relationship with Aliyah grew since being paired. Kiera reported that the time she spent with her mentor was priceless. Early in their relationship

Kiera had a life changing event that caused her to worry about her position at the school. She was grateful to her mentor with whom she could share her news and relieve her stress. In her journal, Kiera shared her excitement and stress when she said,

> "Today I found out I am pregnant and I am terrified that I will be fired or not rehired. Being pregnant should be a happy time, right? I am terrified because I think I will be on the hunt for a new job!" (January 24th, 2019)

Aliyah was able to support Kiera during this time as she too had her first child while working in this environment. They discussed the difference between their pregnancies in that Aliyah's pregnancy occurred during the tenure of a different administration and her pregnancy experience was fully supported by that administration. Kiera worried about having to share her news with this administration as they ranged from fifteen to twenty-five years her senior. In her role as mentor, Aliyah consistently made time for Kiera, provided support as requested and shared pregnancy experiences. In addition, Aliyah and Kiera designed a plan for informing the administration as this should be a very happy time for Kiera. Self-care became a common topic for both during this time. As an educator, Kiera's new status bonded her even more to her students. Her relationship with them grew as they became her "caretakers". Her students, as she stated, "Understood her mood changes and craving. They helped me."

For Jiair, having a mentor who instinctually knew when and how to assist him was significant. In both his journaling and interviews, Jiair spoke about the often yet brief interactions with colleagues and how they helped him as a new Black teacher in an urban setting. After the session to discuss the Rita Pierson's TedTalk (*Every Kid Needs a Champion*), Jiair journaled his response drawing a parallel between *every kid* and a new Black teacher, discussing the importance of hallway conversations. He described the conversations in his journal reflection as,

> They are brief but act like a shot of confidence. I don't think that the older teachers get how much a brief word of encouragement helps us. Coming from the older teachers, it makes us feel that we are going in the right direction. (March, 2018)

Mentoring at its core is relationship building. No one comes into an environment knowing everything and being successful right away. Both parties can benefit from having that 'other' person. However, the mentee is in line to have a better standing with a mentor who is mutually compatible in viewpoints and other considerations. Mentors should promote intentional connectivity through instructing, coaching, modeling, and advising to help their mentee find a balance in the new environment. Similarly to teachers, having a pivotal role in the lives of their students, mentors play a pivotal role in the lives of new teachers. Shared experiences allow for relationships to be more organic in nature. That is, they grow in the alignment of shared interests, common content, gender links, age group, family structures and cultural similarities as experienced by a few of the participants. Aliyah's and Kiera's relationship grew as Kiera's pregnancy progressed. Kiera shared, "Aliyah was able to share her natural remedies for morning sickness as she knew I was not interested in taking medication" (March 5th, 2018).

Growth as a person and teacher was very important to Judah. The school year covering this study proved to be one that challenged him professionally and personally. He reported having Tykeir as a mentor was a positive experience. He stated, "I was sure that I was not going to sign a contract for the next year, but with Tykeir's support, I survived my first year" (June 5th, 2018). For us, finding common time to meet proved to be the most challenging. The main lesson learned was that of balance. The major take-away from his mentorship experience with Tykeir provided solace for the upcoming year. In his own words during the post-program interview Judah stated,

> I do not believe that the school supported my growth making me wonder if this was the correct decision for me. Tykeir reminded me that balance was important and to know my

> worth. Do not allow the opinion of others to become my mantra. He was a very good mentor for me. (June 5th, 2018)

In discussing the transition of his relationship with Tykeir from being another colleague to that of a mentor, Judah smiled as he recalled a conversation they shared about teaching their sons about being men. Judah considered that conversation personal and private and chose not to share the actual story, but did say the conversation provided a different perspective for him on raising a son. As his elder, Tykeir's advice on child raising was appreciated and helpful. When asked if there were other conversations like the conversation about raising sons, Judah again smiled and acknowledged that there were several, none of which he journaled about, as it did not pertain to school. He shared that being raised by a single mom, he missed out on having these kind of conversations with older men. Having Tykeir, allowed him to have those conversations but did not think it was appropriate to log them. He really appreciated having an older Black man who was also an educator in whom he could share and question matters not only pertaining to work. Being a Black man in urban education was not "the norm", Judah shared, so having another be his mentor, he asked as many questions as he could (Post- Umoja model program interview, June 8th, 2018).

Four out of the five participants indicated that they would have appreciated more time to interact not only with their mentors, but with other new faculty member, as well. As Ceyanni, Jiair, Kiera and Judah stated, "As new teachers, we are all going through the same things, so why not meet and talk about them?" Their belief that "shared experiences could be used to solve shared problems" was one way to bond the cohort of new teachers (Post-Umoja model program interview, June 8th, 2018).

Acknowledgment. Being new not only to the environment but also to the profession elicited a level of invisibility as described by the participants. The level of invisibility

experienced at Hekima Academy varied between the participants and other colleagues. Many described their level of invisibility with the administration as *not having a voice*. The belief shared by the participants was that in this particular environment, they were expected to adhere to policies already laid out with no input. In addition, the feeling of newness resonated with lack of acknowledgment for efforts made as new members to contribute to the community.

Being new should not be equated with not being able to make valuable contributions, it was felt by the new teachers. Judah, whom colleagues and students recognized as a gifted math teacher described his invisibility with the administrative staff by describing an incident. He described receiving a written message from the department chairperson changing a grading policy for the course that he was teaching. The policy put into place was that the benchmark assessment was to be worth ten percent of the students' total grade for the quarterly marking period. Concerned by this drastic change in policy he turned to his principal as he did not feel comfortable approaching the department chairperson. Her response to him left him stunned and confused,

> The principal shared that I need to 'get over it' and speak with the chairperson. I left the office with my feelings hurt and unsure of my next step or how to 'get over' someone being purposely disrespectful towards me. (February, 2018)

He brought this interaction to his mentor, who listened and attempted to provide support. Tykeir shared his own interaction with this administrator and offered some advice on how to interact with her. He also offered to speak to the administrator on behalf of Judah who refused, fearful that the impact later could be negative. His frustration could be felt when he stated, "My concern is that if I do, will it affect my position here?" Judah insisted during the post- Umoja model program interview in June (2018) that although he did not agree with the new policy, he as the teacher was not part of the conversation about how to implement this new policy. His lack of

first-hand knowledge prevented him from having a clear conversation with the students and parents about the policy. The backlash from parents and students in the form of confrontations based on the policy came directly to him as he could not say "please take this up with… as the policy was given to me, and not mine" as the teacher of record.

Participants shared that some of their invisibility occurred as a means to protect themselves. As new teachers, a sentiment shared was confusion. Most admitted that they were unsure how to move within departments and grade groups, as the message received from the school administration was often one that in conflicted with the other department. The teachers shared that they often closed their doors and taught the students in a manner how they felt their students should be instructed. They did not ignore the curricular design, but felt that they knew the students in the classroom better than the administrative staff. While this action of closing the door blocked them from their colleagues, most shared that it was one way to "do their job of teaching students." The mentees acknowledged the action could be limiting, but were willing to risk it in order to meet their students' needs. Most found that speaking with their mentors allowed them to find other ways to learn to meet the needs of their students and not feel as alone. Unfortunately, the need for additional time was a commodity that was most desired.

In the post-Umoja model program interview Ceyanni described the beginning of the school year as "exciting". During the school's new teacher orientation, the members learned about each other, skills that they possessed, places they and others traveled, unique things about each other. Ceyanni thought by learning these attributes would translate in "providing opportunities to share with the community" (Pre-Umoja model program interview, January 2018). However, making suggestions for activities or events at the school went unanswered. Ceyanni shared that she stopped making suggestions to the Dean of school climate and went

ahead and offered tutorial opportunities for students. She was "tickled" that in one of the school's newsletters the school announced her tutorial program as something the school offered, but did not give credit to her for the program. She shared that while it bothered her at the time that she was not given credit, in her conversation with her mentor, Tisha, she was able to reconcile that the program was about the students and that is what matters. Her hope was that someone, anyone in administration would say "thank you," but that did not happen. She questioned out loud how many other programs/activities were lost because teachers/staff were not recognized by the school.

Jiair shared that most of his acknowledgment came from his mentor DaQuan. His interactions with DaQuan had been positive and sincere since his arrival. He reported that when first offered the position, he turned it down. The school approached him several times asking him to take the position. Finally, he agreed to take the position when the offer included academic and classroom support, as the assigned subject matter (Engineering) was not his particular strength. His support lasted only a matter of weeks, he reported. His major concern included the reduction (to zero) of time for him to visit other classrooms to learn from the veteran teachers. In addition, all of the support promised around lesson planning disappeared. He reported being officially reprimanded or not having the lesson plans originally promised to him. Still Jiair reported he introduced his students to new technological programming and grew his program from within his classroom. He was especially proud when other teachers including his mentor DaQuan, came through his classroom to "see what he was doing with students" and congratulated him on student growth. Nevertheless, he shared that no one on the administrative team ever came to his classroom to see it in action.

After an especially rough week, Judah felt as though he did not have a place in the school. His frame of mind was detached and his frustration could be felt when he stated, "I cancelled my meeting with my mentor Tykeir this week. I could not have a conversation with him at this time. I feel disposable." His journal entry indicated another interactions in which he was reprimanded for trying a new technique in class to help students with a particular formula. An even later journal entry stated that while his mentor Tykeir gave Judah room to reflect, he still showed up to meet with and support Judah. Judah appreciated Tykeir's understanding for time alone, but more importantly understood that this was not the moment to leave him alone. Effective mentors are able to read the cues of when to step away and when to support the mentor. It is lonely at times for the new Black teacher, but having an effective mentor can reduce that feeling of loneliness.

Racial Affirmation

Being a new teacher has its challenges. However, being a new Black teacher in an urban school has its own set of unique challenges. As education programs continue to teach from a lens that is based on the traditional middle class, white, female, institutional racism continues to be an undercurrent in the education system. The role of the Black teacher in an urban school is more than teaching content. The five teachers who participated in this program all understood that role and its importance for not only the students in front of them, but the importance to the community, both inside and outside of the school doors, as well as for potential implications for future generations.

From his arrival to the school Jiair reported being wary of the environment. As a staff member who began after the start of the school year, some of the orientation and teambuilding sessions were missed. His perception was that, as a new Black male teacher who came into a

new setting unlike he had previously experienced, he would have the necessary supports to enhance success. He reported that his support was dependent on the given situations and circumstances stating,

> "I feel supported in certain areas. And unless we can really capture the things that's going on, and deal with them, then we won't have support? This administrative team proved themselves to be unsupportive of young, Black, male teachers but very supportive of the Caucasian teachers." (April, 2018)

The assumption made was as Black teachers in an urban school, the interaction between student and teacher would be more fluid and therefore less support was warranted. None of the participants agreed with this notion. Jiair and other participants reported that Caucasian teachers were 'given a pass' on blunders that Black teachers were not given. While comparing similar situations that occurred with a Caucasian female teacher, Jiair wondered, "All of the men on the climate team run to assist her, my question becomes are they doing this because she is young, Caucasian, or female?" (April, 2018) His question not only considered ethnicity, but also gender. Jiair was concerned that his Black male students were provided conflicting messages about equality and justice as it related to gender and race. From their lens, "being female and White came with benefits."

Participants spoke about "the light skin vs dark skin" arguments they witnessed in their classrooms. Ceyanni, who possessed a light complexion, discussed being told her ideas are "White" and the implication is that it will succeed by both students and colleagues. In one journal entry she shared how "sad it made her, to think that her own daughter who is darker will not be taken seriously because she is not light skinned." None (Khalif, Ceyanni, Jiair, Kiera and Judah) of the participants expected this to be a problem in an urban setting, but were still not surprised by how deeply this mentality was entrenched in the school. They shared that in their own educational backgrounds they experienced the same phenomenon and decided that they

would do better by being better teachers in an urban school. The assumption was that as students (within their education program), they were not prepared or capable of understanding and or learning the content being taught. At Hekima Academy, Jiair shared that the students' dynamic mimics the adult dynamic such that lighter skinned teachers are given more autonomy and latitude in decisions about their classroom.

Judah, as a Black male teacher also considered his complexion as his interactions with both staff and administration was different from that of other teachers. In the beginning of the year, he reported being neutral in his transition to this school, specifically in his reactions to the level of support experienced provided by both his administration and colleagues. Depending on the staff member, his interactions could be positive or negative. He stated,

> "I feel supported at times. I had an administrator come in my room and saw things that they didn't like, they were trying to help me. I really feel supported by other teachers. I can go and ask if they have this or that, and they're always there. They are willing to help me because they have more experience than I do." (March 22nd, 2018)

His perception was that as a new Black teacher it was important for students to have someone that looks like him teaching Brown and Black students and thereby enhancing the quality of their relationship which can have an impact on learning. He was happy to accept Tykeir as his mentor because they were both male and in the same department. In addition, they shared many commonalities which would allow for a better relationship increasing his level of comfort moving into this urban school. When describing his interactions with his mentor, Judah responded,

> "He listens, provides reassurances on parts. I really enjoy having him on my team. He shared techniques that worked for him. He showed me how to set up my classwork to balance direct instruction with independent work. Tykeir is very helpful to me." (March 22nd, 2018)

There was value in pairing the new Black teacher with a veteran Black teacher based on gender. Judah's interactions with students as a Black man had its positives. He used this position to influence the students for whom having a Black male teacher was an anomaly. As a faculty member of this school for nine years, it is apparent that for many of our students, having a teacher who looks like them is not a normal occurrence. For Black male students having a Black male teacher is even more rare. Judah shared an experience about a Black male student who seemed unreachable by his teachers. The student had difficulty bonding with other teachers, had a reputation of being difficult, unwilling to learn and was often left to his own devices. The student shared a bond with Judah and was willing to listen and grow under his guidance. Judah proudly shared how this student to teacher relationship grew when he stated,

> "No matter how hard he tried to deny it I could see he was very intelligent. I was able to 'trick' him into leaning and when he started doing well, he had great success! Eventually for a few months he became my best student." (March 7th, 2018)

Being one of his two Black, male teachers, Judah used his both his gender and ethnicity to bond with and help this young man and others through the academic year.

Ceyanni was very excited to be in her current school from the start of the school year. She reported being excited about having an experience that was culturally linked, which allowed her to feel comfortable and supported in this learning community by both her administration and colleagues. She stated: "With the African centered theme, I never experienced that for myself, nor have [Sic] I seen other schools with this kind of background" (January, 2018). As for the support she felt from her administration and colleagues, Ceyanni shared that she was not supported by her administration. "Unfortunately, I don't feel supported. I was terribly uncomfortable because a lot of things we learn on the fly and by the imbalance in the message" (June 8th, 2018). Her perception was that as a new Black teacher who was coming into an urban

setting, she provided that missing piece of being educated, intelligent and culturally aligned to her students. Ceyanni, like the other participants in the study preferred to have a mentor in her department, but considering one was not available, she was happy to accept Tisha as her mentor because they were both female and believed that Tisha had a lot to offer as a mentor in the transition to a school whose academic focus had a cultural lens.

She expressed that her role in an urban setting was "predestined." For her, being a Black woman who was also a scientist forced her to take into account her impact on her students every day. She discerned her role as,

> "I need to take a step back and I feel as though that God pushed me in certain directions, but if I'm here to help guide students to become better people, especially Black kids, they don't see too many people like me. So I'm trying my best to show them that a person from their own neighborhood can actually be somebody." (January 24th, 2018)

Black teachers not only teach content on a daily basis, but provide supports for students that the curriculum does not. Ceyanni and the other participants understood the role race plays in educating students and were willing to provide that support even if they did not have it themselves.

As the year was ending, Kiera was able to reflect and reconciled that each year has its challenges. However, she was positive about her experience, even though some of the challenges deemed daunting. Her excitement for ending the year could be felt when she stated, "I love what I do! The headaches, the 'not so great' communication, the tired night and days make it amazing! I especially love educating my Black students because I expose them to skills and help in the future" (April 11th, 2018). She acknowledged and used her ethnicity as a tool to help her students. Growing up a Black student in an urban school herself, she used what was missing in her education to help shape her teaching. Kiera signed a contract to return the next year and hoped that it would not be as challenging.

For Khalif, he has always known that as a Black man he was both needed and undervalued. His role is more than just teaching, it is preparing the next generations of Black students, especially male students for society. He shared his concerns for the manner in which students are treated unequally in urban schools. For some, students are introduced early to a penal system where their consequences are severe for minor infractions. For others, it did not matter what the action was, their consequences were minor. As a Black man, his students witnessed the unequal treatment received by him as compared to the Caucasian teachers. He stated that "the administration did not deal with him the same way or manner as his white male co-workers" (March, 2018). His fear for his students revolved around them not being fully prepared for the inequities of the future based on the experiences in the school setting. His frustration could be felt when he stated, "I think it is very interesting that society claims to want and need more Black male teachers, however they do not treat them as if they are a valued asset." He used his upbringing and life experiences as an asset in the classroom with his students because they share the same upbringing and life experiences.

Self-Care

All of the participants agreed that having a mentor from the beginning of the school year would have created for them a better experience. Being limited to four months, while valuable, was not enough. Of the twenty-seven new faculty members who began the school year and eight participants who showed interest in the project at the beginning of the year, only three returned to this urban school the following year. The remaining three stated that having the mentor who made time for them, helped them navigate the new school environment and shared techniques for self-care made a difference to them. They all agreed that at times they made decisions that were

in the best interest of the Black and brown student they taught rather than what was in the best interest of the teacher. Self-care became a necessary conversation between mentor and mentee.

For instance, Kiera's experience this year was accented by her new marriage and pregnancy. As she reflected previously, she was nervous about informing the administrative team of her pregnancy. Having Aliyah as her mentor, she was able to formulate a way in which to inform the school without fear. In her journal, she spoke about conversations with Aliyah to help her manage her morning sickness and cravings. She shared, "Pop tarts! All I want to eat is pop tarts! When Aliyah found out I was paying $1 for each pop tart, she brought me a box" (March, 2018). Taking time off from work was also a challenge for Kiera, afraid to take the time in case she needed it later. "Aliyah reminded me that if I do not take the time to get better, I would not be of any help to my students and may risk my baby. I need the rest" (May, 2018). Kiera ended her school year a week early, placed on bedrest by her doctor.

Twice a year, teachers are allowed to use their half day professional development time as a self-care period. Khalif chose to use the first of these two periods as a tutorial session for his students. He believed that his time was best spent providing the additional support for the students. His mentor, Tykeir, reminded him that it is also important to use the time for self-rejuvenation as school work does not disappear, it is always there. The second self-care day came after Khalif had a difficult interaction with a member of the administrative team. He decided to follow the advice of Tykeir and took the time for self-care. According to his journal entry, when he returned to school the next day he relayed to Tykeir that "I had the best sleep in a couple of months! I was able to pick up my children from school and spend some time with them before going home" (April 27th, 2018). Creating a balance between work and home was important as the participants of this study discovered.

Jiair did not arrive at Hekima Academy at the beginning of the school year. Because of this, he missed most of the orientation sessions. His transition to the school was not smooth in that he had a difficult time bonding with students and colleagues. Security personnel was often summoned to his classroom. In one case, after an unpleasant verbal altercation with the Dean of Students and a particular class, Jiair to take a much needed day off. At that point he had had several altercations with this group and the Dean's office, often feeling ostracized and alienated from the other adults in the learning community. He described the lack of support received from the Dean's office and administration in the following way, "What I got was ridicule by the administration including the Dean's office in-front of students and other staff when I asked for help" he stated during the June 8th, 2018 post-Umoja model program interview. Although he did not journal about his day off, he journaled when he returned to the building the following Monday, "I needed that! Being away for three consecutive days provided a little perspective and much needed rest. I have a new way of approaching my students." To further illustrate the point: DaQuan, Jiair's mentor, reminded him often about the necessity of self-care in one of their sessions. Jiair journaled DaQuan's statement saying, "As the front line in education, we have to be on all of the time. If we do not take care of ourselves, we are no good to the students and will burnt out fast. Remember that!"

Self-care can mean many things to many people. Understanding the benefits of preparation, for Judah it meant reflecting on one's craft. As he was already having difficulty since his arrival to Hekima Academy with the administrative team, his perspective was to be prepared for any visit by the team. A couple of his journal entries reflected his anxiety towards the visits and wanting to have his lesson plans airtight and to follow his set of procedures. Judah explained, "If I can perfect the seven-step lesson plan, then I can relax a little. However,

planning bell to bell instruction is hard. Knowing what comes next means I can do other enjoyable things with students." Judah's ability to reflect on his lesson as a component of his daily preparation for classes meant that he was taking care of his responsibilities. In his post-Umoja model program interview (June 8th, 2018), Judah shared that having a mentor who was also a teacher was beneficial as Tykeir supported him in developing complete seven-step lesson plans.

Summary

This study was conducted with a qualitative lens in order to gain a more comprehensive understanding of the needs of new Black teachers in urban settings and the benefits of a mentoring program designed specifically for Black teachers on their experience. This qualitative study was completed with five mentees and their mentors within a specifically designed support program. The data showed that new Black teachers required four things in order to have a successful first year. First, they needed consistency. They need consistent communication, consistent evaluation, consistent feedback and consistent support from their administrative team, colleagues and mentor as it related to daily struggles and challenges. In addition, with consistency, new teachers were able to build trusting relationships within their school community. These relationships occurred between new Black teachers and their colleagues and between the new Black teachers and their students.

Second, new Black teachers who had a mentor-relationship, with whom they shared personal connections had a more successful year than those who did not. School environments that acknowledged the new Black teacher for their skills, gifts and professional commitment, provide a climate more conducive to sustaining the teacher. The ability to build relationships with colleagues, students and families also proved to be instrumental in sustaining the new Black

teacher. These relationships were reminiscent of that feeling of Umoja – community, that was integral for the success of the Black school prior to the *Brown* resolution.

Third, new Black teachers voiced not being able to separate their role from their race acknowledging that it could, paradoxically, be an affirmative or isolating phenomenon. Teachers, especially the male teachers, voiced being marginalized for both their race and gender. The ability to interact with others who shared some if not all of the same 'life stories' as a Black person authentically, reduced the need to code switch often and provided a sense of being true to one's self.

Finally, one of the most important aspects of the mentoring relationship was self-care. New Black teachers who engaged in self-care were able to handle set-backs encountered in their school community better than those who did not participate in self-care. Teachers who took the time for self-rejuvenation were able to have better interactions within the school community. Self-care can be in the form of time for oneself, time away from school related activities or in reflection on one's skill and/or pedagogy. New teachers who were able to balance what they needed personally and what they needed to be successful in the classroom were committed to remaining in their learning environment.

CHAPTER 6

Discussion

This study began with an overview of the research that reviewed mentoring and induction of new Black teachers within the urban school setting from the perspective of understanding the specific needs attributed to being Black and new to the profession. Based on the overview it was argued studies were limited, in the sense that they did not provide a comprehensive overview of the needs of new Black teachers. While the research provided studies that referenced new teachers, the specific needs of the new Black teacher was not forthcoming. Racial micro-aggressions, self-care and needed supports in a post *Brown v. Board of Education* era were marginally discussed in the literature and shaped the first-year experience possibly leading to attrition of teachers. Hence, several aspects of new Black teacher support were left unexplored. In this dissertation, I attempted to contribute to a deeper understanding of the specific needs of new Black teachers who come into urban schools with the intention of educating Brown and Black students.

Main Research Findings

The findings of the study were discussed in detail in the previous chapter. Using the data collected, the development of the Umoja model program was finalized. The Umoja model program is a mentoring program utilizing texts, videos and one-on-one mentoring with critical reflections and journaling. Four major themes stood out across this study: Consistency, Personal connections, Racial affirmation and Self-Care. The following sections discuss each of the themes in turn.

Consistency. The role of the Black teacher in the urban school was characteristically more than that of a typical educator. Studies demonstrated that Black teachers who specifically entered urban school settings played a vital role in remedying racial disparities of achievement, due in part to their commitments and passions to teaching within urban schools (Villegas & Jordan Irvine, 2010; Achinstein & Ogawa, 2011), as well as extended the authentic feeling of community that allowed them to reach the student by means learned outside of a textbook. Chapter 2 discussed the impact of having a Black teacher in the urban school, especially in the arena of closing the achievement gap.

This theme resonated with both mentors and mentees during the study. The two sub-themes of this section included a discussion on the *daily struggles* of teachers and *building* trust amongst staff and administration. They discovered that having a consistent schedule, a consistent and reliable communication process, and administrative and collegial support allowed the first-year teachers to accomplish their personal and professional goals. Mentorship provided some consistency to the new Black teacher, but soon it was discovered that administrative support was also necessary for success. Teachers who made the decision to leave their schools, fled the poor

working conditions that make it difficult for them to teach and for their students to learn (Allensworth et al., 2009; Boyd et al., 2011; Loeb, Darling-Hammond, & Luczak, 2005; Johnson et al., 2012; Ladd, 2011; Marinell & Coca, 2013) and included lack of support from colleagues and administration. However, communicating with staff prior to the onset of an activity allowed the new teacher time to adjust their curriculum, activities and themselves for the change of plans.

It was established that when principals interrupt, abandon, criticize and maintain control over teachers, teachers reported low motivation, felt unsupported, fear and confusion, avoided work and feelings of being manipulated or abused (Johnson et al., 2005). Two of the three male participants in the study were clear in their description of instances of administrative disrespect or the feeling of undeserved criticism, despite their feelings of welcome at the beginning of the school year. Not feeling appreciated can result in lack of performance or behavior of the teacher and therefore lack of success for the students. According to Brown & Wynn (2009), principals who invested in the personal growth of their teacher retained teachers at a higher rate (as cited in Olsen & Huang, 2018). The use of texts like *The Dreamkeepers* by Gloria Ladson-Billings and the *Mis-Education of the Negro* by Carter G. Woodson (1933), in conjunction with various select TedTalks provided inspiration and positivity for the new Black teacher [See Appendix 12]. The texts and TedTalks allowed for critical reflection on specific questions and concepts posed. Critical reflection on topics provided space for the new Black teacher to grow in teaching technique and allowed for the development of community.

Mentors who were consistent in meeting with their mentees were also able to assist the new Black teacher with their professional and personal growth. Via the Umoja model mentoring program, small communities between mentors and mentees were established. In the case of the mentors, research revealed that effective mentors are able to reduce the attrition of mentees.

Smith and Ingersoll, (2004) found that teachers who had access to mentors were less likely to leave the field during their first year. The American Association of Colleges for Teacher Education (2010) suggested that mentors should be trained and highly skilled in supporting the learning of adult teacher candidates (as cited by Hobson, et al., 2012). One of the first aspects of conducting this study was to identify and train the selected mentor candidates. Training all mentors allowed for consistent responses and actions of the mentors towards the mentees. The training workshop included performing mentoring type of functions: listening and feedback; providing advice; performing classroom observations; providing support in lesson plan generation; providing support in classroom management techniques; meeting and reflecting on program selected videos with mentee; providing support and guidance as needed by the mentee and teaching specific skills as needed by the mentee.

Personal Connections. The second theme, personal connections, refers to the needs of the new Black teacher to become a functioning and contributing part of the school community. The two subthemes of this section include *deep and shared understanding of life and struggle* and *acknowledgement of the mentee.* The research and this study indicated that pairing the mentor and mentee should be considered carefully. Mentee participants wanted to be paired with someone from the same department. This type of pairing would have benefits such as familiarity of topics, shared experiences and lesson planning. Mentees who were paired with mentors from a different department were assigned based on shared experiences, age and gender.

Effective mentorship involves knowledge transfer of norms and behaviors and contributes to the accumulation of the social and institutional capital that allows underrepresented minority faculty to successfully navigate the academy and specific institutional structures (Few et al., 2003; Nam, Seung, & Go, 2013). Some of the mentee members became

hesitant in participating fully in a new environment as the academic year progressed. While they all shared positive attitudes at the beginning of the program for the school, time [or lack thereof] showed itself to be a determinant of teacher success. Teachers like Kiera, who was paired with someone not in her department, but had common experiences grew in both her profession and personally by the connection made. In her own words, Kiera stated: "Today I found out I am pregnant and I am terrified that I will be fired or not rehired!" (January 24th, 2019). Due to their personal connection, mentor Aliyah was able to support Kiera during this time as she too had her first child while working in this environment.

Mentoring at its core is relationship building. Similar to teachers, having a pivotal role in the lives of their students, mentors play a pivotal role in the lives of new teachers. Shared experiences allow for relationships to be more organic in nature. Judah, who struggled as a new teacher depended on his mentor Tykeir for support. As expressed in his own words: "I was sure that I was not going to sign a contract for the next year, but with Tykeir's support, I survived my first year" (June 5th, 2018). Experienced teachers and principals often underestimate the complexity of teaching and the new teacher is not given enough emotional support or information on policies and procedures, nor provided with clear expectations (Andrews et al, 2007). Mentees needed time to meet with their mentors, but also expressed the need to meet with each other. As Ceyanni, Jiair, Kiera and Judah stated, "As new teachers, we are all going through the same things, so why not meet and talk about them?" Their belief that "shared experiences could be used to solve shared problems" was one way to bond the cohort of new teachers (Post-Umoja model program interview, June 8th, 2018). While no two teachers were alike, they all shared common first year teacher experiences.

The mentor acts as a guide, role model, teacher, and patron and brings the accomplishments of the protégé to the attention of others in power (Noy & Ray, 2011). Being new to the environment elicited a level of invisibility as described by some of the participants. The level of invisibility experience varied between the participants. Many described their level of invisibility with the administration as *not having a voice*. The belief shared by the participants was that they were expected to adhere to policies already laid out with no input. In addition, the feeling of newness resonated with lack of acknowledgment for efforts made as new members to contribute to the community. Participants in this study arrived with talents outside of the classroom and were willing to share them with the community. Ceyanni thought by learning these attributes would translate in "providing opportunities to share with the community" (Pre-Umoja model program interview, January 2018). However, making suggestions for activities or events at the school went unanswered. The sentiment by the last trimester of the year was that suggestions and ideas were nullified. Participants questioned how many other programs/activities were lost because teachers/staff were not recognized by the school.

In this study, acknowledgement from the administrative staff was not a repeated occurrence. However, mentees shared that their acknowledgement came from the mentors. For example, Jiair's introduction of a new project created excitement around the school. He was especially proud when other teachers including his mentor, DaQuan, came through his classroom to "see what he was doing with students" and congratulated him on student growth. Nevertheless, he shared that no one on the administrative team ever came to his classroom to see it in action. This lack of acknowledgement created instances in which new teachers like Judah felt invisible when he approached his administrator about a new technique he wanted to try in his classroom. He stated, "I cancelled my meeting with my mentor Tykeir this week. I could not

have a conversation with him at this time. I feel disposable" (Journal entry, April 25, 2018). Building an environment conducive to positivity and growth of both teachers and students is primarily the role of the principal. Tillman (2003) shared, "It is imperative that principals make new teachers feel welcome by conveying the message that they are valued members of the school community" (p.233). The expectation is that teachers take into account the differences of their student daily when planning lessons and activities. That same expectation should be made of principals and learning environment when creating a school community. When the talents of the new Black teacher is understood by both mentor and principal and utilized, the community will have the opportunity to grow. It is lonely at times for the new Black teacher, but having an effective mentor can reduce that feeling of loneliness.

Racial Affirmation. Research showed that being a Black teacher in an urban school is not as common as it was prior to *Brown vs. Board of Education*. In fall 2011, among full-time instructional faculty whose race/ethnicity was known, 79% were White, 6% were black, and 4% were Hispanic (US Department of Education, 2014). For some this may not be a concern, however, for students of color the connectivity with teachers may be lacking. As of the date of this study, the Black and Brown student make up more than 50% of the student population. According to the National Center for Education Statistics (2019), between 2000 and 2015 the percent of White students in public schools declined from 61 to 49 percent. In addition, the expectation is that between the fall of 2015 and fall 2027 that decline will be from 49 to 45 percent. However, for the same time period, the number of Brown and Black students will continue to increase in public schools from 43 to 51 percent. As the number of students of color increases and the number of Black teacher decreases, cultural and academic gaps will continue to increase.

Mentors found that being a new Black teacher in an urban school had a set of unique challenges. Mentees found that their role was more than providing content but that they were also required to have insight to the racial experiences of students of color and be able to support students' effective navigation of structural barriers (Gomez & Rodriquez, 2011; Kohli, 2009; Makobela & Madsen, 2007). All five participants specifically chose to teach in an urban school because of their own experiences as students and the implications for future generations of Black and Brown students. The assumption made was as Black teachers in an urban school, the interaction between student and teacher would be more fluid and therefore less support was warranted. Studies have shown that Black teachers who specifically enter urban school settings play a vital role in remedying racial disparities of achievement, due in part to their commitments and passions to teaching within urban schools (Villegas & Jordan Irvine, 2010; Achinstein & Ogawa, 2011), as well as extend the authentic feeling of community that allows them to reach the student by means learned outside of a textbook. Participants, like Ceyanni, spoke about "the light skin vs. dark skin" arguments they witnessed in the classroom and school community. As a light complexion educator, she was told by both students and colleagues that her ideas were "White," indicating that she will succeed. None of the participants were surprised by how deeply this mentality was entrenched in the public school.

Unless school leaders actively oppose institutional norms and practices of whiteness, schools will continue to function as hostile racial climates not only to students of color but also to teachers of color, particularly those who try to disrupt the racial status quo (Kohli, 2016). Jiair and other participants reported that Caucasian teachers were 'given a pass' on blunders that Black teachers were not given. While comparing similar situations that occurred with a Caucasian female teacher, Jiair wondered, "All of the men on the climate team run to assist her,

my question becomes are they doing this because she is young, Caucasian, or female?" (April, 2018) Mentoring should not only take into account the ethnicity of both mentor and mentee, but also take into account gender. Ceyanni and other participants held the perception that as new Black teachers coming into an urban setting, they provided that missing piece of being educated, intelligent and culturally aligned to the students and that they used their ethnicity as a tool to help their students grow.

For new Black teachers effective mentoring attempted to diminish the stressors of overt and covert racism and discrimination (Antonio, 2003; Daley Wingard, & Reznick, 2006; Sims-Boykin et al., 2003; Stanley, 2006) experienced in public schools. The mentors in this study had an impact on the new teachers that cannot be taught in a preservice education class. Effective mentors provided concrete advice and modeled teaching techniques that worked in the specific learning environment. In addition, mentors decreased the isolation of the new teacher by giving teachers the room they needed to reflect on interactions without abandoning them. Male Black teachers shared that at times they felt invisible to the administration and often used that invisibility to protect themselves when not clear about their role or function. Like Ceyanni, Khalif used his own history as an asset in the classroom, because he and his students shared the same upbringing and life experiences.

Self-Care. The fourth theme, self-care, refers to the new Black teacher meeting their own needs so that they could become a functioning and contributing part of the school community. According to Tillman (2003), "teachers who felt undervalued in the school community often became isolated within the community and experienced difficulty in transition (p. 231)". Mentees of this study participated in critical reflection as a means of meeting their own needs for professional growth. In addition to reflecting in journal, mentees also had the assistance of the

mentors to guide them in a direction that allowed for growth. Three of the five mentee participants stated that having the mentor who made time for them, helped them navigate the new school environment and shared techniques for self-care made a difference to them.

For Kiera, her first year brought about several changes including first a marriage and then a pregnancy. She shared that having Aliyah for her mentor was beneficial in that "Aliyah reminded her to take time for herself." The participants in this study were provided two half day professional development sessions that were dedicated to self-care. For many of the new teachers, the first of the two sessions were spent working – they did not understand that they could have left the building. On the second session, all teachers left the school and engaged in some activity that provided respite. For Judah, his mentor Tykeir reminded him to take that time for himself. Judah used the time to be able to pick up his children from school, had family dinner and eventually sleep. He noted, "I had the best sleep in a couple of months!" (Journal entry, May 2018). It is important to create a balance between work and life; a task many of the first-year teachers learned.

Reflection and journaling proved to be effective when discovering some of the frustrations and expectations of the new Black teacher. Research found that as part of a mentoring program, implementation of reflection and journaling should be used as a component of a specific set of strategies to assist new Black teachers (Ingersoll & Strong, 2011; LaVant, Anderson, & Tiggs, 1997; Glazerman, et al., 2010; Tillman, 2003). Participants journaled as a technique which provided an opportunity for teachers to reflect, and then return to the reflection for clarity of the potential next steps. Understanding the benefits of preparation, for Judah it meant reflecting on one's craft. DaQuan, Jiair's mentor, declared, "As the front line in education,

we have to be on all of the time. If we do not take care of ourselves, we are no good to the students and will burnt out fast. Remember that!" (Journal entry, March, 2018)

According to Brown & Wynn (2009), principals who invested in the personal growth of their teacher retained teachers at a higher rate (as cited in Olsen & Huang, 2018). New Black teachers faced many challenges during the first (through third) year of teaching. During the school year, effective principals created opportunities for the new teacher to reflect on their craft, and their professional and personal goals. Specifically designed professional development sessions were used to assist in critical reflection on course work by departments. The findings in this study showed that it was as important for teachers to care for themselves as it was for them to care for the needs of the students.

Theoretical Implications

The findings in this work contributed to the research that discern the needs of the new Black teacher in urban schools. Mentoring, both formal and informal, played a significant role in reducing the attrition rate of this cohort of new teachers. Nationally, teacher attrition has continued to increase over time. The research indicated that the attrition rate of the new Black teacher surpassed that of the typical teacher (Ingersoll et al., 2014; Ingersoll & May, 2011). Teachers in more affluent schools that did not lack resources, that maintained small class sizes did not experience the same level of teacher turnover.

The first contribution of my dissertation to the query on attrition is in the form of research. Most of the research is viewed through the lens of the pre-service teacher, typically White, middle class and female. The previously cited research stated that there are many reasons teachers leave the profession. These studies pointed out that the reasons included poor working conditions and the lack of funding/resources. In addition, mentoring, supports in curriculum

guidance, unsuitable teaching assignments, poor leadership, and the lack of clarity throughout the hiring process (Frankenberg, Taylor and Merseth, 2010) were necessary factors for success. However, for the new Black teacher, the aforementioned reasons coupled with color blindness and racial micro-aggressions manifest as macro and micro forms of racism and take a toll on the professional growth and retention of teachers of color (Kohli, 2016). The lack of support for new Black teachers in urban schools also attributes to the dissatisfaction felt and the need to leave.

Smith and Ingersoll (2004) concluded that there were components to creating a successful and comprehensive program for retaining new teachers: (1) strong administrative support, (2) a coaching component with trained coaches, (3) a networking structure for both new and veteran teachers available, (4) opportunities to visit demonstration classrooms, (5) a designated welcome "center" to help new teachers transition into their new community, (6) "a formative assessment process that helps the new teacher develop skills for student achievement" (p.33). For the Black teacher, the program included the components above and more specific supports like self-care, consistency in communication, personal connections and racial affirmation.

Currently, there is a limited number of studies that focused on the needs of the new Black teacher. Consequently, this study at least contributed to this dearth of information. Present are studies of the traditional teacher, and the Black male teacher, but none on the new Black teacher in urban schools. Utilizing the studies already in place, I attempted to fill the gaps that differentiated the attrition of the Black teacher as compared to that of the White teacher. I drew on insights from action research as its function is to educators be more effective at what they care the most about, the development of their students. This enabled me to create the Umoja model program – a mentoring program utilizing texts, videos and one-on-one mentoring with critical reflections and journaling. The results discussed in Chapter 4 showed the importance of

meeting the specific needs of Black teachers which are different from those of White teachers. Chapter 4 showed that a personal connection to teachers must be made, acknowledgment of them, their contributions to the community and their racial identity dictated their success.

Thus, I argue that understanding the positionality of the new Black teacher in urban schools as more than the conveyor of content, but that of role models, to "raise the race," and to "give back" to the community (Achinstein et al., 2010; Su, 1997; Dixson & Dingus, 2008; Villegas & Irvine, 2010) can not only help close the academic achievement of students, but reduce the attrition of teachers. In addition, understanding the schools' ability to serve the academic needs of students of color as evidenced by the achievement gap can only be addressed when the shortage and attrition of Black teachers continue to rise is also addressed and solved. Also noted, the efforts to recruit teachers of color are seldom accompanied by paradigm shifts to effectively train and support their specific needs, (Kohli, 2016) like self-care, mentorship, and community building. This paradigm shift should take place in education programs in order to effect change.

Practical implications

The findings of this research suggest implications for reducing the attrition of Black teachers in urban schools. First, institutional racism continues to permeate the urban school. Most large urban districts have high concentrations of poor students and students of color and many other urban and suburban-schools are becoming increasingly re-segregated by race and socioeconomic status (Frankenberg, Taylor, & Merseth, 2010; Boykin & Noguera, 2011; Oakes, 2005; Burciaga, Perez Huber, & Solorzano, 2010; Orfield & Lee, 2005) in student population but not teacher population. Inequalities in school funding have consistently relegated students of color to overcrowded, under-resourced schools, compared with their White peers (Borman &

Dowling, 2008; Anyon, 2005; Oakes, Rogers, & Silver, 2004). Funding for schools, teacher selection and student selection have all allowed for the segregation of students, and it can be extrapolated that based on the selection so has funding. This unequal funding has created an academic chasm between students in urban schools and those who are not. Schools are fundamentally structured through Eurocentric hierarchies that inadequately frame people of color through deficits (Valencia, 1997, 2010; Yasso, 2005). Unless school leaders actively oppose institutional norms and practices of whiteness, schools will continue to function as hostile racial climates not only to students of color but also to teachers of color, particularly those who try to disrupt the racial status quo (Kohli, 2016).

Second, education programs need to be expanded to not only deliver content on diverse classrooms, but also diverse teachers. Educational programs are limited to meet the needs of students of color, as they themselves tend to be limited in their diversity. People of color are underrepresented in U.S. postsecondary education as a result of academic pipeline, which adversely influences their advancement and upward mobility (Gasman, Abiola, & Travers, 2015). In addition, the majority of teachers in schools (teacher education programs) will continue to be predominately White, middle class, Christian and heterosexual females from English-only backgrounds (Amatea, 2009; Carpenter-LaGattuta, 2004; NCES, 2011). As we prepare teachers to teach in diverse settings, it is essential that teacher education programs focus on understanding culture, culturally relevant and responsive practices, and teacher identity (Waddel, 2014). Many scholars agree such an increase will help to ensure that schools provided a multicultural perspective as well as provide role models for students in urban schools (Achinstein, Ogawa, & Sexton, 2010; Bennet, 2002; Eubanks & Weaver, 1999; Haberman, 2011; Miller & Endo, 2005; Sleeter & Thao, 2007). Students of color within a specifically designed teacher preparation

program felt more supported through creating a sense of community, a focus on strengthening ethnic identities, working for social justice, and a demonstrated commitment to teaching among peers (Bennett 2002). High levels of support, cohort systems, and faculty advisement are critical factors in the success and retention of students of color in teacher education programs (Wood & Lewis, 2010).

Third, one-on-one mentoring with critical reflection is necessary for the growth of the new Black teacher. Effective mentoring has provided the greatest impact on increasing teacher retention, but often is not sufficient support alone (Wilkerson, 2009). Mentors are critical throughout the academic life course to enhance underrepresented minorities educational access, persistence, advancement, and career success (Nakamura & Shernoff, 2009; Noy & Ray, 2011). Most scholars agree that it a form of professional socialization whereby persons of superior rank and/or experience instruct, counsel, guide, and facilitate the intellectual and/or career development of those identified as protégés (Blackwell, 1989). Crucial components of mentoring include helping early career faculty negotiate barriers, manage time and commitments, learn and understand the unwritten rules of the academy (Sims-Boykin et al., 2003). Urban teachers need to be supported by professional development built on intellectual work and continued development of a critical perspective (Leland & Murtadha, 2011). Beyond racial and gender similarities, shared interests or shared appreciation for each other's intellectual focus facilitate a supportive environment in the mentoring relationship (Alexander-Snow, 1999).

Fourth, meeting the specific needs of Black teachers will allow for the growth of that teacher and reduce attrition. Apart from the one-on-one mentoring, using texts that speak specific to Black teachers is also a necessity for their growth. Standard induction programs have a role, but do not meet the specific needs of Black teachers. LaVant, Anderson & Tiggs (1997), shared

that “when Black male teachers have been given the opportunity to participate in formalized support systems they succeed” (p.43). Having their experiences heard and validated is integral to the success of the new Black teacher as a means to dismantle the structural racism and inequality lived (Cook, 2013).

Based on this study, there are four components to having a successful tenure in urban schools for the Black teacher. They included, (1) Consistency in the form of treatment from administration, scheduling and communication; (2) Personal connections in the form of having seep and shared understanding of life and struggle, and acknowledgment of the contributions being made; (3) Racial affirmation – race has a role in educating students of color and a role of the Black teacher. Race is a component of their identity and it should not be ignored or marginalized. (4) Self-care, Black teachers often neglect their own needs for support in exchange for meeting the needs of their students.

Limitations and Directions for Further Research

Previous studies did not focus on the attrition of the new Black teacher but instead focused on retaining teachers in public schools such as providing classes and opportunities to discuss the diverse student. My research expanded these studies by establishing the specific needs of new Black teachers in urban schools. The previous sections discussed the needs of this cohort of Black teachers. Here, I discuss the limitations and implications of my findings for future research.

First, the qualitative approach I used allowed me to make some strong claims about the effects of the Umoja model program used in my study. In reviewing prior research of studies related to this topic, there were not many that correlated directly to this one. While there were studies based on the attrition of teachers, only a few attempted to discover the truth behind the

attrition of Black teachers and none were specific to urban schools. Due to this limitation, I attempted to understand the specific needs of this cohort with minimal baseline information. Using a grounded theory lens, this qualitative research design allowed me to engage in a step-by-step, systematic procedure, to formulate a hypothesis based upon concepts and to test this hypothesis by constantly comparing cases (Savin-Baden & Major, 2013). The objective in using this approach was to generate a theory through both inductive and deductive processes of how best to support new Black teachers in urban settings. Using this program (Umoja) as a template to create and or extend induction programs is a possibility provided for schools with no means of addressing the needs of new Black teachers.

A second limitation of my research originates from the timeline that was studied. I spent five months observing mentees, their mentors and the implementation of the Umoja model program. New and novice teachers maintain this status for a period of up to three years. Studying the impact of a newly designed program (Umoja) for a period of time less than the three years may not produce the desired information. Although all of the participants in this study were offered a contract the following year, only three returned, making the attrition two out of five, even though the two did not leave the profession of teaching, only the school where the study took place. Although feedback was provided at the end of the study in the form of a post-Umoja model program interview, more check-ins during the programming time would have been beneficial such that the program could be altered to the needs of the particular new Black teacher. The timeline for this program did not allow for many variations. Another option would be to have a multiple year program with cohorts based on the teaching experience of the members and basing the program model on the needs for those teachers in that particular year.

As teachers participate over a three- year period, their needs should change and the program should adjust to meet that change.

A third limitation of my research originated from the setting of the study. The school setting chosen for this study was an African centered high school with a total population of five hundred and eighty-five students. It is not considered a large school and already follows the concept of teaching through a cultural lens. On one hand, having a small pilot study was appropriate to manage the gaps in the Umoja model program in this specific setting. On the other hand, a larger population in a traditional urban school would have provided for a better cross section of the teacher population. Running this program in the two types of schools (traditional and African centered) simultaneously would have produced results that would have been interesting to review and analyze. The difficulty would have been not having first-hand knowledge of observation of mentor-mentee interactions in the second school setting, thereby creating an additional concern.

Finally, throughout this dissertation I assumed that well-designed and a thoughtfully created Umoja model program would be enough to eradicate the attrition of Black teachers. However, since the attrition of the two teachers was not due to incidences occurring in the school, but cited family concerns for the change, the attrition should be negated. Both teachers, who were female, remained in education, at a different location. Urban public schools with high percentages of students from socioeconomically marginalized backgrounds in the United States suffer from high teacher turnover (Ingersoll, Merrill & Stuckey, 2014). This occurrence aligns with the research on the attrition of teachers. Women have higher attrition rates earlier in their careers due to family lifestyle issues related to marriage and children rearing and the lack of support in creating a work/life balance. Younger teachers have a much higher turnover rate than

their midcareer colleagues (Education Week, 2000). The key to retaining Black teachers in urban schools is based on understanding who they are, what their needs are, being consistent with interactions, making personal connections and self-care.

Since the completion of the program and the start of the new academic year, two more of the other three teachers in the study transitioned out of the school. The lack of programmed continued support for the new Black teacher had an effect on the quality of interactions between colleagues, and administration. Currently, of the twenty-one new teachers that began their tenure at Hekima Academy in the school year 2017-2018, only three remain. This number reflects both the Black teachers and White teachers of that cohort. This large of a transition is greater than the traditional school, where nationally, 50% leave within the first three years. Here, at Hekima Academy, 85% of the new teachers, both Black and White, transitioned within the first two years. This degree of transition should be reviewed by the administrative team in order to reduce continued attrition of teachers.

CHAPTER 7

Conclusions, Implications and Recommendations

The purpose of this study was to investigate the effectiveness of a mentoring program in supporting new Black teachers and to identify the supports necessary for them to develop a long-term commitment to teaching in an urban setting. Therefore, the overarching question of this study was: How can I use the experience of new Black teachers to design a mentoring program that will help new Black teachers feel committed and able to remain in their school and profession? Participants in the study were five new Black teachers at Hekima Academy (pseudonym). The study employed a qualitative approach to collect data on participants' experiences with mentorship, and used grounded analysis to analyze findings as to key themes. The data revealed that participants required four things in order to have a successful first year: consistency, personal connections, affirmation of their racial identity and experiences, and self-care.

The first theme, consistency, related to the way in which the participants were able to transition through the school and the daily struggles that came with being new; the

communication or lack of communication experienced; and the ability to build trust and earn mutual respect in the school community. Participants indicated that open communication was a necessity in order to live up to the expectations of the school, administration and students. When consistent communication was lacking, common daily activities became a struggle and caused perceived displacement for the new Black teacher. Second, participants with a mentor had a better experience through their first year. Mentors who invested time to meet with their mentee and uplifted the new Black teachers were more effective in their role. Trust in the mentor often led to openness to build relationships with other members of the community. Third, participants were unable to separate their role as a teacher from their race acknowledging that it was either affirming or isolating, depending on the context. Some participants, especially the males, felt marginalized for both their race and gender. Finally, one of the most important aspects of the mentoring relationship was the mentor's encouragement of self-care. New Black teachers who engaged in self-care were able to handle set-backs encountered in their school community.

This chapter draws from the themes in the data to address the core research question and related sub-questions (See Appendix 5 for sub questions) by proposing a reimagined model for the mentoring of new Black teachers (see Table 3). This model is also supported by current research in the field. In addition to sharing this model (see Figure 1), this chapter offers implications for practice and future research possibilities.

Umoja Model (UM)

Teachers stay or leave their positions for many and individual reasons. However, the four themes outlined in this research served as prominent components for retaining the new Black teachers in this study. The themes were 1) consistency; 2) personal connections; 3) racial affirmation; and 4) self-care. These themes contributed to the development of a reimagined

mentoring program which included two components: 1) best-fit mentorship; and 2) a mentoring program specifically tailored to Black teachers. Each component as it aligns to the themes is described in detail in the following sections.

Table 5: Umoja Model

Best Fit Mentorship	**Induction for New Black Teachers**
• Pairing "best-fit"	Culturally relevant texts and video
• Orientation for mentors	Discussion about race/affirmations
• Administrative support	Reflection journals
• Departmental connections	Opportunities for self-care
• Critical Reflections	

The Best-Fit Mentor

The findings from this study demonstrate that it is critical for new Black teachers to be paired with a mentor who possess the time and desire to provide support(s) necessary for in-depth mentorship. In addition, mentors should be supportive, empathic, reflective and knowledgeable of the discipline. As such, schools and induction programs should place extra effort into creating a "best-fit" mentorship for new Black teachers. This aligns with the broader literature based on induction that indicated mentoring was a good predictor of teacher retention.

Research has shown that mentoring was an effective intervention for addressing the high turnover of teachers and teacher retention (Glazerman et al., 2010; Gray, Tate, & O'Rear, 2015; Ingersoll & Strong, 2011; McCann, 2013; Smith & Ingersoll, 2004; Strong, 2006).

Mentorship Orientation and Commitment

In this study, the *Introduction to Mentoring* (2006) guide provided by the Center of Mentoring and *Mentoring Beginning Teachers* by the Alberta Teachers' Association (2003) were used as tools to train mentors. This training program was completed in a six-hour professional development over a two-day period. The program was effective in training "seasoned" or "senior" teachers to mentor new teachers because it assumed that "coaching" a new Black teacher would be aligned to the growth of a seasoned teacher, offering a professional development incentive for both new and seasoned teachers. Therefore, the process for becoming a mentor included orientation and professional development sessions to familiarize the mentor with their role and responsibilities.

The time commitment necessary to provide the necessary support was one that mentors were advised of prior to commitment. The mentors of this study indicated that they perceived giving back (to the new Black teachers) was necessary for the success of both students and teachers. All of the mentors stated that they had a mentor when they began teaching and for that reason giving back was integral for their own growth. Having the mentors come to that conclusion on their own was inspiring, as this program did not seek to "strong arm" participation.

Administrative Support of Mentorship

Administratively, in order for the mentoring program to be successful, time was a major factor that had to be addressed. It was clear from the data in the study that mentors and mentees

required a minimum amount of time for success to be achieved. An effective mentoring program should be three years in the making as teachers are considered novices for three years. During this time, mentees can grow in both skill and confidence and depend less and less on the mentor as they come closer to the three-year mark. Formally, mentors and mentees should meet minimally on a weekly basis and can meet informally as often as possible. Administrators should willingly adjust the schedule of mentors and mentees such that they were able to collaborate with each other. The change in schedule does not have to be drastic, rather it should be at least one day a week where the schedule is adjusted to accommodate participants. At the Hekima Academy this change in schedule was the release from one of the three faculty meetings as a trade-off for a formal weekly meeting time for those participating in the program. Participants' appreciation for the formal, scheduled time was immeasurable and viewed as support from the administration towards the success of the new Black teacher. Once the mentors were identified and trained, they maintained a supportive relationship with the administration in order to meet the needs of the mentees. This relationship included any additional training requested, a safe space to be a voice on behalf of the mentee and a willingness to listen to the needs of the mentor and mentee.

Department/Discipline Connections

At the beginning of this study, all participants shared that they preferred to be paired with someone in the same academic department. Having a mentor who travelled the same path as the new teacher, and having the same problems and concerns allowed the mentee the opportunity for asking the questions that they would not be comfortable asking another colleague in a different department or administrator. As McCann (2013) stated, "A mentor can help beginners to integrate what they see, labeling the elements in an instructional sequence and recognizing the

purpose for each instructional move. This can lead to attempts to similar practice and reflection on its efficacy" (p.90). Therefore, school leaders should try to pair mentees with mentors that are in line with their discipline and teaching philosophy, and hopefully, teach in their department.

While having a mentor in the same department was ideal, it may not be possible. In this study two female teachers were paired even though they were not in the same department. The relationship intersected at gender and both being new parents. They found that their relatedness was more important than teaching in the same department. Therefore, if there was no departmental match, it was important to survey participants for similarities or perceived needs. These similarities were in the form of teaching style preference, age, gender and/or personal talents. The benefits of having a mentor with shared experiences were immeasurable for the new Black teacher especially if those shared experiences included race and teaching philosophy. For instance, if a teacher needed to have lessons that were completely structured, it was not appropriate to align them with a teacher who did not write a seven-step lesson plan. This dynamic created negative tension for and between the new teacher and the mentor.

Prior to matching, mentee participants were invited to meet with mentor participants in an informal setting to talk and potentially bond. While the goal was to have a one-on-one mentoring program, relationships across mentoring pairs occurred and were not prevented. As seasoned educators, the mentors were not prevented from providing support or advice if asked from a mentee that was not assigned. The mentors and mentees in this grouping were a cohort unto themselves. Although, in this study all matches proved to be a success, if the match became difficult, either participant was free to request an alternative. Therefore, an important aspect of developing a mentorship program was to foster collaboration across mentors (or mentees), in addition to between mentors and mentees.

Critical Reflection

All participants shared the difficulty in finding or having time for self-reflection. Without being taught how to reflect or what defines a critical reflection, new teachers were blindsided when asked for their reflection during evaluations. They expressed the mandate that was a part of their professional development, however, no formal time or opportunity was provided for this aspect of their experience. Therefore, one part of the mentoring design of this model was use of critical reflection as a tool was important for growth of all teachers. According to Minott (2009), reflective teaching was an approach to teaching, learning and problem solving that uses reflection as a main tool (cited in Yaman, 2016). Teachers practiced, understood and conceptualized not only shortcomings but also triumphs in the classroom. For new teachers especially, demonstration of reflection techniques or protocols was important for their growth. This practice also served as a component of self-care. Mentors assisted in this skill for growth guiding mentees, when participating in self-reflection, the areas of focus included curriculum knowledge, pedagogic knowledge, the pedagogic enactment and personal constructs and identity.

Umoja: An Induction Program for New Black Teachers

Being a new teacher was a difficult position to be in. Being new and Black came with even more stress and angst. Kohli (2015) stated, “Unless school leaders actively oppose institutional norms and practices of whiteness, schools will continue to function as hostile racial climates to teachers of color, particularly those who try to disrupt the racial status quo” (p.4). The results from this study highlighted the unique role that mentoring programs play in countering institutional racism and hostile climates. The findings demonstrated that it was important for a mentoring program to attend to the role of race for teachers in an urban school, provide texts to support the new Black teacher, encourage journaling as a means of critical

reflection for self-care and build relationships based on trust and consistency. Therefore, these aspects are detailed here to illustrate effective elements of a mentoring model for new Black teachers.

Designing opportunities to reflect upon and discuss race. All of the participants of this study were educated in traditional American public schools which were overcrowded, majority Black in student population but not in faculty population. Another shared commonality was that they all experienced racism in one form or another as students and continued to experience racial microaggressions which included but were not limited to subtle racial insults/assaults (Kohli & Solórano, 2012). Participants in this study used several texts to discuss and reflect upon their experiences as students and teachers, in order to both affirm and process their experiences. The materials were specifically chosen because they all spoke to the needs of the new Black teacher and their journey into this profession.

First, they read Carter G. Woodson's *The Mis-Education of the Negro* (1933), as a source of inspiration. Woodson's claim was that education was used by Whites to maintain superiority over Blacks and simultaneously teach self-hatred to Black students. The participants were asked *what hope is there for our students?* The second text used in this induction program was *The Dreamkeepers* by Gloria Ladson Billings (1994). Chapter three, "Seeing Color, Seeing Culture**,**" resonated strongly with participants as they all made the conscientious decision to teach in an urban school. They expected to remain in that setting for the foreseeable future. Participants discussed experienced interactions with colleagues and administration that were not positive and the resultant effect on personal self-esteem in their ability to remain in their urban school. In addition to the suggested books, a series of TEDtalks were recommended for review as well as

discussion points between mentor and mentees (see Table 4 for list of TedTalks). Participants also used journals to reflect upon their own experiences and the readings.

These texts, discussions, and journaling activities provided critical experiences for the teachers in the study that helped them to establish a sense of belonging and affirmation at their school. Therefore, this is a key aspect of any induction model for new Black teachers. Understanding one's role as a Black teacher in an urban setting was not a lesson that can be taught in a classroom. However, in order to increase the number of teachers of color in urban schools, it was imperative that induction programs encourage Black teachers to reflect on their past educational experiences and the integration of White cultural superiority into their worldview (Kohli, 2015). Education of self was paramount when attempting to understand one's role in a community.

These activities also helped teachers to build supportive relationships among each other. McCann (2015) stated, "Induction into teaching and into a teacher's professional growth is a long path, and mentoring does not involve a single sage who guided the novice along the way. As teachers develop, they rely on a network of support" (p.89). This network of support can come in many forms, from curriculum support, classroom management support, a casual kind word from anyone or a formal mentor.

Implications

Every child deserves to have a highly qualified teacher in their classroom. Since the successful passing of the landmark Supreme court case *Brown v. Board of Education,* the Black student has been exposed to few Black teachers during their attendance of public school as the percentage of Black teachers continues to decline. The effects of this transition to a predominantly White teaching staff in the urban school on the Black student cannot be measured.

The following quote was obtained from the Department of Education State of Racial Diversity in the Educator Workforce 2016 report,

> Without question, when the majority of students in public schools are students of color and only 18 percent of our teachers are teachers of color, we have an urgent need to act. We've got to understand that all students benefit from teacher diversity. We have strong evidence that students of color benefit from having teachers and leaders who look like them as role models and also benefit from the classroom dynamics that diversity creates.
>
> Education Secretary John. B. King, Jr.
> Speaking at Howard University, March 8th, 2016

Recent research indicated that teacher turnover across the country costs over 7.2 billion dollars each year. This study attempted to understand the key components for sustaining Black teachers in urban schools and suggested different implications for the administrators, the Black teacher, the mentors and policy makers which are discussed below.

Administrators

Administrators can use the proposed model as guidance to create a specialized mentoring/induction program for new Black teachers. The model outlined the ways in which administrators provided supports for mentors and how to create a cohort model. New Black teachers were allowed to collaborate with their mentors and other new Black teachers on a scheduled weekly session thereby reducing isolation. It suggested that administrators consider how formal scheduled time should be part of the teaching load for both mentor and mentee. Third, it offered ways to invite dialogue around race through the use of culturally relevant materials for both mentor and mentee.

New Black Teachers

Black teachers played an integral role in educating non-White students as their numbers as students increased in public schools. When we think of teachers and their role in society,

Karen Hunter Quartz (2003), reminded us that "the real heroes of urban schools were those who found ways to stay connected to their profession, colleagues, students, and communities. They were not born, but emerge from an extensive network of supports and a solid understanding of pedagogy" (p.105). The teachers who participated in this study came into this urban school with the expectation that they would remain in the school for an extended period of time. For them, this study emphasized the necessity of having an effective mentor as transition to a new community can be difficult. One key to their success was critical reflection upon self-care. Teachers found that critical reflection on teaching, interactions with colleagues, students and each other provided insights not clear in the moment. The successful new Black teacher will: 1) have an effective mentor, 2) critically reflect often on texts that support growth in pedagogy, and 3) understand the role their race plays as they interact with the students of urban schools. Kohli (2008) stated, "Many Black teachers have been socialized through racially biased educational systems and carry skewed perceptions of themselves, their communities and other non-White racial groups" (p.180).

Mentors

Shawn Hitchcock (2015) during a podcast presentation said, "A mentor empowers a person to see a possible future, and believe it can be obtained." Mentors played a significant role in the success of the new Black teacher in Hekima Academy. For the new Black teacher, the mentor was the counselor, the support, the first responder, and the teacher's first teacher. Without the mentor, the new Black teacher could be isolated in a new school community. Mentors in this study empowered their mentees, giving them a voice when they felt voiceless, guiding them through the new urban environment. The mentors showed sensitivity to the needs of the new Black teacher, uplifting the mentee as they grew in their new environment. One of the

most important lessons a mentor taught the new Black teacher was that of self-care. Both mentors and mentees needed to practice self-care as the urban school experience evolved. The implication for the mentor here was to use both texts and TEDTalks in the sequence provided and with the prompts/questions provided with fidelity.

Policy Makers

According to the Department of Education's State of Racial Diversity in the Educator Workforce (2016) report, "As a nation we are stronger when people of diverse backgrounds, experiences, and perspectives work and learn together, diversity and inclusion breed innovation" (p.7). Policy makers should consider the population being invested in. Students of color, Black and brown students in particular, deserve to have a learning environment that is reflective of their culture and ethnic background. An induction program that reflects the demographics of the teachers and the school setting should be mandated for all schools and should include a three-year timeline for its duration. As the population of the student body continues to change in ethnicity, language, and learning style, the transition into the new environment should be supported by both the school and the district. One of the responsibilities of the Black teacher is to prepare students for living in a multicultural world. Policy to support the new Black teacher needs to be created that invests back into the urban school. These policies should include but not be limited to change in the requirements of teacher education program, professional development, and state-mandated Act 48 (training) hours. A structured mentoring/induction program for Black teachers should be created following the use of texts and other support materials that sustain the teachers.

Implications for Further Research and Recommendations

This study contributes to the existing research on mentoring. The difference between this study and others conducted was that here, the goal was to retain/sustain the new Black teacher in urban schools. This study was focused in one urban high school with a relatively small teaching staff of thirty-five. The mentoring program was based on the expressed needs of new and seasoned Black teachers of this particular school, Hekima Academy. In order to review the effectiveness of this study, additional studies similar to this one should be conducted with an emphasis on the new Black teacher. Additional studies should use the format practiced here in that primary data can be collected via a survey which sought to determine the individual and collective needs of new Black teachers as they entered into the learning community. As shown to be beneficial, an articulated program to groom potential mentors in the skills and techniques necessary to serve as mentors for incoming new Black teachers also enhanced the experience for both mentor and mentee.

Duplication of this study in multiple sites is another way to increase the research and determine the effectiveness of the program. Data collected from the different sites will further delineate the needs of the new Black teacher, thus reducing attrition. Duplication of the program will also suggest the similarities and any differences in the implementation and effectiveness of the program. This information will assist in the redesign for that particular school and its needs.

Urban schools have been referred to having a “revolving door” (Ingersoll, 2001b), with new teachers leaving faster than they are arriving. In order to determine the effectiveness of an induction/mentoring program for new Black teachers, a long-term study should be conducted. This study should be conducted over the first five years of the urban education experience in comparative sites. The data collected during this period would provide a lens for the mentoring program and its effectiveness. In a longer multi-site study, alternate variables could be compared

such as the long-term effectiveness of having a mentor in the same discipline versus a mentor from a different discipline, the variation of time required for effective mentoring and the variation of resource materials. In addition, collaborative activities should be designed for the cohorts both in the one school environment and across multiple sites as a means of support across the district.

Hekima Academy utilized one induction program for all of its new faculty. This program did not differentiate for new or seasoned teachers, and/or White or Black teachers. The following table (See Table 3) compared Hekima Academy's induction program to the Umoja Program use of texts, critical reflection and meeting. A component of this UM was the scheduled sessions with topics and prompts for discussion between the mentor and mentee (See Table 4). The list of topics/prompts were generated based on the stated needs of the mentees as derived from the interviews conducted at the beginning of the program. By design the UM program incorporated a best-fit mentorship with components for the induction for new Black teachers' guidelines in order to meet the needs of the new Black teacher (See Table 5).

Table 3. Comparison of School's Induction program and the Umoja Induction Program

Program	Mentor Assigned	Texts: Books	Texts: Video	Critical Reflections
Hekima Academy	No	*The Dreamkeepers* *Core Six*	None	No
Study	Yes	*The Dreamkeepers* *The Mis-Education of the Negro*	Every Kid needs a champion – Rita Pierson A tale of two teachers – Melissa Crum What kids wished their teachers knew – Kyle Schwartz Shut Up! And Let Me Teach: Ending the Assault on Teacher Autonomy -Chandra Shaw Help for kids the education system ignores – Victor Rios A Brief Word on Growth v. Mastery – Carol Dweck	Minimally - Weekly

			Surface learning or mastery of concepts? – Salman Khan	

Table 4: Weekly Mentoring Session and the Topics for Discussion

Session	Text	Topic/Prompt
1	*The Mis-Education of the Negro*	**Education of any people should begin with the people themselves**
2	*The Mis-Education of the Negro*	We are instilled with a self-hatred through education
3	*The Mis-Education of the Negro*	We have relegated the majority of our education towards teaching and preaching
4	*The Mis-Education of the Negro*	Too many educated black people leave the masses
5	*The Mis-Education of the Negro*	While higher education does have a general trend with all people towards selfishness, it works more disastrously among blacks than among the whites because the lower classes of the latter have had so much more opportunity
6	*The Dreamkeepers*	**A Dream Deferred:** mentees reflected on the suggestion that segregation is still currently occurring in present day America and Black and Brown students are still not receiving equal education.
7	*The Dreamkeepers*	**Does Culture Matter?:** discussed the importance of community in an educational setting and the need for all stakeholder to participate in educating the next generation of students.

8	*The Dreamkeepers*	**Seeing Color, Seeing Culture:** discussed experienced interactions that were not positive and the role of self-esteem in their ability to remain in their urban school.
9	*The Dreamkeepers*	**We Are Family:** mentees reflected on the familial relationships developed with both students and colleagues and the impact on student success.
10	*The Dreamkeepers*	**The Tree of Knowledge**, mentees reflected back to Woodson's *Mis-Education of the* Negro and the use of education as a means to emancipation.
11	*The Dreamkeepers*	**Culturally Relevant Teaching:** as Black teachers, is being a teacher separate from being Black.
12	*The Dreamkeepers*	**Making Dreams Into Reality,** mentees reflected on their journey through their first year in an urban school.
13	TEDTalk: Rita Pierson's ***Every Kid Needs a Champion***	Who was your champion in high school? Did you need a champion? Are you that negative 2 or plus 2 teacher? For whom are you championing on a daily basis (a student, a colleague, yourself)? What do you need in order to be a champion for your students?

Table 4: Weekly Mentoring Session and the Topics for Discussion (cont'd)

14	TEDTalk: Melissa Crum's ***A Tale of Two Teachers***	Which teacher are you and which teacher would you like to become?
15	TEDTalk: Chandra Shaw ***Shut Up! And Let Me Teach: Ending the Assault on Teacher Autonomy***	How many of us would love to say this? After viewing the whole video, has your opinion changed? Explain. How would you use this as a teaching tool for another colleague, administration, our students?
16	TEDTalk: Victor Rios ***Help For the Kids the Education System Ignores***	What are the implications for schools of recognizing and understanding the backgrounds and stories of our students and families?
17	TEDTalk: Kyle Schwartz ***What Kids Wished Their Teachers Knew***.	We often hear that "we are not fully aware of what our students are bringing to school with them". How many times have we had an adverse reaction to "that kid who is without something to write on or with again"?
18	TEDtalk: Carol Dweck ***A Brief Word on Growth v. Mastery*** and Salman Khan.	What are the implications for the way we traditionally measure student learning if our processes are designed to truly teach for mastery? How does his vision of mastery-based learning intersect with the idea of student growth provided by Carol Dweck in the previous talk?

	Surface Learning or Mastery of Concepts	

Table 5: Umoja Model

Best Fit Mentorship	**Induction for New Black Teachers**
• Pairing "best-fit"	Culturally relevant texts and video
• Orientation for mentors	Discussion about race/affirmations
• Administrative support	Reflection journals
• Departmental connections	Opportunities for self-care
• Critical Reflections	Options may include: reflection on pedagogy, reflection on the role of a Black teacher in an urban school, reflection on culturally relevant texts and video.

Figure 1: The Umoja Mentoring Program

References

Achinstein, B., & Ogawa, R. T. (2011). *Change(D) agents: New teachers of color in urban schools*. New York, NY: Teachers College Press.

Achinstein, B., & Aguirre, J. (2008). Culturally match or culturally suspect: How new teachers of color negotiate sociocultural challenges in the classroom. *The Teachers Record College, 110*(8), 1505-1540.

Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). Retaining teachers of color: A pressing problem and a potential strategy for "Hard-to-Staff" schools. *Review of Educational Research, 80*(1), 71-107. doi:10.3102/0034654309355994

Aguirre, A. (2000). *Women and minority faculty in the academic workplace: Recruitment, retention, and academic culture*. San Francisco, CA: Jossey-Bass.

Aguirre, A., Martinez, R., & Hernandez, A. (1993). Majority and minority faculty perceptions in academe. *Research in Higher Education, 34*(3), 371-385. doi:10.1007/bf00991850

Airini, Collings, S., Conner, L., McPherson, K., Midson, B., & Wilson, C. (2010). Learning to Be Leaders in Higher Education: What Helps or Hinders Women's Advancement as Leaders in Universities. *Educational Management Administration & Leadership, 39*(1), 44-62. doi:10.1177/1741143210383896

Akoto, K. A. (1992). *Nation building: Theory and practice in African-centered education*. Washington, DC: Pan-African World Institute.

Albert Shanker Institute. (2015). The state of teacher diversity in american education. Retrieved from http://www.shankerinstitute.org/resource/teacherdiversity

Alberta Teachers' Association. (2003). *Mentoring beginning teachers: Program handbook*. Alberta, Canada.

Alexander-Snow, M., & Johnson, B. (1999). Perspectives from faculty of color. In R. J. Menges (Ed.), *Faculty in new jobs: A guide to settling in, becoming established, and building institutional support* (pp. 88-117). San Francisco, CA: Jossey-Bass.

Alex-Assensoh, Y. (2003). Race in the academy: Moving beyond diversity and toward the incorporation of faculty of color in predominantly white colleges and universities. *Journal of Black Studies*, *34*(1), 5-11. doi:10.1177/0021934703256058

Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). *The schools that teachers leave: Teacher mobility in Chicago Public Schools*. Chicago, IL: Consortium on Chicago School Research- University of Chicago.

Alliance for Excellent Education. (2008). What keeps good teachers in the classroom? Understanding and reducing teacher turnover. Retrieved from http://www.all4ed.org/files/TeachTurn/pdf

Amatea, E. S. (2013). *Building culturally responsive family-school relationships*. Boston, MA: Pearson.

American Association of Colleges for Teacher Education. (2010). *The clinical preparation of teachers: A policy brief*. Washington, DC: Author.

Amos, Y. T. (2010). "They don't want to get it!" Interaction between minority and white pre-service teachers in a multicultural education class. *Multicultural Education*, *17*(4), 31-37.

Anderson, R. H., & Snyder, K. J. (Eds.). (1993). *Clinical supervision: Coaching for higher performance*. Lanham, MA: Jason Aronson.

Antonio, A. L. (2003). Diverse student bodies, diverse faculties: The success or failure of ambitions to diversify faculty can depend on the diversity of student bodies. *Academe*, *89*(6), 14. doi:10.2307/40252553

Anyon, J. (2005). *Radical possibilities: Public policy, urban education, and a new social movement*. New York, NY: Routledge.

Araújo, M., & Maeso, S. R. (2012). History textbooks, racism and the critique of Eurocentrism: beyond rectification or compensation. *Ethnic and Racial Studies*, *35*(7), 1266-1286. doi:10.1080/01419870.2011.600767

Au, K. H. (1994). Multicultural perspectives on literacy research. *Journal of Literacy Research*, *27*(1), 85-100.

Ayalon, A. (2004). A model for recruitment and retention of minority students to teaching: Lessons from a school-university partnership. *Teacher Education Quarterly*, *31*(3), 7-23.

Azzarito, L. (2009). The panopticon of physical education: pretty, active and ideally white. *Physical Education & Sport Pedagogy*, *14*(1), 19-39. doi:10.1080/17408980701712106

Ball, D. L., & McDiarmid, G. W. (1990). *The subject matter preparation of prospective mathematics teachers*. W. R. Houston, M. Haberman, & J. Sikula (Eds.). East Lansing, MI: Macmillian.

Balu, R., Béteille, T., & Loeb, S. (2009). Examining teacher turnover: The role of school leadership. *Politique américaine*, *15*(3), 55-79. doi:10.3917/polam.015.0055

Bandura, A., & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology*, *88*(1), 87-99. doi:10.1037/0021-9010.88.1.87

Barnes, G., Crowe, E., & Schaefer, B. (2007). *The cost of teacher turnover in five school districts*. Washington, DC: National Commission on Teaching and America's Future.

Bartlett, L. (2004). Expanding teacher work roles: a resource for retention or a recipe for overwork? *Journal of Education Policy*, *19*(5), 565-582. doi:10.1080/0268093042000269144

Bennett, C. I. (2002). Enhancing ethnic diversity at a big ten university through project TEAM: A case study in teacher education. *Educational Researcher*, *31*(2), 21-29. doi:10.3102/0013189x031002021

Bijl, P. (2012). Colonial memory and forgetting in the Netherlands and Indonesia. *Journal of Genocide Research*, *14*(3-4), 441-461. doi:10.1080/14623528.2012.719375

Billingsley, B. S., & Cross, L. H. (1992). stay in teaching: A comparison of general and special educators. *The Journal of Special Education*, *25*(4), 453-471. doi:10.1177/002246699202500404

Blackwell, J. E. (1989). Mentoring: An action strategy for increasing minority faculty. *Academe*, *75*(5), 8-14. doi:10.2307/40249734

Boe, E. E. (2006). Long-term trends in the national demand, supply, and shortage of special education teachers. *The Journal of Special Education*, *40*(3), 138-150. doi:10.1177/00224669060400030201

Boe, E. E., Bobbitt, S. A., Cook, L. H., Whitener, S. D., & Weber, A. L. (1997). Why didst thou go? Predictors of retention, transfer, and attrition of special and general education teachers from a national perspective. *The Journal of Special Education*, *30*(4), 390-411. doi:10.1177/002246699703000403

Borko, H., & Putnam, R. (1996). Learning to teach. In D. Berliner & R. Calfee (Eds.), *Handbook of educational psychology* (pp. 673-708). New York, NY: Mcmillian.

Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, *78*(3), 367-409. doi:10.3102/0034654308321455

Bosky, C. A. (2010). I wonder if they had ever seen a Black man before? Grappling with issues of race and racism in our own backyard. *Journal of Research on Leadership Education*, *5*, 248-274.

Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2006). How changes in entry requirements alter the teacher workforce and affect student achievement. *Education Finance and Policy*, *1*(2), 176-216. doi:10.1162/edfp.2006.1.2.176

Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, *48*(2), 303-333. doi:10.3102/0002831210380788

Boyd, T., Cintron, R., & Alexander-Snow, M. (2010). The experience of being a junior minority female faculty member. *Forum on Public Policy*, *2*, 1-23. Retrieved from http://forumonpolicy.com/spring2010.vol2010/spring2010archive/boyd.pdf

Boykin, A. W., & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.

Bozeman, B., & Feeney, M. K. (2007). Toward a useful theory of mentoring: A conceptual analysis and critique. *Administration & Society*, *39*(6), 719-739. doi:10.1177/0095399707304119

Branch, A. J. (2001). Increasing the numbers of teachers of color in K—12 public schools. *The Educational Forum*, *65*(3), 254-261. doi:10.1080/00131720108984497

Brewster, C., & Railsback, J. (2001). *Supporting beginning teachers: How administrators, teachers, and policymakers can help new teachers succeed*. Portland, OR: Northwest Regional Educational Laboratory.

Brown, A. L., & Brown, K. K. (2010). Strange fruit indeed: Interrogating contemporary textbook representations of racial violence toward African Americans. *Teachers College Record*, *112*(1), 31-67.

Brown, C. (1992). Becoming a mathematics teacher. In D. A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 209-242). New York, NY: Mcmillian.

Brown, D. F. (2002). *Becoming a successful urban teacher*. Portsmouth, NH: Heinemann.

Brown, K., & Wynn, S. (2009). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools*, *8*(1), 37-63. doi:10.1080/15700760701817371

Bryk, A. S., & Schneider, B. L. (2002). *Trust in schools: A core resource for improvement*. New York, NY: Russell Sage Foundation Publications.

Bryk, A. S., Sebring, P. B., Allensworth, E., Easton, J. Q., & Luppescu, S. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: The University of Chicago Press.

Burciaga, R., & Perez, L. H. (2010). Going back to the headwaters: Examining Latina/o educational attainment and achievement through a framework of hope. In E. G. Jr., S. Villenas, R. T. Galván, J. S. Muñoz, C. Martínez, & M. Machado-Casas (Eds.), *Handbook of Latinos and Education: Theory, Research, and Practice*. New York, NY: Routledge.

Burciaga, R., & Kohli, R. (2018). Disrupting whitestream measures of quality teaching: The community cultural wealth of teachers of color. *Multicultural Perspectives*, *20*(1), 5-12. doi:10.1080/15210960.2017.1400915

Calderon, D. (2014). Speaking back to Manifest Destinies: A land education-based approach to critical curriculum inquiry. *Environmental Education Research, 20*(1), 24-36. doi:10.1080/13504622.2013.865114

Callahan, J. L., Whitener, J. K., & Sandlin, J. A. (2007). The Art of Creating Leaders: Popular Culture Artifacts as Pathways for Development. *Advances in Developing Human Resources, 9*(2), 146-165. doi:10.1177/1523422306298856

Carroll, Stephen. Reichardt, Robert. Guarino, Cassandra. Mejia, Andrea. (2000). *The distribution of teachers among California's school districts and schools*. Retrieved from Defense Technical Information Center website: http://www.rand.org/pubs/monograph_reports/MR1298z0

Carter, D. F. (2006). Key issues in the persistence of underrepresented minority students. *New Directions for Institutional Research, 2006*(130), 33-46. doi:10.1002/ir.178

Carter, P. L. (2005). *Keepin' it real: School success beyond black and white* (55th ed.). Oxford, England: Oxford University Press.

Carter, P. L., & Welner, K. G. (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. New York, NY: Oxford Scholarship Online.

Castillo, L. G., Conoley, C. W., Choi-Pearson, C., Archuleta, D. J., Phoummarath, M. J., & Van Landingham, A. (2006). University environment as a mediator of Latino ethnic identity and persistence attitudes. *Journal of Counseling Psychology, 53*(2), 267-271. doi:10.1037/0022-0167.53.2.267

Center for American Progress. (2014). Teacher diversity revisited: A new state-by-state analysis. Retrieved from https://cdn.americanprogress.org/wp-content/uploads/2014/05/TeacherDiversity.pdf

Clewell, B. C., Puma, M. J., & McKay, S. A. (2005, April). *Does it matter if my teacher looks like me? The impact of teacher race and ethnicity on student academic achievement*. Paper presented at Annual meeting of the American Education Research Association, Montreal, Canada.

Clotfelter, C., Ladd, H., & Vigdor, J. (2006). *Teacher-student matching and the assessment of teacher effectiveness*. Cambridge, MA: National Bureau of Economic Research.

Clotfelter, C., Ladd, H. F., Vigdor, J., & Wheeler, J. (2007). High poverty schools and the distribution of teachers and principals. *North Carolina Law Review*, *85*, 1348.

Coca, V., & Marinell, W. H. (2013). *Who stays and who leaves? Findings from a three part study of teacher turnover in NYC middle schools*. New York, NY: The Research Alliance for New York City Schools.

Cochran-Smith, M. (1991). Learning to teach against the grain. *Harvard Educational Review*, *61*(3), 279-310.

Cochran-Smith, M. (2003). The multiple meanings of multicultural teacher education: A conceptual framework. *Teacher Education Quarterly*, *20*(2).

Cochran-Smith, M. (2004). Stayers, leavers, lovers, and dreamers: Insights about teacher retention. *Journal of Teacher Education*, *55*(5), 387-392. doi:10.1177/0022487104270188

Coleman, M. (2012). Leadership and diversity. *Educational Management Administration Leadership*, *40*, 592-609.

Collins, P. H. (2002). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. New York, NY: Routledge.

Contreras, O. R., Pastor, J. C., & Gonzalez, S. (2008). La influencia de los deportistas de elite en las actitudes y estereotipos racistas de los escolares. *Tandem: Didáctica de la Educación Física*, *28*, 27-38.

Cook, D. A. (2013). The engaged dialogue: Reflections on preparing African American teachers for diverse classrooms. *Multicultural Perspectives*, *15*(1), 46-51. doi:10.1080/15210960.2013.754302

Crenshaw, K. (1995). Mapping the margins: Intersectionality, identity politics, and violence against women of color. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), *Critical Race Theory: The Key Writings that Formed the Movement* (pp. 357-383). New York, NY: The New Press.

Creswell, J. W. (2012). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd ed.). London, United Kingdom: Sage Publications, Inc.

Csikszentmihalyi, M. (2009). Forward. In D. J. Shernoff, C. H. Hooker, & J. Nakamura (Eds.), *Good mentoring: Fostering excellent practice in higher education* (pp. xi-xvi). San Francisco, CA: Jossey-Bass.

Daley, S., Wingard, D. L., & Reznik, V. (2006). Improving the retention of underrepresented minority faculty in academic medicine. *Journal of the National Medical Association*, *98*, 1435-1440.

Darling-Hammond, L., Furger, R., Shields, P. M., & Sutcher, L. (2016). *Addressing California' emerging teacher shortage: An analysis of sources and solution*. Palo Alto, CA: Learning Policy Institute.

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, *57*(3), 300-314. doi:10.1177/0022487105285962

Darling-Hammond, L., & Berry, B. (1999). Recruiting teachers for the 21st Century: The foundation for educational equity. *The Journal of Negro Education*, *68*(3), 254. doi:10.2307/2668100

Darling-Hammond, L., & Sclan, E. M. (1996). Who teaches and why: Dilemmas of building a profession for twenty-first century schools. In J. Sikula (Ed.), *Handbook of research on teacher education* (2nd ed., pp. 67-101). New York, NY: Simon & Schuster.

Darling-Hammond, L., & Sykes, G. (2003). Wanted, a national teacher supply policy for education:The right way to meet the "highly qualified teacher" challenge. *Education Policy Analysis Archives, 11*, 33. doi:10.14507/epaa.v11n33.2003

Davis, B., & Higdon, K. (2008). The effects of mentoring/induction support on beginning teachers. *Journal of Research in Childhood Education, 22*, 261-274.

Davis, M., Dias-Bowie, Y., Greenberg, K., Klukken, G., Pollio, H. R., Thomas, S. P., & Thompson, C. L. (2004). "A fly in the buttermilk": Descriptions of university life by successful black undergraduate students at a predominately white southeastern university. *The Journal of Higher Education*, *75*(4), 420-445. doi:10.1353/jhe.2004.0018

Day, C, Stobard, G, Sammons, P, … Mujaba, T. (2009). *Variations in Teachers' Work, Lives and Effectiveness (VITAE)*. Open University Press.

Dean, D. B. (2009). *Women in academic leadership: Professional strategies, personal choices*. Sterling, VA: Stylus Publishing.

Deangelis, K. J., & Presley, J. B. (2007). *Leaving schools or leaving the profession: Setting Illinois' record straight on new teacher attrition*. Edwardsvillie, IL: Illinois Education Research Council.

Dee, J. R., & Henkin, A. B. (2002). Assessing dispositions toward cultural diversity among preservice teachers. *Urban Education*, *37*(1), 22-40. doi:10.1177/0042085902371003

Dee, T. (2004). Teachers, race and student achievement in a randomized experiment. *Review of Economics and Statistics*, *86*(1), 195-210. doi:10.3386/w8432

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York, NY: New Press.

Denson, N. (2009). Do Curricular and Cocurricular Diversity Activities Influence Racial Bias? A Meta-Analysis. *Review of Educational Research*, *79*(2), 805-838. doi:10.3102/0034654309331551

Diggs, G. A., Garrison-Wade, D. F., Estrada, D., & Galindo, R. (2009). Smiling faces and colored spaces: The experiences of faculty of color pursuing tenure in the academy. *The Urban Review*, *41*(4), 312-333. doi:10.1007/s11256-008-0113-y

Dixson, A., & Dingus, J. (2008). In search of our mothers' gardens: Black women teachers and professional socialization. *The Teachers College Record*, *110*(4), 805-837.

Downey, D. B., Von Hippel, P. T., & Hughes, M. (2008). Are "failing" schools really failing? Using seasonal comparison to evaluate school effectiveness. *Sociology of Education*, *81*(3), 242-270. doi:10.1177/003804070808100302

Ehrenberg, R., & Brewer, D. (1995). Did teachers' race and verbal ability matter in the 1960's? *Economics of Education Review*, *14*(1), 1-21. doi:10.3386/w4293

Elliott, B., & Crosswell, L. (2001). *Commitment to teaching: Australian perspectives on the interplays of the professional and the personal in teachers' lives*. Paper presented at the International Symposium on Teacher Commitment at the European Conference on Educational Research, Lille, France.

England, R. E., & Meier, K. J. (1986). From desegregation to integration: Second generation school discrimination as an institutional impediment. *American Politics Quarterly, 13*(2), 227-247. doi:10.1177/1532673x8501300206

Eubanks, S. C., & Weaver, R. (1999). Excellence through diversity: Connecting the teacher quality and teacher diversity agendas. *The Journal of Negro Education, 68*(3), 451. doi:10.2307/2668116

Evertson, C. M., & Smithey, M. W. (2000). Mentoring effects on protégés' classroom practice: An experimental field study. *The Journal of Educational Research, 93*(5), 294-304. doi:10.1080/00220670009598721

Fairclough, A. (2007). *A class of their own: Black teachers in the segregated South*. Cambridge, MA: Belknap Press of Harvard Univ. Press.

Farinde-Wu, A., & Fitchett, P. G. (2016). Searching for satisfaction: Black female teachers' workplace climate and job satisfaction. *Urban Education*, *53*(1), 86-112. doi:10.1177/0042085916648745

Feiman-Nemser, S. (1983). *Learning to teach* (pp. 150-170). New York, NY: Longmam.

Feistritzer, C. E. (2011). *Profile of teachers in the US 2011*. Washington, DC: National Center for Education Information.

Few, A. L., Stephens, D. P., & Rouse-Arnett, M. (2003). Sister-to-sister talk: Transcending boundaries and challenges in qualitative research with Black women. *Family Relations*, *52*(3), 205-215. doi:10.1111/j.1741-3729.2003.00205.x

Fine, M. (2004). The power of the Brown v. Board of Education decision: theorizing threats to sustainability. *American Psychologist, 59*(6), 502-510. doi:10.1037/0003-066x.59.6.502

Firestone, W. A., & Pennell, J. R. (1993). Teacher commitment, working conditions, and differential incentive policies. *Review of Educational Research, 63*(4), 489. doi:10.2307/1170498

Foster, M. (2004). An innovative professional development program for urban teachers. *Phi Delta Kappan, 85*(5), 401-406. doi:10.1177/003172170408500515

Frankenberg, E., Taylor, A., & Merseth, K. (2010). Walking the walk: Teacher candidates' professed commitment to urban teaching and their subsequent career decisions. *Urban Education*, *45*(3), 312-346. doi:10.1177/0042085908322651

Futrell, M. H. (2004). The impact of the Brown decision on African American educations. In J. Anderson, D. N. Byrne, & T. Smiley (Eds.), *The unfinished agenda of Brown v. Board of Education* (pp. 79-96). New York, NY: Wiley.

Gaikhorst, L., Beishuizen, J. J., Korstjens, I. M., & Volman, M. L. (2014). Induction of beginning teachers in urban environments: An exploration of the support structure and culture for beginning teachers at primary schools needed to improve retention of primary school teachers. *Teaching and Teacher Education*, *42*, 23-33. doi:10.1016/j.tate.2014.04.006

Gasman, M., Abiola, U., & Travers, C. (2015). Diversity and senior leadership at elite institutions of higher education. *Journal of Diversity in Higher Education*, *8*(1), 1-14. doi:10.1037/a0038872

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.

Gholam, A. (2018). A mentoring experience: From the perspective of a novice teacher. *International Journal of Progressive Education, 14*(2), 1-12. doi:10.29329/ijpe.2018.139.1

Gilbert, S. L. (1997). The "four commonplaces of teaching": Prospective teachers' beliefs about teaching in urban schools. *Urban Review, 29*(2), 81-96.

Gildersleeve, R. E., Croom, N. N., & Vasquez, P. L. (2011). “Am I going crazy?!”: A critical race analysis of doctoral education. *Equity & Excellence in Education, 44*(1), 93-114. doi:10.1080/10665684.2011.539472

Given, L. M. (Ed.). (2008). *The Sage Encyclopedia of Qualitative Research Methods*. London, United Kindgom: Sage Publications.

Glazerman, S., Isenberg, E., Dolfin, S., Bleeker, M., Johnson, A., & Grider, M. (2010). *Impacts of comprehensive teacher induction: final results from a randomized controlled study*. Princeton, NJ: Mathematica Policy Research.

Goldhaber, D., Choi, H., & Cramer, L. (2007). A descriptive analysis of the distribution of NBPTS-certified teachers in North Carolina. *Economics of Education Review, 26*(2), 160-172. doi:10.1016/j.econedurev.2005.09.003

Goldhaber, D. D., & Brewer, D. J. (2000). Does Teacher Certification Matter? High School Teacher Certification Status and Student Achievement. *Educational Evaluation and Policy Analysis, 22*(2), 129. doi:10.2307/1164392

Goldrick, L. (2016, April 7). *Support from the start: A 50-state review of policies on new educator induction and mentoring*. Retrieved from http://newteachercenter.org/wp-content/uploads/2016CompleteReportStatePolicies.pdf

Goldring, R., Taie, S., & Riddles, M. (2014). *Teacher attrition and mobility: Results from the 2012-13 teacher follow-up survey. First look. NCES 2014-077*. Washington, DC: National Center for Education Statistics.

Gomez, M. L., & Rodriquez, T. L. (2011). Imagining the knowledge, strengths, and skills of a Latina prospective teacher. *Teacher Education Quarterly*, *38*, 127-146.

Gordon, J. A. (2002). The color of teaching. *Journal of Teacher Education*, *53*(2), 123-126.

Gray, L., & Taie, S. (2015). *Public school teacher attrition and mobility in the first five years: Results from the first through fifth waves of the 2007-08 beginning teacher longitudinal study*. Washington, DC: National Center for Education, US Department of Education.

Greenlee, B. J., Bruner, D. Y., & Hill, M. S. (2009). Connecting student realities and ideal models: Changing the University of South Florida's educational leadership program. *Journal of Research on Leadership Education*, *3*(1), 36-48.

Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin? *Educational Researcher*, *39*(1), 59-68. doi:10.3102/0013189x09357621

Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration, 42*(3), 333-356. doi:10.1108/09578230410534667

Grissom, J. A., & Keiser, L. R. (2011). A supervisor like me: Race, representation, and the satisfaction and turnover decisions of public sector employees. *Journal of Policy Analysis and Management, 30*(3), 557-580. doi:10.1002/pam.20579

Grissom, J. A. (2011). Can good principals keep teachers in disadvantaged schools? Linking principal effectiveness to teacher satisfaction and turnover in hard to staff environments. *Teachers College Record*, *113*(11), 2552-2585.

Grosfoguel, R. (2011). "Decolonizing post-colonial studies and paradigms of political economy: Transmodernity, decolonial thinking, and global colonially.". *Transmodernity*, *1*(1). Retrieved from scholarship.org/uc/item/21k6t3fq

Guarino, C. M., Santibañez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, *76*(2), 173-208. doi:10.3102/00346543076002173

Guinier, L. (2015). *The tyranny of the meritocracy: Democratizing higher education in America*. Boston, MA: Beacon Press.

Guin, K. (2004). Chronic teacher turnover in urban elementary schools. *education policy analysis archives*, *12*(42), 1-30. doi:10.14507/epaa.v12n42.2004

Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, *72*(3), 330-367. doi:10.17763/haer.72.3.01151786u134n051

Haberman, Martin. (2000). *What makes a teacher education program relevant preparation for teaching diverse students in urban poverty schools? (The Milwaukee Teacher Education Center Model)*.

Haberman, M. (1996). The preparation of teachers for a diverse, free society. In L. Kaplan & R. A. Edelfelt (Eds.), *Teachers for the new millennium: Aligning teacher development, national goals, and high standards for all students* (pp. 127-130). Thousand Oaks, CA: Corwin Press.

Haberman, M. (2005). *Star teachers: The ideology and best practice of effective teachers of diverse children and youth in poverty*. Houston, TX: Haberman Educational Foundation.

Hanselman, P., Bruch, J., & Gamoran, A. (2013). The consequences of principal and teacher turnover for school social resources. In *Book Series: Research in the Sociology of Education* (pp. 49-89). Emerald Publishing Limited.

Hanssen, E. (1998). A white teacher reflects on institutional racism. *Phi Delta Kappan*, *79*(9), 1-9.

Hanushek, E. A. (1992). The trade off between child quantity and quality. *Journal of Political Economy*, *100*(1), 84-117.

Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *Journal of Human Resources*, *39*(2), 326-354.

Hanuskek, E. A., Kain, J. F., O'Brien, D. M., & Rivkin, S. G. (2005). The market for teacher quality. *National Bureau of Economic Research*.

Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, *2007*(120), 7-24. doi:10.1002/ss.254

Hawley, W. D., & Nieto, S. (2010). Another inconvenient truth: Race and ethnicity. *Educational Leadership*, 66-71.

Haycock, K. (2001). Closing the achievement gap. *Education Leadership*, *58*(6), 6-11.

Hayes, D. (2004). Recruitment and retention: Insights into the motivation of primary trainee teachers in England. *Research in Education*, *71*(1), 37-49. doi:10.7227/rie.71.5

Heider, K. (2005). Teacher isolation: How mentoring programs can help. *Current Issues in Education*, *8*. Retrieved from https://cie.asu.edu/ojs/index.php/cieatasu/article/view/1686

Hemphill, C., Nauer, K., Zelon, H., & Jacobs, T. (2009). *The new marketplace: How small-school reforms and school choice have reshaped New York City's high schools*. New York, NY: The New School Center for New York City Affairs, The New School for Management and Urban Policy.

Henke, R. R., Chen, X., Geis, S., & National Center for Education Statistics. (2000). *Progress through the teacher pipeline: 1992-93 college graduates and elementary/secondary school teaching as of 1997*. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

Hesse, B. (2007). Racialized modernity: An analytics of white mythologies. *Ethnic and Racial Studies, 30*(4), 643-663. doi:10.1080/01419870701356064

Higher Education. (n.d.). *Higher Education, Leadership and Women Vice Chancellors*. doi:10.1057/9781137444042.0006

Hiraldo, P. (2010). The role of critical race theory in higher education. *The Vermont Connections, 31*, 53-59.

Hobson, L., Harris, D., Buckley-Manley, K., & Smith, P. (2012). The importance of mentoring novice and pre-service teachers: Findings from a HBCU student teaching program. *Educational Foundations*, 67-80.

Hollins, E. R., & Guzman, M. T. (2005). Research on preparing teachers for diverse populations. In M. Cochran-Smith & K. M. Zeicher (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp. 477-548). Mahwah, NJ: Lawrence Erlbaum.

Hope, E. C., Skoog, A. B., & Jagers, R. J. (2014). "It'll Never Be the White Kids, It'll Always Be Us": Black High School Students' Evolving Critical Analysis of Racial Discrimination

and Inequity in Schools. *Journal of Adolescent Research, 30*(1), 83-112. doi:10.1177/0743558414550688

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, *38*(3), 499-534. doi:10.3102/00028312038003499

Ingersoll, R., & Merrill, L. (2014). Seven trends: The transformation of the teaching force. *PsycEXTRA Dataset*. doi:10.1037/e579212012-001

Ingersoll, R. M., & May, H. (2011). The minority teacher shortage: Fact or fable? *Phi Delta Kappan*, *93*(1), 62-65. doi:10.1177/003172171109300111

Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201-233.

Ingersoll, R. (1995). *Teacher supply, teacher quality, and teacher turnover*. Washington, DC: National Center for Education Statistics.

Ingersoll, R., & May, H. (2011). Recruitment, retention, and the minority teacher shortage. doi:10.12698/cpre.2011.rr69

Ingersoll, R. M. (1999). The problem of underqualified teachers in American secondary schools. *Educational Researcher*, *28*(2), 26. doi:10.2307/1177187

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, *38*(3), 499-534. doi:10.3102/00028312038003499

Ingersoll, R. M., Alsalam, N., Quinn, P., & Bobbitt, S. (1997). *Teacher professionalization and teacher commitment: A multilevel analysis.*. Washington, DC: U.S. Department of Education.

Ingersoll, R. M., & Perda, D. (2009). The mathematics and science teacher shortage: Fact and myth. *PsycEXTRA Dataset*. doi:10.1037/e546742012-001

Ingersoll, R. M., University of Washington, Consortium for Policy Research in Education, & Washington State Library. (2003). *Is there really a teacher shortage?: A research report*. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.

Irizarry, J. (2007). "Home-growing" teachers of color: Lessons learned from a town-grown partnership. *Teacher Education Quarterly*, *43*(4), 87-102.

Irvine, J. J. (1988). An analysis of the problem of disappearing Black educators. *The Elementary School Journal*, *88*(5), 503-513. doi:10.1086/461553

Irvine, J. J. (1990). *Black students and school failure: Policies, practices, and prescriptions*. New York, NY: Greenwood Press.

Irvine, J. J. (1991). *Black students and school failure: Policies, practices, and prescriptions*. Westport, CT: Greenwood Publishing.

Irvine, J. J. (2002). African American teachers' culturally specific pedagogy. In J. J. Irvine (Ed.), *In search of wholeness: African American teachers and their specific classroom practices* (pp. 139-146). New York, NY: Palgrave.

Izadinia, M. (2016). Student teachers’ and mentor teachers’ perceptions and expectations of a mentoring relationship: do they match or clash? *Professional Development in Education*, *42*(3), 387-402. doi:10.1080/19415257.2014.994136

Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. *Review of Educational Research, 61*(4), 505. doi:10.2307/1170575

Jacoby-Senghor, D. S., Sinclair, S., & Shelton, J. N. (2016). A lesson in bias: The relationship between implicit racial bias and performance in pedagogical contexts. *Journal of Experimental Social Psychology, 63*, 50-55. doi:10.1016/j.jesp.2015.10.010

Jacullo-Noto, J. (1991). Minority recruitment in teacher education. *Urban Education, 26*(2), 214-230. doi:10.1177/0042085991026002005

Jason LaTurner, R. (2002). Teachers' academic preparation and commitment to teach math and science. *Teaching and Teacher Education, 18*(6), 653-663. doi:10.1016/s0742-051x(02)00025-2

Jennings, T., & Sherwin, G. (2008). Sexual orientation topics in elementary teacher preparation programs in the USA. *Teaching Education, 19*(4), 261-278. doi:10.1080/10476210802436328

Johnson, L. (2002). "My eyes have been opened": White teachers and racial awareness. *Journal of Teacher Education, 53*(2), 153-167. doi:10.1177/0022487102053002007

Johnson, S. M. (1990). *Teachers at work. Achieving success in our urban schools*. New York, NY: Basic Books.

Johnson, S. M. (2004). *Finders and keepers: Helping new teachers survive and thrive in our schools*. San Francisco, CA: Jose-Bass.

Johnson, S. M., Berg, J. H., & Donaldson, M. L. (2005). *Who stays in teaching and why: A review of the literature on teacher retention*. Cambridge, MA: Project on the Next Generation of Teachers, Harvard Graduate School of Education.

Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a "sense of success": New teachers explain their career decisions. *American Educational Research Journal*, *40*(3), 581-617. doi:10.3102/00028312040003581

Johnson, S. M., Kardos, S. M., Kauffman, D., Liu, E., & Donaldson, M. L. (2004). The support gap: New teachers' early experiences in high-income and low-income schools. *Education Policy Analysis Archives*, *12*, 25.

Johnson, S. M., Kraft, M., & Papay, J. (2012). How context matters in high need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers college Record*, *114*(10), 1-39.

Johnson, S. M., Reinhorn, S., Charner-Laird, M., Kraft, M., Ng, M., & Papay, J. P. (2014). Ready to lead, but how? Teachers' experiences in high poverty urban schools. *Teachers College Record*, *116*(10), 1-50.

Jorquera, P. (2010). Vejez y envejecimentiento: Imaginarios sociales presentes en los textos escolares oficiales del Ministerio de educación chileno. *Revista Mad*, *22*, 132-165. doi:10.5354/0718-0527.2010.13642

Karanxha, Z., Agosto, V., & Bellara, A. P. (2013). The Hidden Curriculum: Candidate Diversity in Educational Leadership Preparation. *Journal of Research on Leadership Education*, *9*(1), 34-58. doi:10.1177/1942775113498374

Karpinski, C. F. (2006). Bearing the burden of desegregation Black principals and Brown. *Urban Education*, *41*(3), 237-276. doi:10.1177/0042085905284961

Kennedy, M. (1999). The role of preservice teacher education. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 54-85). San Francison, CA: Jossey-Bass.

Kim, Y. (2013). Minorities in higher education: 26 status report. Retrieved from diversity-ucsc.edu/resources/images/ace_report.pdf

King, J. A. (2008). On the pathway to the presidency 2013: Characteristics of higher education's senior leadership. *American Council on Education*, 1-28. Retrieved from www.acenet.edu

Kirchhoff, A., & Lawrenz, F. (2011). The use of grounded theory to investigate the role of teacher education on STEM teachers' career paths in high-need schools. *Journal of Teacher Education*, *62*(3), 246-259. doi:10.1177/0022487110397840

Klopfenstein, K. (2005). Beyond test scores: The impact of Black teacher role models on rigorous math-taking. *Contemporary Economic Policy*, *23*(3), 416-428. doi:10.1093/cep/byi031

Kohli, R. (2016). Behind school doors: The impact of hostile racial climates on urban teachers of color. *Urban Education*. doi:10.1177/0042085916636653

Kohli, R., & Solórzano, D. G. (2012). Teachers, please learn our names!: racial microagressions and the K-12 classroom. *Race Ethnicity and Education*, *15*(4), 441-462. doi:10.1080/13613324.2012.674026

Kokka, K. (2016). Urban teacher longevity: What keeps teachers of color in one under-resourced urban school? *Teaching and Teacher Education, 59*, 169-179. doi:10.1016/j.tate.2016.05.014

Ladd, H. F. (2011). Teachers' perceptions of their working conditions: How predictive of planned and actual teacher movement? *Educational Evaluation and Policy Analysis*, *33*(2), 235-261. doi:10.3102/0162373711398128

Laden, B. V., & Hagedorn, L. S. (2000). Job satisfaction among faculty of color in academe: Individual survivors or institutional transformers? *New Directions for Institutional Research*, *2000*(105), 57-66. doi:10.1002/ir.10505

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass Publishers.

Ladson-Billings, G., & Tate IV, W. (1995). Toward a critical race theory of education. *The Teachers College Record*, *97*(1), 47-68.

Lancaster, G. (2010). The Threat of Race: Reflections on Racial Neoliberalism. David Theo Goldberg. *Studies in Ethnicity and Nationalism*, *10*(1), 162-163. doi:10.1111/j.1754-9469.2010.01072_2.x

Lander, V., & Santoro, N. (2017). Invisible and hypervisible academics: The experiences of Black and minority ethnic teacher educators. *Teaching in Higher Education*, *22*(8), 1008-1021. doi:10.1080/13562517.2017.1332029

Landis, M., Ferguson, A., Caraballal, A., Kuhlman, W., & Squires, S. (2007). Analyzing an urban university's diversity dilemma. *Teacher Education Quarterly*, *43*(4), 121-136.

Lankford, H., Loeb, S., & Wyckoff, J. (2002). Teacher sorting and the [light of urban schools: A descriptive analysis. *Educational Evaluation and Policy Analysis*, *24*(1), 37-62. doi:10.3102/01623737024001037

LaVant, B. D., Anderson, J. L., & Tiggs, J. W. (1997). Retaining African American men through mentoring initiatives. *New Directions for Student Services*, *1997*(80), 43-53. doi:10.1002/ss.8004

Leland, C. H., & Murtadha, K. (2011). Cultural discourse on the Frontline: Preparing and retaining urban teachers. *Urban Education*, *46*(5), 895-912. doi:10.1177/0042085911398919

Leukens, M. T., Lyter, D. M., Fox, E. E., & Chandler, K. (2004). *Teacher attrition and mobility: Results from the teacher follow-up survey, 2000-1*. Washington, DC: National Center for Education Statistics.

Levine, A. (2010). Teacher education must respond to changes in America. *Phi Delta Kappan*, *92*(2), 19-24. doi:10.1177/003172171009200205

Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education*, *80*(3), 44-70. doi:10.1207/s15327930pje8003_4

Lopez, J. A., Magdelano, K. R., & Reis-Mendoza, N. (2006). Developing leadership for equity: What is the role of leadership preparation programs? *Educational Leadership and Administration: Program Development and Teaching Journal*, *18*, 11-19.

Lumby, J., & Coleman, M. (2007). *Leadership and diversity: Challenging theory and practice in education*. Los Angeles: SAGE.

Mabokela, R., & Madsen, J. (2007). African American teachers suburban desegregated schools: Intergroup differences and the impact of performance pressures. *The Teachers College Record*, *109*, 1171-1206.

Macgillivray, I. K., & Jennings, T. (2008). A Content Analysis Exploring Lesbian, Gay, Bisexual, and Transgender Topics in Foundations of Education Textbooks. *Journal of Teacher Education*, *59*(2), 170-188. doi:10.1177/0022487107313160

Madkins, T. C. (2011). The black teacher shortage: A literature review of historical and contemporary trends. *Journal of Negro Education, 80*, 417-427.

Madsen, S. R. (2011). Women and Leadership in Higher Education: Learning and Advancement in Leadership Programs. *Advances in Developing Human Resources*, *14*(1), 3-10. doi:10.1177/1523422311429668

Markow, D., & Martin, S. (2005). *The MetLife survey of the American teacher: Transitions and the role of supportive relationships 2004-2005*. New York, NY: Harris Interactive.

Marmer, D., Hitomi, L., Marmer, E., & Sow, P. (2011). Racism and the Image of Africa in German Schools and Textbooks. *The International Journal of Diversity in Organizations, Communities, and Nations: Annual Review*, *10*(5), 1-12. doi:10.18848/1447-9532/cgp/v10i05/38927

Marshall, C., & Oliva, M. (2006). *Leadership for social justice: Making revolutions in education*. Boston, MA: Allyn & Bacon.

Matias, C. E., & Liou, D. D. (2015). Tending to the heart of communities of color. *Urban Education*, *50*(5), 601-625. doi:10.1177/0042085913519338

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: SAGE Publications.

McCann, T. (2013). Mentoring matters: A reflection on mentors and mentoring. *The English Journal*, *102*(6), 88-90.

McCreight, C. (2000). Teacher attrition, shortage, and strategies for teacher retention. Retrieved from EBSCOhost.com

McDonald, B. (2013). The reproduction of biological 'race' through physical education textbooks and curriculum. *European Physical Education Review*, *19*(2), 183-198. doi:10.1177/1356336x13486052

Mcintyre, A. (1997). *Making meaning of Whiteness: Exploring racial identity with white teachers*. New York, NY: State University of New York Press.

MCKinley Jones Brayboy, B. (2003). The Implementation of Diversity in Predominantly White Colleges and Universities. *Journal of Black Studies*, *34*(1), 72-86. doi:10.1177/0021934703253679

Meyers, C. V., & Hambrick Hitt, D. (2016). School turnaround principals: What does initial research literature suggest they are doing to be successful? *Journal of Education for Students Placed at Risk (JESPAR)*, *22*(1), 38-56. doi:10.1080/10824669.2016.1242070

Miller, P., & Endo, H. (2005). Journey to becoming a teacher: The experiences of students of color. *Multicultural Education*, *13*, 2-9.

Mitchell, A. (1998). African American teachers: Unique roles and universal lessons. *Education and Urban Society*, *31*(1), 104-122. doi:10.1177/0013124598031001008

Moir, E. (2009). Accelerating teacher effectiveness: Lessons learned from two decades of new teacher induction. *Phi Delta Kappan*, *91*(2), 14-21. doi:10.1177/003172170909100204

Monk, D. H. (1994). Subject area preparation of secondary mathematics and science teachers and student achievement. *Economics of Education Review*, *13*(2), 125-145. doi:10.1016/0272-7757(94)90003-5

Monroe, C. R., & Obidah, J. E. (2004). The influence of cultural synchronization on a teacher's perceptions of disruption: A case study of an African American middle-school classroom. *Journal of Teacher Education*, *55*(3), 256-268. doi:10.1177/0022487104263977

Montecinos, C. (2004). Paradoxes in multicultural teacher education research: students of color positioned as objects while ignored as subjects. *International Journal of Qualitative Studies in Education, 17*(2), 167-181. doi:10.1080/09518390310001653853

Moody, J. A. (2012). *Faculty diversity: Removing the barriers*. New York: Routledge.

Morales, O., & Lischinsky, A. (2008). Discrimination through illustrations of secondary school textbooks in Spain. *Discurso & Sociedad, 2*, 115-152. Retrieved from http://www.dissoc.org/ediciones/v02n01/DS2%281%29Morales%20&%20Lischinsky.pdf

Moreno, J. F., & Smith, D. G. (2006). *The revolving door for underrepresented minority faculty in higher education: An analysis from the campus diversity initiative*. Washington, DC: Association of American Colleges & Universities.

Morgan, H. (1995). *Historical perspectives on the education of black children*. Westport, CT: Praeger.

Murnane, R. J. (1991). *Who will teach? Policies that matter*. Cambridge, MA: Harvard University Press.

Murnane, R. J. (1996). Staffing the nation's schools with skilled teachers. In E. A. Hanushek & D. W. Jorgenson (Eds.), *Improving America's schools: The role of incentives* (pp. 241-258). Washington, DC: National Academy Press.

Murphy, M., & Zirkel, S. (2015). Race and belonging in school: How anticipated and experienced belonging affect choice, persistence, and performance. *Teachers College Record, 117*(12), 1-40.

Murtadha, K. (2009). Notes from the (battle)field for equity in education. *Leadership and Policy in Schools, 8*(3), 342-354. doi:10.1080/15700760902725985

Murtadha-Watts, K. (1998). Teacher education within an urban multi-agency school based collaborative. *Urban Education, 31*, 616-631.

Nam, J., Seung, E., & Go, M. (2013). The effect of a collaborative mentoring program on beginning science teachers' inquiry-based teaching practice. *International Journal of Science Education, 35*(5), 815-836. doi:10.1080/09500693.2011.584329

National Center for Education Statistics. (2017). *The condition of education: Racial/ethnic enrollment in public schools*. Retrieved from https://nces.ed.gov/programs/coe/indicatorcge.asp

National Commission on Teaching and America's Future. (2003). No dream denied: A pledge to America's children summary report. *Washington, DC*.

Neild, R., Useem, E., Travers, E., & Lesnick, J. (2003). Once and for all: Placing a highly qualified teacher in every Philadelphia classroom. *Philadelphia: Research for Action*.

Nevins Stanulis, R., & Floden, R. E. (2009). Intensive mentoring as a way to help beginning teachers develop balanced instruction. *Journal of Teacher Education, 60*(2), 112-122. doi:10.1177/0022487108330553

Nickels, A., & Kowalski-Braun, M. (2012). Examining NIARA: How a Student-Designated Program for Women of Color Is Impacting Mentors. *Advances in Developing Human Resources, 14*(2), 188-204. doi:10.1177/1523422312436416

Nicpon, M. F., Huser, L., Blanks, E. H., Sollenberger, S., Befort, C., & Kurpius, S. E. (2006). The relationship of loneliness and social support with college freshmen's academic performance and persistence. *Journal of College Student Retention: Research, Theory & Practice, 8*(3), 345-358. doi:10.2190/a465-356m-7652-783r

Nieto, S. (2003). What Keeps Teachers Going? *Equity & Excellence in Education*, *60*(8), 14-18. doi:10.1080/1066568010340102

Noy, S., & Ray, R. (2011). Graduate students' perceptions of their advisors: Is there systematic disadvantage in mentorship? *The Journal of Higher Education*, *10*(10), 1-39.

Oakes, J. (2005). *Keeping track: How schools structure inequality*. New Haven, CT: Yale University Press.

Oakes, J., Rogers, J., & Silver, D. (2004). *Separate and Unequal 50 Years after Brown: California's Racial "Opportunity Gap"*. Los Angeles, CA: Institute for Democracy, Education and Access.

OECD. (2005). *Teachers matter: Attracting, developing and retaining effective teachers : Teachers matter : attracting, developing and retaining effective teachers*. Paris: Author.

Ogbu, J. U. (1988). Cultural diversity and human development. *New Directions for Child and Adolescent Development*, *1988*(42), 11-28. doi:10.1002/cd.23219884203

Olivos, E. M. (2006). *The power of parents: A critical perspective of bicultural parent involvement in public schools*. New York, NY: Peter Lang.

Orfield, G., Lee, C., & Project, C. R. (2005). *Why segregation matters: Poverty and educational inequality*. Los Angeles, CA: The Civil Rights Project.

Osborn, T. M., Waeckerle, J. F., Perina, D., & Keyes, L. E. (1999). Mentorship: Through the looking glass into our future. *Annals of Emergency Medicine*, *34*(2), 285-289. doi:10.1016/s0196-0644(99)70245-3

Ost, B. (2014). How do teachers improve? The relative importance of general and specific human capital. *American Economic Journal: Applied Economics*, *6*(2), 127-151. doi:10.1257/app.6.2.127

Pang, V. O. (2001). Concepts of democracy and citizenship: Views of African American teachers. *Social Studies*, *92*(6), 260-266.

Papay, J. P., Bacher-Hicks, A., Page, L. C., & Marinell, W. H. (2017). The challenge of teacher retention in urban schools: Evidence of variation from a cross-site analysis. *Educational Researcher*, *46*(8), 434-448. doi:10.3102/0013189x17735812

Parker, L. (2015). Critical race theory in education and Qualitative Inquiry: What each has to offer each other now? *Qualitative Inquiry*, *21*(3), 199-205. doi:10.1177/1077800414557828

Parker, L., & Lynn, M. (2002). What's race got to do with it? Critical race theory's conflicts with and connections to qualitative research methodology and epistemology. *Qualitative Inquiry*, *8*(1), 7-22. doi:10.1177/107780040200800102

Pauker, K., Ambady, N., & Apfelbaum, E. P. (2010). Race Salience and Essentialist Thinking in Racial Stereotype Development. *Child Development*, *81*(6), 1799-1813. doi:10.1111/j.1467-8624.2010.01511.x

Perez Huber, J., Johnson, R. N., & Kohli, R. (2006). Naming racism: A conceptual look at internalized racism in US schools. *Chicano/Latino Law Reivew*, *26*, 183-206.

Petzko, V. N. (2004). Findings and implications of the NASSP national study of leadership in middle level schools, Volumes I and II: Teachers in middle level schools. *NASSP Bulletin*, *88*(638), 69-88. doi:10.1177/019263650408863806

Pew Charitable Trusts. (2000). *Quality counts 2000: Who should teach?* Bethesda, MD: Editorial Projects in Education, Inc.

Pogrund, R. L., & Cowan, C. (2013). Perceptions of a statewide mentor program for new itinerant vision professionals. *Journal of Visual Impairment & Blindness*, *107*(5), 351-362. doi:10.1177/0145482x1310700504

Provasnik, S., & Dorfman, S. (2005). *The condition of education*. Washington, DC: U.S. Department of Education.

Quartz, K. H. (2003). "Too angry to leave" Supporting new teachers' commitment to transform urban schools. *Journal of Teacher Education*, *54*(2), 99-111. doi:10.1177/0022487102250284

Raymond, M. E., Fletcher, S. H., & Lunque, J. A. (2001). *Teach for America: An evaluation of teacher differences and student outcomes in Houston, Texas*. Palo Alto, CA: CREDO.

Raymond, M., & Fletcher, S. (2002). The teach for America evaluation. *Education Next*, *2*(1), 62-68.

Redding, C., & Henry, G. T. (2019). Leaving school early: An examination of novice teachers' within- and end-of-year turnover. *American Educational Research Journal*, *56*(1), 204-236. doi:10.3102/0002831218790542

Rice, J. K. (2010). *The impact of teacher experience: Examining the evidence and policy implications*. Arlington, VA: National Center for Analysis of Longitudinal Data in Education Research.

Robinson, C. C., & Clardy, P. (Eds.). (2010). *Tedious journeys: Autoethnography by women of color in academe*. New York, NY: Peter Lang Publishing Inc.

Rockquemore, K., & Laszloffy, T. A. (2008). *The Black academic's guide to winning tenure without losing your soul*. Boulder, CO: Lynne Rienner Publishers.

Roff, K. A. (2012). The story of mentoring novice teachers in New York. *Journal of Educational Research and Practice, 2*(1), 31-41.

Rogers-Ard, R., Knaus, C. B., Epstein, K. K., & Mayfield, K. (2012). Racial diversity sounds nice; Systems, transformation? Not So Much: Developing urban teachers of color. *Urban Education*, *48*(3), 451-479. doi:10.1177/0042085912454441

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, *50*(1), 4-36. doi:10.3102/0002831212463813

Rosenholtz, S. (1989). *Teacher's workplace: The organizational context of schooling*. New York, NY: Teachers College Press.

Rosser, M. H. (2007). The Magic of Leadership: An Exploration of Harr y Potter and the Goblet of Fire. *Advances in Developing Human Resources, 9*(2), 236-250. doi:10.1177/1523422306298869

Rowley, S. J., Burchinal, M. R., Roberts, J. E., & Zeisel, S. A. (2008). Racial identity, social context, and race-related social cognition in African Americans during middle childhood. *Developmental Psychology, 44*(6), 1537-1546. doi:10.1037/a0013349

Rubin, B. D. (2005). Pursuing Excellence in Higher Education: Eight Fundamental Challenges. Jossey-Bass, 2004. 458 pp., ISBN: 0-7879-6204-X £25.00 (hard back). *Measuring Business Excellence*, *9*(3), 69-70. doi:10.1108/13683040510617014

Sanders, W. L., & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement. Retrieved from http://news.heartland.org/sites/all/modles/custom/heartland_migration/files/pdfs/3048.pdf

Sass, D. A., Seal, A. K., & Martin, N. K. (2011). Predicting teacher retention using stress and support variables. *Journal of Educational Administration*, *49*(2), 200-215. doi:10.1108/09578231111116734

Saziye, Y. (2016). A study on reflection as a source of teacher development: Pre-service and experienced teachers. *Educational Research and Reviews*, *11*(7), 437-448. doi:10.5897/err2016.2634

Scheopner, A. J. (2010). Irreconcilable differences: Teacher attrition in public and catholic schools. *Educational Research Review*, *5*(3), 261-277. doi:10.1016/j.edurev.2010.03.001

Schultz, F. (2003). *Multicultural education 03/04*. Guilford, CT: McGraw-Hill/Dushkin.

Sclan, E. M. (1993). The effect of perceived workplace conditions on beginning teachers' work commitment, career choice commitment, and planned retention. *Abstracts International*, *54*.

Sheets, R. H., & Chew, L. (2002). Absent from the research, present in our classrooms: Preparing culturally responsive Chinese American teachers. *Journal of Teacher Education*, *53*(2), 127-141. doi:10.1177/0022487102053002005

Sheldon, J. P., Jayaratne, T. E., & Petty, E. M. (2007). White Americans' genetic explanations for a perceived race difference in athleticism: The relation to prejudice toward and stereotyping of Blacks. *Athletic Insight: The Online Journal of Sports Psychology*, *9*(3), 31-56. Retrieved from http://www.athleticinsight.com/Vol9Iss3/RaceDifference.htm

Shernoff, D. J., & Nakamura, J. (2009). *Good mentoring: Fostering excellent practice in higher education*. San Francisco, CA: John Wiles & Sons.

Shernoff, E. S., Keel, J., Atkins, M. S., Marinez-Lora, A., Frazier, S. L., & Society for Research on Educational Effectiveness (Sree). (2011). *Development of the teachers supporting teachers in urban schools program: What iterative research designs can teach us*.

Shernoff, E. S., Mehta, T. G., Atkins, M. S., Torf, R., & Spencer, J. (2011). A qualitative study of the sources and impact of stress among urban teachers. *School Mental Health*, *3*(2), 59-69. doi:10.1007/s12310-011-9051-z

Shields, P. M., Humphrey, D. C., Wechsler, M. E., Riehl, L. M., Tiffany-Morales, J., Woodworth, K., & Young, V. M. (2001). *Teaching and California's future: The status of the teaching profession 2001*. Santa Cruz, CA: The Center for the Future of Teaching and Learning.

Shom, C. (2006). Minorities and the egalitarian-meritocratic values conflict in American higher education: New answers for an old problem. *Journal of College Admission*. Retrieved from www.NACACNET.org

Simon, N. S., & Moore Johnson, S. (2015). Teacher turnover in high-poverty schools: What we know and can do. *Teachers College Record*, *117*, 1-36.

Sims-Boykin, S. D., Zambrana, R. E., Williams, K., Salas-Lopez, D., Sheppard, V., & Hedley, A. (2003). Mentoring underrepresented minority female medical school faculty: Momentum to increase retention and promotion. *Journal of the Association of Academic Minority Physician*, *14*(1), 15-18.

Sleeter, C. E. (2017). Critical race theory and the whiteness of teacher education. *Urban Education*, *52*(2), 155-169. doi:10.1177/0042085916668957

Sleeter, C. E. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of Whiteness. *Journal of Teacher Education*, *52*(2), 94-106. doi:10.1177/0022487101052002002

Sleeter, C., & Thao, Y. (2007). Guest editors' introduction: Diversifying the teaching force. *Teacher Education Quarterly*, *34*(4), 3-8.

Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, *41*(3), 681-714. doi:10.3102/00028312041003681

Smith, D. G., Tovar, E., & Garcia, H. A. (2012). Where are they? A multilens examination of the distribution of full-time faculty by institutional type, race/ethnicity, gender, and citizenship. *New Directions for Institutional Research*, *2012*, 5-26.

Smithers, Alan, Robinson, & Pamela. (2003). *Factors affecting teachers' decisions to leave the profession*. DfES.

Smithers, Alan, Robinson, & Pamela. (2003). *Factors affecting teachers' decisions to leave the profession*. DfES.

Smith, W. A., Altbach, P. G., & Lomotey, K. (2002). *The racial crisis in American higher education: Continuing challenges for the twenty-first century*. Albany: State University of New York Press.

Stanley, C. A. (2006). Coloring the academic landscape: Faculty of color breaking the silence in predominantly White colleges and universities. *American Educational Research Journal*, *43*(4), 701-736. doi:10.3102/00028312043004701

Stone, D. (2002). Security. In *Policy paradox: The art of political decision making* (pp. 86-107). New York, NY: W. W. Norton.

Strong, M. (2006). *Does new teacher support affect student achievement?* Santa Cruz, CA: The New Teacher Center.

Sun, M. (2018). Black teachers' retention and transfer patterns in North Carolina: How do patterns vary by teacher effectiveness, subject, and school conditions? *AERA Open, 4*(3), 233285841878491. doi:10.1177/2332858418784914

Sun, M., Loeb, S., & Grissom, J. A. (2017). Building teacher teams: Positive spillover from more effectice colleagues. *Educational Evaluation and Policy Analysis, 39*(1), 104-125. doi:10.3102/0162373716665698

Sun, M., Penuel, W. R., Frank, K. A., Gallagher, H. A., & Youngs, P. (2013). Shaping professional development to promote the diffusion of instructional expertise among teachers. *Educational Evaluation and Policy Analysis, 35*(3), 344-369. doi:10.3102/0162373713482763

Sung, Y., Chang, K., Yu, W., & Chang, T. (2009). Supporting teachers' reflection and learning through structured digital teaching portfolios. *Journal of Computer Assisted Learning, 25*(4), 375-385. doi:10.1111/j.1365-2729.2009.00312.x

Su, Z. (1997). Teaching as a profession and as a career: Minority candidates' perspectives. *Teaching and Teacher Education, 13*(3), 325-340. doi:10.1016/s0742-051x(96)00021-2

Swartz, E. (2003). Teaching White preservice teachers. *Urban Education, 38*(3), 255-278. doi:10.1177/0042085903038003001

Synder, T. D., Dillow, S. A., & Hoffman, C. M. (2008). Digest of education statistics 2007. *Washington DC: National center for education Statistics, Institute of Education Sciences*.

Taboas-Pais, M. I., & Rey-Cao, A. (2015). Racial representation in physical education textbooks for secondary schools: Image content and perceptions held by students. *SAGE Open, 5*(1). doi:10.1177/2158244015574972

Tamir, E. (2010). The retention question in context-specific teacher education: Do beginning teachers and their program leaders see teachers' future career eye to eye. *Teaching and Teacher Education, 26*(3), 665-678. doi:10.1016/j.tate.2009.10.002

Terrill, M. M., & Mark, D. L. (2000). Preservice teachers' expectations for schools with children of color and second-language learners. *Teacher and Teacher Education, 15,* 555-570.

Theobald, N. D. (1990). An examination of the influence of personal, professional, and school district characteristics on public school teacher retention. *Economics of Education Review, 9*(3), 241-250. doi:10.1016/0272-7757(90)90005-p

Theobald, N. D., & Michael, R. S. (2001). *Teacher turnover in the Midwest: Who stays, leaves, and moves?* Naperville, IL: North Central Regional Educational Laboratory.

Thompson, A. (1992). Teachers' belief and conceptions: A synthesis of the research. In D. A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 127-146). New York, NY: Mcmillian.

Thompson, M., Paek, P., Goe, L., & Ponte, E. (2004). Study of the Impact of the California formative assessment and support system for teachers: Report 2: Relationship of BTSA/CFASST engagement and teacher practices. *ETS Research Report Series, 2004*(2), i-34. doi:10.1002/j.2333-8504.2004.tb01958.x

Tillman, L. C. (2003). Mentoring, reflection, and reciprocal journaling. *Theory Into Practice, 42*(3), 226-233. doi:10.1353/tip.2003.0038

Tillman, L. C. (2004). (Un)Intended Consequences? *Education and Urban Society, 36*(3), 280-303. doi:10.1177/0013124504264360

Trumbull, E., Greenfield, P., & Quiroz, B. (2003). Cultural values in learning and education. In B. Williams (Ed.), *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed., pp. 67-98). Alexandria, VA: Association for Supervision and Curriculum Development.

Turner, C. S., & Myers, S. L. (2000). *Faculty of color in academe: Bittersweet success*. Boston, MA: Allyn and Bacon.

U.S. Department of Education. (2010). *National Center for Educational Statistics. The condition of education 2014 (NCES 2014-083)*. Washington, DC: National Center for Educational Statistics.

U.S. Department of Education. (2011). *National Center for Educational Statistics, Integrated Postsecondary Education Data Sytem (IPEDS)*. Washington, DC: National Center for Educational Statistics.

University Council for Educational Administration. (2001). University Council for Educational Administration. Retrieved from http://www.ucea.org/values-vision-goals/

Useem, E., Travers, E., Lesnick, J., & Neil, R. C. (2003). *Once and for all: Placing a highly qualified teacher in every Philadelphia classroom*. Philadelphia, PA: Research for Action.

Valencia, R. R. (1997). Introduction. In *The evolution of deficit thinking* (pp. ix-xvii). London, England: Falmer Press.

Valencia, R. R. (2010). *Dismantling contemporary deficit thinking: Educational thought and practice*. New York, NY: Routledge.

Villegas, A. M., & Lucas, T. (2004). Diversifying the teacher workforce: A retrospective and prospective analysis. In M. A. Smylie & D. Miretky (Eds.), *Developing the teacher workforce: 103rd yearbook of the National Society for the Study of Education Part 1* (pp. 70-104). Chicago, IL: University of Chicago Press.

Villegas, A., & Davis, D. (2007). Approaches to diversifying the teaching force: Attending to issues of recruitment, preparation and retention. *Teacher Education Quarterly*, *34*(4), 137-147.

Villegas, A. M., & Davis, D. E. (2008). Preparing teachers of color to confront racial/ethnic disparities in educational outcomes. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (pp. 583-605). New York, NY: Routledge.

Villegas, A. M., & Irvine, J. J. (2009, April). *Arguments for increasing the racial/ethnic diversity of the teaching force: A look at the evidence*. Paper presented at annual meeting of the American Educational Research Conference, San Diego, CA.

Villegas, A. M., & Irvine, J. J. (2010). Diversifying the Teaching Force: An Examination of Major Arguments. *The Urban Review*, *42*(3), 175-192. doi:10.1007/s11256-010-0150-1

Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, *53*(1), 20-32. doi:10.1177/0022487102053001003

Waddell, J. (2014). Supporting students of color in teacher education: Results from an urban teacher education program. *Journal of College Student Retention: Research, Theory & Practice, 16*(2), 261-275. doi:10.2190/cs.16.2.f

Walker, V. S. (2009). Second-class integration: A historical perspective for a contemporary agenda. *Harvard Educational Review*, *79*(2), 269-284. doi:10.17763/haer.79.2.b1637p4u4093484m

Walker, V. S. (1996). *Their highest potential: An African American school community in the segregated South*. Chapel Hill, NC: University of North Carolina Press.

Weiner, L., Rand, M., Pagano, A., Obi, R., Hall, A., & Eberly, J. (2000, April). *Challenging the cultural taken-for-grantedness of preservice teacher candidates in a program of urban teacher preparation: Implications for education of urban teachers*. Paper presented at Annual meeting of the American Educational Research Association, New Orleans, LA.

Weiner, M. F. (2016). Colonized Curriculum: Racializing Discourses of Africa and Africans in Dutch Primary School History Textbooks. *Sociology of Race and Ethnicity*, *2*(4), 450-465. doi:10.1177/2332649215628037

Weiqi, C. (2007). The Structure of Secondary School Teacher Job Satisfaction and Its Relationship with Attrition and Work Enthusiasm. *Chinese Education & Society, 40*(5), 17-31. doi:10.2753/ced1061-1932400503

Weiss, E. M. (1999). Perceived workplace conditions and first year teachers' morale, career choice commitment, and planned retention: A secondary analysis. *Teaching and Teacher Education*, *15*(8), 861-879.

Weiss, E. M. (1999). Perceived workplace conditions and first-year teachers' morale, career choice commitment, and planned retention: a secondary analysis. *Teaching and Teacher Education*, *15*(8), 861-879. doi:10.1016/s0742-051x(99)00040-2

The White House Project. (2009). The White House project report: Benchmarking women's leadership. Retrieved from thewhitehouseproject.org/documents/Report/pdf

Wilder, C. (2013). *Ebony and ivy: Race, slavery, and the troubled history of America's universities*. New York, NY: Bloomsburg Press.

Wilder, M. (2000). Increasing African American teachers' presence in American schools. *Urban Education*, *35*(2), 205-220. doi:10.1177/0042085900352005

Willis, J. (2007). *Qualitative research methods in education and educational technology*. Charlotte, NC: Information Age Pub.

Wilson, S. M., Floden, R. E., & Ferrini-Mundy, J. (2001). *Teacher preparation research: Current knowledge, gaps, and recommendations*. Seattle, WA: Center for the Study of Teaching and Policy.

Wood, A. L., & Lewis, J. L. (2010). Recruiting, retaining, and preparing quality urban teachers: The urban learning program (URLN). *Journal of College Student Retention: Research, Theory & Practice*, *12*(3), 353-377. doi:10.2190/cs.12.3.f

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, *8*(1), 69-91. doi:10.1080/1361332052000341006

Young, M. D., & Brooks, J. S. (2008). Supporting Graduate Students of Color in Educational Administration Preparation Programs: Faculty Perspectives on Best Practices, Possibilities, and Problems. *Educational Administration Quarterly*, *44*(3), 391-423. doi:10.1177/0013161x08315270

Zambrana, R. E., Ray, R., Espino, M. M., Castro, C., Douthirt Cohen, B., & Eliason, J. (2015). "Don't leave us behind": The importance of mentoring for underrepresented minority faculty. *American Educational Research Journal*, *52*(1), 40-72. doi:10.3102/0002831214563063

APPENDICIES

Appendix 1

Participant Consent Letter Phase 1

January 17th, 2018

Dear Colleague,

My name is Hyacinth N. Wood and I am a doctoral candidate at Arcadia University in Educational Leadership. My research study will explore the specific needs of new Black teachers in urban schools via a mentoring and induction program. This is a topic that is important to the field of education, and by conducting this research, I will be able to understand more deeply participants' perspectives on this topic. Data gathered from this study will be used in partial fulfillment for the degree of Doctor of Education and has received approval from the Arcadia University Institutional Review Board. As a faculty member of this institution, a parent of a current student, I will use my knowledge of the institution to guide the study focus and design. My approach to this study and its participants will be to create an atmosphere of a safe and nonjudgmental relationship despite the potential participant's involvement in the study. Coercion to participate cannot be a sentiment felt by the participants; all participants must be free to participate honestly and holistically.

You are receiving this letter of informed consent and invitation to participate in Phase 1 of this study because you are a teacher, working in this urban school district. Participation is in this survey is voluntary and you do not have to answer any questions which may make you feel uncomfortable. Participants will be surveyed once. The survey will take about 15-20 minutes during a traditional Wednesday professional development session and transcribed for use in data analysis. All survey data will serve as the baseline data which will allow me to ascertain who will participate in Phase 2. The data will be stored in paper form in a file cabinet located in my home office for a period of 10 years. Please know that no one will have access to these surveys with the exception of me and my dissertation chairperson, Dr. Sonia Rosen (rosens@arcadia.edu).

There will not be any compensation (monetary or otherwise) for participation in this survey. I do not anticipate any risks to you participating in this study other than those encountered in a day-to-day life. While strict confidentiality will be maintained throughout the study, you may choose not to participate, or stop participation at any time without negatively affecting your relationship with me, school personnel, work-related evaluations, nor Arcadia University. Please contact me at any time at (267) 253-9788 or hwood@arcadia.edu, if you have questions or if you wish to withdraw your participation.

Thank you for considering participation in this study. If you agree to participate in the activities described above, please sign the attached sheet. You will be given a copy of this consent form for your records.

Sincerely,

Hyacinth N. Wood
hwood@arcadia.edu
(267) 253-9788

Appendix 2

Participant Consent Form Phase 1

I,_____, give my consent for participant in the above-mentioned research activities conducted by Hyacinth N. Wood as part of a doctoral dissertation study at Arcadia University. I understand I can withdraw at any time with no adverse consequence, simply by contacting the researcher. My signature below indicates my willingness to participate in this survey.

Signed:_____ Date:_____

Appendix 3

Participant Consent Letter Phase 2

January 5th, 2018

Dear Colleague,

My name is Hyacinth N. Wood and I am a doctoral candidate at Arcadia University in Educational Leadership. My research study will explore the specific needs of new Black teachers in urban schools via a mentoring and induction program. This is a topic that is important to the field of education, and by conducting this research, I will be able to understand more deeply participants' perspectives on this topic. Data gathered from this study will be used in partial fulfillment for the degree of Doctor of Education and has received approval from the Arcadia University Institutional Review Board. As a faculty member of this institution, a parent of a current student, I will use my knowledge of the institution to guide the study focus and design. My approach to this study and its participants will be to create an atmosphere of a safe and nonjudgmental relationship despite the potential participant's involvement in the study. Coercion to participate cannot be a sentiment felt by the participants; all participants must be free to participate honestly and holistically.

You are receiving this letter of informed consent and invitation to participate because you are a new Black teacher, (teaching less than 3 years) and working in an urban school district. Participation is in this interview process is voluntary and you do not have to answer any questions which may make you feel uncomfortable. Participants will be interviewed twice, once at the beginning of Phase 2 and at the end of the induction program. The interviews will take about 30-45 minutes and will be audio taped and transcribed for use in data analysis. The site visits and/or observations will be no longer than 60 minutes. All audiotapes will be destroyed after transcription. Notes taken from interviews and observations will also be destroyed once typed/transcribed and your name and any identifying information will be changed on the transcription so that your identity will remain confidential. All notes, memos, transcribed interviews will be stored in a password protected digital format and in paper form in a file cabinet located in my home office for a period of 10 years. Please know that no one will have access to these transcripts with the exception of me and my dissertation chairperson, Dr. Sonia Rosen (rosens@arcadia.edu).

There will not be any compensation (monetary or otherwise) for participation in this project. I do not anticipate any risks to you participating in this study other than those encountered in a day-to-day life. The possible benefits of participating in this study include access to additional resource materials (books) on teaching in an urban setting and opportunities to network with other new Black teachers. While strict confidentiality will be maintained throughout the study, you may choose not to participate, or stop participation at any time without negatively affecting your relationship with me, school personnel, work-related evaluations, nor Arcadia University. Please contact me at any time at (267) 253-9788 or hwood@arcadia.edu, if you have questions or if you wish to withdraw your participation.

Thank you for considering participation in this study. If you agree to participate in the activities described above, please sign the attached sheet. You will be given a copy of this consent form for your records.

Sincerely,

Hyacinth N. Wood
hwood@arcadia.edu
(267) 253-9788

Appendix 4

Participant Consent Form Phase 2

I,_____, give my consent for participant in the above-mentioned research activities conducted by Hyacinth N. Wood as part of a doctoral dissertation study at Arcadia University. I understand I can withdraw at any time with no adverse consequence, simply by contacting the researcher. My signature below indicates my willingness to participate and to be audio-recorded.

Signed:_____ Date:_____

Appendix 5

Questions of this study:

Central Question:

- How can I use the experience of new Black teachers to design an induction program that will help new Black teachers feel committed and able to remain in their school and profession?

Sub-Questions:

1. What opportunities and supports do new teachers have to collaborate with colleagues and what do these collaborations look like?
2. What opportunities and supports do new teacher have for daily or weekly reflection and how are new teachers engaging in critical reflection?
3. What opportunities and supports exist to provide new Black teachers with formal mentoring?
4. What opportunities and supports exist for new teachers to receive informal mentoring both inside and outside of the school for these teachers?
5. What role does race play for new Black teachers in their experience and their entry to the teaching profession?
6. How can induction programs/practices be a used as a tool to retain black teachers in urban schools?

Appendix 6

Survey Protocol

Date: _____
Time: _____
Location: _____
Survey Administrator: _____
Participant: _____
Position of the participant: _____

Section I: Introduction

- My name is Hyacinth Wood and I will be presenting you today with a survey.
- Thank you for your participation in this survey. Your input will be valuable to this research.
- You have the opportunity to change your mind if you would like.
- Is it ok for me to continue with this survey?
- Please know that any information that is shared will be treated confidentially.

Section II: Survey

1. How do you classify yourself, ethnically?

_____
_____

2. Gender?

_____

3. What age group do you belong to?
   - o 21-25
   - o 26-35
   - o 36-45
   - o 46-55
   - o 56+

4. Other than yourself, are there other teachers in your family –within 2 generations?
   - o Yes - Please list _____
   - o No

5. Was teaching your first choice?
   - o Yes
   - o No

6. How many years of experience do you have teaching in an urban environment?
   - o One
   - o Two
   - o Three

- o Four
- o Other Please specify _____

7. Were you provided a New Teacher Orientation?
   - o Yes
   - o No

8. How would you rate your overall experience during your New Teacher Orientation?
   - o Poor
   - o Good
   - o Excellent

9. What suggestions would you have to improve your New Teacher Orientation?

   _____
   _____
   _____
   _____

10. What did you consider to be the most helpful aspect of your New Teacher Orientation?

    _____
    _____
    _____
    _____

11. Were you assigned a mentor or advisor to provide you support?
    - o Yes
    - o No

12. Were you introduced to any special programs or services for First Year teachers?
    - o Yes
    - o No

13. What services do you think would have an impact on your teaching career if provided?
    - o Mentor
    - o Professional Books/Videos
    - o YOU observing an experience teacher
    - o An experience teacher observing you
    - o Pre-service days in school building
    - o Additional planning time

14. Please list any additional programs or services for First Year Teachers that you think can have an impact on your teaching career.

    _____
    _____

15. Please indicate the areas in which you receive support and rate the support provided.

	Poor	Good	Excellent	N/A
Knowledge of subject matter				
Instructional Strategies				
Classroom management				
Time management				
Emotional support				
Knowledge of the school climate				
Logistics of administrative requirements and procedures				
Knowledge of the physical layout of the school				

16. Please rate your overall experience, with regard to new teacher support.
    - o Poor
    - o Good
    - o Excellent

17. Did you receive a copy of the employee handbook?
    - o Yes
    - o No

18. Were you instructed in how to use the various required technology systems in the school – Powerschool, Schoology, Hero?
    - o Yes
    - o No

19. Did you have an adequate amount of time to practice using these technological systems prior to the arrival of students?
    - o Yes
    - o No

20. Were you provided an adequate amount of training for the climate of the school?
    - o Yes
    - o No

21. Were you provided opportunities to explore techniques for working with students with special needs?
    - o Yes
    - o No

22. Do you believe you have an adequate amount of resources to conduct your class?
    - o Yes
    - o No

23. Do you feel supported by your administrative team?
    - o Yes
    - o No

24. Do you feel secure in voicing your opinion with the administration?
    - o Yes
    - o No

25. Has your experience in the last two months lived up to your expectations of the school?
    - o Yes
    - o No

If no, please explain.

_____
_____
_____

26. What does it mean to you to be Black and teaching in an urban school?

_____
_____
_____

Section III: Closing Instructions:

- Thank you for participating in this interview.
- I would like to remind you that the information collected is confidential.
- Again, thank you for your participation.

Appendix 7

Interview Protocol I

Date: _____
Time: _____
Location: _____
Interviewer: _____
Interviewee: _____
Position of the interviewee: _____

Release form signed? _____
Recorder present? _____

Section I: Introduction

- My name is Hyacinth Wood and I will be interviewing you today.
- Thank you for your participation in this research project. Your input will be valuable to this research and possibly find ways to support future new Black teachers as they enter the urban school setting.
- You have the opportunity to change your mind if you would like.
- Is it ok for me to continue with this interview?
- I would like to record this interview. Do you have any objections to being audio recorded?
- **We will try our best to maintain confidentiality.**
- The purpose of the study is to find out about Black teachers' experiences in urban schools and how can mentoring and induction programs specific to their needs help them remain in the urban schools and teaching.

Section II: Structure of the Interview

- This will be an open-ended/semi-structured interview.
  - There are ten questions in this interview.

Section III: Interview

1) What were your perceptions of urban schools prior to arriving in one?
2) How was this current school different from what you perceived?
3) What are your greatest struggles in the current environment?
4) What are your greatest triumphs in the current environment?
5) How supported do you feel as a new Black teacher by your mentor, colleagues, administration?
6) Having spent the first half of the school year without a mentor, how does having a mentor in the second half of the year shape your classroom management, accountability or comfort level on a daily basis.
7) Are your needs as a new Black teacher being met by your administration?
8) What does it mean to be a Black teacher working in an urban school?

9) On a scale of 1-5, where one is totally comfortable and 5 is not comfortable at all, how comfortable are you with your transition to this urban school? Please explain.
10) On a scale of 1-5, where one is very likely and 5 is very unlikely, how likely are you to sign a contract to return next year to this school.

Section IV: Closing questions

- Do you have any additional information you would like to share with me?
- Who in your view can I speak to and learn more about the experiences of new Black teachers in your school community and how their experiences shaped their desire to remain in the classroom?

Section V: Closing Instructions:

- Thank you _____ for participating in this interview.
- I would like to remind you that the information collected is confidential.
- I will need to repeat this interview at the end of the program.
- There is a small chance that I may need a follow up session for clarifying questions only.
- Again, thank you for your participation.
- (Turn of the recorder)

Appendix 8

Interview Protocol II

Date: _____
Time: _____
Location: _____
Interviewer: _____
Interviewee: _____
Position of the interviewee: _____

Release form signed? _____
Recorder present? _____

Section I: Introduction

- My name is Hyacinth Wood and I will be interviewing you today.
- Thank you for your participation in this research project. Your input will be valuable to this research and possibly find ways to support future new Black teachers as they enter the urban school setting.
- You have the opportunity to change your mind if you would like.
- Is it ok for me to continue with this interview?
- I would like to record this interview. Do you have any objections to being audio recorded?
- **We will try our best to maintain confidentiality.**
- The purpose of the study is to find out about Black teachers' experiences in urban schools and how can mentoring and induction programs specific to their needs help them remain in the urban schools and teaching.

Section II: Structure of the Interview

- This will be an open-ended/semi-structured interview.
- There are nine questions in this interview.

Section III: Interview

1) Having completed a year in your current school, has your perceptions of urban schools changed? If so, how?
2) What were your greatest struggles this year in the current environment? Triumphs?
3) How would you depict your relationship with your mentor, colleagues, administration?
4) Were the professional development sessions provided helpful in your transition to the new school?
5) Do you feel you had the supports necessary for a successful year from your administration?
6) How often did you meet with your mentor? Were your meetings scheduled or impromptu?

7) Did your mentor provide feedback on lesson planning? Classroom management?
8) Did you full participate in the induction program?
9) Was it beneficial? Were there aspects of the induction program that was more beneficial? Less beneficial? What were they?
10) Did the readings of the induction program provide insight into working in an urban school?
11) Did your race affect the way in which you interacted with your teachers, colleagues and administration? How?
12) Was there scheduled time for collaboration with colleagues? How much? How effective were the collaborations?
13) Was there time scheduled for journaling and reflection? How much time? Was it effective?
14) On a scale of 1-5, where one is totally comfortable and 5 is not comfortable at all, how comfortable are you with your first year in this urban school? Please explain.
15) On a scale of 1-5, where one is very likely and 5 is very unlikely, how likely are you to sign a contract to return next year to this school.

Section IV: Closing questions

- Do you have any additional information you would like to share with me?
- Who in your view can I speak to and learn more about the experiences of new Black teachers in your school community and how their experiences shaped their desire to remain in the classroom?

Section V: Closing Instructions:

- Thank you _____ for participating in this interview.
- I would like to remind you that the information collected is confidential.
- I will need to repeat this interview at the end of the program.
- There is a small chance that I may need a follow up session for clarifying questions only.
- Again, thank you for your participation.
- (Turn of the recorder)

Appendix 9

Table 1: Background Information on Mentors and Identification of the Mentees

Mentor	Gender	Age	Job Title	Level of Investment			Mentee Identification
				Mentor	Mentee	Leader	
Nick	Male	40+	Some administrative and classroom based	Yes	No	Yes	Julian
Tisha	Female	50	Administrative	Yes	No	Yes	Kim
Kevin	Male	40+	Classroom based	Yes	No	No	Steve
Wendy	Female	30+	Classroom based	Yes	No	No	Kiera
John	Male	40+	Some administrative and classroom based	Yes	No	Yes	Carl

Appendix 10

Table 2: Demographics of Mentees

Participant	Self-Identified	Age Range	Number of Years Teaching	Family who are educators
Carl[5]	African American/Black	26-35	3	Mother and Father
Kim[6]	African American/Black	36-45	2	None
Steve	African American/Black	36-45	1	None
Kiera	African American/Black	26-35	1	Grandmother, Mother
Julian	African American/Black	36-45	2	Grandfather, Aunt, Uncle

[5] Biracial even though he classified himself as Black
[6] Biracial even though she classified herself as Black

Appendix 11

Table 3. Comparison of School's Induction program and the Umoja Induction Program

Program	Mentor Assigned	Texts: Books	Texts: Video	Critical Reflections	Self-Care
Hekima Academy	No	*The Dreamkeepers* *Core Six*	None	No	One opportunity a year
Study	Yes	*The Dreamkeepers* *The Mis-Education of the Negro*	Every Kid needs a champion – Rita Pierson A tale of two teachers – Melissa Crum What kids wished their teachers knew – Kyle Schwartz Shut Up! And Let Me Teach: Ending the Assault on Teacher Autonomy - Chandra Shaw Help for kids the education system ignores – Victor Rios A Brief Word on Growth v. Mastery – Carol Dweck Surface learning or mastery of concepts? – Salman Khan	Minimally - Weekly	Every other week – minimally was suggested

Appendix 12

Table 4: Weekly Mentoring Session and the Topics for Discussion

Session	Text	Topic/Prompt
1	*The Mis-Education of the Negro*	**Education of any people should begin with the people themselves**
2	*The Mis-Education of the Negro*	We are instilled with a self-hatred through education
3	*The Mis-Education of the Negro*	We have relegated the majority of our education towards teaching and preaching
4	*The Mis-Education of the Negro*	Too many educated black people leave the masses
5	*The Mis-Education of the Negro*	While higher education does have a general trend with all people towards selfishness, it works more disastrously among blacks than among the whites because the lower classes of the latter have had so much more opportunity
6	*The Dreamkeepers*	**A Dream Deferred:** mentees reflected on the suggestion that segregation is still currently occurring in present day America and Black and Brown students are still not receiving equal education.
7	*The Dreamkeepers*	**Does Culture Matter?:** discussed the importance of community in an educational setting and the need for all stakeholder to participate in educating the next generation of students.
8	*The Dreamkeepers*	**Seeing Color, Seeing Culture:** discussed experienced interactions that were not positive and the role of self-esteem in their ability to remain in their urban school.
9	*The Dreamkeepers*	**We Are Family:** mentees reflected on the familial relationships developed with both students and colleagues and the impact on student success.
10	*The Dreamkeepers*	**The Tree of Knowledge**, mentees reflected back to Woodson's *Mis-Education of the* Negro and the use of education as a means to emancipation.
11	*The Dreamkeepers*	**Culturally Relevant Teaching:** as Black teachers, is being a teacher separate from being Black.
12	*The Dreamkeepers*	**Making Dreams Into Reality,** mentees reflected on their journey through their first year in an urban school.
13	TEDTalk: Rita Pierson's ***Every Kid Needs a Champion***	Who was your champion in high school? Did you need a champion? Are you that negative 2 or plus 2 teacher? For whom are you championing on a daily basis (a student, a colleague, yourself)? What do you need in order to be a champion for your students?
14	TEDTalk: Melissa Crum's ***A Tale of Two Teachers***	Which teacher are you and which teacher would you like to become?
15	TEDTalk: Chandra Shaw ***Shut Up! And Let Me***	How many of us would love to say this? After viewing the whole video, has your opinion changed? Explain. How would you use this as a teaching tool for another colleague, administration, our students?

	Teach: Ending the Assault on Teacher Autonomy	
16	TEDTalk: Victor Rios ***Help For the Kids the Education System Ignores***	What are the implications for schools of recognizing and understanding the backgrounds and stories of our students and families?
17	TEDTalk: Kyle Schwartz ***What Kids Wished Their Teachers Knew***.	We often hear that "we are not fully aware of what our students are bringing to school with them". How many times have we had an adverse reaction to "that kid who is without something to write on or with again"?
18	TEDtalk: Carol Dweck ***A Brief Word on Growth v. Mastery*** and Salman Khan. ***Surface Learning or Mastery of Concepts***	What are the implications for the way we traditionally measure student learning if our processes are designed to truly teach for mastery? How does his vision of mastery-based learning intersect with the idea of student growth provided by Carol Dweck in the previous talk?

Appendix 13

Table 5: Umoja Model

Best Fit Mentorship	**Induction for New Black Teachers**
• Pairing "best-fit"	Culturally relevant texts and video
• Orientation for mentors	Discussion about race/affirmations
• Administrative support	Reflection journals
• Departmental connections	Opportunities for self-care
• Critical Reflections	Options may include: reflection on pedagogy, reflection on the role of a Black teacher in an urban school, reflection on culturally relevant texts and video.

Appendix 14

Table 6: Hekima Academy Lesson Plan

Hekima Academy High School
2017-2018

Teacher Name:	**Grade/Subject:**	**Week of:**
Afrocentric Infusion & STEM Infusion:		
Standards:		

Delivering an Effective Lesson	**Objective:**	
	Do Now	**Students are to have index cards for their daily Do Now.** **Monday:** **Tuesday:** **Wednesday:** **Thursday:** **Friday:**
	Direct Instruction	**Monday:** **Tuesday:** **Wednesday:** **Thursday:** **Friday:**
	Guided Practice	**Monday:** **Tuesday:** **Wednesday:** **Thursday:** **Friday:**
	Independent Practice	**Monday:** **Tuesday:** **Wednesday:** **Thursday:** **Friday:**
	Checks for Student Understanding *Be sure to include HOT skills*	**Monday:** **Tuesday:** **Wednesday:** **Thursday:** **Friday:**
	Closure	**Monday:**

		Tuesday: **Wednesday:** **Thursday:** **Friday:**
	Exit Ticket	**Monday:** **Tuesday:** **Wednesday:** **Thursday:** **Friday:**
	Homework	**Monday:** **Tuesday:** **Wednesday:** **Thursday:** **Friday:**

Materials/Resources	
Differentiation of instructional delivery *to engage all students in the lesson*	

Assessments used: (Common Assessments, Unit Tests, Etc.)	**Active Learning Strategies:**

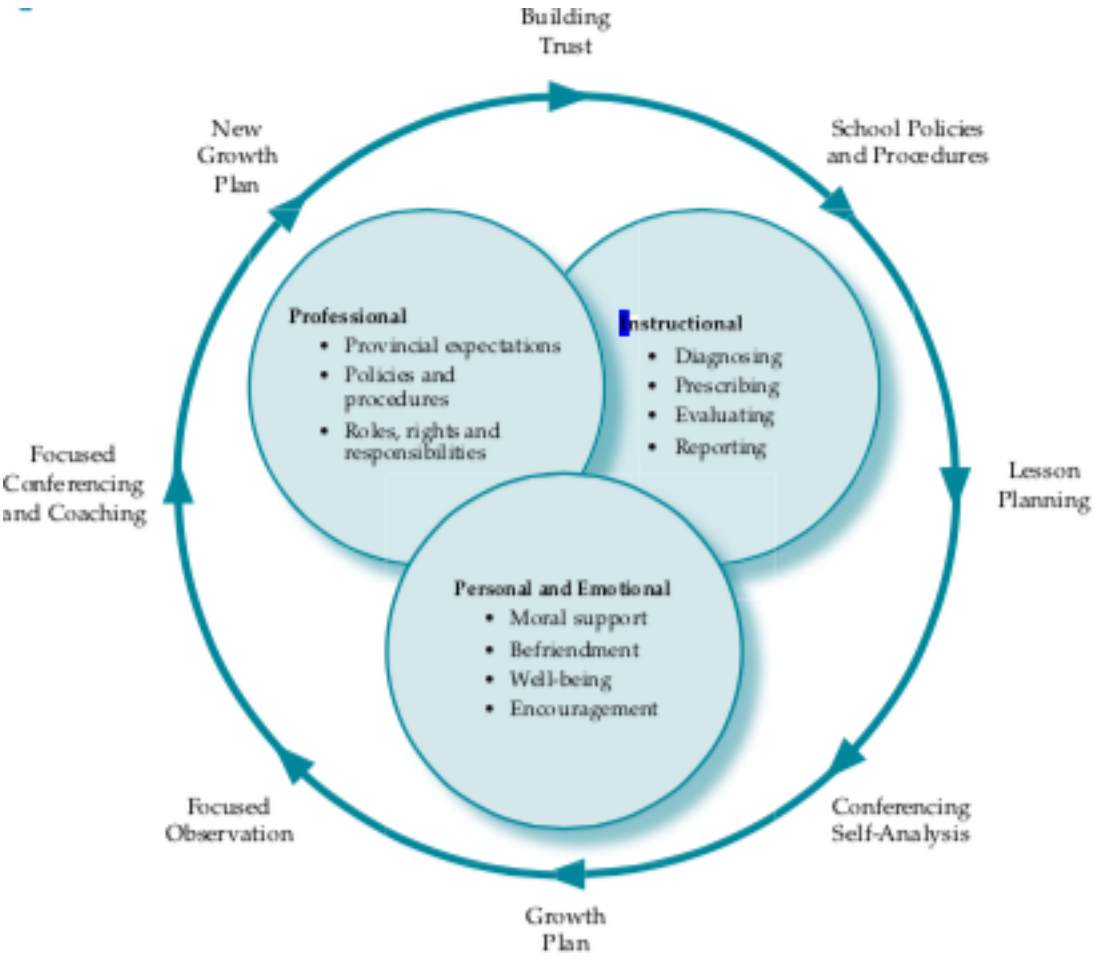
Appendix 15

Table 7: List of additional questions for discussion

Week	Topic	Question
	Mentor Orientation	*Who is responsible for creating this atmosphere of community? Is it the administration, students, families, teachers?*
	Mentor Orientation	*Describe what it is like for a teacher who does not feel connected in the same manner.*
	Mentor Orientation	*Do you know of any teachers who have experienced this lack of connection? Did the stay or leave the school?*
	Mentor Orientation	*Thinking about how powerful this dialogue was for you even though you all know each other and your community, what would this level of connection be for the new teacher?*
	Mentee Orientation	*How has your transition manifested itself – are you finding the resources needed, are you getting assistance when desired?*
	Mentee Orientation	*On the survey you completed, several of you stated that you would need help with classroom management and lesson planning as this is your first year, have you received supports in classroom management or lesson plan writing?*
1		*How has your week been?*
1		*Why is it important for our students to be responsible for their learning, instead of following a scripted learning plan offered by the school or district?*
2	Mis-Education of the Negro	Reflect on the following: *We are instilled with a self-hatred through education* and *We have relegated the majority of our education to teaching and preaching.*
7	Does culture matter?	Discuss the importance of community in an educational setting the need for all stakeholders to participate in educating the next generation of students.
7	A Dream Deferred	School to Prison Pipeline – what is its impact on today's student in the urban setting.
10	Dreamkeepers, Chapter 5 and Mis-Education of the Negro	Using education as a tool: *What hurts you the most about this situation?*
13	Every Kid Needs a Champion	*What did it mean to you to have this person in your life?*
15	Shut Up and Let Me Teach!	*Why and What don't you have autonomy over?* *How would you help them have a better understanding of classroom life*

Appendix 16

Figure 1: Mentoring Context



Appendix 17

Figure 2: Umoja Mentoring Program Model