

The Leak in the Pipeline: Retaining African American Male Teachers in K–12 Education

by

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DEDICATION

I dedicate this body of work to Naomi, Payton, and Piper. What the trunk didn't do, may the branches do. I am transferring the spirit of the fight to you. Be strong on your own terms.

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ABSTRACT

The purpose of this qualitative study was to explore the lived experiences of African American male teachers by studying retention efforts, organizational conditions that undermine efforts and related experiences in order to gain insight on why African American male teachers are leaving the field of education at rates higher than other teacher groups. Using the Critical Race Theory framework, two guiding research questions explored the experiences of African American male teachers: What are the lived experiences of African American male teachers? What experiences contribute to African American male teachers remaining in education?

The Leak in the Pipeline: Retaining African American Male Teachers in K–12 Education examines the experiences of ten African American male teachers with six or more years of teaching experience currently employed in K–12 public schools. This analysis applies an interpretive phenomenological approach to the semi-structured interviews. The coded responses were divided into six categories and then merged into two major themes: transform transference and double consciousness. The findings revealed reasons African American male teachers leave the field of education and retention strategies. The study concludes with implications for school districts, colleges of education, and public policy and recommendations for future research.

CHAPTER ONE: INTRODUCTION

Purpose

Twenty-two years ago, then Secretary of Education Richard Riley (1998) stated, “Our teachers should look like America.” His words reflect a collective concern about the mismatch between the demographics of the teacher workforce and the nation’s students, yet minimal progress has been made toward ensuring the teaching workforce reflects the diversity of the student body in U.S. public schools (Albert Shanker Institute, 2015). The interest in diversifying the teaching workforce emerges from two primary contexts: the demographic shift in the student population and the potential benefits from a diverse group of teachers for student learning outcomes (Sun, 2018).

In 2016, students of color made up 38.2% of the student population in public schools, while less than 15% of teachers in public school were people of color (Ingersoll et al, 2017). By 2024, students of color are projected to represent 54% of the national preK-12 student population (Sun, 2018). A student or teacher of color is defined as any African American, Latino, Native American, or Asian American who does not self-identify as being European American, Anglo, or Caucasian (Morrison, 2010). According to Sun (2018), the demographic change in student populations signifies that although the student population is becoming increasingly diverse, the racial representation in the teacher workforce is not maintaining a corresponding pace.

Emerging theoretical research points to a diverse teaching workforce that specifically benefits students of color by providing high quality learning opportunities (Grissom et al, 2015, Dee 2004; Greshenson et al., 2017; Villega & Irvine, 2010). Sun (2018) found “teachers of color devote more time to students of color, judge their learning potential more favorably, and refer them to gifted programs at higher rates” (p.1). Accordingly, in 2012, African American students

represented 17% of students in the general education nationally, yet comprised just 10% of the students in gifted education (Ford, 2014). Thus, at a minimum to achieve equity, 15.2% of African American students should be in gifted programs (Ford, 2014). The lack of equitable access and identification procedures in gifted education programs is a systemic barrier reflective of deficit-based thinking about African American students (Delpit, 2012; Ford, 2010).

Teachers of color, specifically African American men, who are attuned with the culture and heritage of students of color are able to cultivate a sense of institutional belonging and increase educational engagement (Murphy & Zirkel, 2015) while serving as cultural brokers and strong advocates. Teachers are important influences in shaping students' beliefs and attitudes towards educational attainment (Burgess & Greaves, 2013; Dee, 2015). This is significant for disadvantaged students who rarely interact with college-educated adults outside of school settings (Jussim & Harber, 2005; Lareau, 2011; Lareau & Weininger, 2008). An influential study by Thomas Dee (2005) found that when students are assigned to one demographically mismatched teacher and one same-race teacher, the demographically mismatched teacher is significantly more likely to perceive the student as being frequently disruptive, frequently inattentive, and less likely to complete homework than is the teacher of a similar demographic background. Gershenson et al. (2018) extended the seminal work by Dee (2005), resulting in non-African American teachers having significantly lower educational expectations for African American students than African American teachers do.

Longitudinal research in North Carolina indicates having just one African American teacher in grades 3 -5 significantly reduced the African American high school dropout rate by 31% and increased the chances that low-income African American students graduated from high school. Additionally, such students were 19% more likely to express interest in post-secondary

opportunities (Gershenson et al., 2016). Having at least one African American teacher reduces the male's dropout probability by about eight percentage points and 12 percentage points for those persistently receiving free and reduced lunch, effectively halving the African American male dropout rate (Gershenson et al., 2016). The long-term impact of having an African American teacher in grades 3, 4, and 5 is large in magnitude (Torres, 2004).

In 2016 African American students represented 16% of total enrollment in public schools, yet African American teachers made up only 7% of the national educator workforce (Ingersoll et al., 2017). This is problematic because racially and ethnically diverse highly effective teachers are needed to prepare American students for lives of high achievement (Ahmad & Boser, 2014). The demographic mismatch between teachers and students raises concerns over racial underrepresentation in the teacher workforce (Ahmad & Boser, 2014; Kena et al., 2016).

The purpose of this qualitative interpretative phenomenological study was to explore retention efforts and related experiences of African American male teachers. Purposive criterion sampling was used to identify ten African American male teachers with six or more years of experience teaching at public school districts in the United States in 2020.

Problem Statement

African American male teachers make up 2% of teachers in public schools yet leave the field of education at higher rates than other teachers (Bristol, 2018; Underwood et al., 2019). African American male teachers bring a distinct knowledge and experience to the classroom while serving as role models to the student body (Kena et al., 2014). They are often associated with increased interest in college, lower dropout rates, improved student achievement, and persistence (Kena et al., 2014). Additionally, having an African American male teacher

decreases the risk of dropping out by nearly 40% for African American boys, and 29% are more likely to say they were considering college (Gershenson et al., 2017). Lastly, African American male teachers offer a cultural congruence and provide advantages connected to navigating dominant cultural associations.

Jefferson (2012) asserts that when provided with opportunities to engage with African American male teachers, African American male students had higher test scores and decreased instances of disciplinary actions. The role model effect seems to show that having one teacher of the same race and gender is enough to give a student the ambition to achieve (Gershenson et al., 2017). Acknowledging the important role African American male teachers play in the workplace and their diminishing position makes it essential to identify ways to reduce their attrition from education (Kena et al., 2014).

To date there has been minimal qualitative research on the retention of African American males in K-12 education. In order to better understand the complexities of retaining African American male teachers, it is important that a phenomenological study be conducted to understand their lived experiences. This qualitative study included interviews with African American male teachers employed as classroom teachers in public schools throughout the United States.

Significance of the Study

The study described the retention efforts that support or undermine African American male teachers' career movements. Individual semi-structured interview questions were used to gain a better understanding of why participants choose to remain in education and how school context impacts their decision. The lived experiences of the study participants will be used to further investigate support structures like leadership opportunities, professional development,

and mentoring. This study will add to the body of research by leveraging the voices of African American male teachers in framing what organizational conditions undermine retention efforts. This research study will reveal unexplored and undertheorized areas of research within the body of literature on African American male teachers.

The study is significant because it looks beyond the recruitment efforts and explores the challenges experienced by African American males in the classroom and how they benefit school districts, collegiate initiatives, and public policy. This study attempts to unearth critical areas that affect retention. Bristol and Ferguson (2018) hypothesize that the dearth of African American male teachers, especially in urban areas, is as much an issue of recruitment as retention. “If administrators and policy makers continue to focus solely on recruitment efforts, without attention to retention, they run the risk of creating a revolving door of teachers in our public schools” (Niesner, 2013).

Delimitations

In this qualitative interpretative phenomenological study, ten study participants were included in order to collect enough data for a point of saturation. The study confined itself to interviewing African American male teachers in public school districts. The purposive criterion sampling procedure decreased the generalizability to the larger population of African American male teachers. The findings in this study could be subject to different interpretations.

Another delimitation is this study includes African American male teachers with more than six years of experience, and the findings are the result of their perspectives and experiences of the school context.

Limitations

A limitation of the study is that the interview responses will not have a counter-narratives or opposing interviews from district leadership to support or refute statements. Another limitation to the study is the minimal research exploring the relationship between African American male teachers' background characteristics and the ways school-based conditions shape their experiences (Bristol, 2018). Over the past decade, researchers turned their attention to an investigation of African American male teachers (Bristol, 2013). Bristol (2013) states that "almost all of this burgeoning research has focused on exploring pathways into the profession and the teaching practices of African American male teachers." Unfortunately, there is a lack of comparable statistics for retention and attrition in public schools as well as minimal research that attempts to understand how the organizational conditions, characteristics, and dynamics in schools shape the work experiences, career choices and trajectories of African American male teachers (Bristol, 2013; Bristol, 2018).

Theoretical Framework

Critical Race Theory (CRT) examines the appearance of race and racism across dominant cultural modes and the ways victims are affected by cultural perceptions of race and their ability to counter prejudice (Delgado & Stefancic, 2001). The CRT movement is interested in studying and transforming the relationship among race, racism, and power while addressing many of the same issues that conventional civil rights and ethnic studies discourse takes up (Delgado & Stefancic, 2001). CRT began as a movement in the field of law in the mid-1970s as the result of "the heady advances of the Civil Rights era of the 1960s" (Delgado & Stefancic, 2001). Derrick Bell, considered the father of CRT, built the framework on the insights of two previous movements, critical legal studies and radical feminism, in conjunction with other early writers,

Alan Freeman, Richard Delgado, Kimberle Crenshaw, and Martia Matsuda (Delgado & Stefancic, 2001). It also draws from European philosophers and theorists, Antonio Gramsci and Jacques Derrida, as well as American radical tradition exemplified by Sojourner Truth, Frederick Douglass, W.E.B. Du Bois, Cesar Chavez, Martin Luther King, Jr., and the Black Power and Chicano movements of the sixties and early seventies (Delgado & Stefancic, 2001). The first scholarly article published in 1995 on CRT by Gloria Ladson-Billings and William Tate catapulted it into current discourse.

Hallmarks of Critical Race Theory

The hallmarks of CRT are interest convergence, the belief that racism is the normal order of things in the United States, race as social construction, intersectionality, anti-essentialism, voice or counter-narrative, and alignment to the interest of the dominant group with those racially oppressed (Delgado & Stefancic, 2001). CRT identifies race as construct, a common, everyday experience of most people of color, while accepting the social reality that allows for significant disparities in the life chances of people based on the categorical understanding of race (Delgado & Stefancic, 2001). Intersectionality examines race, sex, class, national origin, and sexual orientation and how their combinations interact in various settings, while anti-essentialism guards against a belief that all people perceived to be in a single group, think, act, and believe the same things in the same ways (Delgado & Stefancic, 2001). The voice in stories reflects point of view and underscores what the teller believes to be important. The counter-story is a contrasting story described from a different vantage point that offers an opportunity to consider an alternative perspective (Delgado & Stefancic, 2001).

CRT perspective in education embraces three propositions: (1) race continues to be significant in the United States; (2) U.S. society is based on property rights rather than human

rights; and (3) the intersection of race and property creates an analytical tool for understanding inequity (Ladson-Billings & Tate, 2016). Delgado and Stefancic state that “CRT contains an activist dimension seeking not only to try to understand our social situation but to change it; it set out not only to ascertain how society organizes itself along racial lines and hierarchies but to transform it for the better” (2001, p. 3).

Application of Critical Race Theory

Through the lens of a CRT framework, this study uses the voices of African American male teachers to describe their work experiences within public education and their sense-making of these experiences. The counter-narrative challenges essentialism and displaces current stereotypes of African American men. The study participants' intersectionality, African American and male, will describe barriers to retention as a function of race, gender, or both and the implications of teacher education and retention. The CRT framework guides the examination of how the history of racial depiction embedded in the national psyche of society steers discussions about preconceptions that marginalize African American male teachers.

Definition of Terms

The following terms will be used throughout the research.

Black/African American: A person having origins in any of the Black racial groups of Africa (U.S. Census Bureau, 2020).

Double Consciousness: Societal incongruences emerge from conceiving of African-Americans as having fewer civic rights but no fewer of the duties or responsibilities of an ideal of American citizenship, a diverging set of unreconciled ideals or ‘strivings’ held by African-Americans which are objected to by white society, specifically emerging from a signaled notion of ‘twoness’ (Meer, 2019).

Essentialism: The belief that all people perceived to be in a single group think, act, and believe the same things in the same ways (Ladson-Billings, 2013).

Groupier: Individuals who share the same race and gender identification with individuals of similar job titles (Bristol, 2018).

Intersectionality: The examination of race, sex, class, national origin, and sexual orientation and how their combinations play out in various settings (Delgado & Stefancic, 2001).

Loner: A person in an organization who does not share the same gender and/or racial/ethnic identification as another person with a similar job title (Bristol, 2018).

Teacher Retention: Teachers returning to their same classroom ("stayers") (Lockmiller et al., 2016).

Transform Transference: The desire to be a life-changing individual in someone's life because of one's own experiences (Williams et al., 2009).

Research Questions

This qualitative interpretative phenomenological study interviewed African American male teachers in public school districts in the United States. The research question responses examine multiple dimensions and the complexities of retaining African American male teachers. The following research questions guide the study:

Research Question 1: What are the lived experiences of African American male teachers?

Research Question 2: What experiences contribute to African American male teachers remaining in education?

CHAPTER TWO: LITERATURE REVIEW

While African American men account for 2% of the teaching workforce (Hanford, 2017; Underwood et al., 2019) few studies have investigated the factors that influence their decisions to become teachers, as well as the challenges that affect their decisions to remain in the profession (Goings & Bianco, 2016). The focal point of this study is to examine the specific factors, perspectives, and experiences that support or undermine retention efforts of African American male teachers. Voicing their experiences will contribute unique and often unexplored perspectives of retention within the education profession.

The African American male study participants have unique lived experiences that often are a by-product of a torrid history at the intersection of gender and race. In order to understand their perspectives and systemic factors that contribute to the meager 2% of the teaching force, it is important to explore the historical context of the experiences of African Americans men.

Historical Overview

Commonly, the history of African Americans begins from a place of pain, chattel slavery, often dismissing the reality that for 100,000 years Africa was home to the only human population (Diop, 1991 as cited in Hilliard, 1995). As part of Africa's vast culture, Africans faced and solved the problems of the design of education and socialization (Hilliard, 1995). The Nile Valley complex hosted the best-recorded ancient traditions of primary, secondary, and higher education (Hilliard, 1989). Ancient texts, monuments, and architecture reveal highly sophisticated higher education systems as well as developed arts, sciences, theology, and philosophy in the ancient nation of Kemet (Egypt) in year 2,000 B.C.E. (Hilliard, 1985).

Land of Their Ancestors

According to Franklin and Moss (1994), “the foundation of economic and political life in Africa was the family, with its inestimable influence over individuals” (p. 16). The political organization reveals highly developed kingdoms with established systems of government and simple isolated family states (Franklin & Moss, 1994). The economic life of Africans necessitated commercial contact with other tribes and countries (Franklin & Moss, 1994). Therefore, Africa was never a series of isolated, self-sufficient communities but instead relied on agriculture, industry, and commerce. The necessity for commerce opened the door for European and Asian interest in the continent. The sophisticated trade networks led to conflicts. The conquered tribes were enslaved, serving in menial tasks and as servants (Franklin & Moss, 1994). Importantly, slavery did not have a racial basis, and slaves were often allowed to marry, worship, and own land (Franklin & Moss, 1994).

Africans in the New World

The Renaissance and the Commercial Revolution shifted the long-standing practices of slavery, thus creating the brutal slave trade (Franklin & Moss, 1994). Franklin and Moss (1994) state the following:

The breakdown of feudalism, the rise of towns, the heightened interest in commercial activities, and the new recognition of the strength and power of capital, all of which were essential elements in the Commercial Revolution, brought about a type of competition characterized by ruthless exploitation of any commodities that could be viewed as economic goods. The rise of powerful nation states in Western Europe – Spain, France, Portugal, Britain, and Holland – provided the political instrumentalities through which these new forces could be channeled. (p. 28).

African men accompanied the Europeans, French and Spanish explorers, to the New World. The development of the colonies in the New World required a labor force. Europeans eliminated white servants and Native Americans as a source of workers. Europeans justified choosing Africans as the solution because they were from a pagan island without Christianity, with an inexhaustible supply of workers, and with a skin color that could be easily apprehended. Yet Africans offered stiff resistance to their capture, sale, and transportation -- often leaping from ships to avoid enslavement. It is estimated that approximately 12.5 million Africans were enslaved between 1525 and 1866 (Gates, 2013).

Chattel Slavery

The treatment of African American men has been well documented: backs crisscrossed with raw scars, eyes swollen shut, heads bound in rusty iron contraptions, and limbs replaced with stumps (Johnson et al., 1998). The Willie Lynch Letters of 1712 divulges the brutal and inhumane psychological conditioning of African American men. Willie Lynch purports to have a foolproof method for controlling black slaves for at least 300 years [2012] (Lynch, 2011). “The Black slaves after receiving this indoctrination shall carry on...Don't forget you must pitch the old black male versus the young black male, the young black male against the old black male, the female versus the male, and the male against the female” states Willie Lynch from the bank of the James River in Virginia in 1792 (Lynch, 2011). The systemic method of psychologically breaking down African American men continued the dismantling of the protective male image. The narrative of the African American man as violent, uneducable, and unworthy was cemented in many people’s perspectives.

In a system based on fear and physical punishment, the enactment of slave codes as early as March 1, 1696, granted power of life or death over African American men (Johnson et al.,

1998). An extension of the slave code system, anti-literacy laws were established to prevent the enslaved African population from learning how to read in any form (as cited in “Literacy and Anti-Literacy Laws,” 2020). Plantation owners were concerned that learning to read gave the enslaved access to the barrage of abolitionist literature flooding the South (“Literacy and Anti-Literacy Laws,” 2020).

Education Inequities

The Thirteenth Amendment and the ending of the Civil War signaled the abolishment of slavery, but imagery of African American men as beasts, ill-manageable, and violent continued (History, 2019). Literate African American men and women began teaching in one-room schoolhouses throughout the South. The often-overcrowded schools that served African American students were vastly under-resourced, often functioning without enough desks and with tattered books, leaking roofs, sagging floors, and windows without glass (Brooker, n.d.). African American men led schools providing African American children the opportunity to learn basic literacy and numeracy skills (Brooker, n.d.).

In 1896, the Supreme Court ruled that “separate but equal” was fair and not a violation of the Fourteenth Amendment requiring equal protection to all (Goluboff, 2012). “Separate but equal” and Jim Crow remained unchallenged until *Brown v. Board of Education* in 1954 and the Civil Rights Act of 1964 (Goluboff, 2012). Scientific journals, newspapers, and novels displayed anti-Black propaganda focused on the continued stereotype of the African American men as threatening menaces, sociopaths, and hideous, terrifying predators who targeted helpless victims, particularly white women (“Jim Crow Museum,” n.d.). Many white writers argued that without slavery, which supposedly contained animalistic tendencies, Black men would revert to criminal savagery (“Jim Crow Museum,” n.d.). As a form of social control, thousands of African

American male victims were lynched, shot, burned at the stake, castrated, beaten with clubs, or dismembered (“Jim Crow Museum,” n.d.).

Against this culture of suppression, Thurgood Marshall and the NAACP Legal Defense and Education Fund argued the landmark case *Brown v. Board of Education of Topeka, Kansas 1954* (Courts, 2015). Then Chief Counsel Marshall maintained segregated school systems were inherently unequal and a violation of the equal protection clause of the Fourteenth Amendment to the U.S. Constitution (Courts, 2015).

De Facto Segregation Causes Displacement

Brown v. Board of Education of Topeka, Kansas 1954 and the Civil Rights Act of 1964 legislatively outlawed segregation and prevented discrimination in educational programs.

Karpinski (2004) noted that *Brown v. Board of Education* mandated schools to desegregate, but the law did not protect the jobs of African American teachers and administrators. Approximately 82,000 African American teachers were responsible for educating two million African American public school students (Holmes, 1994). As schools integrated, many districts found themselves in need of fewer teachers, thus resulting in loss of job security for thousands of African American educators (Fultz, 2004).

A decade following *Brown*, 1954-1965, approximately 38,000 African American teachers and administrators in the South lost their job due to the closing of black schools (Ethridge, 1979 as cited in Holmes, 1994). Holmes (1994) contends that “the message transmitted by the *Brown* decision, and by the desegregation strategies implemented to carry out its mandates, implied that the White education system was intrinsically better than the Black education system” (p.388). Subsequently, between the years 1975-1985, the number of African American students majoring in education declined by 66% (Holmes, 1994). African American teachers alleged that white-

controlled school boards unfairly targeted them for dismissal with the main casualties of integration being African American schools and the African American men serving as teachers and headmasters because they did not want them working with their white students (Faircloth, 2004).

Disappearance of the African American Teacher

The lack of monitoring of integration resulted in the termination of countless African American teachers. In order to unify, they formed The National Association of Colored Teachers, which later became the American Teachers Association (ATA) (Fultz, 2004). The National Education Association (NEA) and ATA began working together on issues of racial desegregation and educational equity (Faircloth, 2004). The organizations found themselves under pressure to add prestige to the teaching field like law and medicine. The development and enactment of the new teacher certificate requirements further disadvantaged African American teachers (Futrell 2004; Karpinski 2004). Hooker (1971) conducted a study of 250 respondents in 11 Southern states, concluding that making the National Teacher Examination (NTE) mandatory led to further displacement of African American teachers. As a result of Hooker's research, the Race Relations Information Center (RRIC) found that the NTE was adopted in several Southern states to intentionally avoid integrating schools and used as a punitive measure to justify not hiring African American teachers, as well as to avoid paying equitable salaries (Fultz, 2004). It is estimated that from 1984-1989, the jobs of 21,515 African Americans and an additional 16,202 teachers of color were eliminated because of newly installed NTE and teacher education program admissions requirements (Hudson & Holmes, 1994).

School districts could escape legal repercussions by involuntarily reassigning African American teachers to white schools (Tillman, 2004). Orfield (1969) states "the hostility and

discrimination that black teachers faced in these transfers resulted in many leaving their jobs.” Many general teaching positions held by African Americans were reclassified under the special support category of Title IV of the Elementary and Secondary Education Act of 1965 that provided poverty aid to schools (Haney, 1978). The failure of school systems to comply with federal requirements for this aid meant funds were cut, and African American teachers were told that the Federal Government was eliminating their jobs (Tillman, 2004). “Other tactics included: abolishing tenure laws where there were high percentages of black teachers; allowing dismissal of teachers without cause; failing to replace retiring black teachers with other black teachers; and assigning black teachers to teach out of their content field and evaluating them as incompetent” (Futrell, 2004, p. 87).

Although no legislation was enacted, between 1970 and 1971, the US Senate Select Committee on Equal Educational Opportunity assessed the impact of mandated segregation on the displacement of African American school principals, of whom the clear majority were men (Fultz, 2004). The Select Committee focused on school systems that ensure white students would not be under the authority of an African American male principal (Fultz, 2004). For example, in 1963 North Carolina reported 227 African American high school principals’ contracts were terminated, leaving only eight remaining by 1970 (Oakley et al., 2009) because of integration.

Mercer and Mercer (1986), claim that “[operating] a public-school system without Black teachers is [like teaching] White supremacy without saying a word” (p. 105). The aforementioned systemic issues caused a loss of African American teachers in public schools, which has had a lasting negative impact on all students, particularly African American students and the communities in which they reside (Mercer & Mercer, 1986). The shrinking African

American teacher pool, particularly men, has been attributed to several historic factors, but the sweeping decrease is the result of how Brown was implemented by White American policy makers (Mercer & Mercer, 1986).

Current Context

The discourse in education for African American male teachers is linked to the cause-effect phenomena rooted in historical and cultural contexts and attributed to school desegregation, substandard K-12 education, inadequate preparation for college, standardized testing for teachers, and increased access and opportunity to pursue other professional careers (Evans & Leonard, 2013). The elementary school deficiencies begin at a minimum with the lack of exposure to teachers of color and continue through secondary and postsecondary experiences (Ahmad & Boser, 2014). The leak in the pipeline for African American male teachers progresses from postsecondary education to teacher preparation programs, recruitment, and ultimately retention (Kena et al., 2016).

Recent studies confirm African American high school students lack interest in the teaching profession. Bianco, Leech and Mitchell (2011) conducted a mixed method study and repeated as qualitative by Bianco and Goings (2016) of 11th and 12th grade African American males enrolled in pre-collegiate Introduction to Urban Education: Pathways2Teaching (P2T) course. The purpose of the P2T course offered at two urban high schools is to expose students to teaching as a career. Participants in both studies described the influence of same-race teachers and African American males on decisions to teach overall as positive and felt it was important to have teachers of color (Bianco et al., 2011; Bianco & Goings, 2016). All students reported having experienced racism in school while displaying awareness of race, class, and gender, which all stand as barriers for African American males to enter teaching (Bianco et al., 2011;

Bianco & Goings, 2016). Overall, participants found it difficult to consider the education profession due to limited access to teachers of color to discuss the profession and poor messaging as to who constitutes a teacher by the media, family, and community (Bianco & Goings, 2016). Study participants expressed dissatisfaction with being a teacher if they would be the only Black male at their school (Bianco et al., 2011). The negative schooling experiences such as facing stereotyping, racial micro-aggressions, and low expectations from teachers were barriers to considering the teaching profession (Bianco & Goings, 2016).

A well-balanced learning environment requires equitable representation of similar race and gender. Dee (2005) states that “teacher perceptions clearly influence student access to future educational opportunities and may also shape the learning environment in a meaningful way.” A nationally representative, longitudinal study of 21,324 student specific evaluations of 8th-graders from 1,052 school district found that African American students from low socioeconomic backgrounds have a 37 - 57% higher chance of being seen negatively, viewed as inattentive 33% of the class time, and 37% more likely to be perceived as disruptive by teachers who do not share the same racial designation (Dee, 2005).

Seminal research by Steele and Arson (1995) proposes that student achievement is influenced by race and gender stereotype threats. Numerous studies reveal that White teachers (rather than African American teachers) are more likely to have a negative perception and low expectations of African American students (Beady & Hansell, 1981). In accordance, small-scale research by Irvine (1990) suggests that White teachers provide African American students with less assistance and feedback.

A qualitative research study examining a potential pathway for African American male student-athletes (N = 3) pursuing a collegiate major in a pre-service teacher preparation program

demonstrated the continued influence of teachers on students (Byrd et al., 2001). Study findings disclosed that student-athletes were provided incorrect advice about the teacher education program and obstacles to entry. These missteps resulted in a lost opportunity to capitalize on recruitment into the teaching profession.

Impact in the Classroom

African American male teachers are able to make connections for students between their local, national, racial, cultural, and global identities using culturally relevant pedagogy to embed knowledge (Ladson-Billings, 1995). Pabon, Anderson and Kharem (2011) contend that African American male teachers use instructional practices and provide knowledge that allows connections to their students. They possess a unique ability to use authority and caring classrooms to create structured learning environments (Noblit & Dempsey, 1992) that provide rich opportunities for all students to grow and experiment without fear of failure (Williams et al., 2009).

African American male teachers cite consistent motives for choosing the teaching profession; parents or extended family members serving as educators in public schools, opportunity to serve as a role model, and transform transference (Williams et al., 2009; Lewis, 2006; Lynn, 2006; Bianco et al, 2011). Transform transference is the desire to be a life-changing individual in someone's life because of one's own experiences (Williams et al., 2009). Martino and Rezai-Rashti (2010) conducted a case study of an African American male and female on their decision to become elementary teachers and their influence as role models. The African American male teacher described the pressure and self-regulation that accompanies being a role model, but stated that serving in this role affords the opportunity to disrupt the stereotype (Martino & Rezai-Rashti, 2010).

A qualitative study of college freshman African American students (N = 12) exposed to African American teachers highlights the impact on their racial and cultural identity (Baber, 2012). Study participants uniformly describe increased confidence and positive experiences afforded by the opportunity to read about African American culture, and how it relates to them, and focusing on the connections between education and the larger world (Baber, 2012).

Entering the Teacher Workforce

The recruitment and retention of African American men in education has been a major concern in education and teacher education policy (Brown, 2011; Lewis, 2006). The education profession is in direct competition with corporations to hire innovative life-long learners. Major corporations offer lucrative compensation packages and provide a viable alternative to entering the teaching workforce. Survey data from the Integrated Postsecondary Education Data System (IPEDS), conducted by the National Center for Education Statistics, identified the top 10 different college majors during the 2012 – 2013 school year (Hinrichs, 2015). African Americans identified the three most popular majors in college as Business Administration 10.3%, Psychology 7.2%, and Nursing 5.8% (Hinrichs, 2015). Interestingly, education did not make the top 10.

Gordon (1995) interviewed 140 teachers of color in Ohio, Washington, and California to determine why students of color do not enter the education profession. Almost a third of responses noted negative experiences in school such as bias, elitism and racism, and getting turned off of K-12 education (Gordon, 1995). One-half cited lack of respect that teachers receive from students, low status of teachers, and low pay as the main reasons students of color are not entering teaching (Gordon, 1995). Forty-six study participants stated that an African American

man can earn significantly more money in other fields (Gordon, 1995). The most revealing statement was that students were discouraged from teaching on all sides (Gordon, 1995).

Specific Teacher Recruitment Programs

In an effort to increase the enrollment and ensure matriculation in colleges of education, numerous colleges have instituted specific teacher preparation to support African American men. Various studies highlight the significant recruiting efforts aimed at creating a pipeline of African American male teachers entering education (Dogan, 2010; Levister, 2009; Bristol, 2018). The focus on recruiting African American male teachers is predominately through “Grow-Your-Own” residency models. “Grow Your Own” programs are partnerships between school districts and institutions of higher education to prepare paraprofessionals, school staff, or members of the community to become certified teachers.

Collegiate efforts toward teacher preparation include the premier program Call Me MISTER (Mentors Instructing Students Toward Effective Role Models). The Call Me MISTER initiative, launched in South Carolina in 2000, continues to grow nationally (United States Department of Education, 2016). The goal is to recruit all students, with a particular focus on college male freshmen of color, from the community into the teaching profession (Kena et al., 2016). Student participants are selected largely from among marginalized, socioeconomically disadvantaged, and educationally underserved communities (Kena et al., 2016). The project provides tuition assistance through loan forgiveness programs, an academic support system to help assure their success, a cohort system for social and cultural support, and assistance with job placement (Kena et al., 2016). The Call Me MISTER Program at South Carolina State University reported a 90% increase in the number of fully certified African American male elementary teachers in South Carolina since 2004 (South Carolina State University, 2019).

Recruitment programs such as the U.S. Department of Education TEACH Campaign are specifically designed to increase the number of Black male teachers. The Black Male Teaching Initiative is a teacher preparation program collaboration between Indiana University of PA, CA University of PA, Community College of Allegheny County, and Park Point University. During President Obama's administration, innovative thinkers created a program titled Black Men to the Blackboard to aid creating a pathway for African American male teachers. In an effort to reach those African American males in high school, Pathways2Teaching, was developed.

Postsecondary Education

The racial composition of bachelor's degree education majors is less diverse in elementary and secondary school teaching, school based administrative, support services -- regardless of the universities' focus on the theory, learning and teaching, or research (Levine, 2006). When reporting demographic data, colleges are monolithic and tend to report in aggregate, particularly as it relates to teachers of color. Specific data for African American male teachers' field of study is often not disaggregated, nor is it a statistically large enough sample size for reporting as evidenced by numerous reports provided by the National Center for Education Statistics.

Higher Education Act (HEA) Title II defines a teacher preparation program as a state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational requirements, or training requirements (or both) for an initial credential to teach in the state's elementary, middle, or secondary schools (Kena et al., 2016). A teacher preparation program may be either a traditional program or an alternative route to certification program, and offered within or outside an IHE (Kena et al., 2016). The HEA Title II report card

states that African American male enrollees were concentrated in programs located in the Southeast, mid-Atlantic, and Arizona (Kena et al., 2016).

African American males represent only 11.7 percent of all undergraduates in higher education (Musu-Gillette et al., 2017). In 2016-2017, a total of 70,554 African American men were conferred college degrees from postsecondary institutions. Disturbingly, only 1,514 earned a bachelor's degree in education. Richardson et al. (2019) reported that "data from the 2017 Top 50 producers of minority education degrees indicates that there was a total of 2,262 Black males enrolled in these education programs." They further report that the top 10 universities listed accounted for approximately 48% of the Black male enrollment of all the 50 universities listed (Richardson et al, 2019). These universities included the following: 1) Ashford University; 2) Grand Canyon University; 3) Georgia State University; 4) Jackson State University; 5) Liberty University; 6) Kaplan University – Davenport Campus; 7) University of Memphis; 8) Louisiana State University and A&M College; 9) Alabama State University, and; 10) University of Central Florida (Richardson et al, 2019). Furthermore, the top five universities listed accounted for 35% of the African American male enrollment and included Ashford University, Grand Canyon University, Georgia State University, Jackson State University, and Liberty University (Richardson et al, 2019). Ashford University, the top ranked university, accounted for 18% (n = 407) of African American male enrollment for all 50 universities listed (Richardson et al, 2019).

African American men are under-represented in teaching, yet are earning degrees in other disciplines, thus expanding their career options. A total of 3,647 African American men earned master's degrees in education for the reporting year 2017-2018 from postsecondary colleges in the United States (Musu-Gillette et al., 2017). This compares to 27,552 (11%) who earned master's degrees from postsecondary colleges in other fields during the same reporting year

(Musu-Gillette et al., 2017). During the 2017-2018 academic year, African American men earned 684 out of 4,013 doctoral degrees awarded in the United States in education compared to 4,791 out of 50,003 doctoral degrees in all other fields (Musu-Gillette et al., 2017).

Among students who started in four-year public institutions, African American men had the highest dropout rate and the lowest completion rate, at 41.1 percent and 40.0 percent, respectively (Shapiro et al., 2017). Consistently, the decreasing number of African American males who finish high school directly correlates to the number of African American males who enter the teaching profession (Underwood et al., 2019). Several factors have been cited as influencing the low representation of African American male students in teacher preparation programs: the negative views of teaching as a profession, the disproportionate rates of behavioral discipline and suspensions, personal experiences with stereotyping, over-disciplining, micro-aggressions, and lack of support within P-12 school interactions (Schott Foundation for Public Education, 2015; Jefferson, 2012; Goings & Bianco, 2016).

Historically Black Colleges and Universities (HBCUs)

Historically Black College and Universities (HBCU) were established prior to 1964 and accredited by a nationally recognized accrediting agency or association. Their principal mission was, and is, the education of Black Americans (Kena et al., 2016). The clear majority of HBCUs began as teacher colleges (Walker, 2020). During Jim Crow, HBCUs shielded students from the structural racism inherent in education. During fall 2018, 291,767 students were enrolled at the 104 degree-granting HBCUs (NCES, n.d.). In 2015-2016, HBCUs conferred 13% associates, 28% bachelors, 20% masters and 20% doctoral degrees in all fields (Kena et al., 2016).

Table 1 identifies the top ten education degree granting HBCUs for African American teachers and African American male teachers. The data were compiled from various National Center of Education Statics reports (Walker, 2020).

Table 1

The Top 10 HBCUs that Produce Teachers

Ranking	African American Teachers	African American Male Teachers
1	Tennessee State University	Jackson State University
2	Jackson State University	Virginia State University
3	Alabama State University	Alabama State University
4	Albany State University	North Carolina A & T University
5	Virginia State University	Albany State University
6	Mississippi Valley State University	Mississippi Valley State University
7	Alabama A & M University	* Grambling State University Tennessee State University
8	Fayetteville State University	South Carolina State University
9	Elizabeth City State University	Alabama A & M University
10	North Carolina A & T University	* Morgan State University Florida A & M University

Note: This table describes the ranking of HBCUs by degrees conferred by each College of Education.

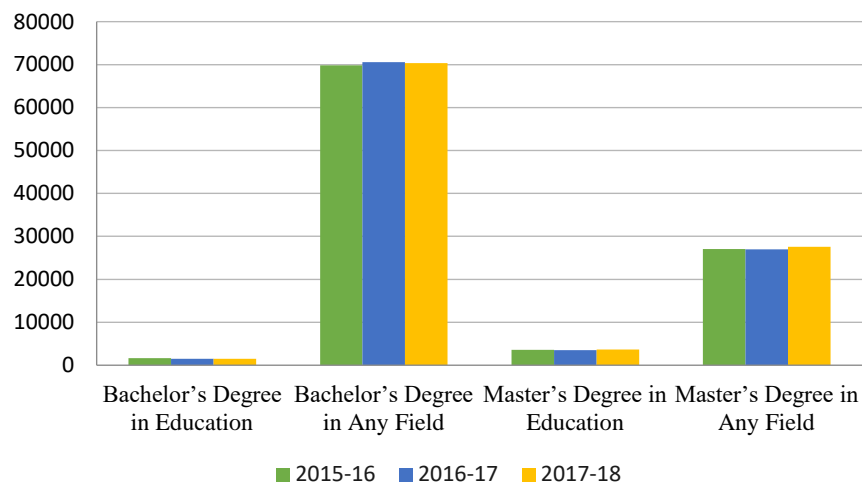
HBCUs play an important role in preparing pre-service teachers. The findings of a study across cohorts of African American students (N = 33) attending schools of education at HBCUs consistently remarked that faculty/staff were friendly, resourceful, and enthusiastic (Williams et al., 2009). Study participants concluded the HBCU was culturally empowering and in general felt the school of education prepared them for urban classrooms (Williams et al., 2009).

Postsecondary Completion

In 2012, an estimated 219,989 African American males graduated from public schools in the United States and 33.9% (approximately 74,576) immediately enrolled in institutions of higher education (NCES, n.d.). Subsequently, 1,677 and 1,514 matriculated from postsecondary colleges of education during the 2015-2016 and 2016-2017 school years, respectively. For the purposes of recruiting and retention, Figure 1 is reflective of a series of compiled data reports from the National Center of Education Statics and indicates the academic years and degrees conferred by postsecondary institutions to African American male educators. Figure 1 data includes the 4% of the education majors awards conferred at the academic levels of bachelor’s degrees and master’s degrees earned at HBCUs by African American males (Kena et al., 2016).

Figure 1

Degrees Conferred to African American Males



Note: The figure describes degrees conferred in the United States to African American men.

African American male teachers earn bachelor’s degrees at significantly higher rates in all fields than education. Figure 1 indicates African American men are attending college -- just not majoring in education. In 2015-2016, 1,677 African American men earned bachelor’s degrees in

education, compared to the 69,847 in all other fields. In 2017-2018, 1,470 students earned bachelor's degrees in education, compared to 70,316 in all other fields.

The number of conferred master's degrees follows the same comparison trends as bachelor's degrees. In 2016-2017, African American males earned 3,507 master's degrees in education out of 26,978 master's degrees in all fields in the United States. Additionally, 3,647 master's degrees in education out of 27,552 Master's degrees in all fields were conferred by college and universities in 2017-2018. The decrease from bachelor's degrees to master's degrees in all fields may be correlated to the careers that do not require advanced degrees for upward mobility. The increase from bachelor's to master's degree can potentially be attributed to the number of African American men entering the teaching profession through alternative pathway programs.

Alternative-Route Teacher Preparation Program

Alternative pathway programs were designed to fill the teacher shortage in critical needs subject areas and in specific locations often in high-poverty, high-minority schools. For the 2012–13 school year, states reported a total 8,075 alternative route teacher preparation programs thus accounting for 30% of the 26,589 teacher preparation programs across the country (Kena et al., 2016).

African American men tend to be successful in alternative pathways programs because they do not have to undergo the traditional admission requirements (GPA or Core Praxis required). Programs such as the Nashville Teacher Residency (NTR) work to stand in the gap for systemic barriers that prevent exceptional, caring, and driven Black college graduates from entering the teaching profession (Nashville Teacher Residency, 2020). NTR (2020) recognizes that “teacher education is not independent from systemic racism, but reflective of and complicit

in it while challenging the assumptions about who can teach and how they should be prepared.” In the 2017, 2018, and 2019 NTR cohorts, African American men represented .07%, .06%, and .03% respectively of those enrolled in the program while boasting 100% program completion and a 100% Praxis exam passage rate (D. George, personal communications, May 2, 2020). The hiring of African American male Director of Recruitment Dr. Diarese George in 2019 resulted in the increased recruitment of African American males into the program. It went from one participant to four in 2020 and trending towards 12 African American, two Middle Eastern, and one African (Egyptian) men out of 50 people of color for the 2021 cohort (D. George, personal communications, May 2, 2020).

Teacher Retention

African American men choose to enter and remain in the classroom for a variety of reasons. Studies confirm that teacher retention and attrition emerges as an area of concern (Evans & Leonard, 2013). The strong sense of commitment to teaching, students, parents, and the community are major intrinsic motivators to enter the education profession (Evans & Leonard, 2013). The factors that impact their decision to remain in the classroom or leave education altogether include school-based experiences, teacher characteristics, and workplace conditions (Darling-Hammond & Carver-Thomas 2017; Bristol, 2018).

The unique experiences of African American men, historically and socially, provide a unique dynamic in the classroom (Brown, 2011). The school-based experiences are impacted by the effects of racial and gender isolation, acceptance of pedagogical practices, and pressure to standardize curriculum. Blackness and maleness identity constructs have been noted as productive for students of color, particularly African American boys; however, they also create a tension in relationships with colleagues and administration (Pabon, 2016). African American

males' identities as teachers inform practice and influence their commitment to remain in education (Brown, 2012). The problematic race and gender stereotypes privilege the physical capacities of African American men rather than capabilities of contributing pedagogically to education, thus leading to feelings of frustration. A review of the literature reveals the study of pedagogical practices of African American male teachers and their contributions to education as largely unexamined (Pabon, 2016). The pressure to standardize the curriculum, use the district adopted instructional materials, and the hyper-monitoring from school leaders has emerged from the literature and studies (Pabon, 2016). The stifling of African American male teachers' desire to teach in culturally relevant ways that positively impact student outcomes contributes to their desire to change schools or leave teaching altogether.

African American male teachers, who were Loners and younger were more likely to leave the teaching profession (Bristol, 2018; Darling-Hammond & Carver-Thomas, 2017). Ingersoll and May (2011) propose from study findings that African American male teachers who are isolated may account for the portion of those leaving the field. Alternative routes to teacher certification tend to enroll and attract more African American men to education than traditional teacher preparation programs (Kena et al., 2016). Inclusive data indicates alternatively prepared African American male teachers are older, selecting teaching as a second career, and tend to remain in the classroom (D. George, Personal Communications, May 2, 2020).

Conclusions drawn from a focus group identified an antagonistic school culture, feelings of being undervalued, being deprived of agency and autonomy, navigating uncomfortable working conditions, lack of sufficient supports, and lack of professional learning as issues faced by African American male teachers (Dixon et al., 2019). Darling-Hammond and Carver-Thomas (2017) describe beginning teacher salaries as not predictive of teacher turnover, but

districts with a lower salary maximum were more likely to experience higher rates of turnover. Teachers of color, specifically African American men, cite a dissatisfaction with administration and accountability measures as contributing factors for leaving the teaching profession (Ingersoll & May, 2016).

As a matter of retention, districts benefit from focusing on the diverse intellectual, scholarly, mathematical, and artistic knowledge and capacities that African American male teachers bring to the school setting (Underwood et al., 2019). Collecting and disaggregating data by race and gender on their recruitment, hiring, and retention would allow for statistical analysis leading to gap closure initiatives. In addition to monetary incentives, system and structures that empower curriculum selection, culturally affirm learning environments, and create inclusive and respectful work environments are important to retaining African American men in education (Ingersoll & May, 2016). The lack of scholarly literature supporting the aforementioned as factors for retention of African American males identifies a gap in practice and policy.

Gaps in Literature

Numerous studies explore the lack of teachers of color and African American teachers. It is well documented that the United States needs to increase African American male teachers, but less is known about the means to accomplish it (Byrd et al., 2011). The need for additional studies dedicated to African American male teachers is a noted deficiency in the research literature (Ingersoll & May, 2011). Worthy of acknowledgement is the need for additional research into the factors that influence African American male high school students' exploring decisions to become teachers and the perceived challenges (Goings & Bianco, 2016; Bianco et al., 2011). The scholarly literature often does not acknowledge the obstacles to success experienced by African American males.

The relatively small sample sizes in the scholarly literature presented are reflective of the lack of attention to retaining the meager 2% of African American male teachers. The programs indicate college and university recruitment initiatives, yet the research fails to identify a body of knowledge on retention of African American men in K-12 education. Frequently, the reporting standards are not met for the number and percentage distribution of teachers by school type, race/ethnicity in many of the reports reviewed. Data reported on factors contributing to leaving schools are reported in the aggregate. The lack of qualitative and quantitative research hinders the ability to utilize vital information to adjust retention efforts and redefine practices and beliefs. Therefore, it is difficult to discern the reasons why African American men leave teaching. This qualitative research study will inform initiatives directed at retaining African American men in K-12 education while contributing to the body of knowledge and address a gap in the literature.

CHAPTER THREE: METHODOLOGY

Qualitative Method

A qualitative methodology was used in this study to explore the retention efforts and related experiences of African American male teachers in K – 12 public education. Using an interpretative phenomenological approach, research participants will express themselves and their lived experiences. The research questions for this study is: What are the lived experiences of African American male teachers? What experiences contribute to African American male teachers remaining in education? This study describes the unique experiences that support or undermine retention efforts of African American male teachers.

Phenomenology

Qualitative research is an inquiry process of understanding that seeks to make meaning or gain an understanding of underlying reasons or motivations in order to provide insight into the problem (Creswell, 1998). It is characterized by non-statistical probing and analysis to understand the research participants in their natural setting. Phenomenological qualitative research design is an approach to qualitative research that explores, describes, and interprets the underlying structures of an experience for a particular group (Alase, 2017). Edmund Husserl first theorized phenomenology as way to understand the context and make universal meaning of the lived experienced of people (Alase, 2017). Several widely-known theorists, such as van Manen and Moustakas, expanded its practical application for researchers of different educational disciplines (Alase, 2017).

In 1990, van Manen wrote about the lived experiences of research participants and the interpretation of the life they lived and experienced known as hermeneutical phenomenology (Alase, 2017). Moustakas wrote in 1994 about transcendental phenomenology which focused on

determining what the lived experience means for research participants (Moustakas, 1994). Other theorist made contributions that shaped the usability by researchers today. From her research in the medical field, Rieman formulated the ‘meaning statements’ from the significant statements as a method of analysis (Creswell, 1998). Polkinghorne is credited with identifying the importance of uniformity in phenomenological research by interviewing 5 to 10 participants with similar experiences so their commonalities can be identified and interpreted (Alase, 2017).

Interpretive Phenomenological Analysis

The Interpretative Phenomenological Analysis (IPA) was used for this study.

“Interpretative Phenomenological Analysis as a qualitative approach allows for multiple research participants who experience similar events to tell their stories without any distortions and/or prosecutions” as stated by Alase (2017). Smith, Flowers, and Larkin are credited individually and collectively with conceptualizing and organizing the interpretive phenomenological research as it is known today (Creswell, 2013).

IPA research is interested in learning something about the study participants lives and is characterized by understanding the content and complexity rather than measuring the frequency of terms (Smith and Osborn, 2007). Transcripts are read a number of times and annotations were made of interesting or significant phrases. Meaning units were developed and used to represent the connections that emerged from study participants’ responses. The codes were the initial comments from study participants clustered together by similarity. Categories were developed after interpreting codes. The themes are the researchers’ interpretation of the personal perceptions of events related to the lived experiences of African American male teachers remaining in education.

Study Participants

This study was conducted in public school districts throughout the United States. The schools are identified as tuition-free tax-supported schools serving students in kindergarten – 12th grade. This study included ten participants who met the following criteria: African American, male, currently employed as a teacher with six years or more of teaching experience in a public school in the United States. Purposive criterion sampling was used to identify study participants from a recruitment list developed from social media recruitment and referrals (Appendix A and Appendix F). Creswell (2013) stated that “it is essential that all participants have similar lived experiences of the phenomena being studied” (p. 155). Smith, Flowers, and Larkin (2009) suggest the importance of small sample size and the homogeneity of the group to allow for descriptive deep analysis.

Data Collection Procedures

Study approval was obtained from the Institutional Review Board at Florida Southern College. Each study participant signed an Adult Informed Consent Form (Appendix D) via DocuSign covering all interactions required of the study. Each participant was assigned a pseudonym to ensure trustworthiness and security. Study applicants completed a participant demographic survey profile (Appendix B) via Survey Monkey in order to confirm eligibility and acquire detailed demographic data. After receiving the profile, study participants received an email invitation from calendly, an automated scheduling software, to schedule a brief pre-interview. The purpose of the pre-interview was to describe the study and the participant role, answer any follow-up questions, confirm demographic information from the survey, and review next steps. Directly after the meeting, study participants received another email from calendly to select an interview day and time of their choice.

“Online data collection helps create a non-threatening and comfortable environment, and provides greater sense of ease for participants discussing sensitive issues” (Creswell, 2013, p. 159). Individual interviews were conducted using open-ended, semi-structured questions. The open-ended questions allowed the study participants to share in detail their experiences and how they make sense of their own social existence.

Due to the Coronavirus Pandemic, virtual interviews were held via the internet on the Microsoft Teams platform. Creswell (2013) states the “internet has the advantages of cost/time efficiency in terms of reduced cost for travel and data transcription” (p. 159). To protect the virtual space a two-factor authentication was set up; study participants signed in and used the waiting room feature. The interviews were recorded directly to a password protected computer. The secure and confidential web application, rev.com, was used to transcribe the recorded audio. Each study participant received a transcript via email for authentication. Study participants received the Participant’s Verification Transcript Sign-Off Form (Appendix G) acknowledging accuracy of the information. All copies of the interviews and transcripts are stored for security purposes.

Instruments

In qualitative research, the researcher is the primary data collection instrument. The data collection was conducted using a demographic survey tool and an interview guide developed by the researcher. The demographic instrument contained questions regarding age, degrees held, teaching certification(s), years of teaching experience, grade(s) and subject(s) taught (Appendix B). The interview guide followed a standardized open-interview format to allow for participants to fully express themselves and for the researcher to ask follow-up questions.

The interview protocols were conducted by aligning interview questions and research questions (Appendix E). The researcher received feedback on the developed interview protocol. The purpose of obtaining feedback on the interview protocol was to enhance its reliability and trustworthiness and to provide information about how well participants understand the interview questions and whether their understanding is close to what the researcher intends (Castillo-Montoya, 2016). The Close Reading of Interview Protocol was designed to obtain feedback on the interview protocol (Castillo-Montoya, 2016). Table 2 Activity Checklist for Close Reading of Interview Protocol was completed by colleagues in the doctoral program. The feedback from the Close Reading of Interview Protocol was implemented accordingly.

Table 2

Activity Checklist for Close Reading of Interview Protocol

Directions: Read questions aloud and mark yes or no for each item depending on whether you see that item present in the interview protocol and provide feedback in the last column for items that can be improved.

Aspects of an Interview Protocol	Yes	No	Feedback for Improvement
<i>Interview Protocol Structure</i>			
Beginning questions are factual in nature			
Questions are reflective and provide participant an opportunity to share closing comments			
Interviewer closes with expressed gratitude and any intents to stay connected or follow up			
Overall, interview is organized to promote conversational flow			
<i>Writing of Interview Questions & Statements</i>			
Questions/statements are free from spelling error(s)			
Only one question is asked at a time			
Most questions ask participants to describe experiences and feelings			
Questions are mostly open ended			
Questions are written in a non-judgmental manner			
<i>Length of Interview Protocol</i>			
All questions are needed			

Questions/statements are concise			
<i>Comprehension Questions</i>			
Statements are devoid of academic language			
Questions/statements are easy to understand			

Note: Adapted from Milagros Castillo-Montoya (2016).

Research Positionality

Positionality refers to the researcher's race, culture, and gender as important considerations in the process of conducting research (Milner, 2007). In accordance with the central tenets of Critical Race Theory, noted researcher H. Richard Milner IV developed a framework to guide researchers into a process of racial and cultural awareness, consciousness, and positionality as they conduct education research: researching the self, researching the self in relation to others, engaged reflection and representation, and shifting from the self to system.

Researching the Self

Each time a researcher engages in critical race research, he or she is (re)searching himself or herself all over again, in addition to studying something or someone else (Dillard, 2000 as cited in Milner, 2007). Specifically, as an African American woman, the researcher engaged in racial and cultural introspection during the process of research in order to control for explicit, hidden, or unexpected biases (Milner, 2007).

Researching the Self in Relation to Others

The researcher acknowledged the multiple roles, identities, and positions similar to the research participants that were brought to the research process (Milner, 2007). While serving in education leadership roles, the researcher acknowledged the practice of color- and culture-consciousness as evidenced by intentionally staffing various roles within schools primarily with men of color, specifically African American men.

Engaged Reflection and Representation

African American men as pedagogues positively contribute to the school climate and culture by insisting on high expectations. Their presence combats the stereotype threats while counterbalancing the racial micro-aggressions and low expectations experienced by many students. The African American male teachers presented themselves as the counter narrative of the African American man as violent, uneducable, and unworthy. The researcher observed their influence on students' access to future educational opportunities while shaping the learning environment in meaningful ways.

Shifting From Self to System

The role of the researcher is to provide study participants an opportunity to share their authentic and unfiltered lived experiences and stories. According to Milner (2007) "in the practice of research, researchers take into consideration, for example, how history and politics shape their racialized and cultural systems of knowing and those of the research participants" (p. 397). The researcher bracketed preconceptions during the interview and data analysis. In conducting this study, the researcher acknowledged subjectivity in order to identify potential biases and shift the process of inquiry from the more personalized level to consider policy, institutional, and systemic issues (Milner, 2007). Sharing the same racial affiliation as the study participants created a shared cultural understanding. Experiences as a teacher, principal, and principal supervisor provided the opportunity to shape the lived experiences of African American men within schools, thereby creating a preconceived explanation for conditions. Moustakas (1994) states that "we must set aside our prejudgments, biases, and preconceived ideas about things" (p. 85).

Data Analysis

IPA is characterized by its ability to gather rich and descriptive research data allowing study participants to tell their story in their own words (Alase, 2017). The interview followed two research questions in a conversation format:

1. What are the lived experiences of African American male teachers?
2. What experiences contribute to African American male teachers remaining in education?

The goal of the first reading of the interview transcripts was to identify two questions: (a) What were their lived experiences? (b) What was the impact? Annotations were made of interesting or significant comments or events. Through the lens of CRT, the transcripts were re-read to understand how the intersection of race and gender impacted their “lived experience” as classroom teachers. During the third reading, meaning units were developed from statements in the participants’ responses. The meaning units were manually coded from key words and/or short phrases that related to the essence of the lived experiences that study participants were trying to convey through their responses (Alase, 2017). Saldona (2016) describes a code as “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based data.”

Miles, Huberman, and Saldana (2013) stated that “credible and trustworthy analysis requires, and is driven by, displays that are focused enough to permit a viewing of a full data set in the same location and are arranged systemically to answer the research questions at hand” (p.108). Each study participant’s transcript was printed with an identifiable color, cut and glued to chart paper. After interpreting and analyzing the codes, categories were developed to extrapolate in fewer words the essence of the study participants’ lived experiences. Lastly,

themes emerged as a result of trying to capture the central meaning of the study participants' lived experiences in one or two words.

Validity

Validity was established by member checking. To ensure reliability, the same semi-structured interview questions were asked to each study participant. Follow-up questions differed to allow for deepening of stories. Study participants verified transcripts as indicated by their signature on the Participant's Verification Transcript Sign Off Form (Appendix G).

Ethical Considerations and Confidentiality

For this qualitative interpretative phenomenological study, every attempt was made to avoid ethical issues. Study participants were not asked to engage in any unethical behaviors. The identification of study participants has been concealed by the use of pseudonyms that do not have identifiable traits. The Adult Informed Consent Forms are stored in a secure location so the anonymity of all study participants is maintained.

The collection of data to include scribed notes, data analysis, data, and files will remain secured by the researcher for three years. After three years, every attempt will be made to contact the study participants to advise that the related documents have been destroyed.

Summary

The methodology provided an overview of the process for researching the lived experiences of African American male teachers in an attempt to understand their unique perspectives and provide a platform to leverage their voices. The qualitative interpretative phenomenological approach extrapolated their unique voices and highlighted specific factors and experiences that support or undermine retention efforts in K-12 education. Using interpretative phenomenological analysis as a qualitative approach allowed for the study participants who

experience similar events to tell their stories without any distortions and/or prosecutions. The researcher acknowledged positionality, validity, ethics, and confidentiality.

CHAPTER FOUR: RESULTS

Introduction

The purpose of this qualitative interpretative phenomenological study was to explore retention and related experiences of African American male teachers by interviewing African American male teachers who have remained classroom teachers for six or more years. In order to research the group of African American male teachers and extrapolate their experiences, two research questions were posed: What are the lived experiences of African American male teachers? What experiences contribute to African American male teachers remaining in education? This chapter presents the findings of this study.

Description of Participants

This study included ten participants who met the following criteria: African American, male, six or more years of teaching experiences in K-12 public schools, and employed at a public school. All participants are fully certified public school teachers and plan to remain in the classroom during the 2020-2021 school year. Table 3 provides a description of the ten study participants. To ensure anonymity, each study participant was assigned a pseudonym.

Table 3

Description of Study Participants

Pseudonym	Age	Years of Experience	Grade(s) Taught	Content Area
Quin	62	21	6 th -8 th	Music/Band/Chorus
Dell	36	12	6 th -8 th	Mathematics
Flem	45	6	7 th -8 th	Civics
Jay	50	7	12 th	Social Studies
Tom	50	22	6 th -8 th	Mathematics

Carolina	47	20	6 th -8 th	Physical Education
Lem	35	10	9 th -12 th	Mathematics/Physics
Bey	44	14	7 th	Social Studies
Rich	38	12	K-8 th	Physical Education
Mall	30	6	K-5 th	Science

The mean age of study participants was 43. The oldest study participant was 62 and the youngest 30 years of age. The study participants were born in the North, Midwest, or Southern parts of the United States. The average length of teaching experience was 13 years. The range of experience with the longest was 22 years and two study participants had 6 years of experience.

The ten participants represent public school districts in the Northern, Southern, and Midwest states. The study did not specify a grade level and/or content area requirement. The participants represent all school levels and reflect the majority subject/content levels taught in traditional public schools. For the context of this study, elementary school is kindergarten – 5th grade, middle school is 6th grade – 8th grade, and high school is grades 9th – 12th. The most frequently taught content was middle school grades 6, 7, and 8. Two of the ten study participants taught K-8 and K-5 as a physical education teacher and science teacher, respectively. Two study participants taught high school, and all others were middle school teachers. Seven of the ten taught in high stakes core content areas that require state standardized tests or End-of-Course assessments.

Table 4 represents a composite of the education attained by the study participants. Each study participant had earned a bachelor's degree, which is requirement for teacher certification in every state included in the study. Three study participants had earned bachelor's degrees in

psychology, three in criminal justice, one in biology, two in elementary education, and one in public rhetoric. Two study participants matriculated from HBCUs, one attended Virginia Military Institute, five graduated from large PWIs, one graduated from a private college, and one had graduated from for-profit university. Two of the study participants had attended the same public college; however, they majored in different fields of study.

Eight of the ten study participants had earned an advanced degree. Four earned master's degrees from private Christian liberal arts colleges, two attended public universities, and one attended a for-profit. The graduate degrees reflect six of the eight majored in education; three of these men studied educational leadership, one studied mathematics, one studied curriculum and instruction, and one studied music education. One study participant earned a master's in business administration, and one earned his master's in criminal justice.

Table 4

Personal Education Levels

Education Status (thru May 2020)	Number of Participants
*Bachelor's Degree	10
Master's Degree	8
Specialists Degree	1
Doctoral degree	0

*All study participants had earned a bachelor's degree.

Additionally, two of the ten study participants indicated teaching as their first career choice. Two enlisted in the military after high school, while the remaining held various post-secondary careers. Six study participants received their certification through alternative methods, and two earned their certification while in master's degree programs.

Nine of the study participants indicated they would continue as a classroom teacher in the 2020-2021 school year. One study participant hoped to be interviewing for a leadership position in his current school. Overall, seven of the study participants expressed a desire to go into public school administration in the next few years, and three hoped to retire from the classroom. All ten respondents planned to remain in education long term.

Interview Data

Purposive criterion sampling was used to recruit study participants from targeted social media groups (Appendix A) in addition to referrals from superintendents and district leaders (Appendix C). The study began with twelve eligible candidates, two were unable to be contacted after the initial receipt of the demographic survey. Eight of the ten interviews were conducted as scheduled. Two interviews had to be rescheduled due to study participants' schedule conflicts. Interviews were conducted and recorded using Microsoft Teams platform.

The interviews ranged in duration from approximately forty-five minutes to seventy-five minutes. The majority of the virtual interviews occurred in the evening at the request of the study participants from their home and occurred with no distractions. Study participants were highly engaged, brought notes, and were welcoming of sharing their lived experiences in a manner that appeared transparent and authentic.

After each interview, the recording was downloaded and emailed in an MP4 format to rev.com for transcribing. On average, transcripts were returned to the researcher within three hours with the exception of one, taking nine hours. Each transcript was read once and sent to the study participant via email for verification. Two business days after the transcripts were sent, study participants received the Participant's Verification Transcript Sign-Off Form (Appendix G)

via DocuSign. All study participants fully acknowledged the accuracy of the transcript with no modifications.

Table 5

Interview Logistics

Date	Pseudonym	Start Time	Time Stamp	Location
8/27/20	Quin	6:08pm	56:16	Virtual
7/29/20	Flem	7:06pm	46:53	Virtual
8/4/20	Jay	6:04pm	50:29	Virtual
8/4/20	Rich	7:39pm	45:55	Virtual
8/5/20	Mall	7:10pm	55:10	Virtual
8/6/20	Lem	10:03am	47:40	Virtual
8/6/20	Carolina	5:42pm	1:08:32	Virtual
8/9/20	Tom	6:20pm	47:10	Virtual
8/10/20	Bey	5:07pm	57:30	Virtual
8/11/20	Dell	8:02am	1:09:11	Virtual

The virtual platforms, automated software, and organization of the researcher ensured smooth transition between the phases of data collection. The researcher indicated the importance of communication by sending digital reminders. The ability to leverage technology aided in the data collection.

Additional Limitations

Every attempt was made to remain in the role of researcher and to not insert an opinion or elaborate on personal experiences with these African American male teachers. At times during

the interview, this researcher was pulled emotionally into the stories, and the vivid accounts resonated deeply. As the study participants became more comfortable during the interview, this represented a challenge with positionality. Recognizing the potential shift, this researcher immediately refocused on the role of interviewer by taking detailed notes and actively listening for a seamless segue to another interview question. Yet in reviewing the transcripts, three instances arose of infusing personal anecdotes.

Quin: I can say this, there is a good number of Black males at this school and it is wonderful, wonderful, wonderful atmosphere to walk into classroom and see a brother like you. When we're in the lunchroom, or in the teachers' lounge, or wherever we are, I can sit down and have a conversation with that brother and I don't have to have no introduction, I ain't got to tiptoe and wear some tap dance shoes. I don't have to do nothing. I can just sit down and say, "Man, blah, blah, blah, blah," and it's on and popping. So, to me it's one of the most refreshing things. Even if we're not likeminded in terms of political philosophies, the T's are crossed and the Is are dotted, once again I go back to those shared experiences that have nothing to do with nothing other than living under institutionalized white male supremacy, the objective conditions what we face. I love the fact that we are there together, face it together. I love it!

Pamela: Right, and I think of a similar experience and it was wonderful for me also. That's probably the time in my career where I've had the most Black men teaching under one roof. Anytime you're talking about three-fourths of your staff in one capacity or another, that is powerful, and that's what led me to this research and to this line of thinking, is how are we retaining the ones that we have to possibly impact the future of African American men or young males that wouldn't want to come into education?

Realizing that I may be leading the study participant, I pivoted back to the question stating “So with that said, what advice would you offer a college of education teacher preparation program that’s looking to recruit and support Black males?”

The other two missteps occurred in the same interview with another study participant. As the researcher, I agreed with the study participant but went further to share the goal of the research.

Hoping we can figure out a way to extrapolate those experiences to make sure that other African American men are feeling valued” and “yeah, and I would agree. I know you and I have been on similar panels with folks that are of the same conscious thought. It is amazing the commitment that I see you and these brothers have made, and the impact that you’re making, again it’s how do we pick that up and transplant that to a Memphis, or to a St. Louis, or to other areas that maybe perhaps don’t have the fabric of your city, or an Atlanta, or to DC.

At this point, recognizing I was losing the positionality as the researcher, I shifted back by stating, “I’m super curious about that but you did hit on something that I want to pull out. You mentioned Black men leaving the classroom. What are the top three reasons that you think Black men leave education?”

It was important to remain in the role of researcher and not let experiences seep into the interview and perhaps influence the outcome. However, in the examples, the comments of the researcher led to a deeper revealing of experiences.

Data Analysis

According to Smith and Osborn (2007), “the aim of interpretative phenomenological analysis (IPA) is to explore in detail how participants are making sense of their personal and

social world, and the main currency for an IPA study is the meanings particular experiences, events, states hold for participants” (p.53). IPA also emphasizes an active role for the researcher (Smith & Osborn, 2007).

The interview began with study participants being asked to describe their K-12 educational experience. Except for two participants, the African American male teachers displayed a seemingly similar visceral reaction that was characterized by a deep breath, a distant look in their eyes, and a long pause before speaking. The responses were imbued with emotion. As characterized by IPA, the researcher noted study participants attempting to make sense of particular experiences.

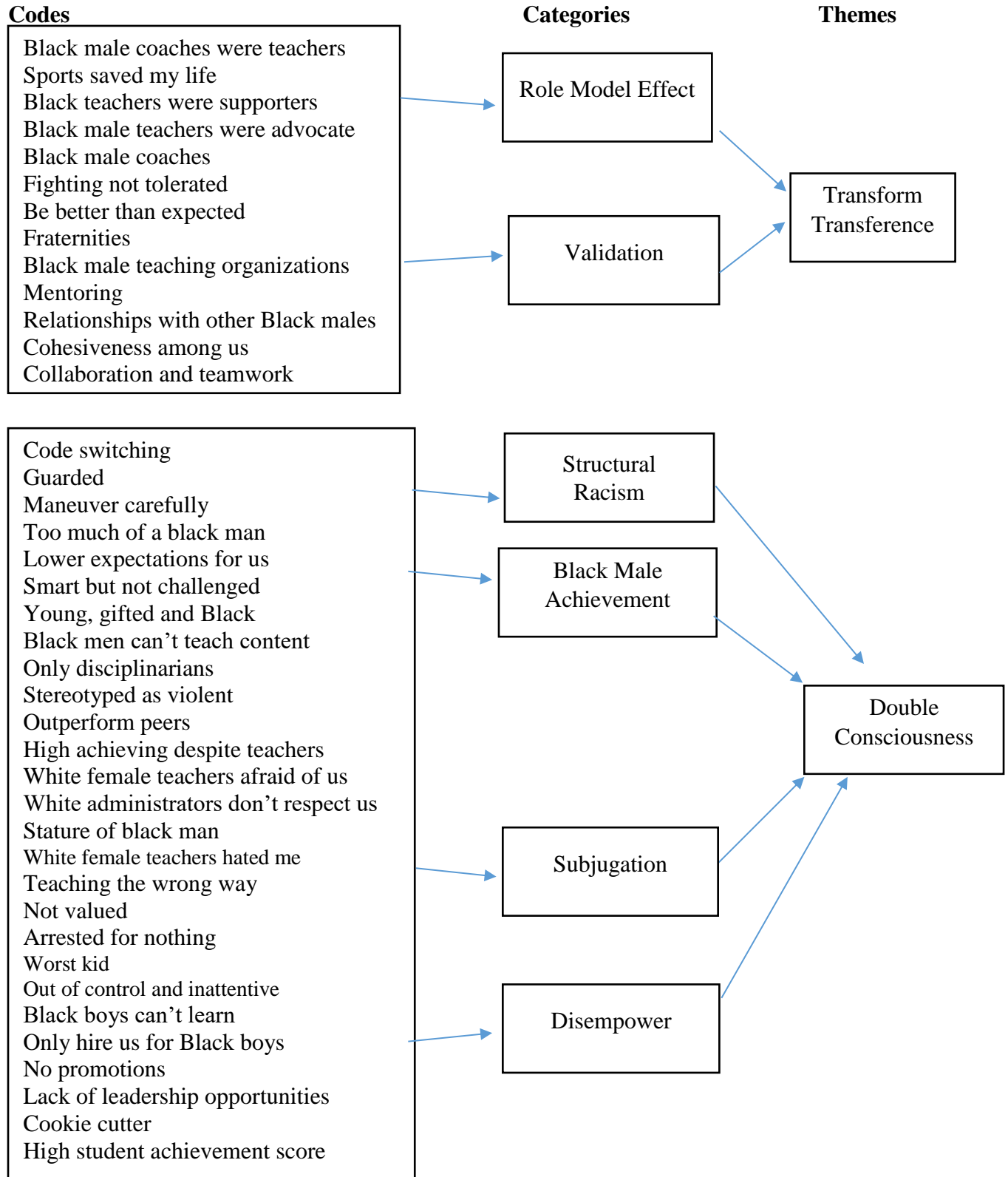
Following IPA, approximately 16 interview questions were asked, with some questions being skipped if not applicable and others requiring follow-up questions. The interview transcripts were read multiple times and annotated, interpreted, and analyzed in order to develop meaning units from connections that emerged from study participants’ responses. Thirty-eight codes were developed from study participants’ responses and then clustered together. Six categories were developed after interpreting codes: role model effect, validation, structural racism, Black male achievement, subjugation, and disempower. The two themes were the researcher interpretation of the personal perceptions of events related to lived experiences and how those experiences contributed to African American male teachers remaining in education. The two themes were transform transference and double consciousness.

Figure 2 reflects the interview data from the ten study participants. The codes are grouped by similar words or phrases by study participants. As is indicated by the arrows, the categories logically follow the respective group of codes it represents. The six categories then further align to the two themes. Role model effect and validation advance to the theme of

transform transference. Structural racism, Black male achievement, subjugation, and disempower transform into the theme double consciousness.

Figure 2

Codes, Categories, and Themes



Results

African American males represent 2% of teachers in public schools in the United States yet leave education at rates higher than other teacher groups (Bristol, 2018). The voices of the study participants frame the societal and organizational conditions that impact retention. In an effort to understand the lived experiences of African American male teachers, several questions were posed to ground the researcher in the context of the problem. Study participants were asked to identify barriers that prevent African American men from entering the education profession. The foremost identified barrier to entering teaching was pay. As mainstream culture indicates, the man is the head of the home and thus it is necessary to be the breadwinner as well. Despite the soaring rates of African American women earning degrees, 100% of study participants indicated it was extremely important to earn a high salary to take care of the family and be the “man of the house.” Study participants cited the cost of college attendance and majoring in education as barriers to entering the field.

Although the study participants hail from various parts of the United States, worked in nine different school districts, ranged in age from 30 - 62, and spanned 6 - 22 years of experience, their responses were profoundly similar when asked, what would you identify as the top three reasons that contribute to African American male educators leaving the profession? The findings revealed 1) pay, 2) lack of support from administration, 3) lack of appreciation as a man, and 4) lack of respect for teaching style/pedagogy. One hundred percent of study participants cited pay/money as the reason African American men leave education. Nine of the respondents specified administration, six identified racism, and three cite lack of respect from parents and students. The two responses identified as “other” were noted as exhaustion/fatigue and the inability to teach culturally responsive teaching using culturally relevant literature.

In order to further understand the education experience, study participants were asked the number of African American male classroom teachers they had during K-12th grade. Three study participants had never had an African American male teacher. Five study participants indicated they had one teacher, with one participant describing an influential long-term substitute as the only African American male teacher in his K-12 schooling. Interestingly, the two study participants from the large urban area responded they had more than seven African American male teachers. They described how these influential figures shaped their image of African American men as classroom teachers, thus informing their philosophy of education.

The reasons African American male teachers leave education are vitally important to retaining them in education. The specific responses to why African American male teachers leave can be directly connected to lack of support structures, leadership opportunities, professional development, and mentoring. The reasons African American male teachers leave education pointedly address the issue of retaining them in public schools. Study participants were asked, What strategies or techniques can be used to retain African American male teachers? This question served as the focal point of this study --The Leak in the Pipeline: Retaining African American Male Teachers in K-12 education. Study participants revealed reasons as 1) allow for teaching autonomy to allow for various teaching styles, 2) ensure equitable practices in professional advancement, 3) increase the pay, 4) provide support systems, and 5) intentionally combat racism with professional development for education stakeholders.

Table 6 is a brief overview of the responses to retention strategies and techniques.

Table 6*Retention Responses from African American Male Teachers*

Participants	Responses
Quinn	Full time recruiter focusing on middle schoolers with leadership skills, pay attractive salaries, and superintendents and principals meet with parents to set expectations.
Flem	Support from administration to specifically include trust.
Jay	Explain with data to Board of Education benefits of having Black male teachers, increase the pay, and incentive teaching with bonus.
Rich	More pay and recognition for being important to the lives of children.
Mall	Consistent affirmation for the hard work, increase pay, and expose to leadership positions and/or assign to a leadership duty.
Lem	Acknowledge the bias toward Black men in education, mentorship as they enter the profession, and increasing leadership opportunities.
Carolina	Allow men to be men, respect the gender.
Tom	Lower the class sizes to 25 and allow for creativity and autonomy.
Bey	Teachers in first five to seven years join organizations like I AM In Demand or other nationwide organizations that will give them targeted and relevant support.
Dell	Breaking the glass ceiling for professional career advancement and implement implicit bias training and cultural responsiveness training for all educators.

The responses in Table 6 indicate that addressing the factors will slow the attrition rate of African American male teachers. Mall states, “It’s really not that hard. People make it harder than what it’s supposed to be, but it’s really not that difficult. I strongly feel ...and this is a

consensus, that we want to feel appreciated for what we're doing." Lem elaborates on the strategies for retaining African American male teachers:

The thing that you love is where you're going to spend your time and money, period. And it doesn't always take a big paycheck, but you have to be intentional about increasing the amount of Black male educators and leadership that you have. And if you don't devote time and energy to it, or if you don't put money towards it, it's just a pipe dream. It's never going to change.

The interview questions chronicled the lived experiences at the intersection of gender and race and how the experiences contributed to African American men remaining in education. The findings were divided into six categories, then streamlined into two major themes: transform transference and double consciousness.

Results for Research Question One

The first research question posed was "What are the lived experiences of African American male teachers?" The lived experiences of African American male teachers were reflected in two themes: 1) transform transference and 2) double consciousness. The theme transform transference emerged from study participants' responses to interview questions. Through the series of questions, the researcher sought to gain an understanding and interpret the underlying structures of the group's experiences. The results indicate study participants have had positive experiences with athletic coaches that validated their identity.

Conversely, multiple study participants experienced similar events that were shared without distortions. The theme double consciousness identified the lived experiences of study participants as well. Study participants used storytelling to explain their work experiences and their sense making of those experiences. They described experiences with structural racism,

racial isolation, and an antagonistic school culture. Study participants also expressed feeling undervalued and being deprived of agency when interacting with school leaders and colleagues. The ability to navigate those experiences while still maintaining a conscious self-worth was well articulated by study participants.

Results for Research Question Two

The second research question posed was, “What experiences contribute to African American male teachers remaining in education?” The contributing factors to remaining in education were also reflected in the two themes of transform transference and double consciousness. Study participants expressed the desire to transfer their role model experiences to students and provide validation to counter the negative images and stereotypes experienced by many students of color particularly African American boys. Through the use of storytelling, study participants shared experiences of racial pride, breaking down stereotypes for all students, and teaching relevant life lessons in order to keep students out of the prison system.

Double consciousness manifested in the experiences that contributed to African American teachers remaining in education. The ability to be aware of stereotypes and preconceptions of African American men and navigate those experiences to remain in education was of paramount importance. Study participants expressed personal goals of leadership but explained the necessity of understanding the duality at the intersection of gender and race as barrier to advancement. All study participants shared stories of achievement and the importance of relationships with African American male teachers as a contributing factor to remaining in education.

The study participants’ direct experiences related to the themes of transform transference and double consciousness are detailed in the next two sections.

Theme 1: Transform Transference

The theme of transform transference emerged while analyzing the lived experiences of African American male teachers. Transform transference is defined as the desire to be a life-changing individual in someone's life because of one's own experiences (Williams et al., 2009). Transform transference is an extension of the role model effect. The role model effect acknowledges that if time is spent with a role model, then by virtue of influence and proximity, positive impact will occur. Transform transference acknowledges the role model and the specific positive impact while intentionally deciding to transfer those traits to others in similar circumstances.

Consistent with transform transference, Flem describes a relationship with a young man that mirrored the relationship he had with an influential African American male teacher when asked about a moment that confirmed his decision to teach. He stated, "I guess I played the role of Mr. Calderon so much to him that when he graduated from our program, he actually went into the Air Force, into security forces, became an MP, came back and saw me, and he pretty much told me everything that I had seen in Mr. Calderon, I had been it for him."

Role Model Effect. Study participants identified African American male coaches as role models while crediting these individuals by name with equipping them with the skills to navigate structural racism. The positive experiences with African American male coaches provided the validation they needed to combat the negative self-image and intentional exclusion experienced in K-12 classrooms. Rich explains he had many influential coaches and further states "I know they're not academic teachers, but I had a lot of Black male coaches that helped me. They're teachers, they are just not academic teachers." These key interactions transcended into life lessons that laid the foundation for a career in education.

Lem described his experiences with African American male coaches by saying “It was life changing, it was like you can be strong, you can be articulate, and you can still be a man that wears a bow tie every day. I didn’t realize how much I needed that example.”

Study participants expressed the desire to provide validation by being a role model to African American children and particularly boys as someone had done for them. The desire to impact their cultural identity and provide a counter-narrative to the race and gender stereotype threats was poignantly detailed by study participants. Quin explained the following:

I got to do this. I got to do this, because I can affect Black children on a daily basis and bring all the manhood that was placed in me and I can imbue it right into them and demonstrate it every day, every single day, and that’s what I’ve been doing ever since or trying to do.

Flem described the importance of being a role model as displacing current stereotypes of African American men:

Oh, man! That’s huge right there! That is huge! Just to be a Black man in a school with a bunch of other Black males in a school, when they see you come to work every day, suit and tie, professional, you’re speaking a certain way, they’re going to eventually gravitate to you and emulate you. When they get in trouble and they need someone to speak on their behalf, they’ll find that Black teacher and say, “Mr. F, could you go in there with me?”

Through the lens of the CRT, the African American male study participants describe their lived experiences and sense-making of those experiences. The responses represent the intersectionality of race and gender. Jay further explains:

As soon as you walk into a classroom and you see an African American male teacher, you know one thing immediately about him, he's educated, he's successful because he's standing there. We are providing an example of what success looks like.

The benefit to transform transference is the impact on students. Teacher perception introduces and directly influences access to future opportunities. Bey provided the following recollection:

It was by my stature being a big guy but at the same time being able to convey information they might've never heard before. By me coming into the class and actually the school, which myself and a counterpart. My counterpart is 6'7" and he's played basketball. We went in there together and they were like, "these two big guys coming in here teaching us some great information, and exuberating great classroom management, and talking to the kids. They began to love coming to school. They would say "these two big guys standing over 6'5" believe I can be more than an athlete, we can be smart too, maybe even go to college like them and not for sports."

Validation. When asked what contributed to their longevity in the education, the responses indicate that study participants desire to validate the feelings, opinions, and experiences of their students. Validating or recognizing the experiences of student of color counters the structural racism and microaggressions.

Four of the study participants indicated they have remained in education to share the lessons learned and their presence provided validation. Flem stated, "I want to keep them out of the criminal justice system. I am doing good by staying in the classroom to model manhood." Five comments related to God's work and the moral imperative of teaching students of color. Six of the study participants' comments can be categorized as desiring to provide a counter-

narrative, fighting stereotypes, and the goal of reshaping negative self-images as had been modeled for them.

Seven participants cited their experiences collaborating with other African American male teachers, either in school or outside organizations, as a necessary to their continuance in the field because it provided validation. Bey eloquently stated, “I have made it part of my work to encourage other Black male educators that I work with to embrace their power as Black man in education, using that to their advantage for the sake of the students and their achievement.” Tom stated:

I think the impact upon other African American men is the feeling of comradery. The feeling of brotherhood that we have each other’s backs. That we can go out and not only operate in that space of the school but go out into the community and do profound work as well.

Mal describes a few positive but more negative experiences in middle and high school with white educators. Further explaining, he stated that he had never seen or been exposed to a Black man in education until high school. The relationship with an African American choir teacher, Mr. Dungey, validated him as a young Black man. Mal states that “after I graduated high school, I knew I wanted to become a teacher because how much of an impact he had on my life.”

The lived experiences shared through stories indicate a correlation between having a role model and feeling validated. The stronger the relationships with African American coaches and teachers, the higher the self-esteem and the ability to self-regulate.

Theme 2: Double Consciousness

Civil rights activist, educator, and infamous writer W.E.B. Dubois is credited with coining the term *double consciousness*. W.E.B. DuBois describes it as “seeing oneself through

the eyes of someone else, a twoness —an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body” (Meer, 2019). The double consciousness is attributed to the societal incongruencies emerging from African-Americans having fewer civic rights but no fewer duties or responsibilities than an ideal American citizen (Meer, 2019). “The double diverging sets of unreconciled ideals or ‘strivings’ held by African-Americans which are objected to by white society,” specifically lead to ‘twoness’ (Meer, 2019). This creates an element of conflict for African American as they struggle to identify themselves and combat negative self-images shaped by perceptions and stereotypes perpetuated by mainstream culture.

The duality that exists for African American men was identified through their lived experiences and expressed in their desire to equip other young men with the skills to negotiate and navigate life. Three of the six study participants highlight the importance of code switching, debugging the media, and knowing the history of the continent of Africa. Bey stated, “Kemet was a society of scholars and the foundation of education. Our kids have to be taught their rich heritage and the identities stolen by colonialism.”

Subjugation. The study participants share stories of the subjugation experienced during their K-12 experience. Dell responded “white teachers made me feel negative about myself because I was the only Black student.” Like Dell, Lem was frequently the only Black student or one of a few in school. While he was identified as gifted in math and science, Lem overheard the principal say that “the decision was rendered that it was not necessary to offer gifted services to the Black kid.” Jay describes being smart but frequently fighting and subsequently being kicked out of school for being called racist names by peers. Jay states “I rejected the intellectual side of me and moved toward the aggressive side.” Flem started his experience describing

teachers agreeing that he couldn't learn and should be put in Special Education classes. Richard recalls a childhood trauma that school experiences exacerbated.

Structural Racism. According to the Aspen Institute, structural racism is defined as “a system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity” (“Racial Equity,” 2016). Structural racism created an environment that left study participants striving to be valued in a white female-dominated field as an African American man while constantly battling the historic racial depictions of being violent and uneducable. The desire to be accepted on the merits of one's own intellect and respect for their pedagogical knowledge while managing to appear non-threatening was notably the double consciousness caused by structural racism. The double consciousness serves as a guide that while the study participants are well respected in the African American community for their ability to positively impact the trajectories of students of color, they must consistently remain keenly aware of how the essence of the race and maleness can evoke fear in their colleagues.

Lem said, “I definitely had to prove that I had the content knowledge. You know, the term code switching is something that's so real that I have to code switch all the time just to talk with certain people.” Flem said, “I've been in number of situations in schools. I was too much of a Black man. We have certain things that we do as Black men that you got to allow us to do, especially in our classrooms.” Dell eloquently captures the duality of the African American male study participants:

My experience as an African American male teacher has been guarded. It's been guarded because I understood and I was taught, hey, this industry, this business is mostly dominated or populated by female educators and mostly white female educators and you

are a Black male, so you have to be cautious as far as how you operate, how you communicate with others, students, parents, and your coworkers. You never want somebody to speak evil of your character or accuse you of inappropriate actions. I definitely believe that the receptibility is different with white colleagues because subconsciously, the lighter the Black person is, the less of a threat they are. The darker they are, the more of a threat they are. The more “Black male” you are, the more of a threat you are even before you open your mouth to contribute content knowledge.

Mall expresses his experiences as an African American male teacher:

White women can't really stand African American male teachers. That's something I've picked up on especially at the elementary level, kids gravitate so much towards Black men. It's not even funny. And Black women definitely appreciate it more than because they want to see Black men in education. White women cannot stand it. I had to learn how to maneuver around White women. I couldn't say certain things or I couldn't do certain things because they would go back behind my back and tell my principal or gossip about me among themselves.

Disempower. The study findings reveal that participants felt subjugated and disempowered as teachers. Carolina, Rich, and Mall describe experiences of administrators going to extreme lengths to control the content taught and aggressively monitoring their teaching styles. Frequently study participants shared the feelings of inadequacy when receiving lower evaluations because they taught “too Black.” Tom stated that “everybody thought that kids should be taught like they teaching them out of a manual, all the same way. If everyone's teaching the same manual, they're going to get the same outcome because it homogenized.”

Carolina related a disturbing yet hopeful account:

I am the only Black man in my school which is nothing new to me. Part of me feels there's a token experience to that. Part of me feels that there's an ability to fill a quota, to say we filled a void. I think there's an inherent bias towards Black men in general, just in our society. I went to a job fair, gave my resume to 15 different principals, half of them didn't look me in the eye. I had a degree in biology. The last table, when I was about to leave, there's an older Black man who walked up to me and greeted me. That led to my first teaching job. When you have a Black man that carries himself different, basically he becomes the most dangerous person in America...the educated Black man. So, when we see images of Black men in a certain position, you have to also see images of Black men in a positive position. You have to see images of Black males as leaders. It's hard for people to acknowledge that no matter how nice you are no matter how cool you are, if you're not used to seeing Black males in a position of power, that feels uncomfortable. That's because there's racism, that ingrain our society.

Another study participant stated:

You're going to leave anywhere where you can't be who you are, you've got to constantly come to work and shin and grin, or you've got to watch what you say, or "you can't teach this" because you're afraid of the white gaze. So, it's very important that you are somewhere you have some empathy and you're understood and that makes you feel supported and not in a perfunctory way.

Black Male Achievement. Conversely, Black male achievement was consistently messaged to two study participants. Quin and Bey depict positive experiences growing up in a large urban area along the historic Underground Railroad noted for opportunities in the automobile industry. The oldest study participant, Quin, details growing up in the 60s and having teachers that fled the Jim Crow South and were heavily involved in the Civil Rights movement. The constant exposure to the Black Panther Party, Republic of the New Africa, Malcolm X, and Dr. Martin Luther King, Jr. coupled with the conscious music and literature of the era provided a solid sense of self-determination and Black cultural awareness.

Forming support structures independent of school and districts provides a space for African American male teachers to collaborate free of the structural racism and rooted in Black male achievement in education. Study participants described membership in support groups such as I AM In Demand, TECA, King-Chavez and Parks Initiative, and Call Me MISTER as encouraging and strengthening.

Dell's reflection of the Call Me MISTER program underlines the importance of support groups. "We have to encourage each other and support each other. That's what we did. We were never positioned to be against each other and we never positioned our self to be against each other." When asked a follow-up question about collaborating with other African American male teachers outside of the school since he is the only one, Mall pauses and takes a deep breath. He smiles and describes his experience.

So honestly, it feels good, man. I feel good because now I know okay, I'm not doing this work by myself. I know I can actually have some help and I got a brother that can relate to me and relate to my struggle. So, him and I can go chat it up outside of school and just learn from each other and have each other's back because a lot of times for Black males

in education, we feel like we're all alone, especially if it's only one of us or two of us in a school, and the rest is predominately women. It's like, dang, we only have each other.

Carolina, Jay, and Quin recall their experiences in various support groups and credit these as prolonging their careers. Bey provided the following recollection.

It's all been a burning desire to give back to where we come from, and build up our communities, and display that we are pillars in the communities, that we are assets, and that we want to change the narrative of what's always a display of us as African American men. I think that's the same ideology that has prompted us to collaborate, and continue to build, and impact our students.

Critical Race Theory

The CRT framework guides the examination of how the history of racial depiction embedded in the national psyche of society steers discussions about preconceptions that marginalize African American male teachers. The findings of the study indicate that African American male teachers experience race as a normal construct in public schools. The intersection of race and gender impacts the daily lived experiences of study participants. Study participants expressed dissatisfactions with having to align curriculum, pedagogy, and classroom culture to the interest of the dominant group. Study participants were able to leverage their lived experiences with the goal of providing a counter-story to the current narrative that exists about African American men.

Summary

In this qualitative phenomenological study, the data revealed that the key elements to retaining African American male teachers are teaching autonomy, equitable practices in professional advancement, increased pay, support systems such as mentoring, and cultures free

of structural racism. The role model effect, validation, structural racism, Black male achievement, subjugation, and disempower were categories developed from the meaning units. Two themes emerged from their lived experiences: transform transference and double consciousness. The desire to transfer the positive experiences given to them emerged as a moral imperative for study participants. Existing in a state of double consciousness gave voice to daily navigation required in a system that is wrought with structural racism. The lived experiences of the study participants intersected and resulted in the formation of organizations that focused on collaboration and support. These organizations became lifelines that positively impacted the participants. Consistent with Critical Race Theory, the analysis depicts the examination of how the history of racial depiction embedded in the national psyche of society steers the marginalization of African American male teachers. The ten African American male study participants gave voice to the lived experiences and provide a counter-narrative that challenges essentialism and displaces current stereotypes of African American men.

CHAPTER 5: DISCUSSION AND RECOMMENDATIONS

Introduction

Chapter 5 consists of an overview of the qualitative phenomenological study and summarizes the research findings. It will address implications, discussion of the findings related to the research questions, and recommendations for future research concerning retaining African American male teachers in K-12 education.

Overview of the Study

The purpose of this qualitative interpretative phenomenological study was to explore retention and related experiences of African American male teachers by interviewing African American male teachers who have remained classroom teachers for six or more years. The research questions in this study explored the experiences of African American male teachers in education. Two research questions were used in this study:

Research Question 1: What are the lived experiences of African American male teachers?

Research Question 2: What experiences contribute to African American male teachers remaining in education?

Study participants included ten participants who met the following criteria: African American, male, currently employed as a teacher with six or more years of teaching experience in a public school in the United States. The data was collected through a demographic tool and semi-structured interviews. All interviews were conducted virtually, recorded, and transcribed by a vetted company. The data was coded to find themes that align to the research questions.

Discussion

Results Related to Research Questions

This section summarizes the results from the research study and connects it to relevant research.

Research Question One

The first research question posed was “What are the lived experiences of African American male teachers?” The study participants’ responses to the interview questions were used to identify the codes, categories, and themes. The lived experiences of African American male teachers were reflected in two themes: 1) transform transference, and 2) double consciousness.

According to Pollard (2020), “the effect of having a black male teacher, especially between grades 3 and 5, decreases the dropout rate among black male students by 30 percent and increases the likelihood of black students aspiring to higher education.” She further highlights the need for more black male teachers in public schools. In accordance with the theme transform transference, “a positive snowball effect of representation in classrooms will also increase the number of black boys who aspire to become teachers, aiding generations to come” (Pollard, 2020).

In this study, the African American male participants’ lived experiences ranged from being role models, validating students, experiencing structural racism, feeling subjugation and disempowerment, and experiencing achievement.

Each of the ten study participants identified role models they had in their K-12 education and with whom they developed supportive relationships that shaped their image of manhood. Their experiences with coaches and African American male teachers validated their identities as

African American men. The need to be validated countered the negative images and stereotypes experienced by the study participants. The responses support the study by Sun (2018) that found “teachers of color devote more time to students of color, judge their learning potential more favorably, and refer them to gifted programs at higher rates.”

Additionally, the study participants’ responses align to research by Thomas Dee (2005), who found that when students are assigned to one demographically mismatched teacher and one same-race teacher, the demographically mismatched teacher is significantly more likely to perceive the student as being frequently disruptive, frequently inattentive, and less likely to complete homework than is the teacher of a similar demographic background.

Conversely, study participants shared emotionally laden stories of experiencing structural racism in their K-12 educational experience. These responses were consistent with the study by Bianco and Goings (2016) reporting 100% of students surveyed experienced racial microaggressions, stereotyping, and general racism in school. The experiences in the public schools as students continued as teachers. The study participants’ responses were also supported by the research in an Ingersoll and May (2011) study citing findings of racial isolation and its impact on being an African American male teacher. Antagonistic school culture, feelings of being undervalued, and the sense of being deprived of agency cited by a focus group (Dixon et al., 2019) mirrored experiences by participants in this study.

Research Question Two

The second research question posed was “What experiences contribute to African American male teachers remaining in education?” The study participants’ responses to the interview questions were used to identify the experiences that contributed to remaining in

education. The contributing factors to remaining in education were also reflected in the two themes of transform transference and double consciousness.

Eight of the ten responses identified a moral imperative as a reason for remaining in education. Rich stated that “the job is going to be tough, and it’s been times where I’ll be like man, forget education. But at the end of the day, this something God put me on earth for.”

When asked about their impact on African American students, unanimously study responses pointed to racial pride. The results align to the study by Barber (2012) highlighting the impact on their racial and cultural identity when taught by an African American teacher. One study participant, Bey, said that “we do it for the love of the community. We do it for the love of the people. We do it for the love of our futures.” Study participants also commonly cited the importance of being a role model and breaking down stereotypes for white students as benefits to remaining in education. “They’re seeing a different side of our race as far as Black men, so we’re destroying stereotypes for them and a lot of them...we can be roles to them too” stated Carolina. These responses are correlated to the case study by Martino and Rezai-Rashti (2010) of an African American male and female on their decision to become elementary teachers and their influence as role models who help to disrupt the stereotype.

The experiences with other African American men contribute to their remaining in education. Only one study participant has left the field of education to pursue another opportunity, but he returned because of a passion for giving back. Nine of the ten study participants indicate remaining in education extends beyond the experiences with students. For example, personal goals in leadership, self-motivation, and organizing people of like minds were motivators they cited. Flem talked at length about remaining in education to keep students out of the wrong side of the criminal justice system. Study participants describe their reasons to remain

in education is to positively influence the future of students of color. These responses are aligned to a qualitative study of African American students (N = 12) exposed to African American teachers. They highlight the positive impact on their racial and cultural identity and uniformly describe increased confidence and positive experiences (Baber, 2012).

Critical Race Theory

Study participants were encouraged to engage in reflection on conditions affecting the retention of African American male teachers, with race and culture placed at the core. From a CRT perspective, the study participants' voices and counter-narratives were represented in the interpretation and findings of the study (Milner, 2007). Through the use of storytelling, study participants shared the effects of the cultural perceptions of race and their ability to counter the prejudice in daily interactions with fellow teachers, school and district leaders, and education stakeholders.

Implications

This study adds to the body of research by leveraging the voices of African American male teachers in framing what organizational conditions undermine retention efforts. This research study reveals unexplored and undertheorized areas of research within the body of literature on African American male teachers. The study is significant because it explored the challenges experienced by African American males in the classroom and the recommendations for school districts, collegiate initiatives, and public policy.

Several implications emerged from the interviews on retaining African American males in K-12 education:

1. African American male teachers leave the field at rates higher than other teacher groups because of several factors, including insufficient pay, unsupportive administration, lack of appreciation as a man, and lack of respect for teaching styles.
2. African American male teachers will remain in education if given teaching autonomy, opportunities for professional advancement, and support systems.
3. The willingness to go into and remain in education would be positively impacted by increasing the salary so men are able to maintain their roles as head of the household.
4. The contributions to longevity in the field of education are attributed to relationships, membership in organizations, and commitment to community.
5. Intentionally addressing structural racism in education is an urgent issue requiring attention.

School Districts

Each of the study participants was unable to identify his public-school district's specific retention goals regarding African American male teachers. One study participant in a large urban school district in the South discussed the district commitment to cultural diversity and recruitment of teachers of color, but not specifically African American men. In the wake of the country's reckoning with the ongoing issue of police brutality against African American men, three school districts made an announcement to commit to being anti-racist. However, to date the study participants have seen no actionable steps.

One noteworthy issue raised by study participants was lowering class sizes. Eight study participants discussed having larger class sizes than their white colleagues and shared stories of having to address students, particularly Black boys, displaying inappropriate behavior. School districts could benefit from mandated implicit bias and culturally sensitivity training,

professional development on culturally relevant pedagogy to include teaching, and culturally relevant instructional material. These practices would enable all educators to meet the needs of students, particularly Black boys. School districts should be tasked with ensuring that their senior leadership and principals understand the cultural capital African American males bring to the classroom. Creating work environments that are racially insensitive hinders retention efforts. Also noted is the need to assign mentors to new African American male teachers and increase leadership opportunities for them. These actions would additionally support retention efforts.

College of Education

Study participants identified several barriers to African American men majoring in education. The cost of majoring in education includes student teaching, certification exams for licensure, and the length of time in the program. Often cited were the lack of pedagogical classes reflecting people of color and/or institutional racism and isolation faced by African American men majoring in education at predominately white institutions. The cost of attendance was cited as a barrier for those attending HBCUs.

In order for education departments to increase African American male enrollment, they would benefit from lowering tuition rates, offering scholarships to ease the financial burden, and establishing program partnerships between colleges of education and hiring school districts to ensure job placement. Incentives for assuming student loan debt after three years of service in the partnering school district would make the field attractive. Additionally, the recommendations are to offer flexibility in the program structure by putting more emphasis on content and making student teaching a paid internship.

Policy Interest

It is in the interest of the policy makers and those interested in public education to allocate funding to address the implicit bias in recruitment, hiring, and retention of African American men serving as teachers in public schools. As a matter of public policy, the racial mismatch between African American students and teachers is worth addressing. Beyond the recruitment efforts, public school policy advocates and reformers would benefit from investigating the classroom challenges experienced and organizational conditions that undermine retention efforts.

Limitations

This qualitative phenomenological study explored the lived experiences of African American male teachers and the experiences that contribute to them remaining in education. The first limitation of the study was the researcher, an African American female school leader who attempted to bracket her experiences with recruiting and retention of African American male teachers.

The second limitation is that the study was conducted during a global pandemic. All correspondence including the interviews was conducted using various technology platforms. The disproportionate impact on people of color, disruption to the economy, potential need to quarantine, and overall fear of transmission are a few of the potential impacts Covid-19 may have had on study participants and the researcher. The third limitation in this study is the racial climate of the United States in the wake of numerous murders of unarmed African American men. The media coverage of the police brutality may have impacted the study participants and the researcher prior to the study being conducted.

Recommendations for Future Research

In the future, the researcher recommends this study be replicated with a larger sample size. The researcher recommends quantitative research on the correlation of African American male teachers and student achievement, particularly on state assessments. Another recommendation is study of the human resources hiring practices of African American men to include detailed accounts of exit interview data. Further studies should be conducted on recruitment and retention of Hispanic teachers, both female and male. A quantitative and qualitative study is recommended on the public, charter, and private schools' attrition and retention rates.

Concluding Thoughts

This qualitative phenomenological study identified the underlying reasons and motivations that contribute to African American male teachers leaving education. Through their lived experiences, study participants were permitted to tell their stories without any distortions or repercussions. The duality in which many African American men must exist creates a barrier to expression and often causes apprehension as to the interpretation of the underlying structures of experiences. As an African American woman, this researcher has a racial identity that supported a mutual understanding of colloquialisms, humor, and shared experiences.

The use of the CRT as the theoretical framework allowed me to examine the appearance of race and racism in education from the lens of African American male teachers. Their narratives described the effects of the cultural perceptions of race and their ability to counter prejudice. Interestingly, their experiences were so similar that one cannot discount that racism still exists in education. The impact of the history of racial depiction embedded in the national

psyche of society leads to the marginalization of African American male teachers as evidenced through the voices of the ten study participants.

This study is significant because it contributes to the body of literature which lacks sufficient qualitative and quantitative research on the retention of African American men in education. However, in the process of exploring retention efforts and identifying organizational conditions that undermine retention efforts, voice was given to African American men at a poignant time in American history. Study participants were asked if they had any final comments or thoughts they would like to share. Several statements resonated deeply with me. Dell stated that “this work is needed and this is the right time as we deal with racism, police brutality and Black Live Matter Movement. You’re looking at it through the educational lens.” Lem stated that “the process was therapeutic in a way I didn’t think it would be and in a way, I didn’t know I needed.” Flem shared that “I love teaching and let me know the findings because I want my sons to teach in the future. They are owed a smoother path than I had.” Quinn captures the essence of the study:

I appreciate you doing this research and starting to crack this open and deal with the elephant in the room or there won’t be any Black men in classrooms at all. Certainly, one of the mistakes that academia makes is when you’re using a standard of measurement you render us statistically insignificant when in fact quantitatively we’re very significant. It is paramount that the field of education recognize the significant impact African American male teachers have on all students. Addressing the dismal 2% of African American male teachers is reflective of a K-12 experience. It is incumbent upon educators to acknowledge, course correct, and hold accountable all education stakeholders for ensuring equitable school experiences for African American men.

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Appendix A

Recruitment Advertisement for Social Media

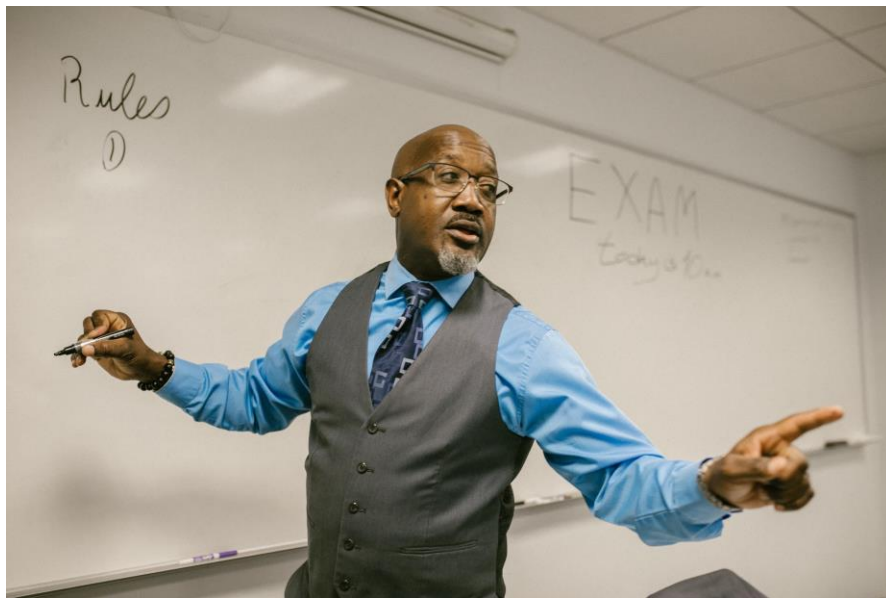
Study Participants Needed for Dissertation:

The Leak in the Pipeline: Retaining African American Male Teachers in K -12 Education

Volunteer as a participant because **Black Male Teachers Matter!**

Black male classroom teachers currently teaching in K-12 public schools
Six+ years of classroom experience & 120 minutes total virtual time commitment

Contact: Pam Chapman via Facebook Messenger for more details



Black males make up 2% of teachers in public schools, past time for change!

If not now then when, if not me then who?" - Malcolm X

Appendix B

Participant Demographic Survey Profile

Name:

Address:

City/Town:

State:

Zip Code:

Email Address:

Telephone Number:

What is your age:

Race:

Where were you born?

Number of years of classroom teaching:

Name of school district where you worked in the 19-20 school year:

Name of school:

Current grade(s) taught during the 19-20 school year:

Current subject(s) taught for the 19-20 school year:

Valid Certification(s)/Licensure(s):

Education

College/University	Degree	Major	Year

Appendix C

Recruitment Script

Hello! I am Pamela Chapman. I am a doctoral candidate at Florida Southern College. I want to thank you for completing the demographic survey online as a result of your social media response to the advertisement. I am writing in hopes of recruiting you for my research study titled *The Leak in the Pipeline: Retaining African American Male Teachers in K - 12 Education*. My research will explore retention efforts and related lived experiences of African American male teachers in K -12 public schools.

The following eligibility criteria were selected for my participants:

1. African American male
2. Currently a classroom teacher in K -12 public schools
3. Six or more years of experiences

The next component of the research study is one 20-minute pre-interview meeting to answer any questions you may have about the study and one virtual 60-90-minute interview on Microsoft TEAMS, which will be recorded and transcribed using a software platform. The interview questions will be shared in advance of the virtual meeting.

If you agree to an interview, a signed informed consent form is required. I will send the document via DocuSign for an electronic signature. Please email, call or text (pchapman1913@gmail.com or 757-576-5378) informing me of your consent to participate. Upon receiving the signed consent form, I will email you to confirm a virtual pre-interview meeting date and time that accommodates your schedule.

I humbly thank you for assisting me with this important study. I hope to hear from you soon.

Yours in Education,
Pamela Chapman

Appendix D**ADULT INFORMED CONSENT**

The Leak in the Pipeline: Retaining African American Male Teachers in K – 12 Education

I, _____, agree to participate in the research *The Leak in the Pipeline: Retaining African American Male Teachers in K -12 Education*, which is being conducted by Pamela Chapman, who can be reached at pchapman1913@gmail.com and 757-576-5378. I understand that my participation is voluntary; I can withdraw my consent at any time without negative consequences. If I withdraw my consent, my data will not be used as part of the study and will be destroyed.

The following points have been explained to me:

1. The purpose of this study is to explore retention efforts and related lived experiences of African American male teachers in K - 12 public schools.
2. The procedures are as follows: I will be asked to complete one demographic survey, one pre-interview meeting and participate in one individual virtual interview.
3. My name will not be connected to the data. Therefore, the information gathered will be confidential.
4. I will be asked to sign an identical consent form via DocuSign. The form will be printed for the investigator before the study begins, and another will be emailed as a pdf so I may keep the consent form for my records. The DocuSign account will then be closed for security purposes.
5. I understand that I may find that some questions are invasive or personal. If I become uncomfortable answering any questions, I can decline to answer those particular questions or cease participation at that time.
6. This research project is being conducted because of its potential benefits, either to individuals or to humans in general. The expected benefits of this study include college of education teacher and leader preparation programs, school district leadership, school district human resource offices, and inform public policy.
7. I am not likely to experience physical, psychological, social, or legal risks beyond those ordinarily encountered in daily life or during the performance of routine examinations or tests by participating in this study.
8. My individual responses will be confidential and will not be released in any individually identifiable form without my prior consent unless required by law. Certain people may need to see your study records (including IRB officials). By law, anyone who looks at your records must keep them completely confidential.
9. The investigator will answer any further questions about the research should I have them now or in the future (see above contact information).
10. In addition to the above, further information, including a full explanation of the purpose of this research, will be provided at the completion of the research project on request.
11. By signing and returning this form, I acknowledge that I am 18 years of age or older.

Signature of Investigator Date

Signature of Participant Date

.....
Research at Florida Southern College involving human participants is carried out with the oversight of the Human Subjects Institutional Review Board. Address questions regarding these activities to the HS-IRB Chair, email: irb@flsouthern.edu; or Office of the Provost; phone (863)680-4124.

Appendix E**Interview for Research Questions****Research Question 1****What are the lived experiences of African American male teachers?**

Questions for study participants:

Q.1. Describe your K-12 schooling experience?

Q.2. What were your teachers like?

Follow-up questions:

Tell me about an African American male teacher(s) you had?

In what way(s) did he/they influence your decision to teach?

Q.3. Was this your first career choice?

Follow-up questions:

If teaching was a career change, what did you do prior to teaching?

Q.4. What prompted this change?

Q.5. Tell me about your college experience as you worked to become a teacher. (If applicable)

Q.6. Tell me about a time that confirmed your decision to teach?

Q.7. With the information you just shared, how did that drive your decision to teach at the first school placement?

Follow-up questions:

Subsequent schools? (If applicable)

Q.8. How would you describe your experiences as an African American male teacher?

Follow-up questions:

How do you think your experiences compare to other African American male teachers?

How do you think the administration interprets those experiences?

Q.9. What barriers are preventing African American men from entering the field of education?

Q.10. How can recruiting more African American male teachers impact educational outcomes for students of color?

Follow-up questions:

Impact all students?

What about the impact on other African American male teachers?

Q.11. What advice would you offer college of education teacher preparation programs attempting to recruit and support African American male pre-service teachers?

Research Question 2

What experiences contribute to African American male teachers remaining in education?

Questions for study participants:

Q.1. What would you identify as the top three reasons that contribute to African American male educators leaving the teaching profession?

Q.2. In your opinion, what strategies or techniques can be used to retain African American male teachers?

Follow-up questions:

What factors contributed to your longevity in the profession?

What other strategies that you think could be used that would retain more African American male teachers?

How do you think these strategies would help?

Q.3. Does your school district identify specific retention goals and/or strategies as it relates to African American male teachers?

Follow-up questions:

If so, in what ways can these efforts be strengthened?

Q.4. Have you ever seriously considered leaving education?

Follow-up questions:

If so, what were you feeling at that time?

What changed your mind?

Q.5. What final comments or thoughts would you like to share?

Appendix F

Alternative Recruitment Script

Hello! I am Pamela Chapman. I am a doctoral candidate at Florida Southern College. _____ (name of person referring) referred you as a potential candidate who may be interested in participating in a dissertation study. I am writing in hopes of recruiting you for my research study titled *The Leak in the Pipeline: Retaining African American Male Teachers in K - 12 Education*. My research will explore retention efforts and related lived experiences of African American male teachers in K -12 public schools.

The following eligibility criteria were selected for my participants:

1. African American male
1. Currently a classroom teacher in K -12 public schools
1. Six or more years of experiences

Voluntary participation in this study will require completion of one 10-minute demographic survey, one 20-minute pre-interview meeting to answer any questions you may have about the study and one virtual 60-90-minute interview on Microsoft TEAMS, which will be recorded and transcribed using a software platform. The interview questions will be shared in advance of the virtual meeting.

If you agree to an interview, a signed informed consent form is required. I will send the document via DocuSign for an electronic signature. Please email, call or text (pchapman1913@gmail.com or 757-576-5378) informing me of your consent to participate. I will email you a demographic survey followed by the signed consent form. Upon receiving the signed consent form, I will contact you to confirm a virtual pre-interview meeting date and time that accommodates your schedule.

I humbly thank you for assisting me with this important study. I hope to hear from you soon.

Yours in Education,
Pamela Chapman

Appendix G**Participant's Verification Transcript Sign-Off Form**

I, _____ (print first and last name), verify that I have read the interview questions and the transcripts conducted on _____ (date). My signature is an indication of full acknowledgment and accuracy of the information.

Participant's Signature

Date Prepared