

**The Experiences of Minority Educators Employed in
Urban and Suburban Educational Settings**

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Abstract

The purpose of this qualitative research study was to examine the experiences of minority educators employed in urban and suburban school settings. A purposive sampling technique was implemented for this study. Responsive interviewing was the data collection method. Six themes were derived from 77 codes developed during the data analysis process. Results from the current study supported a review of the available literature focusing on minority educators in urban and suburban settings. Findings indicated that minority educators' employment experiences in urban and suburban educational settings are shaped by their upbringing and schooling in addition to their relationships with colleagues and school stakeholders. Minority educators are motivated to serve as mentors in their community. Participants discussed their awareness of being the only or one of a few minority educators in their setting. Feelings of isolation were also shared. Support from school administrators was had a positive effect on minority educator experiences, recruitment, and retention. Moreover, minority educators suggested that urban and suburban districts should provide meaningful and ongoing diversity training for all staff members. Finally, school districts should increase efforts to recruit minority educators.

Dedication

This dissertation is dedicated to my husband Bryant who spent countless hours doing double duty while I worked to complete this endeavor. I also dedicate this to my children Brycen and Genevieve. Brycen, I hope one day that you understand that the hours spent behind my laptop screen were meant to not only provide a better life for you, but to show you the value of a strong work ethic. Genevieve, you gave me more strength to finish than I ever thought was possible. Finally, this dissertation is dedicated to my grandmother Vivian, who told me at a young age that I was her investment. I appreciate your daily support of my pursuits, both personal and professional.

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Chapter One

Introduction

Employment within urban and suburban settings provides minority educators with vastly different experiences. Although minority educators in urban districts may work in more diverse settings, they are more likely to be dissatisfied with their setting than educators employed in suburban districts (Liu & Ramsey, 2008). Dissatisfaction has been attributed to factors such as overcrowded classrooms and student behavior issues (Liu & Ramsey, 2008). In addition, minority educators may be dissatisfied because they feel that they have to achieve more professionally than their non-minority peers due to their minority status (Mabokela & Madsen, 2007). In their research on minority educators employed within suburban districts, Mabokela and Madsen (2007) also found that study participants felt they had to challenge stereotypes brought forth by their colleagues. These authors also found that participants were often frustrated by being the only minority within their school or district, which often lead to difficulties adjusting to the organizational culture within suburban settings.

This study examined the experiences of minority educators in suburban and urban settings across several states in an attempt to not only contribute to the current research, but to create an opportunity for those educators to share their stories. Chapter one provides the background of the study and presents demographic data illustrating minority employment trends within suburban and urban settings. The Critical Race Theory and its significance within the field of education are discussed. A statement of the research problem presents current issues existing within minority teacher employment. The purpose, significance of the study, delimitations, and assumptions provide a research

framework. Research questions are presented and terms related to the study are defined. An overview of the research methods used is also provided.

Background

The Center for American Progress (CAP) reported that there are no teachers of color in more than 40% of schools within the United States (Bireda & Chait, 2011). The authors stated that the lack of diversity within the teaching force is the same across suburban and urban settings (Bireda & Chait, 2011). In a follow-up report on teacher diversity, researchers for the CAP found that in more than 20 states across America, there was a 25% discrepancy between the number of minority students enrolled and the number of minority teachers employed within a building (Boser, 2011).

Boser (2011) found that minority educators were more likely than non-minority educators to express dissatisfaction with the organizational culture of their setting. Moore (2012) studied organizational culture within schools and its effect on teacher job satisfaction. She discovered that Hispanic teachers were more likely to be satisfied with the organizational culture in their schools and least likely to be satisfied with issues within the community. Moore (2012) also discovered African American teachers were more likely to express dissatisfaction with both the organizational culture of the school and with variables such as compensation, parent involvement, and community issues. Further, African American teachers were 28% more likely to be dissatisfied with their jobs than non-African American teachers. Moore (2012) concluded that the organizational culture of an educational setting, in addition to individual and collective experiences, had a direct impact on the job satisfaction of minority educators.

Educational settings of minority educators. In 2010, minorities accounted for 44% of the overall population within the United States (U.S. Census Bureau, 2010b). Within a span of the previous ten years, the percentage of the minority population had increased 5.3% while the non-minority population had decreased 2.3% (U.S. Census Bureau, 2010a). The Hispanic population was the largest minority group in 2010, consisting of 16.3% of the total population (U.S. Census Bureau, 2010a). A percentage population change was also reported in the Native Hawaiian/Pacific Islander population with an increase of 0.1% (U.S. Census Bureau, 2010a). The African American population comprised 12.6% of the total population and the American Indian/Alaskan Native represented 0.9% of the overall population (U.S. Census Bureau, 2010a). The increase in the minority population can be attributed to a declining Caucasian population and an increase in immigration and minority births (Morrill, 2011). As a result of increasing diversity, districts have been faced with the task of trying to diversify their faculty (McNulty & Brown, 2009). According to a study conducted by Ingersoll and May (2011), minority teachers comprised 16.5% of the overall educator workforce. Minority administrators made up 17.6% of the overall educator workforce in the United States (Battle & Gruber, 2009).

The distribution of school teachers disaggregated by race/ethnicity and school type in the United States is shown in Table 1. In 2007-2008, the number of minority teachers employed in both traditional and charter schools was significantly lower than the number of Caucasian teachers. African American teachers were employed at higher rates in charter school settings versus traditional public schools. Additionally, African American teachers were employed in charter school settings at higher rates than Hispanic

teachers. A higher percentage of Asian teachers were employed in charter school settings and American Indian teachers were more likely to be employed in traditional public school settings.

Table 1

School Teachers by Race/Ethnicity and School Type: 2007-2008

Race/Ethnicity	Traditional Public	Charter School
Caucasian	83.3	73.0
African American	6.9	12.3
American Indian	0.5	0.2
Asian	1.2	2.6
Native Hawaiian	0.2	0.3
Hispanic	7.0	9.3
Multiple Races	0.9	2.3
Total	100.0	100.0

Note. Adapted from *2007-2008 Schools and Staffing Survey*, by the United States Department of Education, 2011. Copyright 2011. Retrieved from http://nces.ed.gov/pubs2009/2009324/tables/sass0708_2009324_t12n_02.asp

Table 2 displays the percentage distribution of school teachers disaggregated by race/ethnicity and community type 2007-2008. Community types were divided into city, suburban, and rural settings. Minority representation was highest within cities and lowest within rural settings. Conversely, rural settings employed the highest percentage of Caucasian teachers. African American and Hispanic teachers were employed most often in cities with African American teachers employed in greater numbers.

Table 2

School Teachers by Race/Ethnicity and Community Type: 2007-2008

Race/Ethnicity	City	Suburban	Rural
Caucasian	71.0	84.6	90.3
African American	12.0	6.3	4.6
American Indian ^a	0.4	0.2	0.8
Asian	2.2	1.4	0.4
Native Hawaiian ^b	0.3	0.2	0.0
Hispanic	13.1	6.2	3.3
Multiple Races	1.0	1.1	0.6
Total	100.0	100.0	100.0

Note. Adapted from *2007-2008 Schools and Staffing Survey*, by the United States Department of Education, 2011. Retrieved from http://nces.ed.gov/pubs2009/2009324/tables/sass0708_2009324_t12n_02.asp
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^a Includes those self reporting as Alaskan Native

^b Includes those self reporting as Pacific Islander

The percentage distribution in 2007-2008 of school principals disaggregated by race/ethnicity and school type is presented in Table 3. African American principals were employed in the greatest numbers within charter schools versus traditional public schools. Hispanic principals were also employed in larger numbers within charter schools. Principals representing other minority groups were employed at nearly equal amounts by charter schools and traditional public schools.

Table 3

School Principals by Race/Ethnicity and School Type: 2007-2008

Race/Ethnicity	Traditional Public	Charter School
Caucasian	81.5	66.3
African American	10.2	21.7
Hispanic	6.4	9.0
Other ^a	1.9	3.0
Total	100.0	100.0

Note. Adapted from *2007-2008 Schools and Staffing Survey*, by the United States Department of Education, 2011. Retrieved from

http://nces.ed.gov/pubs2009/2009324/tables/sass0708_2009324_t12n_02.asp Copyright 2011.

^a The term “other” has been used by NCES to denote individuals self-reporting as American Indian, Pacific Islander, Native Hawaiian, and Asian. This is a change from the 2003-2004 SASS Survey.

The percentage of school principals disaggregated by race/ethnicity and community type is displayed in Table 4. The number of minority principals employed in central cities mirrors the data of minority teachers who were also employed in central cities at higher rates than any other community type. The total percentage of minority principals employed in central cities is higher than the percentage employed in suburban areas.

Table 4

School Principals by Race/Ethnicity and Community Type: 2007-2008

Race/Ethnicity	City	Suburban	Rural
White	62.9	81.7	90.6
Black	21.1	10.0	5.1
Hispanic	13.4	6.9	2.1
Other ^a	2.6	1.5	2.1 ^b
Total	100.0	100.0	100.0

Note. Adapted from *2007-2008 Schools and Staffing Survey*, by the United States Department of Education, 2011. Retrieved from http://nces.ed.gov/pubs2009/2009324/tables/sass0708_2009324_t12n_02.asp copyright 2011.

^a The term “other” has been used by NCES to denote individuals self-reporting as American Indian, Pacific Islander, Native Hawaiian, and Asian. This is a change from the 2003-2004 SASS Survey.

^b The standard error for this estimate is equal to 30 percent or more of the estimate's value.

American Indian principals were employed in higher numbers in rural educational settings over urban or suburban districts. Asian principals were employed in cities at higher rates and were not likely to be employed in rural areas. African American and Hispanic principals had the highest levels of employment within urban educational settings. Hispanic principals were employed more often in city settings and employed in lower numbers in rural settings. The choice of educational setting is often the result of a desire to provide better opportunities for minority youth who are more likely to experience social and educational inequities (Irizarry & Donaldson, 2012).

Critical Race Theory. Ladson-Billings and Tate (1995) stated that Critical Race Theory (CRT) was initially used in the legal field as a way for minorities within the law profession to analyze and interpret race and its effect on legal cases. The authors also noted that within CRT, “social reality is constructed by the formulation and the exchange

of stories about individual situations” (p. 57). Within CRT, several parallels exist between inequities in society and educational settings:

1. Educational inequity within the United States is influenced in part by race (Ladson-Billings & Tate, 1995).
2. Society within the United States, and as a result education within the United States, is founded on property rights; more specifically, whiteness is a property which affords its owners certain privileges (McIntosh, 1988) not easily accessible to individuals not owning that property, namely minorities (Harris, 1993).
3. Social and educational inequities still could be explored by examining the relationship between race and property (Ladson-Billings & Tate, 1995).

In their research on CRT, Dixon and Rousseau (2005) stated that the experiences of people of color should be noted and used as a significant tool to understand racial inequities. A counter-story is an account given by a member of a minority group which is then used to explore race relations. The authors argued that “one of the functions of a ‘counter-story’ is to provide a means to counteract or challenge the dominate story” (p. 11). The authors define dominate stories as narratives which are told by non-minorities (p. 11). The dominant story “reminds members of the in-group of their identity in relation to out-groups, and provides a shared reality where its own superior position is viewed as natural” (Delgado, 1989). Dixon and Rousseau (2005) suggested:

The educational experiences revealed through those stories must then be subject to deeper analysis using the CRT lens. Furthermore, CRT mandates that social activism be a part of any CRT project. To that end, the stories must move us to

action and the qualitative and material improvement of the educational experiences of people of color. (p. 13)

Social activism can be used to improve educational injustices that not only occur in K-12 educational settings but also in higher education. In another example of CRT's use in examining educational inequality, Dixon and Rousseau (2005) challenged the use of affirmative action lawsuits which were used by non-minorities to challenge the acceptance of minority students into university programs. They argued that non-minority students did not file suit against other non-minority students who also had lower test scores and grades. The absence of filing suit ultimately protected the privilege of property owned by non-minorities in higher education.

Delpit (1998) stated that non-minority educators will in effect "silence" the experiences and opinion of minorities by failing to acknowledge their viewpoints. Non-minority educators may not feel as though they are doing anything wrong. As a result of this lack of acknowledgement, minorities may stop expressing their experiences (Delpit, 1998). Delpit (1998) also addressed several factors which have an effect on minorities and their lack of privilege and power within educational institutions:

1. Privilege manifests itself in schools: Educational institutions are charged with the responsibility of educating youth for career development. When that educational opportunity is not shared with all stakeholders, some individuals lack access to future opportunities.
2. Every educational institution has an organizational culture which dictates the behaviors of those who possess power and those who do not.

3. Individuals who possess power within educational institutions decide who has power and who does not.
4. Individuals who do not possess power can obtain it by learning the “rules” of that organization’s cultural power structure.
5. Individuals with power may or may not be willing to openly admit that they have power. Those without power are more likely to acknowledge that others have power. (pp. 282-283)

Once the organizational culture within educational settings dictates who has power and who does not, the in-group/out-group phenomenon is created (Delgado, 1989). A member of the out-group can then potentially become a member of the in-group when power structures within the organization are learned. If they are not learned, opportunity and privilege are not obtained.

With the growing minority population, educational settings can benefit from an extensive study of CRT (Ladson-Billings, 1998). Counter-stories provide an opportunity for minority educators and students to share their experiences with educational inequities. CRT can also be used to examine minority and non-minority interactions and the effect it has on the organizational culture of suburban and urban settings.

Statement of the Problem

The number of minority educators within the teaching profession has continued to decline at a rapid pace (Achinstein, Ogawa, & Sexton, 2010). At the undergraduate level, minorities may be drawn to higher-paying career fields and may avoid studying to be a teacher. Teacher education programs may not have adequate support systems in place for minority teaching candidates (Ramirez, 2010). Fewer minority educators within the field

and a growing minority student population are contributing to an increased need for minority educators to serve in both urban and suburban settings (Sleeter & Thao, 2007). The organizational culture of an educational setting and the interactions with school stakeholders has an effect on the experiences of minority educators. A qualitative study investigating experiences within these settings could provide advocacy for minority educators' perspectives which has been limited in the research.

Purpose of the Study

The purpose of this qualitative study was to examine the experiences of minority educators employed in urban and suburban educational settings. Aspects surrounding participant experiences were researched through a responsive interviewing model (Rubin & Rubin, 2005). Study participants discussed their upbringing, K-12, and post secondary experiences. Participant responses about the interactions between themselves and their colleagues (minority and non-minority) were studied. Additionally, the interactions between minority educators and school stakeholders were researched. Participants also provided perspectives on the impact of the organizational culture on their experiences.

Critical Race Theory was used as a theoretical framework for this study. With the growing minority population, educational settings can benefit from an extensive study of CRT and its effect on education. (Ladson-Billings, 1998). Solorzano and Yosso (2002) argued that counter-stories provide an opportunity for minority educators and students to share their experiences with educational inequities. Further, the authors stated that counter-stories fulfill several objectives:

1. They can build a community among those at the margins of society by putting a human and familiar face to educational theory and practice.

2. The perceived wisdom is challenged of those at society's center by providing a context to understand and transform established belief systems.
3. They can open new windows into the reality of those at the margins of society by showing possibilities beyond the ones they live and demonstrating that they are not alone in their position.
4. By combining elements from both the story and the current reality, one can construct another world that is richer than either the story or the reality alone. (p. 36)

Finally, Solorzano and Yosso (2002) explained that CRT can also be used to examine minority and non-minority interaction and the effect it has on the organizational culture of educational settings.

Significance of the Study

This study contributes to research examining minority educators' reasons for selection and continuation of employment within urban and suburban settings, interactions with colleagues, and the organizational assimilation issues experienced within both settings. In her study examining the experiences of minority teachers in suburban educational settings, Lee (2010) suggested that additional research focus on the experiences of minority educators employed in suburban and urban educational settings. In addition, Walker (2004) recommended replicating her research on urban educators to determine if the reasons educators remained employed within the urban setting would be the same if duplicated with a different study sample. She also suggested conducting interviews with educators to examine the reasons why they stay employed in their setting of choice (Walker, 2004). This study combined the recommendations from Lee's (2010)

and Walker's (2004) studies in order to expand the current body of knowledge on minority educators.

The findings presented in this study can be utilized by minority educators as a tool to critically examine their own experiences in urban and suburban settings.

Undergraduate programs can provide early mentorship opportunities from the research discussed within the literature review. Discussions about diversity within school district faculties may also emerge from the participants' experiences shared within this study.

School districts can benefit from this study by examining the perceptions of participants employed in each setting, and developing new multicultural education programs which encourage an appreciation for diversity. Robust recruitment and retention strategies for minority educators may also evolve from the recommendations provided as a result of this research study.

Delimitations

Lunenburg and Irby (2008) stated that delimitations are "self-imposed boundaries set by the researcher on the purpose and scope of the study" (p. 136). Participants were recruited based on their self-reported ethnic minority status and employment in an urban or suburban educational setting. Additionally, interviews with participants were delimited to two sessions each during the 2011-2012 school year. The method of data collection was delimited to interviews conducted in person, by telephone and video conferencing technology. The sample included 14 minority educators. Participants were not directly observed by the researcher in their educational setting.

Assumptions

Two assumptions were made by the researcher. An assumption was made that participants were knowledgeable about the organizational culture within their setting. It was assumed that participants understood and answered each question truthfully.

Research Questions

The following research questions were used to guide this study:

1. What factors influence a minority educator to pursue and remain employed in an urban setting or suburban setting?
2. Do the interactions between minority educators and their colleagues have an effect on their experiences?
3. What impact does the organizational culture have on participant perspectives?

Definition of Terms

Automatic Notice. Minorities feel they are easily noticed within the majority due to their ethnic status (Mabokela & Madsen, 2007).

Counter-story. According to Solorzano and Yosso (2002), counter-stories are “A method of telling the story of those people whose experiences are often not told” (p. 32).

Critical Race Theory in Education Brown-Jeffy and Cooper (2011) defined Critical Race Theory as “a framework and a tool of analysis for examining educational practices and structures that continue to subordinate groups of people.” (p. 71)

Majoritarian or Dominant-story. Solorzano and Yosso (2002) stated that a majoritarian or dominant-story are told about a minority culture primarily by persons of the majority.

Meritocracy. Scully (1997) described meritocracy as “a social system in which merit or talent is the basis for sorting people into positions and distributing rewards” (p. 413).

Minority. "Racial and ethnic minority populations are defined as Asian American, Black or African American, Hispanic or Latino, Native Hawaiian and other Pacific Islander, American Indian and Alaska Native” (United States Census Bureau, 2010b).

Other-mothering. Dixon (2003) described other-mothering as the act serving as a surrogate or fill-in mother to students.

Pedagogical mismatch and management differences. A difference in opinion between minority and non-minority educators regarding the education of minority students (Mabokela & Madsen, 2003a).

Responsive Interviewing. Rubin and Rubin (2005) reported that responsive interviewing is a qualitative interviewing model which “assumes that what people have experienced is true, and that by sharing these experiences, the researcher can enter the interviewee’s world” (p. 7).

Teacher Retention. Guarino (2006) indicated that retention is the ability of an educational setting to keep members of its workforce employed.

Role Entrapment. The feeling of being the sole representative for their respective race is defined as role entrapment (Mabokela & Madsen, 2003b).

Teacher Recruitment. According to Guarino (2006), teacher recruitment is the selection of teachers for employment within an educational setting (Guarino, 2006).

Suburban setting. A territory outside a principle city and inside an urbanized area with population of 250,000 or more (National Center for Educational Statistics, 2006).

Urban setting. A territory inside an urbanized area and inside a principle city with population of 250,000 or more (National Center for Educational Statistics, 2006).

White Privilege. McIntosh (1988) described white privilege as “an invisible package of unearned assets that one can count on cashing in each day but about which one was meant to remain oblivious. These privileges are conferred not because they have been earned but merely on the basis of one’s skin color” (p. 2).

Overview of Methodology

This study employed a qualitative research design using responsive interviewing. Participants were selected based on their employment in urban and suburban settings and their self-identification as minority educators. Data were collected through interviews via telephone, in-person, and video conferencing. Participants were interviewed in order to examine their employment experiences in urban and suburban settings. Interview responses were transcribed from audio and video conference files. Transcriptions were coded by common themes using coding software. The themes were analyzed and interpreted by the researcher. Comparisons were made between participant experiences and the results from other research studies.

Organization of Study

Chapter one was comprised of the introduction, a statement of the problem, and a demographic background of minority educators in the United States. The purpose of the study was included, as were assumptions and delimitations. Research questions were

presented and terms specific to the study were defined. Chapter two provides a literature review, which begins with an examination of minorities and teaching from a historical context. The chapter also examines the factors influencing education as a career choice of minorities, recruitment and retention issues, and the organizational culture within urban and suburban educational settings. Additionally, chapter two focuses on the perspectives of teachers employed in urban and suburban settings. Chapter three provides the research design, sample, instrumentation, and data collection procedures. Chapter four presents the results and analysis of the data. Chapter five offers major findings, implications, and recommendations for further research.

Chapter Two

Literature Review

Chapter two provides a review of the literature and is divided into several themes. In keeping with the concept of Critical Race Theory and counter-story telling (Solorzano & Yosso, 2002), each section offers viewpoints from minority educators. The first section focuses on the concept of white privilege and meritocracy. The second section examines Critical Race Theory and the university experience of minority educators. The third section discusses the factors influencing the choice by minorities to enter education as a career. This section also chronicles the experiences of minority pre-service teachers and their recruitment into suburban and urban settings after graduation. The next section focuses on the organizational culture of suburban and urban educational settings and its effect on the retention minority educators. Finally, the literature regarding the experiences of minority educators employed in suburban and urban settings is reviewed.

White Privilege, Meritocracy, and Critical Race Theory

The concept of white privilege was introduced by McIntosh as an extension of the concept of male privilege, which suggested that “men gain from women’s disadvantages in society (p. 2). Similarly, McIntosh (1988) defined white privilege as opportunities afforded to non-minorities on the basis of their skin color (p. 2). Opportunities include career advancement, the ability to be in the company of one’s own race for a majority of the time, and “ignoring the perspectives of other races” (p. 8). McIntosh (1988) noted that although privileges may not necessarily have a negative connotation, the privileges are not shared equally as intended in meritocratic structures.

Castilla and Bernard (2010) stated that “In meritocratic systems, everyone has an equal chance to advance and obtain rewards based on their individual merits and efforts, regardless of their gender, race, class, or other non-merit factors” (p. 543). In their research examining meritocracy within the workplace, Castilla and Bernard (2010) were interested if meritocratic structures within the workplace such as job promotions based only on talent were actually implemented as they were intended. The researchers discovered that despite efforts to equalize opportunities for women and minorities, meritocratic organizational structures “individuals are more prone to express prejudiced attitudes when they feel they have established their moral credentials as a non-prejudiced person” (Castilla and Barnard, 2010, p. 567). Further, Castilla and Barnard (2010) suggested that when an individual considers themselves as non-prejudice they may not reflect on their potential bias’ on a continual basis.

Critical Race Theory discredits the concept of meritocracy (Orozco, 2011). CRT theorists suggest that white privilege is upheld by meritocratic structures because overt sources of prejudice become covert. This occurs when individuals who do not benefit from white privilege find themselves unable to enjoy the same opportunities such as access to knowledge regarding networking, job prospects and other aspects of the organizational structure (Solorzano & Yosso; 2002, Orozco, 2011).

Critical Race Theory and the University Experience of Minority Educators

Critical Race theorists Soloranzo, Ceja, and Yosso (2000) examined the experiences of minority students from three universities within the United States. The researchers were interested in the interactions between minority students and non-minority students and faculty. Additionally, Soloranzo, Ceja, and Yosso (2000) focused

on the effect interactions had on minority student academic performance and social situations. Findings suggested that minority college students may feel isolated in academic situations where they are the only minority in the class. Negative interactions with non-minority students and faculty had a negative impact on minority students' perception of themselves as students and of their peers. However, those feelings of insecurity decreased when other minority students were enrolled in the same class. Several participants were discouraged from enrolling in their preferred course of study by university faculty. Despite a less than ideal university experience, participants continued to pursue their career choices.

Mentorship as a Factor Influencing Career Choice

The desire to serve as a role model or mentor greatly influences the choice to become an educator. Shipp (1999) researched the factors influencing the career choices of 110 African American students attending a predominately White Midwestern university and 153 African American students attending a historically Black Southeastern university. Using a Likert survey that measured the importance of career choice and the attractiveness of teaching as a career, she found that African Americans who chose education as a career were more likely to make their decisions based on factors such as wanting to make a contribution to society and intellectual stimulation. Salary and job status were not found to be major factors in the decision to become an educator. Shipp also discovered that African American teachers were more likely to pursue positions within school administration in which greater impacts on education reform could be made (p. 348). Shipp has recommended research comparing the career influences of African American educators with African Americans employed in other career fields. Further

examination of the reasons why minority teachers in the study would choose to obtain administrative positions would have been beneficial within this study, in addition to investigating which types of educational reform study subjects are interested in pursuing.

Research investigating the reasons Latino undergraduates choose education as a career further supports the notion of shaping education reform. Utilizing the Critical Race Theory framework, Irizarry and Donaldson (2012) studied Latino pre-service teachers participating in a partnership between a Northeastern university and a neighboring urban school. They also studied high school students participating in a program for students interested in teaching as a career. Irizarry and Donaldson (2012) found that there was a strong desire to enter education to help combat the racial disparities that exist in public education. The researchers used pre-service observations, focus groups, and student essays from program applications as data sources. Participants stated a strong need to become the type of caring educator that was almost non-existent within their educational experiences. One study participant expressed her feelings about the decision to enter the education field:

I want to be that teacher that I really never had. Most of the teachers, not all but most of them, like hate Latinos. They just don't like us. That's it. They treat us bad and don't teach us the right way. They don't think we are going to make it in life, so they like don't do anything to help us. They ban Spanish. They put us in the lowest classes. They put us ISS [in-school suspension] for stuff they let the White kids get away with. They just don't want to teach us. That's why we need more Latino teachers. I want to be that person... the one that comes back,

believes in Latino kids and works to fix this place. (Irizarry & Donaldson, 2012 p. 167)

Irizarry and Donaldson (2012) admitted the biggest limitation to their research was the lack of a longitudinal approach to their sample. Further, the researchers could replicate the study examining Latina/o participants in the suburban setting. Finally, more in-depth research could be conducted comparing the participants in this study with Latina/o participants in other urban areas to determine if their need to serve as role models is similar.

Minority teachers often use their role as educators as a vehicle to guide minority youth in a positive direction, often serving as mentors. An examination of 141 African American male novice teachers employed in a suburban Washington D.C. school district revealed that the primary factor in their decision to enter education was a need to give back to society (Brown & Butty, 2000). A 40-item Likert type scale was used to obtain research data which found that participants expressed desire to become role models for the youth in their community. Educators serving in this capacity felt as though their mentorship will help increase the success within their communities (Irvine, 1989). Naman (2009) stated that minority teachers unofficially served in multiple capacities including: helping minority students assimilate into the dominate culture by helping them feel more comfortable within predominantly majority student populations, advocating for minority students within majority population teaching staffs, and serving as surrogate parents or other-mothering.

In her qualitative research of seven African American minority teachers in the Midwest, Dixon (2003) used observations and participant interviews and found that

minority teachers use other-mothering to provide an extension of minority students' home life within the school setting and as a partnership tool with parents. The concept of other-mothering is also used in the collegiate setting as discovered in Guiffrida's (2005) study of 19 minority students and their relationships with faculty at predominately White universities. He discovered through focus groups that minority students often had an easier time relating to minority faculty because they felt minority faculty members displayed a greater level of personal interest in them. Moreover, research conducted with 33 minority teacher candidates attending historically Black colleges and universities found that the likelihood of attrition from teacher education programs decreased when positive relationships were formed between the pre-service teacher and the professor (Williams, Graham, McCary-Henderson, & Floyd, 2009).

The studies presented within this section of the review have several implications for teacher education programs and minority educators. Colleges and universities can use the research to reshape their teacher education programs to better serve minority teacher candidates through career planning. Minority teacher candidates can be matched with placements that suit their desire to become role models within their respective communities. Additional research conducted on the relationship between minority education students and university faculty can also provide valuable insight into their transition and experience as a pre-service teacher.

Experiences of Minority Pre-Service Teachers

The pedagogical coursework, personal, and field experiences of minority pre-service teachers influence their decision to pursue employment in urban or suburban settings. In a qualitative case study exploring the perspectives of 10 Hispanic pre-service

teachers, Weisman and Hansen (2008) discovered several factors that shape the experiences of minority pre-service teachers. Among these factors are the prior educational experiences of the pre-service teacher, a desire to give back to the community, social injustices, and a commitment to urban education. Pre-service teachers within this study reported varying levels of discrimination during their placements at suburban schools. One study participant at a suburban school setting was told by a teacher who mistakenly assumed she was an instructional aide to sit at another table during lunch because it “was where the instructional aides sat,” even though she was not an instructional aide. Another study subject stated that she felt out of place in her suburban pre-service teaching placement because all of the staff members and students were White (Weisman & Hansen 2008). Pre-service teachers placed in urban settings reported experiencing greater satisfaction interacting with students and staff in urban schools. This satisfaction was attributed to the student teaching placement mirroring the educational upbringing experienced by study participants (Weisman & Hansen 2008, p. 666).

Pre-service teachers wishing to return to their communities for student teaching assignments have been met with opposition by some universities. Ramirez (2010) studied 25 minority pre-service teachers in California and found that many of the teachers requested placements close to their homes and were turned down by their respective universities. One participant requested a different placement after she learned she would be student teaching in a school that had a reputation for being hostile toward minorities. She was denied a different placement by the university and subsequently dropped out of the education program (p. 32). The denial of her request could have lasting effects on

future students interested in enrolling in the program who wish to return to their communities for student placement opportunities. The decision to obtain employment in an urban or suburban educational setting upon graduation requires careful consideration. Hatch (2006) followed 12 pre-service teachers in a longitudinal qualitative study which focused on their reasons for selecting employment with an urban education setting. Using participant interviews and reflections as data sources, Hatch found that study participants felt a need to give back to the urban community either as a result of growing up in an urban area or from a former experience working with urban youth. One study participant described his rationale for pursuing employment in an urban setting:

My first preference would be an urban school. I was raised in an urban area, lived in urban areas, worked in urban areas. I see where the need is in urban areas. I feel more comfortable in those surroundings, actually. (p. 6)

Hatch also outlined suggestions for further research which include:

1. Pre-service teachers should actively reflect on the reasons why they would like to pursue employment in urban schools and reflect on how those reasons will impact the children they serve within urban settings.
2. Pre-service should be provided with multiple opportunities to interact with various stakeholders in the urban setting.
3. Pre-service teachers should be provided with on-going professional development specifically tailored to the needs of urban teachers. (p. 9)

Personal reflection is an important component of the professional development process. Au and Blake (2003) followed 26 minority pre-service teachers participating in an urban education field experience in Hawaii. Study participants used written

reflections to document their growth as educators and identified areas for self-improvement. Several students within the study expressed concern for the conditions within the urban setting, more specifically the high number of students who were placed in the lower tracks of the school's curriculum. Through their written reflections, researchers also discovered that although study participants were of the same ethnic background, they were not raised in similar community settings. Participants raised in suburban settings, although passionate about educational reform, expressed their concern less frequently than participants who were raised in urban areas (p. 202).

The placement experience of minority pre-service teachers is an area of research that warrants further investigation within scholarly literature. The studies presented within this section of the literature review provided an overview of the focus on factors which shape the pre-service teachers' experiences, placement assignments, and professional development experiences. As the pre-service teaching experience comes to an end, the minority educator begins the task of securing employment within an urban or suburban setting.

Minority Teacher Recruitment

Recruiting minority educators can be a challenge for urban and suburban districts (Kohli, 2009). Cultural insensitivity displayed by non-minority educators can discourage minority educators from seeking employment within certain districts. Kohli (2009) profiled JoAnn, a Latina intern teacher participating in a study utilizing CRT to examine the perceptions of educators of color, and described her experiences working under non-minority educators who openly marginalized students by using racial slurs toward them:

One little girl told me that their PE teacher would call them 'hood rats'...[The teacher] is so disrespectful to them and sometimes the staff is very aggressive to towards them...I think a lot of times if the teachers are being really racist towards students or disrespectful, [when they tell the administration] they just kind of dismiss them. They don't take them seriously. I found that a lot at the junior high, where some teachers were just disrespecting them left and right. They call them lazy, they call them all these things and the administration and staff just dismisses it. (Kohli, 2009 p. 245)

In Bradley's (2010) quantitative studies exploring the recruitment and retention efforts of urban and suburban school districts, research participants provided several strategies for the successful recruitment of minority educators:

- Establish a relationship with the College of Education Departments at historically Black colleges and universities.
- Build relationships with minority pre-service teachers and predominately White universities.
- Participate in minority teacher fairs.
- Obtain leads from current minority educators employed with the district.
- Provide a comprehensive mentoring program for minority educators.
- Ask minority educators to represent the district at recruitment fairs.
- Encourage principals to become more proactive with minority educator recruitment and hiring. (Bradley 2010, p.71)

In order to cultivate positive experiences for minority educators seeking employment within urban and suburban school settings, district administrators should pay close attention to racial and cultural matters. Minority educators may feel a sense of discomfort applying within a school where racial tension exists (Kohli, 2009). Positive recruitment efforts are more likely to attract candidates (Barbra, 2007).

Critical Race Theory and Suburban Schools

DeCuir and Dixon (2004) analyzed race and racism in a suburban school using a Critical Race Theory framework. The authors stated, “Given the insidious and often subtle way in which race and racism operate, it is imperative that the educational researchers explore the role of race when examining the educational experiences of minority students” (DeCuir & Dixon, 2004, p. 26). The purpose of their research was to examine how race affected the pedagogical practices of non-minority educators working with minority students in suburban schools. Minority students were not encouraged to enroll in advanced placement courses. Additionally, DeCuir and Dixon (2004) focused on the effect the pedagogical practices had on minority students enrolled in the school. Two minority participants at the school did not feel as if their non-minority teachers paid attention to them and often felt invisible to their teachers. The authors argued that educational research utilizing CRT as a theoretical framework allows students who feel isolated to have the opportunity to share their counter-stories on racial issues.

Minority Educators Employed in Suburban Schools

Research exploring minority educators’ employment in suburban schools is limited. Thompkins (2010) provided a historical account of minority educators who participated in cross-over teacher programs during school desegregation efforts in

Atlanta. Cross-over teachers were minority educators who were transferred from their teaching assignments in urban schools and placed in suburban settings. Participants were initially met with distrust and disrespect from non-minority students. Although exposed to racial opposition from students and some teachers, Thompkins (2010) asserted that cross-over teachers, regardless of the treatment they received, still felt as though they had a duty to serve all children.

I remember that these two girls came to my room and told me, Excuse me, please, here is a book that the principal sent. I opened it, looked at it and closed it back and put it on the desk because I was, you know, teaching. The girls stood there and looked at me. The name of the book was, How Ten Little Niggers Came from India. They were looking at me to see what my reaction was going to be. I said, All right, Thank you, and put it down. (p. 12)

Mabokela and Madsen (2003a) conducted a study focusing on the workplace experiences of 14 minority educators employed in four suburban school districts in the Midwest. Their research uncovered four themes consistent across districts. The first theme was defined by the researchers as pedagogical mismatch and management differences. Participants within the study experienced differences in pedagogy and management most often when decisions were made regarding the instruction of minority children. Study participants reported that their non-minority colleagues often delivered lessons that were not “culturally responsive” to the needs of minority children (p. 100). Role entrapment and induction was another theme Mabokela and Madsen (2003a) investigated in their research study. Study participants stated that the non-minority educators within their building often looked to the minority educators as the sole

representative for their respective minority races. Further, seven study participants felt as though the district only hired them to satisfy a minority staff quota (p. 105). Another study participant observed what she felt was preferential hiring practices within her district:

The teachers started coming in. I did notice the district tended to hire...light-skinned Black people. I guess they sort of edged them in. I don't consider myself one, but maybe I don't...Maybe I look a little Hispanic. I'm not sure what they thought . . . But anyway they didn't hire any dark skinned Black teachers. I saw the progression—women first, fair-skinned, darker women, males. Seemingly that was the progression. (p. 105)

Continuing with their research on minority educators in suburban districts, Mabokela and Madsen (2007) used the data from their 2003 study to explore the perceived performance pressures of minority educators. Adopting a case study research method, they found that the minority educators without exception all felt as though they had to be the token representation for the entire African American population (p. 735). Mabokela and Madsen referred to this feeling of tokenism as automatic notice where minorities feel as though they are more easily noticed within the majority due to their ethnic status (Madsen & Mabokela 2007, p. 735). Moreover, participants felt their work habits were critiqued by colleagues and thus developed a desire to outperform them. A few educators developed coping strategies that assisted them as they tried to not only prove to others that they were competent teachers, but also to themselves. A teacher expressed her views on being a minority educator on a majority staff after transferring from a staff where the minority population was the majority:

The strange thing is when you think of yourself, you have these labels. My label is I am a Black woman. Sometimes it's harder dealing with the fact that because I am Black in an all-White school that I am dealt with differently. I see the difference of having taught in an all-Black school that I need to feel secure enough about my self-image that I don't have to cat-walk down the street. I don't have to talk like I don't belong when I am here. My feelings still get hurt being here, but the environment I was raised in was so nurturing that once you get out of it, you are strong enough. You have to be secure enough about yourself and that the standards you are setting are standards that not only are appropriate for your kids, but for all kids. You have to have a level of confidence that you have to pass on to not only your minority students, but to the other students as well. (p. 1186)

Mabokela and Madsen (2007) argued that schools should focus on creating positive cultures within suburban educational settings so that minority educators do not feel isolated among their peers. Districts cited within their study hired minorities who best assimilated into the school's organizational culture (p. 1201). The researchers conceded that further research studies include an in-depth investigation of the organizational cultures of suburban districts and its effect on minority educators.

In a more recent study on minority educators in suburban settings, Lee (2010) profiled eight high school teachers and compared their experiences. Teachers expressed frustration at the lack of cultural sensitivity displayed by their non-minority colleagues. Lee concluded that suburban districts should offer networking opportunities for minority educators, and an in-depth multicultural program be put in place for all educators

employed in schools and districts where it is lacking. Lee recommended her study be replicated on a larger scale.

The research studies within this section focused on the experiences of minority educators employed in suburban schools. Participants expressed concerns over interactions with non-minority colleagues. A desire to serve in a more diverse educational setting was also shared by participants.

Critical Race Theory and Urban Schools

Gooden (2012) used a CRT framework to study minority educator experiences in urban schools. Within his research, Gooden discovered that minority administrators employed in urban settings frequently examine how race affects the organizational culture of their respective buildings. The author suggested that such an analysis can result in fewer discipline issues. Gooden (2012) indicated that urban principals should explore strategies to assist staff members with building positive relationships with students. Moreover, CRT encourages a frequent reflection of the prejudices prevalent within individuals and organizations (Castilla & Benard, 2010). Reflective practices on racial issues can spark important dialogue which can give individuals affected by such issues the opportunity to have their counter-stories told (Solorzano & Yosso, 2002).

Minority Educators Employed in Urban Schools

Research has suggested minority educators were more likely to seek out employment in educational settings that closely resembled their own school and community experiences (Stanford, 1997). A qualitative study following four urban minority teachers revealed that their level of pedagogical success was a direct result of not only the relationships they built with students, but also the relationships formed

within the community (p. 112). In her recommendations for further research, Stanford also addressed the need for further research about minority educators in urban settings due to a lack of literature on the subject.

The notion of creating a sense of community within the urban school setting is also discussed in Bloom and Erlandson's (2003) research on female African American principals employed in urban settings. As in similar case studies conducted on minorities in education, the use of story-telling by the participants was prominent. One study participant discussed her decision to move into the urban community so that she could build relationships with her patrons. However, she faced opposition from colleagues when she attempted to address the challenges often experienced within the urban setting:

I was determined to make a difference. What I did not know hurt me. I did not understand or believe that the welfare of children was subordinate to the needs of adults. The politics within the district was astounding. The purpose of the schools [in the school district] was to maintain the status quo of high-ranking administrators. No one [at Central Office] wanted change or improvement. However, the students did enjoy the new positive environment. When I started stirring the pot, and parents became too involved, and the students wanted more opportunities, and the teachers were expected to teach, I got the boot. I became the problem. (p. 354)

Intra-racial discourse between minority educators employed in urban settings was another emergent theme analyzed within Bloom and Erlandson's (2003) research. A participant from the study noted how on several occasions several grievances were filed against her from other minority teachers. She attributed the grievances to a possibility

that the individuals filing the grievances were resentful toward her because she obtained a leadership position within the school (p. 355).

The interpersonal relationships between minority students and minority educators in the urban setting have been investigated by several researchers (Garcia-Nevarez, Stafford, & Arias, 2005; Klopfenstein, 2005; Pitts, 2007). Each of the students profiled within the study used their own personal experiences of growing up in urban areas to build relationships and set high expectations with their students. As a result, students were more engaged in the learning process (p. 2512).

Educators employed in urban settings often experience challenges with staffing, resources, and organizational structure (Horng, 2005). He examined the working conditions within urban schools, minority educators responded that administrative support was an important factor in improving working conditions in urban settings. However, non-minority educators employed in urban settings reported that the condition of the school's facilities was the most important factor (Horng, 2005). Although Horng's study only focused on educators in one urban setting, the differences between the respondents indicated that minority educators are affected by a lack of support within the organizational hierarchy of urban settings.

Critical Race Theory and Organizational Culture

Vaught and Castagno (2008) focused on CRT and its effect on the organizational culture of two urban high schools, Jericho and Martin Luther King High School (MLKHS). Both districts had completed a professional development in-service on the topic of diversity. The authors integrated McIntosh's (1988) research concept of white privilege into their study. Participants included both minority and non-minority

educators. The purpose of the study was to examine the racial perceptions of educators' after participating in diversity training.

Findings indicated that teachers at MLKHS did not acknowledge the concept of white privilege. Moreover, even though some at Jericho acknowledged the concept of white privilege, they did not internalize it as something that affected their pedagogy or interactions with minorities. Further, Vaught and Castagno (2008) stated that "both schools failed to analyze the effect of white privilege on district-wide policies and structure such as the achievement gap, and because they did not address the achievement gap as a structural issue, they allowed an individualized understanding of the sources of the gap to persist. Teachers and principals were neither encouraged nor invited to think about how classroom practice, school and district policies might be interconnected forms of white privilege in the education of minority students" (p. 102).

Organizational Structure and Culture and its Effect on Minority Educators

The organizational culture of an urban or suburban school environment can have significant implications for a minority educator's job satisfaction, upward mobility, and assimilation (Madsen & Mabokela, 2000). Additionally, it can also have an effect on the perception of the treatment of minority students by non-minority faculty (Solorzano & Yosso, 1997). Results from a study investigating the job satisfaction rates of minority and non-minority educators revealed that non-minority educators were more likely to report higher levels of job satisfaction when the majority of the staff was also non-minority (Fairchild, Tobias, Corcoran, Kovner, & Noguera, 2012). Moreover, minority educators reported similar satisfaction rates when employed in settings with higher numbers of minority educators (p. 182). When non-minority educators were employed in

schools with low levels of minority students, their satisfaction rates were higher than minority educators employed in similar settings (Frankenberg, 2008). Table 5 displays the racial and ethnic makeup of students in relation to the racial and ethnic makeup of the instructional staff.

Table 5

Racial Composition of Students in Schools by the Average Teacher of Each Race

Racial composition of school experienced on average by teachers					
Student Ethnicity	Caucasian	A. Am. ^c	Latino	Asian	Mixed race
Caucasian	70	30	37	30	49
African American	10	55	13	14	20
Latino	14	12	40	34	19
Asian	4	2	8	22	10
Native American	1	1	1	1	2
Teacher <i>N</i>	852	57	40	14	23

Note. Adapted from "The Segregation of American Teachers," by E. Frankenberg, 2008 *Education Policy Analysis*, 17, p. 13. Copyright 2008.

^c Denotes African American.

Caucasian teachers were most often employed in schools where the students were also majority Caucasian. African American and Latino teachers were found to be employed in schools where the student population was mainly African American and Latino students, respectively. Asian teachers, however, were employed in nearly equal amounts within schools with high Latino and Caucasian student populations. Native American teachers were not included within this study. Additionally, Frankenburg (2008) discovered that although mixed race teachers were included within the sample, mixed race students were not. The racial and ethnic composition of an educational setting provides strong evidence of the employment preferences of minority educators

toward settings where the student demographic is comprised of demographics similar to their own. The racial and ethnic demographic of educational settings also has an effect on the level of employment satisfaction reported by minority educators (Frankenberg, 2008).

Frankenberg's (2008) research indicated that within schools where the non-minority student population was the highest at 75 to 100%, non-minority teachers reported higher satisfaction levels with their career. Conversely, they reported the lowest levels of career satisfaction when the percentage of non-minority students dropped to 25% and below. The percentage of minority teachers expressing satisfaction with their careers was almost even in the 25-50% and 50-75% ranges. The findings presented by Frankenberg (2008) suggested that minority teachers were generally more satisfied in diverse educational settings instead of settings which were overwhelmingly non-minority.

In a qualitative study on African American educators employed in non-minority schools, Madsen and Mabokela (2000) contended that minorities employed in majority settings are often unable to relate to the culture constructed by members of the majority. As a result, minority teachers are often not well connected to information regarding promotions and networking opportunities. Minority teachers were also hesitant to form relationships with colleagues because of the negative cultural biases of the majority teaching staff (p. 869).

In a later study conducted on the organizational culture in suburban settings, Mabokela and Madsen (2003b) reconfirmed the notion of the minority educator facing negative stereotypes from non-minority colleagues. They stated that minority educators are often subjected to insensitive remarks either directed toward the minority educator or

minority students (p. 740). Participants felt as though their non-minority colleagues questioned their mannerisms and interactions with other staff. Additionally, one study participant reflected on his experiences trying to assimilate into the dominant culture of the building:

I think there are very good reasons why [other African American teachers] don't want to come out to the suburbs. For many it would be a hassle. First, they have to disrupt their social life where they have to make new friends and they have to be more perfect and please people and cut across cultural lines. That can be a hassle. You've got to socialize on their terms. It was a hassle particularly to me. People get tired of proving themselves. They don't want to go through the negatives that exist with parents and the children. They might not get support from administration. You can't trust them. You might be lucky and get someone who is a positive support. So teaching in the suburbs is not just roses, honey, and cream. (p. 746)

The pressure to assimilate to non-minority norms in the school settings may cause minority educators to seek employment within settings where the minority population is the majority. Stainback and Irvin (2012) concluded that when minorities tend to seek employment opportunities where they were in the majority, there was less racial tension. The researchers also state that 12.5% of non-minorities work in a setting where they are the minority compared to 59.2% of African American and 47% of Hispanic employees, respectively. Moreover, minorities were more likely to search for new employment opportunities at greater rates than non-minority employees (p. 10). Further examination

of the reasons why minority educators are seeking other employment opportunities could assist school districts in their efforts to retain minority educators.

Retention of Minority Educators

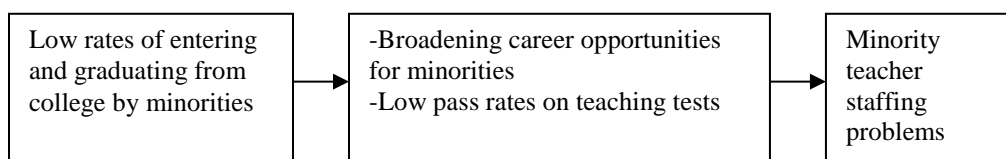
Ingersoll and May (2011) conducted an extensive study on minority educator retention. Their research focused on minority educator employment trends and factors influencing minority educator turnover (p. 6). Among the participants surveyed, 63.2% of minority educators cited job dissatisfaction as the primary reason for transferring to another school. Approximately 49% left their school to obtain a better position within another school. Twenty eight and one-tenth percent of minority educators left their school because of family or personal reasons and 19.3% transferred to another school because of a staffing reorganization within their current school setting (p. 29).

Ingersoll and May (2011) also provided data on the factors influencing minority teachers who left the profession entirely. Forty five and three-tenths percent of study participants cited family or personal issues. Thirty five and four-tenths percent of minority educators left to pursue other employment. Thirty five and three-tenths percent of respondents reported dissatisfaction with their career. Thirty two and nine-tenths percent of minority educators left the education field due to retirement. School staffing reorganization accounted for 9.7% of attrition from minority educators (p. 29). Figure 1 illustrates Ingersoll and May's (2011) root causes for minority educator retention issues and the need for additional research of the organizational culture experience for minority educators within suburban and urban settings. According to Ingersoll and May (2011), the problem of minority teacher retention can be traced back to the characteristics and conditions of the organization. Minority educators were more likely than non-minority

educators to leave an educational setting due to problems within the organization (p. 38).

The lack of autonomy within the educational setting also played a significant role in the retention of minority educators. Ingersoll and May (2011) discovered that on average, minority educators employed in schools with low autonomy were 13% more likely to leave their schools than minority educators employed in schools with high autonomy.

Minority teacher shortage:



Organizational Perspective:

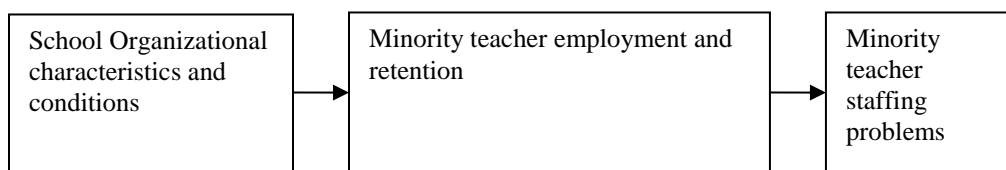


Figure 1. Two Perspectives on the Causes and Consequences of Minority Teacher Staffing Problems. Adapted from "Recruitment, Retention and the Minority Teacher Shortage," by R. Ingersoll & H. May, 2011, Consortium for Policy Research in Education. CPRE Research Report, p. 7. Copyright 2011.

The results of similar studies on minority educator retention suggest that 80% of minority educators leave the profession due to lack of support from the administrative staff within their settings (Connor, 2011). Conversely, in schools where the level of administrative support is high, educators are less likely to leave their settings (Brown & Wynn, 2009). One principal stated their feelings about the importance of providing support for teachers:

I hate to lose a really, really good teacher. So you think about that. What's the best thing I can do to keep a person? Being 100 percent confident that I will work with them and support them, and that's by being open and available to them . . . being very visible. (p. 51)

While organizational support is an important aspect of retention, the demographics of the student population within the organization also contribute to the retention of minority educators (Ingersoll & May, 2011). Non-minority educators were more likely than minority educators to discontinue employment within schools serving high levels of economically disadvantaged students. Minority educators seeking other employment opportunities were less likely to seek employment in lower poverty schools, but instead chose to seek employment in other high poverty schools (p. 32).

Chapter two provided an analysis of the relevant literature on minority educators. Research was presented to examine the factors which influence minority teachers to enter the field of education. Additionally, strategies for the retention of minority educators were discussed. Minority pre-service teachers were highlighted to explore the experiences which lead them to pursue positions within urban or suburban districts. Finally, several suggestions for the effective retention of minority educators were shared. Chapter three describes the research methodology of the current study.

Chapter Three

Methods

This study built upon research conducted by Lee (2010), who examined the experiences of teachers of color within two suburban school settings. Lee (2010) presented several organizational and cultural problems experienced by minority teachers. This study also extended the research conducted by Walker (2004), who examined teacher retention within urban school settings. The purpose of the current study was to examine the experiences and perspectives of minority teachers in urban and suburban settings. The rationale for selecting educators in suburban and urban settings was based on Walker's (2004) and Lee's (2010) recommendations for further research.

This chapter includes the design of the study and a description of the study population and sample. An explanation of instrumentation used within the study, including a detailed list of interview questions, is provided. The method of data collection procedures is explained in addition to the methods used to analyze the data. Study limitations are also provided.

Research Design

A qualitative research design was implemented for this study. Qualitative research is used to seek an understanding of situations faced by populations of people or by individual participants (Creswell, 2009). Responsive interviewing was used as the primary research protocol. During responsive interviewing, it is important for researchers to explain the purpose behind their research to the participant and the role they have as researchers (Rubin & Rubin, 2005). When the researcher and the

interviewee both set role expectations, it allows the participant to gain confidence that the interviewer is researching what they intend to research (Rubin & Rubin, 2005).

Researchers who employ a responsive interview design should provide participants with overviews of themselves and of the subject matter they are researching (Rubin & Rubin, 2005). Researchers should also make the participant feel at ease by structuring the interview so that simple questions are asked in the beginning and more intense questions are asked later in the interview. Rubin and Rubin (2005) suggested that researchers ask questions or have conversations that will end the session in a positive manner at the conclusion of the interview.

Rubin and Rubin (2005) highlighted several guidelines for responsive interviewing:

1. Interviewers should gather information about participants' experiences and their interpretations of those experiences.
2. Interviewers must be careful not to interject their own experiences, prejudices, and beliefs during the interview process.
3. The interviewer has a moral and ethical responsibility to protect the sensitive information provided by the study participant.
4. The interviewer must be willing to explore additional emergent themes during the interview process. (p. 179)

Bogdan and Biklen (2003) suggested that researchers develop open-ended interview questions so participants are able to express themselves without restraint.

Seidman (2006) warned against using interviewing as a means to test hypotheses or evaluate the participants (p. 9). During the responsive interview process, researchers are

encouraged to avoid questions that require “yes” or “no” answers, and instead ask questions which will allow the participant to provide an in-depth response (Rubin & Rubin, 2005). Main questions are used which allow the researcher to ask a series of questions that provide a basis from which all other interview questions are asked (Rubin & Rubin, 2005 p. 134). Follow-up questions are used to explore new themes. Probes are used to provide the researcher with clarification on unclear participant responses (Rubin & Rubin, 2005).

Counter-stories are used within CRT research as a way to provide an opportunity for individuals to share their experiences with racial inequities (Ladson-Billings, 1999). CRT is used in the current research study to provide minority educators with an opportunity to share their counter-stories. Some scholars suggest that CRT as a theoretical framework is unempirical (Ladson-Billings, 1999). However, a review of the research indicated that counter-stories provide an opportunity for individuals to share their experiences that may otherwise go unheard (Ladson-Billings, 1999).

Solorzano and Yosso (2002) agreed with Ladson-Billings’ (1999) research exploring the resistance of using CRT by some scholars. In their research, the authors presented evidence that CRT as a theoretical framework “focuses research on how minorities experience and respond to the U.S. educational system” (p. 37). Additionally, Soloranzo and Yosso (2002) argued that CRT research provides the opportunity for dialogue on racial inequities. The current research study utilized CRT as a method of examining the experiences of minority educators employed in urban and suburban settings. Using CRT along with responsive interviewing enabled the researcher to

opportunity to examine participant perspectives through counter-stories (Solorzano & Yosso, 2002).

DeCuir and Dixon (2004) cautioned researchers to not rely solely on the use of counter-stories within CRT research. They suggested an examination of the effect of white privilege on participants' counter-stories. The current study examined McIntosh's (1988) research on white privilege. The effects of white privilege on participants' counter stories are discussed in chapter five.

Population and Sample

The population for this research study was comprised of minority educators. The sample consisted of minority ($n = 10$) educators who were employed in public urban and suburban K-12 educational settings. Purposive sampling was employed to provide the researcher with a variety of interpersonal and organizational experiences from urban and suburban settings (Patton, 1999). Polkinhorne (2005) stated that study participants who have direct experiences with the research topic can provide the most in-depth data. The sample for this study included K-12 administrators ($n = 2$) and teachers ($n = 8$) employed full-time.

Sampling Procedures

Participants were selected based on their self-reported racial identity as educators of a minority status, and their current employment within an urban or suburban educational setting. Two study participants, who initially verbally committed to the study, did not return their consent to participate form. A snowball technique was used by the researcher to solicit additional participants by asking the current participants for references of other minority educators. Potential participants were then contacted by

phone or email. Consent forms (Appendix C) were sent to participants for participation in the study. The following is a description of each participant at the time each was interviewed. Pseudonyms have been assigned to protect individual identities. Age and employment titles are reflective of the 2012-2013 school year.

Desiree is a 32 year-old African American female. She teaches 8th grade language arts in a suburban Title I charter school located in the Midwest. This is her first year teaching. Before obtaining her current teaching position, Desiree served as a paraprofessional for 3 years within her building.

Tracy is a 40 year-old African American female. She teaches 2nd grade in an urban Title I charter school located in the Midwest. She is a second generation educator.

Thomas is a 28 year-old African American male. He teaches 8th grade mathematics in a suburban Title I charter school in the Midwest. This is his third year in education. Thomas also serves as a mentor for students attending a virtual learning high school.

Alexis is a 27 year-old African American female. She teaches kindergarten in a suburban elementary school in the Midwest. This is her fifth year teaching. Alexis is enrolled in a doctoral program studying educational leadership and is an active member of an African American sorority.

Mark is a 50 year-old Palestinian male. He is a former teacher at an urban middle school in the Midwest. Currently he is on faculty at a university in the Middle East.

Jamie is a 33 year-old Asian female. She is an English as a Second Language teacher at an urban middle school in the Midwest. She has 10 years of educational

experience. Jamie is completing work toward a doctoral degree in Educational Leadership.

Stacey is a 38 year-old Hispanic female in her fifteenth year in education. She currently serves as a school administrator in the Midwest. Stacey holds the distinction as being the first minority in a position of leadership within the district.

James is a 35 year-old Asian male. He is an English teacher at a suburban middle school in the Midwest. This is his 8th year in education. He was formerly an English teacher at a suburban high school.

Natasha is a 32 year-old African American female. She is currently employed as a Title I coordinator at a suburban middle school in the Midwest. This is her 11th year in education. She also has experience teaching in the urban setting as a language arts teacher.

Marie is a 34 year-old African American female. She serves as the dean of students at an urban Midwestern high school. This is her 10th year in education. Marie is an active member of an African American sorority.

Instrumentation

Responsive interviews are guided conversations between the researcher and the study participant (Rubin & Rubin, 2005). Conversation should have continuity, free from interruptions from the interviewer and off-topic conversations (p. 108). Rubin and Rubin (2005) suggested that interviewers should demonstrate empathy and concern, while at the same time listen and probe for more thorough responses. Using a responsive interviewing method for this study allowed the researcher to have candid conversations with participants. Telephone interviews, video conferencing, and in-person interviews

conducted by the researcher were the primary instrumentation methods used during the data collection process.

Measurement

A Critical Race Theory framework was used in the current study to provide participants with an opportunity to share their respective counter-stories. The interview items (Appendix F) used in this study directly corresponded to each of the research questions and to the purpose of the study. Interview items were selected to analyze minority educator perspectives of workplace experiences in urban and suburban settings. Interview questions were constructed to go from general to more specific. Questions were developed to provide an opportunity for study participants to share their backgrounds, perspectives on organizational culture, and interactions with colleagues. Additionally, participant responses were compared to a review of the literature on the experiences of minority educators employed in urban and suburban settings. Demographic information including age, school role, and racial identity was collected from participants to provide a comparison of trends from the data.

Reliability and Validity

There are several ways in which a researcher can measure the reliability and validity of qualitative research (Krefting, 1991). If the researcher is certain of the exactness of the results relative to the sample and research method used then true value has occurred (p. 216). Member checking was used during this study to ensure the exactness of results. The results within this study can be applied to other school personnel of self reported minority status. Further, the results would remain constant when replicated with similar study participants (p. 216). Five participants were employed

in urban settings and five participants employed in suburban settings which assisted in replication of results from similar study participants. Finally the results from this study were derived directly from responses of the participants and member checking was utilized to maintain neutrality.

Krefting (1991) encouraged the use of a field journal to record steps taken during the data collection process. The field journal can also be used to note any prejudices and bias the researcher may have felt during the process. Rubin and Rubin (2005) suggested that a responsive interviewer can maintain credibility when the researcher allows the transcriptions, field notes, and recordings to be viewable to interested parties. Immediate transcription of notes and recordings also ensures the researcher does not make up his or her own storyline. Rubin and Rubin (2005) cautioned that any personally identifiable or sensitive information should always be kept confidential. After each interview, the researcher listened to each recording multiple times to ensure that there were no errors or omissions to the final transcription. Transcriptions were available to participants for the purposes of member checking.

Dependability within a qualitative interview study can also be achieved by ensuring that all participants are asked the same set of questions (Cohen, Manion, & Morrison, 2007). Addressing errors in coding and transcriptions can also increase dependability. The researcher must ensure that interview questions are not leading a participant in a specific direction. This was accomplished by the researcher developing and asking open-ended questions that allowed participants to describe their experiences.

It is important to note that Creswell (2009) warned against making broad generalizations to “individuals, sites, or places outside of those under study” (p. 193).

The perspectives and experiences of the participants', both individually and collectively, should not be generalized to the entire minority teaching population. Instead, the perceptions and experiences should be closely examined along with broader concepts presented in the literature (Creswell, 2009). The researcher addressed this issue by comparing participant experiences and perspectives with those noted in earlier research studies.

Member checking (Creswell, 2009) was utilized to ensure reliability and validity for this study by sharing common themes with participants and allowing them to follow-up with additional perspectives. Carlson (2010) offered several suggestions for a successful member checking process:

1. When allowing participants the opportunity to review their transcribed responses, consider providing them with transcriptions which have already been edited so that the participant does not feel uncomfortable about any grammar and usage mistakes they may have made during the conversation.
2. Provide clear guidelines to participants about what the researcher expects from them during the member checking process (i.e. allowing participants to edit their own grammar errors or re-write the entire document).
3. Notify participants if you are going to use their entire transcription or partial sections in the final report. This may alleviate disappointment when a participant reads the final report and notices the length of their responses may have been shortened.
4. If a decision is made by the researcher to use participant responses verbatim, obtain participant permission before writing the final report.

5. Realize that not all participants have the same reading and writing abilities.

Provide differentiated accommodations for participants to review their responses. (pp. 1108-1110)

Data Collection Procedures

A request to begin data collection for the current study was requested from the Baker University Office of Institutional Research (Appendix A). After permission was granted (Appendix B), the data collection process began. Permission was obtained from Vera Lee in 2011 (Appendix D) via email to use and/or modify several interview questions utilized in her study of minority teachers in suburban educational settings (Lee, 2010). Consent forms (Appendix C) were emailed or given to each participant to sign and return to the researcher by email or in person. The consent forms explained the scope of the research study (Rubin & Rubin, 2005) and provided the contact information for the researcher. Participants were given the option of mailing the consent forms to the researcher or the form could be sent via email or fax. Follow-up emails and phone calls were made to participants who did not return consent forms. After each consent form was returned, participants were either emailed or mailed a copy of the interview questions in advance. This allowed the participants the opportunity to write down any key ideas or notes related to their responses. Carlson (2010) suggested using this method so that participants are more at ease during the actual interview process. Consent forms were color-coded with yellow for suburban schools and orange for urban schools. The researcher created a spreadsheet table and assigned pseudonyms to study participants in order to maintain anonymity during the reporting process.

Signed consent forms were placed into individual folders labeled with each participant's pseudonym. Folders were used by the researcher to maintain an organizational system for handwritten notes, follow-up questions, and other documents related to the study. An electronic file was made on the researcher's computer for each participant. This password protected file contained audio and written transcriptions.

A date and time was confirmed with each study participant via email or phone to conduct the initial interview. Two interviews were scheduled with each participant. For this study, the interview protocol (Appendix E) was read to participants and participants' questions or concerns were addressed. After the researcher and the participant discussed their expectations for the process, the researcher began the interview process by building a collegial relationship with the participant. This was initially accomplished by asking questions about the participant's background and personal accomplishments. Interview items were open-ended which allowed the participant to provide examples and elaborate during their responses. The researcher was careful not to interject during a response so that the participant could speak without restraint. Participants were given the opportunity to decline to have their interview recorded if they chose. Interview sessions were approximately one half hour long in duration. In order to remain respectful of the participants' time, the researcher used an electronic timer. Handwritten notes were also used during the interview process which allowed the researcher to make note of new themes that emerged during the conversation. Additionally, notes were used to formulate additional interview questions for participants.

Follow-up interviews were requested and conducted if more information or clarification was needed. Rubin and Rubin (2005) suggested that researchers should ask

follow-up questions and probes to gather more in-depth information during a responsive interview. Follow-up interviews were conducted using the participant's preferred method of contact at a time mutually convenient for both parties.

After each interview was completed, the audio version was transcribed by the researcher and placed in the participant's file. This allowed the researcher to keep each interview organized for data analysis. Special care was taken by the researcher to ensure that the audio and transcribed versions of the interviews were exact. This was accomplished by reviewing the transcribed version of the interview while listening to the audio version. Participants were either emailed or sent hard copies of their interview session. Each participant was given the opportunity to address and correct the content of their responses. Participants could make corrections either electronically or on hard copies of transcriptions. Any corrected transcripts were added to participants' folder. If, upon review, a participant chose not to make corrections, a notation was made in their respective folder noting this choice. Each transcript was then re-read to begin the data analysis process and address the following research questions:

1. What factors influence a minority educator to pursue and remain employed in an urban setting versus a suburban setting?
2. Do the interactions between minority educators and their colleagues have an effect on their experiences?
3. What impact does the organizational culture have on participant perspectives?

Data Analysis

The Dedoose Research Analysis software package was used to upload and analyze files of interview transcripts. After the transcripts were uploaded, descriptors

were used to provide demographic data for each participant. Descriptors included: age, ethnicity, gender, years of experience, employment setting (urban or suburban), and employment level (elementary or secondary). Next, the researcher re-read and coded each document line by line. After codes were developed for each document, the researcher re-read the documents again in an effort to discover additional codes. Additionally, the researcher manually constructed a code list from pencil and paper as a secondary visual.

The Dedoose research analysis software package allowed the researcher to examine the frequency of codes by transcript. A code definition feature was available which allowed the researcher to define each code as it was discovered. Comparisons between codes were analyzed by using the qualitative chart function within the program. The researcher was able to examine interview excerpts against all 77 codes developed during the analysis. During the analysis of transcriptions, coded responses were compared between educators working in suburban settings and educators working in urban settings. The findings from the study are presented in chapter four.

Creswell (2009) suggested several steps to effectively analyze qualitative data:

1. Develop a system for compiling all data to be analyzed
2. Review the data collected
3. Develop a coding system to arrange the data into manageable sections
4. Construct themes from the codes
5. Determine how the themes will be presented within the study. (pp. 179-187)

Qualitative coding is the process of determining a definition from the data collected and analyzed (Gibb, 2007). The coding process allows the researcher to

examine all of the collected transcripts and combine commonalities, themes, and ideas (Gibbs, 2008). Within this study, a concept-driven open coding process was utilized. Concept driven coding is the process of using themes discovered within a review of the literature or from the interview questions (Gibbs, 2008). The open coding process allowed the researcher to analyze transcripts and generate questions about the responses. Gibbs (2008) stated that analyzing questions and their answers through open coding provides the researcher with a foundation for more developed themes within the study.

Ryan and Bernard (2003) defined themes as “abstract, often fuzzy, constructs which investigators identify before, during, and after data collection which come from the characteristics of the phenomena being studied” (p. 87). The authors reviewed several ways in which researchers can construct themes within qualitative research:

1. Make notations of repetitious words or phrases within interview transcripts.
2. Search for unusual vernacular used in common by study participants.
3. Look for comparisons between respondents and findings within the literature review.
4. Review hardcopies of transcriptions and highlight key phrases and patterns. (p. 89)

Ryan and Bernard (2003) also noted that a combination of techniques may be needed to discover new themes. Although there is no limit to the number of discoverable themes, researchers should keep themes focused on the research questions being addressed. To begin the initial data analysis within this study, the researcher took each individual transcript and made notations in the margin to denote either a comparison to another respondent or to the literature review findings. Gibbs (2008) cautioned against

simply developing categories and transferring the categories into the findings section of the study. He recommended the creation of a qualitative table for the following purposes:

1. Examining patterns within the data.
2. Constructing models based on the patterns examined and
3. Providing explanations for the phenomena. (Gibbs, 2008, p. 78)

For this study, the researcher reviewed each transcription for patterns of phrases or experiences expressed by each participant. After common themes were examined, the researcher compared themes to the literature. Finally, the research findings were interpreted in chapter five.

Limitations

Lunenburg and Irby (2008) stated that limitations are factors outside of the control of the researcher. There was a possibility that participants may not have been entirely forthcoming in their responses to interview questions. For various reasons, participants may have decided not to answer a particular interview item. Finally, although the researcher was very cautious to remain unbiased, the nature of this type of analysis makes that a possibility.

Summary

Chapter three outlined the research methods used within the study. The research design was discussed along with a detailed list of interview questions. The population and sample were described. Reliability and credibility procedures were presented. Data collection methods and analysis were also provided. The research findings are discussed in chapter four.

Chapter Four

Results

This chapter provides an overview of the findings of the research study. The purpose of this study was to explore the experiences of minority educators in urban and suburban educational settings. Critical Race Theory was used as a theoretical framework. The experiences of ten minority educators were studied through interview sessions during the winter of 2012 through early 2013. Educators were chosen based on their self reported minority status. Table 6 represents a summary of participant demographics.

Table 6

Participant Demographics

Name	Age	Gender	Racial Identity	Setting	Level	Yr ^d
Thomas	31	Male	African American	Suburban	Elementary	4
Alexis	27	Female	African American	Suburban	Elementary	4
Natasha	32	Female	African American	Urban	Secondary	9
Tracy	40	Female	African American	Urban	Elementary	18
Jamie	32	Female	Asian (Hmong)	Urban	Secondary	10
Stacey	38	Female	Hispanic	Suburban	Secondary	16
Desiree	32	Female	African American	Suburban	Secondary	3
James	29	Male	Asian (Vietnamese)	Suburban	Secondary	7
Marie	36	Female	African American	Urban	Secondary	8
Mark	48	Male	Middle Eastern	Urban	Secondary	16

Note. ^d Indicates years of experience as an educator.

Female participants ($n = 7$) comprised seventy percent of the study sample. There were five educators employed in suburban settings and five educators employed in urban settings. African American educators ($n = 6$) represented sixty percent of the study sample. Asian educators ($n = 2$) represented twenty percent of the study sample.

Hispanic educators ($n = 1$) comprised ten percent of the study sample. Middle Eastern educators ($n = 1$) represented ten percent of the study sample. Elementary educators ($n = 3$) consisted of thirty percent of the study sample. Participant ages ranged from 27-48 years old. More than half of the participants ($n=6$) had less than ten years of experience. Results include responses derived from interview sessions conducted by the researcher.

A total of 77 (Appendix G) codes were identified with an average of 24 codes per transcript. Six major themes and nine subthemes were constructed from an analysis of the data derived from the codes. A description of relevant themes is presented below. The first theme *Participant's Family and Schooling* describes participants' reflections on their upbringing. Additionally, participants discussed their early schooling experiences. Subthemes included: *Family Support and Participant's K-12 Schooling Experiences*.

As the participants recalled their early family and schooling experiences, the conversations began to focus on college and career exploration. From this discussion, a second theme *Post Secondary Educational Experiences* emerged. This theme developed from participant responses on their collective academic experiences while attending college. Two subthemes *Selection of Education as a College Major* and *Level of University Support* were derived from participants' reasons for selecting education as a career and to what extent were they supported by their university.

After participants discussed securing employment within urban or suburban educational settings, the next major theme, *Relationships with School Stakeholders*, emerged. Frequent communication with school stakeholders is part of every educator's daily routine. Three subthemes, *Interactions with Students*, *Interactions with Parents*,

and *Interactions with Colleagues*, emerged from participant descriptions of everyday communication with school stakeholders.

The fourth theme, *Experiences as a Minority Educator*, builds on the participants' interactions with school stakeholders. Participants discussed their awareness of being a minority educator within their setting. The level of comfort with being a minority educator within a non-diverse faculty was also shared. Subthemes included: *feelings of being an "outsider," insecurity with their initial job performance, feelings of having something to prove, status competition between participants and members of their own race.*

Workplace Perceptions was the fifth major theme developed from the data. After the participants shared their individual experiences as minority educators the following subthemes developed: *descriptions of how they felt they were perceived by colleagues and participant perceptions of the interactions between non-minority educators and minority students.*

The final theme, *Organizational Culture and Acceptance*, emerged from participant recollections of the level of embracement of minority students and educators on a system-wide basis. *Suggestions for improving the organizational cultures of buildings and districts as it relates to embracement of multiculturalism and minority recruitment initiatives were the final subthemes.* Thematic patterns and significant findings were used to address the research questions. Factors influencing a minority educator's decision to pursue and remain employed in an urban setting or a suburban setting included a participant's family upbringing and schooling, and post-secondary educational experiences. Relationships with the school stakeholders (parents, students,

and colleagues) had an effect on the experiences of minority educators. Finally, the of organizational culture and level acceptance of multiculturalism had an impact on the perspectives of the participants.

Interview questions allowed the participants to reflect on their upbringing and educational experiences. Participants shared experiences from the first few months of employment within their setting and the perceptions they held about the interpersonal relationships with colleagues. Finally, the effects of the organization's culture on work performance, embracement of multiculturalism and recruitment efforts were examined.

Theme 1: Participant's Family and Schooling

Participants were asked to describe their background and K-12 schooling experiences. Participants were free to discuss any aspect of their childhood, schooling, or both. The researcher examined the level of support provided to participants by their respective family members. This included support for the decision to attend college and the selection of a college major. Additionally, the level of support provided by the participant's K-12 teachers was discussed.

Family support. Nine out of ten participants grew up in two parent households. Although all of the participants stated a family expectation for attending college, the levels of support varied. Three participants discussed being strongly influenced to continue their post secondary education by their fathers. Of those three participants, two were the children of immigrants. Stacey talked about her father's expectation for success and how it differed from her mother's:

I grew up in a family of 5, of course my mom and dad and I we were not rich by any means at all. My dad was the only one who worked; my mom's job was to be

a house wife. Up to now she's never worked in her life. Education in our house was important more so to my dad than my mom. My mom got pulled out of 6th grade to go pick cotton and work in the fields with her family, my dad was able to graduate from high school, but then after that he went to work in his dad's farm. With that being said, that's why my dad pushed education quite a bit, but when I say pushed he wasn't like you know go to college do this... They were more concerned with get your high school degree and then if you can we want you to go to college. My mom could never understand.

For two participants, although their families expressed a desire for them to attend college, they were unable to assist them with filling out the necessary paperwork because they had never attended. As a result, they had to rely on the assistance of friends or themselves due to a lack of assistance from school guidance counselors. The lack of assistance, as one participant pointed out, led to an inability to obtain information about scholarships and grants. Two participants faced discouragement from family members about their choice in college major. Education, although an admirable profession from the family's viewpoint, was not the career path that they envisioned for their children. Consequently, they were encouraged to pursue more lucrative careers in fields such as medicine and business.

Participants' K-12 schooling experiences. Seventy percent of participants attended schools in a suburban area. Three attended private school. Eight of the participants grew up in the Midwest, one grew up in the South and one grew up in the Middle East. None of the participants reported growing up in an affluent family. More than half ($n = 6$) discussed the racially homogenous demographic of their K-12 school

setting. There was no mention of K-12 racial demographics by any of the male educators. A subsequent discussion followed of the awareness of being either the only or one of a few minority students at their school. Marie shared her experiences growing up in a suburban Midwestern town and the prejudice she experienced from classmates:

I was the only Black kid in my grade. There were always reminders. I remember one time when someone dropped their pencil on the floor, a kid told me, to pick it up like you picked cotton. Other kids looked at me because I was light skinned and articulate and said, Oh, well you're different. So that alienated me from the other Black kids because I wasn't White and I wasn't Black enough for them.

In addition to experiencing prejudice from classmates, one participant recounted her negative experiences with K-12 teachers. She attended a Southwestern school located in a predominately Caucasian suburban town in the 1980's. Lower income, primarily Hispanic students were bused in from a neighboring town:

I would say that my high school experience was probably one of my worst experiences growing up because I experienced quite a bit of prejudice growing up in that town. Not only by some of my classmates, but from teachers. I could see it, if you were Hispanic or not from their city or didn't fit in, then you were looked at as they are just going to go to high school and they weren't going to go any further, so I never felt that they put any extra effort into us, into our education. It was just give them what they need to get by and that's it. There were times where I really felt one of the hardest things for me is I was a teenage mother. I got pregnant my senior year of high school. I was in National Honor Society and I had one teacher specifically that wanted me out because she said I

wasn't being a leader, but yet there was a Caucasian student who had a baby her junior year and no one did anything. She was allowed to stay in there. But when it was me, she went to the extreme. I was very fortunate that our school counselor even though he was Caucasian, he was actually my dad's coach and teacher and he fought for me and obviously I was able to do that but I would say I wasn't crazy about my high school experience. I was dying to get out and never wanted to go back again. When I go home and visit, there is not a single teacher that I can say Oh this person impacted my life. There was no one like me number one, majority of our teachers were White.

Although some participants shared negative experiences, four participants shared positive K-12 experiences. They each cited examples of the impact a teacher had on their success. Two of the four participants were products of a private school environment. Three participants who reported positive relationships with K-12 teachers attended school in an urban environment. Jamie attended school in an urban setting and now works as an educator in an urban high school. She shared her experience as an English as a Second Language student and the effect it had on her decision to become an educator:

I think the very first thing that helped me become an educator was when I first started school. I spoke very little English and there was an ESL teacher who actually spoke my language and she made me feel more comfortable. I thought to myself I want to do that one day.

Jamie eventually became a middle school ESL teacher. Her level of comfort within the classroom was affected by her limited English skills. This account demonstrates the impact of having a teacher who shares the same cultural influences.

Two participants with positive K-12 experiences recalled performing at the top of their classes. Both stated how their relationships with teachers helped shape the need to perform at a high level. Data from the interview sessions reveal a correlation between a positive K-12 experience and a participant's eventual desire to pursue education as a career.

A family's support of education had an impact on participant's decision to pursue higher education. The level of support for higher education by family members varied for participants. All participants wanted to attend college, but some did not have access to the information needed to make a smooth transition from high school. Several families expressed a desire for their children to obtain careers in field other than education.

Relationships fostered with K-12 teachers and classmates affected some participants' view of schooling. Participants who shared negative experiences generally wanted the schooling experience completed as quickly as possible. For those who reported positive relationships, the experience translated into fond memories of the impact their teachers had on their lives and for some, their decision to pursue education as a college major.

Theme 2: Post-Secondary Educational Experiences

Participants were questioned about their university experiences. Participants shared interactions with professors, and other students. They also discussed their reasons

for entering the education field. The researcher examined the level of support provided to participants by their university and professors. This included the relationships formed between the participant and their professors. A deeper examination of the decision to select education as a career was explored.

Selection of education as a college major. There was an eventual change in the selection of a college major to the field of education by six of the ten participants. No changes in college major were reported by participants who attended private schooling. Initial selections of career paths included law, medicine, business, engineering, graphic design, and criminal justice. Family influences affected the decision to initially select another career path for two participants, however, one of those participants eventually decided that he was more passionate about becoming an educator:

I was going pre-med track and I think some of that has to do with some of the cultural expectations, in some aspects I did come from almost a stereotypical, very driven Asian American background. My parents coming from Vietnam they wanted me to make something of myself. They didn't want me to slide by in life. My parents were kind of an interesting blend of old fashioned Asian American values that valued finding a high earning occupation, something very white collar and professional. At the same time they adopted the American view of do what you're passionate about. It was kind of this interesting blend. So I think I really took to heart that idea of being driven. I need to get a job that earns six figures. I really internalized that during high school and that was my primary motivator: earning power. That was what drove me. When I got to college and was a freshman, it really sunk in what all that would entail. Not only would it be the

income that I was earning, but it was something that I would invest the prime years of my life in. Could I really be passionate about that?

Being passionate about education was something shared by all ten participants. Many of them cited examples of how they wanted to become a mentor to students or to give back to their communities. Thomas recounted his involvement in an automobile accident as the reason he made the switch to the educational field:

I actually had an automobile accident where I hit and killed a pedestrian: a 73 year old lady. For the first two years after the accident I wouldn't talk about it and I became this callous and hard individual. It was until I had a conversation with my mom and she told me that I was so mean to people and that if something happened to me, no one would want to come to my funeral. That completely turned everything around for me. Instead of throwing a pity party for myself I started to look at that experience as a blessing and that 73 year old lady, that life was given up in order for me to start living mine. I didn't want her life to have been in vain, so I decided that I needed to do something to give back and serve my purpose where I can service people and that's when I decided to become a teacher.

Jamie shared her experiences working with a student with special needs as another reason for entering the education field. She also wanted to return to the urban setting where she grew up to become a role model for students. Alexis' parents owned a daycare center that provided her with opportunities to help children. She credits her interactions with them as a motivating force behind her decision. Stacey stated that a job as a youth basketball coach helped solidify her decision to become an educator.

Moreover, because she did not have a positive K-12 experience, she wanted to ensure that she could provide such an experience for her students so that they could have the opportunity to attend college.

Level of university support. Midwestern universities were attended by eight out of the ten participants. One participant attended college in the Southwest and another participant attended college in the South. All of the universities attended were public, state funded institutions. Each participant in the study has earned a Master's degree or higher. One participant transferred universities due to low levels of both university support and ethnic diversity. He shared feelings of disconnect at his former university and his eventual success after the transfer:

After about a semester I transferred and I wanted to become a teacher. My experience at the first university was horrible. I was away from home for the first time in my life. I made up less than one percent of the population of minority students enrolled. For me, the second university was the polar opposite of that. The support that was extended to students there was something that I had really become accustomed to. When I enrolled in my second university everyone was so receptive, so supportive; willing to just help you out even if you didn't ask for it.

In contrast, Tracy had to seek assistance from outside of the university with finding a student teaching placement. Although Tracy attended a university in a suburban area, she had aspirations of becoming a teacher in an urban environment. The university refused to place her in an urban setting, and instead referred her to the departmental policy of placing student teachers within schools in close proximity to the university.

According to Tracy, this policy was not enforced with fidelity because there were students who did not complete their student teaching placement near the university. Tracy eventually had to ask a family member who was employed by an urban school district for assistance with her placement. Additionally, she also had a difficult time finding a faculty member who would travel to the city for the required observations and meetings. Despite her experience with the university, Tracy stated she was grateful that she had the opportunity to complete her student teaching in an urban setting so that she could serve her community.

Obtaining post secondary education was important for each participant. Giving back to their respective communities was a common reason for a participant's selection of education as a college major. Previous personal and educational experiences also influenced the decision to become an educator. Participants discussed varying levels of university support as they prepared themselves for employment opportunities in the educational field.

Theme 3: Relationships with School Stakeholders

The development of positive relationships with school stakeholders was a recurring theme cited by participants. Participants were asked to describe their relationships with parents, students, and colleagues. The researcher examined the dynamics of the relationships reported by participants. Examples were provided of how the relationships were built and maintained. The effect positive and negative stakeholder relationships had on job satisfaction was examined.

Interactions with students. Overall, positive relationships with students were reported by all ten participants. There were, however some challenges reported. Mark

recalled a turning point in his interactions with one of his students. As a beginning teacher, he was still learning how to build relationships with students. The student confronted Mark about not being sensitive to his troubled home life. Mark admits the honesty of the student's statement caused him to examine his sensitivity to student needs. As a result he focused on improving his interactions with students.

Alexis described her uneasiness as a minority educator teaching in a predominately Caucasian, suburban setting. As a primary grade teacher, she expressed her awareness of being one of the first teachers that her students will be exposed to. She shared that she prefers to be employed in an urban setting and frequently questions if the children in her classroom are not connecting with her due to race. Alexis stated that she converses frequently with another minority teacher in her building who shares the same concerns.

Participants discussed attending outside sporting events and making personal connections with students as methods for establishing positive relationships with students. As an administrator, Stacey related that she frequently calls students down to the office even when they are not in trouble so that she can check in on their progress. Desiree described her relationships with students as absolutely phenomenal:

I had one of my eighth graders get up at graduation and tell the entire audience that he was going to miss being in my class. He looked directly at me and said she treats us like we're her own children. That comes from discipline to acknowledgement, everything is wrapped in love. Even with students who were challenging and parents who were challenging, at the end of the day I knew I had garnered their respect.

Establishing a mutual respect was very important for James. He views his interactions as a partnership and stated that he tries very hard to build a level of trust with students. For James, high levels of trust allowed students to see him as an advocate of their success. Additionally, his advocacy for students assisted his efforts of building positive relationships with parents.

Interactions with parents. Developing parental partnerships was important to all of the participants. The partnership between Tracy and the parents of her students was so strong that when she transferred to another charter school, half of her students followed her to the new school. She credited her successful parental partnership to developing an understanding of the family's background. Tracy felt that building this connection will ultimately help her students' learning. Similarly, Jamie felt that building positive relationships was a large part of her role as an educator. Jamie made sure she made an extra effort to help parents understand how to help their children with their homework. The parents in her classroom were frequently provided with resources to assist them in this endeavor.

Not all of the participants had the same level of success building parental partnerships. Thomas shared his experiences as one of the few minority educators in his suburban school:

There have been situations where when students leave me every day, they are getting into cars with the Confederate flag on the front. I was actually asked to take off a t-shirt that I had on one year that said, I love Michelle Obama because of the demographic that we're servicing. I've had a parent come into the room and upon seeing me during the first two weeks tell me, you know I really need for

you to understand that my daughter is going to challenge you on everything you say. It kind of struck me as odd. I asked her what she meant. She said, We watch a whole lot of Glenn Beck in our home. I said to her, Well ma'am, this is a math class, it's not a college level political science class, so right wing policy versus left wing policy doesn't have a home here. Those are the ones that stand out, but I also have parents who absolutely love me and who think it's cool to have the African American teacher because they had never been exposed to that before. You have parents who are definitely more open to my style of teaching and you have parents that aren't as comfortable with it.

Although the interactions between Thomas and the parents of his students were not always perfect, he reiterated the importance of making a difference in the lives of his students. Thomas also shared the hope that his students realize that he was a regular person who has the same happy and sad moments that his students may feel. Maintaining a positive connection to students is something he takes great pride in nurturing.

Fostering positive relationships allowed participants to become successful with their students and families. Relationships were built by developing an understanding of family background. Participants continued to put the needs of the students first despite opposition faced by parents. Educating students was the top priority in the workplace.

Interactions with colleagues. Participants were asked to describe their interactions with minority and non-minority colleagues. Participants shared how they attempted to build relationships with colleagues. The researcher analyzed the differences between interactions in the suburban and urban setting. The relationship between the interactions and the participant's perception of colleagues was also examined.

The ability to maintain positive relationships with colleagues was reported by five participants. Three participants were secondary educators. One participant was employed in an urban setting and the other four in suburban settings. Jamie stated that she would not have had a successful first year if it were not for the support she received from fellow staff members. In her new role as instructional coach, she realizes that although she has positive interactions with her colleagues, they do sometimes show resistance to her feedback. Thomas shared that he worked hard to build relationships with colleagues throughout the school. He serves on a building committee that focuses on positive school culture. Sara credited the advice given by her dad which was to always find the positive attributes in people. She felt that this has helped her interactions with both minority and non-minority colleagues. Tracy said that her love of helping people allows her to learn from them. She felt it is a two-fold process that enables her to become a better educator.

Although Mark stated that he was friends with many of his colleagues, he also expressed that he faced discrimination from some staff members. He felt that because of his Middle Eastern heritage there were some staff members who treated him differently. Mark believed that because people could not talk negatively about his level of education, that they used his accent and his heritage as a way to display their feelings about him:

I was never discriminated against or made fun of by the children. It was always with the adults. There would be teachers who would walk up to me and say things in very hateful and hurtful ways just because they can.

Additionally, Mark also recalled a time in the wake of the World Trade Center tragedy where he was approached by the principal of the school as a substitute teacher.

He felt that the principal was insinuating that he wanted to fire him. Mark explained to the principal that he was not there to impress him, but that he was there for the students. He was released from the position, but eventually obtained another job within the district as a certified teacher.

Strong bonds with other minority colleagues in respective buildings were reported by five participants. Of those reporting strong bonds, four were employed in suburban settings. Positive minority interactions were reported at higher rates by the secondary educators participating in the study. Three of the four participants reporting positive minority interactions were employed in buildings with minority principals.

Natasha, who was employed in an urban setting, described her perceptions of how others view of her interactions with another African American teacher. She recently transferred into the district from a suburban school with significant diversity within the faculty. Her current district was comprised of mostly African American students and has a predominantly Caucasian faculty. She stated in her interview that she interacts with them professionally:

When I talked to the other Black teacher in my building it's more of a girlfriend sisterly type thing. Sometimes I don't want it to be that way because I don't want people to think, Oh look at the two Black teachers, they are buddy buddy. It's just easier to be buddy buddy with the Black teacher. Even with the new assistant principal for the high school people would ask me how I knew her and I would just say I don't know maybe it's because we're both Black, we both stick out. It's more relaxed. It's almost like I don't have to think about being Black when I'm talking to you. I don't have to think about what I say, I can just say whatever. I

don't want to be the only representation of Black people that these White people have. I feel like I don't want to be the angry Black girl.

Thomas, who was employed in a suburban district, also shared his concern about his non-minority colleagues' perception of the interactions between the minority teachers in the school. He stated in his interview that he "prides himself as being diverse." Although he was a member of a committee which aims to bridge communication between teachers and administrators, he still questions how to assist in addressing issues regarding African American students and frequent discipline. This is his fourth year working in the building:

There are a lot of commonalities from the way we view things. Since there are so few of us, we are a family. We support one another, we have to stay sane while watching the same Black kids get put out of the classroom. We struggle with how to deal with it, and how to bring it to the topic of discussion. We don't want people thinking we're playing the race card. I don't think there has to do with any judgment, I just think there is a disconnect there.

Desiree described the impact that interaction with minority educators has had on her career. During her interview session she said, we are a family and we operate like that. She stated that although she has had great relationships with some of the non-minority staff members in her building, there are still a few that she has not connected with. She, like Thomas and Natasha felt that her interactions with other minority educators would not be perceived in a positive manner:

That has probably been the most moving, personally and professional emotional experience in a positive way. Since I've been an educator, specifically at this

school I have come into contact with people who embrace that familial aura.

They get it. They realize that if I have something that can help you, I'm going to help you. It's not going to be with I told you so and you need me. It's all about I'm going to help you. Is there an unspoken clique? Absolutely, I know I'm a better educator because of it. There are things that we can sit around and talk about and tap into that you can't with your other co-workers.

Establishing positive relationships with students, parents, and colleagues was very important to study participants. Examples of the impact relationships had on participants and stakeholders were discussed. Participants also discussed negative interactions with stakeholders and provided examples of how they were able to manage the situation. Concerns about the perceptions of interactions between minority educators were examined.

Theme 4: Experiences as a Minority Educator

Participants were asked to describe their experiences as a minority educator. Examples of sub themes included automatic notice, insecurity with their initial job performance, a feeling of having something to prove. Status competition between participants and members of their own race was examined. Participants were also given the opportunity to provide examples of personal accomplishments.

Automatic Notice. Alexis had previous experience working in a suburban district where she felt there was a very negative culture within her building. She reports that the staff did not always operate in the best interest of students. Due to the large size of her district, she stated that she "threaded cautiously" because she was unsure about

how she would be accepted as a minority educator. More specifically, the faculty at her school was comprised of 100 staff members and Alexis was the only minority.

Natasha was also employed in a building with very few minority educators. Her previous teaching experiences have been in buildings that have been very culturally diverse. Natasha's previous position was in a suburban setting. This is her second time teaching in an urban district. She recalled entering a professional development session and realizing that she was the only minority employed in the school. Additionally, she realized that the student population was mostly comprised of African American students. Although she states she had a positive interview experience, she also discussed her perception of how she is viewed by her non-minority colleagues:

I'd been in places where there were multiple Black people on staff and the administration, but I feel now I have to represent all Black teachers. I feel like I have to bear the brunt of all Blackness. Or that I'm the only one that can connect with the Black kids because I'm the Black teacher.

Diminishing racial stereotypes faced by minority educators was important to Desiree. She felt that it was a challenge not to perpetuate stereotypes in the school building. Desiree stated that she tends to be outspoken on issues and she attempts to find a balance between taking a stand on issues or making the choice to remain silent. Other times she shared that she has to find a certain way to express her opinion so that it is not taken out of context. She is currently looking to transfer to another district due to the organizational culture of her setting after the transfer of her principal.

Intra-racial tension and competition. Earlier in her career Stacey transferred from one suburban district to another. She assumed there would be higher levels of

diversity among the staff. The demographics within the school were predominately non-minority. She was transferred to another building with a high minority population, but discovered that the staff was not ethnically diverse. Stacey reported that there was another Hispanic staff member but she considered herself Caucasian. During her interview session, Stacey mentioned that she has always felt that other Hispanic educators she has encountered have been very professionally competitive toward her. She described it as a crabs in a barrel mentality where she feels the more she accomplishes professionally, the more other Hispanic colleagues and people she grew up with will display resentment toward her.

Something to prove. James also described the cultural competition he faced from other Asian American acquaintances. Going off script was the way he described his change from pre-medicine to education as an Asian American. He compared his career path and earnings to his brother who is a pharmacy manager and makes a higher salary. Although he said he understands that a paycheck is not a measure of his skill set, he still wants to make a good impression on the people with whom he interacts:

People from my own hometown which has a pretty sizeable Vietnamese population are becoming doctors, are becoming lawyers...very successfully monetarily, professionals. I want to show that hey, just because I didn't doesn't mean that I settled, that I took the easier path. The three minority educators in this building, in my opinion are three of the most driven. Two are pursuing their doctoral degree, I'm considering the same thing. I wonder if that's something that we all have in common, that we feel the need to press on and not just blend in. Maybe that has to do with our backgrounds. I wouldn't call it a chip on my

shoulder, but I feel the need to prove hey I'm a very capable guy. I feel like I got a little something to prove.

Job performance insecurity. A need to prove themselves to others in the workplace was a subtheme reported by six additional participants. Thomas questioned if he was doing his students a disservice because he felt as though the level of support he was providing them was not sufficient. He recalled listening to other teachers report their successes with assessments and wondering if he would ever be able to do the same. Even though he expressed uncertainty with his performance, he stated that his principal, who was also an African American male, made him feel very comfortable as a novice teacher. Marie described herself as being nervous during her interview session. Since it was for an administrative position which she had never held before, she was unsure of how to craft a response to many of the questions. During her job interview, Desiree's principal asked her, Okay everybody here has multiple degrees...what's so special about you?" She was unsure if her principal initially had confidence in her abilities, but his perception about her soon changed.

Theme 5: Workplace Perceptions

Six study participants described their perceptions of how non-minority colleagues treated minority students. All six participants were employed in secondary settings. Three were employed in urban settings and three were employed in suburban settings. Overall, participants felt as though their non-minority colleagues were not connecting with children.

Perceptions of non-minority colleagues. Marie served as the dean of students at her urban high school. She stated that she felt as though certain students were singled out

because they were minority students. The lack of connection between minority students and non-minority faculty members is a concern for Marie. She recalled an incident between a Hispanic student and a Caucasian teacher:

Some of the staff is rude and condescending, we have one faculty member who thinks the just because she works with Hispanic makes that she can talk to them on that level and they have been quick to put her in her place. She called one of them a Hispanic term of endearment and he cussed her out. There was also a teacher who said, Well, I'm just this White Lady and I'm just trying to relate to them culturally.

The minority student population has experienced significant growth in James' suburban district. He reports the community has historically been resistant to welcoming minorities in from surrounding areas. James states that it has been challenging for some non-minorities staff members to connect with minority students and that that staff members will often ask if a minority student lives within the district boundaries. The school district has set up a hotline for residents to report families of students who do not live within the district.

Stacey also feels that some of her non-minority colleagues are having a difficult job embracing the influx of minority students enrolling in the district. She specifically stated that teachers were panicking. During convocation several years ago Stacey says that the district provided a professional development session addressing the topic of diversity. Stacey felt that the session was relevant, but also expressed a concern about the lack of follow-up trainings or discussions within the building.

Natasha previously stated that she felt that she was the Black representative within her building. She also feels that she has to come to the defense of the minority students who get into trouble or are having academic issues. Natasha was concerned teachers in the building who are not building positive relationships with students. More specifically, she felt teachers just did not care about the students or their backgrounds.

Repetitive discipline of minority students is a concern for Thomas. He described a colleague who appeared to discipline the same students on a daily basis. Thomas felt as though there was an issue with the way the teacher connected with his minority students:

He came to me trying to render some kind of support for the situation and he asked me how is it that you respond to, you know, the Black kids? My response to him was that you don't respond to Black kids you respond to kids. As an African American teacher in a population where 70% of the kids are White, I'm not asking you how to respond to the White kids, they're just students. I think that's where the issue lies. You think that there is a certain way that you respond to certain kids. I think that the expectation needs to be the expectation and it needs to be the same for everybody.

Examples of disconnect between non-minority faculty and minority students was provided by participants. Two study participants employed in suburban settings were concerned about the response from non-minority staff members regarding increases within the minority student population. Concerns about feeling obligated to defend minority students were shared by participants. Organizational issues related to minority student discipline were discussed.

Theme 6: Organizational Culture and Acceptance

Minority recruitment efforts were discussed by five participants. Four respondents were employed in suburban settings and one was employed in an urban setting. The minority student population was growing significantly in at least two of the suburban districts with low numbers of minority educators. Among the participant districts with majority minority student demographics, nine had majority non-minority educators.

Minority teacher recruitment. Solutions were given by many participants of how to increase the number of minority educators. James suggested expanding the recruitment zone to more diverse areas of the country. He also suggested a recruitment effort of not only minority educators, but educators who are also diverse in terms of their life and past career experiences. Stacey suggested utilizing minority staff members who are already employed by the district as a way to attract minority applicants:

I think that a better recruiting system would definitely have to be in place. When I say that I mean you can't just say minorities are encouraged to apply. I think part of it is going out to find them. You don't want to send three White people. If I want to attract African Americans, if I want to attract Hispanics, and you know you have those in your buildings I would utilize these teachers to try and sell: Hey come on join our building or our district. Also, if you're a minority, you're going to want to go to a district that has more people like you. It takes someone pretty strong to say I may be the only minority in the district, but I'm going to be there and I'm going to make an impact while I'm there. When you have a choice between a place where there are five or six other African Americans, and five or

six other Hispanics, versus somewhere where I'd be by myself? Not gonna do that.

Natasha also agreed that minority recruitment efforts should be increased. She stated that she was unsure if her district was receiving high quality minority applicants or if minorities were not choosing to apply. Alexis's suburban district offers a stipend to minority educators which aided in her decision to accept a job offer. However, she stated she is fully aware of surrounding districts who were not hiring people who did not resemble their clientele. Desiree expressed a similar concern about the lack of minority applicants for positions within her suburban school. The school experienced a recent leadership change from one minority principal to another minority principal. Under the former principal, the school had a very ethnically diverse staff. After the transition, many minority staff members transferred to other schools or followed the principal to his new school. Desiree described how the staff diversity has changed within the building:

I do believe the influx of White teachers was totally intentional. I do know that there have been resumes of people who look like me come across my principal's desk and I believe that he is, I don't know how to professionally say it, but step and fetch for the company. He caters to this ideology that White is right and that's how he wants the school to look. Because our school is majority White, he believes that if his teachers match his students demographic, then parental involvement will go up.

Embracement of multiculturalism. Each participant was asked to describe how their school setting embraced multiculturalism. Multicultural embracement was defined by most participants as the ability of the school to develop and implement programming addressing the needs of diverse learners. Two respondents in urban settings stated multicultural programming and curriculum were being implemented. One respondent was employed at the elementary level and the other at the secondary level. Examples of programming included afterschool clubs and instructional initiatives.

Eight participants reported a lack of multicultural embracement from their respective school settings. Three respondents were employed in urban settings and five were employed in suburban settings. All participants were employed in schools with majority non-minority staff members. Six participants were employed in secondary settings and one was employed in an elementary setting. James reported his district's attempt to implement a diversity initiative and the response from the non-minority educators:

One of my most frustrating experiences here was the very first convocation I went to as a brand new employee. I was a young teacher, just had one year of teaching so I was really thirsty for knowledge, for experience, just anything that I could add to my skill set that would sharpen me up as a teacher. The topic of the professional development was diversity, ironically, and I looked around and it was the whole district, not just my building, the whole district was there and the vast majority of staff members you could just look at them and see that they were tuned out. It was if they didn't believe that this was relevant. They didn't think that it applied to them and what was communicated to me was say what you're

going to say, but I'm going to do the things that I've always done because it's always worked until now and you're not going to convince me otherwise. I was just really frustrated because I felt like everyone could benefit, regardless of what topic it was, regardless of if you even agreed with what was being presented there, there's something beneficial in discourse, there's something beneficial in considering or at least understanding why you don't agree with it. At least processing it and considering the validity of what's being presented there. Even if you disagree completely, there's value in it. That was something that really frustrated me that these were my colleagues. The fact they felt above it in some way, the fact that they felt that it wasn't relevant, that it didn't apply to them in some way. There's a little bit of an arrogance there that bothered me a lot. Even then I knew that the demographics of the district were changing. That was one of the big things that was talked about at the very beginning of the day and I don't think there could have been a more relevant topic that was discussed that day than diversity. People tuning out was a frustrating indicator to me that one of the biggest challenges was going to be going against the grain. The tide was in favor of complacency, doing things the way they'd always been done.

The concept of going against the grain as a minority educator was also cited by Desiree. She expressed how surprised she was that her school seemed to minimize the need to embrace multiculturalism. During a study of the Holocaust, many of her students were skeptical that it even happened. As a result, she tried to incorporate diversity issues within her lessons. She wished her school demonstrated a greater level of acknowledgement for diversity by having faculty discussions to address ways to

combat the pink elephant in the corner that everyone knows is there, but everyone is trying to act like is not there.

Suggestions of how schools could improve their embracement of multiculturalism were discussed by three study participants. One participant employed in a suburban setting stated that although some schools are making efforts to offer diversity training, the professional development should be on-going. She shared that she still encounters non-minority teachers who refer to minority students as those kids or being so ghetto and wonder if those teachers even realize that they are making derogatory comments. The development of a minority teacher mentoring program similar to the new teacher induction programs provided by districts was suggested. Another participant employed in an urban setting would like to see multiculturalism embraced as part of the overall culture of the school as a focused effort. She feels as though if it were interwoven as part of the daily operations that everyone would make a better effort of embracing and eventually changing their mindset and school culture.

Summary

Ten minority educators employed in urban and suburban educational settings were interviewed for this study. The results from an analysis of the data collected from qualitative interviews describing minority educators' schooling, relationships with students and parents, experiences as minority educators, workplace perceptions, and organizational culture and acceptance was presented in this chapter. An examination of major themes and subthemes was discussed. Chapter five presents the findings related to the literature, implications for action, and recommendations for future research.

Chapter Five

Interpretation and Recommendations

Chapter five is divided into several sections. The study was guided by the research questions on minority educator's employment experiences in urban and suburban school settings. A review of the problem, purpose statement and research questions, review of methodology, and major findings are found in the study summary. Findings related to the literature and research questions are included. The conclusions section consists of a discussion of implications for action, recommendations for future research, and concluding remarks.

Study Summary

The study summary presents an overview of the problems faced by minority educators. Additionally, the purpose statement and research questions describe why the study was conducted. The review of the methodology discusses how the researcher designed and collected data for the study. The results of the current research study were provided in the major findings section.

Overview of the problem. Less than half of the teaching force within the United States is comprised of minority educators. Research has shown that minorities are entering the education field in low numbers (NCES, 2006). Organizational issues faced by minority educators have contributed to varying levels of dissatisfaction, isolation, and automatic notice (Delpit, 1988). Research focusing on the experience of minority educators in urban and suburban educational settings as of 2010 was limited (Lee, 2010).

Purpose statement and research questions. The purpose of this research study was to examine the experiences of minority educators employed in urban and suburban

school settings. Past studies examining minority educators' employment settings have recommended a need to conduct research on both suburban and urban settings. A qualitative study was chosen to allow participants to share their counter-stories and perceptions through responsive interviews. Specific areas of research included the participants' upbringing and schooling experiences, the organizational culture of their respective school settings, and interactions with school stakeholders.

The following research questions were used to guide this study:

1. What factors influence a minority educator to pursue and remain employed in an urban setting or suburban setting?
2. Do the interactions between minority educators and their colleagues have an effect on their experiences?
3. What impact does the organizational culture have on participant perspectives?

Review of the methodology. A qualitative research methodology was utilized for data collection within the study. Critical Race Theory was used as a theoretical framework. Qualitative interviews were conducted to gather data. Open ended interviews were conducted with ten minority educators who were employed in suburban and urban school settings. Data collected from the study participants represented their perceptions of organizational culture and the interactions between participants and stakeholders. After the interviews were completed, the audio recordings were transcribed and the electronic files uploaded into the Dedoose research analysis software. Codes were generated based on participant responses. Major themes were developed based on the frequency of the codes and were presented within the findings of the study.

Major findings

Data collected from interviews indicated that minority educators' upbringing and K-12 schooling experiences in addition to the level of support provided by their university was also a factor affecting participant experiences. Participants reported the level of family support for both acquiring higher education and selecting education as a major as factors influencing their experiences. Interactions with school stakeholders had a direct effect on participant employment experiences in urban and suburban settings. Finally, the organizational culture of school settings also had an effect on participant experiences.

Findings Related to the Literature

Prior to collecting data for the current study, a review of the literature examining the employment experiences of minority educators was conducted. The available literature has suggested that minority educators' experiences are influenced by past life and educational events, interactions with school stakeholders, and the organizational culture of the educational setting. The current research study was designed to add to the existing research on minority educators and their employment experiences. Moreover, gaps in the current literature comparing minority educators in urban and suburban settings were addressed. A discussion of the results, which were guided by the research questions, is presented.

The data in the current research study suggested that the interaction between minority educators and school stakeholders played a role in the experiences of minority educators, particularly if insensitive comments were made toward them or about minority students. Participants reported feeling as though they had to defend or protect

minority students from such remarks. Additionally, they struggled with the decision to speak out about the excessive discipline of minority students or remain silent. Automatic notice, or the awareness of being the only or one of a few minority educators within their setting, was a phenomenon experienced by minority educators in the current study.

The current research study suggests that the experiences of minority educators are influenced by a variety of factors. Decisions to pursue employment in urban or suburban settings are considered. Participants in the current study discussed the impact of interactions with colleagues on their experiences. Lastly, the dynamic of organizational culture on participant experiences was examined by the researcher.

Factors influencing a minority educator's decision to pursue employment in an urban setting or suburban setting. The results of this study indicate that a participant's upbringing and the socioeconomic status of the geographical area where they grew up plays a significant role in influencing the future selection of employment in an urban or suburban educational setting (Au & Blake 2003). Although participants in the current study grew up in different socioeconomic levels, all of them reported receiving support from family members in their pursuit of a college degree. However, once the decision to obtain a degree in education was made, the levels of support from family members varied between participants. In spite of a perceived lack of support for some of them, participants still made the decision to become educators.

Research conducted by Shipp (1999) indicated that minority educators are motivated by the need to give back to their communities. The participants involved in the current research study communicated a strong desire to become mentors for students. For some of participants, the negative experiences during their K-12 schooling were

motivating factors. Stacey's recollection of the treatment of Hispanic students during her high school years is supported by prior research conducted by Irizarry and Donaldson (2012) profiling Hispanic students who, due to poor treatment by teachers, were determined to enter the educational field as a forum to combat social and racial injustices. Conversely, for the minority educators in the current research study who did have positive K-12 experiences, such as Jamie and Tracy, the primary factor for obtaining employment in an urban educational setting was based on the need to return to their respective communities to become role models for the next generation of students.

In order to prepare for future employment opportunities, the minority educators in the current research study enrolled in teacher education programs. For some participants, even though education was not their initial choice as a college major, there was an event in their personal or professional life that led to the decision to change majors. Upon enrolling in the education program, some participants experienced a lack of support from professors and the department. One of the participants in the current study transferred universities due his perceived lack of support from professors.

Departmental support for placement of minority pre-service teachers is also critical to reducing attrition rates. When requests for placement within urban settings are denied as they were at Tracy's university, it can lead to feelings of discouragement for the pre-service teacher (Ramirez, 2010). Minority educators are either forced to complete an assignment in a setting that does not suit their preferences, make arrangements to serve in a preferred setting, without assistance from the university, or discontinue enrollment from the program. Despite experiencing varying levels of

support from professors and the university, participants were able to persevere and begin the process of obtaining teaching positions.

Interactions between minority educators and school stakeholders affect the experiences of minority educators. Prior research conducted on Critical Race Theory and its effect on pedagogy indicated that racial stereotypes had a negative effect on minority students (Solorzano, 1997). These perceptions can be used by non-minority educators to have decreased expectations for students of color. Stacey described the low expectations for the Hispanic students held by her K-12 teachers. She stated that many of her teachers did not have confidence in the academic ability of minority students. As a result, many of the minority students did not pursue higher education. Additionally, the enrichment programs established in Natasha's school are an example of minority students who are segregated from their peers. Natasha discussed how the non-minority teachers within the building wanted to maintain the status quo within the program because they only wanted to "teach the kids who want to learn." As a result, minority students were not assigned and did not have access to enrichment programs.

Even though minority educators feel a sense of duty to serve as role models, some school stakeholders may not be as receptive. Mabokela and Madsen (2007) discussed how minority educators feel a strong duty to serve all children regardless of racial background. This was illustrated in the current research study when a non-minority parent of one of Thomas' students told him that they frequently watched a conservative cable news program and that as a result, her daughter was going to challenge every statement he made in the classroom. Thomas did not allow the statement to deter him

from providing her child the same quality education that he provided to all of his students.

As Thompkins (2010) pointed out, distrust from students can have an effect on a minority educator's perception of their job performance. In the current study, a participant discussed how she was unsure if she was connecting to her students or if they did not trust her because she was of a different ethnic background. Her feelings of uncertainty were also heightened because she realized that as a primary grades teacher, she was their first exposure of not only a teacher, but a minority teacher. Her experiences in the suburban setting have created a desire for employment in the suburban setting.

Not every minority educator highlighted in the study has had negative experiences with parents or students. Desiree other-mothered her students by attending to not only their educational needs, but their emotional needs as well (Dixon, 2003). The students felt as though she treated them like they were own children and felt a strong connection to her. The support she provided to her students had a positive effect on her experiences.

Support from school administrators also has a positive effect on the experiences of minority educators (Horng, 2005). The results of the current study demonstrate that having a supportive administrator correlates with higher job satisfaction for minority educators. Some participants described their principal as someone who had a genuine interest in them as individuals. Additionally, supportive administrators create a welcoming culture within the school setting which helps lessen the sense of isolation felt by minority educators within the workplace.

A perception of isolation within the workplace is not the only feeling experienced by minority educators. Intra-racial competition between minority educators, particularly between the Hispanic and Asian American educators is also prevalent. Intra-racial competition in the workplace was discussed in the current research study (Bloom & Erlandson, 2003). The acquisition of greater job status was cited by one participant as a source of tension between the minority educators. However, even though research by Shipp (1999) suggested that minority educators are not driven by the monetary aspect of the field, the current research study indicates that intra-racial competition is also influenced by the level of salary attainment. This implies that even though some minority educators are not seeking to earn large amounts of money, they are aware of the way their career choice is perceived by others who may have chosen more financially lucrative careers.

Participant perspectives were influenced by the organizational culture of the school setting. Organizational culture and acceptance had an impact on participant perspectives within the current research study. McIntosh (1988) discussed the concept of white privilege that although members of the majority recognize that “racism puts others at a disadvantage, they have not been taught how it puts members of the majority at an advantage” (p. 1). Ladson-Billings (1998) stated that within Critical Race Theory, it is important to note that just because someone experiences white privilege it does not make them a racist. McIntosh (1988) compared white privilege to male privilege in the workplace. McIntosh listed 46 professional and personal situations which she feels that as a member of the majority that she “did not earn, but which I have been made to feel are mine by birth, citizenship, and by virtue of being a conscientious law-abiding

‘normal’ person of good will” (p. 6). Moreover, McIntosh (1988) claimed that many of her African American acquaintances would not be able to answer in the affirmative. Participants’ experiences in the current research study paralleled 13 of the 46 situations. The other 33 situations dealt mainly with personal experiences that had no direct connection to the current research study.

McIntosh (1988) stated “I can, if I wish, arrange to be in the company of people of my race most of the time” (p. 5). Participants in the current study discussed an awareness of being the only or one of a few minority educators within their schools or districts. In the current study, this concept of automatic notice (Mabokela and Madsen, 2007) occurred more frequently in suburban school settings. It also occurred in urban schools where majority of the staff was Caucasian. Moreover, McIntosh (1988) indicated that non-minorities can “avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me” (p.5). This is evident in the current research as Mark discussed his employment termination from an urban school district after the World Trade Center tragedy. He felt there was a level of mistrust demonstrated by members of the school administration because he was of Middle Eastern descent. He still felt a strong commitment to educating students in spite of negative treatment by non-minority colleagues (Guiffreda 2005).

McIntosh (1988) stated that non-minorities “can be pretty sure that neighbors will be neutral or pleasant” to them when moving into a new community (p 5). Within the current study, a residency hotline was created to inform the district of students who do not live within the boundaries of James’s district. District patrons were not the only stakeholders concerned about the influx of mostly minority students. James stated that

many district employees outwardly expressed their concerns especially when discipline issues arose.

Suburban minority educators within the current research study discussed their struggle with advocating for minority students within a non-minority staff (Naman, 2009). As a result, participants felt as though they had to censor their opinions for fear of being viewed as too angry or outspoken. Sharing their concerns with other minority educators was the only way participants felt they could try to resolve the issue. McIntosh (1988) stated that white privilege affords its members the opportunity to “be fairly sure of having their voice heard in a group in which they are the only member of their race” (p. 6).

McIntosh (1988) reported that non-minorities do not feel pressure to be a representative or speak for other non-minorities. Research by Mabokela and Madsen (2003a) indicated that minority educators are often looked upon to be the sole representative of their respective ethnicities. Participants within the current research study cited situations where they were asked to speak for their entire race or how they were able to manage discipline issues with minority students.

The organizational characteristics and conditions of the educational setting have an effect on the experiences of minority educators (Ingersoll & May, 2011). Minority educators in the current research study stated that multiculturalism is not embraced within their settings and non-minority educators were oblivious to issues regarding race (McIntosh, 1988). In contrast, although the existing programming may not be implemented to its full potential, minority educators in urban settings report that efforts are being made to increase the level of multicultural embracement by all stakeholders.

Research by Madsen and Mabokela (2000) suggested hesitancy by minority educators to form relationships with non-minority colleagues. Participants within the current research study expressed feeling like outsiders within their respective districts. McIntosh (1988) stated that non-minorities “can go home from most meetings of organizations they belong to feeling somewhat tied in, rather than isolated, out of place, outnumbered, unheard, held at a distance, or feared” (p. 7). Districts with reputations for being culturally insensitive have a difficult time recruiting minority educators (Kohli, 2009). Additionally, suburban districts which tend to hire only individuals that resemble their clientele also experience difficulty attracting minority educators (Mabokela & Madsen, 2003a). Several participants within the current study stated this was a common practice within their districts.

McIntosh (1988) indicated that non-minorities “can be sure that an argument with a colleague of another race is more likely to jeopardize the minority’s chances for advancement than to jeopardize the non-minority’s chance” (p. 7). Alexis’s colleagues were upset with her because they thought she was intentionally late for a grade level meeting. She stated that she was ready to meet even before they were and told them to knock on the wall when they were ready to meet and they never did. Her colleagues eventually went to the principal and informed him about the incident. During her evaluation, Alexis stated that her principal took her colleagues side and she felt that she was unable to defend her side of the story. She was involuntarily transferred to another building the following school year.

In the current research study, Mark stated that he frequently encountered non-minority colleagues who made hurtful comments about his accent and ethnic heritage

Instead of negatively retaliating, he relied on his acquisition of higher education as a defense. He felt that education attainment was something that no one could ever take away from him.

Participants in the current research study, Desiree and Thomas, described attending meetings and feeling as though they were not able to discuss the increase of minority student discipline referrals with their non-minority colleagues for fear of being accused of being “self-seeking” (McIntosh 1988, p. 8). Lee (2010) suggested sensitivity training for all teachers regardless of racial identity. However, even with sensitivity training implemented, non-minority educators may still feel as though it was not applicable to them. This was evidenced in current study from James’s description of the lack of interest demonstrated by his colleagues for the diversity training offered by his district.

Minority teachers may not have the professional connections to inquire about promotion opportunities within the district (Madsen & Mabokela, 2000). Participants in the current research study cite non-minority colleagues acquiring promotions from connections to people within the district (McIntosh 1988). This was prevalent in urban and suburban settings. Moreover, participants reported being promised administrative jobs that never materialized.

Participants in the current research study suggested professional development on culturally responsive pedagogy for the educators within their districts (Mabokela & Madsen 2003a). Jamie stated that although she had great relationships with professors, her university courses did not prepare her for teaching in the urban setting. Other study

participants shared how they tried to incorporate culturally responsive even though their non-minority colleagues may not recognize its importance (McIntosh 1988).

Conclusions

The current research study presented information on the experiences of minority educators employed in urban and suburban settings. Responsive interviews from minority educators provided data rich counter-stories. Critical Race Theory was used as a theoretical framework within the study to examine participant experiences. The existing literature has indicated that minority educators feel a need to become mentors and give back to their communities. Additionally, previous research studies have suggested that minority educators' interaction with school stakeholders can affect the way the minority educator is perceived. Lastly, the organizational culture within the school setting influences the minority educator experience. The results of qualitative surveys could provide useful information for districts seeking to enhance diversity or minority recruitment efforts. Additionally, the counter-stories provided in the current research study can foster discussions about diversity and racial issues in the school setting. Implications for action are detailed in the next section.

Implications for Action. University support for minority educators is crucial to retaining minority pre-service teachers. Departments should attempt to honor requests for placements in schools with underserved populations. Additionally, departments could require all pre-service students to gain exposure in both suburban and urban settings. Mentorship provided by faculty members provides an excellent opportunity to increase the university experience for minority educators, especially for those who are first generation degree seekers.

The current study suggests that some school districts have very few minority educators even if they serve majority minority school populations. As some participants stated, districts could expand their recruitment efforts to a wider geographical area. Recruitment efforts could be enhanced by reaching out to current minority educators employed by the district by inquiring if they know of any other minority educators who may want to apply. Districts could also request assistance from minority educators already employed within their schools by allowing them to help represent the school district at career fairs.

As the minority student population continues to increase, some school districts are investigating ways to increase diversity awareness within their schools. Districts must realize that genuine embracement of a multicultural school community is the responsibility of all school stakeholders. Professional development sessions focused on diversity must be meaningful and ongoing. Trainings addressing culturally sensitive pedagogy would also benefit school districts.

Minority educators may find themselves in situations where the organizational culture or relationships with school stakeholders are less than ideal. Seeking out other minority educators, even those from other districts, could provide a source of encouragement. Serving on committees that promote school improvement initiatives could also improve advocacy for diversity. Finally, maintaining a commitment to the education and mentorship of all students can be an important motivator for minority educators.

Recommendations for Future Research. The following recommendations represent areas of future inquiry identified by the researcher. The current study included

minority educators from various states in the Midwest. Additional studies could include minority educators from other geographical locations. Data for this study was collected from ten participants. The sample size could be increased to include additional minority educators. Moreover, an in-depth examination of Critical Race Theory and its effect on minority educators employed in suburban settings would add to the existing literature.

Minority educators from both secondary and elementary levels were represented within the current study. Future studies could focus on participants who are only employed in elementary schools or only in secondary schools. This could be valuable for researchers who seek to examine minority educator experiences within specific grade configurations. Moreover, additional studies could focus on minority experiences within just one district or school.

Educators from multiple ethnicities were recruited for this study. Additional studies could focus on minorities from one specific ethnic group, in particular those ethnic groups where current research is limited. Two participants within the current study discussed experiencing professional competitiveness within their respective ethnic groups. Future studies could examine why the competitiveness occurs and the effect it has on their professional and personal interactions. Finally, a more extensive analysis of CRT and its effect on Asian and Hispanic American educators would be beneficial.

Educators may at some point make a decision to transfer to a neighboring district. In the current study, of the four participants making transfers, only one decided to transfer to a different setting. It is recommended that a future study focuses on only those minority educators who have decided to make a transfer to a neighboring district of the opposite setting.

The need for professional development training for all faculty members was stated by several participants. A mixed methods study examining the development, implementation, and outcome of such a program could be an area of research. Districts could benefit from developing a robust professional development series based on the data and their own needs. Minority educators employed within the district would have the opportunity to contribute their own expertise to the program.

Concluding Remarks. The experiences of minority educators employed in urban and suburban educational settings were examined in this study. Participants' upbringing, schooling, interactions with school stakeholders, and the organizational culture of their employment settings were discussed. The participants described how each of these themes shaped their experiences as minority educators. Although participants were affected by their experiences in different ways, their commitment to inspiring the next generation never wavered.

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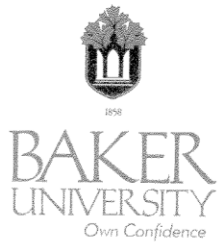
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Appendix A: IRB Form

SCHOOL OF EDUCATION
Baldwin City, Overland Park, Wichita, Topeka,
Kansas City and Lee's Summit



July 23, 2012

Dr. Carolyn Doolittle, Chair
Institutional Review Board
Baker University

Dear Carolyn:

Attached please find the IRB for doctoral candidate Tamekia McCauley. Accompanying her Proposal for Research are the Consent to Participate form, Interview Protocol, and Interview Questions created to conduct the study.

Sincerely,

Harold B. Frye, Ed.D., Chair
Graduate Department

UNDERGRADUATE CAMPUS | P.O. Box 65, Baldwin City, Kansas 66006
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SCHOOL OF EDUCATION
GRADUATE DEPARTMENT

Date: 7/23/12

IRB PROTOCOL NUMBER _____
(IRB USE ONLY)

IRB REQUEST
Proposal for Research
Submitted to the Baker University Institutional Review Board

I. Research Investigator(s) (Students must list faculty sponsor first)

Department(s) School of Education Graduate Department

Name

Signature

1. Harold Frye

Major Advisor

2. Margaret Waterman

Research Analyst

3. Tom Peard

University Committee Member

4. Michelle Sedler

External Committee Member

Principal Investigator:

Tamekia McCauley

Phone:

734-365-9345

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tmccauley22@gmail.com

Mailing address:

7105 N. Wyoming Ave. Kansas City, MO 64118

Faculty sponsor: Dr. Harold Frye

Phone: 913-344-1220

Email: Harold.frye@bakeru.edu

Expected Category of Review: ____ Exempt __X__ Expedited ____ Full

II: Protocol Title

An Examination of the Experiences of Minority Educators Employed in Urban and Suburban Educational Settings

Summary

The following summary must accompany the proposal. Be specific about exactly what participants will experience, and about the protections that have been included to safeguard participants from harm. Careful attention to the following may help facilitate the review process:

Summary

The following summary must accompany the proposal. Be specific about exactly what participants will experience, and about the protections that have been included to safeguard participants from harm. Careful attention to the following may help facilitate the review process:

In a sentence or two, please describe the background and purpose of the research.

The purpose of this qualitative study is to examine the experiences that lead minority educators to seek employment in urban or suburban educational settings. Additionally, factors influencing a decision to remain employed within an urban or suburban setting will also be examined.

Briefly describe each condition or manipulation to be included within the study.

There are no conditions or manipulations included within the study.

What measures or observations will be taken in the study? If any questionnaire or other instruments are used, provide a brief description and attach a copy.

Study subjects will be asked approximately 15-20 questions in an interview format (see attached document). Interviews will take place either in person, by telephone, or via videoconferencing. Follow-up questions will only be asked if the researcher needs clarification on a primary question. Participants will not be directly observed in their place of employment.

Will the subjects encounter the risk of psychological, social, physical, or legal risk? If so, please describe the nature of the risk and any measures designed to mitigate that risk.

The subjects will not encounter any psychological, social, physical, or legal risk by participating in this study.

Will any stress to subjects be involved? If so, please describe.

Study subjects will not endure any stress as a result of participating in this study.

Will the subjects be deceived or misled in any way? If so, include an outline or script of the debriefing.

The subjects will not be deceived or misled in any way during this study.

Will there be a request for information that subjects might consider to be personal or sensitive? If so, please include a description.

Interview questions within the study will be limited to inquiring about the participants' workplace experiences within urban or suburban educational settings. Any further information provided to the principal investigator will be solely at the discretion of the study participant. Study subjects may opt out of answering any question during the interview process.

Will the subjects be presented with materials that might be considered to be offensive, threatening, or degrading? If so, please describe.

The subjects will not be presented with any material either written or otherwise that might be considered offensive threatening, or degrading.

Approximately how much time will be demanded of each subject?

Study subjects will be requested to participate in no more than three interview sessions. Each interview session will last no longer than 45 minutes.

Who will be the subjects in this study? How will they be solicited or contacted? Provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of any written solicitation as well as an outline of any oral solicitation.

The sample within this research study includes 15 minority educators employed in either suburban or urban school settings. Participants will be solicited based on their self reported ethnic minority status and their employed in an urban or suburban educational setting. All subjects are over the age of 21.

What steps will be taken to ensure that each subject's participation is voluntary? What if any inducements will be offered to the subjects for their participation?

An informed consent form will be given to each subject prior to their participation in the study. There will be no inducements offered to the subjects for their participation in the study. Participants may withdraw from the study at anytime for any reason.

How will you ensure that the subjects give their consent prior to participating? Will a written consent form be used? If so, include the form. If not, explain why not.

A consent form (see attached document) will be given to all participants before their participation within the study. Consent forms must be signed by the participant before their participation in the study. In order to maintain subject confidentiality, participant consent forms will be stored in a locked cabinet which only the principal investigator has access to.

Will any aspect of the data be made a part of any permanent record that can be identified with the subject? If so, please explain the necessity.

There will be no aspect of the data that will be made part of any permanent record that can be identified with the subject. All study participants will be assigned alpha-numerical pseudonyms after their agreement to participate in the study.

Will the fact that a subject did or did not participate in a specific experiment or study be made part of any permanent record available to a supervisor, teacher or employer? If so, explain.

Participants' willingness to participate or decline to participate in the study will not be made part of any permanent record available to a supervisor, teacher or employer.

What steps will be taken to ensure the confidentiality of the data?

Raw data will only be shared with the principal investigator's immediate research committee. All electronic data contained within the study will be password protected on the principal investigator's home computer. Only the principal investigator has the password to this computer and its contents. Additionally, any written data contained within the study will be locked within the principal investigator's residence. All data (both written and electronic) will be destroyed by the principal investigator at the conclusion of the study.

If there are any risks involved in the study, are there any offsetting benefits that might accrue to either the subjects or society?

There are no risks involved within the study.

Will any data from files or archival data be used? If so, please describe.

There will be no data from files or archival data used within this study.

Appendix B: IRB Approval Letter



August 17, 2012

Dear Ms. McCauley:

The Baker University IRB has reviewed your research project application (E-0142-0723-0814-G) and approved this project under Expedited Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

The Baker University IRB requires that your consent form must include the date of approval and expiration date (one year from today). Please be aware of the following:

1. At designated intervals (usually annually) until the project is completed, a Project Status Report must be returned to the IRB.
2. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
3. Notify the OIR about any new investigators not named in original application.
4. Any injury to a subject because of the research procedure must be reported to the IRB Chair or representative immediately.
5. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity. If you use a signed consent form, provide a copy of the consent form to subjects at the time of consent.
6. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.

Please inform Office of Institutional Research (OIR) or myself when this project is terminated. As noted above, you must also provide OIR with an annual status report and receive approval for maintaining your status. If your project receives funding which requests an annual update approval, you must request this from the IRB one month prior to the annual update. Thanks for your cooperation. If you have any questions, please contact me.

Sincerely,

Carolyn Doolittle, EdD
Chair, Baker University IRB

Appendix C: Consent to Participate Form

Consent to Participate

Research Title: The Experiences of Minority Teachers
Employed in Urban and Suburban Educational Settings

Researcher: Tamekia N. McCauley

Advisor: Dr. Harold Frye
School of Education
Baker University
8001 College Blvd.
Overland Park, KS 66210
(913)-344-1220
hfrye@bakeru.edu

My name is Tamekia McCauley and I am a doctoral student at Baker University in Kansas. I am conducting research on minority teachers and their experiences working in urban and suburban educational settings.

You will be asked to answer approximately 15-20 questions on your employment experiences within either a suburban or urban school setting. You may decline to answer any question at any time. Moreover, you may discontinue your participation at any time for any reason.

All personally identifiable information will be kept confidential. Interview transcripts will be password protected and only the research advisor and analyst will have access to the raw data.

Consent to Participate:

I understand that my participation in this research study is completely voluntary. I also understand that I am able to discontinue my participation within this study at any time for any reason. I understand that the principal investigator can be contacted at tmccauley22@gmail.com should I have questions or wish to discontinue my participation.

I have read and understand the above statement. By signing, I agree to participate in the research study. The Baker University Institutional Review Board approved this study on August 17, 2012 and will expire on August 17, 2013 unless renewal is obtained by the review board.

Participant Signature _____ **Date** _____

Appendix D: Permission to Use or Modify Research Questions

Dissertation Research Question Permission Request



From: Tamekia McCauley [tmccauley22@gmail.com]
 Sent: Tuesday, December 27, 2011 12:27 PM
 To: Wu, Vera
 Subject: Dissertation Research Question Permission Request

Good Morning,

My name is Tamekia McCauley and I am an educational leadership doctoral candidate at Baker University in Kansas. My dissertation topic is on minority educators and their experiences working in urban and suburban settings. I read your dissertation and was thrilled to see that as one of your research recommendations that you suggested that the study be expanded to include teachers from other parts of the country. As a teacher of color, I feel passionately about this topic because in my current (suburban) district I am only one of two teachers of color. I've always been employed in diverse settings, so this experience has definitely been rather interesting to say the least. I felt as though I needed a doctoral degree to just to get my foot in the door to try to obtain the professional opportunities that seem to come so easily to my majority counterparts. My participant pool (of approximately 15-30 educators) will come from urban and suburban settings in Texas, Michigan, Louisiana, North Carolina, New York, Georgia, California, Kansas, Missouri, and Ohio.

I was wondering if I could use (and modify) a few of your interview questions? More specifically the following:

My RQ's

1. What factors influence a decision to pursue employment in one setting versus another?
2. Once employed in an urban or suburban setting, what factors influence a decision to leave or remain employed in that setting?
3. Is the organizational culture different or similar between settings?
4. How do individual perspectives vary across settings?

***Will also have demographic questions

1. Please start by talking about your own background—how you grew up and your own schooling experiences. (RQ 1)
2. Why did you decide to become an educator? (RQ 1)
3. What made you decide to teach in an urban or suburban environment? (RQ 1)
4. Describe the demographic population of the students who attend your institution.
5. Describe the demographic population of the faculty who are employed by your institution.
6. Describe the culture of your educational setting (RQ 3)
7. Describe your experience being a minority teacher in this setting. (RQ 4)
8. Has the school made deliberate efforts to embrace multiculturalism? Explain. (RQ 3)
9. Do you believe a teacher of color is able to easily integrate into the (your) school community? Why or why not? (RQ 3)
10. Does your identity change or remain the same when you are in this school? Explain. (RQ 1)
11. Do the minority teachers and European American teachers interact well within your school? Why or why not? (RQ 2/3/4)
12. Did the school make a concerted effort to support you when you were hired to teach your school? Explain. (RQ 2/3)

Thank you so much for giving us a voice. Please let me know if I can be of any research assistance to your endeavors.

Sincerely,

Tamekia McCauley, Ed.S

[734-365-9345](tel:734-365-9345)



Wu,Vera vjw25@drexel.edu

12/27/11

Hi Tamekia,

I am thrilled to hear that you are an educator in a suburban district, I understand the experiences of being "one of few" teachers of color so very well, but I know that your presence and perspective are greatly needed there as well. You are more than welcome to use and/or modify my dissertation interview questions to suit your purposes for your study. There are a few that are "starred" if you look at the appendix in which I utilized a few questions from Gloria Ladson-Billings interviews with minority preservice teachers. I would double check to see which ones should be attributed to Dr. Ladson-Billings and which ones are attributed to me. I think your decision to compare/contrast the experiences of teachers of color in urban and suburban contexts across several states will make a tremendous contribution in terms of expanding studies about these educators across multiple contexts. Some of the sources I cited in my dissertation may be of use to you, which I'm sure you've probably already read, but all of the Mabokela and Madsen studies will be relevant to your lit. review in terms of suburban school settings. Let me know if I can be of further assistance to you. Thank you for reaching out to me and best of luck to you on your doctoral studies.

Best,

Vera Wu

Dr. Vera J. Wu, Ed.D.
Assistant Clinical Professor
Drexel University
Goodwin College School of Education
Korman Center, Room 211
3141 Chestnut Street
Philadelphia, PA 19104-2875
[\(215\) 571-3827](tel:2155713827)

Tamekia McCauley

2:00 PM (51 minutes ago)

to gjladson

Good Afternoon Dr. Ladson-Billings,

My name is Tamekia McCauley and I am a doctoral candidate at Baker University in Kansas. I am currently working on my dissertation and my study centers around minority educators and their experiences in urban and suburban school districts. I was wondering if I could use/modify a few of your questions that were used with your book. *Crossing over to Canaan: The Journey of New Teachers in Diverse Classrooms*. More specifically, I would like to include:

- Start by talking about your own background-how you grew up and your own schooling experiences
- Why did you decide to become a teacher?
- What factors helped you decide to accept a job in your current setting?

I have cited several of your articles within my research and I am grateful that you are such an advocate about diversity within the classroom. Thank you so much for your time and your contributions to the profession.

Sincerely,

Tamekia McCauley



Gloria Ladson-Billings gjladson@gmail.com

2:14 PM (37 minutes ago)

Yes, that's fine.

Gloria Ladson-Billings

Sent from my iPhone

Appendix E: Interview Protocol

Interview Protocol

Thank you for participating in a research study examining the experiences of minority educators employed in urban and suburban educational settings. The interview session will take approximately 30 minutes and a second interview session will be conducted if there are any follow up questions. You will be assigned a pseudonym and no other identifiable information will be used within this study.

Each interview session will be recorded and the contents only accessible to myself, and my research committee. Please speak freely about your experiences. At any time you may request to stop the recorder. You may also decline to answer any question or ask for clarification about a topic. If you would like to remove yourself from the study at any time, I will not use any portion of your session within the study.

Do you have any questions or concerns before we get started?

Appendix F: Interview Questions

Research Study Interview Questions

1. Start by talking about your own background-how you grew up and your own schooling experiences (Ladson-Billings, 2001).
2. Describe a professional or personal accomplishment.
3. Tell me about the factors helped you decide to become an educator (Ladson-Billings, 2001)?
4. Describe the interview experience at your current setting.
5. Talk to me about the factors that helped you decide to accept a job in your current setting (Ladson-Billings, 2001)?
6. Describe your first few months of employment at your school.^c
7. Compare your experiences working within your current setting to other experiences you've had in the past.
8. Describe the demographic characteristics of the students who attend your school.
9. Describe the demographic characteristics of the faculty and administrators who are employed by your district.
10. Describe the organizational culture of your school/school district.
11. Describe your experience as an educator in this setting.
12. Provide an example(s) of how your school/district embraces multiculturalism?
13. Describe the relationship you have with your students and parents.

^c Questions 5-13 were taken or modified from Lee's (2010) study *Lost in Suburbia: Conversations with Teachers of Color on their Experiences in Suburban Schools*.

14. Describe your interactions with non-minority educators within your school/district.

15. Describe your interactions with minority educators within your school/district.

16. Describe something you would change in your workplace as it relates to supporting educators.

Demographic Questions:

Please state the following:

Age

School role

Racial Identity

Appendix G: Qualitative Research Themes and Codes

Themes and Corresponding Qualitative Codes

Participants Family and Schooling	Post Secondary Educational Experiences	Relationships with School Stakeholders	Experiences as a Minority Educator	Workplace Perceptions	Organizational Culture and Acceptance
Private school	Unsupportive University	-relationship with principal	Negative job interview	Negative perception	Multiculturalism not embraced
Public school	Supportive University	+relationship with principal	Positive job interview	Positive perception	Multiculturalism embraced
Urban school	+ relationship w/ professors	+relationships with parents	Other- mothering	Perception of colleagues view	Sensitivity training
Suburban school	- relationship w/ professors	+relationships with students	Non-diverse staff demographic	Inconsistent policies/procedures	Mentoring program for minority teachers
Support of college attendance (weak)	Change in major	+interactions with non- minority staff	diverse staff demographic	Awareness of minority status	Non-utilization of minority staff in recruitment
Support of college attendance (strong)	No change in major	-interactions with non- minority staff	Non-diverse student demographic	Outsider feeling	Going against the grain
Support of college major (weak)	Career factor- mentorship	Past negative work setting- suburban	Diverse student demographic	Inner struggle	Recruitment and effect on setting choice
Low income upbringing	Career factor-need to give back	Past negative work setting- suburban	"getting along with everyone"	Something to prove	Minority recruitment
Middle income upbringing	Career factor- passion for education	Past positive work setting- urban	Competition within own race	Insecurity with performance	Suburban setting choice
Upper income upbringing		Past positive work setting- suburban	Minority bonding		Urban setting choice
Dad influenced educational aspirations		How relationships were built	Personal accomplishment		Minority principal
Mom influenced educational aspirations			Professional Accomplishment		Non-minority principal
Positive K- 12 experience			Urban setting choice		

Negative K-12 experience			Suburban setting choice		
Mixed K-12 experience			Few /only minority in workplace		
K-12 experience-diverse			Resilience examples in workplace		
K-12 experience non-diverse			Resilience (only minority)		
Support of college major (strong)					