DIFFERENTIATING PROFESSIONAL DEVELOPMENT FOR MALE TEACHERS OF COLOR

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Stanford Center for Opportunity Policy in Education
Situating My Work at the Intersection of Research, Practice, & Policy

- **Research:** Data from a Qualitative Study on the School-based Experiences of 27 Black Male Teachers Across 14 Schools in Boston Public Schools

- **Practice:** Boston Teacher Residency Male Educators of Color Network

- **Policy:** Supporting the Boston City Council’s Education Committee & Boston Public School’s Office of Human Capital to design structures that enable retaining teachers of color
Percentage of Latino, Black, and (Southeast) Asian Male Teachers in the U.S.
### 2011-2012 U.S. Teachers, Male Teachers & Students Racial Characteristics

<table>
<thead>
<tr>
<th></th>
<th>%Latino</th>
<th>%Black</th>
<th>%Asian</th>
<th>%Native American</th>
<th>%White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>7.6</td>
<td>6.6</td>
<td>1.8</td>
<td>0.6</td>
<td>82.3</td>
</tr>
<tr>
<td>Male Teachers</td>
<td>2</td>
<td>1.9</td>
<td>0.5</td>
<td>0.1</td>
<td>13</td>
</tr>
<tr>
<td>Students</td>
<td>23</td>
<td>16</td>
<td>5</td>
<td>1</td>
<td>52</td>
</tr>
</tbody>
</table>

## 2014 California Teachers, Male Teachers & Students Racial Characteristics

<table>
<thead>
<tr>
<th></th>
<th>%Black</th>
<th>%Latino</th>
<th>%Asian</th>
<th>%Native American</th>
<th>%White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>4</td>
<td>18</td>
<td>11</td>
<td>0.5</td>
<td>66</td>
</tr>
<tr>
<td>Male Teachers</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>0.2</td>
<td>18</td>
</tr>
<tr>
<td>Students</td>
<td>6</td>
<td>53</td>
<td>11.5</td>
<td>0.6</td>
<td>25</td>
</tr>
</tbody>
</table>

Source: California Department of Education (2014)
“Are we in a situation where we need Black teachers teaching Black kids and White teachers teaching White kids?”
Value-Added for Students of Color When Taught by a Teacher of Color

- Dee (2004) – Tennessee’s Project STAR Class-Size Experiment

- Ouazad (2008) - Early Childhood Longitudinal Study, Kindergarten

- Fairlie, Hoffmann, & Oreopoulos (2014) – Administrative data from De Anza College
Shifting the Focus on Recruitment to Include Workplace Experiences and Retention
Research Questions

1) What are Black male teachers’ school based experiences of?

2) How does the school’s organizational context affect Black male teachers’ decisions to stay in their schools or in teaching?
Method for Data Collection

- 2 Rounds of In-depth Semi-structured Interviews (Seidman, 2006)
- Observations (Creswell, 2007)

Sample:
- 27 Black Male Teachers in Boston Public Schools
- 14 schools
- 7 schools with 1 Black Male Teacher (n=7)
- 7 schools with 3 or more Black Male Teachers (n=20)
Perception that Colleagues Saw them as Intellectually Inferior

- "I mean it makes you feel inadequate. Like am I saying something that's crazy? I've been educated. I have a Master's. I passed all these MTELs just like everybody else. It's frustrating you know?"

-Dennis Sangister
8th Grade English Teacher
Behavior Managers Rather Than Teachers

“I can see most people would feel enthused that they’re helping out their colleagues – like they picked me because they respect me – [but] it’s also becoming a burden now because I have other things to do. I have to plan. I have to plan for my kids to be on a specific track, plan my scope and sequence, and correct papers. Just the regular things that teachers do.”

-Jermaine Carter
9th Grade Math Teacher
Practitioner Recommendation

- Design PD for Black male teachers – and by extension male teachers of color.

- We improve organizations when we grow both the people and the organization (Bryk, 2010)
People: Design professional development to address Black male teachers’ unique experiences
Creating the Boston Teacher Residency Male Educators of Color Network

- Mission: To provide socio-emotional support to male teachers of color and a space to reflect on practice - in service of student learning.

- Meetings took place on Friday evenings from 5:00 p.m. – 7:00 p.m.

- First half focused on socio-emotional support

- Second half focused on having a thought-partner solve a problem of practice. Professional learning community (Little, 2006)
What are the potential drawbacks to designing/providing PD to teachers based on their social location (e.g. race or gender)? [Turn & Talk]
<table>
<thead>
<tr>
<th>Month</th>
<th>Social-Emotional Component</th>
<th>Dilemma of Practice</th>
</tr>
</thead>
</table>
| January 2013| * Opportunities in Boston Public Schools  
* Pathways into leadership                                                                 | * How do you create student buy-in?  
* How do you get all students to do high cognitive demand thinking? |
| February 2013| *What is the role of male teachers of color in educating boys of color?                    | *What are some practical strategies that will help engage boys of color?               |
| March 2013  | *How do I navigate the *various roles* I am asked to play in my school?                   | *How do we make our curriculum culturally relevant to our students?                   |
| April 2013  | *How do we increase the number of male teachers of color in our district?                  | *What does it mean that Black male teachers receive a disproportionate number of unsatisfactory ratings on the district’s new Evaluation system? |
| May 2013    | Organized an after-school workshop that included 25 male high school students of color. The purpose of the workshop was to provide male students of color with information that would expose them to the teaching profession. Workshop sessions focused on 4 areas - 1) Teaching &Your Community  
2) How to become a teacher  
3) Cash & Benefits  
4) Educating Beyond the Classroom |
February

Social-Emotional Component: What is the Role of Male Teachers of Color in Educating Boys of Color?

Valuing the Cool: “Math SWAGG”
February
Social-Emotional Component: What is the Role of Male Teachers of Color in Educating Boys of Color?

Valuing the Cool: “Sick with It”
February

**Dilemma of Practice:** What are Some Practical Strategies That will Help Engage Boys of Color?
February

Dilemma of Practice: What are some practical strategies that will help engage boys of color?
## March:
How do I navigate the *various roles* I am asked to play in my school?

<table>
<thead>
<tr>
<th>What roles am I expected to play in my school?</th>
<th>How does this make me feel?</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Dean of discipline</em></td>
<td><em>I feel obligated to fulfill this role.</em></td>
<td><em>Put in writing... these are my priorities, I would have loved to have done x, but I can’t at this moment.</em></td>
</tr>
<tr>
<td><em>Responsible for putting out fires (troubleshooter)</em></td>
<td><em>I have a hard time saying no when asked to play these roles. I don’t feel like I have a “right” to say no.</em></td>
<td><em>Maybe we should take this to the headmaster</em></td>
</tr>
<tr>
<td><em>Translator (both literally and figuratively for school’s culturally and linguistically diverse student population)</em></td>
<td><em>How do I make sense of “not being seen as a lazy person” and trying to say no.</em></td>
<td><em>“Who are some of the other individuals who might be able to help us solve this problem?”</em></td>
</tr>
</tbody>
</table>
March:
How do we make our curriculum culturally relevant?

African-American History
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Male Teacher of Color Pipeline Event
Policy:
In March 2014, Boston Public Schools Launched the Male Educators of Color Executive Coaching Seminar Series
Policy
Boston Public Schools: Office of Human Capital

- Expanding the Male Educators of Color Executive Coaching Seminar Series
- Designing a similar program for principals of color
Policy:
Moving away from Quotas to a Focus on the Organizational Benefits for Diversity

BOSTON CITY COUNCIL

September 17, 2014

The Boston City Council’s Committee on Education will hold a public hearing on Tuesday, September 17, 2014 at 6:00 p.m. in the Christopher A. Iannella Chamber.

The subject of the hearing is:

Docket #1309-Order for a hearing to discuss recruiting and retaining educators of color within the Boston Public Schools.

This matter was sponsored by Councillors Tito Jackson and Ayanna Pressley and referred to the committee on July 30, 2014.

NOTICE: The Boston City Council may have a quorum in attendance due to standing committees of the City Council consisting of both voting and non-voting members. However, members attending this duly posted meeting are participating and deliberating only in conjunction with the business of the standing committee.

Members of the public are cordially invited to attend and testify. If you have not testified at a Council hearing before, please arrive (5) minutes before the call of the hearing to sign up and become familiar with the hearing format, testimony locations, and sound system. Please bring fifteen (15) copies of any written documentation you wish to present at the hearing. If you know of others who may be interested in this hearing, kindly notify them.

Written comments may be made part of the record and available to all Councillors by sending them by email, fax, or mail to arrive before the hearing, please use the information below.

For the Committee:

Tito Jackson, Chair
Committee on education
Funding Provided By

- The National Academy of Education/Spencer Foundation
- The Shanker Institute
- Office of the Provost at Teachers College
- Office of Diversity and Community Affairs at Teachers College

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