UCLA
UCLA Electronic Theses and Dissertations

Title

Centering the Voice of Black Male Students On Effective Teaching: Implications for Research, Practice, and Policy

Permalink

Author

Woodward, Brian Coleman

Publication Date

2023

Peer reviewed|Thesis/dissertation

UNIVERSITY OF CALIFORNIA

Los Angeles

Centering the Voice of Black Male Students

On Effective Teaching:

Implications for Research, Practice, and Policy

A dissertation submitted in partial satisfaction of the

requirements for the degree of Doctorate of Philosophy

in Education

by

Brian Coleman Woodward

2023

ABSTRACT OF THE DISSERTATION

Centering the Voice of Black Male Students

on Effective Teaching:

Implications for Research, Practice, and Policy

by

Brian Coleman Woodward

Doctor of Philosophy in Education

University of California, Los Angeles, 2023

Professor Robert Cooper, Chair

Too often educators are unable or unwilling to see the potential Black males have as students, and often view these young men as inhuman or uneducable. More specifically, teachers often ignore or underestimate that Black males experience education in a manner unlike their peers due to the historical construction of what it means to be a Black male. Given that K-12 students and teachers spend a significant amount of time together the teaching that occurs in classrooms can have a significant impact on student success within schools. What is often missing, not offered, not valued, or in need of re-emphasizing within the field of educational research is the need for Black males to theorize teaching. It is important to understand the type of pedagogical strategies that these young men believe will enrich their classroom experiences, which serves as the

impetus for this exploratory study that seeks to answer how do Black males theorize (think, explain, and develop a set of ideas) notions of teaching. To develop a collective understanding of Black male students' perceptions of effective teaching, a social constructivist qualitative research method was implemented. More specifically a series of semi-structured interviews were conducted with twelve Black male students who attended three urban high schools in southern California. Each of the interviews conducted were audio-taped and transcribed and lasted approximately 60 to 70 minutes. Three research questions that guided the study were: What are Black male secondary students' perceptions of effective teaching? What are the strategies, approaches, and methods of teaching that Black male students describe that? What can teachers, researchers, and policymakers learn from Black male students' understanding of effective teaching to better serve this student group in the classroom? Key findings revealed that the participants can articulate their thoughts about teaching with specificity by providing definitions of teaching, strategies that enhance their learning, and distinguishing between the act (teaching) and the person (the teacher). Moreover, too often the participants questioned the willingness of teachers to want to give their best instruction, make positive connections, and form relationships that will benefit their classroom success.

This dissertation of Brian Coleman Woodward is approved.

Tyrone Howard

Richard Milner

Daniel Solorzano

Robert Cooper, Committee Chair

University of California, Los Angeles

2023

DEDICATION

I dedicate this dissertation to the dreamers, those who flounder, procrastinate, lack focus, are rough around the edges, unpolished, misunderstood, the loners, those who do not quite fit into the box, those who forget who they are sometimes, the book lovers, those who are disorganized, lazy, selfish, and love tv. Basically, those who just can't get right. I am proof sometimes you can. To all the Black Males, those seen and unseen, in Haiti or in Greensboro, at Howard or Harvard, in jail or walking freely on the streets, those born and those who have passed, in church or those just living it up, if you ever get a chance to read this manuscript even just one page, know anything is possible. Elijah and Gabriel that especially means yall.

Table of Contents

Contents

List of Tables

Thomas, Aunt Vanessa, Aunt Loretta, Aunt Jean, Uncle Joe, Uncle Bob, Uncle Earl, Uncle Mark, Uncle Peabody, Catina, Venice, Angie, Robin, Juanita, Junior, Jemelle, Jason, Jessica, JJ, Keela, Josh, Lauren, Logan, Garrison, Jasmine, Rezen, Nate Jr., Amya, Aiden, Tiana, Jaden, Gabrielle, Madison, Mahagony, Paul, Aunt Eloise, Uncle Mooney, Monique, Mr. Sanders, Mrs. Metitia, and all of the Smith family, and everyone from the Woods family). I know I forgot some names please forgive me. To my family and all the members coming afterwards I hope this will be the start of a lot folks getting their PhD.

I also want to thank everyone from UCLA. Dr. Howard it starts with you. I do not step a foot on UCLA's campus without your vouching for me to receive the Cota Robles scholarship. You took a chance on a boy from Greensboro, NC who had little research experience and helped show me the possibilities are endless as an academician. The time that I spent with the Black male Institute saved me. That place felt like home and I was home sick. I know that I have dropped the ball with you more often than I should, but it is my hope to one day write more articles with you. I am proud of the work I did with you. I have so many ideas that I want to put to paper and hopefully I can fulfill my dream of being a tenured professor. I appreciate you. Also, to see you become AERA president and succeed Dr. Milner that filled my heart with joy. Dr. Milner from the first time I met you I was in awe. Yes, everyone on this committee is accomplished but we had a lot of common-both southerners, both went to HBCU's and you specifically went to South Carolina State which is an important part of my family (my sister went there and my granddads went there as well as taught there). For me it was more than just your scholarship and what we had it common it was how down to earth you are despite how accomplished you are. Thanks for constantly checking in on me it meant a lot and kept me going. Dr. Solorzano I did not spend as much time with you as everyone else, but what I loved about

you is that you always spoke to me every time you saw me. It meant a lot. You probably do not

remember this but the first AERA I went to you invited me to dinner and I was thinking wow I

am at dinner with Dr. Solorzano this is crazy. You and Dr. Howard for students of color

(especially Black and Latinos in education) at UCLA were like gods. And when I was an

undergraduate student at Howard, I read an article you had recently published in the Journal of

Negro Education. Who knew that years later that seminal work was not only placed in a journal

that was near and dear to my heart, but I would get to meet you at UCLA and you would be on

my committee. Funny how life works. Dr. Cooper you quite literally saved my life. I never

thought I would give up, but I thought I had run out of chances. You were the first instructor I

ever had at UCLA and your class was still was one of the best courses that I had. I thank you for

your patience, your grace, and how you talked about God in our conversations which kept me

from wavering in my faith. I am forever in your debt. To the BMI family when I was there

(Samarah, Rachel, Kenjus (thanks for being a great friend and an advocate I do not know anyone

who is a better scholar than you. I cannot wait to see what you do at American, but more

important I cannot wait to see and read more of your research that will shake up education, no

one has more original scholarship than you), Oscar (thank you for always checking in on me

throughout the years and giving me opportunities to continue to write), Tr'Vel, Donte, Joanna,

Terry Flennaugh, the students in the Blacklimated courses, the students in the research courses,

any student that I had the fortune of meeting and chatting it up with during that time I am

grateful. I am also thankful for the VIPS crew that I interacted with Dr. Jonli Tunstall, Jerry and

other students that helped UCLA feel like a home. I also want to thank the cohort members and

students I become close with at that time Michelle, Benny, Nicole, Kfir (how can I forget our

runs up and down the Santa Monica steps. You probably are still in shape me on the other hand

almost given up you saved me. You are the best dissertation coach ever and I promise I will write a ton of reviews for you. I also want to thank everyone at Sidwell. You helped to pick me up at a time when I was just going through the motions in life. I am grateful for that. Robert Boone and Chris Serrano, I do not have a brother, but yall are my brothers. I would not have finished without you. Our text chain, hanging out, and the trip to Mexico City kept me from giving up. I owe yall dinners and trips to California, Brooklyn, and international trips.

Finally, my family Elijah, Gabriel, and Joshua (rest in peace). There is no greater love one can have than the love you have for your children. There is nothing that I would not do for yall. I can work on being a better son, brother, husband, Christian, etc., but as God as my witness I have tried to be the best father that I can be (minus cooking). With this degree I want you to know that anything is possible. You grandfather on my side had an 8th grade education and your mother was the first in her family to go to college. The sky is the limit for yall whether it is going to an HBCU like your mom and I went to (HU You Know) or attending top public universities like Carolina and UCLA (like your mom and I went to) or being the first in our family to attend an Ivy league college the sky is the limit. You have no excuses. I love you with all my heart always remember that.

Kim. Wow. I am completing this dissertation for myself, but it is also for you. The young man you met at Howard was full of potential, had his stuff together (so I thought), but somewhere along the way I lost my drive. It was you who was my first official writing tutor in college. My writing was horrible and you made it less horrible. I have taken so long to finish that I feel like my writing skills are still horrible ha, but I am only here because of you. I have fallen short of fulfilling my duty as husband, not always making the right decisions, making you carry the workload when it should be an equal partnership. I am sorry for that. Look at all that

happened in the years it took me to get this degree (we lived apart for two years because of school, had our first baby in California (dealt with his prematurity), traveled to Brazil, Alaska, Cuba, Turks and Caicos, Curacao, traveled across the country three times, lost a child, had another baby boy in Gabriel and the list goes on). I have seen you work your tail off to climb up the ladder professionally as a pathologist, you have put both boys through school, you helped us buy our first homes, it is time for you to get the help you deserve. This degree is the start of the transition where I will take over the work duties and you can begin to enjoy life with the boys more. I owe you that. I love you. Thank you for not giving up on me. Thank you for pushing me. Thank you for believing in me. This degree is yours Kimberly Woodward.

Curriculum Vitae

BRIAN COLEMAN WOODWARD

EDUCATION

Doctoral Candidate in the Department of Urban Schooling, University of California, Los Angeles, CA,

Masters of Business Administration, University of North Carolina, Greensboro, North Carolina

Masters of Arts in Educational Administration and Policy, Howard University, Washington, DC

Bachelor of Arts in History (with honors)*,* Howard University, Washington, District of Columbia

PUBLICATIONS

Articles

Refereed Journal Articles

White, T., **Woodward, B.,** Graham, D., Milner IV, H. R., & Howard, T. C. (2019). Education Policy and Black Teachers: Perspectives on Race, Policy, and Teacher Diversity. *Journal of Teacher Education*, 0022487119879895.

Howard, T.C.**, Woodward, B.,** Navarro, O., Haro, B., Watson, K., & Huerta, A. (2019). Renaming the narrative, reclaiming their humanity: Black and Latino males' descriptions of success. *Teachers College Record*, 121(5)*.*

Woodward, B. (2018)**.** Centering the Voice of Black Male Urban High School Students on Effective Student-Teacher Classroom Relationships. *Journal of Urban Learning Teaching and Research.* Vol 18. (63-72).

Ayscue, J., Siegal-Hawley, G., Kucsera, J., & **Woodward, B**. (2018). Three Distinct Histories with One Common Future School Segregation in Charlotte, Raleigh, 1989-2010. *Educational Policy*, 32(1), 3-54.

Ayscue, J., Siegal-Hawley, **Woodward, B**., & Orfield, G. (2016). When choice fosters inequality: Can research help? *Phi Delta Kappan,* 98(4), 49-54*.*

Woodward, B., & Howard, T. C. (2015). Creating Educational Excellence in the Pipeline: Undergraduate African American Males' Perceptions of Educational Research and Participation in the Black Male Project. *Spectrum: A Journal on Black Men*, *4*(1), 99-125.

Book Chapters

Navarro, O. & **Woodward, B**. (forthcoming) Using a Critical Race Theory & Social Studies Approach to Center the Histories, Experiences, and Narratives of Communities of Color in Secondary Classrooms (Critical Race Theory and Classroom Practice)

Woodward, B. & Amlani, N. (2018). Clearing the Pathway: Recognizing Roadblocks to Entry into Buffalo's Top-Tier Schools. In Gary Orfield and Jenn Ayscue (Eds.), *Investigating Discrimination in Elite Public Schools: Lessons from the Buffalo Case.*

Encyclopedias Entries

Woodward, B. & Howard, T.C. (2016). Black Male Students (pK-12). In K. Lomotey (Ed.) *People of Color in the United States: Contemporary Issues in Education, Work, Communities, Health, and Immigration*. Santa Barbara, CA: ABC-CLIO.

Reports and Manuals

The Counter Narrative Report: Debunking Myths of Black and Latino Male Youth. (December 2016) Black Male Institute: Los Angeles, CA.

Ayscue, J., Levy, R., Siegel-Hawley, G., & **Woodward, B**. (2017). Choices worth making: Creating, sustaining, and expanding diverse magnet schools. A manual for local stakeholders. Los Angeles, CA: The Civil Rights Project/Proyecto Derechos Civiles.

Better Choices for Buffalo's Students: Expanding & Reforming the Criteria Schools System. *K-12 Integration and Diversity* (May 2015) Civil Rights Project: Los Angeles, CA. (6th author) Segregation Again: North Carolina's Transition from Leading Desegregation Then to Accepting Segregation. Now. (May 2014) Civil Rights Project: Los Angeles, CA. (2nd author)

<h1 align="center">Chapter 1-Introduction</h1>

<h2 align="center">An Exploration of Their Insights on Effective Teaching</h2>

Preface: Black Male Educational Battle Royal

> Some were crying and in hysteria. But as we tried to leave, we were stopped and ordered
> to get into the ring. There was nothing to do but what we were told. All ten of us (Black
> males) climbed under the ropes and allowed ourselves to be blindfolded with broad bands
> of white cloth……But now I felt a sudden fit of blind terror. I was unused to darkness. It
> was as though I had suddenly found myself in a dark room filled with poisonous
> cottonmouths. I could hear the bleary voices yelling insistently for the battle royal to
> begin (p.21).

This quote, taken from Ralph Ellison's *Invisible Man,* introduces one of the more memorable
scenes in the entire book: "The Battle Royal." The narrator, a valedictorian at a local high school
was asked to deliver his graduation speech to a group of leading white members of the
community. At the onset of the evening, the narrator presumed this event would afford him the
opportunity to highlight his intellectual achievements. Yet prior to delivering his speech, the
narrator was instructed to participate in a previously unannounced "battle royal," which
consisted of he and his classmates entering a boxing ring wherein they were blindfolded and
instructed to brutally bash one another for the entertainment of the white onlookers. Although the
narrator advanced to the final round and was ultimately defeated, he and the other contestants
removed their blindfolds and were led to a rug covered in coins of varying value, only to
discover they would be electrocuted if they touched the rug. As the battle royal concludes, the
narrator is asked to recite his graduation speech in front of the all-white community members
and comes to the realization that the community members planned for him to give the speech all

along. for the brutish entertainment of others. For the white community, the narrator was viewed as no different than any other Black boy. While Ralph utilized two symbols-the blindfolds and tokens-to reveal how Black males were forced to endure discrimination and racism, these symbols can equally represent the current educational inequities Black males presently endure in classrooms. The meaning of the blindfold is two-pronged. First, the blindfolds denote that they Black males themselves were "blinded" by the disingenuous benevolence of the leading white community members who attended the battle royal, and coerced these young men to display acts of violence and savagery. Second, the blindfolds are representative of the white community members' inability to see the humanity of Black males and not just as "entertainment." Throughout the world, the U.S., large and small regional communities, local schools, and individual classrooms, there are those who consciously or unconsciously wear "blindfolds." They are unable or unwilling to see the potential Black males have as students, and often view these young men as inhuman or uneducable. More specifically, teachers often ignore or underestimate that in schools Black males experience education in a manner unlike their peers due to the historical construction of what it means to be a Black male (Howard, Flennaugh & Terry; 2012). Consequently, despite being academically competent and capable, Black male students internalize stereotypical messages, which reifies the negative portrayal of how they are perceived both in school and throughout the broader society. The second significant symbol that ties the battle royal scene in Invisible Man to the current educational plight of Black males is the token. In the scene, the tokens were made of two elements-brass and zinc-which represented the challenge of being both Black and American in a predominately white society. Equally, in classrooms being both Black and male can present a challenge to teachers, who are predominately white and female, and whose cultural backgrounds are often misaligned with

those of their students, which consequently creates a dissonance that influences classroom learning (Gay, 2010; Howard, 2003; Milner, 2013a). Given that K-12 students and teachers spend a significant amount of time together, thus teachers and teaching can have a significant impact on student success within schools (Darling-Hammond, 2010; Milner, 2010). What is often missing, not offered, not valued, or in need of re-emphasizing within the field educational research is the need for Black males to theorize and think about pedagogy. Additionally, it is important to understand the type of pedagogical strategies that these young men believe will enrich their classroom experiences, which leads us to the exploratory by critical question of how do Black males theorize (think, explain, and develop a set of ideas) around notions of teaching. Centering Black male voices and insights on teaching is essential; therefore, it is crucial to provide some context on both how I came to this study and why it is necessary.

While education experts (Anderson, 1988; DuBois, 1903; Siddle-Walker, 1996, Woodson, 1919) have historically explored the educational plight of Blacks in America, Solorzano (2019) contends:

> Most of the social science research asserts that US educational institutions marginalize the experiences and histories of People of Color. Educational marginalization is often justified through research and teaching that decenters and indeed, dismisses the histories and experiences of Communities of Color (p.109).

While marginalization has presented students of color with unique circumstances that challenge their ability to reach their full academic potential, Milner et. Al., (2013) contends that "too many Black males are placed on the margins to teaching and learning, which can make it difficult for them to succeed (p. 25). Furthermore, Givens and Nasir (2019) maintain that "the race and

gender experience of Black males requires a dynamic analytical perspective to both honor and interrogate their lived realities" (p. 4). For investigators who study the educational experiences of Black males, the challenge is how to present these young men beyond the conventional dichotomous narrative that these students are either successful or unsuccessful in their academic endeavors (Howard et al., 2019). It is imperative to put forth scholarship (Schott Foundation for Public Education, 2015; Harper, 2014; Wood, Harris, & Howard, 2018) that emphasizes a data driven portrayal of the Black male educational experience. Studies that center the voices of Black males on teaching is necessary because the academic outcomes of Black males are continually highlighted in comparison to their non-Black peers despite these outcomes being a result of larger "structures, policies, practices, curricular ideologies, teacher attitudes, and programs (Howard, 2019, p. 116).

Black Male Educational Landscape

The K-12 educational plight of Blacks males has garnered national attention in recent decades and has been well documented in the professional literature (Brooms, 2020; Brown, 2011; Carey, 2019; Carey, 2020(a) Center Collaboration, 2014; Fergus, E., Noguera, P., & Martin, M., 2020; Ferguson, 2000; Garibaldi, 1992; Gibbs, 1988; Howard, 2008; Howard, 2013; Howard, 2014; Elijah & Cooper, 2003; Nasir, N.I.S., Given, J. & Chatmon, C., 2018; Noguera, 2003; Polite& Davis, 1999; Price, 2000; Toldson, 2008). Within recent years, national educational policies, and initiatives have been created, reformatted, and analyzed (Allen, K., Davis, J., Garraway, R., & Burt R. 2018; Center Collaboration, 2014; Howard, 2013; Howard, 2014; Howard & Associates, 2017) regarding factors that influence the educational matriculation of young men of color, and especially Black males. During the Obama administration a white House initiative entitled "My Brother's Keeper" was launched as a multi-sector collaborative

initiative to address persistent opportunity gaps faced by young men of color. Three specific goals of the initiative were related to fundamental junctures in the schooling experience of every student including: (a) entering school ready to learn, (b) reading at grade level by third grade, and (c) graduating from high school ready for college and career. The authors of the initiative called into question why some Black male students are having difficulty meeting the goals and what can be done to rectify the problem. A cursory glance at the data highlight reasons for the inability of Black male students to get or stay on par with their counterparts on a variety of academic indices (e.g., low graduation rates and standardized test scores). In their educational findings, analysts (Bonner, F.A. 2014; Mandara, 2006; Wood, J.L. & Harper, S.R., 2015) continually highlight Black males at all educational stages (i.e., elementary, secondary, and postsecondary) encounter persistent inequity that affects both their school experiences and too often indicate that Black males are continually and disproportionately suspended and expelled from school in comparison to their peers of other racial or ethnic groups (Canton, 2012; Ferguson, R. F. 2003, Gregory et al., 2010; Gregory et al., 2017). There is an overrepresentation of Black males in special education or redial courses (Fenning & Rose, 2007; Mydosz, A. S., 2014; Moore et al., 2008; Skiba et al., 2007) and an underrepresentation of Black males in gifted and advanced courses (College Board, 2012; Ford, 2007; James, 2017; Lackey & Lowery, 2020.

While the information above highlights that providing an equitable educational experience for Black males is an ongoing process, scholarship on Black males has followed a similar trend: scholarship is conducted, etiological theories are suggested, and strategies are recommended for the reversal of academic outcomes (e.g., low graduation rates and standardized test scores). Despite decades of work, little or gradual change has occurred which warrants reconceptualizing scholars' approach to examining Black males in education. As someone

interested in the welfare of Black males, I understand the strategy behind continually presenting

the data as an impetus to create change. This repetition of highlighting academic outcomes helps

to elucidate the problems Black males face in the classroom and forces educational personnel to

think about where should the areas of improvement for Black male education be placed. Should

the national focus emphasize improving content specific areas (e.g., reading), reducing

suspension rates, improving graduation rates, etc.? When thinking about addressing the needs of

Black male students, it is a complex, which warrants rethinking how to address the problem. I

agree with Flennaugh (2015) who asserts:

> Educators, researchers, and youth workers who focus on high school-age Black
>
> men can acknowledge that a single story of chronic underperformance dismisses
>
> chances for academic excellence for this population of students. This single story
>
> inhibits many of us from thinking about anything other than failure for young
>
> Black men in today's schools (p.66).

Therefore, to counter this monolithic narrative, analysts (Howard & Associates, 2017; Warren et

al. 2016; Warren, 2017) have shown that when given the proper support, Black males can and do

achieve academically. Due to the pronounced attention young Black men garner, to have their

educational experiences accurately analyzed is difficult because, "some are thriving, some are

struggling, some are making progress, and others are seeking a place to be recognized for the full

human potential" (Howard, 2019, p. 115). I maintain that while complex problems warrant

complex and interdisciplinary solutions, thought leaders should simply start by asking what

Black male students think about how they are being educated and specifically taught. While each

year new studies and interventions are created to abate the perennial underachievement of K-12

Black male students, absent in the discourse is a space where the students themselves can be a

part of the solution. Students, but Black males specifically, should be extended a greater voice and not experience their ability to define and articulate good teaching being underestimated or not considered. The paucity of attention given to the Black male student voice is unjustified and must be addressed. There is utility in student voice, and I contend that "centering" Black male students' insights on teaching as a necessary step to extend the work of academics with the goal of enhancing the educational experiences of these young men.

How did I come to this work?

Milner (2007) put forth a framework for researcher racial and culturally positionality in which he urges authorities on the subject to consider seen, unseen, and unforeseen dangers when conducting work. Milner (2007) noted that in reaching oneself there are a few questions to think about: (1) "[W]hat racialized and cultural experiences have shaped my research decisions, practices, approaches, epistemologies, and agendas (p.395); and (2) How do I negotiate and balance my own interests and agendas with those of my participants, which may be inconsistent with or diverge from mine?" Building upon the work of experts that investigates Black male educational experiences, and specifically the way these young men think about teaching, is notable to me because of my intersecting identities as a Black male student, investigator, and former teacher. Lie Dubois' notion of double consciousness, how I perceive myself and the way others view me often have and continue to be at odds. This internal identity struggle was exacerbated by educational experiences that can be described as complex at best. I was one of the few Black males at my high school who participated in the limited number of AP courses offered, yet I attend a school that was on the verge of being taken over by the state because of its "low performing" status. In the confines of my own school, I was deemed smart, but when I stepped beyond the school walls, I was not spared the stigma attached to me due to the larger

societal perception of Black males. Even as I write this dissertation, I have an opportunity to become the first in my family to receive a doctorate, yet I am still dealing with "imposter syndrome" because it has taken more than a decade to complete the degree. What I do know about myself and other Black male students is that it is difficult to categorize our educational experiences in these conveniently neat proverbial boxes. For many Black males, including myself we have vacillated between being a scholar and a statistic, or simultaneously playing both roles. The aim of the investigation is to inspect the connection between Black males and teaching from the perspective of Black male high school students. Centering the analysis on teaching is imperative because studies highlight that teachers and their teaching can have the most significant impact on student success within schools (Darling-Hammond, 2010; Milner, 2010). Also, by placing emphasis on Black males, it aids in dispelling the notion that these young men are essentially the same and should be instructed as such. While there may be similarities in how these young men view teaching, the individual nature of the teaching and learning process lends itself to a variety of interpretations about what constitutes or defines good teaching how it should be implemented in classrooms.

Milner's (2007) *Race Culture and Researcher Positionality* article highlights Tatum (2001) who contends that "The development of a positive identity is a lifelong process that often requires unlearning the misinformation and stereotypes we have internalized not only about others, but about ourselves (p.53)." In thinking about my own identity space, I was raised to never feel inferior to anyone, yet doubting my own academic abilities has been a persistent challenge for me. As a Black male scholar, I have the cultural knowledge to accurately interpret and validate the experiences of students of color, especially Black males. However, as a Black male from a middle-class, college educated family who was raised in a southern two-parent

8

home my experiences and worldviews are both similar and at odds with the worldviews of the participants. As I reflected on having taught Black males in both public and private classrooms, I often reflected on my own personal stereotypes as well as societal views that were continually placed on Black male students such as their reluctance to exert maximum effort in the classroom, or their unwillingness to demonstrate their intellectual acumen in front of their peers. Therefore, emphasizing scholarship that debunks any negative stereotypes or monolithic notions of Black males while simultaneously interrogating and centering a variety of Black male student voices is key. I agree with Milner (2007a) who noted that "epistemologies need to be 'colored' and that the academic community may need exposure to theories, perspectives, views, and positions, that emerge from the experiences and points of view of people and researchers of color (p.390)." The impetus of the dissertation is to move scholarship toward a place where Black male student insight on their educational schooling experiences, primarily teaching, will be normalized, accepted, and valued.

Milner (2007) contends that scholars should think about what systemic and organizational barriers and structures shape the community's and people's experiences locally and more broadly. We know that students do not learn solely in the classroom and that there are variables, both inside and outside of the classroom that impact student learning. Therefore, it is notable that examiners not only put forth Black male student voice and insight on teaching as a foundation, but view Black males as arbiters of knowledge that will enhance the education system.

Purpose of the Study

The purpose of the study is to analyze Black male students' insights on teaching, which can serve as an impetus for educational analysts, practitioners, and policymakers to view these

strengths as integral stakeholders in enhancing their educational experiences. An additional purpose is to center the voice of Black males on teaching by gaining insight into how these students not only perceive instruction, but experience instruction, in the classroom. Students in general and Black male participants specifically, are the authorities on the type of K-12 pedagogy that works best for their needs and it is pivotal to allow these males the opportunity to articulate their understanding around teaching. Additionally, this work aids in continuing to challenge this "one-size fits all" teaching strategy that educators have implemented and continue to utilize in classrooms. Just as students are not a monolithic group, Black male students have diverse experiences and perspectives, and are all dynamic intelligent individuals who should be taught as such. While there may be similarities how these young men view teaching, each person learns in their own way. This fact results in a variety of student interpretations of what good teaching is and their opinion of how it should be implemented in classrooms. One way to debunk this "one size fits all" teaching style is to apply an anti-essentialist perspective with Black male students which affords the young men authority to name, describe, and respond to the educational realities in their own distinctive ways. The application of an anti-essentialism approach is noteworthy because it highlights variation in the lives and circumstances of students, while concurrently centering their voices and allowing them to name and describe their humanity in spaces-such as classrooms-that do not always include or value their voices. While teachers are often regarded as the authority on instruction within their respective classrooms, student voice is frequently missing on ways to enhance overall instruction. Ultimately, listening to one of the most marginalized student groups-Black males-can assist with allowing these young men to feel and be valued, while offering in-service and pre-service teachers useful analysis of how their pedagogy can positively impact Black males.

A secondary impetus of the inquiry is to create a paradigm shift regarding how Black male students are perceived in schools and society writ large. Howard (2013) notes: "A paradigmatic shift regarding Black males urges scholars to move toward a more asset-based approach, which recognizes the strengths, promises, and potential of students and can lead to approaches that delve into a more comprehensive nuanced, complex, and authentic account of them (p.19). In considering how to enhance the narrative around Black boys, it is crucial that these young men are perceived as thought-provoking students in the classroom and within their larger school sites, which has the potential to change the negative perception of how these young men and their mindsets are seen in broader society (p.19)." In addition, Howard (2019) notes that it is principal to have "these kings [Black males] be recognized for their intellectual acumen (p. 115)," however, one of the challenges with highlighting Black male intelligence in the K-12 education space is an over-reliance on standardized policies, tests, and practices. Milner (2012) states, outcomes such as standardized tests provide information about a, socially constructed way of thinking about what students know and need to know" asking the question, are we (academics) focusing on too much testing and not enough teaching (p.694)." National educational standards, acts, and or policies (e.g., No Child Left Behind, Common Core) are frequently recommended as approaches to improve the educational experiences of students, yet the impact of the policies are diminished or when there is a transition in presidential administrations. In 2014, for example, President Obama introduced the *My Brother's Keeper Challenge* to address the obstacles facing young boys especially Black boys. While this was a step in the right direction, its national attention waned once the Trump and Biden administrations took office. It also appeared that there was a direct connection between the first Black president being elected and an increased emphasis on articles about Black males during his eight years in

11

office. Yet currently, the former "hot topic" of Black males has been replaced by new foci that prioritize issues such as Critical Race Theory (CRT) in schools, anti-Blackness, and K-12 school choice options or school privatization. While there are other student groups such as Black girls and women that need to be highlighted more often, it is my goal to continue to place Black male educational experiences at the forefront of my scholarship.

The final aim of this work is to extend as well as add to the literature on effective teaching. Two works which directly influenced this work are Michelle Fosters' 1997 book <u>Black Teachers on Teaching</u> and Howard's (1998) article on the pedagogical practices of effective teachers for African American students. Utilizing life-history interviews from 20 teachers with diverse backgrounds-in terms of years of teaching, types of schools where they taught, and instructional disciplines—the primary purpose of Foster's (1997) work was to provide a voice for a historically marginalized group [Black teachers] as the impetus to have a more complete understanding of education, schooling, teaching, and learning in the United States" (Foster, 1997, p. L1). The second work, Howard's (1998) work sought to illuminate the strategies implemented by four elementary teachers to improve the academic and social achievement of their African American students. He reviewed the students' perceptions and interpretations of their teachers' pedagogical strategies. The author identified five themes that positively and effectively contributed to the schooling experiences of African American students (1) holistic instruction, (2) culturally relevant communication, (3) skill building strategies, (4) culturally congruent value orientation, and (5) professional pedagogy. These two works influenced my thinking around conducting a study centering the voice of Black male students and their thoughts about teaching as grounding for theory that informs inquirers and practitioners alike about ways to enhance classroom pedagogy that acknowledge and validate Black male students.

Need for the Study

Given that Black male students are not often queried about the act of teaching, this study afforded Black male students the opportunity to share their insight on in-class and on-site K-12 instruction. Numerous intellectuals who have conducted work on Black male schooling experiences within and across topics such as: the incongruence of school culture and academic identity (Allen, 2015; Ellis et al., 2018; Fordham & Ogbu, 1986, Ogbu, 1987, Stinson, 2011); school personnel perceptions of Black males (James, 2011; Lynn et al., 2010; Marsh, L. T. S., & Noguera, PA, 2018; Reynolds, 2010; Rios, 2011) and countering monolithic notions of the students (Goings, R. B. et al., 2015; Howard, T. C. & Associates, 2017; Wright, 2011); and examining alternative academic spaces for Black males (Fashola, 2003; Flennaugh, T., 2017; Noguera, 2009; Terry et al. 2013; Warren, C. A., & Coles, J. A., 2020; Woodland, 2008). However, the professional literature is limited regarding understanding of Black male student voice as it relates to these students' notions of "teaching." Scientists have maintained a need to afford students the ability to develop voice and perspective around their schooling experiences (Bernal, 2002; Cook-Sather, A., 2009; Cook-Sather, A., 2018; Cook-Sather, A., 2020; Fine, 1987, Friere, 1988; Nieto, 1992; Nieto, 1994; Weiss & Fine, 1993). As studies began to embed the voice of students in relation to school, Waxman and Huang (1997) conducted a review of the literature and found that few studies inspected students' perceptions of instructional practices. As such, there are professors (Howard, 2002; Johnson, 2006; Labont & Danielson, 1988; Sandilos, L. E., et al, 2017; Waxman, 1989) examining African American students' perspective on the type of teaching that is effective for student learning. Additionally, academics have conducted studies with a deliberate effort to center Black males voice on a variety of schooling topics, including the role of racism in their schooling experiences, the effects of the zero-tolerance policy, and the

perceptions of school counselors (Bell, C. 2015; Canton, 2012; Duncan, 2002; Gale, A., & Dorsey, M., 2020; Howard, 2008; Owens, 2011).

While probers have investigated teaching strategies specifically for Black males (Foster & Peele, 1999; Milner, 2013b), this study is a focus less on what characteristics teachers should have, and instead places emphasis on exploration of how Black male students think about teaching. In other words, the goal is to place emphasis on the teaching rather than the teacher. There are experts (Delpit, 1988; Foster, 1994; Howard, 1998; Noguera, 1996; Polite, 1993; Siddle-Walker, 1992) that center the voice of Black male students on certain qualities students prefer teachers to have and are responsive to. The field needs more studies which extends the work of these authors through Black male students providing their insight on teaching. The question remains: Within the professional literature, why has there been so little effort or work to advance our understanding of what Black male students think about teaching? Howard (2013) notes that "Black males' accounts of their own schooling experiences have registered only a minor blip on the radar of social science because it is assumed that they are unable or unwilling to tell it" (p. 64). This investigation provides K-12 Black male students an opportunity to demonstrate that they are both capable and willing to give insightful analysis about what constitutes teaching and how it can be enhanced to benefit their classroom experiences. Warren et al., (2016) state there is a "burgeoning movement by inquirers inside and outside of academe to rewrite narratives of Black male success and spotlight what works through the eyes and in the words of young Black males (p.2)." In order to rewrite the narrative of Black males the story cannot be told without the perspectives of Black males themselves. Warren et al., (2016) maintains that

This work cannot be done in the absence of the critical insights and voices of

Black men and boys….…..Use their words to (re)imagine what should become,

How we talk about them, and the variables shaping their schooling (p.4).

The quote encapsulates this work is necessary.

Conclusion/Summary

Chapter 1 highlights the need for scholarship that centers the voice of K-12 Black male students around effective teaching. This study is needed not only because of the dearth of literature on the topic, but because there are ways that the educational journey of Black males is collectively distinct from their peers and their opinions on teaching are needed. The next chapter highlights literature on how Black males have been studied, the relationship between Black males and teaching, the importance of student voice and specifically literature that speaks to the way Black male voices are centered in scholarship and why Critical Race Theory is an appropriate theoretical frame to explore how Black males conceptualize teaching.

Chapter 2 Literature Review

In reviewing the literature, it is vital to consider the principal reason for the investigation: which is to explore Black male secondary students' perceptions of effective teaching. Again, the primary questions were: what Black male secondary students' perceptions of effective teaching, what are the strategies, approaches, and methods of teaching that Black male students theorize can enhance their learning, and what can teachers, scholars, and policymakers learn from Black male students' understanding of effective teaching to better serve this student group in the classroom.

In this chapter, I explore the literature to demonstrate a need for centering Black male perceptions of teaching. The first section reviews how Black males have been studied in K-12 education. This section is followed by a discussion of the scholarship on teaching for students in

general, leading to an investigation of student-teacher dynamics deemed beneficial for Black male students. The review of the literature concludes with a discussion of Critical Race Theory as the framework guiding this an inquire Black male students' insight on teaching.

Educational Studies Analyzing Black Males

The achievement gap and the opportunity gap have both been referenced to explain differences in educational outcomes among the various ethnic groups (Carter & Welner, 2013; Ladson-Billings, 2006; Milner, 2012; Milner, 2020). The authors revealed that educational disparities have more to do with factors that occur both inside and outside the school walls and have little to do with individual student deficiencies. Brown (2011) contends that the most significant challenge in conducting research about Black males is to consider how past and existing theories inform not only the scholarship process but the pedagogical practices that can reproduce similar outcomes (p.46). For nearly 60 years, inquisitors have debated the merits of cultural arguments to interpret Black male experiences within school. In 1965, Daniel Moynihan asserted that the national decline of the Black family--specifically an increased number of single-parent homes with increasing numbers of children--would create impediments toward Black economic and social equality. The Moynihan Report generated the "Culture of poverty" theory, explaining why poverty exists within minority communities, especially the Black community, and that children perpetuate worldviews, aspirations, and characteristics (p. 199) which may misalign with values that educational success necessitates. Cultural deficit explanations have been critiqued over the years but are still an ever-present and endemic part of school personnel perceptions of Black males (Howard, 2019; Reynolds, 2010). One limitation of the Culture of Poverty theory is its failure to survey structural factors that influence the educational experiences of students (Gordon et al., 1994). Donner & Brown (2011) maintain that a reason for the lack of

16

measurable educational progress for Black males is that the "Black male crisis" narrative overlooks the significance of the historical and structural interrelationship between race and social inequality (p.18). Moreover, Donner & Schockley (2010) assert that the broader American political economy defines and constrains the educational experiences of Black males. Numerous examiners contend that barriers related to class and, more specifically living in concentrated poverty, directly influence the opportunities available to Black male students in schools (Howard 2019; Milner, 2013a; Milner, 2015; Noguera, 2009; Wilson, 2009). Additionally, scientists (Henderson et al., 2020; Noguera, 2014) have taken a sociological viewpoint when analyzing ways to improve the educational plight of K-12 Black male students. Noguera (2014) subscribes to the idea that schools are inextricably linked to the social and economic environment where they are located, and that factors which influence child development--health, nutrition, safety, emotional support, among others--invariably influence learning and achievement (p. 115-116). Noguera probed serious junctures across the educational pipeline for Black males in New York City to determine when patterns occurred that impeded their K-12 matriculation. Using both linear growth model and latent class growth models to observe variations of students who began their formal in-school education in 1988 and graduated from twelfth grade in 2007, he identified that intensive academic support was needed for students at the elementary and middle school levels to remain proficient at the secondary level. Academic support was more important for Black males, because they did not have access to or attend higher performing schools, which were located outside the low-income neighborhoods where most of the participants lived. This investigation highlighted that the persistent failure of urban school reform (Elijah & Cooper, 2003; Noguera, 2014) has continued to exacerbate problems for Black male students (p. 115).

The issues that this student group endures within schools, however, are not detached from the greater structural problems within the communities where they reside.

More recently, Henderson et al. (2020) conducted an analysis of how the socioecology of five Black males who attended public schools developed their pride and aspirations toward college. The findings indicated that as a result of Black males fostering relationships and having the ability to socialize, the participants transitioned from being at-risk of academic failure to being qualified to apply and be accepted to four-year college.

An additional theme commonly used in the literature to explain the academic challenges often faced by Black male is the mismatch between formal schooling and their own identity. Fordham & Ogbu (1986), in their seminal work asserted that for African Americans, noted that Black high school students, excelling in school equated to a loss of one's ethnic identity. The authors famously theorized this assertion as "acting white" and later deemed African American students as "involuntary minorities" who viewed striving toward high academic achievement as directly associated with white culture. Stinson (2011) challenged the assertions put forth by Fordham and Ogbu that Black males saw their racial identity and academic success as synonymous, including those in urban areas which emphasizes the notion that academic success has and continues to be an integral part of the Black male schooling identity. The work of Stinson is helpful because Black males do not need to have their race de-emphasized to them to excel in school.

Another pervasive theme in the literature concerns the perceptions that school personnel have about Black males (Lynn et al., 2010; Marsh, L. T. S., & Noguera, P. A., 2018; Reynolds, 2010). Ladson-Billings (2011) argues that individuals (including teachers) perceive teaching Black males as "daunting." In turn, the perception teachers have of Black males, results in them

relying on or being preoccupied with maintaining order and discipline over Black male students rather than focusing mostly or first on those students' achievement and learning. Consequently, Ferguson (2000) maintains that Black males are no longer treated like children by the time they enter third and fourth grade but are instead treated like men in route to prison. Additionally, Reynold's (2010) highlighted Black middle-class parents and their experiences in a southern California school district. The findings revealed that Black middle-class parents served as advocates for their Black male children, numerous teachers had negative messages about their sons. Likewise, Lynn et al. (2010) discovered that many K-12 teachers attributed Black male students' low performance to cultural deficiencies (i.e., stemming from parents and their communities) and not teacher's actual instruction. Negative teacher perceptions of black males are not exclusive to the United States. James (2011) studied Black male high school students in Canada and found that many of the school personnel negatively depicted the Black male as "immigrants" (p.471), "fatherless" (p.474), "athletes" (p.477), and "troublemakers" (p. 480). James contends that stereotypes made by authorities within the school led to the racialization and marginalization of the students' schooling experiences. For African American males in the K-12 system, their experiences are wrought with negative perceptions of them held by school personnel--specifically, teachers. In addition to focusing on teacher perceptions, academicians have collectively produced work that causes society to view Black males as a monolithic group.

Marsh, L. T. S., & Noguera, P. A., (2018) analyzed labels imposed on Black students in a charter school. The labels adversely impacted the way teachers perceived the students as being high risk or struggling academically. Moreover, the labels negatively affected how the Black male students viewed their own schooling experiences in harmful ways. The findings revealed

that labeling language of deficit and pathology adversely impacted Black male students'
schooling experiences.

A few professors continue to push the boundaries on the "conventional" Black male
scholarship, which has stereotypically investigated low income, heterosexual, cis-gendered,
students from urban areas who are typically enrolled in "lower" level K-12 academic courses.
Analysts are now beginning to develop frames to understand the schooling experiences of a
broader diversity of Black males, including those who identify as middle class, LGBTQIA, and
gender non-conforming, as well as those enrolled in state identified curricula (Allen, 2010; Allen
2013; Ford, 2010; Ford, 2020; McCready, 2004; McCready, 2019). Despite improvements in
analyzing a variety of Black male students, what was discovered was that these young men
experienced a general lack of meaningful interaction and opportunities with the adult figures in
the school environment.

Allen (2013) employed CRT to review the educational experiences of K-12 Black middle
class male students and found that although the students experienced daily microaggressions,
they were able to counter these forms of discrimination due to the cultural wealth of their fathers.
Additionally, McCready (2004, 2019) has put forth a multi-dimensional framework to address
various societal and racial difference and oppression to develop interventions for gay and gender
non-conforming Black male urban students. McCready (2004) maintains that "Gay and gender
nonconforming Black male students are given less attention in classrooms because the
marginalization they face stems from multiple forms of oppression, many of which, are not
popularly understood in the context of urban schools" (p.142). Therefore, it is incumbent upon
educators to rethink ways of addressing the academic needs of gay and gender-nonconforming
Black males. Moreover, Ford et al. (2020) probed the access to gifted and talented education and

why there is an underrepresentation of students of color. More specifically, the authors analyzed the nexus between desegregation and integration barriers an effect of the lack of minority students in advanced K-12 courses. The authors recommended utilization of a culturally responsive equity-based bill of rights for gifted students of color that they created. Even as more examiners understand the full array of Black male students and experiences, the common thread is that most Black males encounter challenges in school on a consistent basis.

Additionally, authorities have looked into alternative spaces that may aid in reversing K-12 Black male dire academic trends (Fashola, 2003; Flennaugh, 2017; Noguera, 2009; Terry et. al, 2013; Oeur, F. B., 2018; Woodland, 2008). The aforementioned authors studies alternative spaces for Black males and analyzed the purpose, structure, goals, and theories behind these types of spaces. Findings have revealed that most implementers have no applicable theory for the purpose of the program and, often, there is a need to better evaluate such programs overall (Terry et. al, 2013). However, many of the spaces are beneficial because they provide an opportunity for Black males to enhance their social and emotional skills and openly discuss issues pertinent to Black males (Noguera, 2009).

Flennaugh (2017) conducted an in-depth qualitative examination the experiences of four Black males in a single-sex classroom as they transitioned from middle school to high school. The findings revealed that two primary contributing factors to the success of the students in the course: (1) the type of care demonstrated by the teacher, and (2) that both the teachers and the students shared the same racial identity and life experiences. Moreover, the single-sex classroom space that was created afforded the Black male students, opportunities to form relationships with peers and teachers while serving as a haven from other classes that did not provide this atmosphere.

One of the more common explanations purported by intellectuals to explain Black male underachievement is the effect that racial discrimination has on their educational plight (Duncan, 2002; Gale, A. & Dorsey, M., 2020; Howard, 2008, Hotchkins, B. 2016; Howard, 2008). Hotchkins (2016) conducted an inquiry that sought to address two questions: "(1) How do Black males respond to racially microaggressive in-class teacher interactions? 2. How do African American males engage in out-of-class peer interactions to avert racial microaggressions?" (p.4). Employing a case study that focused on individual experiences of students, the findings revealed that participants employed both integrative mobility and behavior vacillation to avoid being targeted as a monolith by white teachers. Moreover, the participants were mindful of altering their movements, actions, and interactions around their white teachers. This inquiry was pertinent because it revealed that for students, especially Black males they must be mindful of the ways in which they interact with others to avoid racial discrimination. If there was a silver lining in the it was that racial discrimination within the school was related to academic persistence for Black males, however there was not a difference between racial discrimination and grades or psychological well-being.

At all levels of K-12 schooling, these young men articulated that they were exposed to racial stereotyping and were the targets of differential treatment, adversely affecting their schooling experiences. The racial mistreatment that they endured within schools is a microcosm of how these students are often treated in the broader society. Authorities reveal that from the early 20th century, there have been recursive narratives about Black males that have informed the public and normalized the way these males are perceived by educators within schools (Brown, 2011; Howard et al. 2012; Howard, 2013; Howard, 2014). The dominant narrative on Black male students is that they are viewed as having personal characteristics consistent with

academic disengagement (Wood et al., 2007). Moreover, analysts have noted that educators perceive many Black males as unsalvageable, beyond love, and unworthy of being cared for (Duncan 2002; Ferguson, 2003). It has become abundantly clear that, far too often, the structural challenges that Black male students encounter are not as frequently discussed as the individual perceptions that others have of these young men.

Numerous theories offered by experts explain the persistent challenges related to K-12 Black male students' educational success: Culture of Poverty, structural (i.e., economic) inequality, lack of urban school reform, misalignment between school and their own identity, adverse school personnel perceptions, and enduring racial discrimination within schools. However, if one narrows down the scope of challenges to within-school variables, students spend most of their time with teachers, and as Davis (2003) claims, "their influence on Black males should never be taken for granted" (p. 531). Miller (2013) contends that if there is to be transformative and sustainable K-12 academic outcomes for Black males, it must begin with the preparation of teachers to work successfully with this population (i.e., preparing teachers to effectively teach Black male students). Miller states, "regardless of the content area, teacher candidates should matriculate with the skills, schema, and dispositions needed to close the achievement gap for Black males" (p. 166). The question then remains: What is the best way is to ensure that teachers are prepared to educate and specifically teach Black male students? The following section highlights studies related to effective teaching. Following this section, I analyze the type of pedagogical theories and relationships utilized in K-12 education that are deemed successful for African American students in general and specifically Black males.

Effective Teaching

A myriad of studies has found that student learning is ultimately the product of teachers and teaching (Brophy & Good 1986; Guarino et al., 2006; Nye et al., 2004; Rowan et al., 2002; Sanders & Horn, 1995; Wayne & Youngs, 2003; Xue & Meisels, 2004). Although there is overall agreement that teachers make a difference, Palardy & Rumberger (2008) note that there is less agreement about which has a greater effect on student learning—the teacher or their teaching. The goal many analysts seek is to review how effective a teacher or their teaching is in relation to student achievement (i.e., standardized tests). The dilemma, however, is that not only is the term "effectiveness" nebulous, but considerable debate exists on how to measure teacher effectiveness due to the complex nature of teaching. Strong et al. (2011) note that teacher effectiveness should be based on three aspects: (a) teacher inputs (i.e., qualifications), (b) the teaching process (i.e., instructional practices), or (c) the product of teaching (i.e., the effects of student learning). While Stigler & Hibert (1999) argue that "teaching", not teachers, is the critical factor (p. 10), while Palardy & Rumberger (2008) note that surprisingly little is known about which features of teaching are advantageous for student learning. In their review of effective teachers, Labonty & Danielson (1988) found the following abilities of teachers to be crucial for classroom management: monitoring (Kounin, 1970), using effective praise (Brophy & Putnam 1978), using feedback and reinforcement (Bloom, 1976), pacing (Bruning, 1984), assigning appropriate seatwork (Kounin, 1970), enlisting active participation (Bloom 1976), modeling (McDaniel, 1986), being able to make smooth transitions (Kounin, 1970), focusing (McDaniel, 1986), being flexible (Laminack & Long 1985), using time effectively (Blair, 1984), cuing (McDaniel 1986), having a sense of humor (Ziegler et al., 1985), and being in control (Kounin, 1970). The authors read children books to elementary and middle school students. Each book depicted teachers with effective or ineffective teaching practices. The student participants

then ranked the books in order from the book they liked the most to the one they liked the least.

The results found that the children liked the books that depicted teachers instituting effective

practices. In a more recent review of teacher effectiveness, the findings of literature conducted

by Stronge (2002, 2007) revealed four primary dimensions of teacher effectiveness: (1)

instructional delivery, (2) student assessment, (3) learning environment, and (4) personally

qualities (p. 340). An in-depth analysis of instructional delivery encompassed the following

components: instructional differentiation (Randall et al., 2003), instructional focus on learning

(Wenglinsky, 2004), instructional clarity (Zahorik et al., 2003), instructional complexity

(Sternberg, 2003), expectations for student learning (Palardy & Rumberger, 2008), use of

technology (Cradler et al., 2002), and questioning (Stronge et al., 2008). While a myriad of

elements constitutes "effective" teaching, Palardy & Rumberger (2008) assert that instructional

practices are theorized to have a stronger influence on student learning than teacher background

qualifications and teacher attitudes. However, the effect of teaching practices on student learning

can be diminished depending on a few key variables such as class size (Statz & Stecher, 2000)

and classroom composition (Connor et al., 2004), as well as the inability to connect with

students, specifically students who have different racial and cultural backgrounds from their

teachers.

To summarize effective teaching literature, researchers have vacillated between which

has the most significant impact on student learning, teaching or teachers. Moreover, there is

considerable debate about what aspect of teaching has the greatest impact on students.

Narrowing specific aspects of teaching connected to student achievement is major, especially

with the growth of value-added data and its ramifications for teachers and the field of education.

Hanushek & Rivkin (2010) contend that the use of teacher value-added estimates has a direct

effect on teacher compensation, employment, promotion, and to what schools and classrooms educators are assigned to.

Likewise, improving teacher measurement tools, such as value-added models, may assist with improving the overall quality of teachers, which potentially can increase U.S. achievement rates. Authorities (Martinez; 2010; Martínez, et al., 2016) note that value-added models are not causal indicators of teacher effectiveness. Additionally, he maintains that these measurement tools do not inform teachers what aspect of teaching needs improvement. As such, to evaluate effective teaching a more accurate plethora of tools to draw from are required; this includes observations, videos, and portfolios. Martinez et al. (2010) utilized a combination of portfolio artifacts and self-reports to evaluate science instruction and found that this technique was in a similar fashion reliable to classroom observations. What the literature on effective teaching highlights is the need to enhance understanding of what "good teaching" is. However, within the effective teaching literature, it is necessary to think about effective teaching from a gendered and racial lens.

Donnor & Brown (2011) note that "Gloria Ladson billings in [Boys to Men] contends that many individuals, including teachers view the teaching of African American boys as a 'daunting task.' The result, according to Ladson-Billings, is a gender-specific emphasis on maintaining order and discipline, rather than academic achievement or learning" (p. 2)." Ladson Billings maintains that educators should develop and utilize pedagogical strategies to learn about the interests and course taking patterns of Black boys (p. 2). Using pedagogical strategies that can enhance learning for Black males may present a challenge when most teachers are white and female, there may be cultural misalignment between teachers and students. However, certain teacher-student relationships between individuals of similar cultural backgrounds have aided

Black male students in their educational matriculation. The following section analyzes

pedagogical theories that foster a commitment to meet the needs of African American students,

specifically Black males.

Pedagogical Theory and Black Students

> Duncan-Andrade (2007) noted:
>
> Educational reform began to gain momentum in teacher education programs and
>
> district-level professional development in 1980's and early 1990's with
>
> multicultural education discussions (Banks, 1994; Gay, 1982, Nieto, 1992).
>
> Subsequently the multicultural education momentum was the impetus for
>
> effective teaching practices with poor and non-white youth (Ladson-Billings,
>
> 1994; Valdes, 1996; Valenzuela, 1999). Additionally, the momentum aided
>
> teachers and teacher-educators to name specific pedagogical theories that are the
>
> foundation of good teaching (authentic caring, critical pedagogy, culturally
>
> relevant pedagogy, social justice pedagogy). p. 620

Howard & Milner (2014), in discussing critical pedagogy, state that authorities (Anyon, 1981;

Giroux, 1988; McClaren, 2003) espouse to the idea that schools are a microcosm of larger

society, thus social hierarchical norms are embedded in school policy, pedagogy, and

curriculum—further contributing to notions of hegemony (p. 207). As such, the authors

subscribe that if teachers enhance their racial and cultural knowledge about the purpose of

schools, this will, in turn, assist their ability to meet the needs of students. Within the schooling

environment, the lack of culture embedded within teachers' pedagogical strategies has been

purported as a significant cause for Black male underachievement (Delpit, 2006; Gay, 2018;

Howard, 2003; Howard, 2019; Ladson-Billings, 1994; Ladson-Billings, 2009; Lee, 2004; Lee,

2007). According to the investigators it is the responsibility of the teachers to embed culturally

relevant pedagogy in the classroom because of several factors including assumptions teachers

make about the students' culture, teachers' lack of cultural knowledge about Black male students,

and the lack of cultural synchronization between the students and teachers. Thus, Gloria Ladson-

Billings (1995), in her seminal work *Toward a theory of culturally relevant pedagogy* (CRP),

outlined three central tenets: (1) academic success, (2) cultural competence, and (3) critical

consciousness. Moreover, this pedagogy seeks to empower students by using cultural referents to

impart knowledge, skills, and attitudes. Comparably, Gay (2000) expanded the framework of

Ladson-Billings with a culturally responsive pedagogy/teaching. Gay's (2018) framework

features: (1) acknowledgement of the legitimacy of the cultural heritages of different ethnic

groups as worthy content to be taught in the formal curriculum, (2) building bridges of

meaningfulness between home and school experiences, (3) using a wide variety of instructional

strategies connected to differentiated learning outcomes, (4) teaching students to know and praise

their own and others' cultural heritages, and (5) incorporating multicultural information,

resources, and materials in all the subjects and skills routinely taught in schools. Both culturally

relevant pedagogy and culturally responsive teaching attempt to transform the cultural

characteristics of racialized minority students into a pedagogy that ultimately enhances their

academic achievement. To achieve this goal, Howard (2019) asserts that teachers must first

acquire cultural knowledge of minority students and then transform that knowledge into

pedagogical tools that will benefit students. Such tools include legitimizing the culture and

identity of students, having a belief in their capabilities as students, emphasizing a caring

attitude, challenging conventional education, and pushing their students toward a social justice

mindset (Gay, 2018; Ladson-Billings, 1994). Different analysts have reviewed the utility of

culturally relevant pedagogy as a way of transforming theory into practical interventions within classroom settings (Aronson, B., & Laughter, J., 2016; Brown, 2004; Brown, et al., 2019; Howard, 2003; Leonard et al., 2009; Sleeter, 2012; Young 2010). Brown (2004) observed 13 K-12 urban educators to observe if the embedment of CRP would improve their classroom management style. Findings reveal that after teachers utilized aspects of CRP—such as a caring attitude, the development of a reciprocal relationship, and the communication of clear expectations—their classroom management significantly improved. Leonard et al. (2009) analyzed the integration of CRP within two high school math teachers' courses. The results highlighted that despite initial doubt about effectively implementing CRP within a math course, two of the tenets--acquiring specific knowledge and developing a critical consciousness--were successfully implemented. Moreover, Young (2010) used an action research methodology and worked with administrators and teachers to define and implement CRP within their classroom instruction. Unlike Leonard's analysis, Young found that the teachers had little difficulty implementing CRP's tenants of academic success and cultural competence with the students and were unprepared to discuss sociopolitical consciousness. Despite studies demonstrating the success teachers have created by incorporating CRP into their classrooms, investigators have highlighted the obstacles or limitations that CRP presents. Morrison et al. (2008) asserts that the use of the theory is limited because of the similar ethnic backgrounds of the students. The author maintains that conducting CRP related studies with heterogeneous classes may enhance the theoretical concept. Likewise, the implementation of CRP by teachers is a challenge when faced with time constraints, as well as high stakes testing. Schmeichel (2012) contends that theoreticians must be careful to not categorize students, specifically minority students, as a monolithic group while understanding that CRP's tenets may not be a proper fit for certain

individuals. For example, the author claims that CRP has an emphasis on collective learning, but working in groups may not be the preferred learning style for some students. Aronson & Laughter (2016) conducted a synthesis of work that sought examples of connecting culturally relevant education (CRE) to positive student outcomes across content areas. The synthesis of the literature revealed that employing CRE in content areas, resulted in increases in the following areas: student motivation, student interest in content, students' ability to engage content area discourses, students' self-perception as being capable students, and confidence when taking standardized tests. These results are beneficial because the work highlights the utility of CRE as a tool for educators to move beyond testing outcomes unto aiding students in becoming lifelong learners.   Moreover, Brown et al. (2019) integrated interview and video data to explore teacher knowledge and implementation of culturally relevancy in teaching (p.782). The findings revealed that the teachers were familiar with some of the tenets of CRE, but there was no consistency in how they aligned the theory to the practice. Additionally, the evaluation highlighted the need for teachers to not only engage with CRE, but to improve lesson planning that embeds culture into science, technology, engineering, and math classes. Additionally, professors (Brown-Jeffey & Cooper, 2011; Milner, 2017; Young, 2010) assert that there is a lack of scholarship concerning race and racism that culturally relevant education does not consider. Despite the limitations of the theory, CRP is currently being utilized as it has been for more than 20 years, and has aided educators in evaluating effective pedagogical strategies for all students, specifically racialized minorities in K-12 education.

Extending the work of culturally relevant pedagogues (Clark, L., 2020; Lac, V. T., 2017; Lynn, 1999; Lynn, et al., 2013) employed a critical race pedagogy framework focused on the intersection of race, identity, and pedagogy. Jennings & Lynn (2005) contend that,

There are certain aspects of schooling that can serve the common interests of an

entire society regardless of the "position" (as related to race, class, gender, etc.) of

any given individual or group in that society (Shujaa, 1994). However, these

commonalities are often overshadowed by the fact that the common mutual

benefits of schooling and education are contextualized within a particular set of

experiences shaped by the race and class distinctions of American society. (p. 24)

The sentiments of the above quote give credence to the authors' argument that theories such as

critical pedagogy have studied class dynamics and its relationship to education at the expense of

examining issues of race and gender (p.24). As such, the authors purport the salience of a

construct which investigates race within the context of pedagogy (p. 24-25). Critical race

pedagogy has four central tenets: (1) recognition and understanding of the endemic nature of

racism, (2) recognition of the importance of understanding the power dynamics inherit in

schooling, (3) the importance of self-reflection, or reflexivity, and (4) the practice of an

explicitly liberatory form of both teaching and learning. In reference to the first tenet, the

institutional racism which exists at a macro level in larger society is embedded within schools.

The second tenant refers to the power that stakeholders within schools (i.e., students, teachers,

administrators) hold. Jennings & Lynn (2005) assert that the degree of power exchanged between

stakeholders is constantly negotiated, defined, and enacted in relation to other power brokers

within and outside of the classroom (p.26). The third tenet places emphasis on the narrative voice

of people of color to illuminate their worldview. In terms of the fourth tenet, a liberatory

pedagogy advocates for justice and equity in both schooling and education as a necessity if there

is to be justice and equity in the broader society (p.28). While critical race pedagogy, has not

endured the longevity of culturally relevant pedagogy/teaching, it outlines a construct which

aims to inquire about factors, such as race, that are chief aspects of the schooling experiences, specifically for students of color. Theoretical frameworks such as culturally relevant pedagogy/teaching and critical race pedagogy help to theoretically inform teachers of key factors (i.e., culture, race) to incorporate into their pedagogy with all students, but particularly African American students.

Teacher Student Alignment: Black Teachers-Black Students

Throughout the last few decades, academics (Cooper, 2003; Gay, 2000; Ladson-Billings, 1994; Milner, 2020) surveyed the benefits of Black students having Black teachers. To effectively teach students, Gay (2018) maintains that the instruction of teachers should be both meaningful and culturally relevant to the students. If teachers, as Irvine (2003) claims, possess different racialized and cultural experiences and repertoires of knowledge and knowing than their students, this can serve as a roadblock for students' academic and social success in the classroom. One teacher-student relationship which may afford but does not guarantee the racial and cultural alignment needed for student success is the one between Black teachers and Black students (Gershenson, et al. 2018; Lindsay, C. A., & Hart, C. M., 2017). Lynn & Jennings (2009), in reviewing the pedagogical strategies of Black teachers in the U.S. and abroad. noted that these practitioners used their classrooms as spaces to (p. 176-177): (1) question the links between knowledge and power; (2) encourage their students to become active agents of social and cultural transformation through their participation in civic and community-based organizing and activism; (3) strategically use dialogue as a means to 'dig out knowledge' (Ladson-Billings 1994) and incite their students to act on their own behalf as agents of democracy and freedom; and (4) illustrate the ways in which they value their students as 'producers of culture' by using students' contextually and regionally specific cultural/linguistic knowledge as a means to inform, and

create curriculum in the classroom (Foster 1990; Foster, 1991a; Foster, 1991b; Foster, 1993; Foster, 1994; Foster, 1995a; Foster b; Foster, 1997). Milner (2006) also interviewed six African American scholars across the country to gauge their perspectives on the experiences, impact, and success of Black teachers with Black students in public schools Six major findings that were put forth highlighted that Black teachers who successfully teach Black students incorporated the following in their teaching: (1) culturally responsive classroom management, culturally informed relationships, mentoring and role-modeling, parental connections, culturally-congruent instructional practices, counter-narrative on behalf of Black students. The review of the teacher-student relationship between Black teachers and Black students revealed the importance of teachers being cognizant of the cultural realities Black students face both inside and outside of the classroom. An additional relationship to review is the Black male teacher-Black male student relationship (Carey, 2020 b; Warren, 2020).

Black Male Students-Black Male Teachers

Brown (2009) asserts that a societal assumption in the educational field that African American male teachers possess kinds of dispositions, attitudes, and pedagogies necessary to reach African American males, specifically those from urban areas (p. 20-21). In seeking to identify teaching practices of Black male teachers, Lynn (2006), by utilizing a portraiture methodology (Lightfoot, 1994; Lightfoot & Hoffman Davis, 1997), observed Black male teachers (elementary, middle, and high school) in a working-class community in southern California. One participant employed a combination of tough love, discipline, and care which resonated with his students and was described as "other-fathering." Thus, students saw him not only as their teacher, but as a second parent, which is a notion like Foster's (1997) "other-mothering." Specifically, for their Black male students, their Black male teachers' understanding

of street and hip-hop culture (Morrell, 2004)—as well the understanding their teachers had of their students' living conditions outside of school—helped cultivate a dynamic that was paramount in those students being successful.

In analyzing the specific strategies employed by Black male teachers with Black male students, Brown (2009) explored Black male teachers' communication strategies and overall interactions with their Black male students within various school settings. The findings revealed that the teachers performed a variety of strategies when working with Black male students. The participants employed three styles of performance (each titled by Brown) when engaging with their Black male students: (1) enforcer, (2) negotiator, and being (3) playful. The "enforcer" style seeks to define an acceptable standard of behavior in the classroom and ensures that the students are upholding this standard. The "negotiator" listens to students and asks questions with the goal of motivating students. The "playful" style is a tactic in which Black male teachers utilize banter as a tool to personalize the teacher-student exchange, as well as break the monotony of the day. These findings highlight that Black male teachers can have success interacting with Black male students by making use of specific performance styles. However, it was noted that the performance styles of the teachers were contingent on the relationship they had with their students. Further, Milner (2013b), outlined the pedagogical strategies a Black male teacher employed with when teaching his Black male students, as an example to inform all teachers. Mr. Jackson, the Black male educator highlighted in the piece, applied four practices in his pedagogy: (1) the value of learning, (2) targeting power and image among students, (3) immersion in the students' world, and (4) the intersection of music and learning.

Milner (2006) asserts that Black teachers often have a commitment to and a deep understanding of Black students and their situations and needs because, both historically and

presently, these teachers experience and understand the world in similar ways to their students. Alternatively, Gay (2018) states that while racial, gender, and even cultural congruency between teachers and students may prove beneficial, such congruency does not ensure pedagogical effectiveness. If teachers have the appropriate knowledge of how to meet the needs of students in general, and Black males specifically, then any teacher regardless of race can successfully connect and meet the needs of their students. Scholars (Giroux, 1988, Ladson-Billings, 1995; Lynn, 1999) have generated pedagogical theories that outline specific tenets which postulate ways teachers of all races can meet the needs of black students. The following section briefly highlights the work of authorities who explore studies focused on teaching Black male students.

Teaching Black Males

Berry & Stovall (2013) ask a paramount question: What do educators need to know about the lived experiences of young Black men, to provide appropriate knowledge? To effectively teach K-12 Black males, it is crucial to understand what it means to be a Black male (Howard & Reynolds, 2013). Milner (2013a, p. 71) notes that Black male students have multiple identities (i.e., race, gender, class) that are serious aspects of the teaching and learning exchange. The question then becomes how teachers consider these varied identity factors and develop classroom pedagogies that are necessary in meeting the educational needs of Black male students.

Foster & Peele (1999) asked three questions about how to teach Black males: (1) What knowledge, skills, and dispositions are required to successfully teach African American males? (2) What are the characteristics of teachers who are effective with African American males? (3) Can the knowledge, skills, and dispositions of teachers who are successful with African American males be learned by prospective teachers? In examining factors to consider when teaching Black male students, the authors assert that effective teaching entails more than the

pedagogy implemented in the classroom. Siddle-Walker (1992) argues that a relationship between students and teachers should be influenced by, but not limited to, methods of instruction. Moreover Foster & Peele (1999) contend that in the case of Black male students, a focus solely on pedagogical skills will not make for successful teaching. The personal characteristics a teacher possess are primary for success with Black male students, and the author notes (p.10):

> That effective teacher of African American males, possess the emotional stamina, persistence, and resilience that enable them to negotiate the school bureaucracy, solve difficult problems, and help their students cope with day-to-day setbacks and misfortunes as well as more serious hardships (Foster, 1997; Haberman, 1992; Haberman, 1995; Ladson-Billings, 1994. Expert teachers of African American males take responsibility for teaching and engaging all of their students in learning, whether they are indifferent, resistant, or achieving significantly below grade level.

While characteristics such as those mentioned above are needed when teaching all students, and specifically Black male students, fostering a productive relationship as well as a teacher's attitude toward developing the "whole student" are consequential factors. Foster and Peele (1999) subscribe "that expert teachers of African American males develop productive relationships with their students, which means sometimes adopting an authoritative style" (p.11). However, the authors note that if a teacher employs an authoritative teaching style, it should integrate respect and acceptance (p.11). Similarly, the authors assert that when instructing Black males, it is critical that teachers believe this student population can learn the school curriculum and utilize real-life experiences to make the learning meaningful (p. 14). The final point that the

authors purport is the significance of viewing teaching as more than developing the cognitive abilities of students. When teaching Black males, the social and emotional growth of educators' students is significant, along with teachers being cognizant of the structural inequalities and hidden curriculum present in society that can adversely affect this student group (p.14). The principles put forth by Foster & Peele (1999) were extended by Milner (2007b) who argues that education should stop making excuses for why schools are failing Black male students, especially in urban schools, and do what is necessary to meet these students' needs (p. 239).

Milner (2007b) describes a solution to the problem of African American males in urban schools which he entitles "next level" education. "Next level" education, as Milner defines it, moves from policy and reform to practice and results. Within his theory of "next level" education are five tenants for Black males, as well as teachers, to follow: (1) envisioning life beyond their present situations, (2) coming to know themselves in relation to others, (3) speaking possibility and not destruction, (4) care and demonstrating that care, and (5) changing their thinking to change their actions (p. 241). First, Black male students must learn to see beyond their present circumstances, which requires teachers investing in their students (e.g., offering multiple opportunities to complete their assignment). Second, teachers should investigate not only the histories of their students, as well as the educational, political, racial, and social standpoint that they believe (p. 243). Milner (2007b) contends that how a teacher utilizes language and overall respect can be either detrimental or advantageous for Black male students. He maintains, "Successful teachers of Black male students do not put their students down; they value Black male students' perspectives and provide them space to have voice in the classroom (p.243). Moreover, the author urges teachers to not have a deficit-based approach when teaching Black

males but rather come from an asset-based approach. The perceptions that teachers have of their students are often reflected in the pedagogical approaches they employ with their students.

Additionally, Milner (2013a; 2013b) has inspected what teachers should think about when instructing Black male students in the classroom. Milner (2013b) suggested that teachers remember certain principles in relation to the needs of Black male students. First the author maintains that teachers remember the importance of identity in education, as well as the social context of teaching. In addition, it is key to remember the interrelated nature of the mind and heart in education. The multiple identities (i.e., race, gender, language) which constitute who Black males are and how they are viewed in the classroom are endemic of how larger society perceives and treats these students. Teachers must be cognizant of this fact. Additionally, Milner (2013b) states, "African American male students deserve to be educated in social contexts that allow them to have voice and perspective in the classroom" (p.73). The final recommendation for teachers is to mold their teaching practices with both the heart and mind. In other words, teachers are to be mindful of the lived experiences that their Black male students face both inside and outside school, and teach accordingly.

More recently, Allen (2015) conducted interviews, collected documents, and wrote field observations to delve into teacher ideologies of and practices with Black middle-class students in a secondary school. Allen (2015) found:

> Teachers attempted to suspend their own judgment of their Black male students and learn from their mistakes when their assumptions were evidenced as incorrect. They also advocated for Black males when their students encountered school disciplinary systems or teachers who struggled with their own classroom management strategies……… The teachers held students accountable for their

academic and behavioral performances, employing culturally relevant and

restorative approaches to handling Black male resistance. (p.78)

What was noticed was that teachers conveyed a balancing act of learning how to confront their

assumptions of Black male students while simultaneously enacting culturally affirming

pedagogical strategies.

While the scholarship on effective teaching for African American students (Allen, 2015;

Foster & Peele, 1999; Milner, 2007; 2013a; 2013b) is advancing, more emphasis is placed on

what characteristics teachers should have (i.e., teacher) rather than the type of pedagogy that

should be implemented for Black male students. (i.e., the teaching). While it is necessary to be

aware of certain qualities teachers should possess when teaching Black males, the voices and

insights of Black male students on teacher effectiveness, more specifically how teachers

implement pedagogical strategies, are absent from the discourse. Academics (Delpit, 1988;

Foster, 1994; Noguera, 1996; Polite, 1993; Siddle-Walker, 1992) have centered the voice of

Black male students on the qualities of teachers they prefer and are responsive to (i.e., strictness,

caring, encouraging, interesting), but few studies center the voice of Black male students on their

perceptions effective teaching. It is my intention to fill this gap, and provide an in-depth analysis

from the student perspective about how Black male students conceptualize teaching.

In examining the educational experiences of Black males, inquirers have studied ways to

enhance their schooling by analyzing both in-school and out of school factors. I have decided to

grapple with the notion of teaching to improve Back male school. While a plethora of studies

centering effective teaching are in the literature, it is crucial to narrow the scope about the kinds

of teaching or teacher-student dynamics that have been beneficial with Black students,

specifically Black males. While there is a plethora of theories that place emphasis on the

alignment of teaching, culture, race, and gender, what is missing to enrich the teaching of Black male students is the voice and thoughts of the young men themselves about instruction. Moreover, utilizing a critical race theoretical frame is beneficial to understand why it is necessary that Black males need to be heard about their thoughts on teaching, arguably the most important aspect of K-12 education.

Theoretical Framework

Howard and Navarro (2016) contend, "Race and education have always been an essential element in the way opportunities for learning have manifested in U.S. schools" (p. 1). As national racial and ethnic demographics shift, so must the reluctance toward discourse on the topic of race and racism and its effects in numerous arenas, such as education. Howard and Navarro (2016) state, plain and simple, that student demographic data tell us race matters today, and will continue to matter in the foreseeable future (p. 2). Issues surrounding race and racism are complex and often taboo, yet the ramifications are evident in society at large and specifically in the field of education. Over the last decade, the K-12 student population has become increasingly diverse, however, the diversification of public schools remains a challenge (Mordechay, K., & Ayscue, J., 2020). According to the National Center for Education Statistics (NCES):

> In 2015 approximately 30 percent of public students attended public schools in which the combined enrollment of minority students was at least 75 percent of total enrollment. Over half of Hispanic (60 %), Black (58 %), and Pacific Islander students (53 %) attended such schools. In contrast, less than half of Asian students (38 %), American Indian/Alaska Native students (37 %), students of Two or more races (19 %), and white students (5 %) attended such schools.

While most Black students are attending segregated schools, overall, Black students only comprise fourteen percent of the total U.S. student population in 2017 (McFarland et al., 2018). K-12 Black students had the largest percentage of any gendered or racial demographic to score below basic in fourth and eighth grade reading and math levels, had the largest percentage of students suspended, the largest makeup of students with emotional disturbance, intellectual disabilities, developmental delay, and specific learning disability, the least amount of students to take AP exams, and the lowest average of math and reading/writing scores on the SAT (Jaschik, 2008; NCES, 2006; NCES, 2017; NCES; 2018). These statistics are evidence that race is directly correlated with academic outcomes of students in general and specifically the schooling experiences of students of color (Howard, 2019). Moreover, these statistics provide evidence that race is central to providing an accurate portrayal of education in the U.S. Utilizing race as an analytical tool is of even greater importance when considering that most students of color are taught by white teachers who comprise approximately 80 percent of the public-school teaching force (McFarland et al., 2019). Now more than ever, the usefulness educational frameworks that analyze race and all its complexities, particularly as it relates to the educational plight of students of color, is pressing (Ladson-Billings & Tate, 1995; Howard, 2019). Thus, the following sections: (1) discuss the origins of Critical Race Theory (CRT) as a framework race and its tenets, (2) illustrate the ways race has been studied in relation to the field of education, and (3) demonstrate the ways that CRT as a theoretical frame is an appropriate analytical tool to gauge Black male perceptions of effective teaching.

Critical Race Theory and Education

Critical Race Theory is defined as a movement and collection of activists and intellectuals interested in transforming the relationship among race, racism, and power (Delgado

41

& Stefancic, 2001, p. 2). CRT emerged from the field of critical legal studies, with a particular emphasis on examining the role of race and racial inequality in the legal field (Howard, 2010). The founding critical race theorists emphasized principles that include recognition of racism as endemic to American life (Bell, 1992; Bell, 1995; Lawrence, 1995), interest convergence (Bell, 1980), challenging notions of colorblindness (Crenshaw, 1988), whiteness as property (Harris, 1995), and recognition of experiential knowledge of people of color, particularly through counter storytelling (Matsuda *et. al.* 1993, p. 6). By the 1990's, authorities in education (Ladson-Billings & Tate (1995) and Solorzano (1997) began to apply the tenants of CRT to the field of education, with the goal of providing clarity on the effects of racism in the schooling experiences of students of color.

In the seminal article, *Toward a Critical Race Theory in Education*, Ladson-Billings & Tate (1995) sought to illustrate how race persists as a significant factor in determining inequity in the schooling experiences of students of color. The authors employed Harris' (1995) four property functions of "whiteness": (1) right of disposition, (2) right of use and enjoyment, (3) right to reputation and status property, and (4) the absolute right to exclude—all of which highlighting differential schooling experiences between minority and white students. The authors assert that minority students are often rewarded for conforming to perceived "white norms and cultural practices, such as dress and speech patterns (Ladson-Billings & Tate, 1995, p. 22.). Additionally, schools comprised of a majority white student population often possess a wider range of course offerings compared to schools with majority-minority student populations (p. 23). Reputation and exclusionary practices were also highlighted in this work, demonstrating the relationship between whiteness and property rights. Ladson-Billings & Tate (1995) maintain that the term "urban" is synonymous with Black; hence students who attend schools in urban areas

lack the reputation of attending a "quality" school, which is often associated with schools with a majority white student population (p.23). A trend that continues to persist is the growing number of school options, including magnet and charter schools, that provide opportunities for white students to "escape" majority "Black" schools and even limit the number of minority students who attend these types of schools. By articulating the relationship between race and property Critical Race Theory was introduced into the field of education.

Extending the work of Ladson-Billings & Tate (1995) and Tate (1997), Solorzano and Yosso (2002) advanced the original tenants of CRT with an emphasis on the methodological aspect of the theory. Five tenants are put forth in the theory:

(1) The Intercentricity of Race and Racism with Other Forms of Subordination. A foundational premise in CRT is that race and racism are endemic and permanent fixtures in the everyday lived experiences of individuals. There is recognition of the intersection of race along with gender, class, sexuality, and immigration status as imperative to the theory (Solorzano & Yosso, 2002 p. 25).

(2) *The Challenge to Dominant Ideology*. Critical Race Theory challenges conventional claims that educational institutions make about objectivity, meritocracy, colorblindness, race neutrality, and equal opportunity. These traditional claims, critical race scholars argue, act as a camouflage for the self-interest, power, and privilege of dominant groups in U.S. society (Calmore, 1992; Solorzano, 1997). CRT theorists maintain that the ideals of colorblindness, equal opportunity, and neutrality aid in the subordination of people of color, and contend that challenging these ideals is a primary tenant of the framework (Solorzano & Yosso, 2002, p 26).

(3) *A Commitment to Social Justice*. Critical Race Theory is committed to social justice and offers a transformative response to racial, gender, and class oppression (Matsuda, 1991). A social

justice agenda is twofold in education: (a) eliminating racism, sexism, and poverty, and (b) empowering subordinated minority groups (Solorzano & Yosso, 2002, p. 26).

(4) ***The Centrality of Experiential Knowledge.*** Critical Race Theory recognizes the experiential knowledge of people of color as legitimate, appropriate, and urgent to understanding, analyzing, and teaching about racial subordination. CRT theorists view this knowledge as a strength and draw from the lived experiences of people of color by including methods such as storytelling to challenge traditional paradigms used to explain the experiences of people of color (Solorzano & Yosso, 2002, p. 26).

(5) ***The Transdisciplinary Perspective***. Critical race theory analyzes race and racism by placing them in historical and contemporary contexts. CRT in education uses an inter-disciplinary approach utilizing knowledge from ethnic studies, sociology, history, and law to explore the impact and effect of racism, sexism, and classism on people of color (Solorzano & Yosso, 2002, p. 26-27.)

CRT is distinctive from other frameworks in that its analysis begins with the assumption that racism is a permanent fixture in the everyday lived experiences of people. With this foundation, CRT has been employed as a methodological, conceptual, and theoretical construct to inspect the influence of race in relation to a variety of educational topics, including the schooling experiences of African Americans, Latinos, Asians, and Indigenous students (Brooms, 2020; Chang, 1993, Howard, 2008; Perez-Huber, 2009; Solorzano, Ceja, & Yosso, 2000; Yosso, Smith, Ceja, & Solorzano, 2009), the examination of whiteness and white supremacy (Aronson et al., 2020; Gilborn, 2005), the enhancement of CRT as a methodological tool (Duncan, 2005; Lynn, et al., 2002; Miller, et al., 2020), teacher practices and policies (Milner, et al. 2008; Amiot, et al., 2020), and desegregation (Chapman, 2005; Chapman, 2013; Morris, 2001).

While investigators have employed CRT as the guiding frame for educational topics, the next section is a discussion of why it is applicable to utilize CRT as a theoretical underpinning to analyze Black male perceptions of effective teaching.

Application of CRT to the Study

Three tenants of CRT that are applicable to this work are the centrality of race and racism, challenging the dominant ideology, and the centrality of experiential knowledge. For Black boys, issues of race are embedded in their daily learning experiences and the effects of racism in the classroom cannot be understated when determining how these young men conceptualize effective teaching. By recognizing the experiential knowledge of students, CRT is a theoretical framework that validates the lived experiences and voices of those who are seldom heard, in turn helping challenge conventional notions of who Black young men are and their value in shaping teaching in the classroom (Ladson-Billings, 2009; Howard, 2019). With an emphasis on providing a voice to students specifically in relation to teaching, their insight could aid teachers by providing a sneak peek into Black males' understanding of teaching, as well as what role the factor of race has in the classroom learning process. This inquiry was designed with the intent of centering Black males' thoughts on teaching to encourage educational stakeholders to recognize the knowledge Black males have as a legitimate and viable solution to enhance education as a whole and teaching specifically.

The first tenant of CRT, the *intercentricity of race and racism with other forms of subordination,* is applicable not only when analyzing the educational experiences of Black males, but when having these young men theorize about teaching. Moreover, the most obvious reason that race is a permanent fixture in the everyday lives of Black males is highlighted by Howard and Navarro (2016):

Despite a plethora of school reform efforts over the past three decades, under the guise of neoliberal reform, and the intensity of standards-based education movements, scripted curriculum, heightened accountability, corporate influence, and legislative mandates such as No Child Left Behind (NCLB) and the Common Core State Standards (CCSS), students of color continue to underachieve in comparison with their counterparts from different racial and ethnic backgrounds (Howard, 2010) ………. Amid the multitude of reform efforts, one of the more prevalent explanations provided for the different school outcomes across racial and ethnic lines has been an explicit focus on the role that race and racism play in school policies, pedagogies, and practices (Dixson, 2014; Kohli & Solorzano, 2012; Ladson-Billings, 1995; Leonardo, 2013).

The nexus between race and education has resulted in similar outcomes and experiences for various student groups despite policies enacted by the federal government over the years. For Black males, race plays a significant role in the schooling experiences.

Flennaugh (2017) contends:

When one considers the unique challenges faced by Black boys…that are a direct result of the subjugated status of these students, which often manifests in lowered expectations and fewer education resources in U.S. institutions of education due to their race, critical race theory is an applicable theory to utilize. Sadly, the academic underperformance of Black boys in secondary education is viewed as both natural and normal, leading to a sense of helplessness and an orientation by some educators to adopt deficit frameworks for understanding and responding to the challenges faced by this population of students. (p.54-55)

46

Flennaugh's (2017) highlights that if teachers normalize societal perceptions or biases of Black male students as "underachieving", whether consciously or unconsciously, this ideology can create a disconnect for students with learning (Howard & Navarro, 2016), and affect how these young men receive teaching and perceive what effective teaching is. Moreover, Howard (2019) maintains a need for the development of racial consciousness for all classroom teachers, their content, and instructional practices. The ramifications of race in the classroom for Black males is prominent particularly because these young men are being instructed by a majority white teaching force. Leonardo & Boas (2013) discuss the importance of race in classrooms where they analyze white women teachers' role as "benevolent saviors of children in need" (p. 322). Using a CRT lens the authors suggested that teachers:

(1) Reflect on racialized and gendered histories and how you are implicated in them.

(2) Make race and race history part of the curriculum, and fight for its maintenance in it

(3) Teach race as a structural and systemic construct with material, differential outcomes that are institutionally embedded not reducible to identities.

(4) Work to understand and teach race not as a personal crusade but as a sociohistorical construct through which we are all (unequally) produced. (p. 322)

If teachers are not employing these principles that specifically interrogate race in their teaching, how will this impact Black male students. Moreover, Howard and Navarro (2016) assert the need for teachers to employ racially inclusive teaching practices.

The second tenet that is applicable for this investigation is challenging the dominant ideology. CRT challenges conventional claims that educational institutions make toward

objectivity, meritocracy, colorblindness, race neutrality, and equal opportunity (Solorzano & Yosso, 2002, p 26). Grillo (1995) contend that essentialism is the notion that there is "a single woman's, or Black person's, or any other group's experience that can be described independently from other aspects of the person-that there is an 'essence' to that experience" (p. 19). Teachers frequently use a one-size-fits-all approach to their instruction, which does not consider students' multiple identities. Howard and Reynolds (2013) contend, "The intersectionality of race, class, and gender and other identity markers are fundamentally critical concerning work with young Black males…...Each marker in its own way profoundly influences identity construction, self-concept, interactions with the world, and meaning making." Solorzano and Yosso (2002) assert that by examining the intersection of race alongside other forms of subordination (e.g., gender-based), educators will be able to find the answers they seek. Race is often conflated with class when examining Black male achievement; however, despite their class status, sexual preference, or academic abilities, racism is embedded in the daily schooling experiences of most Black males. As such, professors (Flennaugh, 2011; Gordon, 2012) in their studies allowed Black male students to describe the ways in which the intersection of race, class, and gender are exemplified in their schooling experiences. Flennaugh's use of identity mapping and Gordon's emphasis on Black males attending predominately White secondary schools illustrate the diversity within the Black male educational experience. CRT is an applicable framework to counter stereotypical notions of Black males as a monolithic group, thus having Black males offer their perceptions of effective teaching fosters an anti-essentialist thought about teaching by highlighting the diversity of thought around the topic.

The third tenet of CRT applicable to this work is the opportunity to analyze Black males' K-12 schooling experiences is the *centrality of experiential knowledge*. By recognizing the

experiential knowledge of Black males, as well as those of other marginalized student groups, CRT is a theoretical frame which validates the experiences and voices of those who are seldom heard (Howard, 2019; Ladson-Billings, 2009). Within the last decade, Black male students have provided their "voice" on numerous topics including the role of racism in their schooling experiences (Bell, 2015; Canton, 2012; Duncan 2002; Gale & Dorsey, 2020; Howard, 2008; Owens et al., 2011), the effects of the zero-tolerance policy (Canton, 2012), and the perceptions school personnel have of them (Owens et al. 2011). The work of the aforementioned experts reveals that the Black male students they studied were keenly aware of how race shapes the way they were viewed by school personnel. Howard (2010) notes that the Black male participants highlighted both overt and covert forms of racial discrimination from teachers and administrators. In addition, Black males felt that they were scrutinized and excluded more than any other student group. More recent works have focused on the perceptions of Black male students in relation to school personnel and policy. In his inquiry on the perceptions of guidance counselors, Owens (2011) found that Black males expressed a need for school counselors that were willing to assist them in developing their study habits, choosing classes, and improving their overall organizational skills. Canton's (2012) work is noteworthy because the students were given the opportunity to discuss their insights on how the zero-tolerance policy affected their educational journey. The students noted that the policy resulted in a prison-like atmosphere where school personnel were inconsistent in the administration of disciplinary action, with Black males receiving the brunt of the discipline. These three studies highlight the importance of examining the educational experiences of traditionally marginalized groups. If Black males or other students of color are rarely offered a space to describe the role race plays in their educational experiences (Howard, 2010), there will be missed opportunities to counter the

49

conventional narrative of Black male underachievement in schools. This scholarly work seeks to acknowledge how their experiences as Black males both inside and outside of classrooms can assist in debunking this notion that teachers are solely the producers of knowledge.

The CRT method of *counter-storytelling* serves as a tool to explore the experiences of Black males in schools. According to Terry and Howard (2013) counter-storytelling challenges the dominant narratives of society therefore providing a means for giving voice to marginalized groups such as Black males. Educational authorities have utilized counter-storytelling as a tool to contradict the dominant narrative of Black males in school (Terry, 2010, Stinson, 2008). Terry (2010) and Stinson (2008) probed how elements of racism are demonstrated in mathematical courses. Stinson's findings reveal that high performing Black males could articulate strategies they implement within the classroom to counter lower expectations from their teachers. Terry (2010) incorporated participatory action research and, by connecting math with societal topics such as the school to prison pipeline, the students demonstrated their capacity to understand high level mathematical concepts, contradicting stereotypical notions that Black males cannot excel in math courses. By utilizing counter-storytelling as methodological tool, this adheres to the social justice tenant of CRT by empowering subordinated minority groups to demonstrate and discuss their ability to understand high levels of math. While this investigation does not use stories as a tool to address how Black male students conceptualize teaching, by sharing their insights on what they ascertain effective teaching to be, these young men are telling their stories of who they are while providing their thoughts on how to be taught math.

Race has and will always be relevant, particularly for students of color and especially Black males attending K-12 schools. Racial microaggressions, racial stereotyping, and colorblind approaches to teaching are all daily occurrences that students of color endure in classrooms.

Howard (2019) notes that educators can ill afford to subscribe to the notion that mere coincidence explains the perpetual academic struggles of some students of color. The utilization of theoretical frames such as CRT can help expose the ways racism has contributed to educational disparities and how the impact of racism in K-12 education be solved. Moreover, utilizing CRT can challenge conventional norms in education by placing Black males' perceptions of teaching at the center of analysis. Moreover, utilizing CRT can challenge conventional norms in education by placing Black males' perceptions of teaching at the center of analysis.

The Importance of Centering Student Voice

Solorzano and Yosso (2002), posed the question, "Whose stories (i.e., voices) are privileged in educational contexts and whose stories are distorted and silenced?" (p.36). Moreover, Freire (1988) maintains that "it matters who has a seat at the table for discussions, especially when conversations have the potential to address oppression, power, privilege, and marginalization of so many students who are poorly educated." Critical race theorists (Solorzano & Yosso, 2002, Solorzano, 2019) recognize that the experiential knowledge of people of color is legitimate, appropriate, and exigent to understanding, analyzing, and teaching about racial subordination within an educational context (p. 26). CRT theorists view this knowledge as a strength and draw from the lived experiences of people of color. Bernal (2002), however, contends that for too long, the experiential knowledge of students of color has been viewed as a deficit in formal learning environments. Scholarship has often omitted student perspective from the discourse on effective teaching, while consistently over-emphasizing the voices of other adult educators. Waxman (as cited in Howard, 2002) asserted that it is valuable to analyze student perspectives of classroom instruction. Moreover, the environment that students experience may

be quite different from observed or intended pedagogy. Additionally, Giroux (1988) stated that students' viewpoints of their classroom environments provide two critical perspectives. They provide insights into chief components of the teaching and learning process, and "an important starting point for enabling those who have been silenced or marginalized by the schools ... to reclaim the authorship of their own lives" (p. 63). In addition, Howard (2002) claims that "the shortcomings of numerous interventions and misguided practices merit the creation of a space for students to offer potential solutions for what they believe works best for them. Thus, there is a need to empower students by placing their voices at the center of the discussion of school reform" (p. 426-427). If methodologies have been used to silence and marginalize people of color, then methodologies can give voice and turn the margins into places of transformative resistance (Solorzano & Delgado-Bernal, 2001).

The concept of student voice (Cook-Sather, A., 2002; Cook-Sather, 2006; Cook-Sather, 2009; Ruddick, J., & Demetriou, H., 2003) has become an expanding component of educational literature. Cook-Sather (2006) stated,

> Student voice' as a term asks us to connect the sound of students speaking not only with those students experiencing meaningful, acknowledged presence but also with their having the power to influence analyses of decisions about, and practices in schools. (p. 363)

Conner, Ebby-Rosin, and Brown (2015) discuss the need to pay attention to student voice as "a strategy that engages youth in sharing their views on their experiences as students to promote meaningful change in educational practice" (p. 3). Moreover, the authors maintain that student voice efforts have three primary goals: (1) to share students' perspectives on their educational experiences; (2) to call for reforms that the students feel will better address the learning needs of

52

themselves and their peers; and (3) to change the social construction of students in the school (p. 3). Scholars have analyzed students' perspectives on a variety of educational topics that include school reform, notions on college preparedness, experiences in single-sex classrooms that aided with transitioning into high school, and effective implementation of common core curricular (Flennaugh, 2017; Flennaugh et al., 2017; Friend & Caruthers, 2015; Mitra, 2008; Yonezawa, 2015).

Examiners (Grant & Dieker, 2011) have conducted studies that highlight Black male student voices on various topics. Grant & Dieker (2011) utilized a case study approach with two Black males identified with emotional disorder (ED) in high school who participated in a web-based mentoring program to evaluate the impact the program had on their behaviors and academic achievement. The authors found the following:

> Participants' behaviors and achievement were affected by negative school and home environments, but that web-based mentoring allowed for a bond between the mentor and mentee but with limited impact on attendance, behavior, and achievement. Future analysis on web-based mentoring must first focus on developing methods to address the social and emotional needs of these students while developing mentoring relationships. (p.331)

Cook-Sather (2010) argues that students have a unique perspective of learning in schools that educational stakeholders should learn from to enhance their craft. Brown and Donnor (2011) claim, "when Black males are given an opportunity to speak candidly about their educational experiences, a much more nuanced narrative surface" (p. 29). Thus, this examination seeks to do just that: give voice to one of the most marginalized student groups, on one, if not the central aspect in education—teaching.

Conclusion/Summary

Teachers from any ethnic, cultural, or racial background can be successful with any student group when the teachers possess the knowledge and skills necessary to meet the needs of their students (Ladson-Billings, 2009; Milner, 2010). Reynolds (as cited in Howard & Milner, 2014, p. 205) found that her pre-service teachers were not receiving the pedagogical knowledge to make meaningful instructional decisions as they worked to meet the needs of "differences" among students. She noted her teachers had "difficulty seeing the pedagogical implications of student differences, even though they may be able to detect overt differences among students. Thus, they were unable to tailor materials and instruction to individuals, which result in lessons that are only superficially appropriate for the students." Therefore, seeking to address the concern both pre-service and in-service teachers have about the type of pedagogy that generally meets the needs of all students, and the needs of Black males is key. Despite theories that explain the educational plight of Black males, studies show (as cited in Milner, 2013, p. 6) that teachers can have the single most influence within schools on students' academic outcomes (Gay, 2010; Howard; 2010; Ladson-Billings, 2009). However, when considering the research question (What are Black male perceptions of effective teaching?), utilizing a CRT lens is appropriate because for these young men: (1) racism is a part of their everyday school experience, (2) providing Black males an opportunity to challenge dominant narratives and a one-size fit all approach to teaching will enhance the diversity of thought regarding Black males, and (3) affording an opportunity for Black males to share their voice on teaching is paramount. The goal of this work is to advance the foundation laid by prior studies on effective teaching for Black males, identifying core principles across practices and linking them to student notions of effective teaching to inform both teachers and teacher educators. By centering the voice of Black male

students on teaching, the individualized and collective understanding of how Black males perceive effective teaching will be enhanced.

Chapter 3-Methodology

Chapter 1 introduced the need for this study, and why centering Black male secondary students' perception of effective teaching should be a high priority. Chapter 2 synthesized bodies of literature: (1) Black male achievement, (2) effective teaching, and (3) student voice utilizing a CRT theoretical framework. In Chapter 3, I describe the methodology that will be utilized to investigate Black males' perceptions of effective teaching. The chapter begins with the philosophical underpinning that frames the methodology. The subsequent section describes the research strategy and design and offers a rationale about why this mode of inquiry is appropriate. Following the description of the design, I outline the process to select school sites and student participants. This section is followed by an explanation of the techniques that were utilized to collect and analyze data. Finally, the chapter details the steps to take to ensure reliability and validity.

Philosophical Worldview

Prior to explicating the methodology, it is necessary to discuss the philosophical world view for which the inquiry is grounded. This inquiry seeks to examine Black male secondary students' perceptions of effective teaching. Therefore, social constructivism/interpretivism (Berger & Luckmann, 1967; Lincoln & Guba, 1985) is a suitable frame to guide the methodology. Cook-Sather (2002) states:

> Constructivist pedagogies are premised the development of pedagogical approaches that give students "the opportunity to explore their ideas and to try to make more sense of them" (Duckworth, 1987, p. 65). Constructivists position

students as active creators of their knowledge rather than recipients of others'

knowledge. Many constructivists argue that teachers can improve their practice by

listening closely to what students have to say about their learning (Commeyras,

1995; Dahl; 1995; Heshusius; 1995; Johnston & Nicholls, 1995; Lincoln, 1995).

Constructivists contribute to the project of authorizing student perspectives the

notion that students need to be authors of their own understanding and assessors

of their own learning. Embracing this belief, many constructivists attend to

student learning processes and feedback on their learning experiences with the

goal of changing pedagogical practice so that it better facilitates that learning

(p.7).

Furthermore, Creswell (2009) states:

Social constructivists hold assumptions that individuals seek understanding of the

world in which they live and work. Individuals develop subjective meanings of

their experiences. These meanings are varied and multiple, leading the researcher

to look for the complexity of views rather than narrowing meanings into a few

categories or ideas. The goal of research is to rely as much as possible on the

participants' views of the situation being studied. (p. 8).

Employing a social constructivist view helps to investigate Black male student insights of

effective teaching, so that I as the investigator can gain a better understanding of what these

students deem as effective pedagogy within classrooms.

Another tenet of social constructivism is the use of questions that are broad in nature so

that the participants can construct meaning of a situation and feel comfortable sharing their

views. Creswell (2009) purports that "the more open-ended the questioning the better, as the

researcher listens carefully to what people say or do in their life settings" (p. 8). As such this analysis employs semi-structured interviews where I as the analyzer query Black male students about how they define effective teaching. Social constructivists maintain that how Black male students make sense of effective teaching is a product of the interactions that occur within their classrooms. Thus, how both the researcher and the participants interpret effective teaching is based on a confluence of personal, cultural, and historical experiences (Creswell, 2009).

Ultimately, the intent of the work is to make sense of the meaning others have about the world, and for the purposes of this inquiry, how Black males perceive effective teaching. Rather than starting with a theory, scholars develop a pattern of meaning. Crotty (as written in Creswell, 2009) summarizes the social constructivist view with three assumptions:

1. Meanings are constructed by human beings as they engage with the world they are interpreting.

2. Humans engage with the world and make sense of it based on their historical and social perspectives. Thus, qualitative researchers seek to understand the context of the participants through gathering information personally.

3. The basic generation of meaning is always social, arising in and out of interaction with a human community.

It is the assumptions embedded in a social constructivist philosophy that framed the investigative design.

Research Design

It is my hope to explore the pedagogical strategies, approaches, and methods that Black male students think will enhance their learning. One overall question guided the analysis: What are Black male secondary students' perceptions of effective teaching? Secondary questions were

57

1) What are the strategies, approaches, and methods of teaching that Black male students describe that enhance their learning? 2) What can teachers, researchers, and policymakers learn from Black male students' understanding of effective teaching to better serve this student group in the classroom? Due to the nature of the questions the primary goal is to uncover and interpret the meaning that Black male students attribute to effective teaching. Therefore, a qualitative approach is an appropriate methodological design to address the questions I seek to answer. Merriam (2009) defines qualitative research as "means of for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p.232). Rooted in a constructivist worldview, qualitative research has a specific aim of gauging: (1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences (Merriam, 2009, p. 23). The questions are salient and is applicable because as the primary investigator, I am interested in understanding how Black males interpret effective teaching, how quality teaching is constructed in their minds (i.e., what strategies teachers employ that these students believe enhance their learning), and why these students deem these pedagogical tactics as effective. Mack et al. (2005) notes that one of the more noticeable advantages to qualitative research is that information elicited from this methodology "humanizes" an issue by detailing the complexity of opinions, beliefs, and emotions that participants have. Thus, the understanding of a phenomenon outweighs the goal of gathering data for the purposes of generalizing findings to a larger population. As such, it is the emphasis on perspective that helps to center the voice of Black male students' regarding their perceptions of effective teaching. While studies (Canton, 2012; Duncan, 2002; Howard, 2008; Owens et al., 2011) center Black males' voice on a variety of schooling topics, including the role of racism in their schooling experiences, the effects of the zero-tolerance policy, and the perceptions of school

counselors, there are limited studies in the literature designed to illuminate this student groups'

insight on effective teaching as the focal point.

Scholarship on Black male student achievement continues to increase concurrently with

analysis indicating the importance of effective teaching and its correlation to student learning

(Guarino et al., 2006; Howard, 2014; Nye et al., 2004; Schott, 2015). Therefore, it is of the

essence to provide an analysis that merges these two areas of inquiry (effective teaching and

Black males) to center the voice of Black male students on teaching. Furthermore, I hope the

findings can inform educators about ways to enhance learning for this student group through an

in-depth analysis of the pedagogical strategies and methods that Black male students deem

effective. The following section details how I identified participants.

Identification of Participants

The young men who participated in the study met the following factors for the participant

pool selection: (1) must identify as a Black male (which may include bi-racial students, as well

as students who were not born in the country). (2) attend high school. (3) and be currently

enrolled in the grades 10-12. To identify participants, I used what LeCompte and Preissle (1993)

referred to as criterion-based selection or non-random purposeful sampling. The authors maintain

that within criterion-based selection the scientist generates a list of attributes fundamental to the

investigation and then proceeds to find or locate a unit matching the list. Furthermore, it is

important that the criteria designated for the participant selection are aligned with the purpose of

the intended investigation. LeCompte and Preissle (1993) contend that investigators not only

spell out the criteria they will use, but also speak to why the criteria is central (p. 78). Therefore,

the inquiry was designed to gain understanding of how Black male secondary students perceive

effective teaching. Having young men who were in the upper grades of high school afforded

them more opportunities to have a variety of teachers and more equipped to think thoughtfully about effective teaching. Furthermore, I identified a pool of Black male high school students that reflect diversity of thought. Although Black male students can be susceptible to similar schooling experiences, they are not a monolithic group and the goal was to obtain Black males in various grades level to make sense of effective teaching. Moreover, the pool of participants was already narrowed because of my involvement with participants from a larger Black and Latino male project in Los Angeles County. While there is a plethora of K-12 data (i.e., NCES data) that highlights the differences of academic assessments between Black males and their student counterparts, it was pertinent that I provide a qualitative inquiry centering Black male students' thoughts on teaching because their voices are seldom heard on this subject. I also had participants t in hat was in high school, specifically grades 10-12, primarily because the participants were a part of a larger project that examined "high-achieving" Black and Latino males. Secondly, I maintain that while students have the capability to articulate their thoughts on teaching, older students have experienced a larger number of teachers throughout the years which can enrich their thinking of the overall subject.

Selection and Description of Schools

The selection of the high schools to draw participants resulted from my participation in a project examining "high achieving" Black and Latino males across Los Angeles County. The schools were chosen not only due to their considerable amount of Black male students, but each school was distinctive in considering student population, location, culture, and the overall academic infrastructure (such as whether the school has academies, more traditional stratification of courses such as AP, honors, etc., and how the school is classified such as magnet, charter, etc.). The three schools in the inquiry were all located in L.A. County, collectively serving more

than one million students, including approximately 63,000 black male students (Department of Education, 2015). Two of the schools are in a school district that serves approximately 29,000 black male students. The third school district serves a student population totaling approximately 80,000. The demographics presented on the schools' sites was obtained from the California Department of Education (CDE) website along with the city-data.com site for the 2014-2015 school year.

Dubois High School with a student population of 1,564, is in a majority minority low-income neighborhood. Demographically, the neighborhood is comprised of 74.4% Latinos and 23.2% Black residents with an estimated median household income of about $34,000. The school is designed as a medical magnet model and has a historically strong academic reputation that graduates students who are accepted to Tier 1 research institutions as undergrads. The school has a 96 percent graduation rate with an API (Academic Performance Index) score of 781 out of 800. Black males presently comprise approximately 13% of the school population and have a 92.1% graduation rate. The Black male population was comprised of young men whose parents are both from the United States and abroad.

Howard High School has a student population of 1,247 and is in a middle-class neighborhood. The median household income at the time of the study was $89,013. The school, which has a majority-minority student population, is nestled in a community where over 60 percent of residents are white. Howard High school has an overall student population comprised of 73 percent African Americans and 17 percent Latinos. Approximately 40 percent of the entire student population at the school are Black males. Historically and on an annual basis, this school has enrolled some of the largest black male student populations in both the county and state. Nearly half of the students in the school received free and or reduced lunch. In recent years the

school has restructured and currently consists of a magnet school model with a health and science focus. Presently the school has an API score of 702 and a graduation rate of approximately 84%. The Black male graduation rate is 77 percent.

Washington High School has a student population of 4,464 students making it the largest school in the district. Historically the school is one of the most diverse schools in the nation. Currently, the school is comprised of approximately 37 percent Latino(a)s, 23 percent African Americans, 1 percent Asians, and 12 percent whites. The school is in a low-to-middle class city where the median income at the time was $47,837. The school has long-standing reputation for excelling both academically and in athletics. The overall graduation is almost 83 percent and the black male graduation rate is 95.2 percent. The school is comprised of academies that track students based on interests or based on scores on an exam.

Recruitment of Participants

To establish the participant pool, the young men were chosen from three schools that were part of a larger project examining high achieving or successful Black and Latino males. This larger project enrolled approximately 235 Black and Latino males between the ages of 14 and 18 across seven high schools who were recommended as high achievers in a variety of ways. The team decided to use the following criteria to identify participants: (1) identifying as Black, Latino, or both, well as male, (2) must be a sophomore, junior, or senior, (3) were recommended by a teacher or administrator and had a GPA at or above a 2.5, demonstrated leadership qualities, as well as demonstrated resilience, (4) be willing to participate, and (5) and attend the same large school district in the western region of the U.S. We first chose Black and Latino males because these young men of color are the focus of most of the studies conducted within the Black Male Institute. We chose students that were in the 10th through 12th grade because the team maintained

that older students in high school have experienced teaching from a significant enough number

of teachers to allow for more nuanced responses. The team was assigned different schools, and I

was assigned to conduct research at three of the school, which were the sites that the participants

were from. I contacted the school counselor at each school to nominate Black males. Upon

meeting with each school counselor, I provided a letter detailing the purpose of the investigation

(see Appendix). I specifically requested a diverse participant pool which intended to be Black

male students with varying grade point averages, school involvement, or any challenging

circumstances these students face outside of school. This recruitment strategy is aligned with

Foster's (1991) "community nomination" process which involves engaging community members

to judge people within their own setting (p.239). Per the counselors' nominations, I received a

list of student names for me to meet. Following the development of a list of nominations was an

informational session with the students, where I as the principal investigator provided the

students with a recruitment letter (see Appendix). If there was any difficulty with the community

nomination process, I employed a snowball sampling (Biernacki & Waldorf, 1981) technique by

asking participants who have agreed to participate to refer other participants. Once the students

agreed to participate, they were asked to sign a minor assent form, and have their parents sign the

parent permission form. Ultimately, most of the young men who agreed to participate were

juniors and seniors, so I decided to eliminate sophomore participants and proceed with juniors

and seniors (four students per school=12 students in total).

Qualitative Data Collection

Merriam (2009) notes that "qualitative scholars seek to describe and explain the world as

those in the world experience it" (p. 220). As such, the primary mode of data collection was

semi-structured interviews with the students. Creswell (2009) states that qualitative researchers

often collect data themselves with interviews as a chief method to evoke answers from participants. To develop a collective understanding of Black male students' perceptions of effective teaching, a series of semi-structured interviews were conducted. Merriam (2009) maintains that semi-structured interviews are a mix of both formal and informal questions. Furthermore, when attempting to elicit specific information, the use of a more structured section within the interview is appropriate. The author notes that "the largest part of the interview was guided by a list of questions or issues to be explored" (p. 90). As such, an interview protocol (see appendix) is suitable. While the questions were broad in nature, such as asking how a participant defines effective teaching, I included probing questions that were adapted from the Danielson (2007) "framework for teaching." While this framework is often used as a practical tool to guide teacher observations, it was being employed by the school system when and where the study took place. The five central categories within the instruction domain of the framework are provide below in Table 1.

Table 1**: Domain 3: Instruction**

Teachers' Ability to Communicate with Students
Teachers' Use of Techniques to Question Students and Discuss Topics
Teachers' Ability to Engage Students in Learning
Teachers' Utilization of Assessments in Their Instruction
Teachers' Ability to Demonstrate Flexibility and Responsiveness toward Their Students

This frame is narrow in focus, and can thus assist Black male students in offering specific pedagogical strategies based on different instructional domains. Ultimately the protocol centered Black male student voiced opinions on effective teaching in both broad and narrow ways.

Through utilizing a semi-structured interview, as the investigator I was afforded the ability to respond to the participants' ideas of effective teaching. Each of the 30 interviews conducted were audio-taped and transcribed; each lasted approximately 60 to 70 minutes. Additionally, I took handwritten notes while the audiotape was recording.

Qualitative Data Analysis

Upon completion of interviews with the participants, I prepared the data for analysis by transcribing the interviews. Creswell (2009) asserts that it is pressing to "read through the data to obtain a general sense of the information to reflect on its overall meaning" (p. 185). Moreover, Creswell maintains that writing notes, as well as recording general thoughts about the data are helpful. After the cursory review of the data, I began the coding process. Rossman and Rallis (1998) define coding as "the process of organizing material or data into chunks or segments of text before bringing meaning to the information" (p.171). A more specific type of coding I applied is open coding with the goal enacting an extensive data search to uncover any data that may be useful. Merriam (2009) states that "after working through the entire transcripts, the analyst can then go back and group the codes established to construct categories" (p.179). Following the creation of the categories, I merged the themes affiliated with each category to establish the preliminary analysis. The themes served as proxy for the findings in addition to highlighting the perceptions that the Black male students had of effective teaching, which as Creswell (2009) states can be written as "sub-themes, specific illustrations, and quotations" (p. 189). The themes reflect both the individual and collective perceptions of the participants.

After the first phase of data analysis, I recorded the existing data. The initial coding was conducted by hand using a color-coding scheme, which followed the qualitative data software MAXqda. Once the steps were completed, I then interpreted the data based on a comparison of

the findings. The following section details how I ensured credibility. The table below

demonstrates the connection between the questions, methods, and analysis.

Table 2-**Connection of the Research Question, Method, and Analysis**

Question	Method	Analysis
1. What are Black male secondary students' perceptions of effective teaching?	Qualitative Method: 12 semi-structured interviews (4 at each site)	Record, transcribe, analyze interview responses. Compare and code themes along with existing literature.
2. What are the strategies, approaches, and methods of teaching that Black male students describe that?	Qualitative Method: 12 semi-structured interviews (4 at each site)	Record, transcribe, analyze interview responses. Compare and code themes along with existing literature.
3. What can teachers, researchers, and policymakers learn from Black male students' understanding of effective teaching to better serve this student group in the classroom?	Qualitative Method: 12 semi-structured interviews (4 at each site)	Record, transcribe, analyze interview responses. Compare and code themes along with existing literature.

Qualitative Credibility

Ensuring credibility entails confirming that the results of the study are valid from the

perspective of the participants. Merriam (2009) notes that qualitative scholarship involves

examining "people's construction of reality and how they understand the world" (p.214). Thus, the onus is the on the investigator to verify that the analysis of the participants' perceptions and how they made sense of the phenomenon (effective teaching) teaching is what the participants (the Black boys) accurately depicts what they want to say. The first credibility measure I employed is "member checking" or respondent validation. Merriam (2009) defines member checking as the solicitation of feedback on the emerging findings. To assure that I did not misinterpret the perceptions the participants have on effective teaching, I clarified my findings with the participants by asking whether my interpretations were accurate. Furthermore, Merriam (2009) contends that "the participants should be able to recognize their experience or views in my interpretation or suggest some fine-tuning to better capture their true perspectives" (p.217). Maxwell (2005) further asserts that utilizing member checking is "an important way of identifying your own biases and misunderstanding of the information" (p. 111).

A second measure to establish credibility is adequately engagement in the data collection. Merriam (2009) argues that it is key to saturate the data. In other words, I as the analyst consistently immersed myself in the data until no new information appeared. Additionally, by intentionally searching for data which countered the findings emerged, this process solidified the accuracy of the original analysis. A third step to safeguard credibility of the findings was using an outside rater for the coding. Once I reviewed the data, another rater confirms or disconfirm my interpretation until we came to an agreement.

Qualitative Reliability or Consistency

Lincoln and Guba (1985) renamed reliability in qualitative research as "dependability" or consistency. The scholars note that to ensure dependability or consistency that the findings be aligned with the data presented. One method to confirm reliability is by employing an audit trail.

Merriam (2009) contends that by utilizing an audit trail, an independent reader can authenticate the findings. Therefore, it is incumbent "to show convincingly how they got there and how they built confidence that this was the best account or method possible. The goal is to keep a detailed account of how the inquiry was conducted and how the data will be analyzed" (p.223). One way to elucidate the reliability process is to keep a journal or record memos of thoughts and ideas that emerge during the interviewing process. Additionally, by keeping written reflections, questions, and the decisions I made regarding any problems, issues, or ideas I encountered in the collecting data phase I was able to address reliability concerns. A second measure to address reliability is to determine the extent to which findings can be "transferred" or applied to other studies. Transferability is slightly more difficult during the qualitative phase because, as Merriam (2009) argues, it is difficult to extract the universal from the "particular." Two ways I addressed reliability was to offer rich descriptions of findings and have variation in the sample. Due to the use of semi structured interviews, displaying detailed descriptions in the form of quotes is one way to provide sufficient evidence. Additionally, having a diverse sample pool (i.e., grade level, GPA, school involvement) of Black male students allowed for a nuanced perspective on the topic.

Generalizability of Data

Due to the sample size of twelve students, inferences from the investigation can provide limited generalizations about the perceptions that Black males have of effective teaching. The inquiry aimed to provide analytical inferences based on the participants responses. Likewise, the goal was to illuminate strategies, approaches, and methods that educators could consider to enhancing Black male student learning.

Checks on Bias as a Researcher

I am mindful that as a former high school history teacher who taught Black male students, I have constructed my own personal views of effective pedagogical strategies for this student group. Creswell (2009) states that "qualitative research is a form of interpretive inquiry where an interpretation is made of what they see, hear, and understand" (p.176). Their interpretations cannot be separated from their own backgrounds, history, contexts, and prior understanding. It was vital that the interviewers, as Seidman (as cited in Merriam, 2009) asserts, "have enough distance to enable them to ask questions and explore, and not share assumptions." Thus, the interviewer-interviewee interaction was sometimes complicated, especially due to my positionality at the time as a Black male graduate student interviewing a Black male high school student. This can be done by ensuring that I am not asking leading or biased questions, as well as letting the participants know that I am truly interested in what they believe regardless of the response.

Limitations

There were a few limitations that merit attention. First, all the participants were chosen from a previous project examining high achieving Black and Latino males, which ran the risk of selection bias. The participants were not only more likely to be enrolled in high level courses, as well as attended academic academies or "schools within a school" models that emphasize academics.

Additionally, while the intent of qualitative methodology is not to generalize, 12 participants, even diverse ones, limit the variability of voices I can utilize to problematize Black male students' notions of effective teaching. However, an in-depth analysis of the student responses was the impetus to explore teaching practices from a Black male student perspective,

while attempting to illuminate helpful pedagogical strategies that can be considered for student groups of similar educational plights.

Chapter 4-Findings

Before delving into the findings, it is necessary to revisit the overarching questions that were: (1) What are Black male secondary students' perceptions of effective teaching; (2) What are the strategies, approaches, and methods of teaching that Black male students theorize that enhance their learning; and (3) What can teachers, researchers, and policymakers learn from Black male students' understanding of effective teaching to better serve this student group in the classroom?

This chapter consists of findings that emerged from the data across three different themes. The first section of the chapter is an analysis the ways the participants thought about effective teaching, with the following findings being identified: these young men can define, as well as offer specificity on the topic; good and effective teaching have similar techniques with differing outcomes or impacts; variation of instruction is a key to implementing effective teaching practices, specific subjects are aligned with effective teaching more than other subjects, and in determining if effective teaching is occurring the young men could tell the difference between having knowledge of a subject as opposed to loving a subject matter. In the "Practice of Teaching" section, the participants were able to offer detailed statements about what effective instruction entails. During this section the following findings included: having a diverse set of teaching tools is imperative; being willing to get to know Black males beyond their student status; keeping an open mind about incorporating student ideas, staying up-to-date with current trends; most teachers do not incorporate teaching that is relevant to the lives of students; and it is primarily the responsibility of the student to take ownership of their learning. The final section of

the findings goes into detail about the Black male experience in the classroom. The data provided the following findings: Black males do not want to be taught differently from other students, just taught in a way that meets their needs; Black males themselves reject anti-essentialist notions; teachers too often create challenges for these young men in the classroom; the race and gender of teachers is important, but what is paramount is the willingness of a teacher to care, and stop underestimating Black males and learn to listen to what they have to say.

Student perceptions of what constitutes effective teaching are impacted by several factors, including the experiences individuals that occur outside of school (Milner, 2015) as well as the teaching and learning culture set forth by teachers and administrators within their respective classrooms and schools. Below are descriptive statistics of the participants.

Table 3- **Research Participants Descriptive Statistics**

Name	Grade	City	Age	Race
Russell	12	Cerritos	16	Black (African)
Rob	12	Long Beach	17	Black & Latino
Chris	12	Long Beach	17	Black & White
Sherman	12	Long Beach	17	Black & Puerto Rican
Mike	12	Los Angeles	17	African American

Jamey	12	Los Angeles	17	African American
Ryan	12	Los Angeles	17	Ghanaian
Authur	12	Los Angeles	17	Senegalese
Eugene	11	Long Beach	16	Belizean
Jahleel	11	Los Angeles	16	African-American
Elijah	11	Los Angeles	16	African-American
Gabriel	11	Nigeria/ Long Beach	16	Nigerian

Finding # 1- Black male students can define, provide specificity, and offer nuance regarding effective teaching

To contextualize student notions of effective teaching, each interview began with the participants being asked to define the term. While the young men across all three schools provided a variety of definitions, they detailed three aspects of teaching that were central to effective instruction: teacher virtues, the implementation of instruction, and being specific.

Teacher Virtues are Important

Eugene a sixteen-year-old junior contended that teachers demonstrating respect was a vital characteristic of effective teaching:

I would almost say [in defining the term] respect because to be an effective teacher you kind of have to be an effective person, so if there is a mutual respect between the students and the teacher it makes the teaching all the easier.

Jahleel a junior from Los Angeles maintained that patience is an integral aspect of effective teaching:

Well to be an effective teacher you have to have patience, like you got to be able work with them (students), you have to be able to teach it again and again and again and again to be able to make sure that they [one's students] get it [the subject matter] and they understand it. Because if they don't understand it then you didn't really teach them, like you failed as a teacher.

Alternatively, Gabriel a junior from Long Beach contended that effective teaching left the students feeling like they accomplished something. When defining effective teaching, the young men asserted that certain values were key aspects of instruction such as particularly respect, patience, and encouraging intrinsic motivation. The second but central component of defining effective teaching among participants was discussing how teachers implemented instruction.

There is a Right Way to Implement Instruction

The participants had varying opinions about how instruction should be implemented effectively. One point of agreement about how to carry out implement instruction was to assist students with "understanding" the material. Russell a senior from Cerritos interpreted effective teaching, as "teaching that helps the students to understand everything that the teacher wants them to understand." Analogously, Rob a senior from Long Beach stated that effective teaching

is "teaching that help students understand the concepts, because students learn in different ways (i.e., kinesthetic or visual)." While both students maintained to that the onus is on the teacher to help the students comprehend the material, Rob contended that one way of to help students grasp material is place emphasis on students' multiple forms of intelligence (Gardner, 2011) especially when thinking about lesson planning. Additionally, Sherman a senior who identifies as Black and Latino noted that "effective teaching is knowing the lesson…not just free styling [not having a plan] the lesson... not always lecturing, kids always get bored." Having structured lesson plans while also differentiating instruction methods and techniques are what constituted effective teaching for Sherman. Similarly, Chris asserted that effective teaching has less to do with student understanding but primarily concerns the environment that is created in the classroom. He explained:

> Effective teaching is having a sense of community in the classroom making sure everybody gets along. The teacher has every student strive for their goals…The teacher is not biased toward anybody, a teacher who is passionate for the subject and really cares for each individual student, gets to know the student on a personal level because then that gives the student a sense of security that their teacher really cares for me and wants me to succeed.

Chris expressed that the environment the teacher sets is a critical element of teaching. Instruction that prioritized a sense of community within the classroom and emphasized respect and equitable treatment between the teacher and the students was important.

The participants' definitions of effective teaching varied—but included differentiation of instruction, fostering an inclusive environment, having a thoughtful lesson plan, and understanding subject matter concepts.

Specificity is key

One of the challenges that presented itself in the study was if the participants would be able to provide specific responses when theorizing effective teaching. Given the students age there was uncertainty whether the young men would be able to provide specificity on the topic. Encouraging the participants to provide in-depth descriptions and examples around effective teaching terminology was pivotal because it demonstrated that the students, particularly Black males should be taken seriously, and demonstrates that students can be deemed as knowledgeable on the topic. Russell and Rob both maintained that effective teaching occurs when students "understand" the material being presented; however, the term "understand" can be vague, so the participants were encouraged to provide examples of the concept. When explaining the concept of understanding, Ryan stated, "A lot of teachers test us on how well we know the concepts and the curriculum, so understanding occurs when we are able to do what they're [the teachers] able to do ourselves." For Rob to "understand" a concept entailed the ability as a student to emulate the way the content was taught by the teacher, essentially the students themselves should be able to teach the concept to another person. As the students went into detail discussing words, such as understanding, caring, and friendly, I prompted them to define these words as practices rather than adjectives. The most frequent terms that warranted clarification were: approachable, enthusiastic, passionate cares, and structure. At first glance these words seemed self-explanatory, however how the terms are defined and applied can vary depending on the participant. A word such as "cares" is often used loosely. From Chris's perspective, a teacher demonstrates that they care by "wanting to know about you on a personal level besides how you are as a student." Another term that warranted clarification was knowledgeable. According to the participants,

being knowledgeable or having knowledge was exemplified by a teacher when they utilized a variety of sources, limited their use of course textbook, and could create their own lesson plans.

Additional terms or phrases that were used by the participants to describe or define effective teaching including "breaking it down" or "explain" further demonstrating their ability to separate the act of teaching from the teacher as a person which was critical.

Finding #2: Good and Effective Teaching are Similar Technique with different outcomes

While it was my intention to use "good teaching" and "effective teaching" interchangeably, it became evident that the students made a distinction between these two terms. When defining effective teaching the participants placed focus on content and pedagogy but when defining good teaching the young men conceptualized this as relationship building. As a review of what has been discussed in this chapter thus far, when asked to define effective teaching, student responses included teachers understanding concepts, attending to the multiple learning styles of students, having thoughtful and structured lesson plans, and creating a respectful yet personal learning environment. As a follow-up question, I asked students to articulate the difference between good and bad teaching. The answers for what constituted good teaching varied slightly from that of effective teaching. Rob asserted that good teaching is comprised of "teachers connecting with students…they're able to get the information through without breaks or gaps." Similarly, Eugene noted that relationship building is salient for a good teaching when he stated:

> Not only do they [teachers] make the content interesting to the student, but they have a relationship with the student as well; I found that in my experience, I have been able to learn better with teachers when I have a more personal relationship with them.

Rob and Eugene both noted that good teaching encompasses a bond that occurs between students and teachers. Likewise, Chris, claimed that good teachers are "passionate and really care about the students. I think that allows for an effective environment and good learning." Here again, a participant demonstrated a tendency to think about the teacher and not the teaching. When asked to define care, Sherman stated, "She [his chemistry teacher] allows students to come whenever and ask her questions, she is always available. I think a teacher that cares give up their own personal time and allows students to gain extra knowledge if they need." Moreover, for Jamey a good teaching is correlated with individualized attention to their students. He stated:

> A good teacher will focus on the student, he will call on that student not to embarrass the student but rather to take the student step-by-step and that also builds confidence so he or she feels that they could talk in class. I could ask the questions and I am understanding the material. The teacher, for one, will prohibit any other student from making that student feel bad, second, while she is taking that student step-by-step, he or she will encourage the student and just say, like, "You got it." So, what is the next step? The teacher will break it down into smaller pieces, he or she will break it down to a smallest possible bit for the students to understand.

Jamey has described how a good teaching involves guiding a student through a learning process that includes building confidence by encouraging the student, as well as taking a step-by-step approach to deconstruct the information being conveyed.

Alternatively, when the participants were asked to describe effective teaching, the responses differed slightly. Sherman perceived effective teaching as, "making it [the learning experience] fun, she'll [his business teacher] joke around and it helps us because some teachers

77

are boring and they just talk and talk and talk. She talks and makes jokes so that helps with the learning." It is interesting to note that participants' definitions of effective teaching primarily dealt with how to make the lesson or the classroom conducive for students' individual learning preferences, yet when asked to differentiate between good and bad teaching the responses aligned with ways of fostering a relationship between the student and teacher.

Alternatively, when asked to describe "bad teaching," or ineffective teaching the responses included delivering lectures, making classes too easy to earn a good grade, and expecting certain outcomes with minimum assistance. Rob noted that his science teacher would tell him, "'Okay, I want you to get this result, and I'm not going to tell you what to do.' He will give us minimal instructions and then we'll have to use that, sometimes we'll ask him for help, and he'll still give us a minimal response. It's like we have to find everything on our own." Authur offered another description of bad teaching when he stated, "Without a doubt it is [bad teaching when an instructor is] belittling the students, refusing to answer questions, being disrespectful and… with respect to the actual teaching not demonstrating the ability to teach the subject." The responses by Authur and Rob both highlight that some teachers expect their students to have a base-level knowledge of understanding for their subject matter and are unwilling to meet students where they are (Milner, 2012). Moreover, Gabriel defined bad teaching by explaining what a bad teacher does:

> A bad teacher will just touch the surface and may be a master of the subject but he or she may be too lazy and not motivated enough to motivate the students. So, one of the major qualities of a good teacher is patience and understanding. A bad teacher, if a student does not understand it (the subject) at first, in his or her [the teacher's] mind, the student will never understand it**.** So, the teacher could just

> ignore the student or say something in a hurtful manner which may cause the
>
> student to react in a certain way and push back and now they do not want to be in
>
> the class anymore.

In the quote above Gabrial articulated that a teacher could be effective, but not a good teacher. A teacher on the one hand could be thoughtful about how to implement instruction, yet not have a personal relationship with students. Moreover, based on the responses, a hierarchy of teaching emerged: bad, effective, and good teaching, as it relates to the ability of teachers to get students to comprehend information and go in-depth with the content, almost like a rating scale for how good the instruction of a teacher was. Good teaching appeared to be the highest form of teaching by demonstrating a love for the student along with the subject. For several students, good teaching was primarily about the interaction between the student and the teacher. Based on the data, definitions of bad teaching consisted of a set expectation for the students but not providing necessary foundation to meet these learning expectations. Below is a table briefly summarizing the responses offered by the students about good and bad teaching.

Table 4- **Good vs Bad Teaching**

Type of Teaching	Responses
Good Teaching	Connecting with students; maintain a continuous flow while presenting information, being passionate and caring about the students, making it fun by telling jokes, being patient and understanding
Bad Teaching	Lecturing (not having a variety of ways of presenting information); expecting outcomes

	with minimum to no assistance from teachers; outright ignoring the students and being hurtful in class

After distinguishing between good and bad teaching, participants were asked to describe an effective teaching lesson. When describing such lesson plans, the participants used good teaching and good teacher interchangeably as seen in previous section. Russell and Rob perceived a good teaching lesson as one that prioritizes students understanding prior to moving on to a new concept. When asked to describe a good teaching lesson, Russell remarked:

> When a class starts, a good thing a teacher can do is make sure that everyone's okay with that [material taught thus far] so once that's done, it really depends on whether or not that day you want to teach a new concept. Then you give sort of a preface or an intro to the new concept then spend the middle of the period teaching the concept after the intro then spend the rest of the period until the very end working out different examples and then assign the homework after that.

The example of a good lesson described by Russell included a variety of steps, namely ensuring that students had a strong foundation with the material, followed by introducing, teaching, and presenting a variety of examples related to a topic. While this example of a good lesson was structured, one could argue that this type of lesson may work well in certain courses such as math and science. Similarly, Mike offered an example of a good lesson plan in history when he commented:

> I'll start off with basic notes. I like the visual learning, so, I may put on some clips or even a small movie about World War II, so that everyone understands while you are watching the movie, you answer five questions about the movie. Then, we

will have a discussion. Everybody puts in their own point, and then probably

doing trivia, then maybe I can do a small quiz. There will not be a quiz that, you

know will hurt their grades, just to test what they learned for the day.

While both Russell and Mike may appear to have lacked specificity when describing effective

teaching lessons, what was noticeable in their comments was how they laid out the type of

structure they believe should serve as a guide for teachers when devising such plans. The

structure of a lesson plan described by the young men consisted of: warm-ups, a review of the

lesson from the previous day, introducing new content, lecture, group work, individual student

practice, and summarizing the lesson. Chris alternatively emphasized the importance of teachers

getting to know their students as a part of lesson planning:

I guess when the students first get in the class…. talk about their day or

something. Just to get a sense of where they are at and how they're doing. It

allows the students to open up I think and a lot of group activities. I guess sort of

reviewing the lesson a little bit, just kind of going back, retracing their steps.

Chris maintained that more emphasis should be placed on checking in on the students to get a

sense of their overall well-being, which he believes, in turn, makes the students feel more

comfortable in the classroom. Moreover, Chris would include group work as well as reviewing

older material. Sherman, however, maintained that a flexible lesson is the ideal lesson plan:

A good lesson in my opinion is flexible; I guess shorter lessons are better in the

class: grasping the context knowing when to push forward or just slow down and

maybe give them a few more minutes. So, make sure the class grasps what is

being taught that day. So, flexibility is a key characteristic of a good lesson. But

yes, it has structure. Maybe a portion of it is teaching the material but most of it

should be allowing the class to do it themselves, so, they are getting hands-on experience, ensuring that they could do it themselves and that is when you really master the material.

For Sherman, both flexibility and autonomy were critical aspects of implementing a good lesson plan. When asked to think about ideal lesson plans every student articulated the importance of allowing time to review previously taught information and ensure that students have a handle on the topics. Most responses featured details of a logical flow or structure to how lessons should be implemented, but the participants differed in their thinking about how the pedagogy should be employed—placing value on flexibility, autonomy, and the various learning styles of students. For other participants, it was important for teachers to provide time to talk to their students and see how things are going in each person's life before diving into the course's subject matter.

Finding # 3: Variation is Key to Being the Most Effective Teacher and Is Exemplified Throughout Common Effective Teaching Practices

To further explore student perceptions of effective teaching, I asked the young men to tell me which of their teachers they considered the most effective and why. Rob stated that his most effective teacher was his chemistry teacher because "she gives us…a whole backstory to the concept, she'd really go in-depth about it, and that background sort of made it easier to understand what she was teaching." In addition to providing background information for lessons, Rob mentioned that his chemistry teacher was also effective at introducing new concepts. He stated, "She was good at teaching new concepts quickly and efficiently. We could probably understand it within two class sessions." Russell, believed that the same chemistry teacher Dr. Anderson, was the most effective teacher he had, but for slightly different reasons. Russell

82

maintained that providing background information for lessons and introducing concepts with speed made Dr. Anderson an effective teacher. He stated:

> Balancing equations she'll use examples like cooking, or things that we're able to see in our head that's not so complicated with the Math. Okay so we're making brownies [says the teacher], She'll find a way to make us understand what's complicated, so once we see that question, we're like, "Oh, okay" so we know what to do. I feel like it's not as hard when they give you those kinds of anecdotes to help you. We're able to find it like that.

Making references to everyday activities such as cooking, to assist Russell with his understanding of chemistry, was considered important to the effectiveness of Dr. Anderson's teaching practices.

Jahleel, identified Mr. Howard as his most effective teacher, because Mr. Howard attempted to close this authority gap between students and teachers that exists in the traditional school hierarchy. He stated:

> I felt with him he tried his best to break down the barriers between the student and teacher. Because sometimes I know teachers can have this power complex about them, they want to seem very authoritative, and all of this and that. But sometimes that only breaks the connection between you and your students, but that connection is what you need to help them learn. You know if you feel scared to ask your teacher something, you are just going to walk away not understanding, you know? So, I felt if the teacher is more open, he'll talk to us, he'll see how we are before he even starts the lesson.

Like Jahleel, Elijah maintained that his most effective teacher tried to know his students both inside and outside of the classroom:

He [Jahleel's teacher] gets to know the students; and I would say when you know your students and when the students know the teacher, it removes that barrier. The way he does that is… he's head of several clubs in school like robotics, and the debate club too. His room is always open so at lunch time, there's students there and we all just hang out and talk, it's a very down to earth element to it.

Jahleel and Elijah described that their most effective teachers made themselves available to their students, demonstrated a level of personal care, as well as tried to break the barrier between the students and themselves as teachers. Likewise, Sherman viewed Mrs. MacDonald, his business teacher, as effective because she had similar teaching styles to Mr. Howard. When describing why Sherman deemed Mrs. MacDonald an effective teacher, he stated:

She's always helping us. She's always pushing us; She's always helping us go forward and not just give up on stuff. We do a lot of field trips. We go to business stuff. We dress up and we go places. She has a lot of connections out there in the world in the business area. She gives us internships at the court. She helps us for college too. She helps us fill out our applications and everything; we do a lot of projects. We even started our own business. I think they see the guy's future…the teachers will try and help.

Mrs. MacDonald is seen as effective because she is invested in the future of her students. Not only does she motivate them to give their best, but she provides opportunities and resources such as field trips and internships that can enhance their future success.

For some students, such as Ryan, a free-flowing teaching philosophy was the primary reason certain teachers were deemed as effective. He detailed why Ms. Jernigan was his most effective teacher:

> She is free-flowing, detailed, and she is knowledgeable about the subject. She will not ask you questions but she wants you to try it first, and then once you've tried, then if you're not correct, she will explain to you. But she puts it on us. She also allows for access to technology. She allows you to record her lectures. She treats it like a college class, but she's very connected with the students.

Ryan noted that Ms. Jernigan is not only competent as a teacher because she knows her content and is organized, but she is also forward thinking, as evidenced by her allowing students to have access to technology and even the ability for her students to record her lectures. The most effective teachers, according to the young men. cared about the whole person and not just the student. The students were viewed as more than tests scores (Milner, 2015), and were treated as if they were the teachers' own children. Moreover, the most effective teachers prioritized the comprehension of material, employed relevant teaching practices, and offered background information to allow their students to be comfortable learning new concepts. Below is a table that briefly summarizes the findings in this section.

Table 5-**Reasons why effective teachers are effective**

Dr. Agers	Provides background story for the lesson; introduces new concepts in an efficient and speedy manner.
Dr. Agers	Employs relevant teaching methods to assist with learning.

Mr. Howard	Makes himself available; cares about students on a personal level; talks to students before and after class.
Mrs. MacDonald	Continually motivates students; provides opportunities (takes students on field trips, offers students internships, and provides real world experience by helping students start their own business).
Mrs. Roy	Breaks down barrier between student and teachers; gets to know his students by heading school clubs, and having an open-door policy.
Mrs. Jernigan	Knowledgeable about the content; allows the use of technology; permits students to record the lectures.

While it was critical to understand who the students deemed as their most effective teachers, it was equally important to explore common effective pedagogical practices implemented by several teachers. One pedagogical tool that several teachers employed was allowing discussion that is relevant to the subject, but not necessarily on the agenda. Jamey reflected on this teaching practice:

Sometimes it [the teaching strategy employed] depends on their [the teachers] mood, or sometimes it pertains to what we're trying to learn. Sometimes a student will be like, "Hey, did you hear about this?" and they'll talk about it more, and they'll go into a little bit of history. That happens a lot in Econ, he'll [the teacher]

talk about the recent political happenings that are going on, but it pertains to what

he's trying to teach.

Jamey articulated the importance of teachers being flexible with their lesson plans and if they

addressing current event topics, this could supplement what was being taught in class. Jamey

liked that his Econ teacher was willing to allow impromptu discussion. Moreover, Jamey

maintained that a teacher's ability to explain the why and the how was important. "Being able to

put it [the lesson] in terminology that students are able to see how to do certain things or why to

do this... That's very beneficial to the student because they are able to put what they just learned

into their knowledge." For students to comprehend what the teacher is teaching, a transference of

knowledge occurs in the way teachers operationalize a topic and deliver information to their

students who, in turn, internalize then process that information. For Jamey, understanding how

teachers think and having the ability to understand and think in a similar fashion is salient.

Additionally, a few participants concluded that most teachers do an acceptable job of pacing the

learning, as well as incorporating group work, notes, and knowing how to appropriately relay

information for both breadth (coverage) and depth (details). Russell noted, "All my teachers are

really good at spacing different concepts well so that is not rushed." Additionally, Chris

described how each teacher has their own idiosyncrasies that help with the act of teaching. The

use of either a quirky phrase or the use of a performance act helps students recognize and

remember pertinent information. This was evident in his statement:

He [insert teacher name or their subject or…] was talking about radicals and left,

right. If it were right, he'd go all the way to the right of the classroom, and if it

was left all the way to the left of the classroom. So, if you're doing pre-response

questions, they ask you to remember a little quirky phrase. I just think cause it's

funny. And I think a lot of people remember funny things, yeah. Cause if it's just

normal ... it's boring, if he just goes off a board, I mean a lot of that just slips

through your head, but like if he stands on the desk or gets on his knees or

something that people will remember.

The study's participants could not only recognize who they deemed as their most effective

teacher, but also readily described effective pedagogical practices that were utilized by these

same teachers. Gauging student interest during class time, modifying a lesson while teaching,

aiding students with their ability to understand material, and employing personality into the

lessons were all teaching strategies that were common in classrooms led by effective teachers.

According to the student responses, the most common effective pedagogical strategies

implemented by teachers were: continually gauging the students to know when to take breaks

during a lesson plan, being flexible within the lesson plans allowing for impromptu discussions

that are relevant, prioritizing student understanding, incorporating group work and notes,

covering material for both breadth and depth, and using teacher idiosyncrasies to benefit student

learning.

Finding #4: There is a Strong Correlation Between Effective Teaching and Subject Matter

One question that warranted examination by the participants was if the type of course

determines the type of teaching that occurs. Therefore, the students were asked: Does effective

teaching occur more in core or elective classes? Two of the participants maintained that effective

teaching could exist in both elective and core courses. Russell commented, "You can be an

effective teacher with any subject as long as you know how to teach well and make sure that

your students are actually understanding what you want them to." Similarly, Sherman

acknowledged that good teaching can happen in elective and core courses. He remarked that

effective teaching can exist in both type of courses and that having a core class does not always

mean more meaningful instruction. He stated, "My history teacher, he lectures a lot. My English

teacher, she gets off topic too much." Based upon the responses from Russell and Sherman,

effective teaching had less to do with the course, and more to do with how engaging the teacher

was. For these young men, the teacher was responsible for ensuring that they can help students

understand the material while staying captivating and on topic, and this could (and should) occur

in either elective or core classes. For students such as Authur, elective classes offer better

instruction due to the design of the course. He stated:

> Elective classes they are more flexible, for core class you have to learn standards
>
> by the end of the year. But for elective classes like art, you can do something
>
> different every day. You could draw or do self-portraits, you could do paintings,
>
> you could use even stencils. Music, you learn the guitar one day, the keyboard
>
> another day. And they do not really give out homework too. In math there is a set
>
> standard they have to teach, and you have to do it every day, every class over and
>
> over, over and over again. So that sometimes it's kind of old.

For Authur, elective courses allow for a level of flexibility and the opportunity to participate in a

variety of activities, which is starkly different from what he deems as repetitive teaching and

lessons that occur in the core courses.

Alternatively, Chris insisted that effective teaching is implemented more frequently in

core classes than in elective classes:

> The teacher knows that in the core classes you really must learn the subject
>
> because the core classes are really what gets you to college. So, the teacher knows

how important they are; I think the teaching is more effective, because I feel like

you have to have more of a credential to teach core classes."

For Chris, the credentialing (i.e., Praxis exams, years of teaching, etc.) to teach core classes, by

default, makes these classes inherently more important, even though there are credentialed

teachers for every course. The takeaway is that while effective teaching can happen in both

elective and core classes, both teachers and students alike often place more value in, as well as

put forth their best effort, in core classes. As such, the following section examines the

perceptions students have of effective teaching in the four primary, core, academic classes:

history, science, literature/English, and math.

Effective Teaching in the Core Courses

Examining student perceptions of effective teaching in core classes is critical because

success in these courses is essential for student retention and ultimately graduation. One of the

questions I explored concerned potential differences in the types of effective teaching across the

core content courses.

History

When asked to define effective teaching in the subject of history, the students responded

in several ways. Russell maintained that to implement effective teaching in history one should,

"avoid summary and that's kind of hard to do if you're doing history, less summary more

explaining why this stuff happened." Additionally, Rob remarked that his "AP U.S. teacher

would tell us stories that we could see in our minds, and something that we could laugh at or

something that we would be able to understand coming on the AP test." Russell and Rob detailed

those best practices in teaching history included more explanations and less summarizing, as well

incorporating strategies such as storytelling and funny anecdotes that will not only keep the

students engaged but also make the material easy for them to remember on tests. Chris insisted

that videos and projects were the best teaching method for a history course, he stated:

> My teacher last year, for U.S. History showed us a lot of old history videos and
>
> stuff like that. So that sort of portrayed how the events occurred. She showed us
>
> videos like the March on Selma, I'd say group projects. Because a lot of times a
>
> teacher will have you re-enact something from the past and that could really help
>
> you learn like a certain court case or I don't know, a certain battle or something
>
> like that, and that could help you learn it a lot more because you researched it and
>
> then you also get to work with other people. Personal projects allow you to
>
> research, use the computer, and use your own resources instead of just reading a
>
> book. So that requires you to memorize the subject a little bit, so you're not just
>
> reading a paper.

For Chris, group projects allowed him to go in-depth with learning the research outside of the

classroom enabling him to improve his mastery of the subject. Additionally, Eugene noted that

effective teaching in history "emphasizes learning the bigger concepts to write and specific data.

They give a lot of lectures, and have you find information yourself."

According to the participants effective teaching in history is not the conventional

lecturing, but should include explanations, funny and engaging storytelling, group and individual

projects, and place an emphasis on larger concepts of the course.

Science

In a subject like science, having real world application, group work, and hands-on-

activities were deemed as effective pedagogical strategies. "Well with science, relating

everything back to the real world with activities and lab is unique to science." This quote shows

how Russell perceived effective teaching to be in the subject of science. Similarly, Jahleel echoed the real-world applicability of science as a critical element to appropriately teaching the subject:

> Science is pretty much everywhere around us you know it's part of our everyday experience; Like say physics, you experience physics every day. Biology, you are biology if you started talking about it, it's inside you, if you can maybe get the students to understand. Well, that's how I feel like my biology teacher would talk about these concepts.

Russell and Jahleel described effective teaching in science as learning that is aligned with everyday life experiences. Additionally, Russell stated, "giving background to the different things [concepts] that you're learning, doing examples and going over it then reviewing and making sure that the grade always comes second to the students understanding what's being taught." Russell contended that real application was critical for learning science, but he generally believed that adding background information to new concepts was equally important in all subjects. When discussing effective teaching in chemistry, Chris declares that group work beneficial to his understanding of the material. He remarked:

> Like chemistry, we did a lot of group lab projects together and that could sort of help you understand the subject definitely, group things really help me understand how does this work, how does that work; I just think the group in general, because you get to discuss ... if you don't know something, you get to ask the person next to you, and that creates like a discussion, and so then that helps just understand it a lot better; I'd say homework honestly, cause repetition like in chemistry it's a lot of formulas and I guess any science really, it's just that repetition. So, I think

homework in science actually helps because it helps your mind remember what you need to know.

Chris's quote, like Russell's response, underscores the need for the type of pedagogy that leads to higher levels of student understanding for science subjects such as chemistry which are often viewed as "difficult." The students acknowledged that employing real world application, group work, and assigning homework were all effective tactics that assisted the young men with their overall understanding of the sciences. Furthermore, Sherman, expressed that he "liked labs; because it's more hands on. You get to see what science really is and not just reading out the books, doing worksheets." The participants highlighted that to effectively teach science involves going beyond surface level content, while simultaneously involving hands-on and group activities.

Literature/English/Language Arts

When teaching literature, the participants contended that the implementation of group discussions was paramount especially for Russell who thought that good teaching in this subject should include conversations where students and teachers both provide input and insight about books and any other relevant material. He expressed, "For literature a lot of discussion on the books is good. I'm seeing all the students' different opinions on the text because seeing someone else's point of view, not just the teacher's. It can really help you in understanding and pulling out important literary devices from the text so that's good." Similarly, Chris noted, "If we read stories in the class, I feel like everyone is sort of together and focused on the same thing, instead if a teacher assigns a story to read at home." Having the ability to listen to student and teacher interpretations of the text has been helpful for Russell and Chris in their literature courses. Another strategy that the participants noted as being effective in literature was teachers providing

information that the students would see on future tests. Rob discussed the benefit of this strategy: "The English department opened up new authors to us and they tell the background and different literary devices within the text so, we do lit reviews for each book. We collect them, and we have them all. Once it's time to review for the exam, we know all the books that are going to be on the exams that we're able to write essays about." Similarly, Ryan discusses how his teachers are helpful with assisting students in understanding literary text and key pedagogical strategies that are beneficial during the learning process. He stated:

> He'll take text and he'll actually go with you, and he'll help you analyze what the author is trying to say; he'll try to rephrase it. Maybe illustrate what the author is saying like, "Think about it this way. Think about the time when you, or how this is often seen." Those are questions that are asked for us to think about. They'll help us answer the main question he was previously asking. He goes step by step; he helps break it down. He has us write and he'll break down what you wrote. Like when he grades it and give it back to you for you to read over. We do a lot of writing in his class, so you get use to writing. You do a lot of reading and analyzing what you're reading. You'll either go in depth when you talking about what the author is saying in this quote or you could defend the quote. If the author is making a statement, you could defend the quote. You could challenge the quote. You could interpret the quote in your own words. How does this relate to daily life? When you're able to do something yourself that's when you really have mastered it. Once you're able to do it yourself, it'll be easier to recognize when it's done by others.

Emanuel discussed that within his English/literature course, his teacher uses analytical strategies such as rephrasing texts, asking questions that provoked thinking critically about the text, constantly reading and writing, and interpreting, defending, or challenging what was read. The participants revealed that effective teaching in literature consisted of not only securing the students' ability to be comfortable with the material but ensuring that they can grapple with the text in a way that they can demonstrate a level of mastery. Teachers who taught these young men literature would occasionally provide information for a test prior to the students taking the exam. While this may seem controversial the participants viewed this strategy as another way of teachers helping their students learn the material. The participants also deemed group discussions, as well as placing emphasis on student understanding of the concepts, as important teaching strategies specific to learning and developing mastery of literature.

Math

Effective instruction in math elicited a variety of responses from the students. Russell used an analogy when illustrating good teaching in math, by claiming, "In math, it's sort of like a stairway where you learn one thing and then you climb up the next step and then you keep going up, but you need to make sure that the student understands the step directly before you move on to the next one so like in our calc class, we do a lot of algebra." Russell interpreted effective teaching as analogous to climbing stairs—to advance to the next step one must have solid footing with the previous course. Rob contended that providing multiple review sessions and incorporating problems that were similar or the exact same as those the students would see on an upcoming test is helpful. He remarked:

> Ms. Smith, she teaches intermediate algebra; she would do review sessions, but
> she would give us separate problems for the review session that are like the

problems that are going to be on the test. We would also go over the test and see

which ones we missed. She would make little characters for concepts within the

chapter. I felt that was good. I started struggling the first semester, but once

second semester started, I picked up a little more, especially having a good

relationship with her, being able to talk to her.

In addition to offering review sessions, Rob mentioned that his math teacher developed

characters (as if he were in a play) as a memorizing tool for students. He articulated that he

improved his math scores as his relationship with his teacher enhanced and he was able to talk

with her more frequently. Likewise, Eugene described a math teaching strategy that he found

useful when preparing for tests:

So, I like teachers who write down examples of problems that we usually expect

and even problems that we might not expect. Because I know many teachers, they

like to go over, the basic and the problems which are normally in the book. But

then, when we get a test or quiz, you may say, "I don't remember doing this

problem." It's the same problem, but it just looks different.

Eugene detailed that effective teaching in math occurs when the instructor uses variations of the

same math problem with different degrees of difficulty, especially in preparation for a test.

Alternatively, Sherman claimed that the best instruction for math was to simply give

homework on a consistent basis. He stated, "Give them [students] homework because you keep

practicing and practicing and practicing. That is when you get the concepts, the formulas and

everything." Additionally, Mike noted:

Specific details are not as important as broader concepts. You and your friend

decide to meet up by a diner" that's like halfway between you two. You come

down from one side and then come down on another side. When you meet at that

diner, the diner is the where the limit exists. So, the fact that he was able to take a

real-world example and apply that concept to show that he's mastered the concept.

It may not be applicable for all concepts in Math, but when you're able to do that,

that's when you truly master it.

Mike highlighted that if one can apply real world examples to math concepts, this is evidence

that one has mastered the subject and effective teaching is occurring in math. Math can often

elicit a love/hate response from students, however the participants noted that effective teaching

in the course includes appropriate scaffolding, review sessions to practice problems outside of

the class, developing mnemonics to aid in student learning, providing homework on a consistent

basis, offering variations of the same problem, and real-world application of the information.

Despite each of the four core subject areas being different in content and to some degree

requiring varying skill sets, there were common pedagogical practices that the young men

deemed effective for the courses. The students maintained that effective teaching regardless of

the subject includes: the facilitation of discussion, incorporating in-depth levels of learning

beyond rote memorization (Blooms Taxonomy), and including assignments that students can

learn both inside and outside of the classroom—individually or in a group. Below is a table

summarizing effective teaching practices in the core courses.

Finding #5 Knowing vs Loving a Subject matter

Table 6-**Effective Teaching in Core Classes and the pedagogical practices**

Core Class	Effective Teaching Practices

History	Explanation; funny; engaging storytelling; appropriate use of videos; group and individual projects; and emphasize big ideas
Science	Real world applicability; moving beyond surface level teaching; involving hands-on and group activities; providing background information; reviewing science examples; placing understanding of the material before the grade; and conducting several lab experiments.
Literature	Comprehending and knowing how to manipulate literature; group discussions and conversations about the text; conduct literature reviews; and defend, challenge, and interpret quotes.
Math	Appropriate scaffolding; review sessions to practice problems outside of the class; developing mnemonics to aid in student learning; and by simply providing homework on a consistent basis; practicing variations of the same problem; and real-world application

The previous section explored effective teaching associated with core subject courses, while the following section details the participants explaining how they know that their teachers understand and ultimately have a grasp of the content and subjects they teach.

How Do You Know When a Teacher Knows Their Stuff

Some participants argue that a teacher understands their subject when they can present information to the students not only in a confident manner, but with limited supplemental resources. Additionally, others maintain that teachers know their content based on whether "students can reciprocate it ([he information] back to the teacher. Similarly, Authur declared:

> If they [teachers] can answer questions effectively. Usually when student ask questions, that's when you can tell if the teacher does not know what they're talking about. They'll dance around the question what are you asking specifically and they will be vague because they don't really know what you are asking. But if somebody can be as detailed as possible about something and go in-depth, they know the subject.

For Authur, the level of specificity in delivery or instruction is what indicates if a teacher knows the subject. For Rob, however, it is the experience teachers have. He noted:

> Well especially our calc teacher because she said she's been teaching here like twenty years and she knows everything from memory—she barely looks at the book. So, when we ask her a question, she knows she already starts writing on the board what it is, and she's gone through multiple books with examples.
>
> Likewise, Chris remarked, "I think not reading off the paper, just orally explaining something [shows a teacher's subject mastery]. If a teacher is making

99

eye contact with students in the classroom and talking about the subject, that

shows that they have a general understanding."

Russell, Authur, Rob, and Chris all agreed that students can tell if a teacher knows their subject

through their familiarity with the information they are presenting. According to the young men,

seldom do teachers who know their subject matter need notes or the book as a reference; it is as

though they are a walking encyclopedia for the subject, which may come with teaching for

several years. Moreover, the students recognized that understanding the subject matter meant

having the ability to go in-depth with the subject. Chris explained, "A teacher that can go in

depth I think can create their own lesson plans. A lot of teachers just follow stuff that's online or

that's already online, but a teacher who really knows stuff has their own lessons planned. They

know what they're doing." In summary, the participants believed that teachers who knew their

subject matter used limited resources when lecturing—often presenting the material by memory,

and they had an ability to go in-depth with the material.

What is More Important the Love of the Subject or the Instruction of a Teacher

There are many students who stated their favorite subject is math, for example, so the

assumption is that they will try hard in the course, despite the teaching potentially being

ineffective. Alternatively, I wanted to know if the students would acknowledge that they could

be in a class that they do not like but admit that the teacher was still effective. Many of the

participants asserted that having a passion for the subject was more important that the type of

teaching that was delivered in a course. Russell declared, "I guess the love of the subject because

you can have a great teacher. Like in history, you can have a great teacher but if you don't care or

you're sort of resigned to accept whatever grade you get then that teacher isn't going to get

through to you even if he or she is getting through to everyone else." In a related note, Rob stated:

> I think the subject more than anything else [is important for effective teaching]. I feel like some students they are like, "Oh I don't like that teacher," so they're just not going to do what they say. So, I feel like when you actually enjoy what you're reading then you're going to understand it more whether than reading it with an attitude like, "Okay, I gotta read this, just get it over with."

Chris, however, thought differently from his peers.

> If you have a good teacher, you could learn the subject a lot better than if you have love for that subject. I could love history, but I may not understand it. I may like watching historic films and watching the history channel, but I may not know in-depth what does this mean, what is it showing about this society. A good teacher can really explain the problem and show, they explain it and not just memorize this formula, but explain why you need to know this.

Chris believes a student can love a subject matter, but not understand the content, thus a teacher who is adept at helping students comprehend what they are learning despite not having an interest in a subject is important to him. Mike likewise maintained that effective teaching is more important than the love of the subject when he stated:

> You can't have entirely one and none of the other. But I would say more important is definitely the teacher. Because they're the one kind of dictating the subject to you. It just makes for a better learning experience, I guess. Anyone can go home read the text book and do that, but it doesn't come alive per se with the teacher.

While the responses of the participants varied between prioritizing the love of the subject matter and effective instruction, the throughline in all the responses was the type of relationship that was fostered between the students and teachers.

Summary

At this point in the chapter, it is important to review the salient points underlining how the students perceived effective teaching. Thus far, the participants conveyed that they not only think about the process of teaching, but can articulate what they believe effective teaching is. The young men maintained that effective teaching included instructors who addressed the multiple forms of intelligence of students, limited classroom lecturing, and created an inclusive learning environment. A challenge when discussing effective teaching with the students, was to see if they were able to discern between the teacher and their teaching practices, however some participants were better at this than others. The students were able to provide specific examples of the type of pedagogy they find useful and were able to describe in detail and with examples vague words associated with effective teaching such as friendly, animated, passionate, cares, and on-point.

Another interesting finding was a distinction made by the participants between good and effective teaching. Good teaching centers on relationship building, while effective teaching is centered on content and pedagogy. Moreover, the difference between the most effective teachers and the good teachers was that the most effective teachers showed a level of interest beyond the intricacies of teaching. Examples of bad teaching that the students provided included making the class too easy or expecting students to comprehend the material without providing adequate support. The most effective teachers, according to the participants, employed the following teaching strategies: making themselves available, caring about students on a personal level,

motivating students, providing background information for lessons, and introducing new concepts in a fast, but efficient manner. The students also recognized common effective teaching practices incorporated in classrooms by most teachers; which were: allowing flexibility in lessons as well as allowing relevant impromptu discussions, prioritizing student learning by utilizing group work and notes, covering lessons for breadth and depth of the material, and using teacher idiosyncrasies to supplement learning. When discussing the relationship between the type of classes (core or elective) and effective teaching that occurred in such courses, students recognized that while effective teaching can happen in elective and core classes, both teachers and students alike often place more value in, as well as put forth more effort into, core classes. Moreover, the students can describe what effective teaching in the various core classes (history, science, math, and language arts) entails and how these practices are similar and different. Finally, the students discussed how they evaluated whether a teacher knew the subject that they were teaching; this included the ability to utilize few resources when teaching a lesson and the ability to venture in-depth with the material. Additionally, when asked what is more important to learning—the love of a subject or the teaching that occurs in the classroom—answers varied, but a recurring response was that the relationship between students and teachers was integral. The next section highlights student thoughts about everyday teaching practices that are loosely based on the Danielson Teaching Framework.

The Practice of Teaching

Danielson (2011) argues that effective teaching is predicated on questions around what constitutes learning for students, what is the nature of learning, how it should be promoted, as well as what constitutes purposeful instructional decisions. The Danielson Framework is comprised of four domains: (1) planning and preparation, (2) the classroom environment, (3)

instruction, and (4) professional responsibilities. Each of the four domains is designated to develop a rubric that engages students by learning content. The domains help practitioners identify teacher behaviors and judgements. Additionally, the domains are used for teacher preparation and as an evaluation tool to enhance everyday practice in the classroom. While Critical Race Theory was the overarching framework for the study, the primary reason for utilizing the Danielson teaching Framework because it served as a guide to elicit questions for the participants with the goal of centering Black male perceptions about effective pedagogical practices employed in the classroom. Moreover, the Danielson framework was used by one of the school districts during the time of the study to evaluate teachers, which means there was greater chance that the young men would be familiar with the tenets. The previous section examined how the students theorized effective teaching practices based on the domains put forth in the Danielson teaching framework. Within the following section, I develop questions based on the tenants of the framework, placing emphasis on the Instruction Domain. Below is a table listing each domain and the specific tenants.

Table 7-**Danielson Teaching Framework Outline**

Danielson Teaching Framework

Domain 1: Planning and Preparation
 	
   • Demonstrating knowledge of content and pedagogy
 	
   • Demonstrating knowledge of students
 	
   • Setting Instructional Outcomes
 	
   • Demonstrating knowledge of resources
 	
   • Designing coherent instruction

Domain 2: The Classroom Environment

- Creating an environment of respect and rapport

- Establishing a culture for learning

- Managing classroom procedures

- Managing student behavior

- Organizing physical space

Domain 3: Instruction

- Communicating with students

- Using questions and discussion techniques

- Engaging students in learning

- Using assessment in instruction

- Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

- Reflecting on teaching

- Maintaining accurate records

- Communicating with Families

- Participating in the Professional Community

- Growing and developing professionally

Finding #1: Having A Diverse Teaching Tool Is Salient for Teaching and Learning

According to the Danielson Framework one of best ways to ensure effective instruction is to

gauge whether students understand what they are learning. Thus, the first question that was asked

what is the best way for a teacher to check for student understanding of material? A common

response given by the participants as the best way to check for understanding is to present the material in a variety of ways. Russell maintained that best way to check for student understanding is to:

> Offer a wide variety of assignments, activities, that show whether or not the student is understanding; whenever I see the subject outside of school for example, like Jeopardy, when I'm watching and I can answer the questions then I know that I've been taught well

Similarly, Chris noted that his teacher

> Wrote stuff on the board, he'd give out class work activities, he had people work in groups, he would put out video examples, I mean, there's a lot of things. And it wasn't just notes every day

Additionally, Sherman noted, "Giving multiple problems, different problems, not just the same problem every time. Just do different numbers… different problems."

For Russell, Chris, and Sherman, experiencing different activities, problems, and assignments with real world application was an important way to evaluate student understanding. Alternatively, for Mike, having homework and answering questions in class is an effective way to check for student understanding. He contended:

> Homework. as much as we don't like it definitely maybe over the course of the class a teacher would just pick somebody, ask them a question and see how well they know it and in what level of detail they know (the material). Maybe that's a good way to gauge their understanding, because in tests, I mean just because I studied one night for a test and did well on it doesn't mean I necessarily know it. That means I just memorized my notes from the night before.

106

For Mike the ability to provide detail about the work was a key indicator if a student understood the work. Similarly, for Rob and Authur, gauging student understanding was a process that occurred within the classroom setting in effective teaching. Rob discussed how his teacher utilized student understanding techniques to discern if students are grasping the material:

> Usually when she goes over concepts and things like that, she asks us to raise our fingers like one, two, or three, to see how much we understand the concept? Especially, the harder ones like when we would go into quantum physics and stuff like that. She knows that it's a hard subject, because she's been teaching for a while. She knows that it's hard, so she goes over it multiple times. If we're not understanding, then she'll ask, "What part do you not understand?" then she'll go over that again.

By implementing a system to gauge student understanding, Rob's teacher allowed the students to demonstrate some level of understanding to the teacher without individually acknowledging that they do not fully understand a concept. For Authur, the solution to student understanding is questioning:

> Simply asking the students questions on what they have just talked about [within the classroom period] … A lot of teachers treated us more like a college classroom as you know I'm not... it's not their job to force you to do the work, now you are a big kid. It's your job to understand the concept. If you don't understand you need to ask questions. If not then you won't do good in the class, that kind of stuff.

There was no consensus among the participants about the best way for teachers to gauge student understanding. Many participants maintained that employing a variety of review activities, such

as videos, group work, and board work, aided in measuring a holistic understanding of the material. Some participants believed that having students raise their fingers to show their teacher how confident they are with the material. Alternatively, others contended that if one can recognize the material in everyday situations, then this is a better way to have a grasp of understanding the material. An additional question the participants responded to was how do you how

Assisting With Understanding When Students Struggle with a Concept

Participants were asked to think about times when they individually struggled with a concept and describe what the teacher did to help them understand it. Chris discussed a time that did not go did not do well on his Econ test:

> I got my E-Con test back, and I was wondering, "Why is this?" I didn't do very good on it, so I went in after school to ask him [his teacher], "Can you explain this a little bit?" And he did and that really helped me. He talked me through it. Je was there like if I had an extra question for him ... He helped me get the information to help me understand it. And he was just there ... He really wanted me to understand what is this graph, what is the point-reduction curve.

When Chris had trouble on his economics test, the best strategy implemented by his teacher was just to be available for help and to set a tone that allowed Chris to feel comfortable seeking help. Similarly, Douglas believed it is imperative that teachers offer as much help as you can to the students. He stated:

> It was in Algebra II. She [the teacher] told me to come after school and I came after school. She sat down with me and she basically just went over the whole chapter with me. She was just giving me better ways to learn and then giving me

little tips. The little cheat sheets and stuff to learn and everything. She helped

me…. basically, it was a tutoring section. That was it. No secret just be there.

Eugene and Jamey discussed different tactics their teachers could implement within the

classroom to help students understand a learning concept that they struggled with. Eugene

highlighted:

I'm not that good in math so what she did was she moved me to the front [of the

classroom] so I felt that was really helpful. So, I can't really focus on my work or

focus on what she's saying because I'm too busy talking to somebody else or

somebody else is talking to me. So moving me to the front where I was isolated

from everyone else—just in the front where I could just stay focused while she

was teaching—I felt that was effective.

From Eugene's perspective, having a teacher move him to the front of the classroom was the

difference that helped him pay attention in class and focus on his school work. Alternatively,

Jamey commented:

So, say this problem is on the paper and so I did that and I don't understand, then

they make me do one similar to it that's easier. So, if I did that one right, they

make me do another one and another one and another one. That's like that

problem right there. Yeah so, its repetitive again... it's all repetitive.

Jamey maintained that his teacher first provided him a problem that was slightly

different, yet similar to the problem he was having difficulty answering. Once Jamey understood

how to solve the problem his teachers would have him solve a set of problems for reassurance.

The participants described that when they were struggling to learn a concept, there were certain

ways to help with their understanding such as teachers making themselves available for students.

109

Moreover, the students voiced that in order to help a student overcome a struggling concept you must know the student and what they need.

Providing Feedback

The participants were asked to comment on the best ways for a teacher to provide feedback on the progress that they made while learning. A few of the young men believed the best way to provide feedback was again using multiple strategies, which seems to be a theme. Russell stated that "it is important to have, a lot of activities and a lot of review so activities would be during the teaching of a concept and then review would be after*."* Similarly, Elijah noted:

> I know other teachers, if they know you are doing bad, they might talk to you privately if you're failing or you're struggling. Some teachers may do phone calls at home or even on a progress report, they put a note on the side, so that might help—knowing that might help me to be alert and start improving. So, those are some feedbacks that I know.

Having one-on-one meetings with the students was also mentioned by Chris as a way of providing feedback when he noted, "I think personal meetings [are useful for giving feedback]. If you're struggling ... a teacher will most likely just call aside, break it down for you. 'Hey, you need to do this. Hey, you need to do that. If you need help come see me after class.*'"*

For others such as Rob, having teachers write notes on his work was helpful. He commented:

> A lot of our English teachers, they will write a little paragraph at the end of our essays to say, "Okay you did good here." Our sophomore [year] teacher actually did for each [student] a pros and cons table at the end, and she would bullet point certain things within our essays—what we need to work on, and what was good about our essays. I feel like that was good feedback too. Our chemistry teacher

last year, when we did things good, she'll put a happy face next to it, or she'll

write a sentence next to it like, "You're on the right track, but you missed this." I

feel like that's good feedback for us to have, because we know exactly what's

going on.

Rob asserted that providing feedback on his English work was beneficial because his teachers

detailed the strengths and weaknesses of their students' work, enforced positive reinforcement by

writing smiling faces on the work, and would write a sentence next to the places that needed

correcting. Additionally, Ryan and Authur offered examples of providing effective feedback by

noting that their teachers would issue assessments in the class or have students come to the board

and demonstrate their understanding of the material.

The responses describing the ways that teachers could effectively provide feedback were

varied but included review activities, conduct one-on-one sessions, make phone calls, write

helpful notes, provide feedback on assignments, detail strengths and weaknesses of the work, and

issue assessments.

Promoting Interest in a Subject

The participants also offered several strategies of how teachers can encourage student

interest in a class subject. One common response discussed by the young men was figuring out a

way to take the subject matter and relate it to life outside of the classroom. Chris stated:

I think relating it [course material] to real life, honestly saying hey you're going

to use this in real life. Like in e-con if you're doing taxes, I mean you're going to

have to do your taxes in real life and know how much income you're making,

what percentage, what you're taking out. So, a lot of it, if you relate it to real life

that will really engage a student's interest.

Similarly, Mike maintained that to promote interest:

> The teacher can convey the idea that the class is relevant and it's not just something you're doing for credits... If the teacher can say, this is going to help you in college, or you're going to use this in this profession, then it promotes that interest if you could bring in applicability for the future. If you can show the students that this class will be relevant to them in the future then they have a reason to invest their time and they'll be interested.

For both Chris and Mike, not only relating the subject matter to real life, but also explaining how the subject material will be useful and beneficial for the students would encourage interest. Furthermore, by making the lessons both engaging and informative the young men believed this was an additional solution to promoting student interest in learning. Eugene contended:

> I'd say make the lessons and the class like a fun area, not funny but basically a way to make you like that class. There are activities that we do. Like in U.S. History we're studying Roosevelt and the agencies he's created. So, we have to persuade the judges why they should give our agency the money. So, I feel that's a fun way of learning because you actually have to study and then you're learning about history. And it kind of makes it fun because you get to compete and go back and forth with your classmates.

While some of the participants discussed the importance of ensuring a lesson that helps students become interested in the subject, other participants argued that the onus is on the teacher to promote interest. Jahleel contended that, "By showing enthusiasm when you introduce the topic don't just be like, 'Okay class we are doing this.' Because we feed off of the teacher's energy

112

you know. So, if you show good energy, more than likely, we will show it back and we will have a positive learning environment. You'll actually learn*."*

Similarly, Authur commented about his teacher, "Well he's a pretty funny guy. He'll make jokes about the subject that he's talking about or he'll tell stories. He's like a storyteller and it just makes you interested."

For Jahleel and Authur, it was incumbent upon the teacher to demonstrate enthusiasm, humor, energy, and storytelling as ways to garner student interest in their courses. Several participants expressed a variety of ways for teachers to promote interest in a subject, such as real-world application or detailing some future benefit like the ability to assist these young men with accessing college.

Notetaking is an integral part of the daily learning process, so it was important to think about the role notetaking has relative to effective teaching. Sherman discussed a litmus test for good notetaking by stating, "If you're taking good notes, you could come home and do your homework easily. If you're taking bad notes, you will struggle doing your homework. That's the way you will know you're taking bad or good notes.*"* The majority of participants, believed that notetaking was beneficial, especially Cornell Notes. Chris noted,

> I just think maybe the more you write things down the more you learn and if you write something down most of the time, you'll remember it. Cornell Notes is a good format because you could write a question and then when you're actually studying you could flip the paper into half and then read the question and if you don't know it, look at the answer, but if you do know then answer it out loud. So, it gives you a sense of, "Hey, I know this question."

Likewise, Jahleel noted, "Cornell Notes allows me to refer back before a test. It allows me to study and actually look at what it is I learned, instead of trying to grasp it all at one time, which I thought you have to do with lecturing*."* For Jahleel and Chris, notetaking especially via the method of Cornell Notes aided them with preparation for their tests and while they deemed taking notes as beneficial, other students viewed notetaking as having a different utility. Authur argued that teachers should allow complete autonomy to students regarding notetaking: "I think the teacher should let you do whatever you're comfortable with. I think that's more effective than having guidelines for taking notes." Conversely, students like Ryan contend that the teachers should make it clear what the students should be taking notes on. He stated:

> For us, we would take five pages of notes because we don't know what to take
> notes on. And it wasn't until I asked him [the teacher] like what should we be
> taking notes on and he actually told me like five different things that we should
> look out for and those things would be what he would quiz us on. So, every day
> we [students] would go into his class and then we highlight all the things that are
> on the board so we find out what we read.

While Ryan maintained that the teachers should provide notes that are both specific and guided, other students believed that notes were overall not that useful. Russell stated*:*

> Notetaking is always better in a lecture. I don't like when I'm given a PowerPoint
> and told to write notes because I'm not actually understanding anything, I'm just
> copying down. I have no preference for notetaking [format] because I feel like I'm
> focusing too much on the formatting.

Many participants believed that notetaking was beneficial, especially for courses where lecturing was the preferred teaching method. While Russell did not have a preferred note-taking style,

Chris maintained that Cornell Notes was advantageous because the question on one side and answer on the other side made it easy for him to study the material. Furthermore, Rob, like Russell, claimed that while taking notes is important, teachers can also enhance this aspect of learning by placing emphasis on what is important for the students to focus their attention.

Finding #2: Be willing to get to know these young men beyond their student status

Establishing a Connection/Relationship with Students

When the students were asked to state the best way for teachers to establish a relationship or a connection with them, almost all the participants agreed that relationships was one of the most important aspects of effective teaching (Woodward, 2018). Authur noted that if teachers know students on a personal level, the more receptive students will be. He stated:

> He [Authur's teacher] was more than just a teacher. He taught us not just the content but about life, you know, he knew about our personal lives. Just having that relationship, you know, you know you like the person, you know you're more receptive of what he's saying. I feel like that relationship is just part of the teaching experience. If you [as the teacher] don't know them [the students], they won't be receptive.

Similarly, Russell and Sherman argued that in order to establish a relationship with young Black men, teachers must be friendly, approachable, and show that they are willing to help. Russell stated:

> Always be friendly when either answering questions or like if a student comes up to you personally asking about either a concept or telling you, "Oh, I'm going to be absent this day," like just being really friendly, that helps.

Likewise, Sherman noted:

115

The way she teaches, she is always helping us and not just lecturing. So many

teachers have more of a connection with the students based on the way they talk

to you, they help you more than other teachers will. They see what you're capable

of and you could do better and you're doing really bad they put their attention to

you.

According to several of the participants, establishing a personal relationship cannot begin until a

teacher can almost prove that they want to help these young men. Participants such as Ryan do

not believe that most teachers understand who young Black males are and, at worst may not even

what to know who they are outside of their status as a student. Ryan stated:

Most of my teachers don't really care. I think teachers should be more involved

with students. Because students go through a lot. I know like, teachers would say,

"What do you know? Your just a kid," but actually they see a lot. They go

through a lot. Nowadays, in America kids are getting shot, killed. Teachers think

like, we just go to school and go home, do this and do that. For me, I come to

school, I have practice, then I go to adult school to graduate so I need to go to

adult school from like 6:30 to 8:00, then I have to go home, then I have to study

because I really have to study like at least two hours. Then I have to clean up

because I have a little brother and stuff. So, I have to do all that, then I have to

prepare for the next day.

The quote offered by Ryan provided insight into what a day is like for him from the beginning to

the end. He expressed that to truly care about the students the teachers have to want to

understand who these young men are and what they experience on a daily basis. Chris described

a more practical solution to establishing a relationship:

On the first day of school usually a teacher will say here's a flashcard put your

name on it, write something personal about you on the back. What sports do you

play? What hobbies do you like? And I think that's a good way for a teacher to

understand what the student is like; I think just engage in conversation with

students besides the subject. Not all the time in class are you focused on the

subject. He could be checking homework and he is like, "How did you guys do

yesterday and if you play a sport for an example so how is your sister doing?" So,

I think [the teacher should] just engage[with students] on a personal level.

While Ryan discussed strategies used by teachers to "get to know their students," he also

acknowledged a need for teachers to "check-in" with students to see how they are doing outside

of the classroom.

One of the most important components of the practice of teaching is the teacher

establishing a relationship with the students. The young men described that to develop a

relationship with students, teachers must establish or demonstrate a level of trust, understanding,

and empathy in order to connect with Black male students. The young men also noted that to

forge a relationship with them, their teachers should be friendly, approachable, willing to help

them, and willing to engage in conversation that was not necessarily school-related.

Finding: #3 Keeping an open mind incorporating student ideas and staying up-to-date with

current trends

Supplemental Material

When thinking about pedagogy that is helpful for Black male students, it was important

to learn what supplemental materials—beside books—teachers incorporate in their pedagogy that

the young men find most helpful. For a few participants, such as Mike, the internet is the internet

is an excellent teaching tool. He stated:

> There are countless resources online, PowerPoints. On our own, as students for
>
> World History and U.S. History, we went on YouTube and there's actually a
>
> series called, "Crash Course" that takes you through the entire course. It's a very
>
> good review. There are other websites and things that you can use. We definitely
>
> use "Crash Course." There's so much information and it's all very easy to access,
>
> Yeah. It's just so available. I would say the availability and just the depth that you
>
> can get into. It's everything you need. It's right there.

For Mike, the accessibility of information and level of detail that one can find by using the

internet were endless. While the internet can provide a plethora of opportunities for learning, for

some participants YouTube is the best way to enhance the learning process. Ryan noted:

> I'll watch a lot of YouTube videos on how to do things, because they go step by
>
> step, and they draw it (the topic) out, explain it with visuals, or they'll play a little
>
> cheesy movie or something. They'll make connections to what you're trying to
>
> find out, so I feel like that helps me the most. So just some parts where I find
>
> gaps, I try to fill those in with either the videos, or I try to go and ask them (the
>
> teachers) if they can give me a better understanding of it, they don't usually
>
> recommend websites or other things.

Similarly, Chris stated:

> On YouTube if you don't know a formula how to work out a math problem most
>
> of the time you could find it. Just search it up and it's there for you, because it
>
> actually shows a person writing and working it up. So, you could just look at your

problem and look at them working it out and you could just make what they are

doing.

Ryan and Chris maintained that YouTube was especially helpful as a resource outside of the

conventional course material because it fills in the gaps of understanding that are not completed

by their teachers. YouTube also provides step-by step instructional videos to increase

understanding of a topic. Conversely, Russell contends that worksheets given to students are

often more helpful than textbooks:

> Because worksheets are either made by the teacher themselves or the teacher
>
> specifically finds out a source that they think will be effective and that's good
>
> because textbooks sometimes doesn't help students understand. For example,
>
> calculus: in Calc AB like the books, when they explain things, it's really
>
> confusing. But teachers, they'll give you their own worksheets that they either
>
> type up or they find themselves and they'll teach you things the way that they
>
> learn them and that helps you understand it more.

Russell noted that for him, worksheets that are created and used by teachers are often more

effective because they are aligned with the way the teachers are thinking about the subject or

topics which helps facilitate an easier learning process for the students.

Like Russell's comments, Authur described how teachers established their own personal

websites to assist with student learning. He noted:

> Teachers will put links on their websites for student use. They'll put it (the links)
>
> on their page, saying that you can look at this … [It's] just another style of
>
> teaching on the video that maybe it will help you understand a certain concept
>
> better that you didn't understand in class because you can go on at your own pace.

For both Russell and Authur, the teachers provided additional resources (i.e., worksheets and their personal websites) that the students found helpful beyond the conventional textbooks. Most of the young men stated that the internet and websites such as YouTube and Google, are effective complimentary resources for learning. First the internet serves as a tutor, as well as offers content in ways that may be more helpful than how the teacher delivers information. Secondly, learning from tutorial sessions on the internet is helpful for students because they can move at their own pace and not feel rushed. A few of the participants expressed how teachers recommended websites and links, as well as provided worksheets that served as helpful alternative resources to fill in the gaps of student understanding.

The Use of Assessments Especially Homework to Enhance Pedagogy

The students were asked in what ways, if any, do teachers utilize assessments to enhance pedagogy and the responses varied. The participants had several thoughts about the ways in which homework should be administered. Russell maintained that homework is an important assessment however there should be limitations. He noted:

> I think homework is necessary. I appreciate work that actually helps me as opposed to a busy work. Busy work is like—let's say you have thirty problems and around problem eight you're like, "Okay, I finally understand this concept" and then you look at your paper and you have like twenty-two more problems like, "I understand this now. I still have to do all this work."

Russell highlighted that homework is important but once a student has a grasp of the material, it becomes unnecessary to practice such a large set of problems. Similar to Russell, Chris believed that homework is critical but it should be applied and scaffolded. He noted:

I definitely find homework effective, because you take what you learn in the

classroom and you'll apply it individually, to see what you know as a person.

Some homework I do not find effective. A lot of the times you can read a book

and you are just copying stuff down and you are not really taking in the

information. If the homework involves you critically thinking and using your

mind and brainstorming then definitely, I think it's effective. I would say open-

ended questions definitely, because if you give a question a lot of times you

cannot look it up. If it's an open-ended question it requires you to really think and

brainstorm and use your own mind instead of looking at a book and just copying.

In his statement, Chris acknowledged that it is vital for a student to apply what they learn and

think critically. He maintained that open-ended questions require a student to think and

brainstorm in a way that copying notes from a book does not. For other students, such as

Sherman, homework should be spread out throughout the week. He expressed:

I think they [teachers] should give it [homework] every other day because other

teachers give you homework as well. So, if you get homework in all classes in

one day you're going to be up until one, two o'clock if you get homework in all

your classes. They [the teachers] expect you to do it again the next day. I say

problem work and group projects are best. You are teaming up with somebody on

the weekends and you guys do stuff together. You get to hear what they think.

You get to learn off them and they get to learn off you at the same time. I also like

multiple choice and open ended. You write your own answer.

Sherman stated that to maximize learning, homework should be spread out over a few days to

allow balance with the work assigned by other teachers. He also contended that group work and

open-ended assignments allow him to feed off of other students and prove his understanding of the material. Mike argued that teachers should place their focus on assignments that have real-world applicability. He asserted:

> Anything that requires you to go outside and do your own kind of research are helpful. Because with the textbook or even a worksheet, you're just doing it for completion rather than understanding, and you just want to get through the assignment. If the need becomes apparent to go out and do your own research and find out, or watch the news you're more engaged. One example would be, say, if you were assigned to watch the State of the Union. It's a real thing and it's not written in a book. It's right there, it's live and everything. It's a real-world example and it requires you to go outside of the classroom, textbook and lectures. Whenever you get to go outside of that, I would say it's good. In a math class, let's say you're assigned to build a bridge. Not only do you get that physical, three-dimensional element to your work, but it has the real-world adaption of bridge building. This is how they would do in the real world. This is how things get done. So, whenever you… get to step outside of the course, it's effective homework for sure.

For Mike the homework assignments that allow students to apply knowledge from outside of the classroom is beneficial primarily because it provided him with a different perspective. Comparably, Elijah insisted that projects are the best form of assessments. He acknowledged that:

> I always find projects most helpful because you have to do research. That's when you're really getting active and you really have to start to learn. Sometimes with

homework they're just basic questions. Okay, why did you do this? You can easily

go back to the textbook; you probably just copy it down. But then when it comes

to projects or essays ... Many teachers here when they do projects, you have to do

your own work. So, they'll [the teachers] check in and know when you have

plagiarized. So that's when you really have to do research and you have to start

thinking because you have to put this in your own words. Now you start thinking

"How can I say this? Because now I'm thinking about it. Now I'm just not copying

word for word. I'm processing it." Let's say I'm doing an essay. I have to put

everything in my own words and also give resources. So now, I'm putting what I

just read in my understanding. So, it helps.

For Elijah projects provide a "deeper" level of thinking and autonomy that homework does not.

Additionally, a few students discussed the benefits of tests as an assessment that helps enhance

the thinking of students. Russell stated:

I prefer tests that are frequent and not really big test[s], one test per concept. It

depends on the subject because for some subjects I prefer free response like

chemistry and calculus, but then other subjects I would just rather not because

let's say English, for example, literature. A free response question I feel like they

can be unnecessary and too demanding like, "Write a paragraph on your opinion"

when I could pretty much sum this up effectively. You could just give me a

multiple-choice answer and I could sum up my understanding of the text. In a

way, that's a lot more efficient but it really depends on the subject but regardless

of the subject frequent testing is good

Russell claimed that having tests more frequently especially tests with a free response format helps with understanding material. Jahleel equally maintained that tests are a great learning tool. He declared:

> I love a take-home test because it will allow me to get some time with it [the course material] and it doesn't give you that nerve-wrecking feeling that you are in a class full of people doing the same thing because it's only competition. [You're thinking,] "Who's first? I got to hurry up." But I love take home tests for that reason.

For Jahleel, take home tests allow students time to grapple with the material without feeling pressure the of being in the classroom where there may be time constraints or other factors preventing him understanding the material.

All the participants deemed homework as a critical aspect of learning, however the students had different views about how assessments should be employed as a learning tool. The primary point conveyed by the students is that the teachers should be thoughtful regarding the implementation of assessments, which include both homework and tests. All the students agreed that homework should be challenging and not busy work, and that open-ended questions help elicit thinking from students in comparison to other forms of tests. Moreover, assessments do not have to be given daily or include too many problems, but should be both concise and challenging.

Finding #4: Most of the teachers do not incorporate teaching that is relevant to the lives of students

Keeping Courses Relevant to the Students' Lives

When asked if teachers incorporate culturally relevant teaching in their classes, all the students either remarked that they do not or that this type of teaching is limited to one or two teachers. Russell and Sherman stated that most teachers do not incorporate culturally relevant teaching within their classes, however there were exceptions for a few teachers who taught courses such as business, English, and history where there appeared to be an easier way to integrate real-world application of the subject material. Overall, the students thought that the teachers could embed culturally relevant teaching into their pedagogy, if they were creative.

The students were asked in what ways, if any, do the teachers ensure that their courses are relevant to students' lives. Most of the participants maintained that the teachers did not attempt to make the courses relevant and were not willing to make changes regarding their pedagogical style. Jamey noted that most teachers are "stuck in their ways" and do not attempt to present a variety of teaching strategies that may connect to his as a Black male. He stated:

> We listen to music all day, so why wouldn't we listen to music about math or how to multiply and subtract or about spending money? They've [teachers] been taught to teach this so that's how they're going to teach it. Most teachers don't do that [play music or incorporate it]. They just want to teach what they teach and if you learn it, you learn it. If you don't, you don't. They wouldn't take the time out sometimes to know about you as a person. Yeah, they don't know. They're just here for the money.

Russell contends that several teachers teach the way they were taught, but he stated, more importantly, teachers do not take the time to know these young men as people. Sherman expressed similar sentiments with his remarks: "Not really. Only my English class and my business class, no it [his teachers' teaching] doesn't really help you with the real world. It's just

basic—they're basically just teaching a lesson and doing their job." For Sherman having courses

that were relevant to his life was contingent on the class, which is similar to what Ryan noted

when he stated:

> Sometimes they [his teachers] will give us, like for math or science they'll tell us
>
> real world applications and how we would be able to use this in an everyday
>
> situation…… They know that it's going to impact us later in the future. So that
>
> happens a lot in econ or history classes. They want us to know where this came
>
> from and how it evolved over time to where it is now. So, they want us to be able
>
> to show what happened and why we're here now. So, I think that's pretty good.

For Sherman and Russell there are certain courses in which teachers are better suited to

implement instruction that is relevant to their everyday lives, such as math, science, and English,

or business. While there are courses that may contribute to learning that is aligned with the lives

of students, a few participants discussed in detail the need to incorporate music as strategy.

Chris stated:

> A lot of students like hip hop for example, so if a teacher would embed hip hop
>
> with statistics and have a survey about hip hop—like [asking], "Does this person
>
> like hip hop or does this person not like hip hop? What music genre do you
>
> like?" That can attract everybody because mostly everybody likes music.

Like Chris, despite not seeing evidence of teachers utilizing their courses to teach relevant

material, Russell contended:

> It would be cooler if they would do more of that [incorporate relevant topics]. He
>
> [the teacher] will bring up current events like we've talked about Donald Trump a
>
> lot. He'll show how it's affecting the news. I know some teachers that will just

126

come in and start talking about the news; it's helpful because it shows you what

you're actually learning. You can learn about the concept and you'll think that you

know what it means, but until you actually see how it applies to the real world,

you'll never be able to understand it fully.

Both Russell and Chris offered examples of embedding music as well as discussing current

events as strategies that keep the student learning interesting and relevant simultaneously.

When asked if teachers incorporate teaching that is relevant to the lives of the

participants, the students either remarked that they do not or that this type of teaching is limited

to either a class or a few pedagogical strategies. Russell and Sherman stated that most teachers

do not incorporate relevant teaching within their classes. There were, however, exceptions for a

few teachers who taught courses such as business, English, and history in which there appeared

to be an easier way to integrate relevant teaching strategies. Howard (2019) states

It is essential for teachers to have a firm grasp of how students learn and the types

of pedagogical knowledge and skills that can be used to tap into students' prior

knowledge in ways that will pique their interest in learning, increase their levels

of engagement, and encourage them to feel a part of the learning process (p. 73)

Culturally responsive or relevant pedagogy is important because there is an emphasis on learning

various viewpoints and developing critical consciousness, which in turn fosters better

relationship building.

Overall, the students sought teachers that embedded culturally relevant teaching more

frequently into their pedagogy, or at least attempted to make the course relevant and connect with

students by adding music or current events into the class.

Finding #5 The Onus Is on The Students to Make Decisions About Their Learning

127

When asked what is the best way for a teacher to implement group work within a lesson plan, the young men had a variety of thoughts. Russell and Authur both maintained that teachers should be deliberate about choosing members for a group to ensure a productive learning session. Russell stated:

> I don't like when teachers force you to work with people that you don't like. That sounds wrong. It can be a group of people who understand the concepts but just hate each other so they're not working well. Yeah, randomness [simply choosing people] doesn't work. I feel that it's good to try to do it with people that you're comfortable with and people that either could rely on you or you can rely on so that grouping would be efficient.

Similarly, Authur claimed:

> I do not like working with groups. When I'm in groups with students where I can choose my groups then I choose people who I know are competent in their studies and I can feel confident in working with them. Choosing your group members is pretty effective for me.

Authur and Russell expressed a need to choose their group members which allowed them to have the ability to select their partners while also knowing that the peers they choose will contribute to the work. Chris and Sherman perceived grouping as an effective teaching strategy. Chris posited:

> Group activities allow people to interact with each other, get a sense of each other and how to work with other people. I think that's important especially going forward, because in life you're going to have to work with people, especially people you don't get along with you're going to have to find a way to get things done, just like in the classroom.

Likewise, Sherman stated that "grouping is kind of good because you know you will learn from them [other students]. They give you knowledge, you give them knowledge."

Chris and Sherman see the advantages of group work as the ability to work with others students you might otherwise might not have worked with. Groupwork also affords you the opportunity to exchange ideas between members. Jamey, conversely insisted that group work has its disadvantages as well as advantages and disadvantages when he stated:

> I feel like there's a pro and a con. Because sometimes people could take advantage of you if you know more stuff than them, so they'd be like, "You do all the work." But it could be good because say if you do know more than somebody you could be like their second teacher if they don't get it. Sometimes that's an effective way of teaching, group work, it has pros and cons.

Most of the participants believed that grouping as a classroom activity was helpful primarily because there is utility in learning from your peers. However, there was cause for concern with some of the young men because they wanted to ensure that they were not being taken advantage of and that every group member contributes equally to the overall work contribution.

Classroom Management

When the students were asked their thoughts on the best way for teachers to have classroom management, most of the students believed that the onus is on the students and not the teachers to know how to behave. Mike noted:

> I definitely think that respect comes in, because if the students respect the teacher, they're going to be well behaved, they're going to be listening. I've seen in my elective classes for example, since it's seen as more like a soft class, they [those

types of courses] definitely tend to be less organized. There's two ways to manage

the classroom. You can be very strict: "Things have to be this way," and in that

[approach] the respect won't always come, because the kids don't like a mean

teacher, but at least work still gets done. Then if you're not going to drill the class

then you can have that respect element and it will be a good classroom

environment.

Mike highlighted that classroom management is based on the respect that students have

for their teachers. He also acknowledged that classroom management can differ based on which

class students are taking. According to him, for elective courses—which students may not take as

serious as core courses—teachers, similar to teachers in core courses, make a choice between

being too strict and running the risk of students not respecting them or being nice to garner

respect from students. In alignment with Mike's comment, Russell articulated that class

management is predicated on the type of courses students take. For teachers who instruct

students in upper-level courses (IB, AP, honors, etc.), classroom management issues are assumed

to be non-existent. He stated:

It's because of the students. If the teacher were stuck with a bunch of

undisciplined students, they would pretty much be unprepared so I don't think that

any of my teachers really have any strategies for that. They [the teachers' just

want you to care about your grade... because now in senior year like most of the

classes you pick, you choose to take the class. They depend on the fact that you

actually care about the subject first of all and two that you actually want to get a

good grade in the class.

Furthermore, Russell had his own theory classroom management stating that is contingent on a "student-teacher contract" that implies that as long as the student cares about the subject and cares about their grade, there will not be any classroom management concerns from them for the teacher. In certain classes other students anticipate this tacit agreement as well. Rob noticed that potentially due to the type of courses that he participated in, such as AP and honors courses, the teachers were somewhat lenient with classroom management. He stated:

> Well, they kind of handle that the first day and they're just like, "You guys are old enough to know when to do this and what not to do, so I'm just going to either look at you or give you a little warning." Especially our English teacher she's like, "Okay, I know you need to use your phone there especially when we're doing work or something, if you really need to use it then go outside and do that," or she's like, "Okay, if you're tired and I see you going to sleep, I'll just ask you to go outside and just walk around." But a lot of times it's not really a big issue.

Rob detailed that in the upper-level courses the teachers are a little more flexible with classroom management.

Overall, the students maintained that classroom management varied depending on the course as well as which academy (where special subjects or skills are taught) students were enrolled in at their school. The students in the higher-level courses (e.g., AP or honors) stated that classroom management was the responsibility of the student and not the teacher. According to the participants, if the students cared about their learning, there would be no need for disciplinary problems in the classroom.

Summary

In summarizing the student responses about effective pedagogical practices, multiple themes were replete in the answers. Differentiated instruction was salient for the young men, especially when checking for understanding and encouraging participation in the classroom. The students argued that it was incumbent upon the teachers to establish a level of comfortability with their students, make themselves available for help, be approachable, and have a warm disposition, which in turn will allow the students to seek assistance from the teacher with their work and potentially forge a relationship. Additionally, ensuring that the students feel comfortable with the material being taught as well demanding a safe learning environment within the classroom were salient. Having lessons that have real world applicability was deemed as a critical element of effective teaching, along with the ability to use web-based sites such as YouTube and Google. The participants also maintained that teachers should be more thoughtful about the format and the amount of homework distributed by teachers. Finally, the students noted that most of their teachers do not embed culturally relevant teaching practices in their classroom, except for courses such as history, economics, and or English.

Teaching Black Males

The first section of this chapter focused on how the students theorized effective teaching, while the second section highlighted students' thoughts about pedagogical practices aligned with the Danielson Framework. This last section examines factors that contribute to or impede Black male student success in schools, specifically in upper-level high school classrooms. In thinking about Black males and how they learn, I wanted to see if the participants thought if there are effective classroom pedagogical strategies unique to these young men.

Finding #1: Black males do not want to be taught different just taught better

Learning Styles

The first question asked of the participants is: What type of learner you consider yourself? Several of the young men noted that they were visual learners, while two stated they were kinesthetic learners. Russell asserted that he was a combined visual, auditory, and kinesthetic learner. Rob maintained, "I have to draw things out or I'll watch a lot of YouTube videos on how to do things, because if I can't see it, then I probably won't understand it." Likewise, Chris stated, "I'm a visual learner. I like to see people work things out [solve a problem]; I just think that's the easiest way to learn, if you watch somebody." Jahleel who also identified as a visual learner:

> It [visual learning] allows me to see what I am supposed to do and when I see what I am supposed to do its pretty much reenacting it and that is easier for me. Nowadays everything is very visual. Everything is shown to you. Simply because of the internet and even if it is not, you can as well show it to yourself.

Jahleel, like many of the other participants, believed that learning by seeing—whether it was the teaching, writing down notes, or a PowerPoint presentation—assisted their learning.

Alternatively, a few participants claimed that auditory learning was beneficial as young men. For example, Authur said. "When I hear stuff, I can remember it." On the other hand, Douglas remarked, "I'm more of a hands-on person and if I just listen to someone, I'm not going to sit there and listen. I'm going to get distracted easily. I always have to be doing something to get it." For most of the participants, visual learning was the preferred learning style, but at any given time a combination of the learning styles or other learning approaches may be appropriate depending on a few factors including the student, subject, and teacher.

Teaching Boys and Girls

Most of the participants believed that there were not specific teaching strategies that resonated with boys more than girls. Russell remarked, "I wouldn't think so because in all my classes I never really noticed any difference between the boys and girls with understanding or grasping a concept. I won't be able to tell because as far as I can see it's not really gender that separates them, it's personality." Likewise, Rob asserted:

> There are different learning styles and so girls and boys could be kinesthetic learners. I feel like it's more about their personality because that's really what teachers or students' kind of flow [gravitate] towards. Because if that teacher has the same interests as the student that's who they're going to go towards and that's who they're going to talk about everything to.

Russell and Rob contend that the learning difference between male and female students had less to do with pedagogical practices implemented in classrooms and more to do with how well the students connect with the personality of the teacher. Moreover, Jahleel maintained that learning has less to do with gender and more to do with a student's desire to achieve by stating:

> I feel like it all depends on how much you want something. If you want to get that good grade, you find a way to get it. You communicate with the teacher. You compromise you know because it's all in who you are as a person rather than what gender is on your birth certificate.

Alternatively, Chris and Authur described potential differences in learning between boys and girls. Chris noticed a glaring difference between young men and women in the classroom: "Guys like to present in front of the class to show people, 'Hey I did this project,' and group projects I think guys like to assert themselves." Authur noted, "I think guys are more talkative and hands-on in my classes than the girls. I think girls... They can sit in the classroom longer; I feel like

134

boys need to at some point be more active." Chris and Authur opined that the primary differences between girls and boys is that the young men were more active and out front in classrooms, while the young ladies could sit still and maintain their focus for longer periods of time. In their thinking around the learning differences between the girls and boys, many of the participants believed there was no fundamental difference in effective teaching approaches when teaching young men and women. However, there was a variety of answers when thinking about the learning differences between guys and girls, which further demonstrates the importance of an anti-essential approach to instruction.

Teaching Styles of Black Students, Specifically Black Males

While the young men stated that there were a few noticeable differences in how they learn compared to their female counterparts, I asked the participants if there are teaching styles that resonate with Black students compared to their peers of other races. Russell responded:

> I don't know how I'd be able to say that without stereotyping. I guess a fun teacher, a cool teacher but I couldn't really say that it's just Blacks who prefer that because I mean everyone would want a cool teacher. Personally, especially in PACE [school within a school academy] everyone who's there is smart regardless of your race or gender so you can't really divide people in terms of what they prefer because a lot of them prefer the same things which is mainly just personality like I said earlier that separates them [teachers].

Russell insisted that characteristics that make teachers effective for Black students, such as being fun and cool, are the same traits that are effective for students of all races and genders. Furthermore, he highlighted that the academy he was enrolled in—which is recognized as the most challenging to be admitted into—is comprised of students who are all smart. Thus, the type

of teaching delivered in his classes in his opinion has little to do with the motivation students have to achieve. Implied in his response was an "us versus them mentality" meaning Black males who take higher level classes rely less on the pedagogical strategies of teachers and more on their own abilities and efforts to achieve in the classroom.

While most students did not feel that teaching Black male students warranted a specific teaching style, they did acknowledge other factors that prevent or allow teachers from resonating with these young men, including: which course they are taking (e.g., African American History), who is teaching the course, and if the instructor harbors certain biases toward the student group. Eugene insisted that although the intrinsic motivation of students is more important to their overall learning than a particular teaching style, he did acknowledge, "I do understand when it comes to us Black men, we do have a certain barrier upon us which is usually [the negative] perception [of others]. You [some teachers] perceive us to be stupid, so obviously you are going to have blinds on." Eugene stated that for Black males, there is a perception placed on them by teachers who label these young men as unintelligent, which can not only cause distrust in the teacher-student relationship but can also serve as a barrier to maximizing learning in the classroom.

While there were several participants who believed that Black males did not warrant a different teaching style from their peers, most acknowledged that their educational experiences can and often are uniquely different from those of their non-Black male classmates.

Finding #2: Black Males Reject Anti-Essentialist Notions

Explaining Black Male Academic Challenges

Throughout the study, this notion that the educational plight of Black male students is unlike any other student group experiences consistently surfaced. While Black males are not a

monolith, there are a number of these young men who do not perform well academically (e.g.,

according to standardized tests, report cards, etc.), thus it was important to document

participants' thoughts on why some Black male students underperform. Rob noted:

> I think that a lot of them [Black males] don't have the drive because they're either
>
> focusing on something else or they're just like, "Okay I just want to graduate high
>
> school," or "I'm just going to drop out and do something else." So, I feel like
>
> some of them don't see school as something of importance. It's like it's very
>
> limited. But it could also be not on them though because sometimes they'll have
>
> financial obligations or family, like I've got to work two jobs or.... I got to take
>
> care of my family. I feel like it could be a little bit of both.

Rob offered two perspectives on why he believed Black males are underachieving in the standard

K-12 class space. On the one hand, he thinks many Black males do not prioritize education, yet

he also acknowledges that there are structural impediments correlated with their lack of success,

such as how the low economic standing of students can change their priority from school to other

obligations, such as taking care of their family. Chris expressed a similar remark when he

commented, "I think a lot of that [lower K-12 academic achievement] has to do with [how]

African Americans are disadvantaged, they live-in low-income communities so maybe the

environment affects what their decision-making is. Maybe they do not want to go to school,

maybe they need to work to support their families." Chris's comments align with the Culture of

Poverty theory that subscribe to the notion that people living in lower income communities share

a belief system that prioritizes other factors or goals above the importance of education. While

Rob and Chris both recognized the effects that structural impediments can have on the

achievement of students, they both also articulated that there is a difference in how they

prioritize school in comparison to their Black male counterparts in "lower-tier academies." This was reflected in Rob's statement:

> I think they're like the athletic type. They try to go towards their athletics and "I want to get a scholarship [academic]," so they're kind of okay academically, but like me, I'm not as athletic.

Russell and Rob acknowledged the challenges that black males encounter, they still make a distinction between themselves and their Black males peers. Rob contended that achievement is individually based, with some Black males focusing on sports and others concentrating on grades. Alternatively, Eugene pinpoints underachievement as a correlation with a lack of a constant figure pushing Black males to do their best. He stated:

> I'd say that we don't have somebody to push us—I mean a teacher or a faculty member. So, I feel like that's something that's missing because if you have one of those teachers—that's why I was saying it's kind of good for the teachers to be comfortable and have that good student-teacher relationship. Because then you can have that one teacher or that one counselor that's actually on you and making sure that you're doing what you need to do to make sure you graduate.

Eugene mentioned that he thinks if more Black males had mentors who could provide "tough love" and foster relationships, that might translate into improved academic performances. Mike articulated a similar thought:

> Not that people are discouraging Black males; they're just not expected to go out and perform at the top of their class. No, I am pushed personally. But I don't think a lot of Black males feel that way. And why? It could be social stigmas because there is a lot of Black males incarcerated or in gang activity. It could be that, or it

could be that their parents don't expect them to do well because maybe their
parents didn't do well.

Mike provided multiple explanations for Black male underachievement including low
expectations, social stigma of doing well, and not being pushed to reach their potential.
Moreover, the participants explained that there is a line of demarcation between those Black
male students who place emphasis on succeeding in school and those who do not. While there
was some recognition of structural impediments, most of the young men believed that the lower
academic achievement in traditional classrooms was based on the merit of the students.

Finding #3: Teachers too often create challenges for Black males in the classroom

In addition to addressing the underachievement of Black males in comparison to their
peers, it was also important to gauge in what ways, if any, that teachers contribute to Black male
underachievement. Mike questioned whether some teachers hold the same expectations for the
Black students that they do of their non-Black male peers. He even alluded to teachers that have
classrooms with fewer Black males as consistently being the high achieving classes and the
students who are not in those courses because they are not as smart. Mike remarked:

The teachers have to put everyone on the same playing field, as far as
professionally and when talking to the class. But I'm not sure that in their day-to-
day thinking that they expect the Black students to do better. Maybe it's the
classroom population. Maybe the teacher sees that because this class doesn't have
as many students of color, maybe they extrapolate from that and say, well this is
supposed to be my achievement class, [since] there is three Black guys in here.
All the rest of them aren't in here and that's probably for a reason. That's probably
what the teacher sees.

Authur had a similar response when asked in what ways, if any, teachers are complicit in causing any challenges that Black males have in the classroom.

> Black males, they're more willing to speak out in general, They will say if teachers disrespect us in some way. They will say it to the teacher. And that usually causes confrontations. I would say at school, where the majority are Black students, the teachers might not try as hard to teach his students because he doesn't believe in his students. That just goes to the personal relationship he has with them, his willingness to try to teach the students.

Mike and Authur both described why Black students generally experience classroom challenges and why Black males receive disparate treatment from their teachers. Participants believed that when working with black male students, there is always the potential for some teachers to put forth a lack of effort, have preconceived notions about the intelligence of these young men, and exhibit an overall lack of belief in these young men. A few of the participants even discussed the idea that treatment of Black male students varied based on a student's personality (or the teacher's perception of the student's personality). Elijah discussed that his personality allowed him to receive different treatment from what he typically sees of fellow Black male students:

> It's probably because of my personality. I am unlike most Black guys who you talk to because I am a lot more open you know—extraverted and teachers like that. Most teachers do. And a lot of us here can be introverted. Like to stick with their crew you know but I am just cool with everybody. I go to class, and I am not having problems with anybody.

Elijah's is notable because his comments imply that having a certain personality warrants preferential treatment from teachers. This is similar to a response from Eugene who believed that even teachers who are deemed effective can demonstrate preferential treatment. He stated:

> Last year we noticed that there was a lot of favoritism towards the Latino students [by my _____ teacher]. You know. They would get more attention. They would get more help on assignments than we would; I feel like because he could feel free to speak in Spanish. He just felt more comfortable around them.

Eugene described how effective teachers can still show favoritism to specific groups of students. In this case, the teacher who spoke Spanish would provide more attention, speak more openly, and help on work to the Latino/a students. One possible reason for the lack of attention given to Black males in this scenario is the cultural congruence that the Latino teacher had with the Latino/a students. For several of the participants, perceived favoritism toward other students, served as an additional barrier for Black male students encounter daily.

Moreover, participants discussed how some teachers did not go above and beyond to assist Black male students. This is echoed in the following quote by Russell:

> A lot of teachers have this mentality of, "If you don't care then there's really no point. Like I'm going to try to help you learn it, but I'm not going to go too far out of my way. I'm still gonna teach this to you, but I'm not going to break my back for you to understand something." You can't really blame the teachers. I don't think that the teacher is doing anything wrong. I think the problem needs to be solved from the home as opposed to the school and I think that once it's taken care of at home, the Black kids will take school more seriously and they'll excel

because, I mean, there's plenty of smart Black people. They're going to excel as long as they take school seriously.

Russell highlighted that several teachers only reciprocate the effort given by students in class. Moreover, he perceived that addressing the issues of school achievement for Black males is the responsibility of the young man and his family—not the teachers. Regardless of who the participants placed the responsibility of achieving academic success, establishing a relationship with teachers is salient to combat any preconceived notions that educators may have about Black males. Rob reflected:

From my perspective in this case, I think having a good relationship with the teacher it's pretty good especially with Black males because sometimes a teacher will have a preconceived notion that, "Oh, it's a Black male. He's not going to do good as these other people," so I think that that teachers kind of think that off the bat.

Rob argued that due to preconceived notions teachers may have about Black males, the solution to this problem is to foster a relationship with such teachers to alter the way these educators think of their Black male students. Alternatively, Chris asserted that the academic culture present in certain classes can potentially determine the success of these young men. He remarked, "A lot of African Americans are in the lower [level] academic classes, so maybe they feel like they don't get the actual attention they deserve as students or the respect they deserve." According to participants' comments, some teachers are waiting for Black males to prove that they have a desire to learn, which can be done by fostering a relationship with the instructors and working hard despite what class you attend. Black males constantly feeling that they must prove their worth to teachers, instead of teachers accepting students for who they are, can be problematic

and impede their progress in school. In addition to wanting to know if the students thought that teachers were complicit in exacerbating the underachievement of Black males, it was important to understand if the participants thought whether the race and gender of a teacher mattered and more specifically if having more Black male teachers help them to reach their potential.

Finding #4: The race and gender of a teacher are important, but equally important is the willingness of teachers to demonstrate that they care for Black students.

Whether Race and Gender of the Teachers Matter Black Male Students

According to the participants, the race and gender of teachers varied in its importance to student learning, especially if the teachers were Black and male. Authur, stated:

> I think students respond differently to a person based on their age and gender. I feel on the subconscious level, it does make a difference, I feel that the students would be more receptive to the teaching [by teachers of certain races and genders] even if they're not conscious of it.

Furthermore, Sherman stated: "I feel I'd have a better connection with them [Black male teachers]m like I'll be more comfortable to speak with them and actually ask for help and stuff. I have had help with other teachers as well. But I'll just have a better vibe and be more comfortable." Russell provided similar sentiments, but was a little more unsure of any automatically favorable impact from being instructed by a Black male. He remarked: I guess it could (have same race and gender teachers) because I would of course relate to that teacher more. Because you know, of course we're more similar... so I guess that would help me to click with the teacher more so, yeah, I guess a Black male teacher could have that type of effect." For Sherman and Russell having a Black male teacher is advantageous because it would provide a level of comfort and connection with their teachers. Chris shared similar thoughts about why

having a Black male teacher would help Black male students, but he also makes a general

distinction between Black teachers and white teachers. He contended:

> If you're teaching to African American males and African American females, I
>
> think it will be appropriate to have an African American teacher; they can connect
>
> with them in a sense. The connection is that they're one of you so they want you
>
> to succeed and maybe [with] a Caucasian teacher, they might feel like he's just a
>
> teacher and he doesn't care about us, but an African American teacher maybe they
>
> really get a sense of security like they're really trying to help us and they want us
>
> to learn.

Black male students can have connections with teachers of all races, which was evident by the

statement Sherman made when asked which of the school's teachers do most Black male

students gravitate toward. He responded, "She's white. She shows more love than other similar

teachers. She is always having a connection. She emails us, texts us, and she always gives

opportunities for job events and extra-curricular work." Furthermore, Chris maintained that

because of the potential of having more teachers who are Black, Black students can have a sense

of security because of the shared experience of being Black. Rob had a nuanced, yet

contradictory, remark on this topic:

> I do not think it [race and/or gender of the teacher] matters but I feel like some
>
> students, especially Black males, they will be able to connect more with a teacher
>
> if he's also Black male. I want to become a teacher so I feel like I would be able to
>
> connect with students more, especially Black male students because I went
>
> through the same thing that they did so it's kind of like they feel the same way.
>
> But a lot of students connect more with teachers that are like into sports. The

journalism teacher, he had a fantasy league and students joined his fantasy

league—stuff like that.

Rob's first thought in the above comment was that the race and gender of a teacher are of little

consequence, but his follow-up statements assert that Black male students who have a Black

male teacher would have the opportunity to connect with someone who potentially has similar

life experiences. He further stated that finding common interests, and not just race, is important

in fostering a connection between students and teachers. The final portion his quote implies that

racial and gender congruency may lead to a direct connection between students and teachers.

Authur discussed that while the race and gender of teachers is important, for some

teachers, interactions with Black male students vary based on the courses they are taking. He

stated:

Some of my Black male friends were talking about their literature teacher. He's an

old white man. And he [the friend] was talking about how he doesn't like that

class. His exact words were, "He has an old white man's mentality." And I have

the same teacher, but the class is the AP version of his class and so I was just like,

"What do you mean?" What he said was, he said that the teacher was like, "This

is the way I've done it, this is how we're going to do it, this is how it's going to

be." And it may be different with that class because I mean in my class, I guess

it's like that, but I don't really have a problem with it so as for the Black males

with this old white teacher, they just didn't seem comfortable in his class, I guess.

I'm not entirely sure why. For me when I've had white teachers in the past... I

wasn't uncomfortable.

Authur noted that despite having the same teacher, the black males who were not in that teacher's AP course complained about his "old white man mentality," which meant an unwillingness to not change his teaching style if it was not connecting with his students. Authur was comfortable with this same AP literature teacher and his teaching style, perhaps because maybe the "old white guy mentality" was just teaching in Authur's mind. While several of the participants did believe that the race and gender of teachers are important to the students, a few of the participants maintained these factors were not as critical. Eugene stated, "I feel like teachers shouldn't see race or gender if they are really passionate about teaching students. I feel like they shouldn't apply race to their lesson or work." Moreover, Jahleel stated:

> Teaching has to be universal and if people feel that it doesn't relate to them, they won't listen. You know. It's a good thing to kind of pinpoint you know because it gives those groups understanding. Like, "Okay. I get it." But you know then again it leaves some students lost like, "Oh! I am not a Black guy." So, what does this mean?

For participants such as Eugene and Jahleel, teachers should be "color blind" regarding their pedagogy toward their students. Although Jahleel did acknowledge the benefit of having racial and gender congruency between students and teachers, he maintained that a teachers' instruction should be universal. Furthermore, when asked if teachers should teach differently to certain students Jahleel answered emphatically no. He explained his rationale:

> We [Black males] may go through different things but at the end of the day we are students trying to learn, trying to move on, trying to get to where you are, even though race may conflict with some of our opportunities.

Elijah similarly remarked:

We are all human. Some of us make mistakes. So, we learn the same, we are

basically are the same. We walk the same. We might have a different skin tone

but that doesn't make you different. Everyone has a chance to learn so I don't

think there should be a certain way we teach a certain group of students and

another way we teach another group.

Both Jahleel and Elijah did not believe that Black males or any other category of student

warrants different teaching styles from their peers, just as they maintained that the race and

gender of the teacher was not important to student learning. Mike had similar thoughts to Jahleel

and Elijah; he remarked:

As far as the desire to learn, I think that comes back to the classroom engagement

element, but I'm not sure if anything can be done for Black students specifically.

You can't take them aside and teach a different course, I don't know if it would be

okay or even possible to teach them alone. No, the teaching would be the same.

But I think in that single Black male class it would, it at least gives you something

in common, I think. And the teaching wouldn't be different, I think. There is no

specific way to teach certain groups. It's just, it's based on how the class is, and

how the students feel in the class, and how they feel they are supposed to perform.

Similarly, Jamey noted "I feel like they should teach everybody the same. Everybody is equal,

they [teachers] shouldn't teach a white boy better (differently) than they teach a Black boy just

because of skin colors." Moreover, Authur like his peers, maintained that Black male students

do not warrant specific teaching styles:

No, because the way they are teaching these students [Black males] is preparing

them for the society. We can't prepare them for a different society than you do

other students and be compatible once they enter regular society. We hold to the

same standard, I believe.

A significant number of participants contended that all the students have the same ability and are

biologically the same, and it is primarily the responsibility of the student to take ownership of

their learning. A few of the participants, Jamey and Authur, even insinuated teaching differently

to Black male students is not preparing these young men to academically keep apace of their

peers.

For most of participants, the race and gender of teachers were important and having a

Black male teacher would afford these young men a student-teacher connection that may be

missing from the interactions they have with most of their teachers.

Are There Certain Teachers That Black Males Gravitate To

Participants acknowledged that they gravitated toward different types of teachers for a

variety of reasons. For instance, Mike stated:

> I have a good relationship with all of my white teachers, but I would definitely
>
> say Black males are most comfortable with another Black male teacher. For
>
> starters [they are] already easier to deal with and talk to. Even for a female
>
> teacher, a Black female teacher. Already just off top they're much easier [for
>
> Black male students] to deal with and interact with and talk to. The comfort is
>
> there and effectively teaching can come from any teacher. But I would say that
>
> first encounter can be made much easier through the congruency. If a teacher
>
> starts talking about sports, or mentioning hip hop in a class with more Black
>
> males, it helps—it's very authentic and it's relatable. In the beginning of her
>
> [Black female teacher] classes I'm not sure if she does it for the calculus class, but

I'm pretty sure she does. During the warm up for five minutes she has R&B

playing; Yes, its authentic. You just come into class and it's not like, "Oh, here

we go, here is another class coming." It's a much more comfortable environment

right from the get go.

Mike highlighted that while he has a good relationship with his white teachers, there is a more

organic level of comfortability with his Black teachers. He detailed that the interactions (i.e.,

discussion about sports or hip hop, or even playing music at the beginning of the class) are all

examples of ways that Black teachers make students, especially Black males, feel comfortable.

Eugene discussed how one of the reasons he was drawn to his teacher was because of the

instructor's willingness to get to know him:

Mr. Seagal, the first week I was in his class, he remembered my name right away.

When I see him passing the hallways, we spoke to each other when we made trips

to VA. Because you get to know your teacher and the teacher gets to know you a

lot better in and outside of school.

Eugene gravitated toward Mr. Seagal because there was an effort made on the part of this teacher

from the initial week of class to forge a relationship with his students. Jahleel highlighted that his

Black teachers were "real" and embedded their cultural and/or life experiences within their

pedagogy, which Jahleel could relate to. He also discussed his appreciation that although he

might not have shared life experiences with all his teachers, some of the white teachers that he

gravitated toward were unafraid to discuss topics such as racism and allowed for Black students

to express and explore a wave of emotions. When discussing what his white teacher would say

and how he would address topics of race and racism, Eugene expressed:

"I know when it comes to racism, yes I am white you know and I am going to let you feel however you want to feel." Basically, when we watch those movies and when we talked about racism, he allowed us to feel the anger that some of us felt watching these videos. You know because movies like that could bring up anger. He lets us feel that and he even let us kind of take it out on him in a way. Also, when it comes to boundaries those teachers' kind of felt like a home girl or like you know. It didn't really affect my learning.

Jahleel discussed how having a level of familiarity with a teacher's personality and how they presented instruction were important. Furthermore, he detailed an example of a white teacher who was unafraid to confront issues, such as racism, in his lesson. The dynamic between white teachers and Black male students is complex but throughout the study it was revealed that just being honest with one another enhanced the student-teacher relationship. Eugene highlighted an honest discussion he had with one of his white teachers:

She took me outside and she actually asked me like did I not like her or I was disrespecting her because she wasn't Black and it was just weird to me because I wasn't used to that; I told her no. I was just shocked and surprised she actually asked me that question because in elementary, I didn't have any Black teachers so I was like I'm always used to Latino teachers or white teachers so I didn't really feel like it was any racial thing.

Eugene was shocked that his white female teacher questioned whether his behavior was a result of her race, but it allowed them to be honest with one another to potentially strengthen their relationship.

When describing the type of teachers they gravitated toward, the participants' responses included instructors of both genders and different races. It was, however noted that most of the participants felt more comfortable with Black teachers. Additionally, other factors that helped participants gravitate toward certain teachers were: having a level of comfort with the teachers due to cultural congruency, teachers' willingness to establish a relationship by discussing similar interests, and teachers being unafraid to address serious issues such as racism.

Finding #5: There is a Need for Black Male Teachers

Lack of Black Male Teachers

While the participants recognized that teachers of any race could be effective, most of the young men gravitated toward Black teachers. What was jarring was that when asked how many Black male teachers the participants experienced in their K-12 schooling, most of the young men remarked that they had never been taught by a Black male. Out of all the participants and countless number of teachers they had through their junior and senior year, there were four times where one of the participants was taught by a Black male teacher (1 physics, 1 P.E., 1 history, 1 math). Some of the young men mentioned that they had Black males who were substitute teachers, but the majority said that they had never been instructed by a Black male. While Black male teachers represent approximately two percent of the nation's teaching force, I wanted to know what more Black male teachers would mean for the participants' classroom experience. Eugene contended that having more Black male teachers would be helpful:

> We need more Black male teachers. Some people probably don't have a father in
> their life, so they need that male push basically to help them understand and by
> somebody who has been there before. So, they can help you on advice and stuff
> that you need to do.

151

Eugene believed that Black male teachers could serve as role models for the students who do not have fathers or father figures in their lives. Similarly, Jahleel, spoke about the impact that Mr. Thomas had on him as a student:

> I think yeah, it does help [having Black male student and a Black male teacher] you will have a connection, because I respect him more. Because in 10th grade, he [a Black male counselor] called me to his office and was talking to me and he basically [was] like, "You know I'm watching you, I see your progress. I know what you could do, I know you could do better." So that basically pushed me up and motivated me to do better in school. Because you hear your parents, they give you the talk, but I feel like when your parents give you the talk a lot of the times you're not really listening and you're just like, "Oh yeah, yeah, yeah..." But when you have a teacher or a counselor or somebody that's not at home with you saying this kind of stuff, it really affects you and changes your mind and you're like, "Wow, somebody actually here is trying to help me.

Jahleel discussed that having an ally, motivator, and someone who is not a family member who is genuinely interested in a student's well-being is critical. Mr. Thomas was the counselor that Jahleel referred to and influenced him to deem that having Black male teaches can foster a connection and can have a positive impact especially with Black males.

What do you want teachers to do?

At the end of each interview, I asked the young men to share anything they wanted teachers to know. Jamey proclaimed:

> They [teachers] got to have patience; they don't know what we're going through all the time. So, they got to be able to have patience and talk to us, and we've got

to be able to trust them. They've got to be able to trust us. They got to have faith

in us that we can make a difference, or we can get a better grade. If you have

nobody supporting you, you just going to feel like, "Why even bother?" You need

a support system.

The quote from Jamey highlights the need for teachers to be patient, communicate with students,

and believe that students have the capability to reach their full potential. Eugene maintained that:

More teachers should be open with the students. Then also, teachers if you see

one of your students' needs to improve, pull him to the side and say, "Can I talk

to you after class?" And then basically let them know what they need to do to pass

that class.

For Eugene, teachers being open with students was important, along with being thoughtful about

how to approach students and guide them on ways to improve their grades. Other asks of

teachers from the participants included being supportive and doing hands-on activities,

encouraging the students to let them know what their life possibilities, and to build strong

student-teacher relationships.

Summary

The young men provided a lot to ponder about what it means to effectively teach Black

males. Most participants declared themselves visual learners while others stated that they utilized

multiple learning styles. Additionally, when asked whether they believed there were specific

teaching strategies that were more effective for male students in comparison to female students,

the participants thought there were slight differences between boys and girls based on students'

mannerisms in class, but they did not believe in a teaching style that was suited for a certain

gender. What was important for effective teaching, however, was the connection students had

with the teacher. A primary observation they highlighted between boys and girls was that the males were more assertive in the classroom. Furthermore, the young men did not buy into the notion that there could be specific teaching styles for Black male students; what they deemed key to success was their ability.

When the young men were asked about why some Black male students often "underachieve in comparison to their peers," answers varied from the home environment where students live effecting their decision-making process to students emphasizing athletics above academics. Evident in the responses was a mentality that a number of participants in the study who attended the higher-level academic programs saw themselves as different from Black males in the lower-tier programs. When discussing how teachers can contribute to Black male underachievement, the young men noted that some teachers have a rule that if the students do not exert effort in the classroom, neither will they. Additionally, teachers having preconceived notions about Black males was a prevalent theme, as one student suggested having to establish a positive relationship with teacher to combat these notions. Moreover, the young men did believe the race and gender of teachers were always important, but there were mixed responses. The one jarring fact was that all the participants had either never had a Black male teacher, or had only one Black male teacher in their entire K-12 schooling. Finally, when asked what they want teachers to do for them as students, the responses included: be encouraging, be hands on with the learning, discuss students' future options, serve as a support system, and build trust with the young men. The next chapter discusses the findings by highlighting patterns, as well as offer recommendations for future work.

Chapter 5-Discussion /Conclusion-Findings, Patterns, and Recommendations

Teaching is one if not the most integral aspects of a student's education, especially within the classroom. Students have an important voice and must be given opportunities to let their ideas be heard and transformed into actionable solutions. This study reveals that Black males can articulate and theorize effective teaching. As one of the most marginalized student groups, it is imperative that these young men be given opportunities to identify, describe, and analyze teaching to not only enhance the practice, but to also create a paradigm shift toward their perception as intellectuals who can produce knowledge. The purpose of the study was to center the analysis of the insights of Black males on teaching guided by the following research questions: 1) How do Black males theorize (explain or develop a set of ideas) the notion of teaching? 2) How do Black males think about and various instructional approaches for learning and what are their preferences and why? 3) How do Black males describe their experiences within the classroom settings? In this final chapter, I review major findings from the study, discuss patterns, and conclude by offering recommendations for future research and practice.

Summary of Findings

A major assumption in the study was that students, in this case Black males, can not only articulate their thoughts about teaching, but can do so with a level of specificity that distinguishes between the act (teaching) and the person (the teacher). The study is an amalgamation of thought around teaching, race, gender, and student voice using a Critical Race Theory lens. The findings were divided into three sections: (1) defining teaching, (2) discussion of the practice of teaching, and (3) shared experiences of being a Black male in the classroom. While each section had a few themes that surfaced based on participants' responses, there some overlapping themes connected each of the three sections. I explore these below.

Are Teachers Willing to………

155

Whether the participants were defining effective teaching, discussing teaching strategies, or detailing their experiences in the classroom, they wanted to know how willing teachers were to help them with their learning. The students understood that teachers were "masters" of their respective subjects; in other words, classroom educators knew their subject matter content. What was often questioned, however, was the willingness of teachers to differentiate instruction, have high expectations of students, forge a relationship with students, recognize students' intelligence, and be open-minded about teaching (i.e., the use of the internet in teaching).

Numerous participants wanted to know if teachers were willing to differentiate their instruction, and implement a variety of teaching techniques to help students understand the material. The young men mentioned that teachers who were willing to allow impromptu discussions relevant to the course material or subject matter or who use certain idiosyncrasies with their teaching were often more helpful in terms of students grasping the material. Having a diverse bag of tricks that aided students in their understanding of the work was helpful; this included: requiring variety of activities or homework, have students to write on the board, using a finger technique to gauge classroom understanding, simply asking the students questions within the classroom, and utilizing culturally relevant teaching strategies. The participants noticed that some teachers were of a bygone era, or were just unwilling to try new or different pedagogical strategies.

While the participants maintained that an integral contributor to teaching is willingness to try a variety of teaching tools, they also wanted teachers to be willing to have high expectations and be supportive. Nelson (2016) notes that teachers must convey mastery of course content, but they must also have a clear set of humane behavioral expectations. Husband and Kang (2020) states:

It is important for teachers to identify and eliminate biased and deficit mindsets toward and about Black boys, it is equally important for teachers to establish and communicate high expectations. Black boys tend to thrive at higher levels in classrooms and learning contexts in which the teacher believes they are able to succeed and provide the corresponding encouragements and supports. (p.17)

While there is a correlation between student outcomes and high expectations for all students, this is also the case for Black males (Howard, 2014; Milner, 2003). The students acknowledged that they not only wanted their teachers to have high expectations, but also willingness to forge a relationship.

In their responses, participants differentiated between good and effective teaching. Effective teaching was centered around content and pedagogy, while good teaching was centered around relationship building. The Black male participants wanted good teaching for their schooling experiences. Classroom student-teacher relationships (Woodward, 2018), especially positive relationships, mattered (Milner-McCall, & Howard, 2020) for the participants. Warren et al. (2022) notes that fostering positive relationships with Black boys is correlated with supporting their academic outcomes and productive participation (Carter Andrews, 2015; De Royston et al., 2017; Flennaugh, 2015; Henry & Warren, 2017; Nasir et al., 2019; Nelson, 2016; Strayhorn, 2008; Warren, 2015; Warren, 2020; Warren & Bonilla, 2018). Additionally, Warren et al. (2022) argues:

That even the perception of having a positive relationship with anyone in a school, Black boys are more likely to be actively engaged in school (e.g., they initiate and purse plans to attend college (Carey, 2019; Cothran et al. 2003; Warren & Bonilla, 2018), develop stronger academic self-efficacy (Nelson, 2016;

Roderick, 2003; Warren, 2017), and have a greater sense of belonging (Carter

Andrews, 2015; Flennaugh, 2015; Rogers, 2018; Strayhorn, 2008).

Moreover, positive relationships can help teachers relay course material more effectively and

help safeguard against the stressors and risks that Black males encounter daily (Reichert &

Hawley, 2014). The question remains: Why are relationships so important to the Black male

participants in the study? I opined that most of these participants are the exception (academically

Black boys enrolled in upper-level courses), not the rule (Black boys placed in lower-level

classes) regarding how they are perceived in school. However, outside of school they are viewed

just like any other young Black man. At the time of data collection, the list of unarmed Black

men who were killed and received national attention was growing, yet Brooms and Wint (2021)

remind us that Black males (Oscar Grant, Trayvon Martin, Tamir Rice, Michael Brown, Laquan

McDonald, Elijah Davis, Elijah McClain, Jacob Blake, Ahmaud Arbery, George Floyd, Botham

Jean, Eric Garner, Daunte Wright, to name a few) continually face assault and violence across

institutions and social spaces, not excluding schools. Furthermore, Marsh and Walker (2022)

argue that the disregard of Black boys in school is part of a larger anti-Blackness movement

wherein schools become places of Blackness being monitored and policed. Black boys must

enter classrooms with predominantly white teachers who potentially view these students' lives

through a deficit lens.

The irony with this study's participants was that while they were confident in their

intellectual abilities, it was easy for them to discuss how the intellect of the entire Black male

population at their school was in question. These young men wanted all Black males to be

recognized as smart and aware individuals. While relationships are salient, the Black males had

to continually determine if a relationship with an educator was worthwhile. Warren et al. (2022) argues that:

> Black boys are paying close attention to the tenor of their own interactions with adults. They are also deriving meaning about the nature and quality of specific educators' relationships…….by observing how theses educators negotiate interactions with other Black boys. The young Black boys….draw specific conclusions about the character of an educator based on what they did consistently, and this information is what they need to determine how they would choose to interact with these same educators.

This illuminating quote highlights that while these young men yearn for positive relationship with school personnel, they are mindful of who and what type of relationship should be formed. While the participants wanted teachers to be willing to foster a relationship with them, they also wanted their teachers to be willing to recognize their intellect as individuals and of Black male students in general.

The participants articulated effective teaching terminology with specificity, such as teachers or their instruction being approachable, enthusiastic, passionate, caring, structured, readily breaking down information or lessons, or having material thoroughly explained. The ability to explain vague terminology around effective teaching was important because it demonstrated participants' ability to distinguish between teaching strategies and their teachers. Furthermore, the students provided details about what pedagogical strategies were effective for student understanding of the subject matter or material, such as implementing finger understanding techniques, directly asking students questions, moving students to the front of the classroom, and using Cornell Notes. Moreover, the participants wanted to know if the teachers

were willing to be open-minded regarding the use of technology as a teaching resource. The participants argued that use of technology is beneficial for learning—in particular YouTube for their instructional videos, cell phones for its easy access to tutorials, and even using teachers' teaching websites. The guys also wanted teachers to be open minded about homework. To be clear, the participants acknowledged that homework was necessary, however, they urged teachers to rethink the format and the number of times it is given to maximize learning.

The young men detailed that teachers must be willingly flexible regarding instruction, want to establish positive relationships with students, and be willing to recognize the intelligence of these students.

Connection

A second theme replete throughout the findings was the ability of teachers to connect with the students and for the students to connect with course content. A significant part of the first theme was the willingness of teachers to establish a working relationship with Black male students by connecting with them. To connect with Black male students, participants offered advice to the teachers such as: teach about life not just the content, be friendly, approachable, and willing to help, be mindful of how you talk to the young men, check-in to say how the students are doing, and show that you care. One of the teaching strategies that offers a route to better connection with Black male students is what Reichert and Hawley (2014) term relational teaching practice, which is an effort to increase the engagement and learning of students by teachers having a better understanding of who they are as individuals and position in society (p.15). Relational practice also requires teachers to cultivate and maintain an increased awareness of oppressive structures that exist for Black boys as well as acknowledge societal, deficit-based narratives of Black males, while countering those narratives with high academic

standards and expectations (Nelson, 2016). Establishing relational teaching practices can be difficult according to Marsh and Wint (2022) who maintain that teachers are often inadequately prepared to instruct Black students; they struggle daily to understand students' lived experiences. Therefore, in order for teachers to better understand Black males, Adams et al. (2020) contends that a nurturing environment will enhance their academic potential and overall health and wellbeing (Brooms, 2019; Fergus et al., 2014; Grey, 2018, p.5).

Over the years, scholars have introduced various types of caring frameworks (Brooms & Wint, 2021; Howard & Howard, 2021) to assist with Black male learning experiences. Some (Brooms, 2019; Carey, 2019, Clark, 2020) have noted that authentic care is of the utmost importance to the development and schooling of Black boys throughout their entire formal educational experience. Broom and Wint (2021) detailed three types of care: tangible, time, and personal. Demonstrating tangible care occurs when the basic needs of students are met (e.g., via supplying snack, clothes, or school materials). Time care is exemplified when a teacher provides tutoring, coaching, teaching, and makes a temporal investment in a student. Personal care, unlike the former two types of care, displays a teacher's unique and intimate relationship with the student by appreciating to their humanity. While all three types of care are critical, personal care helps to affirm Black boys and provide holistic support. Personal care is similar to what Howard and Howard (2021) term radical care. They maintain that for Black boys:

> Radical care should be situated in a set of core beliefs, ideas, and practices that
> see the best in Black boys; that recognize their promise and potential; and that
> hold them accountable, but with compassion and care. Such care should be
> rooted in empathy and a commitment to seeing the best in Black male students.

161

The various types of care established by scholars offers a blueprint for teachers to consider and factor in when trying to connect with Black male students.

An additional theme in the findings was the ability of the teacher to connect school work to the lives of the students. The students detailed that most of teachers do not incorporate teaching that is relevant to the lives. Moreover, some of the teachers are unwilling to try, and if there is culturally relevant teaching, it is limited to specific courses or teachers. One category of courses where scholars have infused culturally relevant teaching is in reading, writing, and literature. Husband and Kang (2020) note that

> Black boys bring a repertoire of rich culturally-situated language systems, background knowledge, experiences, and ways of being that are underutilized in most reading and writing classes (Piazza, 2010; Tatum, 2006). We recommend that teachers take steps to develop cultural competencies in these areas as a means of providing more meaningful, engaging, and relevant instructional experiences for this group.

The participants highlighted that while in every course a teacher can incorporate culturally relevant teaching, there are some courses where it easier to embed culture in the subject matter such as English/literature. Husband and Kang (2020) contend that a

> Culturally responsive approach to literary instruction values, incorporates, and draws from the cultural assets that Black boys bring to the classroom during literacy instruction. A culturally-response approach to literary instruction allows teachers to draw on the cultural norms, language systems, and ways of knowing and being of Black boys (p. 18).

Furthermore, Harris and Graves (2010) maintain that reading for Black boys can become more relevant and meaningful if they have opportunities to make connections with the material across home, community, and schools. Additionally, Husband and Kang (2020) propose that teachers provide writing opportunities that give Black boys autonomy, flexibility, and creativity to write from their own experiences. This is important because when Black boys are forced to respond to writing prompts, curricula, and tasks that are not connected to their experience, they lose interest (Jocson, 2006; Tatum, 2013; Tatum, 2015; Tatum & Gue, 2010; Tatum & Gue, 2012)

Reading and writing courses similarly to social studies courses allow opportunities for discussions on current events and topics, such as racism and discrimination, that directly affect these young men. Howard and Lyons (2021) contend that "Social studies educators can and should be at the forefront of engaging classroom inquiry around issues tied to racial discrimination, structural inequality, and the current economic, social, and political conditions that create a racial caste system in our society (p.134). While both writing and history courses can serve as classes that connect subject matter to the lived experiences of Black males, having teachers that connect personally in a one-on-one capacity.

When asked if the race and gender of a teacher matter, responses were mixed. Some participants responded that having racial and gender congruency between a student and teacher provides a level of comfort to students, while other participants remarked that the race of the teacher is less important if a connection with a student is present. One of the teachers that the Black male participants gravitated toward was a white teacher because according to the young men, she "shows more love," consistently communicates with the students, and provides and informs access to opportunities. Students also referred to another teacher, a white male who, they

respected and connected with because he was unafraid to confront issues of racism during his lessons. He was also honest and stated that as a white man, he could not fully understand what Black students and Black males in particular experience. While teachers of any race can connect with Black male students, I asked the participants how many Black male teachers they have had in their schooling. Surprisingly, many participants had never had a Black male teacher in their entire K-12 years. Howard and Lyons (2021) maintain an ongoing need for more Black teachers, as they reference the work of Pabon (2016) who noted that nationwide, Black teachers comprise of seven percent of the teaching force and Black males' make-up only two percent. Rethinking ways to recruit, cultivate, and retain more Black teachers, but more Black male teachers, could be beneficial for the schooling experiences of not only Black male students but all students (Brown & Thomas III, 2020). Furthermore, Gershenson et al. (2018) found that experiencing one Black teacher has been shown to increase the likelihood of Black students enrolling and ultimately graduating from college. Although increasing the number of Black teachers will not address issues for Black male students, it is clear from the research that Black teachers have higher expectations for, and more positive beliefs about, Black students in comparison to white teachers.

Do No Harm/Safety

One recurrent theme of the findings was that teachers persistently created problems for Black males in the classroom. The participants believe that when working with Black male students, there is the potential for teachers to put forth a lack of effort, host preconceived notions about the intelligence of these young men, and exhibit overall lack of belief in these young men. The participants believed that some of the mistreatment toward the Black male students result from a variety of factors such as: having a strong extroverted personality, favoritism to certain

students, teachers' unwillingness to go above and beyond for students, and the belief that it is the sole responsibility of the student to care about their work. Rogers and Broom (2020) note that teachers have low achievement expectations for Black male students (Allen, 2013; Howard, 2014) and that these lower expectations produce lower outcomes for Black student achievement (Delpit, 2006). Furthermore Adam et al. (2020) highlights scholars (Harper & Davis, 2012; Howard, 2013) have found that Black adolescent high school students are often discouraged from attending college by their counselors or teachers than other students, and receive inadequate support to prepare for standardized examinations and college admission, which is another example of low expectations from school personnel (p. 16). Ultimately, scholars (Bryan, 2017; Goings et al., 2018) contend that societal (including inner-classroom) mislabeling and stereotyping reinforce narratives of Black males that assume they are unable to meet school expectations.

The young men in this study described the ability and desire to just be their authentic selves in the classroom. Yet, what occurs is this trickledown effect where mis-labeling of students by teachers occurs, mistrust ensues, and the Black male students are eventually punished. Walker (2021) as written in Marsh and Walker (2022) summarizes this trickledown effect by stating:

> "Far too often, Black males have fractured relationships with teachers that do not recognize their brilliance "(p.4). This can lead to frustration from students who are mislabeled by teachers. Walker continued, "These fragmented relationships enable a system that punishes Black males that are perceived to be defiant, indifferent, or non-compliant during classroom discussion" p.4). Schools create unnecessary obstacles for Black males that are centered within anti-Blackness (p. 47).

In addition to the commonly held low expectations and beliefs about Black males, the classroom can be an additional barrier for their success. The classroom should be an environment that makes students feel safe, as well as free from discrimination, biases, and plain harm. Teachers play a significant role in making sure the classrooms are places that are conducive for all students to learn and thrive, yet Howard and Howard (2021) maintain that

> The classroom is often not a safe place for Black boys because they do not feel seen, understood, heard, or protected. Black boys in classrooms across the country are subject to subtle and blatant forms of racism such as racial microaggressions, lowered expectations, unsubstantiated surveillance, unfair discipline, and in some cases overt anti-Black language and actions. It's important that teachers denounce racism from their peers or other students and prohibit the use of anti-Black language or practices in their classrooms.

Schools and classrooms have the potential to be environments that help students reach their potential, but often, they mirror harm seen in broader society. One core goal of effective teaching is to eliminate harm to these Black boys in the classroom and have teachers treat them as they would treat their own child.

We Are Not Them

Throughout the findings, it became evident that the study's participants perceived themselves to be different from other Black male students at their schools and in their communities. The Black males in the study were deemed "high achievers" who were taking upper-level courses, while interested in doing well academically. They also believed student success was based on individual merit. For the most part, participants acknowledged the inequities that existed for Black males attending their schools. One of the participants

166

provided an example of the same teacher teaching different levels (i.e., honors, AP) of the same subject. That teacher was perceived as "hard to deal with" in the classes that have more Black students which are often the lower-level classes, but with his higher-level course that included fewer Black students he was not considered to be "hard to deal with" by a interviewee. In classes that the participants attended, classroom management and low expectations were not issues. Moreover, the race and gender of the teachers were not concerns because they shared the belief that the onus is on the student to be successful. It seemed that participants wanted to de-emphasize race to allow their intelligence to be recognized. When I asked these young men to detail some of the primary reasons why Black male students overall do not achieve at the same rate as their peers, they were quick to discuss how other Black males prioritize athletics above school or low achievement resulting from the home environment of these other Black male students. Most of the participants did acknowledge that discrimination and racism in the classroom are part of all Black male experiences, which are experienced more often by Black males than their student counterparts. Even when asked if there should be different teaching styles for males and specifically for Black males, they rejected these notions and saw this concept as an affront to their intelligence. Similarly, they maintained that having more Black male teachers would help Black male students be more connected to learning and the material, however they asserted that the race of the teacher is not as important as the motivation of the student.

The Black males in the study and the Black males in other academies or lower-level classes have starkly different experiences in the classroom. For several participants, individual student-driven effort toward learning was either more important or as important as effective teaching. This thinking aligns with Rogers and Broom (2020) who contend:

The ideology of meritocracy rests on the beliefs that the world is fair and just,

that hard work and effort lead to success, and that individuals are responsible

for their own behaviors, choices, and life outcomes. Applied to disparities in'

achievement, meritocracy reasons. Black boys are not successful in school

because they do not work hard. The solution to the problem then is to change,

or fix, Black boys' academic work ethic and motivation. (p. 411)

Several of the participant responses asserted that Black males underachieve due lack of effort

or that school is not as high on their priority list. Studies such as Lynn et al.'s (2010)

highlighted that teachers and administrators believe meritocracy is the reason why Black

males underachieved. Additionally, Allen (2015) found that Black teachers attributed

academic problems of Black boys to these students (presumably) unstable families and their

respective communities. This notion of Black males not working hard is labeling that often

comes from adults, but the participants in the study frequently thought this was a reason

directly correlated with some Black males' schooling experiences.

One of the societal problems that occurs when analyzing Black males is the tendency

to essentialize their experiences. I think one of the primary reasons that the participants were

adamant about distinguishing themselves from other Black males is because too often these

young men, and any behavior or social performance deemed negative, are seen as

synonymous with one another. Howard and Lyons (2021) state that one of the more

overlooked realities in schools is the vast array of variability that exists within subgroups.

Perhaps no groups suffer more from this than Black males. Simply stated, not all Black males

are the same (p.5). The findings reinforced the idea that an anti-essentialist approach must be

taken when educating Black males. Howard and Lyons (2021) maintain that as scholars move

forward with research centering Black males the following should be considered: (1) disrupt the narrative that all or most young men of color are not performing well academically, (2) highlight the variation in their lives and circumstances, and (3) center their voices in naming and describing their humanity in spaces that often essentialize and dehumanize them (p. 137).

Implications for Research

Wint et al. (2021) argue that "efforts to understand the lived realities of Black males requires the research community to adjust power dynamics and foster collaboration and cocreation of knowledge with Black boys and Black adolescent boys (p.200). There has been so much emphasis on changing the hearts, minds, and teaching strategies of educators (teachers, counselors, administrators, etc.) who work with our Black male students, however—I argue—it is time to shift the focus toward scholarship that centers the ideas and insights of the Black males themselves. These young men, as evidence by this study, are the authorities of experiencing their own learning and can articulate the type of teaching that benefits them the most.

Critical Race theory was the theoretical underpinning of the study primarily because three of its founding tenets: (1) race and racism are permanent fixtures in the everyday lived experiences of individuals, (2) challenging the dominant ideology and (3) the centrality of experiential knowledge not only speak directly to the Black male students' educational experiences, but CRT as a framework has and will have even greater importance in the field of education. Despite being used a political ploy, this study demonstrated the need for studies that utilize CRT in K-12 settings. The participants throughout the study articulated the ways in which race shaped their schooling experiences, from, the lack of Black teachers, having difficulty forming beneficial and productive relationships with their teachers or being the token or one of the few Black male or just Black student students in class. In spaces like a classroom where the

authoritative figures are White females, studies like this are important because it validates Black

male student experiences and voices on a topic such as effective teaching where these young

men are seldom heard.

Analyzing the schooling experiences and effective teaching practices for Black males is

not an easy task, and scholars must develop and think about innovate frameworks to help

enhance these student group's learning. Howard and Reynolds (2013) note that to truly address

the needs of Black male students, scholars must utilize an intersectional lens. Bristol (2015)

urges scholars to move toward a gender relevant pedagogy (GRP), wherein, he contends:

> GRP provides stakeholders with a way of reimagining how teachers can organize
>
> their content and mode of delivery to engage boys and facilitate learning. As
>
> teachers expand the types of books students, or boys, are allowed to read in
>
> schools and increase exposure to experiential learning opportunities, they will
>
> create conditions that I define as GRP.

Additionally, Bush and Bush (2013) developed the African American Male Theory (AAMT)

which has six tenets:

1. The individual collective experiences, behaviors, outcomes, events,

   phenomena, and trajectory of African American boys and men's lives are best

   analyzed using an ecological systems approach.

2. There is something unique about being male and of African descent.

3. There is continuity and continuation of African culture and consciousness and

   biology that influence the experiences of African American boys and men.

4. African American boys and men are resilient and resistant.

170

5. Race and racism coupled with classism and sexism have a profound impact on every aspect of the lives of African American boys and men.

6. The focus and purpose of the study and programs concerning African American boys and men should be the pursuit of social justice.

More recently, scholars such as Dyce, Davis, and Gunn (2021) and Wint et al. (2021) have proposed new ways of examining Black male education. Dyce, Davis and Gunn (2021) urge scholars to move toward an asset-mattering framework, which "presents Black males as fully human rather than as objects of underachievement and pathology, while creating a space for purposeful reimagination of Black males' academic and social success that is based on a set of cultural and racially sensitive tools" (p.8). Furthermore, Wint et al. (2021) introduced a "life course-intersectional lens requiring educators and staff, to become increasingly aware of the challenges, pressures, and relational dynamics that exist among Black adolescent men." Along with seminal theories such as Critical Race Theory (Ladson-Billings & Tate, 1995) and Culturally Relevant Pedagogy (Ladson-Billings, 1995) as well as relatively new frames such as abolitionist teaching (Love, 2019), scholars are continually considering ways to theoretically frame ideas about educating our young Black men. It is time, however, to construct theoretical frames that center the Black male students themselves. Howard and Lyons (2021) argue that it is time to listen to Black males with a variety of stories and backgrounds that center their experiences. The author's state:

> When students feel like their voices are heard, they are more likely to share their opinions and commit to learning and building community. Educators and students now have a chance to reimagine the new norms and re-enter schools in a way that is equitable or at least marching in the right direction. In a moment where many

educators have committed themselves to becoming antiracist and to disrupting

anti-Black racism, listening to the voices of Black males means seeking their

input about assignments in class, and talking to them about their interests outside

of class, as well as having a persistent number of formal and informal

conversations about current events, life goals, dreams, and ambitions. (p.136)

Additionally, Wint et al. (2021) asserts that

Engaging Black males and their families in focus group interviews, semi-

structured individual interviews, and other qualitative methods gives voice to the

unique experiences and resources utilized to overcome challenges they face on the

road to educational success (Allen & White-Smith, 2018; Brooms, 2019; Nasir

et al., 2019). (p.18)

Future research should first move toward a meta-analysis of the literature on Black males that

includes theoretical frameworks developed and introduced over the last twenty years. It is my

hope that the scholarship around effectively teaching Black males shifts toward a Black male

epistemology on effective teaching that centers the voice of Black male students.

Implications for Practice

Dyce et al. (2021) in her book posed a critical question, what are you willing to do for Black

male students? The authors presented a few additional questions for practitioners to consider

when educating Black males. They include:

(1) Are you willing to ensure that Black male students' history culture, and experiences are a

part of the curriculum?

(2) Are you willing to learn and provide Black male students at all achievement and

behavioral levels with culturally, socially, and contextually relevant instruction, learning

activities, and assessments?

(3) Are you willing to learn more about culturally responsive differentiated instructions?

(p.57)

Moreover, the authors also offer two salient recommendations for teachers: examine your racial

blind spots and critically self-reflect. Dyson et al. (2021) contend that "educational practitioners

must examine how they feel about Blackness in conjunction with maleness, as well as reflect on

how they participate in racism or how their racialized experiences manifest in the work with

Black males" (p.77). More specifically, the authors define critical self-reflection as "prompting

educators to examine their own social identities to uncovers areas of race, racism, and

racialization that may hinder how they teach, mentor, coach, and advise Black males.

 (p.78)

Moreover, Milner (2019) notes that in his study of the relationship between race and teachers'

instructional practices, successful practitioners "build not only their knowledge of content and

instructional skills but also their knowledge of how race and racist acts still influence society and

education" (p.13). Milner (2019) states:

I stress the necessity for teachers (prospective and practicing) to (1) build

knowledge about race, (2) talk more often about race, and, consequently, (3) plan

and enact curriculum and instructional practices focused on race with students of

all races and backgrounds in schools. (p.13)

While scholars often ask practitioners to reflect on how their own racialized experiences and

thoughts especially as they pertain to actions that either help or hinder the education of Black

173

males, other scholars maintain that it is salient to consider the resources used to education the students.

Wint et al. (2021) contends that educators from early childhood all the way through college must have:

> Instruction focused on helping families develop their capacity to provide all children with ongoing counternarratives through books, educational curricula, and other affirming media is vital…This knowledge will serve Black children well in recapturing and reclaiming their history and collective legacy of brilliance and skill in the United States and around the globe. (p.9)

Moreover, Howard and Lyons (2021) offer recommendations for practice that are appropriate for the study that include: increasing the number of Black male teachers (Bristol, 2014), creating pipeline initiatives (Woodward & Howard, 2015), making curriculum critical and engaging (Knight-Manuel, 2019; Terry, 2010), and building positive and empathetic relationships (Warren, 2013; Warren, 2014). Additionally, Howard and Howard (2021) provide recommendations for teachers to ensure that Black boys thrive. These are: interrogating your preconceived notions, creating a classroom culture inclusive of Black boys, recognizing the humanity of black boys, addressing racism when it surfaces, being mindful of depictions of Black males, and talking with Black boys about their experiences.

While multiple scholars provide excellent recommendations, based on the study, Black males want more autonomy regarding their school work and the ability to take ownership of their learning. Teachers should consider letting the students teach a lesson and even serve as the teacher for the day. Moreover, thinking about multiple ways of creating lesson plans, choosing homework assignments, and the administration of assessments was an important point

highlighted by the participants. Differentiation of instruction (group work, projects, or individual work) regarding how students learn was a key finding. As the role of technology is ever-evolving, teachers should allow the students to offer suggestions about ways to incorporate learning using the newest technology (i.e., ChatGPT). Howard (2023) argues that "when educators position themselves as learners of Black students and families, they can develop appropriate responses to the needs of Black students (p.26). It would behoove teachers to listen more to their students especially because students of color, and in particular black males are disproportionately impacted by stress and trauma (Saleem, Howard, & Langley; 2022).

While pedagogy is critical, the young men stressed that the most important factor for the teachers is to show that they care (Duncan, 2002). This is not a new concept but throughout the findings, participants there was a yearning for teachers to connect with the students and be interested in who they are as people, not just as students, and to incorporate teaching practices that are relevant to their lives.

Implications for Policy

Over the past two decades, different presidential administrations have enacted federal policies (No Child Left Behind and Every Student Succeeds Act, ESSA) with the notion of leveling the playing field for students, but in particular for students of color. Allen, Davis, Garraway, and Burt (2018) contend that

> ESSA continues the trend of appearing to ensure educational equity for all students but ignores the ways in which race, gender, and other forms of oppression are implicated in the teaching and learning process and constrain Black male youths' opportunities to learn. (p.2)

So, what is the solution? Allen et al. (2018) provides a few recommendations to enhance policies that support Black males; these are: utilizing culturally relevant and socially justice frameworks, including qualitative research—not just quantitative research—in policy development, utilizing the voice of Black male students to help shape policy, and conduct assessments of previous policies to review how these initiatives either focused, impacted, or improved the lives of Black male students.

Too often, policies are aligned with initiatives that implemented at the federal level; Dyson et al. (2021) argue that to enhance the teaching and learning experience of Black males, a focus must be emphasized at the school level. The authors put forward three tenets that school personnel should think about when creating policies to support Black males: (1) Put in place a racial equity schoolwide blueprint that includes a racial and cultural climate of the schools and classrooms (p.69), (2) examine the racial dispositions, critical consciousness, and the social and personal identities of school personnel (p.74), and (3) have targeted professional development especially for teachers that focus on racial mentoring, race workshops, and peer-to-peer racial conversations (p.80-81). Overall, the goal as Dyce et al. (2021) argue is to create a "paradigmatic shift in the ways educators think, teach, engage, and execute policies and practices for Black male students (p.81)."

Conclusion

Dumas and Nelson (2016) have called for educators to:

> Reimagine Black boys, suggesting that addressing teachers' low expectations requires the much deeper work of shifting in how teachers view the humanity of Black boys (Goff et al., 2014). If we are to reimagine Black boys in educational spaces, we must unpack the ideologies that frame them. (p.443)

176

Dyce et al. (2021) note that "teachers unexamined perceptions and interpretations of Black male students perpetuate the longstanding inequities and issues they face" (p.64). If we are going to shift the way we think about Black males, we must let them know they matter. Carey (2019) claims, "creating radically affirming school spaces that reinforce comprehensive mattering means educators must begin to clearly see Black boys for who they are and who they are becoming, instead of through the murky layers of imposed social and cultural meaning."

The way that we show Black boys that they matter is to listen to these young men. Black male students' insights on a variety of topics especially teaching, has to be not only a priority, but the center of analysis. Howard and Howard (2021) state:

> Moreover, by listening to these students' own accounts of their experiences in school systems and the kinds of instruction they receive, how teachers perceive them, how these students think about race and racism, and the kind of care they want, educators can gain much richer insights than by merely observing Black male students or interviewing their teachers and administrators.

If we are being honest, Black male students experience life and school unlike any other student group. Unarmed Black males are still being killed at alarming rates (Love, 2014), COVID-19 has adversely affected Black students at higher rates than many of their peers (Breaux et. al, 2021), and the educational statistics continue to show the inequities that occur in our schools. At some point we must go straight to the source—Black males—and hear what they have to say regarding their learning. Howard and Howard (2021) contend:

> Black boys possess a wealth of intellect, wisdom, and curiosity, and have a deep desire to do well in school. When school personnel recognize that Black boys possess deep funds of knowledge and a tremendous cultural wealth, they

can learn more about the various forces that shape their lives—not just the

challenges they face, but also their values, interests, ambitions, cultural

traditions, family histories, out-of-school learning opportunities, and more.

Educators can then leverage those resources both in and out of the classroom.

The participants in the study offered their insights on effective teaching, teaching strategies,

and their learning experiences inside the classroom. There is just one question that should be

asked of educators: Are we listening?

Appendix 1

Brian Woodward

333 1st Street Apt. F309

Seal Beach, CA 90740

Dear Sir/Madam:

My name is Brian Woodward, and I am a graduate student in the department of Urban Schooling

which is housed in the Graduate School of Education at UCLA. I am seeking to conduct a

research project aimed at examining secondary male students of color perceptions of effective

teaching. The goal of the project is to develop a study which seeks to (1) provide center the voice

of young men of color and (2) inform education scholars, practitioners, and policymakers about

pedagogical strategies that can be effective for Black male students within the classroom setting.

In order to analyze effective teaching for young male students of color, it is necessary that the

student participants in this study share their personal insight, as well as provide their own

definitions of effective teaching. Thus, we are seeking your approval (1) to include your school

as one of the official sites to conduct the study, as well as the ability (2) to interview

approximately 10 of your male students and survey approximately 100 male students. By participating in the project, the participants will be afforded the opportunity to center their voice on notions of effective teaching, but they will also be given the opportunity to visit the campus of UCLA, participate in college informational workshops, and foster relationships with undergraduate male students of color. This study will use purposeful sampling to determine the participants, with the primary criteria for participation being that they identify as a male student of color, particularly Black or Latino. Additionally, we would like to work closely with both guidance counselors and teachers to select participants who have persevered in school despite enduring difficult and/or unique circumstances. Upon selection of the participants, the principal investigator will meet with all of the participants to discuss details of the research project (i.e. the goal of the project, confidentiality, student and parent consent). Once each student has agreed to participate and consent has been obtained, the principal investigator will conduct both individual and focus group interviews at an agreed upon time. Each individual interview will be approximately 60 minutes, the survey will take approximately 45-60 minutes. The interviews will be held at an agreed upon time and location where the participants will feel comfortable and will not be taken away from instructional time. While interviews will be recorded, any data collected will be completely confidential, and school's name nor any students' names will not be used in any research reports. Any information related to the study will not be linked to any personal information that could be used to identify individual students or schools. The principal investigator will take the necessary steps to ensure that research will be conducted in ways that meet ethical standards. The data that is collected will help to inform the study, but will be presented at academic conferences, as well as be submitted for publication. It is the hope that the study will help to better inform educational practitioners and researchers about effective teaching

179

strategies affiliated Black male success. Please sign below and return a copy of this letter to me

indicating whether you give me permission to conduct this research project. If you have any

questions or concerns, please feel free to contact Brian Woodward at bcwoodwa@gmail.com or

(336) 337-4417. Thank you for your consideration.

Sincerely,

Appendix 2

Brian Woodward

333 1st Street Apt. F309

Seal Beach, CA 90740

Dear Potential Participant:

My name is Brian Woodward, and I am a graduate student in the department of Urban Schooling

which is housed in the Graduate School of Education at UCLA. I am seeking to conduct a

research project aimed at examining secondary male students of color perceptions of effective

teaching. The goal of the project is to develop a study which seeks to (1) center the voice of

young men of color and (2) inform education scholars, practitioners, and policymakers about

pedagogical strategies that can be effective for Black male students within the classroom setting.

To analyze effective teaching for young male students of color, it is necessary that the student

participants in this study share their personal insight, as well as provide their own definitions of

effective teaching. By participating in the project, you will be afforded the opportunity to center

your voice on notions of effective teaching and will also be given the opportunity to visit the campus of UCLA, participate in college informational workshops, and foster relationships with undergraduate male students of color. This study will use purposeful sampling to determine the participants, with the primary criteria for participation being that they identify as a Black male student. As the principal investigator I will meet with you if you agree to participate to discuss details of the research project (i.e., the goal of the project, confidentiality, student, and parent consent). If you agree to participate and consent has been obtained, I will conduct both individual and focus group interviews at an agreed upon time. Each individual interview will be approximately 60 minutes, the survey will take approximately 45-60 minutes. The interviews will be held at an agreed upon time and location where the participants will feel comfortable and will not be taken away from instructional time. While interviews will be recorded, any data collected will be completely confidential, and school's name nor any students' names will not be used in any research reports. Any information related to the study will not be linked to any personal information that could be used to identify individual students or schools. The principal investigator will take the necessary steps to ensure that research will be conducted in ways that meet ethical standards. The data that is collected will help to inform the study, but will be presented at academic conferences, as well as be submitted for publication. It is the hope that the study will help to better inform educational practitioners and researchers about effective teaching strategies affiliated Black male success. Please sign below and return a copy of this letter to me indicating whether you give me permission to conduct this research project. If you have any questions or concerns, please feel free to contact Brian Woodward at bcwoodwa@gmail.com or (336) 337-4417. Thank you for your consideration.

Sincerely,

Brian Woodward

Graduate Student

University of California, Los Angeles

Appendix 3

MINOR ASSENT TO PARTICIPATE IN RESEARCH

University of California, Los Angeles

You are asked to participate in a research study that examines young men of color notions of effective teaching. You are being asked to participate in the study because you are a Black male who attends an urban high school. Additionally, you can contribute to the study's understanding of effective teaching strategies for African American and Latino male students. Your participation in this research study is voluntary and do not have to participate in the research study if you so choose.

PURPOSE OF STUDY

The purpose of this study is to examine secondary male students' notions of effective teaching. Additionally, this study seeks to afford young men of color the opportunity to provide their own definitions of effective teaching to inform teachers and teacher educators.

PROCEDURES

By participating in this study, I will ask you to answer questions that pertain to his thoughts on what "good" teaching entails. I will interview you to gain greater insight on various aspects of teaching such as communication, questioning and discussion, and the use of assessments. The interviews will last approximately sixty minutes and be held at a time and place at school. If you agree I will record the interview on an audio recorder and take handwritten notes during the interview. I will use the handwritten notes to keep track of important topics that you raise so we can discuss them in more detail. You may also be asked to also complete a survey. The completion of the survey will occur at an agreeable location for all participants. That session will last approximately 30 minutes, and anonymity will be ensured.

IDENTIFICATION

This study will use purposeful sampling to determine the participants, with the primary criteria for participation being that they identify as a Black male student. Additionally, we would like to work closely with both guidance counselors and teachers to select a diverse group of participants (i.e., g.p.a, involvement in extra-curricular activities, etc.). Upon selection of the participants, the principal investigator will meet with all the participants to discuss details of the research project (i.e., the goal of the project, confidentiality, student, and parent consent).

POTENTIAL RISKS AND DISCOMFORTS

You will experience minimal risks and discomforts from his participation in this study. If at any time you choose to terminate your participation, I will honor your decision. I will maintain your

confidentiality throughout the research study and will not reveal anything I learn about you or anyone without your permission.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

You may not directly benefit from your participation in the research. However, it is possible that your participation in this study will indirectly benefit others. The results of the research may help inform teaching practices and targeted interventions aimed at increasing the academic performance of African American and Latino male students. As a participant in the study you will also have an opportunity to visit the campus of UCLA, participate in college informational workshops, and foster relationships with Black undergraduate males, if your permission is granted.

PAYMENT FOR PARTICIPATION

You will receive no payment for your participation in the study.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by the following means: (1) all tapes, transcriptions, and written notes about you will be filed without your name (2) data will be secured in a locked office of the principal investigator and (3) the only people who will know that you are a participant in this study will be the principal investigator and the research team. However, I may share some of the information from the interviews when I share this research with others through writings and speeches. If I do this, I will change the names of all participants so that no one can be identified.

PARTICIPATION AND WITHDRAWAL

You can choose whether you will be in this study. If you consent to participate in this study or decide later to withdraw your consent you can contact me by phone, in person or with a note. I will respect and honor your wishes and discontinue research with you. Even if you give permission to participate in the study, you may still refuse to participate. But you cannot participate without your consent. Additionally, the investigator may withdraw your participation in this research if circumstances arise which warrant doing so. If you are unable to be interviewed, you may have to drop out, even if you would like to continue. The investigator will make the decision and let you know if it is not possible for you to continue.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact the principal investigator Brian Woodward at (336) 337-4417 or by email bcwoodwa@gmail.com or the faculty sponsor Dr. Tyrone Howard at (310) 267-4824 thoward@gseis.ucla.edu.

RIGHTS OF RESEARCH PARTICIPANTS

You may withdraw your consent at any time. There will be no penalty for you if you do. You are not waiving any legal claims, rights, or remedies because of your participation in this research study. If you wish to ask questions about your rights as a research participant or if you wish to voice any problems or concerns you may have about the study to someone other than the researchers, please call the Office of the Human Research Protection Program at (310) 825-7122

or write to Office of the Human Research Protection Program, UCLA, 11000 Kinross Avenue,

Suite 102, Box 951694, Los Angeles, CA 90095-1694.

SIGNATURE OF PARENT/GUARDIAN

I understand the procedures described above. My questions have been answered to my

satisfaction, and I agree to participate in this study. I have been given a copy of this form.

_____

Name of Student

_____

Name of Parent/Guardian

_____

Signature of Parent/Guardian Date

SIGNATURE OF INVESTIGATOR OR DESIGNEE

In my judgment, the participant is voluntarily and knowingly giving permission to participate in

this research study.

_____

Name of Investigator or Designee

_____ _____

Signature of Designee Date

Brian Woodward

Graduate Student

University of California, Los Angeles

Appendix 4

PARERENT PERMISSION FOR MINOR TO PARTICIPATE IN RESEARCH

University of California, Los Angeles

You are asked to allow your child to participate in a research study that examines young men of color notions of effective teaching. Your child is being asked to participate in the study because he is a Black male who attends an urban high school. He can contribute to the study's understanding of effective teaching strategies for African American and Latino male students. Your child's participation in this research study is voluntary. Your child does not have to participate in the research study.

PURPOSE OF STUDY

The purpose of this study is to examine secondary male students' notions of effective teaching. Additionally, this study seeks to afford young men of color the opportunity to provide their own definitions of effective teaching to inform teachers and teacher educators.

PROCEDURES

If you give permission for your child to participate in this study, I will ask him to answer questions that pertain to his thoughts on what "good" teaching entails. I will interview your child

to gain greater insight on various aspects of teaching such as communication, questioning and discussion, and the use of assessments. The interviews will last approximately sixty minutes and be held at a time and place at his school. If he agrees, I will record the interview on an audio recorder and take handwritten notes during the interview. I will use the handwritten notes to keep track of important topics that your child raises so we can discuss them in more detail. Your son may also be asked to also complete a survey. The completion of the survey will occur at an agreeable location for all participants. That session will last approximately 30 minutes, and we will also ensure anonymity of all participants.

STUDENT IDENTIFICATION

This study will use purposeful sampling to determine the participants, with the primary criteria for participation being that they identify as a Black male student. Additionally, we would like to work closely with both guidance counselors and teachers to select a diverse group of participants (i.e., g.p.a., involvement in extra-curricular activities, etc.). Upon selection of the participants, the principal investigator will meet with all of the participants to discuss details of the research project (i.e., the goal of the project, confidentiality, student and parent consent).

POTENTIAL RISKS AND DISCOMFORTS

Your child will experience minimal risks and discomforts from his participation in this study. If at any time you choose to terminate your child's participation, I will honor your decision. I will maintain your son's confidentiality throughout the research study and will not reveal anything I learn about you or your child to anyone without your permission. If during a discussion, your child shares talk about some family activities that are in some ways against the law, I will erase

that information from my notebook and audiotapes to protect your child and your family.

However, like teachers, I do have the legal responsibility to report any suspected cases of child

abuse or neglect.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

You and your child may not directly benefit from your participation in the research. However, it

is possible that you and your child's participation in this study will indirectly benefit others. The

results of the research may help inform teaching practices and targeted interventions aimed at

increasing the academic performance of African American and Latino male students. As a

participant in the study your child will also have an opportunity to visit the campus of UCLA,

participate in college informational workshops, and foster relationships with Black and Latino

undergraduate males, if your permission is granted.

PAYMENT FOR PARTICIPATION

Your child will receive no payment for his participation in the study.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with

your child will remain confidential and will be disclosed only with your permission or as

required by law. Confidentiality will be maintained by the following means: (1) all tapes,

transcriptions, and written notes about your child will be filed without your child's name (2) data

will be secured in a locked office of the principal investigator and (3) the only people who will

know that your child is a participant in this study will be the principal investigator and the

research team. However, I may share some of the information from the interviews when I share

this research with others through writings and speeches. If I do this, I will change the names of all participants so that no one can be identified.

PARTICIPATION AND WITHDRAWAL

You can choose whether your child will be in this study. If you consent to your child's participation in this study, you may later decide to withdraw your consent at any time by contacting me by phone, in person or with a note. I will respect and honor your wishes and discontinue research with your child. Even if you give permission for your child to participate in the study, your child may still refuse to participate. But your child cannot participate without your consent. Additionally, the investigator may withdraw your child from participating in this research if circumstances arise which warrant doing so. If your child is unable to be interviewed, your child may have to drop out, even if he/she would like to continue. The investigator will make the decision and let you know if it is not possible for your child to continue.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact Brian Woodward at (336) 337-4417 or the faculty sponsor Dr. Tyrone Howard at (310) 267- 4824 thoward@gseis.ucla.edu.

RIGHTS OF RESEARCH PARTICIPANTS

You may withdraw your consent at any time. There will be no penalty for you if you do. You are not waiving any legal claims, rights, or remedies because of your participation in this research

study. If you wish to ask questions about your rights as a research participant or if you wish to

voice any problems or concerns you may have about the study to someone other than the

researchers, please call the Office of the Human Research Protection Program at (310) 825-7122

or write to Office of the Human Research Protection Program, UCLA, 11000 Kinross Avenue,

Suite 102, Box 951694, Los Angeles, CA 90095-1694.

SIGNATURE OF PARENT / GUARDIAN

I understand the procedures described above. My questions have been answered to my

satisfaction, and I agree to participate in this study. I have been given a copy of this form.

_____   _____

Name of Student   Name of Parent/Guardian

_____

Signature of Parent/Guardian Date

SIGNATURE OF INVESTIGATOR OR DESIGNEE

In my judgment, the participant is voluntarily and knowingly giving permission to participate in

this research study.

_____

Name of Investigator or Designee

_____   _____

Signature of Investigator or   Designee Date

Appendix 5

Student Protocol

<u>Broad/General Questions</u>

1. How do you define effective teaching?

2. Describe to me what good teaching looks like?

3. What is the difference between good teaching and bad teaching?

4. Are there certain strategies or methods that teachers use in the classroom that you find helpful for how you learn?

5. Walk me through an effective teaching day for you. What will a teacher do from the beginning of class to the end of class?

6. Describe a well-structured teaching lesson.

7. Are there certain ways of teaching that work well for Black males and might not work well for other students? If so what are these strategies and why?

<u>Focused Questions</u>

Understanding

1. What teaching strategies do you find helpful to ensure that you understand a concept that teachers want you to learn?

2. If you do not understand a concept the first time, what alternate strategies do you find helpful that teachers use to help understand the material?

3. What are the best ways for teachers to provide feedback on the material that you are learning?

Participation

4. What are helpful strategies teachers use to encourage you to stay engaged (i.e., answer questions, provide your opinion) in class? Relevant to your life

5. What are the most helpful methods teachers use to make the lessons relevant to your life?

Materials

6. Aside from textbooks are there any other supplemental materials that teachers incorporate in their lessons that you find helpful and if so why?

Homework, Quizzing, & Testing

7. What do you find is the most helpful strategy teachers use to reinforce (i.e., homework, quizzes, tests) what you learned during the school day?

8. How do teachers design/incorporate homework in ways that are useful for how you learn?

9. How do teachers design/incorporate tests and quizzes in ways that are useful for how you learn?

Note-taking

10. Are there certain note-taking strategies (i.e., Cornell notes) that teachers emphasize that are helpful for your learning? If so why?

Grouping

11. Are there certain ways that teachers group (pairs, fours, particular students) students together in class that are helpful for how you learn? If so what are these grouping methods and why are they helpful?

Classroom Management

12. In your opinion what are the most effective strategies teachers use to keep students on task/ well behaved?

Content Knowledge

13. What is the best way for a teacher to demonstrate to you that they are knowledgeable about the subject that they are teaching?

Promoting Interest in the Subject

14. What is the best strategy for teachers to use to promote interest in a subject, particularly subjects you not might like?

Appendix 6

<div align="center">

APPROVAL NOTICE
New Study

</div>

DATE:	4/17/2015
TO:	BRIAN WOODWARD EDUCATION
FROM:	TODD FRANKE, PhD Chair, NGIRB
RE:	IRB#15-000485 High School Males' Perceptions of Effective Teaching

The UCLA Institutional Review Board (UCLA IRB) has approved the above-referenced study. UCLA's Federalwide Assurance (FWA) with Department of Health and Human Services is FWA00004642.

Submission and Review Information

Type of Review	Expedited Review
Approval Date	4/17/2015
Expiration Date of the Study	4/16/2016

Regulatory Determinations

-- **Children as Subjects** - The UCLA IRB determined that the research meets the requirements of 45 CFR 46.404 for research involving children as subjects.

-- **Expedited Review Categories 5, 6, and 7** - The UCLA IRB determined that the research meets the requirements for expedited review per 45 CFR 46.110 categories 5, 6, and 7.

-- **Waiver of Informed Consent** - The UCLA IRB waived the requirement for informed consent under 45 CFR 46.116(d) to identify potential participants.

Documents Reviewed included, but were not limited to:

Document Name	Document Version #
15-000485 - Perceptions of Effective Teaching Parent Permission Form.docx.pdf	0.01
15-000485 - Perceptions of Effective Teaching Principal Letter.docx.pdf	0.01
15-000485 - Perceptions of Effective Teaching Recruitment Letter.docx.pdf	0.01

15-000485 - Perceptions of Effective Teaching Minor Assent Form.docx.pdf	0.01
15-000485 - Perceptions of Effective Teaching Parent Permission Form (Spanish Version).docx.pdf	0.01

References.

Adams, T., Williams, B., & Lewis, C. (2020). "That's the point of going": A qualitative inquiry into the experiences of Black males at early college high school. *Journal of Advanced Academics*, 31(1), 14–34.

Allen, K., Davis, J., Garraway, R., & Burt, R. (2018). Every student succeeds (except for Black males) act. *Teacher College Record*, 120(13), 1-20.

Allen, Q. 2010. "Racial Microaggressions: The Schooling Experiences of Black Middle-class Males in Arizona's Secondary Schools." *Journal of African American Males in Education*, 1 (2): 125–143.

Allen, Q. (2013). "They think minority means lesser than": Black middle-class sons and fathers resisting microaggressions in the school. *Urban Education*, 48(2), 117–197.

Allen, Q. (2015). Race, culture and agency: Examining the ideologies and practices of U.S. Teachers of Black male students. *Teaching and Teacher Education*, 47, 71-81.

Allen, Q., & White-Smith, K. (2018). "That's why I say stay in school": Black mothers' parental involvement, cultural wealth, and exclusion in their son's schooling. Urban Education, 53(3), 409-435.

Amiot, M. N., Mayer-Glenn, J., & Parker, L. (2020). Applied critical race theory: Educational Leadership actions for student equity. *Race Ethnicity and Education*, 23(2), 200–220.

Anderson, J. D. (1988). The education of Blacks in the South, 1860-1935. Chapel Hill: University of North Carolina Press.

Anyon, J. (1981). Schools as agencies of social legitimation. *Journal of Curriculum Theorizing*, 3(2), 86-103.

Aronson, B. & Laughter, J. (2016). The theory and practice of culturally relevant education. A

synthesis of research across content areas. *Review of Educational Research,* 86(1), 163-206.

Aronson, B., Meyers, L., & Winn, V. (2020). "Lies My Teacher [Educator] Still Tells": Using Critical Race Counternarratives to Disrupt Whiteness in Teacher Education. *The Teacher Educator*, 55(3), 300–322.

Balaghi, D., & Okoroji, C. (2023) Using Critical Race Theory to support Black students in schools. A call to educators. *International Journal of School & Educational Psychology*, 1-12.

Banks, J. A. (1994). An introduction to multicultural education. Boston: Allyn & Bacon.

Banks, J.A. (2001). Citizenship education and diversity: Implications for teacher education. *Journal of Teacher Education*, 52(1), 5-16.

Barton, P. E. (2003). Parsing the Achievement Gap: Baselines for Tracking Progress. Policy Information Report.

Bell, C. (2015). The hidden side of zero tolerance policies: The African American perspective. *Sociology Compass*, *9*(1), 14-22.

Bell Jr, D. A. (1980). Brown v. Board of Education and the interest-convergence dilemma. *Harvard law review*, 518-533.

Bell, Derrick. (1992). The space traders. Faces at the bottom of the well. New York: Basic Books.

Bell, D. (1995). Who's afraid of critical race theory? University of Illinois Law Review, 1995, 893-910.

Berger, P.L. & Luckmann, T. (1966). The Social Construction of Reality: A Treatise in the Sociology of Knowledge. New York: Anchor Books.

Bernal, D. D. (2002). Critical race theory, Latino critical theory, and critical raced-gendered

 epistemologies: Recognizing students of color as holders and creators of knowledge.

 Qualitative Inquiry, 8(1), 105-126.

Berry, T. R., & Stovall, D. O. (2013). Trayvon Martin and the curriculum of tragedy: Critical

 race lessons for education. *Race Ethnicity and Education*, 16(4), 587-602.

Biernacki, P., & Waldorf, D. (1981). Snowball sampling: Problems and techniques of chain

 referral sampling. *Sociological methods & research*, 10(2), 141-161.

Blair, T. R. (1984). Teacher effectiveness: The know-how to improve student learning. *The*

 Reading Teacher, *38*(2), 138-142.

Bloom, B. J. 1976. Human characteristics and school learning. New York: McGraw-Hill.

Bonner, F. A. (Ed.). (2014). Building on resilience: Models and frameworks of Black male

 success across the P-20 pipeline. Sterling, VA: Stylus Press.

Breaux, R., Dvorsky, M. R., Marsh, N. P., Green, C. D., Cash, A. R., Shroff, D. M., Buchen, N.,

 Langberg, J. M., & Becker, S. P. (2021). Prospective impact of COVID-19 on mental

 health functioning in adolescents with and without ADHD: Protective role of emotion

 regulation abilities. *Journal of Child Psychology and Psychiatry* 62(9), 1132–1139.

Bristol, T. (2014). Black men of the classroom: An exploration of how the organizational

 conditions, characteristics, and dynamics in schools affect Black male teachers' pathways

 into the profession (Unpublished doctoral dissertation). Teachers College, Columbia

 University, New York, NY.

Bristol, T. (2015). Teaching boys: Toward a theory of gender-relevant pedagogy. *Gender and*

 Education, 27(1), 53–68.

Brooms, D. R. (2019). ''I was just trying to make it:" Urban Black males' sense of belonging,

schooling experiences, and academic success. *Urban Education*, 54, 804-830.

Brooms, D. R. (2020). 'I didn't want to be a statistic' Black males, urban schooling, and

educational urgency. *Race Ethnicity and Education,* 1-19.

Brooms, D. R., & Wint, K. M. (2021). Caring now and later: Black boys' schooling experiences

of relational care. *Teachers College Record*, *123*(9), 112-143.

Brophy, J. E., & Good, T. L. (1986). Teacher behavior and student achievement. In M. C.

Wittrock (Ed.), Handbook of research on teaching (3rd ed., pp. 328–375). New York:

Macmillan.

Brophy, J. E., & Putnam, J. G. (1978). Classroom management in the elementary grades. East

Lansing, MI: Institute for Research on Teaching, Michigan State University.

Brown, A. L. (2009). "Brothers Gonna Work It Out:" Understanding the Pedagogic Performance

of African American Male Teachers Working with African American Male Students. The

Urban Review, 41(5), 416-435.

Brown, A.L. (2011). "Same old stories:" The Black male in social science and educational

literature, 1930s to the present. *Teachers College Record* 113, no. 9.

Brown, A.L., and J. K. Donnor. (2011). "Toward a New Narrative on Black Males, Education

and Public Policy." *Race Ethnicity and Education*, 14: 17–32.

Brown, B. A., Boda, P., Lemmi, C., & Monroe, X. (2019). Moving culturally relevant pedagogy

from theory to practice. Exploring teachers application of culturally relevant education in

science and mathematics. *Urban Education* 54(6), 775-803.

Brown, A. L., & Thomas III, D. J. (2020). A critical essay on Black male teacher recruitment

discourse. *Peabody Journal of Education*, *95*(5), 456-471.

Brown, D. F. (2004). Urban teachers' professed classroom management strategies: Reflections of

culturally responsive teaching. *Urban Education*, 39, 266-289.

Brown-Jeffey, S., & Cooper, J. E. (2011). Toward a conceptual framework of culturally relevant

pedagogy: An overview of the conceptual and theoretical framework. *Teacher Education*

Quarterly, 38(1), 65–84.

Bruning, R. H. 1984. Key elements of effective teaching in the direct teaching model. In Using

research to improve teacher education. Washington, D.C.: ERIC Clearinghouse on

Teacher Education, pp. 75-88.

Bryan, N. (2017). White teachers' role in sustaining the school-to-prison pipeline:

Recommendations for teacher education. *The Urban Review*, *49*(2), 326-345.

Burger, P. L., & Luckmann, T. (1967). The Construction of Reality: A Treatise on the Sociology

of Knowledge. Garden City, NJ: Anchor Books.

Bush, L., & Bush, E. C. (2013). Introducing African American Male Theory (AAMT). Journal

Of African American Males in Education, 4(1), 6-17.

Calmore, J. (1992). Critical Race Theory, Archie Shepp, and Fire Music: Securing an Authentic

Intellectual Life in a Multicultural World. Southern California Law Review, 65,2129-

2231.

Canton, M. (2012). Black male perspectives on their educational experiences in high school.

Urban Education, November 2012 vol. 47(6), 1055-1085.

Carey, R. L. (2019). Imagining the comprehensive mattering of Black boys and young men in

society and schools. Toward a new approach. *Harvard Educational Review,* 89(3), 370-

396.

Carey, R. L. (2020a). Making Black boys and young men matter: radical relationships, future

oriented imaginaries and other evolving insights for educational research and practice.

International Journal of Qualitative Studies in Education 33(7), 729-744.

Carey, R. L. (2020b). Missing Misters. Uncovering the pedagogies and positionalities of male

 teachers of color in the school lives of Black and Latino adolescent boys. *Race Ethnicity*

 and Education 23(3), 392-413.

Carter Andrews, D. J. (2015). Black males in middle school: Third class citizens in a first class

 society. In S. R. Harper & J. L. Wood (Eds.), *Advancing Black male student success from*

 preschool through Ph.D (pp. 45–60). Stylus.

Carter, P., & Welner, K. (Eds.). (2013). Closing the opportunity gap: What America must do to

 give every child an even chance. New York: Oxford University Press.

Center Collaboration. (2014). Advancing the success of boys and men of color in education.

 Retrieved from http://interwork.sdsu.edu/sp/m2c3/files/2014/08/FINAL-

 POLICYREPORT-9-1-14.pdf

Chang, R. S. (1993). Toward an Asian American legal scholarship: critical race theory,

 poststructuralism, and narrative space. *California Law Review*, 19, 1243.

Chapman, T. K. (2005). Peddling backwards: Reflections of Plessy and Brown in the Rockford

 Public Schools de jure desegregation efforts. *Race, Ethnicity and Education*, 8, 29–44.

Chapman, T. K. 2013. "You Can't Erase Race! Using CRT to Explain the Presence of Race and

 Racism in Majority White Suburban Schools." Discourse: Studies in the Cultural Politics

 of Education 34 (4): 611–627.

Clark, L. (2020). "Toward a critical race pedagogy of physical education. *Physical Education*

 and Sport Pedagogy, 25(4), 439-450.

College Board. (2012). The 8th annual AP report to the nation. Retrieved from

http://media.collegeboard.com/digitialServices/public/pdf/ap/rtn/AP-Report-to-the-
Nation.pdf.

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

Commeyras, M. (1995). What can we learn from students' questions? *Theory into Practice*,
43(2), 101-106.

Connor, C. M., Morrison, F. J., & Katch, L. E. (2004). Beyond the reading wars: Exploring the
effect of child-instruction interactions on growth in early reading. *Scientific Studies of
Reading*, 8, 305–336.

Conner, J. O., Ebby-Rosin, R., & Brown, A. S. (2015). Introduction to Student Voice in
American Education Policy (Reprinted from NSSE Yearbook, vol. 114, pgs. 1-18, 2015).
Teachers College Record, 117(13), 1-18.

Cook-Sather, A. (2002). Authorizing students' perspectives: Toward trust, dialogue, and change
in education. *Educational researcher*, *31*(4), 3-14.

Cook-Sather, A. (2006). Sound, presence, and power: "Student voice" in educational research
And reform. *Curriculum inquiry*, *36*(4), 359-390.

Cook-Sather, A. (2009). "I am not afraid to listen": Prospective teachers learning from
students. *Theory Into Practice*, *48*(3), 176-183.

Cook-Sather, A. (2018). Tracing the evolution of student voice in educational research.
In *Radical collegiality through student voice* (pp. 17-38). Springer, Singapore.

Cook-Sather, A. (2020). Student voice across contexts: Fostering student agency in today's
schools. *Theory into Practice*, *59*(2), 182-191.

Coonan, J. (1970). Discipline and group management in classrooms. New York: Holt, Rinehart,

and Winston.

Cooper, P.M. (2003). Effective white teachers of Black children: Teaching within a community. *Journal of Teacher Education*, 54(5), 413-427.

Cothran, D. J., Kulinna, P. H., & Garrahy, D. A. (2003). "This is kind of giving a secret away. . .": Students' perspectives on effective class management. *Teaching and Teacher Education*, *19*, 435–444.

Cradler, J., McNabb, M., Freeman, M., & Burchett, R. (2002). How does technology influence student learning? *Learning and Leading with Technology*, 29(8), 46-50.

Crenshaw, K. W. (1988). Race, reform, and retrenchment: Transformation and legitimation in Anti-discrimination law. *Harvard Law Review*, 101, 1331–1387.

Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches. 3rd ed. Thousand Oaks, CA Sage Publications. Cross, B. E. (2003). Learning or unlearning racism: Transferring teacher education curriculum to classroom practices. *Theory into Practice*, 42(3), 203-209.

Crotty, M. (1998). The foundations of social research: Meaning and perspective in the research process. London: Sage. Danielson, C. (2007). Enhancing professional practice: A framework for teaching (2nd ed.). Washington, DC: ASCD Press.

Dahl, K. (1995). Challenges in understanding the learner's perspective. Theory into Practice, 43(2), 124-130.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2011). Evaluations that help teachers learn. *Educational Leadership*, 68(4), 35 40.

Darling-Hammond, L. (2010). The flat world and education: How America's commitment to

      Equity will determine our future. New York, NY: Teachers College Press.

Davis, J.E. (2003). Early schooling and academic achievement of African American males.

      Urban Education, 38(5), 515-537.

Delgado, R., and Stefancic, J. Critical Race Theory: An Introduction. New York: New York

      University Press, 2001.

Delpit, L. D. (1988). The silenced dialogue: Power and pedagogy in educating other people's

      children. *Harvard Educational Review*, 58(3), 280-298.

Delpit, L. (2006). Other people's children: Cultural conflict in the classroom. New York: New

      Press.

De Royston, M. M., Vakil, S., Ross, K. M., Givens, J., & Holman, A. (2017). "He's more like a

      'brother' than a teacher": Politicized caring in a program for African American

      males. *Teachers College Record*, *119*(4), 1-40.

Diamond, J. B., Randolph, A., & Spillane, J. P. (2004). Teachers' expectations and sense of

      responsibility for student learning: The importance of race, class, and organizational

      habitus. *Anthropology & Education Quarterly*, 35, 75–98.

Dixson, A. D. (2014). Researching race in education: Policy, practice and qualitative research.

      Information Age Publishing as part of the education policy in practice. In R. Hopson & E.

      Hamann (Eds.), Critical cultural studies. Charlotte, NC. Information Age Publishing.

Donnor, J. K., & Brown, A. L. (2011). The education of Black males in a 'post-racial'

      world. *Race Ethnicity and Education*, 14(1), 1-5.

Donnor, J. K., & Shockley, K. G. (2010). Leaving Us behind: A political economic interpretation

      of NCLB and the miseducation of African American males. *Educational Foundations*,

24, 43-54.

Du Bois, W.E.B. (1903). The souls of black folk (Reprint edition). New York: Alfred A. Knopf.

Duckworth, E. (1987). The virtues of not knowing. In "The having of wonderful ideas" and other essays on Teaching and learning (pp. 64-79). New York: Teachers College Press.

Dumas, M., & Nelson, J. (2016). Reimagining Black boyhood: Toward a critical framework for Educational research. *Harvard Educational Review*, 86(1), 27–47.

Duncan-Andrade, J. (2007). Gangstas, wankstas, and ridas: Defining, developing, and supporting effective teachers in urban schools. *International Journal of Qualitative Studies in Education*, 20(6), 617-638.

Duncan, G. A. (2002). Beyond love: A critical race ethnography of the schooling of adolescent Black males. *Equity & Excellence in Education*, 35(2), 131-143.

Duncan, G. A. (2005). Critical race ethnography in education: Narrative, inequality and the problem of epistemology. *Race, Ethnicity and Education*, 8(1), 93–114

Dyce, C., Davis, J. & Gunn, S. (2021). Black Males matter: A blueprint for creating school and classroom environments to support their academic and social development. A sourcebook. Information Age Publishing.

Ellis, J. M., Rowley, L. L., Nellum, C. J., & Smith, C. D. (2018). From alienation to efficacy: An examination of racial identity and racial academic stereotypes among Black male adolescents. *Urban Education*, *53*(7), 899-928.

Ellison, Ralph. Invisible Man. 1952. New York: Vintage-Random House, 1995.

Everett, S. (2016). ''I just started writing'': Toward addressing invisibility, silence, and mortality among academically high-achieving Black male secondary students. *Literacy Research: Theory, Method, and Practice*, 65(1), 316-333.

Fashola, O. S. (2003). Developing the talents of African American male students during the nonschool hours. *Urban Education*, 38(4), 398-430.

Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline the role of school policy. *Urban Education*, 42(6), 536-559.

Fergus, E., Noguera, P., & Martin, M. (2014). *Schooling for resilience: Improving the life trajectory of Black and Latino boys*. Harvard Education Press.

Ferguson, A.A. (2000). Bad boys: Public schools in the making of Black masculinity. Ann Arbor: University of Michigan Press. Five Core Propositions. Retrieved from http://www.nbpts.org/five-core-propositions.

Ferguson, R. F. (2003). Teachers' perceptions and expectations and the Black-White test score gap. *Urban education*, *38*(4), 460-507.

Fine, M. (1987). Silencing in public schools. Language Arts, 64(2), 157–174. Ford, D. (2010). Reversing underachievement among gifted Black students. Naperville, Illinois Sourcebooks, Inc.

Flennaugh, T. K. (2011). *Mapping Me: A Mixed-method Approach to Understanding Academic Self-concept Among Black Males in Today's Urban Schools* (Doctoral dissertation, University of California, Los Angeles).

Flennaugh, T. K. (2015). Black male high school students (un)accepted failure in U.S. schools. In S. R. Harper & J.L. Wood (Eds.), *Advancing Black male student success from preschool through Ph.D.* (pp. 61–76).

Flennaugh, T. (2017). " Life Skills": A Single-Sex Classroom Intervention for Black Boys Transitioning from Middle School to High School. *Journal of Urban Learning, Teaching, and Research*, *13*, 53-62.

Flennaugh, T. K., Howard, T. C., Malone, M., Tunstall, J., Keetin, N., & Chirapuntu, T. (2017). Authoring student voices on college preparedness: A case study. *Equity & Excellence in Education*, 50(2), 209–221.

Ford, D. Y. (2010). Reversing underachievement among gifted Black students. Waco, TX: Prufrock Press.

Ford, D. Y., Wright, B. L., & Trotman Scott, M. (2020). A Matter of Equity: Desegregating and Integrating Gifted and Talented Education for Under-Represented Students of Color. *Multicultural Perspectives*, *22*(1), 28-36.

Fordham, S., & Ogbu, J. U. (1986). Black students' school success: Coping with the "burden of acting white." *The Urban Review*, 18(3), 176-206.

Foster, M. (1990). The politics of race through the eyes of African-American teachers. *Journal of Education*, 172, no. 3: 123–41.

Foster, M. (1991a). Just got to find a way": Case studies of the lives and practice of exemplary Black high school teachers. *Readings on equal education*, 11, 273-309.

Foster, M. (1991b). Constancy, connectedness, and constraints in the lives of African American women teachers. *National Association of Women's Studies Journal*, 3(2), 70-97.

Foster, M. (1993). Urban African-American teachers' views of organizational change: Speculations on the experiences of exemplary teachers. *Equity and Excellence in Education*, 26, no. 3: 16–24.

Foster, M. (1994). Effective Black teachers: A literature review. In E. R. Hollins, J. King, & W. C. Hyman (Eds.), Teaching diverse populations: Formulating a knowledge base (pp. 225–241). New York: State University of New York Press.

Foster, M. (1995). African American teachers and culturally relevant pedagogy. In J. A. Banks &

C.A.M. Banks (Eds.), Handbook of research on multicultural education (pp. 570-581). New York: Macmillan.

Foster, M. (1997). Black teachers on teaching. New York: The New Press.

Foster, M., & Peele, T.B. (1999). Teaching Black males: Lessons from the experts. In V.C. Polite & J.E. Davis (Eds.), African American Males in School and Society. (pp. 8–19). New York: Teachers College Press.

Friere (1988). Pedagogy of the oppressed. New York, NY: Continuum. Gay, G. (1981). What is your school's MEQ? *Educational Leadership*, 39(3), 187-89.

Friend, J., & Caruthers, L. (2015). Transforming the School Reform Agenda: A Framework for Including Student Voice in Urban School Renewal. *Journal of Urban Learning, Teaching, and Research*, 11, 14-25.

Gale, A., & Dorsey, M. (2020). Does the context of racial discrimination matter for adolescent school outcomes? The impact of in-school racial discrimination and general racial discrimination on Black adolescents' outcomes. *Race and Social Problems*, *12*(2), 171-185.

Gardner, H. (2011). Multiple intelligences: Reflections after thirty years. National Association of Gifted Children Parent and Community Network Newsletter, August 2011.

Gay, G. (1982). Developmental prerequisites for multicultural education in the social studies. In L. W. Rosenzweig (Ed.), Developmental perspectives on the social studies: Bulletin 66 (pp. 67–81). Washington, DC: National Council for the Social Studies.

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

Gay, G. (2010). Culturally responsive teaching: Theory, research, and practice (2nd ed.). New

York, NY: Teachers College Press.

Gay, G. (2018). Culturally responsive teaching: Theory, research, and practice (3rd ed.). New York, NY: Teachers College Press.

Garibaldi, A. M. (1992). Educating and motivating African American males to succeed. *The Journal of Negro Education*, 61(1), 4-11.

Gershenson, S., Hart, C. M., Hyman, J., Linsay, C., & Papageorge, N. W. (2018). *The long-run impacts of same race teachers* (No. w25254). National Bureau of Economic Research.

Gibbs Grey, T. (2018). Reppin'and risin'above: Exploring communities of possibility that affirm the college-going aspirations of Black youth. *Urban Education*, 0042085918804020.

Gibbs, J. T. (1988). Young, Black, and male in America. New York, NY Auburn House.

Gilborn, D. (2005). Education policy as an act of white supremacy: Whiteness, critical race theory and education reform. *Journal of Education Policy*, 20(4), 485–505.

Giroux, H. A. (1988). Border pedagogy in the age of postmodernism. *Journal of Education*, 170, 162-181.

Givens, J. R., & Nasir, N. S. (2019). We dare say love: Black male student experiences and the possibilities therein. *We dare say love: Supporting achievement in the educational life of Black boys*, 1-12.

Glaser, B. & Strauss, A., (1967). The discovery of grounded theory: Strategies for qualitative research: Aldine, Chicago, IL.

Goff, P.A., Jackson, M.C., Allison, B., Di Leone, L., Culotta, M., & DiTomasso, N.A. (2014). The essence of innocence: Consequences of dehumanizing black children. Journal of Personality and Social Psychology, 106, 526–545.

Goings, R. B., Smith, A., Harris, D., Wilson, T., & Lancaster, D. (2015). Countering the

narrative: A layered perspective on supporting Black males in education. *Penn GSE*

Perspectives on Urban Education, *12*(1), 54-63.

Goings, R.B., & Walker, L.J. (2018). Disrupting the myth of Black male inferiority. In F. D.

Beachum & F.E. Obiakor (Eds.), Improving educational outcomes of vulnerable children

(pp. 101-116). San Diego, CA: Plural Publishing.

Gordon, B. M. (2012). "Give a brotha a break!" The experiences and dilemmas of middleclass

African American male students in white suburban schools. *Teachers College Record*,

114(5), 1–26.

Gordon, E. W. (2005). Foreword. In F. S. Olatokunbo (ed.), Educating African American males:

Voices from the field (pp. xii-xiii). Thousand Oaks, CA; Corwin Press.

Gordon, E. T., Gordon, E. W., & Nembhard, J. G. (1994). Social science literature concerning

African American men. *Journal of Negro Education*, 508-531.

Grant, D., & Dieker, L. (2011). Listening to Black male student voices using web-based

mentoring. Remedial and Special Education, 32(4), 322–333.

Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap

two sides of the same coin? *Educational Researcher*, 39(1), 59-68.

Gregory, A. Skiba, R. J., & Mediratta, K. (2017). Eliminating disparities in school discipline: A

framework for intervention. *Review of Research in Education,* 41(1): 253-278.

Grillo, T. (1995). Anti-essentialism and intersectionality: Tools to dismantle the master's

house. *Berkeley Women's LJ*, *10*, 16.

Guarino, C. M., Hamilton, L. S., Lockwood, J. R., & Rathbun, A. H. (2006). Teacher

qualifications, instructional practices, and reading and mathematics gains of kindergartners (NCES 2006-031). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Haberman, M. (1992). The Ideology of Star Teachers of Children in Poverty. *Educational Horizons*, *70*(3), 125-29.

Haberman, M. (1995). Selecting' star' teachers for children and youth in urban poverty. *Phi Delta Kappan*, *76*(10), 777.

Hanushek, Eric A., and Steve G. Rivkin. (2010) "Generalizations about Using Value-Added 84 Measures of Teacher Quality." *American Economic Review*, 100(2):267–71.

Harper, S. R. (2014). Succeeding in the city: A report from the New York City Black and Latino Male High School Achievement Study. Philadelphia: University of Pennsylvania, Center for the Study of Race and Equity in Education.

Harper, S. R., & Davis, C. H. F., III. (2012). They (don't) care about education: A counternarrative on Black male students' responses to inequitable schooling. *Educational Foundations*, 26(1), 103–120.

Harris, C. (1995). Whiteness as property. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), Critical race theory: The key writings that formed the movement (pp. 276–291). New York, NY: The New Press.

Harris, T., & Graves, S. (2010). The influence of cultural transimission on reading achievement in African American fifth grade boys. *The Journal of Negro Education*, 79(4), 447-457.

Heacox, D. (2012). Differentiating instruction in the regular classroom: How to reach and teach all learners (Updated Anniversary Edition). Free Spirit Publishing.

Henderson, D. X., Jones, J., McLeod, K., Jackson, K., Lunsford, A., & Metzger, I. (2020). A

phenomenological study of racial harassment in school and emotional effects among the retrospective accounts of older Black adolescents. *The Urban Review*, 52, 458–481

Henry, K. L., & Warren, C. A. (2017). The evidence of things *not* seen? Race, pedagogies of discipline, and White women teachers. In S. D. Hancock & C. A. Warren (Eds.), *White women's work: Examining the intersectionality of teaching, identity, and race* (pp. 177–199)*.* Information Age.

Heshusius, L. (1995). Listening to children: "What could we possibly have in common?" From concerns with self to participatory consciousness. Theory Into Practice, 43(2), 117-123.

Hotchkins, B. (2016). African American males navigate racial microaggressions. *Teachers College Record*, *118*(6), 1-36.

Howard, J. R. (2023). Empathic Approaches for Supporting Black Students During Remote Learning. Urban Education, 0(0). https://doi.org/10.1177/00420859231153416

Howard, J. R., Milner-McCall, T., & Howard, T. C. (2020). No more teaching without positive relationships. Heinemann.

Howard, T. C. (1998). Pedagogical practices and ideological constructions of effective teachers of African American students (Doctoral dissertation, University of Washington).

Howard, T. C. (2002). Hearing footsteps in the dark: African American students' descriptions of effective teachers. *Journal of Education for Students Placed at Risk*, 7(4), 425-444.

Howard, T. C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory into Practice*, 42(3), 195-202.

Howard, T. C. (2008). Who really cares? The disenfranchisement of African American males in preK-12 schools: A critical race theory perspective. *Teachers College Record*, 110(5), 954-985.

Howard, T. C. (2010). Why race and culture matter in schools: Closing the achievement gap in America's classrooms. New York: Teachers College Press.

Howard, T. C. (2013). How does it feel to be a problem? Black male students, schools, and 85 learning in enhancing the knowledge base to disrupt deficit frameworks. *Review of Research in Education*, 37(1), 54-86.

Howard, T.C. (2014). Black male(d): Peril and promise in the education of African American males. New York: Teachers College Press.

Howard, T.C. (2019). Why Race and Culture matter in schools. Closing the achievement gap in America's classrooms. NY, NY. Teachers College Press.

Howard, T. C., Flennaugh, T. K., & Terry Sr, C. L. (2012). Black males, social imagery & the disruption of pathological identities: Implications for research & teaching. *Educational Foundation*, 26(2), 85-102.

Howard, T. C., & Howard, J. R. (2021). "Radical care" to let Black boys thrive. *Educational Leadership*, *78*(6), 22-29.

Howard, T. C., & Lyons, T. V. (2021). Enriching the Educational Experiences of Black Males. *Social Education*, *85*(3), 133-138.

Howard, T. C., & Milner, H. R., IV. (2014). Teacher preparation for urban schools. In R. Milner & K. Lomotey (Eds.), Handbook of urban education (pp. 199-216). New York, NY: Routledge.

Howard, T. C., & Navarro, O. (2016). Critical race theory 20 years later: Where do we go from here?. *Urban Education*, *51*(3), 253-273.

Howard, T. C., & Reynolds, R. E. (2013). Examining Black male identity through a raced, classed, and gendered lens: Critical race theory and the intersectionality of the Black

male experience. In M. Lynn and A. Dixson (Eds.), Handbook of research on critical race theory New York, Routledge Press.

Howard, T. C., & Associates. (2017). The counter narrative: Reframing success of high achieving Black and Latino males in Los Angeles County. Los Angeles: Black Male Institute, University of California, Los Angeles.

Howard, T. C., Woodward, B., Navarro, O., Huerta, A. H., Haro, B., & Watson, K. (2019). Renaming the narrative, reclaiming their humanity: Black and Latino males' descriptions of success. *Teachers College Record*, 121(5), 1–32.

Husband, T., & Kang, G. (2020). Identifying promising literacy practices for black males in P-12 classrooms: An integrative review. Journal of Language and Literacy Education, 16(1).

Irvine, J. (1990). Black students and school failure. Westport, CT: Greenwood.

Irvine, J. J. (2003). Educating teachers for diversity: Seeing with a cultural eye (Vol. 15). Teachers College Press.

Jackson J. H. (2008). Given half a chance: The Schott 50-state report on public education and African American males (Schott Foundation for Public Education, Cambridge, MA).

Jackson, J. F., & Moore, J. L. (2008). Introduction the African American male crisis in education: A popular media infatuation or needed public policy response? *American Behavioral Scientist*, 51(7), 847-853.

James, C. E. (2011). Students "at Risk" Stereotypes and the Schooling of Black Boys. *Urban Education*, 47(2), 464-494.

James, M.C., Butterfield, V., Jones, K.L., & Mokuria, V.G. (2017). Opportunity for all: An Analysis of equality and equity in advanced placement programming in a US high school. *International Journal of Innovation and Research in Educational Sciences,* 4(1), 15-21.

Jaschik, S. (2008). The Shrinking Professoriate. Inside Higher Education. [Online].

http://www.insidehighered.com/news/2008/03/12/jobs

Jennings, M. (2000). Learning to live our lives: case studies of critical pedagogy in the African

American experience. Dissertation Abstracts International, 61(07), 2654.

Jennings, M. E., & Lynn, M. (2005). The house that race built: Critical pedagogy, African

American education, and the re-conceptualization of a critical race pedagogy.

Educational Foundations, 19:15–32.

Jocson, K. M. (2006). "Bob Dylan and hip hop": Intersecting literacy practices in youth poetry

communities. *Written Communication*, 23(3), 231–259.

Johnson, L. M. (2006) 'Elementary School Students' Learning Preferences and the Classroom

Learning Environment: Implications for Educational Practice and Policy', *Journal of

Negro Education* ,75: 506–18.

Johnson, L. (2014). 'Can I come in here?': Winston's discovery of edge-of-school spaces and

meaningful literacy engagement. *Changing English: Studies in Culture & Education*,

21(3), 201–214.

Johnson, L. P. (2015). The writing on the wall: Enacting place pedagogies in order to reimagine

schooling for Black male youth. *Discourse: Studies in the Cultural Politics of Education*,

36(6), 908–919.

Johnston, P., & Nicholls, J. (1995). Voices we want to hear and voices we don't. *Theory Into

Practice*, 43(2), 94-100.

Jordan, W. J., & Cooper, R. (2003). High school reform and Black male students limits and

possibilities of policy and practice. *Urban Education*, 38(2), 196-216.

Knight-Manuel, M. G., Marciano, J. E., Wilson, M., Jackson, I., Vernikoff, L., Zuckerman, K.

G., & Watson, V. W. (2019). "It's all possible": Urban educators' perspectives on

creating a culturally relevant, schoolwide, college-going culture for Black and Latino

male students. *Urban Education*, *54*(1), 35-64.

Kohli, R., & Solorzano, D. (2012). Teachers, please learn our names! Racial microaggressions

and the K-12 classroom. *Race, Ethnicity & Education*, 15(4), 1-22.

Konstantopoulos, S. (2009). Effects of teachers on minority and disadvantaged students'

achievement in the early grades. *The Elementary School Journal*, 110 (1), 92-113.

Kounin, J. S. (1970). Discipline and group management in classrooms. New York: Holt,

Rinehart & Winston.

Labonty, J., & Danielson, K. E. (1988). Effective teaching: What do kids say? The clearing

house, 61(9), 394-398.

Lackey, D., & Lowery, K. (2020). Where are the African American Males? Enrollment Criteria

and the Placement of African American Males in Advanced Placement Courses. *Urban*

Education, 0042085920959133.

Ladson-Billings, G. (1994). The dreamkeepers: Successful teachers of Black children.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American*

Educational Research Journal, 32(3), 465-491.

Ladson-Billings, G. (2004). Landing on the wrong note: The price we paid for Brown.

Educational Researcher, 33(7), 3–13

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding

achievement in US schools. *Educational Researcher*, 35(7), 3-12.

Ladson-Billings, G. (2009). The Dreamkeepers: Successful teachers of African American

children. (2nd ed.). Hoboken, New Jersey: John Wiley & Sons.

Ladson Billings, G. (2011). Boyz to men? Teaching to restore Black boys' childhood. *Race Ethnicity and* Education, 14(1), 7-15.

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

Laminack, L. L., & Long, B. M. (1985). What Makes a Teacher Effective—Insight from Preservice Teachers. The Clearing House, 58(6), 268-269.

Lac, V. T. (2017). In real time: From theory to practice in a critical race pedagogy classroom. *i.e*: *inquiry in education* 9(1), 3.

Lawrence, C. R. (1995). The id, the ego, and equal protection: Reckoning with unconscious racism. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), Critical race theory: The key writings that formed the movement (pp. 235–257). New York: The New Press.

Lecompte, M.D., & Preissle, J., with Tesch, R. (1993). Ethnography and qualitative design in educational research. (2nd ed.). Orlando, FL: Academic Press.

Lee, C. D. (2004). Double voiced discourse: African American vernacular English as resource in cultural modeling classrooms. New literacies for new Times: Bakhtinian perspectives on language, literacy, and learning for the 21st century, 129-147.

Lee, C. D. (2007). Culture, literacy & learning. New York, NY: Teachers College Press.

Leonard, J., Napp, C., & Adeleke, S. (2009). The complexities of culturally relevant pedagogy: A case study of two secondary mathematics teachers and their ESOL students. *The High School Journal*, 93(1), 3-22.

Leonardo, Z. (2013). Race frameworks: A multidimensional theory of racism and education. New York, NY: Teachers College Press.

Leonardo, Z., & Boas, E. (2013). Other kids' teachers: What children on color learn from White

Women and what this says about race, Whiteness, and gender. In M. Lynn & A. Dixson (Eds.), The handbook of critical race theory in education (pp. 313-324). New York, NY: Routledge.

Lewis, L., Parsad, B., Carey, N., Bartfai, N., Farris, E., & Smerdon, B., et al. (1999). Teacher quality: A report on the preparation and qualifications of public school teachers (No. 1999-080) (pp. 79 – 135). Washington DC, U.S. Department of Education, Office of Educational Research and Improvement, NCES.

Lincoln, Y. (1995). In search of students' voices. *Theory Into Practice*, 43(2), 88-93.

Lindsay, C. A. & Hart, C. M. (2017). Exposure to same-race teachers and student disciplinary outcomes for Black students in North Carolina. *Educational Evaluation and Policy Analysis,* 39(3), pp 485-510.

Lightfoot, S. L. (1994). I've known rivers: Lives of loss and liberation. Reading, MA: Addison Wesley.

Lightfoot, S. L., & Hoffman Davis, S. (1997). The art and science of portraiture. San Francisco: Jossey-Bass.

Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic Inquiry. Beverly Hills, CA: Sage. Lynn, M. (1999). Toward a Critical Race Pedagogy a research note. *Urban education*, 33(5), 606 626.

Love, B. L. (2019). We want to do more than survive: Abolitionist teaching and the pursuit of Educational freedom. Beacon Press

Lynn, M. (1999). Toward a critical race pedagogy: A research note. *Urban Education*, 33(5), 606–626.

Lynn, M. (2006). Education for the community: Exploring the culturally relevant practices of

Black male teachers. *Teachers College Record*, 108(12), 2497-2522.

Lynn, M., Bacon, J., Totten, T., Bridges, III, T., & Jennings, M. (2010). Examining teachers'
beliefs about African American male students in a low-performing high school in an
African American school district. *Teachers College Record*, 112(1).

Lynn, M., & Jennings, M. E. (2009). Power, politics, and critical race pedagogy: A critical race
analysis of Black male teachers' pedagogy. *Race Ethnicity and Education*, 12(2), 173-
196.

Lynn, M., Jennings, M. E., & Hughes, S. (2013). Critical race pedagogy 2.0: Lessons from
Derrick Bell. *Race Ethnicity and Education*, 16(4), 603-628.

Lynn, M., Yosso, T. J., Solórzano, D. G., & Parker, L. (2002). Critical race theory and education:
Qualitative research in the new millennium. *Qualitative Inquiry*, 8(1), 3–6.

Mack, N., Woodsong, N., MacQueen, K.M., Guest, G., & Namey, E. (2005). Qualitative
research methods: A data collector's field guide. Research Triangle Park, NC Family
Health International & US Agency for International Development.

Mandara, J. (2006). The impact of family functioning on African American males' academic
achievement: A review and clarification of the empirical literature. *Teachers College
Record*, 108(2), 206–223

Marsh, L. T. S., & Noguera, PA (2018). Beyond stigma and stereotypes: An ethnographic study
on the effects of school-imposed labeling on Black males in an urban charter school. *The
Urban Review*,50(3), 447-477.

Marsh, L., & Walker, L. J. (2022). Deficit-Oriented Beliefs, Anti-Black Policies, Punitive

Practices, and Labeling: Exploring the Mechanisms of Disproportionality and Its Impact on Black Boys in One Urban "No-Excuses" Charter School. *Teachers College Record*, *124*(2).

Martinez, J. (2010). Teacher evaluations need to factor in more than one indicator. X Change Publications and Resources for Public School Professionals. Retrieved from http://centerx.gseis.ucla.edu/xchange/multiple-measuresofgoodteaching/thebriefingroom/ucla-faculty-voices.

Martínez, J. F., Borko, H., & Stecher, B. M. (2012). Measuring instructional practice in science using classroom artifacts: Lessons learned from two validation studies. *Journal of Research in Science Teaching,* 49(1), 38-67.

Martínez, J. F., Schweig, J., & Goldschmidt, P. (2016). Approaches for combining multiple measures of teacher performance: Reliability, validity, and implications for evaluation policy. *Educational Evaluation and Policy Analysis*, *38*(4), 738-756.

Matsuda, M., Lawrence C., Delgado, R., & Crenshaw, K. (1993). Words that Wound: Critical Race Theory, assaultive speech, and the first amend. Boulder, CO: Westview.

Maxwell, J. A. (2005). Qualitative research design: An interactive approach (2nd ed.). Thousand Oaks, CA: Sage.

Maydosz, A. S. (2014). Disproportional representation of minorities in special education. *Journal for Multicultural Education.*

McCready, L. T. (2019). Educational Trajectories of Black Queer Youth (BQY) in the United States and Canada.

McDaniel, T. R. (1986). A primer on classroom discipline: Principles old and new. *Phi Delta Kappan* 68:63-67.

McFarland, J., Hussar, B., Wang, X., Zhang, J., Wang, K., Rathbun, A., & Mann, F. (2018). The

    Condition of Education 2018 (NCES 2018-144). Washington, DC: U.S. Department of

    Education, National Center for Education Statistics. Retrieved from

    https://nces.ed.gov/pubs2018/2018144.pdf

McLaren, P. (1989). Life in schools: An introduction to critical pedagogy in the foundations of

    education. New York: Longman.

McLaren, P. (2003). Critical Pedagogy and Class Struggle in the Age of Neoliberal

    Globalization: Notes from History's Underside1. *Democracy & Nature*, *9*(1), 65-90.

Merriam, S. B. (2009). Qualitative research: A guide to design and implementation. (3rd ed.).

    San Francisco: Jossey-Bass.

Miller Dyce, C. (2013). Disappearing into the unknown: The state of Black male achievement in

    American Public Schools. *Multicultural Perspectives*, 15(3), 165-167.

Miller, R., Liu, K., & Ball, A. F. (2020). Critical Counter-Narrative as Transformative

    Methodology for Educational Equity. Review of Research in Education, 44(1), 269–300.

Milner, IV, H.R. (2003). Reflection, racial competence and critical pedagogy: How do we

prepare pre

    Service teachers to pose tough questions? *Race, Ethnicity and Education*. 6(2), 193-208.

Milner IV, H. R. (2006). The Promise of Black teachers' success with Black students.

    Educational Foundations, 20, 89-104.

Milner, IV, H. R. (2007a). Race, culture, and researcher positionality: Working through dangers

    seen, unseen, and unforeseen. *Educational Researcher*, 36(7), 388-400.

Milner IV, H. R. (2007b). African American males in urban schools: No excuses—teach and

    empower. *Theory into Practice*, 46(3), 239-246.

Milner, IV, H.R. (2010). Start where you are but don't stay there. Cambridge, MA: Harvard

    Education Press.

Milner, I V, H. R. (2012). Beyond a test score: Explaining opportunity gaps in educational

    practice. *Journal of Black Studies*, 43, 643–718.

Milner, IV, H. R. (2013a). Analyzing poverty, learning, and teaching through a critical race

    Theory lens. *Review of Research in Education*, 37(1), 1-53.

Milner, H.R. (2013b). A talk to teachers about Black male students. In M.C. Brown, T.E. Dancy

    & J.E. Davis (Eds.), Educating African American males: Contexts for consideration,

    possibilities for practice (p. 67-85). New York: Peter Lang.

Milner IV, H. R. (2015). Rac(e)ing to class: Confronting poverty and race in schools and

    classrooms. Cambridge, MA: Harvard Education Press.

Milner, IV, H.R. (2017). Where's the Race in Culturally Relevant Pedagogy? *Teachers College

    Record*, 119(1), n1.

Milner IV, H. R. (2019). Race to Improve Teacher Education: Building Awareness for

    Instructional Practice. *American Educator*, *43*(3), 13.

Milner, IV, H. R. (2020). Start where you are but don't stay there. 2nd ed. Cambridge, MA:

    Harvard Education Press.

Milner, IV, H. R., Pabon, A., Woodson, A., & McGee, E. (2013). Teacher Education and Black

    Male Students in the United States. *REMIE-Multidisciplinary Journal of Educational

    Research*, 3(3), 235-265.

Milner, H. R., Tenore, F. B., & Laughter, J. (2008). What can teacher education programs do to

    Prepare teachers to teach high achieving culturally diverse male students? *Gifted Child

    Today*, 31(1), 18-23.

Mitra, D. L. (2008). Amplifying student voice. Educational Leadership, 66(3): 20–25.

Moore III, J.L., Henfield, M.S., & Owens, D. (2008). African American males in special

    education. Their attitudes and perceptions toward high school counselors and school '

    counseling services. *American Behavioral Scientist*, 51(7), 907-927.

Mordechay, K., & Ayscue, J. B. (2020). Does neighborhood gentrificiation créate school

    desegregation. *Teachers College Record*, 122(5), 1-34.

Morgan, D. (1998). Practical strategies for combining qualitative and quantitative methods:

    Applications to health research. *Qualitative Health Research*, 8 (3), 362-376).

Morrell, E. (2004). Becoming critical researchers: Literacy and empowerment for urban youth.

    New York, NY: Peter Lang.

Morris, J. (2001). Forgotten voices of Black educators: Critical race perspectives on the

    implementation of a desegregation plan. *Educational Policy*, 15(4), 575–601.

Morrison, K. A., Robbins, H. H., & Rose, D. G. (2008). Operationalizing culturally relevant

    pedagogy: A synthesis of classroom-based research. *Equity & Excellence in Education*,

    41(4), 433-452.

Morse, J. M. (1991, March/April). Approaches to qualitative-quantitative methodological

    triangulation. Nursing Research, 40 (1), 120-123). NAEP (2013). US Department of

    Education, Institute of Education Sciences, National Assessment of Educational Progress

    (NAEP), 2013 Mathematics and Reading Assessment. Washington, DC: National Center

    for Education Statistics.

Moynihan, D.P. (1965). The Negro Family: The Case for National Action. Accessed April 20,

    2014 from

http://library.drmasonsclasses.com/wpcontent/uploads/2013/12/Moynihan_The-Negro-Family-The-Case-forNational-Action2.pdf.

Nasir, N. S., Givens, J., & Chatmon, C. P. (2019). *We Dare Say Love: Supporting achievement in the educational life of Black boys*. Teachers College Press

Nelson, J. D. (2016). Relational teaching with Black boys: Strategies for learning at a single-sex middle school for boys of color in New York City. Teachers College Record, 118(6), 1–30.

Nieto, S. (1992). Affirming diversity. The sociopolitical context of multicultural education. White Plains, NY: Longman.

Nieto, S. (1994). Lessons from students on creating a chance to dream. *Harvard Educational Review*, 64, 392–426.

Noguera, P. (1996). Responding to the crisis of Black youth: Providing support without furthering marginalization. *Journal of Negro Education*, 65(1), 37-60.

Noguera, P. A. (2003). The trouble with Black boys: The role and influence of environmental 91 and cultural factors on the academic performance of African American males. *Urban Education*, 38(4), 431-459.

Noguera, P. A. (2009). The trouble with Black boys: And other reflections on race, equity, and the future of public education. Hoboken, New Jersey: John Wiley & Sons.

Noguera, P. A. (2014). Urban Schools and the Black Male Challenge. In Milner, H. R., IV., & Lomotey, K. (Eds.). *Handbook of urban education*. (pp. 114-128). New York, NY: Routledge.

Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? Educational Evaluation and Policy Analysis, 26, 237–257.

Office of Civil Rights. (2013). Civil Rights Data Collection. Washington, DC: US.

    Department of Education.

Oeur, Freeden Blume. (2018). Black boys apart: Racial uplift and respectability in all-male

    public schools. Minneapolis: University of Minnesota Press.

Ogbu, J. U. (1987). Variability in minority school performance: A problem in search of an

    explanation. *Anthropology & Education Quarterly*, 18(4), 312-334.

Owens, D., Simmons, R. W., Bryant, R. M., & Henfield, M. (2011). Urban African American

    males' perceptions of school counseling services. *Urban Education*, 46(2), 165-177.

Pabon, A. (2016). Waiting for Black Superman: A Look at a Problematic Assumption, *Urban*

    Education 51(8): 915–939.

Palardy, G. J., & Rumberger, R. W. (2008). Teacher effectiveness in first grade: The importance

    of background qualifications, attitudes, and instructional practices for student learning.

    Educational Evaluation and Policy Analysis, 30 (2), 111-140.

Pérez Huber, L. (2009). Disrupting apartheid of knowledge: Testimonio as methodology in

    Latina/o Critical race research in education. *International Journal of Qualitative Studies*

    in Education, 22(6), 639-654.

Piazza, S. V. (2010). It's not black and white: Stories of lived experience, reading, and

    assessments. In K. F. Malu (ed.), Voices in the middle: Narrative inquiry by, for, and

    about the middle level community (pp. 55–81). Charlotte, NC: Information Age

    Publishing.

Polite, V.C. (1993). African American males and academic failure. *Secondary Education Today*,

    35(2), 32-49.

Polite, V. C., & Davis, J. E. (Eds.). (1999). African American males in school and society:

Practices and policies for effective education. New York: Teachers College Press.

Price, J. N. (2000). Against all odds: The meaning of school and relationships in the lives of six young African American men. Greenwood Publishing Group.

Randall, R., Sekulski, J. L., & Silberg, A., (2003). Results of direct instruction reading program evaluation longitudinal results: First through third grade, 2002-2003. Milwaukee, WI: University of Wisconsin-Milwaukee. Retrieved from http://www.uwm.edu/News/PR/ 04.01/DI_Final_Report_2003.pdf

Reichert, M., & Hawley, R. (2014). *I can learn from you: Boys as relational learners*. Harvard Education Press.

Reynolds, A. (1995). The knowledge base for beginning teachers: Education professionals' expectations versus research findings on learning to teach. *Elementary School Journal*, 95(3), 199–221.

Reynolds, R. (2010). "They think you're lazy," and other messages Black parents send their Black sons: An exploration of critical race theory in the examination of educational outcomes for Black males. *Journal of African American Males in Education*, 1(1), 144-163.

Rios, V. (2011). Punished: Policing the lives of Black and Latino boys. New York: New York University Press.

Roderick, M. (2003). What's happening to the boys? Early high school experiences and school outcomes among African American male adolescents in Chicago. *Urban Education*, *38*(5), 538–607.

Rogers, L. O. (2018). The "Black Box": Identity development and the crisis of connection

among Black adolescent boys. In N. Way, A. Ali, C. Gilligan, & P. Noguera (Eds.), *The crisis of connection: Roots, consequences, and solutions* (pp. 129–150). New York University Press.

Rogers, L. O., & Brooms, D. R. (2020). Ideology and identity among White male teachers in an all-Black, all-Male high school. *American Educational Research Journal*, 57(1), 440–470.

Rossman, G., & Rallis, S.F. (1998). Learning in the field: An introduction to qualitative research. Thousand Oaks, CA: Sage.

Rowan, B., Correnti, R., & Miller, R. J. (2002). What large-scale, survey research tells us about teacher effects on student achievement: Insights from the prospects study of elementary schools. *Teachers College Record*, 104, 1525–1567.

Ruddick, J., & Demetriou, H. (2003). Student perspectives and teacher practices: The Transformative potential. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, *38*(002).

Saleem, F. T., Howard, T. C., & Langley, A.K. (2021). Understanding and addressing racial stress and trauma in schools: A pathway toward resistance and healing. *Psychology in the Schools*, 1-16. https://doi.org/10.1002/pits.22615

Sanders, W. L., & Horn, S. P. (1995). The Tennessee Value-Added Assessment System (TVAAS): Mixed model methodology in educational assessment. *Journal of Personnel Evaluation in Education*, 8, 299–311.

Sandilos, L. E., Rimm-Kaufman, S. E., & Cohen, J. J. (2017). Warmth and demand: The relation Between students' perceptions of the classroom environment and achievement growth. *Child development*, *88*(4), 1321-1337.

Schmeichel, M. (2012). Good Teaching? An examination of culturally relevant pedagogy as an

      equity practice. *Journal of Curriculum Studies*, 44(2), 211-231.

Seidman, I. E. (1991). Interviewing as qualitative research. New York: Teachers College Press.

Siddle-Walker, V. (1992). Falling asleep and failure among African-American students:

      Rethinking Assumptions about process teaching. *Theory into Practice*, 31(4), 321-327.

Siddle-Walker, V. (1996). Their highest potential: An African American school community in

      the segregated South. Chapel Hill: University of North Carolina Press.

Schott Foundation for Public Education. (2015). Black lives matter. 50 state report on public

      education and Black males. Available At www.blackboysreport.org.

Shujaa, M. (Ed.) (1994). Too much schooling, too little education: A paradox of Black life in

      White societies. Baltimore: Africa World Press.

Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. L. (2002). The color of discipline:

      Sources of racial and gender disproportionality in school punishment. *The Urban Review*,

      34(4), 317-342.

Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. L. (2007). The color of discipline:

      Sources of racial and gender disproportionality in school punishment. *The Urban Review*,

      34(4), 317-342.

Sleeter, C. (2012). Confronting the marginalization of marginalization of culturally responsive

      pedagogy. *Urban Education,* 47, 562-584.

Solórzano, D. G. (1997). Images and words that wound: Critical race theory, racial stereotyping,

      And teacher education. Teacher Education Quarterly, 24, 5-19.

Solórzano, D. G. (2019). Toward a critical race theory for teacher education. In P. M. Jenlink

(Ed.), Teacher preparation at the intersection of race and poverty in today's schools (pp. 107–112). Rowman & Littlefield.

Solórzano, D., Ceja, M. & Yosso, T. (2000) Critical race theory, Racial microaggressions and campus racial climate: the experiences of African-American college students, *Journal of Negro Education*, 69(1/2), 60–73.

Solórzano, D. G., & Delgado Bernal, D. (2001). Examining transformational resistance through a critical race and LatCrit theory framework: Chicana and Chicano students in an urban context. *Urban Education*, 3, 308-342.

Solorzano, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. *Qualitative Inquiry*, 8(1), 23-44.

Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69, 60-73.

Stasz, C., & Stecher, B. M. (2000). Teaching mathematics and language arts in reduced size and Teacher Effects and First-Grade Learning Downloaded from http://eepa.aera.net at UCLA on April 12, 2015 non-reduced size classrooms. *Educational Evaluation and Policy Analysis*, 22, 313–329.

Sternberg, R. J. (2003). What is an "expert student"? *Educational Researcher*, 32(8), 5-9.

Stinson, D. (2008). Negotiating sociocultural discourses: The counter-storytelling of academically (and mathematically) successful African American male students. American Educational Research Journal, 45(4), 975–1010.

Stinson, D. W. (2011). When the "burden of acting White" is not a burden: School success and African American male students. *The Urban Review*, 43(1), 43-65.

Strayhorn, T. L. (2008). The role of supportive relationships in facilitating African American males' success in college. *Journal of Student Affairs Research and Practice*, *45*(1), 26–48.

Stronge, J. H. (2002). Qualities of effective teachers. Alexandria, VA: Association of Supervision and Curriculum Development.

Stronge, J. H. (2007). Qualities of effective teachers (2nd ed.). Alexandria, VA: Association of Supervision and Curriculum Development.

Stronge, J. H., Ward, T. J., Tucker, P. D., & Hindman, J. L. (2008). What is the relationship between teacher quality and student achievement? An exploratory study. *Journal of Personnel Evaluation in Education*, 20(34), 165-184.

Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good? A cross case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62(4), 339-355.

Tate, W. (1997). Critical race theory and education: History, theory, and implications. Review of Research in Education, 22, 195-247.

Tatum, A. W. (2006). Engaging African American males in reading. *Educational Leadership*, 63(5), 44–49.

Tatum, A. W. (2013). Fearless voices: Nurturing the next generation of African American Adolescent male writers. New York, NY: Scholastic.

Tatum, A. W. (2015). Writing through the labyrinth of fears. *Journal of Adolescent & Adult Literacy*, 58(7), 536– 540.

Tatum, A. W., & Gue, V. (2010). Raw writing: A critical support for adolescents. *English Journal*, 99(4), 90–93.

Tatum, A. W, & Gue, V. (2012). The sociocultural benefits of writing for African American

adolescent males. *Reading & Writing Quarterly*, 28(2), 123-142.

Terry, C.L. (2010). Prisons, pipelines, and the president: Developing critical math literacy

Through participatory action research. *Journal of African American Males in Education*,

1(2), 73-104.

Terry, C. L., Flennaugh, T. K., Blackmon, S. M., & Howard, T. C. (2013). Does the" Negro"

Still Need Separate Schools? Single-Sex Educational Settings as Critical Race

Counterspaces. *Urban Education*, 0042085913496798.

Terry, C.L., & Howard, T. C. (2013). The power of counterstories. The complexity of black male

experiences in pursuit of academic success. In J.A. Donnor & A.D. Dixson (Eds.), The

resegregation of schools: Education and race in the 21st century (pp. 44-62). New York,

NY: Routeledge.

Toldson, A. (2008). Breaking barriers: Plotting the path to academic success for school-age

African-American males. Congressional Black Caucus Foundation, Incorporated.

Toldson, I. A., Brown, R., & Sutton, R. M. (2009). 75 Years after the Mis-education of the

Negro: New imperatives for the education of Black males. *The Journal of Negro

Education*, 78, 195-203.

Tomlinson, C. A. (2014). Differentiated classroom: Responding to the needs of all learners.

Ascd.

Valdés, G. (1996). Con respeto: Bridging the distances between culturally diverse families and

schools. New York: Teachers College Press.

Valenzuela, A. (1999). Subtractive schooling : issues of caring in education of U.S.- Mexican

youth. Albany: State University of New York Press.

Valenzuela, A. (2010). Subtractive schooling: US-Mexican youth and the politics of caring.

    Albany, NY: Suny Press.

Walker, L. (2021). Why Don't You See Me?: Meeting the Mental Health Needs of Black Male

    Students. *The New Educator*, *17*(3), 264-280.

Warren, C. A. (2013). The utility of empathy for White female teachers' culturally responsive

    Interactions with Black male students. Interdisciplinary Journal of Teaching and

    Learning, 3(3), 175-200.

Warren, C. A. (2014). Towards a pedagogy for the application of empathy in culturally diverse

    classrooms. The Urban Review, 46(3), 395-419.

Warren, C. A. (2015). Making relationships work: Elementary-aged Black males and the schools

    that serve them. In S. R. Harper & J. L. Wood (Eds.), *Advancing Black male student*

    success from preschool through Ph.D. (pp. 21–43).

Warren, C. A. (2017). *Urban preparation: Young Black men moving from Chicago's South Side*

    to success in higher education. Harvard Education Press.

Warren, C. A. (2020). Meeting myself: Race-gender oppression and a genre study of Black men

    teachers' interactions with Black boys. *Race Ethnicity and Education, 23*(3), 367–391.

Warren, C. A., Carter Andrews, D. J., & Flennaugh, T. K. (2022). Connection, Antiblackness,

    and Positive Relationships that (Re) Humanize Black Boys' Experience of

    School. *Teachers College Record*, *124*(1).

Warren, C. A., & Bonilla, C. (2018). Care and the influence of student-adult stakeholder

    interactions on young Black men's college aspirations. *Multicultural Perspectives*, *20*(1),

    13–24.

Warren, C. A., & Coles, J. A. (2020). Trading spaces: Antiblackness and reflections on Black

Education futures. *Equity & Excellence in Education*, 1-17.

Warren, C. A., Douglas, T. R. M., & Howard, T. C. (2016). In their own words: Erasing deficits and exploring what works to improve K-12 and postsecondary Black male school achievement. *Teachers College Record*, *118*(6), 1-4.

Waxman, H. C. (1989). Urban Black and Hispanic elementary school students' perceptions of classroom instruction. *Journal of Research and Development in Education* 22: 57–61.

Waxman, H. C., & Huang, S. Y. L. (1997). Classroom instruction and learning environment differences between effective and ineffective urban elementary schools for African American students. *Urban Education*, 32(1), 7-44.

Wayne, A. J., & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational Research*, 73(1), 89-122.

Weiss, L., & Fine, M. (1993). Beyond silenced voices: Class, race, and gender in United States schools. Albany, NY: State University Press.

Wenglinsky, H. (2004). Closing the racial achievement gap: The role of reforming instructional practices. Education Policy Analysis Archives, 12(64). Retrieved from http://epaa.asu.edu/epaa/v12n64/

West, Cornel. 1993. Race Matters. New York: Vintage Books, 2001.

Wilson, W. J. (2009) More Than Just Race: Being Black and Poor in the Inner City, New York, NY, Norton.

Wint, K. M., Opara, I., Gordon, R., & Brooms, D. R. (2021). Countering educational disparities among Black boys and Black adolescent boys from pre-k to high school: A life course-intersectional perspective. *The Urban Review*, 1–24.

Wood, D., Kaplan, R., & McLoyd, V. C. (2007). Gender differences in the educational

expectations of urban, low-income African American youth: The role of parents and the school. *Journal of Youth and Adolescence*, 36(4), 417-427.

Wood, J. L., Harris, F., III, & Howard, T. C. (2018). Get out! Black male suspensions in California Public Schools. Community College Equity Assessment Lab & the UCLA Black Male Institute. http://blackmaleinstitute.org/wp-content/uploads/2018/02/ GET-OUT-Black-Male-Suspensions-in-California-Public-Schools_lo.pdf

Woodland, M. H. (2008). Whatcha doin'after school? A review of the literature on the influence of after-school programs on young Black males. *Urban Education*, 43(5), 537-560.

Woodson, C. G. (1919). The education of the Negro prior to 1861. Washington, DC: Associated Publishers.

Woodward, B. (2018). Centering the voice of Black male urban high school students on effective student teacher classroom relationships. *Journal of Urban Learning, Teaching, and Research*, 14, 63-72.

Woodward, B., & Howard, T. C. (2015). Creating educational excellence in the pipeline: Undergraduate African American males' perceptions of educational research and participation in the Black male project. *Spectrum: A Journal on Black Men*, 4(1), 99–125.

Wright, B. L. (2011). I know who I am do you? Identity and academic achievement of successful African American male adolescents in an urban pilot high school in the United States. *Urban Education* vol. 46 no. 4.

Xue, Y., & Meisels, S. J. (2004). Early literacy instruction and learning in kindergarten: Evidence from the early childhood longitudinal study—kindergarten class of 1998– 1999. *American educational research journal*, 41(1), 191-229.

Yonezawa, S. (2015). Student Voice and the Common Core. *Teachers College Record*, 117(13),

39-58.

Yossso, T.J., Smith, W. A., Ceja, M., & Solorzano, D.G. (2009). Critical race theory, racial
microagressions, and campus racial climate for Latina/o undergraduates. *Harvard
Educational Review*, 79(4) 659-691.

Young, E. (2010). Challenges to conceptualizing and actualizing culturally relevant pedagogy:
How viable is the theory in classroom practice? *Journal of Teacher Education*, 61(3),
248-260.

Younger, M., Warrington, M., & Williams, J. (1999). The gender gap and classroom
interactions: reality and rhetoric? *British Journal of Sociology of Education*, 20(3), 325-
341.

Zahorik, J., Halbach, A., Ehrle, K., & Molnar, A. (2003). Teaching practices for smaller classes.
Educational Leadership, 61(1), 75-77. 97

Ziegler, V., Boardman, G., & Thomas, M. D. (1985). Humor, leadership, and school climate.
The Clearing House, 58(8), 346-348.