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A CASE STUDY OF THE HISTORICALLY SUCCESSFUL ROLES OF AFRICAN
AMERICAN TEACHERS IN CONTEMPORARY, SELECTED, URBAN CHARTER
SCHOOLS IN NEW YORK

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ABSTRACT

A Case Study of the Historically Successful Roles of African American Teachers in Contemporary, Selected, Urban Charter Schools in New York

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Purpose: The limited presence of African Americans in the teaching profession has been and continues to be a serious problem confronting the education profession and the African American communities in the United States. There is currently a select movement within public schools to place more African American teachers with African American students. The purpose of this study is to determine, to what degree, African American teachers in five selected urban charter schools in New York perform the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in, to determine how African American Teachers perceive the importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model and lastly, to determine, to what degree, African American Teachers perceive the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model contributed to student success as evidenced by: standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college.

Methodology: This is an ethnographic case study of five selected, urban, charter schools in New York State.

Findings: An examination of quantitative and qualitative data indicated the historical roles of African American teachers in selected, urban charter schools were essential to student academic and non academic success.

Finding (1) African American teachers in selected urban charter schools perform the roles of: the counselor by handling emotional situations with cultural sensitivity and knowledge, by teaching students to “leave your baggage at the classroom door or let me hold it for you”, by helping students process outside forces and get ready to learn, by promoting positive self and social identity, and by trying to instill a sense of personal capability and personal power; the advocate by being seen as leaders in the community and being “looked up to”, by being leaders who can help others achieve because they have been to college “made it”, by encouraging students to look beyond obstacles to future successes, by taking big steps to influence school programs and activities and by advocating for individuals within the system; the disciplinarian by having a culturally sensitive understanding of acceptable / unacceptable behaviors, reserving removal from classroom, office referrals and suspensions as a last resort, by reducing the accumulation of escalating consequences by reducing referral outside, by sharing stories when disciplining students that relate culturally / socially, and by trying to keep the discipline, “in house” between educator and parent”; the surrogate parent by celebrating and joining in the vitality of African American children in song, dance and play, by openly displaying affection, by feeling a responsibility for the development of the whole

child, not just the student, by believing that displaying love and frequent praise is essential in the classroom, and by using terms of endearment as well as terms of correcting behaviors; and the role model by having special influences as living examples of professional success, by normalizing the expectations that college opens door to careers, by validating dreams and aspirations by being a living example, by being someone to emulate who has had similar community and family experiences, and by reinforcing hopes for becoming a successful adults.

Finding (2) African American teachers in selected urban charter schools believe all the historical roles are important. The respondents identified the five roles as important and very important over 78% of the time at the four selected urban charter schools in each category. The priority for the roles varied at the different schools. This variance was due to SES of the community, student age, and grade as indicated by participants in the study. Middle School AZ stressed the importance of the surrogate parent (89.47%), the disciplinarian (89.47%), and the counselor (84.20%), while, middle School BY which was located in a neighborhood in need of revitalization, stressed the importance of the counselor (95.96%), the advocate (91.30%), and the surrogate parent (91.30%). The high schools on the other hand, had an identical prioritization of the five roles in importance. The high schools stressed the importance of the role model, the counselor, and the advocate: for school CX the role importance was role model (100%), counselor (96%) and advocate (92%) for school DW the role importance was role model (100%), counselor (96%) and advocate (96%). The teachers in the study unanimously believed all of the roles were important and the performance was contingent on the needs of the students.

Finding (3) The findings revealed the participants in the research project believe being sympathetic and culturally / socially aware and empowered, embracing blackness and learning from it, nurturing the whole child by providing love and affection, being real life examples of academic success, and embracing their community and making a difference by “uplifting” were important for performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

Finding (4) African American teachers in selected urban charter schools believed the roles of counselor, advocate, disciplinarian surrogate parent, and role model contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success by teaching; a spirit of dedication, integrity in times of despair, discipline when faced with negative distractions, persistence to get through anything, and determination to stay the course.

Finding (5) African American teacher in selected, urban charter school believe the historical roles of teachers as counselor, advocate, disciplinarian, parent surrogate and role mode contributed to students’ academic and non academic success because the overall data from the four school is the case study revealed 20% of the students participated in social activities

(band, chorus, etc.), 45% of the students engaged in community efforts, 23% of the students enrolled in advance classes (AP), 52% of the students had a GPA of 3.0 or higher, 83% of the 99 seniors matriculated to college, 31% of the students participated in on-campus clubs (debate, technology, Greek Clubs, etc.), 30% of the students engaged in extra curricular activities (sports and cheerleading), 84% of the students enrolled in tutoring, and 33% of the students on campus joined curriculum related activities outside of school.

Finding (6) The collected data showed African American teachers in selected, urban charter schools believed the greatest challenges that hinder the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were time, resources, and disadvantaged youth. In contrast, the collected information revealed the study participant believed the greatest support systems that assist with the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were real life examples, social and cultural awareness, and student enthusiasm.

Conclusion: The study finds African American teacher in selected urban charter school successfully perform the roles of historical African American teaches. These findings are supported by student's commitment to; self empowerment, academics, and the surrounding community.

Recommendations: Based on the findings of this study and the review of the literature on the historical roles of African American teachers, the following are recommendations for future studies:(a) the ancillary roles of African American teaches should be studied in a variety of urban environments, (b) identifying the historical roles of Latin American teachers educating Latin American students and determine the impact of teacher / student matching, (c) replicate the study with a larger sample that includes traditional public school settings from across the nation,(d) determine if the same results from this study will occur in public schools with a larger numbers of students, (e) and determine if non African American teachers have a similar influences with African American students when utilizing the historical roles of African American teachers.

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DEDICATION

This work is dedicated to my two oldest children Alondria and Eric. Eric without you I would have never ventured into education. Alondria you were born with wings, thank you for being patient and waiting for me to sprout mine. We endured together.

CHAPTER ONE

INTRODUCTION TO THE STUDY

African American Overview of Education

Throughout history African Americans had viewed education as an essential to the quest for equality, (Thomas and Townsend, 2003, p 217). Education had been linked to notions of equality and “uplift” by both blacks and whites for almost two centuries. “The notion of uplift, and the necessity of education to achieve that goal, was a constant theme at Negro conventions and in black newspapers during the antebellum period” (Rael, 1995,18-19). Eaton, the first state Superintendent of Education in Vermont commented, “Let every child in the land enjoy the advantages of a competent education at his outset in life – and it will do more to secure a general equality of condition than any guarantee of equal rights and privileges which constitution or laws can give” (Payne, 2003, p. 22). Payne attempted to explain that through education, equality can be achieved far swifter than by constitutions and/or laws.

According to Janice E. Hale-Benson (1986) an important component of academic success in education for the disenfranchised is liberation. To this end, Black history in America cannot be separated from Black education in this historical setting. Too often Black children suffer in schools because school staffs, who had the power to label, classify, and define, do not always have our children’s best interest at heart (Saddler, 2005). Lerone Bennett (1972) contended:

“He who controls images controls minds, and he that controls minds has little or nothing to fear from bodies...The system could not exist if it did not multiply discrimination...An educator in a system of oppression is either a revolutionary or an oppressor...The question of education for Black people in America is a question of life or death. It is a political question, a question of power...Struggle is a form of education-perhaps the highest form”.

Education has not come easily for African Americans in much of the nation's history. Before the Brown decision Blacks were knocking on the schoolhouse door demanding entrance into all-White enclaves (Saddler, 2005). Saddlers explained in his article, *The Impact of Brown on African American Student: A Critical Race Theoretical Perspective*, in 2004, diversity had a new look both in the inner cities as well as in suburban America. The equal opportunities fought for during the fifty years after Brown had given way to what appears to be an inevitable de facto segregation in urban America (p. 41).

More than 50 years after the Brown decision (Brown vs. Board of Education, 1954), African Americans had made substantial gains in educational attainment. In 1940, only 12 percent of African Americans had graduated from high school and two percent had graduated from college (Bowen & Bok, 1998). According to 2000 census data, 72 percent of the Black population over 25 years old had graduated from high school and 14.3 percent had graduated from college (Baunman & Graf, 2003). However, despite these achievements, racial disparities between Black and White students in educational test scores, outcomes, and attainment remain (Jencks & Phillips, 1998; Lee, 2002). While racial achievement gaps on the National Assessment of Education Progress (NAEP, the only nationally representative assessment of student achievement) closed substantially during the 1970s and 1980s, they had widened over the past decade and a half (Lee, 2002). In light of the Brown decision and its focus on creating equality of educational opportunity through school integration, racial gaps were particularly troubling in integrated suburban schools where socioeconomic status

is significantly different than urban school districts (Ferguson, 2002; Ogbu, 2003). On the surface, these schools seemed to be the fulfillment of *Brown's* goals-racial integration coupled with high achievement. However, underneath the surface, a persistent pattern of racial inequality remains (Diamond, 2005, 2006; Diamond, Lewis, & Gordon, 2006).

The professional literature and media in the United States contained the results of inquiry into variables of the achievement gap between black and white students (Jencks & Phillips, 1998; Lee, 2002). A number of reasons had been suggested for this disparity, including a lack of culturally pertinent curricula (Asante, 1991), a biased view that black culture was deficient rather than different from majority cultures (Jordan, 2001; Woodson, 1933), and a demographic perspective concerning a critical shortage of black teachers who served as role models (Hawkins, 1992; King, 1993). Ogbu suggested that as a result of racial discrimination in employment, skepticism about the ultimate payoff for educational investment, and perceptions of unfair treatment by school personnel, members of the Black community disengaged from the educational process. This argument builds on a long line of research based on Ogbu's cultural ecology and oppositional culture frameworks (Carter, 2005; Fordham & Ogbu, 1986; Ogbu, 1974, 1978; Tyson, Darity, & Castellano, 2005).

A number of solutions had been proposed affecting the process and content of educating African American children more successfully. Although some of these solutions were grounded in substantive thinking, others were representative of the non-systemic system changes that continue to dominate U.S. public education but do not improve the teaching and learning of these children (Sanacora, 2004).

In a thorough report published by the National Center for Education Statistics (NCES), sponsored by the U.S. Department of Education's Institute of Education Sciences

(2003-2004), entitled, "Status and Trends in the Education of Blacks" in 2001, Black students scored lower than all other racial groups and Hispanic subgroups on both the verbal and mathematics section of the SAT. On average, Black students scored 96 points lower than White students on the verbal section in 2001, and 105 points lower than White students on the mathematics section in the same year (United States Department of Education Institute of Education Sciences, 2001).

In a well-documented study, entitled "Reaching the Top: Report of the National Task Force on Minority High Achievement," Miller (1999) explored the academic problems of African-American, Native-American, and Hispanic-American children. In his discussion, Miller argued that moral, social, and economic imperatives must compel American stakeholders to invest in the educational development of African Americans, Latinos, and Native Americans. He stated that "one priority of these public and private investments should be nurturing high achievement." (p. 30).

Despite such urgent appeals and recommendations, recently the U.S. Department of Education (2004) reported that only 12 percent of African-American children scored at or above grade-level in reading (compared with 40 percent of White children) on the 2000 National Assessment of Educational Progress (NAEP). Further, the U.S. Department of Education reported that only five percent of African- American children scored at or above proficient levels on the math section of the NAEP. The U.S. Department of Education concluded, "The racial achievement gap is real, and it is not shrinking (Saunders, Davis, Williams, & Williams, 2004).

The U.S. Department of Education (2004) reported that the academic gap between Black and White children beginning at age nine persisted through age 17 (graduation age).

Lee (1992) found that the average twelfth grade African-American student was reading at the eighth grade level of similar twelfth grade White students. This perennial problem had, in many districts attained endemic, critical status (Saunders, Davis, Williams, & Williams, 2004).

Education Trust, Inc. (2004) reported that in 2003, fourth-grade African Americans lag behind their White peers in reading. More specifically, 61 percent of fourth-grade African Americans recorded below-basic scores in reading compared to 26 percent of fourth-grade White Americans. Conversely, 12 percent of fourth-grade African Americans recorded proficient to advanced scores compared to 39 percent of fourth-grade White Americans.

Similar statistics were reported in eighth-grade mathematics. Education Trust, Inc. also reported that in 2003, 61 percent of all African Americans in eighth grade reported below- basic scores in math. However, only 21 percent of all eighth-grade White Americans reported below-basic scores. On the other hand, only seven percent of all African American eighth-grade students reported proficient or advanced scores in math, compared with 36 percent for White American eighth-grade math students. These discrepancies also continued into higher education. For example, according to the 2002 NCAA Division I Graduation Rates, 41 percent of African American college freshman graduated within six years (NCAA Division 1), compared with 61 percent of White American college freshmen.

Educating African American students successfully was a complex process involving big-picture considerations and specific instructional strategies; at the very least, students needed to know that adults in their lives truly care about them (Sanacora, 2004). From this foundation, trusting relationships developed and served as an essential context for learning. While this bridge from caring to learning was necessary for a successful school career, it was

vitaly important for African American children who tended to experience more challenges in their personal and academic lives (Sanacora, 2004). These students benefited from the type of support that nurtures emotional growth and simultaneously provided optimal conditions for effective learning (Cizek, 1995; Diamond, 2006; Sanacora, 2004).

Research indicates that the teacher / student relationship was critical for optimal student learning and success. Believing in students' efficacy to be successful in school was fundamentally imperative for helping these learners fulfill this prophecy. Moving in this direction, however, required a tremendous amount of thoughtful planning and focused energy, and this type of caring had its greatest value when it supported students' literacy learning (Sanacore, 2004).

Prior to the *Brown* decision, there was a sense of community in the Black segregated neighborhoods. The community felt ownership of the schools; teachers engaged in social work, public health campaigns, racial uplift, and interracial diplomacy. (Fairclough, 2004). “The notion of uplift, and the necessity of education to achieve that goal, was a constant theme at Negro conventions and in black newspapers during the antebellum period” (Rael, 1995, p. 18-19).

Durham (2003) wrote, the great contribution of African American schools was that they took students from a variety of settings and nurtured them in a caring environment which molded character and provided high quality education. The best testimony of the quality of education is the number of students that went on to college and became productive citizens that contributed to society as a whole.

One educational systems shift of the last fifteen years was the charter school movement, public schools of choice. Some of these schools were dedicated to re-creating the

selected urban school experience in hopes of maximizing student success. The intent of this study was to explore these efforts to determine the roles of teachers and the perceived effects of those roles on specific indicators of student success.

Background of the Problem

An Historical View of the African American Teacher

Commonly, it is believed that effective educators were most successful when they understood the specific needs of the children in their classrooms. According to Saunders, Davis, Williams, & Williams, (2004), there was a compelling need to know more about what African American students needed in contemporary classrooms. (Saunders, Davis, Williams, & Williams, 2004).

The Joint Center For Political Studies (1989) expressed that African American strongly affirmed the role of education as the most prominent factor in improving the life and circumstances of African Americans and promoting social change (JCPS, 1989). African American teachers were the agents of change. African American Teachers saw themselves as being responsible for educating African American youth as one step in the improvement of the quality of life for all Americans (Adair, 1984; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004).

Franklin (1990) noted that historically, educators had been the largest group in the community to provide leadership. Throughout the nineteenth and the first half of the twentieth century African American educators had held themselves responsible and accountable for the education achievement of children and adults attending their schools

(Franklin 1990; Neverdon-Morton, 1989; Peake & Fortens, 2005; Saunders, Davis, Williams, & Williams, 2004).

The Advocate

Historically, many African American teachers expected that every child could succeed (Alexander & Miller, 1989; Cizek 1995; Diamond, 2006; Moule & Higgins, 2007; Peake & Fortens, 2005; Posey & Sullivan, 1990; Saunders, Davis, Williams, & Williams, 2004). African American teachers saw potential in their Black students, considered them to be intelligent, and were committed to their success (Brown, 2004). Researchers attribute the academic and professional success among African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support (Fairclough, 2004; Haynes & Comer 1990; Mayo, 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004).

King (1993) asks, “What if educators really loved black children and request a teaching philosophy and pedagogy that challenged the social justification of poverty, sexism, human ranking, exploitation, racism, and unhealthy environment” (p. 20). Lee, Lomotey, and Shujaa (1990) contend that an “African American teaching perspective is needed to produce an education that contributed to achieving pride, equity, power, wealth, and cultural continuity” (p. 47) as well as advancing character development within the context of African American community and culture (Cizek, 1995; Diamond 2006; Fairclough 2004; Lee, Lomotey, & Shujaa, 1990; Saunders, Davis, Williams, & Williams, 2004). School houses served as community institutions in which everyone had vested interest, they reinforced the educational and communal values that facilitated their construction (Anderson, 1998).

The Counselor

African American teachers' life experiences, attitudes, and desire to serve contributed to their development of their pedagogical practices. African American teachers do not rationalize student failure by blaming societal challenges; these individuals advocated for change and imbedded this idea in their students (Cizek 1995; Foster 1989, 1990, 1993, 1997; Saunders, Davis, Williams, & Williams, 2004). Historical research provides evidence of an African American teaching philosophy that enabled them to act as social agents in ways that both changed and constructed their own and their student realities (Adair, 1984; Foster, 1990; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004). Irvine and Irvine (1983) discuss how black schools were community-centered institutions that addressed the deeper psychological and sociological needs of their clients (p. 416). Milner (2003) explained that in order for teachers to establish and maintain student motivation and engagement, they must be aware of students' feelings and their social needs. Students' feelings and emotions mattered in how they experienced education; Black students bring a set of situations that had been grounded in racism, inequity, and misunderstanding. C.J. Savage (2002) revealed schools provided venues for resource development, community leadership, and extraordinary service.

The Surrogate Parent

Research also suggested that students performed better when there were components of their culture intertwined within the classroom and / or school setting. Examples included candid classroom discussions about community devastation, use of rap music facilitated learning, the use of African American proverbs helped cultivate students' sense of culture, history and sense of self, the utilization of teaching methods which corresponded to and were

informed by the Black church experience, and the strengthening and use of vitality of Black children (Fairclough, 2004; Ladson-Billing & Henry, 1990).

Other components of teacher styles included open affection to students and the collective encouragement and praise and fostering of the themes of social and personal responsibility (Fairclough, 2004; King 1993; Ladson-Billing & Henry, 1990). Henry (1992) explains that Black Teachers strived to create a classroom environment with a “family ethos” (p. 398). These teachers viewed themselves as “other mothers” (p. 398) and viewed black children in their schools and in their community as part of their own families.

The Role Model

The discussion about the growing numbers of students of color in the nation’s schools was coupled with a call for teachers of color because children of color needed role models (Brown, 2004; King, 1993). African American teachers were of critical importance because children needed to see that Black teacher existed and that Black people held professional positions (Diamond, 2006; Moule & Higgins 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004).

“Positive role modeling and characterization were crucial for ensuring commitment of minority youngsters to schooling. Without sufficient exposure to minority teachers throughout their education both minority and majority students come to characterize the teaching profession and the academic enterprise in general as better suited for whites....As the proportion a minority teachers falls, the perceived importance of academic achievement to minority student also declines” (Loehr, 1988, p. 32).

Without the presence of African American teachers the value of education for African American student fell. This notion uttered by Loehr (1988) was currently taking shape.

The Education Commission of the State (1990) added:

“Because school provides the earliest near-day exposure of children to life outside of their homes, a diverse teaching force allows all students to understand people who

come from backgrounds different from their own and to see persons of different cultures in leadership positions. Diversity in school personnel also allows different views to be heard and considered when decisions are made about instruction and curriculum” (p. 7).

Witty (1982) noted:

“The absence of a representative number of minority teachers and administrators in a pluralistic society is damaging because it distorts social reality for children. Schools are intended to help children develop their fullest potential, including the potential to relate to all other human beings in the manner which is free and constructive” (p. 2).

Embedded in the notion of the need for representative role models was a perspective which calls for parity (Education Commission of the States, 1990; Franklin, 1990; Irvine 1990): a national teaching force composed of teachers of color in proportion to the representation of student of color (Diamond, 2006; Moule & Higgins 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004). However, the current teaching model revealed that the above idea had not transpired.

The Disciplinarian

Many African American teachers had to discipline their students. The teacher’s ability to achieve this task was possible because students and parents had culturally congruent backgrounds with the teachers. This cultural congruence helped the group better relate to one another (Foster, 1989; King, 1993; Ladson-Billings, 1994; Saunders, Davis, Williams, & Williams, 2004). Finding common strands between student / parent and teachers helped bridge the necessary gaps which fostered open communication and student compliance. Parents were more willing to accept corrective language and consequences when there were commonalties between the groups (Fairclough, 2004; King 1993, Ladson-Billing 1994; Peake & Fortens, 2005).

Conversely, when a non African American teacher was faced with the daunting task of disciplining an African American student, there was a gamut of underlying factors (Saddler, 2005). Saddler listed lack of trust and disenfranchisement as two key reasons. African American parents viewed non African American teachers as they viewed the society as a whole, the problem with educating black children in America was precisely that “a problem” (p. 41). This was directly related to the nation’s racial issues. Saddlers revealed, black children suffered in schools because staff, whom had the power to label, classify, and define, did not always have the child’s best interest at heart (Saddler 2005). Also, because of problems with behavior and discipline African American students were often filtered into less rigorous academic tracks (Saddler, 2005). These feeling of oppression were set aside when African American parents worked with African American teachers.

Summary of Significant Roles

The limited presence of African Americans in the teaching profession had been and continued to be a serious problem confronting the education profession and the African American communities in the United States.; African American educators served as teachers, surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for the African American student population. There was a select movement within charter schools to place more African American teachers with African American students. This experiment re-created the roles of successful African American teachers. This charter school movement impacted student success.

An Historical View of Educational Structures for African Americans

“It is the trained, living human soul, cultivated and strengthened by long study and thought, that breathes the real breath of life into boys and girls and makes them human, whether they be black or white, Greek, Russian or American.”

W. E. B. Du Bois.

African American leaders embraced education as a central component of racial uplift during the first half of the nineteenth century and eagerly sought to secure education for black children in the public or private school sectors. “The notion of uplift, and the necessity of education to achieve that goal, was a constant theme at Negro conventions and in black newspapers during the antebellum period” (Rael, 1995, p. 18-19). During the antebellum era many Southern states prohibited the education of free blacks and made it a crime to educate slaves. This discriminatory way of thinking created an atmosphere that historically prevented equitable access to education for southern Black people (Saddler, 2005, p. 44).

Because the Black children were excluded from public schools, in the period following the Civil War many of the black children received education from private schools. Most of these schools were parochial, while others were established by secular groups (Durham, 2003). In at least ten southern states in 1890, black children were enrolled in private schools in greater numbers than those enrolled in public schools. Between 1900 and 1935 of 20,872 black children were enrolled in public and private schools, 11,130 (53 percent) were enrolled in private schools (Anderson, 1988, p. 197). At one time there had been over 500 private schools for blacks in Southern states (Richardson, 1986).

After the Civil War and during Reconstruction, it appeared that the dreams of African Americans for full equality would be realized. The Fourteenth Amendment to the United States Constitution, ratified in 1866, held promise of due process and equal rights under the law, and the new southern constitutions provided for state-supported public school for all

citizens, however, throughout the South, a dual system of education emerged of inadequately funded Black schools and community or religious-sponsored African American private schools providing quality education (Durham, 2003).

This dual racially segregated system became more firmly entrenched after the Civil War act of 1875 was set aside by the United States Supreme Court in 1883. In the wake of the Supreme Court's decision, a period of widespread racism and even terror ensued, which affected the work of private schools (Durham 2003). These schools were primarily in the southern states where Jim Crow laws had prevailed after the Civil War. The public schools were inadequate, but funded, and the private schools were struggling financially and plagued with problems and violent opposition (Durham, 2003).

The rationale for establishing and maintaining segregated schools had been enacted by the United States Supreme Court's decision on the *Plessy vs. Ferguson Case of 1896*, which legitimized the idea of "separate but equal". In the *Plessy* decision, the Supreme Court legitimized racial inequality and segregation, a decision that held for over fifty years. The *Plessy* decision guaranteed racial segregation in public schools and school activities.

By the mid twentieth century, a Supreme Court ruling in the *Brown vs. Board of Education Case*, created elation and anticipation by Black educators and was fueled by the belief and hope that equal and better opportunities for both Black students and Black educators had finally arrived, (Lyons & Chesley, 2004).

Brown vs. Board of Education;

"We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does... We conclude that in the field of

public education the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. Therefore we hold that the plaintiffs and others similarly situated for whom the actions have been brought are by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment” (Chief Justice Earl Warren, 05/17/1954).

The landmark court decision *Brown vs. Board of Education* had been considered the single most important court decision in American educational history (Saddler 2005). The court overturned the *Plessy vs. Fergusson* “separate but equal” clause which denied African Americans students of their constitutional right to education guaranteed by the Fourteenth Amendment.

The courts declared that the need for African American children to see themselves in a positive reaffirming way was just as important as curricula, facilities, and other resources (Saddler, 2005). After hearing arguments on implementation, the court declared in 1955 that schools must be desegregated with "all deliberate speed." Justice Warren stated:

“Full implementation of these constitutional principles may require solution of varied local school problems. School authorities have the primary responsibility for elucidating, assessing, and solving these problems; courts will have to consider whether the action of school authorities constitutes good faith implementation of the governing constitutional principles” (*Brown vs. Board* 1955, p. 299).

The era of post *Brown vs. Board of Education* brought significant structural changes in the schools that African American students attended. The structural changes were paralleled by a significant reduction in the number of African American teachers and principals working with African American students.

Educational Structural Changes and the Loss of Black Teachers

Prior to the *Brown* ruling the Black schools were portrayed as proud institutions that provided black communities with cohesion and leadership. Their teachers “inspired and motivated” generations of African American children (Fairclough, 2004, p. 43).

Also in the Black neighborhoods, there was a sense of community and responsibility for African American schools (Fairclough, 2004, p. 43). The communities looked to their Black teachers to not only educate the African American students, but to also engage in social work, public health campaigns, racial uplift, and interracial diplomacy (Fairclough, 2004). Ambrose Caliver who represented the cause of Blacks inside the U.S. Office of Education during the 1930's believed that Black teachers must be dominated by passion for service and motivated by love for humanity. He also deemed that the destiny of the Negro race rest in the hands of the Negro teacher (Caliver, 1935). Woodson (1933) contends that operating a public school systems without Black teachers was like teaching white supremacy without saying a word, and that the dwindling African American pool of teachers was partly a result of the *1954 Brown* decision implemented by white policy makers.

Former teachers have often questioned whether the benefits of Brown outweighed the cost (Fairclough, 2004). In 1977 Warren G. Palmer (1977) interviewed Horace Tate, the respected former head of the Black Georgia Teachers and Education Association who offered a more qualified view but arrived at a similar conclusion. Prior to integration, Tate revealed, Black teachers commanded little respect from whites. They made do with hand-me-down textbooks, taught a limited curriculum, and worked in grossly inadequate school facilities. Nevertheless, although Blacks enjoyed superior buildings, and expanded curriculum, and better equipment after integration, Tate doubted if the overall education had improved at all.

Tate recounted that, in the environment of the segregated schools, teachers enjoyed close relationships with the students, based on empathy with the individual child and an intimate knowledge of the Black community, enabling the teacher to motivate. This

increased interest in learning for the black students. “Leaving us alone to teach our children...may not have been such a bad idea” (Tate, 1977).

The dismissal and demotion of Black principals and teachers was one of the first impacts of the *Brown* decision (King, 1993, p. 125). In 1954, when the *Brown vs. Board of Education* decision was handed down there were 82,000 Black teachers (Hawkins, 1994), by 1964, 38,000 black teachers and administrators had lost their positions in 17 southern and Border States (Holmes, 1990). During the three year period from 1967 to 1970, the number of Black principals in North Carolina declined from 670 to 170; in Alabama from 250 to 40, in Mississippi from 250 to almost none (Haney, 1978). A generation of Black educators was lost. In addition to serving as positive role models for students, many of whom had not had much exposure to them in their communities; African American administrators and teachers also tended to serve as surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for African American students.

Experiments in Selected Urban Educational Environments

As educators across America worked to improve educational opportunities and results for Black students, the Selected, Urban Charter School had emerged during the charter movement (NAPCS, National Alliance for Public Charter Schools, 2008). In numerous communities throughout the United States, these tuition-free, selected, urban public schools have appeared; there was a growing demand for these charter schools (NAPCS, National Alliance for Public Charter Schools, 2008).

While Black student achievement had made enormous strides over the past four decades, African American students, as a demographic group, continued to fall far below

their same age white counterparts. The U.S. Department of Education concluded, "The racial achievement gap was real, and it was not shrinking (Saunders, Davis, Williams, & Williams, 2004). According to the NAPCS (2008) alternatives had been tried over the past four decades to bridge the gap between White and Black student achievement including magnet, curricula changes, and district takeovers (NAPCS, National Alliance for Public Charter Schools, 2008).

The charter school movement had provided new public school alternatives with common mission and parent choice; in the last ten years, there had been an increase in the number of African American Students attending charter schools (NAPCS, National Alliance for Public Charter Schools, 2008). Some of those schools were designated selected, urban, charter schools where the intent was to place African American teachers with African American students (NAPCS, 2008).

In recent testing statistics about Black students enrolled in local charter schools, the NAPCS average increases of 4.5 percentage points in reading and 2.6 percentage points in math for African American students in charter schools (NAPCS, National Alliance for Public Charter Schools, 2008, p. 2).

An example of these selected, urban charters is in Florida, where the Florida Department of Education reported that Selected, Urban, Charter Schools in Florida were closing the achievement gap between Black student and Whites Student at a faster rate than traditional public schools (Florida Department of Education, 2007). In a Massachusetts, a performance difference was reported between African American students attending the charter and a cohort in the traditional public school. No Black subgroup performed significantly lower then their home district counterparts between 2003 and 2005

(Massachusetts Department of Education, 2006). Three other examples of selected, urban charter schools were: KIPP West Atlanta Young Scholars Academy (KIPP WAYS Academy), the Chicago International Charter School (CICS), Boston Preparatory Charter Public School (BPCP), all schools were dedicated to the mission of maximizing the success of selected urban schools.

Key factors in these schools of choice were rigorous curriculum, smaller class size, and dedicated teachers who believe that every student had gifts (Levister, 2007). According to the National Alliance for Public Charter Schools, these schools maintained a mission driven curriculum and quality teaching according to (NAPCS, 2008 p. 2).

The data collected regarding the progress of African American students in selected, urban charters showed statistical differences for African American students. According to the National Alliance for Public Charter Schools, these schools maintained a mission driven curriculum and quality teaching according to (NAPCS, 2008 p. 2).

While these charter schools reported increased student progress, there was a need to know the roles of teachers in these schools. Were teachers in these selected, urban schools replicating the historically successful roles of teacher as a counselor, advocate, disciplinarian, surrogate parent, and role model? If so, which roles were they finding most needed in today's world and which roles were predominate in the academic success of African American students? While current research reports were indicators of student success, there was a gap in what we know about the relationship and roles of teachers in this new environment related to indicators of student success.

Contemporary statistics revealed there was evidence of some improvement, for African Americans in public education. However, despite these achievements, racial disparities between Black and White students in educational test scores, outcomes, and attainment remained (Jencks & Phillips, 1998; Lee, 2002). This was evident with high school graduation rates and attendance in college (Diamond, 2005, 2006; Diamond, Lewis, & Gordon, 2006, Jencks & Phillips, 1998; Lee, 2002).

By some measures of improvement, public schools seemed to be the fulfillment of Brown's goals-racial integration coupled with high achievement. However, a constant pattern of racial inequality remained (Diamond, 2005, 2006; Diamond, Lewis, & Gordon, 2006). Literature as well as the media in the United States had focused on the achievement gap between black and white students (Jencks & Phillips, 1998; Lee, 2002). A number of reasons had been suggested for this disparity, including a lack of culturally pertinent curricula (Asante, 1991), a biased view that black culture was deficient rather than different from majority cultures (Jordan, 2001; Woodson, 1933), and a demographic perspective concerning a critical shortage of Black teachers who served as role models (Hawkins, 1992; King, 1993). A number of solutions had been proposed affecting the process and content of educating African American children more successfully.

Educating African American students successfully was a complex process involving “big-picture” considerations and specific instructional strategies. At the very least, students needed to know that adults in their lives truly cared about them (Sanacora, 2004). From this foundation, trusting relationships developed and served as an essential context for learning. While this bridge from caring to learning was necessary for a successful school career, it was vitally important for African American children who tend to experience more challenges in

their personal and academic lives (Sanacora, 2004). These students benefit from the type of support that nurtured emotional growth and simultaneously provided optimal conditions for effective learning (Diamond, 2006; Cizek, 1995; Sanacora, 2004).

Research indicated that the teacher / student relationship was critical for optimal student learning and success. Believing in students' efficacy to be successful in school was fundamentally imperative for helping these learners fulfill this prophecy. Moving in this direction, however, required a tremendous amount of thoughtful planning and focused energy, and this type of caring had its greatest value when it supported students' literacy learning (Sanacore, 2004).

Historically, in the African American community, educators had many roles. Educators were viewed as teachers, surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for the African American student population and the community. The community lacked leadership, education, and self-worth when the community lacked educators.

Since the charter movement began, many African American parents had selected the charter alternative (NAPCS, National Alliance for Public Charter Schools, 2008). The teacher had emerged as critical to the success of African American students in charter schools (NAPCS, National Alliance for Public Charter Schools, 2008). Lee, Lomotey, and Shujaa (1990) contend that an “African American teaching perspective was needed to produce an education that contributed to achieving pride, equity, power, wealth, and cultural continuity” (p. 47) as well as advancing character development within the context of African American community and culture (Cizek, 1995; Diamond 2006; Fairclough 2004; Lee, Lomotey, & Shujaa, 1990, Saunders, Davis, Williams, & Williams, 2004).

Charters provided an opportunity to address creative alternatives to traditional -school settings that addressed the learning needs of African American students. The need to know was whether, with the opportunity to restructure teacher roles for maximum student achievement, were these charters schools changing the form and structure of teacher roles to promote the historically successful roles of the past, or inventing new roles to maximize student achievement for African American students?

If charter schools were to be leveraged to address the needs of African American students it was imperative to know more about the roles of teachers as counselors, advocates, disciplinary, surrogate parents, and role model. There was a need to know the degree to which African American teachers in charter schools were practicing historically successful roles, and whether or not those roles played a part in the success of African American students in charter programs.

Statement of Purpose

The purpose of this study was to determine to what degree African American teachers performed the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The second purpose of the study was to determine how African American Teachers perceived the importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The third purpose of the study was to determine to what degree do African American Teachers at selected urban charter schools in New York perceived the historical roles of

counselor, advocate, disciplinarian, surrogate parent, and role model contributed to student success as evidenced by: standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college.

Research Questions

1. To what degree do African American teachers in selected urban charter schools perform the roles of: counselor, advocate, disciplinarian, surrogate parent, and role model?
2. Which of the roles of counselor, advocate, disciplinarian, surrogate parent, and role model do African American teachers in selected urban charter schools identify as most important?
3. What is the perceived importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York?
4. In what ways, in the perception of African American teachers in selected urban charter schools, do the roles of counselor, advocate, disciplinarian surrogate parent, and role model contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success?
5. What evidence exists that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contribute to student success

- in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success?
6. What do African American Teachers perceive as challenges and supports systems that hinder or sustain the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians?

Significance of the Study

A number of solutions had been proposed affecting the process and content of educating African American children more successfully. Although some of these solutions are grounded in substantive thinking, others were representative of the non-systemic system changes that continued to dominate U.S. public education but do not improve the teaching and learning of these children (Sanacora, 2004).

The literature provided us with knowledge about the historical role of the African American educators, who served as teachers, surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for the African American student population. Historically, many African American teachers expected that every child could succeed (Alexander & Miller, 1989; Cizek 1995; Saunders, Davis, Williams, & Williams, 2004; Diamond, 2006; Moule & Higgins, 2007; Peake & Fortens, 2005; Posey & Sullivan, 1990). Recently, a new alternative had emerged in the charter school movement, allowing parents to choose Selected, Urban Schools.

The significance of this was to bring knowledge about the teacher relationship and role in selected, urban charters schools. If teachers were critical to student success, and success was evident in these charter schools, then uncovering the key variables in students' success was important to all schools. If charter schools were able to maximize the potential of parents' choice and student performance, a study of the practices of teachers in these schools could reveal knowledge about the role of teachers as counselors, advocates, disciplinarians, surrogate parents, and role models, and determine if there was a relationship between the roles of teacher and indicators of student success in these alternative schools of choice.

Theoretical Definitions

African American Teacher: Certificated teachers who are themselves, African American. African American teachers were the agents of change. African American Teachers saw themselves as being responsible for educating African American youth as one step in the improvement of the quality of life for all Americans (Adair, 1984; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004).

Historical Role of Teacher – The historically successful roles of: teacher, Counselor, advocate, disciplinarian, surrogate parent, and role model as supported by the literature in this dissertation. Historically, many African American teachers expected that every child could succeed (Alexander & Miller, 1989; Cizek 1995; Diamond, 2006; Moule & Higgins, 2007; Peake & Fortens, 2005; Posey & Sullivan, 1990; Saunders, Davis, Williams, & Williams, 2004). African American teachers saw potential in their Black students, considered them to be intelligent, and were committed to their success (Brown, 2004).

Teacher as Role Model – The role of teacher who models positive character and behaviors for the purpose of teaching through congruent actions and beliefs. As the proportion of minority teachers increases, the perceived importance of academic achievement to minority students increases (Loehr, 1988, p. 32). One of the most significant impacts for Blacks stemming from desegregation was the dismissal and demotion of Black role models (Arney, 1978; Hawkins, 1994; King, 1993). Balkin (2002) contends that, as a result of the displacement of such a large number of Black administrators and teachers, a whole generation of Black educators was lost.

Disciplinarian – The teacher’s role to hold the students to academic, social and behavioral standards. This cultural congruence helped the group better relate to one another (Foster, 1989; King, 1993; Ladson-Billings, 1994; Saunders, Davis, Williams, & Williams, 2004). The teacher’s ability to achieve this task was possible because students and parents had culturally congruent backgrounds with the teachers. Finding common strands between student / parent and teachers helped bridge the necessary gaps which fostered open communication and student compliance. Parents were more willing to accept corrective language and consequences when there were commonalties between the groups (Fairclough, 2004; King 1993, Ladson-Billing 1994; Peake & Fortens, 2005).

Parent Surrogate – This teacher role is to show open affection to students, show collective encouragement and praise and fostering of the themes of social and personal responsibility (Fairclough, 2004; King 1993; Ladson-Billing & Henry, 1990). This is the teacher role of, “other mothers” (p. 398) where Black children are seen as “part of the family” (p.398). Research also suggested that students performed better when there were portions of their

culture entangled within the classroom and / or school environment, for example, including candid classroom discussions about community devastation.

Counselor: This is the role of African American teacher that takes an interest in students and provides them with moral and political support (Fairclough, 2004; Haynes & Comer 1990; Mayo, 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004). African American teachers' life experiences, attitudes, and desire to serve contributed to their development of their pedagogical practices. African American teachers as counselors do not rationalize student failure by blaming societal challenges these individuals advocated for change and imbed this idea in their students (Cizek 1995; Foster 1989, 1990, 1993, 1997; Saunders, Davis, Williams, & Williams, 2004). Historical research provides evidence of an African American teaching philosophy that enabled them to act as social agents in ways that both changed and constructed their own and their student realities (Adair, 1984; Foster, 1990; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004).

Advocate: The role of advocate is practicing the African American teaching philosophy that attributes to academic and professional success among African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support (Fairclough, 2004; Haynes & Comer 1990; Mayo, 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004). African American teachers as advocates saw potential in their Black students, considered them to be intelligent, and were committed to their success (Brown, 2004). King (1993) asks, "What if educators really loved black children and request a teaching philosophy and

pedagogy that challenged the social justification of poverty, sexism, human ranking, exploitation, racism, and unhealthy environment” (p. 20). Lee, Lomotey, and Shujaa (1990) contend that an “African American teaching perspective is needed to produce an education that contributed to achieving pride, equity, power, wealth, and cultural continuity” (p. 47) as well as advancing character development within the context of African American community and culture (Cizek, 1995; Diamond 2006; Fairclough 2004; Lee, Lomotey, & Shujaa, 1990; Saunders, Davis, Williams, & Williams, 2004). School houses served as community institutions in which everyone had vested interest, they reinforced the educational and communal values that facilitated their construction (Anderson, 1998).

Interracial Diplomacy – The process of creating racial bonds between members of the African American community to foster open communication by engaging dialogue and discourse (Fairclough, 2004, page 43).

Charter School – Innovative, tuition free public schools which provide administrative flexibility to a school’s staff and a rich learning environment with high expectations for its students (NAPCS, National Alliance for Public Charter Schools, 2008).

Matriculation to college - As defined by Webster Collegiate 2007 Dictionary is to enroll as a member of a body and especially of a college or university.

Constructive Student Activities - Constructive social activities include (clubs, sports, community efforts, tutoring, and social activities). These activities have a common goal; to develop socially, athletically, academically, artistically, etc. Activities that are provided by teachers and sports groups are designed to achieve these goals (Heitman, 2006).

Selected Urban- Charter - Innovative, tuition free public schools which provide administrative flexibility to a school’s staff and a rich learning environment with high

expectations created for student from a selected urban area and or background (NAPCS, National Alliance for Public Charter Schools, 2008). The increase in the Black teaching force was advantageous for Black students, learning about how and what these teachers had done to be successful with Black students had the potential to assist us in thinking about the current educational system. That was, historically successful roles of teachers as counselors, advocates, disciplinarians, surrogate parents, and role models were characteristics, philosophies, and insights about Black teachers that other teachers duplicated and learned.

Standardized test scores – As defined by Webster Collegiate 2007 Dictionary is the result from a test administered and scored in a consistent manner. The tests are designed in such a way that the "questions, conditions for administering, scoring procedures, and interpretations are consistent" ^[1] and are "administered and scored in a predetermined, standard manner."^[2]

Delimitations

The study was delimited to selected urban charter schools with 95 percent or higher African American teachers and 95 percent or higher African American students located in a 400 mile radius within New York State. There were other selected, urban schools that existed in New York state both public and charter; however to achieve reasonable accessibility the research narrowed the search to encompass the schools within a 400 mile radius and focused solely on charter schools. Furthermore, there were selected, urban charter schools with predominant Hispanic minority student and teacher populations, but the purpose of this study was to 1) identify the historical literature-based roles of African American teachers as: counselors, disciplinarians, advocates, parent surrogates and role models., 2) collect both quantitative and qualitative data from African American teachers as to their

perceptions of these roles in surveys and interviews and, 3) interview the principal regarding evidence of student success related to these roles as documented in archival data, standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college.

Organization of the Study

The researcher organized the study into nine chapters, the nature of the project was discussed in chapter one. Chapter two is an in depth review of the literature. Chapter three describes the methodology and research procedures for the collection of data and data analysis of the study.

Chapters four through seven are individual case studies of the four schools selected for the case studies. Each chapter represents the quantitative and qualitative data collected for that individual case study. Each case presents and analysis of the data collected for the school.

Chapter eight is a summary of the data collected and analyzed across the four individual case studies. Data are reported and analyzed across all four case studies looking for themes and patterns across the four cases,

Chapter nine is the conclusion of the study, reporting findings according to data collected to answer six research questions. Chapter nine includes findings, conclusions and recommendations for further study.

CHAPTER TWO

REVIEW OF THE LITERATURE

Educational Systems and African American Students

“Every educational system functions to perpetuate the larger society by acculturating its young into the order, and the purpose of the American colonial education system are to maintain this societal structure. Its claims of individual freedom, culture pluralism, and world democratization obscure its ideologies of elitism, cultural monism, and world Americanization; Black children are the acculturated victims... These cultural realities contribute to the academic and cultural problems of Black students; mis-education to believe in individual freedom, and that one is thus responsible for one’s own success and failure. Black students often question their own intelligence when they do not succeed in school” (Atkinson and Hord, 1983, p 3-4).

Teacher – Student Relationships and Student Achievement

Though Black student achievement had made enormous strides over the past four decades, African American students, as a demographic group, continued to fall far below their same age white counterparts. A half-century since the Brown ruling attempted to make desegregation the law of the land, African American students, the very group of students who were supposed to benefit most from Brown, were arguably the most underachieving group of students in U. S. Schools (Miner and Howard, 2004). The U.S. Department of Education concluded, "The racial achievement gap was real, and it was not shrinking (Saunders, Davis, Williams, & Williams, 2004). According to the NAPCS (2008) alternatives had been tried over the past four decades to bridge the gap between white and black student achievement including magnet, curricula changes and district takeovers (NAPCS, National Alliance for Public Charter Schools, 2008).

The charter school movement had provided new public school alternatives with common mission and parent choice; in the last ten years, there had been an increase in the

number of African American Students attending charter schools. (NAPCS, National Alliance for Public Charter Schools, 2008). Some of those schools were designated, selected, urban, charter schools where the intent was to place African American teachers with African American students (NAPCS, 2008).

While these charter schools report increased student progress, there was a need to know the roles of teachers in these schools. What did the literature reveal about teachers in these selected urban schools duplicating the historically successful roles of teacher as counselor, advocate, disciplinarian, surrogate parent, and role model? Which roles had the literature found most needed in today's world and which roles were predominate in the academic success of African American students? While current research reported indicators of student success, there was a gap in what we know about the relationship and roles of teachers in this new environment related to indicators of student success.

African American Students and Teacher Relationships

Just getting to know people of color, increased the teachers' ability to work sensitively with children of color in the classroom (Duarte & Reed, 2004; Hinchey, 1994; Moule, 2007; Sleeter, 2001; Stachowski & Mahan, 1998). One of the most frequent complaints of students, especially African American students, was that some teachers, most noticeably Caucasians, don't relate very well to them (Casteel, 2000). Educators (Graybill, 1997) believed that a positive relationship must exist between the student and teacher if significant academic achievement was to be gained. Student needed to identify favorably with their teachers or they performed very poorly in school, which led to failure in society. According to King (1993) low-achieving African American students benefited more from relationships with African American teachers. African American teachers also tended not to

rationalize student failure by blaming family or society. Rather, African American teachers tended to accept the student (even with their weaknesses) and do their best to help students achieve (Foster, 1989, 1990, 1993, Peake & Fortens, 2005; Sanacore, 2004). Furthermore, Milner and Howard (2004) explained Black students attended schools operated mostly by experienced, dedicated, concerned, and skilled Black educators. These teachers and administrators often had better credentials and were more familiar with the cultural context of their students than their White counterparts. Having lived in communities in which they taught, many Black teachers developed meaningful relationships with their students and their families outside of the school.

African American Teachers and Expectations for Achievement

In our classrooms, questions of equity were forcing educators to re-evaluate an issue that had been present for decades: If we believed that everyone learned, then what accounts for the difficulties that many African American children had in school? Research in the areas of race and culture was broadening our understanding of the impact of teachers on academic success. "Our attitudes and expectations influenced the climate of our classrooms, shaped what we taught and how we taught it, and thus had an impact on the achievement of our students" (Casteel, 2000, p. 117).

Whether African American students attended public or private schools, whether they attended co-ed or same-sex institutions, the literature supported that their teachers can make the difference in their successful learning. In 1975 the U.S. Commission on Civil Rights noted that the "heart of the educational process is the interaction between teacher and student" (Rodriguez 1983, p. 508). Throughout their research, David and Myra Sadker (1994) remained convinced that "students live up to what their teachers expect" (p. 253).

Research repeatedly confirmed that our expectation of students was instrumental to their performance. In a 1982 study, Jawanza Kunjufu asserted that the most important factor in student performance "is not socioeconomic standing, not the home environment, not the school per-pupil expenditure ... the most important factor is teacher/parent expectations" (1984,p. 9). Shirl Gilbert, superintendent of the Petersburg, Virginia, Public Schools, and Geneva Gay, an education professor at Purdue University, reminded us that "when teachers expect Black students to fail regardless of their own academic potential they adjust their own behavior in ways that help realize these expectations" (1985, p. 136). Educational anthropologist George Spindler (1963) observed that "even the best-intentioned teacher can articulate positive goals in the students' best interests and then inadvertently steer students away from high expectations because the teacher believes the students are low achievers" (p. 156). In his findings related to African American academic achievement, Yale professor of child psychiatry James Comer (1990) concluded, "Teachers must expect, encourage, and promote excellence among all children regardless of race, gender, or socioeconomic status" (p. 111).

Culture and The Classroom: Research on the Role of Culture and African American Student Achievement in the Classroom

As early as 1963, Spindler reported that teachers were "cultural transmitters" (p. 156). Because teachers brought their own culture and values with them into the classroom, when they faced a conflict in cultural values, they often reacted by rigidly adhering to their own set of values; thus, inadvertently, their behavior interfered with the learning --even limited the learning -- of their students. Our prejudices and stereotyping led to assumptions that influenced our own actions and interfered with our teaching effectively. Armando Rodriguez (1983) reminded us that "when placement is done as a result of teacher recommendations, we

are frequently faced again with the situation of the Anglo teacher who does not understand the minority child -- his culture, learning style, etc. -- and therefore declares the child a failure" (p. 506-507). Sociologist and medical doctor Gloria Johnson Powell (1983) cited Patchen and Davidson's 1973 study that observed that a major force at work in racial interaction among the students was the teachers' attitudes. In the study, teachers' support of black-white rapport set the tone for their classrooms; students followed their teachers' lead in supporting congenial race relations. Teachers' bias about minority children, however, led to lower expectations for academic achievement, which resulted in re-segregation: minority children were placed in remedial classes due to teacher biases and low expectations. Powell concluded, "Negative teacher attitudes lead to actual discrimination" (p. 447).

That cultural conflict was not as much a problem before schools desegregated because African American teachers usually taught African American students (Graybill, 1997). Since 1970, however, African American teachers had declined in number. In 1970, African Americans accounted for 12 percent of the teaching profession. In 1991, according to the NEA, the number had dropped to eight percent. The most recent projections estimated that by 2000 the proportion of African American teachers will be less than five percent -- thus the concern about cultural discontinuity (King, 1993, 125).

Research indicated that the presence of African American teachers in the classroom made an even more positive difference to students of the same culture. Rodriguez (1983) wrote, "Students and teachers who share a common cognitive style tend to perceive each other more favorably than do teachers and students whose cognitive styles were dissimilar" (p. 509). Sabrina King (1993) cited numerous studies that point out that the distinctive cognitive and interactive styles of African American students benefit from the pedagogy and

philosophy of African American teachers (p. 120 -123). Black teachers communicated the message that education was for black students, not just whites. They provided a connection for those students who may feel alienated from the school environment. They represented surrogate parent figures and functioned as significant role models. King quoted the Education Commission of the States, which reported in 1990 that "a diverse teaching force allows all students to understand people who come from backgrounds different from their own and to see persons of different cultures in leadership positions" (p. 120).

Research suggested that teachers built on the values and expectations taught by parents at home (Gilbert and Gay 1985, p. 136). Kirkland-Holmes and Federlein (1990) wrote that every effort should be made to "create a learning environment that complements the culture" of the student's home by making connections to key features of the African American culture (p. 2). A New York State Regents' report also recommended that educators pattern classroom interaction after the home environment to help African American academic performance (Guild, 1994, p. 16).

African American families relied on "family kinship networks" that included blood relatives and close friends. Uncles, aunts, cousins, and grandparents all shared in a collective responsibility for caring for the children and teaching skills and values (Baruth and Manning 1992, p. 68; Hale-Benson, 1986, p. 48; Shade 1982, p. 223). Positive benefits accrued from identifying with a larger group: children paid more attention to people than to things (Shade, 1982, p. 224); they learned to work together (Hale-Benson, 1986, p. 52); and the family support allowed them to gather strength from the collective cultural group so that they were better able to maintain their self-esteem in the face of a racist society (Powell, 1983b, p. 72). Dolores Norton (1983) cited four studies carried out between 1958 and 1979 that indicated

that significant others, not the larger society, determine self-esteem (p. 186). African American children compared themselves to other African American children, not to Whites (Powell 1983b, 53-57). Hale-Benson explained, Black parents had prepared their children with a "dual socialization" (p. 64) -- to live among white people without becoming white by learning about significant Blacks and interpreting events in light of the Black experience (p. 46). The Black parent's authoritarian nurturing provided strict guidelines for behavior and established high expectations to do well and be a credit to the family (p. 49), and, in the process, it created independent and self-sufficient children (Norton, 1983, p. 188). White rejection translated into self-hatred, but a negative attitude on the part of the White teacher resulted in inappropriate placement and interfered with the student's academic achievement (Norton, 1983, p. 191).

Gilbert and Gay (1985) suggested, therefore, that educators and parents form a "functional partnership between the Black culture and the school culture," to find common ground in their expectations of the students and to reinforce the "cultural heritage and ethnic identity of black children" (p. 136).

African American Teachers as Role Models in Schools

On May 17, 1954, at 12:52 p.m., the United States Supreme Court rendered its momentous decision in the case of *Brown v. Board of Education of Topeka, Kansas* (1954). The fundamental public policy that the court unanimously ruled upon was straightforward: segregated schools (established and maintained by state action) were inherently unequal. The court clearly said, through its ruling that separate but equal was, in fact, a contradiction in terms-official state sanctioned segregation was a violation of the equal protection clause of

the 14th Amendment of the Constitution, which forbids any state from making or enforcing any laws which deny any person within its jurisdiction the equal protection of the laws.

The Brown v. Board of Education Case

The 1954 United States Supreme Court decision in *Oliver L. Brown et.al. v. the Board of Education of Topeka (KS) et.al.* was among the most significant judicial turning points in the development of our country. Originally led by Charles H. Houston, and later Thurgood Marshall and a formidable legal team, it dismantled the legal basis for racial segregation in schools and other public facilities.

By declaring that the discriminatory nature of racial segregation ... "violated the 14th amendment to the U.S. Constitution, which guaranteed all citizens equal protection of the laws," *Brown v. Board of Education* laid the foundation for shaping future national and international policies regarding human rights.

Brown v. Board of Education was not simply about children and education. The laws and policies struck down by this court decision were products of the human tendencies to prejudice, discriminate against, and stereotype other people by their ethnic, religious, physical, or cultural characteristics. Ending this behavior as a legal practice caused far reaching social and ideological implications, which continued to be felt throughout our country. The *Brown* decision inspired and galvanized human rights struggles across the country and around the world.

What this legal challenge represents was at the core of United States history and the freedoms we enjoyed. The U.S. Supreme Court decision in *Brown* began a critical chapter in the maturation of our democracy. It reaffirmed the sovereign power of the people of the United States in the protection of their natural rights from arbitrary limits and restrictions

imposed by state and local governments. These rights were recognized in the Declaration of Independence and guaranteed by the U.S. Constitution.

While this case was an important historic milestone, it was misunderstood. Over the years, the facts pertaining to the *Brown* case had been overshadowed by myths and mischaracterizations:

- *Brown v. Board of Education* was not the first challenge to school segregation. As early as 1849, African Americans filed suit against an educational system that mandated racial segregation, in the case of *Roberts v. City of Boston*.
- Oliver Brown, the case namesake, was just one of the nearly 200 plaintiffs from five states who were part of the NAACP cases brought before the Supreme Court in 1951. The Kansas case was named for Oliver *Brown* as a legal strategy to have a man head the plaintiff roster.

The *Brown* decision initiated educational and social reform throughout the United States and was a catalyst in launching the modern Civil Rights Movement. Bringing about change in the years since the *Brown* case continued to be difficult. But the *Brown v. Board of Education* victory brought this country one step closer to living up to its democratic ideas.

The Case

The Supreme Court combined five cases under the heading of *Brown v. Board of Education*, because each sought the same legal remedy. The combined cases emanated from Delaware, Kansas, South Carolina, Virginia, and Washington, DC. The following describes those cases:

Delaware – Belton v. Gebhart (Bulah v. Gebhart)

First petitioned in 1951, these local cases challenged the inferior conditions of two black schools designated for African American children. In the suburb of Claymont, African American children were prohibited from attending the area's local high school. Instead, they had to ride a school bus for nearly an hour to attend Howard High School in Wilmington. Located in an industrial area of the state's capital city, Howard High School also suffered from a deficient curriculum, pupil-teacher ratio, teacher training, extra curricular activities program, and physical plant. In the rural community of Hockessin, African American students were forced to attend a dilapidated one-room school house and were not provided transportation to the school, while white children in the area were provided transportation and a better school facility. In both cases, Louis Redding, a local NAACP attorney, represented the plaintiffs, African American parents. Although the State Supreme Court ruled in favor of the plaintiffs, the decision did not apply to all schools in Delaware. These class action cases were named for Ethel Belton and Shirley Bulah.

Kansas – Brown v. Board of Education

In 1950 the Topeka NAACP, led by McKinley Burnett, set out to organize a legal challenge to an 1879 State law that permitted racially segregated elementary schools in certain cities based on population. For Kansas this would become the 12th case filed in the state focused on ending segregation in public schools. The local NAACP assembled a group of 13 parents who agreed to be plaintiffs on behalf of their 20 children. Following direction from legal counsel they attempted to enroll their children in segregated white schools and all were denied. Topeka operated eighteen neighborhood schools for white children, while African American children had access to only four schools. In February of 1951 the Topeka

NAACP filed a case on their behalf. Although this was a class action it was named for one of the plaintiffs Oliver Brown

South Carolina - Briggs v. Elliot

In Clarendon County, the State NAACP first attempted, unsuccessfully and with a single plaintiff, to take legal action in 1947 against the inferior conditions African American students experienced under South Carolina's racially segregated school system. By 1951, community activist Rev. J.A. DeLaine, convinced African American parents to join the NAACP efforts to file a class action suit in U.S. District Court. The Court found that the schools designated for African Americans were grossly inadequate in terms of buildings, transportation and teacher's salaries when compared to the schools provided for Whites. An order to equalize the facilities was virtually ignored by school officials and the schools were never made equal. This class action case was named for Harry Briggs, Sr.

Virginia – Davis v. County School Board of Prince Edward County

One of the few public high schools available to African Americans in the state was Robert Moton High School in Prince Edward County. Built in 1943, it was never large enough to accommodate its student population. Eventually hastily constructed tar paper covered buildings were added as classrooms. The gross inadequacies of these classrooms sparked a student strike in 1951. Organized by sixteen year old Barbara Johns, the students initially sought to acquire a new building with indoor plumbing. The NAACP soon joined their struggles and challenged the inferior quality of their school facilities in court. Although the U.S. District Court ordered that the plaintiffs be provided with equal school facilities, they were denied access to the white schools in their area. This class action case was named for Dorothy Davis.

Washington, DC – Bolling v. C. Melvin Sharpe

Eleven African American junior High School students were taken on a field trip to the city's new modern John Phillip Sousa School for whites only. Accompanied by local activist Gardner Bishop, who requested admittance for the students and was denied, the African American students were ordered to return to their grossly inadequate school. A suit was filed on their behalf in 1951. After review with the *Brown* case in 1954, the Supreme Court ruled "segregation in the District of Columbia public schools...was a denial of the due process of law guaranteed by the Fifth Amendment..." This class action case was named for Spottswood Bolling.

The landmark court decision of *Brown versus Board of Education* had been considered the single most important court decision in American educational history. The court overturned the *Plessy vs. Fergusson* "separate but equal" clause which denied African Americans students of their constitutional right to education guaranteed by the fourteenth amendment. Ironically, the parties represented in the *Brown* case wanted the same rights as many parents of today, student achievement (Saddler, 2005). Over fifty years have passed and African American students' achievement continued to be a major hurdle for the current educational system. The purpose of this literature review was to describe how the historical and contemporary relationships between African American teachers and African American students encouraged academic success. Furthermore, this review explores how the historical variables of teacher as, counselor, advocate, disciplinarian, surrogate parent, and role model promoted the academic achievement of African American students.

One of the first negative impacts for Blacks stemming from desegregation was the dismissal and demotion of Black principals and teachers (Arney, 1978; Hawkins, 1994; King,

1993). In 1954, when the *Brown v. Board of Education* decision was handed down, there were 82,000 Black teachers (Hawkins, 1994). By 1964, 38,000 Black teachers and administrators had lost their positions in 17 southern and Border States (Ethridge, 1979; Holmes, 1990). During the three- year period from 1967 to 1970, the number of Black principals in North Carolina declined from 670 to 170; in Alabama from 250 to 40; in Mississippi from 250 to almost zero (Haney, 1978). Balkin (2002) contends that, as a result of the displacement of such a large number of Black administrators and teachers, a whole generation of Black educators was lost. Organizations such as the NACCP Legal Defense and Educational Fund, the Dushane Fund of the National Education Association, local NACCP branches, and local Black community leaders provided counsel and occasional financial assistance to displaced and dismissed teachers and administrators (Bradley, 1999).

Research had called attention to the need for representative role models for children and youth (Adair, 1984; Graham, 1987; Stewart, Meier, La Follette, & England, 1989). The perspective supported the notion that student of color needed teachers of color in their learning environment to ensure higher aspiration levels, (JCPS, 1989), achievement levels, (Holmes, 1990), and sense of self worth (JCPS, 1989) advanced rather than diminished.

This imbalance in the teaching profession decreased the likelihood of African American students seeing African American teachers and administrators on their campuses and in their classrooms (Miner and Howard, 2004). Black students went from schools where all their teachers and principals were Black to where most, if not all were White.

Furthermore, Black students were being taught by White teachers who were culturally unaware of Black students' ways of life, norms, customs, family, and community values (Dempsey and Norblit, 1996). What people experience on a day- to – day effectuated how

they viewed and envisioned the possibilities of their lives...And so if students were growing up in schools that they did not see Black teachers, that they did not see Black principals, or Black Superintendents, how were they going to imagine becoming one (Miner and Howard, 2004)?

With the continuing decrease in the ratio of Black teachers in schools today vis-à-vis the ratio of students, the majority of Black students had a sharply declining number of Black teachers to serve as role models. For example, Mercer and Mercer (1986) contended that "(operating) a public school system without Black teachers was (like teaching) white supremacy without saying a word" (p. 105) and that the shrinking African American pool of teachers was partly a consequence of how Brown was implemented by White policy makers. King (1993) has noted that, in addition to serving as positive role models for students, many of whom do not have much exposure to them in their communities, African American teachers also tend to serve as surrogate parents, disciplinarians, counselors, and advocates for African American students (p. 122).

Lyons and Chesley (2004) explain that African American students and all students needed to have exposure to more African American teachers and administrators as role models; they stated that the curriculum needed to be revised to include more aspects of African American history and culture, that school staff members, particularly teachers, needed to better understand and embrace diversity, and African American students should not be primarily assigned to schools with poor, minority students(Lyons and Chesley, 2004).

African American Teachers as Advocates for Students

Prior to the Brown decision, there was a sense of community in the Black segregated neighborhoods. The community felt ownership of the schools; teachers engaged in social

work, public health campaigns, racial uplift, and interracial diplomacy. (Fairclough, 2004). “The notion of uplift, and the necessity of education to achieve that goal, was a constant theme at Negro conventions and in black newspapers during the antebellum period” (Rael, 1995, p. 18-19).

Franklin (1990) noted that historically, educators had been the largest group in the community that provided leadership. Throughout the nineteenth and the first half of the twentieth century African American educators had held themselves responsible and accountable for the education achievement of children and adults attending their schools (Franklin 1990; Neverdon-Morton, 1989; Peake & Fortens, 2005; Saunders, Davis, Williams, & Williams, 2004). In the past, African American teachers were expected to participate in the NAACP; these teachers were viewed as leaders (Dingus, 2006 p 223).

Belief that Every Child can succeed

Historically, many African American teachers anticipated that every child could do well (Alexander & Miller, 1989; Cizek 1995; Diamond, 2006; Moule & Higgins, 2007; Peake & Fortens, 2005; Posey & Sullivan, 1990; Saunders, Davis, Williams, & Williams, 2004). Researchers attributed the academic and professional success among African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with sincere support (Fairclough, 2004; Haynes & Comer 1990; Mayo, 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004). African American Teachers saw themselves as being accountable for educating African American youth as one route in the improvement of the quality of life for

all Americans (Adair, 1984; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004).

Community Centered Education

African American school communities were overwhelmingly reliant on community initiative and collective action (Klugh, 2005). These segregated schools developed as community institutions where community members could focus their collective energies toward a common goal; they could invest in each other and actively created palpable resources to improve their lives (Greenbaum, 2002, p. 19). Since these school houses were community institutions in which everyone had vested interest, they reinforced the educational and communal values that facilitated their construction (Anderson, 1988, p. 173).

Identity, Culture, and Educational Achievement

Irvine and Irvine (1983) discussed how black schools were community-centered institutions that addressed the deeper psychological and sociological needs of their clients (p. 416). Understanding the Black community involved understanding its basis for solidarity, its implied sense of control, its value, and its collective aspirations for its young. Moreover, it involves understanding how institutional resources and other means were arranged to meet the needs (p. 419).

Teachers as Walking Texts of History, Perseverance, and Success

Much had been written about Black teachers, their experiences, their curriculum development, and their teaching in the public classroom (Foster, 1990, 1997, Holmes, 1990; Hudson & Holmes, 1994; Irvine & Irvine, 1983; King 1983; Milner & Howard, 2004; Milner, 2003; Monroe & Obadiah, 2004). Agee (2004) further explained “Black teachers brought a desire to construct a unique identity as a teacher, she or he negotiates and

renegotiates that identity to meet their objectives and to meet the needs and expectations of their students” (p. 749).

In her investigation of African American teachers during segregation, Siddle-Walker (2000) explained Black teachers appeared to have worked with the assumption that their job was to be certain that children learned material presented (p. 265-266).

These teachers worked overtime to help their African American students learn; although these teachers were teaching during segregation, “they were also preparing their students for a world of integration” (Siddle-Walker, 1996, p. 266). Likewise, Brown (2004) advocated, “these teachers saw potential in their Black students, considered them to be intelligent, and were committed to their success” (p. 255). Indeed they saw their jobs and role as extending far beyond the hallways of the school or their classroom (Milner, 2006, p. 92). They had a mission to teach their student because they recognized the repercussions and consequences for not having an education. Undereducated and under-prepared students were vulnerable to destructive outcomes: (drug abuse, prison, or even death) (p. 92)

Milner and Howard (2004) maintained “Black educators were far more than physical role models, and they brought diverse family histories, value orientations, and experiences to students in the classroom, attributed often not found in textbooks” (p 285). Thus Black teachers, similar to all teachers, were texts themselves, but these teachers’ text pages were inundated with life experiences and histories of racism, sexism, and oppression, along with those of strength perseverance and success (Milner, 2006, p. 93). Consequently, the teachers’ life experiences were rich and empowering; they had the potential to help students understand the world and to change it.

"Now more than ever our school children need role models and advocates in the school where they spend a large part of their daily lives. We must encourage more academically able Black students to consider teaching as a career...the loss of Black teachers is a threat to all children, white and black. Teachers, as role models, help give future generations a view of the world. Let us make sure our children see themselves in that world." (Elaine P. Witty, Retired Dean of the School of Education, Norfolk State University in Virginia, 2004)

African American teachers have a meaningful impact on Black students' academic and social success because they often deeply understand Black students' situations and their needs. For example, Milner (2003) reminded us of the insight Black teachers had in helping us understand the important connections between the affective domain and student behavior. Building on lessons learned from Black teachers, Milner explained that in order for teachers to establish and maintain student motivation and engagement, they had to be aware of students' feelings and their social needs. Students' feelings and emotions mattered in how they experienced education; Black students often brought a set of situations that had been grounded in racism and inequity (Milner, 2003). Racism and inequity emerged not only through their daily interactions but also through institutional and structural circumstances (Milner, 2006).

It was easy for teachers to grant students permission to fail (Ladson-Billing, 2002) when they considered the complex and challenging lives of their students outside of the classroom. However, successful teachers of Black students maintained high expectations for their students (Siddle-Walker, 1996) and did not pity them but empathized with the students (McAllister & Irvine, 2002) so that students had the best possible chance of mobilizing themselves and empowering their families and communities. To further explain, teachers who were committed to improving the lives of their students do not accept mediocrity, and encouraged and insisted that their students reach their full capacity, "mainly because the

teachers understand that allowing student to just get by can surely leave them in their current situation or even worse” (Milner, 2006, p. 94).

African American teachers refused to allow their students to fail (Ladson- Billings, 2002). They develop appropriate, relevant, responsive, and meaningful learning opportunities for their students. Teachers had high expectations for students and pushed students to do their best work. Teachers often saw expertise, talents, and creativity in their students, and they insisted that students reached their full capacity to learn (Milner, 2006, 101).

African American teachers offered a counter-story or counter perspective on the situations that Black students found themselves dealing with in school. Because of their deep cultural knowledge about Black students, these teachers often advocated for Black students in spaces where others misunderstood their life experiences, worldviews, and realities (Milner, 2006, 101).

More than anything, Siddle-Walker (2000) concluded that because of the hard work and dedication of Black teachers students did not want to let them down (p. 265). Milner (2006) added the students put forth effort and achieved academically and socially because teachers held extracurricular tutoring sessions, visited homes and churches in the community where they taught, even when they did not live in the community, and provided guidance about life’s responsibilities (p. 101). These teachers made arrangements to meet with students before and after school, carried a student home if that meant the student would be able to participate in some extracurricular activity he or she would not otherwise participate (p. 101). In some instances, teachers purchased school supplies for their classroom, and helped to supply clothing for students whose parents had fewer financial resources and scholarship money for those who needed help to go to college (Siddle-Walker, 2000, p. 265).

School closures and the displacement of Black teachers and administrators undermined the arrangement of community schooling institutional resources, and the ability of communities to work together in community centered and community controlled institutions to motivate their young (Klugh, 2005). Savage (2002) echoed these views when explaining how schools provided venues for resource development, community leadership, and extraordinary service (p. 207). Hudson and Holmes (1994) explained that "...the loss of African American teachers in the public school setting had had a lasting negative impact on all student particularly African American student and the communities in which they reside..."(p. 389).

African American teachers as Parent Surrogates

"If a house burns down, it's gone, but the place; the picture of it stays, and not just in memory, but out there, in the world. What I remember is a picture floating around there outside my head. I mean even if I don't think about it, even if I die, the picture of what I did, or knew, or saw is still out there. Because even though it is all over and done with; it's going to always be there waiting for you." 1987, p 44 – 45) Sethe, in Toni Morrison's *Beloved*.

Nearly fifty years following the landmark *Brown* case, many of the points argued by Thurgood Marshall still remained a major concern in the African American community (Saddler, 2005, p. 50). Consequently, conditions warranted a reassessment of the alleged benefits of *Brown*. The central question addressed by the Supreme Court in the *Brown* cases was whether segregation of children in public schools solely on the basis of race deprives minority children of equal educational opportunities even when all else was equal. The court ruled that not only was such racial segregation harmful, but also that to separate Black children from others of similar age and qualifications solely because of their race generated a

feeling of inferiority as to their status in the community that affected their hearts and minds in a way not likely ever to be undone (Walker, 2000, p. 253, Saddler, 2005, p. 50).

Knowing Adults Care in African American Communities

With this being said, fifty years after the Brown decision, African American students continued to be low academic performers. Educating African American students successfully was a complex process involving big-picture considerations and specific instructional strategies; at the very least, students needed to know that adults in their lives truly cared about them (Sanacora, 2004).

Research also suggested that students performed better when there were portions of their culture entangled within the classroom and / or school environment, for example, including candid classroom discussions about community devastation. Other examples included the use of relevant music facilitated learning, the use of African American narratives helped cultivate students' sense of culture and history and sense of self, the utilization of teaching methods which corresponded to and were informed by the Black Church experiences, and the strengthening and use of vitality of Black children (Fairclough, 2004; Ladson-Billing & Henry, 1990).

Teachers as "Other Mothers"

Other components of teacher styles included open warmth to students and the collective encouragement and praise and fostering of the themes of social and personal accountability (Fairclough, 2004; King 1993; Ladson-Billing & Henry, 1990). Henry (1992) explains that Black teachers strived to create a classroom environment with a "family ethos" (p. 398). These teachers viewed themselves as "other mothers" (p. 398) and viewed black children in their schools and in their community as part of their own families.

Faye Salters recounted in her interview with Dingus, her days in segregated schools:

Teachers have to be momma, they gotta be psychologist, because they gotta know what kind of help a child needs, counseling. Psychiatrists some days, sociologist. They gotta know whether they can hear, whether they can see. I gotta know whether there are things going on at home that I need to help them with. I have to be all those people in the classroom. I have to prepare them for life more so than academics. I gotta prepare the brothas. I gotta prepare the sistas to make it because they need to know, from the experiences that I had. You need to be prepared. You can't get out there half stepping. If you are African American, you can't get out there half stepping! You gotta step up and step high.

Emotional and Social Support of African American Students in Classrooms

In segregated schools from the past, this knowledge was imparted into all students inciting them to find their significant other, meaning, somebody, that one teacher, that they went to for everything, that helped you with anything, that was willing to go to another teacher if needed (Dingus, 2006). In addition Dingus (2006) recorded, African American Teachers in segregated schools were personally invested in the academic, personal, and character development of their students. These teachers were irreplaceable asset who impacted the lives of students (p. 222). African American teachers in segregated schools provided physical, emotional, and intellectual support (p. 223).

African American Teachers as Disciplinarians

Classroom Management Techniques and African American Students/ Discipline Practices and Socio-Economics

Children from minority and low-income backgrounds were less likely, when compared to middle-class and majority students, to have positive relationships with their middle-class White teachers. The literature provided explanations for this situation (Pianta & Nimetz, 1991; Townsend, Thomas, Witty, & Lee, 1996; Vondra, Shaw, Swearingen, Cohen, & Owens, 1999). Explanations in the literature discussed that these differences reflected teachers' biases, classroom management styles, and disparities in the severity of practices

used for discipline. The use of prejudicial classroom management techniques with minority students, particularly African American, was well-documented (Banks & Banks, 1993; Sheets & Gay, 1998; Skiba, Michael, Nardo, & Peterson, 2002). Teachers perceived that the behavior of African American males was more aggressive and severe than that of their White counterparts. African American males who misbehaved in the same way as their White counterparts were more likely to be punished (Ferguson, 2000; Obadiah & Teel, 2001; Sheets & Gay, 1998), resulting in suspensions and expulsions (Costenbader & Markson, 1994; Pauken & Daniel, 1999). The severity of these disciplinary practices with minority students impeded their achievement in the classroom, excluded them from courses, alienated them, increased misbehavior, and lead to higher drop-out rates, lowered expectations, and more frequent grade retention (Garibaldi, 1992; Irvine, 1990; Meisels & Liaw, 1993; Oakes, 1994; Rodney, Grafters, Rodney, & Mupier, 1999).

Cultural Identity and Behavior

Classroom disciplinary practices also were influenced by students' socioeconomic level. Teachers frequently viewed low-income students as having the highest potential for behavioral problems (Malone, Bonitz, & Rickett, 1998). Consequently, students from low-income homes, regardless of ethnicity, were disciplined more often by teachers than middle-class White students. Additionally, teachers of low socioeconomic children most often used or supported the use of corporal punishment, verbal punishment, or suspension, compared to teachers of middle-class students (Lezotte, 1998-99). Lezotte argued that some of the behaviors by culturally diverse lower socioeconomic level students that teachers found annoying and/or problematic were behaviors that served a function in the students' world outside of school.

Rates of Expulsion and Suspension for African American males

Alternatively, student-teacher racial matching was associated with teachers' evaluations of students' behavior. Black students were more inclined to misbehave when they were matched with White teachers versus Black teachers (Downey & Pribesh, 2004, p. 268). From this perspective, Black students' behavior was not just different from white students' in a culturally arbitrary ways; it disrupted what teachers were trying to accomplish (Kingston 2000). Along these lines, Ogbu's (1991) oppositional culture explanation for Black-White differences in school success emphasized a strained relationship between Black students and White teachers resulting from Black students' behavior. The theory posited that Black students resisted schooling and other White-controlled institutions because of their historically subjugated relationship with Whites and their perception of limited occupational opportunities (Downey & Pribesh, 2004, p. 268). Downey and Pribesh (2004) concluded that in an attempt to maintain their racial identity, Black students developed peer groups that rejected symbols and behaviors that were viewed as "White" (e.g., adhering to the student role) (p. 269). Academically successful Black students, therefore, were at risk of being sanctioned by peers for "acting White" (Fordham and Ogbu, 1986, p. 181).

Discipline and Cultural Congruence

On the other hand, many African American teachers had to discipline their students. The teacher's ability to achieve this task was possible because students and parents had culturally congruent backgrounds with the teachers. This cultural congruence helped the group better relate to one another (Foster, 1989; King, 1993; Ladson-Billings, 1994; Saunders, Davis, Williams, & Williams, 2004). Finding common strands between student / parent and teachers helped bridge the necessary gaps which fostered open communication

and student compliance. Parents were more willing to accept corrective language and consequences when there were commonalities between the groups (Fairclough, 2004; King 1993, Ladson-Billing 1992; Peake & Fortens, 2005).

Conversely, when a non- African American teacher was faced with the daunting task of disciplining an African American student, there was a gamut of underlying factors (Saddler, 2005). Saddler listed lack of trust and disenfranchisement as two key factors. African American parents viewed non- African American teachers as they viewed the society as a whole, the problem with educating Black children in America was precisely that “a problem” (p. 41). This was directly related to the nation’s racial issues. Saddlers wrote that Black children suffered in schools because staff, who had the power to label, classify, and define, did not always have the child’s best interest at heart (Saddler 2005). Also, because of problems with behavior and discipline African American students were often filtered into less rigorous academic tracks (Saddler, 2005). These feeling of oppression were mitigated when African American parents worked with African American teachers.

Selected Urban Charter Schools

Research clearly stated that having more Black teachers in the teaching force potentially improved a wide range of situations and needs of black students (Foster, 1997; Milner, 2003). However, the focus must not center entirely on retention and recruitment of Black teachers in K – 12 classrooms, but it was also necessary to investigate the needs of African American students, and how these students’ needs were met in the past and continued to be met in the selected urban charter schools of today.

Documented by test scores, college enrollment rates, and other indicators, African American students struggled to obtain equitable and empowering education in school systems. The decision to desegregate had produced very little in the way of improved educational outcomes for African American Students (Dingus, 2006, p. 227).

In short much can be learned from the success of Black teachers with Black students (Milner 2002, 2006). While the increase in the Black teaching force could potentially be advantageous for Black students, learning about how and what these teachers had done to be successful with Black students had the potential to assist us in thinking about the current educational system. That was, historically successful roles of teachers as counselors, advocates, disciplinarians, surrogate parents, and role models were characteristics, philosophies, and insights about Black teachers that other teachers duplicated and learned.

Why Charter Schools, Why Choice

“I have visited successful charter schools all across America—in farm country, the inner city, and everywhere in between...They’re dispelling the myth that some students cannot learn and proving that if we raise the academic achievement bar, our students will rise to the challenge.” (U.S. Secretary of Education Margaret Spellings)

All parents wanted a quality education for their children. Regardless of what they earned or where they lived, all parents wanted to send their children to schools that had high expectations and high standards. And when schools fell short of these standards, families deserved to be given choices (US Dept. of Ed, 2007).

Charter schools, in particular, had become an increasingly appealing choice to parents. Although they served a fraction of the nation’s public school students, charter schools were at the center of a growing movement to challenge traditional notions of what public education meant (Ed Week, 2004).

With their relative autonomy, charter schools were seen as a way to provide greater educational choice and innovation within the public school system. Their founders were often teachers, parents, or activists who felt restricted by traditional public schools. In addition, many charters were run by for-profit companies, forming a key component of the privatization movement in education (Ed Week, 2004).

The concept of charter schools clearly had strong appeal. Since the first charter school was founded in Minnesota in 1992, charters had fanned out across the country. According to the Center for Education Reform (2004), an organization that advocated for charters, there were nearly 3,000 charter schools in 37 states and the District of Columbia in January 2004, with particularly high concentrations in some big cities. The schools enrolled some 685,000 students. Charters served the full range of grade levels, often in unique combinations or spans.

On the whole, they also appeared to enroll a diverse body of students. A 2002 survey report by SRI International, a nonprofit research institute, stated that, "on average, more than half the students in charter schools were members of ethnic minority groups, 12 percent received special education services, and six percent were English language learners" (Ed Week, 2004).

All in all, Charter schools had emerged as an alternative to the traditional system of education. They had more individual attention than conventional public schools. Since charter schools usually offer smaller classes, the number of students seeking admission was sometimes more than the number that were admitted. All charter schools were public schools of choice, chosen by teachers, parents and students. In addition, charter schools gave parents the opportunity to offer real input in their child's education. They also gave educators

freedom to try new strategies to inspire student achievement. Parents and educators were looking at chartering as a way to increase educational choice and innovation within the public school system (Charter School Choice Inc., 2009). School Choice provided opportunities for developing the potential that lay within the young leaders of tomorrow (Polk county Public Schools, 2009).

Consequently, in effective charter schools, the mission drove every aspect of the school program, and in each case the school program reflected the school's freedom to experiment, to be creative in terms of organization, scheduling, curriculum, and instruction. The schools were infused with the spirit of innovation. At one charter school, innovation took the shape of a longer school day; at another, it was in the teaching pedagogy or scheduling configuration. While such practices had been developed and tried in other places across the country, the novel ways charter schools put them together often resulted in a school culture and operational structure quite different from those in neighboring schools (Us Department of Ed, 2004).

Summary

The literature review gave insight into how African American educators served as teachers, surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for the African American student population. Many African American students were not achieving adequately under the current educational system. The researcher extrapolated from the literature the historical roles of teachers who successfully taught African American children in order to form a research-based, conceptual framework for the study. The literature specified the connection

between teacher/student relationships and student achievement, African American students and African American teacher relationships, and research regarding the five historical ancillary roles as they applied to that relationship and student success.

Furthermore, this chapter documented the Landmark Civil Rights Case of *Brown* versus Board of Education. The chapter also reported the affect of the *Brown* decision in the decrease of African American Teachers as Role Models in schools. Black children needed to see that black teacher existed and that Black people held professional positions (Moule & Higgins 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004; Diamond, 2006).

Finally, in chapter two, the researcher introduced the audience to the selected urban charter school. The literature reviewed posits that having more Black teachers in the teaching force potentially improved a wide range of situations and needs of Black students (Foster, 1997; Milner, 2003). The selected, urban, charter school achieved this by employing African American Teachers at predominately African American Charter schools. Therefore, urban charters provided a venue for studying whether or not teachers performed the five historical roles today and if they perceived these roles played a part in evidence of student success in school.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presented the research methods and procedures used for this study. Included are the following: 1) purpose of the study; 2) research questions of the study; 3) type of research and research design and design of the research 4) population and sample; 5) instrumentation; 6) confidentiality of participants and data; 7) field test /pilot study; 8) data collection procedures and timeline; 9) procedures for data analysis; 10) timeline for data collection, analysis and completion of the dissertation; 11) limitations and 12) chapter summary.

Purpose Statement

The purpose of this study was to determine to what degree African American teachers performed the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The second purpose of the study was to determine how African American teachers perceived the importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The third purpose of the study was to determine to what degree do African American teachers at selected urban charter schools in New York perceived the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model contributed to student success as evidenced by: standardized test scores, attendance, enrollment in constructive

social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college.

Research Questions

1. To what degree do African American teachers in selected, urban, charter schools perform the roles of: counselor, advocate, disciplinarian, surrogate parent, and role model?
2. Which of the roles of counselor, advocate, disciplinarian, surrogate parent, and role model do African American teachers in selected, urban, charter schools identify as most important?
3. What is the perceived importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York?
4. In what ways, in the perception of African American teachers in selected urban charter schools do the roles of counselor, advocate, disciplinarian surrogate parent, and role model contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA, and matriculation to college support measures of student success.
5. What evidence exists that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contribute to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of

- advanced classes, GPA and matriculation to college support measures of student success.
6. What do African American Teachers perceive as challenges and support systems that hinder or sustain the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians.

Type of Research and Research Design

This study was descriptive research, utilized quantitative and qualitative data collection in four case studies of selected urban charter schools in New York. This study utilized the methods of ethnographic case study. Case studies were often used in conjunction with ethnography (LeCompt & Schensul, 1999). A case study was an important type of ethnography, although the designs differed. Creswell (2005) revealed “Case study researchers are interested in describing the activities of the group and identifying shared patterns of behavior exhibited by the group” (p. 439) (such as: African American educators serving as, surrogate parents, disciplinarians, counselors, role models, and advocates). Case Study methodology focused on specific programs, events, and/or activities involving individuals (Stake, 1995). A case study was an in-depth exploration of a bounded system (e.g., an activity, event, process, or individuals) based on extensive data collection (Creswell, 2005, p.439).

Ethnographic case study was chosen due to the cultural, historical, and exploratory aspects of the research. Ethnographic case study designs described, analyzed, and interpreted a cultural group’s shared patterns of behaviors, beliefs, and language that developed over time (Creswell, 2005. page 53). In ethnography, the researcher provided a detailed picture of

the culture-sharing group, drawing on various sources of information (Creswell, 2005. page 53).

A comprehensive literature review and matrix of key themes and previous research provided the foundation for the study, based upon five historical roles performed by African American teachers. The literature review revealed that historically, low-achieving African American students benefited from relationships with African American teachers that possessed the characteristics of counselors, disciplinarians, advocate, parent surrogate, and role model (King, 1993, page 116). The purpose of this ethnographic case study was to add to the body of knowledge regarding the historical characteristics of African American teachers and perceived impact of these characteristic on student achievement as documented by standardized test scores, attendance, enrollment in constructive social activities, clubs, sports, community efforts, tutoring, and social activities, selection of advanced classes, GPA and matriculation to college.

For the purpose of this study, the research collected both qualitative and quantitative data. A mixed method research design was a procedure for collecting analyzing, and “mixing” both quantitative and qualitative data in single study to understand a research problem (Brewer and Hunter, 1989, p. 23). Quantitative data such as scores on a Likert scale, yielded specific numbers that statistically reported and produced results to assess frequency or degree of existence. However, qualitative data, such as interviews provided actual words form people in the study, and offered different perspectives on the study topic and provided a complex picture of the situation (Creswell, 2005. page 510). Mixed methods of data collection were the qualitative data collected in a semi-structured interview and quantitative data collected in survey based upon the literature review. This data collection

design combined the benefits of each form of data: that was quantitative data provided for generalizability, whereas qualitative data offered information about the context or setting (Creswell, 2005, 515).

The case study research design effectively allowed the researcher to identify and describe the degree to which African American teachers in selected urban charter schools performed the roles as counselor, advocate, disciplinarian, surrogate parent, and role model. Yin (2002) stated that a case study was a research strategy that was sometimes equated to an experiment, a history, or a simulation. Case studies generated and tested hypothesis (Flyvbjerg, 2006). It is suggested by Yin (2002) that case studies were actually a research strategy that investigated a phenomenon within its real-life context. Case study designs were single or multiple case studies and holistic or embedded cases (Yin 2004).

Triangulation of Data

Case studies utilized triangulation of data collection to strengthen the sources of findings. This study triangulated the data by: 1) identifying the historical literature-based roles of African American teachers as: counselors, disciplinarians, advocates, parent surrogates and role models., 2) collecting both quantitative and qualitative data from African American teachers as to their perceptions of these roles in surveys and interviews and in survey and interview format 3) seeking evidence of student success, provided by the principal, related to these roles as documented in archival data, standardized test scores, attendance, enrollment in constructive social activities clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college.

Lamnek (2005) summarized the methodological values of triangulation: “the case study was a research approach, situated between concrete data taking techniques and methodological paradigms” (p. 480). Wiggins (1998) stated research using many forms of data develops a more accurate portrait of the results. Triangulation resulted in additional cross checks for accuracy of the results. To form the triangulation, this study included those overlapping pieces of collected data; 1) an extensive literature review that provided a base for instrumentation, a prioritization survey, and descriptor variables 2) Interviews of teachers 3) Meeting with the principal regarding evidence of student success related to these roles as documented in archival data, standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities, selection of advanced classes, GPA and matriculation to college.)

Population and Sample

Gay and Arasian (2000) defined the population as "the group of interest to the researcher, the group to which he or she liked the results of the study to be generalized. Generalizability was the extent to which the results of the study c applied to other populations or situations" (Gay and Arasian, 2000, p.122). A population may be nearly any size and may cover almost any geographical area. The purpose of this case study was to investigate the five, ancillary, historical roles of teacher in depth as opposed to generalization to the larger population.

All urban charter schools in the United States with 95 percent or higher enrollment of minority students and 95 percent of the same ethnicity of the teaching faculty were the population for this study. Though public schools demographically matched the criteria for the

student population of this study, the study purpose designated inquiry into the unique historical roles of African American teachers in populations of African American students.

Step One

To begin, to select a sample population, the researcher first reviewed demographic data on all active urban charter schools with 95 percent or higher faculty and student populations considered minority populations. Further, the population was delimited to urban charter schools with 95 percent or higher African American Student Population and 95 percent or higher African American staff, teachers, and administration due to the specific purpose of the study.

Step Two

A detailed search of urban charter schools with 95 percent or higher demographics of African American teachers and students was conducted to determine similarity of representation of entrance requirements and eligibility of attendance. The search of all of the urban charter schools in four major states with 95 percent or higher African American Student, Population and 95 percent or higher African produced the following results. This table represented total enrollments of African American teachers and students in a public charter without pre-testing or entrance requirements. Table one represents African American teachers and students at selected urban charter schools. Other minority groups are not represented in this table. The results of the four-state survey produced the following results:

Table 1. Total Number of African American Teachers and Students at Public Charter Schools

Table 1. Total Number of African American Teachers and Students at Public Charter Schools

State	African American Charter Schools	Grade	Percent of Schools with 95% or higher African American teachers and administration	Number of Schools	Average SES data for poverty Free Lunch	Title 1
Florida	27	K - 12	30%	6	80%	Yes
California	21	K - 12	29%	6	80%	Yes
Texas	24	K - 12	36%	8	81%	Yes
New York	30	K - 12	32%	9	85%	Yes

Step Three

To research a problem, “the investigators must have access to the desired population” (Creswell, 2005, p. 63). Creswell (2005) also reveals “the researcher needs access to individuals who provide insight into the research project” (p. 412). Furthermore, Creswell (2005) suggests “the researcher anticipate the amount of time it will take to collect the data for the study and plan accordingly” (p. 325). Therefore, the researcher chose an urban area that represented the four states.

The researcher chose an accessible urban area that represented the four-state sample. In New York, within a radius of 400 miles, a group of schools was identified that matched the demographic criteria for the four-state sample selection. A radius of 400 hundred miles in New York State was chosen because the researcher had access to the population. The researcher contacted seven schools that met the research criteria and five of the schools agreed to be in the study. Information regarding the five schools such as; racial demographics, program information, and enrollment were sources of information found on

the individual school's website. The website search produced the following descriptions of five selected urban charter schools that met the criteria. Websites also provided demographic information on staff, students, and grade levels offered. Table two is an overview of the five charter schools.

Table 2. Overview of Five Charter Schools

School	Number of Teachers	Grade	Number of Students
AZ	19	5 - 8	225
BY	23	5 - 8	260
CX	25	7 - 12	275
DW	22	7 - 12	240
EV	17	K - 4	210

School One

School AZ had 19 fulltime teachers. It was a safe, small, tuition-free public middle school servicing approximately 225 students in grades five to eight, of which 98 percent were African American. The school was open to all age-eligible students. There were no entrance exams, no eligibility requirements, and no income qualifications. The school design was based on academic excellence in the *International Baccalaureate* program. The school was staffed with teachers / Administrators that were expert in their particular fields.

School Two

School BY had 23 fulltime teachers. It was a tuition-free college preparatory public middle school servicing approximately 260 students in grades five to eight, of which over 95 percent were African American. School BY's objective was to help each student acquire and apply knowledge of the necessary skills to succeed in high school, college and beyond.

School B was in a network independent public schools that had achieved national recognition

for improving student achievement. The schools in the network had achieved far beyond the local public schools counterparts.

School Three

School CX had 25 fulltime teachers. It was a tuition-free, college-preparatory charter school teaching students in a diverse community to be successful global citizens. School CX serviced approximately 275 students in grades seven to twelve, of which 95% were African American. School CX also focused on an enhanced science and math curriculum and extensive use of technology.

School Four

School DW had 22 fulltime teachers. It is a tuition-free, charter school with a rigorous mathematics and science curriculum. School DW serviced approximately 240 students in grades seven to twelve, of which more than 96 percent were African American. State guidelines had been used to establish specific, quantifiable academic standards. School DW was a college preparatory school designed to meet the needs of students with a special emphasis on math and science.

School Five

School EV has 17 fulltime teachers. It is a new tuition-free public charter school that opened in September, 2007. The school serves 210 elementary students, kindergarten through grade four, of which over 95 percent were African American. The goal of the School EV was for all students to reach the highest levels of academic achievement in an environment that promoted character, development. Teachers and administrators at School EV were motivated to help children from the urban environment learn.

Finally, the five schools were called and asked to participate in the study; one school was to be the pilot study and four others, full case studies. Representatives from all of the schools agreed to write a letter for the researcher to conduct the study at the five charter schools. The letters were submitted to the University as part of the Internal Review Board process.

Instrumentation and Validity

A thorough review of the literature revealed that African American educators served as teachers, surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for the African American student population. For the purpose of this study a survey, *Instrument One*, and semi-structured interview, *Instrument Two*, were developed through a review of the literature regarding the five historical roles of African American teachers instructing African American students.

Instrument One: The Survey

“Although many different forms of surveys exist, survey researchers usually collect data using two basic forms: questionnaires and interviews” (Creswell, 2005, p. 360). The researchers considered the forms and weigh the advantages and disadvantages of each. These forms can be distinguished by examining who completes the data on the instrument: the participant or the researcher. *Instrument One* was a survey that asks African American teachers at selected urban charter schools: A) to what degree they performed the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model, B) To what degree African American teachers perceived each role as important and C) To what degree

African American teachers perceived they performed the individual, literature based indicators of the historical roles. *Instrument one*, the survey contributed quantitative data.

A survey/questionnaire was a form used that allows the participants in the study to complete and return to the researcher. The participant chose answers to questions and provided basic personal or demographic information (Creswell, 2005, p. 360). For the purpose of this study, the researcher hand delivered *Instrument One*, the survey, and the Consent to Participate form to each school and collected the forms within one week.

Instrument Two: The Interview Schedule

Instrument Two was a semi-structured interview schedule asking the research questions with the intent to collect qualitative data. *Instrument One* was administered first, to all African American teachers in the individual case study. *Instrument Two* was semi-structured interview schedule which contained summary data from the survey, and added questions to gain insight, depth, examples and stories of the performance of the historical roles designated in the study. The purpose of the interview, *Instrument Two*, was to gain a deeper understanding of the degree to which historical roles were performed, and to deepen the understandings by eliciting examples, stories and/or real-life situations and. In interviews, the researcher asked a question from the interview guide listened for answers or observed behavior, and recorded responses (Creswell, 2005, p. 360). The instrument was administered in a one-on-one conversation, face-to-face with the teacher and the researcher and in the pilot study with three teachers.

On each consent form accompanying the initial survey, teachers indicated if there was a willingness to have a one-on-one interview to answer further research questions. These consent forms were coded for confidentiality. From the consent forms that indicated approval

for interviews, five to ten teachers were randomly selected for one-on one interview at each school. The sample was a stratified sample in that two sets of coded consent form were used to draw samples by gender, male and female to ensure a balance of males and female teachers in the interviews.

Instrument Validation

Validation was related to triangulation in case study research. Data triangulation required collecting data from multiple sources but aimed at corroborating the same fact or phenomenon (Yin, 1994, 123). This study triangulated the data by: 1) identifying the historical literature-based roles of African American teachers as: counselors, disciplinarians, advocates, parent surrogates and role models., 2) collecting data from African American teachers as to their perceptions of these roles in surveys and interviews and, 3) gaining evidence of student success related to these roles as documented in archival data, standardized test scores, attendance, enrollment in constructive social activities clubs, sports, community efforts, tutoring, and social activities, selection of advanced classes, GPA and matriculation to college through the principal.

Instruments, themselves, were validated and tested. Joppe (2000) provided an explanation of validity: Validity determined whether the research truly measures that which it was intended to measure or how truthful the research results were. In other words, “does the research instrument allow you to hit the bull’s eye of your research object” (Joppe, 2000,p.1). The following processes were utilized in instrument validation for this study:

Audit Trail

The researcher maintained a confidential, coded, audit trail of materials to document how the research was conducted, including matrix development from the literature and instrument design and development. This audit trail included documentation of the names, dates and feedback obtained by submitting *Instrument One* and *Instrument Two* for review and validation.

Peer Review

Qualitative researchers had attempted to use a variety of terms to address “validity” as used in quantitative research (Creswell & Miller, 2000). The purpose of the peer review was twofold: to provide support to the researcher and to provide an oversight role to minimize researcher bias (Erlandson et al. 1993; Padsgett, 1988). The panel reviewed the survey for content validity and ratability, and the interview schedule. The panel also reviewed the first review and data summary from the field test. The researcher gained “trustworthiness” by encouraging the peer reviewers (panel of colleagues) to comment on the findings.

The Panel of peer reviewer’s criteria for selection was: teaching in an urban school setting, graduate level research knowledge, and familiarity with research instruments and protocols. This experience included, but was not limited to researching the peer review process, serving on a peer review panel in the past, and previously taking part in an instrument design process.

The Panel was: Michelle Williams, 20 year teaching veteran, Cambria Chavez, five year teaching veteran, Keri Cozart five year teaching veteran.

Expert Panel Review

The researcher created a panel of experts in the field composed of local school district administrators and college professors. Consequently, the researcher included several validity components that contributed to the study (Newman & Benz, 1998, p. 56). These experts were consulted two times during the study: The first role of these experts was to review the *Instruments One and Two* for content and readability. The second role of the experts was to consult on the results of the pilot study and confer regarding themes and patterns gained through two pilot study interview transcripts.

The researcher took in feedback, adjusted as to expert recommendation and validated both the instrument and process. Members of the *Expert Panel* were chosen because of the following qualifications: graduate level instruction in research, familiarity with research instruments and protocols, experience with field test and pilot studies. This experience included, but was not limited to previously serving on an expert review panel, working with and creating interview instruments in the past, and assisting students with the instrument design process.

They were: Eulas G. Boyd (University Provost), Gregory Alexander (District Program Coordinator), Leanne Johnson-Tate (High School Assistant Principals).

Consent to use specific names in this dissertation was obtained and signed by the researcher.

Confidentiality of Participants and Data

Ethical standards to use in research were available from professional organizations (Creswell, 2005, page 12). Organizations that offered helpful guidelines included those from the American Educational Research Association (AERA), (Ethical Standards of the

American Educational Research Association), the American Psychological association (APA), (Ethical Principles of Psychologists and code of conduct, 2003), the American Anthropological Association (AAA), Code of Ethics June, 1998, and the Joint Committee on Standards of Educational Evaluation (Creswell, 2005 page 12).

According to the guidelines, individuals who participated in a study have certain rights. Before participating in research individuals needed to know the purpose and aims of the study, the use of the results, and the likely social consequences the study had on their lives. They also had the right to refuse to participate in the study and the ability to withdraw at anytime. When individuals participated and provided information, their anonymity was protected at all times and guaranteed by the researcher (Creswell 2005, page 13).

Furthermore, Creswell explained, researchers needed to protect the identity of the informants, for example by assigning numbers or alias to them to use in the process of analyzing and reporting data (Creswell, 2005, page 225). Additionally, Creswell disclosed, to protect the anonymity of participants, the research needed to develop a “composite picture” of the group rather than focus on single individuals (Creswell, 2005, page 227). All in all, data collection was ethical and respected the individuals participating; confidentiality offered privacy to the participants and was a key element of the ethical research guidelines (Creswell 2005, page 171).

All information collected during interviews, such as field notes, participant written response, digital recording, etc. was stored in a secure cabinet and followed the guidelines of IRB for confidentiality. Interviews were recorded and transcribed by a second person who followed the confidentiality guidelines of the IRB. To ensure privacy and confidentiality of the participants, the researcher utilized a coding system. The coding systems identified the

schools by letters for example School A = AZ, School B = BY, School C = CX, School D = DW, and School E = EU. The coding system identified the participants by letters and numbers for example AZ11, BY23, CX36, DU47 and ET59.

Pilot Study

A pilot study was conducted with one selected, urban, charter school, approved by the researcher's dissertation committee to create internal validity and test intended research procedures. "A pilot study was a small-scale trial of the planned procedures. The purpose of the pilot study was to identify and correct any problems before the actual study was conducted (Fraenkel and Wallen 2003, p. 609). Also, according to Yin (1989), "In the event of multiple-case design, the selection of cases may have to be modified because of new information about the cases" (p. 59). For the purpose of the pilot study, all African American teachers (17) at charter school EU took the survey and (3) were interviewed using Instrument Two. Data at school EU were utilized in the pilot study only and were not included in the case study summaries.

The researcher was observed during the pilot study by an educational specialist to ensure non-bias and inter-rater reliability. Dr. Carolyn Strathmore was the observer for this research project. She had a bachelor's degree in Sociology and in African American History. She had an earned Ph.D. in Sociology of Race, Class, and Gender with an emphasis in (African American Studies). She was currently a fulltime Sociology Professor. In addition, she also taught sociology courses at the local community college. She was familiar with data collection procedures because of her background in Education. She had performed duties as an observer in her current profession and was knowledgeable. The following was a

description of the researcher's protocols used to ensure feedback from the observer during the pilot study.

1. The observer accompanied the researcher to EU charter school
2. The observer was given a copy of the instrument and script prior to the interview.
The researcher encouraged the observer to make any necessary changes to ensure validity and remove bias language. The observer was asked to listen and take notes regarding a.) non-bias of verbal and non-verbal cues, b). as per the IRB application, the observer was asked to look for any reactions, hesitations, or evidence of concern for any question or comment to ensure sensitivity to the roles and topics.
3. The observer made the necessary suggestions, adjustments, and /or changes to the interview instruments.
4. During the process the observer made note of and / or confirmed that the researcher did not influence data collection with tone of voice, body language, or any other non-verbal / verbal cues, or voice inflections. Furthermore the observer made sure the researcher remained on script during the process. Lastly, the observer provided feedback regarding any questions, comments or concerns about the process.
5. At the completion of the visit the observer submitted (to the researcher) all materials including suggestions for change or adjustments.
6. The researcher made the necessary modifications to ensure non-bias feedback and inter-rater reliability in accordance with the results from the pilot study.

Data Collection Procedures and Timeline

Fraekel and Wallen (2003) described the term “**data**” to refer to the kinds of information researchers obtain on the subjects of their research. According to Merriam (2001), “...data collection in case study research usually involved three strategies of interviewing, observing, and analyzing documents (p.137). Merriam (2001) went on to state, that rarely were all three methods used uniformly; one or two were dominant methods. The others were used as support to gain a greater understanding.

After approval of the IRB Board, the researcher re-affirmed participation by each the five schools individually, through an introductory letter of information, with dates of when the researcher delivered the surveys and consent forms to each school. Included in that letter were approximate times for follow-up interviews. All necessary protocols were followed and information about consent and the voluntary nature of participation were noted in the initial letter. Data assessments and procedures were reviewed and approved by the dissertation committee and the University of La Verne’s Internal Review Board (IRB) before the study began.

Once a schedule was established, the pilot study, School EU, was completed, followed by the four schools in the study. The researcher personally delivered the exact number of surveys to each school with the consent form attached to each survey. Approximately one week later, the researcher collected the survey from every participating teacher. The consent form detailed the purpose of the study, background information, research procedures, risk and benefits, confidentiality, and researcher contact information. The survey was attached to each consent form and they were collected as one file.

The survey was designed to collect the perceptions of performing the historical roles and importance of the roles using a Likert scale. The data was reported in tables using

descriptive statistics, including: tables by gender, tables by total numbers of teachers, number of responses in each Likert scale category, total percentages by each Likert scale category, the mean and standard deviation for the specific role indicators. A summary of the data by schools were placed into the interview schedule, thereby providing some specifics for reference in the individual interviews. Interview candidates were selected in a stratified random drawing from the consent forms, ensuring that both male and female teachers were included in interviews.

All interviews were audio-tape recorded and transcripts made of each interview. The purpose of the interviews was to explore further, research questions one and two regarding the performance of the historical roles and perceived importance of those roles. In the interview, teachers were asked as to their perception of the influence of those ancillary historical roles in student achievement. Merriam (2001) suggest, "...the right way to analyze data in a qualitative study is to do it simultaneously with data collection" (p. 162). Teachers were also asked to give examples and tell stories to illustrate their points.

Timeline of Data Collection

The data collection process will last from April to June 2009 and is described below:

1. After narrowing the search the researcher located 5 schools to participate in the research project (February 2009)
2. After locating the schools the researcher made introductory phone calls to request participation in the study. (January, February 2009)

3. Once the individual schools agreed in writing to participate in the study, the researcher made appointments to meet with the administrator(s). (January, February 2009)
4. During the face to face meeting time commitments were reiterated for the survey (*Instrument One*) and interview (*Instrument Two*). (January, February 2009)
5. After IRB approval, a reconfirmation letter of dates and times of the study were sent to each school detailing the schedule of delivery of the survey and consent forms, and possible interview dates.
6. The pilot study was conducted prior to any data collection. The reconfirmation of the schedule of the other four schools was done concurrently with the pilot study, school. E
7. Once the schedule was re-confirmed, An Introductory Letter (Appendix D) was sent upon receipt of the participant information. This correspondence included a formal introduction of the researcher, an explanation of the study to be conducted, the research questions, as well as the time commitment.
8. Consent to Participate Letter (Appendix F) were delivered with the surveys to the four Charter Schools detailing the purpose of the study, background information, research procedures, risk and benefits, confidentiality, and researcher contact information once the pilot study was completed.
9. The researcher personally collected the consent forms and surveys one week from the date of delivery, in person, ensuring confidentiality of transport and filing of surveys.

10. Once the data were categorized and descriptive tables were created to report the data, the researcher contacted 4 of the teachers on each campus to participate in the follow up interview (*Instrument Two*).
11. For the interviews, teachers were provided with encapsulated results of the quantitative data from *Instrument One*, then *Instrument Two* asked the participants to give examples, such as real-life stories, scenarios and/or situation to answer the research questions. Following the interviews with teachers, the researcher met once with each principal who shared non-confidential data as evidence that the historical roles influenced student success.
12. The final step in data collection was to send a letter of appreciation to participants, thanking them for their time and valuable input. In the letter of appreciation, the researcher offered to send a results summary of findings to the schools that participated, also letting them know approximate time when the dissertation would be completed.

Data Analysis

All information collected during interviews, such as field notes, written responses to the survey, were stored in a secure cabinet and followed the guidelines of IRB for confidentiality. To ensure privacy and confidentiality of the participants, the researcher utilized a coding system. The coding systems identified the schools by letters for example School A = AZ, School B = BY, School C = CX, School D = DW, and School E = EU. The coding system will identify the participants by letters and numbers for example AZ11, BY23, CX36, DU47 and ET59.

Data analysis was best done in combination with the data collection. As explained by Merriam (2001), “A rich and meaningful analysis of the data will not be possible if analysis is begun after all data is collected” (177). In addition, Merriam (2001) makes the point that, “Findings can be in the form of organized descriptive accounts, themes or categories that cut across the data or in the form of models and theories that explain the data” (178).

Analysis of the Survey

The survey was designed to collect the perceptions of performing the historical roles and importance of the roles using a Likert scale. The data was reported in tables using descriptive statistics, including: tables by gender, tables by total numbers of teachers, number of responses in each Likert scale category, total percentages by each Likert scale category and the mean for the specific prompts. In addition to the Likert responses regarding the degree to which the roles were performed, one research question asked which of the roles is most important. A specific table for Item 1B will be reported in importance of each role, as asked on the survey.

Within each historical role, the literature contained a number of indicators of the roles. These indicators were reported using tables, within each of the five roles, including Likert categories of responses. Each role had an overall degree of performance, followed by a table of the degree of the importance of the individual indicators of that role. All tables were reported by number of responses, percentages, means and standard deviation.

Analysis of the Interview Transcript

The coding and themes were achieved by looking at the responses to the interview questions and determining the relationship between the answers to questions and each historical role of African American teachers. The researcher documented the frequency of specific roles and determined to what degree the participants perceived that each of these roles was important.

Analysis of the Evidence of Student Success

The information given by the principal was analyzed by creating a table with the student activities that increase success listed down the left side of the table and the amount and percent of students' participation. The researcher gathered the information given by the principals by using the table to compare student success with student participation.

Analysis through Triangulation

Triangulating the coded data provided an assessment of themes and patterns per case. Triangulation of data involved checking what one heard and saw by assessing one's source of information to see if there was agreement. (Fraenkel and Wallen, 2003) Triangulation allowed the researcher to explore information gathered from different sources. The researcher used these sources to check the consistency of the findings. The data was collected from 1) identifying the historical literature-based roles of African American teachers as: counselors, disciplinarians, advocates, parent surrogates and role models., 2) collecting data from African American teachers as to their perceptions of these roles in surveys and interviews and, 3) gaining evidence from the principal of student success related to these

roles as documented in archival data, standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college. The principal evaluated all of the information listed above and provided the researcher with evidence of documented student success during the interview process. The multiple sources were used to cross-check the information provided, thereby adding depth to the data. The researcher had an expert peer reviewer separately evaluate one set of the data as a means of triangulation and in order to establish inter-rater reliability in the pilot study, school EU.

Immediately after data collection the researcher made sense of (analyze) the information supplied by individuals in the study. Analysis consisted of taking the data apart to determine individual responses then putting it together to summarize it (Creswell, 2005 page 10). The purpose of analysis was to evaluate the responses given by teachers regarding the importance of the historical roles of African American teachers and the perceived effects of those roles on specific indicators of student success. Analyzing and interpreting the data involved drawing conclusions about; representing the data in tables, figures, and pictures to summarize it; and explaining the conclusions in words to provide answers to your research questions (Creswell, 2005 page 10).

Limitations

Limitations were potential weaknesses or problems with the study identified by the researcher. These weaknesses were enumerated one by one, and they often related to inadequate measures of variables, loss or lack of participants, small sample size, errors in measurement, and other factors typically related to data collection and analysis (Creswell, 2005, 198). Limitations were useful to other researchers who chose to conduct a similar or

replication study. Advancing these limitations provided a useful bridge for recommending future studies. Limitations also helped readers judge to what extent the findings were or were not generalized to other people and situation (p, 199).

It was also important in concluding a study to advance limitations to the research, noting potential weaknesses that had affected the results. The limitations were built directly into suggestions for future research that improved the weaknesses and further contributed to the literature on a topic (Creswell, 2005, p. 200).

In this study the following limitations are recognized:

1. All participants, schools, teachers, and administrators were limited to one local education community in New York State and case studies, by nature of research design, limit generalizability of the findings to other venues or the larger population.
2. Participants were limited to those African American teachers that taught in urban charter school, and did not include other charter schools in the suburbs or in smaller districts, or public non- charter schools with similar populations.
3. Schools were limited to urban charter schools with 95 percent or higher African American teacher and with 95 percent or higher African American students.
4. Charter schools were schools of choice, therefore though these schools were urban centers, in terms of the evidence of student success, that success was also affected by parent choice in schools, where parent choice had an impact on student success.
5. This study sought to survey and interview the African American teachers only. It was a further recommendation for this research to be conducted with those who viewed the historical roles from other perspectives. While it was a research decision began with the teachers themselves, this limited the scope that others in the community,

students and parents were able to assess as to the existence or importance of these ancillary teaching roles.

Timeline for Data Collection, Analysis and Completion of the Dissertation

The researcher created a month by month timeline with intended activities for the completion of the research. See Appendix C.

Summary

Chapter three included an explanation for using the descriptive research design and a multiple case study methodology to investigate selected urban charter schools in New York with a population of at least 95 percent African American teachers educating a population of at least 95 percent African American students by employing the historical characteristics of African American teachers as role models, counselors, advocates, disciplinarians, and parent surrogates.

This study was an ethnographic case study in design. The setting, participant selection process, role of researcher, instrumentation as well as ethical protections were described in chapter three. The data collection and analysis protocols were also presented in this chapter. The chapter also revealed the steps to ensuring validity, instrumentation, collection and analysis of data. The following chapters reported data collected for each case in the study.

CHAPTER FOUR

DATA ANALYSIS

Introduction to the Case Studies

Chapter IV analyzed data shared by 104 participants from five selected urban charter schools in New York State within a 400 mile hundred radius regarding their perceptions of the importance of the historical characteristics of African American Teachers as role models, counselors, advocates, disciplinarians, and parent surrogates.

The data were analyzed first, within individual case studies and final analyses across all case studies were reported in chapter eight. To ensure confidentiality, the names of contributors, schools, and districts were not included. The data were collected using a two step process. First the participants completed *Instrument One*: a literature-based survey that asks African American Teachers at selected urban charter schools: A) to what degree they performed the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model, B) To what degree do African American Teachers perceived each role as important and C) To what degree do African American Teachers perceived they performed the individual, literature based indicators of the historical roles. After data were collected from the survey, selected respondents from each school completed *Instrument Two*: a semi-structured interview schedule which contained summary data from the survey, and added questions to gain insight, depth, examples and stories of the performance of the historical roles designated in the study. *Instrument Two*, was also used to gain a deeper understanding of the degree to which historical roles were performed, and to deepen the understandings by eliciting examples, stories and/or real-life situations. The data were collected face to face.

The data were presented after the research questions and followed by a summary of findings from each selected urban charter school.

Purpose of the Study

The purpose of this study was to determine to what degree African American teachers performed the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The second purpose of the study was to determine how African American Teachers perceived the importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The third purpose of the study was to determine to what degree do African American Teachers at selected urban charter schools in New York perceived the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model contributed to student success as evidenced by: standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college.

Research Questions

The results of the research questions were shared in this chapter and were further compared with the results of the data collected from the five selected urban charter schools regarding the perceived importance of the historical roles of African American teachers, who served as teachers, surrogate parents (Alexander & Miller, 1989; Foster, 1989),

disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for African American students.

An African American teaching perspective is needed to produce an education that contributes to achieving pride, equity, power, wealth, and cultural continuity” (Lee, Lomotey, and Shujaa, 1990 p. 47) as well as advancing character development within the context of African American community and culture (Cizek, 1995, Diamond 2006; Fairclough 2004; Lee, Lomotey, & Shujaa, 1990; Saunders, Davis, Williams, & Williams, 2004).

The study was designed to answer the following six questions:

1. To what degree do African American teachers in selected urban charter schools perform the roles of: counselor, advocate, disciplinarian, surrogate parent, and role model?
2. Which of the roles of counselor, advocate, disciplinarian, surrogate parent, and role model do African American teachers in selected urban charter schools identify as most important?
3. What is the perceived importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York?
4. In what ways, in the perception of African American teachers in selected urban charter schools do the roles of counselor, advocate, disciplinarian surrogate parent, and role model contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success?
5. What evidence exists that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contribute to student success

- in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success?
6. What do African American Teachers perceive as challenges and support systems that hinder or sustain the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians?

Population and Sample

All urban charter schools in the United States with 95% or higher enrollment of minority students and 95% of the same ethnicity of the teaching faculty were the population for this study.

Step One

To begin to select a sample population, the researcher first reviewed demographic data on all active urban charter schools with 95% or higher faculty and student populations considered minority populations. Further, the population was delimited to urban charter schools with 95% or higher African American Student Population and 95% or higher African American staff, teachers, and administration due to the specific purpose of the study.

Step Two

A detailed search of urban charter schools with 95% or higher demographics of African American teachers and students was conducted to determine similarity of representation of entrance requirements and eligibility of attendance. The search of all of the

urban charter schools in four major states with 95% or higher African American Student, Population and 95% or higher African produced the following results.

Step Three

To research a problem, an investigator had access to the desired population (Creswell, 2005, p. 63). The researcher also needed access to individuals who provided insight into the research project (Creswell, 2005 p. 412). Furthermore, “the researcher must anticipate the amount of time it will take to collect the data for the study and plan accordingly” (Creswell, 2005, p. 325).

The researcher looked for an accessible urban area that represented the four-state sample. A radius of 400 hundred miles in New York State was chosen because the researcher had access to the population. Racial demographics, program information, and enrollments were sources of information found on websites. Five schools within the geographic area determine agreed to face-to-face meetings regarding possible participation in the study. Each principal signed the Consent to Participate Letter (Appendix F).

Approvals of the Committee and the IRB

Approval by the dissertation committee was obtained on 06/23/2009 and corrections and revision were made to chapters one, two and three. For IRB approval the researcher submitted the IRB application, and the other required documents on May 15, 2009. On May 21, 2009 the researcher was granted approval from the IRB committee to proceed with the data collection process. One June 2, 2009, the researcher received notification to discontinue the data collection process because all standard review applications must be reviewed by the University Committee after the CEOL IRB approval prior to the collection of data. On June

12, 2009, the researcher received communication from the IRB committee to make five suggested corrections to the IRB application. The suggestions were completed and resubmitted to the IRB committee on June 12, 2009. The researcher gained final approval of University level, Standard IRB approval on June 23, 2009 and began collecting data on June 24, 2009. The process of the pilot study and reports of inter rater reliability were reported in chapter four, however, no data from the pilot study were reported.

The Pilot Study

Of the five schools chosen, School EU served as the school for the pilot study. School EV serves two hundred and ten elementary students, Kindergarten through Grade four, of which over 95% were African American. All participants, read, signed, and returned the consent forms prior to participating in the study. The school had seventeen fulltime teachers and all of them completed *Instrument One*, the survey. Of the seventeen teachers on staff, several agreed to take part in the interview (*Instrument Two*) three were selected. To avoid surprises, the researcher provided the participants with the survey (*Instrument One*) ahead of time. Part A of *Instrument One* asked the participants to identify their gender, age bracket and their years of teaching experience. Part B of *Instrument One* asked the participants to disclose whether or not they performed the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in their role as teacher? Part B also asked the participants to disclose if they performed the historical roles as a teacher; to what degree do they perceived that each of these roles were important?

On May 22, 2009 the researcher and the observer delivered *instrument one* (the survey) and the Consent to Participate Letter (Appendix F) detailing purpose of the study,

background information, research procedures, risk and benefits, confidentiality, and researcher contact information. The research information was given to the seventeen participating teachers. On May 28, 2009 the researcher and the observer returned to school EU to administer *instrument one*. Before the survey was administered the researcher gave the staff a brief introduction detailing her educational experiences, the historical background of the project, and the purpose of the study. The researcher then presented the staff with the survey, *instrument one*.

The researcher was observed by Dr. Carolyn Strathmore. Dr. Strathmore earned a bachelor's degree in Sociology and in African American History. She earned Ph.D. in Sociology of Race, Class, and Gender with an emphasis in (African American Studies). She had performed duties as an observer and was knowledgeable because of her background in education. To ensure cultural sensitivity and objectivity, the observer encouraged the researcher to adhere to the interview script and pay close to the body language of the staff during the interviews.

After the survey was completed the researcher and the observer reviewed the findings from the pilot study. The information gathered was used to support any required adjustments, and /or changes to the interview instruments. Following the review of the pilot study, the only change recommended by the observer was to consider shortening *instrument one*. The observer noticed the time it took for staff members to complete the survey and voiced a concern. This concern was conveyed to the researcher and the dissertation committee chair. After discussing the length of the survey with the committee chair, the researcher was encouraged to reevaluate *instrument one*. The reevaluation process included contacting teachers from school EU to gain their input regarding the length of the survey.

The teachers were in agreement about the length of the survey, but they also expressed that eliminating questions removed specific behaviors that they felt were all important and should not be removed from the role categories. In addition to the teachers from school EU, the researcher also contacted the peer review panel and the members of the expert panel for suggestions. The researcher decided not to change the survey after consulting all contributors.

CASE STUDY ONE

Introduction

School AZ was a small, tuition-free public middle school servicing approximately two hundred and twenty-five students in grades five to eight, with nineteen fulltime teachers. The school was open to all age-eligible students. There were no entrance exams, no eligibility requirements, and no income qualifications. The school design was based on academic excellence.

On June 24, 2009 the researcher delivered *instrument one* (the survey) and the Consent to Participate Letter (Appendix F) detailing purpose of the study, background information, research procedures, risk and benefits, confidentiality, and researcher contact information to school AZ. The research information was given to the nineteen participating teachers. 7 – 12

On June 26, 2009 the researcher returned to school AZ to administer *instrument one*. Before the survey was administered the researcher gave the staff a brief introduction detailing her educational experiences, the historical background of the project, and the purpose of the study. Furthermore, the researcher also reviewed research protocols to comfort the participants. The researcher then presented the staff with the consent forms and survey, *instrument one*.

Demographic Data for Teachers: School AZ

The 19 teachers at school AZ were members of a small, tuition-free public middle school serving two hundred and twenty-five students in grades five to eight, of which 98%

are African American. The entire faculty of nineteen African American teachers participated in the survey.

Teachers employed on this campus ranged from 20 to 60 years of age: 47% of the teachers were 20 to 30 years of age, 21% were between 31 and 40 years old, 26% are 41 to 50 years of age and lastly, five percent were 51 to 60 old. Of the 19 teachers, eight were males; approximately 42% and 11 were females, approximately 58%.

Years in the teaching profession ranged from less than one year of teaching to 20 years of experience: 16% of the teachers on the campus had less than one year of teaching experience, 47% reported having one to five years of teaching experience, 21% revealed having six to ten years of teaching experience 11% of the teachers on campus described having 11 to 15 years of teaching service and finally, five percent of the teachers conveyed having 16 to 20 years of teaching experience.

Analysis of Data: Research Question One

To what degree do African American teachers in selected urban charter schools perform the roles of: counselor, advocate, disciplinarian, surrogate parent, and role model? The following were descriptive tables and analysis of each historical role that depicted how the teacher perceived they performed these roles.

Counselor

African American teachers in the role of counselor served to provide psychological and social support to students and families. African American teachers' life experiences, attitudes, and desire to serve contributed to their ability to effectively counsel African

American students (Cizek 1995; Saunders, Davis, Williams, & Williams, 2004; Foster 1989, 1990, 1993, 1997). The following was a table depicting 19 responses to the frequency of performance of the role of counselor:

Table 3. Likert Scale Percentages

School AZ Part C	R	1	2	3	4	5	Means	SD
		Almost Never	Seldom	Occasionally	Frequently	Very Frequently		
1. social bonds	19	0.00%	0.00%	21.05%	26.32%	52.63%	4.32	0.82
2. + self/ soc. identity	19	0.00%	0.00%	15.79%	31.58%	52.63%	4.36	0.76
3 understand culture	19	0.00%	0.00%	10.53%	36.84%	52.63%	4.42	0.69
4 long-term life perspective	19	0.00%	5.26%	10.53%	52.63%	31.58%	4.11	0.80
5 listen w/ knowledge	19	0.00%	0.00%	15.79%	21.05%	63.16%	4.47	0.77
6 personal power	18	0.00%	0.00%	15.79%	15.79%	63.16%	4.50	0.79
7 adv. cultural identity	19	0.00%	10.53%	21.05%	31.58%	36.84%	3.94	1.03
8 historical myths	19	0.00%	15.79%	15.79%	36.84%	31.58%	3.84	1.06
9 outside forces	19	0.00%	0.00%	10.53%	26.32%	63.16%	4.53	0.70
10 cultural sensitivity	19	0.00%	0.00%	10.53%	26.32%	63.16%	4.53	0.70
11 ed. is life or death	19	0.00%	0.00%	21.05%	42.11%	36.84%	4.16	0.76
12 sources for change	19	0.00%	0.00%	36.84%	21.05%	42.11%	4.10	0.91
13 leave your baggage	19	0.00%	0.00%	10.53%	26.32%	63.16%	4.53	0.70
14 credibility	19	0.00%	0.00%	10.53%	47.37%	42.11%	4.32	0.67
15 fair in mediation	19	0.00%	10.53%	5.26%	47.37%	36.84%	4.11	0.94
16 credence	18	0.00%	0.00%	10.53%	31.58%	52.63%	4.44	0.70
17 moral support	19	0.00%	0.00%	5.26%	52.63%	42.11%	4.37	0.60
18 outside events	19	0.00%	0.00%	5.26%	42.11%	52.63%	4.47	0.61
19 justice and fairness	19	0.00%	0.00%	31.58%	26.32%	42.11%	4.11	0.88
20 joint problem-solving	19	0.00%	0.00%	31.58%	26.32%	42.11%	4.11	0.88

Counselor

Highest Frequency: 4.50 – 4.53

In the role of counselor, the following variables were selected as having very high frequency of performance: try to instill a sense of personal capability and personal power, help students process outside forces and get ready to learn, handle emotional situations with cultural sensitivity and knowledge, and “leave your baggage at the classroom door or let me hold it for you for a while, until you can carry it yourself. The theme indicated in this cluster of variables is that African American teachers very often intercede, with understanding, to

address the needs of the whole child in the midst of demanding circumstances. This perspective of positive self-identity was supported by the notion that student of color needed teachers of color in their learning environment to ensure higher aspiration levels, (JCPS, 1989), achievement levels, (Holmes, 1990), and a positive sense of self (JCPS, 1989).

Very High Frequency: 4.42 – 4.47

The following key variables stood out as having a very high frequency of performance: deal with groups/individuals with a deep understanding of cultural identity, listens with a deep knowledge of having been there, words have weight as knowledge of the neighborhood give credence to intervention, and understands how emotions and behaviors in the classroom relate to events outside of the classroom. This cluster of variables addressed how the teacher interceded to support the child and was believable due to cultural identity- and “having been there.” Research revealed teachers enjoyed close relationships with the students, because of their intimate knowledge of the black community, enabling the teacher to motivate (Tate, 1977). This cluster of variables was very frequently present in the teaching day for the teachers at this school.

High Frequency: 4.32 – 4.37

The following key variables stood out as having high frequency of performance: promote social bonds, promote positive self and social identity, intervenes with credibility, and provides student with moral support - doesn't give up.

Advocate

The advocate was the role that enabled African American teachers teaching to act as social agents in ways that both change and construct their own and their student realities (Adair, 1984; Foster, 1990; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis,

Williams, & Williams, 2004). Table Two depicted the frequency of performance for the role of advocate on the Likert Scale and included means and standard deviation for each variable within the role.

Table 4. Likert Scale Percentages

School AZ Part C	R	1	2	3	4	5	Means	SD
		Almost Never	Seldom	Occasionally	Frequently	Very Frequently		
Advocate								
1 raises others up	19	0.00%	21.05%	26.32%	10.53%	42.11%	3.74	1.24
2 agents of social change	19	0.00%	10.53%	10.53%	47.37%	31.58%	4.00	0.94
3 interracial diplomacy	19	0.00%	10.53%	21.05%	26.32%	42.11%	4.00	1.10
4 respect	19	0.00%	0.00%	31.58%	36.84%	31.58%	4.00	0.82
5 influence	19	0.00%	5.26%	10.53%	31.58%	52.63%	4.32	0.89
6 community involvement	19	0.00%	21.05%	10.53%	26.32%	42.11%	3.74	1.24
7 partners w/ parents	19	0.00%	5.26%	26.32%	36.84%	31.58%	3.95	0.91
8 pride in community	19	0.00%	15.79%	15.79%	26.32%	42.11%	3.95	1.13
9 advocate school/program	19	0.00%	0.00%	31.58%	26.32%	42.11%	4.11	0.87
10 "my brother's keeper"	19	0.00%	10.53%	5.26%	47.37%	36.84%	4.11	0.94
11 solidarity and pride	19	0.00%	5.26%	21.05%	31.58%	42.11%	4.11	0.94
12 "looked up to"	19	0.00%	0.00%	21.05%	21.05%	57.89%	4.37	0.83
13 help to others	19	0.00%	10.53%	5.26%	26.32%	57.89%	4.32	1.00
14 community as a family	19	0.00%	10.53%	26.32%	36.84%	26.32%	3.80	0.98
15 get involved	19	0.00%	15.79%	21.05%	36.84%	26.32%	3.74	1.04
16 "no excuses"	19	0.00%	10.53%	5.26%	36.84%	47.37%	4.21	0.98
17 look beyond obstacle	19	0.00%	0.00%	15.79%	31.58%	52.63%	4.37	0.76
18 advocate for whole person	19	0.00%	0.00%	26.32%	31.58%	42.11%	4.16	0.83
19 believability	19	0.00%	21.05%	26.32%	26.32%	26.32%	3.58	1.12
20 resources for success	19	0.00%	10.53%	21.05%	21.05%	47.37%	4.05	1.08
21 within the system	19	0.00%	10.53%	5.26%	31.58%	52.63%	4.26	0.99
22 life / social conditions	19	0.00%	10.53%	5.26%	31.58%	52.63%	4.26	0.99
23 change starts w/ you	19	0.00%	0.00%	31.58%	21.05%	47.37%	4.16	0.90

Advocate

Highest Frequency: 4.32 – 4.37

The following key variables stood out as having very high frequency of performance: take steps to influence school programs, are seen as leaders and looked up to, are seen as leaders who can help others, and encourage students to look beyond current obstacles. These variables examined as a cluster reflect the literature that stated historically, educators had been the largest group in the community to provide leadership (Franklin, 1990).

Additionally, Irvine and Irvine (1983) discussed how black schools were community-

centered institutions that addressed the deeper psychological and sociological needs of their clients (p. 416).

Very High Frequency: 4.11 – 4.26

The following key variables stood out as having very high frequency of performance: advocate during transition between schools and programs, believe “I am my brother’s keeper”, are champions for community solidarity and pride, do not rationalize student lack of success by any variables “no excuses”, advocate for the whole person – not just the student-but the forming adult, advocate for individuals within, provide advice and consultation with a deep understanding of life/social conditions, and teach “change starts with you.

The theme of “change agent” in this cluster replicated the literature that stated African American youth do better academically despite poverty, racial discrimination, and the many social inequities facing African Americans when African American teachers and supporters took an interest in them and provided them with moral and political support (Fairclogh, 2004; Haynes & Comer 1990; Mayo, 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004).

High Frequency: 4.00 – 4.05

The following key variables stood out as having high frequency of performance: go out of their way to find resources for individual successes, are agents of social change, are diplomats of interracial diplomacy, and earn a special respect from students because they have made it.

Disciplinarian

Many African American teachers had to discipline their students. The teacher’s ability to achieve this task was possible because students and parents had culturally

congruent backgrounds with the teachers. This cultural congruence helped the group better relate to one another. Finding common strands between student / parent and teachers helped bridge the necessary gaps which fostered open communication and student compliance. Parents were more willing to accept corrective language and consequences when there were commonalties between the groups (Fairclough, 2004, Foster 1989, King 1993, Ladson-Billings, 1994, Peake & Fortens, 2005, Saunders, Davis, Williams, & Williams). The following was a table depicting the 19 teachers' responses to the frequency of the role of disciplinarian.

Table 5. Likert Scale Percentages

School AZ Part C	R	1	2	3	4	5	Means	SD
Disciplinarian		Almost Never	Seldom	Occasionally	Frequently	Very Frequently		
1 progressive discipline	19	0.00%	0.00%	15.79%	42.11%	42.11%	4.26	0.73
2 removal as last resort	19	0.00%	0.00%	15.79%	26.32%	57.89%	4.42	0.77
3 conference as intervention	19	0.00%	10.53%	15.79%	36.84%	36.84%	4.00	1.00
4 correct w/o blame	19	5.26%	5.26%	21.05%	31.58%	36.84%	3.89	1.14
5 discipline w/o comparing	19	0.00%	10.53%	10.53%	36.84%	42.11%	4.11	0.99
6 behavior of boys	19	26.32%	10.53%	10.53%	31.58%	21.05%	3.11	1.56
7 cultural sensitivity	19	0.00%	0.00%	15.79%	26.32%	57.89%	4.42	0.77
8 culturally / socially aware	19	0.00%	0.00%	21.05%	26.32%	52.63%	4.32	0.82
9 "in house" discipline	19	0.00%	0.00%	15.79%	31.58%	52.63%	4.37	0.76
10 reduce escalation	19	0.00%	10.53%	15.79%	21.05%	52.63%	4.16	1.07
11 long-term effect	19	10.53%	10.53%	10.53%	36.84%	31.58%	3.68	1.34
12 poverty / social condition	18	26.32%	5.26%	31.58%	21.05%	10.53%	2.83	1.38

13 "get through to them"	19	10.53%	0.00%	21.05%	47.37%	21.05%	3.68	1.15
14 confront with love	19	0.00%	10.53%	15.79%	36.84%	36.84%	4.00	1.00
15 common culture	19	0.00%	21.05%	10.53%	42.11%	26.32%	3.74	1.10
16 similar to home	19	15.79%	15.79%	15.79%	26.32%	26.32%	3.32	1.45
17 parent are partners	19	10.53%	0.00%	21.05%	15.79%	52.63%	4.00	1.33

Disciplinarian

Highest Frequency: 4.37 – 4.42

The following key variables were clustered as having the highest frequency of performance: reserve removal from classroom, office referrals and suspensions as a last resort, have a culturally sensitive understanding of acceptable and unacceptable behaviors, and try to keep the discipline, “in house” between educator and parent, share stories when disciplining students that relate culturally and socially to their own experiences. An analysis of these variables points to the practical, active acts of intervening differently in discipline situations- differently than traditional discipline systems. The theme of this cluster were that teachers reconciled the removal from class, office referrals and those actions that place children in a system of sequential consequences. The African American teacher’s ability to discipline was enhanced because the discipline process was conducted with students and parents who had culturally congruent backgrounds with the teachers. This cultural congruence helped the group better relate to one another (Foster 1989, King 1993, Ladson-Billings, 1994; Saunders, Davis, Williams, & Williams, 2004).

Very High Frequency: 4.11 – 4.26

The following key variables stood out as having a very high frequency of performance: use a progressive discipline plan that begins with minor consequences, do not compare one-student’s behavior to that of others, and try to reduce the accumulation of escalating consequences by reducing referral outside. This cluster was closely aligned with

the first, reinforcing the need to implement a series of interventions and minor consequences, before subjecting a child into the “outside” “system of discipline.”

High Frequency: 4.00

The following key variables stood out as having high frequency of performance: use conferencing/reflection with the student as a first intervention, confront behaviors with love, and find that parents become partners in student discipline. This cluster, like the two others, denoted the importance of intervening to deal with the child early and well, to prevent his/her becoming part of the larger, “outside the classroom system of discipline.”

Parent Surrogate

Research suggested that students perform better when there were components of their cultural intertwined within the classroom and/or school setting. Examples included candid classroom discussions about community devastation. Other examples included the use of rap music facilitated learning, the use of African American proverbs helped cultivate students’ sense of culture and history and sense of self, the utilization of teaching methods which corresponded to and were informed by the Black Church experience, and the strengthening and use of vitality of Black children (Fairclough, 2004; Ladson-Billing & Henry, 1990).

Table Six presented the survey results for the role of counselor:

Table 6. Likert Scale Percentages

School AZ Part C	R	1	2	3	4	5	Means	SD
		Almost Never	Seldom	Occasionally	Frequently	Very Frequently		
Parent Surrogate								
1 my own children	19	10.53%	5.26%	15.79%	36.84%	31.58%	3.74	1.28
2 open class discussions	19	10.53%	5.26%	21.05%	42.11%	21.05%	3.58	1.22
3 teach heritage	19	0.00%	0.00%	31.58%	15.79%	52.63%	4.21	0.99
4 share stories	19	0.00%	0.00%	15.79%	31.58%	52.63%	4.37	0.76
5 celebrate identity	19	0.00%	10.53%	5.26%	21.05%	63.16%	4.37	1.01
6 celebrate vitality	19	0.00%	0.00%	0.00%	36.84%	63.16%	4.63	0.50
7 displays affection	19	0.00%	0.00%	15.79%	10.53%	73.68%	4.58	0.77
8 praise is essential	19	0.00%	5.26%	5.26%	26.32%	63.16%	4.47	0.84

9 terms of endearment	19	0.00%	0.00%	5.26%	31.58%	63.16%	4.58	0.61
10 words heard at home	19	0.00%	21.05%	26.32%	10.53%	42.11%	3.74	1.24
11 love them to teach them	19	0.00%	0.00%	5.26%	31.58%	63.16%	4.58	0.61
12 "other mother"	19	0.00%	0.00%	10.53%	47.37%	42.11%	4.32	0.67
13 dev. for whole child	19	0.00%	0.00%	5.26%	21.05%	73.68%	4.68	0.58
14 child's "keeper"	19	0.00%	5.26%	15.79%	26.32%	52.63%	4.26	0.93
15 grow up to be	19	0.00%	0.00%	10.53%	36.84%	52.63%	4.42	0.69
16 part of community	19	0.00%	0.00%	21.05%	36.84%	42.11%	4.21	0.79
17 community as family	19	0.00%	0.00%	36.84%	10.53%	52.63%	4.16	0.96
18 refrain from comparison	19	0.00%	15.79%	10.53%	42.11%	31.58%	3.89	1.05
19 listening	19	0.00%	10.53%	10.53%	26.32%	52.63%	4.21	1.03
20 parental interest	19	0.00%	10.53%	10.53%	36.84%	42.11%	4.11	0.99
21 validates dreams	19	0.00%	0.00%	21.05%	26.32%	52.63%	4.32	0.82
22 sixth sense	19	0.00%	0.00%	15.79%	42.11%	42.11%	4.26	0.73

Parent Surrogate

Highest Frequency: 4.58 – 4.68

The following cluster of variables indicated the highest frequency of performance: celebrate and join in the vitality of African American children in song, dance and play, openly display affection, use terms of endearment as well as terms of correcting behaviors, believe we have to love them to teach them, and feel a sense of responsibility for the development of the whole child, not just the student. The theme evident in this cluster was one of love, affection, rejoicing, and endearment. It reflected the question posed by King (1993) when she asks, “What if educators really loved black children?” The responses of the 19 teachers at this school gave credence to the fact that this role was critical, and that this particular cluster of variables was of the highest frequency in their teaching.

Very High Frequency: 4.32 – 4.47

The following cluster of key variables was distinguished as very high frequency of performance: share my own stories to bring out theirs, celebrate African American identity to bring pride into the classroom, believe that displaying love and frequent praise is essential in the classroom, fell like the “other mother”, consciously try to be a positive model of “what

I could grow up to be”, and validates their personal dreams, hopes, and aspirations. This grouping continued to reflect the importance of loving, caring and taking the role of surrogate parent with African American children. Fostering familial bonds was discussed in the literature by Henry (1992) when he explained that Black Teachers strive to create a classroom environment with a “family ethos” (p. 398). In the two highest clusters of frequency, the variables that stood out were those in which the African American teacher actively took a surrogate parent role, the “other mother”, giving frequent praise and reinforcing pride in identity.

High Frequency: 4.21 – 4.26

The following key variables stood out as having high frequency of performance: bring in cultural stories and activities to teach heritage as well as academics, see myself as one of the child “keepers”, feel like a part of the community where they are all our children, take a lot of time for listening to personal stories and issues, and Use a sixth sense to determine underlying issues that inhibit learning.

Role Model

The discussion about the growing numbers of students of color in the nation’s schools was coupled with a call for teachers of color because children of color needed role models. African American teachers were of critical importance because children needed to see that black teacher existed and that Black people held professional positions (Brown, 2004; Diamond, 2006; King, 1993; Moule & Higgins 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004). Table Seven communicated the

research results for the categorized Likert Scale frequencies when participants responded to research question one and performing the job of a role model.

Table 7. Likert Scale Percentages

School AZ Part C	R	1	2	3	4	5	Means	SD
		Almost Never	Seldom	Occasionally	Frequently	Very Frequently		
Role Model								
1 influence school goals	19	0.00%	0.00%	15.79%	42.11%	42.11%	4.26	0.73
2 living example	19	0.00%	0.00%	0.00%	47.37%	52.63%	4.53	0.51
3 college to career	19	0.00%	0.00%	0.00%	26.32%	73.68%	4.74	0.45
4 validates dreams	19	0.00%	0.00%	0.00%	36.84%	63.16%	4.63	0.50
5 common identity	19	0.00%	0.00%	5.26%	31.58%	63.16%	4.58	0.61
6 reinforces values	19	0.00%	0.00%	15.79%	31.58%	52.63%	4.37	0.76
7 models leadership	19	0.00%	0.00%	10.53%	47.37%	42.11%	4.37	0.68
8 successful adults	19	0.00%	0.00%	10.53%	36.84%	52.63%	4.42	0.69
9 roles of successful adults	19	0.00%	0.00%	26.32%	21.05%	52.63%	4.26	0.87
10 someone to emulate	19	0.00%	0.00%	10.53%	36.84%	52.63%	4.42	0.69
11 majority/minority potential	19	0.00%	0.00%	26.32%	31.58%	42.11%	4.16	0.83
12 African American Leader	19	0.00%	0.00%	36.84%	31.58%	31.58%	3.94	0.85
13 African American heroes	19	0.00%	0.00%	26.32%	21.05%	52.63%	4.26	0.87
14 new reality	19	0.00%	15.79%	26.32%	15.79%	42.11%	3.84	1.17

Role Model

Highest Frequency: 4.53 – 4.74

The following cluster of variables fell within the highest frequency of performance for Teacher as Role Model: have special influence as a living example of professional success, normalizes the expectations that college opens door to careers, validates dreams and aspirations by being a living example, and has enhanced credibility by sharing common identity, race and life experiences. The cluster theme is one of hope, modeling and belief in the possible. The concept of real-life relevant examples is further discussed by researcher by suggesting African American teachers are of critical importance because children need to see that Black teacher exist and that Black people held professional positions (Diamond, 2006; Moule & Higgins 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004).

Very High Frequency: 4.37 – 4.42

The following key variables stood out as having medium high frequency of performance: extends and reinforces values taught at home, models multicultural figures in leadership positions, reinforces hopes for becoming a successful adult, and is someone to emulate who has had similar community and family experiences.

High Frequency: 4.16 – 4.26

The following key variables stood out as having high frequency of performance: influence the school goals to reflect different views, broadens and validates roles of successful adult, challenges and defeats hidden messages about majority/minority potential, and broadens the range of African American heroes. Research indicates teachers who elevate student potential are committed to improving the lives of their students do not accept mediocrity, and encourage and insist that their student reach their full capacity, “mainly because the teachers understand that allowing student to just get by can surely leave them in their current situation or even worse” (Milner, 2006, p. 94).

Research Question One Summary

The following table combined the highest, very high and high clusters of variables by role, as indicated by 19 respondents in school AZ. These data were listed in order from highest mean to lowest mean within the category. The standard deviation indicated the degree of variance among the 19 respondents. SD scores of less than one indicated less variance among the answers. The following table utilized the exact language of the survey for each variable within each role.

Table 8. Summary of Variables in Exact Survey Language

Historical Roles and Variables	Means	SD
Counselor		
Help student process outside forces and get ready to learn	4.53	0.70
Handle emotional situations with cultural sensitivity and knowledge	4.53	0.70
Leave your baggage at the classroom door or let me hold it for you	4.53	0.70
Try to instill a sense of personal capability and personal power	4.50	0.79
Understands how emotions relate to events outside of the classroom	4.47	0.61
Listens with a deep knowledge of having been there	4.47	0.77
Words have weight as knowledge of the neighborhood give credence to intervention	4.44	0.70
Deal with groups/individuals with a deep understanding of cultural identity	4.42	0.69
Provides student with moral support - doesn't give up	4.37	0.60
Promote positive self and social identity	4.36	0.76
Intervenes with credibility	4.32	0.67
Promote social bonds	4.32	0.82
Counsel students with the belief that education as a life or death situation	4.16	0.76
Have a mission to intervene and counsel with a long-term life perspective	4.11	0.80
Are believable when talking about justice and fairness of daily events	4.11	0.88
Can bring people together for problem-solving because of knowledge	4.11	0.88
Is seen as fair in mediation of problems	4.11	0.94
Helps students process perceived inequities and find sources for change	4.10	0.91
Advocate		
Encourage students to look beyond current obstacles.	4.37	0.76
Are seen as leaders and looked up to	4.37	0.83
Take steps to influence school programs	4.32	0.89
Are seen as leaders who can help others	4.32	1.00
Advocate for individuals within system	4.26	0.99
Provide advice and consultation with a deep understanding of life/social conditions	4.26	0.99
Do not rationalize student lack of success by any variables "no excuses",	4.21	0.98
Advocate for the whole person – not just the student- but the forming adult,	4.16	0.83
Teach "change starts with you.	4.16	0.90
Advocate during transition between schools and programs	4.11	0.87
Believe "I am my brother's keeper",	4.11	0.94
Are champions for community solidarity and pride	4.11	0.94
Go out of their way to find resources for individual successes	4.05	1.08
Earn a special respect from students because they have made it	4.00	0.82
Are agents of social change.	4.00	0.94
Are diplomats of interracial diplomacy	4.00	1.10
Disciplinarian		
Reserve removal from classroom, office referrals and suspensions as a last resort,	4.42	0.77
Have a culturally sensitive understanding of acceptable and unacceptable behaviors	4.42	0.77
Try to keep the discipline, "in house" between educator and parent	4.37	0.76
Share stories when disciplining that relate culturally / socially to their own lives	4.32	0.82
Use a progressive discipline plan that begins with minor consequences	4.26	0.73

Reduce the accumulation of escalating consequences by reducing referral outside	4.16	1.07
Do not compare one-student's behavior to that of others	4.11	0.99
Use conferencing/reflection with the student as a first intervention	4.00	1.00
Confront behaviors with love	4.00	1.00
Find that parents become partners in student discipline	4.00	1.33

Parent Surrogate

Feel a sense of responsibility for the development of the whole child	4.68	0.58
Celebrate / join in the vitality of African American children in song, dance and play	4.63	0.50
Use terms of endearment as well as terms of correcting behaviors	4.58	0.61
Believe we have to love them to teach them	4.58	0.61
Openly display affection	4.58	0.77
Believe that displaying love and frequent praise is essential in the classroom	4.47	0.84
Consciously try to be a positive model of "what I could grow up to be",	4.42	0.69
Share my own stories to bring out theirs	4.37	0.76
Celebrate African American identity to bring pride into the classroom	4.37	1.01
Feel like the "other mother",	4.32	0.67
Validates their personal dreams, hopes, and aspirations.	4.32	0.82
Use a sixth sense to determine underlying issues that inhibit learning	4.26	0.73
See myself as one of the child "keepers"	4.26	0.93
Feel like a part of the community where they are all out children	4.21	0.79
Bring in cultural stories/ activities to teach heritage as well as academics	4.21	0.99
Take a lot of time for listening to personal stories and issues	4.21	1.03
See our community as a big family	4.16	0.96
Take a parental interest in helping to resolve problems- go the extra mile	4.11	0.99

Role Model

Normalizes the expectations that college opens door to careers	4.74	0.45
Validates dreams and aspirations by being a living example	4.63	0.50
Enhanced credibility by sharing common identity, race and life experiences	4.58	0.61
Have special influence as a living example of professional success	4.53	0.51
Reinforces hopes for becoming a successful adult	4.42	0.69
Someone to emulate who has had similar community and family experiences	4.42	0.69
Models multicultural figures in leadership positions	4.37	0.68
Extends and reinforces values taught at home	4.37	0.76
Influence the school goals to reflect different views	4.26	0.73
Broadens and validates roles of successful adult	4.26	0.87
Broadens the range of African American heroes	4.26	0.87
Challenges / defeats hidden messages about majority/minority potential	4.16	0.83

Which of the roles of counselor, advocate, disciplinarian, surrogate parent, and role model do African American teachers in selected urban charter schools identify as most important? The following table indicated teacher's responses to the question of which roles were most important at the beginning of the individual interviews:

Table 9. Likert Scale for Role Importance

Summary for Role Importance	1. Unimportant	2. Of Very Little Importance	3. Moderately Important	4. Important	5. Very Important
Counselor	0.00%	0.00%	15.79%	42.10%	42.10%
Advocate	0.00%	10.53%	10.53%	36.84%	42.10%
Disciplinarian	0.00%	0.00%	10.53%	42.10%	47.37%
Surrogate Parent	0.00%	0.00%	10.53%	26.32%	63.15%
Role Model	0.00%	0.00%	15.79%	42.10%	42.10%

Rankings

The following table ranked responses to the question of which roles were most important at the beginning of the individual interviews. Five was the highest importance in rank.

Table 10. Rankings School AZ

	4. Important	5. Very Important	Sum of Important and Very Important	Rank
Historical Roles				
Surrogate Parent	26.32%	63.15%	89.47%	5
Disciplinarian	42.10%	47.37%	89.47%	4
Counselor	42.10%	42.10%	84.20%	3
Role Model	42.10%	42.10%	84.20%	3
Advocate	36.84%	42.10%	78.94%	2

Parent Surrogate

The role of parent surrogate was the most important role for the teachers at School AZ with 89.47% of teacher support. In the category, “most important” parent surrogate Parent Surrogate was 16% higher than the next indicator if importance. The variables indicated as highest frequency were : celebrate and join in the vitality of African American children in song, dance and play, openly displays affection, use terms of endearment as well as terms of correcting behaviors, believe we have to love them to teach them, and feel a responsibility for the development of the whole child, not just the student.

Disciplinarian

The role of disciplinarian was one of the most important roles for the teachers at School AZ with 89.47% of teacher support.. The highest frequency variables in the discipline marked as highest and very high frequency of performance were: uses a progressive discipline plan that begins with minor consequences, reserve removal from classroom, office referrals and suspensions as a last resort, have a culturally sensitive understanding of acceptable and unacceptable behaviors, share stories when disciplining students that relate culturally and socially for their own experiences, and try to keep the discipline, “in house” between educator and parent.

Counselor

The role of counselor was the second most important role for the teachers at School AZ with 84.20% of teacher support. The highest frequency variables in the counselor subgroup were as follows: listens with a deep knowledge of having been there, try to instill a sense of personal capability and personal power, help students process outside forces and get ready to learn, handle emotional situations with cultural sensitivity and knowledge, “leave

your baggage at the classroom door or let me hold it for you for a while, until you can carry it yourself, and understands how emotions and behaviors in the classroom relate to events outside of the classroom.

Role Model

The obligation of role model was also the second most important role for the teachers at School AZ with 84.20% of teacher support. This was also supported by the data summarized from Table Seven which represented variables that stood out as having very high frequency of performance. The highest frequency variables in these roles were: living example of professional success normalizes the expectations that college opens door to careers, validates dreams and aspirations by being a living example, and has enhanced believability due to common identity, race and life experiences.

Advocate

The role of advocate was the last in importance. The variables in the advocate section were as follows: take big steps to influence school programs and activities, are seen as leaders in the community and are “looked up to”, are seen as leaders who can help others achieve – have been to college and have made it, and encourage students to look beyond present obstacles to future successes. In addition to emerging in *instrument one*, the importance of the advocate was also expressed in *instrument two*, the interview. One of the study participants shared, “we want to show them that there is something beyond there current problem and give them coping skills to deal with the next problem. If that don’t work we want to be able to connect them with people who can help” (Interview, AZ14, 2009).

What is the perceived importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York?

The following qualitative data were obtained from four interviews with teachers at School AZ. The interview questions were designed to gain teachers perceptions of the importance of performing these roles in classrooms today with African American Students.

Perceived Importance: Parent Surrogate

Acting in **dual roles of parent and teacher** was a prevailing theme in the responses from teachers at this school that also serve as parent surrogates. Teachers at School AZ included open affection to students as process of nurturing and creating familial bonds. The teachers strived to create a classroom environment with a caring atmosphere. As stated earlier many of the students from School AZ came from difficult home environments. Because of this, the staff viewed taking a parent role as part of the job. With this being said, parents of students that attended the school were still expected to have some interaction on the campus. Participant AZ06 recounted,

“In the prefect world we would have 100% parental involvement, but the world is not perfect. We have the regulars that attend everything and occasionally we see a new face every now and then, but for the most part parents are not active so we must be” (Interview, 2009).

Participant AZ09 further agreed,

When you accept a job at our school you are already aware of the problems in the neighborhood, the devastation is evident. Of course we want more parent involvement, but by taking this job, you know you may have to step into the “parent role”. Our kids need direction, love, and support and someone’s gotta give it to them” (Interview, 2009).

An additional teacher recounted so many students being unprepared on the first day of school during the preliminary session;

I remember the first day of school this past year. But what I remember most was the number of students that were not ready for school. The students did not have paper, pencil, or folders. Their clothes were not cleaned and pressed. The boys did not have haircuts and the girls' hair was not combed. I get so damn angry because the parents are home. They just don't take a true interest in education. So as a staff we make sure we have the tools to keep our students prepared. I cannot count the number of times that I have combed hair or washed a dirty face. I provide the students with materials and whatever else. I expect to do. It's one of the many roles I play on campus, we all do it (Interview, 2009).

Participant AZ06 explained "sometimes students feel like you "ain't they momma" and you can't tell them what to do, then you open your heart and they start to trust you and then they start to respond." You go back to the way you were raised and you use what you know" (Interview, 2009).

"This role contributes to student success because the students know we care" (Interview, AZ14, 2009). Participant AZ14 further explained "if we did not care these kids would not come to school. They have been through an education system that has failed them. We nurture, love, and respect them and they keep coming" (Interview, 2009). The interview participants also shared that most teachers were available on campus until 5:00pm in the evening. School AZ provided after school tutoring for all students and all teachers in core subject areas were available. "I do not see this as an extra duty, I see it as a service I provide to my students, it is because of them that I teach, I have to do whatever it takes" (Interview, AZ02, 2009).

Another teacher spoke about the importance of taking the necessary steps to ensure student success:

“Being a part of this school is great. I love knowing and feeling that I am having a direct affect on the African American community. But as quick as I say that I also say that it hurts my heart to realize that without me and the other teachers stepping up into a parent position, our students would fail. These students do not have a chance without us. We do whatever it takes. We stay late. We provide transportation for parents and students. We donate clothes and anything else. Last year I did a home visit and noticed that the kids did not have beds to sleep in. The next day I went to work and gathered a few dollars from my coworkers, bought beds from the goodwill, and delivered them to the family. Sometimes it seems above and beyond, but we don’t, we just do it” (Interview AZ09, 2009).

Perceived Importance: Disciplinarian

The interview participants disclosed that discipline had not been a problem on their campus. “Of course there are minor confrontations...its middle school” (Interview, AZ09, 2009). During the interview process the participants explained it is a privilege to attend School AZ. Every student did not get admitted. But when the students arrived relationships were built to support effective discipline. Teachers as disciplinarian: **caring, connection, and trust** were the dominant themes for teachers at this school in response to the importance of the role in today’s; classrooms. One teacher emphasized the importance caring, correction and trust to support discipline and to ensure student success:

You have to really care about the kids to work in a charter school. Most of the kids on our campus were not very unsuccessful at the traditional public school. There behaviors severely impacted their abilities to learn. I have one student in particular that was placed in juvenile hall as a fifth grader. His mother could not control him and his dad was in prison for breaking and entering. The student had been in trouble since the third grade. He told me he never like school and did not want to go. We were all aware of his problems when he arrived on our campus. But most of our kids have problems. Our unspoken policy is to build connections with the students. We have to let them know we really care. We have to earn their trust. And after we have taken the necessary steps then we can discipline. Otherwise we lose the student(s) to a system that is unforgiving (Interview, AZ14, 2009)

There must be caring and trusting relationships before correction and discipline occurred.

Participant AZ06 shared her thoughts about building the first to achieve the latter.

“Some of these kids come from really bad homes. You might get “cussed out” if you try to discipline the wrong kid. You gotta build the connection with the student before you try to tell him or what to do. They gotta know you care. (Interview, AZ06, 2009).

The school was on a merit / demerit system and students had been sent back to their home public school, but removal was at a last resort. Participant AZ06 communicated information about the discipline ladder,

“it is a privilege to attend our school. We go above and beyond to make sure our students are successful. When we encounter students that are not on board with our program we intervene quickly. We get the parents, teachers, administrators, counselors and any other person involved helped. Our goal is to help our students be successful so we exhaust all possibilities” (Interview, 2009).

Perceived Importance: Counselor

Providing **hope** was a prevailing idea for teachers that also serve as counselors. Participant AZ09 restated his position on offering hope. “We do our best to change their reality. Sometimes there situation seems hopeless. We help the student believe there is something better then what they live everyday” (Interview, AZ09, 2009). Additionally, participant AZ14 also emphasized this same notion of hope.

We are not all in gangs. We do not all smoke weed. We do not all drink “forties”. I want them to see that just because it is happening in their homes doesn’t mean everybody else is doing it. If you want more you gotta go get it. I believe in you, you gotta believe in you too”

This participant explained that in order for teachers to maintain student motivation, they had to be aware of students’ social needs. The students at the school often brought a set of circumstances that had been grounded in racism and inequity.

“Our job is to keep our ear to the pavement and support the students. You never know what took place last night, but if you pay attention the school is usually buzzing if there has been trouble in the neighborhood. Once we get wind of something we have

to be ready to support the student, sometimes that's just listening" (Interview, AZ02, 2009).

Participant AZ14 further explained,

Early this year there was a shooting at one of the students' homes. There was gang involvement in the family and a rival gang shot at the house. Two of our students were in the house, there are brother and sister. Their uncle was shot. That evening the school principal found out about the shooting and called me. I am the case carrier for both of the students. I made plans to visit the home after school the next day. To my surprise both of the students were at school the next day. I phoned their mom after class and she thought being at school was best. She knows that we will listen, support, and care for them. That means a lot and that's why we do it (Interview, AZ14, 2009).

Perceived Importance: Role Model

Having African American teachers were significant because children needed to see that black teacher existed and that Black people held professional positions (Diamond, 2006; Moule & Higgins 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004). Without the presence of African American teachers the value of education for African American Students fell. Providing students with **someone to "look up to"** was the dominant premise for teachers that also served as role models.

The statement below was one of numerous remarks shared by a participant at School AZ regarding the importance of being a role model for the students. The comment emphasized the importance of having someone to look up to:

When I first started teaching at this site, I was very casual and laid back. My students responded to me and I was comfortable. Then going into my third year of teaching something happened in me. I realized that I need to be a constant professional with the students. I changed my dress and my demeanor. I wear a suit everyday to work. These kids spend their entire lives away from school with casual people; I wanted to give them a different picture. They always tell me other than the pastor at church I am the only person they know that wears a suit. When I elevated my standards I also elevated my expectation on them. So far it has been working (Interview, AZ02, 2009).

Participant AZ09 shared his experience with having to be a role model. “They need us in professional positions. We are the only Black professionals they see, other than entertainers. Without us their options are entertainers or criminals.” (Interview AZ09, 2009).

Perceived Importance: Advocate

Teachers at School AZ believed every student can succeed and were committed to their success. Teachers did not lower their expectation because of social inequalities the students at School AZ face. **Racial, social and individual empowerment** was the central theme for teachers that also served as advocates.

Participant AZ14 communicated her views on empowerment:

“It has not always been cool to be black. But since Hip Hop Culture has taken over being Black ain’t so bad. I do my best to promote all things black. A few years ago this was kind of hard. But we have a Black president now and the students are really tuned in” (Interview, 2009).

Participant AZ09 also elaborated about empowerment,

“They (the students) only get negative images. We have to bombard them with positive black images. All thing related to blackness are not negative. We have to talk about what it means to be black and not just popular culture, but really black. We have to teach the students to embrace their heritage and learn from it, and that includes slavery” (Interview, 2009).

Teachers at School AZ were committed to the success of their students. However, they also recognized the “baggage” carried by students to school everyday. Students were expected to be academically successful despite poverty, racial discrimination, and the many social problems facing African Americans Students. The African American Teachers at School AZ provided moral supporter to empower the students they serve. Participant AZ09 recounted,

“the students come to school with so much baggage, it feels like a losing battle. If it is not one situation then it is something else. We have students that have been pulled from their homes and place in foster care and then returned. We have students that do not eat after they leave school because the parents are strung out on drugs. We have

students that care for younger brothers and sisters when they get home. We have everything. This is life in the hood. As teachers we have to do what we can to support our students and if we don't have the answers we connect the students with other adults that do" (Interview, AZ09, 2009).

Analysis of Data: Research Question Four:

In what ways, in the perception of African American teachers in selected urban charter schools do the roles of counselor, advocate, disciplinarian surrogate parent, and role model contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success.

Introduction

The teachers at school AZ perceived that the historical roles of African American teacher as counselor, advocate, disciplinarian, parent surrogate, and role model contributed to student success in testing, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college by enlightening through perseverance, contributing to a spirit of dedication, and fostering achievement through diligence.

The following were comments from the teacher at school AZ on how enlightening through perseverance had contributed to student success:

Perseverance

Teacher AZ02 shared her experiences,

“It’s amazing, they do not realize how bleak their situation is without the support from caring adults. They come into school and they are so unaware, I guess because this is all they know. Most of them have not been outside of their five mile radius. So we teach by sharing our own experiences and let them know they have options, they are not alone. They are not the only black folk living with problems. We all got problems. It’s what you do that matters (Interview, 2009).

Participant AZ06 also interjected his knowledge:

When I look in the eyes of my students I am terrified for them. I know that without support they will not make it. I do not mean to diminish the importance of their parents, but some of their parents do not feel the sense of urgency? I do not want to scare the students but I want them to know that education is their only option. I am so disappointed when people say it is nothing wrong with wanting to be an entertainer, the problem with this is black entertainers are the only images African American students see and relate to. They see all these glitzy, star studded images but what about the students who cannot rap, sing, dance or play sports. What will those students do? Well we give them something to do. We teach them there are other options for black folk. We are living proof. And you know what, they respond” (Interview, 2009).

Participant AZ14 further revealed her comments about the determination of students:

At this age they still like and believe adults and I do what I can to pump their heads full of information pertaining to the importance of staying in school and going to college, so that when they are faced with peer pressure maybe they will remember something and still believe in working hard academically” (Interview, 2009).

Lastly, participant AZ09 shared a real-life encounter:

“I did a home visit recently with another teacher. The parent had not been returning progress reports, so instead of informing the office, me and another teacher did a home visit. When we arrived at the house there were a couple of dogs chained to the front fence so we did not enter right away. The student's older sister came to the gate grabbed the dogs and led us into the house. When we entered we noticed the new wall mounted big screen TV. We also noticed envelopes stacked on the kitchen table from our school. The girls said her mom had gone out of town with her boyfriend for a couple of days but their grandmother was taking care of them. She was at work and got off at 7:00pm. This is a student that never has school supplies and has his school uniform provided for him. But mom can afford to go out of town and they have a big screen TV on the wall. Of course the student does not see the problem with this. My job is to maintain his innocence but give him the knowledge to strive for better and to

let him know that education is the key. I do this by sharing stories from my own. I am the living example (Interview, 2009).

Dedication

The following were a set of comments from the teachers at School AZ contributing to the spirit of dedication:

All of these roles embody what we do. We are able to address the needs of the whole child by being the “Whole Teacher”. We have a great reputation in the community because we do whatever it takes. The parents and the students know that we are an environment where learning is expected, desired and occurring. Therefore the parents are on board and this leads to the students being on board and keeping their eyes on the prize. We are all committed (Interview, AZ14, 2009).

Participant AZ02 added to this concept:

“They are still so enthusiastic and willing to do whatever it takes to be successful. They work so hard. They stay after school, they actually work during their tutoring session, even the students that don’t need the extra help. Our school culture is one of academic success and every student has bought into it. Students in my class vary academically because of this I have to differentiate my instruction. Usually I group students in groups of three (high, medium, and low). All of the assignments are geared towards the high achieving students, and this gives me the opportunity to work with the lower achievers. The unbelievable part is that everyone is committed to everyone else’s success. We work together to make it happen” (Interview, 2009).

Teacher AZ06 also added information about the degree of dedication evident with the students at School AZ

Our students participate in everything. Most of the students on our campus participate in at least two activities on a regular basis. This does not include tutoring. Tutoring is a requirement for everyone. We have a very large band so most of the students in band also participate in sports, chorus and/ or some other activity-sometimes both at the same time.

Participant AZ06 further interjected:

At this age the students still believe in us and we can put them on the road to success because they are willing to work so hard. They are happy here. They see that we are willing to do whatever it takes so they jump on board. It is a great environment that teaches success through commitment, and determination.

Participant AZ09 summarized the spirit of dedication personified on the campus:

One the first day of school when they students enter our campus they know what to expect. They know we mean business. Our job is there success. Student success is our driving focus. The students see and feel our passion and consequently they display the same passion for academic success. It is awesome being part of a community that works so hard” (Interview, 2009).

Diligence

The following were a series of remarks from the teachers at School AZ on academic achievement through diligence:

Participant AZ06 stated:

We do not allow our students to make excuses. We keep the bar high and expect the students to keep jumping until they get there or surpass it. Then we raise it again. We know it is hard we know that they struggle, but we also know the implication of not achieving. We constantly tell the students that the work will pay off. Don't talk about it be about it. Words are cheap. We want to see progress. And the students respond. They work harder and harder. Every time we think we are working them too hard they step it up even more so we keep working them (Interview, 2009).

Participant AZ09 reiterated these feeling below:

“One of the local news stations visited our school because of our great reputation. The news reporter asked the students how are they able to do so well in all academic subjects. All of the student responded everyone does well here. Our teachers make sure of it. The school is set up for everyone to experience success” (Interview, 2009).

Participant AZ02 shares his experiences while working with students that were focused and driven:

“We all work hard. We all exhaust every possibility. We do whatever it takes. I remember one incident when we needed to hold an IEP meeting for a student. The mom had missed two of the previous scheduled meetings. In the traditional public school we hold the meeting without the parent and send the finalized IEP home. We do not do that here. At school AZ we make a way. For this situation we went to the home and help the IEP at the students home to make sure the mother was included in the process. At other times we have gone to the home to pick up parent and younger siblings when necessary. Yeah we do have to play every role indicated in the study, but we prefer active participation from the parents. We want all members of the

educational team empowered. When the students see that we exhaust every possibility then they do to” (Interview, 2009)

Participant AZ14 encapsulated achievement through diligence:

“When the students are faced with problem at home or at school, we always ask “how will you allow this to affect you”? We incorporated this phrase a couple of years ago because the students we serve often experience life changing situation. We want our students to think before reacting so that they remember to remain attentive and focused on academics. There will always be problems” (Interview, 2009).

Summary

In summary, the expressed perception of the teachers that participated in the research project was that the historical roles of African American teachers contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success by enlightening through perseverance, contributing to a spirit of dedication, and fostering achievement through diligence.

Analysis of Data: Research Question Five

What evidence exists that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contribute to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success.

Evidence existed that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success were revealed in student academic and non academic participation and performance.

Tables 11 and 12 reflected the evidence of student success related to the roles as documented in archival data, standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college. The data from table ten was generated from interviews with the four teachers and the principal from school AZ. All information provided regarding non academic activities were approximation due to seasonal changes and activity scheduling.

Table 11 reported of the activities that students at school AZ participated in. The activities included but were no limited to school based band, community based voting drives, on campus Greek organizations, athletic teams, and community reads, (a project to support reading in the lower grades).

Table 11. Evidence Perceived by Study Participants

225 Students		
Descriptors	# of Students	% of participation
Social Activities (Band, chorus)	75	33%
Community Efforts (JUST VOTE)	150	66%

Advanced Classes (AP)	50	22%
GPA of 3.0 or higher	125	55%
Matriculation to College	N/A	N/A
Clubs (Debate, Greek Clubs)	40	17%
Extra curricular (Sports)	45	20%
Tutoring	225	100%
Curriculum related and activities outside of school (Community Reads)	60	27%

Table 12 reflected Charter School AZ and the district of residence testing and accountability report card for Mathematics and English Language Arts. The school district's information only referred to African American students.

Table 12. Percent of students that performed at or above level 3

School District	Attendance	Math	ELA	ELA	Math	Attendance	Charter School
District	91%					94%	School AZ
Grade 5		48%	45%	59%	66%		Grade 5
Grade 6		48%	35%	42%	77%		Grade 6
Grade 7		38%	36%	49%	73%		Grade 7
Grade 8		23%	25%	29%	72%		Grade 8

Summary

In conclusion, the evidence that existed to illustrate that the historical roles of African American teacher contributed to student success were revealed in student academic and non academic participation and performance.

Analysis of Data: Research Question Six

What do African American Teachers perceive as challenges and support systems that hinder or sustain the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians?

Introduction to Challenges

The interview data indicated the following as the greatest challenges that hindered the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were school policy, time, and resources.

Policy

Like typical public schools, charter schools had policies that must be followed. As told by the teachers at School AZ, this was one of the most significant barriers to performing the historical roles of African American teachers. Participant AZ14 recounted,

“It is difficult to adhere to the boundaries that are present in school policy. Our students have needs that are outside of the boundaries. Hugs are not mentioned in school policy, truly caring about the students is not mentioned either. We constantly straddle the fence on what we are supposed to do and what is needed by the students” (Interview, 2009).

Furthermore, participant AZ09 stated,

“it’s as if the policy was written based on the failed public school system. We know our student don’t do well in the traditional public setting, but they are very successful here with us. But this is because we operate differently. We have a nurturing environment that leads to academic success. If we follow the policy to the letter, our student will suffer, or fail” (Interview, 2009).

The overall opinion of the teachers at School AZ was that the policy needed adjusting to better accommodate the students being serviced. As of now nothing had been done to change policy and the teachers continued to work around policy to meet the needs of the students.

Time

Another barrier that hindered the performance of the historical roles by African American teacher was time. Several of the teachers disclosed that the students needed so much and there was never enough time.

“We have to make time for academics because we are a school, but the students have so many other needs. Usually we have to choose between providing counseling service or provided academic support. There are times when students need a place to retreat from all of the troubles at home. We give them time for that, but if the student is failing math, instead of relaxing we have to work on math” (Interview, AZ06, 2009).

Participant AZ09 reiterated this same problem with time below;

“The best thing we can do to avoid discipline problems is getting to know the students. We should spend more time allowing the students to share their thoughts and feelings. We need more time to build bonds. I know we do better than the typical public school, but the students need even more. We are a setting that advertises close relationships with the staff and administration but we do not make enough time for it. Academics take precedence over everything. But what if the student is not in the right frame of mind to learn, this is when we have problems” (Interview, 2009).

Resources

The last identified barrier that hindered the performance of the historical roles by African American teacher was resources. Several of the teachers divulged that the students needed so much and there were never enough available resources.

“Our school shares a counselor, a nurse and a social worker with another charter school and each of the providers visit our campus one time per week. They are at the other charter school on one day also. The remainder of their time is spent at the regular job assignments. We get the services for free and I am not complaining, but our students need so much more. We cannot afford to pay for any of the services so we take what is given, but what about the students. They have needs more than once a week” (Interview, AZ02, 2009).

In addition to the needs expressed above the participants also had concerns about basic needs, like food and shelter.

“We provide breakfast and lunch for our students. Most of the teachers brought snacks for kids, too. But when they go home, they are on their own. I worry because some of our students have their first meal in the morning at school and their last meal in the afternoon at school, so they do not eat again until the next morning. Also, what about places to live and beds to sleep in: I have delivered bunk beds to kids but I know there are more students on our campus that sleep on the floor. I cannot provide a bed for everybody but we need resources for these types of situations. We can call social services, but they hurt more than they help” (Interview, AZ09, 2009).

All in all, the collected data showed the greatest challenges that hindered the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were school policy, time, and resources.

Introduction to Supports

The gathered data indicated the greatest support systems in place that help the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were school parents, setting, and continuity.

Parents

The parents of students that attend School AZ believed in the teachers and administration at the school. The parents trusted in the staff because they (the teachers) cared for the students. Participant AZ02 expressed his experiences below:

A couple of months ago we were getting ready for state testing and I sent notes home with my students about having a good meal and getting enough rest. I got a phone call from one of my parents a couple of days later. I had never spoken to her before. She wanted clarification about the letter, so I explained that the tests were very important and her student needed to be well rested. She was concerned because she thought her student was coming to school tired sense I wrote the letter. I explained my reason for writing the letter then I told her to feel free to call anytime. I was glad to hear from her. She told me she probably would not call again unless there was a problem because her students loves the school and speaks highly of every one, so what was the point of her calling. This mother trusts that I am meeting her student’s needs, and I am, but it is a blind trust, and most of our parents are similar. I wish they would be more involved, but I appreciate that they do not hinder the process” (Interview, 2009).

Participant AZ09 restated this same reaction about the parents below;

“Very few parents of students on our campus actively participate. They trust that we will do what ever it takes to make their student successful. Of course we want more parental support, but the parents know our school is a supportive environment. They also know that we are here to serve the students. Because the parents don’t participate we gota be role model, disciplinarian, counselor, advocate, and surrogate parent. This is what we do. It’s our school community” (Interview, 2009)

Setting

Another support system that helped with the performance of the historical roles by African American teacher was the school setting. Several of the teachers tell that the setting had significantly contributed to being able to perform the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians. School AZ was a safe, small, middle school servicing approximately two hundred and twenty-five students in grades five to eight. The small population helped the staff better meet the needs of the students.

Participant AZ02 shared his experience about working with a small student population below:

“I’ve been teaching at School AZ for several years. But before I was hired here I taught in a traditional public school. I had over thirty-five students in every class. I think I am a fairly good teacher, but it was hard to meet the needs of all of the students in such a large class. I never felt like I was making the connection. School AZ is extremely different. I never have more then 17 students in any class. We can actually sit back and dialogue. I can meet the needs of all of my students because I am not overwhelmed by the numbers” (Interview, 2009).

Participant AZ14 also revealed her experiences about teaching in an intimate setting:

“This is my second career and my first year teaching. I don’t know what teaching in a traditional public school is like, but I love teaching here. I enjoy really getting to know the students. The setting makes my job easy. Granted, the urban environment brings a different set of problems, but the school setting makes them manageable. We are expected to do what ever it takes for our students to be successful and small school with a supportive nurturing environment helps (Interview AZ14, 2009).

Continuity

The last identified support system that helped with the performance of the historical roles by African American teacher was continuity. Several of the teachers divulge that it was exciting going to work not think about inadequate or unmotivated teachers. Furthermore the teachers revealed that agreeing to teach at a charter school came with many obligations.

Participant AZ02 communicated his experience with having to deal with the obligations of teaching at charter schools:

We are expected to be at work from 8:00am to 5:00pm. Sometimes we stay later. The principal stays until 7:00pm most nights. We are expected to do what ever it takes to ensure the success of our students. We perform all of the roles listed in the project. We are expected to. We are told when signing the contract that we are expected to go above and beyond. It is a part of our school culture. People teach at charter schools to serve students. It is definitely not for the money. We really want to make a difference and we are all on the same page” (Interview, 2009).

Participant AZ09 continued by sharing his experience with having to deal with the obligations of teaching at charter schools:

“I am an African American male teacher. We are hard to come by. It is my duty to serve these students. I may be the only positive male figure in their life. I do not take this position lightly. I know what is required of me and I am willing to do whatever it takes. The hours are long and the students are needy, but I enjoy being a part of a community that looks and thinks like me. I love my job and I love that I am impacting African American students. If I don’t who will?”(Interview, 2009).

All in all, the gathered information revealed that the greatest support systems that assist with the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were school policy, time, and resources.

Summary

The researcher created a survey using a Likert scale to examine the performance of African American teachers in selected urban charter schools. The survey questions were placed on a Likert scale to yield specific numbers that were statistically reported and produced results to assess frequency or degree of existence. In addition, the researcher extrapolated from the literature the historical roles of teachers who successfully taught African American children in order to form a research-based, conceptual framework for the study. The literature specified the connection between teacher/student relationships and student achievement, African American students and African American teacher relationships, and research regarding the five historical ancillary roles as they applied to that relationship and student success. A thorough review of the literature revealed that African American teacher served as surrogate parents, disciplinarians, counselors, role models, and advocates for African American students. Furthermore, the researcher gained consent from the teachers at school AZ to participate in a semi structured interview, *instrument two*. *Instrument two* was a semi-structured interview schedule asking research questions with the intent to collect qualitative data. The purpose of *Instrument Two*, was to gain a deeper understanding of the degree to which historical roles were performed, and to deepen the understandings by eliciting examples, stories and/or real-life situations. *Instrument two* yielded results that supported the information derived from *instrument one* and the literature review. In summary, data from the literature review, *instrument one*, and *instrument two* indicated these roles were unequivocally important at school AZ.

CHAPTER FIVE

CASE STUDY TWO

Introduction

School BY was a tuition-free college preparatory public middle school servicing approximately two hundred and sixty students in grades five to eight. The school was opened to all age-eligible students. School BY was in a network of independent public schools that had achieved national recognition for improving student achievement. The schools in the network had achieved far beyond the local public schools counterparts. School BY was located in an extraordinarily impoverished urban area. Most of the buildings surrounding the school are dilapidated, but inhabited. The school building itself was surrounded by a wrought iron fence and in great condition inside and out.

On June 24, 2009 the researcher delivered *instrument one* (the survey) and the Consent to Participate Letter (Appendix F) detailing purpose of the study, background information, research procedures, risk and benefits, confidentiality, and researcher contact information to school BY. The research information was given to the twenty-three participating teachers.

On June 26, 2009 the researcher returned to school BY to administer *instrument one*. Before the survey was administered the researcher gave the staff a brief introduction detailing her educational experiences, the historical background of the project, and the purpose of the study. In addition, the researcher also reviewed research protocols to comfort the participants. The researcher then presented the staff with the consent forms and the results from the survey, *instrument one*.

Demographic Data for Teachers: School BY

Teachers employed on this campus range from 20 to 60 years of age: 39% of the teachers were 20 to 30 years of age, 43% were between 31 and 40 years old, 13% were 41 to 50 years of age and lastly, four percent were 51 to 60 old. Of the 23 teachers, 13 were males; approximately 57% and 10 were females, approximately 43%.

Years in the teaching profession range from one to five years of teaching to 20 years of experience: 30% reported having one to five years of teaching experience, 39% revealed having six to ten years of teaching experience, 26% of the teachers on campus described having 11 to 15 years of teaching service and finally, four percent of the teachers conveyed having 16 to 20 years of teaching experience.

Analysis of Data: Research Question One

To what degree do African American teachers in selected urban charter schools perform the roles of: counselor, advocate, disciplinarian, surrogate parent, and role model? The following were descriptive tables and analysis of each historical role that depicted how the teacher perceived they performed these roles.

Counselors

African American teachers in the role of counselor served to provide psychological and social support to students and families. African American teachers' life experiences, attitudes, and desire to serve contributed to their ability to effectively counsel African American students (Cizek 1995; Foster 1989, 1990, 1993, 1997; Saunders, Davis, Williams,

& Williams, 2004;). The following was a table presenting 23 responses to the frequency of performance of the role of counselor:

Table 14. Likert Scale Percentages

School BY Part C	R	1%	2%	3%	4%	5%	Mean	SD
Counselor								
1. social bonds	23	0.00%	0.00%	17.39%	26.09%	56.52%	4.39	0.78
2. + self / soc. identity	23	0.00%	0.00%	13.04%	30.43%	56.52%	4.43	0.72
3 understand culture	23	0.00%	0.00%	8.70%	34.78%	56.52%	4.48	0.67
4 long-term life perspective	23	0.00%	4.35%	8.70%	39.13%	47.83%	4.30	0.82
5 listen w/ knowledge	23	0.00%	0.00%	17.39%	21.74%	60.87%	4.43	0.79
6 personal power	23	0.00%	4.35%	13.04%	21.74%	60.87%	4.40	0.89
7 adv. cultural identity	23	0.00%	8.70%	17.39%	34.78%	39.13%	4.04	0.98
8 historical myths	23	0.00%	13.04%	13.04%	30.43%	43.48%	4.04	1.07
9 outside forces	23	0.00%	0.00%	13.04%	30.43%	56.52%	4.43	0.72
10 cultural sensitivity	23	0.00%	0.00%	17.39%	21.74%	60.87%	4.43	0.79
11 ed. is life or death	23	0.00%	0.00%	21.74%	30.43%	47.83%	4.26	0.81
12 sources for change	23	0.00%	0.00%	30.43%	21.74%	47.83%	4.17	0.87
13 leave your baggage	22	0.00%	0.00%	13.04%	21.74%	60.87%	4.50	0.74
14 credibility	23	0.00%	4.35%	13.04%	34.78%	47.83%	4.26	0.86
15 fair in mediation	23	0.00%	8.70%	4.35%	39.13%	47.83%	4.26	0.92
16 credence	23	0.00%	8.70%	8.70%	26.09%	56.52%	4.30	0.97
17 moral support	23	0.00%	4.35%	4.35%	43.48%	47.83%	4.35	0.78
18 outside events	23	0.00%	4.35%	8.70%	34.78%	52.17%	4.35	0.83
19 justice and fairness	23	0.00%	0.00%	30.43%	21.74%	47.83%	4.17	0.87
20 joint problem-solving	23	0.00%	0.00%	30.43%	26.09%	43.48%	4.13	0.87

Counselor

During the process of evaluating each table individually the researcher discovered that all of the variable fell above a 4 for the role of counselor at School BY.

Highest Frequency: 4.40 – 4.50

In the role of counselor, the following variables were selected as having very high frequency of performance: “leave your baggage at the classroom door” or let me hold it for you, deal with groups/individuals with a deep understanding of cultural, promote positive self and social identity, help students process outside forces and get ready to learn, listens with a

deep knowledge of having been there, handle emotional situations with cultural sensitivity / knowledge, try to instill a sense of personal capability / power.

The theme indicated in this cluster of variables was that African American teachers understood the need to promote positive racial identification. This perspective of positive self image was reiterated by Irvine and Irvine (1983) when the researchers discussed how Black schools were community-centered institutions that addressed the deeper psychological and sociological needs of their clients (p. 416). Understanding the Black community involved understanding its basis for solidarity, its implied sense of control, its value, and its collective aspirations for its young. Moreover, it involved understanding how institutional resources and other means were arranged to meet the needs (p. 419).

Very High Frequency: 4.30 – 4.39

The following key variables stood out as having a very high frequency of performance: promote social bonds, provides student with moral support - doesn't give up, understands how emotions / behaviors relate to events outside, intervenes and counsels with a long-term life perspective, and their words have weight as knowledge and give credence to intervention.

This cluster of variables addressed how the teacher cared for and provided the student with the support needed to deal with the trials of everyday life. Research revealed African American teachers' life experiences, attitudes, and desire to serve contributed to their development of their pedagogical practices. African American teachers did not rationalize student failure by blaming societal challenges these individuals advocated for change and imbedded this idea in their students (Cizek 1995; Foster 1989, 1990, 1993, 1997; Saunders,

Davis, Williams, & Williams, 2004;). This cluster of variables was very frequently present in the teaching day for the teachers at this school.

High Frequency: 4.17 – 4.26

The following key variables stood out as having high frequency of performance: counsel students with the belief education as a life / death situation, intervenes with credibility, is seen as fair in mediation of problems, helps students process inequities and find sources for change, and are believable when talking about justice / fairness of daily events.

Advocate

The advocate role that enabled African American teachers teaching to act as social agents in ways that both changed and constructed their own and their student realities (Adair, 1984; Foster, 1990; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004). Table 15 depicted the frequency of performance for the role of advocate on the Likert Scale and included means and standard deviation for each variable within the role.

Table 15. Likert Scale Percentages

School BY Part C	R	1%	2%	3%	4%	5%	Mean	SD
Advocate								
1 raises others up	23	0.00%	17.39%	21.74%	21.74%	39.13%	3.83	1.15
2 agents of social change	23	0.00%	8.70%	13.04%	47.83%	30.43%	4.00	0.90

3 interracial diplomacy	23	0.00%	8.70%	17.39%	34.78%	39.13%	4.04	0.98
4 respect	23	0.00%	4.35%	21.74%	39.13%	34.78%	4.04	0.88
5 influence	23	0.00%	4.35%	8.70%	39.13%	47.83%	4.30	0.82
6 community involvement	23	0.00%	17.39%	8.70%	34.78%	39.13%	3.96	1.01
7 partners w/ parents	23	0.00%	8.70%	21.74%	39.13%	30.43%	3.91	0.95
8 pride in community	23	0.00%	13.04%	13.04%	34.78%	39.13%	4.00	1.04
9 advocate school/programs	23	0.00%	0.00%	26.09%	34.78%	39.13%	4.13	0.81
10 "my brother's keeper"	23	0.00%	8.70%	4.35%	52.17%	34.78%	4.13	0.87
11 solidarity and pride	23	0.00%	4.35%	17.39%	39.13%	39.13%	4.13	0.87
12 "looked up to"	23	0.00%	0.00%	17.39%	26.09%	56.52%	4.39	0.78
13 help to others	23	0.00%	8.70%	4.35%	30.43%	56.52%	4.35	0.94
14 community as a family	23	0.00%	8.70%	21.74%	43.48%	26.09%	3.87	0.92
15 get involved	23	0.00%	13.04%	17.39%	43.48%	26.09%	3.83	0.98
16 "no excuses"	23	0.00%	8.70%	8.70%	39.13%	43.48%	4.17	0.94
17 look beyond obstacles	23	0.00%	0.00%	17.39%	34.78%	47.83%	4.30	0.77
18 advocate for "whole person"	23	0.00%	0.00%	21.74%	34.78%	43.48%	4.22	0.80
19 believability	23	0.00%	17.39%	21.74%	30.43%	30.43%	3.74	1.10
20 resources for success	23	0.00%	8.70%	17.39%	26.09%	47.83%	4.13	1.01
21 within the system	23	0.00%	8.70%	8.70%	34.78%	47.83%	4.22	0.95
22 life / social conditions	23	0.00%	8.70%	8.70%	34.78%	47.83%	4.22	0.95
23 "change starts w/ you"	23	0.00%	4.35%	26.09%	26.09%	43.48%	4.09	0.95

Advocate

Highest Frequency: 4.22 – 4.39

The following key variables stood out as having very high frequency of performance: Are seen as leaders in the community and are “looked up to”, are seen as leaders who can help others achieve, encourage students to look beyond present obstacles to future successes, take big steps to influence school programs and activities, advocate for the whole person not just the student- but the forming adult, advocate for individuals within systems, and provide advice / consultation with an understanding of life/social conditions.

These variables examined as a cluster reflected content from the literature that stated there was a sense of community and responsibility for African American schools (Fairclough, 2004, p. 43). The communities looked to their Black teachers to not only educate the African American students, but to also engage in social work, public health campaigns, racial uplift, and interracial diplomacy (Fairclough, 2004).

Very High Frequency: 4.13 – 4.17

The following key variables stood out as having very high frequency of performance: do not rationalize student lack of success by variables “no excuses”, advocate during transitions between schools and programs, believe “I am my brother’s keeper” and get involved in the community, are champions for community solidarity and pride, and go out of their way to find resources for individual successes.

The theme of “community activism and pride” in this cluster replicated the literature that stated an “African American teaching perspective was needed to produce an education that contributed to achieving pride, equity, power, wealth, and cultural continuity” (p. 47) as well as advancing character development within the context of African American community and culture (Cizek, 1995, Diamond 2006; Fairclough 2004; Lee, Lomotey, & Shujaa, 1990; Saunders, Davis, Williams, & Williams, 2004,).

High Frequency: 4.00 – 4.09

The following key variables stood out as having high frequency of performance: Teach that “change starts with you”, earn a special respect from students because they have made it, are diplomats of interracial diplomacy, are agents of social change, and encourage students to contribute and take pride in the community.

Mean Below 4.0

During the process of evaluating each table individually the researcher discovered that several of the variables fell below four in the role of advocate at School BY: raises others up in the community, get involved in the community, church, and local projects, view the community as a family, get involved with community projects, and actively advocate for assistance with resources support for students- clear the pathway. This phenomenon was

explained by all the participants at school BY; the students we serviced had immeasurable needs and therefore community movement were set aside (Interview, BY05, BY07, BY15, BY22, 2009).

Disciplinarian

Many African American teachers had to discipline their students. The teacher's ability to achieve this task was possible because students and parents had culturally congruent backgrounds with the teachers. This cultural congruence helped the group better relate to one another. Finding common strands between student / parent and teachers helped bridge the necessary gaps which fostered open communication and student compliance. Parents were more willing to accept corrective language and consequences when there were commonalities between the groups (Fairclough, 2004, Foster 1989, King 1993, Ladson-Billings, 1994, Peake & Fortens, 2005, Saunders, Davis, Williams, & Williams). The following was a table depicting the 23 teachers' responses to the frequency of the role of disciplinarian.

Table 16. Likert Scale Percentages

School BY Part C	R	1%	2%	3%	4%	5%	Mean	SD
Disciplinarian								
1 progressive discipline	23	0.00%	4.35%	17.39%	39.13%	39.13%	4.13	0.87
2 removal as last resort	23	0.00%	4.35%	17.39%	21.74%	56.52%	4.30	0.93
3 conferencing as intervention	23	0.00%	13.04%	13.04%	34.78%	39.13%	4.00	1.04

4 correct w/o blame	23	8.70%	8.70%	17.39%	26.09%	39.13%	3.78	1.31
5 discipline w/o comparing	23	0.00%	13.04%	8.70%	39.13%	39.13%	4.40	1.02
6 behavior of boys	23	26.09%	13.04%	8.70%	26.09%	26.09%	3.13	1.06
7 cultural sensitivity	23	0.00%	4.35%	17.39%	26.09%	52.17%	4.26	0.92
8 culturally and socially aware	22	0.00%	4.35%	17.39%	21.74%	52.17%	4.27	0.94
9 "in house" discipline	22	0.00%	4.35%	13.04%	30.43%	47.83%	4.27	0.88
10 reduce escalation	22	0.00%	8.70%	13.04%	17.39%	56.52%	4.27	1.03
11 long-term effect	23	13.04%	13.04%	8.70%	34.78%	30.43%	3.57	1.41
12 poverty and social conditions	23	26.09%	8.70%	26.09%	17.39%	21.74%	3.00	1.50
13 "get through to them"	22	0.00%	13.04%	17.39%	43.48%	21.74%	3.77	0.97
14 confront with love	22	0.00%	8.70%	13.04%	30.43%	43.48%	4.14	0.99
15 common culture	23	4.35%	21.74%	8.70%	39.13%	26.09%	3.61	1.23
16 similar to home	23	17.39%	13.04%	13.04%	21.74%	34.78%	3.44	1.53
17 parent are partners	23	0.00%	13.04%	17.39%	21.74%	47.83%	4.04	1.11

Disciplinarian

Highest Frequency: 4.27 – 4.40

The following key variables were clustered as having the highest frequency of performance: do not compare one-student's behavior to that of others, reserve removal from classroom, office referrals / suspensions as a last resort, try to keep the discipline, "in house" between educator and parent, share stories when disciplining students that relate culturally / socially, and reduce accumulation of escalating consequences by reducing referral outside.

The theme of this cluster was that cultural awareness promoted a more effective discipline ladder. The teacher's ability to discipline was possible because students and parents had culturally congruent backgrounds with the teachers. Finding common strands between student / parent and teachers helped bridge the necessary gaps which fostered open communication and student compliance (Foster 1989, King 1993, Ladson-Billings, 1994; Saunders, Davis, Williams, & Williams, 2004).

Very High Frequency: 4.13 – 4.26

The following key variables stood out as having a very high frequency of performance: have a culturally sensitive understanding of acceptable / unacceptable

behaviors, confront behaviors with love, and use a progressive discipline plan that begins with minor consequences. This cluster is closely aligned with the first, emphasizing the need to employ a series of interventions and minor consequences, before subjecting a child into the “outside” “system of discipline.”

High Frequency: 4.00 – 4.04

The following key variables stood out as having high frequency of performance: find that parents become partners in student discipline, use conferencing/reflection with the student as a first intervention. This cluster denoted the importance of involving parents to deal with the child early and well, to prevent, “outside the classroom system of discipline.”

Mean Below 4.0

The researcher discovered during data analysis that several of the variables fell below four in the role of disciplinarian at School BY: correct individual behavior without blame, do not usually see the disruptive behaviors of boys as overly aggressive or intimidating, talk to students about behaviors with a long-term life perspective, am able to “get through to them” because of common experience, race and perceived advocacy.” You’re on my side”, have a different impact because of common cultural identities, and discipline using words, phrases and reminders that sound like home. This trend was explained by all the participants at school BY: “When you have student from extreme background and situations you do whatever is necessary to get the job done” (Interview, BY05, BY07, BY15, BY22, 2009).

Parent Surrogate

Research suggested that students perform better when there were components of their cultural intertwined within the classroom and/or school setting. Examples included candid

classroom discussions about community devastation. Other examples included the use of rap music facilitated learning, the use of African American proverbs helped cultivate students' sense of culture and history and sense of self, the utilization of teaching methods which corresponded to and were informed by the Black Church experience, and the strengthening and use of vitality of Black children (Fairclough, 2004; Ladson-Billing & Henry, 1990).

Table 17 presented the survey results for the role of parent surrogate:

Table 17. Likert Scale Percentages

School BY Part C	R	1%	2%	3%	4%	5%	Mean	SD
Parent Surrogate								
1 my own children	23	13.04%	4.35%	17.39%	39.13%	26.09%	3.61	1.31
2 open class discussions	23	4.35%	4.35%	30.43%	34.78%	26.09%	3.74	1.05
3 teach heritage	23	0.00%	4.35%	26.09%	26.09%	43.48%	4.09	0.95
4 share stories	23	0.00%	4.35%	13.04%	30.43%	52.17%	4.30	0.88
5 celebrate identity	23	0.00%	8.70%	4.35%	34.78%	52.17%	4.30	0.93
6 celebrate vitality	23	0.00%	4.35%	0.00%	34.78%	60.87%	4.52	0.73
7 displays affection	23	0.00%	0.00%	13.04%	26.09%	60.87%	4.48	0.73
8 praise is essential	23	0.00%	4.35%	4.35%	30.43%	60.87%	4.48	0.79
9 terms of endearment/correction	23	0.00%	0.00%	13.04%	34.78%	52.17%	4.39	0.72
10 words heard at home	23	0.00%	17.39%	26.09%	13.04%	43.48%	3.96	1.14
11 love them to teach them	23	0.00%	8.70%	4.35%	34.78%	52.17%	4.30	0.93
12 "other mother"	23	0.00%	8.70%	8.70%	39.13%	43.48%	4.17	0.94
13 development for "whole" child	23	0.00%	4.35%	8.70%	26.09%	60.87%	4.34	0.84
14 child's "keeper"	23	0.00%	8.70%	13.04%	26.09%	52.17%	4.22	0.99
15 grow up to be	23	0.00%	8.70%	8.70%	39.13%	43.48%	4.17	0.94
16 part of community	23	0.00%	4.35%	21.74%	30.43%	43.48%	4.13	0.92
17 community as family	23	0.00%	0.00%	30.43%	26.09%	43.48%	4.13	0.87
18 refrain from comparison	23	0.00%	13.04%	13.04%	39.13%	34.78%	3.96	1.02
19 listening	23	0.00%	8.70%	13.04%	34.78%	43.48%	4.13	0.97
20 parental interest	23	0.00%	8.70%	13.04%	34.78%	43.48%	4.13	0.97
21 validates dreams	23	0.00%	4.35%	17.39%	34.78%	43.48%	4.17	0.89
22 sixth sense	23	0.00%	4.35%	13.04%	39.13%	43.48%	4.22	0.85

Parent Surrogate

Highest Frequency: 4.34 – 4.52

The following cluster of variables indicated the highest frequency of performance: celebrate and join in the vitality of African American children in song, dance and play, openly display affection, believe that displaying love and frequent praise essential in the

classroom, use terms of endearment as well as terms of correcting behaviors, and feel a responsibility for the development of the whole child

The theme evident in this cluster was one of love, support, and direction to the student. Teachers built on the values and expectations taught by parents at home (Gilbert and Gay 1985, p. 136). Other components of teacher styles included open warmth to students and the collective encouragement and praise and fostering of the themes of social and personal accountability (King 1993; Fairclough, 2004; Ladson-Billing & Henry, 1990).

Very High Frequency: 4.22 – 4.30

The following cluster of key variables was distinguished as very high frequency of performance: share my own stories to bring out theirs, celebrate African American identity to bring pride into the classroom, believe we have to love them to teach them, use a sixth sense to determine underlying issues that inhibit learning, and see myself as one of the child “keepers”.

This grouping reflected the importance of cultural similarities, loving and caring, and taking the role of surrogate parent with African American children to emphasized familial bonds. Teachers built on the values and expectations taught by parents at home (Gilbert and Gay 1985, p. 136). Kirkland-Holmes and Federlein (1990) wrote that every effort should be made to "create a learning environment that complements the culture" of the student's home by making connections to key features of the African American culture (p. 2). African American families relied on "family kinship networks" that included blood relatives and close friends. Uncles, aunts, cousins, and grandparents all shared in a collective responsibility for caring for the children and teaching skills and values (Baruth and Manning 1992, p. 68; Hale-Benson, 1986, p. 48; Shade 1982, p. 223).

1 influence school goals	23	0.00%	4.35%	17.39%	43.48%	34.78%	4.09	0.85
2 living example	23	0.00%	0.00%	4.35%	43.48%	52.17%	4.79	0.59
3 college to career	23	0.00%	4.35%	4.35%	30.43%	60.87%	4.48	0.79
4 validates dreams	23	0.00%	0.00%	8.70%	30.43%	60.87%	4.52	0.67
5 common identity	23	0.00%	4.35%	13.04%	30.43%	52.17%	4.33	0.88
6 reinforces values	23	0.00%	8.70%	13.04%	26.09%	52.17%	4.22	0.99
7 models leadership	23	0.00%	4.35%	13.04%	47.83%	34.78%	4.13	0.82
8 successful adults	23	0.00%	8.70%	8.70%	30.43%	52.17%	4.26	0.96
9 roles of successful adults	23	4.35%	4.35%	21.74%	26.09%	43.48%	4.00	1.13
10 someone to emulate	23	0.00%	4.35%	8.70%	34.78%	52.17%	4.35	0.83
11 majority/minority potential	23	0.00%	4.35%	21.74%	39.13%	34.78%	4.04	0.88
12 African American Leader	23	0.00%	0.00%	34.78%	30.43%	34.78%	4.00	0.85
13 African American heroes	23	0.00%	8.70%	21.74%	26.09%	43.48%	4.04	1.02
14 new reality	23	0.00%	13.04%	21.74%	21.74%	43.48%	3.96	1.1

Role Model

Highest Frequency: 4.33 – 4.79

The following cluster of variables fell within the highest frequency of performance for teacher as Role Model: have special influence as a living example of professional success, validates dreams and aspirations by being a living example, normalizes the expectations that college opens door to careers, someone to emulate who has had similar community / family experiences, and has enhanced believability due to common identity, race and life experiences

The cluster theme was one of hope, modeling and belief in the possibility of professional success for minority individuals. The concept of real-life relevant examples was further discussed by researcher by suggesting students of color needed teachers of color in their learning environment to ensure higher aspiration levels, (JCPS, 1989), achievement levels, (Holmes, 1990), and sense of self worth (JCPS, 1989) advanced rather than diminished.

Very High Frequency: 4.09 – 4.26

The following key variables stood out as having medium high frequency of performance: reinforces hopes for becoming a successful adult, extends and reinforces values taught at home, models multicultural figures in leadership positions, and influence the school goals to reflect different views. Research suggested African American students benefited from schools reliant on community initiative and collective action (Klugh, 2005). These schools developed as community institutions where community members focused their collective energies toward a common goal; they invested in each other and actively created palpable resources to improve their lives (Greenbaum, 2002, p. 19).

High Frequency: 4.00 – 4.04

The following key variables stood out as having high frequency of performance: challenges / defeats hidden messages about majority / minority potential, broadens the range of African American heroes, contradicts the lack of visibility of African Americans in leadership positions, and broadens and validates roles of successful adult. Research indicated positive role modeling and characterization were crucial for ensuring commitment of minority youngsters to schooling. Without sufficient exposure to minority teachers throughout their education minority students came to characterize the teaching profession and the academic enterprise in general as better suited for other races (Loehr, 1988, p. 32).

Research Question One Summary

The following table combined the highest, very high, and high clusters of variables by role, as indicated by 23 respondents in school BY. These data were listed in order from highest mean to lowest mean within the category. The standard deviation indicated the degree of variance among the 23 respondents. The strongest role at School By was counselor

with 100% of the responses above a mean of 4.0, in contrast the weakest role at School BY was disciplinarian with 59% of the responses above a mean of 4.0.

Survey response of 4.0 and above:

- Counselor 100%
- Role Model 92%
- Parent Surrogate 82%
- Advocate 74%
- Disciplinarian 59%

SD scores of less than one indicated less variance among the answers. Most of the variance occurred when survey questions addressed variable outside of individual student concerns. The following table utilized the exact language of the survey for each variable within each role.

Table 19. Summary of Variables in Exact Survey Language

Historical Roles and Variables	Mean	SD
Counselor		
“leave your baggage at the classroom door” or let me hold it for you	4.50	0.74
Deal with groups/individuals with a deep understanding of cultural	4.48	0.67
Promote positive self and social identity	4.43	0.72
Help students process outside forces and get ready to learn	4.43	0.72
Listens with a deep knowledge of having been there	4.43	0.79
Handle emotional situations with cultural sensitivity / knowledge	4.43	0.79
Try to instill a sense of personal capability / power	4.40	0.89
Promote social bonds	4.39	0.78
Provides student with moral support - doesn't give up	4.35	0.78
Understands how emotions / behaviors relate to events outside	4.35	0.83
Mission to intervene and counsel with a long-term life perspective	4.30	0.82
Words have weight as knowledge and give credence to intervention	4.30	0.97
Counsel students with the belief education as a life / death situation	4.26	0.81
Intervenes with credibility	4.26	0.86
Is seen as fair in mediation of problems	4.26	0.92
Helps students process inequities and find sources for change	4.17	0.87
Are believable when talking about justice / fairness of daily events	4.17	0.87
Advocate		
Are seen as leaders in the community and are “looked up to”	4.39	0.78
Are seen as leaders who can help others achieve	4.35	0.94
Encourage students to look beyond present obstacles to future successes	4.30	0.77
Take big steps to influence school programs and activities	4.30	0.82

Advocate for the whole person not just the student- but the forming adult	4.22	0.80
Advocate for individuals within systems	4.22	0.95
Provide advice / consultation with an understanding of life/social conditions	4.22	0.95
Do not rationalize student lack of success by variables “no excuses”	4.17	0.94
Advocate during transitions between schools and programs	4.13	0.81
Believe “ I am my brother’s keeper” and get involved in the community	4.13	0.87
Are champions for community solidarity and pride	4.13	0.87
Go out of their way to find resources for individual successes	4.13	1.01
Teach that “change starts with you”	4.09	0.95
Earn a special respect from students because they have made it	4.04	0.88
Are diplomats of interracial diplomacy	4.04	0.98
Are agents of social change	4.00	0.90
Encourage students to contribute and take pride in the community	4.00	1.04
Disciplinarian		
Do not compare one-student’s behavior to that of others	4.40	1.02
Reserve removal from classroom, office referrals / suspensions as a last resort	4.30	0.93
Try to keep the discipline, “in house” between educator and parent	4.27	0.88
Share stories when disciplining students that relate culturally / socially	4.27	0.94
Reduce accumulation of escalating consequences by reducing referral outside	4.27	1.03
Have a culturally sensitive understanding of acceptable / unacceptable behaviors	4.26	0.92
Confront behaviors with love	4.14	0.99
Use a progressive discipline plan that begins with minor consequences	4.13	0.87
Find that parents become partners in student discipline	4.04	1.11
Use conferencing/reflection with the student as a first intervention	4.00	1.04
Parent Surrogate		
Celebrate and join in the vitality of African American children in song, dance and play	4.52	0.73
Openly display affection	4.48	0.73
Believe that displaying love and frequent praise essential in the classroom	4.48	0.79
Use terms of endearment as well as terms of correcting behaviors	4.39	0.72
Feel a responsibility for the development of the whole child	4.34	0.84
Share my own stories to bring out theirs	4.30	0.88
Celebrate African American identity to bring pride into the classroom	4.30	0.93
Believe we have to love them to teach them	4.30	0.93
Use a sixth sense to determine underlying issues that inhibit learning	4.22	0.85
See myself as one of the child “keepers	4.22	0.99
Validates their personal dreams, hopes, and aspirations	4.17	0.89
Feel like “the other mother	4.17	0.94
Consciously try to be a positive model of “what I could grow up to be”	4.17	0.94
See our community as a big family	4.13	0.87
Feel like a part of the community where they are all our children	4.13	0.92
Take a lot of time for listening to personal stories and issues	4.13	0.97
Take a parental interest in helping to resolve problems- go the extra mile	4.13	0.97
Role Model		
Have special influence as a living example of professional success	4.79	0.59
Validates dreams and aspirations by being a living example	4.52	0.67
Normalizes the expectations that college opens door to careers	4.48	0.79

Someone to emulate who has had similar community / family experiences	4.35	0.83
Has enhanced believability due to common identity, race and life experiences	4.33	0.88
Reinforces hopes for becoming a successful adult	4.26	0.96
Extends and reinforces values taught at home	4.22	0.99
Models multicultural figures in leadership positions	4.13	0.82
Influence the school goals to reflect different views	4.09	0.85
Challenges / defeats hidden messages about majority / minority potential	4.04	0.88
Broadens the range of African American heroes	4.04	1.02
Contradicts the lack of visibility of African Americans in leadership positions	4.00	0.85
Broadens and validates roles of successful adult	4.00	1.13

Analysis of Data: Research Question Two

Which of the roles of counselor, advocate, disciplinarian, surrogate parent, and role model do African American teachers in selected urban charter schools identify as most important? The following table indicates teacher's responses to the question of which roles were most important at the beginning of the individual interviews.

Table 20. Likert Scale for Role Importance

Summary for Role Importance	1. Unimportant	2. Of Very Little Importance	3. Moderately Important	4. Important	5. Very Important
Counselor	0.00%	0.00%	4.34%	39.13%	56.52%
Advocate	0.00%	0.00%	8.70%	34.78%	56.52%
Disciplinarian	0.00%	4.34%	17.39%	30.43%	47.83%
Surrogate Parent	0.00%	0.00%	8.70%	39.13%	52.17%
Role Model	0.00%	0.00%	13.04%	34.78%	52.17%

Rankings

The following table ranked responses to the question of which roles were most important at the beginning of the individual interviews. Five was the highest importance in rank.

Table 21. Rankings School BY

Historical Roles	4. Important	5. Very Important	Sum of Important and Very Important	Rank
Counselor	39.13%	56.52%	95.96%	5
Advocate	34.78%	56.52%	91.30%	4
Surrogate Parent	39.13%	52.17%	91.30%	4
Role Model	34.78%	52.17%	86.95%	3
Disciplinarian	30.43%	47.83%	78.26%	2

During the interview the process the participants stressed the importance of all of the roles. However, they emphasized depending on the climate and conditions at the school some of the roles were not as prominent or important as others. Furthermore the participants divulged, the performance and importance of the roles that were exhibited at school were contingent on the needs of the student, available time and resource and / or crisis in the community. Teacher behavior and action was depended on student needs (Interview, BY05, BY07, BY15, BY22, 2009).

Counselor

The role of counselor was most important role for the teachers at School BY with 95.96% of teacher support. The highest and very high frequency variables in the counselor subgroup were as follows: “leave your baggage at the classroom door” or let me hold it for you, deal with groups/individuals with a deep understanding of cultural, promote positive self and social identity, help students process outside forces and get ready to learn, listens with a deep knowledge of having been there, handle emotional situations with cultural sensitivity / knowledge, try to instill a sense of personal capability / power, promote social bonds, provides student with moral support - doesn’t give up, understands how emotions / behaviors relate to events outside, intervenes and counsels with a long-term life perspective, and their words have weight as knowledge and give credence to intervention.

Advocate

The role of advocate was the second most important with 91.30% teachers support. The highest and very high variables in the advocate section were as follows: Are seen as leaders in the community and are “looked up to”, are seen as leaders who can help others achieve, encourage students to look beyond present obstacles to future successes, take big steps to influence school programs and activities, advocate for the whole person not just the student- but the forming adult, advocate for individuals within systems, provide advice / consultation with an understanding of life/social conditions, do not rationalize student lack of success by variables “no excuses”, advocate during transitions between schools and programs, believe “ I am my brother’s keeper” and get involved in the community, are champions for community solidarity and pride, and go out of their way to find resources for individual successes. In addition to emerging in *instrument one*, the importance of the advocate was also expressed in *instrument two*, the interview. One of the study participant shared, “we know what our students are up against. We know that we have to do everything in our power to make our students buy into education, even if they have to act differently at home. Learning to navigate different situation as kids will help them when fitting into different situation as adults: (Interview, BY05, 2009).

Parent Surrogate

The role of parent surrogate was also identified as second most important role for the teachers at School BY with 91.30% of teacher support. The variables indicated as highest frequency were: celebrate and join in the vitality of African American children in song, dance and play, openly display affection, believe that displaying love and frequent praise

essential in the classroom, use terms of endearment as well as terms of correcting behaviors, and feel a responsibility for the development of the whole child

Role Model

The job of role model was the third most important role for the teachers at School BY with 86.95% of teacher support. The highest frequency variables in these roles were: have special influence as a living example of professional success, validates dreams and aspirations by being a living example, normalizes the expectations that college opens door to careers, someone to emulate that has had similar community / family experiences, and has enhanced believability due to common identity, race and life experiences

Disciplinarian

The role of disciplinarian was one of the fourth most important roles for the teachers at School BY with 78.26% of teacher support. The highest frequency variables in the discipline were: do not compare one-student's behavior to that of others, reserve removal from classroom, office referrals / suspensions as a last resort, try to keep the discipline, "in house" between educator and parent, share stories when disciplining students that relate culturally / socially, and reduce accumulation of escalating consequences by reducing referral outside.

Analysis of Data: Research Question Three

What is the perceived importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York?

The following qualitative data were obtained from four interviews with teachers at School BY. The interview questions were designed to gain teachers perceptions of the importance of performing these roles in classrooms today with African American Students.

Perceived Importance: Counselor

Providing **being sympathetic and culturally / socially aware** were the prevailing idea for teachers that also served as counselors. Participant BY05 reaffirmed his position on being understanding. “Its unbelievable being in an environment where your life experiences can help others. I share openly with the students. Not to glorify but to make them aware. I want them to know how detrimental some choices can be” (Interview, BY05, 2009).

Furthermore, participant BY15 also emphasized this same notion of sympathy, “when I was growing up I did not have very many male role models. I got involved with the wrong crowd and made a lot of bad decisions. Luckily, I never had problems with the law. I knew when I finally grew up that I had to be in a profession where I could reach other young men. That’s why I teach” (Interview, BY15, 2009).

Another teacher described his knowledge of being culturally and socially aware of the day to day experiences of the students.

“I really hate that people do not understand the underlying differences between cultures. Maybe they do understand but they choose to ignore the differences. Whatever the case, I am glad I am in an environment where it is okay to have these differences. Our students come to school with a host of issues, as culturally and socially aware educators our job is to work around these issues and educate the whole child. Maybe in the process some of the issues can be alleviated” (Interview, BY07, 2009).

Perceived Importance: Advocate

Teachers at School BY believed every student succeeded and were committed to their success. Teachers did not lower their expectation because of social inequalities the students at School BY face. Being **relevant leaders** in the school that present opportunities for

“**uplift**” was the central theme for teachers that also served as advocates. Participant BY22 shared his thoughts about being a relevant leader.

I lived in the suburbs after I graduated from college. I recently moved back to the neighborhood a few years ago. My wife and I agreed that we would do more in the community to help. Moving back was the first step. Now that I am here I see my students at home, work, and sometimes at church. It gets tiring sometimes, but I know I am serving a bigger purpose. My students get to see me as a leader in the community. There are not many Black male leaders in the neighborhood (Interview, BY07, 2009).

Participant BY05 also added,

“I have been in the teaching profession for over 12 years. Since I entered the field I noticed the need for Black male leaders. Our students see thugs in the neighborhood as leaders. The thugs rule over the streets. The students need more positive images. I welcome this opportunity. I accept my call to lead” (Interview BY05, 2009).

Participant BY07 further reiterated,

“Not only are we in a leadership position, but we also have a chance to bring others up. This is so important. We have to put our student in a position to also be leaders in the community. This will help rebuild our neighborhood. This is what “uplift is all about” (Interview, 2009, BY07).

Perceived Importance: Parent Surrogate

Nurturing the whole child by providing love and affection like a mother was a prevailing theme in the responses from teachers at this school that also served as parent surrogates. Teachers at School BY included open affection to students as process of nurturing and creating familial bonds. The teachers strived to create a classroom environment with a caring atmosphere. As stated earlier many of the students from School BY came from complex home situations. Because of this, the staff viewed taking a parent role as part of the job. “It is a touchy situation but the kids really need love and affection so we give it to them” (Interview, BY15, 2009). Sometimes we get odd looks when visitors come to our campus,

they are not use to seeing the hugs and hand holding, but we do what works” (Interview, BY05, 2009). Participant BY07 further articulated,

“We service a group of students that are extremely needed, but we want them to be successful so we give them what they need. Some of our kids have never heard a kind word so we make sure they hear them at school. Some of our kids do know the difference between a nurturing touch and an unacceptable touch. We have to explain and model the differences, especially with our girls (Interview BY22, 2009).

Perceived Importance: Role Model

African American teachers brought value to education for African American students. Providing students with a **common identity and living example** was the dominant premise for teachers that also served as role models at School BY. Participant BY05 revealed,

“Every year we get new students. This year one of those new students shared that she had never had a Black man as a teacher. The student comes from a home without a father so she is dying for a father figure. I know most of my students are looking for someone to emulate. I want to be the role model they deserve” (Interview, BY05, 2009).

Participant BY22 also added,

“I want to help the students to be there best, so I have to show them the many faces of “best”. You do not need to be a ball player or an entertainer to be important. Teachers are very important to the Black community. I teach because I am a living example of what can come out of “the hood” (Interview, BY22, 2009).

In addition to being a living example participant BY07 shared the significance of having a common identity, “they know we get it. We come from the same thing. We are all “Black folk and Black folk have ties that connect deeply. That’s why we all sit together in the cafeteria”. It is the comfort of home” (Interview, BY07, 2009).

Perceived Importance: Disciplinarian

Discipline was not a problem at School BY. “The students know that we are a strict and rigorous program before they enter. The expectations are high and they must be on their best behavior at all times”. It’s a part of our school code” (Interview BY05, 2009).

“Attending School BY is a huge advantage” (Interview, BY07, 2009). . Every student was not accepted. Teachers as disciplinarian revealed **patience and trust** were the dominant themes for teachers at this school in response to the importance of the role in today’s classrooms. One teacher stressed the importance patience to support discipline:

“you can not through the kids out of class for every little thing. This is what is so different about our school. We try to handle everything in the classroom. We do not want our students placed in the “problem behavior file.” The label is hard to get rid of so we handle all that we can in class” (Interview BY22, 2009).

Participant BY15 also divulged,

“We have a special community at School BY. I remember working at a traditional public school. It seemed like the teachers worked so hard to get the students kicked out of school. The administration stressed keeping a pre trail of inappropriate behavior. But this paper trail eventually leads to the students being kicked out. We do not want student to be kicked out. We are different. And we really want the students to be successful” (Interview, BY15, 2009).

Participant BY05 reiterated the importance of trust when disciplining African American Students:

“If these kids do not trust you, you will have hell telling them what to do. You gotta make sure the students know you are correcting them out of love. You have to do what ever it takes to build bonds with the kids. They have to know they can trust you then they will allow you to discipline otherwise you life at work will be hell” (Interview, BY05, 2009).

Analysis of Data: Research Question Four

In what ways, in the perception of African American teachers in selected urban charter schools do the roles of counselor, advocate, disciplinarian surrogate parent, and role model contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success.

Introduction

The teachers at school BY perceived that the historical roles of African American teacher as counselor, advocate, disciplinarian, parent surrogate, and role model contributed to student success in testing, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college by **showing ambition in adversity, courage in defeat, and integrity in times of despair.**

Ambition

The following were comments from the teacher at school BY on how **showing ambition in adversity** had contributed to student success:

I would be lying if I said our student come from all walks of life. Most of them are from the hood. They only know the hood. Most have never been outside of a five mile radius, but with this being said they continue to strive for more. They try and try and try, no matter what is thrown at them. I have a student that was taken away from her mother and placed in foster care. It is unlikely that student will return to her mother because of the abuse issues. But this kid comes to school everyday, holds her head high and continues to do well. She is a B+ to A- student but she works so hard. She desires and longs for success and her actions show it (Interview, BY05, 2009).

Participant BY15 also told of his experiences with student ambition:

“It sounds cliché to talk about the adversity our kids face but it their reality. You never know what you are going to face when you enter the school building in the morning. I have one student that is a great basketball player. He spends most of his free time playing basketball. One day while playing on the local court there was a drive by shooting. Everyone ducked, but when the shooting was over they casually went home. The next day everyone on campus was talking about the shooting. I approached the student and he nonchalantly remarked, I’ll find somewhere else to play, it all good. He had not concerns. Neighborhood violence is his normal, but it will not stop him” (Interview, BY15, 2009).

Participant BY07 also suggested,

“It is amazing that everyone knows about the situations these kids face but know one steps in. I guess if it doesn’t kill’em it will make’em stronger. It’s their strength that keeps them pressing on. They don’t have a choice, weakness is not an option” (Interview, BY07, 2009).

Courage

The following were a set of comments from the teachers at School BY on how **courage in defeat** had contributed to student success:

“When you look at the struggle in the Black family it is amazing our kids can make it out of the ghetto at all. As sad as it sounds it does not seem like a struggle when everyone you know has the same experiences. The violence, poverty, racism, and lack of parenting, its everywhere in the hood and contributes to the struggle. But our kids remain standing tall with all this in their lives. It’s their reality. They do not know any different. So when they are exposed to something different they latch one. No matter how broken and defeated their spirit they still have the courage to keep pressing forward and cling to something positive” (Interview, BY22, 2009).

In alignment with Participant BY22 participant BY07 stated,

“When I was growing up I only saw white people as authority figures telling me what to do and how to act. All of my teachers were white. I didn’t really like school because I hated dealing white people trying to change me. I was a very smart kid, but I never acted smart. I even spent sometime in special education. This is how most of my friends acted. We didn’t like being in school. This was normal in the hood and our behavior represented thumbing our nose to the white establishment. Then one day it changed. I stopped misbehaving and started to go to school to get my education, not to like it. My focus changed. I decided to use the education system for my needs. Now that I am an educator, I see so many students like me. But I have a chance to make a difference in their lives. It takes a great deal of courage to walk away from the “hood” and take school seriously, but our students make conscious decisions to do this everyday” (Interview, BY07, 2009).

Lastly participant BY15 shared, “we care about our students and we do our best to make the decisions to do well in school and easy choice. We are firm but nurturing and we welcome them with open arms” (Interview, BY15, 2009).

Integrity

The following were a series of remarks from the teachers at School BY on how **integrity in times of despair** had contributed to student success:

Participant BY05 notes,

“I love working with this group of kids. They are straight shooters. Sometimes they are a bit too honest, but they mean well. Before school ended I had a cheating situation. I caught one of my students cheating on a morning quiz. Of course I was very disappointed, but I walked away from the situation and met with the student later in the afternoon. When asked about the incident the student explained that she knew she would score a zero if she took the quiz on her own so she decided to cheat and maybe she would get a few extra points. But worst case scenario she would get caught and get the zero anyway. So it seemed like “push”. On the inside I was laughing but I had to implement consequences because of the behavior. She never had a problem paying for her mistake. I asked her not to cheat again. She smiled and walked away. I know this is something I will need to deal with again but I admired her honesty and integrity when faced with the situation (Interview, BY05, 2009).

Participant BY07 spoke this same notion of integrity:

“I think the students are open and honest because we model the behavior. You can not pull the wool over the eyes of kids they are too savvy. They have too many life experiences. They deal with so much. They can smell a fraud a mile away. They are not naïve and they do not pretend to be. I had a situation with a student that had been missing a lot of school. I did a home visit and the mother acted as if everything was okay and she would make sure she sent him to school. When the student returned to school the next day he shared that he needed to talk to me. He explained that he misses school because sometimes he has to baby-sit and his mom cannot afford a babysitter. He also told me he did not need my help but he wanted me to know that he would never ditch my class. I am not sure that he would have opened up about his home situation if I had not showed that I cared” (Interview, BY07, 2009).

Participant BY15 also added; “These kids are fearless. They want to learn and they want to be successful. They will do whatever it takes to achieve this. There is nothing that we can

do to these kids that has not already been done. They are an honorable group of individuals striving for academic excellence” (Interview, BY15, 2009).

Summary

In summary, the expressed perception of the teachers that participated in the research project was that the historical roles of African American teachers contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success by showing ambition in adversity, courage in defeat, and integrity in times of despair.

Analysis of Data: Research Question Five

What evidence exists that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contribute to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success.

Evidence existed that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success were revealed in student academic and non academic participation and performance.

Tables 22 and 23 reflected the evidence of student success related to the roles as documented in archival data, standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college. The data from table 21 was generated from interviews with the four teachers and the principal from school BY. All information provided regarding non academic activities were approximation due to seasonal changes and activity scheduling.

Table 22 reported of the activities that students at school BY participate in. The activities included but are no limited to school based band, community based child safety drives, on campus Greek organizations, athletic teams, and read and grow, (a project to support reading in all grade levels).

Table 22. Evidence Perceived by Study Participants

260 Students		
Descriptors	# of Students	% of participation
Social Activities (Band)	43	17%
Community Efforts (Child Safety in the Community)	100	38%
Advanced Classes (AP)	46	18%
GPA of 3.0 or higher	170	65%
Matriculation to College	N/A	
Clubs (Greek Clubs, Dance Team)	100	38%
Extra curricular (Sports and Cheerleading)	80	31%
Tutoring	260	100%
Curriculum related and activities outside of school (Read and Grow)	100	38%

Table 23 reflected Charter School BY and the district of residence testing and accountability report card for Mathematics and English Language Arts. The school district's information only referred to African American students.

Table 23. Percent of students that performed at or above level 3 and Attendance

School District	Attendance	Math	ELA	ELA	Math	Attendance	Charter School
District	91%					94%	School BY
Grade 5		48%	45%	46%	66%		Grade 5
Grade 6		48%	35%	37%	77%		Grade 6
Grade 7		38%	36%	48%	73%		Grade 7
Grade 8		23%	25%	33%	45%		Grade 8

Summary

All in all, the evidence existed to illustrate that the historical roles of African American teacher contributed to student success were revealed in student academic and non academic involvement and performance.

Analysis of Data: Research Question Six

What do African American Teachers perceive as challenges and support systems that hinder or sustain the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians?

Introduction to Challenges

The interview data indicated the following as the greatest challenges that hinder the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were available resources, parental involvement, and an extremely needy student population.

Resources

Similar to typical public schools, charter schools lack resources. This was one of the most significant barriers to performing the historical roles of African American teachers.

Participant BY05 recounted,

“The only resource that belongs to our school is our teachers. We share everything else. We share our counselors, social workers and nurse. We do not have our own gym. We share a gym with the private school next door. We run into a lot of problems because of the lack of resources” (interview, 2009).

Furthermore, participant BY15 added,

“We had a student that was removed from her home and placed into foster care. The day the student returned to school there was not counselor or social worker on site. The school made arrangement for a counselor from a neighboring school to visits with the student, for a fee of course. It would be so much easier if we could have the needed resource to run the school more successfully. Our students deserve it” (Interview, 2009).

Lack of Parental Involvement

Another barrier that hindered the performance of the historical roles by African American teacher was parental involvement. Several of the teachers disclosed there was rarely enough parent involvement. Participant BY07 communicated; “It’s sad but it is true. Our parents never show up. It can be awards banquets, and /or athletic events. They do not attend. The students have grown accustomed to it. We continue to send letters home about parental participation but our numbers are extremely low” (Interview, 2009). Participant BY05 also conveyed;

“The students no longer put pressure on the parent, but they put pressure on all of us. The teachers attend everything. We are expected to. It sad but we know what life is like here. My mother never attended any of my events, so I understand. We do what’s necessary to make the students successful even when it means stepping into the parent role” (Interview, 2009).

Needy Student Population

The last identified barrier that hindered the performance of the historical roles by African American teacher was a needy student population. Several of the teachers divulged that the students needed so much and there were never enough. Participant BY22 disclosed,

“Our school is located in one of the worse neighborhoods. Our students have few resources and little support. Every year our staff collects money for the entire year to buy shoes for the next year’s students. It is something we’ve done since I have been teaching on this campus. We collect all of our spare change and buy shoes. We usually try to gauge what is needed in the community and it is usually shoes” (Interview, 2009).

Participant BY07 added “we hold fund raisers all year.

We participate in the fundraisers to collect money for the students. We know if we can satisfy some of their basic needs they will be more receptive to academic instruction, so we provided what we can. If they need more we go to the local churches and organizations. We do whatever is necessary to attempt to level the playing field” (Interview, 2009)

Participant BY22 also shared,

Our kids come to school with a lot of excess baggage. When I was young my mother use to say if you look good it might make you feel good. So we have free haircuts once every other month at our school. Sometimes we are able to get a local stylist to come also. It works wonders their self esteem, and we are willing to do whatever” (Interview, 2009).

All in all, the collected data show the greatest challenges that hindered the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were available resources, parental involvement, and an extremely needy student population.

Introduction to Supports

The gathered data indicated the greatest support systems in place that help the performance of the historical roles of teachers as role models, advocates, counselors,

surrogate parents, and disciplinarians were community leadership, student enthusiasm, and continuity.

Community Leadership

The teachers at School BY believed in giving back to the community and achieved this by being community leaders. They recognized the importance of relevant leadership.

Participant BY07 shared his experiences below:

“I chose to move back to the community to be a positive role model and to lead. I want the students I serve to see me on a regular basis. I want them to know what it looks like to see a father engaged with his children. I want them to see positive Black images. I want them to see Black men in a leadership. There are not enough Black male role models and instead of complaining I decided to take action” (Interview, 2009).

Participant BY15 also shared;

“I have to take a leadership role. The teaching profession is overwhelmingly female. As African American male I am honored to be viewed as a leader and I do not take the position lightly. I do my best to be a positive influence on my students. I do my best to teach my student to accept leadership as their natural calling, in turn there will never be a shortage of community leaders in African American neighborhoods. We have to stop waiting for someone else to revitalize the predominately African American neighborhoods” (Interview, 2009)

Student Enthusiasm (because of varying roles)

Another support system that helped with the performance of the historical roles by African American teacher was student enthusiasm. The teachers informed student enthusiasm had significantly contributed to being able to perform the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians.

Participant BY05 shared his experiences with enthusiastic student:

“I’ve worked in a traditional public school and since starting at a charter, I will never go back. This is not a culture of success for African American students at the traditional public school. However, at the charter students are expected to be enthusiastic about learning. We expect them to want to do well and hard work is a

requirement. The student continue to rise and strive for academic excellence (Interview, BY05, 2009)

Participant BY07 also stated similar details about student enthusiasm;

“We have an extremely rigorous academic program at School BY. We keep the bar high because we no that I kids will get there. Many of our students come to us below grade level but they work hard to make up ground. They want to do well. They want to be successful. We believe in them and they believe in themselves its cyclical. We push and push and push and we know that they will achieve” (Interview, By07, 2009).

Participant BY22 expressed parallel views about student enthusiasm;

“We are a special population. We have a student population that has failed in the traditional public school, but they come here and do awesome. They do whatever we ask. They keep striving for more. They do not accept defeat. We are heavily vested in them and they know it, so they eagerly keep pushing for excellences” (Interview, BY22, 2009).

Continuity

The last identified support system that helped with the performance of the historical roles by African American teacher was continuity. Several of the teachers revealed they love not having race as a central issue Participant BY15 shared his experience with working in a homogenous setting:

“I remember working for a school district with three African American teachers and 30 white teachers. I spent most of my time appealing to these teachers on how to relate to the kids. They do not think they need to adjust their teaching style. They blame popular culture, rap music and single parent homes. Bu they never blame themselves. It was so hard getting the teachers to listen. Finally I got too frustrated and left. I know leaving may no have been the right decision but it was right for me. I am in a comfortable setting with like minded individual and we are making a difference in the lives of our students” (Interview, 2009).

Participant BY07 also imparted his views on working in a homogenous environment:

“I enjoy coming to work not having to explain the differences between cultures. I did this so often when I was the only Black teacher on my campus at the traditional public school. When there was an issue with a Black student the teachers and administrators would come to me. Eventually, I started to isolate myself. I no longer wanted to be the authority on African American Student misconduct. Then I arrived

at School BY. Now cultural differences are no longer the issue and we can actually get down to academic business” (Interview, 2009).

All in all, the gathered information revealed that the greatest support systems that assisted with the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were community leadership, student enthusiasm, and continuity.

Summary

A Likert scale was used to examine the performance of African American teachers in selected urban charter schools. The survey questions were placed on this scale to yield specific numbers for statistical reporting and assessed their frequency or degree of existence. Furthermore, the researcher extrapolated from the historical roles of teachers who successfully taught African American children in order to form a research-based, conceptual framework for the study. The literature indicated the connection between teacher/student relationships and student achievement, African American students and African American teacher relationships, and research regarding the five historical ancillary roles as they apply to that relationship and student success. A literature review revealed that African American teacher served as surrogate parents, disciplinarians, counselors, role models, and advocates for the African American student population. Moreover, the researcher was granted consent from the teachers at school BY to take part in a semi structured interview, *instrument two*. *Instrument two* was a semi-structured interview schedule intended to collect qualitative data. *Instrument Two*, was used to gain greater knowledge of the degree to which historical roles were performed, and to intensify the understandings by eliciting examples, stories and/or real-life situations. *Instrument two* yielded results that corroborated the data derived from

instrument one and the literature review. In summary, information from the literature review, *instrument one*, and *instrument two* indicated these roles were unmistakably important at school BY.

CHAPTER SIX

CASE STUDY THREE

Introduction

School CX was a tuition-free, college-preparatory charter school teaching students in a diverse community to be successful global citizens. School CX serviced approximately two hundred and seventy-five students in grades seven – 12. School CX also focused on an enhanced science and math curriculum and extensive use of technology.

On June 24, 2009 the researcher delivered *instrument one* (the survey) and the Consent to Participate Letter (Appendix F) detailing purpose of the study, background information, research procedures, risk and benefits, confidentiality, and researcher contact information to school CX. The research information was given to the 25 participating teachers.

On June 27, 2009 the researcher returned to school CX to administer *instrument one*. Before the survey was administered the researcher gave the staff a brief introduction detailing her educational experiences, the historical background of the project, and the purpose of the study. In addition, the researcher also reviewed research protocols to comfort the participants. The researcher then presented the staff with the consent forms and the results from the survey, *instrument one*.

Demographic Data for Teachers: School CX

Teachers employed on this campus range from 20 to 60 years of age: 52% of the teachers were 20 to 30 years of age, 32% were between 31 and 40 years old, eight percent were 41 to 50 years of age and lastly, eight percent were 51 to 60 old. Of the 25 teachers, 12 were males; approximately 48% and 13 were females, approximately 48%.

Years in the teaching profession ranged from one to five years of teaching to 20 years of experience: eight percent reported having one to five years of teaching experience, 36% revealed having six to ten years of teaching experience, 52% of the teachers on campus described having 11 to 15 years of teaching service and finally, four percent of the teachers conveyed having 16 to 20 years of teaching experience.

Analysis of Data: Research Question One

To what degree do African American teachers in selected urban charter schools perform the roles of: counselor, advocate, disciplinarian, surrogate parent, and role model? The following were descriptive tables and analysis of each historical role that depicted how the teacher perceived they performed these roles.

Counselors

African American teachers in the role of counselor served to provide psychological and social support to students and families. African American teachers' life experiences, attitudes, and desire to serve contributed to their ability to effectively counsel African American students (Cizek 1995; Foster 1989, 1990, 1993, 1997; Saunders, Davis, Williams,

& Williams, 2004). The following was a table depicting 25 responses to the frequency of performance of the role of counselor:

Table 25. Likert Scale Percentages

School CX Part C	R	1%	2%	3%	4%	5%	Means	SD
Counselor								
1. social bonds	25	0.00%	0.00%	16.00%	32.00%	52.00%	4.36	0.76
2. + self / soc. Identity	25	0.00%	0.00%	12.00%	32.00%	56.00%	4.44	0.71
3 understand culture	24	0.00%	0.00%	8.00%	36.00%	52.00%	4.36	0.81
4 long-term life perspective	25	0.00%	8.00%	8.00%	36.00%	48.00%	4.24	0.93
5 listen w/ knowledge	25	0.00%	4.00%	16.00%	24.00%	56.00%	4.32	0.90
6 personal power	25	0.00%	8.00%	12.00%	20.00%	60.00%	4.32	0.99
7 adv. cultural identity	25	0.00%	0.00%	16.00%	40.00%	44.00%	4.33	0.70
8 historical myths	25	0.00%	16.00%	12.00%	28.00%	44.00%	4.00	1.12
9 outside forces	25	0.00%	0.00%	12.00%	36.00%	52.00%	4.40	0.71
10 cultural sensitivity	25	0.00%	0.00%	16.00%	24.00%	60.00%	4.44	0.77
11 ed. is life or death	25	0.00%	0.00%	20.00%	32.00%	48.00%	4.28	0.79
12 sources for change	25	0.00%	0.00%	28.00%	20.00%	52.00%	4.24	0.88
13 leave your baggage	25	0.00%	0.00%	16.00%	28.00%	56.00%	4.40	0.76
14 credibility	25	0.00%	8.00%	12.00%	32.00%	48.00%	4.20	0.96
15 fair in mediation	25	0.00%	12.00%	4.00%	40.00%	44.00%	4.16	0.99
16 credence	25	0.00%	12.00%	8.00%	24.00%	56.00%	4.24	1.05
17 moral support	25	0.00%	8.00%	4.00%	44.00%	44.00%	4.24	0.88
18 outside events	25	0.00%	8.00%	8.00%	32.00%	52.00%	4.28	0.94
19 justice and fairness	25	0.00%	4.00%	28.00%	24.00%	44.00%	4.08	0.95
20 joint problem-solving	25	0.00%	4.00%	28.00%	24.00%	44.00%	4.08	0.95

Counselor

Highest Frequency: 4.33 – 4.44

In the role of counselor, the following variables were selected as having very high frequency of performance: promote positive self and social identity, handle emotional situations with cultural sensitivity and knowledge, help students process outside forces and get ready to learn, “leave your baggage at the classroom door or let me hold it for you for a while, until you can carry it yourself, promote social bonds, deal with groups/individuals with a deep understanding of cultural identity, and Advances and champions cultural identity.

The theme indicated in this cluster of variables is that African American teachers understood the need to promote constructive racial identification. This perspective of positive self image was reiterated by Irvine and Irvine (1983) when the researchers discuss how Black schools were community-centered institutions that addressed the deeper psychological and sociological needs of their clients (p. 416). Understanding the Black community involved understanding its basis for solidarity, its implied sense of control, its value, and its collective aspirations for its young. Moreover, it involved understanding how institutional resources and other means were arranged to meet the needs (p. 419).

Very High Frequency: 4.24 – 4.32

The following key variables stood out as having a very high frequency of performance: listens with a deep knowledge of having been there, try to instill a sense of personal capability and personal power, counsel students with the belief that education as a life or death situation, understands how emotions and behaviors relate to events outside, helps students process perceived inequities and find sources for change, provides student with moral support - doesn't give up, have a mission to intervene and counsel with a long-term life perspective, and words have weight as knowledge of the neighborhood, credence to intervention

This cluster of variables addressed how the teachers listened, acknowledged difficult situation, and provided the student with the support needed to deal with the trials of everyday life. Research revealed African American teachers' life experiences, attitudes, and desire to serve contributed to their development of their pedagogical practices. African American teachers did not rationalize student failure by blaming societal challenges these individuals advocated for change and imbed this idea in their students (Cizek 1995; Foster 1989, 1990,

1993, 1997; Saunders, Davis, Williams, & Williams, 2004). This cluster of variables was very frequently present in the teaching day for the teachers at this school.

High Frequency: 4.00 – 4.20

The following key variables stood out as having high frequency of performance: intervenes with credibility, is seen as fair in mediation of problems, believable when talking about justice / fairness of daily events, knowledge of community brings people together for problem-solving, and counteracts historical myths with contemporary possibilities

Advocate

The advocate role that enabled African American teachers teaching to act as social agents in ways that both change and construct their own and their student realities (Adair, 1984; Foster, 1990; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004). Table 26 depicted the frequency of performance for the role of advocate on the Likert Scale and included means and standard deviation for each variable within the role.

Table 26. Likert Scale Percentages

School CX Part C	R	1%	2%	3%	4%	5%	Means	SD
Advocate								
1 raises others up	25	0.00%	0.00%	20.00%	20.00%	60.00%	4.40	0.82
2 agents of social change	25	0.00%	0.00%	16.00%	48.00%	36.00%	4.20	0.71
3 interracial diplomacy	25	0.00%	12.00%	16.00%	32.00%	40.00%	4.00	1.04
4 respect	25	0.00%	4.00%	24.00%	40.00%	32.00%	4.00	0.87
5 influence	25	0.00%	8.00%	8.00%	36.00%	48.00%	4.24	0.93

6 community involvement	25	0.00%	0.00%	12.00%	44.00%	44.00%	4.32	0.69
7 partners w/ parents	25	0.00%	0.00%	20.00%	48.00%	32.00%	4.12	0.73
8 pride in community	25	0.00%	12.00%	8.00%	36.00%	44.00%	4.12	1.01
9 advocate school/programs	25	0.00%	4.00%	16.00%	36.00%	44.00%	4.20	0.87
10 "my brother's keeper"	25	0.00%	8.00%	8.00%	52.00%	32.00%	4.08	0.86
11 solidarity and pride	25	0.00%	4.00%	16.00%	40.00%	40.00%	4.16	0.85
12 "looked up to"	25	0.00%	0.00%	20.00%	28.00%	52.00%	4.32	0.80
13 help to others	25	0.00%	12.00%	4.00%	28.00%	56.00%	4.28	1.02
14 community as a family	25	0.00%	8.00%	8.00%	44.00%	40.00%	4.16	0.90
15 get involved	25	0.00%	0.00%	12.00%	40.00%	48.00%	4.36	0.70
16 "no excuses"	25	0.00%	8.00%	12.00%	40.00%	40.00%	4.12	0.93
17 look beyond obstacles	25	0.00%	4.00%	16.00%	32.00%	48.00%	4.24	0.88
18 advocate for "whole person"	25	0.00%	0.00%	24.00%	36.00%	40.00%	4.16	0.80
19 believability	25	0.00%	0.00%	20.00%	48.00%	32.00%	4.12	0.73
20 resources for success	25	0.00%	8.00%	20.00%	28.00%	44.00%	4.08	0.99
21 within the system	25	0.00%	12.00%	8.00%	32.00%	48.00%	4.06	1.03
22 life / social conditions	25	0.00%	8.00%	12.00%	36.00%	44.00%	4.16	0.94
23 "change starts w/ you"	25	0.00%	0.00%	24.00%	24.00%	52.00%	4.28	0.84

Advocate

Highest Frequency: 4.22 – 4.40

The following key variables stood out as having very high frequency of performance: raises others up in the community, get involved with community projects, get involved in community, church and local projects, are seen as leaders in the community and are “looked up to”, teach that “change starts with you”, and leaders who can help others achieve – been to college and made it

These variables examined as a cluster reflect content from the literature that stated there was a sense of community and responsibility for African American schools (Fairclough, 2004, p. 43). The communities looked to their Black teachers to not only educate the African American students, but to also engage in social work, public health campaigns, racial uplift, and interracial diplomacy (Fairclough, 2004).

Very High Frequency: 4.16 – 4.24

The following key variables stood out as having very high frequency of performance: encourage students to look beyond obstacles to future successes, take big steps to influence school programs and activities, are agents of social change, advocate during transitions between schools and programs, advocate for the whole person – not just the student- but the forming adult, are champions for community solidarity and pride, view the community as a family, and provide advice and consultation with a deep understanding of life/social conditions

The theme of “community unity, activism, and pride in this cluster replicated the literature that stated an “African American teaching perspective was needed to produce an education that contributed to achieving pride, equity, power, wealth, and cultural continuity” (p. 47) as well as advancing character development within the context of African American community and culture (Cizek, 1995, Diamond 2006; Fairclough 2004; Lee, Lomotey, & Shujaa, 1990; Saunders, Davis, Williams, & Williams, 2004).

High Frequency: 4.06 – 4.12

The following key variables stood out as having high frequency of performance: partner with parents in advocacy, actively advocate for assistance with resources support for students- clear the pathway, do not rationalize student lack of success by any variables “no excuses”, encourage students to contribute and take pride in the community, believe “ I am my brother’s keeper” and get involved in the community, go out of their way to find resources for individual successes, and advocate for individuals within systems. The theme of advocacy and empowerment duplicated the research that stated; African American teachers saw potential in their Black students, considered them to be intelligent, and were committed to their success (Brown, 2004). In addition, the research also revealed, researchers

attributed the academic and professional success among African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support (Fairclough, 2004; Haynes & Comer 1990; Mayo, 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004).

Disciplinarian

Many African American teachers had to discipline their students. The teacher's ability to achieve this task was possible because students and parents have culturally congruent backgrounds with the teachers. This cultural congruence helped the group better related to one another. Finding common strands between student / parent and teachers helped bridge the necessary gaps which fostered open communication and student compliance. Parents were more willing to accept corrective language and consequences when there were commonalties between the groups (Fairclough, 2004, Foster 1989, King 1993, Ladson-Billings, 1994, Peake & Fortens, 2005, Saunders, Davis, Williams, & Williams). The following was a table depicting the 25 teachers' responses to the frequency of the role of disciplinarian.

Table 27. Likert Scale Percentages

School CX Part C	R	1%	2%	3%	4%	5%	Means	SD
Disciplinarian								
1 progressive discipline	25	0.00%	4.00%	16.00%	44.00%	36.00%	4.12	0.83
2 removal as last resort	25	0.00%	4.00%	20.00%	20.00%	56.00%	4.28	0.94
3 conferencing as intervention	25	0.00%	0.00%	16.00%	48.00%	36.00%	4.20	0.71
4 correct w/o blame	25	0.00%	8.00%	20.00%	32.00%	40.00%	4.04	0.98
5 discipline w/o comparing	25	0.00%	12.00%	12.00%	40.00%	36.00%	4.00	1.00

6 behavior of boys	25	0.00%	4.00%	20.00%	24.00%	52.00%	4.24	.93
7 cultural sensitivity	24	0.00%	4.00%	16.00%	28.00%	48.00%	4.25	0.89
8 culturally and socially aware	25	0.00%	0.00%	24.00%	24.00%	52.00%	4.28	0.84
9 "in house" discipline	24	0.00%	8.00%	4.00%	40.00%	44.00%	4.25	0.89
10 reduce escalation	25	0.00%	0.00%	16.00%	28.00%	56.00%	4.40	0.76
11 long-term effect	24	0.00%	0.00%	20.00%	36.00%	40.00%	4.21	0.78
12 poverty and social conditions	25	0.00%	0.00%	28.00%	40.00%	32.00%	4.04	0.79
13 "get through to them"	24	0.00%	0.00%	16.00%	48.00%	32.00%	4.17	0.70
14 confront with love	25	0.00%	0.00%	16.00%	28.00%	56.00%	4.40	0.76
15 common culture	25	0.00%	0.00%	4.00%	44.00%	52.00%	4.48	0.56
16 similar to home	24	0.00%	0.00%	20.00%	24.00%	52.00%	4.33	0.82
17 parent are partners	25	0.00%	0.00%	16.00%	40.00%	44.00%	4.28	0.74

Disciplinarian

Highest Frequency: 4.28 – 4.48

The following key variables were clustered as having the highest frequency of performance: have a different impact because of common cultural identities, try to reduce the accumulation of escalating consequences by reducing referral outside, confront behaviors with love, discipline using words, phrases and reminders that sound like home, find that parents become partners in student discipline, share stories when disciplining students that relate culturally / socially, and reserve removal from classroom, office referrals and suspensions as a last resort

The theme of this cluster was that cultural consciousness, and parental support promotes a more effective discipline ladder. The teacher's ability to discipline was possible because students and parents had culturally congruent backgrounds with the teachers. Finding common strands between student / parent and teachers helped bridge the necessary gaps which foster open communication and student compliance (Foster 1989, King 1993, Ladson-Billings, 1994; Saunders, Davis, Williams, & Williams, 2004).

Very High Frequency: 4.20 – 4.25

The following key variables stood out as having a very high frequency of performance: have a culturally sensitive understanding of acceptable / unacceptable behaviors, try to keep the discipline, “in house” between educator and parent”, do not usually see the disruptive behaviors of boys as overly aggressive or intimidating, talk to students about behaviors with a long-term life perspective, and use conferencing/reflection with the student as a first intervention.

High Frequency: 4.00 – 4.17

The following key variables stood out as having high frequency of performance: able to “get through to them” because of common experience, race and perceived advocacy”, Use a progressive discipline plan that begins with minor consequences, discipline without forgiveness for poverty or social conditions, correct individual behavior without blame, and do not compare one-student’s behavior to that of others. This cluster of variable clarified how universal experiences led to patience when disciplining.

Parent Surrogate

Research suggested that students perform better when there were components of their cultural intertwined within the classroom and/or school setting. Examples included candid classroom discussions about community devastation. Other examples included the use of rap music facilitated learning, the use of African American proverbs helped cultivate students’ sense of culture and history and sense of self, the utilization of teaching methods which correspond to and were informed by the Black Church experience, and the strengthening and use of vitality of Black children (Fairclough, 2004; Ladson-Billing & Henry, 1990). Table 28 presents the survey resulted for the role of parent surrogate:

Table 28. Likert Scale Percentages

School CX Part C	R	1%	2%	3%	4%	5%	Means	SD
Parent Surrogate								
1 my own children	25	0.00%	4.00%	16.00%	44.00%	36.00%	4.12	0.83
2 open class discussions	25	0.00%	8.00%	16.00%	32.00%	44.00%	4.12	0.97
3 teach heritage	25	0.00%	4.00%	16.00%	40.00%	40.00%	4.16	0.85
4 share stories	25	0.00%	4.00%	16.00%	28.00%	52.00%	4.28	0.89
5 celebrate identity	25	0.00%	8.00%	8.00%	36.00%	48.00%	4.24	0.93
6 celebrate vitality	25	0.00%	4.00%	4.00%	32.00%	60.00%	4.48	0.77
7 displays affection	25	0.00%	4.00%	12.00%	28.00%	56.00%	4.36	0.86
8 praise is essential	25	0.00%	4.00%	8.00%	28.00%	60.00%	4.44	0.82
9 terms of endearment/correction	25	0.00%	4.00%	12.00%	36.00%	48.00%	4.28	0.84
10 words heard at home	25	0.00%	4.00%	24.00%	28.00%	44.00%	4.12	0.93
11 love them to teach them	25	0.00%	8.00%	8.00%	36.00%	48.00%	4.24	0.93
12 "other mother"	25	0.00%	8.00%	12.00%	36.00%	44.00%	4.16	0.94
13 development for "whole" child	25	0.00%	4.00%	12.00%	28.00%	56.00%	4.36	0.86
14 child's "keeper"	25	0.00%	8.00%	16.00%	24.00%	52.00%	4.20	1.00
15 grow up to be	25	0.00%	8.00%	12.00%	40.00%	40.00%	4.12	0.93
16 part of community	25	0.00%	4.00%	24.00%	28.00%	44.00%	4.12	0.93
17 community as family	25	0.00%	4.00%	28.00%	28.00%	40.00%	4.04	0.94
18 refrain from comparison	25	0.00%	4.00%	12.00%	40.00%	44.00%	4.21	0.83
19 listening	25	0.00%	8.00%	12.00%	40.00%	40.00%	4.12	0.96
20 parental interest	25	0.00%	8.00%	12.00%	36.00%	44.00%	4.16	0.94
21 validates dreams	25	0.00%	4.00%	20.00%	36.00%	40.00%	4.12	0.88
22 sixth sense	25	0.00%	4.00%	16.00%	36.00%	44.00%	4.20	0.87

Parent Surrogate

Highest Frequency: 4.28 – 4.48

The following cluster of variables indicated the highest frequency of performance: celebrate and join in the vitality of African American children in song, dance and play, believe that displaying love and frequent praise essential in the classroom, openly display affection, feel a responsibility for the development of the whole child, not just the student, use terms of endearment as well as terms of correcting behaviors, and share my own stories to bring out theirs.

The theme evident in this cluster was one of love, support, and direction for the student. Teachers built on the values and expectations taught by parents at home (Gilbert and

Gay 1985, p. 136). Other components of teacher styles included open warmth to students and the collective encouragement and praise and fostering of the themes of social and personal accountability (Fairclough, 2004; King 1993; Ladson-Billing & Henry, 1990).

Very High Frequency: 4.16 – 4.24

The following cluster of key variables was distinguished as very high frequency of performance: celebrate African American identity to bring pride into the classroom, believe we have to love them to teach them, refrain from comparisons among students, use a sixth sense to determine underlying issues that inhibit learning, see myself as one of the child “keepers, bring in cultural stories and activities to teach heritage as well as academics, feel like “the other mother”, and take a parental interest in helping to resolve problems- go the extra mile

This grouping reflected the importance of cultural similarities, loving and caring, and taking the role of surrogate parent with African American children to emphasize familial bonds. Teachers built on the values and expectations taught by parents at home (Gilbert and Gay 1985, p. 136). Kirkland-Holmes and Federlein (1990) wrote that every effort should be made to "create a learning environment that complements the culture" of the student's home by making connections to key features of the African American culture (p. 2). African American families relied on "family kinship networks" that included blood relatives and close friends. Uncles, aunts, cousins, and grandparents all shared in a collective responsibility for caring for the children and teaching skills and values (Baruth and Manning 1992, p. 68; Hale-Benson, 1986, p. 48; Shade 1982, p. 223).

High Frequency: 4.04 – 4.12

The following key variables stood out as having high frequency of performance: talk to students like my own children, validates their personal dreams, hopes, and aspirations, use the same words of praise that are heard at home, consciously try to be a positive model of “what I could grow up to be”, feel like a part of the community where they are all our children, take a lot of time for listening to personal stories and issues, openly discuss social, political and community events in the classroom, and see our community as a big family.

Role Model

The discussion about the growing numbers of students of color in the nation’s schools was coupled with a call for teachers of color because children of color needed role models. African American teachers were of critical importance because children needed to see that black teacher existed and that Black people held professional positions (Brown, 2004; Diamond, 2006; King, 1993; Moule & Higgins 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004). Table 29 communicated the research results for the categorized Likert Scale frequencies when participants responded to research question one and performing the job of a role model.

Table 29. Likert Scale Percentages

School CX Part C	R	1%	2%	3%	4%	5%	Means	SD
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Role Model								
1 influence school goals	25	0.00%	0.00%	20.00%	44.00%	36.00%	4.16	0.75
2 living example	25	0.00%	0.00%	8.00%	40.00%	52.00%	4.44	0.65
3 college to career	25	0.00%	0.00%	4.00%	32.00%	64.00%	4.60	0.58
4 validates dreams	25	0.00%	0.00%	12.00%	28.00%	60.00%	4.48	0.71
5 common identity	25	0.00%	0.00%	20.00%	32.00%	48.00%	4.28	0.79
6 reinforces values	24	0.00%	0.00%	12.00%	32.00%	52.00%	4.42	0.72
7 models leadership	25	0.00%	0.00%	16.00%	48.00%	36.00%	4.20	0.71
8 successful adults	25	0.00%	0.00%	12.00%	28.00%	60.00%	4.48	0.71
9 roles of successful adults	24	0.00%	0.00%	20.00%	36.00%	40.00%	4.21	0.78
10 someone to emulate	25	0.00%	0.00%	8.00%	36.00%	56.00%	4.48	0.65
11 majority/minority potential	25	0.00%	0.00%	20.00%	44.00%	36.00%	4.16	0.75
12 African American Leader	24	0.00%	0.00%	28.00%	32.00%	36.00%	4.08	0.83
13 African American heroes	25	0.00%	0.00%	20.00%	32.00%	48.00%	4.28	0.79
14 new reality	25	0.00%	0.00%	20.00%	36.00%	44.00%	4.24	0.78

Role Model

Highest Frequency: 4.44 – 4.60

The following cluster of variables fell within the highest frequency of performance for: normalizes the expectations that college opens door to careers, someone to emulate that had had similar community and family experiences, validates dreams and aspirations by being a living example, reinforces hopes for becoming a successful adult, and have special influence as a living example of professional success.

The cluster theme was one of hope, modeling and belief in the possibility of professional success for minority individuals. The concept of real-life relevant examples was further discussed by researcher by suggesting students of color needed teachers of color in their learning environment to ensure higher aspiration levels, (JCPS, 1989), achievement levels, (Holmes, 1990), and sense of self worth (JCPS, 1989) advanced rather than diminished.

Very High Frequency: 4.21 – 4.42

The following key variables stood out as having medium high frequency of performance: extends and reinforces values taught at home, has enhanced believability due to common identity, race and life experiences, broadens the range of African American heroes, creates a new reality where the full faculty is African American, as opposed to a few, broadens and validates roles of successful adult. Research suggests African American students benefit from valid cultural representatives by expressing, "Black children need to see that black teacher exist and that Black people held professional positions" (Diamond, 2006; Moule & Higgins 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004). In addition researchers also stated, "Now more than ever our school children need role models and advocates in the school where they spend a large part of their daily lives" (Elaine P. Witty, Retired Dean of the School of Education, Norfolk State University in Virginia, 2004).

High Frequency: 4.00 – 4.04

The following key variables stood out as having high frequency of performance: models multicultural figures in leadership positions, influence the school goals to reflect different views, challenges and defeats hidden messages about majority/minority potential, and contradicts the lack of visibility of African Americans in leadership positions. Research indicated positive role modeling and characterization were crucial for ensuring commitment of minority youngsters to schooling. Without sufficient exposure to minority teachers throughout their education minority students came to characterize the teaching profession and the academic enterprise in general as better suited for other races (Loehr, 1988, p. 32).

Research Question One Summary

The following table combined the highest, very high, and high clusters of variables by role, as indicated by 25 respondents in school CX. These data were listed in order from highest mean to lowest mean within the category. The standard deviation indicated the degree of variance among the 25 respondents. SD scores of less than one indicate less variance among the answers. Table 30 utilized the exact language of the survey for each variable within each role.

Table 30. Summary of Variables in Exact Survey Language

Historical Roles and Variables	Means	SD
Counselor		
promote positive self and social identity	4.44	0.71
Handle emotional situations with cultural sensitivity and knowledge	4.44	0.77
Help students process outside forces and get ready to learn	4.40	0.71
“leave your baggage at the classroom door until you can carry it yourself”	4.40	0.76
Promote social bonds	4.36	0.76
Deal with groups/individuals with a deep understanding of cultural identity	4.36	0.81
Advances and champions cultural identity	4.33	0.70
Listens with a deep knowledge of having been there	4.32	0.90
Try to instill a sense of personal capability and personal power	4.32	0.99
Counsel students with the belief that education as a life or death situation	4.28	0.79
Understands how emotions and behaviors relate to events outside	4.28	0.94
Helps students process perceived inequities and find sources for change	4.24	0.88
Provides student with moral support - doesn't give up	4.24	0.88
Have a mission to intervene and counsel with a long-term life perspective	4.24	0.93
Words have weight as knowledge of the neighborhood, credence to intervention	4.24	1.05
Intervenes with credibility	4.20	0.96
Is seen as fair in mediation of problems	4.16	0.99
Believable when talking about justice / fairness of daily events	4.08	0.95
Knowledge of community brings people together for problem-solving	4.08	0.95
Counteracts historical myths with contemporary possibilities	4.00	1.12
Advocate		
Raises others up in the community	4.40	0.82
Get involved with community projects	4.36	7.00
Get involved in community, church and local projects	4.32	0.69
Are seen as leaders in the community and are “looked up to”	4.32	0.80
Teach that “change starts with you”	4.28	0.84
Leaders who can help others achieve – been to college and made it	4.28	1.02
Encourage students to look beyond obstacles to future successes	4.24	0.88

Take big steps to influence school programs and activities	4.24	0.93
Are agents of social change	4.20	0.71
Advocate during transitions between schools and programs	4.20	0.87
Advocate for the whole person – not just the student- but the forming adult	4.16	0.80
Are champions for community solidarity and pride	4.16	0.85
View the community as a family	4.16	0.90
Provide advice and consultation with a deep understanding of life/social conditions	4.16	0.94
Partner with parents in advocacy	4.12	0.73
Actively advocate for assistance with resources support for students- clear the pathway	4.12	0.73
Do not rationalize student lack of success by any variables “no excuses”	4.12	0.93
Encourage students to contribute and take pride in the community	4.12	1.01
Believe “ I am my brother’s keeper” and get involved in the community	4.08	0.86
Go out of their way to find resources for individual successes	4.08	0.99
Advocate for individuals within systems	4.06	1.03
Earn a special respect from students because they have made it	4.00	0.87
Are diplomats of interracial diplomacy	4.00	1.04
Disciplinarian		
Have a different impact because of common cultural identities	4.48	0.56
Try to reduce the accumulation of escalating consequences by reducing referral outside	4.40	0.76
Confront behaviors with love	4.40	0.76
Discipline using words, phrases and reminders that sound like home	4.33	0.82
Find that parents become partners in student discipline	4.28	0.74
Share stories when disciplining students that relate culturally / socially	4.28	0.84
Reserve removal from classroom, office referrals and suspensions as a last resort	4.28	0.94
Have a culturally sensitive understanding of acceptable / unacceptable behaviors	4.25	0.89
Try to keep the discipline, “in house” between educator and parent”	4.25	0.89
Do not usually see the disruptive behaviors of boys as overly aggressive or intimidating	4.24	.93
Talk to students about behaviors with a long-term life perspective	4.21	0.78
Use conferencing/reflection with the student as a first intervention	4.20	0.71
Able to “get through to them” because of common experience, race and perceived advocacy”	4.17	0.70
Use a progressive discipline plan that begins with minor consequences	4.12	0.83
Discipline without forgiveness for poverty or social conditions	4.04	0.79
Correct individual behavior without blame	4.04	0.98
Do not compare one-student’s behavior to that of others	4.00	1.00
Parent Surrogate		
Celebrate and join in the vitality of African American children in song, dance and play	4.48	0.77
Believe that displaying love and frequent praise essential in the classroom	4.44	0.82
Openly display affection	4.36	0.86
Feel a responsibility for the development of the whole child, not just the student	4.36	0.86
Use terms of endearment as well as terms of correcting behaviors	4.28	0.84
Share my own stories to bring out theirs	4.28	0.89
Celebrate African American identity to bring pride into the classroom	4.24	0.93
Believe we have to love them to teach them	4.24	0.93
Refrain from comparisons among students	4.21	0.83
Use a sixth sense to determine underlying issues that inhibit learning	4.20	0.87
See myself as one of the child “keepers	4.20	1.00

Bring in cultural stories and activities to teach heritage as well as academics	4.16	0.85
Feel like “the other mother”..	4.16	0.94
Take a parental interest in helping to resolve problems- go the extra mile	4.16	0.94
Talk to students like my own children	4.12	0.83
Validates their personal dreams, hopes, and aspirations	4.12	0.88
Use the same words of praise that are heard at home	4.12	0.93
Consciously try to be a positive model of “what I could grow up to be”.	4.12	0.93
Feel like a part of the community where they are all our children	4.12	0.93
Take a lot of time for listening to personal stories and issues	4.12	0.96
Openly discuss social, political and community events in the classroom	4.12	0.97
See our community as a big family	4.04	0.94
Role Model		
Normalizes the expectations that college opens door to careers	4.60	0.58
Someone to emulate who has had similar community and family experiences	4.48	0.65
Validates dreams and aspirations by being a living example	4.48	0.71
Reinforces hopes for becoming a successful adult	4.48	0.71
Have special influence as a living example of professional success	4.44	0.65
Extends and reinforces values taught at home	4.42	0.72
Has enhanced believability due to common identity, race and life experiences	4.28	0.79
Broadens the range of African American heroes	4.28	0.79
Creates a new reality where the full faculty is African American, as opposed to a few	4.24	0.78
Broadens and validates roles of successful adult	4.21	0.78
Models multicultural figures in leadership positions	4.20	0.71
Influence the school goals to reflect different views	4.16	0.75
Challenges and defeats hidden messages about majority/minority potential	4.16	0.75
Contradicts the lack of visibility of African Americans in leadership positions	4.08	0.83

Analysis of Data: Research Question Two:

Which of the roles of counselor, advocate, disciplinarian, surrogate parent, and role model do African American teachers in selected urban charter schools identify as most important? The following table indicates teacher’s responses to the question of which roles were most important at the beginning of the individual interviews.

Table 31. Likert Scale for Role Importance

Summary for Role Importance	1. Unimportant	2. Of Very Little Importance	3. Moderately Important	4. Important	5. Very Important
Counselor	0.00%	0.00%	4.00%	40.00%	56.00%
Advocate	0.00%	0.00%	8.00%	24.00%	68.00%
Disciplinarian	0.00%	0.00%	8.00%	28.00%	64.00%
Surrogate Parent	0.00%	0.00%	8.00%	28.00%	64.00%
Role Model	0.00%	0.00%	0.00%	28.00%	72.00%

Rankings

Table 32 ranks responses to the question of which roles were most important at the beginning of the individual interviews. Five was the highest importance in rank.

Table 32. Rankings School CX

Historical Roles	4. Important	5. Very Important	Summary of Important and Very Important	Ranking
Role Model	28.00%	72.00%	100%	5
Counselor	40.00%	56.00%	96%	4
Advocate	24.00%	68.00%	92%	3
Disciplinarian	28.00%	64.00%	92%	2
Surrogate Parent	28.00%	64.00%	92%	2

Role Model

The responsibility of role model was most important role for the teachers at School CX with 1000% of teacher support. The highest and very high frequency variables in the role model subgroup were as follows: normalizes the expectations that college opens door to careers, someone to emulate who has had similar community and family experiences, validates dreams and aspirations by being a living example, reinforces hopes for becoming a successful adult, have special influence as a living example of professional success, extends and reinforces values taught at home, has enhanced believability due to common identity,

race and life experiences, broadens the range of African American heroes, creates a new reality where the full faculty is African American, as opposed to a few, and broadens and validates roles of successful adult.

Counselor

The role of counselor was the second most important with 96% teachers support. The highest and very high variables in the counselor section were as follows: promote positive self and social identity, handle emotional situations with cultural sensitivity and knowledge, help students process outside forces and get ready to learn, “leave your baggage at the classroom door until you can carry it yourself”, promote social bonds, deal with groups/individuals with a deep understanding of cultural identity, advances and champions cultural identity, listens with a deep knowledge of having been there, try to instill a sense of personal capability and personal power, counsel students with the belief that education as a life or death situation, understands how emotions and behaviors relate to events outside, helps students process perceived inequities and find sources for change, provides student with moral support - doesn’t give up, have a mission to intervene and counsel with a long-term life perspective, and words have weight as knowledge of the neighborhood, credence to intervention

Advocate

The role of advocate was identified as the third most important role for the teachers at School CX with 92% of teacher support. The variables indicated as highest frequency were: raises others up in the community, get involved with community projects, get involved in community, church and local projects, are seen as leaders in the community and are “looked up to”, teach that “change starts with you”, leaders who can help others achieve – been to

college and made it, encourage students to look beyond obstacles to future successes, take big steps to influence school programs and activities, are agents of social change, advocate during transitions between schools and programs, advocate for the whole person – not just the student- but the forming adult, are champions for community solidarity and pride, view the community as a family, and provide advice and consultation with a deep understanding of life/social conditions.

Disciplinarian

The role of disciplinarian was the fourth most important role for the teachers at School CX with 92% of teacher support. The highest frequency variables in these roles were: have a different impact because of common cultural identities, try to reduce the accumulation of escalating consequences by reducing referral outside, confront behaviors with love, discipline using words, phrases and reminders that sound like home, find that parents become partners in student discipline, share stories when disciplining students that relate culturally / socially, reserve removal from classroom, office referrals and suspensions as a last resort, have a culturally sensitive understanding of acceptable / unacceptable behaviors, try to keep the discipline, “in house” between educator and parent”, do not usually see the disruptive behaviors of boys as overly aggressive or intimidating, talk to students about behaviors with a long-term life perspective, and use conferencing/reflection with the student as a first intervention.

Parent Surrogate

The role of parent surrogate was also the fourth most important role for the teachers at School CX with 92% of teacher support. The highest frequency variables in the parent surrogate section were: celebrate and join in the vitality of African American children in

song, dance and play, believe that displaying love and frequent praise essential in the classroom, openly display affection, feel a responsibility for the development of the whole child, not just the student, use terms of endearment as well as terms of correcting behaviors, share my own stories to bring out theirs, celebrate African American identity to bring pride into the classroom, believe we have to love them to teach them, refrain from comparisons among students, use a sixth sense to determine underlying issues that inhibit learning, see myself as one of the child “keepers, bring in cultural stories and activities to teach heritage as well as academics, feel like “the other mother”, and take a parental interest in helping to resolve problems- go the extra mile.

Analysis of Data: Research Question Three

What is the perceived importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York?

The following qualitative data were obtained from four interviews with teachers at School CX. The interview questions were designed to gain teachers perceptions of the importance of performing these roles in classrooms today with African American Students.

Perceived Importance: Role Model

African American teachers brought value to education for African American students. Providing students with **hope by seeing relevant living example** was the dominant premise for teachers that also served as role models at School CX. Participant CX02 revealed,

“They students see us and we look like them. They think if we could do it then they can do it too. Seldom do African American kids get to see black professionals. We offer that. We are real– life examples of academic success” (Interview, 2009).

Participant CX09 also added,

“We want the students to view us as people to look up to and be like. They do not often get many positive examples so we do our best to provide those images”. We want our students to see that a road map to success does exist. We want to give them all the strategies they need to stay on the right track and go to college“” (Interview, 2009).

In addition to being a living example participant CX17 shared the significance of providing students with hope.

“Many of our students come from hopeless situations, but many of us have similar experiences. When we are able to talk to the students and be living examples for the students that brings hope to discouraging situation. Many of us have had horrible childhood experiences, but we made it to the other side and this helps the students believe they can too” (Interview, 2009).

Perceived Importance: Counselor

Providing **positive self awareness** was the prevailing idea for teachers that also served as counselors. Participant CX17 reaffirmed her position on positive self-awareness.

“Students are bombarded with positive images on a daily basis, but how many of those images are African American? At our school, a majority are. It is important for African American students to see Black people in a positive light, because usually all kids see are the negative images. We are here to teach self-love, something that is missing in the African American community, but to love you self you have to know yourself that is why self-awareness is so important” (Interview, 2009).

Furthermore, participant CX09 also emphasized this same notion of self-awareness:

“When I was growing up it was not cool to be Black. We tried to identify with every other racial group. People would say they were mixed with white, Indian, Mexican or anything else to avoid blackness. But things have changed and I am glad. So not only is cool to be Black it is cool to learn about what it means to be Black and we give our students all the information they can handle” (Interview, 2009).

Another teacher described his knowledge of being individual, culturally, and socially aware:

“Last year one of my students and his two siblings were placed in foster care. This year I found out their foster parents decided to adopt all three of the kids. My student

was having problems with the idea of not living with his “real” mom anymore. I always tell myself I will not share too much with the students but sometimes you have to. I explained to my student that I was adopted when I was in the fifth grade because my mother was not able to care for me. I also told the student that right now life seems hard, but it will get better, be patient and have faith, it will get better” (Interview, CX21, 2009).

Perceived Importance: Advocate

Teachers at School CX believed every student can succeed and were committed to their success. Teachers did not lower their expectation because of social inequalities the students at School CX face. Encouraging community activism and “**uplifting**” others were the central theme for teachers that also served as advocates. Participant CX02 shared her thoughts about community activism.

“There are many problems in the community around or school. But we encourage our students to embrace their community and make a difference. We tell them not to waste time talking about all of the problem and to get involved. Our school has participated in neighborhood beautification projects, by picking up trash, removing graffiti, and painting houses. This is their community and we want them to take prided in it and we will do whatever is necessary to help” (Interview, 2009).

Participant CX17 also added,

We do not teach our student to complain about how society has failed them. We teach empowerment. We teach them to take the needed steps to make a difference in their lives and the lives of people around them. They have to get involve and get busy changing things. They are in control of their lives and don’t let anyone else dictate their futures” (Interview, 2009).

Participant CX21 further reiterated,

“Too much time is spent talking about the devastation in the African American communities it time we embrace our communities and start the movement for change. We have a Black president if this is possible anything is possible. Why can’t black community be synonymous with a great place to live? Only we as Black folk can make this happen” (Interview, 2009).

Perceived Importance: Disciplinarian

“Students are expected to behave on our campus, but we do our best to handle most behavior problems in class and without administrative intervention because we have a

strict policy with very little room for interpretation. It is a privilege to attend our school and we do not tolerate inappropriate behavior” (Interview CX02, 2009). Teachers as disciplinarian revealed **cultural congruence and patience** were the dominant themes for teachers at this school in response to the importance of the role in today's classrooms. Participant CX21 stressed the importance of patience to support discipline:

“Every little thing cannot be a punishable offense. These kids seek attention, sometimes negative, but sometimes positive and so it is best to handle discipline problems “in house”. Sometimes we need to include parents but sometimes parents can make situations worse. We have to use our best judgment” (Interview, 2009).

Participant CX17 also divulged,

“No one wants to see students kicked out of the school. So we probably show more patience here at School CX. But this is because we know the alternative. If kicked out, we know that the student will be placed in a setting where he or she has experienced no success, we do not want to see more student failure so we do whatever it takes” (Interview, 2009).

Participant CX02 reiterated the importance of cultural congruence when disciplining African American Students:

“We get where they are coming from. We have similar experiences. We look the same and some of us have the same stories. To the students this translates to understanding and caring. Teachers of other backgrounds have to work a lot harder because they do not share these cultural experiences” (Interview, 2009).

Perceived Importance: Parent Surrogate

Nurturing the whole child by providing love and affection like a mother was a prevailing theme in the responses from teachers at this school that also served as parent surrogates. Teachers at School CX included open affection to students as process of nurturing and creating ties that bind. The teachers strived to craft classrooms with a nurturing environment. “We know that our kids need to feel loved and valued so we make it happen” (Interview, CX09, 2009). Participant CX21 further adds, “sometimes it is not only about

nurturing the students, in many cases we have to show parents how to be nurturing”

(Interview, 2009). “ Being a surrogate parent can be hard because our job is to educate, but if the students need parenting and the parents in the home are not stepping up then we got to”

(Interview, CX17, 2009). Participant CX09 also added,

“It is a lot easier to display affection with the younger students, but we have high school students so we have to be very careful. On our campus, we work more with the students’ mental and emotional needs and try to avoid a lot of the physical. But sometimes the student just needs a huge and we oblige” (Interview, 2009).

Additionally, participant CX17 conveyed her thought about developing the whole child;

“At CX Charter School it is our job to adjust to the needs of the students. We do not expect the students to adjust to our teaching style. We discover what the students need to be successful and we use it. The student may need a parent, a counselor, a social worker, a friend or just someone to talk, but whatever it is we make sure the students has it because that’s how we develop the whole student and that’s how the student becomes academically successful” (Interview, 2009).

Analysis of Data: Research Question Four

In what ways, in the perception of African American teachers in selected urban charter schools do the roles of counselor, advocate, disciplinarian surrogate parent, and role model contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success.

Introduction

The teachers at school CX perceived that the historical roles of African American teacher as counselor, advocate, disciplinarian, parent surrogate, and role model contributed to student success in testing, attendance, enrollment in constructive social activities (clubs,

sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college because of students' **resiliency , their ability to maintain focus, and their determination to stay the course.**

Resilience – Get through Anything

The following were comments from the teacher at school CX on how **resilience had contributed** to student success:

“Our student have an unmatched since of toughness. They will walk through fire and come out on the other end to be successful. They have goals and are bound for success. It is an unbelievable feeling being in this environment because we know the student face so many hardships, but they keep pressing on. Nom matter what the keep going forward. I had a student last year that was kicked out of the school for fighting. He was very smart kid, but he got caught up with the wrong boys in the neighborhood. I spoke to him after the expulsion and told him to work hard at the public school and maybe they might let him back in. Sure enough, he is back at our school. I worked extremely hard the administration granted him a conditional admittance. But he is doing great. He will be a senior in September and will be successful at whatever college he chooses” (Interview, CX09, 2009).

Participant CX17 also told of her experiences with student resilience:

This year I had a student that started to slip academically. I pulled her to the side to discuss the decline in her grades and she told me the family was evicted and living in a shelter. She also told me this was the second time this year they had been a shelter. I went to my principal and asked if there was anything we could do. We decided instead of helping the family find a place to live we would connect the family with a local church. Find out if drugs were involved and get the mother in a church sponsored treatment program. Now that the mom is clean and sober, they are doing better and has a permanent residence” (Interview, 2009).

Participant CX21 also suggested,

“I think most black folk gota be resilient. Otherwise the constant disappointment would break us. We expect failure, hope for equity, and prey for success. We know eventually the playing field will be leveled, at least we hope” (Interview, 2009).

Focus

The following were a set of comments from the teachers at School CX on how **focus** had contributed to student success:

“There is always something going on that can break their stride. We hope they can maintain focus with all of the distractions. Looking from the outside the “hood” doesn’t seem very enticing, but it is. Where else can you hangout all night, have no parental supervision, and earn tax free money. With all the negativity in the black neighborhoods, once a student gets caught up in the dysfunction it is hard to pull them away. We have to work diligently to keep them focused on academic success even if financial security is looming in the “hood”. Most people don’t understand this mindset but those who have been there get it. It is difficult to convince a poor kid that financial security will come later in life when money can be made today in the hood” (Interview, CX02, 2009).

In alignment with Participant CX02 participant CX09 affirmed,

“I have a student that was in juvenile hall for most of her ninth grade year. She had been selling drugs and kept getting caught. Now she is in the 11th grade at our school and she has left the drug life. But everyday she goes home she sees the same problems that started her dealing drugs. But now she has a different focus she wants to start a business. A business geared to help students earn money and stay in school. She does not know the type of business yet but she is focused on making a difference. She will not be knocked off track again” (Interview, 2009).

Lastly participant CX21 stated, “they make it easy on us when they are this focused. Once we find their carrot, there’s not stopping them” (Interview, 2009).

Determined

The following were a series of remarks from the teachers at School CX on how **determination** had contributed to student success:

Participant CX17 noted,

“I’ve never seen a group of student work so hard. I know many of the teachers on campus share the same thoughts. Our kids have resolved to be successful through academics and this mindset is unwavering. Two years ago one of our basketball players was having a very difficult time scoring well enough on the SAT test, but I do not think there was a time that he believed he was not going to make it. He is a great basketball player, but he wants education to be Plan A and basketball to be Plan B. so he was determined to put in the time and effort to reach his goal. He is in his first year of college. He plays on the basketball team, but he is going to school to be a teacher” (Interview, CX17, 2009).

Participant CX02 verbalized this same notion of determination:

“Everyone on our campus works hard. There are no slackers here. To be a charter school teacher you gotta work hard. You keep longer hours and are required to do a great deal more. So of course the students see this and are willing to do the same. They see how resolute we are to see them successful consequently that determination shows in their willingness to do whatever it takes. They have an outstanding work ethic because we model the behavior and they can visualize the outcome” (Interview, CX02, 2009).

Lastly Participant CX17 divulged; “We are in a climate where everyone is purpose driven. Everyone is expected to work hard and everyone one delivers” (Interview, 2009).

Summary

In summary, the expressed perception of the teachers that participated in the research project was that the historical roles of African American teachers contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success by **being resilient, maintaining focus, and having the determination to stay the course.**

Analysis of Data: Research Question Five

What evidence exists that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contribute to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success.

Evidence existed that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contributed to student success in:

standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success were revealed in student academic and non academic participation and performance.

Tables 33 and 34 reflected the evidence of student success related to the roles as documented in archival data, standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college. The data from table 32 was generated from interviews with the four teachers and the principal from school CX. All information provided regarding non academic activities are approximation due to seasonal changes and activity scheduling.

Table 33 reported of the activities that students at school CX participate in. The activities included but are no limited to school based technology clubs, community based computer enrichment programs, on campus Greek organizations, athletic teams, and first step, (a project to support computer literacy in all grade levels).

Table 33. Evidence Perceived by Study Participants

275 Students		
Descriptors	# of Students	% of participation
Social Activities (Techno Club)	45	16%
Community Efforts (Bridging the Gab)	100	36%
Advanced Classes (AP)	65	24%
GPA of 3.0 or higher	120	65%
Matriculation to College (58 Seniors)	50	86%
Clubs (Greek Clubs)	80	29%
Extra curricular (Sports and Cheerleading)	70	25%
Tutoring	200	72%
Curriculum related and activities outside of school (First Step technology in early years)	100	36%

Table 34 reflected Charter School CX and the district of residence testing and accountability report card for Mathematics and English Language Arts. The school district's information only referred to African American students.

Table 34. Percent of students that performed at or above level 3 and Attendance

School District	Attendance	Math	ELA	ELA	Math	Attendance	Charter School
District	87%					96%	School CX
Grade 7		44%	39%	53%	74%		Grade 7
Grade 8		27%	22%	39%	69%		Grade 8
Grade 9-12		43%	49%	51%	50%		Grade 9-12

Summary

All in all, the evidence existed to illustrate that the historical roles of African American teacher contributed to student success were revealed in student academic and non academic involvement and performance.

Analysis of Data: Research Question Six

What do African American Teachers perceive as challenges and support systems that hinder or sustain the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians?

Introduction to Challenges

The interview data indicated the following as the greatest challenges that hindered the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were available resources, parental involvement, and time.

Resources

Similar to typical public schools, charter schools lacked resources. This was one of the most significant barriers to performing the historical roles of African American teachers. Participant CX02 recounted,

“We got great teachers and a brand new building but we lack everything else. We do not always have the appropriate man power to meet all of the students’ needs. We need our own social worker, counselor and nurse on campus at all times” (interview, 2009).

Furthermore, participant CX17 added,

“At the end of the school year we had a “lock down” situation because of an incident in the community. When the “lock down” had ended some of our younger student were really upset, but we had no one on campus to address their needs. We had to wait for a staff of counselors to visit us on the following day. It really ticks me off when the students need support but they gotta wait a day, it’s not fair” (Interview, 2009).

Lack of Parental Involvement

Another barrier that hindered the performance of the historical roles by African American teacher was parental involvement. Several of the teachers revealed parent involvement is at a minimum. Participant CX09 communicated; “It’s funny when I think about it, but we can only get our parents to show up if we offer a free dinner, otherwise they are never on campus for anything” (Interview, 2009). Participant CX21 also conveyed, “Sometimes I don’t think it matters to the kids anymore. They expect us to be there and we are, teachers and administrators. Most of us have gotten to the point where we bring our families too. It’s what we do here” (Interview, 2009) Participant CX17 also shared, “this is a common theme in our communities. Parents are working two and three jobs and do not have time or the ability to attend, but we do not let this hinder the success of the students” (Interview, 2009).

Time

The last identified barrier that hindered the performance of the historical roles by African American teacher was time. Several of the teachers divulge there was never enough time. Participant CX21 disclosed,

“We work hard to make sure our students are armed with the necessary skills for success, but often this is outside the realm of academics. We have to teach life skills. We have to work with student on how to handle cultural injustices and racial discrimination while maintaining character. We have to do so much more to equip our students and there is never enough time” (Interview, 2009).

Participant CX02 revealed,

“At the beginning of the year we have a set of items to go over. None of these items include getting to know the students. We have to create the time to do this. But this is also where we run into problems. If we would spend more time getting to know the students we could eliminate some of the behavior problems as the year progresses” (Interview, 2009)

All in all, the collected data showed the greatest challenges that hindered the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were available resources, parental involvement, and time.

Introduction to Supports

The gathered data indicated the greatest support systems in place that helped the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were partnerships with local universities, student activism, and real life examples.

Partnerships w/ Local Universities

The teachers at School CX believed in tapping into available resource by partnering with local universities. Participant CX21 shared his experiences below:

“We have many students from the local universities committed to mentoring at our school. We formed the partnerships and it has worked. This gives the students more relevant adults to model. Not only do the students have role models at the university, but they also get exposure to college life. The partnerships have proved to be a valuable union” (Interview, 2009).

Participant CX17 also shared;

“Being located near several universities has been an asset to our school. Our students work to build relationships with people that have influence on college admittance. We value this because this helps a student gain entrance. We will accept any assistance from any organization that is willing to help our student especially four year universities” (Interview, 2009).

Student Activism

Another support system that helped with the performance of the historical roles by African American teacher was student activism. The teachers reported student activism had

significantly contributed to being able to perform the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians. Participant CX02 shared his experiences with enthusiastic student:

“Our students want to make a difference in their communities. They want to change the current image. They believe anything is possible. In this community they have picked up trash, removed graffiti, and painted houses. They have taken on projects all over the city to improve the image of the black community. They know change starts with them and they have embraced this idea” (Interview, 2009)

Participant CX09 also stated similar details about student activism;

“We emphasize at School CX that change starts with you. The students have accepted this. So if there is a problem in the community they are right on it. They are ready to get involved and make change. There are not many pedestrian crosswalks in our area and one a student was hit by a car. After the accident our students organized and contacted the local churches and everyone wrote letters. Now we have a crosswalk with a flashing light. This is what making change looks like” (Interview, 2009).

Real Life Examples

The last identified support system that helped with the performance of the historical roles by African American teacher was real life examples. Participant CX09 shared her experience about being a real life example:

“I remember growing up I would always hear people say you can be whatever you want when you grow up, even president. I never believed this. There had not been one so why would I think it was possible. But now it is. So I can tell my students they can be whatever they can dream and mean it. I teach at this school because I bring hope to a population of students that had little hope. It is my duty to be an example of success and to show that success is Black” (Interview, 2009).

Participant CX21 also imparted his views on being a real life example:

“There are not many men in the teaching industry. I did not always want to be a teacher, but I wanted to make a difference. I teach because I want more black men to enter the profession and I think by seeing me they will. Our young black men need to see other young black professional men and education is a great place to start. I love teaching and I hope to pass this love for education to others” (Interview, 2009).

All in all, the gathered information revealed that the greatest support systems that assisted with the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were partnerships with local universities, student activism, and real life examples.

Summary

The researcher created a survey, *Instrument One* and a semi structured interview schedule *Instrument Two* to examine the performance of African American teachers in selected urban charter schools. The researcher extrapolated from literature, the historical roles of teachers who successfully taught African American children in order to form a research-based, conceptual framework for the study. The survey questions were placed on a Likert Scale to yield specific numbers for statistical reporting and assessed their frequency or degree of existence. During the process of collecting data from the survey, the researcher was granted consent from the teachers at school CX to take part in the semi structured interview. *Instrument two* was a semi-structured interview schedule intended to collect qualitative data. *Instrument Two*, was used to gain greater knowledge of the degree to which historical roles were performed, and to intensify the understandings by eliciting examples, stories and/or real-life situations. *Instrument two* yielded results that corroborated the data derived from *instrument one* and the literature review. The literature indicated the connection between teacher/student relationships and student achievement, African American students and African American teacher relationships, and research regarding the five historical ancillary roles as they applied to that relationship and student success. A literature review revealed that African American teacher served as surrogate parents, disciplinarians, counselors, role

models, and advocates for the African American student population. In summary, information from the literature review, *instrument one*, and *instrument two* indicated these roles were unquestionably important at school CX.

CHAPTER SEVEN

CASE STUDY FOUR

Introduction

School DW was a tuition-free, charter school with a rigorous mathematics and science curriculum. School D serviced approximately two hundred and forty students in grades seven – 12. State guidelines had been used to establish specific, quantifiable academic standards. School DW was a school designed to meet the needs of students with a special emphasis on math and science.

On June 24, 2009 the researcher delivered *instrument one* (the survey) and the Consent to Participate Letter (Appendix F) detailing purpose of the study, background information, research procedures, risk and benefits, confidentiality, and researcher contact information to school DW. The research information was given to the twenty-two participating teachers.

On June 27, 2009 the researcher returned to school DW to administer *instrument one*. Before the survey was administered the researcher gave the staff a brief introduction detailing her educational experiences, the historical background of the project, and the purpose of the study. In addition, the researcher also reviewed research protocols to comfort the participants. The researcher then presented the staff with the consent forms and the results from the survey, *instrument one*.

Demographic Data for Teachers: School DW

Teachers employed on this campus range from 20 to 60 years of age: 14% of the teachers were 20 to 30 years of age, 41% were between 31 and 40 years old, 41% were 41 to 50 years of age and lastly, FOUR percent were 51 to 60 old. Of the 22 teachers, seven were males; approximately 32% and 15 were females, approximately 68%.

Years in the teaching profession range from one to five years of teaching to 15 years of experience: 14% reported having one to five years of teaching experience, 41% revealed having six to ten years of teaching experience, and finally 45% of the teachers on campus described having 11 to 15 years of teaching service.

Analysis of Data: Research Question One

To what degree do African American teachers in selected urban charter schools perform the roles of: counselor, advocate, disciplinarian, surrogate parent, and role model? The following were descriptive tables and analysis of each historical role that depicted how the teacher perceived they performed these roles.

Counselors

African American teachers in the role of counselor served to provide psychological and social support to students and families. African American teachers' life experiences, attitudes, and desire to serve contributed to their ability to effectively counsel African American students (Cizek 1995; Foster 1989, 1990, 1993, 1997. Saunders, Davis, Williams, & Williams, 2004). The following was a table depicting 25 responses to the frequency of performance of the role of counselor:

Table 35. Likert Scale Percentages

Table 36. Likert Scale Percentages

School DW Part C	R	1%	2%	3%	4%	5%	Mean	SD
Counselor								
1. social bonds	22	0.00%	0.00%	13.64%	36.36%	50.00%	4.36	0.73
2. + self / soc. identity	22	0.00%	0.00%	9.09%	27.27%	63.64%	4.55	0.67
3 understand culture	22	0.00%	4.55%	4.55%	40.91%	50.00%	4.36	0.79
4 long-term life perspective	22	0.00%	4.55%	9.09%	31.82%	54.55%	4.36	0.85
5 listen w/ knowledge	22	0.00%	4.55%	13.64%	27.27%	54.55%	4.32	0.89
6 personal power	22	0.00%	4.55%	13.64%	13.64%	68.18%	4.45	0.91
7 adv. cultural identity	22	0.00%	9.09%	13.64%	40.91%	36.36%	4.05	0.95
8 historical myths	21	0.00%	4.55%	13.64%	27.27%	50.00%	4.29	0.90
9 outside forces	21	0.00%	0.00%	9.09%	36.36%	50.00%	4.43	0.68
10 cultural sensitivity	22	0.00%	4.55%	9.09%	18.18%	68.18%	4.50	0.86
11 ed. is life or death	22	0.00%	0.00%	18.18%	36.36%	45.45%	4.27	0.77
12 sources for change	22	0.00%	4.55%	22.73%	13.64%	59.09%	4.27	0.98
13 leave your baggage	20	0.00%	4.55%	9.09%	22.73%	54.55%	4.40	0.88
14 credibility	22	0.00%	9.09%	9.09%	27.27%	54.55%	4.27	0.98
15 fair in mediation	22	0.00%	9.09%	4.55%	45.45%	40.91%	4.20	0.91
16 credence	22	0.00%	9.09%	9.09%	18.18%	63.64%	4.36	1.00
17 moral support	22	0.00%	4.55%	4.55%	50.00%	40.91%	4.27	0.77
18 outside events	22	0.00%	4.55%	9.09%	27.27%	59.09%	4.41	0.85
19 justice and fairness	20	0.00%	4.55%	18.18%	27.27%	40.91%	4.15	0.93
20 joint problem-solving	22	0.00%	4.55%	27.27%	18.18%	50.00%	4.14	0.99

Counselor

Highest Frequency: 4.40 – 4.55

In the role of counselor, the following variables were selected as having very high frequency of performance: promote positive self and social identity, Handle emotional situations with cultural sensitivity and knowledge, try to instill a sense of personal capability and personal power, help students process outside forces and get ready to learn, understands how emotions / behaviors in the classroom relate to outside events , and “leave your baggage at the classroom door or let me hold it for you.

The theme indicated in this cluster of variables was that African American teachers understood the need to promote constructive racial identification. This perspective of positive self image was reiterated by Irvine and Irvine (1983) when the researchers discussed how Black schools were community-centered institutions that addressed the deeper psychological and sociological needs of their clients (p. 416). Understanding the Black community involved understanding its basis for solidarity, its implied sense of control, its value, and its collective aspirations for its young. Moreover, it involved understanding how institutional resources and other means were arranged to meet the needs (p. 419).

Very High Frequency: 4.29 – 4.36

The following key variables stood out as having a very high frequency of performance: promote social bonds, deal with groups/individuals with a deep understanding of cultural identity, have a mission to intervene and counsel with a long-term life perspective, words have weight as knowledge of the neighborhood, credence to intervention, listens with a deep knowledge of having been there, and counteracts historical myths with contemporary possibilities

This cluster of variables addressed how the teachers listened and provided the student with the support needed to have a long term perspective. Research revealed African American teachers' life experiences, attitudes, and desire to serve contributed to their development of their pedagogical practices. African American teachers did not rationalize student failure by blaming societal challenges these individuals advocated for change and imbedded this idea in their students (Cizek 1995; Foster 1989, 1990, 1993, 1997, Saunders, Davis, Williams, & Williams, 2004). Their jobs and role extended far beyond the hallways of the school or their classroom (Milner, 2006, p. 92). They had a mission to teach their

1 raises others up	22	0.00%	0.00%	22.73%	31.82%	45.45%	4.23	0.81
2 agents of social change	21	0.00%	0.00%	13.64%	59.09%	22.73%	4.10	0.62
3 interracial diplomacy	22	0.00%	9.09%	18.18%	27.27%	45.45%	4.10	1.01
4 respect	22	0.00%	0.00%	22.73%	45.45%	31.82%	4.10	0.75
5 influence	22	0.00%	4.55%	9.09%	31.82%	54.55%	4.36	0.85
6 community involvement	22	0.00%	0.00%	9.09%	40.91%	50.00%	4.41	0.67
7 partners w/ parents	22	0.00%	0.00%	22.73%	31.82%	45.45%	4.22	0.81
8 pride in community	21	0.00%	4.55%	13.64%	45.45%	31.82%	4.10	0.83
9 advocate school/programs	22	0.00%	0.00%	27.27%	27.27%	45.45%	4.20	0.85
10 "my brother's keeper"	21	0.00%	9.09%	4.55%	54.55%	27.27%	4.05	0.86
11 solidarity and pride	22	0.00%	4.55%	18.18%	31.82%	45.45%	4.20	0.91
12 "looked up to"	22	0.00%	0.00%	18.18%	31.82%	50.00%	4.32	0.78
13 help to others	22	0.00%	9.09%	4.55%	22.73%	63.64%	4.41	0.96
14 community as a family	22	0.00%	0.00%	22.73%	50.00%	27.27%	4.05	0.72
15 get involved	22	0.00%	0.00%	18.18%	36.36%	45.45%	4.27	0.77
16 "no excuses"	21	0.00%	9.09%	4.55%	45.45%	36.36%	4.14	0.91
17 look beyond obstacles	22	0.00%	0.00%	18.18%	27.27%	54.55%	4.40	0.79
18 advocate for "whole person"	22	0.00%	0.00%	22.73%	40.91%	36.36%	4.14	0.77
19 believability	22	0.00%	0.00%	22.73%	22.73%	54.55%	4.32	0.84
20 resources for success	22	0.00%	9.09%	18.18%	31.82%	40.91%	4.05	0.99
21 within the system	21	0.00%	4.55%	4.55%	31.82%	54.55%	4.43	0.81
22 life / social conditions	22	0.00%	9.09%	9.09%	40.91%	40.91%	4.14	0.94
23 "change starts w/ you"	22	0.00%	4.55%	27.27%	18.18%	50.00%	4.14	0.99

Advocate

Highest Frequency: 4.22 – 4.40

The following key variables stood out as having very high frequency of performance: advocate for individuals within the system, gets involved with community, church and local projects, leaders who can help others achieve – been to, college and made it, encourage students to look beyond obstacles to future successes, take big steps to influence school programs and activities, are seen as leaders in the community and “looked up to”, actively advocate for assistance with resources support for students- clear the pathway, and get involved with community projects

These variables examined as a cluster reflected content from the literature that stated there was a sense of community and responsibility in African American schools and

neighborhood (Fairclough, 2004, p. 43). The communities looked to their Black teachers to not only educate the African American students, but to also engage in social work, public health campaigns, racial uplift, and interracial diplomacy (Fairclough, 2004).

Very High Frequency: 4.14 – 4.23

The following key variables stood out as having very high frequency of performance: raise others up in the community, partners with parents in advocacy, Advocate during transitions between schools and programs, are champions for community, solidarity, and pride, advocate for the whole person – not just the student- but the forming adult, do not rationalize student lack of success by any variables “no excuses”, provide advice / consultation with a deep understanding of life/social conditions, and teach that "change starts with you".

The theme of “community solidarity, activism, and pride in this cluster replicated the literature that stated an “African American teaching perspective was needed to produce an education that contributed to achieving pride, equity, power, wealth, and cultural continuity” (p. 47) as well as advancing character development within the context of African American community and culture (Cizek, 1995, Diamond 2006; Fairclough 2004; Lee, Lomotey, & Shujaa, 1990; Saunders, Davis, Williams, & Williams, 2004).

High Frequency: 4.05 – 4.10

The following key variables stood out as having high frequency of performance: are agents of social change, earn a special respect from students because they have made it, encourage students to contribute and take pride in the community, are diplomats of interracial diplomacy, view the community as a family, believe “I am my brother’s keeper” and get involved in the community, and go out of their way to find resources for individual

successes. The theme of advocacy and empowerment duplicated the research that stated; African American teachers saw potential in their Black students, considered them to be intelligent, and were committed to their success (Brown, 2004).

Disciplinarian

Many African American teachers had to discipline their students. The teacher's ability to achieve this task was possible because students and parents had culturally congruent backgrounds with the teachers. This cultural congruence helped the group better relate to one another. Finding common strands between student / parent and teachers helped bridge the necessary gaps which fostered open communication and student compliance. Parents were more willing to accept corrective language and consequences when there were commonalities between the groups (Fairclough, 2004, Foster 1989, King 1993, Ladson-Billings, 1994, Peake & Fortens, 2005, Saunders, Davis, Williams, & Williams). The following was a table depicting the 22 teachers' responses to the frequency of the role of disciplinarian.

Table 38. Likert Scale Percentages

School DW Part C	R	1%	2%	3%	4%	5%	Mean	SD
Disciplinarian								
1 progressive discipline	22	0.00%	0.00%	18.18%	40.91%	40.91%	4.23	0.75
2 removal as last resort	22	0.00%	4.55%	18.18%	22.73%	54.55%	4.27	0.94
3 conferencing as intervention	22	0.00%	9.09%	18.18%	31.82%	40.91%	4.05	0.99
4 correct w/o blame	22	0.00%	0.00%	22.73%	36.36%	40.91%	4.20	0.79
5 discipline w/o comparing	21	0.00%	9.09%	9.09%	36.36%	40.91%	4.14	0.96
6 behavior of boys	22	0.00%	4.55%	13.64%	50.00%	31.82%	4.09	0.81

7 cultural sensitivity	21	0.00%	0.00%	18.18%	22.73%	54.55%	4.38	0.80
8 culturally and socially aware	22	0.00%	9.09%	13.64%	27.27%	50.00%	4.18	1.01
9 "in house" discipline	22	4.55%	4.55%	13.64%	27.27%	50.00%	4.14	1.13
10 reduce escalation	21	0.00%	9.09%	13.64%	18.18%	54.55%	4.24	1.04
11 long-term effect	22	0.00%	9.09%	9.09%	40.91%	40.91%	4.14	0.94
12 poverty and social conditions	21	0.00%	4.55%	13.64%	36.36%	40.91%	4.19	0.87
13 "get through to them"	22	0.00%	4.55%	18.18%	45.45%	31.82%	4.05	0.84
14 confront with love	21	0.00%	4.55%	13.64%	36.36%	40.91%	4.19	0.87
15 common culture	22	0.00%	4.55%	9.09%	50.00%	36.36%	4.18	0.79
16 similar to home	21	0.00%	9.09%	9.09%	31.82%	45.45%	4.19	0.98
17 parent are partners	22	9.09%	0.00%	18.18%	22.73%	50.00%	4.05	1.25

Disciplinarian

Highest Frequency: 4.20 – 4.38

The following key variables were clustered as having the highest frequency of performance: have a culturally sensitive understanding of acceptable / unacceptable behaviors, reserve removal from classroom, office referrals and suspensions as a last resort, reduce the accumulation of escalating consequences by reducing referral outside, use a progressive discipline plan that begins with minor consequences, and corrects individual behavior without blame.

The theme of this cluster was that cultural similarities and patience promoted a more effective discipline ladder. Research indicated, cultural congruence helped the group better relate to one another (Foster 1989, King 1993, Ladson-Billings, 1994; Saunders, Davis, Williams, & Williams, 2004).

Very High Frequency: 4.14 – 4.19

The following key variables stood out as having a very high frequency of performance: discipline without forgiveness for poverty or social conditions, confront behavior with love, discipline using words, phrases and reminders that sound like home, have a different impact because of common cultural identities, share stories when disciplining

students that relate culturally / socially, talk to students about behaviors with a long-term life perspective, do not compare one-student's behavior to that of others, and try to keep the discipline, "in house" between educator and parent".

The theme of this cluster was that cultural similarities and parental support promoted a more effective discipline ladder. The research stated the teacher's ability to discipline was possible because students and parents had culturally congruent backgrounds with the teachers. Finding common strands between student / parent and teachers helped bridge the necessary gaps which fostered open communication and student compliance (Foster 1989, King 1993, Ladson-Billings, 1994; Saunders, Davis, Williams, & Williams, 2004).

High Frequency: 4.05 – 4.09

The following key variables stood out as having high frequency of performance: do not usually see the disruptive behaviors of boys as overly aggressive or intimidating,, able to "get through to them" because of common experience, race and perceived advocacy", use conferencing/reflection with the student as a first intervention, and find that parents become partners in student discipline. This cluster of variable clarified how common experiences led to positive disciplining outcomes.

Parent Surrogate

Research suggested that students perform better when there were components of their cultural intertwined within the classroom and/or school setting. Examples included candid classroom discussions about community devastation. Other examples included the use of rap music facilitated learning, the use of African American proverbs helped cultivate students'

sense of culture and history and sense of self, the utilization of teaching methods which correspond to and were informed by the Black Church experience, and the strengthening and use of vitality of Black children (Fairclough, 2004: Ladson-Billing & Henry, 1990). Table 39 presents the survey resulted for the role of parent surrogate:

Table 39. Likert Scale Percentages

School DW Part C	R	1%	2%	3%	4%	5%	Mean	SD
Parent Surrogate								
1 my own children	22	0.00%	0.00%	18.18%	54.55%	27.27%	4.09	0.68
2 open class discussions	22	0.00%	0.00%	22.73%	45.45%	31.82%	4.09	0.75
3 teach heritage	22	0.00%	0.00%	31.82%	22.73%	45.45%	4.14	0.88
4 share stories	22	0.00%	4.55%	13.64%	31.82%	50.00%	4.27	0.88
5 celebrate identity	22	0.00%	4.55%	9.09%	31.82%	54.55%	4.36	0.85
6 celebrate vitality	22	0.00%	4.55%	0.00%	36.36%	59.09%	4.50	0.74
7 displays affection	22	0.00%	0.00%	13.64%	22.73%	63.64%	4.50	0.74
8 praise is essential	22	0.00%	4.55%	4.55%	31.82%	59.09%	4.45	0.80
9 terms of endearment/correction	22	0.00%	0.00%	13.64%	31.82%	54.55%	4.41	0.73
10 words heard at home	22	0.00%	0.00%	22.73%	36.36%	40.91%	4.18	0.80
11 love them to teach them	22	0.00%	4.55%	9.09%	31.82%	54.55%	4.36	0.85
12 "other mother"	22	0.00%	9.09%	9.09%	40.91%	40.91%	4.14	0.94
13 development for "whole" child	22	0.00%	0.00%	13.64%	22.73%	63.64%	4.50	0.74
14 child's "keeper"	22	0.00%	9.09%	13.64%	27.27%	50.00%	4.18	1.00
15 grow up to be	22	0.00%	4.55%	13.64%	36.36%	45.45%	4.23	0.87
16 part of community	22	0.00%	4.55%	22.73%	31.82%	40.91%	4.09	0.92
17 community as family	22	0.00%	0.00%	31.82%	22.73%	45.45%	4.14	0.88
18 refrain from comparison	22	0.00%	0.00%	22.73%	45.45%	31.82%	4.09	0.75
19 listening	22	0.00%	4.55%	13.64%	36.36%	45.45%	4.23	0.87
20 parental interest	22	0.00%	9.09%	9.09%	40.91%	40.91%	4.14	0.94
21 validates dreams	22	0.00%	0.00%	22.73%	31.82%	45.45%	4.23	0.81
22 sixth sense	22	0.00%	4.55%	13.64%	40.91%	40.91%	4.18	0.85

Parent Surrogate

Highest Frequency: 4.36 – 4.50

The following cluster of variables indicated the highest frequency of performance: celebrate and join in the vitality of African American children in song, dance and play , openly displays affection, feel a responsibility for the development of the whole child, not

just the student, believe that displaying love and frequent praise essential in the classroom, use terms of endearment as well as terms of correcting behaviors, celebrate African American identity to bring pride into the classroom, and believe we have to love them to teach them.

The theme evident in this cluster was one of love, support, and direction for the student. Teachers built on the values and expectations taught by parents at home (Gilbert and Gay 1985, p. 136). Other components of teacher styles included open warmth to students and the collective encouragement and praise and fostering of the themes of social and personal accountability (Fairclough, 2004; King 1993; Ladson-Billing & Henry, 1990).

Very High Frequency: 4.18 – 4.27

The following cluster of key variables was distinguished as very high frequency of performance: share my own stories to bring out theirs, validates their personal dreams, hopes, and aspirations, consciously try to be a positive model of “what I could grow up to be”, take a lot of time for listening to personal stories and issues, use the same words of praise that are heard at home, use a sixth sense to determine underlying issues that inhibit learning, and see myself as one of the child's "keeper".

This grouping reflected the importance of listening, understanding, and valuing the needs of the students by truly caring and nurturing them. Teachers built on the values and expectations taught by parents at home (Gilbert and Gay 1985, p. 136). Kirkland-Holmes and Federlein (1990) wrote that every effort was made to "create a learning environment that complemented the culture" of the student's home by making connections to key features of the African American culture (p. 2).

High Frequency: 4.04 – 4.12

1 influence school goals	22	0.00%	0.00%	22.73%	50.00%	27.27%	4.05	0.72
2 living example	22	0.00%	0.00%	4.55%	36.36%	59.09%	4.55	0.59
3 college to career	22	0.00%	4.55%	4.55%	36.36%	54.55%	4.41	0.79
4 validates dreams	22	0.00%	0.00%	9.09%	22.73%	68.18%	4.59	0.66
5 common identity	22	0.00%	0.00%	18.18%	36.36%	45.45%	4.27	0.77
6 reinforces values	22	0.00%	9.09%	9.09%	22.73%	59.09%	4.32	0.99
7 models leadership	22	0.00%	0.00%	18.18%	54.55%	27.27%	4.09	0.68
8 successful adults	21	0.00%	9.09%	4.55%	22.73%	59.09%	4.38	0.97
9 roles of successful adults	22	0.00%	0.00%	22.73%	36.36%	40.91%	4.18	0.79
10 someone to emulate	22	0.00%	4.55%	9.09%	27.27%	59.09%	4.41	0.85
11 majority/minority potential	22	0.00%	0.00%	22.73%	50.00%	27.27%	4.05	0.72
12 African American Leader	22	0.00%	0.00%	31.82%	27.27%	40.91%	4.09	0.87
13 African American heroes	22	0.00%	0.00%	22.73%	36.36%	40.91%	4.18	0.79
14 new reality	22	0.00%	0.00%	18.18%	18.18%	63.64%	4.45	0.80

Role Model

Highest Frequency: 4.41 – 4.59

The following cluster of variables fell within the highest frequency of performance for: validates dreams and aspirations by being a living example, have special influence as a living example of professional success, creates a new reality where the full faculty is African American, as opposed to a few, normalizes the expectations that college opens door to careers, and someone to emulate who has had similar community and family experiences.

The cluster theme was one of hope, modeling and belief in the possibility of professional success for minority individuals. The concept of real-life relevant examples was further discussed by researcher by suggesting students of color needed teachers of color in their learning environment to ensure higher aspiration levels, (JCPS, 1989), achievement levels, (Holmes, 1990), and sense of self worth (JCPS, 1989) advanced rather than diminished.

Very High Frequency: 4.18 – 4.38

The following key variables stood out as having medium high frequency of performance: reinforces hopes for becoming a successful adults, extends and reinforces

values taught at home, has enhanced believability due to common identity, race and life experiences, broadens and validates roles of successful adults, and broadens the range of African American heroes. Research suggested African American students benefit from valid cultural representatives by expressing, "Black children needed to see that black teacher existed and that Black people held professional positions" (Diamond, 2006; Moule & Higgins 2007; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams, 2004). In addition researchers also stated, "Now more than ever our school children needed role models and advocates in the school where they spent a large part of their daily lives" (Elaine P. Witty, Retired Dean of the School of Education, Norfolk State University in Virginia, 2004).

High Frequency: 4.05 – 4.09

The following key variables stood out as having high frequency of performance: models multicultural figures in leadership position, contradicts the lack of visibility of African Americans in leadership positions, influence the school goals to reflect different views, and challenges and defeats hidden messages about majority/minority potential. Research indicated positive role modeling and characterization were crucial for ensuring commitment of minority youngsters to schooling. Without sufficient exposure to minority teachers throughout their education minority students came to characterize the teaching profession and the academic enterprise in general as better suited for other races (Loehr, 1988, p. 32).

Research Question One Summary

The following table combined the highest, very high, and high clusters of variables by role, as indicated by 22 respondents in school DW. These data were listed in order from highest mean to lowest mean within the category. The standard deviation indicated the degree of variance among the 22 respondents. SD scores of less than one indicated less variance among the answers. Table 41 utilized the exact language of the survey for each variable within each role.

Table 41. Summary of Variables in Exact Survey Language

Historical Roles and Variables	Mean	SD
Counselor		
Promote positive self and social identity	4.55	0.67
Handle emotional situations with cultural sensitivity and knowledge	4.50	0.86
Try to instill a sense of personal capability and personal power	4.45	0.91
Help students process outside forces and get ready to learn	4.43	0.68
Understands how emotions / behaviors in the classroom relate to outside events	4.41	0.85
“leave your baggage at the classroom door or let me hold it for you	4.40	0.88
Promote social bonds	4.36	0.73
Deal with groups/individuals with a deep understanding of cultural identity	4.36	0.79
Have a mission to intervene and counsel with a long-term life perspective	4.36	0.85
Words have weight as knowledge of the neighborhood, credence to intervention	4.36	1.00
Listens with a deep knowledge of having been there	4.32	0.89
Counteracts historical myths with contemporary possibilities	4.29	0.90
Counsel students with the belief that education as a life or death situation	4.27	0.77
Provides student with moral support - doesn't give up	4.27	0.77
Helps students process perceived inequities and find sources for change	4.27	0.98
Intervenes with credibility	4.27	0.98
Is seen as fair in mediation of problems	4.20	0.91
Believable when talking about justice / fairness of daily events	4.15	0.93
Knowledge of community brings people together for problem-solving	4.14	0.99
Advances and champions cultural identity	4.05	0.95
Advocate		
Advocate for individuals within the system	4.43	0.81
Gets involved with community, church and local projects	4.41	0.67
Leaders who can help others achieve – been to college and made it	4.41	0.96
Encourage students to look beyond obstacles to future successes	4.40	0.79
Take big steps to influence school programs and activities	4.36	0.85
Are seen as leaders in the community and “looked up to”	4.32	0.78
Actively advocate for assistance with resources support for students- clear the pathway	4.32	0.84

Get involved with community projects	4.27	0.77
Raise others up in the community	4.23	0.81
Partners with parents in advocacy	4.22	0.81
Advocate during transitions between schools and programs	4.20	0.85
Are champions for community, solidarity, and pride	4.20	0.91
Advocate for the whole person – not just the student- but the forming adult	4.14	0.77
Do not rationalize student lack of success by any variables “no excuses”	4.14	0.91
Provide advice / consultation with a deep understanding of life/social conditions	4.14	0.94
Teach that "change starts with you"	4.14	0.99
Are agents of social change	4.10	0.62
Earn a special respect from students because they have made it	4.10	0.75
Encourage students to contribute and take pride in the community	4.10	0.83
Are diplomats of interracial diplomacy	4.10	1.01
View the community as a family	4.05	0.72
Believe “ I am my brother’s keeper” and get involved in the community	4.05	0.86
Go out of their way to find resources for individual successes	4.05	0.99

Disciplinarian

Have a culturally sensitive understanding of acceptable / unacceptable behaviors	4.38	0.80
Reserve removal from classroom, office referrals and suspensions as a last resort	4.27	0.94
Reduce the accumulation of escalating consequences by reducing referral outside	4.24	1.04
Use a progressive discipline plan that begins with minor consequences	4.23	0.75
Correct individual behavior without blame	4.20	0.79
Discipline without forgiveness for poverty or social conditions	4.19	0.87
Confront behavior with love	4.19	0.87
Discipline using words, phrases and reminders that sound like home	4.19	0.98
Have a different impact because of common cultural identities	4.18	0.79
Share stories when disciplining students that relate culturally / socially	4.18	1.01
Talk to students about behaviors with a long-term life perspective	4.14	0.94
Do not compare one-student’s behavior to that of others	4.14	0.96
Try to keep the discipline, “in house” between educator and parent”	4.14	1.13
Do not usually see the disruptive behaviors of boys as overly aggressive or intimidating	4.09	0.81
Able to “get through to them” because of common experience, race and perceived advocacy”	4.05	0.84
Use conferencing/reflection with the student as a first intervention	4.05	0.99
Find that parents become partners in student discipline	4.05	1.25

Parent Surrogate

Celebrate and join in the vitality of African American children in song, dance and play	4.50	0.74
Openly displays affection	4.50	0.74
Feel a responsibility for the development of the whole child, not just the student	4.50	0.74
Believe that displaying love and frequent praise essential in the classroom	4.45	0.80
Use terms of endearment as well as terms of correcting behaviors	4.41	0.73
Celebrate African American identity to bring pride into the classroom	4.36	0.85
Believe we have to love them to teach them	4.36	0.85

Share my own stories to bring out theirs	4.27	0.88
Validates their personal dreams, hopes, and aspirations	4.23	0.81
Consciously try to be a positive model of “what I could grow up to be”	4.23	0.87
Take a lot of time for listening to personal stories and issues	4.23	0.87
Use the same words of praise that are heard at home	4.18	0.80
Use a sixth sense to determine underlying issues that inhibit learning	4.18	0.85
See myself as one of the child's "keeper"	4.18	1.00
Bring in cultural stories and activities to teach heritage as well as academics	4.14	0.88
See our community as a big family	4.14	0.88
Feel like the "other mother"	4.14	0.94
Take a parental interest in helping to resolve problems- go the extra mile	4.14	0.94
Talk to students like my own children	4.09	0.68
Openly discuss social, political and community events in the classroom	4.09	0.75
Refrain from comparisons among students	4.09	0.75
Feel like a part of the community where they are all our children	4.09	0.92

Role Model

Validates dreams and aspirations by being a living example	4.59	0.66
Have special influence as a living example of professional success	4.55	0.59
Creates a new reality where the full faculty is African American, as opposed to a few	4.45	0.80
Normalizes the expectations that college opens door to careers	4.41	0.79
Someone to emulate who has had similar community and family experiences	4.41	0.85
Reinforces hopes for becoming a successful adults	4.38	0.97
Extends and reinforces values taught at home	4.32	0.99
Has enhanced believability due to common identity, race and life experiences	4.27	0.77
Broadens and validates roles of successful adults	4.18	0.79
Broadens the range of African American heroes	4.18	0.79
Models multicultural figures in leadership position	4.09	0.68
Contradicts the lack of visibility of African Americans in leadership positions	4.09	0.87
Influence the school goals to reflect different views	4.05	0.72
Challenges and defeats hidden messages about majority/minority potential	4.05	0.72

Analysis of Data: Research Question Two

Which of the roles of counselor, advocate, disciplinarian, surrogate parent, and role model do African American teachers in selected urban charter schools identify as most

important? The following table indicated teacher's responses to the question of which roles were most important at the beginning of the individual interviews.

Table 42. Likert Scale for Role Importance

Summary for Role Performance	1. Unimportant	2. Of Very Little Importance	3. Moderately Important	4. Important	5. Very Important
Counselor	0.00%	0.00%	4.00%	32.00%	64.00%
Advocate	0.00%	0.00%	4.00%	36.00%	60.00%
Disciplinarian	0.00%	0.00%	4.00%	41.00%	55.00%
Surrogate Parent	0.00%	0.00%	9.00%	36.00%	55.00%
Role Model	0.00%	0.00%	0.00%	18.00%	82.00%

Rankings

Table 43 ranked responses to the question of which roles were most important at the beginning of the individual interviews. Five was the highest importance in rank.

Table 43. Rankings School DW

Historical Roles	4. Important	5. Very Important	Summary of Important and Very Important	Ranking
Role Model	18.00%	82.00%	100%	5
Counselor	32.00%	64.00%	96%	4
Advocate	36.00%	60.00%	96%	3
Disciplinarian	41.00%	55.00%	96%	2
Surrogate Parent	36.00%	55.00%	91%	1

Role Model

The responsibility of role model was most important role for the teachers at School DW with 1000% of teacher support. The highest and very high frequency variables in the role model subgroup were as follows: validates dreams and aspirations by being a living example, have special influence as a living example of professional success, creates a new reality where the full faculty is African American, as opposed to a few, normalizes the

expectations that college opens door to careers, someone to emulate who has had similar community and family experiences, reinforces hopes for becoming a successful adults, extends and reinforces values taught at home, has enhanced believability due to common identity, race and life experiences, broadens and validates roles of successful adults, and broadens the range of African American heroes.

Counselor

The role of counselor was the second most important with 96% teachers support with 64% in the very high category. The highest and very high variables in the counselor section were as follows: promote positive self and social identity, Handle emotional situations with cultural sensitivity and knowledge, try to instill a sense of personal capability and personal power, help students process outside forces and get ready to learn, understands how emotions / behaviors in the classroom relate to outside events , “leave your baggage at the classroom door or let me hold it for you, promote social bonds, deal with groups/individuals with a deep understanding of cultural identity, have a mission to intervene and counsel with a long-term life perspective, words have weight as knowledge of the neighborhood, credence to intervention, listens with a deep knowledge of having been there, and counteracts historical myths with contemporary possibilities.

Advocate

The role of advocate was identified as the third most important role for the teachers at School DW with 96% teachers support and 60% in the very high category. The variables indicated as highest frequency were: advocate for individuals within the system, gets involved with community, church and local projects, leaders who can help others achieve – been to college and made it, encourage students to look beyond obstacles to future successes,

take big steps to influence school programs and activities, are seen as leaders in the community and “looked up to”, actively advocate for assistance with resources support for students- clear the pathway, get involved with community projects, raise others up in the community, partners with parents in advocacy, advocate during transitions between schools and programs, are champions for community, solidarity, and pride, advocate for the whole person – not just the student- but the forming adult, do not rationalize student lack of success by any variables “no excuses”, provide advice / consultation with a deep understanding of life/social conditions, and teach that "change starts with you".

Disciplinarian

The role of disciplinarian was the fourth most important role for the teachers at School DW with 96% teachers support and 55% in the very high category. The highest frequency variables in these roles were: have a culturally sensitive understanding of acceptable / unacceptable behaviors, reserve removal from classroom, office referrals and suspensions as a last resort, reduce the accumulation of escalating consequences by reducing referral outside, use a progressive discipline plan that begins with minor consequences, correct individual behavior without blame, discipline without forgiveness for poverty or social conditions, confront behavior with love, discipline using words, phrases and reminders that sound like home, have a different impact because of common cultural identities, share stories when disciplining students that relate culturally / socially, talk to students about behaviors with a long-term life perspective, do not compare one-student’s behavior to that of others, and try to keep the discipline, “in house” between educator and parent”.

Parent Surrogate

The role of parent surrogate was the fifth most important role for the teachers at School DW with 91% of teacher support. The highest frequency variables in the parent surrogate section were: celebrate and join in the vitality of African American children in song, dance and play , openly displays affection, feel a responsibility for the development of the whole child, not just the student, believe that displaying love and frequent praise essential in the classroom, use terms of endearment as well as terms of correcting behaviors, celebrate African American identity to bring pride into the classroom, believe we have to love them to teach them, share my own stories to bring out theirs, validates their personal dreams, hopes, and aspirations, consciously try to be a positive model of “what I could grow up to be”, take a lot of time for listening to personal stories and issues, use the same words of praise that are heard at home, use a sixth sense to determine underlying issues that inhibit learning, and see myself as one of the child's "keeper".

Analysis of Data: Research Question Three

What is the perceived importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York?

The following qualitative data were obtained from four interviews with teachers at School DW. The interview questions were designed to gain teachers perceptions of the importance of performing these roles in classrooms today with African American Students.

Perceived Importance: Role Model

African American teachers brought value to education for African American students. The dominant premise for teachers that also served as role models at School DW was

validation for the students by serving as successful living examples. Participant DW19 revealed,

“The students see us and we represent what they can become. We are living thriving African American adults. We represent what the future held for these students” (Interview, 2009).

Participant DW13 also added,

“It’s amazing what the student observe. You know they are thinking at all times. I have found most of the time they are wondering about recipe for success. They are wondering how did we “make it” out. We provide them with a map we show them the way” (Interview, 2009).

In addition to being a living example participant DW19 shared the significance of validation.

“If the students did see real people that they could relate to they would not believe this was possible. How could they. We provide this truth. We validate all that they have heard growing up. Yes it is possible to go the college and be successful if you stay focused and on track” (Interview, 2009).

Perceived Importance: Counselor

Providing **empowerment through knowledge and positive cultural identification** was the prevailing idea for teachers that also serve as counselors. Participant DW01 reaffirmed her position on positive cultural identification:

“I am about five to seven years older than most of the students I work with. So I really get them. We listen to the same music, watch the same television shows, and have similar interest. I am as black as they are. This is so powerful because they realize it is okay to identify with blackness and with youthful accomplishments. I am a young black professional and I am a role model of what it is to be black. The students no longer need to equate blackness with negativity” (Interview, 2009).

Another teacher described his knowledge of being empowered by having a positive self image:

“There was a time when being Black was not “thing” to be. I remember looking at interviews on television as a kid of Black entertainers talking about their European ancestry. We are all descendants of slavery so of course we are all of mixed blood. But the idea of trying to deny their blackness was so hurtful. I am black as tar and could never deny being black, besides I was taught by my parents to embrace it. This is what I want to give to my students, the ability to embrace and love themselves as they are” (Interview, DW07, 2009).

Furthermore, participant DW13 also emphasized this same notion of cultural identification:

“I am not sure how it happened but I am glad it is here. I think it has a lot to do with mass media and popular culture. Whatever the cause I am glad to see our young black students being proud of being African American. This is not say that they cannot be proud of any other racial group that they identify with, but it is to say there is nothing wrong with being African American. We are people of greatness descended from Kings and Queens. It is time for us to embrace that all of us, young and old. This is what we emphasize on our campus” (Interview, 2009).

Perceived Importance: Advocate

Teachers at School DW believed every student succeeded and were committed to their success. **Encouraging advocacy in school and in the community** were the central themes for teachers that also served as advocates. Participant DW01 shared her thoughts about advocacy in the community:

“We are secondary school and we expect our students to be self starters and driven when they arrive. If they are not we show them the way. This means that we do not allow them to complain about problems in the community with a plan of action. Of something has taken place in the community we discuss what needs to be done. We form small committees and take action. We have taught our students change must start with them and that they can not wait for others to get involved. It is their duty to take action now” (Interview, 2009).

Participant DW19 also added,

“This idea of encouraging students to take leadership positions is sometimes frowned upon in other academic settings, but not here. So much time has been spent blaming the “system” and “the white man” in African American communities but the time has come to step up. If we want to make a difference in our neighborhoods we better be ready to work. We have to do our part. We teach our students to stop thinking as

victims and start being leaders. They have to be willing to take control, work, and make the changes in their neighborhoods. We had a situation at school with our boundary wall. Every other week the wall had been spray painted with graffiti. The students kept complaining about the graffiti. We told them to stop complaining and figure out a solution. The students decided to change the style of the wall from brick to a wrought iron fence. They raised enough money and found a contractor that would do the work at a discounted rate. Now there is no graffiti on the wall because there is no wall” (Interview DW19, 2009).

Participant DW07 further reiterated,

“Our school is located in a neighborhood infested with drugs. But the perimeter around our school is a drug free zone. Last year our students were complaining about the drugs dealers outside of the zone. They decided to do something about it. The students organized with the community members and church goers. The entire group appealed to the dealers and as of now the dealers have considered the area “off limits” and the perimeter was widened” (Interview, 2009).

Perceived Importance: Disciplinarian

“We have problems on our campus just like regular high schools. The only difference is we have extremely high expectations and there are repercussions to unacceptable behavior. We handle all inappropriate behavior expeditiously and deliberately. Because of our strict discipline code we try to deal with the students in class for the most part. (Interview DW07, 2009).

Teachers as disciplinarian revealed being **culturally and socially conscious and patience** were the dominant themes for teachers at this school in response to the importance of the role in today’s classrooms. Participant DW19 stressed the importance of patience to support discipline:

“Young people do not always think about the impact of their actions. Sometimes we have to do the thinking for them. It takes time and eventually they will get it. But meanwhile we cannot punish them for every offense. On our campus we do our best to handle minor behavior infractions in the classroom to avoid the paper trail and the eventual removal from the school. We have to give them a chance to learn positive behaviors and this takes time” (Interview, 2009).

Participant DW07 also divulged,

“We have a strict discipline code, but our goal is not to kick kids out of school. Our goal is to educate and it is impossible to do this if the campus is out of control. There has to be behavior management on a secondary campus, otherwise we would like the typical high school. The rules are in place for a reason but we have the ability to deal with our students on a more intimate level because of our common threads” (Interview, 2009).

Participant DW01 reiterated the importance of cultural congruence when disciplining African American Students:

“I have a student that is accustomed to using a lot of profanity. This language is not permitted on our campus, no exceptions. At home the student is free to use this sort of language. Midway through the year I pulled the student aside and had a “street level conversation”. The student was shocked. I explained to her, we all know the words we choose not to use them because we have decided to broaden our vocabulary, I will help you broaden yours. The student has worked tirelessly since our conversation” (Interview, 2009).

Perceived Importance: Parent Surrogate

Being responsible for the whole child by honestly nurturing and caring like a mother was a prevailing theme in the responses from teachers at this school that also served as parent surrogates. The teachers strived to craft classrooms with a nurturing environment. “We know that most of our students are misinformed when it comes to building intimate, nonsexual relationships, so we help them by modeling the behavior” (Interview, DW19, 2009). Participant DW13 further added, “There not accustomed to dealing with each other on intimate levels”. The do not understand closeness without sexual attraction”. It is difficult sometimes, but all of us on campus do or best to model familial closeness” (Interview, 2009). “Being a nurturing adult is very hard because our focus should be education. But if our students come with needs we cannot wait for someone else to step in. We have to give them what they need” (Interview, DW01, 2009). Participant DW07 also added, “Affection is difficult on a secondary campus so we focus on nurturing honest,

relationships that last over time. We want the students to understand closeness has nothing to do with sex” (Interview, 2009). Additionally, participant DW19 expressed her thought about developing the whole child;

“It is not easy to meet the needs of students that come with so much baggage. But we cannot ignore their needs. So we do what necessary. It’s second nature at this point. We know they have needs and we are prepared to serve. It is what we were hired to do. We teach at charter schools and are expected to go above and beyond. It’s part of the job” (Interview, 2009).

Analysis of Data: Research Question Four

In what ways, in the perception of African American teachers in selected urban charter schools do the roles of counselor, advocate, disciplinarian surrogate parent, and role model contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success.

Introduction

The teachers at school DW perceived that the historical roles of African American teacher as counselor, advocate, disciplinarian, parent surrogate, and role model contributed to student success in testing, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college because of students’ **persistence, discipline and knowledge**.

Persistence – Get through Anything

The following were comments from the teacher at school DW on how **persistence had contributed** to student success:

“Our student will work until there is nothing left. They exhaust every possibility and never give up. They push and push and push onward. They know success is around the corner. They see it in us. We show them the possibilities and their persistence gets them through. They go through difficult times and situations, but they keep on pressing and never give up. One of my students is a teen mom. She entered our school as a ninth grader with an eight month old baby. She has been doing very well in school but she has to work hard. This June she graduated and mother and child are on there way to Georgia for college. She was given enough financial aid, scholarships, and grants to go to school, live on her own, and provide for her daughter. We at School DW are very proud of this student” (Interview, DW01, 2009).

Participant DW19 also told of her experiences with student persistence:

This year one of our special education students was placed on academic probation. He had not been taking advantage of all of the academic supports on campus. He was given the fall semester to get back on the right track. I worked with him all summer. I tutored him on Tuesdays and Thursday and he also attended Saturday school. When fall arrived he was ready. He has since been removed from academic probation and will more then likely be able to exit out of special education pending his psychological testing. This is the type of persistence our students display and this is why we work hard to help them” (Interview, 2009).

Participant DW07 also suggested,

“Many of the students are enrolled at our school did not come with the necessary tools. But through persistence they have been successful. We encourage and they deliver” (Interview, 2009).

Discipline

The following were a set of comments from the teachers at School DW on how **discipline** had contributed to student success:

“They truly listen and believe in us. They know that we have all had similar stories yet we’ve made it. They know about the distractions. They see them everyday yet they keep coming back. Our students are committed to their goals and academic success. They know this is a rigorous academic program yet they keep working. They dismiss the words diversions and focus on their purpose. They know what life absent of education will bring. They see the difficulties in their home lives” (Interview, DW01, 2009).

In alignment with Participant DW01 participant DW13 affirmed,

“I have students that only participate in school activities and church. This student refuses to allow any negative distraction to enter her world. She has an older sister that is 18 with two children and the student refuses to end up the same. She only surrounds herself with like minded people because she is afraid of what could happen is she allows the negativity in. I sometimes worry about her, but we all use whatever we have to for motivation. Avoid negativity and teen pregnancy is her motivation” (Interview, 2009).

Lastly participant DW07 stated, “we know e can ask anything and they will figure out a way to get it done. No assignment is too difficult and no task is to daunting. They are ready to experience something different then what life has showed them so far so they work hard to be successful” (Interview, DW07, 2009).

Knowledge

The following were a series of remarks from the teachers at School DW on how **knowledge** had contributed to student success: Participant DW19 notes,

“Saying that they are knowledgeable is not saying that they are all geniuses, because they are not. But they have the willingness to seek out any bit of information required for anything. They will find what they need to know. They are like a bunch of young researchers. In the fall we push on students to narrow their college choices. Most have not idea what they want to do or where they want to go. But they seek and search. They learn about themselves and they use this knowledge to gain insight. The work so hard but we encourage this on our campus” (Interview, 2009).

Participant DW13 verbalized this same notion of determination:

“We are in an environment were knowledge is stressed. We always tell our students if you don’t know then find out, knowledge is king without it you have nothing. We embody this at School DW. From the administration down everyone is expected to be in the “know”. The students see this and model it. They know what knowledge leads to and they know what ignorance can cause” (Interview, 2009).

Lastly Participant DW01 divulged; “It hard not be informed when this is all we talk about. It is our environment. We keep the students longing for knowledge and we are constantly looking for ways to do this. We will do anything necessary to ensure the success of our

students and we do this by providing them with the needed tools to gain the required knowledge” (Interview, 2009).

Summary

In summary, the expressed perception of the teachers that participated in the research project was that the historical roles of African American teachers contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success because of students’ **persistence, discipline and knowledge.**

Analysis of Data: Research Question Five

What evidence exists that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contribute to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success.

Evidence existed that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success were revealed in student academic and non academic participation and performance.

Tables 44 and 45 reflected the evidence of student success related to the roles as documented in archival data, standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college. The data from table 43 was generated from interviews with the four teachers and the principal from school DW. All information provided regarding non academic activities were approximation due to seasonal changes and activity scheduling.

Table 44 reported of the activities that students at school DW participate in. The activities included but were not limited to school based science clubs, community action programs, on campus Greek organizations, athletic teams, and MAS Movement, (a project to improve math and science in all grade levels).

Table 44. Evidence Perceived by Study Participants

240 Students

Descriptors	# of Students	% of participation
Social Activities (Science Club)	41	17%
Community Efforts (CIA, Community in Action)	100	42%
Advanced Classes (AP)	65	27%

GPA of 3.0 or higher	102	43%
Matriculation to College (41 Seniors)	32	78%
Clubs (Greek Clubs)	94	39%
Extra curricular (Sports and Cheerleading)	100	41%
Tutoring	150	63%
Curriculum related and activities outside of school (MAS, math and science at all grade levels)	72	30%

Table 45 reflected Charter School DW and the district of residence testing and accountability report card for Mathematics and English Language Arts. The school district's information only referred to African American students.

Table 45. Percent of students that performed at or above level 3 and Attendance

School District	Attendance	Math	ELA	ELA	Math	Attendance	Charter School
District	87%					93%	School DW
Grade 7		44%	39%	55%	61%		Grade 7
Grade 8		27%	22%	35%	63%		Grade 8
Grade 9-12		43%	49%	57%	54%		Grade 9-12

Summary

All in all, the evidence that existed to illustrate that the historical roles of African American teacher contribute to student success were revealed in student academic and non academic involvement and performance.

Analysis of Data: Research Question Six

What do African American Teachers perceive as challenges and support systems that hinder or sustain the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians?

Introduction to Challenges

The interview data indicated the following as the greatest challenges that hindered the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were social supports for students, policy, and time.

Social Supports

Charter school environments were similar to the environments at traditional urban public school; there was lack social support outside of the school boundaries. The students did have a network of adults to provide positive reinforcement and feedback outside this controlled setting. This was one of the most significant barriers to performing the historical roles of African American teachers (Interview, DW01, 2009). Participant DW19 recounted,

“At school, the students are in a great environment with people that truly care. The problem is when they leave our school boundaries. Many of the students do not have support from other adults in their lives. The parents of students that attend our school are expected to participate somewhat, but this is at a minimum. We only see them when there is a problem. The communities are dilapidated, broken, and without positive role models. The students have us and some of the local church leaders to look to, but this is not enough. There needs to be a greater push for positive mentorship in the community. Remember, it takes a village” (Interview, 2009).

Furthermore, participant DW07 added,

“Every morning when I get to work I know there will be at least one student looking for me; a student that needs clarification on a class assignment. Their only option is to wait until the next day. There is no one at home to provide help. There is not help available at the community centers geared towards older students. The students have no one to turn to. The students have to wait. This usually impacts the assignment and the time needed to complete the assignments. It is a cycle that continues to repeat itself and we have to accommodate for it” (Interview, 2009).

Policy

Another barrier that hindered the performance of the historical roles by African American teacher was policy. “Like all schools we have policy and procedures that we must follow. The policies often get in the way. We are a small intimate community and are able to be flexible, but policy does not always allow this” (Interview, DW07, 2009). Participant DW01 communicated;

“There is nothing in our school policy that includes taking out the time to nurture and care for the “whole student”. There is nothing that states we need to act as positive leadership to perpetuate this in the African American communities. Our policy does not make room for the items our student really need” (Interview, 2009).

Participant DW19 also conveyed, “The policies are not written for students to be successful, they are written for the schools to function. The students that fall by the waste side are left behind” (Interview, 2009). Participant DW13 also shared;

“we know the current education system is not set up for our students to be successful. We do not expect them to be successful there. That’s why we work so hard here. I hope charters schools continue to show what can really happen in a rigorous, nurturing, controlled environment” (Interview, 2009).

Time

The last identified barrier that hinders the performance of the historical roles by African American teacher was time. Several of the teachers divulge there was never enough time. Participant DW07 told,

“Charter school teachers are expected to show up early and work late. This is a common practice and the students benefit from it. We do not have enough time in the regular day so we extend our day in the beginning and the end. We tutor before school and after school. We review assignments whenever necessary. We do what the students need. We have to. If we left our campus at traditional public schools times our students would not be successful. They need us to be available for help because the regular work day does not suffice” (Interview, 2009).

Participant DW01 revealed,

“On the first day of school at the end of the day we hold a meet and great session with the students. This is supposed to give us a chance to get to know them. This session lasts for about two hours. The following day we are supposed to jump right into curriculum. This does not work. We need to spend more time getting to know the students. If we spend the time now we won’t run into problems later, but nothing has been done to increase the time spent on the meet and great session as of yet” (Interview, DW01, 2009).

All in all, the collected data showed the greatest challenges that hindered the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were social supports, policy, and time.

Introduction to Supports

The gathered data indicated the greatest support systems in place that helped the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were cultural and social awareness, empowered students, and real life examples.

Cultural and Social Awareness

The teachers at School DW believed cultural and social awareness was an effective support that was in place and helped them perform the historical roles of African American teachers. Participant DW19 shared her experiences below:

“We are all on the same page because we have similar life experiences. We share many of the same cultural practices and we are familiar with the social issues facing the African American communities. This brings about a more connected educational community. We can relate to one another and are comfortable together. It is a great feeling being one of many and not the only one” (Interview, DW19, 2009).

Participant DW13 also shared;

“Being on a predominantly African American campus is new to me. Most of my teaching experience came on a traditional public school campus. There were only three African American teachers out of a staff of 37 teachers. We were extremely reliant on one another for social, emotional, and moral support. I would not have

every imagined being on a campus like School DW. This is outstanding. Being a Black man on a campus with other Black professionals providing direction to black children is beyond anything I could dream of. This is what it means to really serve” (Interview, DW13, 2009).

Empowered Students

Another support system that helped with the performance of the historical roles by African American teacher was student empowerment. The teachers reported student empowerment had drastically contributed to being able to perform the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians.

Participant DW07 shared his experiences about working with empowered student:

“We encourage our students to take leadership positions. They are the future leaders of America. We expect them to congregate, collaborate, and to make a difference. We teach change starts with them. No one can take their power once they realize they have it. Our school is not based on adults telling kids what to do. We allow free thought and the student welcome this. This is unlike any public school I have been involved with, but it is working at our site. Our students believe they can change anything that is negatively impacting their environments. They want to be leaders. They organized to remove drugs from the area surrounding the school and because of this they believe anything is possible. They are taking the needed steps to change the image of the Black neighborhood” (Interview, 2009)

Participant DW01 also stated similar details about student empowerment;

“We support students taking a leadership role at School DW. On a wall in our common area we have a sign that says “do your part”. We adopted this from President Obama but we have embraced it as our own. We expect our students to do their part by being leaders. There are no problems in the African American community; there are people with solutions that are ready to take lead. These people are our students. The students have accepted their role. They know they must get involved to change the community” (Interview, 2009).

Real Life Examples

The last identified support system that helped with the performance of the historical roles by African American teacher was real life examples. Participant DW19 shared her experience about being a real life example:

“When I wake up in the morning and get ready for work I think about all the young ladies that will be watching me. The watch how I talk, how I walk, and what I wear. I am constantly under a microscope. But I welcome this. I know they need this image. They need to see African American women as professionals. Because I know they are watching I am very careful. I pay attention to everything I do. I am impressing upon young minds and I value my role. I want my students to believe they have the same opportunities” (Interview, 2009).

Participant DW13 also conveyed his views on being a real life example:

“I did not know the impact of my being on this campus when I first accepted this job. I knew the campus was predominantly African American, but I did not really understand what this meant. Everything I do matters to these kids. They are like sponges. They take it all in and want more. I am valued as a black professional man in an industry with very few of us. My being here is important for the kids because they need to see African American, professional men, but it is also important for me because I know I am making a difference” (Interview, 2009).

All in all, the gathered information revealed that the greatest support systems that assisted with the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were cultural and social awareness, empowered students, and real life examples.

Summary

The researcher designed a survey, *Instrument One* and a semi structured interview schedule *Instrument Two* to observe the performance of African American teachers in selected urban charter schools. The researcher extrapolated from literature, the historical roles of teachers who successfully taught African American children in order to form a research-based, theoretical framework for the study. The survey questions were placed on a Likert Scale to yield specific numbers for statistical reporting and assess their frequency or degree of existence. The researcher was granted consent from the teachers at school DW to take part in the semi structured interview during the process of collecting data from the

survey. *Instrument two* was a semi-structured interview schedule intended to collect qualitative data. *Instrument Two*, was used to gain greater information about the degree to which historical roles were performed, and to strengthen the understandings by eliciting examples, stories and/or real-life situations. *Instrument two* yielded results that substantiated the data derived from *instrument one* and the literature review. The literature specified the connection between teacher/student relationships and student achievement, African American students and African American teacher relationships, and research regarding the five historical ancillary roles as they applied to that relationship and student success. A literature review revealed that African American teacher served as surrogate parents, disciplinarians, counselors, role models, and advocates for the African American student population. In summary, information from the literature review, *instrument one*, and *instrument two* indicated these roles were undeniably important at school DW.

CHAPTER EIGHT

KEY FINDINGS, CONCLUSIONS, IMPLICATIONS FOR ACTION, AND RECOMMENDATION FOR FUTURE STUDIES

Introduction

A number of solutions had been proposed affecting the process and content of educating African American children more successfully. Although some of these solutions were grounded in substantive thinking, others were representative of the non-systemic systems changes that continued to dominate U.S. public education but did not improve the teaching and learning of these children (Sanacora, 2004).

The literature provided us with knowledge about the historical role of the African American educators, who served as teachers, surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for the African American student population. Historically, many African American teachers expected that every child could succeed (Alexander & Miller, 1989; Cizek 1995; Diamond, 2006; Moule & Higgins, 2007; Peake & Fortens, 2005; Posey & Sullivan, 1990; Saunders, Davis, Williams, & Williams, 2004). Recently, an alternative had emerged in the charter school movement, allowing parents to choose Selected Urban Schools. Chapter eight included the key findings, implication, suggestion for future research, and conclusion from the data gathered by researching the importance and performance of the Historically Successful Roles of African American Teachers in Contemporary, Selected, Urban Charter Schools in New York with African American Students. The findings from the research questions were compared with the results of the data collected from the four selected urban charter schools regarding the perceived importance of the historical roles of African American teachers, who served as teachers, surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for the African American students. The study was designed to answer the following

six questions. The following were the finding from a review of data across all four case studies.

Research Question One Findings

1. To what degree do African American teachers in selected urban charter schools perform the roles of: counselor, advocate, disciplinarian, surrogate parent, and role model? The following table averaged the mean of variables by role, as indicated by 89 respondents in school schools AZ, BY, CX, and DW. These data were listed in order from highest mean to lowest mean within each category. The response percent indicated the percentage of individuals that answered the selected question. Table 46 utilized the exact language of the survey for each variable within each role.

Finding 1A

Table 46. Average Mean and Response Percentages for the 89 Participants

Historical Roles and Variables	Mean	Responses
Counselor		
Handle emotional situations with cultural sensitivity and knowledge	4.48	100%
leave your baggage at the classroom door or let me hold it for you	4.46	97%
Help students process outside forces and get ready to learn	4.45	99%
Promote positive self and social identity	4.44	100%
Try to instill a sense of personal capability and personal power	4.42	99%
Deal with groups/individuals with a deep understanding of cultural identity	4.41	99%
Listens with a deep knowledge of having been there	4.39	100%
Understands how emotions/behaviors in the classroom relate to outside events	4.38	100%
Promote social bonds	4.35	100%
Words have weight as knowledge of the neighborhood, credence to intervention	4.34	99%
Provides student with moral support - doesn't give up	4.31	100%
Intervenens with credibility	4.26	100%
Have a mission to intervene and counsel with a long-term life perspective	4.25	100%
Counsel students with the belief that education as a life or death situation	4.24	100%
Helps students process perceived inequities and find sources for change	4.20	100%
Is seen as fair in mediation of problems	4.18	100%
Believable when talking about justice / fairness of daily events	4.13	98%
Knowledge of community brings people together for problem-solving	4.12	100%
Advances and champions cultural identity	4.09	100%

Counteracts historical myths with contemporary possibilities	4.04	99%
Advocate		
Are seen as leaders in the community and “looked up to”	4.35	100%
Leaders who can help others achieve – been to college and made it	4.34	100%
Encourage students to look beyond obstacles to future successes	4.32	100%
Take big steps to influence school programs and activities	4.31	100%
Advocate for individuals within the system	4.24	99%
Provide advice / consultation with a deep understanding of life/social conditions	4.19	100%
Advocate for the whole person – not just the student- but the forming adult	4.17	100%
Teach that "change starts w/ you"	4.17	100%
Advocate during transitions between schools and programs	4.16	100%
Do not rationalize student lack of success by any variables “no excuses”	4.16	99%
Are champions for community, solidarity, and pride	4.15	100%
Gets involved with community, church and local projects	4.11	100%
Gets involved with community, church and local projects	4.09	99%
Are agents of social change	4.07	99%
Go out of their way to find resources for individual successes	4.07	100%
Raises others up in the community	4.05	100%
Partner with parents in advocacy	4.05	100%
Get involved with community projects	4.05	100%
Encourage students to contribute and take pride in the community	4.04	99%
Are diplomats of interracial diplomacy	4.03	100%
Earn a special respect from students because they have made it	4.03	100%
View the community as a family	3.97	100%
Actively advocate for assistance with resources support for students- clear the pathway	3.94	100%
Disciplinarian		
Have a culturally sensitive understanding of acceptable / unacceptable behaviors	4.33	99%
Reserve removal from classroom, office referrals and suspensions as a last resort	4.32	100%
Reduce the accumulation of escalating consequences by reducing referral outside	4.27	98%
Share stories when disciplining students that relate culturally / socially	4.26	99%
Try to keep the discipline, “in house” between educator and parent”	4.26	98%
Use a progressive discipline plan that begins with minor consequences	4.19	100%
Confront behaviors with love	4.18	98%
Do not compare one-student’s behavior to that of others	4.16	99%
Find that parents become partners in student discipline	4.09	100%
Use conferencing/reflection with the student as a first intervention	4.06	100%
Have a different impact because of common cultural identities	4.01	100%
Correct individual behavior without blame	3.98	100%
Able to “get through to them” because of common experience, race and perceived advocacy”	3.92	98%
Talk to students about behaviors with a long-term life perspective	3.90	99%
Discipline using words, phrases and reminders that sound like home	3.82	98%
Do not usually see the disruptive behaviors of boys as overly aggressive or intimidating	3.64	100%
Discipline without forgiveness for poverty or social conditions	3.52	98%
Parent Surrogate		
Celebrate and join in the vitality of African American children in song, dance and play	4.53	100%

Openly displays affection	4.48	100%
Feel a responsibility for the development of the whole child, not just the student	4.47	100%
Believe that displaying love and frequent praise essential in the classroom	4.46	100%
Use terms of endearment as well as terms of correcting behaviors	4.42	100%
Believe we have to love them to teach them	4.37	100%
Celebrate African American identity to bring pride into the classroom	4.32	100%
Share my own stories to bring out theirs	4.31	100%
Consciously try to be a positive model of "what I could grow up to be"	4.24	100%
See myself as one of the child's "keeper"	4.22	100%
Use a sixth sense to determine underlying issues that inhibit learning	4.22	100%
Validates their personal dreams, hopes, and aspirations	4.21	100%
Feel like the "other mother"	4.19	100%
Take a lot of time for listening to personal stories and issues	4.17	100%
Bring in cultural stories and activities to teach heritage as well as academics	4.15	100%
Feel like a part of the community where they are all our children	4.14	100%
Take a parental interest in helping to resolve problems- go the extra mile	4.14	100%
See our community as a big family	4.12	100%
Refrain from comparisons among students	4.04	100%
Use the same words of praise that are heard at home	4.00	100%
Talk to students like my own children	3.89	100%
Openly discuss social, political and community events in the classroom	3.88	100%
Role Model		
Have special influence as a living example of professional success	4.58	100%
Normalizes the expectations that college opens door to careers	4.56	100%
Validates dreams and aspirations by being a living example	4.56	100%
Someone to emulate who has had similar community and family experiences	4.42	100%
Reinforces hopes for becoming a successful adults	4.39	99%
Has enhanced believability due to common identity, race and life experiences	4.37	100%
Extends and reinforces values taught at home	4.33	99%
Models multicultural figures in leadership position	4.19	100%
Broadens the range of African American heroes	4.19	100%
Broadens and validates roles of successful adults	4.16	99%
Influence the school goals to reflect different views	4.14	100%
Creates a new reality where the full faculty is African American, as opposed to a few	4.12	100%
Challenges and defeats hidden messages about majority/minority potential	4.10	100%
Contradicts the lack of visibility of African Americans in leadership positions	4.03	99%

The finding was that African American teachers in the four urban charter schools consistently performed the roles of counselor, advocate, disciplinarian, surrogate parent, and role model at selected urban charter schools. The degree to which the roles were performed was dependent on the need of the students and the SES (Socio Economic Status) of the

surrounding environment. The role performances were based on prioritization. Participant BY22 stated:

“Our school is located in one of the worse neighborhoods. Our students have few resources and little support. Every year our staff collects money for the entire year to buy shoes for the next year’s students. It is something we’ve done since I have been teaching on this campus. We collect all of our spare change and buy shoes. We usually try to gauge what is needed in the community and it is usually shoes” (Interview, 2009).

Participant BY07 submitted.

We participate in the fundraisers to collect money for the students. We know if we can satisfy some of their basic needs they will be more receptive to academic instruction, so we provided what we can. If they need more we go to the local churches and organizations. We do whatever is necessary to attempt to level the playing field” (Interview, 2009)

In summary, the collected data showed African American teachers consistently perform the roles of counselor, advocate, disciplinarian, surrogate parent, and role model at selected urban charter schools and this role performance was dependent on prioritization and SES.

Finding 1B

All the teachers at the participating schools performed the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model. Of the 8544 response to instrument one less than 50 responses indicated the roles were almost never performed. Of the 8544 responses to the survey over 87% of the responses indicated the roles were performed occasionally, frequently or very frequently.

Finding 1C

The following variables stood out as having a Mean of 4.45 or higher (Mean range 1-5, 1.Almost Never, 2.Seldom, 3.Occasionally, 4.Frequently, and 5.Very Frequently).

Counselor: Mean of 4.45-4.48

In the role of counselor, the following variables were selected as having very high frequency of performance: handle emotional situations with cultural sensitivity and knowledge, leave your baggage at the classroom door or let me hold it for you, and help students process outside forces and get ready to learn.

Role Model: Mean of 4.56-4.58

In the category of role model, the following variables were selected as having very high frequency of performance: have special influence as a living example of professional success, normalizes the expectations that college opens door to careers, and validates dreams and aspirations by being a living example.

Parent Surrogate: Mean of 4.46-4.53

In the role of parent surrogate, the following variables were selected as having very high frequency of performance: celebrate and join in the vitality of African American children in song, dance and play, openly displays affection, feel a responsibility for the development of the whole child, not just the student, and believe that displaying love and frequent praise essential in the classroom.

Research Question Two Findings

2. Which of the roles of counselor, advocate, disciplinarian, surrogate parent, and role model do African American teachers in selected urban charter schools identify as most important?

Table 47. Most Important Roles for All Schools

Historical Roles	4. Important	5. Very Important	Sum of Important and Very Important	Rank
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School AZ				
Surrogate Parent	26.32%	63.15%	89.47%	5
Disciplinarian	42.10%	47.37%	89.47%	4
Counselor	42.10%	42.10%	84.20%	3
Role Model	42.10%	42.10%	84.20%	3
Advocate	36.84%	42.10%	78.94%	2
School BY				
Counselor	39.13%	56.52%	95.96%	5
Advocate	34.78%	56.52%	91.30%	4
Surrogate Parent	39.13%	52.17%	91.30%	4
Role Model	34.78%	52.17%	86.95%	3
Disciplinarian	30.43%	47.83%	78.26%	2
School CX				
Role Model	28.00%	72.00%	100%	5
Counselor	40.00%	56.00%	96%	4
Advocate	24.00%	68.00%	92%	3
Disciplinarian	28.00%	64.00%	92%	2
Surrogate Parent	28.00%	64.00%	92%	2
School DW				
Role Model	18.00%	82.00%	100%	5
Counselor	32.00%	64.00%	96%	4
Advocate	36.00%	60.00%	96%	3
Disciplinarian	41.00%	55.00%	96%	2
Surrogate Parent	36.00%	55.00%	91%	1

Finding 2A: Role Importance at Selected Urban Charter Schools

As illustrated in table 47, the data revealed the respondents believed all of the historical roles of African American teachers were important. The respondents identified the five roles as important and very important over 78% of the time at the four selected urban charter schools in each category. The priority for the roles varied at the different schools as represented in the above table. This variance was due to SES of the community and student age and grade as indicated by participants in the study.

Middle School AZ stressed the importance of the surrogate parent (89.47%), the disciplinarian (89.47%), and the counselor (84.20%), while, middle School BY which was located in a neighborhood in need of revitalization, stressed the importance of the counselor

(95.96%), the advocate (91.30%), and the surrogate parent (91.30%). The high schools on the other hand, had an identical prioritization of the five roles in importance. The high schools stressed the importance of the role model, the counselor, and the advocate: for school CX the role importance was role model (100%), counselor (96%) and advocate (92%) for school DW the role importance was role model (100%), counselor (96%) and advocate (96%). The teachers in the study unanimously believed all of the roles were important and the performance was contingent on the needs of the students. Participant AZ06, revealed during the interview, “We perform these roles everyday, all of them. What we do is dependent on what the students need. As long as they come we do what we must” (Interview, 2009). Participant DW01 also stated, “We want to nurture the students and help them to be there best. Sometimes that means being a parent figure and sometimes it means just listening to their stories, whatever it is we try to accommodate, because we know that if we meet their basic needs then the students are able to better focus on academics” (Interview, 2009). Participant AZ09 further agreed,

“We know that teaching at a charter school involves going above and beyond. We know that our students come from bad situation and we have to do our best help them. We just do it, it does not seem like extra work it’s just what we do” (Interview, 2009).

Finding 2B: Importance of Parent Surrogate in Middle Schools

When reviewing responses to importance of roles, the first finding was in the comparison of the two middle schools. One finding was that the role of surrogate parent is within the top three priorities in both schools. Teachers in the two middle schools stated that parent surrogate was an essential role. A statement from the transcript of teacher AZ09 exemplified the finding:

“Of course we want more parent involvement, but by taking this job, you know you may have to step into the “parent role”. Our kids need direction, love, and support and someone’s gotta give it to them” (Interview, 2009).

Teacher BY07 alluded to the importance of surrogate parenting:

“We know if we can satisfy some of their basic needs they will be more receptive to academic instruction, so we provided what we can. We do whatever is necessary to attempt to level the playing field” (Interview, 2009).

Participant AZ09 stated:

“It’s as if the policy was written based on the failed public school system. We know our student don’t do well in the traditional public setting, but they are very successful here with us. But this is because we operate differently. We have a nurturing environment that leads to academic success. If we follow the policy to the letter, our student will suffer, or fail” (Interview, 2009).

Finding 2C Varying Role Importance in the Middle Schools

The second finding relating specifically to middle school was that the need for the ancillary teaching roles was much higher in the second school due to the outside, urban community factors, environment, and social economic condition of poverty of the families in the second neighborhood. This finding, though limited to the two case studies, is that the needs for teacher performance of these roles was increased when the factors of poverty and environmental conditions present a huge challenge to students within their own neighborhoods. The teachers in school BY acted at the 95 percent frequent level in the second, the more needy population of students.

The neighborhood surrounding the School AZ was a low socio economic, urban community with high populations of poverty-level families. However, School BY was in a far more depressed environment, with buildings and infrastructure in need of repair and a level of poverty was typical of a highly economically depressed part of the city, exacerbated by the variables of recession and job loss of the last several years. Because of this

phenomenon, the teachers at School AZ emphasized the performance of the ancillary roles directed towards fostering caring, trusting, and supportive relationships, for example the roles of the surrogate parent, the disciplinarian, and the counselor. Participant AZ14 explained;

You have to really care about the kids to work in a charter school. Most of the kids on our campus were very unsuccessful at the traditional public school. There behaviors severely impacted their abilities to learn. I have one student in particular that was placed in juvenile hall as a fifth grader. His mother could not control him and his dad was in prison for breaking and entering. The student had been in trouble since the third grade. He told me he never like school and did not want to go. We were all aware of his problems when he arrived on our campus. But most of our kids have problems. Our unspoken policy is to build connections with the students. We have to let them know we really care. We have to earn their trust. And after we have taken the necessary steps then we can discipline. Otherwise we lose the student(s) to a system that is unforgiving (Interview, 2009).

On the other hand, the teachers at school BY were faced with a different set of circumstances. The community surround the school was in a state of decay and therefore teachers at the school were required to take on a more aggressive role in support of community activism. The dominant roles were school BY were counselor, advocate, and parent surrogate. Participant BY22 shared his thoughts about being active in the community,

“I lived in the suburbs after I graduated from college. I recently moved back to the neighborhood a few years ago. My wife and I agreed that we would do more in the community to help. Moving back was the first step. Now that I am here I see my students at home, work, and sometimes at church. It gets tiring sometimes, but I know I am serving a bigger purpose. My students get to see me as a leader in the community. There are not many Black male leaders in the neighborhood (Interview, 2009).

Participant BY05 stated:

“I have been in the teaching profession for over 12 years. Since I entered the field I noticed the need for Black male leaders. Our students see thugs in the neighborhood as leaders. The thugs rule over the streets. The students need more positive images. I welcome this opportunity. I accept my call to lead” (Interview, 2009).

Participant BY07 shared;

“Not only are we in a leadership position, but we also have a chance to bring other up. This is so important. We have to put our student in a position to also be leaders in the community. This will help rebuild our neighborhood. This is what “uplift is all about” (Interview, 2009).

Finding 2D: Variation: Role of Disciplinarian

This finding was that there is a high degree of nurturing, kinship and seeing the development of the child. The degree to which disciplinarian was important and related to the other needs African American children brought with them to school. The middle school teachers at both schools identified the variable of discipline as important. The more children brought the challenges of the “outside world” with them to school, the greater the need for parenting and counseling inside the classroom.

. The middle school teacher at School AZ revealed the role of disciplinarian was of utmost importance to maintain an effective school climate. They built caring and trusting relationships before correction and discipline can occur. Participant AZ06 shared her thoughts about building the first to achieve the latter.

“Some of these kids come from really bad homes. You might get “cussed out” if you try to discipline the wrong kid. You gotta build the connection with the student before you try to tell him or what to do. They gotta know you care. (Interview, 2009).

In contrast the teachers at School BY believed certain roles were not as important when basic human needs were not in place. The students at School BY had elemental needs that were not being met and therefore the teachers set aside role such as discipline to focus on more vital roles like those that addressed, kinship bonds and cultural and social inequities like counselor, advocate, and parent surrogate. Participants BY07 expanded on the importance of addressing specific roles;

“I really hate that people do not understand the underlying differences between cultures. Maybe they do understand but they choose to ignore the differences. Whatever the case, I am glad I am in an environment where it is okay to have these differences. Our students come to school with a host of issues, as culturally and socially aware educators our job is to work around these issues and educate the whole child. Maybe in the process some of the issues can be alleviated” (Interview, 2009).

Participant BY22 articulated:

“We service a group of students that are extremely needy, but we want them to be successful so we give them what they need. Some of our kids have never heard a kind word so we make sure they hear them at school. Some of our kids do know the difference between a nurturing touch and an unacceptable touch. We have to explain and model the differences, especially with our girls (Interview, 2009).

Finding 2E: Comparison of the High Schools and Their Educational Emphasis

The two high school sequences of role importance were exactly the same. The role of role model was particularly important as teachers shifted priority helping students become more autonomous and to be successful in life after high school. The participants emphasized the importance of equipping the students with the necessary tools to be academically and professional successful leaders. Participant DW01 shared her thoughts about empowerment;

“We are secondary school and we expect ours students to be self starters and driven when they arrive. If they are not we show them the way. This means that we do not allow them to complain about problems in the community with a plan of action. Of something has taken place in the community we discuss what needs to be done. We form small committees and take action. We have taught our students change must start with them and that they can not wait for others to get involved. It is their duty to take action now” (Interview, 2009).

Participant CX17 shared:

We do not teach our student to complain about how society has failed them. We teach empowerment. We teach them to take the needed steps to make a difference in their lives and the lives of people around them. They have to get involve and get busy changing things. They are in control of their lives and don’t let anyone else dictate their futures” (Interview, 2009).

Finding 2F: The Significance of the Role Model

The high school teachers at selected urban charter school perceived the duty of role model as the most influential for students' success in high school and post high school. Providing students with optimism, by seeing relevant real life examples, was the dominant premise for teachers that also served as role models in high schools. Participant CX02 revealed

“They students see us and we look like them. They think if we could do it then they can do it too. Seldom do African American kids get to see black professionals. We offer that. We are real– life examples of academic success” (Interview, CX02, 2009).

Participant CX09 stated:

“We want the students to view us as people to look up to and be like. They do not often get many positive examples so we do our best to provide those images”. We want our students to see that a road map to success does exist. We want to give them all the strategies they need to stay on the right track and go to college“ (Interview, 2009).

Participant DW13 stated:

“It’s amazing what the student observe. You know they are thinking at all times. I have found most of the time they are wondering about recipe for success. They are wondering how did we “make it” out. We provide them with a map we show them the way” (Interview, 2009).

In addition to being a real life example participant DW19 shared the significance of validation. “If the students did see real people that they could relate to they would not believe this was possible. How could they. We provide this truth. We validate all that they have heard growing up. Yes it is possible to go the college and be successful if you stay focused and on track” (Interview, 2009).

Finding 2G: The Significance of the Counselor and the Advocate

The high school teachers in the study believed that teaching and modeling social support and activism was critical to impact the individual student and the community in

which the student resides. They emphasized individual empowerment and community uplift through action and involvement. Participant CX21 further reiterated,

“Too much time is spent talking about the devastation in the African American communities it time we embrace our communities and start the movement for change. We have a Black president if this is possible anything is possible. Why can’t black community be synonymous with a great place to live? Only we as Black folk can make this happen” (Interview, CX21, 2009).

Participant DW19 also added,

“This idea of encouraging students to take leadership positions is sometimes frowned upon in other academic settings, but not here. So much time has been spent blaming the “system” and “the white man” in African American communities but the time has come to step up. If we want to make a difference in our neighborhoods we better be ready to work. We have to do our part. We teach our students to stop thinking as victims and start being leaders. They have to be willing to take control, work, and make the changes in their neighborhoods. We had a situation at school with our boundary wall. Every other week the wall had been spray painted with graffiti. The students kept complaining about the graffiti. We told them to stop complaining and figure out a solution. The students decided to change the style of the wall fro brick to a wrought iron fence. They raised enough money and found a contractor that would do the work at a discounted rate. Now there is no graffiti on the wall because there is no wall” (Interview DW19, 2009).

Finding 2H: Role Ranking for the Four Charter Schools

Rankings were created by averaging the data from table 47. It was essential to specify even when ranking role importance all of the roles had a level of importance of over 88%. The data from table 48 revealed the participants believe the following was the ranking for role importance:

Table 48. Rankings for All Schools

Roles Based on Averages	Role Importance	Rankings
Counselor	93.03%	5
Role Model	92.79%	4
Parent Surrogate	90.94%	3
Advocate	89.56%	2
Disciplinarian	88.93%	1

3. What is the perceived importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York?

Finding 3A: Being Sympathetic and Culturally / Socially Aware and Empowered

Teachers in the study believed in the success of every student and were committed to their success. Teachers did not lower their expectation because of social inequalities the students face. **Racial, social and individual** awareness and **empowerment** were the central theme of importance for participants in the study. Participant AZ14 communicated her views on empowerment:

“It has not always been cool to be black. But since Hip Hop Culture has taken over being Black ain’t so bad. I do my best to promote all things black. A few years ago this was kind of hard. But we have a Black president now and the students are really tuned in” (Interview, 2009).

Participant BY05 reaffirmed his position on being informed. “Its unbelievable being in an environment where your life experiences can help others. I share openly with the students. Not to glorify but to make them aware. I want them to know how detrimental some choices can be” (Interview, 2009). Participant CX17 reaffirmed her position on positive self-awareness:

“Students are bombarded with positive images on a daily basis, but how many of those images are African American? At our school, a majority are. It is important for African American students to see Black people in a positive light, because usually all kids see are the negative images. We are here to teach self-love, something that is missing in the African American community, but to love you self you have to know yourself that is why self-awareness is so important” (Interview, 2009).

Finding 3B: Embracing Blackness and Learning from It

The participants in the study overwhelmingly agreed that embracing blackness was a key component to performing the historical roles of African American teachers in

contemporary, urban classrooms. Participant BY07 shared the significance of having a common identity, “they know we get it. We come from the same thing. We are all “Black folk and Black folk have ties that connect deeply. That’s why we all sit together in the cafeteria”. It is the comfort of home” (Interview, 2009). “We get where they are coming from. We have similar experiences. We look the same and some of us have the same stories. To the students this translates to understanding and caring. Teachers of other backgrounds have to work a lot harder because they do not share these cultural experiences” (Interview, CX02, 2009). Another teacher described his knowledge of being empowered by having a positive self image:

“There was a time when being Black was not “thing” to be. I remember looking at interviews on television as a kid of Black entertainers talking about their European ancestry. We are all descendants of slavery so of course we are all of mixed blood. But the idea of trying to deny their blackness was so hurtful. I am black as tar and could never deny being black, besides I was taught by my parents to embrace it. This is what I want to give to my students, the ability to embrace and love themselves as they are” (Interview, DW07, 2009).

Finding 3C: Nurturing the Whole Child by Providing Love and Affection

Acting in **dual roles of parent and teacher** was a prevailing theme of importance in the responses from teachers in the study. Teachers included open affection to students as a process of nurturing and creating familial bonds. The teachers strived to create a classroom environment with a caring atmosphere. Participant AZ06 explained “sometimes students feel like you “ain’t they momma” and you can’t tell them what to do, then you open your heart and they start to trust you and then they start to respond. You go back to the way you were raised and you use what you know” (Interview, 2009). Participant AZ14 further explained “if we did not care these kids would not come to school. They have been through

an education system that has failed them. We nurture, love, and respect them and they keep coming” (Interview, 2009). Participant BY07 further articulated,

“We service a group of students that are extremely needed, but we want them to be successful so we give them what they need. Some of our kids have never heard a kind word so we make sure they hear them at school. Some of our kids do know the difference between a nurturing touch and an unacceptable touch. We have to explain and model the differences, especially with our girls (Interview, 2009).

“We know that our kids need to feel loved and valued so we make it happen” (Interview, CX09, 2009). Participant CX21 further adds, “Sometimes it is not only about nurturing the students, in many case we have to show parents how to be nurturing” (Interview, 2009).

Finding 3D: Real Life Examples of Academic Success

Without the presence of African American teachers the value of education for African American Students fell.. Providing students with **someone to “look up to”** was a significant premise for teachers in the study. Participant AZ09 shares his experience with having to be a role model. “They need us in professional positions. We are the only Black professionals they see, other than entertainers. Without us their options are entertainers or criminals.” (Interview, 2009). Participant BY22 also added,

“I want to help the students to be there best, so I have to show them the many faces of “best”. You do not need to be a ball player or an entertainer to be important. Teachers are very important to the Black community. I teach because I am a living example of what can come out of “the hood” (Interview, 2009).

Participant CX02 revealed

“They students see us and we look like them. They think if we could do it then they can do it too. Seldom do African American kids get to see black professionals. We offer that. We are real– life examples of academic success” (Interview, CX02, 2009).

Participant DW19 revealed:

“The students see us and we represent what they can become. We are living thriving African American adults. We represent what the future held for these students” (Interview, DW19, 2009).

Finding 3E: Embrace Their Community and Make a Difference: “Uplift”

Teachers in the study believe community “uplift” was critical for neighborhoods to blossom and students to become leaders. Being **relevant leaders** in the school and in the communities for opportunities of “**uplift**” was the central theme for the educators in the study. Participant BY22 shared his thoughts about being a relevant leader.

I lived in the suburbs after I graduated from college. I recently moved back to the neighborhood a few years ago. My wife and I agreed that we would do more in the community to help. Moving back was the first step. Now that I am here I see my students at home, work, and sometimes at church. It gets tiring sometimes, but I know I am serving a bigger purpose. My students get to see me as a leader in the community. There are not many Black male leaders in the neighborhood (Interview, 2009).

Participant BY07 shared:

“Not only are we in a leadership position, but we also have a chance to bring others up. This is so important. We have to put our student in a position to also be leaders in the community. This will help rebuild our neighborhood. This is what “uplift is all about” (Interview, 2009).

Participant CX02 shared her thoughts about community activism.

“There are many problems in the community around or school. But we encourage our students to embrace their community and make a difference. We tell them not to waste time talking about all of the problem and to get involved. Our school has participated in neighborhood beautification projects, by picking up trash, removing graffiti, and painting houses. This is their community and we want them to take pride in it and we will do whatever is necessary to help” (Interview, 2009).

Summary

The participants in the research project believe being sympathetic and culturally / socially aware and empowered, embracing blackness and learning from it, nurturing the whole child by providing love and affection, being real life examples of academic success,

and embracing their community and making a difference by “uplifting” were important for performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

Research Question Four Findings

4. In what ways, in the perception of African American teachers in selected urban charter schools, do the roles of counselor, advocate, disciplinarian surrogate parent, and role model contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success.

Findings 4A: Determined to Stay the Course

The participants in the study agreed that the ancillary roles played an important part in instilling and perpetuating “determination to succeed” among African American students. The teachers instilled a common sense of determination; success was fostered, nurtured, expected and modeled for them through the five roles of role model, counselor, advocate, parent surrogate and disciplinarian.

Because of this determination the students were focused and “stayed the course”. Participant CX17 noted:

“I’ve never seen a group of student work so hard. I know many of the teachers on campus share the same thoughts. Our kids have resolved to be successful through academics and this mindset is unwavering. Two years ago one of our basketball players was having a very difficult time scoring well enough on the SAT test, but I do not think there was a time that he believed he was not going to make it. He is a great basketball player, but he wants education to be Plan A and basketball to be Plan B.

He was determined to put in the time and effort to reach his goal. He is in his first year of college. He plays on the basketball team, but he is going to school to be a teacher” (Interview, 2009).

Participant AZ02 shared his experiences while working with students that focused and driven:

“We all work hard. We all exhaust every possibility. We do whatever it takes. I remember one incident when we needed to hold an IEP meeting for a student. The mom had missed two of the previous scheduled meetings. In the traditional public school we hold the meeting without the parent and send the finalized IEP home. We do not do that here. At school AZ we make a way. For this situation we went to the home and help the IEP at the students home to make sure the mother was included in the process. At other times we have gone to the home to pick up parent and younger siblings when necessary. Yeah we do have to play every role indicated in the study, but we prefer active participation from the parents. We want all members of the educational team empowered. When the students see that we exhaust every possibility then they do to” (Interview, 2009)

Participant AZ14 encapsulated achievement through diligence:

“When the students are faced with problem at home or at school, we always ask “how will you allow this to affect you”? We incorporated this phrase a couple of years ago because the students we serve often experience life changing situation. We want our students to think before reacting so that they remember to remain attentive and focused on academics. There will always be problems” (Interview, 2009).

Finding 4B: Persistence by Getting through Anything

The finding across the case studies was that participants revealed the roles teachers played, developed and fostered a determined “inner persistence” that teaches and models for students; “they get through anything.” even when faced with adversity. The following were comments from the teacher at school DW on how **persistence had contributed** to student success:

“Our student will work until there is nothing left. They exhaust every possibility and never give up. They push and push and push onward. They know success is around the corner. They see it in us. We show them the possibilities and their persistence gets them through. They go through difficult times and situations, but they keep on pressing and never give up. One of my students is a teen mom. She entered our

school as a ninth grader with an eight month old baby. She has been doing very well in school but she has to work hard. This June she graduated and mother and child are on there way to Georgia for college. She was given enough financial aid, scholarships, and grants to go to school, live on her own, and provide for her daughter. We at School DW are very proud of this student” (Interview, DW01, 2009).

Teacher AZ02 shared her experiences,

“It’s amazing; they do not realize how bleak their situation is without the support form caring adults. They come into school and they are so unaware, I guess because this is all they know. Most of them have not been outside of their five mile radius. So we teach by sharing our own experiences and let them know they have options, they are not alone. They are not the only black folk living with problems. We all got problems. It’s what you do that matters (Interview, 2009).

The following were comments from the teacher at school BY on how **persistence** had contributed to student success:

I would be lying if I said our student come form all walks of life. Most of them are from the hood. They only know the hood. Most have never been outside of a five mile radius, but with this being said they continue to strive for more. They try and try and try, no matter what is thrown at them. I have a student that was taken away from her mother and placed in foster care. It is unlikely that student will return to her mother because of the abuse issues. But this kid comes to school everyday, holds her head high and continues to do well. She is a B+ to A- student but she works so hard. She desires and longs for success and her actions show it (Interview, BY05, 2009).

Finding 4C: Spirit of Dedication

The findings was that teachers believed that by performing the ancillary roles, making their dedication and caring observable to the students, students performed better academically and felt encouraged and excited to join groups and teams. This findings were particularly true in the high schools where community activism, volunteerism and change and was a high student priority. Teachers believed the roles helped to contribute to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of

advanced classes, GPA and matriculation to college support measures of student success.

Participant BY07 suggested,

“It is amazing that everyone knows about the situations these kids face but know one step in. I guess if it doesn’t kill’em it will make’em stronger. It’s their strength that keeps them pressing on. They don’t have a choice, weakness is not an option” (Interview, 2009).

Participant AZ15 added:

All of these roles embody what we do. We are able to address the needs of the whole child by being the “Whole Teacher”. We have a great reputation in the community because we do whatever it takes. The parents and the students know that we are an environment where learning is expected, desired and occurring. Therefore the parents are on board and this leads to the students being on board and keeping their eyes on the prize. We are all committed (Interview, 2009).

Participant AZ02 revealed:

“They are still so enthusiastic and willing to do whatever it takes to be successful. They work so hard. They stay after school; they actually work during their tutoring session, even the students that don’t need the extra help. Our school culture is one of academic success and every student has bought into it. Students in my class vary academically because of this I have to differentiate my instruction. Usually I group students in groups of three (high, medium, and low). All of the assignments are geared towards the high achieving students, and this gives me the opportunity to work with the lower achievers. The unbelievable part is that everyone is committed to everyone else’s success. We work together to make it happen” (Interview, 2009).

Participant CX21 stated:

“I think most black folk gotta be resilient. Otherwise the constant disappointment would break us. We expect failure, hope for equity, and prey for success. We know eventually the playing field will be leveled, at least we hope” (Interview, 2009).

Finding 4D: Integrity in Times of Despair

The findings across the case studies were that African American teachers as counselors, advocates, disciplinarians, parent surrogates, and role models, contributed to student success in testing, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA

and matriculation to college by teaching integrity in times of despair. Participant BY05 noted,

“I love working with this group of kids. They are straight shooters. Sometimes they are a bit too honest, but they mean well. Before school ended I had a cheating situation. I caught one of my students cheating on a morning quiz. Of course I was very disappointed, but I walked away from the situation and met with the student later in the afternoon. When asked about the incident the student explained that she knew she would score a zero if she took the quiz on her own so she decided to cheat and maybe she would get a few extra points. But worst case scenario she would get caught and get the zero anyway. So it seemed like “push”. On the inside I was laughing but I had to implement consequences because of the behavior. She never had a problem paying for her mistake. I asked her not to cheat again. She smiled and walked away. I know this is something I will need to deal with again but I admired her honesty and integrity when faced with the situation (Interview, 2009).

Participant CX02 added:

“There is always something going on that can break their stride. We hope they can maintain focus with all of the distractions. Looking from the outside the “hood” doesn’t seem very enticing, but it is. Where else can you hangout all night, have no parental supervision, and earn tax free money. With all the negativity in the black neighborhoods, once a student gets caught up in the dysfunction it is hard to pull them away. We have to work diligently to keep them focused on academic success even if financial security is looming in the “hood”. Most people don’t understand this mindset but those who have been there get it. It is difficult to convince a poor kid that financial security will come later in life when money can be made today in the hood” (Interview, 2009).

Participant BY07 reinforced concepts:

“I think the students are open and honesty because we model the behavior. You can not pull the wool over the eyes of kids they are too savvy. They have too many life experiences. They deal with so much. They can smell a fraud a mile away. They are not naïve and they do not pretend to be. I had a situation with a student that had been missing a lot of school. I did a home visit and the mother acted as if everything was okay and she would make sure she sent him to school. When the student returned to school the next day he shared that he needed to talk to me. He explained that he misses school because sometimes he has to baby-sit and his mom cannot afford a babysitter. He also told me he did not need my help but he wanted me to know that he would never ditch my class. I am not sure that he would have opened up about his home situation if I had not showed that I cared” (Interview, 2009).

Finding 4E: Discipline When Faced With Negative Distractions

The teachers in the study believe that the historical roles of African American teacher as counselor, advocate, disciplinarian, parent surrogate, and role model contributed the students' ability to avoid distraction and to have success in testing, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation. Participant DW01 explained,

“They truly listen and believe in us. They know that we have all had similar stories yet we’ve made it. They know about the distractions. They see them everyday yet they keep coming back. Our students are committed to their goals and academic success. They know this is a rigorous academic program yet they keep working. They dismiss the words diversions and focus on their purpose. They know what life absent of education will bring. They see the difficulties in their home lives” (Interview, 2009).

Participant BY15 also told of his experiences with discipline students:

“It sounds cliché to talk about the adversity our kids face but it their reality. You never know what you are going to face when you enter the school building in the morning. I have one student that is a great basketball player. He spends most of his free time playing basketball. One day while playing on the local court there was a drive by shooting. Everyone ducked, but when the shooting was over they casually went home. The next day everyone on campus was talking about the shooting. I approached the student and he nonchalantly remarked, I’ll find somewhere else to play, it’s all good. He had not concerns. Neighborhood violence is his normal, but it will not stop him” (Interview, 2009).

Participant BY07 stated,

“When I was growing up I only saw white people as authority figures telling me what to do and how to act. All of my teachers were white. I didn’t really like school because I hated dealing white people trying to change me. I was a very smart kid, but I never acted smart. I even spent sometime in special education. This is how most of my friends acted. We didn’t like being in school. This was normal in the hood and our behavior represented thumbing our nose to the white establishment. Then one day it changed. I stopped misbehaving and started to go to school to get my education, not to like it. My focus changed. I decided to use the education system for my needs. Now that I am an educator, I see so many students like me. But I have a chance to make a difference in their lives. It takes a great deal of courage to walk away from the “hood” and take school seriously, but our students make conscious decisions to do this everyday” (Interview, 2009).

Summary

African American teachers in selected urban charter schools believed the roles of counselor, advocate, disciplinarian surrogate parent, and role model contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success by teaching; a spirit of dedication, integrity in times of despair, discipline when faced with negative distractions, persistence to get through anything, and determination to stay the course.

Research Question Five Findings

5. What evidence exists that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contribute to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success.

Table 49 reflected the average amount of participation in all activities by students attending all four schools.

Table 49. Evidence Perceived by Study Participants at all Schools

1000 Students		
Descriptors	# of Students	% of participation
Social Activities (Band, chorus, etc.)	204	20%

Community Efforts	450	45%
Advanced Classes (AP)	226	23%
GPA of 3.0 or higher	517	52%
Matriculation to College (99 Seniors)	82	83%
Clubs (Debate, Technology, Greek Clubs, etc.)	314	31%
Extra curricular (Sports and cheerleading)	295	30%
Tutoring	835	84%
Curriculum related and activities outside of school	332	33%

Finding 5A: Community Efforts

The finding across the four case studies was that teachers at the four schools revealed the students and staff at each school were heavily vested in the community. Supporting the students translated to supporting the community in which the student lived. The students were involved in community projects to promote safety in the neighborhood, encouraged community members to use technology at local churches and organizations, voter registration campaigns, and community action programs to build community solidarity. These activities not only built the community, but they also built leadership skills in the students. Participant BY15 shared, “we encourage leadership in our students so they can become leaders in their communities. If they want to see changes they have to take a leadership role and be part of the solution” (Interview, 2009).

Finding 5B: GPA and Tutoring

Over 80% of the students that attended the four charter schools were required to attend a tutoring session at least four times per week. The schools had incorporated tutoring as part of the regular schedule. It was not viewed as an extra class it was viewed as a core requirement. Participant AZ06 stated, “at traditional schools tutoring is an option for students that are not doing very well. On our campus tutoring is for everyone, doing well or

not. Tutoring time is our chance to work with the students on anything that is causing or may cause a problem later” (Interview, 2009). Participant CX02 also disclosed,

“The students spend a lot of time being tutored with teachers who teach core subjects. Because of this the students are constantly receiving valuable help. This leads to higher grade point averages. It’s a beneficial arrangement and everyone wins” (Interview, 2009).

The teachers in the study articulated more time was spent on academics so the students were successful. Centralize focus on academics was a significant theme at all of the schools; which contributed to students achieving higher grade point averages.

Finding 5C: Greek Organizations

All of the campuses were heavily influenced by the historically African American Greek Fraternities and Sororities. They were set up in smaller learning communities and these learning communities carried part of the name and color schemes of the Historically Black Greek organizations. The teacher on the campuses served as in class historians because most of them were affiliated with Black Sororities and Fraternities. The participant BY22 explained, “By exposing the students to Black Greek Sorority and Fraternities, the students are introduced to cultural and social solidarity prior to going to college. It’s another way to foster positive self image. We have the knowledge so we give it to the students” (Interview, 2009).

Finding 5D: Matriculation to College

Of the 99 seniors at the two charter schools 83% (82 students) were admitted into four year universities. The students were bombarded with images of people that look like them and had attended college and therefore college was a realistic goal. The African American Teachers on the charter school campuses were of critical importance because children needed to see that African American educators existed and that African American

people went college and held professional positions. Without African Americans in teaching positions, students devalue the importance of education and were less likely to go the college (Loehr, 1988, p. 32). Participant DW19 disclosed, “We symbolize what hard work, opportunity, and commitment to education can lead to” (Interview, 2009). Participant AZ09 also expresses, “we want the students to find a reality that includes education and professionalism not dilapidation and despair” (Interview, 2009).

Summary

In summary, the evidence that existed to exemplified that the historical roles of African American teacher as counselors, advocates, disciplinarians, role models and surrogate parents contributed to student success were shown in student academic and non academic participation and performance.

Research Question Six Findings

6. What do African American Teachers perceive as challenges and supports systems that hinder or sustain the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians.

Introduction to Challenges

The interview data provided by the study participants indicated the following as the greatest challenges that hindered the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were time, resources and disadvantaged youth.

Finding 6A: Challenge of Time

Like typical public schools, charter schools had time constraints. As told by the teachers in this study, this was one of the most significant barriers to performing the historical roles of African American teachers.

“We have to make time for academics because we are a school, but the students have so many other needs. Usually we have to choose between providing counseling service or provided academic support. There are times when students need a place to retreat from all of the troubles at home. We give them time for that, but if the student is failing math, instead of relaxing we have to work on math” (Interview, AZ06, 2009).

Participant AZ09 reiterates this same problem with time below;

“The best thing we can do to avoid discipline problems is getting to know the students. We should spend more time allowing the students to share their thoughts and feelings. We need more time to build bonds. I know we do better than the typical public school, but the students need even more. We are a setting that advertises close relationships with the staff and administration but we do not make enough time for it. Academics take precedence over everything. But what if the student is not in the right frame of mind to learn; this is when we have problems” (Interview, 2009).

Participant CX21 disclosed,

“We work hard to make sure our students are armed with the necessary skills for success, but often this is outside the realm of academics. We have to teach life skills. We have to work with student on how to handle cultural injustices and racial discrimination while maintaining character. We have to do so much more to equip our students and there is never enough time” (Interview, 2009).

Participant CX02 revealed

“At the beginning of the year we have a set of items to go over. None of these items include getting to know the students. We have to create the time to do this. But this is also where we run into problems. If we would spend more time getting to know the students we could eliminate some of the behavior problems as the year progresses” (Interview, 2009)

Participant DW13 also explained,

“We do not expect to have enough time to get everything do, but like the students we have to give it out best effort. We have to work hard to make sure the students get what they need even if that means coming in early, leaving late, or working on Saturday” (Interview, 2009).

Finding 6B: Challenge of Resources

Another barrier that hinders the performance of the historical roles by African American teacher was available resources. The teachers in the study disclosed, the students needed so much and there was never enough available.

“Our school shares a counselor, a nurse and a social worker with another charter school and each of the providers visit our campus one time per week. They are at the other charter school on one day also. The remainder of their time is spent at the regular job assignments. We get the services for free and I am not complaining, but our students need so much more. We cannot afford to pay for any of the services so we take what is given, but what about the students. They have needs more than once a week” (Interview, AZ02, 2009).

In addition to the needs expressed above the participants also had concerns about basic needs, like food and shelter.

“We provide breakfast and lunch for our students. Most of the teachers brought snacks for kids, too. But when they go home, they are on their own. I worry because some of our students have their first meal in the morning at school and their last meal in the afternoon at school, so they do not eat again until the next morning. Also, what about places to live and beds to sleep in: I have delivered bunk beds to kids but I know there are more students on our campus that sleep on the floor. I cannot provide a bed for everybody but we need resources for these types of situations. We can call social services, but they hurt more than they helped” (Interview, AZ09, 2009).

Participant BY05 recounted,

“The only resource that belongs to our school is our teachers. We share everything else. We share our counselors, social workers and nurse. We do not have our own gym. We share a gym with the private school next door. We run into a lot of problems because of the lack of resources” (interview, 2009).

Furthermore, participant BY15 added:

“We had a student that was removed from her home and placed into foster care. The day the student returned to school there was not counselor or social worker on site. The school made arrangement for a counselor from a neighboring school to visits with the student, for a fee of course. It would be so much easier if we could have the needed resource to run the school more successfully. Our students deserve it” (Interview, 2009).

In addition, Participant CX17 stated”

“We try not focus on what we do not have; we try to make do with the resource available. There are times that we have to go without and the students suffer, but we try to stay positive and encourage self-sufficiency, we try to make everything a life lesson” (Interview, 2009).

Finding 6C: Challenge of Disadvantage Youth

The last identified barrier that hindered the performance of the historical roles by African American teacher was disadvantaged youth. Several of the teachers divulged that the students needed so much and there needs had to met. Participant BY07 disclosed,

“The neighborhood surround the school is one of the worst in our area. We know what it takes for our student to arrive everyday. They have little support at home and the community it infested with drug activity. The students that walk to school have to pass the drug dealers and addicts and the students that ride the bus have to stand on the corner with the same individuals. It is our job to undo all that they have gone through on their way here. We do whatever it takes, from parent to psychiatrist to teacher; we are whatever they need us to be” (Interview, 2009).

Participant AZ09 continued by sharing his experience with having to deal with the obligations of teaching at charter schools:

“I am an African American male teacher. We are hard to come by. It is my duty to serve these students. I may be the only positive male figure in their life. I do not take this position lightly. I know what is required of me and I am willing to do whatever it takes. The hours are long and the students are needy, but I enjoy being a part of a community that looks and thinks like me. I love my job and I love that I am impacting African American students. If I don’t who will?”(Interview, 2009).

Participant CX17 concluded by stating,

“We never know what the next day holds. We try to be prepared for everything. We know our students have needs. We know that we must meet those needs. All the roles are important when you’re dealing with a population of disadvantage youngsters” (Interview, 2009)

In conclusion, the collected data showed the greatest challenges that hinder the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were time, resources, and disadvantaged youth.

Introduction to Supports

The collected data indicated the greatest support systems in place that helped the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were real life examples, social and cultural awareness, and student enthusiasm.

Finding 6D: Support of Real Life Examples

The participants in the study told the support system that helped with the performance of the historical roles by African American teacher is real life examples. Participant CX09 shared her experience about being a real life example:

“I remember growing up I would always hear people say you can be whatever you want when you grow up, even president. I never believed this. There had not been one so why would I think it was possible. But now it is. So I can tell my students they can be whatever they can dream and mean it. I teach at this school because I bring hope to a population of students that had little hope. It is my duty to be an example of success and to show that success is Black” (Interview, 2009).

Participant CX21 also imparted his views on being a real life example:

“There are not many men in the teaching industry. I did not always want to be a teacher, but I wanted to make a difference. I teach because I want more black men to enter the profession and I think by seeing me they will. Our young black men need to see other young black professional men and education is a great place to start. I love teaching and I hope to pass this love for education to others” (Interview, 2009).

Participant AZ09 shared his experience with being role model. “If we do not stand up as role model our student will only have people in the entertainment industry to look up to. We have to step up” (Interview, 2009).

Finding 6E: Support of social and Cultural Awareness

The next identified support system that helped with the performance of the historical roles by African American teacher was social and cultural awareness. Several of the teachers divulged that it was exciting going to work not think about socially and culturally unformed or unmotivated teachers. Participant BY15 emphasized during the interview;

“When I was growing up I did not have very many male role models. I got involved with the wrong crowd and made a lot of bad decisions. Luckily, I never had problems with the law. I knew when I finally grew up that I had to be in a profession where I could reach other young men. That’s why I teach (Interview, 2009).

Participant BY05 revealed during the interview process the importance of being socially and culturally informed,

“Every year we get new students. This year one of those new students shared that she had never had a Black man as a teacher. The student comes from a home without a father so she is dying for a father figure. I know most of my students are looking for someone to emulate. I want to be the role model they deserve” (Interview, 2009).

Furthermore, participant CX09 also emphasized this same notion of social and cultural awareness:

“When I was growing up it was not cool to be Black. We tried to identify with every other racial group. People would say they were mixed with white, Indian, Mexican or anything else to avoid blackness. But things have changed and I am glad. So not only is cool to be Black it is cool to learn about what it means to be Black and we give our students all the information they can handle” (Interview, 2009).

Another teacher described his knowledge of being individual, culturally, and socially aware:

“Last year one of my students and his two siblings were placed in foster care. This year I found out their foster parents decided to adopt all three of the kids. My student was having problems with the idea of not living with his “real” mom anymore. I always tell myself I will not share too much with the students but sometimes you

have to. I explained to my student that I was adopted when I was in the fifth grade because my mother was not able to care for me. I also told the student that right now life seems hard, but it will get better, be patient and have faith, it will get better” (Interview, CX21, 2009).

Finding 6F: Support of Student Enthusiasms

The last identified support system that helped with the performance of the historical roles by African American teacher was student enthusiasm. The teachers reported student enthusiasm had significantly contributed to being able to perform the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians.

Participant BY05 shared his experiences with enthusiastic student:

“I’ve worked in a traditional public school and since starting at a charter, I will never go back. There is not a culture of success for African American students at the traditional public school. However, at the charter students are expected to be enthusiastic about learning. We expect them to want to do well and hard work is a requirement. The student continue to rise and strive for academic excellence (Interview, 2009)

Participant BY22 expressed parallel views about student enthusiasm;

“We are a special population. We have a student population that has failed in the traditional public school, but they come here and do awesome. They do whatever we ask. They keep striving for more. They do not accept defeat. We are heavily vested in them and they know it, so they eagerly keep pushing for excellences” (Interview, 2009).

This idea of student enthusiasm was also shared by Participant AZ06 during the interview,

”At this age the students still believe in us and we can put them on the road to success because they are willing to work so hard. They are happy here. They see that we are willing to do whatever it takes so they jump on board. It is a great environment that teaches success through commitment, and determination” (Interview, 2009).

Participant AZ09 summarized the spirit of dedication personified on the campus:

One the first day of school when they students enter our campus they know what to expect. They know we mean business. Our job is there success. Student success is our driving focus. The students see and feel our passion and consequently they

display the same passion for academic success. It is awesome being part of a community that works so hard” (Interview, 2009).

Summary

In conclusion, the collected information revealed that the greatest support systems that assist with the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians were real life examples, social and cultural awareness, and student enthusiasm.

Conclusions

Several conclusions were drawn from literature, research questionnaire, and semi structured interview regarding the historically successful roles of African American Teachers in contemporary selected urban charter schools in New York: The conclusions were as follows:

Conclusion One

A thorough review of the literature, a research questionnaire, and a semi structure interview concluded that African American teachers in selected urban charter schools, frequently and very frequently, performed the roles of: counselor, advocate, disciplinarian, surrogate parent, and role model. Therefore, performing the historical roles of African American teachers was vital to African American student success.

Conclusion Two

The historical roles of African American teachers as counselor, advocate, disciplinarian parent surrogate, and role model were extremely important. The importance of the roles across the case studies was directly related to the environmental, familial, socio

economic conditions of the neighborhoods of the children attending these schools. In the middle schools, these conditions made the roles of counselor and parent surrogate of paramount priority.

In the high schools, there was a shift to empowerment and emphasis on preparing the students for future life challenges and experiences. In high schools, an African American teacher as role models was the principal matter in both high schools. Following role model, African American teachers were advocates for activism in community involvement, volunteering, tutoring, and community improvement efforts for their students. They actively promoted student's involvement in community efforts for change and inspired networking with African American established channels, such as churches.

Many of these teachers returned to live in the community re-creating the link with local business, churches, governmental agencies and residence so that students saw the commitment, and believe in the message. The effectiveness of living the roles within community was demonstrated in higher than public school test scores and numerous activities and groups to which students belonged.

Living the five ancillary teaching roles brought community to the school - and school to the community, completing the circle of schools, family and community.

Conclusion Three

It was concluded that the historical roles of African American teachers as counselor, advocate, disciplinarian, parent surrogate, and role model at the selected urban charter high schools had an impact in encouraging 82 of the 99 seniors (83 %) to go to college. African American teachers are instrumental to the development of skills used during secondary education, post secondary education, and professionally for African American high school

students. For secondary education the high school teachers were imperative when directing their student's attention towards the following: helping the students normalize the expectations that college opens door to careers, reinforced hopes for becoming a successful adult, and influenced the students by being living example of professional success. In focusing on the post secondary level the high school teachers were required to validate the dreams and aspiration of being able to go to college and do well. While paying close attention to the needs of the student at the professional level the high school teachers were African American individuals to emulate, who had had similar community and family experiences. African American teachers of high school students were essential for modeling skills to be applied in academia and after academia and afford the students greater opportunities for professional success. The academic and non academic supports in place for the African American student at selected, urban charter school would not be possible without the sacrifice and commitment from the African American teachers.

Conclusion Four

The roles were of utmost importance in the areas of academic performance, student empowerment, and community engagement. The historical roles of African American teachers were crucial because they promoted academic excellence. The students worked hard to succeed academically because the African American teachers created a culture of success on the charter school campuses. The expectations were high and the students worked to reach and surpass the expectations. The African American teacher in selected, urban charter schools truly believed the students were successful and the students internalized this and thrived academically. The historical roles of African American teachers were undeniably necessary and significantly contributed to students' in school and out of school performance

because student were presented with culturally relevant real life examples of academic excellence, student empower, and community activism. The historical roles of African American teachers were vital because they encouraged student empowerment by allowing the students take leadership position in school and in school based community projects, by teaching students “change starts with them” and by permitting students to congregate, collaborate and be apart of the solution in their own communities. In addition, the historical roles of African American teachers were irrefutably imperative because the roles pushed student to be involved in the community. The students were expected to “uplift” and start the change process in their communities which were dilapidated and depressed environments, with buildings and infrastructure in need of repair and a level of poverty typical of a highly economically depressed city. Therefore, African American teachers at select urban charter schools embraced the historical roles of African American teachers from the past and had drastically impacted the students, school, and the surround community.

Conclusion Five

Time, resources and, disadvantaged youth were the major challenges when performing the historical roles of African American teachers. Student in urban environment came to school with difficult, social, cultural and financial situations. These situations drastically affected the teachers’ ability to deliver the required content. The daily instructional schedule was set up to teach academic curriculum. The schedule did not accommodate for emotional or psychological problems the students faced. Not only was there not room in the daily schedule for these situations, there were no personnel on campus to address these concerns. Like traditional public school, charter schools work from a limited budget. Resources were not readily available to help everyone in need and there was not

enough time in the instructional day to address these concerns. The situations were heightened when resources were not available. Students were unable to digest their academics if basic human needs were not met. Basic needs like adequate shelter, appropriate clothing for the changing seasons, and familial assistance and support. The historical roles of African American teachers as counselor, advocate, disciplinarian, parent surrogate and role model gave the teachers the necessary strategies to handle the different situations the student arrived with on a daily basis. The teachers used the roles as tools to apply to specific situation during times of need. The teachers were truly working at a disadvantage when trying to ensure academic success for the students they serve.

Conclusion Six

Real life examples, social, and cultural awareness, and student enthusiasm were chief supporters when performing the historical roles of African American teachers. The participants in the study believed being real life examples fundamentally supported the performance of teachers as counselors, advocates, disciplinarian, parent surrogates, and role models. The students had culturally relevant examples of professional success. The students did not have to wonder if professionalism was possible, they saw example in their teachers. School to college to career was possible because the students witness it everyday. Social and cultural awareness was another vital supporter for performing the historical roles of African American teachers because all of the teachers had the same African American student oriented goals and intentions. The members of the educational community shared the same cultural practices and experiences. The cultural congruence produced a connected educational community. Student enthusiasm was also a major support for teachers as counselors, advocates, disciplinarians, parent surrogates, and role models. The teachers were

excited about helping student reach their academic goals and the students were enthusiastic and worked tirelessly. Teachers at charters school were expected to work long hours for the sake of the students and the students saw this and respond. They were enthusiastic and eager to succeed. He teachers at selected urban charter schools were culturally relevant real life examples that were socially and culturally aware of the racial, political, and social inequities these students confronted. The teachers created an environment that supported the students but also fostered empowerment. The students were passionate and enthusiastic because they were witnessed to real life example that had similar life experiences.

Implications for Action

These studies identified and described the historical roles of African American teachers. After identifying and describing the roles the study reviewed the literature and selected five charters schools that resembled the African American learning communities prior to Brown versus Board of Education. The findings of this study were in alignment with the literature that stated African American students needed African American teachers because African American teachers' life experiences, attitudes, and desire to serve contributed to their development of their pedagogical practices. African American teachers did not rationalize student failure by blaming societal challenges these individuals advocated for change and imbedded this idea in their students (Cizek 1995; Foster 1989, 1990, 1993, 1997; Saunders, Davis, Williams, & Williams, 2004). Historical research provided evidence of an African American teaching philosophy that enabled them to act as social agents in ways that both changed and constructed their own and their student realities (Adair, 1984; Foster, 1990; Peake & Fortens, 2005; Sanacore, 2004; Saunders, Davis, Williams, & Williams,

2004). The following implications for action were intended to increase the numbers of African American teachers in the traditional public school system and to improve the current academic status of African American students.

Implication One

It is vital that school administrators hire African American teachers in groups of five to ten. Hiring more than five African American teacher should impact more African American students and provides more real life example for the students to observe. This hiring model should reflect the needs of the students by identify prospective African American teachers and by inform them of the historical roles of African American teachers as counselors, advocates, disciplinarian, parent surrogates, and role models. The new teacher training should focus on the historical roles of African American teachers to support the African American student population. The teacher training should include resources, leadership training, professional development, strategies for building parent /teacher/ child relationships, community liaisons, and a process for evaluating teacher effectiveness. The evaluation plan should assess student standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA, and matriculation to college.

Implication Two

It is imperative that the department of education in Washington DC begin a national effort to bring African American teacher back into traditional public education. Research indicates African American student benefit from real life culturally relevant role models, and therefore public education should reflect a more diverse workforce.

“Because school provides the earliest near-day exposure of children to life outside of their homes, a diverse teaching force allows all students to understand people who

come from backgrounds different from their own and to see persons of different cultures in leadership positions. Diversity in school personnel also allows different views to be heard and considered when decisions are made about instruction and curriculum” (Education Commission of the State, 1990, p. 7).

Implication Three

It is critically necessary that the school administrators implement a training program that incorporates the five historical roles of African American teachers as counselors, advocates, disciplinarian, parent surrogates, and role models for all public for all certified/credentialed teachers. All teachers on campus should be aware of the needs concerning specific cultural groups. The training should include resources, professional development, strategies for building parent /teacher/ child relationships, community liaisons, and a process for evaluating teacher effectiveness. The evaluation plan should assess student standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college.

Implication Four

It is vital that university / college teacher education programs adopt curriculum that integrates the five historically successful roles of teacher as counselors, advocates, disciplinarian, parent surrogates, and role models. All perspective teachers should be required learn the strategies to better serve the African American student population. By including the historical teaching roles into a teacher education program, teachers are well informed and better equipped to work with African American students prior to accepting their first teaching assignment.

Implication Five

It is extremely important for school administrator identify, track, and direct young African American leaders by exploring schools, community organizations, and churches. African American youth that are involved in leadership should significantly impact education and surrounding communities when geared to the teaching profession. By reaching students early and focusing on them the teaching profession administrators can began to impact the numbers of African American in education.

Implication Six

It is essential that district personnel work with Historically Black Colleges and Universities when looking for relevant teachers with cultural, social, and political connections to African American students. The students form HBCU's have been inculcated with African American cultural personally, academically, and professional. Theses students have the ability to bring a wealth of knowledge to the current educational system.

Implication Seven

It is imperative that school districts administrators create networking opportunities with teachers in selected urban charter schools that perform the historical roles of teachers as counselors, advocates, disciplinarians, parent surrogates, and role models.

Implication Eight

It is imperative that school district administrators consult selected urban charter school administrators that have successful adopted hiring practices that place African American students with African American teachers that perform the historical roles of counselor, advocate, disciplinarian, parent surrogate, and role model.

Based on the findings of this study and the review of the literature on the historical roles of African American teachers, the following were recommendations for future studies:

Recommendation One

Further research is needed to identify the historical roles of Latin American teachers educating Latin American students. While this research focused the historical roles of African American teachers, the benefits of these five historical roles with Latin American students were not investigated.

Recommendation Two

It is recommended that this study be replicated with a larger sample that includes traditional public school settings from across the nation.

Recommendation Three

Further research is needed to determine if the same results from this study will occur in public schools with a larger numbers of students.

Recommendation Four

Based on the findings, research is needed to determine if non African American teachers have the same influence with African American student when utilizing the historical roles of African American teachers.

Recommendation Five

It is recommended that the ancillary roles of African American teachers be studied in a variety of urban environments.

Recommendation Six

Based on the findings, research is needed to determine the importance of teacher gender when performing the historical roles of African American teachers.

Recommendation Seven

Research is needed to determine student perception and the importance of performing the historical roles of counselor, advocate, disciplinarian, parent surrogate, and role model

Conclusion and Reflection

The researcher originally narrowed this dissertation to be about the impact of the *Brown versus Board of Education* decision and how this ruling impacted the educating of African American students. The Brown decision significantly decreased the number of African American teacher in the workforce, but the researcher decided to look deeper. While expanding the review of the literature, the researcher realized there was a need to investigate the historical roles of African American teachers and the impact of these roles on African American students. The research revealed the African American teachers served as counselors, advocates, disciplinarians, parent surrogates, and role models with African American students. The research also revealed African American teachers were instrumental to the development of thriving African American communities. With African American students continuing to fall behind their non African American counterparts academically the researchers decided to investigate the historically successful roles of African American teachers in contemporary selected urban charter schools in New York.

This research project had also revealed a new method for training teachers by looking at the needs of the students versus the needs of the local school districts. The current negative state of education warrants an investigation into alternative models. Evidence from

the study suggested students were better served when teachers were able to meet their academic and non academic needs.

Finally, from the perspective of this researcher, a product of the public school system, there was a time that I did not believe African American held professional positions in education. To see an African American teacher or administrator was an anomaly. Therefore, the more, local, state, and federal government, realize the benefits of culturally, relevant real life example in education the better the chances of all students being academically successful.

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APPENDICES

APPENDIX A
RESEARCH SURVEY

APPENDIX A
RESEARCH SURVEY

*A Case Study of the Historical Roles of African American
Educators in Contemporary, Urban Charter Schools in New York*

The purpose of this study is to determine if African American teachers perform the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The second purpose of the study is to determine how African American Teachers perceive the importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The third purpose of the study is to determine if African American Teachers at selected urban charter schools in New York perceive the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model contributed to student success as evidenced by: standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college.

The following are the definitions of the historical roles of:

Counselor: This is the role of African American teacher that takes an interest in students and provide them with moral and political support (Saunders, Davis, Williams, & Williams, 2004; Fairclough, 2004; Haynes & Comer 1990; Mayo, 2007; Peake & Fortens, 2005; Sanacore, 2004).

Advocate: The role of advocate is practicing the African American teaching philosophy that enables them to act as social agents in ways that both change and construct their own and their student realities (Adair, 1984; Saunders, Davis, Williams, & Williams, 2004; Foster, 1990; Peake & Fortens, 2005; Sanacore, 2004).

Disciplinarian – The teacher’s role is to hold students to academic, social, and behavioral standards. This cultural congruence helps the group better relate to one another (Saunders, Davis, Williams, & Williams, 2004; Foster 1989, King 1993, Ladson-Billings, 1994).

Teacher as Role Model – The role of teacher who models positive character and behaviors for the purpose of teaching through congruent actions and beliefs. As the proportion of minority teachers increases, the perceived importance of academic achievement to minority students increases (Loehr, 1988, p. 32).

Parent Surrogate – This teacher role is to show open affection to students, show collective encouragement and praise and fostering of the themes of social and personal responsibility (King 1993; Fairclough, 2004; Ladson-Billing & Henry, 1990). This is the teacher role of, “other mothers” (p. 398) where Black children are seen as “part of the family.” (p.398)

Part A.

Personal Information

Age in Years (Please Circle One)

20-30.....31-40.....41-50.....51-60.....61-70.....70 or Better

Teaching Experience in Years (Please Circle One)

Less than 1.....1-5.....6-10.....11-15.....16-20.....21 or Better

Gender

Male _____

Female _____

Part B. Literature-Base Questions

The literature provided a basis for determining that historically there are five additional roles played by African American teachers in working with African American students. From the literature, a survey was constructed to ask African American Teachers of African American students if they perceive that they perform these roles, today and as their perception of their importance in today’s classrooms.

Question One:

Do you perform the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in your role as teacher?

Please utilize this scale when answering question one

1. Almost Never 2. Seldom 3. Occasionally 4. Frequently 5. Very Frequently

Counselor	1	2	3	4	5
Advocate	1	2	3	4	5
Disciplinarian.....	1	2	3	4	5
Surrogate Parent	1	2	3	4	5
Role Model	1	2	3	4	5

Question Two:

If you perform these historical roles as a teacher; to what degree to you perceive that each of these roles is important?

Please utilize this scale when answering question one

1. Almost Never 2. Seldom 3. Occasionally 4. Frequently 5. Very Frequently

Counselor	1	2	3	4	5
Advocate	1	2	3	4	5
Disciplinarian.....	1	2	3	4	5
Surrogate Parent	1	2	3	4	5
Role Model	1	2	3	4	5

Part C. Rate of Performance

Please respond to the following, indicating how often you perform the behaviors of these historical roles within each category. The following is the scale for the survey:

Please utilize this scale when indicating frequency:

1. Almost Never 2. Seldom 3. Occasionally 4. Frequently 5. Very Frequently

Counselor

1. Promote social bonds.....	1	2	3	4	5
2. Promote positive self and social identity.....	1	2	3	4	5
3. Deal with groups/individuals with a deep understanding of cultural identity	1	2	3	4	5

4. Have a mission to intervene and counsel with a long-term life perspective.....1	2	3	4	5
5. Listens with a deep knowledge of having been there.1	2	3	4	5
6. Try to instill a sense of personal capability and personal power.....1	2	3	4	5
7. Advances and champions cultural identity.1	2	3	4	5
8. Counteracts historical myths with contemporary possibilities.1	2	3	4	5
9. Help students process outside forces and get ready to learn.1	2	3	4	5
10. Handle emotional situations with cultural sensitivity and knowledge.1	2	3	4	5
11. Counsel students with the belief that education as a life or death situation.1	2	3	4	5
12. Helps students process perceived inequities and find sources for change.1	2	3	4	5
13. “leave your baggage at the classroom door or let me hold it for you for a while, until you can carry it yourself.1	2	3	4	5
14. Intervenes with credibility..... 1	2	3	4	5
15. Is seen as fair in mediation of problems.1	2	3	4	5
16. Words have weight as knowledge of the neighborhood give credence to intervention.....1	2	3	4	5
17. Provides student with moral support - doesn’t give up.1	2	3	4	5
18. Understands how emotions and behaviors in the classroom relate to events outside of the classroom1	2	3	4	5
19. Are believable when talking about justice and fairness of daily events.1	2	3	4	5

20. Because of intimate knowledge of family and community norms can bring people together for joint problem-solving.....1 2 3 4 5

Advocate

1. Raises others up in the community.1 2 3 4 5
2. Are agents of social change.1 2 3 4 5
3. Are diplomats of interracial diplomacy.1 2 3 4 5
4. Earn a special respect from students because they have made it.....1 2 3 4 5
5. Take big steps to influence school programs and activities.....1 2 3 4 5
6. Get involved in community, church and local projects.1 2 3 4 5
7. Partner with parents in advocacy.1 2 3 4 5
8. Encourage students to contribute and take pride in the community.1 2 3 4 5
9. Advocate during transitions between schools and programs.....1 2 3 4 5
10. Believe “ I am my brother’s keeper” and get involved in the community.....1 2 3 4 5
11. Are champions for community solidarity and pride.....1 2 3 4 5
12. Are seen as leaders in the community and are “looked up to”.....1 2 3 4 5
13. Are seen as leaders who can help others achieve – have been to college and have made it.....1 2 3 4 5
14. View the community as a family.1 2 3 4 5

15. Get involved with community projects.1	2	3	4	5
16. Do not rationalize student lack of success by any variables “no excuses”1	2	3	4	5
17. Encourage students to look beyond present obstacles to future successes.1	2	3	4	5
18. Advocate for the whole person – not just the student- but the forming adult.....1	2	3	4	5
19. Actively advocate for assistance with resources support for students- clear the pathway.....1	2	3	4	5
20. Go out of their way to find resources for individual successes.1	2	3	4	5
21. Advocate for individuals within systems.1	2	3	4	5
22. Provide advice and consultation with a deep understanding of life/social conditions.1	2	3	4	5
23. Teach that “change starts with you’.1	2	3	4	5

Disciplinarian

1. Use a progressive discipline plan that begins with minor consequences.1	2	3	4	5
2. Reserve removal from classroom, office referrals and suspensions as a last resort....1	2	3	4	5
3. Use conferencing/reflection with the student as a first intervention.1	2	3	4	5
4. Correct individual behavior without blame.1	2	3	4	5
5. Do not compare one-student’s behavior to that of others.....1	2	3	4	5
6. Do not usually see the disruptive behaviors of boys as overly aggressive or intimidating.1	2	3	4	5
7. Have a culturally sensitive understanding of acceptable and unacceptable behaviors.....1	2	3	4	5

- | | | | | |
|----------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 8. Share stories when disciplining students that relate culturally and socially for their own experiences.1 | 2 | 3 | 4 | 5 |
| 9. Try to keep the discipline, “in house” between educator and parent”1 | 2 | 3 | 4 | 5 |
| 10. Try to reduce the accumulation of escalating consequences by reducing referral outside.1 | 2 | 3 | 4 | 5 |
| 11. Talk to students about behaviors with a long-term life perspective.1 | 2 | 3 | 4 | 5 |
| 12. Discipline without forgiveness for poverty or social conditions.....1 | 2 | 3 | 4 | 5 |
| 13. Am able to “get through to them” because of common experience, race and perceived advocacy.” You’re on my side”.1 | 2 | 3 | 4 | 5 |
| 14. Confront behaviors with love.....1 | 2 | 3 | 4 | 5 |
| 15. Have a different impact because of common cultural identities.....1 | 2 | 3 | 4 | 5 |
| 16. Discipline using words, phrases and reminders that sound like home.....1 | 2 | 3 | 4 | 5 |
| 17. Find that parents become partners in student discipline.....1 | 2 | 3 | 4 | 5 |

Role Model

- | | | | | |
|-----------------------------------------------------------------------------|---|---|---|---|
| 1. Influence the school goals to reflect different views.1 | 2 | 3 | 4 | 5 |
| 2. Have special influence as a living example of professional success.....1 | 2 | 3 | 4 | 5 |
| 3. Normalizes the expectations that college opens door to careers.....1 | 2 | 3 | 4 | 5 |
| 4. Validates dreams and aspirations by being a living example.....1 | 2 | 3 | 4 | 5 |

5. Has enhanced believability due to common identity, race and life experiences.1	2	3	4	5
6. Extends and reinforces values taught at home....1	2	3	4	5
7. Models multicultural figures in leadership positions.....1	2	3	4	5
8. Reinforces hopes for becoming a successful adult.1	2	3	4	5
9. Broadens and validates roles of successful adult.....1	2	3	4	5
10. Is someone to emulate who has had similar community and family experiences.....1	2	3	4	5
11. Challenges and defeats hidden messages about majority/minority potential.....1	2	3	4	5
12. Contradicts the lack of visibility of African Americans in leadership positions.....1	2	3	4	5
13. Broadens the range of African American heroes..1	2	3	4	5
14. Creates a new reality where the full faculty is African American, as opposed to a few.....1	2	3	4	5

Parent Surrogate

1. Talk to students like my own children.1	2	3	4	5
2. Openly discuss social, political and community events in the classroom.1	2	3	4	5
3. Bring in cultural stories and activities to teach heritage as well as academics.1	2	3	4	5
4. Share my own stories to bring out theirs.1	2	3	4	5
5. Celebrate African American identity to bring pride into the classroom.1	2	3	4	5
6. Celebrate and join in the vitality of African American children in song, dance and play.....1	2	3	4	5

7. Openly display affection.1	2	3	4	5
8. Believe that displaying love and frequent praise essential in the classroom.....1	2	3	4	5
9. Use terms of endearment as well as terms of correcting behaviors.....1	2	3	4	5
10. Use the same words of praise that are heard at home.....1	2	3	4	5
11. Believe we have to love them to teach them.....1	2	3	4	5
12. Feel like “the other mother”..1	2	3	4	5
13. Feel a responsibility for the development of the whole child, not just the student.....1	2	3	4	5
14. See myself as one of the child “keepers”.1	2	3	4	5
15. Consciously try to be a positive model of “what I could grow up to be”.1	2	3	4	5
16. Feel like a part of the community where they are all our children.....1	2	3	4	5
17. See our community as a big family.....1	2	3	4	5
18. Refrain from comparisons among students.....1	2	3	4	5
19. Take a lot of time for listening to personal stories and issues.....1	2	3	4	5
20. Take a parental interest in helping to resolve problems- go the extra mile.....1	2	3	4	5
21. Validates their personal dreams, hopes, and aspirations.....1	2	3	4	5
22. Use a sixth sense to determine underlying issues that inhibit learning.....1	2	3	4	5

APPENDIX B
BIBLIOGRAPHICAL MATRIX

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Research Matrix					
	Disciplinarian	Counselor	Advocate	Surrogate	Role Model

				Parent	
Agee, J. (2004).				Black teachers brought a desire to construct a unique identity as a teacher, she or he negotiates and renegotiates that identity (p. 749) to meet their objectives and to meet the needs and expectations of their students.	
Alexander, L. and Miller, J.W. (1989).	African American administrators and teachers also tend to serve as surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for African American students.	African American administrators and teachers also tend to serve as surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for African American students.	African American administrators and teachers also tend to serve as surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for African American students. Historically, many African American teachers expected that every child could succeed.	African American administrators and teachers also tend to serve as surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for African American students.	African American administrators and teachers also tend to serve as surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for African American students.
Anderson, J. (1988).			school houses where community institutions in which everyone had vested interest, they reinforced the educational and communal values that facilitated their construction		
Arney, N. L. (1978).		African Americans despite poverty, racial discrimination, and the many social inequities facing African	African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans		

		Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support.	to those African American teachers and supporters who took an interest in them and provided them with moral and political support.		
Asante, M. (1991).			Lack of culturally pertinent curricula		
Banks, J., & Banks, C. A. M. (Eds.). (1993).	The use of prejudicial classroom management techniques with minority students, particularly African American, is well-documented. Teachers perceive that the behavior of African American males is more aggressive and severe than that of their white counterparts.				
Baruth, L. G., and M. L. Manning. 1992				African American families rely on "family kinship networks" that include blood relatives and close friends. Uncles, aunts, cousins, and grandparents all share in a collective responsibility for caring for the children and teaching skills and values.	
Baunman, K. J., & Graf, N. L. (2003).					According to 2000 census data, 72% of the Black population over 25 years old has graduated from high school and 14.3% have graduated from college
Bennett, Lerone. 1972.			He who controls images controls minds, and he		

			that controls minds has little or nothing to fear from bodies...The system could not exist if it did not multiply discrimination...An educator in a system of oppression is either a revolutionary or an oppressor...The question of education for Black people in America is a question of life or death. It is a political question, a question of power...Struggle is a form of education- perhaps the highest form.		
Brown, F. (2004).			“these teachers saw potential in their Black students, considered them to be intelligent, and were committed to their success”		The discussion about the growing numbers of students of color in the nation’s schools is coupled with a call for teachers of color because children of color need role models.
Bowen, William G.; Bok, Derek (1998).			More than 50 years after the Brown decision African Americans have made substantial gains in educational attainment. In 1940, only 12% of African Americans had graduated from high school and 2% had graduated from college.		
Caliver, Ambrose. (1935).			Ambrose Caliver who represented the cause of		

			Blacks inside the U.S. Office of Education during the 1930's believed that Black teachers must be dominated by passion for service and motivated by love for humanity. He also deemed that the destiny of the Negro race rest in the hands of the Negro Teacher		
Carter, P. L. (2005).					as a result of racial discrimination in employment, skepticism about the ultimate payoff for educational investment, and perceptions of unfair treatment by school personnel, members of the Black community disengage from the educational process.
Casteel, Clifton A. (2000).					One of the most frequent complaints of students, especially African American students, is that some teachers, most noticeably Caucasians, don't relate very well to them.
Cizek, Gregory J. (1995).			Historically, many African American teachers expected that every child could succeed African American	These students benefit from the type of support that nurtures emotional growth and simultaneously provides optimal conditions for effective learning	as well as advancing character development within the context of African American community and culture

			<p>teachers to do not rationalize student failure by blaming societal challenges these individuals advocate for change and imbed this idea in their students</p>		
Costenbader, V., & Markson, S. (1994, October).	<p>African American males who misbehave in the same way as their white counterparts are more likely to be punished, resulting in suspensions and expulsions.</p>				
Diamond, John B (2006).			<p>On the surface, these schools seem to be the fulfillment of Brown's goals-racial integration coupled with high achievement. However, underneath the surface, a persistent pattern of racial inequality remains</p> <p>Historically, many African American teachers expected that every child could succeed</p> <p>However, despite these achievements, racial disparities between Black and White students in educational test scores, outcomes, and attainment remain. This is evident with high school graduation rates and attendance in college.</p>	<p>These students benefit from the type of support that nurtures emotional growth and simultaneously provides optimal conditions for effective learning</p>	<p>as well as advancing character development within the context of African American community and culture</p> <p>African American teachers are of critical importance because children need to see that black teacher exist and that Black people held professional positions.</p> <p>An African American teaching perspective is needed to produce an education that contributes to achieving pride, equity, power, wealth, and cultural</p>

			<p>By some measures of improvement, public schools seem to be the fulfillment of Brown's goals-racial integration coupled with high achievement. However, a constant pattern of racial inequality remains.</p>		<p>continuity (p. 47) as well as advancing character development within the context of African American community and culture.</p> <p>African American teachers are of critical importance because children need to see that black teacher exist and that Black people held professional positions.</p> <p>Embedded in the notion of the need for representative role models is a perspective which calls for parity a national teaching force composed of teachers of color in proportion to the representation of student of color.</p>
Diamond, J. B., Lewis, A., & Gordon, L. (2006).			<p>However, despite these achievements, racial disparities between Black and White students in educational test scores, outcomes, and attainment remain. This is evident with high school graduation rates and attendance in college.</p>		

			By some measures of improvement, public schools seem to be the fulfillment of Brown's goals-racial integration coupled with high achievement. However, a constant pattern of racial inequality remains.		
Dingus, Jeanie E. (2006).	...they gotta be psychologist, because they gotta know what kind of help a child needs, counseling. Psychiatrists someday, sociologist.		I have to prepare them for life more so than academics. I gotta prepare the brothas. I gotta prepare the sistas to make it because they need to know, from experiences that I had. You need to be prepared. You can't get out there half stepping. If you are African American, you can't get out there half stepping! You gotta step up and step high.	Teachers have to be momma... In segregated schools from the past, this knowledge was imparted into all students inciting them to find their significant other, meaning, somebody, that one teacher, that you can go to for everything, that will help you with anything, that will be willing to go to another teacher if needed. African American Teachers in segregated schools were personally invested in the academic, personal, and character development of their students.	In the past, African American Teachers were expected to participate in the NAACP; these teachers were viewed as leaders.
Downey, Douglas B, and Pribesh, Shana (2004).	Student-teacher racial matching may be associated with teachers' evaluations of students' behavior if black students are more inclined to misbehave when they are matched with white teachers versus black teachers. The theory posits that black students resist schooling				

	<p>and other white-controlled institutions because of their historically subjugated relationship with whites and their perception of limited occupational opportunities.</p> <p>... conclude that in an attempt to maintain their racial identity, black students develop peer groups that reject symbols and behaviors that are viewed as "white" (e.g., adhering to the student role).</p>				
Duarte, V., & Reed, T. (2004).			Just getting to know people of color, increases the teachers' ability to work sensitively with children of color in the classroom.		
Dubois, W. E. B. 1973.			<p>"It is the trained, living human soul, cultivated and strengthened by long study and thought, that breathes the real breath of life into boys and girls and makes them human, whether they be black or white, Greek, Russian or American."</p> <p>"To be a poor man is hard, but to be a poor race in a land of dollars is the very bottom of hardships."</p>		
Durham, Joseph (2003).				... the great contribution of African American schools was that they took students from a variety of settings and	

				nurtured them in a caring environment which molded character and provided high quality education.	
Ethridge, S. B. (1979).					In 1954, when the <i>Brown vs. Board of Education</i> decision was handed down there were 82,000 Black teachers by 1964, 38,000 black teachers and administrators had lost their positions in 17 southern and Border States.
Fairclough, A. (2004).	Finding common strands between student / parent and teachers helps bridge the necessary gaps which foster open communication and student compliance. Parents are more willing to accept corrective language and consequences when there are commonalties between the groups.	African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support.	African American teaching perspective is needed to produce an education that contributes to achieving pride, equity, power, wealth, and cultural continuity (p. 47) as well as advancing character development within the context of African American community and culture. Also in the Black neighborhoods, there was a sense of community and responsibility for African	Examples include candid classroom discussions about community devastation. Other examples include the use of rap music facilitated learning, the use of African American proverbs helped cultivate students' sense of culture and history and sense of self, the utilization of teaching methods which correspond to and are informed by the Black Church experience, and the strengthening and use of vitality of Black children. Other components of teacher styles include open affection to students and the collective encouragement and praise and	Prior to the <i>Brown</i> ruling the Black schools were portrayed as proud institutions that provided black communities with cohesion and leadership. Their teachers inspired and motivated generations of African American children.

			<p>American schools.</p> <p>The communities looked to their Black teachers to not only educate the African American students, but to also engage in social work, public health campaigns, racial uplift, and interracial diplomacy.</p> <p>...the role of African American teacher that takes an interest in students and provide them with moral and political support.</p>	<p>fostering of the themes of social and personal responsibility.</p> <p>This teacher role is to show open affection to students, show collective encouragement and praise and fostering of the themes of social and personal responsibility.</p>	
Ferguson, R. E. (2002).	<p>Teachers perceive that the behavior of African American males is more aggressive and severe than that of their white counterparts. African American males who misbehave in the same way as their white counterparts are more likely to be punished.</p>		<p>In light of the Brown decision and its focus on creating equality of educational opportunity through school integration, racial gaps are particularly troubling in integrated suburban schools where socioeconomic status is significantly different than urban school districts.</p>		
Ferguson, A. A. (2000).	<p>African American males is more aggressive and severe than that of their white counterparts. African American males who</p>				

	misbehave in the same way as their white counterparts are more likely to be punished.				
Fordham, Signithia, and John U. Ogbu. 1986.	... conclude that in an attempt to maintain their racial identity, black students develop peer groups that reject symbols and behaviors that are viewed as "white" (e.g., adhering to the student role).				As a result of racial discrimination in employment, skepticism about the ultimate payoff for educational investment, and perceptions of unfair treatment by school personnel, members of the Black community disengage from the educational process. Ogbu suggested that as a result of racial discrimination in employment, skepticism about the ultimate payoff for educational investment, and perceptions of unfair treatment by school personnel, members of the Black community disengage from the educational process.
Foster, M. (1997).			African American teachers to do not rationalize student failure by blaming societal challenges these individuals advocate for change and imbed this idea in their students		
Foster, M.			African American		

(1993).			<p>teachers to do not rationalize student failure by blaming societal challenges these individuals advocate for change and imbed this idea in their students.</p> <p>African American teachers tend to accept the student (even with their weaknesses) and do their best helped student achieve.</p>		
Foster, M. (1990).			<p>African American teachers to do not rationalize student failure by blaming societal challenges these individuals advocate for change and imbed this idea in their students.</p> <p>Historical research provides evidence of an African American teaching philosophy that enables them to act as social agents in ways that both change and construct their own and their student realities.</p> <p>African American teachers tend to accept the student</p>		

			(even with their weaknesses) and do their best helped student achieve.		
Foster M. (1989).	<p>Many African American teachers had to discipline their students. The teacher's ability to achieve this task is possible because students and parents have culturally congruent backgrounds with the teachers. This cultural congruence help the group better relate to one another.</p> <p>The teacher's role to hold to students to academic, social and behavioral standards. This cultural congruence help the group better relate to one another.</p>		<p>African American teachers to do not rationalize student failure by blaming societal challenges these individuals advocate for change and imbed this idea in their students.</p> <p>African American teachers tend to accept the student (even with their weaknesses) and do their best helped student achieve.</p>	<p>The limited presence of African Americans in the teaching profession has been and continues to be a serious problem confronting the education profession and the African American communities in the United States.; African American educators served as teachers, surrogate parents.</p>	
Franklin, V. P. (1990).				<p>Throughout the nineteenth and the first half of the twentieth century African American educators have held themselves responsible and accountable for the education achievement of children and adults attending their schools.</p>	<p>...noted that historically, educators have been the largest group in the community to provide leadership.</p> <p>Embedded in the notion of the need for representative role</p>

					models is a perspective which calls for parity.
Gallup, George, H. (1972).					
Garibaldi, A. M. (1992).	The severity of these disciplinary practices against minority students impedes their achievement in the classroom, excludes them from courses, alienates them, increases misbehavior, and leads to higher drop-out rates, lowered expectations, and more frequent grade retention.				
Gilbert, S. E., and G. Gay. 1985.			...when teachers expect black students to fail regardless of their own academic potential they adjust their own behavior in ways that help realize these expectations.	Research suggests that teachers built on the values and expectations taught by parents at home. ...therefore, that educators and parents form a "functional partnership between the black culture and the school culture," to find common ground in their expectations of the students and to reinforce the "cultural heritage and ethnic identity of black children"	
Graybill, Susan W. (1997)				Educators believe that a positive relationship must exist between the student and teacher if significant academic achievement is to be gained.	That cultural conflict was not as much a problem before schools desegregated because African American teachers usually taught African American students.
Guild, P. 1994.				A New York State Regents' report also recommended	

				that educators pattern classroom interaction after the home environment helped African American academic performance.	
Ham, D. N. (2004).					
Hale-Benson, Janice E. 1986.			An important component of academic success in education for the disenfranchised is liberation. To this end, Black history in America cannot be separated from Black education in this historical setting.	African American families rely on "family kinship networks" that include blood relatives and close friends. Uncles, aunts, cousins, and grandparents all share in a collective responsibility for caring for the children. and teaching skills and values.	Positive benefits accrue from identifying with a larger group: children pay more attention to people than to things. Hale-Benson explains, <i>black</i> parents have prepared their children with a "dual socialization" (64) -- to live among white people without becoming white by learning about significant blacks and interpreting events in light of the black experience (46).
Haney, J. E. (1978).					During the three year period from 1967 to 1970, the number of Black principals in North Carolina declined from 670 to 170; in Alabama from 250 to 40, in Mississippi from 250 to almost none (Haney, 1978).
Hawkins, B. (1992).					...demographic perspective concerning a critical shortage of

					black teachers who can serve as role models.
Hawkins, B.D. (1994).					<p>In 1954, when the <i>Brown vs. Board of Education</i> decision was handed down there were 82,000 Black teachers by 1964, 38,000 black teachers and administrators had lost their positions in 17 southern and Border States.</p> <p>One of the first negative impacts for Blacks stemming from desegregation was the dismissal and demotion of Black principals and teachers.</p>
Haynes, N. M., & Comer, J. P. (1990).		African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support.	African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support.		
Heitman,					

P. (2006, December 9).					
Hinchey, P. H. (1994).			Just getting to know people of color, increases the teachers' ability to work sensitively with children of color in the classroom.		
Holmes, B. J. (1990).					<p>In 1954, when the <i>Brown vs. Board of Education</i> decision was handed down there were 82,000 Black teachers by 1964, 38,000 black teachers and administrators had lost their positions in 17 southern and Border States.</p> <p>The perspective supports the notion that student of color need teachers of color in their learning environment to ensure that their aspirations levels, achievement levels.</p>
Hudson M. J. and Homes B. J. (1994).					<p>Hudson and Holmes (1994) explained that "...the loss of African American teachers in the public school setting has had a lasting negative impact on all student particularly African American student and the communities in which they reside..."</p>

Irvine, Russell and Irvine, Jackie (1983)		Irvine and Irvine (1983) discuss how black schools were community-centered institutions that addressed the deeper psychological and sociological needs of their clients (p. 416).	Irvine and Irvine (1983) discuss how black schools were community-centered institutions that addressed the deeper psychological and sociological needs of their clients (p. 416).		
Irvine, J. (1990).	The severity of these disciplinary practices against minority students impedes their achievement in the classroom, excludes them from courses, alienates them, increases misbehavior, and leads to higher drop-out rates, lowered expectations, and more frequent grade retention.				Embedded in the notion of the need for representative role models is a perspective which calls for parity.
Jordan, M. (2001).			A number of reasons have been suggested for this disparity, including a lack of culturally pertinent curricula a biased view that black culture is deficient rather than different from majority cultures.		
Jencks C. & Phillips M. (1998)			However, despite these achievements, racial disparities between Black and White students in educational test scores, outcomes, and attainment remain. This is evident with high school graduation rates and attendance in college.		
King, Sabrina Hope.	The teacher's role to hold to students to academic,	In addition to serving as positive role models for students, many of whom do not have	A number of reasons have been suggested for this disparity, including a lack of culturally	This teacher role is to show open affection to students, show collective	...demographic perspective concerning a critical shortage of black teachers

<p>1993.</p>	<p>social and behavioral standards. This cultural congruence help the group better relate to one another.</p> <p>In addition to serving as positive role models for students, many of whom do not have much exposure to them in their communities, African American teachers also tend to serve as surrogate parents, disciplinarians, counselors, and advocates for African American students.</p> <p>Finding common strands between student / parent and teachers helps bridge the necessary gaps which foster open communication and student compliance. Parents are more willing to accept corrective language and consequences when there are commonalties between the groups.</p>	<p>much exposure to them in their communities, African American teachers also tend to serve as surrogate parents, disciplinarians, counselors, and advocates for African American students.</p>	<p>pertinent curricula a biased view that black culture is deficient rather than different from majority cultures.</p> <p>In addition to serving as positive role models for students, many of whom do not have much exposure to them in their communities, African American teachers also tend to serve as surrogate parents, disciplinarians, counselors, and advocates for African American students.</p>	<p>encouragement and praise and fostering of the themes of social and personal responsibility.</p> <p>According to King (1993) low-achieving African American students benefit more from relationships with African American teachers. African American teachers also tend not to rationalize student failure by blaming family or society.</p> <p>In addition to serving as positive role models for students, many of whom do not have much exposure to them in their communities, African American teachers also tend to serve as surrogate parents, disciplinarians, counselors, and advocates for African American students.</p>	<p>who can serve as role models.</p> <p>One of the first negative impacts for Blacks stemming from desegregation was the dismissal and demotion of Black principals and teachers.</p> <p>The most recent projections estimate that by 2000 the proportion of African American teachers will be less than 5 percent -- thus the concern about cultural discontinuity.</p> <p>Sabrina King (1993) cited numerous studies that point out that the distinctive cognitive and interactive styles of African American students benefit from the pedagogy and philosophy of African American teachers.</p> <p>"a diverse teaching force allows all students to understand people who come from backgrounds different from their own and to see persons of different cultures in leadership positions".</p> <p>In addition to serving as positive role models for students, many of whom do not have much exposure to them in their communities, African American</p>
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					<p>teachers also tend to serve as surrogate parents, disciplinarians, counselors, and advocates for African American students.</p> <p>The discussion about the growing numbers of students of color in the nation's schools is coupled with a call for teachers of color because children of color need role models.</p>
Kingston, Paul W. 2000.	From this perspective, black students' behavior is not just different from white students' in a culturally arbitrary way, it disrupts what teachers are trying to accomplish.				
Klugh, Elgin L. (2005).			School closures and the displacement of Black teachers and administrators undermined the arrangement of community schooling institutional resources, and the ability of communities to work together in community centered and community controlled institutions to motivate their young.		African American school communities were overwhelmingly reliant on community initiative and collective action.
Kunjufu, J. 1984.				... the most important factor in student performance "is not socioeconomic standing, not the home environment, not the school per-pupil expenditure ... the most	

				important factor is teacher/parent expectations"	
Ladson-Billings, G. (1994).	<p>The teacher's role to hold to students to academic, social and behavioral standards. This cultural congruence help the group better relate to one another.</p> <p>Finding common strands between student / parent and teachers helps bridge the necessary gaps which foster open communication and student compliance. Parents are more willing to accept corrective language and consequences when there are commonalties between the groups.</p>		African American teachers refuse to allow their students to fail.	This teacher role is to show open affection to students, show collective encouragement and praise and fostering of the themes of social and personal responsibility.	
Lee, Carol D, Lomotey, Kofi, and Shujaa, Mwalimu. (1990).			Lee, Lomotey, and Shujaa (1990) contend that an African American teaching perspective is needed to produce an education that contributes to achieving pride, equity, power,		

			wealth, and cultural continuity as well as advancing character development within the context of African American community and culture.		
Lee, Jaekyung, (2002).			However, despite these achievements, racial disparities between Black and White students in educational test scores, outcomes, and attainment remain. This is evident with high school graduation rates and attendance in college.		
Levister, Chris. (August 23, 2007)				Key factors in these schools of choice are rigorous curriculum, smaller class size, and dedicated teachers who believe that every student every one of them has gifts.	
Lezotte, L. (1998-99).	... teachers of low socioeconomic children most often use or support the use of corporal punishment, verbal punishment, or suspension, compared to teachers of middle-class students. Lezotte argued that some of the behaviors by culturally diverse lower socioeconomic level students that teachers may find				

	annoying and/or problematic are behaviors that serve a function in the students' world outside of school.				
Loehr, Peter (1988).					<p>Positive role modeling and characterization were crucial for ensuring commitment of minority youngsters to schooling. Without sufficient exposure to minority teachers throughout their education both minority and majority student come to characterize the teaching profession and the academic enterprise in general as better suited for whites....As the proportion a minority teachers falls, the perceived importance of academic achievement to minority student also declines.</p> <p>The role of teacher who models positive character and behaviors for the purpose of teaching through congruent actions and beliefs. As the proportion of minority teachers increases, the perceived importance of academic achievement to minority students increases.</p>
Lyons, J. E., & Chesley, J. (2004).					Lyons and Chesley (2004) explain that African American students and all

					students desperately need to have exposure to more African American teachers and administrators as role models.
McAllister, Gretchen and Irvine Jacqueline Jordan (2002)			However, successful teachers of Black students maintain high expectations for their students and do not pity them but empathize with the students so that students have the best possible chance of mobilizing themselves and empowering their families and communities.	However, successful teachers of Black students maintain high expectations for their students and do not pity them but empathize with the students so that students have the best possible chance of mobilizing themselves and empowering their families and communities.	
Malone, B., Bonitz, D., & Rickett, M. (1998).	Teachers frequently view low-income students as having the highest potential for behavior problems.				
Mayo Jr., J. B. (2007).		African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support.	African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support. ...the role of African American teacher that takes an interest in students and provide them with moral and political support.		

<p>Meisels, S. J., & Liaw, F. (1993).</p>	<p>The severity of these disciplinary practices against minority students impedes their achievement in the classroom, excludes them from courses, alienates them, increases misbehavior, and leads to higher drop-out rates, lowered expectations, and more frequent grade retention.</p>				
<p>Milner, H. R. (2006).</p>			<p>Black teachers, similar to all teachers, are texts themselves, but these teachers text pages are inundated with life experiences and histories of racism, sexism, and oppression, along with those of strength perseverance and success.</p> <p>Racism and inequity can emerge not only through their daily interactions but also through institutional and structural circumstance.</p> <p>African American teachers offer a counter-story or counter perspective on the situations that Black students find themselves dealing with in school. Because their deep cultural knowledge about Black students, these teachers often advocate for Black students in spaces where others misunderstand their</p>	<p>“these teachers saw potential in their Black students, considered them to be intelligent, and were committed to their success” (p. 255). There was something authentic about black teachers. Indeed they saw their jobs and role extended far beyond the hallways of the school or their classroom.</p> <p>To further explain, teachers who are committed to improving the lives of their students do not accept mediocrity, and encourage and insist that their student reach their full capacity, “mainly because the teachers understand that allowing student to just get by can surely leave them in their current situation or even worse”.</p>	

			life experiences, worldviews, and realities.		
Milner, H. R. (2003)	Milner (2003) reminded us of the insight Black teachers can have in helping us understanding the important connections between the affective domain and student behavior.	Milner explains that in order for teacher to establish and maintain student motivation and engagement, they must be aware of students' feelings and their social needs. Students' feelings and emotions matter in how they experience education; Black students often bring a set of situations that have been grounded in racism, inequity, and misunderstand.	Research clearly states that having more Black teachers in the teaching force could potential improve a wide range of situations and needs of black students.		
Milner, H. R., & Howard, T. C. (2004).				Furthermore, Milner and Howard (2004) explain Black students attended schools operated mostly by experienced, dedicated, concerned, and skilled black Educators.	Milner and Howard (2004) maintain "Black educators are far more then physical role models, and they bring diverse family histories, value orientations, and experiences to students in the classroom, attributes often not found in textbooks or vie point omitted.
Moule, Jean and Higgins, Karen M. (2007).				Historically , many African American teachers expected that every child could succeed.	African American teachers are of critical importance because children need to see that black teacher exist and that Black people held professional positions. Embedded in the notion of the need for representati ve role models is a

					perspective which calls for parity a national teaching force composed of teachers of color in proportion to the representation of student of color.
Moule, J. (1991).			Just getting to know people of color, increases the teachers' ability to work sensitively with children of color in the classroom.		
Oakes, J. (1994).	The severity of these disciplinary practices against minority students impedes their achievement in the classroom, excludes them from courses, alienates them, increases misbehavior, and leads to higher drop-out rates, lowered expectations, and more frequent grade retention.				
Obadiah, J., & Teel, K. M. (2001).	African American males is more aggressive and severe than that of their white counterparts African American males who misbehave in the same way as their white counterparts are more likely to be punished.				
Ogbu, J. U. (1974).					Ogbu suggested that as a result of racial discrimination in employment, skepticism about the ultimate payoff for

					educational investment, and perceptions of unfair treatment by school personnel, members of the Black community disengage from the educational process.
Ogbu, J. U. (1978).					Ogbu suggested that as a result of racial discrimination in employment, skepticism about the ultimate payoff for educational investment, and perceptions of unfair treatment by school personnel, members of the Black community disengage from the educational process.
Ogbu, John. 1991.	Ogbu's (1991) oppositional culture explanation for black-white differences in school success emphasizes a strained relationship between black students and white teachers resulting from black students' behavior.				
Ogbu, J. U. (2003).			Brown decision and its focus on creating equality of educational opportunity through school integration, racial gaps are particularly troubling in integrated suburban schools where socioeconomic status is significantly different than urban school districts.		

<p>Pauken, P. D., & Daniel, P. T. K. (1999).</p>	<p>Teachers perceive that the behavior of African American males is more aggressive and severe than that of their white counterparts. African American males who misbehave in the same way as their white counterparts are more likely to be punished (Ferguson, 2000; Obadiah & Teel, 2001; Sheets & Gay, 1998), resulting in suspensions and expulsions.</p>				
<p>Payne, C. M. (2003).</p>			<p>"Let every child in the land enjoy the advantages of a competent education at his outset in life - and it will do more to secure a general equality of condition than any guarantee of equal rights and privileges which constitution or laws can give"</p>		
<p>Peake, Mary S. and Forten, Charlotte L (2005).</p>	<p>Finding common strands between student / parent and teachers helps bridge the necessary gaps which foster open communication and student compliance. Parents are more willing</p>	<p>African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support.</p>	<p>African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support.</p> <p>African American</p>		<p>African American teachers are of critical importance because children need to see that black teacher exist and that Black people held professional positions.</p> <p>Embedded in the notion of the need for representative role</p>

	to accept corrective language and consequences when there are commonalties between the groups.		teachers tend to accept the student (even with their weaknesses) and do their best helped student achieve. ...the role of African American teacher that takes an interest in students and provide them with moral and political support.		models is a perspective which calls for parity a national teaching force composed of teachers of color in proportion to the representati on of student of color.
Pianta, R. C., & Nimetz, S. L. (1991).				Children from minority and low-income backgrounds are less likely, when compared to middle-class and majority students, to have positive relationships with their middle-class white teachers.	
Posey, J and Sullivan, O. R. (1990).			Historically, many African American teachers expected that every child could succeed.		
Powell, G. J. 1983a			Teachers' bias against minority children, however, led to lower expectations for academic achievement, which resulted in resegregation: minority children were placed in remedial classes due to teacher biases and low expectations. Powell concluded, "Negative teacher attitudes lead to actual discrimination".		
Powell, G. J..				...and the family support allows them to gather	

1983b.				strength from the collective cultural group so that they are better able to maintain their self-esteem in the face of a racist society.	
Rael, P. (1995).			Education has been linked to notions of equality and "uplift" by both blacks and whites for almost two centuries		
Rodney, L., Crafter, G., Rodney, H. E., & Mupier, R. (1999).	The severity of these disciplinary practices against minority students impedes their achievement in the classroom, excludes them from courses, alienates them, increases misbehavior, and leads to higher drop-out rates, lowered expectations, and more frequent grade retention.				
Rodriguez, A. 1983.			Armando Rodriguez (1983) reminded us that "when placement is done as a result of teacher recommendations, we are frequently faced again with the situation of the Anglo teacher who does not understand the minority child - his culture, learning style, etc. - and therefore declares the child a failure"		Whether our African American students attend public or private schools, whether they attend co-ed or same-sex institutions, the fact remains that their teachers can make the difference in their successful learning. "Students and teachers who share a common cognitive style tend to perceive each other more favorably than do teachers and students whose cognitive styles are dissimilar".
Saddler,	Conversely, when		African American	Saddlers reveals,	

C. A. (2005).	<p>a non African American Teacher is faced with the daunting task of disciplining an African American student, there is a gamut of underlying factors (Saddler, 2005).</p> <p>Also, because of problems with behavior and discipline African American students are often filtered into less rigorous academic tracks.</p>		<p>parents view non African American teachers as they view the society as a whole, the problem with educating black children in America is precisely that "a problem"</p>	<p>black children suffer in schools because staff, who have the power to label, classify, and define, do not always have the child's best interest at heart.</p>	
Sadker, M., and D. Sadker. 1994.			<p>Throughout their research, David and Myra Sadker (1994) remained convinced that "students live up to what their teachers expect".</p>		
Sanacore, Joseph (2004).		<p>African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support.</p>	<p>African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support.</p> <p>African American teachers tend to accept the student (even with their weaknesses) and do their best helped student achieve.</p> <p>...the role of African American teacher that takes an interest in students and provide them with moral and political support.</p>		<p>African American teachers are of critical importance because children need to see that black teacher exist and that Black people held professional positions.</p> <p>Embedded in the notion of the need for representative role models is a perspective which calls for parity a national teaching force composed of teachers of color in proportion to the representation of student of color.</p>

Saunders, J., Davis, L., Williams, T., & Williams, J. H. (2004).	The teacher's role to hold to students to academic, social and behavioral standards. This cultural congruence help the group better relate to one another.	African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support.	African Americans despite poverty, racial discrimination, and the many social inequities facing African Americans to those African American teachers and supporters who took an interest in them and provided them with moral and political support.		African American teachers are of critical importance because children need to see that black teacher exist and that Black people held professional positions. Embedded in the notion of the need for representative role models is a perspective which calls for parity a national teaching force composed of teachers of color in proportion to the representation of student of color.
Savage, C.J. (2002).		...schools provided venues for resource development, community leadership, and extraordinary service.	...schools provided venues for resource development, community leadership, and extraordinary service.		
Shade, B. J. 1982				African American families rely on "family kinship networks" that include blood relatives and close friends. Uncles, aunts, cousins, and grandparents all share in a collective responsibility for caring for the children and teaching skills and values.	Positive benefits accrue from identifying with a larger group: children pay more attention to people than to things (Shade, p. 224); they learn to work together.
Siddle Walker, V. (1996).			However, successful teachers of Black students maintain high expectations for	However, successful teachers of Black students maintain high expectations	

			their students and do not pity them but empathize with the students so that students have the best possible chance of mobilizing themselves and empowering their families and communities.	for their students and do not pity them but empathize with the students so that students have the best possible chance of mobilizing themselves and empowering their families and communities.	
Skiba, R., Michael, R. S., Nardo, A., & Peterson, R. (2002).	The use of prejudicial classroom management techniques with minority students, particularly African American, is well-documented. Teachers perceive that the behavior of African American males is more aggressive and severe than that of their white counterparts.				
Sheets, R., & Gay, G. (1998).	African American males is more aggressive and severe than that of their white counterparts. African American males who misbehave in the same way as their white counterparts are more likely to be punished. The use of prejudicial classroom management techniques with minority students, particularly African American, is well-documented. Teachers perceive that the behavior of African American males is more aggressive and severe than that of their white				

	counterparts.				
Sleeter, C. E. (2001).			Just getting to know people of color, increases the teachers' ability to work sensitively with children of color in the classroom.		
Spindler, G. D., ed. 1963	Because teachers brought their own culture and values with them into the classroom, when teachers face a conflict in cultural values, they often react by rigidly adhering to their own set of values; thus, inadvertently, their behavior can interfere with the learning --even limit the learning - - of their students. Our prejudices and stereotyping can lead to assumptions that influence our own actions and interfere with our teaching effectively.				
Stachowski, L. L., & Mahan, J. M. (1998).			Just getting to know people of color, increases the teachers' ability to work sensitively with children of color in the classroom.		
Townsend, B., Thomas, D., Witty, J. P., & Lee, R. S. (1996).				Children from minority and low-income backgrounds are less likely, when compared to middle-class and majority students, to have positive relationships with their middle-class white teachers.	
Tyson Karolyn, Darity Jr. William,					...suggested that as a result of racial discrimination in employment, skepticism about

<p>& Castellino Domini R (2005)</p>					<p>the ultimate payoff for educational investment, and perceptions of unfair treatment by school personnel, members of the Black community disengage from the educational process.</p>
<p>Vondra, J. I., Shaw, D. S., Swearingen, L., Cohen, M., & Owens, E. B. (1999).</p>				<p>Children from minority and low-income backgrounds are less likely, when compared to middle-class and majority students, to have positive relationships with their middle-class white teachers.</p>	
<p>Woodson, Carter G. 1933.</p>			<p>A number of reasons have been suggested for this disparity, including a lack of culturally pertinent curricula a biased view that black culture is deficient rather than different from majority cultures.</p>		<p>Woodson (1933) contend that operating a public school systems without Black Teachers is like teaching white supremacy without saying a word, and that the dwindling African American pool of teachers is partly a result of the 1954 <i>Brown</i> decision implemented by white policy makers.</p>

APPENDIX C
DISSERTATION TIMELINE

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DISSERTATION TIMELINE

Task Name	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Admission to Candidacy										
Dissertation Committee and Proposal (Form 1)										
Finish Chapters One, Two, and Three										
Data Collection										
Data Analysis										
Write Chapter Four										
Write Chapter Five										
Dissertation Draft Approval (Form 2)										
Approval for Oral Defense (Form 3)										
Note Deadline for Oral Defense										
Oral Defense										
Revisions and Committee Approval										
Final Typing										
Manuscript Review										
Final Revisions and Approval (Form 4)										
Dean Signs										

Hello Dr. !!!

APPENDIX D
LETTER OF INTRODUCTION

APPENDIX D LETTER OF INTRODUCTION

Introduction of the Researcher

My name is Shanelle Walton and I am a doctoral student at the University of La Verne in Southern California. For your convenience I have provided my contact information at the end of this letter.

First, I would like to say thank you for deciding to participate in this body of work. I am involved in a research study on African American teachers that perform the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York and your participation is greatly appreciated. This research will allow you to share your experiences and tell whether the historical roles of African American educators are relevant today. Participation in this study is voluntary, and your confidentiality will be ensured. At any time, you feel uncomfortable about answering a question; you do not have to respond.

This study involves African American Educator from selected charters school in New York State. The data will be used to determine the importance and relevance of the five ancillary roles of African American teachers teaching African American student.

Purpose of the Study

The purpose of the study is to determine the degree to which African American teachers perform the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The second purpose of the study is to determine how African American Teachers perceive the importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The third purpose of the study is to determine the degree to which African American Teachers at selected urban charter schools in New York perceive the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model contributed to student success as evidenced by: standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college.

Research Questions

7. To what degree do African American teachers in selected urban charter schools perform the roles of: counselor, advocate, disciplinarian, surrogate parent, and role model?
8. Which of the roles of counselor, advocate, disciplinarian, surrogate parent, and role model do African American teachers in selected urban charter schools identify as most important?
9. What is the perceived importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.
10. In what ways, in the perception of African American teachers in selected urban charter schools, do the roles of counselor, advocate, disciplinarian surrogate parent, and role model contributed to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social

- activities), and selection of advanced classes, GPA and matriculation to college support measures of student success.
11. What evidence exists that the roles of counselor, advocate, disciplinarian surrogate parent, and role model in selected urban charter schools contribute to student success in: standardized test scores, attendance, enrollment in constructive social activities (i.e., clubs, sports, community efforts, tutoring, and social activities), and selection of advanced classes, GPA and matriculation to college support measures of student success.
 12. What do African American Teachers perceive as challenges and supports systems that hinder or sustain the performance of the historical roles of teachers as role models, advocates, counselors, surrogate parents, and disciplinarians.

Educational Fulfillment

This research is for the partial fulfillment of my doctoral degree. I am a student at the University of La Verne Doctoral Program in Organizational Leadership. I will be asking you to sign a formal consent form that contains the phone numbers and e mail addresses of my advisors and you are free to contact them at any time.

Time Commitment

The data will be collected during a 45-minute interview / 45 minute questionnaire session from June 15th through July 15th. (Please check your individual school schedule for the exact time and date).

Contact Information

If you have any preliminary questions or concerns, please call me at (315) 569-5535. I am happy to answer any questions at this time and have permission from the school administration to contact you. All data from the questionnaire and interviews are coded, and in no way could any individuals be identified. The school, the county or individual names are not contained on any questionnaires, nor will they be included in the final document.

Once again, thank you for your participation. I am looking forward to contact you, bring your the formal consent to sign, and asking you to participate in my study.

Sincerely,

Shanelle R. Benson (Walton)
Doctoral Student at the University of La Verne
(315)569-5535
shanelle.walton@laverne.edu

APPENDIX E
RESEARCH PROTOCOL

APPENDIX E
RESEARCH PROTOCOL

Interviewee: School _____

Number of Participants: _____

Project: A Case Study of the Historically Successful Roles of African American Teachers in Contemporary, Selected, Urban Charter Schools in New York

Organization: Selected Urban Charter School

Date: _____

Time: 10:00 am

Opening Statement of Letter:

“Thank you for agreeing to the interview. The purpose of this study is to determine if African American teachers perform the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The second purpose of the study is to identify challenges to performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The third purpose of the study is to determine ways in which African American teachers selected urban charter schools in New York perceive the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model contributed to student success as evidenced by: standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA, and matriculation to college.

Later, I will share with you a written transcript of this recorded interview. At that time you can alter the information in any way you choose.

You will be referred to as **school AZ, BY, CX, or DW** for anonymity.

Once again thank you for participating in this research project.

Sincerely,

Shanelle R. Benson (Walton)
Educational Specialist

APPENDIX F
CONSENT TO PARTICIPATE IN RESEARCH

APPENDIX F

CONSENT TO PARTICIPATE IN RESEARCH

A Case Study of the Historically Successful Roles of African American Teachers in Contemporary, Selected, Urban Charter Schools in New York

You are being asked to participate in a research study conducted by Shanelle R. Walton, Doctoral Student, from the Organizational Leadership Department at the University of La Verne. The results of this study will contribute to the researcher's dissertation. You were selected as a possible participant in this study because you are an adult African American educator in a selected urban charter school.

PURPOSE OF THE STUDY

The purpose of this study is to determine to what degree African American teachers perform the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The second purpose of the study is to determine how African American Teachers perceive the importance of performing the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model in five selected urban charter schools in New York.

The third purpose of the study is to determine to what degree do African American Teachers at selected urban charter schools in New York perceive the historical roles of counselor, advocate, disciplinarian, surrogate parent, and role model contributed to student success as evidenced by: standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college.

PROCEDURES

- Written agreement to participate in the study
- Administrator(s) will meet with the researcher to obtain permission to conduct the survey knowing that it is an IRB requirement.
- Submission of IRB application by the researcher
- Institutional Review Board approval of the proposal and instruments
- Field test to be conducted in the pilot school. (Field test mirrors the actual study)
- The consent forms, procedures for confidentiality, and protection of tapes and records will be in place.
- Consent forms and instrument one will be hand delivered and picked up by the researcher. All of the surveys will be hand-delivered and no e-mailing of any data or documents will occur at any time during the study. E mail communication is used only for scheduling and assuring dates and times. The survey is on paper and there is no transmission of data through technology or online surveys.
- During the face to face meeting time commitments will be reiterated for the survey (*Instrument One*) and interview (*Instrument Two*).
 - Questionnaire - 45 minutes.
 - Follow-up interview - 45 minutes.
- After IRB approval, a reconfirmation letter of dates and times of the study will be sent to each school detailing the schedule of delivery of instrument one, consent forms, and possible interview dates.
- A pilot study will be conducted prior to any data collection.
- Once the schedule is re-confirmed, An Introductory Letter will be sent upon receipt of the participant information. This correspondence will include a formal introduction of the researcher, an explanation of the study to be conducted, the research questions, as well as the time commitment.
- A Consent to Participate Letter will be delivered with instrument one to the four Charter Schools detailing the purpose of the study, background information, research procedures, risk and benefits, confidentiality, and researcher contact information once the pilot study is completed.
- The researcher will personally collect the consent forms and instruments one week from the date of delivery, in person, ensuring confidentiality of transport and filing of surveys.

- Once the data is categorized and descriptive tables are created to report the data, the researcher will contact 4 to 6 of the teachers on each campus to participate in the follow up interview (*Instrument Two*).
- For the interviews, teachers will be provided with encapsulated results of the quantitative data from *Instrument One*, then *Instrument Two* will ask the participants to give examples, such as real-life stories, scenarios and/or situation they (the participant) encountered while working with students. Following the interviews with teachers, the researcher will meet once with each principal who will share non-confidential data as evidence that the historical roles influenced student success.
- At the completion of the study the researcher will offer to send a summary of findings to the schools that participated, also letting them know approximate time when the dissertation would be completed.
- For anonymity the schools will be referred to as School (AZ, BY, CX, DW, or EV).
- At the end of the study, the tapes will be destroyed. There will be nothing that can identify you in any way.

POTENTIAL RISKS AND DISCOMFORTS

Anytime someone is interviewed for the purpose of research there is a level of risk. When researchers work with human beings memories can be triggered from the past that may be uncomfortable. The researcher has indicated in the consent form that people can decline to answer questions and remove themselves from the study at any time. To avoid surprises, the researcher is providing the participants with the questionnaire ahead of time.

In addition, at the beginning of the interview process, participants are given the option of not answering any question that is sensitive or uncomfortable. Participants are reminded that they can stop the interview at any time.

Every attempt has been made to attend to cultural sensitivity and objectivity in the study from the beginning of the study. The questionnaire itself was sent to peer and expert review before the pilot study began and was sent back to the researcher from several peers and experts with no revisions or recommendations for changes.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

The professional literature and media in the United States contain the results of inquiry into variables of the achievement gap between black and white students (Jencks & Phillips, 1998; Lee, 2002). A number of reasons have been suggested for this disparity, including a lack of culturally pertinent curricula (Asante, 1991), a biased view that black culture is deficient rather than different from majority cultures (Jordan, 2001; Woodson, 1933), and a demographic perspective concerning a critical shortage of black teachers who can serve as role models (Hawkins, 1992; King, 1993). Ogbu suggested that as a result of racial discrimination in employment, skepticism about the ultimate payoff for educational investment, and perceptions of unfair treatment by school personnel, members of the Black community disengage from the educational process. This argument builds on a long line of research based on Ogbu's cultural ecology and oppositional culture frameworks (Carter, 2005; Fordham & Ogbu, 1986; Ogbu, 1974, 1978; Tyson, Darity, & Castellano, 2005).

A number of solutions have been proposed affecting the process and content of educating African American children more successfully. Although some of these solutions are grounded in substantive thinking, others are representative of the non-systemic systems changes that continue to dominate U.S. public education but do not improve the teaching and learning of these children (Sanacora, 2004).

Educating African American students successfully is a complex process involving big-picture considerations and specific instructional strategies; at the very least, students need to know that adults in their lives truly care about them (Sanacora, 2004). From this foundation, trusting relationships develop and serve as an essential context for learning. While this bridge from caring to learning is necessary for a successful school career, it is vitally important for African American children who tend to experience more challenges in their personal and academic lives (Sanacora, 2004). These students benefit from the type of support that nurtures emotional growth and simultaneously provides optimal conditions for effective learning (Diamond, 2006, Sanacora, 2004, Cizek, 1995).

Commonly, it is believed that effective educators are most successful when they understand the specific needs of the children in their classrooms. According to Saunders, Davis, Williams, & Williams, (2004), there is a compelling need to know more about what African American students need in contemporary classrooms. (Saunders, Davis, Williams, & Williams, 2004).

The limited presence of African Americans in the teaching profession has been and continues to be a serious problem confronting the education profession and the African American communities in the United States; African American educators serve as teachers, surrogate parents (Alexander & Miller, 1989; Foster, 1989), disciplinarians, counselors, role models, and advocates (Alexander & Miller, 1989) for the African American student population. There is currently a select movement within public schools to place more African American teachers with African American students.

Summary of Benefits

Although this research focuses on African American teachers of African American students, the idea of fostering and cultivating relationships with students to improve academic success as measured by archival data, standardized test scores, attendance, enrollment in constructive social activities (clubs, sports, community efforts, tutoring, and social activities), selection of advanced classes, GPA and matriculation to college to the researcher is an expansive phenomenon. The following is a list of benefits for all learners:

- Desire to serve the student
- Provided student with moral and political support
- Advocate for change and imbed this idea in their students
- Allow schools to be community-centered institutions that addressed the deeper psychological and sociological needs of their learners
- Incorporate components of student cultural intertwined within the classroom and / or school setting
- Help cultivate students' sense of culture, history, and sense of self, through the utilization of teaching methods which correspond to and are informed by the students' experience
- Relevant role models (People of Color) in profession positions
- Learn about the backgrounds of the student
- Use cultural knowledge to build relationships
- Cultural congruence helps the group better relate to one another
- Find other common strands between students, parents, and teachers; helps bridge the necessary gaps which foster open communication and student compliance

PAYMENT FOR PARTICIPATION

The participants will not receive payment for participating.

EXTENDED CARE OPTIONS FOR MORE THAN MINIMAL RISK RESEARCH

The risk to participants is minimal.

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. The records of this study will be kept in a locked cabinet and shredded at the completion of the study. In any sort of report we might publish, we will not include any information that will make it possible to identify a participant. Research records will be stored securely in a private location and only researchers will have access to the records. All research data will be stored in a locked cabinet and shredded at the completion of the study. No reference will be made in oral or written reports, which could link you (the participant) to the study.

PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

IDENTIFICATION OF INVESTIGATORS

The researcher conducting this study is Shanelle R. Benson (Walton). You may ask any questions you have now. If you have questions later, you are encouraged to contact her at (315) 569 – 5535, shanelle.walton@laverne.edu, 901 Nottingham Road, Jamesville, NY 13211.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact Dr. Sherry Magee, (916) 331- 4411, mageer@sbcglobal.net, 1950 Third Street, La Verne, CA 91750.

RIGHTS OF RESEARCH PARTICIPANTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research participant, contact Al Clark, PhD, Associate Vice President for Academic Affairs at 909-593-3511, extension 4240 (Institutional Review Board, 1950 Third Street, La Verne, CA 91750).

SIGNATURE OF RESEARCH PARTICIPANT OR LEGAL REPRESENTATIVE

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.

Printed Name of Participant

Printed Name of Legal Representative (if applicable)

Signature of Participant or Legal Representative

Date

SIGNATURE OF INVESTIGATOR (If required by the IRB)

In my judgment the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of Investigator

Date

APPENDIX G
IRB APPROVAL LETTER

APPENDIX G
IRB APPROVAL LETTER



University of La Verne
Institutional Review Board

June 23, 2009

TO: Shanelle R. Walton

FR: University of La Verne, Institutional Review Board

RE: Application Number: **#786 – A Case Study of the Historically Successful Roles of African American Teachers in Contemporary, Selected, Urban Charter Schools in New York**

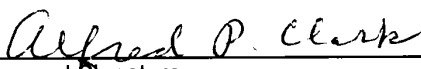
The research, cited above, was given a standard review by the full IRB committee at our meeting on June 11, 2009. The IRB committee determined that the activity met the standards for protecting human participants in research, with minor conditions. These conditions were successfully responded to, and the application has received final approval.

The project may proceed to completion, or until the date of **expiration of IRB approval, June 23, 2010**. Please note the following conditions apply to all IRB submissions:

1. No new participants may be enrolled beyond the expiration date without IRB approval of an extension.
2. The IRB expects to receive notification of the completion of this project, or a request for extension within two weeks of the approval expiration date, whichever date comes earlier.
3. The IRB expects to receive a request for amendment for any proposed changes to the protocol, informed consent forms, or participant recruitment materials. No additional participants may be enrolled in the research without approval of the amended items.
4. The IRB expects to receive prompt notice of any adverse event involving human participants in this research.
5. All ongoing projects may be monitored at any time by the IRB. The IRB may rescind approval and stop participant enrollment, if it determines that the protocol does not continue to meet approval criteria.

No further conditions were placed on this application.

The IRB wishes to extend to you its best wishes for success on your research endeavor. If you have any questions, please do not hesitate to contact me.


Approval Signature

Alfred P. Clark, Ph.D.
IRB Chairman

June 23, 2009
Date

For the Protection of Human Participants in Research

clarka@ulv.edu

(909) 593-3511, ext. 4240