

BLACK TEACHER PREPARATION: EXPERIENCES AT A PWI AND HBCU

by

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DEDICATION PAGE

This study is dedicated to my husband and son, your love covers me.
To my Daddy, you are my motivation

To the only God our Savior, through Jesus Christ our Lord, be glory, majesty, dominion,
and authority, before all time and now and forever. Amen Jude 1:25

And finally to all the Black teachers past, present, and future, I see you. I am you.

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LIST OF ABBREVIATIONS

Pre-Kindergarten through Twelfth grade education.....PK-12
Predominantly White InstitutionsPWI
Historically Black Colleges and Universities.....HBCU

ABSTRACT

BLACK TEACHER PREPARATION: EXPERIENCES AT A PWI AND HBCU

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George Mason University, 2020

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Black teachers matter. Drawing on research from the past and present, this dissertation explores the first stage of a Black teacher's trajectory, teacher preparation. Through the lens of CRT, this multi-case study explores the experiences of Black teacher candidates, across two universities, a PWI and HBCU. Additionally, this study explores how teacher candidates choose their preparation programs and their preparedness. Findings from this study suggest that Black teacher candidates' experiences are shaped by a sense of community, multiculturalism, Black identity and aspects of their preparation programs. Moreover, this study found differences in the experience of Black teacher candidates at the HBCU and PWI in the areas of sense of community, multiculturalism, as well the student population that they feel their programs prepare them to teach. This study also found that Black teacher candidates choose their universities for an array of reasons. Findings from this study call for teacher preparation programs to examine their practices

and program structures to understand how they are a benefit or barrier to the production of Black teachers.

Keywords: Black teacher candidates, teacher preparation, HBCUs, PWIs,

CHAPTER ONE

In this study, I approach the lack of Black teachers by exploring Black teachers prior to entering the teacher labor market. Following a traditional PK-12 teacher's trajectory as seen in figure 1, Black teachers experience three major levels in their professional development. First, they encounter the teacher preparation stage, which prepares preservice teachers to become teachers (teacher preparation). Upon completion of their preparation programs Black teachers then progress to the second stage of finding a teaching position in the field (labor market). Once in the field, the third level focuses on staying in teaching (retention). My research focuses on the first level of preparing Black teachers in attempt to learn more about the challenges that occur in the recruitment of Black preservice teachers, certification, and the overall experience of Black teacher candidates while in their preparation programs.

Moreover, my study will explore the lived experiences and perspectives of the Black teacher candidates and the possible implications for the labor market and the retention of Black teachers. Connelly and Clandinin (1990) suggest that in education it is imperative to understand the lived experiences of students and how they make meaning of school situations. These lived experiences and perspectives may provide insight as to the challenges that could possibly be contributing to the low number of Black teachers. It

could also lead in aiding teacher preparation programs in ensuring that their Black teacher candidates are supported throughout their preparation and prepared for the teaching field.

My research seeks to explore the Black teacher candidate's perspective and understanding of the challenges that may impact them once they enter the teacher labor market. I intend to explore the aspects of teacher preparation that add to the "missing voice of African American pre-service teachers in the literature" (Mawhinney, Mulero, & Perez, 2012, p. 613). In this chapter, I describe the purpose of this research study as well as the significance of this study. In addition, I introduce the proposed methods for conducting this research, along with a definition of terms. In chapter two, I review the existing literature that informs this study as well as my theoretical framework. In chapter three, I describe the research design that will be used to guide this study as well as the methods of conducting this study. Also, my research intends to explore two different contexts in which Black teacher candidates receive their preparation. To understand this further, my research focuses on the experiences of Black teacher candidates at Historical Black Colleges and Universities (HBCUs) and those experiences of Black teacher candidates at Primarily White Institutions (PWIs). It is important to compare these experiences in order to further understand how HBCUs' teacher preparation programs, which represent less than 10% of the total traditional teacher preparation programs, can produce about 50% of the Black teachers in the teacher labor market (Gordon 2015; USCCR, 2001).

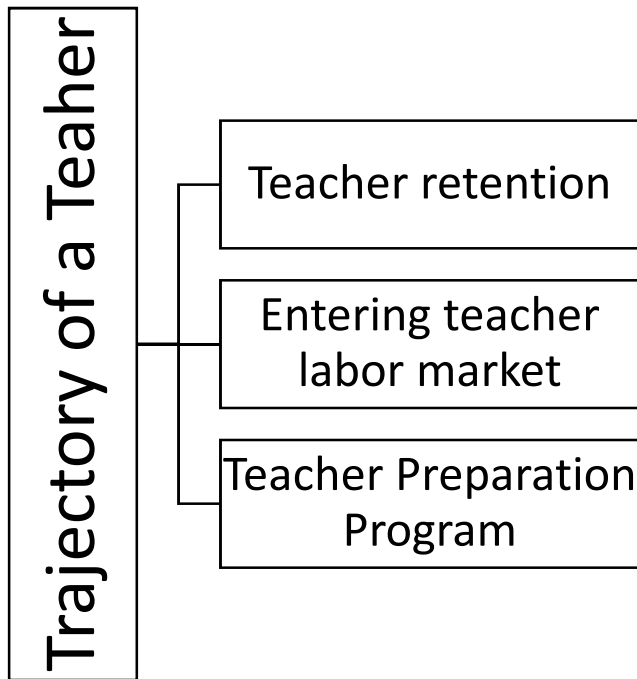


Figure 1. Traditional trajectory of a teacher

Research Problem

Our nation is experiencing increased diversity each year. This diversity can be seen in United States classrooms. According to the National Center for Educational Statistics, U.S. public school student demographics are 50% White, 25% Hispanic, 16% Black, and 5% Asian (NCES, 2013). However, the teachers who are charged to educate this ever-growing diverse population are primarily White middle class women (CAEP, 2015; Sykes & Dibner, 2007). These statistics suggest that it is less likely that a teacher who looks like them will teach Black students in PK-12 classrooms in the United States. This is a problem because Black teachers serve as role models for Black students and allow Black student to see themselves in the reflections of those who educate them

(Graham, 1987). Moreover, the lack of Black teachers in the classroom could negatively impact attempts to close the achievement gap in between Black students and their White counterparts. Research by Dee (2003) and Egalite, Kisida, and Winters (2015) suggest that Black teachers have positive effects on the academic success of Black students.

Studies by Egalite and colleagues (2015) and Dee (2003) sought to examine the effect that race had on student achievement. Both these of quantitative method studies were conducted in single states. Egalite et al. conducted their study in Florida and used the Florida Comprehensive Assessment Test (FCAT). Researchers used the FCAT scores of students from 2001-2009 in grades 3-10. This study organized its data by reading scores and math score for students who were Black, White, Hispanic, and Asian/Pacific Islander. The sample size was 9,671,963 students in reading and 9,864,396 in math and more than 92,000 teachers (Egalite, Kisida, & Winters 2015). Their study found that Black teachers had positive effects on Black students in elementary grades. These effects held true for both reading and math. Dee's (2003) study used data from the 1985-1988 Tennessee STAR Project. This study had a sample size of 11,600 students and was conducted in 79 schools across the state of Tennessee. Dee (2003) also found that Black teachers positively impacted Black students. The achievement of Black students taught by Black teachers increased performance by 2-4 percentile points. Each study identified the need for recruiting minority teachers in general (Dee, 2003 Egalite et al., 2015).

While Black students account for 16% of the public school student population, Black teachers only account for about 8% of the teacher labor force (Madkins, 2011; NCES, 2011). In addition to a lack of Black teachers in PK-12 classrooms, there is also a

lack of Black teacher candidates in traditional teacher preparation programs. Between 80-90% of teacher preparation programs' teacher candidates are White (Evans & Leonard, 2013). This percentage suggests that traditional teacher preparation programs, which are the leading producers of teacher in the US, mirror that lack of diversity that is seen in the teacher labor market.

Significance of the Study

Research suggests that Black teachers have positive impacts on Black students' academic achievement and serve as mentors (Dee, 2003; Egalite et al., 2015; Milner, 2012). However, Black teachers can play role in positively influencing students in general. Research suggests that Black teachers in the classroom could have positive impacts on non-Black students and teachers by helping to break the negative stereotypes perpetuated by the media by providing them with the opportunity to interact with people who are racially different from them (Boser, 2014; D'Amico et al., 2017; Irvine & Fenwick, 2011). As stated by Boser:

It is important for all students to interact with people who look and act differently than they do in order to build social trust and create a wider sense of community.

In other words, the benefits of diversity are not just for students of color. They are also important for white students. (p. 3)

Researchers have studied the challenges of Black teachers upon entering the teacher labor market. These challenges include discriminatory hiring practices (D'Amico et al., 2017), low retention (Hancock & Scheff, 2010; May & Ingersoll, 2011), and low job satisfaction (Farinde, Allen, & Lewis, 2016). The challenge of discriminatory hiring

practices is that Black teachers entering the teacher labor market may find it difficult to find positions in suburban schools. D'Amico et al. (2017) found that in one school district, Black teachers were less likely to be hired regardless of experience. Moreover, their study found that Black teachers who were hired in the district were more likely to be hired by Black principals.

Second, research reveals low retention among Black teachers, which may be related to low job satisfaction. Research on low job satisfaction and its relationship to Black teachers, suggests that low job satisfaction was found in Black teachers in suburban and urban schools (Farinde et al., 2016; Maboken & Madsen, 2003). Research by Farinde and colleagues found that Black teachers in Urban Title I schools struggled with issues of poor leadership, low salary, and low parental involvement, which led to school turnover. Conversely, research by Maboken and Madsen (2003) suggests that Black teachers also struggle with job satisfaction in suburban schools. Their research found that Black teachers at times felt like outsiders in their schools. Third, the research suggests that retention is a challenge among Black teachers. The challenge of low retention of Black teachers could be attributed to low job satisfaction (Farinde et al., 2016; Maboken & Madsen, 2003; May & Ingersoll, 2011). May and Ingersoll (2011) suggest the lack of Black teachers was more an issue of retention than recruitment. Furthermore, their research suggests that the turnover rate of teachers of color, and more specifically Black teachers, is higher than their White counterparts. This study seeks to explore the perspectives of Black preservice teachers regarding the challenges mentioned above such as discriminatory hiring practices, low job satisfaction, and poor teacher

retention that may impact them once they enter the labor market and their perspective of how or if their preparation programs have prepared them for these challenges.

Challenges in Teacher Preparation Programs

As stated in the research problem, teacher preparation programs act as the first level in teacher development. In order to adequately prepare Black teacher candidates, teacher education programs must be aware of the challenges that their Black teacher candidates may face once they reach the teacher labor market and thus provide them with strategies to overcome these challenges. In addition to preparing Black preservice teachers for the challenges they may encounter after they have completed their preparation programs, they must also guide them through the challenges that they may encounter during their preparation programs. Some of these challenges could include the low number of Black preservice teachers (Villegas & Davis, 2007) and the disproportional rate at which Black preservice teachers pass teacher certification tests in relation to their White counterparts (Graham, 2013; Nettles et al., 2011; Petchauer, 2012; Wakefield, 2003).

The recruitment of Black teacher candidates is critical in increasing Black teachers to the teacher force (Villegas & Davis, 2007). As a result, teacher preparation programs have sought innovative ways to increase their Black teacher candidates such as recruiting teacher candidates from the university's athletic programs (Lewis et al., 2008). Additionally, universities have also recruited Black teacher candidates through partnership bridge programs with local high schools with programs such as Call me Mister (Hunter-Boykins, 1992).

In addition to the lack of Black teacher candidates in the majority of traditional teacher preparation programs, the challenge of passing teacher certification tests plagues Black teacher candidates (Graham, 2013; Nettles et al, 2011; Petchauer, 2012; Wakefield, 2003). The pass rate of Black teacher candidates is disproportionately low in comparison to their White counterparts. For example, in 2011, Nettles and his colleagues' report on the Praxis, found large gaps in between Black and White first-time test takers. They found that the pass rate for Black test takers were 40.7% in reading, 44.7% in writing, and 36.8% in math. On the contrary, the pass rate for White test takers were 81.5% in reading, 79.7% in writing, and 78.2% in Math (Nettles et al., 2011). Researcher Anthony Graham suggests that this gap in scores could lead to increased anxiety and stress for Black teacher candidates.

Along with the challenges that impact Black teacher candidates, the research suggests that there are different experiences between Black teacher candidates at HBCUs and PWIs. Research on the experiences of Black teacher candidates at HBCUs suggests a sense of family with supportive colleagues and faculty (Williams, 2009; Yates et al., 2008). Conversely, the research on the experiences of Black teacher candidates at PWIs suggests the struggles of lack of belonging and struggles with colleagues (Durden et al, 2016; Korfield, 1999). Oddly enough, in the midst of the challenges faced by Black teacher candidates, the research suggests that the teacher candidates felt the importance of attending PWIs in order to be prepared for the real world (Franks, 2003).

Gaps in the Literature

The literature on Black teacher candidates, though limited, tends to focus on one of three aspects of teacher preparation: the need to enhance the presence of Black teacher candidates (Villegas & Davis, 2007), the certification assessment pass rate (Nettles, 2011), or their experiences in their preparation amongst colleagues and faculty (Franks, 2003; Yates, et al, 2008). While being guided by previous studies, I intend to understand more holistically the experiences of Black teacher candidates by studying all three aspects. In addition, I explored teacher candidates' understanding of some of the challenges in the teacher labor market that they may face upon completion of the teacher preparation programs.

Moreover, while the research on the experiences of Black teacher candidates tends to focus on students from PWIs or HBCUs, my study hopes to explore the experiences of Black teacher candidates at PWIs and HBCUs to compare and contrast their experiences.

Introduction to the Methods

In this section I will provide an introduction to the methods that I used. The following questions guide my work:

1. How do Black teacher candidates perceive the preparation that they are receiving from their preparation programs?
 - a. Are there differences in the perceptions of teacher candidates from HBCUs and PWIs?

2. What are Black teacher candidates' beliefs of their preparedness to enter the teacher labor market?
 - a. How do the teacher candidates perceive their preparedness to persevere through potential struggles of discriminatory hiring practices, low job satisfaction, poor retention, and being underrepresented in the field?
 - b. Do they feel prepared to teach one population over another?

3. How do Black teacher candidates choose whether to attend an HBCU or PWI?

To explore the research questions listed above using a theoretical lens of constructivism and critical race theory, I conducted a multi-case study. I used case study design in order to study Black teacher candidates and their experiences in preparation programs. Case study design enables me to focus on the culture and context of each case (Baxter & Jack, 2008; Corcoran, Walker, & Wals, 2009; Tellis, 1997; Yazan, 2015; Yin, 1981). Specifically, conducting a case study will allow me to investigate the phenomena of Black teacher preparation in the context of their universities. A multiple case study will consist of two cases, one teacher preparation program at a HBCU and one at a PWI. To conduct this study, I used purposeful and snowball sampling to select two sites that are in a single state and public institutions.

Data collection for this study included two data points: artifacts and interviews. In order to gain an understanding of the context of each university, I explored each school's websites. In addition to these artifacts, I conducted individual semi structured interviews with Black teacher candidates. The purpose of the interviews was to explore the students'

experiences and perspective of their preparation programs by allowing them to provide me with a firsthand account of their experiences (Patton, 2002). From each interview I analyzed the experiences of participants within cases and across cases.

Definitions of Terms

HBCU	Historically Black Colleges and Universities
PWI	Predominantly White Institutions
Majority Minority	Racial and ethnical minorities making up the majority of a population
Teacher Labor Market	the demographic, characteristics, and trends of the teacher workforce (Loeb & Beteille, 2009)
Teacher candidate	a college student that has been excepted in to an education program and is being prepared to become a professional educator
Preservice teacher	same meaning as teacher candidate
Racial Identity	a sense of group or collective identity based on one's perception that he or she shares a common racial heritage with a particular racial group. (Helms, 1990 p.3)
Teacher Identity	Teacher professional identity then stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society.

Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience. (Sachs, 2005, p. 15)

Traditional Teacher

Preparation Programs university based teacher preparation program (Sass, 2013)

Conclusion

This chapter discussed the research problem and the significance my research study. The gap in the literature on Black preservice teachers was also described. Additionally, the research questions and methods that I used to explore these questions were introduced. Finally, definitions for the terms significant to the study were introduced.

The next chapter will present the history of Black teachers and their decline in America's classrooms and make connections between the history of Black teachers and current state of Black teachers. In addition, to the historical background, this section will analyze research reviewed on the Black teachers in the labor market. Finally, the majority of the following chapter will analyze research reviewed on the experiences and challenges of Black teacher candidates.

CHAPTER TWO

In this chapter I review research on Black teachers, largely focusing on their preparation. First, I explore the research on Black teachers from a historical perspective to understand how the history of Black teachers and the *1954 Brown vs Board of Education* decision relates to the current lack of Black teachers. The historical research on Black teachers helps to ground the current research on Black teachers. Next, I will review research in each of the three levels that encompass the trajectory of a traditional PK-12 teacher. Since this study focuses primarily on teacher preparation, I will present the research beginning with research on the teacher labor market and teacher retention research and then review the literature on Black teacher candidates during their teacher preparation. Reviewing the literature in this order helps illuminate the role of teacher preparation programs in the adding of Black teachers to the teacher labor market.

Search Processes

To explore Black teachers and teacher candidates in the literature, I went through a multistep process. First, I initiated my search with two search engines; Education Research Complete and Google Scholar. Both search engines allowed me to search multiple journals over a span of multiple years. During the initial search I used the search terms of “Black teachers,” “Black preservice teachers,” “Black teacher candidates at PWI and HBCUs.” However, I found few articles provided research studies on Black teachers

or teacher candidates. Moreover, the articles that I found during my initial search were extremely broad in nature. A second step included narrowing my search to the issues of Black teachers that assisted in understanding my research problem, the lack of Black teachers and experiences of teacher candidates. Through this process I made my search terms more specific to include “Black teacher and the teacher labor market”, certification, teacher preparation, and recruitment. The final step, included search terms of “Black teacher identity” “multiculturalism in teacher preparation” “culturally responsive teaching” and “diversity in teacher preparation.” These search terms were added because they were prevalent during interviews with my participants. During this step, I began to see articles that had been identified in steps one and two. Additionally, I conducted ancestry searches using the reference sections of articles to find more articles that could extend my thinking and descendent searches to identify more articles that cited the articles that I used. These searches produced the research and literature that were used to begin to understand the lack of Black teachers.

Historical Research of Black Teachers

“History positions scholars to question the ways in which we understand the educational issues of the day and to challenge how we define contemporary education problems by placing them with time and space” (Horsfold & D'Amico, 2015, p. 864). This quote suggests that the past influences the future. In exploring the historical research of Black teachers two themes emerged, the role and impact of Black teachers during segregation and the sudden decline of Black teachers during desegregation. Seminal research on Black teachers by Savage (2001) and Siddle-Walker (2000) centers on the

resiliency of Black teachers during segregation while Fairclough (2004), Fultz (2004), and Foster (1990) focus of how the monumental *1954 Brown vs Board of Education* case influenced Black teachers. It is important to identify the impact of Black teachers prior to Brown to gain a fuller picture of the history of Black teachers.

Black teachers prior to Brown vs Board of Education 1954. Even as researchers documented the deep inequalities associated with segregation, such as the lack of resources and poor conditions of schools, they also suggest that during the hardships of segregation, Black teachers were able to thrive (Savage, 2001; Siddle-Walker, 2000). Savage (2001) conducted a case study on Black teachers in Franklin, Tennessee between 1880-1967 to explore agency amongst the Black teachers prior to integration. Siddle-Walker's (2000) review of the literature on the impact of segregated schools through published papers, books, and conference papers from 1935-1969 on the experience of Black teachers, leaders, and parents during segregation. Both suggest the agency and the urgency in which Black teachers taught. These studies suggest that these teachers were efficacious in "resource development, extraordinary service, and centrality of the school and community" (Savage, 2001, p. 172). Black teachers during this time period were able to utilize their skill sets, which included being resourceful; being invested in the community in which they taught; and being committed to serving their students, school, and community to educate their students. These teachers accomplished this without the resources that were afforded their White counterparts.

Furthermore, Savage (2001) suggests that "Black teachers spent long hours instilling in Black students not only academic skills, but also intangible lessons of

resilience, self-reliance, self-respect, dignity, racial pride, service, and faith” (p. 172).

Siddle-Walker’s (2000) review suggested that Black teachers during this time period not only focused on educating their students but also engrossed themselves in professional development and professional organizations. Indeed, Siddle-Walker reported, “by 1949 African American teacher preparation exceeded that of White teachers in many Southern states” (p. 266). This is interesting especially since Black teachers during this time were generally educated at Black institutions now known as HBCUs, whose mission was specifically to prepare Black teachers to educate (Irvine & Fenwick, 2011).

These Black teachers were said to be role models and were deeply rooted in and revered by their community and demanded excellence from their students and themselves (Milner & Howard, 2004). Additionally, Black teachers during this time period knew what trials and obstacles their students would face and thus gave them tools to be successful inside the classroom and later in life. These descriptions of Black teachers closely mirror how researchers describe Black teachers and their current role in the schools. For example, Black teachers are described as role models, having high expectations, and parenting students (Milner, 2012). This research suggests that even with great hardships and vast inequalities Black teachers thrived. Furthermore, it calls into question what occurred to change the abundance in which Black teachers were a part of the teacher labor market.

Black teachers post Brown vs Board of Education 1954. While Savage’s (2001) and Siddle-Walker’s (2000) studies focused on Black teachers during segregation, Fultz’s (2004) and Fairclough’s (2004) foundational research focused on the effects of

the 1954 *Brown vs Board of Education* case on Black teachers. Fultz's (2004) study analyzed articles and historical document to explore the loss of Black educators.

Fairclough explores the attributes of Black teacher towards integration. Though one of the main objectives of the *Brown* court case was to debunk the view that separate schools were equal, their research also points to the less publicized consequences. Fultz's and Fairclough's research shined a light on the impact of the Brown decision on the firing of Black teachers, principals, and other school leaders. During desegregation "67% of African American teachers alleged that they had been displaced during a five-month span of May and September 1965" (Fultz, 2004, p. 22). Additionally, Milner and Howard (2004) suggest that as a result of desegregation, "approximately 38,000 African American teachers and administrators in 17 states lost their positions between 1954 and 1965" (p. 286).

Additionally, Fultz's (2004) research suggests that during this displacement period, Black teachers were dismissed regardless of experience and educational level. In some cases, these Black teachers were replaced with White teachers with less experience. The discriminatory hiring and firing practices during desegregation suggested by the historical research of Fultz's and Fairclough (2004) could be connected to the current lack of Black teachers. Furthermore, it suggests that the lack of Black teachers has historical and systematic roots that can still be seen in research almost 60 years later. Moreover, Fairclough's research sheds light on the resistance of Black teachers toward desegregation, suggesting that the Black community, including teachers, families, and the NAACP, knew that desegregation would lead to Black teachers losing their jobs but the

NAACP continued to pushed desegregation for the good of the students. Interestingly, in the desegregation of schools the research suggests that Black school leaders and teachers and districts were sacrificed but these studies do not suggest that the White schools lost teachers in such great number (Fairclough, 2004; Foster, 1990). Moreover, through this lens desegregation appears to be more an agent in dismantling Black schools by suggesting that they were subpar to White schools.

Ironically, as school systems began to end desegregation laws and schools became more segregated, the Black teachers who were so revered continued to disappear from the teacher labor market. The historical research by Fairclough (2004), Fultz (2004), Savage (2001), and Siddle-Walker (2000) provides insight to the trajectory of Black teachers before *Brown vs. Board of Education* and immediately after. Additionally, the research of Fairclough and Fultz disrupts historical research that suggests that the lack of Black teachers after desegregation is because educated Black adults had better job prospects. For example, scholars Marbach-Ad, McGuinnis, and Dantley (2008) suggested:

Historically, teaching has been a popular career among African-Americans. After World War II, 79% of Black female college graduates were employed as teachers. As other career opportunities became available, however, by the mid-1980s, this percentage fell to 23% and the proportion of minority teachers in general had dropped considerably. As result of this negative trend in the diversity of the teaching staff, the gap of ethnic background representation (particularly impacting students of color) between US students and their teachers is large and widening.

(p. 6)

Statements like these suggest that the lack of Black teachers is due to Black professionals choosing not to enter the field of teaching and further dismisses the major historical discrimination and dismissal of Blacks in the name of integration. However, the historical research challenges these assumptions. Moreover, they call into question, whether the historical discriminatory practices have a role in the current lack of Black teachers. Additionally, what actions have been taken in this current era to make up for the loss of Black teachers after desegregation? Finally, are the Black teachers currently in teacher labor force revered in their ability to educate Black students, as the Black teachers of the past? The next section will explore Black teachers in the current teacher labor market.

Black Teachers and the Teacher Labor Market

In order to understand the preparation of Black teachers, it is important to explore the teacher labor market that they are being prepared for. In conjunction with the historical literature, research on the current labor market provides insight to the need for Black teachers. The teacher labor market is loosely defined as the current supply of teachers in relation to the current need of teachers in America's classroom (Beteille & Loeb, 2009). While research consistently expresses the low percentage of Black teachers, through the current racial makeup of teacher labor market, which is approximately 82% White, 8% Black, and 7% Hispanic (NCES, 2011), researchers suggest varied reasons as to why this is the case. However, in states such as Kentucky the number of Black teachers, any teachers of color, meaning all nonwhite teachers, make up only 4.1 of the state's total teacher labor markets (Yates et al., 2008). The National Education

Association suggested that, “current statistics estimate that there are no minority teachers in 42% of all schools in the United States” (Yates et al., 2008, p. 4). Researchers explain that reasons for the lack of Black teachers include lack of job satisfaction (Farinde-Wu & Fitchett, 2016; Mabokela & Madsen 2003; May & Ingersoll, 2011), the need for recruitment (Yates et al., 2008), and discriminatory hiring practices (D’Amico et al., 2017).

Job satisfaction. Research by Farinde-Wu and Fitchett (2016) explored the factors that provide Black female teachers with job satisfaction. To explore these factors, Farinde-Wu and Fitchett (2016) conducted a hierarchical multiple regression using NCES SASS data from 2007-2008. This large data set provided the researcher opportunity to examine a large number of Black female teachers and their experiences during their years in the classroom teaching in attempt to understand how to retain Black female teachers. Their research found that Black female teachers were more likely to have job satisfaction if they were working in urban schools (2016).

Research by Mabokela and Madsen (2003) explored why Black teachers may have greater job satisfaction in urban schools. They used a case study approach to investigate the experiences of Black teachers in a majority White suburban school. Furthermore, researchers used intergroup theory to explore these experiences. The intergroup theory focuses on “the impact of minority workers in majority organizations” (Mabokela & Madsen, 2003, p. 90). Through interviewing Black teachers, Mabokela and Madsen found that Black teachers in suburban schools with majority White students and teacher populations may encounter some difficulties. These difficulties included these

Black teachers feeling like the “token” or “resident expert” on Blackness or Black culture. This is potentially dangerous because it does not take into account that Blackness is a not monolithic experience.

Furthermore, these findings could explain the findings of Farinde-Wu and Fitchett (2016), which suggests that Black teachers have more job satisfaction in urban schools, where they may not encounter the pressures that Mabokela and Madsen’s (2003) study found in suburban schools. Additionally, Mabokela and Madsen’s study suggested that the Black teachers at these suburban schools felt that their management and instructional style was different from their White counterparts and that they were outsiders in their school. Moreover, May and Ingersoll (2011) reported that the push to recruit more minority teachers has been a successful endeavor and that minority teachers are entering the field, they just are not staying in the field. This further suggests that the lack of Black teachers is more of a personal choice of Black teachers to leave in the profession. Though there is some merit in these claims, the implications could further that opinion that Black teachers are for urban schools and thus they are more likely to leave the profession. How could these sentiments affect the hiring of Black teachers? Additionally, if the recruitment of Black teachers is successful, how can the racial mismatch of teachers and students be explained?

Hiring practices. The statistics of Black teachers and findings of May and Ingersoll’s (2011) report could be misleading. These statistics provide insight into the percentage of Black teachers who were hired. However, they do not consider the percentage of Black teachers who complete teacher preparation programs and may have

difficult experiences in finding employment nor do they address where Black teachers are able to find teaching positions. Also, these statistics do not take into consideration the experiences or treatment of Black teachers once they are hired. The hiring of a teacher is generally a task that rests solely on the discretion of the school principal (Engel & Finch, 2015; Ingle, Rutledge, & Bishop, 2011; Mertz, 2010). Research on how principals make decisions of hiring a teacher suggest that they consider applicant personality, their first impression, and the type of school that they are looking to staff (Engel & Finch, 2015; Hynes, Sullivan, & Yeager, 2011). Additionally, this research suggests that principals also use this notion of “fit” in hiring teachers. Fit could be the attributes listed above and “fit” for the school, grade, students etc. (Ingle et al., 2011). I question how notions of “fit” influence prospective Black teachers, especially in suburban schools, where research by Mabokela and Madsen (2003) suggest that they are less satisfied. Moreover, could this idea of teacher “fit” be used as a way to keep Black teachers out of certain schools?

The historical research on principals’ relationships with Black teachers, suggests principals’ hiring discretion has led to the firing of many Black teachers (Fultz, 2004) Furthermore, Fultz suggests discriminatory hiring practices of Black teachers, such as Black teachers being intentionally overlooked for positions that they were qualified for (Fultz, 2004). However, in the midst of the current push to increase the number of Black teachers in schools, discriminatory hiring practice could be negating these efforts.

A quantitative study by D’Amico et al. (2017) suggests that discriminatory hiring practices are still occurring and that these discriminatory behaviors could prohibit Black teachers from entering the field, even with degrees and proper certification. Using binary

logical regression to explore the hiring practices of a large school district, D'Amico et al. (2017) found that in one school district, Black teachers were less likely to be hired by White principals regardless of qualifications. Moreover, their study found that the overall hiring of Black teachers in this district was disproportional to the total percentage of Black applicants (D'Amico et al., 2017). This finding is important to this overall topic of Black teachers and the labor market because it calls into question how much of the lack of the Black teachers is intentional and systematic in nature. Although D'Amico et al. (2017) examined the hiring practices of one school district, the implications of their study suggests that discriminatory hiring practices could be more widespread.

The research on the Black teachers and the teacher labor market is varied in its explanation of why there is a lack of Black teachers. While there is research that suggests that the lack of Black teachers is due to their lower job satisfaction in suburban schools (Fainde-Wu, 2016) and Black teachers exit the field at higher rates than their White counterparts (May & Ingersoll, 2011). Research also suggests that there are discriminatory-hiring practices that hinder Black teachers from being hired in the first place (D'Amico, 2017). With the possible challenges of job satisfaction, high turnover, and discriminatory hiring practices awaiting future Black teachers, it important to begin to explore the experiences of Black teacher candidates prior to entering the teacher labor market. This follow section will begin to explore the research of Black teacher candidates.

The Preparation of Black Teachers

Historical research and teacher labor market research helps to connect the past to the current lack of Black teachers. However, the historical research also makes mention of the role teacher education programs play in preparing Black teacher candidates, specifically the role of HBCUs. Thus, in understanding the scarcity of Black teachers, it is important to explore the research concerning teacher preparation programs and their Black teacher candidates. Teacher preparation is a vital part of the development of a teacher (AACTE, 2011). Research has highlighted urgency in developing highly effective teachers in traditional teacher preparation programs (National Academy of Sciences, 2010; National Council on Teacher Quality, 2013). Though there is a trend of multiple alternative pathways to entering the teaching profession, university teacher preparation programs prepare the majority of the teacher labor force with over 1,400 teacher education programs (AACTE, 2011).

Moreover, research in the teacher labor market suggests that along with developing highly effective Black teachers, preparation programs should prepare Black teachers for the teacher labor market. The mismatch between the diversity among students in PK-12 schools across the nation and the teachers who educate them calls into question the role of teacher education programs in preparing Black teachers to enter the workforce. The mismatch in the diversity of PK-12 schools can also be seen in teacher preparation programs. Between 80-90% of teacher preparation programs' teacher candidates are White, while alternative programs such as the New York City Teaching Fellows are producing more diversity in their teacher candidates, with only 60% of their

teacher candidate being White (Evans & Leonard, 2013). This discrepancy suggests that traditional teacher preparation programs must become intentional in their recruitment of Black teacher candidates. Teacher preparation programs play an important role in preparing Black teachers.

As stated in chapter one, teacher preparation programs act as the first level in teacher development and are the primary focus of my research study. Teacher education programs must then be aware of the challenges that their Black teacher candidates may face once they reach the teacher labor market and thus provide them with strategies to overcome these challenges. However, before teacher preparation programs can help Black teacher candidates they must acknowledge and overcome their own criticism. Though there are over 1,400-teacher education programs, there are only 103 HBCUs. While PWIs make up the majority of teacher preparation programs, the Historically Black Colleges and Universities, (HBCUs) produce about 50% of the Black teachers in the teacher labor market (Gordon 2015; USCCR, 2001).

This section explores what the research says about Black teacher candidates and the importance and role of teacher education programs in the preparation of Black teachers. First, I review research that explores the way in which teacher preparation programs could play a greater role in preparing a greater number of Black teachers. Next, I review literature on the roadblock of teacher certification tests for Black preservice teachers. Finally, I review research on the preparation of Black teacher candidates from PWIs as well as HBCUs and their experiences.

Innovative Black teacher recruitment. The recruitment of Blacks to the teacher preparation programs is important in the effort to increase the number of Black teachers in the classroom. In fact, federal funding and initiatives encourage the recruitment of Black preservice teachers. However, Villegas and Davis (2007) suggest teacher preparation programs are not recruiting Black preservice teachers in a way that suggests urgency. Moreover, in spite of the lack of Black teachers and the need for Black teachers, researchers state, “very few publications provide realistic models and recruitment strategies for alleviating dilemmas” of recruiting them (Lewis, Bonner, Byrd, & James, 2008, p. 225). Through my exploration of the research on the recruitment of Black teachers to teacher education programs, a common theme in the research is an insistence on more innovation on the part of teacher education in their recruiting.

One approach that has been suggested by researchers in recruiting teachers of color specifically in hard to staff districts is the “grow your own” approach (Hunter-Boykin, 1992; Villegas & Davis, 2007). In the “grow your own” approach, teacher education programs partner with their community and PK-12 schools to begin to appeal to students in middle and high school who may have an interest in becoming teachers (Hunter-Boykin, 1992; Irizarry, 2007; Villegas & Davis, 2007). Hunter-Boykin’s (1992) research examined the “grow your own” Teaching Professionals Program (teacher preparation programs) at Coolidge High School in Washington, DC. This program collaborated with universities in Washington, DC with the purpose of recruiting more Black teachers. Their program recruited students as early as 9th grade and provided students with courses in education along with their high school courses as well as

mentorship and funding for college if they did indeed enter a teacher preparation program for college (Hunter-Boykin, 1992).

Program TEACH also used a grow your own approach to increase the number of people of color entering the teaching profession. Irizarry (2007) conducted a qualitative study of Program TEACH. Program TEACH was a twelve-year partnership between a PWI teacher preparation program, a school district, and a community. In this partnership, students of color from a community center were recruited to attend PWI and major in education. Students were fully funded through the university preparation and once completed were hired by the school district in the community. During the duration of the program, 26 students were accepted into the university-based teacher preparation program, 22 graduated, and 18 entered the teaching force in the local school district. The researcher, through interviews with students in the program, found that the success of the program was rooted in its ability to provide students with financial support, mentorship, and cohort communities (Irizarry, 2007).

Lewis and his colleagues (2008) explored how the potential partnering between athletic programs and education schools could enhance the number of Black males in their teacher preparation programs. Their research examined three PWIs with strong football programs and their number of Black athletes in football and basketball programs in comparison to the number of Black males in education program. Their study found that Black students represented more than 50% of the football and basketball teams' population but less than 1% of the teacher education programs population. This study's findings suggest that perhaps colleges of education could increase their Black population

by beginning to recruit from the athletic departments, especially at PWIs (Lewis et al., 2008).

In addition to recruiting undeclared majors and students from athletic programs and “grow your own” programs, other recruitment programs such as Troops-to-Teachers Programs and Call Me Mister have also attempted to be innovative in the recruitment of Black preservice teachers (Irvine & Fenwick, 2011). The Call Me Mister program started at Clemson University and has extended to over twenty schools in South Carolina as well as schools in Mississippi and Florida. This research suggests that if there is an urgency in producing Black teachers, it is imperative for teacher preparation programs to be innovation in how they recruit Black teacher candidates into their program. Though this research provides possible ways in which to recruit Black teachers, it is quite limiting in its view and suggest a quick fix in preparing more Black teachers by alluding, through their implications, that the pool of perspective teachers is large but simply not being tapped adequately. For example, grow your own programs suggest that building partnership between universities, public schools, and communities could increase the number of Black teachers. Though I agree with broadening the net in the recruitment of Black teachers, I wonder if there are other reasons why Black colleges students choose to or choose not to enter teacher preparation programs.

Certification. Along with the importance of recruitment of Black preservice teachers, certification examinations play in major role in teacher preparations’ program ability to add Black teachers to the teacher labor market. While it is important for teacher preparation programs to recruit Black teacher candidates, teacher certification tests have

been referred to as a means “guard the door to the teaching profession in many of the nation’s states” (Wakefield, 2003, p. 380). The research on Black teachers during their preparation also focuses on the role of teacher certification tests such as the Praxis, as an obstacle for Black teacher candidates (Graham, 2013; Petchauer, 2012; Wakefield, 2003). Assessments of teacher knowledge have long shown large discrepancy between Whites and Blacks. According to Bell and Morsink (1986), “in Florida, only 28% -32% of the Black candidates passed all subtests on the state’s teacher certification test” (p.16).

The commonly used teacher certification examination, the Praxis, has befallen the same criticism. Educational Testing Services (2011) research report suggests a disparity in the scores between Black in Whites teacher candidates on the Praxis I and Praxis II. Moreover, researcher Marilyn Cochran-Smith (2001) suggests that, “There is little evidence that teacher testing is affecting the performance of classroom teachers” (p. 553). Research by Wakefield (2003) on the problems with high stakes testing for teacher candidates in the state of Georgia suggests that about 70% of prospective teachers of color were unable to enter the field of teaching due to not passing the Praxis I. Additionally, the pass rate differentiation between Whites and Blacks on the Praxis I between 2005 and 2009 heighten the criticism. In this time period, the scores of first-time test takers on Praxis I reading subtest had a pass rate of 40.7% for Blacks and 81.5% for Whites (Graham, 2013). In 2011, Educational Testing Services (ETS) conducted research on the differences of pass rates between Black and White teachers on the Praxis I and Praxis II and found that the differences in pass rate “appeared to be as large as the gaps that are commonly observed on the SAT and GRE” (Nettles, 2011, p. 47). Unfortunately,

the low pass rate of Black students on the Praxis could create added pressure on Black teacher candidates (Graham, 2013). It is important for teacher preparation programs to be aware of the obstacles of certification examinations and help students be prepared for them.

Albers (2001) explored that the experiences of her Black teacher candidates who failed the Praxis II examination at Georgia State University, a PWI in Atlanta, Georgia. Albers' study focused on the mismatch of the pass rate between her White teacher candidates, of which all passed the Praxis II and her Black teacher candidates who did not. Her qualitative study allowed the Black teacher candidates to provide their insights into their struggles with the test. Her study found that teacher candidates spoke about that lack of attention that the Praxis II gave to African American literature as a common struggle that they faced. Additionally, the participants spoke about the encouragement to not study that they received from their White counterparts.

In 2013, Graham explored how the data on the low pass rate of the Praxis influenced Black teacher candidates at an HBCU. Through his research, he found that many of the students' experiences with and feelings about teacher certification test aligned to stereotype threat theory. Stereotype threat theory's major tenet

is that any individual who identifies with a "minority group" in a given context may feel anxiety, pressure, or stress when in the presence of individuals from the "majority group" because he or she feels their behaviors may affirm negative stereotypes held by the majority. (Graham, 2013, p. 13)

The mismatch between Black and White teacher candidate scores on the teacher certification exams is concerning. The cultural bias of standardized testing has been an issue in education for over 30 years and the continuous discrepancy between the pass-rate of Black and White teacher certification test takers is still seen in the research (Graham, 2013; Nettles et al, 2011; Petchauer, 2012; Wakefield, 2003). Graham (2013) suggested that Black teacher candidates have begun to experience the emotional pressures of the testing statistics, which could further hinder their test taking. These findings suggest the importance of teacher preparation programs providing preservice teacher preparation sessions for teacher certification test and emotional support.

Black Teachers Candidates Experience in Preparation Programs

Research on the recruitment and certification of Black teacher candidates suggests the importance of teacher preparation programs putting into practice strategies in order to recruit Black teachers. In this section, I review literature on the experiences of Black teacher candidates during their preparation programs. This section is organized in two sections; the experiences of Black teacher candidates at PWIs followed by the limited literature on the experiences of Black teacher candidates at HBCUs. The rationale for this was to explore how or if the experiences of Black teacher candidates may differ based upon the type of university they attend. Moreover, the majority of literature found on Black teacher candidates, explored their experiences in the context of a PWI.

Black teacher candidates and PWIs. The research on Black teacher candidates at PWIs overwhelmingly expresses the struggles that Black teacher candidates encounter during their preparation programs on their paths to becoming teachers. Korfield's (1999)

qualitative case study focused on two Black teacher candidates at a PWI. Through data collection in the form of interviews and field observations, the researcher explored the teacher candidates' experiences as minorities in their teacher preparation programs. Furthermore, there was a sense that their preparation programs were geared toward preparing them to teach White students in suburbia. The study found that the two teacher candidates dealt with culture shock as well as blatant and subtle racism during their programs. Interestingly, the participants dealt with the struggles that they experienced differently. One participant was silenced by the intimidation she felt by her professors and colleagues. On the other hand, the second participant was decidedly empowered by her experience during the course and felt that "as the only African American in class, I felt it my duty to speak up" (Korfield, 1999, p. 27).

Research from Ndemanu (2014), Wilkins and Lall (2011), and Kraene (2015) extends the idea of Black teacher candidates experiencing microaggressions, isolation, and racism throughout their preparation programs. Ndemanu's (2014) study explored the experiences of a male Black teacher candidate while in a multicultural education course. In this case study, through interviews, observation, and course documents, the study found that the male Black teacher candidate struggled with isolation during this course from being the only Black person in the class. The participant felt that the course was geared to his White counterparts and tending to perpetuate deficit thinking in teaching students of color. Also, the participant expressed a lack of instructional strategies shared during the duration of the course. The findings of this study coincide with the findings of Villegas and Davis, who argued "teacher education programs, even when designed to address

issues of diversity, focus their attention almost exclusively on the preparation needs of White candidates while ignoring the needs of minority candidates” (2008, p. 584).

Wilkins and Lall’s (2011) study also explored the experiences of racism experienced by teacher candidates of color. In their study, 24 student teachers of color in a teacher preparation program in the United Kingdom were interviewed about their experiences during their preparation program. This study found that teacher candidates of color had experienced feelings of isolation in their program and placement. Additionally, the study spoke about the important of support networks in coping with struggling during their preparation programs. Moreover, these teacher candidates expressed experiencing stereotypes from white colleagues. They expressed the experiences with their White colleagues as, “unwitting prejudice or ignorance rather than deliberate racism” (Wilkin & Lall, 2011 p. 374).

Kraene (2015) also explored the experiences of race and racism of Black teacher candidates at a PWI. In her study, Kraene conducted a three-year ethnographic case study of two Black teacher candidates in an art teacher preparation program and their racial experiences throughout their preparation program. Through interviews with the participants, she found that the Black teacher candidates experienced microaggressions from White faculty members and racial silence during their student teaching (Kraene, 2015). Microaggressions can be defined as “subtle insults directed toward people of color, often automatically or unconsciously” (Solórzano, Ceja, & Yosso, 2000, p. 60). Additionally, through her research, Kraene suggested that teacher preparation programs

explore how these experiences during a Black teacher candidates' preparation program can impact the development of their teacher identity.

Studies by Haddix (2010) and Durden, Dooley, and Truscott (2016) extended the idea of the struggles to Black teacher candidates to focus on racial identity development. Zirkel and Johnson (2016) suggest that a “strong Black identity is linked to improved educational outcomes and higher academic achievement” (p.304). Researchers have studied teacher candidates' racial identity in connection to teacher identity through teacher candidates' linguistic identity (Haddix, 2010) and cultural relevancy in teaching (Durden et al., 2016). Haddix conducted a critical analysis of two teacher candidates from a PWI, one Black and one Hispanic. Through observations of student practicums and interviews, Haddix found that the Black teacher candidate had a strong a sense of her Black identity and that often was shown in their linguistics with students during her practicum experiences with Black students. The researcher suggested that teacher education programs should value the, “cultural, racial, and linguistic perspectives that all teachers bring to the teaching and learning experience” (Haddix, 2010, p. 119).

Durden et al. (2016) also explored racial identity development of Black teacher candidates at a PWI; however, their study explored the connections between two Black teacher candidates' racial identity and their expressions of culturally relevant teaching. Researchers found that one participant was able to connect his strong racial identity to cultural relevancy in teaching a minority group different from his own. However, the second participant, as she grew in her racial identity, struggled with culturally relevant teaching strategies that she was learning in her preparation program. She felt that

culturally relevant teaching, as taught in her preparation program, perpetuated stereotypes of minority students that encouraged deficit thinking. In one of her interviews she stated:

You are potentially dealing with a classroom full of white people who have zero experiences with Black people, never seen Black kids. Pretty much all the information you are putting out is that Black people are dumb as rocks and are stupid. We can't read, we can't write, we're failures, we're going into these urban schools, you know it's just bad, bad, bad. Not all Black people are stupid. Not all Black kids are disadvantaged. All the Black kids who live in urban areas are not stupid (Durden et al., 2016, p. 15).

Studies by Bennett et al. (2000) and Frank (2003) were framed around the struggles that Black teacher candidates faced. However, these studies explored ways in which PWIs could aid in assisting Black teacher candidates. Bennett (2000) and Frank (2003) suggest preparation programs at PWIs must begin to be proactive in ensuring that as a program, Black teacher candidates have an environment in which they feel safe. Both also suggest the importance for creating spaces for minority students to come together to have dialogue about their experiences.

Bennett et al. (2000) explored the usefulness of the Transformative Education Achievement Model (TEAM) program. The TEAM program provides a place for Black and Hispanic teacher candidates to be together and learn about social justice and multiculturalism. Though the study found that the teacher candidates felt the importance of the programs in providing them support, I question the impact of this program as a whole on the teacher preparation program at the university. The TEAM program appears

to be a silo for minority teacher candidates. Furthermore, one aspect of the TEAM program is the Honors seminar. The Honors seminar provides for the minority teacher candidates lectures and discussions on teaching diverse populations that could have been beneficial to all the teacher candidates in the programs, not just the Black and Latino/a teacher candidates.

Frank's (2003) qualitative study sought to give voice to her Black teacher candidates through exploring their experiences throughout the program. She captured their experiences through individual interviews and focus group discussions. In her study, she interviewed seven Black female teacher candidates individually and in a focus group. As with Korfield (1999), Frank found that the majority of students in the study had experienced some sort of racism or prejudice at school. Additionally, Frank suggested that the findings of her study were impactful to her as a White teacher educator.

In exploring the experiences of Black teacher candidates at PWIs, seminal work by Korfield (1999) centers on the struggles of Black teacher candidates and lack of sense of belonging during their preparation. Furthermore, current researchers have explored teacher preparation programs and suggests that the typical teacher preparation program "tends to reflect White sensibilities" (Sleeter, 2017, p. 158). For example, in a study by Durden et al. (2016), one Black teacher candidate stated, "It's pretty much putting us [Black people] down, like it's your job as a teacher to get them [Black students] up to whatever the norm is, the middle class, upper class whites whatever, and I don't like that" (p. 1019). Additionally, critiques of teacher preparation programs suggest that Black teacher candidates at PWIs struggled with the White middle class viewpoint of their

coursework, and have feelings of stereotyping by their White peers, while pushing a deficit mindset to their teacher candidates through the perpetuating stereotypes of minority students in urban settings (Durden et al., 2014; Frank, 2004). In addition to the perpetuation of deficit mindset, the research suggests that Black teacher candidate are challenged to persevere through microaggression and blatant racism from White faculty and colleagues (Korfield, 1999; Wilkin & Lall, 2011)

Research by Bennett et al. (2000) and Frank (2003) suggest that Black teacher candidates need a sense of community with minority student peers, a sense of self-identity, and a stronger sense of social identity. Haddix (2010) and Durden et al. (2016) suggest the need for teacher preparation programs to consider the racial identity and teacher identity development of their Black preservice teachers. Furthermore the research on Black teacher candidates suggest the importance of teacher preparation programs and teacher educators finding “ways of building a learning community in which minority candidates feel both safe and respected” (Villegas & Davis 2008, p. 598).

Black teacher candidates at HBCUs. Mawhinney, Mulero, and Pérez (2012) conducted a quantitative study centered on the influence of coursework and fieldwork in urban education on the perceptions of Black teacher candidates in urban schools. Teacher candidates’ perceptions of urban schools was captured prior to an urban education course and field experience in an urban school through a survey. The researchers then gave the teacher candidates a post survey on their perceptions of urban schools. The study found that being in the urban schools for their field work opened teacher candidates to teaching

in urban school. However, after the course teacher candidates had negative perspective of parents in urban schools. This study suggests that even at an HBCU, teacher preparation programs must be mindful of the mindsets that they project about urban students and parents. Moreover, this study suggests the importance of teacher preparation programs to be mindful about the type of practicum and student teacher experiences teacher candidates have. This study calls into question the importance of where Black teacher candidates at HBCUs and PWIs are placed during their field experiences. Yates et al. (2008) and Williams et al. (2009) studied the experiences of Black teacher candidates at an HBCU. The common themes of these studies suggest the importance of supportive faculty as a major part of their experiences during their preparation.

In Yates et al.'s (2008) study, researchers conducted a phenomenological study of eight Black males who were teacher candidates at an HBCU. This study used interviews and observations to explore the experiences of the teacher candidates and their resiliency. The themes that emerged from the data: influences from family, personal drive, and university factors, of which my primary interest was on the university factor. Across this theme, the participants spoke about the mentorship and support that they received from their professors during their preparation. Among the participants there was a feeling of high expectations with a sense of caring. For example, one participant discussed his professors by stating, "Our relationship was more like the atmosphere you find in a family. It was a caring and loving environment where you wanted to strive, you wanted to learn, you wanted to satisfy and make your professors proud of you." (Yates et al., 2008 p. 10). In addition, a participant also stated that, "Not only was it a family-type

environment [but] they won't let you fail. They won't give you a grade, you'll have to work for it, but they will work with you" (Yates et al., 2008 p. 10). These experiences from these Black teacher candidates appeared to be different than that of the Black teacher candidates in the Durden et al. (2016) study, who found that their participants struggled with a lack of community.

Williams et al. (2009) focused on why these preservice teachers decide to go in to teaching along with the experiences that they had at their institution, and the overall experiences of teachers' candidates. They intended to explore "the experiences and voices of African American students at Historically Black College and Universities [that] are absent from the limited empirical research" (p. 349). In their study, they explored the perceptions of 33 Black teacher candidates as to why they chose to go into education, the preparation that they were receiving from their programs, and their preparedness to go into urban schools. Their study found that the teacher candidates felt supported by the faculty. Moreover, teacher candidates felt that they were receiving adequate pedagogical and content knowledge from their institutions. Additionally, Williams et al. (2009) found that though their participants felt prepared to teach racially diverse populations, they were unsure of their effectiveness with teaching students with special needs.

Though these studies begin to explore the experiences of Black teacher candidates at HBCUs, there is still a gap in the literature in understanding where these teacher candidates see themselves teaching once they enter the teacher labor market. Research on Black teacher candidates and their experiences at HBCUs, though limited, suggests that Black teacher candidates are supported and mentored through faculty and place

importance on cultural relevant teaching practices, placement, and coursework (Marbach-Ad, et al, 2008; Mawhinney et al., 2012; Williams et al., 2009; Yates et al., 2008). In the next section I will discuss how my study will extent to the current knowledge of Black teacher candidates.

Importance of the Current Study

In this section I discuss how the literature reviewed informs by current study. The literature concerning the lack of Black teachers in classrooms in the United States is a multifaceted problem. This suggests the importance of the exploring the connections between Black teachers historically, the current teacher market, and the preparation of Black teacher candidates. While historical research suggests that the *Brown vs Board on Education case of 1954* negatively impacted the number of Black teachers. The current labor market research suggests that Black teacher candidates often encounter challenges as they begin their careers as teachers. Furthermore, this research highlights that these challenges may differ depending on the context of the school and district in which they seek employment. In my study, I will explore teacher candidates' current understanding of the labor market and where the context in which they see themselves and the influence of their preparation programs in making these decisions.

Critiques such as these of teacher preparation programs suggest that there may be differences in the experiences of Black teacher candidates at PWIs and Black teacher candidates at HBCUs. Research on the experiences of Black teacher candidates at HBCUs tend to provide the opposite findings, suggesting that HBCU teacher preparation programs provided teacher candidates with a renewed since of duty to urban schools and

faculty mentoring (Mawhinney et al., 2012). Furthermore, the research on Black teacher candidates seems to be limited to program type, whether HBCU or PWI. Also, the majority of the research appeared to be limited to a faculty member's exploration of their own students or an individual program in a College of Education. I argue that to gain a fuller understanding of the experiences of Black teacher candidates it is important to explore their perspectives beyond a single program or course.

The research on the preparation of Black teacher candidates provided me with a basis for how other researchers have studied Black teacher candidates at PWI, these studies also helped me see how my study could extend scholarly work in this field. For example, Bennett's (2000) focuses on the experiences of teacher candidates in the TEAM program, a program that is especially for teacher candidates of color. Though I see the value of the TEAM programs, I wonder if programs such as this fall short of addressing the larger implications of the struggles that Black teacher candidates face. Instead of addressing the larger issue of the need to change the racial dynamics of the preparation program to be more inclusive, the program provides Black teacher candidates a separate space in which to grow and thrive. Bennett (2000).

Frank's (2003) study helped me to frame my thinking of Black teachers at PWIs. In her study, Frank asked probing questions like, why did they choose to attend a PWI and where did they want to teach after graduation. These questions will be important question for me to ask of my participants at PWIs and HBCUs. What was interesting in Frank's study was though her participants expressed experiencing racism at school, Frank still found that students chose to attend a PWI because they felt that it was important for

them to be able to be around White people in order to be ready for the “real world” (Frank, 2003). This perceived need to be around White people during their preparation was also seen in Korfield (1999) in which one participant stated,

I'm all for Black colleges, but you have a better chance of getting hired if you go to a White school. Anyway, I figured I'm going to have to learn how to deal with White people in this world. I may as well start learning in college (p. 25).

Unfortunately, neither Frank (2003) nor Korfield (1999) explore what students meant by statements such as these. Further, I am concerned about the implied deficit thinking that would lead Black teacher candidates to feel that a PWI could better prepare them for the “real world” than an HBCU and how that impacts their own Black self-identity. Jackson, Green, Martin, and Fasching-Varner (2016) suggest that there is a connection between racism and education stating that “educational systems are designed in a way to preserve the status quo, keeping Blacks oppressed and suppressed” (p. 1). If this is the case, how do teacher preparation programs especially at PWIs overcome these issues in their own program, and moreover how-to preparation programs in general, prepare their Black teacher candidates to enter a profession that is meant to oppress them?

Additionally, the research reviewed on Black teacher candidates also helped me to frame my study. Research suggests that the experiences of Black teacher candidates were enhanced and enriched through the community environment of mentorship provided through faculty, studies such as Mawhinney et al. (2012) and Williams et al. (2009) discuss the preparedness of Black teacher candidates for teaching in urban and diverse

schools. However, I am also interested in how HBCU teacher preparation programs prepare Black teacher candidates that may want to teach in schools that are suburban or rural. My study seeks to help to add to the limited body of research on the experiences of Black teacher candidates, while extending the research to consider how these Black teacher candidates perceive themselves upon entering the teacher labor market. In exploring the experiences of Black teacher candidates, I conducted my study through the theoretical framework of critical race theory. In the next section, I explore critical race theory and its connection to my research study.

Theoretical Framework

The current study is informed by critical race theory. Critical race theory emphasizes (a) the importance of exploring history and how it connects to current problems, (b) giving voice to the oppressed, and (c) counter-storytelling. Critical race theory helps me to understand the research on Black teacher candidates and has helped me to frame the current study.

Critical race theory is a perspective that comes from the legal field. In Parker's (1998) article about critical race theory in qualitative research, he situated critical race theory in legal issues of discrimination that have historical roots. This explanation of critical race theory aligns with the historical works of Fultz (2004) and Fairclough (2004) because their research on Black teachers explores that influence of *Brown vs Board of Education 1954* on the lack of Black teachers. My research situates itself deep in a historical context from the standpoint of researching the Historically Black College and Universities and Black teachers. This research studies the lack of Black teachers and the

role *Brown vs Board of Education 1954* on the current state of Black teachers. Moreover, in Parker's article, he discusses other court cases that impact the racial tensions of education such as *Hopwood vs Texas* case of 1996. Research that focuses on the racial tension among Blacks in PK-12 and universities settings helps to bridge the connection between the legal and educational aspects of critical race theory.

Second, critical race theory is in its essence a theory that focuses on the importance of giving voice to the oppressed while promoting discussions of race social justice and advocating for change (Ladson-Billings & Tate, 1995; Parker, 1998; Solórzano & Yosso, 2002). For example research by Solórzano, Ceja, and Yosso (2000) explored issues of race and microaggressions in the experiences of Black college students at PWIs through the lens of critical race theory. By giving Black students a platform to share their experiences with White colleagues and faculty and their preparation in totality, researchers found that Black students were feeling isolated, ignored, and felt that faculty had lower expectations of them. Though this study is not specific to Black teacher candidate but rather Black college students in general, it suggested the importance of exploring issues of race and social justice in understanding the experiences of Black college students at PWIs.

Critical race theory gives attention to counter-narrative storytelling, through lived experience of groups of that may be in the minority (Ladson-Billings & Tate, 1995). Solórzano and Yosso (2002) stated that counter narrative storytelling is a "tool for exposing, analyzing, and challenging the majoritarian stories of racial privilege. Counter-stories can shatter complacency, challenge the dominant discourse on race, and further

the struggle for racial reform” (p. 32). One of the most important aspects of critical race theory in my study is that ability of the marginalized to tell their own story. In her 1995 article with William Tate, Ladson-Billings expressed why it is important for the oppressed to tell their own story. They suggested that the oppressed must tell their own story because

Much reality is social constructed, stories provide members of the outgroups a vehicle for psychic self-preservation, and the exchange of stories from teller to listener can help overcome ethnocentrism and the dysconscious conviction of viewing the world one way (Ladson-Billings & Tate, 1995 p. 57).

This explanation of storytelling is what helped me to understand that critical race theory was more closely aligned to me as a researcher than I initially thought. The research on Black teachers tends to suggest the importance of giving voice to the history and experiences of Black teachers and Black teacher candidates. For example, works by Bennett et al. (2000), Durden et al. (2016), Frank (2003), Haddix et al. (2010), Korfield (1999), Williams et al. (2009), and Yates et al. (2008) explored the experiences of Black teacher candidates at PWIs and HBCUs, thus providing the field with research that allows the voice of Black teacher candidates to be heard. Scholar Dr. Gloria Ladson-Billings is credited with ushering critical race theory into the field of education. Her research focuses on the teaching practices of teachers of Black students (Ladson-Billings & Tate, 1995). For my research, I am focused on Black teacher candidates telling their own stories. Additionally, I think using critical race theory allows me to make connections behind the historical oppression of Blacks in education and the meaning making of

current Black teacher candidates from the PWIs and HBCUs. Moreover, I would like to give voice to HBCU teacher preparation programs, which are generally unheard in scholarship.

Conclusion

The literature concerning the lack of Black teachers in classroom in the United States is a multifaceted problem. In this chapter I have reviewed the literature that suggests connections among Black teachers historically, the current teacher market, and the preparation of Black teacher candidates. In the section on Black teacher preparation, I explored the recruitment of Black teacher candidates, certification examinations, and the experiences of Black teacher candidates in their respective preparation programs. Research also stresses the importance of teacher preparation programs preparing Black candidates for teacher certification test.

In addition to developing teachers who are prepared to meet the academic and cultural needs of their students, the research suggests that teacher preparation programs must also ensure that their programs are crafted to meet the academic and cultural needs of their teacher candidates. However, the literature does not often explore the similarities and difference in the experiences of Black teacher candidates at a PWi and HBCU. Nor does it often explore how teacher preparation programs grapple with the challenges that may await their Black teacher candidates. Additionally, the research does not explore if different types of institutions (PWi or HBCU) differ in how they prepare Black teacher candidates to overcome obstacles that they may face once they enter the field, while focusing on the education of the students in their classes. Therefore, I am studying these

aspects of the experiences of Black teacher candidates that are not found in the literature. I am studying Black teacher candidates' perspectives because their stories can provide insight into the problem of the lack of Black teachers in today's classrooms. My study will address some of the aspects of Black teacher candidates' experiences by extending the literature to explore PWI and HBCU Black teacher candidates in a single study. Additionally, in using critical race theory as with theoretical frame, my research centers on giving Black teacher candidates the opportunity to tell their own story through their experiences. Finally, using critical race theory allows me to view my participants and the way they make meaning through the lens of race, power, and oppression. My study focuses on the following questions.

1. How do Black teacher candidates perceive the preparation that they are receiving from their preparation programs?
2. How are teacher preparation program preparing Black teacher candidates for the teacher labor market?
3. How do Black teacher candidates choose whether to attend an HBCU or PWI?

In the next chapter, I describe how I address these questions using a comparative case study of Black teacher candidates from two public institutions in one state, one institution being an HBCU and the other being PWI. In this comparative case study, I focus on preservice teachers in their final year of teacher preparation.

CHAPTER THREE

In this chapter, I describe the methods that I used to investigate my research questions. In doing so I describe my research design. Also, I discuss site and participant selection, criteria, and data collection. Next, I discuss how the data was analyzed. Finally, I conclude with describing how research trustworthiness was established in this study. The following methods of investigation was used to answer the research questions.

1. How do Black teacher candidates perceive the preparation they are receiving from their preparation programs?
2. How do Black teacher candidates perceive their preparedness for the teacher labor market?
3. How do Black teacher candidates choose whether to attend an HBCU or PWI?

Research Design

Through my theoretical lenses of constructivism and critical race theory, I investigated my research questions using a qualitative case study, specifically a multiple case study. Multiple case study as a design aligns with my epistemology because it focuses on making meaning in context. Moreover, for my research questions, I explored Black teacher candidates using a multiple case study. Case study is a qualitative or quantitative research methodology in which the researcher, investigates a phenomenon in context (Baxter & Jack, 2008; Corcoran, Walker & Wals, 2009; Tellis, 1997; Yazan,

2015; Yin, 1981). Case study research aligns with my ontological and epistemological belief that contexts matter. In case study, the researcher is immersed in a contextual setting, which becomes an essential part of the phenomena that is being studied (Marshall & Rossman, 2011; Yin, 1981). The influence and attention to context has created some contention around case study.

In the current study, the phenomenon that I studied was the preparation of Black teacher candidates in the context of their university-based teacher preparation programs. Using the case study approach helped me to explore Black teacher candidates in their university-based teacher preparation programs. Furthermore, using case study as my methodology aligns with my theoretical framework, critical race theory because description is an essence component of a case study. Parker and Lynn state that “the thick description and interviews characteristics of case study research not only serve illuminative purpose but also can be used to document institutional as well as overt racism”(2002, p.11). Moreover, using Critical Race Theory helped to focus my case study on understanding the counternarrative of the Black teacher candidates. Case study research generally has more than one type of data collection for the phenomenon being studied (Baxter & Jack, 2008; Corcoran, Walker & Wals, 2009; Tellis, 1997). Case studies allow for an in-depth exploration into a phenomenon through different data points, such as interviews, observations, documentation, and archival data (Marshall & Rossman, 2011; Yin, 1981; Tellis, 1997). This allows the researcher to research a single phenomenon through different vantage points, providing the researcher with an in-depth understanding of the case (Baxter & Jack, 2008; Corcoran, Walker & Wals, 2009; Tellis,

1997; Yazan, 2015; Yin, 1981). Johnson and Christensen (2014) define a case as a “bounded system” (p. 434). As a bounded system, a case can be an individual, group, corporation, or conglomerate. The case that is explored provides the boundaries that are being studied and must be clearly defined. Critics of case study research suggest that, “once context has been incorporated into a study, the number of variables of interest will be inevitably greater than the data points” (Yin, 1981, p. 98). Additionally, case study research has been critiqued for not being generalizable (Johnson & Christensen, 2014; Yin, 1981).

For my study there were two cases, the PWI teacher preparation program and the HBCU teacher preparation program. The criteria for how I binned each case can be found in my site selection section. Baxter and Jack (2008) refer to the defining of a case to binding it. They suggest that binding a case, “helps the researcher to place parameters for the case” (Baxter & Jack, 2008 p. 546).

Three prominent researchers of case study in educational research include Robert Stake (1995), Robert Yin (2013), and Sharan Merriam (2009) (Baxter & Jack, 2008; Johnson & Christensen, 2011). These researchers differ in their epistemological approach to case study research. While Yin has a positivistic stance and tends to view case study quantitatively, Stake and Merriam, like myself, have a constructivist stance and tend to view case study research qualitatively (Johnson & Christensen, 2011; Yazan, 2015). Additionally, Stake and Merriam tend to be more inclusive in how they define a case. From Merriam’s perspective, a case should be “particularistic, descriptive, and heuristic” (Yazan, 2015, p. 139). Furthermore, Yin and Baxter classify case differently. Yin

classifies case study research into three categories: exploratory, explanatory, and descriptive. Explanatory case study research focuses on the explanation of a relationship within a phenomenon while in exploratory case study research, the researcher is exploring a case generally seeking to understand the case for theory development (Baxter & Jack, 2008; Corcoran, Walker, & Wals, 2004). The third classification that Yin has for case study is descriptive, in which the researcher's study focuses on describing a phenomenon in depth (Baxter & Jack, 2008; Corcoran et al., 2004).

Stake (1995) also classifies case study in three categories: intrinsic, instrumental, and collective. Intrinsic case study is based on the interest of the researcher and not necessarily on building theory to understand a problem that exists. Instrumental case studies, unlike intrinsic, focus primarily on a phenomena or problem in context to build theory. Stake's third classification is collective case studies. Collective case studies occur when a researcher uses more than one case to understand a phenomena or problem. Collective case studies are also referred to as multiple case studies (Baxter & Jack, 2008; Corcoran et al., 2004; Glesne, 2011).

Multiple Case Study. For my study, I conducted a multiple case study. Using the multiple case study approach allowed me to explore how/if the racial and historical context of the university impacts the perspectives of their Black teacher candidates. A multiple case study design allowed me to analyze the data within each case and across cases to compare and contrast findings (Baxter & Jack, 2008). Furthermore, this multiple case study consisted of two primary cases, a teacher preparation program at a HBCU and a teacher preparation program at a PWI. Each of the primary cases included 5 embedded

cases. Each of the embedded cases represented one Black teacher candidate. This allowed me to explore each Black teacher candidate individually to explore their uniqueness while also explore the similarities of the teacher candidates collectively at each university. Furthermore, it allowed the voices and experiences of Black teacher candidates at both types of preparation programs to provide me with fuller understanding of the experiences of Black preservice teachers.

Site Selection

Site selection and participants are key elements in designing a case study. Site selection and participants help the researcher to bind their case (Baxter & Jack, 2008). For case studies, key design decisions, such as sites and participants should be driven by criteria. I used purposeful selection to identify each site. Maxwell (2013) suggests that one of the goals of purposeful selection “can be to establish particular comparisons to illuminate the reasons for differences between settings and individuals” (p. 98). For my study, I purposefully selected two sites. In order to answer my research question, I conducted my research at Predominantly White Institution (PWI) and a Historically Black College or University (HBCU) in the same state and same city within a five mile radius. Additionally, both universities were public. The rationale for using this criteria was to make the two cases comparable and to understand how the overall context of the area impacted that the Black preservice teachers. Moreover, the state and public status of the universities suggests similarities in state funding and standards. Selecting schools in the same city and within close proximity provides a deeper understanding of the context as to why teacher candidates choose one institution over another.

University Selection. Conducting this study in the southern state that I chose for this study was ideal because the demographics of this state's teaching force is comparable to the demographics of the national teaching force (U.S Census Bureau, 2000). In addition, this state is home to more HBCUs than any other state, with 11 four-year institutions. Of the eleven HBCUs in this state nine offer Bachelor's degrees in education. Three of these HBCUs are public. Upon further research two universities were chosen, Ezell Blair University and Dolley Madison University. These universities fit the criteria of being public and in the same city within a five-mile radius. To gain access to these schools, I established gatekeepers. The gatekeepers from each university Ezell Blair University and Dolley Madison University were faculty members from each university. These gatekeepers helped me to gain access to possible participants (Glesne, 2011). Additionally, to gain background information about each university and their education programs, I researched Ezell Blair University and Dolley Madison University school websites.

Ezell Blair University. Ezell Blair University is a Historically Black College University (HBCU) located in a city in the southeastern region of the United States. About 78% of the population of students attending Ezell Blair University are in-state students. Ezell Blair University is home to over 11,000 students of which about 85% are undergraduates. About 80% of the students are Black.

College of education. The college of education at Ezell Blair University ranks 10th in the state for the number of graduates its teacher education program produces. Additionally, there are about 750 undergraduate students in the college of education. Ezell Blair

University has two elementary education programs; a Bachelor's of Science in Elementary Education and a Bachelor's of Science in Elementary with dual license in Special Education. Four of the participants from Ezell Blair University were pursuing a Bachelor's of Science in Elementary with dual license in Special Education. While one of the participants was pursuing the Bachelor's of Science in Elementary Education. The Elementary Education program at Ezell Blair University is 120 credit hours in length. Students in this program also complete four different field experiences in addition to student teaching. Of the four different field experiences, one must occur in a diverse setting. In total students will complete about 150 hours of field experience in addition 15 weeks of student teaching. Additionally, at the time of data collective three of the participants were a part of A grant funded program that focuses on developing culturally responsive teachers . A grant funded program that focuses on developing culturally responsive teachers was a 1.2 million grant awarded from the U.S. Department of Education. These funds were used to support the production of culturally responsive educators.

Students in the dual licensure program do their 15 weeks of student teaching in two different settings, ten weeks in a general education classroom and five weeks in a special education setting. Prior to being admitted to the program students must have at a 2.8 GPA and must pass the Praxis exam. Moreover, students must pass all parts of the Pearson teacher certification test prior to beginning student teaching.

Dolley Madison University. Dolley Madison University is a Predominately White Institution (PWI) located in a city in the southeastern region of the United States. Dolley

Madison University is home to over 19,000 students of which about 80% are undergraduates. About 28% of these undergraduate students are Black.

School of Education. There are about 1,600 students in the School of Education, of which about 40% are undergraduate students. Dolley Madison University prepares more education professionals than any other university in the state. Additionally, Dolley Madison was founded as women's college for teacher preparation All five of the participants from Dolley Madison University were pursuing the Bachelor's of Science in Elementary Education. The Elementary Education program at Dolley Madison University is four semesters in length. The program has 122 credit hours of coursework. Additionally, students complete about 1,000 hours of field experience during the first three semesters of the program. During the final semester of the program, students complete 15 weeks of student teaching. In addition, prior to being admitted to the program students must have at a 3.0 and must pass the Praxis. Once admitted to the program, students are broken into cohorts of no more than 25 students. Each cohort is led by an university faculty member. Unlike Ezell Blair University, students from Dolley Madison University do not have to pass all parts of the Pearson teacher certification test until after graduation, though they are urged to take the examination prior to going into the teaching field.

Participant Selection

After the university sites were established, I began the process of participant selection. With the assistance of faculty gatekeepers, I sent an email to possible participants. The purpose of the email was to give teacher candidates a brief overview of

the study. The inclusion criteria for student participant selection was that student participants were undergraduates who had been admitted into the College of Education and were at least in the third year of the program. Additionally, they had to be fulltime students. Finally, teacher candidates had to be of African American descent. Two of the participants were biracial with fathers of African American descent and mothers that were White or Hispanic. Though biracial, each woman refers to themselves as Black. Through emails and follow up phone calls with each perspective participant I determined if they met the criteria to participate in the study. I selected five participants from Ezell Blair University and Dolley Madison University. Additionally, teacher candidates received a \$25 Visa gift card for their participation in the study. The Visa gift cards were provided by me and given to participants after they concluded their interviews.

Procedures and Data Collection

In the following sections, I provided a sequential explanation as to how the study was conducted as well as the timeline in which data were collection. Additionally, I discuss the data sources that were collected and the rationale for using each data source.

In my study I gathered documentation about each site university and college of education in particular from their university's website. The documentation was used in order to understand the context of each site. Next, I conducted interviews with five Black teacher candidates at each site. Interviews were conducted so that I could gain insight on how teacher preparation programs prepare Black teacher candidates from the perspectives of the teacher candidates. After each interview I wrote a memo of my overall understanding of the interview of the teacher candidate and major aspects that stood out.

Data Collection

This study had three data collection points. These data collection points included documentation from each university and the teacher preparation programs, teacher candidate interviews, and researcher memos. The purpose of the multiple types of data collection was to provide multiple perspectives of the phenomenon of Black teacher candidates at PWI and HBCU teacher preparation programs (Glesne, 2011). Each data source helps to answer the research questions as shown in Table 1.

Table 1. Connection between data sources and research questions

Data Source	RQ1	RQ2	RQ3
Interviews	X	X	X
School Data	X		X
Researcher Notes	X	X	

Documentation. In order to understand the context of each case, I researched Ezell Blair University and Dolley Madison University and their Colleges of Education through their websites. Each university's websites provided me with the racial demographics of the school and the structure of each program. This information helped to identify similarities and differences in each program structurally and racially.

Interviews. For this study, I conducted interviews with the Black preservice teachers. According to Stake (2010), the purpose of interviews in qualitative research are to:

- (1) Obtain unique information or interpretation held by the person being interviewed
- (2) Collect a numerical aggregation of information from many persons
- (3) Finding out about “a thing” that the researchers were unable observe themselves (p. 95).

For my study, my purpose for using interviews as a collection method similar to the first and third purposes provided by Stake. In order to explore the perspectives of Black teacher candidates, I needed to allow them to share with me their stories, which cannot be observed. Critical Race theory suggest that importance of marginalized people groups telling their stories in research (Ladson-Billings & Tate, 1995). Interviewing participants allowed them to narrative that their experiences in their program. Additionally, their shared experiences along with the gathered documentation helped to describe Black teacher candidates’ preparation at each site. In order for Black teacher candidates to share their stories I conducted semi-structured interviews. Using semi-structured interviews allowed me to veer off of my planned interview questions in order to get clarification or to dig deeper with participants. All interviews were conducted by me. The purpose of me conducting all of the interviews was to ensure that I can rephrase questions if needed in order to gain an understanding of my participants’ perspective as

during the interview. Moreover, conducting my interviews allowed me to write researcher note after each interviews.

Since I conducted all of my interviews, I was able to create a rapport with each participant. Maxwell (2013) writes about the importance of having a positive rapport with participants and the benefits of positive rapport between interviewer and interviewees. In order to achieve a positive rapport with my participants, I created a relaxed environment in which the participant did not feel nervous about giving their opinion. To create this environment, I began each interview with telling the participants a little of myself. Next, I asked participants introductory questions and eased them into tougher questions. Interviews ranged from forty minutes to an hour in a half in length. All interviews were recorded using the voice memoing application of my iPhone. Interviews were later transcribed. Interview transcription went through a two-step process. The first step in the transcription process was to use a transcribing program called Temi. Temi is a speech to text transcription program. Each interview audio file was uploaded to the Temi platform. Once transcribed by the program, I compared the audio interview with the transcript to ensure that the interviews were transcribed accurately. This process of comparing the audio interview and transcription helped to correct from any inaccuracy during the Temi programs transcription due to dialect and pitch.

Memos. After every interview I wrote a memo in order to capture what transpired during the interview or any thought that I had concerning the study. In addition, writing a memo after each interview helped me to collect initial themes of each interview (Maxwell, 2013). Data collection began in January 2018 and was completed May 2018.

Data Analysis

After interviews were transcribed, I continued the process of analyzing my data. Using Stake's approach, the process of analyzing my data focused on understanding the story in my data. Stake (2010) says "research involves analysis (taking apart) and synthesis (the putting together)" (p. 133). This is the approach I took in understanding my data. Initially, I coded all transcripts. A code is "a word or short phrase and symbolically assigns a summative, salient essence capturing and/or evocative attribute for a portion of language-based or visual data" (Saldaña, 2015, p. 4). Coding helped me to better see themes throughout all interviews. Open coding was used in order to capture themes that I did not anticipate when framing my questions. Open coding pushed me to develop my own codes by letting the themes that came up guide my coding (Maxwell, 2013). Using open coding, I independently examine the data line-by-line naming and categorizing words and phrases in the interviews (Johnson & Christensen, 2014). Using this substantive coding procedure, I began to shape codes and themes for each interview (Maxwell, 2013). After teacher candidate's interviews was coded, I read through all of the transcript again looking for patterns among the codes. Hatch (2002) suggests that patterns among codes can include, "similarities, differences, frequencies, sequences, correspondence, and causations" (p. 155). These patterns helped me to establish initial themes that stood out among the data (Creswell, 2003; Glesne, 2011; Johnson & Christensen, 2014; Maxwell, 2013). This process allowed me to begin to see a fuller picture of the experience of each Black teacher candidate. Next, I went through each theme to ensure that it assisted in answering the research question. This allowed me to

connect the theme of each Black teacher candidate back to the research question (Glesne, 2011; Johnson & Christensen, 2014). Moreover, during this process I began to identify themes among the participants at each site. A theme is “a word or more typically a set of words denoting an important idea that occurs multiple times in your data” (Johnson & Christensen, 2014, p. 600). To analyze the data from each participant, I created embedded case profiles for each participant. In these embedded case profiles I identified findings and prominent themes for each embedded case along with notes (Stake, 2006). This helped me to organize my data (Stake, 2006). Figure 2 shows the worksheet that I completed for this each case profile which has been modified from Stake’s (2006) worksheet.

Code Letter for This Case: _____

Case Study Report Title: _____

Analyst Synopsis

- Participants Name
- the site

Educational Background information

Themes in Order of Prominence

1.
Evidence
2.
Evidence
3.
Evidence
4.
Evidence

Findings related to Research Questions

- I.
- II.
- III.

Figure 2. Modified Worksheet 3. Analyst's Notes While Reading a case Report (Stake, 2006 p.45)

Cross Case Analysis. Using cross case analysis helped to provide me with an understanding of Black teacher candidates within the across the context of their preparation program whether HBCU or PWI. Moreover, it helps me to further explore if there were differences in the perspectives of Black teacher candidates based on university context over another. My cross case analysis was conducted in two phases. First, I analyzed data across all the embedded cases from the same context to explore the experiences of Black teacher candidates within their universities, whether PWI or each HBCU. To look at cases across and between contexts, I compiled findings and themes between cases using a modified version of Stakes' (2006) worksheet 4 as seen in Figure 3. This worksheet allowed me to see how the themes and findings are similar or different across cases. Moreover, by understanding the connections between cases, I was able to begin to make assertions on the experiences of Black teacher candidates at Ezell Blair University and Dolley Madison University. Once I established my assertions, I then used the information derived from my analysis data to write up my findings. In writing up my findings I used Stake's worksheet 6 as seen in figure 4, in which I identified my assertions along with the theme that each assertion is related to (Stake, 2006). Additionally, I provided evidence from the data to support each assertion and theme. After I completed my cross case analyze amongst my embedded cases Ezell Blair University and Dolley Madison University, I then analyzed across the main cases. To do this, I compiled findings and themes across the two university sites again using a

modified version of Stakes' worksheet 5A (Stakes, 2006). Using this worksheet helped me to see similarities and differences in the experiences of Black teacher candidates depending on the university, whether HBCU or PWI.

	Themes RQ 1				Themes RQ2	Themes RQ3
Case A:	1	2	3	4		
Findings I						
Findings II						
Finding III						
Finding IV						
Case B:						
Finding I						
Finding II						
Finding III						
Finding IV						

Figure 3. Modified Worksheet. 5A. A Matrix for Generating Theme-Based Assertion from Case Findings Rated Important (Stake, 2006 p.51)

Designator	Assertions	Related to Which Theme or Factors?	Evidence, Persuasion, Reference in which cases?

Figure 4. Worksheet 6. Multi-case Assertion for the Final Report (Stake, 2006 p.73).

Research Trustworthiness

In this section I discuss how trustworthiness was established in my research study through member checking, triangulation, and reflexivity. Research trustworthiness is a way in which to ensure that qualitative research is rigorous (Baxter & Jack, 2008). Researchers suggest that establishing credibility, transferability, dependability, and confirmability as a way to increase research trustworthiness (Baxter & Jack, 2008; Guba, 1981). Credibility refers to the ability to trust that findings provided by the researchers (Anfara, Brown, & Mangione, 2002; Cho & Trent, 2006; Creswell & Miller, 2000). Transferability refers to the ability of the researcher to provide details of how the research was carried out in a way in which allows someone else to conduct a similar study (Anfara, Brown, & Mangione, 2002; Cho & Trent, 2006; Creswell & Miller, 2000).

Dependability refers to consistency throughout the study (Anfara et al., 2002; Cho & Trent, 2006; Creswell & Miller, 2000). Finally, confirmability refers to the ability of the researcher to reveal their positionality and role as the researcher (Cho & Trent, 2006; Creswell & Miller, 2000; Guba, 1981).

For my study I established credibility and dependability through member checking. Member checking is a commonly used method in ensuring researcher quality or validity in qualitative research. It is defined differently by researchers. For example, Creswell and Miller (2000) define member checking as “taking data and interpretation back to the participants in the study so that they can confirm the credibility of the information and narrative provided” (p. 127). In addition, Harper and Cole (2012) suggest that member checking is “quality control process by which a researcher seeks to improve the accuracy, credibility, and validity during a research interview” (p. 1). Simply, member checking provides, “an opportunity for participants to check particular aspects of the interpretation of the data that they provide” (Carlson, 2010, p. 1105). During member checking, participants generally have the opportunity to see, question, add to, or change the data (Carlson, 2010). The process for member checking was explained to participants. Furthermore, Carlson (2010) suggests that researcher should be thoughtful as to the type of data that participants are provided access to. For my study, I used member checking to ensure that the teacher candidates are accurately represented. All participants were offered the opportunity to have a copy their transcript after I transcribed them.

In order to establish researcher credibility, I was transparent about all the decisions that I made every step of the study and further explained why I made those decisions. Transferability for my study was established through providing a comprehensive description of the context of each site and participants. Moreover, rich description of the data will help to ensure the transferability of my study.

Researcher Reflexivity. In qualitative research, reflexivity is of the utmost importance. Reflexivity is “an awareness of self in the situation of action and on the role of the self in constructing that situation” (Bloor & Wood, 2006, p. 145). It is important for the researcher to examine themselves and how who they are and their motives impact the research. Additionally, Cho and Trent (2006) also stress the importance of the researcher being reflective about how the research process has impacted them. Glesne suggest that elements of reflexivity include in positionality, subjectivity, and researcher role (2011). For my study, my reflexivity was explored through my positionality statement.

Positionality. As a researcher, positionality is the, “social, locational, and ideological placement relative to the research project or to other participants in it” (Hay, 2005, p. 290). Furthermore, Ghaffar-Kucher (2014) defines positionality as “how one positions oneself and one’s research and how one is positioned by others” (p. 3). Using the two definitions of positionality, I view positionality as who I am, my ideals and the way in which who I am impacts the study. Positionality is important because it requires the researcher to be transparent to the reader.

My Positionality. I am a Black woman, who is a former teacher. My teacher preparation took place at a traditional elementary education teacher preparation program in an HBCU. In essence, I studied in part an experience that I, myself, have experienced. These similarities with my participants may have provided me with insider insight to my participants. Additionally, I share the same Black identity as the teacher candidates that I am researching and thus could be considered a native researcher (Ghaffar-Kucker, 2014). These cultural similarities suggest that I have a “nuanced understanding of the community”(Ghaffar-Kucker, 2014, p. 1). While I attended a HBCU teacher preparation program, I am currently attending a PWI educational doctoral program. This gives me experience of the teacher preparation at a HBCU and teacher educator preparation at a PWI. Though not all universities are the same, the perspective that my experiences provided helped me to understand the experiences of my participants. Though I do not think that my ethnic identity or places of my undergraduate or graduate education will inhibit my ability to tell the story of my participants as opposed to my own story, I believe that it is important for my participants and readers to know this information. Furthermore, Ghaffar-Kucker suggests that researchers, especially native researchers must question their personal motive in the research and with the population that they choose to research. Three questions that she suggests researchers ask themselves include, “How do[es] my own history positionality shape and influence the research; What real life implication does my study have for my participants; Who is my audience and what is my purpose in the research?” (p. 13).

When I think about my history and how it could shape my research, I reflect on my experiences at Florida A&M University as a teacher candidate in elementary education. My preparation program encouraged me to make sure that I was always focused on the generation of leaders that would come after me. I believe that planted a seed in me, of which this study is a direct result. My research, specifically this study, focuses on Black teacher candidates because I view them as the generation of Black teachers that will come after me. Additionally, I believe that the sinking number of Black teachers in America's classroom does a disservice not only to Black students and other students of color, but also to White students. I believe that the power of a Black teacher in our society has the ability to breakdown racial biases and stereotypes. I think that I will see myself in my participants because I still vividly remember my time as a teacher candidate, including the naivety and wonder that I carried with me in that season.

The implications of my study for my participants is primarily to have their voice heard. I think the teacher candidates from the HBCU and PWI should have the opportunity to share how their experiences are similar or different to each other. Additionally, the questions of audience and purpose of my study are important to explore for myself and for my readers. I am conducting this research for two purposes. First, I hope that this research opens dialogue to the experiences of Black teacher candidates. As a researcher, my role and purpose is that of an advocate. Glesne (2011) suggests advocacy as a researcher role is to "champion a cause" (p. 171). My cause is to bring awareness to the lack of Black teachers in the classroom and their importance. Though I feel that the lack of multiculturalism in the teacher labor force is a problem, my research

at this time focuses solely on Black teachers. I believe that the systematic disappearance of Black teachers in America's schools needs to be addressed. Furthermore, I hope to make teacher preparation programs, both HBCUs and PWIs, aware of the problem of the lack of Black teachers and their role in enhancing the number of Black teachers in the teacher labor force.

The second purpose of my research is to bring awareness to HBCUs, specifically their teacher preparation programs. In my opinion, HBCU teacher preparation programs remain voiceless in teacher preparation academic circles. Even more, they are rarely acknowledged for the work that they do in the recruitment and preparation of Black teachers. Though HBCU teacher preparation programs are fewer in number than their PWI counterparts, they produce more Black teachers. I hope that my research gives voice to HBCU in the area of research. For my study, I have an advocacy agenda for HBCU teacher preparations programs and Black teacher candidates in general.

Conclusion

In the chapter I have discussed the methodological portion of my research study. In doing so, I have explained my research design, multiple case study and how it was used in my study and how it aligns with critical race theory. Additionally, I explained my site and participant selection. Also, I discussed data collection and procedures. Moreover, I described the procedures that I were used to analyze the data and finally I discussed how I ensured research trustworthiness in my study.

CHAPTER FOUR

In this chapter, I will describe the five embedded cases from each university and summarize teacher candidate represented by each embedded case. Pseudonyms have been given to the universities and participants to protect their anonymity. Data collection for Ezell Blair University and Dolley Madison University took place over a four-month span through individual interviews, researcher notes, and university websites. Then, presenting the cross-case analysis, I will discuss the findings of Ezell Blair University and Dolley Madison University to answer the following research questions.

1. How do Black teacher candidates perceive the preparation they are receiving from their preparation programs?
2. How do Black teacher candidates perceive their preparedness for the teacher labor market?
3. How do Black teacher candidates choose whether to attend an HBCU or PWI?

The cross-case analysis allowed me to begin to understand the commonalities and differences in the experiences of Black teacher candidates within the same university and across different universities. In this chapter the analysis of themes and subthemes across cases are presented with supporting evidence of participants across universities. These

themes and subthemes are described according to research questions. This structure helped to present the similar and differing perspectives of Black teacher candidates within and across universities while answering the research questions. Additionally, through the lens of critical race theory, this chapter presents how my participants make meaning of the teacher preparation programs through the lens of their race.

Embedded Cases from Ezell Blair University

The following section describes the embedded cases from Ezell Blair University as seen in table 2.

Embedded Case 1. Cassandra is a fourth year graduating senior at Ezell Blair University in the dual licensure program for Elementary Education and special education. Of the five participants from Ezell Blair University, Cassandra is the only student that was in student teaching at the time of her interview. She is from a small town about 45 minutes from the Ezell Blair University. Cassandra is the daughter of White mother and Black father and she identifies as Black. She grew up in a predominantly White community which led to her encountering racism at a young age. She struggled in school and recalled her 9th grade math teacher calling her dumb. She decided that she wanted to become a teacher because she wanted other students to not have to deal with the things that she dealt with. She describes her teacher preparation program as “a great program” and suggests that the program promoted cultural relevant teaching practices and created a family atmosphere. Cassandra is a A grant funded program that focuses on developing culturally responsive teachers scholar. According to Cassandra the most impactful aspect

of her teacher preparation program was her field placements and student teaching because she was able to help students whom she felt have been given up on. She recounted one student in particular, a struggling student that she had worked with:

He [the student] was struggling and was eventually going to be a special education referral, and I think it was more so because the teacher had just given up on the student and wasn't doing those interventions to help the kid. I started working with him two to three days out of the week, you know, talking to him and seeing what was going on and he actually increased by the end of the year. He was functioning two grade levels and above what he was originally in Math.

Kassandra also spoke about the challenges that she faced while in her preparation program. These challenges mainly centered around that lack of support that she felt from faculty members in the program. She mentioned that professors were not as helpful as they could have been and did not focus on helping students to be better but more so pushed students out that could not meet the criteria. For example, she felt, "if we don't reach the level [professors] want, they [say] go change your major or you know, you can't do this program. Go do something else." In addition to encountering challenging professors, Kassandra also spoke about having to prove herself in the field, for being Black and a product of Ezell Blair University. In lieu of the struggles that she faced during her program she spoke about the impact Ezell Blair University had on her Black identity. She explains "Coming from a predominantly White town and actually being immersed in the culture of an HBCU let me find out who I was." She continued, "It kind of just let me know what I wanted to do as a Black teacher in the school and how to help

these kids.” In thinking about her future plans Cassandra explain that her experiences have made her be more thoughtful of how she wants to interact with her future students. She talked about being sure to give them the encouragement and support that she felt was lacking in her preparation experience. She stated, “regardless of what background they come from, its more so to not to give up on my kids at all, no matter whether they’re in second grade functioning on a kindergarten level.”

Kassandra used the adversity she experienced during field experience and student teacher to help prepare her for the teacher labor market. She spoke about the importance of making sure that she is the best to represent are herself, her race, and her university. Kassandra plans to begin her teaching career in the city that Ezell Blair University is located in but desires to eventually teach in a city that is more diverse.

Embedded Case 2. Jasmine in a 2nd semester junior at Ezell Blair University in the Elementary education and Special education dual licensure program. She is from a mid- size city in the same state as Ezell Blair University but was born in Germany. She is the daughter of a teacher. Though Jasmine mother is a teacher, her mother urged her against becoming a teacher. However, Jasmine still chose to go into teaching. She believed,

I mean there’s plenty of occupations where you can make a ton of money but that gratification you get when you help a student and that student remembers you like 15, 20 years from now. Like that is what matters.

She comes from a diverse K-12 experience but had few Black teachers growing up. She felt that her K-12 experience taught her that she had to work harder because she was

Black. She chose Ezell Blair University because it was an HBCU and because she believed that she needed the Black experience. She spoke about having a great experience in her teacher preparation program. She credited her program for ensuring that her classroom management was “on point” and well as making her more culturally aware. The main challenge that she spoke about during her preparation program was keeping up with assignments. She elaborated, “I get college is supposed to be challenging and the further you progress, it is gonna cause you to do more, but the lack of communication, multiple assignments due on one day for like every class.” She continued by saying, “It’s like when you got four major assignments due on one day, something gonna have to be slacked.” Though she views this as a challenge, it also helped to prepare her to be a teacher. She reflected “having four assignments due, has really taught me to buckle down, get focused. You can do this, you might be up till 3, 4 in the morning, but it’s going to get done.” Upon graduation Jasmine sees herself in a diverse school setting. She stated, “I want as much diversity and as much challenge as possible cause that’s only going to help me grow as a teacher.” She believes that her greatest challenge when entering the teaching will be classroom management stating, “Classroom management is everything. If you want to instruct like you got to have classroom management, so I think that’s going to be the hardest thing because you’ve got different personalities.”

Embedded Case 3. Grace is a fourth year student at Ezell Blair University in the Elementary Education and Special Education dual licensure program. She is also a Member of a grant funded program that focuses on developing culturally responsive teachers . Though in her fourth year of the program, at the time of her interview, Grace

had not begun her student teaching because she was still working on passing the Pearson teacher certification examinations. Because of her double major in Elementary education and Special Education with a certification in Adaptive Teaching, she was required to pass six different tests prior to beginning student teaching. Unlike the other participants, Grace is an out of state student from a major metropolitan city in the Northeastern region in the United States. She is biracial, with a Puerto Rican mother and Black father. Much like Cassandra, Grace chose to attend an HBCU to explore her “Black side” that she believed she lacked during most of her childhood. Grace described her K-12 experience as “very diverse” and “empowering.” Her experience helping her younger siblings with homework while her mother was at work is what initially sparked desire to become a teacher. She is passionate about working with elementary students with special needs. While in high school, she decided to attend an HBCU and applied to several but chose Ezell Blair University because of the dual licensure program. She stated

When I found out that the education department allowed me to become a dual licensure teacher, I was definitely sold. Definitely sold, so to know that I graduate and be able to go into multiple fields of my passion really drew me to the school.

Grace describes program welcoming and like family. She said, “We support each other.” Additionally, she talked about how supported she felt by faculty and staff especially her advisor who she described as “like a mother.” Throughout her time in the program Grace struggled to manage her responsibilities with classes, campus organizations, and work. She spoke out her struggle to pass her certification test as well as struggles with getting to her field placements due to not having a car. In the midst of

her many responsibilities and challenges, Grace maintained a positive outlook she maintained that the last two years since being admitted into the program has,

pushed me to see my max, like how much I can handle...so definitely challenged me to get my time management skills on point and see if this is even my passion?

Is education really where want to be? It turns out it is because I'm still here.

Even with the challenges that she experienced with certification examinations, she felt prepared by Ezell Blair University to enter the teaching field. She suggested, "you are basically the future of our next generation, so you have to be prepared. Our coursework definitely prepares us for getting in the classroom." Upon graduation Grace sees herself teaching at a Title I school.

Embedded Case 4. Alex is a fourth year student at Ezell Blair University . She is in the Elementary Education/ Special Education dual licensure program. She is a transfer student from a small HBCU in the same state as Ezell Blair University. She transferred to Ezell Blair University because her first university lost its accreditation. Though Alex is a transfer student, she was not able to transfer her elementary education credits from her original university and thus had to take all of the education courses at Ezell Blair University. Alex was led into teaching by her fifth grade teacher. She recounted,

The fact she that was able to put all of my problems aside like the way I treated her and still try to teach me and work to get to know me that the most cultural relevant experience I could have ask for because it taught me that teaching your students is a lot more than just instructing them about concepts that they should know. It is also getting to know them and how they learn.

Alex grew up in a majority Black neighborhood and went to a diverse school, however she did not have a Black teacher until high school. She did have a Black woman principal in elementary that impacted her. She shared, “it was really like pushed me to be like, okay, well I see her in this power will, I can do that too.”

Much like Grace, Alex was not in student teaching at the time of our interview because she had yet to pass her Pearson examinations. Throughout her experience at Ezell Blair University Alex mentioned that her challenges centered around taking all of her methods courses in the same semester that she was expected to complete her Pearson exams, while being a part of a grant program and working part-time at Olive Garden. In the midst of her struggles Alex still maintained that her program has prepared her to enter the teacher labor market. While reflecting on her experience thus far in program she shared, “I’m not gonna lie, it has been very difficult in this program. I feel like everything is preparing me to be a teacher because being a teacher is a very taxing and demanding job.” Furthermore, upon graduation she plans to teach in a low income area. She said,

I see myself teaching in a lower income area just because, like I said, they don’t have the resources they need to learn effectively. It’s not meant for them to learn effectively just based off the biases that are in the curriculum.

Alex felt that it was her duty to effect change among schools that she believed needed it the most. Alex believed that being a Black teacher would push her to work hard once in the classroom. She explained,

I mean I just feel like Black people especially, you know, in the past and even in this day and age have to be really resilient people. You have to, you know, put in

just a little bit of extra work just to show that you're capable of doing as much as anybody else. So I thought that I would take that to the classroom because I'm always going to make sure I'm doing above and beyond to make sure that my students are learning to best of their ability.

Embedded Case 5. Bianca is a third year student at Ezell Blair University in the Elementary education/Special education dual licensure program. She is from a midsize city about an hour away from Ezell Blair University and the daughter of a teacher. Initially Bianca wanted to go to a PWI but ending up at Ezell Blair University. She planned to transfer to a PWI after her first year soon realized that Ezell Blair University was where she wanted to be. She expressed, "I didn't want to leave because it's like they're so supportive. I am pretty sure if I go to a PWI they're going to be as relatable or helpful." Unlike the other participants at Ezell Blair University, Bianca did not initially want to be a teacher. She started college as a nursing major but changed to education because she felt that it would be easier. She soon found that not to be the case. She said, "when I came into the major it is actually hard." Moreover, through her experiences in the program she began to have a passion for teaching. She recalled, "I learned to love it [teaching] because they have us going through field experiences and interacting with students and I was like, 'I really want to do this.'" Bianca spoke proudly about the support she received while at Ezell Blair University and felt prepared to enter the teacher labor market. More specifically, she felt prepared to teach Black students. Bianca's pride in becoming a Black teacher a time suggested that White teacher were doing a disservice to Black students. She asserted "They don't believe in diversity." Additionally, Bianca's

dissatisfaction with White teachers teaching Black students led her to feel that Black teachers should teacher Black students. She stated,

This whole America is based on like white people. So it's just like, I feel like Black teachers should teach Black students and white teachers should teach white students, but then again, it's like you wouldn't get that diversity in the classroom if it was like that.

Upon completion of her program she planned to teach in a school that was primarily Black student population. She suggested,

I feel prepared to teach a Black student because I in my classes we did a research study that said that Black kids are relational learners, so if they see me and I'm like them they're gonna connect and going to learn better because I can give off the vibe like we know like we connect.

Table 2. Ezell Blair University Participant Information

Participants	Background Information
Kassandra	<ul style="list-style-type: none">• Biracial background but identifies as Black• Grew up in a predominantly White community• Member of a grant funded program that focuses on developing culturally responsive teachers• Chose Ezell Blair University to be immersed in Black culture

	<ul style="list-style-type: none"> • Only participant at Ezell Blair University in student teaching during data collection
Jasmine	<ul style="list-style-type: none"> • Diverse student population K-12 experience • Daughter of a Teacher • Chose to attend Ezell Blair University for the Black experience • In her third year of the program at the time of data collection
Grace	<ul style="list-style-type: none"> • Biracial background but identifies as Black • Diverse student population K-12 experience • Only participant from out of state • Chose to attend Ezell Blair University to more about her “Black side” • Member of a grant funded program that focuses on developing culturally responsive teachers • In her fourth year of the program at the time of data collection
Alex	<ul style="list-style-type: none"> • Diverse student population K-12 experience • Transfer to Ezell Blair University from another HBCU after it lost its accreditation • Member of a grant funded program that focuses on developing culturally responsive teachers • In her fourth year of the program at the time of data collection
Bianca	<ul style="list-style-type: none"> • Daughter of a teacher • Diverse K-12 experience

Embedded Cases from Dolley Madison University

The following section describes the embedded cases from Dolley Madison University as seen in table 3.

Embedded Case 1. Ashley is a graduating senior from a small town about 30 minutes from her university. She is an elementary major. At the time of her interview she was in the midst of her student teaching. She is a first generation college student. At a young age, Ashley wanted to be a nurse but decided to pursue teaching in high school due to the influences of her parents and also helping her younger sister with homework. Throughout Ashley's K-12 experience she was in diverse school settings but had never had a Black teacher in either her K-12 or college experience. In addition to not having Black professors during her preparation program, Ashley also spoke about the lack of Black presence at her student teaching site. She expressed, "It's me and my other student intern...we're the only two Blacks at that school, out of the staff, well it's one cafeteria lady, that is Black, just one." She continued,

The students, I don't have any Black student in my class... I mean it's sad like they don't even know that it is Black history month...I want to teach Black history month...it is very sad and it gets under my skin.

In addition to the lack of diversity Ashley found in her course and placement, she was disappointed in the politics of teaching. She exclaimed,

It's [the education system in her area] not focused on the students at all. It is not to benefit the students...[it is] just [focused on] which county has the score or like what principal.

The lack of Black presence in her K-12 experience and her teacher preparation experience along with her disappointment with the school in her area seemed to contribute to Ashley changing her mind about becoming a teacher. Her plans upon graduation changed from becoming a teacher to going into the graduate program at Dolley Madison University. At the time of this interview she had been admitted into the graduate program at Dolley Madison University to study Higher Education. She then plans to work in student affairs at Dolley Madison University to become an advisor. She elaborated on her decision to go into student affairs by saying,

So I feel like me being Black and going into student affairs, for example, will definitely impact those college students that are maybe not even Black but just are minorities...those who are of the LGBT community, different races, and all that stuff. I feel like that I would impact them because [they will see me and think], hey, she's Black. I can do this too. I mean that's the way I looked at my director, my director and my other staff members. I'm like, hey, they're Black. I can do this. Like it just feels supportive.

She is currently working part-time in the office of student affairs. Through this position Ashley has been impacted by the support that she has received for the advisors that work in her office many of which are Black. She plans to provide this support and encouragement to college students that she will interact with in the future.

Embedded Case 2. Brittany is from a small town in the same state as Dolley Madison University. She described her K-12 experience as predominantly White. Moreover, through her K-12 experiences struggled with her racial identity. She reflected

in the pressure she felt to fit in and how important it was for her to have the approval of her White classmates,

I remember I used to let them call me Oreo and I thought that was okay...Oreo didn't bother me as much because at the time I thought that meant I am good. I'm a good Black person, you know what I am saying, because Oreo means Black on the outside and White on the inside

In addition to dealing with racial identity issues, when Brittany was in 11th grade her family became homeless. During this time her art teacher invited Brittany to live with her and her family till graduation so that she would not have to change schools. Also, prior to beginning college an older couple both of which worked into education, gifted her a car and other resources to aid in her transition into college. The impact of these educators influenced Brittany to become a teacher.

Throughout her preparation program Brittany has struggled financially. She suggested that student teaching put a financial strain on her with the extra expenditures of gas to get to placement site and money to buy or bring lunch daily. Moreover she states that these financial challenges have impacted her colleagues as well. She [her colleagues] travels 45 minutes to and from her internship and I know that it may seem like we are complaining but that's really hard on someone that has a 1996 Honda and has no gas compensation and no mechanical compensation. Though Brittany had a strong desire to become a teacher, through her time in her preparation program something shifted. As she got closer to graduation she realized that the teaching field was not what she thought it was. She shared,

So before I got into the program I thought I had, I would have so much creative freedom and education, but I'm realizing, and maybe it's the county I'm in, I don't know, or the district, but it's, it's, there's not a lot of creativity, really there is not. Much like Ashley, Brittany has found herself interested in working in student affairs. She simply states, "I'm not feeling being a teacher anymore." She expressed her desire to work in higher education as a way to help students in the future that come to Dolley Madison University.

Embedded Case 3. Danica is from a major city one hour away from Dolley Madison University. Danica K-12 school were diverse in student population but no in teacher population. As a result Danica had her first Black teacher in high school. The lack of Black teachers during her elementary and middle school years impacted Danica's desire to become a teacher. She recalled,

I didn't see my first Black teacher until I was in high school. So I know that me as elementary school teacher is giving my students [representation],[her students could think] I see you in a different light. I know I can be like you when I grow, up...that definitely pushed me into this career field.

She came to Dolley Madison University because of its diversity and its education program, which she refers to as one of the best in the state. Danica, unlike the other participants from Dolley Madison University, spoke about the strength of the support that she received during her preparation program from professors and her colleagues. However, she did feel that issues of race, inequalities, and diversity were

glazed over by her professors. For example, when talking about her OSTE and their conversations of race, she shared,

I love her dearly. I really do. She is one of the people that were like, kind of scared to talk about the certain topics [race], like when we bring stories and she would be like, oh, okay. And then she will like try to try to go past it really quickly and I don't know if it made her uncomfortable to talk about it. We had a whole diversity training and we had to do like a whole project on it [diversity], like it was cool and everything but it was like, it was kind of like surface level stuff. So yeah, I feel like that's where she wanted to stay the whole time, surface level and we kind of want it to get beneath the surface.

Nevertheless, throughout Danica's interview, she shared feeling a great level of preparedness and an appreciation for what she had learned in her preparation program. Upon graduation she describes her ideal school setting as follows, "I would like to teach at a school that's majority minority just because, like I said, I want to be that influence. I want them [Students of Color] to see something different." Moreover, she plans to go back to her hometown to begin her teaching career.

Embedded Case 4. Sasha is from a small town in the same state as Dolley Madison University. She went to primarily White schools through her k-12 experiences and struggled with being one of the few Black students in her school. She explained,

Before [elementary and middle school] it was always just things here and there, you know, just micro-aggressions, questions about my hair, questions about my skin that would over time build and become exhausting, but they were never

hurtful in and of themselves. In high school it was like in your face, consistent racism and I took it to a principal, who took it to other people in administration and I got radio silence, absolutely nothing.

In the midst of her K-12 experience, she always wanted to be a teacher but was discouraged from entering the field. She explained,

I was always told growing up that people couldn't see me in a position working with kids. And I internalized that. And it's because I say what I feel and I have a way of doing it. I'm very tactful, but I say what I feel and I'm not quiet or dainty or white, that's what they meant. I'm not white and I don't look like a teacher to them, so I internalize that, but I always knew I wanted to be a teacher and I always knew that I had the heart to be a teacher.

Throughout Sasha's experience at Dolley Madison University she struggled with the lack of attention to the growing number of teacher candidates of color. Sasha's desire to support teacher candidates of color led her to work with Dr. Lopez, a professor of elementary education, to begin to understand the experiences of teacher candidates of color at Dolley Madison University. Through focus groups and surveys they begin to collect and present data to the department about the challenges that teacher candidates of color were experiencing. However, she felt that there was still no change in the program. Upon graduation, Sasha plans to stay in the area and teach at a diverse school.

Embedded Case 5. Melissa is from a small town in the same state as Dolley Madison University. She was influenced to become a teacher by her parents who are both teachers. She came to Dolley Madison University because she felt like she received the

“Black experience” in high school and because she believed that it had a better education program than Ezell Blair University. Upon graduation she plans to join Teach for America and teach while attending graduate school for education policy. When asked why she was choosing to join Teach for America after receiving a degree in elementary education she explain that the program would help her with school placement in her desired area, “I want to teach in Title I schools and I want to teach in those low income areas. Those were the schools I'm applying to anyway.” Melissa plans to teach for a few years and then work in the field of education policy. She hopes to one day make changes in the current educational system in her home state.

Table 3. Dolley Madison University Participant Information

Participants	Background Information
Ashley	<ul style="list-style-type: none"> • First generation college student • Though her K-12 student population was very diverse she never had a Black teacher • Struggled during student teaching with being one of three Black adults in the school. • Has decided to NOT go into teaching, instead Ashley decided to get a graduate degree in higher education to work in student affairs
Brittany	<ul style="list-style-type: none"> • Attended predominantly white school through K-12 • Struggled with her racial identity throughout her K-12 experience

	<ul style="list-style-type: none"> • Has decided to NOT go into teaching, like Ashley, Brittany decided to get a graduate degree in higher education to work in student affairs
Danica	<ul style="list-style-type: none"> • Diverse student population K-12 experience • Had her first Black teacher in high school • Chose Dolley Madison University for its well-known teacher preparation program • Wanted to become a teacher to give elementary students of color the teacher representation that she lacked
Sasha	<ul style="list-style-type: none"> • Predominantly White K-12 experience • Dealt with microaggressions about her hair and skin tone throughout her k-12 experience • Chose Dolley Madison University for its teacher preparation program • Was discouraged from becoming a teacher from her high school teachers
Melissa	<ul style="list-style-type: none"> • Both parents are teachers • Diverse K-12 experience • Chose Dolley Madison University because she wanted to attend a PWI

	<ul style="list-style-type: none">• Upon graduation she will be joining Teach for America in order to earn her masters and teach in an inner city school
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Cross-Case Analysis

In this section I describe the themes that arose from the cross-case analysis according to each of the research questions.

1. How do Black teacher candidates perceive the preparation they are receiving from their preparation programs?
2. How do Black teacher candidates perceive their preparedness for the teacher labor market?
3. How do Black teacher candidates choose whether to attend an HBCU or PWI?

How do Black teacher candidates perceive the preparation they are receiving from their preparation programs? The exploration of answering research question 1: how Black teacher candidates perceive the preparation that they are receiving from their teacher preparations yielded four themes including Community, Multiculturalism, Black Identity, and Aspects of Program.

Community. One of the main aspects that Black teacher candidates discussed in their perception of their preparation programs was community. Community was discussed in two areas, with faculty/staff and colleagues.

Faculty and staff. Community between Black teacher candidate and faculty and staff was described through mentorship and support during their preparation program. The Black teacher candidates spoke about the importance of support and mentorship from faculty and staff and how the access to or lack of support shaped their experiences in their preparation programs as well as how they viewed themselves as future teachers. For example, Melissa from Dolley Madison University and Alex, Grace, and Bianca from Ezell Blair University spoke about to being positively shaped by a faculty member from their universities. Grace remarked, “a lot of my professors are always checking in with me and always making sure that, you know, we're on the right track.” Bianca agreed with Grace about the support she received from professors and Ezell Blair University, she reflected, “[professors] really want you to succeed.” Moreover, Alex revealed that the respect she has for her professors based on their shared Black identity helps her feel supported and by professors and gave her a model for success,

I haven't always agreed with my professors and things like that. But I respect them because they are people of color, a person who [is] trying to make a difference in the lives of children of color. So it's like, you know, I respect that. It helps me understand my role as a Black woman in education for sure.

Though Melissa had a positive experience with faculty, specifically her team leader. She also was critical of her interaction with Black teacher candidates in their cohort. Melissa said,

My team leader is sweetest woman in the world, literally. I'm so blessed to have her teaching me how to teach. She taught teachers all across the state. She's

written all types of Ed books like she is absolutely great. Because of her, I'm going to be a good teacher.

Though Melissa spoke highly of her team leader, she also mentions some area in of growth in how her professor interacts with Black teacher candidates. She explained,

She really generalizes us...like I love her to death but she doesn't realize that what is doing could be offensive. I don't take it offensively because I understand her ignorance in it, but it could be offensive to other people.

On contrary, Kassandra from Ezell Blair University frequently referred to the lack of support from faculty and the feeling that faculty members were instructing teacher candidates to a standard that they themselves were not meeting. She commented,

I don't feel like the support is as strong as it should be...our [professors] always make us practice [for example] like whenever you're going into a parent-student conference, for every negative, you still have four positives, but it's not like that in the teacher education program. So I'm like, whatever you're teaching you kind of have to implement it. [A colleague] had a situation or she was going through some things and I was there and the [professor] was like, well you're not doing this, you're not doing this, you're not doing this. And it really brought her down to the point where she thought about just taking the semester off of school and, you kind of gotta practice what you teach.

Sasha also described a lack of support from faculty. She believed that there was a lack of support for Black teacher candidates and their experiences and a lack of understanding of what they may encounter if they taught in a majority minority school. She stated,

It's never crossed your mind because you never had a class with this many Black preservice teachers and no one has taught you how to accommodate us in that way. How to shift your thinking? I mean sometimes I feel like am I invisible? Like do you see me? Like I know you see me and I'm Black and my name is Sasha and you get that, but do you not understand that my lived experiences have shaped the way that I'm going to be as a teacher.

Brittany and Ashley from Dolley Madison University spoke about the support and mentorship that they received throughout the program, but unlike the other participants, the support and mentorship that seem to shape them most came from staff in the student affairs office of their university and not from their professors. Both students reflected on the support that they received from the university staff in student affairs and how that impacted them wanting to go into student affairs. During the interview Ashley realized, "That just kind of hit me too because now four years later I'm like, you know what, these past four years, these people have helped me and these people have shown me the way." Ashley also pointed out that the student affairs office was where she found Black female mentors, something that she felt was lacking in the faculty in the preparation program. Black teacher candidates also discussed a sense of community among colleagues.

Colleagues. Another aspect of support that was mentioned from the teacher candidates was the support that they received from their colleagues. Teacher candidates at Ezell Blair University spoke of their colleagues as a family. For example, Jasmine explained, "We are a family; I will say at least in the school of education at [Ezell Blair University] we stick together." Danica from Dolley Madison University shared a similar

sentiment about her cohort, she shared, “I honestly like would have not gotten through like some of these days and some of these nights without my team...I was really blessed to have such a supportive team and we do collaborate a lot on things.” Meanwhile, though there appeared to be a comradery between Black teacher candidates at Dolley Madison University, they expressed a lack of comradery with their White counterparts. Melissa explained the lack of comradery this way,

I feel like it’s more unspoken...but when we’re brought all together, like it’s clear like there’s a big discrepancy between the White educators vs Black educators.

In describing her feelings toward her white colleagues she said,

I don’t really pay my Caucasian colleagues any mind. They’re just as ignorant too, like when we have classes, we have classroom discussions of course about diversity in the classroom and some of the things that they say it’s like, okay, yeah, you’ve never been around more than probably about 10 Black people at a time in your life. Like, I can tell, like you’ve [White colleagues] never seen anything outside of where you’ve been before.

Moreover, Sasha divulged, “Um, colleagues, my [White] colleagues hate me... because I talk about the things that I talk about and I asked the things that I ask and I’m not going to not do that.”

Black teacher candidates from both universities discussed the importance of community and support from program faculty and colleagues. Support from faculty as well as lack of support was described from teacher candidates at both universities. However, while there appeared to be a consensus of community among teacher

candidates at Ezell Blair University of which the majority are Black, Black teacher candidates at Dolley Madison University talked about the difference in the feelings of support and community between their Black colleagues and their White colleagues.

Cultural Responsive Teaching and Multiculturalism. The second theme that emerged from the interviews with teacher candidates centered on Cultural Responsive Teaching and Multiculturalism in their teacher preparation programs' makeup and curriculum. Interestingly, the responses of participants regarding multiculturalism and diversity were split across universities. While students at Ezell Blair University described the importance that diversity and cultural relevant teaching practices played throughout their program, participants at Dolley Madison University reflected on the lack of multiculturalism and diversity in their program and in their coursework.

Cultural responsive teaching centers around teaching practices that incorporate students' cultural capital as an important aspect of instruction and classroom practices (Acceves & Orosco, 2014). Participants from Ezell Blair University spoke about the incorporation of cultural responsive teaching in their curriculum. According to Grace, "they [Ezell Blair University teacher preparation program] allowed us to kind of bring our cultural differences in the classroom and tells us, you know, it's ok to bring into your own classroom." Participants spoke about the importance and cultural responsive teaching practices primarily in working with students of color and how these practices help them to think of the needs of students and the impact that they can have being Black teachers on students, specifically students of color. Grace stated,

We've talked about how to be culturally responsive and differentiating instruction. So that allowed me to see like there's a lot of students I'm going to have who looked like me who are going to need these type of differentiated of instruction because they need to be inspired by somebody who looks like me.

Similarly, Alex stated that, “we also learn about behavior management strategies that's for, you know, students, especially students of color.” Also, Cassandra spoke about that cultural responsive teaching being the catalyst for helping her understand that importance of getting to know her students. She elaborates,

We talk about a lot about being culturally responsive... to be cultural responsive is to teach me, is to know me, know my likes, my dislikes, my interests and things like that. So I feel like Ezell Blair University really helped me to have that mindset.

Participants from Ezell Blair University reflected on how in their program attention was placed on cultural responsive teaching and the importance of diversity. Moreover teacher candidates were taught to pay attention to their culture and the culture of their students. Conversely, when discussing multiculturalism and diversity, participants at Dolley Madison University spoke about the lack thereof in their program, curriculum, and university. The participants rallied behind the idea that diversity and multiculturalism was about more than effectively teaching students from different backgrounds. They suggested that diversity and multiculturalism is more so about how students from different backgrounds are valued at the university and in the program. From example Sasha suggested,

They [the university] always pushed this idea of diversity, but it's meaningless diversity. It's numbers, it's not valued. It truly is pushing people into spaces that are built for them and haven't been modified for them...and it's the same thing in the school of education.

She continued,

So I actually do research on pre service teachers of color to, with Dr. Lopez we were talking and it's like the school of Education has, had never had this many Black preservice teachers ever. But the structure of the school, of the education programs, whether it's Elementary Ed, Special Education, Deaf Education, has not shifted to be conducive to the amount of preservice teachers of color that they have now. Nothing has changed. No conversations had been had with the teachers of the methods classes. Nothing has been changed when it comes to the books that they [Professors] choose. So I feel like a lot of times we count the numbers but people don't talk to the people that are being pushed into these spaces and asking them what has been done to help you be successful.

These sentiments of a lack multicultural environment within the teacher preparation program were furthered by Michaela, who suggested that though there is diversity in numbers in doesn't trickle down to interactions. She expressed,

Dolley Madison University is the most diverse school in the [The state] system, but I'm sure you already know that, most diverse system, but it's only diverse by numbers, not by interaction. So when I thought about coming to Dolley Madison

University, I thought I was going to be exposed to a bunch of new people but on a regular basis outside of classes I only really speak or talk to my Black peers.

The second theme that emerged from the data on teacher candidates centered on Cultural Responsive Teaching and multiculturalism in teacher preparation programs' makeup and curriculum. Interestingly, the responses of participants regarding multiculturalism and diversity were split across universities. While students at Ezell Blair University described the importance that diversity and cultural relevant teaching practices throughout their program, participants at Dolley Madison University reflected on the lack of multiculturalism and diversity in their program and in their coursework.

The second theme of multiculturalism and diversity showed a difference in the experiences of Black teacher candidates at Ezell Blair University and Dolley Madison University. Students at Ezell Blair University unanimously describe the diversity and multiculturalism in content and program structure. While students at Dolley Madison University describe a lack of delivery and multiculturalism in content and program structure. In addition, participants at Dolley Madison University spoke about a lack of attention to the diversity of the student population in the program.

Black Teacher Identity. The third theme, identity, emerged from the intersectionality between teacher identity and racial identity. Identity is “how people perceive themselves and how society perceives them” (Gross & Hochberg, 2016 p.1245). The theme of Black teacher identity explored how Black teacher candidates from Ezell Blair University and Dolley Madison University perceived themselves and how they felt society perceived them. Having teacher candidates think about their racial and teacher

identity encouraged them to explore how or if their Blackness influenced them as future teachers. Moreover, teacher candidates discussed the impact of the preparation programs on their Black teacher identity. When exploring Black teacher identity two subthemes emerged, proving yourself and empowerment. The juxtaposition of these themes suggest that though there was a pride in being a Black teacher, that pride can come at the price of having to continuously prove yourself in predominantly White spaces. Additionally, it suggests that having your racial identity ignored can lead to racial empowerment.

Proving yourself. Teacher candidates, primarily from Ezell Blair University discussed that during their teacher preparation program, they learned the importance of having to prove themselves as Black teachers. Bianca stated, “We [Black teachers] need to work twice as hard and it's not going to come easy.” Similarly, Jasmine expressed the importance of proving herself through breaking stereotypes. She proclaimed,

I feel like for my teacher identity, I feel like it impacts my pride. Like I'm proud to be Black. Like so walking into a room like I wouldn't say I demand attention, but it's like I know I'm there, you know, I'm here to make a difference. I'm here to change these stereotypes.

While Bianca and Jasmine were preparing to prove themselves once they entered their careers, Kassandra, who was in the middle of her student teaching at our interview, had experiences having to prove herself as a Black teacher specifically from a HBCU. When discussing her preparedness to enter the teacher labor market and her experiences during student teaching, Kassandra spoke frequently about feeling judged by teaching at the school because she was a student teacher from Ezell Madison University and was

being compared continuously to teacher candidates at Dolley Madison University which is predominantly White. She recounted an incident that occurred during her student teaching,

My teacher who I am teaching with now was in the teachers' lounge maybe like four weeks ago and I was out the flu, so I was out the whole week. She told me she was in the teachers' lounge and the teachers, because they hadn't seen me, asked where I was and she said she has the flu and they said, oh, we thought she just wasn't coming. That's why we don't want Ezell Blair University interns. We'd rather have a Dolley Madison University intern.

For Cassandra, being in student teaching took her out of the buffer of Ezell Blair University and she began have her own perspective on how others viewed her university. In addition, she begun to encounter comparisons between Ezell Blair University and Dolley Madison University which are located less than 5 miles from each other. Additionally, she begun to realize how being from Ezell Blair University may have impacted her field experiences and student teaching. She mentioned,

It makes me just want to be, I guess the best because when we [students from Ezell Blair University] go out into the school and when they [teachers] hear that we are from Ezell Blair University, the label that's placed on us is that they [the students from Ezell Blair University] look good on paper, but the students [teacher candidates] can't implement, the students [teacher candidates] can't teach.

She concluded by expressing,

First, being a Black young teacher, that's really major and also coming from an HBCU where people say it looks good on paper but they can't implement [instruction] and going into an interview I have to prove that I could implement [instruction] that. I need to have the documentation to back it up that I've taught for this amount of hours.

Pride and Empowerment. Alternatively, other teacher candidates shared that being Black teachers gave them a sense of pride. For Jasmine and Sasha this sense of pride empowered them as teachers and people. When talking about how her positive experiences during her teacher preparation program enhanced her as a future Black teacher, Jasmine proudly stated, “I think for the first time, it [Ezell Blair University] has taught me to be proud to be Black.” Sasha’s sense of pride of being a Black teacher comes more from what she felt Dolley Madison University lacked. She explained, “I developed into a more empowered person because of it. It was nothing that they did to help me. It's them ignoring me that made me feel so strongly towards being proudly and loudly Black.” For Bianca , Iesha, and Danica, their Black identity influenced their teacher identity by encouraging them to empower their future students of color. While discussing how the responsibility of being a Black teacher would impact her future students, Bianca remarked, “I think me being Black impacts me because students that are Black, hopefully I can inspire them so they can look at me and see that I want them to succeed.” In like manner, Danica suggested,

Like you're an influencer to your students, but like I'm a Black teacher and a female teacher, so like Black female students in my classroom, they are really

look at me like it's like I'm really an influence in their life whether I know it or not.

Similarly, Grace felt that being Black gave her a relatability to her future students of color. She shared,

As a Black woman I'm able to say, hey, I know this is where you come from. I come from the same place... this is how you can get smarter or work harder or get somewhere that you want to be.

Teacher candidates from both universities expressed the importance that their Black identity and the role it plays in teacher identity. Black teacher candidates discussed the two subthemes of proving themselves and empowerment when discussing how their teacher identity was impacted by their Black identity. Additionally, through the lens of critical race theory, this chapter presents how Black teacher candidates grapple with their Black identity and the microaggressions of system stemming from their Blackness.

Aspects of Program. The third that emerged from the data on Black teacher candidates was the impactful aspects of their preparation program experience. Ezell Blair University and Dolley Madison University lack teacher candidates spoke about different aspects of their preparation programs in addition to support from colleagues and faculty, students spoke about three main aspects of their preparation programs. These aspects included field experiences, finances, and certification examinations.

Field Experience. Field experience in teacher preparation programs has long been thought of as a way to connect theory to practice (Bartolome, 2017). All five Black teacher candidates from Dolley Madison University and one of the Black teacher

candidates of Ezell Blair University were able to speak about field experiences to include their students teaching while the remaining four participants from Ezell Blair University were able to speak only of their field hours. Black teacher candidates from both universities spoke about the importance of these experiences in molding them into teachers. Jasmine from Ezell Blair University upon reflecting on her field experiences working on projects with students early in her program, said “I'm grateful to have had those experiences.” For Michaela, field experience opportunities was one of the reasons that she chose to attend Dolley Madison University,

For me, the time that I have spent in the classroom [K-5] at Dolley Madison University the biggest thing is the time spent in the classroom. Their motto is you're not gonna get it, you're not going to be able to do it [teach effectively] unless you're in a classroom and you're doing it. I feel like our whole program is based off of experience. We've spent, I know so much more time in the classroom than other [teacher preparation] programs.

Additionally, Grace from Ezell Blair University was able to connect the importance of field experiences to what she was learning from the courses and the importance of both in her preparation. She stated, “I definitely feel prepared because of those field experiences in those placements. My coursework kind of allow us to connect whatever is happening in the real world to what's going on in our classrooms.”

However, not all the teacher candidates had good experience during field experiences. Though Kassandra from spoke about the importance of her field experiences, she felt that she was not afforded some of the same experiences as teacher

candidates from other schools because she was from Ezell Blair University. Moreover, she felt that she was prejudged by teachers at her placement site. She stated,

The teachers don't give us that [hands on experience]. They think we can sit down and I can write you an IEP plan or I can write a good lesson plan, but then when it's time for some students [teacher candidates] to stand up and teach [teachers think] they [teacher candidates from Ezell Blair University] don't know how to teach but we are not given those opportunities in the classroom to teach.

Finance. In addition to the role of field placement in their preparation programs, Black teacher candidates spoke about finances as an obstacle during their preparation programs. Brittany from Dolley Madison University spoke about not being aware of the financial responsibility of student teaching when she began the program. She reflected,

First of all, you have to have transportation to get to your 30 minute to an hour away internship. Secondly, it's the assumption that you can afford to take your to lunch every day. Thirdly, it's the assumption that you can go to all these extra meetings, extra things and not work a part time job if needed.

Brittany's reflection speaks on the "assumptions" as she says from the preparation program for students. In her assumptions she reflects on the costs of travel, food, and missing work hours in order to student teach.

In addition to the financial strain of student teaching, students from both universities discussed the cost of the Pearson teacher certification examination and how the costs of these examination impact students. Sasha from Dolley Madison University

spoke on the struggles of being a first generation college student, working evenings to support that herself through the student teaching. She stated,

I work 5-11:45 PM three days a week and then on Saturdays I worked from 7:00 AM to 3:00 PM and I still can't afford it [Pearson's test] after teaching all day and it's like you don't know people's financial circumstances...I feel like there should be waivers because you have no idea whose career you're not allowing to flourish because that's just an obstacle you have to cross.

Additionally, Ashley also from Dolley Madison University added,

As far as the Pearson, we are required to take three different tests which cost \$200 a piece. So I mean, some students may be able to afford, it but me and my family, cannot. I would have to have paid for my own”

Black teacher candidates from Ezell Blair University also talked about the struggles of paying for the Pearson examination. Cassandra talked about the cost of these tests and the financial burdens that cause, especially since at Ezell Blair University, teacher candidates are requires to pass the Pearson prior to entering student teaching. “The math is \$99 and the other two are \$139.”

Certification. Research suggests that Black teacher candidates tend to pass teacher certification test at lower rates than their White counterparts (Graham, 2013; Petchauer, 2012; Wakefield, 2003). At the time of the interviews each Black teacher candidate had taken and passed the Praxis I, which was a requirement to entry the program. However, the teacher certification examination required for teachers to pass in the state of Ezell Blair University and Dolley Madison University is the Pearson teacher certification

examination. This three-part test includes three sections for elementary school teachers; math, reading, and outside subjects. In the state, teachers are required to pass each Pearson examination within the first two years of teaching. Though teacher candidates at Dolley Madison University are encourage to take the Pearson examination while still in the program it is not a requirement for graduation. However, Ezell Blair University has taken a different approach. Ezell Blair University requires all teacher candidates to complete the Pearson test prior to student teaching. Kassandra from Ezell Blair University suggested that is one of the reasons for the lack of teacher candidates in students teaching and a reason why students leave the major altogether. She shared, “we started with what, 23 students who are supposed to be student teaching this semester and now we have five... but we only have five now and it was more so because students can't pass the test.”

Of the five participants in this study she was the only one that was in student teaching. She also spoke about her struggles passing the test. She stated, “I took the math test four times. I took the reading twice and then I took the general multiple subject content five times before I actually passed.” In addition to Kassandra, Grace and Jasmine also spoke about having to take a portion of the Pearson examination more than once. Though this certification test appeared as a roadblock for Kassandra, Grace and Alex saw the benefit of having these test completed prior to student teaching. While expressing her frustration with the process of having to take the Pearson, Alex noted,

I kind of understand why they are requiring us to take these tests before we graduate [if] we graduated and we don't take these tests and we lose what we're

learning and we don't necessarily do well as we could have done... I also understand that as teachers of color and people of color already plays at a huge disadvantage in the workforce period.

Grace added, "I had to take my math more than once. I took it twice. So it's a lot of money that you're investing, but at the end of the day my resume is gonna be popping."

When discussing their teacher preparation programs as a whole, the Black teacher candidates from both universities in this study spoke about the strength of their field experiences and the financial challenges associated with being teacher candidates. Additionally, Black teacher candidates at Ezell Blair University shared their struggles in passing the teacher certification tests that the Black teacher candidates at Dolley Madison University were not required to take until after they graduated. The four themes of Community, Multiculturalism, Black Identity, and Aspects of Program discussed above help to explain how Black teacher candidates perceive the preparation that they are receiving from their preparation programs.

Research question two. The second research question, how do Black teacher candidates perceive their preparedness for the teacher labor market was intended to explore the possible challenges such as discriminatory hiring practices, high Black teacher turnover, and concerns of being the "token Black teacher." However, the data collected from teacher candidates did not suggest a that they were considering issues pertaining to being Black teachers in the teacher labor market with the exception of the concern of being a Black teacher in a majority White school. For example, Ashley explained,

I would love working with like a Black staff and community and everything. But if there's just like, I'm the only Black teacher, I don't want to be in a situation again. So I would definitely, before I even applied to a school, I would look into that.

Moreover, Sasha expressed feeling as if she would have to prove herself being a Black teacher. She elaborated,

I feel like I'm going to have some of the same problems that I am having now on student teaching, it's just a lot of parents, White parents ...It's really just going to be having to constantly prove myself as being worthy of the title that I have, which I've done my whole life. I feel like that was my biggest challenge. I love teaching. I love my students. I love the work that I do. I love everything about it. I feel like the biggest challenge would just be dealing with people who don't still don't see me as being a teacher.

Though teacher candidates did not speak much about concerns with being Black in the teacher labor market they did speak about the student population that they felt that their preparation program prepared them to teach.

Prepared population. While teacher candidates across both universities agreed that they were prepared teach, there were differences between the two universities on the population of students that they believe that their preparation program prepared them to teach as seen in table 4. Teacher candidates from Ezell Blair University agreed that their preparation programs prepared them to teach in diverse settings. Alex said, “the teacher

education program taught me to look at each student individually to differentiate instruction based off of the students' needs." In like manner, Bianca suggested,

they're [Ezell Blair University] really big on like understanding every students' culture in every student's backgrounds, so it doesn't matter if they're Caucasian, Black, Hispanic, Asian, they want us to understand that every student is gonna have different needs and you need to accommodate their needs in the classroom because students are different learners based on their cultural background and stuff at home.

Moreover, when reflecting on her experiences in the teacher preparation program, Jasmine shared, "I would say throughout, I've had a good mix of different socioeconomic status backgrounds and different racial backgrounds, so I feel like my program has definitely allowed me to see a variety of students." While Jasmine reflected on the attention to diverse learners in her field experience, Kassandra reflected on the attention to diverse learners in her coursework, "they [Ezell Blair University] implemented a lot of cultural diversity. Even when we're writing lesson plans, [Professors ask] how are you making sure that you're reaching all of your students?"

On the contrary, many of the participants from Dolley Madison University suggested a lack of diversity in the population of students that their preparation program prepared them to teach. When asked about the population of students that she felt of preparation program Sasha responded, "when it comes to the methods courses that I've had, they're just completely acting like all kids are the same. Like every kid lives in middle class homes, is white, is neurotypical, and has no problems." Brittany echoed

Sasha comments, when describing that population of students that she felt Dolley Madison University prepared her to teach, “from my experience, the lower to middle class white population.” In like manner, Melissa stated, “affluent White students because of the way that they teach us how to teach.” Additionally, Melissa discussed that though her professors had professional experiences teaching students of color the way her professors spoke about students of color suggested deficit thinking. She explicated,

A lot of the teachers [professors] who have taught us have taught in title one schools, schools with like Black populations. So they bring those experiences, but those experiences are still warped because of their perspectives... It's like, those poor Black girls... I'm hearing your [White professors] perspective from where you sit in the world.

Table 4. Responses to the population the preparation program prepared candidates to teach

Participants	University	Reason for choosing their university
Kassandra	Ezell Blair University	“They [Ezell Blair University] implement a lot of cultural diversity.”
Jasmine	Ezell Blair University	“I feel like my program has definitely allowed me to see a variety of students
Grace	Ezell Blair University	“I think our department definitely opened us up to the different means or resources and the different types of environment we will be in”

Alex	Ezell Blair University	“[Being cultural relevant is] a major part in each one of our classes...that’s like pounded in our brain when you learn about that 24/7.”
Bianca	Ezell Blair University	they're [Ezell Blair University] really big on like understanding every students’ culture in every student's backgrounds,
Sasha	Dolley Madison University	“when it comes to the methods courses that I've had, they're just completely acting like all kids are the same. Like every kid lives in middle class homes. is white, is neurotypical, and has no problems.”
Brittany	Dolley Madison University	“from my experience, the lower to middle class white population”
Melissa	Dolley Madison University	“affluent White students because of the way that they teach us how to teach.”
Ashley	Dolley Madison University	“ Those who are not high poverty students.”
Danica	Dolley Madison University	“I would say no because the whole thing of us having to be [complete a field placement] and then having to do an internship in a school that is not title one.

Black teacher candidates across universities suggested that they felt that their teacher preparation adequately prepared them to teach once they enter the profession. Teacher candidates from Dolley Madison University felt that their preparation program prepared them to teach regardless of the student population. Conversely, teacher candidates from Ezell Blair University suggested that their preparation from was more geared toward them teaching in schools with majority White students.

In this section, I have presented the findings surrounding research question two, “How do Black teacher candidates perceive their preparedness for the teacher labor market?.” The data from the teacher candidates in this study suggest that teacher candidates differed on the population of students that they felt their preparation program prepared them to teach.

Research question three. In responding to research question three, how do Black teacher candidates choose whether to attend that a HBCU or a PWI, teacher candidates revealed that their choosing a HBCU was impacted by the need to deepen their Black identity, have a family atmosphere, and the desire to be in a majority Black environment. Kassandra and Grace talked about choosing an HBCU over a PWI in order to have the Black experience and deepen their Black identity. Grace reflected,

I lacked the Black experience in growing up. I was always around my Spanish side of my family...I think I chose a HBCU experience just to research or just explore that side of myself because I am biracial. So I felt it was just as important for me to explore my Black side.

In like manner Cassandra's White mother encouraged her to attend a HBCU to become more aware of her Black racial identity as well.

Jasmine and Alex spoke about choosing a HBCU in order to have the family atmosphere that they believed that a HBCU would provide. Alex, who transferred to Ezell Blair University from another HBCU revealed,

The reason why I chose an HBCU again was because my experience at [her first college] was something that I could never take back...I mean I just feel like HBCUs just are more, its more energy, I can relate to more people at HBCUs and I just feel like it is catered to me.

Moreover, Jasmine simply stated, "I wanted that family environment, you know, feeling like you can just talk to your professors about anything." Bianca added that she chose a HBCU to be in a majority Black environment.

While students at Ezell Blair University describe intentionally choosing an HBCU, students of Dolley Madison University discuss their intentionality in choosing Dolley Madison University specifically for the education program, the desire to not be in an all-Black university, or its proximity to their family. Sasha and Danica shared that their choosing Dolley Madison University was due to the prestige of the education program. In describing her choice in attending Dolley Madison University, Danica said, "We got one of the best education programs in [the state]." She also shared that her lack of knowledge of HBCUs played a role in not attending an HBCU, she explained, "I actually wish that I was more, more exposed to HBCUs while I was in high school because I feel like, I would have chosen to go to a HBCU." Ashley, who chose Dolley

Madison University because she wanted to stay close to home and because she was impressed with the “greenery” of the campus also discussed a lack of knowledge of HBCUs as why chose not to attend one. She suggested that she “I didn’t know that much about the difference, the PWI versus HBCU.” Contrarily, Brittany and Melissa chose to attend PWIs intentionally. Brittany stated, “I was so used to being in a PWI (speaking about her K-12 experience)...I wasn't necessarily, I guess comfortable moving away from that.”

Black teacher candidates chose to attend Ezell Blair University for many reasons including deepening their Black identity, having family atmosphere, and the desire to be in a majority Black environment. In like manner, teacher candidates chose to attend Dolley Madison University for its well-known education program, the desire to be at a PWI, and its proximity to home.

Table 5. Responses to Research Question Three

Participants	University	Reason for choosing their university
Kassandra	Ezell Blair University	“I was raised up in a place of be an all white community...My mom was her telling me you're going to be a teacher, you have to open up yourself to all different aspects of life.”
Jasmine	Ezell Blair University	“I wanted that family environment, you know, feeling like you can just talk to your professors about anything.”

Grace	Ezell Blair University	“I think I chose a HBCU experience just to research or just explore that side of myself because I am biracial. So I felt it was just as important for me to explore my Black side.”
Alex	Ezell Blair University	I mean I just feel like HBCUs just are more, its more energy, I can relate to more people at HBCUs and I just feel like it is catered to me.”
Bianca	Ezell Blair University	“I didn’t want to leave because it’s like they’re so supportive. I am pretty sure if I go to a PWI they’re going to be as relatable or helpful.”
Sasha	Dolley Madison University	“I came here because of the education program because in my opinion is one of the best ones that we have in the state. But if it weren't for that, I would've gone Ezell Blair University in a heartbeat”
Brittany	Dolley Madison University	“I was so used to being in a PWI (speaking about her K-12 experience) ...I wasn't necessarily, I guess comfortable moving away from that.”
Melissa	Dolley Madison University	“Dolley Madison had a better program” “To be honest, half the time I really regret not going to HBCU for my undergrad”

Ashley	Dolley Madison University	“ I didn’t know that much about the difference, the PWI verse HBCU” She also discussed wanting to stay close to home
Danica	Dolley Madison University	“We got one of the best education programs in the state”

Conclusion

In this chapter, I discussed the findings of each research question in exploring the experiences of Black teacher candidates from a HBCU and PWI. First, I described the universities and their education programs, specifically focusing on their elementary education programs. Next, I provided a brief summary synthesizing the overall findings for each teacher candidates using data from their interviews and researcher notes. Lastly, a cross-case analysis was detailed. The cross-case analysis was organized by the three research questions. These research questions included

1. How do Black teacher candidates perceive the preparation they are receiving from their preparation programs?
2. How do Black teacher candidates perceive their preparedness for the teacher labor market?
3. How do Black teacher candidates choose whether to attend an HBCU or PWI?

Moreover, through the lens of critical race theory, this chapter explored how issues of race, systematic oppression, and microaggressions are obstacles for Black teacher candidates during their preparation programs. The next chapter, chapter five, summarizes the current study. Additionally, chapter five provides a discussion of the findings with respect to research questions, implications, limitations, and future research.

CHAPTER FIVE

In this study, I examined the problem of the lack of Black teachers in America's classroom by exploring Black teacher candidates. This study focused on the preparation of Black teacher candidates in attempts to learn more about the overall experience of Black teacher candidates while in their preparation programs. Using the lens of CRT, the experiences of the Black teacher candidates provides an opportunity to explore a counternarrative of teacher preparation through their lens as Black women. Their lived experiences and perspectives may provide insight into the challenges that could possibly be contributing to the low number of Black teachers. Their experiences illuminate how issues of racism and microaggressions throughout their preparation program and pride and Blackness simultaneously impact them as future Black teachers. Also, these findings could aide teacher preparation programs in ensuring that their Black teacher candidates are supported throughout their preparation and prepared for the teaching field.

Teacher preparation programs act as the first level in teacher development. In order to adequately prepare Black teacher candidates, teacher education programs must be aware of the challenges that their Black teacher candidates may face during their preparation and thus provide them with strategies to overcome these challenges. In this study, I conducted interviews with 10 Black teacher candidates, five of whom attend Dolley Madison University and five from Ezell Blair University. In addition to interviews

with each participant, I used my researcher journaling to help describe each participant. These universities were chosen before they are located within a five mile radius of each other and because they represent two different contexts with participants from Ezell Blair University providing the prospective and experiences of Black teacher candidates from an HBCU and Dolley Madison perspective and experiences of Black teacher candidates from a PWI. In the previous chapter, I provided an overview of Ezell Blair University and Dolley Madison University. Additionally, I presented the results of each embedded case following by a presentation of cross case analysis results. In this chapter, I will discuss the major findings from each research question. In this process I explain how these findings align, and do not align, with existing research and the nuances between the my study's findings and literature. Next, I will discuss the implications of this study's findings to the field. Lastly, I will discuss the limitations of this study along with possible directions for future research.

Interpretation of Findings

The findings of this study suggest similarities and differences in the experiences of Black teacher candidates at Ezell Blair University (HBCU) and Dolley Madison University (PWI).

How do Black teacher candidates perceive the preparation they are receiving from their preparation programs? The exploration of answering research question 1 yielded four themes including Community, Multiculturalism, Black Identity, and Aspects of Program.

Community. Community in their teacher preparation was a way for Black teacher candidates to connected a gain a sense of belonging while in their teacher preparation programs. For this study, community included students sense of belonging and interactions with professors and colleagues. The findings for the theme of community suggest differences in the experiences of Black teacher candidates at Ezell Blair University and Dolley Madison University. Black teacher candidates at Dolley Madison University expressed a genuine respect for professors but they also expressed that their professors have some cultural competent blind spots. Moreover, they expressed experiencing microaggressions from professors. Additionally, though the Black teacher candidates in the study seemed to have a comradery among themselves [as Black teacher candidates] that was not as established with the White colleagues, with one of the participants labeling this divide as “Black Dolley Madison University and White Dolley Madison University.” These experiences as suggested by the findings aligned with previous research conducted on Black teacher candidates at PWIs. For example, research suggests that Black teacher candidates at PWIs tended to be faced with racism, both subtle and blatant during the preparation program (Franks, 2003; Kreamu ;2015 Solórzano, Ceja, &Yosso, 2000; Wilkins & Lall, 2011). Furthermore, Franks research found that her study participants of which were Black teacher candidates had encountered some form of racial prejudice or microaggression while in their programs. Black teacher candidates also suggested a lack of diveristy among their professors, with the vast majority being White.

Conversely, Black teacher candidates from Ezell Blair University revered their preparation program and university as a whole and described the relationship among colleagues and faculty as a family. With the exception of one participant, even when participants from Ezell Blair University critiqued faculty members, Black teacher candidates still spoke of professors with a sense of “Usness.” The experiences of Black teacher candidates and their interactions with faculty and colleagues also aligned with research by Yates et al. (2008). In their study, they found a sense of family among Black teacher candidates at an HBCU. Their participant stated, “Our relationship was more like the atmosphere you find in a family”(Yates et al., 2008, p. 10). The theme of community in this study, suggests differences between Black teacher candidates at Ezell Blair University and Dolley Madison University in the relationship between Black teacher candidates and their professors and colleagues.

Multiculturalism. Much like community the theme of multiculturalism yielded differences in the experiences in the Black teacher candidates at PWIs and HBCUs. At Ezell Blair University, participants spoke about culturally relevant teaching practices being the nexus of their program in terms of classroom management and ensuring that all students were able to achieve at their highest potential. This finding coincides with the intentions of the A grant funded program that focuses on developing culturally responsive teachers of supporting cultural responsive teaching practices among teacher candidates at Ezell Blair University. On the other hand, Black teacher candidates at Dolley Madison University expressed a lack of multiculturalism and diversity in the program and university. This lack of diversity expressed from Black teacher candidates at Dolley

Madison University hold true to previous research of Black teacher candidates and PWIs that suggests PWI teacher preparation programs tend to be geared to White teacher candidates and tend to ignore teacher candidates of color (Villages & Davis, 2007). Moreover, my study findings of the lack of multiculturalism in PWI aligned with previous research by Ndeaman (2019). His study found a lack of instructional strategies in teaching multiculturalism at PWIs. His research also suggests that multicultural courses at PWIs tended to perpetuate deficit thinking practices.

Black identity. Black identity was another major theme that emerged in the experiences of Black Teacher Candidate. Unlike the findings from the themes of community and multiculturalism, Black teacher candidates across cases described the importance of their Black identity. While Black teacher candidates may have differed on whether or not their teacher preparation program aided them in establishing their Black identity, as a collective they expressed its importance in their development as Black teachers.

Research from Zikel and Johnson (2016) suggests the importance of having a strong Black identity in Black teachers becoming successful. My study found that Black teacher candidates from both universities shared a sense of pride in becoming Black teachers and yet felt that their Blackness would cause them to have to prove themselves in primarily White teaching settings. This feeling coincides with the belief that as a Black American you have to work twice as hard in order to be successful (DeSante, 2013). Black teachers discussed the importance of Blackness on their future students, particularly their Black students.

Aspects of program. In addition to issues of community, multiculturalism, and Black identity, Black Teacher candidates also discussed their perspectives of different aspects of their preparation programs such as field experiences, certification examinations, and financial hardships associated with their teacher preparation programs.

Field experience. In this study Black teacher candidates described these “hands on” experiences in elementary classrooms in the area and surrounding counties of their universities as opportunities to work with students and teachers. For some Black teacher candidates in the study, these experiences aided in Black teacher candidates such as In each example from this study, field experiences were valuable to the development of the Black teacher candidates or in two participants, these experiences helped them to explore careers in education outside of the classroom. Research on the importance of field experience suggests that teacher education programs attentions to purposeful field experiences throughout their preparation programs encourage teacher candidates to connect theory and practice (Darling-Hammond, 2006).

Certification. In addition to field experiences Black teacher candidates primarily at Ezell Blair University discussed the challenges of passing teacher examinations due to the university’s requirement of passing the Pearson prior to their student teaching. This challenge of passing teacher certification examinations are specific to Black teacher candidates at Ezell Blair University. In fact, these findings align with research from the last 15 years that explores the challenges that Black teacher candidates have experienced in passing various teacher preparation examinations. Research has suggested the Black teachers and teacher candidates historically pass teacher certification examinations at

lower rates than their White counterparts (Graham, 2013; Petchauer, 2012; Wakefield, 2003). Moreover, research on Blacks and teacher certification tests suggests that these tests can create barriers that prohibit Black teacher candidates from entering the profession of teaching. Additionally, these certification test difficulties to tend to plague HBCUs are a higher rate due to the racial make-up of their preparation programs, which tend to be majority Black.

At the time of this study all five of the Black teacher candidates from Dolley Madison University were in their student teaching had yet to take the Pearson teacher certification examination. Conversely, at Ezell Blair University of the three seniors participating in the study, only Cassandra was in student teaching because Grace and Alex had yet to pass all the parts of the examination. In addition to the pressure to pass the teacher certification examinations prior to student teaching, Black teacher candidates struggles to pass these exams, with each of the participants taking a portion on the Pearson's at least twice. However, unlike research from (Graham, 2013), that found that the Black teachers candidate struggles with emotional pressure and fears of falling victim to the stereotype of Black teacher was were unable to pass their certification test, Black teacher candidates in this study suggested that their pressure in taking the Pearson came from finding time to study, lack of preparation, and the cost of the examinations.

Finances. In the addition to the struggles to pass these teacher certification, Black teacher candidates in this study, specifically at Ezell Blair University expressed that major costs associated with paying for these examinations. With each exam costing \$100

per section, participants like Cassandra spent upwards to \$1,000 prior to students teaching on test taking.

Along with the cost of taking teacher examinations, Black teacher candidates across cases expressed financial struggles that they encountered during the teacher preparation programs such as transportation. In this study, Black teacher candidates shared experiences of struggling to maintain part-time jobs during their coursework and student teaching in order to afford cars to get to field placements, despite programs, that encourage students not to work during the student teaching. In this study, Black teacher candidates, many of whom were financially independent from their parents, struggled with hidden teacher preparation costs, such as certification examinations and transportation to get to field placements. These financial expectations acted as extra barriers that Black teacher candidates in this study had to persevere through.

Interestingly, as research in the field has explored the experiences of Black teacher candidates with certification examinations, there has been little to no research in the area of financial hardships that Black teacher candidates may encounter during their preparation programs. The findings of research question one suggest that Black teacher candidates' experiences in terms of Community, Multiculturalism, Black Identity, and Aspects of Program have similarities and differences depending of the context of their programs.

How do Black teacher candidates perceive their preparedness for the teacher labor market? The exploration of answering research question two was intended to

explore Black teacher candidates' readiness for the teacher labor force and the population that they believed that their teacher preparation programs prepared them to teach.

Research on Black teacher candidates and the teacher labor markets suggests that Black teacher candidates may encounter struggles such low job satisfaction and high teacher turnover due to issues such as being the one of few Black teachers in a majority White school (Mabokela & Madsen, 2003). Additionally, Black teacher candidates may experience school districts with discriminatory hiring practices that negatively impacted Black teacher applicates (D'Amico et al., 2017). However, in the study, Black teacher candidates did not address this issue as concern with the exception of being the "token Black teacher." Instead, Black teacher candidates in this study, seemed to be preparing to enter the teacher labor marker with a sense of optimism, pride, and hope in their ability to positively impact the lives of their students.

The second part of research question two was intended to explore the student population that their preparation programs prepared them to teach. The findings for the question differs across universities. Black teacher candidates from Ezell Blair University felt that their preparation program prepared them for diverse populations due to Ezell Blair University focus on culturally relevant teaching practices through their CREED grant. On the other hand, Black teacher candidates from Dolley Madison University expressed the belief that their preparation program prepared them to teach in middle class White schools. These findings aligned with the research of Korfield (1990) and Sleeter (2017) and suggests that Dolley Madison University's teacher preparation program tends to the academic and social needs of White students and thus perhaps unintentionally does

not prepare the teacher candidate for the cultural diverse student population that they may encounter. Similarly, Korfield's (1999) study found that teacher preparation programs were preparing teacher candidates to teach White students in suburbia. Moreover, Sleeter (2017) suggests that teacher preparations programs at PWIs "tend to reflect White sensibilities" (p. 158). The second part of this research question depicts a clear difference in their perception of the population that their program has prepared them to teacher upon graduation.

How do Black teacher candidates choose whether to attend an HBCU or PWI? This question was intended to begin to understand how Black teacher candidates made decisions in choosing their preparation programs. Research by Franks (2003) found that though the Black teacher candidates in her study felt isolated and experience various levels of prejudices during their preparation program at a PWI, they still believed it was in their best interest to attend a PWI because they are more reflective of the "real world." The findings in my study contradicts this finding. Black teacher candidates from Dolley Madison University, explained various reasons are they chose a PWI. These reason include, Dolley Madison being revered as one of the best education programs in the state, lack of knowledge of HBUCs, and for one participant, being most accustomed to being at a school that was majority White. Generally, Black teacher candidates at Dolley Madison University chose to attend that institution not because it was a PWI but because it was known for a having one of the best teacher preparation programs in the state and due to lack of knowledge of HBCUs. Interestingly, the active choice of one type of school over another was found in the students at Ezell Blair University. Each of the Black teacher

candidates at Ezell Blair University intentionally chose to attend an HBCU over attending a PWI. This finding is compatible to the fact that in spite of there being less than 103 HBCUs in comparison to the thousands of PWIs in the United States, HBCUs still prepare about 50% of the Black teachers in the teacher labor market (Gordon 2015; USCCR, 2001).

Implications for Practice

Research suggests that Black teachers have a positive impact on students regardless of students' race. However, the current teacher labor force in America is overwhelmingly White with Black teachers making up less than 10% of the overall teaching labor force (Madkins, 2011; NCES, 2011). In this study, I focused on the experiences of Black teacher candidates. I argue that teacher preparation programs act as the first level in the preparation of Black teacher for the teacher labor market and thus programs act as a gatekeeper to adding more Black teachers to the teacher labor market. In my study on the experiences of Black teacher candidates, I explore Black teacher candidates from two universities; one being an HBCU and the other being a PWI. These two types were explored to understand that similarities and differences of Black teacher candidates experiences in each environment. Moreover, in this research, I wanted to explore how the historical racial classification of each institution impacted the experiences of the teacher candidates. The results of my research add to the limited existing research on Black teacher candidates, particularly at HBCUs. Additionally, the results from this study suggest implications of how to enhance the experiences of teacher preparation programs for Black teacher candidates. In the next section, I will explain the

implications for practice yielding from this study for enhancing the experiences of Black teacher candidates in their teacher preparation program generally and provide implication for HBCUs and PWIs specifically.

Implications for teacher preparations programs. Findings in the study suggests two main implications for teacher preparation programs to enhance the experiences of their Black teacher candidates. These implications include 1) the importance of safeguards to protect Black teacher candidates from discriminations, microaggression, and other prejudices' during their field placement and student teaching and 2) the need for teacher preparation program to find ways to offset some student expenses surrounding placements and certification examinations.

Racism in field experience. The results in this study found that Black teacher candidates from both types of programs experienced prejudices in their field placement sites. Research also provides examples of Black teachers experiencing instances of discrimination and prejudice (Wilkin & Lall, 2011). Teacher preparation programs play a major role in the field experiences of teacher candidates. Preparation program support teacher candidates in their field experiences through clinical coaching and University-Based educators (AATCE, 2018). These University-Based educators must positions themselves as the first line of support for Black teacher candidates that experiences racism and discrimination during field placements. Teacher preparation program should combat the racism that is plagued education in two ways. First, teacher preparation programs must acknowledge that racism is a present problem in education that deeply impacts students and teachers of color. Teacher education must go beyond simply saying

in mission statements that they are an anti-racist establishments. Instead, teacher education should explore issues of White privilege and how it impacts education. Second, programs should examine their coursework and field placements closely to ensure that their programs are not perpetuating “whiteness” as the standard for academic excellence. Since white teachers make up the majority of the teaching force it is important for White teacher candidates to understand how they have benefited from an educational system that historically has been discriminatory to people of color. Teacher preparation programs should seek to be change agents and must seek to prepare teachers who are prepared to dismantle the status quo of racism and discrimination plaguing America’s schools.

Second teacher preparation programs have a responsibility to prepare future teachers for the many aspects of being a teacher, they should also provide Black teacher candidates with support and strategies of how to overcome these issues during their field experiences and once they enter the teacher workforce. Moreover, this study suggests that teacher preparation programs should be aware of the prejudices that Black teachers may encounter in the field and provide them with the places to express instances where they believed that they were discriminated against as well as having a protocol in place to safeguard Black teacher candidates from these negative experiences.

Research by Valencia et al. (2009) suggests that the importance of each member of the triad (teacher candidate, mentor teacher and university supervisor) having strong collaborative relationships in order to support teacher candidates. However, during the

interviews with Black teacher candidates, none of the candidates spoke about reaching out to university supervisors for support after encountering discrimination or even expressed discomfort in being the only or one of the few Black people in their placements sites. Conversely, participants from Dolley Madison suggested that university faculty veered away for issues of race and racism in coursework and placements. Moreover, the Black teacher candidates must feel that their preparation programs and university supervisors will advocate of their behalf if they do experience discrimination in their placements. It is the responsibility of teacher preparation programs to create a first layer of defense against racism and discrimination in field placements. Finally, teacher preparation programs have a responsibility to protect that Black teacher candidates during the tenure of the preparation. Though clinical experiences occur outside of the university, the university should aim to properly vet schools and mentor teachers to ensure that they have a shared goal of helping to prepare Black teacher candidates and shared values of social justice and equity. It is not enough for teacher preparation programs to have diversity in their teacher candidates. Teacher preparation programs must also strive to ensure that their partnership schools are diverse in student and teacher populations, while aiming to be more diverse in their faculty and staff.

Cost of Education. In addition to negative experiences with White mentor teachers and parents during their field placements, this study found that Black teachers were challenged by financial expectations placed on them. With the growing cost of college and the inability of federal grants to keep up with these continuous surges in price, it is imperative for universities to be mindful of the financial strains on their

students (Eaton et al., 2019). For example, teacher candidates are not generally paid during student teaching. Universities should explore partnership opportunities with school districts that would provide teacher candidates with compensation during the student teaching. In this study, participants discussed hidden cost of the preparation program. These hidden costs included transportation to complete field work and cost of teacher certification examinations. In this study Black teacher candidates from both university expressed that struggles of maintaining part-time jobs in order to afford to pay for certification examination and transportation to field placements. To help offset some of the extra costs to teacher candidates, teacher preparation programs could provide need-based scholarships specifically for student teachers. Additionally, when placing students for student teaching, preparation programs should consider the students' location and access to transportation especially in cities that do not have adequate public transportation. Moreover, preparation programs should waive costs of teacher candidates' first attempt at taking teacher certification test. Teacher preparation programs should also provide need-based scholarships to specifically for taking certifications exams. In the case of Ezell Blair University, the requirement of taking the Pearson prior to graduation should be nullified. This change would save the teacher candidates hundreds of dollars and allow them to wait until employed to pay these testing fees.

Implications for Teacher education program at PWIs. Findings in the study suggests two main implications for teacher preparation programs at Predominantly White Institutions to enhance the experiences of their Black teacher candidates. These implications include (1) promote and value diversity among their faculty and curriculum

and (2) try to create opportunities for community building for teacher candidates across racial lines.

Promote and value diversity among faculty and curriculum. Through the experiences of Black teacher candidates, the findings of this study suggests a lack of diversity in the faculty, students, and curriculum of teacher preparation programs at PWIs. Participants spoke about the lack of Black faculty in the programs and for two participants the impact of that lack of representation in their program led them to choose not to go into teaching. Black professors make up about 5% of the full-time faculty in colleges and universities in the United States (Allen, Epps, Guillory, Suh, & Bonous-Hammath, 2000; Patton & Catching, 2009). The lack of Black faculty in America's college and universities systems is even more prevalent in PWIs (Alexander & Moore, 2008; Patton & Catching, 2009). As PWIs continue to add diversity in their student population and K-12 classrooms become more diverse, it is important to also push for more diversity in higher education faculty. Moreover, White faculty members must acknowledge that their Black teacher candidates will not be afforded the privilege that their whiteness of provided.

In addition to teacher preparation programs at PWI establishing more diversity among faculty, the findings of this study suggest that importance of teacher preparation programs and PWIs encouraging diversity in their curriculum. Research suggests that teacher preparation programs tend to prepare teachers to teach in middle class White schools. As K-12 schools become more diverse, teacher preparation programs must change their curriculum to ensure that they are incorporating more culturally relevant

teaching practicing in their curriculum to ensure that their teachers are prepared to meet the needs of a more diverse student population.

Furthermore, the majority of participants in this study stated that they were planning to teach in Title I schools. Therefore, it is important for teacher preparation programs at PWI to expand or revamp their curriculum to prepare teacher candidates to work in multiple types of school environments. One way to do this to promote and integrate culture and its importance in all courses instead of having the typical one catch all multicultural. These courses tend to be simplistic in nature. Taylor (2010) writes “in an effort to promote awareness about student diversity, many teacher educators will identify ‘typical’ cultural features of different ethnic groups, thereby implying a monolithic and harmonious view of culture” (p. 25). In addition to incorporating culture into all courses, teacher preparation program must ensure that discussions of students of color focus on celebrating what students from different background bring to the classroom instead of perpetuating deficit mindsets (Ladson-Billings, 2014).

To ensure that their preparation programs are mirroring the culturally relevant practices that they expect their teacher candidates to replicate in their future classrooms, teacher preparation programs should ensure that they are celebrating the culturally differences of the teacher candidates. For example, participants from Dolley Madison University discussed their university has focused groups that were conducted with Black teacher candidates to learn more about their experiences. Unfortunately, according to the Black teacher candidates, the knowledge gained from the focus groups had not been used by program leadership. However, these steps in understanding the experiences of Black

teacher candidates could aid in enhances teacher preparation programs. Finally, it is important for teacher preparation program to provide diversity placements for all teacher candidate.

Creating opportunities for community building. In addition to promoting and valuing diversity among faculty and curriculum, the findings suggest the need for teacher preparation programs at PWIs to create opportunities for community building for teacher candidates across racial lines. In this study, Black teacher candidates tended to speak of their White counterparts in terms of “us versus them.” Black teacher candidates in this study tended to view their White counterparts as ignorant not only to the challenges that they faced as Black teacher candidates but also to the needs of Black students. This “us versus them” mentality can be damaging to building community and collaboration among teacher candidates. It is imperative for teacher preparation especially at PWIs to create opportunities across racial lines for teacher candidates to learn from each other’s differences.

If teacher preparation programs want to produce teachers who are able to create community among students across racial lines, that must be modelled in the preparation programs. One possible way to promote to create community among racial lines is to create open dialogue about race. As seen in the experiences of Black teacher candidates at Dolley Madison University, where teacher candidates spoke of the lack of dialogue about race. This colorblind approach tends to cause Black teacher candidates to feel more isolated. Additionally, creating a community atmosphere of community is a role that each faculty member and teacher preparation programs as a whole must aspire to. In that

regard, professional development opportunities could be provided for faculty to aide in providing strategies to encourage community in between students of color, specifically Black students, and their White counterparts. Additionally, a committee consisting of faculty and students could be formed in order to discuss the current climate of race in the program and to collaborate on community building ideas for the program. Additionally, if possible, PWI teacher preparation program should form partnership with neighboring HBCUs to create coalition focusing on race and its implication in education.

Implications for teacher education program at HBCUs. Findings in the study suggests two main implications for teacher preparation programs at Historically Colleges and Universities to enhance the experiences of their Black teacher candidates. These implications include (1) Provide preparation for teacher certification examinations and (2) Ensure that HBCU teacher preparation programs are not imposing unintentional roadblocks to Black teacher candidates.

Provide preparation for teacher certification examinations. The challenges of Black teacher candidates and teacher certification has been well researched. This research suggests that Black teacher candidates are more likely than their White counterparts to fail teacher certification examinations. The findings of this study aligned with these past research findings on Black teacher candidates and teacher certification tests. The majority of participants from Ezell Blair University failed a portion of their teacher certification examination. Moreover, Black teacher candidates spoke about peers changing their majors due to not being able to pass certification requirements. This problem can be extremely impactful for teacher preparation programs at HBCUs whom tend to produce

more Black teachers than their PWI counterparts. Thus HBCU teacher preparation programs changing this narrative must be a priority. HBCUs should create a plan in which they are preparing teacher candidates adequately for teacher certification examination. In this plan, teacher preparation should begin to collect data of the sections of these examinations that student are having to repeat. For example, if 50% of a program's students are having to take the writing section more than once, then as a program they should revamp how there course is taught as well as the key assignments in this course to target the area of writing that aligns to the assessment. HBCU and PWIs should partner to begin to explore and research if the overly assessed culture in teacher education and education more broadly is impactful in the success of students. If researcher continue to find that theses standardized assessments are discriminatory to people of color and Black people to be specific, teacher education programs use begin to research and explore alternative ways to assesses a teacher candidates readiness to enter the field. In the meantime, I believe that teacher preparation program have a responsibility to work tirelessly to find new approach to assist Black teacher candidates in passing these assessments.

Ensure that HBCU teacher preparation programs are not imposing unintentional roadblocks to Black teacher candidates. In learning from the experiences of the Black teacher candidates at Ezell Blair University, I believe that it is important for teacher preparation programs to be mindful of the expectations that they place on teacher candidates that go beyond state and federal requirements. While I agree that it is important to attempt to prepare teacher candidates to be great beyond standard

expectations, when these high standards become roadblocks, especially roadblocks in ways that perpetuate racist stereotypes, it is important to reassess the standards. At Ezell Blair University, requiring students to complete all parts of the Pearson test prior to student teaching is an unnecessary roadblock for students—a roadblock that further reduces the number of Black teachers in elementary schools and one that places a needless financial burden on students. Teacher candidates at Ezell Blair or paying hundreds of dollars to take teacher certification examinations that are not required by the state until their second year of teaching. In this study, participants described that financial burden that these examinations place on them at a time when they are full-time students. Also, the participants in the study had to take these examinations several times. This additional obstacle did not appear to empower Black teacher candidates' ability to pass the test. Instead, it appeared to create another obstacle for Black teacher candidates to overcome. Moreover, if completion of teacher certification examinations is necessary for teacher candidates to complete their preparation programs, it is imperative for them to be adequately prepared. This is especially true for Black teacher candidates. Teacher preparation programs must ensure that their programs' objectives are closely aligned to what is covered on teacher certification examinations. Moreover, teacher preparation programs could provide free test preparation sessions for students with the caveat that students that attend these preparation sessions receive test waivers. In conclusion, the findings of this study suggest the importance of HBCU teacher preparation programs not creating roadblocks that prohibit Black teachers from entering the teaching field.

Limitations

There were a few limitations in this study. First this study was limited to two schools; one from each context. To explore the phenomena of the experiences of Black teacher candidates, a multi-case study approach was used. Using a multi-case study can present many challenges such as large amounts of data that does not help to understand the bounded cases or pertain to the research questions that must be sifted through (Crowe et al., 2011). In this study, there was large amounts of the Black teacher candidates educational background that while helpful in understanding them as people, did not lend itself to answering the research question. Additionally, though this multi-case study helped me to gain a digger understanding of the Black teacher candidates at each type of institution, it can be difficult to generalize the differences between the experiences of Black teacher candidates at PWI and HBCUs using only one school per context. Moreover, adding more universities could have yielded a more in-depth understanding of the similarities and difference in the experiences of Black teacher candidates.

Second, purposeful and snowball sampling approaches were used in this study. While I attempted to only use purposeful sampling to gain participants, I was unable to acquire five participants from Ezell Blair University using my gatekeepers at the university. However, my first participant, Kassandra, was able to connect me with two other participants for my study thus using snowball sampling. One of the main limitations of snowball sampling is that participants tend to recommend other participants who are similar to themselves (Etikan, Alkassim, & Abubakar, 2016). However, for the specificity

of the participant selection of this study, Cassandra's willingness to connect me to her colleagues was valuable.

Third, though my study was geared toward both male and female Black teacher candidates, all of my participants were women thus excluding the voice of Black males teacher candidates from my study. Fourth, this study focused on the perspectives of teacher candidates. While teacher candidates experiences are valid and valuable, they may not give a complete depiction of the teacher preparation programs. Finally, while the participant criteria required participants to be in there third or fourth year in their preparation program, all five of the participants from Dolley Madison University were in student teaching during their interview while participants from Ezell Blair University ranged from being in the third year of the program to being in student teaching.

Future Research

The current study provides insight into the experiences of Black teacher candidates from a PWI and HBCU. The findings of this study add to the limited research on Black teacher candidates. This study acts as a starting point for further research on Black teacher candidates and Black teachers more generally. Future research for the study would be to replicate the study across the country. The purpose of a replication study would be to explore whether geographic location impacts the experiences of Black teacher candidates. The findings and implications of this study suggest four immediate studies to further explore how teacher preparation program work to enhance Black teachers as seen in figure 5.

Additional topics that need further investigation. Based on the findings of my study, I suggest four studies as possible next steps. My findings suggest a need to further understand the aspects of program that encourages excellence in the preparation of Black teacher candidate. To explore this, research could to done to study one teacher preparation program that has been highly effective in preparing Black teachers. In this study, researchers could explore the curriculum, faculty, and Black teachers candidates from a specific university to gain a more holistic understanding of one program and how it is framed to help prepare Black teacher candidates.

Additionally, findings in my study suggest that Black teacher candidates from PWIs tended to feel that their preparation programs prepared them to teach White middle-class students. Research is needed to explore the experiences of Black teachers of whom begin their teacher careers in schools that are majority minority students. Also, research suggests that Black teacher candidates are more likely than their White counterparts to not pass teacher certification. An intervention study supporting Black teacher candidate in preparing for teacher certification tests would help to add to possible ways of closing the gap between Black and White teacher candidates of passing teacher certification. Finally, finding from this study suggests the importance of faculty members to being prepare to expand the currently teaching practices to be more inclusive for Black teachers. Further research could explore the impact of diversity professional development to faculty in supporting Black teacher candidates. In each of these possible research paths the purpose of these studies would be to further understand the preparation of Black teachers in order to add to the current lack of Black teachers in the teacher labor market.

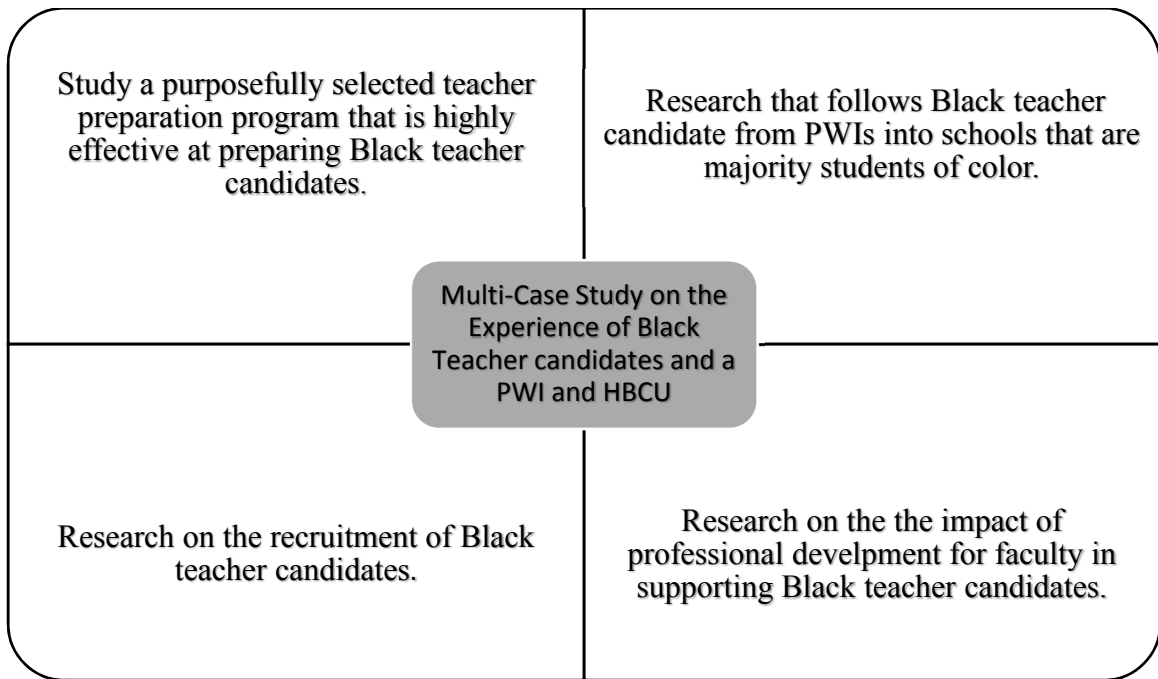


Figure 5. Possible Path for Future Research

Conclusion

This study explores the experiences of Black teacher candidates at HBCUs and PWIs. This study helps to expand the limited research on Black teacher candidates. This study explored the similarities and difference among the experiences of Black teacher candidates in the context of their teacher preparation program. This study found that Black teacher candidates seek community, multiculturalism, and programs that encourage their Black identity. Moreover, this study found that Black teacher candidates at PWIs and HBCUs have similarities and differences in their experiences. The findings of this study suggest the importance of teacher preparation programs at HBCUs and PWI to be

mindful of the experiences of their Black teacher candidate to ensure that their programs conducive to the needs of Black teacher candidates.

APPENDIX A

Recruitment email for teacher educators'/ preparation programs

Hello,

I am Alicia Bruyning Leggett a Doctoral candidate in education at George Mason University currently in the dissertation phase of my program. My dissertation topic is focused on the perception and lived experiences of Black teacher candidates in elementary education during their preparation programs. I would love the opportunity to interview you about your experience at (university name). Interviews will be 1-1.5 hours in length and will take place on the university campus. For this study I will be using interviews that will take place in coffee shops or on campus. All participants will receive a \$25 visa gift card upon the completion on the interview. Please email me if you have any questions or would like to participate. The personal information of participants involved in the study will remain confidential.

Thank you,

Alicia Bruyning Leggett

IRBNet number: 1140843-1

APPENDIX B

Recruitment email to Black teacher candidates' participants

Hello,

I am Alicia Bruyning Leggett, a Doctoral candidate in education at George Mason University currently in the dissertation phase of my program. My dissertation topic is focused on the perception and lived experiences of Black teacher candidates in elementary education during their preparation programs. Would you be willing to direct me toward Black teacher candidates in your program through email or allow me to do a 5-minute presentation in your class in order to gain participants? Please email me at abruynin@gmu.edu if you have any questions or would like to participate.

Thank you,

Alicia Bruyning Leggett

IRBNet number: 1140843-1

APPENDIX C

Semi Structured Interview Protocol

The interview will not begin until the consent form has been signed. Interviewee will be reminded that this conversation will be audio recorded. Permission to audio record the conversation will be gotten prior to beginning.

Introductory Education Questions

1. Describe your own k-12 experience.
2. Describe how/if being Black impacted your k-12 experience.
3. In what ways did your experience as a student impact your decision to go into teaching?
4. Describe the racial diversity the k-12 schools that you attended.
5. Why did you choose to go into education?

Teacher Education (research question 2)

6. Describe your university?
7. How did you choose your university?
8. Why did you choose an PWI/HBCU over an HBCU/ PWI?

9. Describe your experiences during your teacher preparation program. With faculty.
With colleagues.
10. Tell me about the most inspiring moment in your preparation program thus far?
11. Tell me about the most challenging aspect of your preparation program?
12. Have you completed your teacher certification examination? If so, describe that experience. If not, do you feel prepared for the examination?
13. What aspect of your teacher education program has deeply impacted you as a future teacher?
14. What role has your teacher preparation program played in enhancing your teacher identity? Racial identity?
15. In what ways has your teacher preparation program encouraged or discouraged your Black teacher identity?
16. How has your teacher preparation program impacted you as a future teacher?
Future Teaching Endeavors (research question 2/3)
17. Do you feel prepared to enter the teacher force?
18. What, if any, challenges do you think you may encounter once you enter the teacher labor market?
19. Upon graduation, where do you see yourself teaching? Why?
20. What impacted this decision?
21. Do you feel that your preparation program has prepared you for one population over another?
22. What kinds of students do you feel most prepared to teach?

23. What are you most worried about in your future teaching?
24. How does your Black identity impact your teacher identity?
25. What characteristics describe you as a future teacher?
- 26.** How do think your race will influence your teacher identity?

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BIOGRAPHY

Alicia Bruyning Leggett graduated Florida A&M University, where she received a Bachelor of Science in Elementary Education and a Master of Education in Education Leadership. She was employed as an elementary school teacher for five years in DC Public Schools.