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A GROUNDED THEORY SURVEY STUDY OF
TEACHERS PERCEPTION PERPETUATING THE DEFICIT NARRATIVE
ABOUT MARGINALIZED STUDENTS OF COLOR

by

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B.Sc. University of Central Florida, 2015

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Education, Secondary Education
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at the University of Central Florida
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ABSTRACT

The deficit narrative about marginalized students of color attributes their failure in school to some nature of innate cognitive deficiency, cultural, social, and familial dysfunctions among other schools of thoughts. The purpose of this grounded theory study is to provide a rich description about this phenomenon and to propose theoretical pedagogical adjustments in the classroom as it relates to educating students of color. The study applies Charmaz (2014) Constructivist approach to grounded theory methods to examine the following research questions: (RQ1) How do teachers' narratives about students of color depict their teaching experiences and (RQ2) How do teachers' narratives about students of color inform students learning? Two overarching themes emerged in this study: *practicing color blindness impacts cultural responsiveness while perpetuate deficit thinking*, and *understanding cultural background stimulates sensitivity when designing curriculum for students of color*. The findings of this research demonstrate teachers' deficit thinking depicts their pedagogical practices and informs students learning. The research has both practical and theoretical implications for dispelling the deficit thinking regarding students of color.

Keywords: Deficit Thinking, Student of Color, Marginalized, Constructivist Grounded Theory, Colorblindness, Diversity, White Privilege, Culturally Responsive, Lived Experience, Racial Inequity, Anti-racist theory.

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CHAPTER ONE: INTRODUCTION

“It doesn’t matter if I use a drill to drill the information into your brain, you will never understand it” (Secondary English Language Arts teacher, 2018).

While this study protects the privacy of an educator, the abovementioned quote demonstrates a deficit thinking in 21st century pedagogical practices. The psychological impact of this statement on the marginalized student of color could very well trigger irrecoverable damages, which may position the student on the institutionalized ascribed hegemonic failing track.

Born and raised in a third world country dictated the economic position of my family’s low socio-economic status. Assigned to low expectancy in academic achievement, teen pregnancy, and menial jobs, I resolved to beat the odds stacked up against me insulating my mindset with resilience to adversity. Despite my endless efforts, I struggled to overcome societal barriers in my path of success. However, in hindsight, I embraced Bandura’s self-efficacy theory and ventured into avant-garde means to realize my dreams. Given the opportunity to migrate to the United States (US) opened new horizons. I capitalized on the breakthrough to attend college, which unlocked the window to research my life’s greatest pet peeve, poverty.

Delving into literature focused on the representation of poverty in Great Depression era, I recognized the magnitude of disadvantaged students of color and minority. Recognition led to inquisition as I grapple with a newly acquired term ‘deficit narrative’ plaguing the education system in the United States. My intimate experience in a classroom with predominantly students of color inspired me to continue researching the

attribution of race, and socio-economic status implications on the deficit narrative perpetuated about marginalized students of color.

To lay the groundwork of this study, I present an anecdote of my personal journey traversing a path of self-actualization and combatting this deficit thinking narrative, which corroborates with the background of the problem underscored throughout this study. The study employs Grounded Theory research design and a qualitative methodological approach in examining the deficit narrative perpetuated about students of color in order to “formulate a holistic interpretive framework for generating possible solutions or new understanding of the problem” (USC Research Guide).

Undergirded by the theoretical perspectives of Valencia (1997) Deficit Narrative Thinking, Bandura (1996, 1997) Self-Efficacy, and Gay (2018) Culturally Responsive Pedagogy, the study explores the depictions of teachers’ deficit thinking in their pedagogical practices; and if, at all, it informs students learning. I conducted an analysis of the data collected from a survey consisting of 15-item rating scale and 8 open-ended questions using the thematic coding process of Charmaz (2014) Constructivist, grounded theory approach. The survey data presents introductory concepts and reoccurring themes emerging from the open-ended questions.

The data analysis seeks to answer the two research questions: (RQ1) How do teachers’ narratives about students of color depict their teaching experiences? and (RQ2) How do teachers’ narratives about students of color inform students learning?

Personal Anecdote

A few years ago, the opportunity to earn a college degree presented itself to a middle-aged, female, Black, immigrant, single mom. Having longed for this prospect, she latched onto the opportunity just as she did the air she breathes.

“The rising sun on the horizon mirrored the dawn of a new day in her life: August 13, 2011. Tiny beads of sweat rolled off her forehead and her heart throbbed as she pulled into the parking lot of Seminole State College.

In her younger years, she dreamt of going to college but knew it could never be realized. Crumbling under the strains of poverty, her mother migrated to the United States, leaving her three children in Jamaica. Twenty-five years passed but she held on to her mom’s promise to file for them.

Nose down into her class schedule, she stumbled headfirst into a pole. Writhing in pain, her eyes trailed to the top where the flag of the United States of America drooped. At age 41, college became real.

Her stomach plummeted as she pulled the chrome handle of the brown, wooden door to a room with bright yellow walls and dark blue carpet. She sat in the front row on the cushioned grey chair with yellow splashes as she observed the other students strolling in. Watching their youthful strides filed into the classroom, she thought:

I don’t belong here.

Nightmares became recurrent. Yet another morning she sits on the toilet, when the warm liquid flows down her butt and through the sheets, hastily sending her to the bathroom. But it was already too late.

Five courses seemed like a heavy load, but she used her easier classes, Sociology, Speech, and ENC 1101 to balance the more challenging ones, Algebra and Economics. She found comfort on the first day of her Economics class when she discovered her professor, Dr. Davis, is a Jamaican. He was a stout, grey-bearded man who wore thick bifocals glasses. At the end of each class, she unloaded her fears onto him, and his encouragements strengthened her resolve to go on.

Six weeks rolled by and she finally felt settled. But on Friday, September 29, after reading an email, her dream shattered.

“You have been dropped from all your classes.”

She hoped it was a mistake, since she had an A for all five classes. Hurriedly, she gathered her books and made her way to the admissions office.

Her hand shook holding the Blackberry phone to the pregnant young woman who wobbled over to the front desk to assist.

“Can you explain this email to me please,” she said, praying it was a simple fix.

“Do you have your student ID card?” the lady replied, still reading the email.

“Yes, I do,” she said, fumbling around in the bag she had dumped her books in.

“Ok, let me take a look at what’s happening. Come with me.”

Sitting on the edge of the chair, she wondered why bad luck had reached her now.

“Oh, I see. Your high school transcript evaluation result does not match up to US standards,” said the lady, still staring at the computer.

“What does that mean,” she said, knitting her brows.

“You are required to take the GED before you can be reinstated.”

“What is that?” she asked, cracking her knuckles.

The lady’s elaborate explanation didn’t help and nothing she pleaded penetrated the brick wall this lady erected. Tears streamed down her cheeks and after about 45 minutes, she gave up.

“What about my rental books?” she said, “I need to get a refund since you are the one kicking me out.”

“Do you have them with you?”

She nodded and left to get the other books from her car.

Upon her return, she heard someone said, “There she is.”

She was invited inside the office to speak with the Dean’s Secretary, Mrs. Richardson, a heavy set African American, who empathized and tried to evaluate the situation to find a workable solution; but the GED was the only way. She begged Mrs. Richardson to keep her enrolled and promised to get the GED. Although she admired her perseverance, Mrs. Richardson had no power to approve the offer.

“Let me ask my boss if he can make an exception. He is going to scream at me, but I am going to take this scream for you this morning,” said Mrs. Richardson, walking through the door.

She prayed for God to work a miracle on her behalf. Within a few minutes, Mrs. Richardson returned with good news.

“He said yes. We will reopen your classes but if you do not get the GED by October 29, you will be dropped from the program,” she said, smiling and visibly sharing in my victory.

With worries on my mind and stress in my heart, I pushed through the aches and pains of a full course load and long study hours. But despite all, I persevered and on May 5, 2013, I became a Summa Cum Laude graduate of Seminole State College” (Austin, 2014, p. 1-4).

Feeling subjugated and marginalized, I resigned to persevere through the quagmire of raging emotions barricading my mind. With the passing of time and phenomenal success, my confidence grew, and I found my niche. However, a few months into the year I received an email from a First-Generation organization, stating that I would never succeed or finish college simply because I am a first generation, Black student. This deficit thinking ascribed to me transcends my life and impacts an entire race. Organizations such as this, help to keep intact the status quo of the dominant culture’s hegemony.

Context of the Problem

As a result of my prearranged placement into the deficit thinking and my innate compassion for the underprivileged combined with the opening quote, “*It doesn’t matter if I use a drill and drill the information into your brain, you will never understand it,*” from one of my colleagues, I felt compelled to examine this deficit narrative perpetuated about marginalized students of color. Immersed in a school of predominantly students of color, it astounded me to hear a teacher proudly recounted her chastisement of a student.

Over the past three years, I work at a historic Black public high school believed to have been established in 1895 to welcome Black students in the United States education

system during the era of segregation when the dominant culture's schools barred students of color from admitting into their schools. Nestled in a community of primarily Black people from low socio-economic status, the school currently serves over 1400 students in grades 9-12. As a Title I institution, the school offers 100% free and reduced lunch.

After two centuries, the students of this great historic school continue to hear the deficit narrative perpetuated about students of color and experience marginalization. This study represents only a small percentage of the recurring issues of inequity students of color encounter in the education system. The reality of deficit thinking has been *Stamped from the Beginning* when then senator Jefferson Davis on April 12, 1860 "objected to a bill funding Black education in Washington, DC" (Kendi, 2016, p. 28). In narrating the etymology of Africans, Leo Africanus stated, "Africans lead a beastly kind of life, being utterly destitute of the use of reason, of dexterities of wit, and of all arts" (Kendi, 2016, p. 28). The deficit thinking about students of color finds roots entrenched in the history segregation and racism.

Theoretical Perspective

Deficit Thinking Model

Deficit thinking transpires in educational thoughts and practices. The term emerged during the early 60s as a school of thought to underscore the 'blame the victim' notion for the spiraling failing education system. Deficit thinking posits that "students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster - such as

familial deficits and dysfunctions” (Valencia, 1997, p. xi). This study seeks to highlight the depictions and implications of teachers’ deficit thinking in their pedagogical practices; and if at all, their deficit thinking impacts students learning.

The popular 'at-risk' construct, now entrenched in educational circles, views poor and working-class children and their families (typically of color) as being predominantly responsible for school failure, while frequently holding structural inequality blameless (Valencia, 1997, p. xi). Given the perpetuated narrative about students of color, the trend in disparity of student achievement continues to spiral with no immediate solution. Further, Boykin & Noguera (2011) reiterate Gould (1981) claim about “the view of intelligence that prevailed throughout most of the 19th and 20th centuries held that non-Whites, particularly Blacks, ... were genetically inferior and possessed lower levels of intellectual capacity than Whites (p. 19). A narrative still impacting students of color.

In this study, I analyzed deficit thinking through two theoretical frameworks self-efficacy and culturally responsive pedagogy. As Valencia (1997) points out, deficit thinking is rooted in “ignorance, classism, racism and sexism” (p. xii). During the 1930s African American scholars, W.E.B. Dubois, Frazier, and Wilkerson “challenged existing theories of race that suggested that the social, economic, and educational lives of African Americans were shaped by an inherent biological capacity” (Brown, 2011, p. 2052). Through practices of hegemony, the dominant culture inculcates deficit thinking in the mindset of Blacks since the days of slavery disarming them of self-efficacy.

Bandura Self- Efficacy

Self-efficacy plays an instrumental role in students' success. One of the most empowering human agencies proposes "people's beliefs in their capabilities to exercise control over their level of functioning and environmental demands" (Bandura, et. al., 1996, p.1206). The historical influences of Blacks stripped of such human agency continues to surface in the deficit narrative perpetuated about students of color throughout classrooms in the United States. Possessing individual beliefs in control of desired outcomes can no doubt influence students "aspirations and strength of goal commitments, level of motivation and perseverance in the face of difficulties and setbacks, resilience to adversity, quality of analytic thinking, causal attributions for successes and failures and vulnerability to stress and depression" (Bandura, et. al., 1996, p.1206). In this study, I examined the role of teachers' self-efficacy pedagogical practices and the influences in perpetuating the deficit narrative.

In particular, Bandura (1997) described two types of expectancy beliefs that have the potential to influence behavior—self-efficacy and outcome expectations. These two expectancy beliefs are often grouped under the umbrella term teacher efficacy despite the research suggesting that self-efficacy and outcome expectancy beliefs are related but indeed different (Bandura, 1997) (Siwatu, 2011, p. 361).

On the other hand, in the midst of the crisis to improve the education system serving the increasing diverse student population in the United States, little to no focus incorporates pedagogical practices to meet their needs while ensuring success. The mandate of the dominant culture enforces hegemony in education, thereby minimizing

any impact of the importance of cultural relevance in education. New studies toward culturally responsive pedagogy indicate positive results for especially students of color.

Culturally Responsive Pedagogy

Culturally responsive pedagogy proposes students' culture becomes the nucleus of the learning process. Gay (2000) defined culturally responsive teaching as "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (p. 29). The deficit narrative perpetuated about students of color can abate if teachers change their attitudes towards students of color from having low abilities to valuing their unique diverse culture and background. "The best quality education for ethnically diverse students is as much culturally responsive as it is developmentally appropriate, which means using their cultural orientations, background experiences, and ethnic identities as conduits to facilitate their teaching and learning" (Gay, 2002, p. 614). Students of color tend to be at a great disadvantage to their White counterparts simply because of color, socio-economic status, cultural background, familial lineage among other negative insinuations about Black people.

Using Bandura's (1997) social cognitive theory as a basis for his reasoning, Siwatu (2007) argued that teacher educators should also nurture prospective teachers' culturally responsive teaching self-efficacy (CRTSE) beliefs. CRTSE is an individual's belief in his or her capabilities to execute the practices associated with culturally responsive teaching (p. 360). This underscores the relevance and significance of teachers

practicing culturally responsive pedagogy. Gay (2002) further states Students of color “differences that are most important for educational purposes (such as background experiences, perspectives, values, and cultural socialization) are not as readily apparent as physical traits. Therefore, they require a deep knowledge and understanding that many teachers do not have, or do not value” (p. 614). Undergirding curriculum with rich cultural heritage of students of color proposes to increase students learning. Gay (2002) continues to emphasize “a vicious cycle is created where marginalized and under-achieving students [of color] are perpetually marginalized and perform poorly (p. 614). Comfort (1991) explains, “a teacher who is in this position is likely to blame the child for not learning (p.102). Decades ago, Valencia (1997) postulated the “blame the victim theory” in addressing the deficit thinking about students of color.

Statement of the Problem

The deficit narrative about students of color has a long history of inferiority dating back to the days of segregation; and if I may be blunt, slavery. However, in as much as many students of color evolved in asserting their rightful positions in society, the United States education system finds itself wanting in fostering culturally rich learning communities where teachers’ pedagogical practices do not circumvent the lived experiences of their diverse students; more specifically students of color, thereby increasing student performance and subsequently closing the achievement gap.

The achievement gap between students of color and their White counterparts plagues the nation’s education system for decades. The disparity between educational

outcomes for students of color continues to persist despite US Education Reforms. Data from the National Educational Association (NEA) reveals,

the 2013 NAEP test scores indicate that Black, ... students in the fourth and eighth grades scored significantly lower than their White peers in reading and math [...]. Moreover, Black, ... students demonstrate proficiency in reading and math at much lower levels than White students and perform below basic in these subject areas at much higher rates than White students. (p.1)

In addition, the “National Assessment of Educational Progress (NAEP), the nation’s report card, have improved only slightly; and poor, black, and Latino students haven’t been able to close the achievement gap” (Kirp, 2013, p. 5). NAEP (2005) reports show “over the last 30 years, test score disparities have shown up in cohorts in 9, 13, and 17-year-olds in reading, mathematics and science” (Boykin and Noguera 2011, p. 3). The achievement gap reveals one indicator of the deficit narrative thinking. However, the domino effect includes high school dropout, graduation rate, college readiness, workforce preparedness, incarceration, behavior problem and a host of other damaging effects for students of color. “Moreover, the complex intersections of economic, housing, and education policy that have led to a re-segregation of America’s public schools make the multidimensional solutions that might improve student achievement over time difficult to sustain in an age of quick fixes and fractured political discourse” (NEA, p. 1).

For decades, education reformers have tried countless approaches to narrowing if not closing the disparity in academic achievements between students of color and their White peers. However, the US Education system requires more that transformational

changes to an already broken system. Structural changes alone cannot produce the desired effects. A holistic approach about race, ethnicity, and education stands to be the propelling starting point to arbitrate real change.

Purpose of the Study

This grounded theory study aims to gain a practical understanding of deficit thinking. The research seeks to underscore the implications of the pervasive deficit narrative about marginalized students of color and to analyze emerging theories in response to educating students of color. Gay postulates, “if educators continue to be ignorant of, ignore, impugn, and silence the cultural orientations, values, and performances styles of ethnically different students, they will persist in imposing cultural hegemony, personal denigration, educational inequity, and academic underachievement upon them” (Gay, 2018, p. 33).

The objective of the study includes raising awareness about critical changes needed to improve academic achievement for students of color. School reform of a traditional structural systems riddled with inequities cannot eliminate the achievement gap resulting from deficit thinking. According to Howard (2010) “Culturally responsive pedagogy assumes that if teachers are able to make connections between the cultural knowledge, beliefs, and practices that students bring from home, and the content and pedagogy that they use in their classrooms, the academic performance and overall schooling experiences of learners from culturally diverse groups will improve” (p. 67-69). According to the National Educational Association,

by as early as 2044, the majority of the U.S. population will be comprised of people currently considered to be racial or ethnic minorities. The growth in the number of minority children over time illustrates the expected “super diversification of America’s children” that public schools will face in the coming decades: while 25 percent of American children were a racial or ethnic minority in 1980, children are 46 percent minority today and are projected to be 57 percent minority in 2040 and 65 percent minority in 2060. (p. 6.)

As such, it becomes imperative to implement changes which should help eradicate the deficit thinking about marginalized students of color; and once and for all, close the achievement gap thereby purging the domino effects.

Research Questions

In order to examine the connections between teachers’ narratives about students of color and their teaching practices and students learning, this study posits two primary research questions.

(RQ1) How do teachers' narratives about students of color depict their teaching experiences?

(RQ2) How do teachers’ narratives about students of color inform students learning?

Rationale, Relevance, and Significance of the Study

Rationale

This research was necessary to gain greater understanding of the impact of educators' deficit thinking as it relates to their pedagogical practices; and, if at all, it informs students' learning. Considering the complexity of the problems marginalized students of color encounter, the deficit thinking merits continuous research in order to eradicate the ubiquitous inequities in the nation's public schools. Understanding the implications of self-efficacy, on both teachers and students alike, and the importance of cultivating culturally responsive learning communities can guide educators in implementing systemic *transformations* that could ultimately help in closing the achievement gap. Marginalized students of color need more than just modifications of current structural hegemonic systems. The vicissitude of Education Reforms needs to coincide with deficit thinking to realize authentic *change*.

Relevance

Blacks fought for equality since the beginning of times. With the changing ethnic fabric of the American society, it becomes imperative ALL our nation's children receive equal opportunities to maximize their potentials and become great scholars emulating some of the great leaders this country built. The National Education Association emphasizes "renewing a collective commitment to closing the gaps must be at the forefront of efforts to ensure educational opportunity for all students" (p.1). The

Association further states, “[w]ith poverty rates rising among public school children, and America continuing its demographic shift to a majority-minority population, the task of scaling up and better supporting the practices and interventions that effectively close gaps and promote positive achievement outcomes is more urgent than ever (p.1). Sensitizing the movers and shakers (policymakers) of the magnitude of this deficit thinking problem serve not only to build awareness; but also, serve as eye openers to the need to implement immediate changes that reflect the constitutional rights of ALL citizens.

Significance

The significance of the study is multidimensional. To begin with, the nation’s schools need to conduct an overhaul on policies as it relates to educating students of color. Transforming the constituted hegemonic education system from a traditional structure to one that provides equality in educational opportunities for students of color, should result in their improved performances and academic achievements over time.

In addition, leveraging the metaphorical playing field by providing equal educational resources to all students, equal opportunities to participate in Advanced Placement and Honors courses, and Dual enrolment, equal rigor in pedagogical practices and equal state of the art learning communities serve to educate students of color and give rise to equity.

Another significance lies in the disparity of socio-economic status of marginalized students of color to their White counterparts. For the most part, Title I schools house chiefly students of color and provide usually 90 percent free and reduced lunch. The

economic gap between Black families and Whites families was stamped from the beginning. With our societies Base and Superstructure, one of Karl Marx's key tenets of Marxism, controlling 95% of the nation's wealth, Black families have little to no control in increasing their economic status. Conversely, the circling domino effect of the deficit narrative ensures students of color remain in abject poverty.

Yet another critical component in instituting significant change that benefit students of color involves cultural responsiveness. Implementing culturally responsive pedagogies in learning communities impact students learning. Students of color do not experience culturally rich lessons in today's classroom because of the mandates to keep the status quo intact through the literary material used in the curriculum. The current literary works utilized in the classroom reflect a Eurocentric curriculum, which does not align with the lived experiences of students of color. Students of color need to read literature reflecting their cultural heritage.

To this end, the study aims to sensitize readers of the crisis in education for students of color and inform them about crucial changes needed to revamp the education system in the United States. Ultimately the study aims to present arguments supporting equal opportunities for all students.

Delimitations

The study employed one measurement instrument for collecting data. The data collection instrument, a survey, restricted the opportunity to alter questions, which the researcher could do in the case of conducting field interviews and/or observations. The

researcher's proximity as a colleague to the teacher participants may influence their responses to the survey questions and could possibly create biases. Charmaz (2014) states, "workers in corporations who subscribe to the rule 'Don't tell company secrets' may be reluctant to give you important information about their situations" (p. 29). Additionally, geographical boundaries of one city, Orlando, one state, Florida, and one school limited the scope of a wider data collection.

Summary of Chapter

Throughout this chapter, the researcher sets the foundational concepts of the nature of the study underscoring the: context of the problem, theoretical perspectives, deficit thinking, self-efficacy, and culturally responsive pedagogy, statement of the problem related to deficit thinking, the purpose of the study, the research questions, rationale, relevance and significance of the issue and the delimitations encountered. The chapter briefly introduces Charmaz 2014, constructivist Grounded Theory as the methodological approach to analyze the data collected using a survey as the instrument of measurement.

Organization of the Remaining Chapters

Chapter II 'Review of Related Literature' begins with highlights of the key tenets of Valencia (1997) deficit thinking model, which functions as the key theoretical framework for this research. The researcher gives much considerations to literature related to the statement of the problem synthesizing and critiquing emerging themes from coding the data, which corroborates with other scholarly, peer reviewed literature. The

chapter provides an overview of literature explored to establish how this study adds to a wider field of study. Chapter III ‘Methodology’ describes the researcher’s action in investigating the problem including the research design, Charmaz (2014) Constructivist Grounded Theory, and qualitative methods – research design, data collection, and the analysis– employed in this study. Chapter IV examines the findings of the study based on the data collected through the survey instrument. Chapter V opens a discussion of the significance of the findings as it relates to the statement of problem presented in Chapter I. The chapter aims to shed new light on the aged old problem of deficit narrative about students of color. Chapter VI captures the relevance, and significance of the study giving insights on future studies.

Definition/Descriptions of Terms

Black or African American: A person having origins in any of the black racial groups of Africa (NCES).

Deficit Thinking: Deficit thinking posits that “students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster - such as familial deficits and dysfunctions” (Valencia, 1997). Throughout the study, I employed deficit narrative interchangeably with deficit thinking.

Efficacy: “People’s beliefs in their capabilities to exercise control over their level of functioning and environmental demands” (Bandura, et. al.).

Achievement Gap: Achievement gaps are broadly defined as the differences in academic performance between groups of students of different backgrounds and have been documented with respect to students' ethnic, racial, gender, English language learner, disability, and income status (NEA). The National Center of Education Statistics explains achievement gaps occur when one group of students (such as, students grouped by race/ethnicity, gender) outperforms another group and the difference in average scores for the two groups is statistically significant (that is, larger than the margin of error) (NCES).

Hegemony: Karl Marx posits Hegemony as one of the key tenets of his theory Marxism. Years later, Gramsci describes the hegemony as the multitude of economic, political, moral, and cultural relations of force that produce consent in society between dominated groups (for Gramsci the proletariat and their allies, the peasant classes) for the benefit of political leadership, or the dominant group (the bourgeoisie) (Williams, 1985, pp. 194-195, 200-201). Tony Ward Education website brief overview identifies hegemony as the dominant forces that continually try to control all the means of shaping society and its belief system - Education, the Media, Religion, the Law, The Church, Planning Regulations, the Economy etc. They do so to reproduce their own version of reality, their own economic, social and cultural supremacy - their hegemony (p. 2).

BIPOC: Black Indigenous People of Color

CHAPTER TWO: REVIEW OF RELATED LITERATURE

“We have not been listening much to children” (Kozol, 1992, p. 5).

“Some people blame these racial differences primarily upon the values systems of Black children and their parents” (Kozol, 2005, 141).

In a grounded theory research, the researcher usually bases the literature review on the emerging themes and theories. Charmaz (2014) posit we do not live in a vacuum. Therefore, in this literature review, I identified how the world’s social constructs play an integral role in the deficit narrative perpetuated about marginalized students of color. As such, in this chapter, I present a critical exploration and review of scholarly literature related to the sustained, historical rippling effects of deficit narrative perpetuated about marginalized students of color. The deficit narrative perpetuated about marginalized students of color ascribes a ‘blame the victim’ theory (Valencia, 1997). Deficit thinking impacts student performance; and in the long run, student achievement, which is evident in the achievement gap between students of color and their White counterparts in standardized high-stake testing. By all indications, the education system does not identify with any responsibility for the failure of students of color nor does the schools they occupy, but shifts the blame to the victims in a system that oppresses them through curriculum and high stake testing that do not corroborate with their cultural or lived experiences.

This deficit thinking rippling effects manifest in achievement gap, colorblindness, lack of diversity, White privileges, racial inequity, low expectations , lived experiences and having role models, each of which spirals into systemic prescribed blame on students

of color for failure in standardized testing, school grades (failures), college readiness, and job preparedness. The study further expounds on each of these effects with the intent of highlighting this sustained history of deficit thinking about students of color.

In subsequent chapters, the researcher proposes examination of impactful redress of deficit thinking in terms of utilizing Culturally Responsive Pedagogy to underscore the relevance of students' cultural heritage in informing their learning, and the influences of teachers' self-efficacy in enhancing pedagogical practices. In examining individual self-efficacy, teachers may need to reassess how they perpetuate the deficit thinking; and consequently, construct pedagogies aligning with cultural responsiveness to inform learning for students of color.

Achievement Gap

For decades, the achievement gap remains a hot, debated topic and consumes the attention of policymakers, politicians, educational reformers, social scientists, educators, and community leaders amongst others. "The term refers to the disparities in standardized test scores between Black and White, Latina/o and White, and recent immigrant and White students" (Ladson-Billings, 2006, p. 3). In a more comprehensible depiction, Jeynes (2015) cited (Rippeyoung, 2009; Roscigno, 1998) explanation of the achievement gap as "The intractable nature of the difference in academic outcomes that exists between students of certain races of color and White students..." (p. 524). The achievement gap exists since the landmark case *Brown vs the Board of Education*, which ended legal segregation. Though students of color integrated into the public-school

system, data continue to demonstrate low achievements in standardized tests when compared to their White counterparts.

In a compelling account, Ladson-Billings (2006) reports “the 2005 National Assessment of Educational Progress results, the gap between Black and Latina/o fourth graders and their White counterparts in reading scaled scores was more than 26 points” (p. 4). When compared, eighth grade students performed with marginal differences. “In eighth-grade reading, the gap was more than 23 points” while “In fourth-grade mathematics the gap was more than 20 points and in eighth-grade mathematics the gap was more than 26 points” (Education Commission of the States, 2005). Over a decade later, the achievement gap persists between students of color and their White counterparts. The widening trend in the achievement gap illustrates the effects of deficit thinking. Since the beginning of times, students of color suffered under the injustices of varying factors impeding their performance in state standardized tests. During the 60s, the term deficit thinking emerged as the contributing factor for students of color under-performance.

As the years progressed, many scholars seek to identify contributing factors for this achievement gap. Ladson-Billings (2006) reiterates the deficit narrative perpetuated about marginalized students of color during the 60s when some “scholars identified cultural deficit theories to suggest that children of color were victims of pathological lifestyles that hindered their ability to benefit from schooling” (Hess & Shipman, 1965; Bereiter & Engleman, 1966; Deutsch, 1963) (p.4). Equally, others believe “there was not

much that could be done by schools to improve the achievement of African American children” after reading 1966 Coleman Report, *Equality of Educational Opportunity* (p. 4).

However, Coleman et. al. expands their findings to reveal a “combination of factors was heavily correlated with academic achievement” (Ladson-Billings, 2006, p. 4).

Ladson-Billings (2006) posits,

their work indicated that the composition of a school (who attends it), the students’ sense of control of the environments and their futures, the teachers’ verbal skills, and their students’ family background all contribute to student achievement. Unfortunately, it was the last factor—family background—that became the primary point of interest for many school and social policies. (p. 4)

Gravitating towards family background, underscores the focal point Valencia (1977) makes about ‘blame the victim’ theory. Despite the inequities in the public education system then and even now, it became much easier to lay the responsibilities of the pervasive achievement gap of the victims rather than structural failures.

Moving from one century to another, the achievement gap stirs up a plethora of deficit narrative perpetuated about marginalized students of color across disciplines.

Highlights from Ladson-Billings (2006) reveals,

social psychologist Claude Steele (1999) argues that a “*stereotype threat*” *contributes to the gap*. Sociolinguists such as Kathryn Au (1980), Lisa Delpit (1995), Michèle Foster (1996), and Shirley Brice Heath (1983), and education researchers such as Jacqueline Jordan Irvine (2003) and Carol Lee (2004), have focused on the *culture mismatch that contributes to the gap*. Multicultural

education researchers such as James Banks (2004), Geneva Gay (2004), and Carl Grant (2003), and curriculum theorists such as Michael Apple (1990), Catherine Cornbleth and Dexter Waugh; (1995), and Thomas Popkewitz (1998) have focused on *the nature of the curriculum and the school as sources of the gap*. And teacher educators such as Christine Sleeter (2001), Marilyn Cochran-Smith (2004), Kenneth Zeichner (2002), and I (1994) have focused on *the pedagogical practices of teachers as contributing to either the exacerbation or the narrowing of the gap*. (p 4.)

Notwithstanding, it becomes imperative for stakeholders to remain steadfast about “the achievement gap as a way of explaining and understanding the persistent inequality that exists (and has always existed) in our nation’s schools” (Ladson-Billings, 2006, p. 4). Throughout the history of the nation’s education system, the disparity between White and Black education is egregious. Ladson-Billings (2006) recounts the almost non-existence of educating students of color whilst questioning her puzzlement over the achievement gap:

African Americans, education was initially forbidden during the period of enslavement. After emancipation we saw the development of freedmen’s schools whose purpose was the maintenance of a servant class. During the long period of legal apartheid, African Americans attended schools where they received cast-off textbooks and materials from White schools. In the South, the need for farm labor meant that the typical school year for rural Black students was about 4 months

long. Indeed, Black students in the South did not experience universal secondary schooling until 1968. (Anderson, 2002)

This historical account about educating students of color begs the question, how then the deficit thinking ascribes ‘blame the victim’ theory while circumventing systemic failures? The evidences of this track record require far more than Usain Bolt’s world record to narrow, what say close the achievement gap. Not surprising, the availability of educational resources in Urban schools continues to experience inequities, which serves only to oppress students of color while perpetuating the deficit narrative and widen the achievement gap. Many students of color find themselves entrenched in the achievement gap due to the deficit narrative perpetuated about marginalized students.

Gifted Students of Color

Unsurprisingly, gifted students of color fall into the achievement gap in spite of their phenomenal potential to succeed. Students of color experience marginalization in many forms despite the disadvantaged positions from which they function. To understand the low performance of gifted students of color, one need to examine educational concerns from a social perspective knowing the varying impediments students of color face in the learning environment. According to James et al, (2005),

for a student to be perceived as an underachiever, someone, like a teacher, school counselor, or administrator, must first notice that the student is performing below his or her academic ability; but, when a deficit orientation exists, the teacher,

school counselor, or administrator is often unable to recognize the student's true academic ability. (Ford, Harris, Tyson, & Frazier Trotman, 2002) (p.168)

With the already imposed deficit thinking about students of color, the paradigm of labeling them can occur within teachers' cultural biases. James et al (2005) postulate that "underachievement and low achievement among gifted students of color can be better understood and addressed when teachers, school counselors, and administrators deal first with their deficit thinking related to students of color and focus on the school and non-school needs of these students" (p. 176).

Color Blindness in Education

Throughout the 20th century, race played an integral role in relegating students of color in all structural sectors of America's culture, politics, economy, geography, policies, institutions etc. W.E.B. Dubois' *The Soul of Black Folks* emphasizes, "the problem of the 20th century is the problem of the color line" (p. 221). The 21st century emerges with a façade of the eradication of racial ideologies and inclusion. "One of the most sanitized and yet pervasive forms of new racism is evident in the language of color-blindness" (Giroux, 2003, p. 198). According to Giroux (2003),

Color blindness does not deny the existence of race but denies the claim that race is responsible for alleged injustices that reproduce group inequalities, privilege Whites, and negatively impacts on economic mobility, the possession of social resources, and the acquisition of political power. (p. 198)

In the field of education, the declaration of “*I don’t see color, I just see students*” assumes a political rightness in addressing equality in the classroom. The prevalence of this misnomer serves only to perpetuate the deficit thinking about students of color. Educators who cannot see students color, CANNOT practice cultural responsiveness. Gay (2018) explains, “culturally responsive teaching ... as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them” (p. 36). Therefore, teachers who don’t see color, in essence, renounce their credentials as qualified culturally responsive educators. Gay (2002) further emphasizes, “teachers’ knowledge about and attitudes toward cultural diversity are powerful determinants of learning opportunities and outcomes for ethnically different students (p. 613). The fabric of America’s education system displays hidden woven ideologies of the façade of race eradication and building structural concepts of sameness. However, the belief system of providing equal opportunities to all students relies in a “European-American mainstream cultural norms,” which practices colorblindness (Gay, 2002, p. 614).

Heward and Cavanaugh (2001) rationalize, “if a society can be judged by the way it treats people who are different, our educational system does not have a distinguished history” (p. 301). Students of color experience teachers’ subliminal deficit thinking in more ways than one. Gay (2002) further points out, “the more variance that there is between students’ cultural, racial, ethnic, and intellectual characteristics and the normative standards of schools, the greater are the chances their school achievement will be compromised by low or negative teacher expectations” (p. 614). Teachers expectations

of students correlate with students' performance. Students who experience teachers' encouragement and support to learn exhibit increased confidence to achieve and reach their true potential. Conversely, students who experience little to no support from their teachers relinquish to failure.

Gallagher (2003) observes, "within the color-blind perspective it is not race per se which determines upward mobility but how much an individual chooses to pay attention to race that determines one's fate. Within this perspective race is only as important as you allow it to be" (p. 12). Students of color, especially in urban schools, understand the variances of their cultural background and the Eurocentric education they receive. Immersed in a system that perpetuates colorblindness, students of color feel the effects of marginalization and exclusion of their culture. Literature emphasizing their cultural background plays little role in their learning experiences in the classroom. "Children of color, poverty, and disability are highly variant on these criteria of normalcy, and are subjected to greater unfair teacher attitudes, expectations, and actions (Gay, 2002, p. 614). Teachers who lose sight of the ethnic diversity of their classroom, by claiming "I don't see color" remains static with their curriculum and misalign the resources they utilize when teaching students of color. Gay (2002) concludes, students of color "differences that are most important for educational purposes (such as background experiences, perspectives, values, and cultural socialization) are not as readily apparent as physical traits. Therefore, they require a deep knowledge and understanding that many teachers do not have, or do not value (p.614). In the scheme of education, race matters. Cringing behind the smokescreen of color blindness perpetuates deficit thinking. Colorblindness acts as another form of keeping

the status quo intact. To teach students of color with fidelity, teachers must dismiss their reliance on proclaiming colorblindness as a distinguished form of illustrating equality and embrace culturally responsive pedagogical practices.

Culturally Responsive Pedagogy

In the early 1990s, Gloria Ladson-Billings stimulated awareness to the importance of cultural relevant teaching. Since then, a number of scholars build on the concept of inclusiveness of culture in educating students of color and students with diverse ethnic background. Gay (2010) defines culturally responsive as teaching,

to and through [students'] personal and cultural strengths, their intellectual capabilities, and their prior accomplishments" (p. 26); culturally responsive pedagogy is premised on "close interactions among ethnic identity, cultural background, and student achievement" (p. 27). She notes further that, "students of color come to school having already mastered many cultural skills and ways of knowing. To the extent that teaching builds on these capabilities, academic success will result. (p. 213) (Sleeter, 2012, p. 563)

In addition, Gay (2010) identifies specific characteristics of culturally responsive teaching including the following:

- Validating and Affirming: "Culturally responsive teaching is validating and affirming because it acknowledges the strengths of students' diverse heritages" (p. 31).

- Comprehensive: “Culturally responsive teaching is comprehensive because it uses ‘cultural resources to teach knowledge, skills, values, and attitudes’” (p. 32).
- Multidimensional: “Culturally responsive teaching encompasses many areas and applies multicultural theory to the classroom environment, teaching methods, and evaluation” (p. 32).
- Empowering: “Culturally responsive teaching empowers students, giving them opportunities to excel in the classroom and beyond. Empowerment translates into academic competence, personal confidence, courage, and the will to act” (p.34).
- Transformative: “Culturally responsive teaching is transformative because educators and their students must often defy educational traditions and the status quo.” (p. 36) (Retrieved from Wikipedia)

Today, culturally responsive pedagogy evolves as a necessity if educators undertake authentic approaches in educating the diverse population of the students in the United States education system and more specifically, students of color. Coupled with the elimination of colorblindness, culturally responsive teaching promotes significant improved performances for students of color since it provides the platform to incorporate students’ cultural background and perspectives.

However, as Sleeter (2012) puts it, “culturally responsive pedagogy has been relegated to the margins for three primary reasons: (a) persistent faulty and simplistic conceptions of what it is, (b) too little research connecting its use with student achievement, and (c) elite and white fear of losing national and global hegemony” (p. 568). In the context of this study, the researcher wishes to reiterate the third reason. As

Sleeter (2012) alluded to, standardized curricula and pedagogy marginalize the prospects of advancing culturally responsive pedagogy; thereby, inciting the deficit thinking about marginalized students of color. The national hegemony in the United States education system keeps the dominant culture's politic mandate intact. Crocco and Costigan (2007) reported teachers' frustration with shrinking time to forge relationships with students, pressure to adhere closely to a mandated curriculum, and pressure to organize their teaching in prescribed ways that often contradicted their professional judgment (Sleeter, 2012, p. 568). The significance of mandated curriculum demonstrates one means of enforcing the dominant culture hegemony. A mandate far too many educators can attest to and one that perpetuates the deficit narrative keeping students of color marginalized.

Developing and expanding the curriculum to include Young Adult Literature (YAL) provide a forum for students to experience some of the real life issues they face daily. Students can learn to confront their fears about life and scary things by simply reading about it in a book. According to Olan and Richmond (2017),

English teachers should expose secondary students to YAL that provides insight into diverse cultural and personal realities as well as social conditions that shape our world and offers viewpoints that do not solely reflect White, Eurocentric, privileged, heterosexual, able-bodied perspectives that are portrayed in the literary canon. Doing so reflects a commitment to making room for culturally relevant literature and using culturally responsive pedagogy to disrupt the dominant narratives typically brought forth in secondary classrooms. (5)

Connecting to the stories explicated in YAL, students of color can share in the lived experiences of other young people who might be experiencing similar cultural, social and economic background. In gaining exposure to other cultures also, students of color may find empowerment to excel beyond the ascribed deficit thinking which society imposed upon them. Lewis and colleagues (2008) point out that underlying the achievement gap is a “web of interrelated impediments”—ideologies, practices, and policies— “that are actively and passively undermining widespread academic excellence among African Americans attending urban schools” (p. 148) (Sleeter, 2012, p. 571).

These ideologies serve to perpetuate the deficit thinking about marginalized students of color and to shackle them into their hegemonic ‘rightful’ position. “Race and class-based inequalities create and perpetuate the unequal distribution of educational resources, which sustains the Black–White achievement gap” (Lewis et. al. 2008, p. 148). Sleeter (2012) further states, “teachers’ construction of minoritized students in deficit terms, with negative consequences for their longer-term academic success (Shields, Bishop, & Mazawi, 2005), results from longstanding racialized institutional policies and practices that consistently disadvantage minoritized students” (p. 571). The existing living fibers of hegemony in the education system give credence to what W.E.B. Dubois referred to as “the problem of the 20th century is the problem of the color line” in his book *The Soul of Black Folks* (p. 221). A deep-rooted problem recognized over a century ago, still dominate societal structure and institutions. For years, students of color experience not only the effects of systemic deficit thinking, but also the lack of diversity of teachers of color in their classroom.

Lacking Diversity

The quilted spread of America's education system presents an increase in diverse backgrounds of students as we move into the 21st century. With the rise in diversity of the student population comes the need to diversify educators thinking and pedagogical approach. A complimentary diversification of educators allow support for students of color. Sharma and Lazar (2019) states,

in today's classrooms, the majority of students of non-dominant backgrounds are often taught by white, middle class, and monolingual teachers. Some have acquired deficit notions about students and families of color who live in economically disinvested communities as a consequence of living in a racially and socially stratified society. (Sleeter 2001) (p. 171)

A rubber-stamped Eurocentric method of teaching leaves students of color in a ditch with teachers ascribing deficit thinking about students' ability to grasp content. Students of color find themselves with teachers who share no commonalities about their background thus increasing the cultural gap between themselves and their teachers. Richards, Brown, and Forde (2007) suggest, to be effective in a diverse classroom, teachers must have an appreciation of diversity. They must view difference as the 'norm' in society and reject notions that any one group is more competent than another. This entails developing respect for differences, and the willingness to teach from this perspective (p. 65). Today's classroom demands teachers who can address students' cultural background, cultural perspectives, cultural values, and cultural socialization. Students of color enter the classroom from a disadvantaged position with the ascribed

“blame the victim” deficit thinking (Valencia, 1997). “Moreover, there must be an acknowledgment that the teachers' views of the world are not the only views” (Richards, Brown, & Forde, 2007, p. 65). From all indications, not many teachers possess the cultural flexibility to differentiate instructions when teaching culturally diverse students who come from underserved communities and have different cultural heritage.

Furthermore, “to create culturally welcoming classrooms, teachers need to understand their own cultural identities, their students’ everyday experiences and knowledge traditions, and their practices (Sharma & Lazar, 2019, p. 172). Developing self-awareness builds on identifying one’s own biases and cultural conflicts. The diversity in today’s classroom requires diversity in the instructional models for teaching students of color. In diversifying their pedagogical approaches, teachers can strive to meet the needs of all their students without marginalizing any group or race. “Without a strong ballast of understanding about themselves, their students and their practices, teachers can become engulfed in the kinds of standardized teaching routines that relegate students’ voices and experiences to the margins of the classroom” (Sharma & Lazar, 2019, p. 172). This become disadvantageous for students of color since standardized or prescriptive teaching helps to institute the social construct for students of color as per society’s hegemony in education.

Sleeter (2001) argues, “education in many communities of color, ... is in a state of crisis. Students are learning far too little, becoming disengaged, and dropping out at high rates. Far too few students are going on to college” (p. 94). The direct implications of this crisis for Black students relegate them to teachers perpetuating the deficit narrative

without understanding the impact of not educating students of color in a diverse classroom with teachers who can relate to the cultural perspectives.

While much attention focuses on the acquisition of content area teachers with an extensive knowledge about their subject areas, the relevance of cultural versatility remains in the shadows of educators' agenda for teaching in diverse learning communities. The National Education Association (NEA) (2014) report points out "there is diminishing attention on the extent to which newly minted educators also possess the cultural capital or racial/ ethnic and linguistic backgrounds to teach the nation's most diverse student population in history" (p. 1). The academic strength of students of color needs to be complimented with the culturally responsive instructional elements to maximize students' potential. Continuing to teach students of color from a Eurocentric perspective will only serve to perpetuate the deficit narrative.

"The racial/ethnic and linguistic diversity of the PK–12 student body has grown exponentially. Projections to the year 2021 indicate higher public-school enrollments for African Americans ..." (National Education Association 2014, p. 4). With the projected increase of Black students, there is little to no provision made to address the need for culturally diverse educators to ensure Black students' success. NEA, (2014) emphasizes, "the need to have parity requires a teacher workforce that is as diverse, by percentage and proportion, as the student population regardless of state" (p. 12). With the existing disparity and cultural gap between students of color and teachers of color, the future for equal access to education looks dim for marginalized students of color. Although federal legislative program No Child Left Behind (NCLB) supposedly "agreed to focus on the

elimination of racial and socioeconomic inequities in public schools and the lack of quality educational opportunities available for disadvantaged populations” there still remains a high level of inequity between students of color and their White counterparts and a need for transformationist pedagogy (NEA, 2014, p. 12). Notwithstanding, National Education Association (2014) reports, “NCLB is silent about the need for culturally competent teachers and about the role of a multicultural curriculum in improving student learning” (p. 12). The lack of diversity of educators in the classroom continues to have a negative impact on marginalized students of color.

White Privileges and Educating Blacks

Blanchett (2006) reports the perspective of White privilege from a White, female, McIntosh (1990) as:

‘White privilege’ as it exists in American society or in the American educational system is defined as any phenomena, whether individual (e.g., biased teacher attitudes/ perceptions), structural (e.g., curricular and pedagogical practices geared toward White, middle-class students), political (e.g., biased educational policies), economic (school funding formulas that contribute to inequity), or social (social constructions of race and disability), that serve to privilege Whites while oppressing people of color and promoting White supremacy. (p. 24)

The multidimensional views of White privilege provide a holistic understanding about hegemony and the dominant cultural practice to maintain its position. To successfully educate students of color, White teachers need to first grapple with their

privileged positions in society. White privilege in an urban classroom or any classroom for that matter, which service students of color stands to perpetuate the deficit thinking about marginalized students of color.

Cultural identities act as critical components when educating students of color. An atmosphere of racial divide, whether overt or covert, inhibit students' learning. "To create culturally welcoming classrooms, teachers need to understand their own cultural identities, their students' everyday experiences and knowledge traditions, and their practices. These three dimensions of professional development are known collectively as transformationist pedagogy (Howard 2006) (Sharma & Lazar, 2019, p. 172). Teachers who enjoy White privilege must come to terms with the position society endow upon them. For the most part, people who have White privilege usually claim oblivion, which position them as experiencing color-blindness. Johnson (2002) recounts "Schofield (1986), in a qualitative study of a desegregated middle school ... found that teachers claimed not to see color in their students (i.e., 'I don't see color, I don't care if students are black or white or purple'") (p. 154). The façade of not seeing students of color in harmony with their racial identity results in more detrimental perpetuation of deficit thinking. Johnson (2002) further states as a result of not seeing color, White privilege "consequently ignored discriminatory institutional practices toward students of color such as higher suspension rates for African American males" (p. 154). The perceived normative actions sanctioned by White privilege need reformation in order to bring about change for students of color whose racial, cultural, class, and social background differ drastically from their teachers with privileged endowment.

The phenomenal increasing racial and cultural diversity in today's classroom dictates educators need to recognize the privileges associated with whiteness, the structural and institutional inequalities of schooling and society, the varieties of cultural wealth that are embedded in underserved communities but are often overlooked in schools, and our responsibilities to work with educators, families, and members of communities to enlarge students' literacy learning opportunities. (Sharma & Lazar, 2019, p. 173-4)

Confronting the imbalance of race, White privileged teachers need to examine their lived experiences and those experiences they bring to the classroom. Not having a frame of reference for racial inequities poses a roadblock to fathom the experiences of the underserved communities. Engaging in culturally responsiveness when teaching students of color afford teachers the opportunity to understand their lived experiences and bring into action their cultural background in the learning experience.

On another note, White privilege awards a feeling of entitlement, which renders a sense of otherness to those who do not enjoy such entitlement. Moreover, Blanchett (2006) emphasize, "White privilege and racism operate in such subtle yet insidious ways, which benefit Whites while oppressing people of color, that the situation is perceived as being just a way of life for Whites" (Bell, 1992) (p. 25). "The truth of the matter is, as McIntosh (1990) says, that 'Whites are carefully taught not to recognize White privilege'" (p. 1) (Blanchett, 2006, p. 25). By not recognizing White privilege, teachers inflict damages on students of color, which sometimes last their lifetime as demonstrated

in students “disproportionately referred to and placed in the high-incidence special education categories of mental retardation, emotional or behavioral disorders, and learning disabilities (Zhang & Katsiyannis, 2002) (Blanchett, 2006, p. 24).

White privilege plays a crucial role in the pedagogical practices of educating students of color. In order to be effective in an urban classroom, White teachers need to address their sense of entitlement endowed through White privilege, while breaking down the barriers of inequities in the classroom to create culturally responsive pedagogies. Then, by seeing through the lens of students of color the deficit narrative perpetuated can begin to wane.

Racial Inequities in Education

Long after the disintegration of segregated schools, students of color continue to struggle for equal educational opportunities as a result of the sustained presence of racism. Van Dijk, (2002) posits, “Racism, defined as a system of racial and ethnic inequality, can survive only when it is daily reproduced through multiple acts of exclusion, interiorization or marginalization” a daily experience for students of color (p. 192). Valencia (1997) deficit thinking underscores the dominant culture’s belief that Blacks are innately inferior. Such hegemonic dogmas give rise to the perpetuation of deficit thinking, which impact students of color access to equal opportunity in school. Giroux (2003) perceives “Racism as a corrosive force for expanding the dynamics of ideological and structural inequality throughout society” (Marable, 1998, p. 29) (Giroux, (p. 199). Inequities in school takes on many shapes and forms. Not only do students of

color fight to survive the prescribed fate of low academic performance in school, they also wrestle with the school climate built on the premise of White privilege schema.

Equity not only involves equal access to resources for achievement, but also include supportive school climate. “In fact, school equity (i.e., respect for diversity, equitable treatment, and cultural inclusion) is considered a central dimension within several school climate frameworks” (Bottiani, Bradshaw, & Mendelson, 2014, p. 567). Students of color then and now do not enjoy cultural inclusion and continues to feel the rippling effects of inequity in the school system, especially in urban schools. “Equitable school climate may also be understood as the equitable distribution of students' experience of supportive school climate as a resource across diverse student groups” (Bottiani, Bradshaw, & Mendelson, 2014, p. 567-68). Racism plays an integral role in the support students of color receive and the school climate tailored for them. With the façade of colorblindness narrative, the school climate for students of color tend to feel more patronizing than inclusive. Thompson (2004) highlights the condescending tone of some teachers in her study stating, “there was a combination of pity and resignation ... they clearly felt sorry for ‘the poor little things’ who had such a bleak future” (p. 1). For the most part, a large number of students of color share this experience on a daily basis. Bottiani, Bradshaw, and Mendelson (2014) also indicate further research suggests “Black students may experience less supportive relationships, perceive less equitable treatment, and feel less engaged at school relative to their White peers” (Hughes & Kwok, 2007; Mattison & Aber, 2007) (p. 568). By all indication, the racial divide stands as one of the determining factors for students of color to achieve success in school. With less

supportive relationships from teachers and unequal treatment, students of color become less engaged in the class work and the undulating effect can lead to school dropout.

“Supportive relationships with adults at school may be particularly important for Black youth (Decker, Dona, & Christenson, 2007), who must navigate divergent cultural and ecological terrain between school, home, and neighborhood and cope with experiences of prejudice and differential treatment at school (Gay, 2002) (Bottiani, Bradshaw, & Mendelson, 2014, p. 567-68). With the litany of odds stacked against students of color, it requires intentional self-efficacy and discipline to rise to the top of the stockpile. That in itself points to inequality against an entire race.

Inequality breeds unending issues for students of color: “Low teacher expectations, ethnocentric curricula, disproportionate placement of students of color in special education, disproportionate disciplinary referrals of students of color, and related problems were (and still are) common” (Sleeter, 2012, p. 568). Despite all the negative effects of inequality, students of color continue to feel reproach about their race, which assumes the blame for low students’ performance and failure in a society where they endure the impact of marginalization.

Socio-economic Inequalities Justified

The essay below provides a historical context of racial structural inequalities experienced by students of color. Austin (2015) writes,

Throughout the ages, class struggles have been a recurring theme amongst the American populace with rippling effects on those who fall on the lower spectrum

of the socio-economic scale. In his novel, *The Shame of the Nation*, Johnathan Kozol writes about the inequalities present in the American public-school system, which he often refers to as an “apartheid education” (159). He expends years studying the inequitable conditions in which inner-city, minority students, specifically students of color and Hispanics are educated when compared to their suburban counterparts. The consequences of the high-stakes testing borne by inner-city students encompasses the core arguments postulated by Kozol. Although *Brown vs Board of Education* inaugurated desegregation in the American public-school system, Kozol highlights the inevitable segregation in inner-city schools due to the low scores on high-stakes testing, a direct result of the lack of resources: infrastructure, instructional materials, qualified teachers, and adequate funding. Kozol studies revealed that the affluent and least affected Americans justify the glaring socio-economic inequities manifested in the American public-school system as a direct consequence of race and class. As a result of high-stakes testing, the American public-school system has bred de facto segregation, which leaves the inner-city students struggling to achieve an education. According to Kozol, one rationale used to justify the inequalities present in the American public-school system suggests “[s]ome people blame these racial differences primarily upon the values systems of black children and their parents” (Kozol 141). In essence, the justification alluded that minority families advocate substandard values, which have led to their children’s non-performance in high stakes testing and their predestined roles in society.

However, the effects of the deplorable conditions in which black and Hispanic students try to attain an education have gotten minimal attention by those who attempt to justify their stance and have become inconsequential to the administrators of standardized testing. Kozol states “[e]ven in a brief recession in the early 1990s when a billion-dollar cut in funding was imposed on New York City’s schools across the board, \$150 million was discovered to erect a dazzling new building, the most expensive high school ever built in New York City, for the students who attended Stuyvesant, one of the best known high school in Manhattan” (139). On the contrary, “not a single high school had been built for students in the Bronx since 1973” (Kozol 140). To facilitate learning, inner-city students utilized decade old infrastructure, hazardous to their health and well-being while their more affluent peers enjoyed pristine facilities. In addition, Kozol emphasizes “[l]ess than 6 percent of Stuyvesant’s enrollment is black or Hispanic, while black and Hispanic children make up 72 percent of citywide enrollment in the public schools ... Twenty-six years ago, in 1979, black students represented nearly 13 percent of Stuyvesant’s enrollment; today they represent only a meager 2.7 percent” (140). Contrary to the blame of self-inflicted punishments of blacks’ value system, Kozol underlines the inadequacy of resources in the numerous inner-city schools he visited in comparison to the elite Stuyvesant. Kozol regurgitated the description of one such inner-city school, Fremont High School in Los Angeles, as reported by the Los Angeles Times observer, as ““a neighborhood fortress, its perimeter protected by an eight-foot

steel fence topped by spikes,’ the windows of the school are ‘shielded from gunfire by thick screens’ ... Thirty-five to 40 classrooms, nearly a third of all the classrooms in the school, were located in portables. Some classes also took place in converted storage closets – ‘windowless and nasty,’ ... or in converted shop rooms without blackboards” (175-6). Unlike the dazzling new building at Stuyvesant, “Fremont High School, as court papers document, has ‘15 fewer bathrooms than the law requires.’ Of the limited number of bathrooms that were working in the school, ‘only one or two ... are open and unlocked for girls to use.’ Long lines of girls are ‘waiting to use the bathrooms,’ which are generally ‘unclean’ and ‘lack basic supplies,’ including toilet paper” (Kozol 177). Inner-city students are continuously bombarded with inhumane conditions in which to learn and are still expected to perform effectively in the high stakes testing with little considerations given to their environs. Those who justify the gross inequities in the American public schools have turned a blind eye to “[t]he rats observed by children in their elementary schools, [which] proliferate at Fremont High as well. ‘Rats in eleven ... classrooms,’ maintenance records of the school report. ‘Rat droppings’ are recorded ‘in the bins and drawers’ of the high school’s kitchen. ‘Hamburger buns’ are being ‘eaten off [the] break-delivery rack,’ school records note” (Kozol 177). It appears that the justification of ‘Blacks value systems’ grows extremely dim in light of the inhumane environs of Fremont High School. Consequently, a reader is left to discern whether or not the given perspectives of students of color aligned to the conditions in which the students are placed when

compared to the students of Stuyvesant. The vast differences in the infrastructure of the two schools exemplify the inequities of the American public-school system. When reviewing the inequities present in the American public-school system as outlined in Kozol's *The Shame of a Nation*, it becomes apparent that race and class are inextricably entwined. Another rationale used to express the gross socio-economic inequities in the public-school system alludes to class. According to Kozol, "'immigration,' has sometimes been presented to the public as an expiating reason for the academic problems and the racial segregation of the New York City system..." (150). Evidently, 'immigration' cannot take the blame for the disparity between minority and the dominant class' students in the public-school system when the resources are so unevenly distributed. Extremely inadequate resources in terms of instructional materials, uncertified teachers, and overcrowding can be deemed as other factors accounting for low-scores on high-stakes testing in inner-city schools. In East Harlem, a principal of a middle school reported that "seventy percent of students at the school were 'Level Ones' and 'this is usually the last chance for these children;' yet, 'the class size averaged 30 students' and 'thirteen of the 15 teachers were 'Provisionals,' which meant they were not fully certified to teach. Supplies were scarce. 'Three of my classes don't have textbooks,' said the principal. "I have to fight and scratch for everything we get" (Kozol 143). In lieu of the inadequacies of supplies available to inner-city students, a reader may find it difficult to perceive 'immigration' or class as a justification for the socio-economic inequities in the American public-school

system. Looking back at Fremont High School, Kozol states, “[s]everal students spoke then of a problem about frequent substitute teachers, which was documented also in court papers” (180). It is worthwhile to note here that the students’ complaints had nothing to do with ‘immigration’ or class. To address the issue of substitute teachers, Kozol states “[o]ne strategy for staffing classes in these three- and four-track schools when substitutes could not be found was to assign a teacher who was not ‘on track’ – that is, a teacher who was on vacation – to come back to school and fill in for the missing teacher” (180). As though this was not enough, Kozol quoted one teacher who told the [American Civil Liberties Union] (ACLU) lawyers “Just yesterday I was subbing [for] a substitute who was subbing for a teacher who never shows up” (180). This statement would resonate with any reader who might try to reconcile any of the two rationales, race and class, proposed to justify the socio-economic inequities in the American public-school system. In yet another scenario, the ACLU has documented court papers, which highlights the inequities of a public school in California. Kozol writes, “‘chemistry labs with no chemicals at all,’ ‘literature classes without books,’ ‘computer classes where, according to one student, ‘we sit there and talk about what we would be doing if we had computer,’ ‘classes in which students were forced to stand or to sit on bookshelves, cabinets or window sills,’ because there were more kids than chairs, and classes without regular teachers ...” (171). The inadequacies underscored in Kozol’s recounts provide sufficient evidence that these inequities contribute to the non-promotion, low-test scores, high dropout

rates, and non-graduation of minority students and not their race or class. The disproportionate allocation of funding, not perception of race or class, accounts for much of the gross socio-economic inequities in the American public-school system. The case of Demetrio Rodriguez, resident of San Antonio, accentuates the injustices meted out to minority students. Rodriguez and other parents of the city of Edgewood filed a class action suit on their children's behalf. On "March 21, 1973, the U.S. Supreme Court overruled the judgment of a district court in Texas that had found the inequalities of education finance in that state to be unconstitutional" (Kozol 241). The unequal allocation of funding in the predominantly nonwhite city of Edgewood, where "residents paid one of the highest property tax rates in the area, the district could raise only \$37 for each pupil because of the low value of its property. Even with assistance granted by the state, Edgewood ended up with only \$231 for each child (Kozol 241). On the other hand, however, "Alamo Heights, the richest section of the city but incorporated as a separate schooling district, was able to spend \$543 on each pupil. Alamo Heights, then as now, was a predominantly white district' (Kozol 241-2). Rodriguez' lawyers appealed the case in the Supreme Court but met even more horrifying justification on inequalities. Kozol writes, "Justice Lewis Powell wrote that education is not 'a fundamental interest' inasmuch as education 'is not among the rights afforded explicit protection under our Federal Constitution ... In cases where wealth is involved, he said, 'the Equal Protection Clause does not require absolute equality ...'" (242). Justice Powell's overturn of the case sends a

clear message of marginalization of minority. Notwithstanding, The Education Trust authenticates inadequate funding allocated to inner-city, minority student population, which cannot be isolated from students' performance. According to the Education Trust, a politically moderate advocacy institute in Washington that has reviewed the recent trends in education finance, 'the top 25 percent of school districts in terms of poverty ... receive less funding than the bottom 25 percent. In 31 states, districts with the highest percentage of minority children also receive less funding per pupil than do districts with the fewest minority children ... Nationwide, the average differential is about \$1,100 for each child. In some states – New York, Texas, Illinois, and Kansas for example – the differential is considerably larger. In New York, the most unequal state for children of minorities, it is close to \$2,200 for each child, and when New York City is compared to its immediately surrounding affluent white suburbs, as we've noted, the differential soars a great deal higher. (Kozol 246)

Today, the percentile distribution of education finance, reminds readers of the current distribution of wealth in the United States, where the top one percent owns more wealth than the bottom ninety percent.” (p. 1-8)

Low Expectations for Blacks – “At Risk”

Acquiring quality education requires an amalgamation of all parties involved: students, policy makers, educators, families, communities, parents, school administrators, and anyone who impacts the development of children. The history of low expectations

for students of color in America demonstrates a dysfunction in the requisite amalgamation alluded to earlier. “In urban schools, low-achieving students are often described as ‘at-risk’” (Shields et al., 2005; Valencia, 1997; 2010) (Ellis, 2014, p.132).

Valencia (1997), postulates, “the popular 'at-risk' construct, now entrenched in educational circles, views poor and working-class children and their families (typically of color) as being predominantly responsible for school failure, while frequently holding structural inequality blameless” (p. xi). It becomes evident, therefore, the construct of low expectation for students of color has deep rooted beginnings. The policies and legislation about school reform still do not hold any promises to dig students of color out of the trenches they find themselves buried in. “Present anti-deficit thinking discourse, on the other hand, sees the 'at-risk' child as a retooled construct of the ‘culturally disadvantaged’ child notion from the 1960s when deficit thinking held orthodox currency (see Swadener and Lubeck, 1995) (Valencia, 1997, p. xi).

Teachers’ expectations of students can impact whether or not they learn the content. Oftentimes, students of color experience marginalization because of racism. In a study of elementary teachers, Thompson (2004) reports “although [teachers] appeared to have a positive attitude towards their students, they had very low expectations and offered them a non-challenging curriculum” (p. 1). The teachers provided justifications for their actions citing, “research states these students would drop-out of school by ninth grade; therefore, it would be futile to challenge them too much” (Thompson, 2004, p. 1). Thompson continues to say, “there was a combination of pity and resignation in their responses to my inquiry. They clearly felt sorry for "the poor little things" who had such

a bleak future” (p.1). The fact that many students of color read below grade level comes as no surprise when considering the circumstances of their education history. When educators make decisions to “water down” the curriculum for students of color, they perpetuate the deficit thinking and assign these students to a failing track. Thompson (2004), continues to state, “by in large, these students tend to be poor and/or students of color” (p.1). The inequality in educating students of color when compared to their White counterparts extends beyond physical resources. It also encapsulates the attitudes and mindset of teachers.

The educators of students of color embrace predestined tracks for them without even giving them a chance to reach their potential. “Research has shown that from the moment many lower-socioeconomic status (LSES) students and students of color walk into their kindergarten classroom for the first time, some teachers make assumptions about their aptitude” (Thompson, 2004, p. 1). Students of color are marginalized the minute they enter the education system. The “one drop of black blood” in their lineage, position them as targets for failure by those who push the envelope of the dominant culture hegemony. In addition, Hale (2001) states, the quality of education that most African American children receive today is far below that of most White American children.... Our children are being educated in schools that deliver the girls to public assistance and the boys to unemployment and incarceration (p. 111). Setting low expectations for students of color serve to demoralize them and keep intact the dominant culture’s hegemony. Thompson (2004) promulgates,

Like the American public in general, these teachers are continuously bombarded with negativity about African Americans (Chideya, 1995) and Latinos. They hear about high crime rates, dismal high school dropout rates (U.S. Department of Education, 2001), alarming suspension and expulsion rates (Ferguson, 2000; Thompson, 2002; 2003; 2004), high numbers of special education referrals (Hacker, 1992; Kunjufu, 1985; Oakes, 1999, Thompson, 2002), underrepresentation in Gifted and Talented Education (GATE) classes (Ford, 1995; Hacker, 1992; Thompson, 2002), low achievement (U. S. Department of Education 2000), unconcerned parents (Flores, Tefft-Cousin, & Diaz 1991; Poplin & Weeres 1992; Thompson 2002; 2003; 2004), and of course, the infamous achievement gap (National Center for Education Statistics, 2003; U.S. Department of Education, 2000) on a regular basis. (p. 2)

The laundry list of negative narratives perpetuated about students of color acts as the insurmountable walls students of color fight to overcome in schools daily. With this kind of outlook, teachers already resign to low expectations especially if they are endowed with White privilege. Some may exude contempt while others may act with genuine care. Delpit (1988) states, "People of color are, in general, skeptical of research as a determiner of our fates. Academic research has found us genetically inferior, culturally deprived, and verbally deficient" (p. 286). A direct correlation with Valencia's deficit thinking model. Delpit (1988) continues to say, "What educators don't hear enough of is good news about African American and Latino students. One of the reasons is educators themselves are unlikely to disseminate good news about these groups"

(Thompson, 2004, p. 2). Consequently, until teachers examine their deficit thinking about students of color and their privileged positions, the road to repair the damages inflicted on these students may be very long and winding and in the long run, impacts performance and achievement.

Teachers expectations of students can have adverse effect on their performance. Obiakor (1999) states, “for many minority learners, how teachers understand and interpret their world views and how they are expected to perform affects their motivational and self-concept interpretations (p. 40). Students look to their teacher to understand their level of potential and what they are capable of doing. Affirmation from a teacher boosts students’ confidence. “In other words, when expectations of them are inappropriately lowered or raised how they interpret their self-understanding, self-love, and self-empowerment are affected” (Obiakor, 1999, p. 40). Students of color rely on teachers to keep them motivated as they try to achieve success in the disadvantaged position society imposes on them. For instance, Graham (1997) confirmed, “far too many minority children perform poorly in school not because they lack basic intellectual competencies or even specific learning skills but because they feel hopeless, have low expectations, deny the importance of effort or give up in the face of failure (p. 21). Far too often, the effects of deficit thinking leave students of color feeling debilitated. Oftentimes, teachers project low expectation for students of color, which results in students submitting the consigned position of failure. Students of color need teachers who believe in their abilities to do well, have high expectations for them, and can relate to their lived experiences.

Relevance of Lived Experiences for Black Students

By any stretch of the imagination, one can easily recognize how sharing and understanding the lived experiences of students enhance pedagogically practices in the classroom. Lived experiences emerge as an important factor in building connection with students but especially students of color. My intent with this topic serves one purpose; to bring into focus the critical component of understanding the impact of lived experiences on pedagogies not to engage in any form of what Gay (2000) calls “professional racism—by underscoring the need for more teachers of color.”

The need for more Latino, Asian, Native, and African American teachers in U.S. schools is unquestionable. But to make improving the achievement of students of color contingent upon fulfilling this need is based on a very fallacious and dangerous assumption. It presumes that membership in an ethnic group is necessary or sufficient to enable teachers to do culturally competent pedagogy. This is as ludicrous as assuming that one automatically knows how to teach English to others simply because one is a native speaker... (p. 205)

In the scheme of educating students, teachers become an important variable and their lived experiences make a difference in how they connect with and inform students learning. Integrating students cultural background into lessons help to create equity in curriculum material. Students of color usually do not see much of their culture in literature utilized in their classrooms. As Gay (2000) explains,

knowledge and use of the cultural heritages, experiences, and perspectives of ethnic groups [of students] in teaching are far more important to improving

student achievement than shared group membership. Similar ethnicity between students and teachers may be potentially beneficial, but it is not a guarantee of pedagogical effectiveness. (p. 205)

The dramatic demographic shift in diversity of student enrolment since desegregation beckons the need for more minority teachers in the classroom. Ogbu (1978) argues, “structural inequities (i.e., racial stratification) rather than psychological deficiencies are responsible for the imbalance in American society” (Carr & Klassen, 1996, p.126). Teachers deficit narrative about students of color finds itself embedded into structural inequities, which may account for some of the dissonance and cultural gap between students and educators.

As such, embracing and understanding the needs of students of color, not deficit thinking, enhance educators from all race/ethnicity with the background knowledge and skills to inform students learning while achieving academic success. However, the shared lived experiences and cultural background of Black educators become a fundamental part of enriching curriculum. Agee (2004) explains, Black teachers “brings a desire to construct a unique identity as a teacher...she [or he] negotiates and renegotiates that identity” (p. 749) to meet their objectives and to meet the needs and expectations of their students (Milner, 2006, p. 91). Additionally, hooks (1994) makes it explicit that Black female teachers carry with them gendered experiences and perspectives that have been (historically) silenced and marginalized in the discourses about teaching and learning” (Milner, 2006, p. 91). The experiences of a Black teacher cannot be acquired in a college multicultural program or classroom. One’s lived

experiences must be just that, *lived!* Consequently, White privileged teachers do not enter their classrooms with an embodiment of Black heritage and cultural background, which create an immediate connection with students of color and enrich their learning experiences – a crucial role when teaching students of color. As Thomas (1984) postulates, “the role of the teacher is to do more than just provide information, but rather to be involved in the classroom by providing students with the ability to express their own ‘lived experiences’ (Carr & Klassen, 1996, 129). By creating a comfortable, safe learning space, Black educators construct the platform for students of color to share and express their lived experiences, without inhibitions, in relation to the curriculum set before them. Further, Dei (1994) argues,

the underachievement of Blacks is in part ‘grounded in the institutionalized policies and practices of exclusion and marginalization that organize public schooling.’ He also has outlined several of the symptoms and conditions of this phenomenon: i.e., Black youth do not feel connected to the system, they do not feel that their experiences are considered relevant, either within the official or hidden curriculum, and they are very leery of the ‘classroom pedagogy of many teachers.’ (p. 1993b: 19) (Carr & Klassen, 1996, 129)

It is important to realize, students of color, and for that matter, all students need to feel safe in their learning community. When students of color experience a sense of neglect regarding their lived experience in connection to their academic experience, they develop lowered “self-understanding, self-love, and self-empowerment” (Obiakor, 1999, p. 40). In relation, Behavioral Scientists, Skinner et. al (1998) found,

children who experienced teachers as unsupportive were more likely to develop beliefs that emphasized external causes; these profiles of control predicted escalating disaffection and lower scholastic achievement; in turn, these poor performances led children to increasingly doubt their own capacities and to believe even more strongly in the power of luck and unknown causes. (p. v.-vi)

Therefore, the relatable lived experiences of Black teachers, can validate students' perception of who they are and what they are capable of doing. In contrast, New and Sleeter (1993) found that [White] pre-service teachers, by placing more importance on behavior than academic work, adversely affect racial minority children, who may not act in conformity with the teacher's culture (p. 191) (Carr and Klassen, 1997). The disconnect occurs with White teachers not sharing in the lived experiences of students of color cultural and social background and heritage. Understanding the impact of aligning curriculum to the lived experiences for students of color may alleviate some behavioral tendencies, since students feel their lived experience is relevant in the classroom. Having teachers who look like them, help students of color grapple with the oppression they experience daily as they navigate the corridors of deficit narrative.

Black Educators as Role Models

Role models act as critical decision-making elements for students of color as they embark on making decisions about a life and career, understanding their lived experiences, and relating to the issues facing their race throughout history. Pang and Gibson (2001) reason, "Black educators are far more than physical role models, and they

bring diverse family histories, value orientations, and experiences to students in the classroom, attributes often not found in textbooks or viewpoints often omitted” (p. 260-61). The importance of a people not losing their culture encompasses the need to distinguish the value of Black teachers’ in educating students of color.

Consequently, within the boundaries of classrooms, Black educators provide the forum to instill cultural mores/heritage, especially in the case of 21st century students of color immersed into the Eurocentric education system. As such, Milner (2006), emphasizes, “Black teachers, similar to all teachers, are texts themselves, but these teachers’ text pages are inundated with life experiences and histories of racism, sexism, and oppression, along with those of strength, perseverance, and success” pages that students of color need to come in contact with (Milner, 2006, p. 92). The prevalence of racism in the education system dictate the importance of teachers enlightening students of color about their heritage. This can only serve as an empowerment to combat the racial divide and bring about equality. Milner continues to state, “consequently, these teachers’ texts are rich and empowering—they have the potential to help students understand the world (Freire, 1998; Wink, 2000) and to change it (Milner, 2006, p.92). Advantageous to students of color, Black teachers position to uplift students’ motivation and increase their desire to combat institutionalized barriers, which force them into marginalization.

As role models, Black teachers bring life to their pedagogical practices; in that, they provide relatable, lived experiences of people of color as examples corresponding to the content they teach so that students of color can make connections. One participant from Milner (2006) study reiterates, “Black students need “to see other Black teachers” in

order to have role models” in that “what people experience day-to-day effectuates how they view and vision the possibility of their lives” (97). Oftentimes, students look to their teachers as role models not only for academic achievement, but also how they conduct themselves, their outlook on life, the structure they create, the goals they set for life among a host of other things.

Role model teachers help to inspire students to reach beyond the sky. Milner (2006) states, “Black teachers often have distinctive goals, missions, decision-making, and pedagogical styles that are important to understand” (p. 91). Specifically, Black role model teachers help to disrupt and problematize the deficit thinking that students of color cannot achieve success. In her analyses of valuable African American teachers during segregation, Siddle-Walker (2000) explains, “consistently remembered for their high expectations for student success, for their dedication, and for their demanding teaching style, these [Black] teachers appear to have worked with the assumption that their job was to be certain that children learned the material presented” (p. 265-66) (Milner, 2006, p. 92). The years of experience under the pangs of racism pressing hard upon them, enflamed Black teacher role models to instigate students of color to set high standards of achievements. Likewise, Tillman (2004) points out, “these teachers saw potential in their Black students, considered them to be intelligent, and were committed to their success” (p. 282). Thus, the relevance and importance for students of color to have teachers of color as their role models. These are the teachers who tap into their potential more readily. Suffice to say, not all Black teachers become desirable role models as it would with any ethnic group. As Milner (2006) highlights, “they saw their jobs and roles to

extend far beyond the hallways of the school or their classroom. They had a mission to teach their students because they realized the risks and consequences in store for their students if they did not teach them and if the students did not learn” (p. 92). As it was in the beginning, so shall it be in the end. Desegregation ignited a fire among Black educators to commit to develop and implement pedagogies optimizing the potential of students of color. In spite of the deficit narrative perpetuated about marginalized students of color, the education system employs numerous teachers of color who still hold themselves accountable and commit to the success of students of color. As role models, Black teachers remove institutional boundaries and encourage students to realize the dreams and their true potentials.

Summary of Chapter

The chapter contextualizes the issues associated with deficit thinking and the implications for students of color. In this chapter, I examined seminal documents and other pertinent researches that underscore the beginnings of deficit thinking and how it impacts students of color. I explored topic related to achievement gap, colorblindness, Culturally Responsive Pedagogy, lack of diversity, White privileges, demonstrating racial inequities, low expectations for students of color, relevance of lived experiences, and having Black role models. In the next chapter, I provide an outline of the methodological approach employed in this study.

CHAPTER THREE: METHODOLOGY

Karl Marx once said in The Eighteenth Brumaire (1852) 'Men make their own history, but they do not make it just as they please; they do not make it under self-selected circumstances, but under circumstances existing already, given and transmitted from the past. (Charmaz, 2014, p. 13)

In the preceding chapter, I contextualize understanding the nature of deficit narrative in regard to systemic hegemonic stance of students of color in the U.S. education system. Additionally, I present the methodological practices utilized throughout the study including: a detailed explanation of the research design, a review of the research questions, the researcher's role, the participants, sample size and setting, data collection procedures and data analysis pertained to the study.

I deemed it appropriate to explore deficit thinking using grounded theory research design since grounded theory seeks to establish a theory based on the context in which a phenomenon occurs. As such, this study seeks to explore the phenomenon of deficit thinking among teachers in a historically Black high school in Central Florida. Grounded theory design provides flexibility in its theoretical applications and connections, which allows conceptualization of recurring social patterns and compositions in a given settings. This theory bases research on patterns and context, building a relationship between theory and empirical data.

To conduct this qualitative study, I employed Charmaz (2014) Constructivist approach of Grounded theory analyzing the issues related to the deficit narrative and its implications on marginalized students of color. The founding fathers, Glaser and Strauss (1967) described Grounded theory as “the discovery of theory from data systematically

obtained from social research” (p. 2). A grounded theory approach is used by researchers when the research goal is to discover theory from data obtained through the research (Glaser & Strauss, 2012). During this propitious era, the two sociologists sought “to construct abstract theoretical explanations of social processes” (Charmaz, 2014, p. 7).

To begin, in conjunction with the process of grounded theory, I disseminated the survey instruments, which comprises a 15-item rating scale and 8 open ended questions on a weekly basis to the participants through an email for a period of one month. Employing Charmaz (2014) iterative process, I analyzed the raw data to first create open codes. Moving back and forth in the data, I further developed focus codes. I observed that the focus codes gave rise to emerging categories, which later advanced into thematic codes as a result of the recurring patterns. As such, Grounded theory serves as an ideal methodological approach to investigate the occurrences of deficit thinking, specifically through the lenses of Charmaz (2014) Constructivist approach.

Research Design

Constructivist Approach

The Constructivist approach treats research as construction but acknowledges that it occurs under specific conditions – of which we may not be aware and which may not be our choosing” (Charmaz, 2014, p.13). Identify how the world is socially constructed plays an integral role in the researcher process since we do not live in a vacuum. Further “Constructivist grounded theory adopts the inductive comparative, emergent, and open-ended approach of Glaser and Strauss’s (1967) original statement. It includes the

iterative logic that Strauss emphasized in his early teaching, as well as the dual emphases on action and meaning inherent in the pragmatist tradition” (Charmaz, 2014, p.12-13). I engaged in the iterative process of coding the raw data from the survey open ended question responses whilst conducting in-depth comparative analysis to ensure validity.

Investigating the deficit narrative perpetuated about marginalized students of color, exposed systemic inadequacies which subject students of color to institutionalized racial ideals. Mills, Boner, and Francis (2006) writes, “Constructivism is a research paradigm that denies the existence of an objective reality, ‘asserting instead that realities are social constructions of the mind, and that there exist as many such constructions as there are individuals ’” (Guba & Lincoln, 1989, p. 43) (p. 26). Application of Grounded theory in this research, allowed me to explicitly analyze the data constructing a conceptual framework for discovering and generating new theories used to inform current policies and practices.

From the vantage point of an educator and scholar who experienced deficit thinking, marginalization, and who hails from a low socio-economic status, I constructed two research questions and a survey instrument (15-item rating scale and 8 open-ended questions) to probe deeper into how teachers’ deficit narrative informs students learning and depicts teachers’ experiences. The two research questions include: (RQ1) How do teachers' narratives about students of color depict their teaching experiences? And, (RQ2) How do teachers’ narratives about students of color inform students learning?

The survey comprised of a 15-item questions utilizing a combination of ordinal and interval rating scales and eight (8) open-ended I adapted the 15-item rating scale

questions from a study on “Educational faculty regarding positive outcomes of building strong relationships between educators and students” and the eight (8) open-ended questions adapted from another study “ On the flip side: A teacher educator of color unveiling the dangerous minds of white teacher candidate.”

According to notes collected from a Data Driven Decision-Making course (EDF 6472) “Ordinal scales tell the relative order or magnitude, but they do not give any information about the difference between categories or ranks. Numbers inform about a rank or relative position but does not state the distances or intervals between ranks. Data measured on ordinal scales are called ordered data” (Bobby Jeanpierre class notes). On the other hand, “Interval scales have the properties of ordinal scales and the property of equal intervals between consecutive values on the scaled data measured on the interval scales are called score data” (Bobby Jeanpierre class notes).

I opted to conduct the study in the natural settings of a prominent high school in Orlando, Florida disseminating an anonymous link for the survey developed on Qualtrics through a faculty-wide email address. According to Annells (1997c) “[Charmaz’s form of constructivist grounded theory] applies the strategies of traditional grounded theory within a constructivist paradigm thus rejecting notions of emergence and objectivity” (Mills, Boner, & Francis, 2006, p. 31).

Propelled by the two research questions, the data collection instrument, a survey “help[ed] in answering questions with ingenuity and incisiveness,” which allowed the researcher to develop the rigor of the findings (Charmaz, 2014, p. 26). “The flexibility of

qualitative research [permitted me] to follow leads that emerge[d]” within the data (Charmaz, 2014, p. 25).

The choice of qualitative method in this study aligns with other scholars who posit qualitative method guides researchers in identifying “how people such as teacher, principals, and students think and how they came to develop the perspectives they hold” (Bogdan & Biklen, 2003, p. 3). Applying qualitative method spawned from its methodological tenet of immersing research into its natural setting to understand and probe deeper into the understudied world.

Methodological Framework

Qualitative Method

Furthermore, I engaged in qualitative method to investigate teachers’ deficit thinking about marginalized students of color in their pedagogical practices. According to Denzin and Lincoln (2011), “qualitative research consists of a set of interpretive, material practices that make the world visible” (p. 3). In this study, I seek to make visible the phenomenon of deficit thinking as it relates to Black students in the United States education system. “Qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2011, p. 3) (Creswell, 2018, p. 7). Taking the research into its natural settings using qualitative method provided an advantage of

“adding new pieces to the puzzle” of deficit thinking while gathering data (Charmaz, 2014, p. 25).

Furthermore, Creswell (2013) states “qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meanings individuals or groups ascribe to a social or human problem” (p. 44). In this study, Valencia (1997) theoretical perspective of deficit thinking articulates the debilitating issues that create hurdles, sometimes impossible to overcome, for marginalized students of color in the U. S. education system. To study this problem, I “used an emerging qualitative approach to inquiry about the collection of data in a natural setting sensitive to the people and places under study, and [used] data analysis that is both inductive and deductive in establishing patterns and themes” (Creswell, 2013, p. 44).

In addition, Foley and Timonen (2015) reiterate (Hurley, 1991) point that “qualitative research is useful to describe novel, poorly understood phenomena and to engage in causal inference, hence being of particular help when building new theory or adjusting theory that has been shown to be deficient” (p. 1196). The deficit thinking theory lends itself to negative implications for both teachers and students of color and should be evaluated for gaps. They continue to state, “unlike quantitative research approaches which excel at testing hypotheses derived from existing theories, qualitative research provides rich descriptions of phenomena and generates hypotheses about phenomena” (Sofaer, 1999, p.1102)

Consistent with qualitative method approach, I had the flexibility of following leads as they emerged from recurring patterns. Finally, the study utilized qualitative method since “the effective integration of qualitative methods promotes a far more holistic basis for understanding the complex social phenomena” (Hurley, 1999, p.1122).

Research Questions

In order to examine the connectedness between teachers’ deficit narratives about students of color and their teaching experiences, and students learning, this study posit two primary research questions.

(RQ1) How do teachers' narratives about students of color depict their teaching experiences?

(RQ2) How do teachers’ narratives about students of color inform students learning?

“Notwithstanding the historical and contemporary influences of deficit thinking in educational thought and practice, no sustained analysis of this theory appears in the literature. We find this remarkable given the long-standing history and ubiquitous nature of deficit thinking” (Valencia, 1997, p. xi-xii).

Researcher’s Role

Hays and Singh (2012) emphasize five considerations for the role of a researcher reflexivity, subjectivity, research teams, peer debriefing, and voice of participants.

Research reflexivity involves “the active self-reflection of the investigator on the research process” (Hays & Singh, 2012, p.137). In this study, I assumed three of these roles. The

study spawned from my personal reflection on motivations and interests in the deficit thinking about marginalized students of color, which stemmed from intimate experiences with deficit thinking. I shared my ideas with others to gain confirmation the study, while controversial, would be a noteworthy endeavor. Throughout the process, I examined personal influences and biases which may impair interpretations of the data. At times, I assessed my authentic thoughts and beliefs on race prior to interacting with the data. Practicing reflexivity helped me identify authentic emerging theories regarding deficit thinking. I then examined the subjectivity of the study.

Schneider (1999) describes “subjectivity as the qualitative researcher’s internal understanding of the problem” (Hays & Singh, (2012, p. 145). Engaging in the subject matter of this study opened the opportunity for me to identify my own subjectivity with moments of struggle interacting with the data. Occupying this role, I developed a more nuanced account of deficit thinking based on emerging themes of the data.

Giving voice to the participants created another role for me. Hayes and Singh (2012) suggests researchers address “the accuracy, completeness, and emotional content of participants voices (p. 148). While interpreting the data for this study, I sought to capture participants emotions through their responses in an effort to portray their voices accurately. To achieve this, I reread the data multiple times, taking a reflexive stance. To ensure accuracy of participants voice, I, at times, included direct quotes to describe emerging themes during the data analysis.

In applying a grounded theory to the research, I assumed the roles as data collector and analyst. “Constructivist grounded theory reshapes the interaction between

researcher and participants in the research process and in doing so brings to the fore the notion of the researcher as author” (Mills, Boner, & Francis, 2006, p. 31). As a novice grounded theorist, the researcher began this study with “inductive logic, subject data to rigorous comparative analysis, aim to develop theoretical analyses and value grounded theory studies for informing policy and practice” (Charmaz, 2014, p. 14-15). As an analyst, I used “inductive data to construct abstract analytic categories through an iterative process” to evaluate teachers’ deficit narratives in depicting their experiences and informing students’ learning (Charmaz, 2014, p. 15).

Research Settings

Before conducting the research at the selected high school, I shared my idea with the principal, who gave her consent for me to conduct the study at the location and utilize the district’s email address for distribution of the survey. I recruited participants from one high school in the district through the district professional email address, which allows transmission to multiple recipients. Since I disseminated the survey during the summer, the participants engaged with it in the privacy of their homes or other locations of their choosing, where they would not experience any potential discomfort. The participants completed the survey without sacrificing instructional time; a benefit of conducted the study during the summer. No participant felt at risk of leaving the survey open on a school computer where someone could compromise the responses or where they would experience coercion.

Research Participants

The participants in this study included educators from a prominent low-income minority, public high school in central Florida. Participants came from a purposive sample, which became a convenience for me because I also work at the school site. According to Hays and Singh (2012), “participants are experts in relation to the phenomenon under study, thus are partners in qualitative research, practitioners and educators seek information-rich cases that will best address the research questions” (p. 8).

The sample population encompasses predominantly Black teachers who have experienced first-hand insights related to the phenomenon of deficit thinking; some from both the perspective of a student and teacher at this school. Notwithstanding, I treated the sample population only as experts as far as their experiences dictate. I opted to use a purposive sample with the intention of “select[ing] participants for the amount of details they can provide about the phenomenon” (Hays & Singh, 2012, p. 8). The participants share a common vision to improve the school grade from a D to a C or higher. Immersed in a state/district monitored school, all participants deliver instructions using the school district’s mandated Curriculum Resource Material (CRM). Table 1 specifies demographics and pertinent information regarding the sample population as it relates to this study.

Table 1: Description of Participants

Participant Pseudonym	Ethnicity	Gender	Age Range	Grade Level Experience	Years of Service
Bird	White	Female	Over 50	Middle/high	11-15
Mae	White	Female	31-40	High	11-15
TCW	Black	Female	31-40	Middle/high	6-10
Blessed	Black	Female	Over 50	High	Over 15
High Expectation	Black	Female	41-50	High	Over 15
Favor	Black	Female	Over 50	Middle/high	Over 15
France	Black	Female	41-50	High	1-6
Aquarius	Black	Female	41-50	High	1-6
Angel	Black	Female	41-50	High	6-10
Native New Yorker	Hispanic	Male	41-50	High	Over 15
Loving Teacher	Hispanic	Female	31-40	High	Over 15
BRB	Black	Female	31-40	High	11-15
Harry	White	Male	41-50	High	6-10
GrandRoyale1	Other	Female	Over 50	Middle/high	Over 15
Gilly	Native American	Male	41-50	High	Over 15
NYC	Black	Male	Over 50	Middle/high	Over 15
Green Scarf	Black	Female	31-40	High	11-15
Saya	Black	Female	Over 50	High	Over 15
Racquel Benson	Black	Female	31-40	High	11-15
Stacey	White	Female	21-30	High	1-5
Science Guy	Black	Male	21-30	High	1-5
Ms. Soso	Black	Female	41-50	Middle/high	Over 15
Minnie	White	Female	Over 50	Middle/high	Over 15

Participant Pseudonym	Ethnicity	Gender	Age Range	Grade Level Experience	Years of Service
SOPHOS	Asian	Female	31-40	Middle/high	31-40
Nickname	White	Male	41-50	Middle/high	11-15
Orlando Jenkins	Black	Male	41-50	Middle/high	Over 15
Bee Taz	Black	Female	Over 50	Middle/high	1-5
UDZ Braz Bakala	Black	Male	31-40	Middle/high	6-10
Jack Gaines	Black	Female	41-50	High	11-15
BT	Black	Male	31-40	High	1-
Pater Album	White	Male	31-40	High	1-5
Eve Greene	Hispanic	Female	21-30	Middle/high	1-5
Soji	Black	Male	Over 50	Middle/high	6-10
Sam Brown	Black	Male	31-40	Middle/high	6-10
Red	Other	Female	31-40	High	1-5
Robdon	Black	Male	31-40	Middle/High	6-10
Smarty	Asian	Female	31-40	High	11-15
Bear	White	Male	31-40	High	1-5
Beyoncé Knowles	Black	Female	31-40	High	6-10
Aloysius	Black	Male	31-40	High	Over 15
Merry Christmas	White	Female	41-50	High	6-10
Nano	White	Female	41-50	High	6-10
Shian	White	Female	Over 50	Middle/High	Over 15
Fair	Black	Male	Over 50	High	6-10

Sample Size (N=44)

Initial sampling in grounded theory gets the researcher started (Charmaz, 2014, p. 197). Prior to starting this study, I established “sampling criteria for people, cases and situations, and/or setting” (Charmaz, 2014, p. 197). One salient point noted by Charmaz 2014, indicates “starting with relevant materials for [the] study that leads to sampling texts, people, settings or larger structures such as government organizations” (p.197).

To get started in this study, I chose an initial sampling of participants with shared demographic characteristics. This purposeful sampling includes educators from a prominent, low-income, minority public high school in central, Florida. “Sample size in purposive sampling is relative to the research goals and traditions and thus it is very difficult to establish the ‘right’ number of participants” (Hays & Singh, 2012, p. 8). For the purposes of this study, I construed 25 a good number to generate emerging theory about deficit thinking. However, 44 educators responded to the survey completing the pertinent questions, (15 rating scale and 8 open-ended) that afforded collection of rich data. Two (2) participants completed the 15-item rating scale but abstained from completing the 8-item open ended questions. All participants agreed to participate prior to taking the survey.

Limitations of the Research

Limitations of the research include the data collection instrument. The scope of triangulation of data from at least two different data collection instruments could not be accomplished since the study utilized only one data collection instrument, a survey.

Denzin (1978) explains “Triangulation of data combines data drawn from two different sources at different times, in different places or from different people” (Flick, Kardorff & Steinke, 2004, p. 178). In hindsight, the study would have greater impact with “the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena” (Patton, 1999). Incorporating a focus group or individual interviews would provide the platforms to triangulate the data.

Another limitation includes the sample population. Conducting the study at one location limited the possibilities of a broader, more diverse perspective. The limited ethnic diversity of the participants at this location narrows the viewpoints on deficit narrative.

Yet another includes the limitations of the data collection instrument. A survey inhibits the collection of firsthand data. The researcher could not gather analytic ideas from immersing into an ethnographic setting (interview/focus group). Thus, I could not observe, interact with, or witness participants’ non-verbal behavior (Charmaz, 2014).

Ethical Considerations

In conducting this study, I adhered to the prescribed ethical principles governing research and human subjects prior to starting the study; thereby, ensuring minimal, if at all any, risk to participants. As such, I secured the following approvals:

- University of Central Florida’s Institutional Review Board (IRB).

(See Appendix B: Approval Letter)

- Orange County Public School District’s Research and Evaluation Review Board.
(See Appendix C: Research Notice of Approval)
- Orange County Public School District’s Informed Consent Form
(See Appendix D)

The research consent form informed participants of their rights to autonomy, nonmaleficence, beneficence, justice, fidelity, and veracity established in Kitchener (1984) and Meara and colleagues (1996) meta-ethical principles (Hays & Singh, 2012, p. 80). All participants in this study received equal opportunity to engage in completing the survey.

Research Participants Privacy

In this study, I ensured not to collect any identifiable information from the survey. To protect the privacy of all participants, I obtained pseudonyms for analysis of the data. The study maintains confidentiality of all responses. For any anticipatable publications, I guarantee all references to participants include only pseudonyms. All data stored electronic do not identify participants by legal name. I intend to store data for no more than five years.

Risk to Research Participants

Outlined in OCPS Consent Form:

this study involves minimal risks in that participants may feel some level of discomfort responding to questions regarding race. There will be no physical risk in participating in this study. There may also be other risks that we cannot predict. No identifiable data will be collected from this survey instrument. Survey responses will be anonymous, and data will be stored for five (5) years.

Benefits to Research Participants

As indicated in OCPS Consent Form:

it is reasonable to expect the following benefits from this research: The research will inform teachers about implementing successful strategies and practices that can narrow the achievement gap, especially in a core course like English Language Arts. The research will also guide teachers in understanding best practices in improving the school climate and students' social and emotional learning skills. However, we can't guarantee that you will personally experience benefits from participating in this study. The benefits of the research to Orange County Public Schools (OCPS) include increasing academic achievement and college readiness as it relates to improving students' reading and writing skills in English Language Arts.

Data Collection

A researcher may develop rounded theories with diverse kinds of data (Charmaz, 2014, p. 23) as demonstrated in the utilization of a survey instrument for this study. The survey comprised of 15-item rating questions and 8-item open-ended questions.

Participants responses relate to their roles as current teachers and as former students. On one hand, the 15-item rating scale questions intend to elicit relevance of student behavior and its impact on (RQ1) How do teachers' narratives about students of color depict their teaching experiences? On the other hand, of the 8-item open-ended questions, questions 3-6 and 8 align with (RQ1) How do teachers' narratives about students of color depict their teaching experiences? while questions 1, 2 and 7 correspond with (RQ2) How do teachers' narratives about students of color inform students learning?

I anticipated it would take participants between 15-20 minutes to complete the survey. Data collection started in the summer of 2019. I utilized one instrument, a survey, generated in Qualtrics (see Appendix A) to collect data for this study. I

disseminated the survey electronically via teachers' professional school district email address. A total of forty-four (44) participants completed the survey in the privacy of their homes or a chosen location. Participants experienced no interaction with the researcher while completing the survey. All participants affiliate with one high school.

Prior to collecting data, I obtained the Institutional Review Board's (IRB) approval in May of 2019 (see Appendix B). In addition, the school district granted permission to disseminate the survey at the school in June of 2019 (see Appendix C). Participants first received the email with the survey link in July of 2019. I continued sending weekly reminders through to the first week of August 2019.

The Constructivist Grounded Theory researcher embraces the notion that "we are part of the world we study, the data we collect, and the analyses we produce" (Charmaz, 2014, p. 17). Since "we are not passive receptacles into which data are poured," (Charmaz, 2014, p. 27) I immersed into the participants world through their perspective using the open-ended survey questions. The survey's open-ended questions act as a channel to learn participants varying interactions and experiences with the deficit narrative perpetuated about students of color.

Survey Questions

The survey questions include fifteen (15) rating scale questions adapted from a study on "Educational faculty regarding positive outcomes of building strong relationships between educators and students" and eight (8) open-ended questions adapted from a study on " On the flip side: A teacher educator of color unveiling the

dangerous minds of white teacher candidate.” The consolidation of the survey questions align with the two research questions posed in this study.

Background Questions

The survey included collection of background information of participants deemed pertinent to the analysis of the raw data. The survey ensured participants anonymity through the use of pseudonyms. Information collected includes ethnicity, gender, grade levels taught, years of service, and age. I deemed the demographic information important in conducting a comparative analysis from varying perspectives. Of the 44 participants in this study, 25% identified as White, 7 of which are females and 4 males; 57% identified as African American, 15 females and 10 males; 4% identified as Asian, 2 females, 2% as Native American, 1 male; 7% as Hispanic, 1 male and 2 female, and 5% as Other 2 females. Figures 1, 2 and 3 provide a visual illustration of participants demographics.

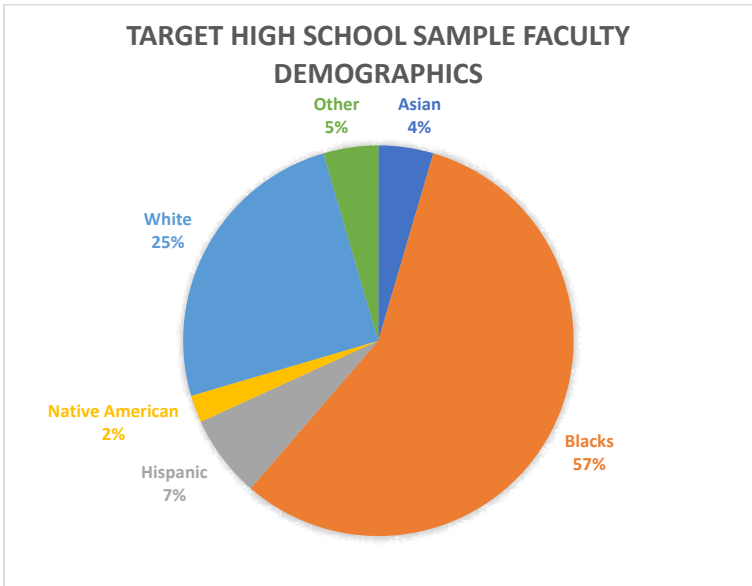


Figure 1: Participant Demographics

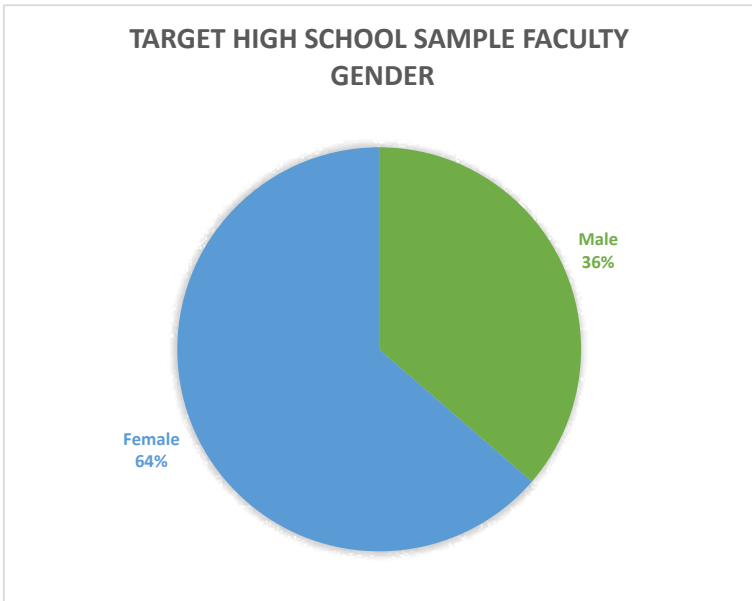


Figure 2: Participants Demographics Gender

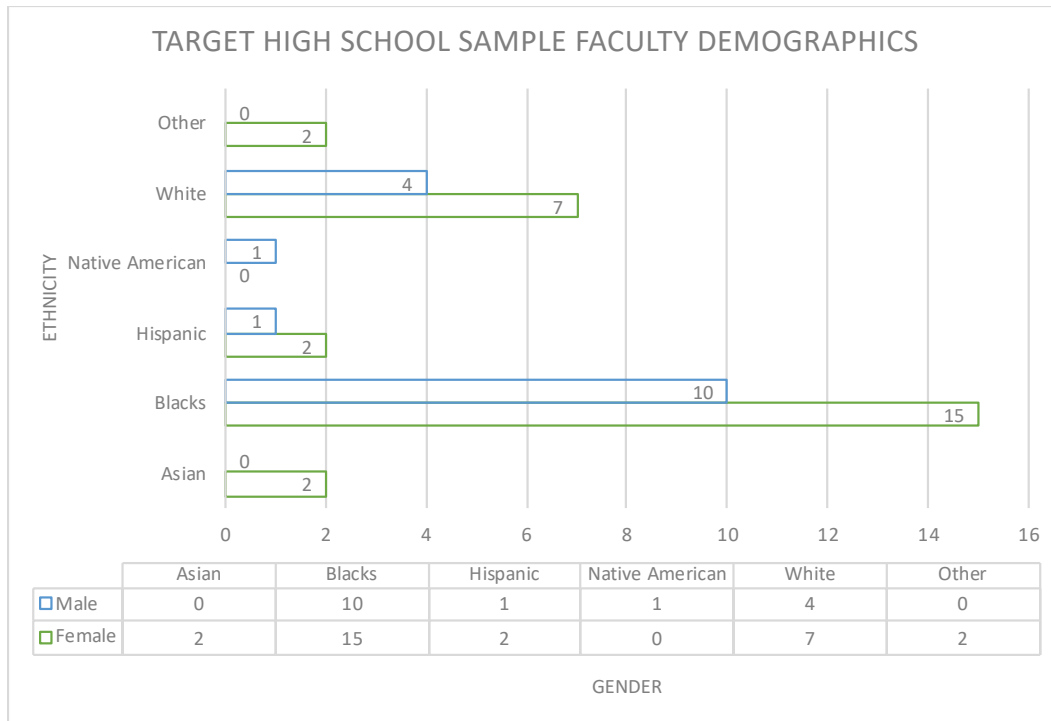


Figure 3: Participants Demographics Ethnicity and Gender

Survey Protocol

The purpose of employing the survey protocol involves the collection and analysis of data. I chose a survey as my data collection tool, which comprises of not only the 15-item rating scale; but also, the 8-open-ended questions. An outline of the findings of the survey can be viewed in chapter four of this study. The eight open ended questions allowed for a comparative analysis of the raw data. By using de-identifiable information for both personal and work identifiers, I preserve participants confidentiality.

Data Analysis

Initial Coding

I engaged Charmaz (2014) Constructivist Grounded Theory approach to analyze the data collected in this study. Charmaz 2014 approach acknowledges subjectivity, engaging in reflexivity, and the researcher's involvement in the construction and interpretation of data (p. 14). Her approach aligns with social constructivist, Lev Vygotsky (1962) "who stress social contexts, interaction, sharing viewpoints, and interpretive understandings...embedded in social life" (Charmaz, 2014, p. 14). Grounded theory coding involves constructing multiple codes at different levels. Charmaz (2014) strategy includes an initial coding, a focused coding, a thematic coding and if necessary, a theoretical coding. The coding process constitute an iterative nature in which the researcher moves back and forth between the raw data and new codes. I conducted a comparative analysis of data to data, data to codes, and codes to codes. Throughout this process, I observed recurring patterns that developed into categories for emergent themes.

To begin with, I engaged in the initial coding (open coding) of the data collected from the survey. Initial coding involves analyzing the raw data for actions and "should stick closely to the data" by coding with gerunds (Charmaz, 2014, p.116). I coded teachers' actions emerging from their responses using descriptive gerunds. For example, assigned open code (BD1) to participant words "recognizing disservice in diverse faculty" or (BE5) "admitting having lower expectations from colored students." In doing so, [I] "preserve the fluidity of [the participants] experiences and gives new ways of

looking at it” (Charmaz, 2014, p.121). As I continued the initial coding, I examined various portions of the data and assigned names to each section following Charmaz (2014) coding process to take “segments of the data apart, name them in concise terms, and propose an analytic handle to develop abstract ideas for interpreting each segment of data” (p.113). Engaging in this iterative process allowed me to “conceptualize what is happening in the data” and “shape an analytic frame from which to build analysis” (Charmaz, 2014, p.113). I observed emerging categories and recurring patterns throughout the initial coding process. Charmaz (2014) indicates, “the researcher should keep in mind that “initial codes are provisional” and should engage in open mindedness to “other analytic possibilities and create codes that best fit the data” (p.117). In applying the strategies of initial coding to this study, I observed recurring trends, which provide a good fit with actions and events of deficit thinking.

One of the key tenets of grounded theory explains “evaluating the *fit* between initial research interests and the emerging data” (Charmaz, 2014, p.32). The observed recurring patterns from the initial coding indicate participants engage in deficit thinking, which underscore the key tenet, fit. For example, open codes: (SO1) “Motivating force to prove wrong low expectation,” (SOJ3) “endeavoring to thrive despite circumstances” and (OJ1) “stating colored teachers taught lower levels.” The participants responses underscore a prevalence of deficit thinking about students of color. Charmaz (2014) states, [a] study fits the empirical world when you have constructed codes and developed them into categories that crystallize participants’ experience (p. 133). Participants responses demonstrate occurrences of embracing deficit thinking, which I developed into

thematic categories. Engaging in a line by line, word by word, coding satisfies two criteria of grounded theory analysis: *fit and relevance*. At this point in the study, I appreciate the relevance of studying deficit thinking. The responses began to open new understanding of teachers overt and covert deficit narratives. Furthermore, Charmaz (2014) emphasize, “it has relevance when you offer an incisive analytic framework that interprets what is happening and makes relationships between implicit processes and structures visible” (p. 133). The initial coding of the raw data helped to underscore the existence of deficit thinking amongst the participants. After completion of the initial coding, I engaged in further coding to develop focused coding.

Focused Coding

Competing the initial coding allowed me to move into conducting the second major phase of coding: focused coding. Charmaz (2014) state, focused codes “concentrate on the most frequent and/or significant codes among the initial codes and test these codes against large batches of data” (p. 343). As such, I began engaging in the iterative process of moving back and forth in the data to identify noteworthy initial codes. Charmaz (2014) further states, “focused codes guide the researcher in concentrating on what is revealed and implied in the initial coding (p.140). As I identified noteworthy initial codes, I observed recurring patterns, which initiated a road map for my study. For example, open codes: (MA7) “getting what is required to level up to peers,” (TCW7) “exercising fairness and just policies,” (BL7) “leveling the playing field shows equity,” and (F7) “providing quality education requires fairness and justice” guided me in

identifying focused code of the *existence of a racial divide*. The creation of my focused codes aligns with Charmaz (2014) reference to a “sense of direction and centrality” to the research (p. 140). Examining the recurring patterns in the data allowed me to develop focused codes by reviewing open codes and comparing codes with codes to find emerging patterns and potential categories related to teachers’ deficit thinking narratives about students of color. “Focused coding simply means[s] using certain initial codes that had more theoretical reach, directions and centrality and treating them as the core of nascent analysis” (Charmaz, 2014, p.141). Throughout this process, I ensured the focused codes fit tightly with the raw data. In addition, I observed emerging themes, which I could use to construct the final phase of coding the data: thematic coding.

Thematic Coding

In continuing to analyze the data for this study, I identified emerging patterns that could create themes which fits within broader categories. Charmaz (2014) Constructivist approach of Grounded Theory veered from employing Strauss and Corbin (1990, 1998) axial coding but maintained procedural application which renders analytic emergent strategies (p.143). To construct thematic codes, I engaged in further reexamination of the focused codes and initial codes to make sense of the data as it relates to the research questions: (RQ1) How do teachers' narratives about students of color depict their teaching experiences? and (RQ2) How do teachers’ narratives about students of color inform students learning? For example, focused codes: “learning about race authentically,” “learning shared experiences make a difference,” “enhancing learning

from lived experience,” “valuing lived experiences” and “having relatable experience” demonstrate the thematic code revealing *understanding the relevance of lived experience in educating students of color*. I continued to utilize the recurring patterns to construct thematic codes. After categorizing thematic codes, I began theorizing participants interaction with and expression of deficit thinking. Eight (8) themes emerged from the focused coding: practicing colorblindness when teaching students of color impacts cultural responsiveness and perpetuate deficit thinking, understanding cultural background cultivates sensitivity when designing curriculum for students of color, lacking diversity when teaching students of color leads to possible cultural gaps between teachers and students, Without a frame of reference when teaching students of color, teachers with White privilege perpetuate deficit thinking, teaching students of color in inequitable conditions increase their need to work twice as hard, doubting their abilities to grasp difficult concepts perpetuate deficit thinking by setting low expectations for students of color, sharing in the lived experiences of students of color help teachers convey similar values, and having role models from their race provide students a forum to identify with success.

Summary of Chapter

This chapter outlines the purpose of the study and the research questions guiding the research. It presents qualitative process as the methodological framework employed in the study. The research design utilized a Constructivist Grounded Theory approach to

analyze the data collected from the survey instrument. Also, I utilized a purposive sample from one institution. The next chapter presents a summary of the findings.

Definition and Description of Terms

Coding: The process of assigning a code to something for the purposes of classification or identification.

Constructivist Grounded Theory Coding:

The process of taking data apart, defining, and labelling what these data are about. Unlike quantitative researchers, who apply preconceived categories or codes to the data, a grounded theorist creates qualitative codes by defining what he or she sees in the data. Thus, ground theory codes are emergent. Researchers develop codes as they study and interact with their data. The coding process may take a researcher to unforeseen areas and research questions. Grounded theory proponents follow such leads; they do not pursue previously designed research problems that lead to dead ends. (Charmaz, 2014, p. 342)

Constructivist Grounded Theory:

A contemporary version of grounded theory that adopts methodological strategies such as coding, memo-writing, and theoretical sampling of the original statement of the method but shifts its epistemological foundations and takes into account methodological developments in qualitative inquiry occurring over the past fifty years. Thus, constructivist grounded theorists attend to the production, quality, and use of data, research relationships, the research situation, and the subjectivity

and social locations of the researcher. Constructivist grounded theorists aim for abstract understanding of studied life and view their analyses as located in time, place, and the situation of inquiry. (Charmaz, 2014, p. 342)

CHAPTER FOUR: FINDINGS

[a]s far as intelligence is concerned, the tests have told the truth ... The whole question of racial differences in mental traits, ... will have to be taken up anew and studied scientifically as a result of what he held to be the low intelligence of 'Indians,' 'Mexicans,' and 'Negroes.' Children of these racial groups ... should be segregated in their classes and be given concrete and practical instruction. They cannot master abstractions, but they can often be made efficient workers ... There is no possibility at present of convincing society that they should not be allowed to reproduce ..., he said regretfully. (Kozol, 2005, p. 211-12) Lewis Terman

The previous chapter provided detailed explanation of the methodological approach employed in analyzing the deficit narrative perpetuated about marginalized students of color. This research proposes to examine teachers' deficit thinking about students of color. I utilized the following two research questions to guide the study: (RQ1) How do teachers' narratives about students of color depict their teaching experiences? and (RQ2) How do teachers' narratives about students of color inform students learning? Studied participants affirmed their interactions and experiences with deficit thinking through the use of a survey comprised of fifteen (15) rating scale questions and eight (8) open ended questions. The research protected participants' identity by requiring they used a pseudonym when responding to the survey.

The perpetuation of deficit thinking has had a damning effect on students of color for decades. Gaining additional insights on its effect on teachers' pedagogies may lead to possible modifications or enhancements of instructional practices and students' learning throughout the education system in the United States. The ensuing discussion explicate the findings from the data collected. Before addressing the research questions, let me discuss the process of coding the data collected from the open-ended questions and

explain the significance of the coded data from the survey instrument. Following the coded data, I present a Frequency Distribution Table to report the findings of the fifteen (15-item) rating scale questions. To sum it up, the chapter presents the overarching emerging themes embedded in the data.

Coding of Findings and Emergent Themes

Charmaz (2014) Constructivist Grounded Theory applies an iterative process of data analysis with specific focus on coding words of respondents that reflect actions as opposed to topics or themes, which tend to focus on individuals instead of what is happening in the data. To conduct this study, I kept the collection of data ongoing weekly from July 1 to the first week of August in the year 2019. Following the close of the survey, I started the initial coding of the data using Charmaz (2014) grounded theory approach.

Coding involved constructing open codes based on participants actions as conveyed in their responses to the survey questions. Open codes tend to stick close to the data with little or no distortion (Charmaz, 2014). To begin analyzing the data, I engaged in the iterative process of comparing codes to codes, and codes to raw data. During this process, I noticed a great degree of similarities in participants responses, such as raw data from (FR3) states, “I hope they learn they are as much equal to their White peers and deserve equal positions in live and that they are capable of achievement of any goals they have for the future endeavors,” while (AN3) states, “ I hope that students of color learn that they have to work hard to be successful, nothing will be given to them. They have to

aim high despite the odds stacked against them,” and (NYC3) states, “I hope that they will learn academic and survival skills.”

The iterative process allowed me to unearth meaning of the data as per above raw data, I observed participants recognizing an existence of inequality for students of color to achieve success both inside and outside the learning community. Following open coding, I continued to “draw on the data in service of developing new conceptual categories” or focused codes (Charmaz, 2014, p.15), while evaluating the “fit between the initial research interest and emerging themes” (Charmaz, 2014, p.32). I then reorganized focused codes to construct “abstract analytic categories” called thematic code (Charmaz, 2014, p.15). The overarching emergent categories constructed in thematic codes developed the focus for emergent theories.

Initial Coding

During the initial coding of the data, I observed immediate formation of patterns such as open codes: (TCW1) “serving as inspiration to have Black teachers,” “indicating greater success with Black educators” and “experiencing compassion and understanding from Black teachers.” I maintained moving back and forth between the new codes and the raw data ensuring the accuracy and relevance of each code and determining possible gaps in the data. I ensured to preserve an openness while constructing the initial codes in light of allowing new ideas to emerge (Charmaz, 2014). The initial coding began to reveal teachers’ deficit narrative perpetuated about marginalized students of color.

Open codes for each participant can be viewed in Appendices C-AT. Table 2 provides a quick visual with three columns of information: open code identifier number, open code, and participant exact language. (Tables 4, 5, & 6)

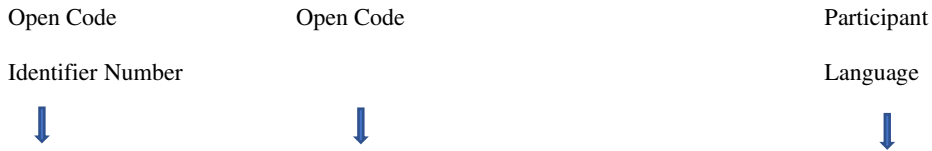


Table 2: Example of Open Coding

BD1	<ul style="list-style-type: none"> • Recognizing disservice in lack of diverse faculty • Lacking diversity • Having no impact 	I don't know that it impacted me at the time but as an adult I recognize the disservice we do all of our students but especially students of color when we don't have diversity in our faculties. (Q17)
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Column three on the extreme right illustrates raw data of participant’s response to specific open-ended question, how did the prevalence (or lack thereof) of educators of color impact you? Please describe. This example portrays raw data collected from the survey instrument. In the middle, the column depicts the open codes I assigned to the raw data while ensuring I stick close to the data. During the process of assigning these open codes, I could see the development of a pattern for each question. The similarities with the perspectives of the participants painted a picture of their interactions and experiences with the deficit narrative perpetuated about marginalized students of color. The first column on the left indicates the open code identifiers, which I created from each participants’ pseudonym. For the remainder of the researcher, I utilized similar open code identifier for each participant.

Table 2 open code example provides participant Bird's (BD1) precise language, "I don't know that it impacted me at the time but as an adult I recognize the disservice we do all of our students but especially students of color when we don't have diversity in our faculties" in response to the question regarding the prevalence (or lack thereof) of educators of color impact. In coding this response, I ensured to focus on the actions occurring. As a result, the code assigned reads, *recognizing disservice in lack of diverse faculty; lacking diversity and having no impact*. The identifier (BD1) would then be discussed during the focused and thematic coding process.

I generated a total of 294 open codes, from the forty-two (42) participants who completed the 8-item open ended questions. Two (2) participants did not complete the open-ended questions but completed the 15-item rating scale.

Focused Coding

To generate the focused codes, I engaged in a comparative analysis of the open codes noting the patterns and frequency of each. Following the leads of the frequencies of open codes, I classified clusters of new codes into focused codes. Charmaz (2014) employs clustering as part of the memoing process to provide a "non-linear, visual, and flexible technique to understand and organize [the] material" (p. 184). I proceeded to utilize clustering strategy to generate enhanced categories for each participant. This resulted in the development of one hundred and thirteen (113) focused codes. At times, participants open codes overlapped in responses to multiple questions. Table 3 provides

a visual of the first clustering of focused codes for participants further developed in (Tables 4, 5, & 6).

Focused Codes

Open Codes Identifier Number

Table 3: Example of Focused Coding

<ul style="list-style-type: none"> a) Lacking diversity b) Lacking representation of educator of color c) Having no impact from lacking representation of colored educator d) Lacking representation, mentorship, drive e) Lacking representation 	<p>(BD1) (HA1) (MA1) (GS1) (PT1)</p>
--	--

The column on the right of Table 3 illustrates the open codes generated from participants raw data during the initial coding phase. To explain the focused codes of *lacking diversity/representation*, the example of Bird’s (BD1) open code, “I recognize the disservice we do all of our students but especially students of color when we don’t have diversity in our faculties,” compares with Harry’s (HA1) statement “the lack of educators of colors in my education” In addition, Mae’s (MA1) open code, “the lack of educators of color impacted my expectations that a person of color would be interested in higher education as a career; Green Scarf’s (GS1) open code, “I lacked the mentorship and push that I would have gotten if I had professors of color in undergrad” and Pater Album’s open code (PT1) “lack of exposure early on left me without a frame of reference for cultural and behavioral norms outside of my rather insular community” epitomize the focused code of not having diversity in the class, which impacts teachers narrative about the deficit narrative perpetuated about marginalized students of color. Participants expressed their experiences with not having role models as students.

Continuing the focused coding process, I applied Charmaz (2014) clustering method of memoing to reorganize identical and comparable ideas from the open codes. “Comparing codes with codes heightens [the] sense of direction [for] analysis” while “distinguishing those codes that have greater analytic power” (Charmaz, 2014, p. 140). After intricately combing through the data, I evaluated the most effective open codes to convert into focused codes. As a result, some open codes did not move forward into focused codes since not all open codes add relevance to the study. Relevance indicate another key tenet in Grounded Theory. Charmaz (2014) underscores a study has relevance when it “offers an incisive analytic framework that interprets what is happening and makes relationships between implicit processes and structures visible” (p. 133). For example, Ms. Soso states, “despite me completing the task in the ‘9th hour’ I was sent a reprimanding email and had a directive placed in my file...I had to fight to have the email and directed redacted,” to which I coded as venting treated unfairly by authority. The code provided no relevance to the study; therefore, I did not convert this code into a focused code.

The analysis of the coding of this study continued with me moving back and forth with the open codes, raw data and focused codes. Charmaz (2014) indicates “coding gives the researcher leads to pursue in subsequent data collection” (p. 121). However, with only one data collection instrument, I missed opportunities to conduct further study with follow-up questions and generating new data to analyze. Nevertheless, the collected data lend itself to comparative analysis, which leads into emergent pattern or themes.

Thematic Coding

Prolonging the coding process, I delved deeper into comparative analysis of focused codes with the intent of generating themes leading to the construction of overarching emergent themes. Evaluating and analyzing the similarities amongst focused codes, I collated and synthesized the data to construct emergent themes. For example, focused codes *lacking diversity* and *lacking representations of educators of color* translate into the overarching thematic code of *lacking diversity*.

By the end of the coding process, the data produced eight (8) emerging themes, which provided insights on the deficit narrative perpetuated about marginalized students of color. Emerging themes include: *practicing colorblindness when teaching students of color impacts cultural responsiveness and perpetuate deficit thinking, understanding cultural background cultivates sensitivity when designing curriculum for students of color, lacking diversity when teaching students of color leads to possible cultural gaps between teachers and students, Without a frame of reference when teaching students of color, teachers with White privilege perpetuate deficit thinking, teaching students of color in inequitable conditions increase their need to work twice as hard, doubting their abilities to grasp difficult concepts perpetuate deficit thinking by setting low expectations for students of color, sharing in the lived experiences of students of color help teachers convey similar values, and having role models from their race provide students a forum to identify with success.*

A close look at Table 4, Table 5, and Table 6 reveal the overarching thematic codes generated from the iterative process of moving back and forth in the participants raw data converted to open codes, and then focused codes (also see Appendix AU). The Tables demonstrate the compilation of participants' responses to the 8-item open-ended questions with participants identifiers used as a key to the raw responses, the focused codes assigned and the thematic codes.

Table 4: Thematic Codes, Part 1

Thematic Codes	Focused Codes	Open Codes
Lacking diversity	a) Lacking diversity b) Lacking representation of educator of color c) Having no impact from lacking representation of colored educator d) Lacking representation, mentorship, drive e) Lacking representation	(BD1) (HA1) (MA1) (GS1) (PT1)
Demonstrating Colorblindness	a) Stating feeling no impact from not having colored teacher b) Showing color blindness c) Admitting color blindness d) Exhibiting colorblindness e) Stating had no impact f) Exhibiting color blindness g) Stating had no impact h) Having parents show color blindness i) Stating didn't think about race j) Stating color didn't affect open mindedness k) Stating skin color doesn't matter l) showing color blindness	(BD1) (AN1) (NY5) (LT1) (LT5) (HA5)(GR1) (G5) (S1) (RB1) (MI1) (NN1) (EG1) (BK1)(SH1)
Feeling insulated by White privilege	a) Grappling with what White privilege means b) Exerting White privilege, unperturbed by race c) Exerting White privilege	(BD5) (FR6) (A6)
Being Culturally Responsive	a) Being culturally responsive through reading materials b) Encouraging student voice c) Recognizing students lived experiences d) Nurturing culture and racial beliefs e) Being inclusive f) Showing interest in race and culture g) Teaching culture along with coursework	(BD3) (BD4) (F4) (F5) (A1) (OJ 5) (OJ7)(MC1) (NA1) (FA4)
Understanding relevance of lived experience	a) Learning about race authentically b) Sharing lived experience impact learning c) Learning shared experience makes a difference d) Sharing lived experience e) Enhancing learning from lived experience f) Sharing lived experience g) Frame of reference through lived experience h) Motivating through lived experiences i) Sharing lived experience j) Valuing lived experience k) Sharing lived experience l) Showing authenticity through lived experience m) Sharing lived experience as more authentic n) Sharing lived experience o) Having relatable experience p) Having lived experience	(BD5) (MA6) (TCW2) (HE3)(FR6) (SG6) (BT6) (UB6) (PT6) (EG6) (SB6)

Table 5: Thematic Codes, Part 2

Thematic Codes	Focused Codes	Open Codes
Demonstrating racial inequities	a) Hoping for fair and just policies b) Getting resources to level up to peers c) Being at a disadvantage in society d) Needing to work harder to achieve e) Leveling the playing field f) Equaling access to resources g) Requiring fairness and justness h) Gaining equality through education i) Valuing impact of education in society j) Acknowledging equality for Blacks k) Leveling the playing field l) Providing resources to succeed m) Acting fairly n) Getting exposure to different lifestyle o) Showing and Acting fairly p) Learning survival skills q) Accessing resources r) Practicing fairness s) Learning through hard work t) Equaling access to resources u) Equipping students with survival tools v) Valuing being Black w) Providing equal resources x) Experiencing discrimination y) Judging students of color	
Demonstrating racial inequities	z) Relegating to systemic submission aa) Teaching survival skills bb) Reflecting on history of struggles for Black cc) Leveling playing field dd) Learning life's skills ee) Raising racial divide ff) Citing racial divide gg) Showing stereotype of Black males he) Admitting racial inequity ii) Endeavoring to thrive despite circumstances jj) Acknowledging racial divide kk) Indicating inequities between races ll) Limiting achievement due to race mm) Working hard to accomplish nn) Impacting learning negatively (race, class, gender) oo) Identifying racial inequity pp) Disparaging Blacks qq) Showing racial inequity rr) Having equal opportunity ss) Stereotyping Blacks tt) Submitting to racial divide through code switching uu) Being resilient vv) Racial inequity	(TCW7)(MA7) (BL5) (BL7) (F7) (FR1) (FR3)(A3)(AN3) (AN7)(GR6)(NYC3) (NYC7) (GS3) (GS7) (RB2) ((RB7) (SG1)(SG3)(SG7) (SO2) (SO3) (MI2) (OJ3)(BET3) (BET6)(UB3)(UB5) (JG5)(JG3)(EG3)(SOJ3)(SOJ 6)(SB3)(BE3) (BE5) (BK3)(AL5)(MC3) (MC5) (FA5)

Table 6: Thematic Codes, Part 3

Thematic Codes	Focused Codes	Open Codes
Setting low expectations for Blacks	a) Lowering expectations for Blacks b) Suggesting should know they too can grasp difficult concepts c) Having no expectations for success d) Stating lack of confidence hinders communication e) Refuting negative narratives f) Teaching only lower levels if colored g) Having low expectations for Blacks h) Showing low expectations	(MA3) (MA1) (HE1) (GR2) (F3) (OJ1) ((BE5) (BK1)
Desiring Black role models	a) Motivating to strive for success b) Serving as strong role models c) Making positive difference d) Wanting to be like Black teacher e) Serving as inspiration f) Acting as role models g) Serving as role models h) Building self confidence i) Citing positive experience j) Highlight role model k) Being positive role model l) Motiving career m) Motiving to excel	(TCW1) (BL1) (BL2) (BL3) (BRB1) (GS1)(BET1) (UB1)(UB4) (BT1)(SB1) (RD1) (AL1)

Research Questions and Findings

To report the findings of my study, it is important to note the substantive resulting theories, like any approach to collecting data, stands grounded in the context of the study and does not reflect a finite position of the studied participants. The findings demonstrated data saturation aligned with the consistent emerging themes. I utilized data from the survey to present introductory concepts about students’ behavior as it relates to deficit thinking. I aligned the emerging patterns identified in the data collected from the open-ended questions to emerging themes. First, I present the findings of the 15-item rating scale questions in a Frequency Distribution Table then I present the findings of the eight (8) open-ended question results in organized tables, which illustrate the open codes,

focused codes, and thematic codes. I represent the emerging themes in a separate table that shows the development from the thematic code to the emerging themes.

The data collection instrument, a survey, employed in this study underscores the two research questions designed to draw increased attention to a narrative spawned throughout history of a disadvantaged race. Responses to the 15-item rating scale questions underscore the effectiveness of how building a rapport with students' impact deficit thinking in relation to (RQ1) How do teachers' narratives about students of color depict their teaching experiences? The 8-item open-ended questions reveal the absence or presence of deficit thinking about marginalized students of color in response to both (RQ1) and (RQ2) How do teachers' narratives about students of color inform students learning? I intend for this study to act as a catalyst to sensitize policy makers and educators of the critical demand to dispel deficit thinking and to institute changes that demonstrate equal opportunities for all students despite race, ethnicity, socio-economic status, or cultural background.

The emergent themes from the data indicate a necessity for increased professional development to refocus pedagogical practices in the education system throughout the United States. In order to bring about changes with fidelity, policy makers need consistent reminders of the implications of the deficit narrative perpetuated about marginalized students of color.

Forty-two (42) of the forty-four (44) participants in this study provided narrative discourse as it relates to their perceptions of the impact of deficit thinking in depicting

teaching experiences and informing students learning. Two (2) participants abstained from responding to the open-ended questions but answered the rating scale questions.

Research Questions

(RQ1) How do teachers' narratives about students of color depict their teaching experiences?

(RQ2) How do teachers' narratives about students of color inform students learning?

Trochim, (2006) alludes to relational studies as “designed to look at relationships between two or more variables” (para. 2). Considering the nuances of deficit thinking and teachers' narratives about students of color, I aim to underscore the influences in depicting teaching experiences and informing students learning. The data collection, a survey, helps to inform relational bearing of the two variables.

I conducted the survey to collect data regarding teachers' deficit thinking and how it depicts teaching experiences and informs students learning. During the process of coding the data, from comparing raw data with open codes and focused codes, and organizing and reorganizing open codes to focused codes, several emergent themes surfaced. I narrowed the broader themes from the focused codes into eight (8) thematic codes: *demonstrating colorblindness, being culturally responsive, lacking diversity, feeling insulated by White privileges, demonstrating racial inequities, setting low expectations for students of color, understanding relevance of lived experiences, and*

desiring Black role models. In developing these emergent thematic codes, I crafted the theme statements illustrated below in Table 7.

Table 7: Emergent Thematic Codes and Statements for the Open-ended Questions

Emergent Thematic Codes	Emerging Themes
Demonstrating colorblindness	Practicing colorblindness when teaching students of color impacts cultural responsiveness and perpetuate deficit thinking.
Being culturally responsive	Understanding cultural background cultivates sensitivity when designing curriculum for students of color.
Lacking diversity	Lacking diversity when teaching students of color leads to possible cultural gaps between teachers and students.
Feeling insulated by White privileges	Without a frame of reference when teaching students of color, teachers with White privilege perpetuate deficit thinking.
Demonstrating racial inequities	Teaching students of color in inequitable conditions increase their need to work twice as hard.
Setting low expectations for Blacks	Doubting students of color abilities to grasp difficult concepts perpetuate deficit thinking by setting low expectations for them.
Understanding relevance of lived experience	Sharing in the lived experiences of students of color help teachers convey similar values.
Desiring Black role models	Having role models from their race provide students a forum to identify with success.

To report the findings of the 15-item rating scale questions, I created a Frequency Distribution Table, which tabulates the frequency response rate for each question. A Frequency Distribution Table was most appropriate to report the findings because of the given scales of measurement, which encompass both ordinal and interval scales.

The Australian Bureau of Statistic (2013) indicates, frequency distributions are visual displays that organize and present frequency counts so that the information

can be interpreted more easily. A frequency distribution of data can be shown in a table or graph. The frequency is the number of times a particular value for a variable (data item) has observed to occur. The frequency of a value can be expressed in different ways depending on the purpose required. The absolute frequency describes the number of times a particular value for a variable (data item) has been observed to occur. The simplest way to express a frequency is in absolute terms. A percentage expresses a value for a variable in relation to a whole population as a fraction of one hundred. A frequency table is a simple way to display the number of occurrences of a particular value or characteristic.

(website)

Results for Rating Scale Survey Questions 1-15

Table 8: Frequency Distribution Table for Rating Scale Survey Questions 1-15

Variable	Frequency	Proportion
SC² taught on a daily basis		
0 – 50	6	.14
51 – 100	4	.09
101 – 150	26	.59
151 – 200	8	.08
Number of times taught summer school over the last 10 yrs		
0	18	.41
1 – 3	15	.34
4 – 7	9	.20
More than 7	2	.05
SC included in summer classes		
0 – 10	19	.45
11 – 21	3	.07
21 – 30	10	.24
31 – 44	10	.24
Time spent communicating classroom expectations with SC		
Less than a week	3	.07
1 – 2 weeks	11	.25
3 – 4 weeks	9	.20
More than 4 weeks	21	.48
Publicly acknowledging Individual achievement		
Yes	43	.98
No	1	.02
Contact parents of SC for positive behavior		
Never	3	.07
Weekly	14	.33
Monthly	12	.28
Quarterly	14	.33
Contact parents of SC for negative behavior		
Never	3	.07
Weekly	20	.45
Monthly	12	.27
Quarterly	9	.20

²SC denotes Student of Color

Table 9: Frequency Distribution Table for Rating Scale Survey Questions 1-15

Variable	Frequency	Proportion
Number of daily class disruption from SC		
0	2	.05
1 – 3	19	.43
4 – 7	11	.25
More than 7	12	.27
SC exhibiting chronic behaviors in a day		
0	5	.11
1 – 3	16	.36
4 – 7	14	.32
More than 7	29	.20
Feeling frustration in the classroom		
Never	2	.05
1 – 2	26	.59
3 – 4	10	.23
More than 4 time	6	.14
Immersing into SC world (concerts, sports, other events) outside school environment		
Never		.
Weekly	3	.07
Monthly	21	.48
Quarterly	12	.27
	8	.18
Fewer resources available for SC		
Never		
Weekly	14	.32
Monthly	16	.36
Quarterly	11	.25
	3	.07
Concentrating on assets SC bring to classroom		
Never		
Weekly	1	.02
Monthly	34	.79
Quarterly	5	.12
	3	.07
Building on assets in the learning context		
Never	2	.05
Weekly	33	.77
Monthly	4	.09
Quarterly	4	.09

Table 10: Frequency Distribution Table for Rating Scale Survey Questions 1-15

Variable	Frequency	Proportion
Sustaining relationship with SC outside of class		
Never	0	.00
Weekly	38	.86
Monthly	3	.07
Quarterly	3	.07

The preceding Frequency Distribution Tables provide perspective of current behavior, attitude, and beliefs of participants to survey questions 1-15 illustrating (RQ1) How do teachers' narratives about students of color depict their teaching experiences? and (RQ2) How do teachers' narratives about students of color inform students learning? Of the 44 participants in this study, 25% identified as White, 7 of which are females and 4 males; 57% identified as African American, 15 females and 10 males; 4% identified as Asian, 2 females, 2% as Native American, 1 male; 7% as Hispanic, 1 male and 2 female, and 5% as Other 2 females. Figures 4 and 5 provide a visual illustration.

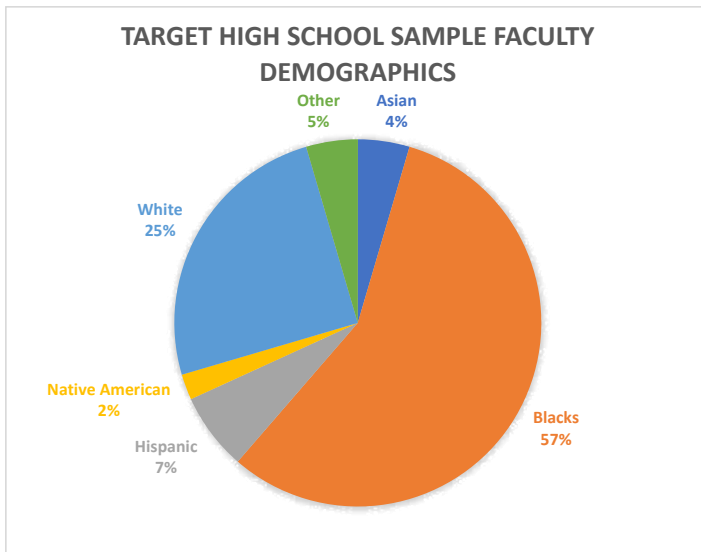


Figure 4: Participants Demographics

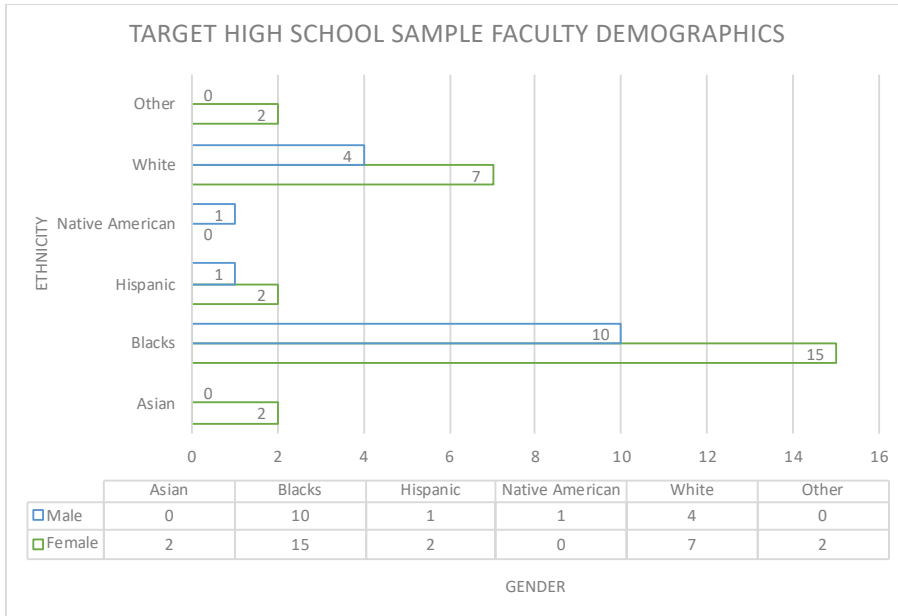


Figure 5: Participants Demographics Ethnicity and Gender

Student Behavior and Deficit Thinking in Urban Education

Building Positive Rapport with Students of Color

Teachers' deficit narrative of students of color are socially constructed concepts which permeates society at large. In Table 8 close to half the participants (48%) reported spending more than four (4) weeks communicating classroom expectations with students of color. A whopping 98% of teachers acknowledged they publicly recognize students' achievement within the classroom. Both on a weekly and quarterly basis, 33% of teachers contacted parents of students of color for positive behavior. Table 9 reflects 48% of the sample population of educators immersed themselves on a weekly basis into the outside world of students of color engaging in activities such as concerts, sports and other events. Table 10 shows 86% participants takes time out of class to sustain

relationships with students of color. The preceding findings indicate the sample population of teachers cultivates a positive teaching experience from their day to day interactions both in the learning environment and their involvement in students' lives outside the classroom. Research findings indicate teachers' narratives about students of color depict the kind of experience they encounter in the classroom.

Blaming the Victim: Students in Need of Discipline

On the other hand, Table 8 shows 45% of the sample of educators contacted parents for negative behavior on a weekly basis. Table 9 shows 43% of the teachers indicated on any given day, they experienced between 1-3 occurrences of disruptions from students of color while 27% stated they experienced more than 7 occurrences. Additionally, 36% of the teachers reported experiencing chronic behavior up to 3 times daily while 32% reported up to 7 times. With the overwhelming reports of negative and chronic behavior, 59% of the teachers expressed feeling frustrated between 1-2 times daily and another 23% expressed feeling frustrated 3 to 4 times daily. In as much as teachers' responses suggested they established a good rapport with students of color in and out of the learning community, the frequency of negative behavior reports depicts a high level of frustration from teachers, which may lead to disruption in instructional time and may have a domino effect on students learning. Further, review of Table 8 reveals a combination of 48% of teachers stated they have between 21-44 students of color in summer class. On a daily basis, 59% of the teachers reported teaching between 101-150

students of color. Teachers narrative attributed to students of color become instrumental in their teaching experiences.

The inconsistency between teachers reported positive relationship, chronic behaviors, and the need for students of color to attend summer school aligns with the emerging themes from the focused data associated to the eight (8) open-ended questions on the survey instrument. Emerging themes: practicing colorblindness when teaching students of color impacts cultural responsiveness and perpetuate deficit thinking, understanding cultural background cultivates sensitivity when designing curriculum for students of color, lacking diversity when teaching students of color leads to possible cultural gaps between teachers and students, Without a frame of reference when teaching students of color, teachers with White privilege perpetuate deficit thinking, teaching students of color in inequitable conditions increase their need to work twice as hard, doubting their abilities to grasp difficult concepts perpetuate deficit thinking by setting low expectations for students of color, sharing in the lived experiences of students of color help teachers convey similar values, and having role models from their race provide students a forum to identify with success.

The chapter presents the findings from the survey instrument used to collect data about teachers' narrative and how it depicts and informs students of color learning. The researcher first explained the coding process of Charmaz (2014) Constructivist Grounded Theory approach: open coding, focused coding and thematic coding before presenting the eight (8) Emergent thematic codes and themes. I present the findings from the first fifteen (15) rating scale questions on a Frequency Distribution Table, which reveal two

overarching student behavior: positive and negative. The next chapter leads into a discussion about the findings.

CHAPTER FIVE: DISCUSSION

All children can learn!’ the advocates for [the accountability] agenda say hypnotically, as if the tireless reiteration of this slogan could deliver to low-income children the same clean and decent infrastructure and the amplitude of cultural provision by experienced instructors that we give the children of the privileged....To isolate the victim, and shortchange the victim, and then tell him he can “learn to his potential” if he and his teachers just try hard enough, is one of those bizarre political performances that’s very much in fashion in our nation’s capital today. (Kozol, 2005, p. 266)

In this chapter, I engage in a discussion of the emergent themes elicited from the coding of the raw data collated from the survey I conducted. I deliberate on the findings through the theoretical perspectives: Deficit Thinking, Self-efficacy, and Culturally Responsive Pedagogy. The emergent themes for the eight (8) open-ended questions include: practicing colorblindness when teaching students of color impacts cultural responsiveness and perpetuate deficit thinking, understanding cultural background cultivates sensitivity when designing curriculum for students of color, lacking diversity when teaching students of color leads to possible cultural gaps between teachers and students, Without a frame of reference when teaching students of color, teachers with White privilege perpetuate deficit thinking, teaching students of color in inequitable conditions increase their need to work twice as hard, doubting their abilities to grasp difficult concepts perpetuate deficit thinking by setting low expectations for students of color, sharing in the lived experiences of students of color help teachers convey similar values, and having role models from their race provide students a forum to identify with success.

In addition, the 15-item rating scale questions elicited two broad categories of students' behavior: negative and positive. The findings of the data revealed inconsistencies with teachers' efforts to create positive learning communities and their narrative about the degree to which they feel frustrated on a daily basis. Emergent themes aligned with the research questions: (RQ1) How do teachers' narratives about students of color depict their teaching experiences? and RQ2) How do teachers' narratives about students of color inform students learning? The researcher seeks to analyze the data to examine how teachers' deficit narrative about students of color depict their teaching experiences and inform students learning.

To sum it up, the researcher applied Charmaz (2014) Constructivist Grounded Theory approach to examine the deficit narrative perpetuated about marginalized students of color through a survey instrument with open ended questions. The survey structure presented teacher participants with fifteen (15) rating scale questions, which elicited responses corresponding to two broad categories of students of color behavior, positive and negative, with an ironic twist of increased levels of frustration experienced by teachers despite their overwhelming praises about building positive relationships.

The researcher applied one of the keys tenets of Grounded Theory, modifiability, to this study by disregarding the responses to open-ended question sixteen (16), how many teachers/professors of color have you had while growing up (elementary, middle, high school, college)? What courses? The coding of the data for question 16 did not make a perfect fit, another key tenet of Grounded Theory. Prior to the discussion of the eight emergent themes, the research outlines the emerging theory, anti-racist education.

The results of the survey reveal teachers with well intentions, whether consciously or subconsciously, practice deficit narrative daily through their cultural and social construction of students of color.

Emergent Theory: Anti-racist Education Theory

Anti-racist Education Theory provides the theoretical lens through which one may deliberate on the findings of this research. “In the United States, the discourse of antiracist education is often framed in terms of radical approaches to multiculturalism” (Kailin, 2002, p. 54). A prominent advocate for anti-racist education in his lifetime, Troyna argued “anti-racist education, proceeds along a different trajectory to conventional multicultural education programmes insofar as it explicitly recognizes racism as the crucial determinant of the life chances of black youth” (p. 91). By extension, “Anti-racist Education is concerned with making explicit power relations, institutional culture, the social construction of race and the overlapping forms of oppression which marginalize some groups and individuals” (Carr & Klassen, 1996, p. 127). In other words, “In anti-racist education, teachers are expected to instill critical thinking skills and openly discuss tensions and contradictions in society as well as validate the needs, concerns, and experiences of students, whatever their background” (Carr & Klassen, 127). To make it clearer, “Anti-racism established its credentials by exposing the deeply conservative nature of approaches that struck liberatory postures but accepted the status quo and frequently encoded deficit perspectives of black children, their parents, and communities” (Gillborn, 2006, p.12.).

Central Elements of Anti-racist Pedagogy

Kailin (2002) explains some central elements of anti-racist pedagogy,

Empowerment: Education is viewed as a tool to critically analyze existing power relations and knowledge paradigms. The knowledge presented from mainstream perspectives has to be subjected to critical analysis in order to reveal the existing relations of race and class dominations. Beyond the deconstruction of existing knowledge paradigms is the process of the reconstitution of knowledge in order to provide an alternative world view that presumably is radically different from the current oppressive arrangements, and that does not inherently reproduce other forms of oppression in order to exist. (p. 55-56)

Brandt (1986) defines another element of anti-racist pedagogy,

Oppositional Pedagogy: a theory and practice that premises itself on the notion of schooling as repressive and as serving to maintain the power structure vis-a vis the social and racial status quo of schooling as well as in the wider social structure. Schooling, therefore, is seen as principally serving the ends of the powerful in society by maintaining their position of power through ideological induction into dominant norms and values of society, thus helping to maintain the social/racial status quo. (p. 132)

Discussion of Findings of Emergent Themes

Emergent Theme: Practicing in colorblindness when teaching students of color impacts Cultural Responsiveness and perpetuate Deficit Thinking

When teachers claim students color or race has no effect in how they teach, they demonstrate colorblindness by ignoring relevance of being culturally responsive. While color blindness does not deny the existence of race, it relinquishes accountabilities of race as a factor for the inequities handed down to students of color in the education system. During the initial process of coding the data, I observed a number of participants using languages associated with colorblindness in response to the questions about the impact of the prevalence of or (lack thereof) of educators of color and whether or not they considered themselves to be anti-racists committed to racial equity. Some examples of open code responses include participants:

Bird (BD1) "I don't know that it impacts me."

Angel (AN1) "I was not trained to think about color."

Saya (S1) "My parents were not concern with the color of their skin."

Robdon (RB1) "I didn't feel affected. It wasn't something that I thought about."

Nickname (NN1) "No impact. The skin color of my educators wasn't a factor."

Loving Teacher (LT5) "everyone in my classroom is the same."

Gilly(G5) "I teach to all. Color is not an issue."

Minnie (MI1) "It did not. I have always been open to everyone, regardless of color."

Native New Yorker (NY5) “I’m just color blind. I see no color just students.” Teachers phenomenal classic defense of colorblindness underscores the presence of deficit thinking in five sub-groups of this study. Focused coding shows one-third (33%) of the participants from both genders identifying as either White, Black, Hispanic, Other, and Native American confirmed colorblindness. Participants of Asian ethnicity showed no colorblindness. Interestingly, further analysis of the data showed the one Native American and Hispanic participants also showed colorblindness, while 50% Other, 45% White, and 16% Black acknowledged colorblindness. The contrast in the prevalence of colorblindness in all sub-groups, except Asians, when compared to Blacks puts into perspective the relevance of *culturally responsive pedagogy*.

Culturally responsive pedagogy encapsulates the relevance of connecting students lived experiences, especially marginalized students of color. Conceptualizing students’ cultural values and heritage, ethnic, economic, and social background help to construct a frame of reference for students of color in their learning experiences. It becomes incumbent on teachers to implement pedagogical strategies considering students cultural background. By acknowledging colorblindness of students’ race, the teachers in this study confirm an existing cultural gap with their students. This may account for the conflicting findings of the rating scale questions that show 98% of the teachers recognizing students’ achievements publicly in the classroom, 48% immersed into students’ lives outside the classroom, while 86% take time out of class to sustain meaningful relationships; yet still, a combined 82% of the teachers reported feeling levels of frustration up to 4 times daily.

Teachers neglecting to incorporate culturally responsive pedagogies in their classrooms, answers both research questions (RQ) of how deficit narrative depict teachers' experiences and inform students learning. From all indications of the data, teachers' acknowledgment of not seeing students race indicate they would not practice maintaining culturally responsive pedagogies, since teaching students involve understanding their racial background. This can lead to a deficit narrative about students of color that depicts a deficiency in representing students' culture and ethnic background into the classrooms, which possibly resulted in participants reporting they experienced chronic behavioral issues and feelings of frustration. When students are not engaged in the lessons, behavioral issues will surface.

Research shows teachers exhibit colorblindness in order to protect their views about racism or as a surviving mechanism for fear of students of color; a direct result from institutional deficit narrative about students. Sleeter (2001) states, "White preservice students tend to use colorblindness as a way of coping with fear and ignorance" (McIntyre, 1997; Valli, 1995) (p. 95). Although 50% of the teachers in this study who acknowledged colorblindness indicate they have over 15 years teaching experience, they still exhibit behavioral patterns related to deficit thinking about students of color. Building positive relationships with students of color create an atmosphere of inclusion for them and result in more engagement in class activities. "Conversely, research on school climate suggests that students' perceptions of equitable treatment and cultural inclusiveness at school may positively influence students' affective and academic engagement" (Debnam, et. al., 2014) (Bottiani, Bradshaw, & Mendelson, 2014, p. 568).

One-third of the teachers in this study admitted ‘they don’t see color, they just see students,’ a misguided institutionalized response to educating students of color. Teachers of students of color need to understand the importance of culturally responsive pedagogies, the second emerging theme in this study.

Emergent Theme: Understanding cultural background cultivates sensitivity when designing curriculum for students of color

Understanding the cultural background of students of color, enhances a teacher’s pedagogical practice in becoming sensitive to the role of their lived experiences in the curriculum. Interestingly, theoretical perspective of cultural relevance when educating students of color emerged as a theme during the process of coding the data in this study. Culturally responsiveness or related language did not show up as frequently; but the lack thereof, became evident in the theme colorblindness and warrants deeper analysis. I r thought it prudent as an emerging theme due to the interrelatedness with other themes. In response to four (4) questions: (1) the impact of the prevalence of or (lack thereof) of educators of color, (2) what teachers can do to make students of color feel they commit to their learning (3) whether or not teachers consider themselves anti-racist and (4) how learning about race differs when taught by Black, female as opposed to White, male, I noticed the a trend in some examples of open code responses including participants:

Bird (BD3) (BD4) “I like to give students choice wherever I can in both reading & work product.” “It’s one of my concerns with the CRMs because they are not culturally responsive and often not diverse.”

Favor (F4) (F5) “Ensure that you understand each student learning potential and any obstacles that hinder a student from achieving academically” “I don’t believe one race is superior over another”

Aquarius (A1) “Having teachers of color helped to nurture my cultural and racial ideals.”

Orlando Jenkins (OJ5) (OJ7) “I only want what is best for each individual student, regardless of their background, where they come from, their ethnicity, or their personality” “Set realistic goals ... set individual goals”

Merry Christmas (MC1) “I have always been interested in race and culture ...involve class which teach about racial injustices...aware of the fact the people of color are marginalized group who were often negatively affecting by the injustices in the system”

Nano (NA1) “My teachers of color affected me when taught me, different culture plus their subject.”

Fair (FA4) “Try to gain knowledge about their culture.”

Not surprisingly, only two ethnic sub-group recognized culturally responsive pedagogical practices relevance in teaching students of color. Open codes reveal 42% White and 57% Black teachers understand the significance of inclusion of students racial, cultural, social and economic background in the learning process. This aligns with the other sub-group of teachers who declared colorblindness. To answer (RQ1), teachers’ predispositions about the deficit narrative of students of color show the interrelatedness of not seeing students color; thereby, not factoring their heritage in the classroom. The association

between the two themes, colorblindness and culturally responsive pedagogy when present, negatively inform students learning. Educating students of color without understanding their cultural norms can create a disconnect and even be ineffective in helping students realize their true potential. As Gay (2002) states, “Neither teachers blaming students for their own sense of incompetence, nor teachers expecting them to not measure up to other people’s cultural standards is a valid foundation for effectively teaching ethnic diversity...” (p. 615). To answer (RQ2), another depiction of teachers’ experiences resulting from deficit narrative thinking involves self-fulfilling prophecy. Teachers’ predispositions about students of color tend to ascribe students to a failing track. Maintaining the status quo lead teaches to have a disconnect and a neglectful attitude towards marginalized students of color. The increased trend in diversity in today’s classroom requires due diligence on teachers’ part to teach all students with the expectation they can all succeed. Understanding students of color cultural background is critical in engaging students learning.

Emergent Theme: Lacking diversity when teaching students of color leads to possible cultural gaps between teachers and students

If students of color are not taught by teachers who can relate to their cultural heritage, then the lack of diversity may create a cultural gap between teachers and students. Yet another emerging theme intricately connecting teachers’ deficit narrative in depicting teaching experiences and informing students’ learning includes the lack of diversity in the classrooms. Students of color need to have accurate representations of

their heritage infused into their learning experiences. Such advantages remain inaccessible for students of color who have been marginalized by the status quo. Teachers in this study reported their experiences from not having diverse teacher education. The following open codes example paint a picture of their encounters in response to question about the impact of the prevalence of or (lack thereof) of educators of color:

Bird (BD1) “I recognize the disservice we do all of our students but especially students of color when we don’t have diversity in our faculties”

Mae (MA1) “Seeing the lack of educators of color impacted my expectations that a person of color would be interested in higher education as a career.”

Harry (HA1) “The lack of educators of colors in my education did not impact my learning one way or another.”

Green Scarf (GS1) “I lacked the mentorship and push that I would have gotten if I had professors of color in undergrad”

Pater Album (PT1) “Lack of exposure early on left me without a frame of reference for cultural and behavioral norms outside of my rather insular community” “It might have contributed to a distancing effect with the instructors who may have desired a more personal connection.”

The data collected provoked a response about diversity from mostly White teachers. Of the responses prompting this emerging theme, 80% White and 20% Black teachers reported experiencing some degree of impact or none at all. All other sub-groups response to this question indicate other nuances besides diversity. With the increasing

diverse population of today's classroom, it becomes imperative for teachers to examine their pedagogies. Two participants indicated the lack of Colored educators did not impact their learning. However, the lack thereof provided a frame of reference for one teacher who understands the "disservice we do all of our students but especially students of color" when we don't have diversity. On the contrary, another White teacher reported the lack of diversity denied him the opportunity to have a frame of reference about diversity in education. Yet another White participant discussed how the presence of a Colored educator in higher education disrupted her status quo hegemonic belief that a "person of color would be interested in higher education as a career. On the flip side, one Black teacher alluded a demotivating experience of not having Colored professors in her undergrad.

The varying impact of the lack of diversity in participants experiences answers (RQ1), in that their experiences problematize their deficit narrative about students of color and provided frames of references for engaging in pedagogical practices that inform students of color learning. To respond to (RQ2) Black teachers understand the implications of having teachers of color when educating students of color. The Black teacher felt the impact of the absence of diversity from not having Colored professors. Lacking diversity in the classroom inform both students and teachers of the role of teacher and student *self-efficacy*.

As a student of color, the Black teachers felt marginalized due to the lack of diversity of educators. Already oppressed by institutionalized hegemony, not all students of color manage to muster up the willpower for self-efficacy. Some fall into educators'

self-fulfilling prophecy usually ascribed upon students of color. Bandura (1997) defined self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p. 3). Immersed in a classroom lacking diversity, students of color fall into the cracks of the educational system designed to fail them. One way of cultivating culturally responsive pedagogy, teachers too can assess their own efficacy. Siwatu (2011) states, “in the context of teaching, teacher self-efficacy was defined as “a teacher’s belief in her or his ability to organize and execute the courses of action required to successfully accomplish a specific teaching task in a particular context” (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 117) (p. 361).

Students of color can live vicariously through the lives of successful role models, which act as an inspiration for them to succeed. Siwatu (2011) further emphasizes, Bandura (1977) believed that when an individual observes a model (i.e., vicarious experiences) successfully execute a task, this observation may influence an individual’s beliefs in his or her own abilities (p. 361). As a result, it is important for students of color to experience diversity in the classroom to include having teachers of color and not buried in a classroom with teachers who do not share in the values of their culture.

In the case of the White teacher participant who perpetuates the deficit narrative about marginalized student of color by acknowledging low expectations of Black students not rising to become a college professor, the success of this college professor may have positive impact on teachers’ deficit narrative in informing students learning. “The success (or failure) of others may be interpreted as an indication that he or she too can (or cannot) execute the task successfully (Bandura, 1977; Schunk,1998). Vicarious

experiences are effective especially if an individual does not have any prior experiences on which to make an accurate assessment of his or her capabilities. In teacher education, preservice teachers formulate ideas about their abilities from professional literature, field experiences, and classroom observations (Lee, 2002) (Siwatu 2011, p. 361).

The National Education Association (2014) report stipulates a teaching force that represents the nation's racial, ethnic, and linguistic cultures and effectively incorporates this background and knowledge to enhance students' academic achievement is advantageous to the academic performance of students of all backgrounds, and for students of color specifically. (p. 1)

In our growing demands for educators to satisfy the needs of our diverse student population, both teachers and students should engage in self-efficacy. Bandura's (1997) Self-efficacy theory may act as a critical element for marginalized students of color in advocating for themselves as they try to rise above deficit thinking.

Emergent Theme: Without a frame of reference when teaching students of color, teachers with White privilege perpetuate Deficit Thinking

If teachers believe having White privileges insulate them, then they are less likely to relate to how students of color may feel marginalized, which may cause perpetuation the deficit thinking. In the context of this study, it would be remiss to disregard the emerging theme of White privilege. Interrogating the oppression of students of color makes it imperative to examine the endowed privileges of Whites, who feel empowered to perpetuate this deficit thinking about marginalized Black students. The irony of the

responses from participants who identified elements of White privilege comes as no surprise. Three (3) participants referenced White privilege in response to questions regarding what teachers can do to make students of color feel they commit to their learning and whether or not teachers consider themselves anti-racist. The open codes below reveal participants raw language:

Bird (BD5) “I consider myself a product of White privilege who is learning to recognize what that means, what it looks like, a & how I need to improve.”

Aquarius (A6) “A White professor cannot represent my lived experiences and exert White privilege.”

France (FR6) “White male exerts White privilege unperturbed about my lived experiences and culture.”

Two-thirds of the responses came from Black, female teachers while one-third from a White, female teacher. The absence of responses from other subgroups underscore the racial divide between students of color and Whites. White privilege engrains every fiber of the oppression students of color experience in the classroom. From the Eurocentric curriculum to Deficit Thinking that students of color are genetically inferior to Whites. One female, Black teacher identifies with institutionalized White privilege knowing and experiencing deficit thinking. She confirms the relevance of understanding students of color lived experiences in the classroom in order to successfully educate them. “White privilege and racism play a role in the curricula and pedagogical practices employed with African American students in general education environments prior to their referral to special education” (Blanchett, 2006, p. 25). The Black female teacher identified that the

White privileged teacher does not take her cultural background into account when preparing curricula material. She stated the teacher simply exert his White privilege with no concern about her lived experiences.

One Black teacher's response about White privilege answers (RQ2) in that teachers' deficit narrative about students of color manifest itself through the curriculum.

According to Blanchett (2006),

Despite theory and research (e.g., Apple, 2000; Ladson-Billings, 1999) asserting that the mainstream curriculum ("the official curriculum") and pedagogical practices in use in American schools are inappropriate for use with African American learners and are purposefully employed to maintain White supremacy, these curricula and practices are still being used. (p. 25)

The emergent theme in regard to White privilege represent the hegemonic stance that helps to maintain the status quo while depicting teachers' teaching experiences as they perpetuate the deficit narrative about marginalized students of color. It becomes evident that having White privilege creates boundaries for understanding students of color and the marginalization they experience.

One of the key tenets of grounded theory involves modifiability. The flexibility to modify the categories while coding serves to create perfect fit in the data. In spite of the open codes for emergent theme about White privilege, I observed many more incidents of deficit narrative about students of color among participants and chooses to highlight them here. Valencia (1997) posits,

The *deficit thinking* model, at its core, is an endogenous theory - positing that the student who fails in school does so because of internal deficits or deficiencies. Such deficits manifest, it is alleged, in limited intellectual abilities, linguistic shortcomings, lack of motivation to learn and immoral behavior. The proposed transmitters of these deficits vary according to the intellectual and scholarly climate of the times. We shall see that genetics, culture and class, and familial socialization have all been postulated as the sources of alleged deficits expressed by the individual student who experiences school failure. Given the parsimonious nature of deficit thinking, it is not unexpected that advocates of the model have failed to look for external attributions of school failure. (p. 2)

In this study, 100% of the White teachers demonstrated deficit thinking that could possibly code as White privilege. Some of the more glaring deficit narrative includes teachers' raw data such as: "*I hope they will learn they are capable of learning even difficult concepts,*" "*reminding them that they can do more than they think they can,*" "*love means I put examples in front of them of people who look like them and come from similar circumstances,*" and "*humbly submit to teaching others,*" the language employed by a young, female teacher indicates the persistence of deficit thinking that shape the teaching experiences of teachers. Harry states, "either through me or the many other teachers that they encounter *hopefully one will "get through" and kindle a desire for future education.*" Harry's deficit thinking holds very little future growth for his students. Stacy, a very young teacher writes, "*learning and taking pride in their history and helping progress our nation,*" "*acknowledging how our differences can become our*

strengths.” BT, another young, female, writes “understands that there are *many options for them as far as careers.*” Pater states, “I hope my students learn the *basics of literacy.*” Bear acknowledges, “sometimes I find *myself having lower expectations of my students of color.*” Merry Christmas writes, “I hope my students of color will *learn how to be successful in all different types of environment ... will learn the importance of code switching and the necessity to do so at times.*”

The plethora of deficit narrative from White teacher participants represents the dominant culture hegemony that helps to keep intact the status quo. These teachers’ deficit narratives about marginalized students of color depict a learning environment that reinforces mainstream Eurocentric curriculum without consideration to cultural differences. The relation of the high percentage of participants reporting chronic behavior issues aligns with the deficit narrative teachers hold of students of color. The evident cultural gap contributes to behavior. When students feel disconnected from teachers and the school climate presents discord, then students resort to self-preservation, which can be perceived as indiscipline. White privileged teachers enter the classroom with preconceived notions about students of color; thereby advancing racial inequity.

Emergent Theme: Teaching students of color in inequitable conditions increase their
need to work twice as hard

Due to the excessive experiences of racial inequities in the US education system, students of color must assert themselves and work twice as hard to succeed. Racial inequity stands at the epicenter of the deficit narrative perpetuated about marginalized

students of color. Racial inequity buries deep within the history of racism in the United States. As one author writes, “if a society can be judged by the way it treats people who are different, our educational system does not have a distinguished history” (Heward and Cavanaugh, 2001) (Gay, 2002, p. 301). Open codes for racial inequity relate to most, if not all open-ended questions. Undoubtedly, 73% Blacks, 15% White, 8% Hispanic and 3% Other reported an abundance of racial inequities in the education system as it relates to the deficit narrative perpetuated about marginalized students of color. The recurring trend in the disparity between Black participants and White participants responses in and of itself demonstrates racial inequity. Themes that maintain the status quo tend to see high percentage response from White teachers, while themes that relegate students of color to a marginalized position tend to see high percentage response from Blacks. Johnathan Kozol highlights the “Shame of a Nation,” among many other researchers, in the inequities of the education system in the United States of America. Due to the overwhelming response, I chose to report the focused codes for this emerging theme. The following focused codes capture some of the more glaring inequities participants allude to:

“Hoping for fair and just policies”

“Getting resources to level up to peers”

“Needing to work harder to achieve”

“Leveling the playing field”

“Equaling access to resources”

“Valuing being Black”

“Experiencing discrimination”

“Judging students for color”

“Relegating to systemic submission”

“Disparaging Blacks”

“Stereotyping Black males”

The focused codes closely relate to the open codes of teachers’ language used to describe their sentiments on racial inequity. The feet that wear the shoes best describe the squeeze they feel which explains the reason 76% of Black teachers identified issues involving discrimination, submission, stereotyping, resources, and fair and just policies. These topics underscore critical inequities experienced by most Black students whether immersed in an urban or suburban school, they at one point, or another feel the effects of one or more of the inequities mentioned. To answer (RQ1) in terms of racial inequity, teachers’ narratives depict a need to level the playing field for students of color. The inequities revealed demonstrates the inadequate conditions of the current learning environments for participants. One projected way suggests having equal opportunities and access to resources. Experiences of limited resource, challenges what Ladson-Billings referred to as Master Scripting and chronic behavioral issues as represented in reports from teachers’ responses to the rating scale questions.

Blanchett (2006) postulates,

Master Scripting is defined as the dominant culture’s monopoly on determining the essential content of the official curriculum and subsequently the pedagogical practices used to deliver it. Master Scripting is employed at both the institutional

and individual levels to mute the stories and voices of African Americans and thereby prevent their counter-voices and counter-storytelling from challenging White authority and power. (Ladson-Billings, 1999) (p. 26)

To answer (RQ2), teachers' narratives inform student learning in accordance with the demonstration of the need to level the metaphorical playing field for students of color. Teachers' narratives on racial inequity show students of color must double up their efforts in order to succeed in institutions that cultivate racial inequities. As instituted by the status quo, Ladson-Billings' "Master Scripting" ensures students of color remain marginalized.

To achieve success despite the insurmountable racial inequities, students of color must develop *self-efficacy*, believing in their potential and tapping into it. They must fight the odds stacked up against them. "The formation of self-efficacy beliefs is influenced by four sources of information: mastery experience, vicarious experience, verbal persuasion, and psychological and emotional states" (Bandura, 1977) (Siwatu 2011, p. 361). In the case of deficit thinking, marginalized students of color must employ Bandura's four sources of information to form self-efficacy. A holistic approach to develop self-efficacy appears to be one major recourse for Black students in an educational system riddled with deficit thinking and inequities.

Emergent theme: Doubting students of color abilities to grasp difficult concepts
perpetuate deficit thinking by setting low expectations for them

When teachers declare they hope students of color understand they can learn even difficult concepts, they perpetuate deficit thinking by setting low expectations for students. Underscoring the deficit narrative, teachers maintain a self-fulfilling prophecy for students of color. Teachers expect Black students to perform below proficiency standards pushing them into unwarranted low tracking and exceptional student education classes. In this study, participants expressed experiences of low expectations both from their own experiences as students and low expectations of their current students. Open codes reveal participants languages associated with responses to four (4) open ended questions: (1) experiences with people of color in authority, (2) the impact of the prevalence of or (lack thereof) of educators of color (3) whether or not they considered themselves to be anti-racists committed to racial equity and (4) what teachers hope students of color learn:

MAE (MA1) (MA3) “ impacted my expectations that a person of color would be interested in higher education as a career” ... “I hope they will learn they are capable of learning even difficult concepts.”

High Expectations (HE1) “ I don’t think I was pushed as I was in college to my greatest potential because there weren’t great expectations.”

GrandeRoyale1 (GR2) “They are not confident of what they are about to do”

Favor (F3) “I hope students of color will value education”... “for students of color to remain focus”

Orlando Jenkins (OJ1) “The teachers of color all taught lower level classes”

Bear (BE5) “Sometimes I find myself having lower expectations of my students of color”

Beyonce Knowles (BK1) “It only surprised me when I had a black male teacher that wasn’t an elective teacher.”

The deficit narrative perpetuated about students of color manifested itself in current teachers’ expectations of their students and in the expectations, they lived through as students themselves. The obvious expectations became real with 57% of Black participants provided language revealing experiences about low expectations, 27% White and 14% teachers identified as Other shared sentiments of low expectations. One female, White participant expressed surprise at the sight of a Colored teacher in higher education – a demonstration of White privilege, and low expectations. On the contrary, a Black, female participant felt surprised a Black teacher taught other courses than electives. Both teachers’ responses illustrate low expectations held for students of color. These expectations become real in the lives of students of color very early on in their educational experiences straight into college and their career.

A White, male participant admittedly stated at times he lower expectations for his students of color, which answer (RQ1). The teacher’s deficit narrative about students of color depict teaching experiences in which teachers’ lower standards of proficiency for students of color. This provides a clear demonstration of deficit thinking. To answer (RQ2) teachers’ deficit narrative inform students learning in that some students resolve to

step outside the status quo and disprove the theory of deficit thinking. As students, participants knew they had to succeed through their own merits and hard work.

Students of color do not always stay oppressed, many students rise to the occasion and become successful leaders. Valencia (1997) theoretical lens of deficit thinking, indicate the dominant culture's relentless efforts to marginalize Black students. Lowering expectations of students of color serve to keep intact this mandate. Further, according to Blanchett (2006), "the disproportionate referral and placement of African American students in special education has become a discursive tool for exercising White privilege and racism" (p. 24). Valencia (1997) posits, "deficit thinking is so protean, taking different forms to conform to what is politically acceptable at the moment, and while the popularity of different revisions may change, it never ceases to be important in determining school policy and practice" (p. 2). Subject to different modes of oppression, it now behooves students of color to practice (Bandura (1997) self-efficacy believing in own their capabilities "to organize and execute the courses of action required to produce given attainments" (p. 3). Open code (HE1) illustrates one participant who practiced self-efficacy with the aid of educators who acted as role models for success.

Emergent theme: When teachers share the lived experiences of students, their narratives about students of color convey similar values

When teachers share the lived experiences of students, their narratives about students of color convey similar values. In educating students of color, teachers should endeavor to practice culturally responsive pedagogy. Culturally responsive pedagogy

ensures students' cultural, social, ethnic and heritage life interplay in the curriculum. I observed an interconnectedness amongst the emerging themes. Each one intricately relates to the other. Participants' language associated with some open codes of the data in response to two (2) questions: (1) experiences with people of color in authority, (2) how learning about race differs when taught by Black, female as opposed to White, male includes:

Bird (BD6) "I would consider it a more authentic, enriching experience."

Mae (MA6) "Filled with real-life examples of the experiences of the individual"

TCW (2) "Based on individual, especially when you have similar experiences."

High Expectation (HE) "I always share my journey"

France (FR6) "Professor of color would be able to relate to my lived experience."

Science Guy (SG6) "One who goes through the experiences they teach about are better candidates."

Sam Brown (SB6) "Lesson would be tailored to my experience."

The deficit narrative perpetuated about marginalized students of color impacts the connection teachers make with students in the classroom. Of the participants whose response received open codes for lived experiences, 50% Blacks, 40% Whites and 10% Hispanic. The responses provided by Hispanic and Black teachers differ in comparison to those of White teachers. The Hispanic and Black teachers' responses intimate a more relatable experience while White teachers provided hypothetical responses. This demonstrates the importance of lived experiences when teaching students of color. The relatable cultural and social experiences help to solidify a connection and build that

positive rapport teachers alluded to in the responses from the rating scale questions.

When teachers share the lived experiences of students their narratives about students of color carries similar values; therefore, it creates a richer teaching experience for teachers and a more culturally relevant lesson that inform students learning (RQ &2).

Culturally responsive pedagogy theoretical lens intersects with the emergent theme, related to lived experiences. Ladson-Billings (1994), conducted a study where she identified the works of successful teachers who

“managed to legitimate the students’ real-life experiences as part of the official curriculum. They helped the students whose educational, economic, social, political, and cultural futures were most tenuous become the intellectual leaders of the classroom. Such teachers helped their students participate in a broad conception of literacy that incorporated both literature and orature” (Kailin, 2002, p.17).

Interestingly in this study, open codes of teachers lived experiences illustrate the significance for students of color needing to have teachers who shared their lived experiences as evident in the repetition “*my*” in Black teachers’ responses. Teachers exemplified their ownership and relevance of lived experiences irrespective of the social stratification imposed upon them by political hegemony.

Emergent theme: Having role models from their race provide students a forum to identify with success

Having role models provide a forum for students of color to identify success in their own race despite the negative depictions observed in teachers' deficit narratives. Marginalized students of color need role models to encourage and motivate them to fight against the status quo designed to keep them oppressed. Having role models provide a forum for them to witness successes in their own race despite the negative depictions observed in teachers deficit narratives on a day-to-day basis in their classrooms. A number of Black participants in this study alluded to the positive impact of having people of color for role models. In response to questions four (4) questions: (1) experiences with people of color in authority, (2) the impact of the prevalence of or (lack thereof) of educators of color (3) what teachers can do to show commitment to students and (4) what teachers hope students of color learn open codes highlights the following responses:

TCW(1) "Having teachers that look like me, specifically African American was an inspiration to make something of my life."

Blessed (BL1) "The teachers of color that I had were strong role models and made a difference in my life."

BRB (BRB1) "I wanted to be just like my teachers"

Green Scarf (GS1) "I was inspired to be a teacher from my elementary experience."

Bee Taz (BET1) "They impacted me to stay encouraged and believe in myself"

UDZ Braz Bakala (UB1) “Give practical examples or references of successful people of color”

Sam Brown (SB1) “I became a teacher because my only African American teacher in Middle School stood up for me in an all-white environment.”

Robdon (RD1) “Positively, I saw my own kind this I was motivated to excel”

Aloysius (AL1) “It gave me a better view of myself, and people of color in general”

BT (BT1) “Having colored educator positively impacted me, by setting a positive example of how to conduct yourself.”

The overwhelming response of the impact of Black educators as role models in students’ lives comes as no surprise from the 90% of Black participants. On the other hand, 10% of Whites reported having positive example of Black role model. The data set did not provide any other coding for Black role models in any other sub-group. Having Black educators as role models served as inspiration, motivation, encouragement, and references for positive outcomes in students of color lives. Teachers’ narratives about student of color act as an agent of change against racial discrimination. In response to (RQ1), having role models depicts positive influences on students of color. Black teachers as role models provide a platform for students to hear relatable cultural experiences. Black role models help to inform students learning about academics, social, morals, and ethical mores within their culture. (RQ2).

Participants’ responses indicate their motivation to enter the field of education arose as a result of having a Black teacher role model. The deficit narrative about

students of color diminishes with a balance in more teachers of color who share their lived experiences and act as role models. Bandura's theoretical perspective on *self-efficacy* informs participants' new outlook with each teacher role model. According to Bandura (1977), "mastery experiences are the most influential source in the development of self-efficacy. These experiences provide an individual with concrete evidence of his or her ability to execute the specified task successfully" (Siwatu, 2011, p. 361). With 90% of Black participants indicating positive impact on their lives because of Black role models, the quest to successfully educate students of color involves sensitizing educators about the impact of having positive Black role models.

Implications for Educators

The researcher hopes the findings in this study heighten teachers' awareness of deficit thinking and encourage them to examine their teaching philosophies in terms of creating equity in education. Teachers stand to benefit from the findings of this research since it outlines critical implicit and explicit characteristics of deficit narrative perpetuated about marginalized students of color. The study brings into focus theoretical frameworks teachers can utilize in combatting deficit thinking. From the emerging theory of anti-racist education, teachers may elect to become agents of change.

Pedagogical Implications

Establishing a holistic approach in pedagogical practices by first acknowledging and dismantling deficit thinking about students of color leading to educators becoming

agents of change. To enhance pedagogies, teachers should contemplate on their own teacher self-efficacy before helping students to develop their self-efficacy. In the context of teaching, Bandura (1997) posits teacher self-efficacy as “a teacher’s belief in her or his ability to organize and execute the courses of action required to successfully accomplish a specific teaching task in a particular context” (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 117). Developing culturally responsive pedagogies to ensure inclusion of students linguistic and cultural values.

Implication for School Contexts

Despite the pervasive presence of deficit thinking in our education system, educators, administrators, and all other stakeholders at the school level can commit to developing school-wide culturally responsive pedagogies sensitizing educators of the need to include the cultural, social, economic, and heritage background of students of color. As Gay (2002) postulates, “of utmost importance in this approach to educating students is for teachers to become critically conscious of their own cultural socialization, and how it affects their attitudes and behaviors toward the cultures of other ethnic groups (p. 619). An initial step towards equity may include cultivating equitable and supportive school climate that problematize and disrupts deficit thinking.

Limitations and Recommendations for Future Study

Limitation 1 – A possible existence of researcher bias in two areas. Firstly, I identify as a marginalized student of color. Secondly, I am a member of the institution in

which the participants belong. As such, the research could have a bias attitude in analyzing the data. Notwithstanding, I ensured to engage in Charmaz (2014) system inductive process of comparing data with codes, and codes with codes, to minimize any possibility of bias.

Limitation 2 – The utilization of a survey instrument to collect data, disallowed the ability to gather analytic ideas from immersion into an ethnographic setting, such as interview or focus group, which impeded me from observing interactions or witnessing participant’s non-verbal behaviors.

Limitation 3 – Using a predominantly Black population to conduct the survey prevented the research from gathering broader perspective of deficit thinking. Extending the geographical location to other regions of the country would inform the theory from a more diverse ethnic perspective.

Limitation 4 – The use of a single site to collect data inhibited the ability to triangulate the data.

Future Study 1- For future studies, I would like to extend this study to a wider sample with adequate representations from diverse ethnic groups. I want to engage in an ethnographic study in order to deepen understanding of the multiple dimensions of life as it relates to participants of the study.

CHAPTER SIX: CONCLUSION

One solution to being culturally responsive involves implement what successful teachers do, “legitimate the students’ real-life experiences as part of the official curriculum. They helped the student whose educational, economic, social, political and cultural futures were most tenuous become the intellectual leaders of the classroom. Such teachers helped their students participate in broad conception of literacy that incorporated both literature and orature. (Kailin 17)

In this qualitative grounded theory study, I examined the deficit narrative perpetuated about marginalized students of color in terms of how the narrative depict teachers experiences and inform students learning. Through the use of a survey instrument, I gained insights into teachers conscious and subconscious decisions and actions keeping intact the status quo on institutionalized hegemony.

A pervasive deficit thinking exists in participants daily interplay with students of color. Some participants exhibit explicit, blatant narratives about students of color which relegate them to “*their*” marginalized position as evidenced in the opening quote, “*It doesn’t matter if I use a drill to drill the information into your brain, you will never understand it*” (ELA teacher, 2018). Other participants, implicit narratives instigate deficit thinking in disguise as seen in a response regurgitating question 21, “That label is polarizing, am I a racist educator committed to racial inequality? Of course not, *though I try to teach all of my students the same regardless of race.*” The use of “*though*” negates the preceding flipped question in the participant’s response.

The analysis of the data revealed distinctive patterns in polarized responses between White and Black participants for some open-ended questions. It became evident Black participants conveyed relatable lived experiences while White participants

provided hypothetical responses, which accentuate the relevance of culturally responsive pedagogies where successful teachers of students of color bridge the cultural gap. A successful teacher of students of color first need to share students lived experiences or encounter an enlightenment through socialization with Black cultural heritage.

To attempt to challenge the status quo of institutionalized hegemony in education, it becomes prudent for educators to understand the implications of emerging anti-racist theory. According to Kailin (2002), “The assumption underlying antiracist pedagogy for teachers is that it is necessary for them to confront racism in their backgrounds and their backyards in order to become conscious of how it is expressed in their teaching practice and their interactions with students of color, as well as with White students” (p 18). In doing so, educators grapple with the content of the literature they present to students ensuring they do not perpetuate deficit thinking about any ethnic group. Kailin (2002) continues to say, “The goal is not only to raise consciousness at the individual level, but to contextualize this knowledge politically and historically, at the institutional level, as well. It is also assumed that teachers are in a position to benefit from reflexive learning situations, in which they engage in critical self-examination (p. 18) a concept underscored in Bandura’s teacher self-efficacy, cognitive behavioral regulation.

Practicing culturally responsive pedagogies can help to address issues related to the deficiencies in teaching students of color cultural heritage. Incorporating YAL in the classroom, will help teachers align curriculum with students lived experiences and students can face their varying issues through literature. Teachers’

narratives serve both to depict their teaching experiences and inform students learning.

The learning community is shaped by teachers' narrative.

In summary, although *deficit thinking* of 'blaming the victim' "appears to originate as a social construction stemming from the heterodox thought of the 1960s," (Valencia, 1997, p. x), it finds roots entrenched in the history of Blacks, believed to possess genetic deficiency in intelligence when compared to the White counterparts.

APPENDIX A: SURVEY QUESTIONS

Survey: Part 1

1. How many students of color do you teach on a daily basis?
a. 0-50 b. 51-100 c. 101-150 d. 151-200
2. How many times have you taught summer school within the last ten years?
a. 0 b. 1-3 c. 4-7 d. More than 7
3. How many students of color are included in your summer classes?
a. 0-10 b. 11-20 c. 21-30 d. 31-40
4. How much time do you spend communicating classroom expectations with students of color?
a. Less than a week b. 1 to 2 weeks c. 3 to 4 weeks
d. more than 4 weeks
5. Within the classroom, do you publicly acknowledge individual achievement?
a. Yes b. No
6. How often do you contact parents of students of color for positive behavior in class?
a. Never b. Weekly c. Monthly d. Quarterly
7. How often do you contact parents of students of color for negative behavior in class?
a. Never b. Weekly c. Monthly d. Quarterly
8. What is the average number of classroom disruptions from students of color per day?
a. 0 b. 1-3 c. 4-7 d. More than 7

9. In your classroom, how many students of color exhibit chronic behaviors in a day?
- a. 0 b. 1-3 c. 4-7 d. More than 7
10. On a daily basis, how often do you feel frustration in the classroom?
- a. Never b. 1-2 times c. 3-4 times d. More than 4 times
11. How often do you immerse yourself into the world of your students of color supporting them outside of the school environment? (concerts, sports, other events)
- a. Never b. Weekly c. Monthly d. Quarterly
12. How often do you find yourself with fewer resources available to students of color?
- a. Never b. Weekly c. Monthly d. Quarterly
13. How much time do you spend concentrating on the assets that students of color bring to the classroom?
- a. Never b. Weekly c. Monthly d. Quarterly
14. How often do you build on those assets in the learning contexts?
- a. Never b. Weekly c. Monthly d. Quarterly
15. How often do you take time out of class to sustain relationships with students of color?
- a. Never b. Weekly c. Monthly d. Quarterly

Survey: Part 2

1. How many teachers/professors of color have you had while growing up (elementary, middle, high school, college)? What courses?
2. How did the prevalence (or lack thereof) of educators of color impact you? Please describe.
3. Have you had experiences with people of color who are in authority? How about one who was not in authority? Please describe the circumstances.
4. What do you hope your students of color will learn? How do you hope they will get there in learning?
5. What can a teacher do to make students of color feels she/he is committed to their learning?
6. Do you believe yourself to be an antiracist educator committed to racial equity? What does that mean to you?
7. How might the learning be different for you when learning about race, class, and gender from a female professor of color who came from poverty as opposed to a male, White, middle class professor?
8. Briefly explain your understanding of practicing equality versus equity in the classroom.

APPENDIX B: IRB APPROVAL



UNIVERSITY OF CENTRAL FLORIDA

Institutional Review Board
FWA00000351
IRB00001138
Office of Research
12201 Research Parkway
Orlando, FL 32826-3246

EXEMPTION DETERMINATION

May 2, 2019

Dear Elsie Olan (PI) & Cavel Austin (Co PI):

On 5/2/2019, the IRB determined the following submission to be human subjects research that is exempt from regulation:

Type of Review:	Initial Study, Category 2
Title:	The Deficit Narrative about Marginalized Students of Color
Investigator:	Elsie Olan
IRB ID:	STUDY00000455
Funding:	None
Grant ID:	None

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made, and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request so that IRB records will be accurate.

If you have any questions, please contact the UCF IRB at 407-823-2901 or irb@ucf.edu. Please include your project title and IRB number in all correspondence with this office.

Sincerely,

Racine Jacques, Ph.D.
Designated Reviewer

APPENDIX C: ORANGE COUNTY PUBLIC SCHOOL RESEARCH

NOTICE OF APPROVAL



**Research and
Evaluation**
Orange County Public Schools

**OCPS Application to Conduct Research
Research Notice of Approval**

Approval Date: **June 26, 2019**

Approval Number: **[804]**

Expiration Date: **June 25, 2020**

Project Title: ***The Deficit Narrative Perpetuated about Marginalized Students of Color***

Requester: Cavel Austin

Sponsoring Agency/Organization/Institutional Affiliation: University of Central Florida

Thank you for your request to conduct research in Orange County Public Schools. We have reviewed and approved your application. This *Research Notice of Approval (R-NOA)* expires one year after issue date, June 25, 2020.

You are responsible for submitting a Change/Renewal Request Form to this department prior to implementing any changes to the currently approved protocol. If any problems or unexpected adverse reactions occur as a result of this study, you must notify this department immediately. Allow 45 days prior to the expiration date, if you intend to submit a Change/Renewal Request Form to extend your R-NOA date. Otherwise, submit the Executive Summary (along with the provided Cover Page) to conclude your research with OCPS and within 45 calendar days of the R-NOA expiration. Email the form/summary to research@ocps.net. All forms may be found at this [link](#).

Should you have questions, need assistance or wish to report an adverse event, please contact us at research@ocps.net or by phone at 407.317.3370.

Best wishes for your continued success,

Xiaogeng Sun, Ph.D.
Director of Research and Evaluation
Xiaogeng.Sun@ocps.net

APPENDIX D: SCHOOL DISTRICT CONSENT FORM

OCPS Informed Consent Form

PROJECT TITLE

The Deficit Narrative Perpetuated about Marginalized Students of Color

INTRODUCTION/INVITATION

You are invited to join a research study to look at The Deficit Narrative Perpetuated about Marginalized Students of Color. Please take whatever time you need to discuss the study with your family and friends, or anyone else you wish to. The decision to join, or not to join, is up to you. In this research study, we are evaluating two research questions: (1) How do teachers' narratives about students of color depict their teaching experiences? and (2) How do teachers' narratives about students of color inform students learning? This study is being done because of the deficit thinking model, which posit students of color fail to succeed academically because of innate cognitive deficiency, cultural, social, and familial dysfunctions among other schools of thoughts.

STUDY INVOLVEMENT

If you decide to participate, you will be asked to complete a 22-question survey, consisting of 14 rating scale and eight (8) open ended questions. You are required to complete the survey only once. We think this will take you no more than 30 minutes. No audio or video recordings will be taken. You will be sent an anonymous link on Qualtrics via hjo-instructional@ocps.net. Your responses will be analyzed using grounded theory thematic coding, which will be used to generate a discussion related to teachers' narratives about students of color. The investigators may stop the study or take you out of the study at any time if they judge it is in your best interest. They may also remove you from the study for various other reasons. They can do this without your consent. You can stop participating at any time. If you stop, you will not lose any benefits.

RISKS TO TAKING PART IN THE STUDY

This study involves minimal risks in that participants may feel some level of discomfort responding to questions regarding race. There will be no physical risk in participating in this study. There may also be other risks that we cannot predict. No identifiable data will be collected from this survey instrument. Survey responses will be anonymous, and data will be stored for five (5) years.

BENEFITS TO TAKING PART IN THE STUDY

It is reasonable to expect the following benefits from this research: The research will inform teachers about implementing successful strategies and practices that can narrow the achievement gap, especially in a core course like English Language Arts. The research will also guide teachers in understanding best practices in improving the school climate and students' social and emotional learning skills. However, we can't guarantee that you will personally experience benefits from participating in this study. The benefits of the research to Orange County Public Schools (OCPS) include increasing academic achievement and college readiness as it relates to improving students' reading and writing skills in English Language Arts.

CONFIDENTIALITY

We will take the following steps to keep information about you confidential, and to protect it from unauthorized disclosure, tampering, or damage: Your response will be viewed only by the researcher, Cavel Austin and the Chair/Advisor, Dr. Elsie Olan. No identifiable information will be used in any publication if at any time the study is published. In coding the data, I will use the pseudonym you will provide in the background information block on the survey in Qualtrics. Any direct quotes used will be cited using your pseudonym. The data collected from the survey can only be accessed by Cavel Austin and is password protected.

INCENTIVES

There are no incentives to participate in this study.

YOUR RIGHTS AS A RESEARCH PARTICIPANT

Participation in this study is voluntary. You have the right not to participate at all or to leave the study at any time. Deciding not to participate or choosing to leave the study will not result in any penalty or loss of benefits to which you are entitled, and it will not harm your relationship with (Orange County Public Schools). You have the choice to select 'No' to participate in this survey at which time you will see a thank you message. There will be no requirement to complete any additional survey for this study.

CONTACTS FOR QUESTIONS OR PROBLEMS

Call Cavel Austin, English Instructor, Jones High School at 407-241-9341 cavel.austin@ocps.net.

If you have questions about the study, any problems, unexpected physical or psychological discomfort, any injuries, or think that something unusual or unexpected is happening or if you have any questions or concerns about your rights as a research participant, call or Dr. Elsie Olan, Assistant Professor, Chair/Academic Advisor, School of Teaching, Learning and Leadership, College of Community Innovation and Education, at (407) 823-5179 or by email at elsie.olan@ucf.edu.

CONSENT OF SUBJECT (or Legally Authorized Representative)

Please use the online active consent question on the survey to agree or disagree to participate in this study by selecting yes or no.

Use the link below to access survey:

http://ucf.qualtrics.com/jfe/form/SV_3rtofCwcx9im2BT

APPENDIX E: TEACHER PARTICIPANT BIRD OPEN CODES

Bird (White, female, >50, 11-15 years of service)		
Code Number	Open Coding	Example of Participant's Words
BD1	<ul style="list-style-type: none"> • Recognizing disservice in lack of diverse faculty • Lacking diversity • Having no impact 	I don't know that it impacted me at the time but as an adult I recognize the disservice we do all of our students but especially students of color when we don't have diversity in our faculties. (Q17)
BD2	<ul style="list-style-type: none"> • Describing APs, deans, and principals as best administrators • Maintaining relationships with students and BIPOC¹ • Having friends and colleagues of color 	Yes. I have had a number of APs, deans, & a principal. For the most part they have been among my best administrators. I have friends & colleagues of color. I maintain relationships post graduation with a number of students, BIPOC & other. (Q18)
BD3	<ul style="list-style-type: none"> • Wanting students to develop reading and critical thinking skills • Using engaging strategies to develop critical thought and dialogue • Providing classroom library • Giving students choice in reading and work product 	I want my students to develop a life-long love of reading as well as critical thinking skills. I want them to be able to separate the wheat from the chaff, identify evidence & fallacies, form decisions, & express those opinions, able to defend them. I like to use Socratic Seminars & Hot Seat in the classroom to enable students to engage in critical thought & dialogue. I provide a classroom library that is both windows and doors. I like to give students choice wherever I can in both reading & work product. (Q19)
BD4	<ul style="list-style-type: none"> • Supporting students • Including students' interest in reading material • Having diverse classroom libraries • Being culturally responsive 	Be on their side. Include reading that includes topics of interest & important to them. it's one of my concerns with the CRMs because they are not culturally responsive & often not diverse. Teachers should also have diverse classroom libraries. (Q20)
BD5	<ul style="list-style-type: none"> • Having White privilege and recognizing what it means • Thinking how to improve • Committing to racial equity • Ensuring race is not factored into students learning • Giving opportunities to achieve potential 	I consider myself a product of white privilege who is learning to recognize what that means, what it looks like, & how I need to improve. Yes, I am committed to racial equity. It means insuring that all students, regardless of race, have the opportunity to learn, grow, & achieve their potential. (Q21)
BD6	<ul style="list-style-type: none"> • Describing learning about race as authentic and rich when taught by female of color 	I would consider it a more authentic, enriching experience. (Q22)
BD7	<ul style="list-style-type: none"> • Feeling unsure about the difference between practicing equality versus equity in the classroom 	I am going to have to consider that question. That is not something I have considered in the past. (Q23)

¹Black people of indigenous color

APPENDIX F: TEACHER PARTICIPANT MAE OPEN CODES

Mae (White, female, 31-40, 11-15 years of service)		
Code Number	Open Coding	Example of Participant's Words
MA1	<ul style="list-style-type: none"> • Lacking representation of educators of color • Diminishing expectations of Blacks • Having no interest in a career of higher education 	Seeing the lack of educators of color impacted my expectations that a person of color would be interested in higher education as a career. (Q17)
MA2	<ul style="list-style-type: none"> • Describing varying people of color interacted with • Principals, colleagues, friends, pastor, hair stylist. 	Yes. I have had principals who are people of color. I have had colleagues who are people of color at my job. I have friends who are people of color. I have had a pastor who is a person of color. I have a hair stylist who is a person of color.(Q18)
MA3	<ul style="list-style-type: none"> • Hoping students of color learn content • Knowing they can learn difficult concepts • Persisting by challenging students • Reminding students they are capable 	I hope my students of color will learn the content I am teaching them. I hope they will learn they are capable of learning even difficult concepts. I hope they will get their by my persistence in challenging them and reminding them that they can do more than they think they can. (Q19)
MA4	<ul style="list-style-type: none"> • Persisting to teach well • Speaking positively despite students' exasperation • Maintaining persistence 	Persist in teaching well each day. Persist in speaking positively even when a student seems exasperated. Persist year after year. (Q20)
MA5	<ul style="list-style-type: none"> • Actively loving students of color • Holding high expectations for achievement and behavior • Loving students of color by showing others who achieved • Leading by examples treating students with dignity and respect 	Yes. That means that I actively love my students of color. Love means I hold them to high expectations of achievement and behavior. Love means I put examples in front of them of people who look like them and come from similar circumstances who have achieved. Love means I lead by example for my colleagues in treating my students with dignity and respect. (Q21)
MA6	<ul style="list-style-type: none"> • Describing learning about race as more robust • Sharing lived experiences when taught by female of color • Making effort to humbly submit to teaching Blacks 	The learning would be more robust and filled with real-life examples of the experiences of the individual. However, if the male, white, middle class professor had made the effort to humbly submit to the teaching of others who are female/male people of color, the teaching could also be robust. (Q22)
MA7	<ul style="list-style-type: none"> • Giving each person the same thing shows equality • Getting what is required to level up to peers 	Equality is that each individual gets the same thing. Equity means that each individual gets what they need to bring them to a level with their peers. (Q23)

APPENDIX G: TEACHER PARTICIPANT TCW OPEN CODES

TCW (Black, female, 31-40, 5-10 years of service)		
Code Number	Open Coding	Example of Participant's Words
TCW1	<ul style="list-style-type: none"> • Serving as inspiration to have Black teachers • Achieving something from life 	Having teachers that look like me, specifically African American was an inspiration to make something of my life. (Q17)
TCW2	<ul style="list-style-type: none"> • Experiencing positive results from interaction • Guiding to enhance future 	I have experiences with people of color in authority, but mostly was positive and which they guided me to enhance my future. (Q18)
TCW3	<ul style="list-style-type: none"> • Feeling assured students learning • Making the most of their future • Increasing knowledge 	I am in great assurance that at least some of my students have; learned to make most of their future and truly gain more and more knowledge. (Q19)
TCW4	<ul style="list-style-type: none"> • Ensuring students know teachers care • Caring develops into trusting 	Teachers must ensure students of color understand the teachers care. If these specific students see that you do not care, they will not trust you. (Q20)
TCW5	<ul style="list-style-type: none"> • Committing to teach all students despite race 	I do believe I am antiracist educator committed to teaching all students regardless of race, gender, or class. (Q21)
TCW6	<ul style="list-style-type: none"> • Learning is different for all • Learning from someone who shares lived experiences makes a difference 	Learning is intended to be different based on the individual, especially when you have similar experiences and your life is relative to the person delivering the instruction. (Q22)
TCW7	<ul style="list-style-type: none"> • Equality and equity should be different • Exercising fairness and just policies 	I do not believe these ideas should be used with different practices considering they both hold teachers and students exercise fairness and just policies. (Q23)

APPENDIX H: TEACHER PARTICIPANT BLESSED OPEN CODES

Blessed (Black, female, >50, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
BL1	<ul style="list-style-type: none"> • Serving as strong role models • Making a difference in student's life • Describing characteristics of teachers 	The teachers of color that I had were strong role models and made a difference in my life. They were positive, encouraging and great educators. (Q17)
BL2	<ul style="list-style-type: none"> • Describing teachers of color • Making a difference in student's life • Showing care to students 	Yes my principals in school and as an educator have been of color. They were strong women and men that made a difference because they care about the students that they served. (Q18)
BL3	<ul style="list-style-type: none"> • Hoping students of color recognize she cares • Wanting them to succeed • Knowing their education will be useful in the future 	I hope that my students of color recognize that I care and want them to succeed. I want them to know that the education that I provide will be useful in their future. (Q19)
BL4	<ul style="list-style-type: none"> • Ensuring students aware you care • Describing friendly relationship with students • Emphasizing the impact of showing empathy 	Make sure that students know that she/he cares about their well being. As educator, we are not students "friends", but we can be friendly. Showing empathy, compassion and remaining professional goes a long way in a student's life. (Q20)
BL5	<ul style="list-style-type: none"> • Defining anti-racism • Teaching hard work pays off • Helping students understand societal disadvantages due to race • Thinking may be considered anti-racist because of practices and ideals. 	Anti-racism includes actions, beliefs, movements and policies adopted or developed to oppose racism. I believe myself as an educator that tries to teach students that they are deserving of everything that they work hard for. I also let them know that their are times they will be judged by the color of their skin, the origin of their birth and stereotypes that people will judge them by. Therefore, maybe I am considered to be an antiracist educator. (Q21)
BL6	<ul style="list-style-type: none"> • Discussing experience as a female of color • Relying on research as a white, male 	The female professor of color can talk about experiences, while the white professor can only speak on research.(Q22)
BL7	<ul style="list-style-type: none"> • Leveling the playing field shows equity • Giving everyone the same thing shows equality 	Equity is leveling the playing field, while equality is giving everyone the same thing. (Q23)

**APPENDIX I: TEACHER PARTICIPANT HIGH EXPECTATION
OPEN CODES**

High Expectation (Black female, 41-50, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
HE1	<ul style="list-style-type: none"> Affecting confidence about ability Remembering not feeling challenged in college Indicating teachers did not have great expectations Increasing confidence with educators of same ethnicity Motivating to think people of color can succeed Becoming successful engineers and mathematicians 	Greatly affected my confidence in my ability level. I don't think I was pushed as I was in college to my greatest potential because there weren't great expectations. When I started my Mathematics/Engineering Degrees I was pushed by instructors that looked like me and it gave me high hopes and great confidence that people from my ethnic background and culture could be successful mathematicians and engineers as well as instructors and teachers. (Q17)
HE2	<ul style="list-style-type: none"> Describing varying people of color interacted with Working under the authority of people of color Holding membership in Engineer Honors Society Professors, advisors, department chair, coworkers 	I have worked under people of color who were in authority while I was in college as an mathematics and engineering major and after college during my career as an educator. There were Black Professors in the Mathematics Department and in the College of Engineering that served as our advisors while I was a member of the National Society of Black Engineers where I held many offices and was an active member throughout my college tenure. I have had Black Math Department Chairs and Math Coaches as well as Black Administrators during my 23 years in education. (Q18)
HE3	<ul style="list-style-type: none"> Hoping to inspire and encourage students of color Pointing students to success to enter careers in STEM Sharing lived experiences to motivate students Proving students can learn math Stopping them from wanting to give up 	I entered education from engineering in hopes of inspiring and encouraging more students of color that they could be successful in the STEMS and that they could go into such careers post secondary. I always share my journey with my students so they understand someone who looks like them and started in their shoes can do it. I also, prove to them they can learn math but not letting them give up. (Q19)
HE4	<ul style="list-style-type: none"> Referencing actions like listening, caring and sharing Demanding high expectations Requiring students not quit 	Listen, Care, and Share... Demand High Expectations Don't Let them Quit! (Q20)
HE5	<ul style="list-style-type: none"> Considering self as anti-racist Teaching all students with the same expectations. 	I do. I teach all students with the same high expectations and the same zeal. (Q21)
HE6	<ul style="list-style-type: none"> Describing the importance of lived experiences Understand what it feels like to be student of color Empathizing helps student facing adverse circumstances Willing to learn Contrasting the effects of having a female teacher who shares similar background and culture as oppose to white male 	If you've never been hungry, how do you know hunger? If you've never had to wear dirty clothes, how do you know the embarrassment that comes with it? If you've never been treated differently due to the color of your skin, how do you know the hurt felt in that kids heart? Honestly, if the male, white, middle class professor doesn't open his heart and mind to where that student is coming from and what he or she may have faced just to get to class that day and have some empathy there will be no learning from the male, white, middle class professor because the student will probably not respond to the teacher by shutting them out and tuning them off. Usually, there will be something that the female professor of color who came from poverty will recognized take hold to and utilize to break through with that child. Something that will cause the student to open up and respond to prompts.(Q22)
HE7	<ul style="list-style-type: none"> Treating students as you would your children Holding high expectations for all students Keeping the bar high irrespective of race or SES. Helping students reach high expectation Maintaining same standards regardless of race dominance 	I teach and treat all students as I would want my own children to be treated. I teach all students with the same high expectations and I don't lower the bar because my students are black or come from poverty. I just meet those students where they are and bring them up to my expectations. This doesn't change if my class is predominately black or predominately other.(Q23)

APPENDIX J: TEACHER PARTICIPANT FAVOR OPEN CODES

Favor (Black, female, >50, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
F1	<ul style="list-style-type: none"> • Indicating greater success when black educators see student's potential • Giving additional encouragement and assistance • When in tune with student's potential 	I believe if that I would have received more encouragement and more assistance if I had more black educators who saw my potential (Q17)
F2	<ul style="list-style-type: none"> • Feeling pleased about interaction with people of color in authority • Boosting staff morale and valuing staff • Feeling stressed with those who are unpleasant 	Yes, I have interacted with many African Americans who were in authority. For the majority of the time I have been extremely pleased with the interaction and professional relationship. I worked with an awesome principal at Robinswood Middle and Jones High School who encouraged staff and staff morale was at an all time high because she valued her staff. I also have worked with individuals of color in authority who have not been so pleasant to work for and make going to work hard/stressful
F3	<ul style="list-style-type: none"> • Hoping students of color value education • Realizing education unlocks doors of opportunity • Realizing students of color true potential • Acknowledging students of color intelligence • Having capability to accomplish anything 	I hope that students of color will value education and realize that obtaining knowledge and education is a "doorway" for many other opportunities in society. More hope is for students of color to remain focus and realize their true potential. That African Americans are intelligent and able to accomplish any tasks set before if only they stay focus and learn. (Q19)
F4	<ul style="list-style-type: none"> • Understanding student's potential • Understanding obstacles prevent success • Minimizing obstacles to ensure academic achievement 	Ensure that you understands each students learning potential and any obstacles that hinder a student from achieving academically. Ensuring that the obstacles are minimized or overcome so that the student is able to focus, learn, and achieve academically. (Q20)
F5	<ul style="list-style-type: none"> • Believe in human rights to an education and access to resources to achieve success for all • Identify equality in race • Providing equal opportunities to all students • Acknowledging social and personal circumstances can act as obstacles 	Yes, I believe that every human being deserve the right to a free education and the resources and tools are available to all students and not provided to a certain group of students/individuals who have resources. I don't believe one race is superior over another but each student if provided with the same opportunities will learn although certain students may need more assistance due to social and personal circumstances. (Q21)
F6	<ul style="list-style-type: none"> • Indulging in interaction between Black educators and students of color • Inspiring students to overcome • Race acting as a hindrance • Lived experiences of Colored teacher enhance student's learning and prevent school drop out • Getting high school diploma 	It is always a pleasure to see educated people of color interact and teach students of color. It gives the students a chance to see that they too can make if their teacher was able to over the odds so can they. It is my opinion that a white professor might not be able to relate to a student of color or "break down" barriers that could be hindering a student from learning but the teacher of color might better relate due to experience which could be the difference of the student dropping out of school or obtaining a high school diploma. (Q22)
F7	<ul style="list-style-type: none"> • Equality and Equity working hand in hand • Providing quality education requires fairness and justice • Identifying racial divide in terms of quality of education difference between students of color and whites. 	I believe equality and equity go hand in hand in the classroom because in order to ensure students of color are provided a quality education their most also be fairness and justice. It cannot be that students of color will be just provide with an education but with a quality education with the same exact resources and educational opportunities as their "white counterparts." (Q23)

APPENDIX K: TEACHER PARTICIPANT FRANCE OPEN CODES

France (Black, female, 41-50, 1-5 years of service)		
Code Number	Open Coding	Example of Participant's Words
FR1	<ul style="list-style-type: none"> • Feeling stressed in college due to racism and prejudice • Serving as driving force for succeeding 	It was stressful during college because I was new to prejudice and racism as an immigrant but it gave me the drive to succeed. (Q17)
FR2	<ul style="list-style-type: none"> • Exerting power to gain position and recognition • Exercising empathy to students who feel inferior • Acting as dictators regarding disciplining students 	Yes, Some in authority seem to exert their power to gain position and recognition. Others exercise empathy to those who feel relegated. Teacher evaluations. Department heads tend to become overtly dictatorial or compassion when interacting with teachers in especially disciplinary issues regarding students (Q18)
FR3	<ul style="list-style-type: none"> • Learning students of color are equal to Whites • Deserving equal positions as Whites • Having capability to achieve any goals • Understanding education important for success and achieving rightful equal positions 	I hope they learn they are as much equal to their White peers and deserve equal positions in live and that they are capable of achievement any goals they have for future endeavors. I hope they will get there by understanding the importance of education to their success. To know that without an education they cannot achieve their equal positions in life. (Q19)
FR4	<ul style="list-style-type: none"> • Building trusting relations with students • Believing in students abilities 	The teacher can build a trusting relationship with students emphasizing they believe in the students ability to do well. (Q20)
FR5	<ul style="list-style-type: none"> • Allow equal opportunity despite race • Challenging students of color by maintaining rigor 	Yes, Giving equal opportunity to all students despite race. Challenge students to stay on par with peers as opposed to watering down the lesson because students are deem less capable. (Q21)
FR6	<ul style="list-style-type: none"> • Explaining difference in learning from Black educator who shares lived experiences and cultural background • Exerting White privilege undisturbed by cultural difference 	Learning would be different in that the professor of color will be able to relate to my lived experiences and be culturally aware of being Black while the White male exerts White privilege unperturbed about my lived experiences and culture. (Q22)
FR7	<ul style="list-style-type: none"> • Treating all students, the same level • Ensuring all students challenged to achieve success • Differentiation sometimes leads to stagnation 	Equality is treating all students with the same level of respect, admiration, and zeal while equity is ensuring all students are challenged to achieve success. Differentiation sometimes skews instructional practices as teachers differentiate to the point of stagnating the students at the level their are at and not scaffolding them to the next level. So students never surpass their current level. (Q23)

**APPENDIX L: TEACHER PARTICIPANT AQUARIUS OPEN
CODES**

Aquarius (Black, female, 41-50, 1-5 years of service)		
Code Number	Open Coding	Example of Participant's Words
A1	<ul style="list-style-type: none"> • Nurturing cultural and racial beliefs 	Positively, Having teachers of color helped to nurture my cultural and racial ideals. (Q17)
A2	<ul style="list-style-type: none"> • Describing interaction with varying people of color • Administrators, Colleagues 	Yes, Serving as administrators and colleagues. (Q18)
A3	<ul style="list-style-type: none"> • Learning to value a good education • Understanding impact of education in society 	Students will learn the valuable of acquiring a good education to progress in today's society. (Q19)
A4	<ul style="list-style-type: none"> • Building trusting relationship 	Build a rapport based of belief and trust. (Q20)
A5	<ul style="list-style-type: none"> • Teaching students not race • Viewing all students as having the ability to succeed 	Yes, teach students and not race. All students should be seen as having the potential to achieve anything. (Q21)
A6	<ul style="list-style-type: none"> • Relating to one's culture and race • Exerting White privilege • Having no frame of reference to represent lived experience 	A colored professor can relate to my life, my culture, my race. A White professor cannot represent my lived experiences and exert White privilege. (Q22)
A7	<ul style="list-style-type: none"> • Nurturing growth mindset towards all students • Expecting greatness for all students 	Treating all students with the mindset they can all achieve greatness. (Q23)

APPENDIX M: TEACHER PARTICIPANT ANGEL OPEN CODES

Angel (Black, female, 41-50, 6-10 years of service)		
Code Number	Open Coding	Example of Participant's Words
AN1	<ul style="list-style-type: none"> • Having no impact • Having color blindness • Viewing educators without relating to race 	It did not impact me. I was not trained to think about color. They were just teachers. (Q17)
AN2	<ul style="list-style-type: none"> • Experiencing mixed feelings of colored people • in authority 	I have had good and bad experiences with people of color in authority and also not in authority. Some are disrespectful others are helpful.(Q18)
AN3	<ul style="list-style-type: none"> • Working hard to be successful as colored student • Nothing will be given to them • Instilling a passion for success • Training them to know there is no free ride 	I hope that students of color learn that they have to work hard to be successful, nothing will be given to them. They have to aim high despite the odds stacked against them. Teachers, Administrators, those in authority, parents need to instill a passion for learning in them, a passion for success. train them to know that there is no free ride in life.(Q19)
AN4	<ul style="list-style-type: none"> • Exhibiting genuine care 	Show that you genuinely care about them. (Q20)
AN5	<ul style="list-style-type: none"> • Demonstrating color blindness • Helping students learn • Helping students be better citizens 	I am just an educator, I do not see color. I am only interested in their learning and helping each student to be better citizens of the world.(Q21)
AN6	<ul style="list-style-type: none"> • Having no impact 	My teachers were mainly black. it did not affect my learning.(Q22)
AN7	<ul style="list-style-type: none"> • Practicing fairness, being impartial • Treating everyone the same • Starting at the same place, getting the same help • Equipping all with the resources to succeed • Leveling the playing field 	Both terms can be used to practice fairness. For equality, it is about treating everyone the same but can only work if everyone starts in the same place and needs the same help. Equity aims to give everyone what they need to be successful. Equity aims to level the playing field. (Q23)

**APPENDIX N: TEACHER PARTICIPANT NATIVE NEW YORKER
OPEN CODES**

Native New Yorker (Hispanic, male, 41-50, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
NY1	• Incomprehensible	4 the administration side of the house (Q17)
NY2	• Incomprehensible	Yes, from downtown (Q18)
NY3	• Maximizing learning based on what is taught	I hope they learn as much as I put out (Q19)
NY4	• Teaching in a vacuum; colorblind	Just teach no matter what color (Q20)
NY5	• Admitting color blindness	I'm just color blind. I see no color just students (Q21)
NY6	• Experiencing no difference irrespective of race of teacher	I didn't experience any difference (Q22)
NY7	• Doing what was engrained in upbringing from home • Treating all the same	I just do what I've been brought up to do by my mother. Treat all equally the same way (Q23)

**APPENDIX O: TEACHER PARTICIPANT LOVING TEACHER
OPEN CODES**

Loving Teacher (Hispanic, female, 31-40, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
LT1	<ul style="list-style-type: none"> • Building better perspective of life • Showing how to understand people and circumstance 	To have a better perspective in life. They always show me to understand people and circumstances. (Q17)
LT2	<ul style="list-style-type: none"> • Having no bad experience • Demonstrating color blindness 	No bad experiences. For me everyone is the same. Q18)
LT3		Participant provided no response. (Q19)
LT4	<ul style="list-style-type: none"> • Exhibiting passion in caring for students 	Showing to the students with passion and comprehension that the teacher care about them. (Q20)
LT5	<ul style="list-style-type: none"> • Viewing all the same. Color blindness 	Everyone in my classroom is the same.Q21)
LT6		Participant provided no response. (Q22)
LT7		Participant provided no response. (Q23)

APPENDIX P: TEACHER PARTICIPANT BRB OPEN CODES

BRB (Black, female, 31-40, 11-5 years of service)		
Code Number	Open Coding	Example of Participant's Words
BRB1	• Aspiring to be like teachers	I wanted to be just like my teachers. (Q17)
BRB2	• Having no bad experience	No bad experiences (Q18)
BRB3		Participant provided no response. (Q19)
BRB4		Participant provided no response. (Q20)
BRB5		Participant provided no response. (Q21)
BRB6		Participant provided no response. (Q22)
BRB7		Participant provided no response. (Q23)

APPENDIX Q: TEACHER PARTICIPANT HARRY OPEN CODES

Harry (White, male, 41-50, 6-10years of service)		
Code Number	Open Coding	Example of Participant's Words
HA1	<ul style="list-style-type: none"> • Lacking representation of educators of color had no impact 	The lack of educators of colors in my education did not impact my learning one way or another. (Q17)
HA2	<ul style="list-style-type: none"> • Remaining neutral about impact • Employers, directors, coaches, principals • Experiencing positive relation with students of color 	I have had many experiences with both situations. Employers, directors, coaches, and principals representing people of color in my life have not been either positive not negative experiences. Conversely, I've had many students of color with a majority of those experiences to be very positive in nature.(Q18)
HA3	<ul style="list-style-type: none"> • Desiring lifelong learning for students • Kindling the desire for continued education • Making a breakthrough with students 	I hope my students gain a DESIRE to continue learning throughout their lives. Either through me or the many other teachers that they encounter hopefully one will "get through" and kindle the desire for further education. (Q19)
HA4	<ul style="list-style-type: none"> • Maintaining consistent presence • Showing enthusiasm about their lives • Sticking with them in rough times 	Being present as often as possible, showing great enthusiasm in their lives and not leaving when times get tough.(Q20)
HA5	<ul style="list-style-type: none"> • Polarizing label • Daring the nerve to ask the question • Exhibiting color blindness • Teaching all students the same despite race 	That label is polarizing, am I a racist educator committed to racial inequality? Of course not, though I try to teach all of my students the same regardless of race.(Q21)
HA6	<ul style="list-style-type: none"> • Learning conditioned to teacher's willingness to learn • Having willingness to work hard as a teacher • Determining student's needs 	I would hope that the learning would be based solely on my willingness to learn and the teacher's willingness to work hard to determine my learning needs to maximize my potential. (Q22)
HA7	<ul style="list-style-type: none"> • Treating all the same regardless of race • Modifying on a needs basis 	Teach and treat everyone the same regardless of race, gender, etc. and modify when learning is not taking place based on whatever needs they may be. (Q23)

**APPENDIX R: TEACHER PARTICIPANT GRAND ROYALE1 OPEN
CODES**

GrandeRoyale1 (Other, female, >15, > 15 years of service)		
Code Number	Open Coding	Example of Participant's Words
GR1	<ul style="list-style-type: none"> • Having no impact 	I was not impacted in any way. (Q17)
GR2	<ul style="list-style-type: none"> • Describing former principal behavior and relationships • Ignoring principal's behavior • Limiting openness from people of color in authority • Noting they do not collaborate • Citing lack of confidence as possible reason • Growing up outside US insulated adaption to this behavior 	My former principal before I came to Jones High is very nice, firm, work hard to make sure that teachers are doing what they come to school for which is to teach and she gives warning to teachers not doing enough but I still notice that there is a clique among certain teachers and the principal. I ignore such behavior and just go about my business. The people of color who are not in authority are not very open. They don't collaborate. They hardly share their ideas may be they are not very confident of what they are about to do. I am a person of color but did not grow up in the U.S. to adapt to such behaviors. (Q18)
GR3	<ul style="list-style-type: none"> • Explaining student ratio Blacks: white • Setting daily goal • Guiding students to achieve goal • Explaining expectations of students in meeting goals 	90% of my students are students of color. I teach them same way and manner I teach the remaining 10%. There is a daily goal that is set for all students, my job is to guide them in ordering their thoughts and steps to achieve the goal. As a world Language teacher, I am not looking for perfection but gradual efforts made by the students will lead to perfection by meeting the goals set for them. (Q19)
GR4	<ul style="list-style-type: none"> • Describing where the commitment starts • Indicating counselors help students understand course importance • Repeating the lack of counselor's emphasis • Referring to student talk of counselor's advise course not needed for graduation • Asking for help when failing • Emphasizing importance of course • Disallowing exemption from assignments • Giving time to make up missing work • Communicating expectations at beginning and throughout 	The. Level of commitment starts with the counselors by letting student understand the importance of the course about to be taken. Many students have told me that counselors told them that the subject is not important for graduation and so they are not serious minded but when they realize that they are failing, then they ask for help. I let my student understand the importance of my course and I don't exempt students from any assignment even if they were absent due to illness. As soon as the student is back to school, he or she will have to meet with me. I will explain the missing assignments and give enough time to make them up even if there are errors. This plan is communicated to students from the beginning of the school year and remind students during the school year as well. (Q20)
GR5	<ul style="list-style-type: none"> • Declaring not antiracist. • Clarifying purpose in classroom as teaching not favoring 	I am not anti racist because I'm not in the classroom to favor a particular race but to teach them all. (Q21)
GR6	<ul style="list-style-type: none"> • Stating doesn't fit category • Explaining approach to teaching race and gender • Aligning lesson with the judicial system teacher fairness • Understanding poverty by reading Ruby Payne framework • Referencing her country's system of government towards poor • Stating its impact as a driving force to boost moral • Positioning poverty does not beget inability to learn or excel 	I was not in that category but I taught about race and gender as a social study teacher and I only laid emphasis on what is fair and not fair that is supported by the judicial system especially the Supreme Court. I read and study Ruby Payne's Frame work of understanding poverty. I disagree with some ideas because coming from my own country where the government does not support poor students or parents, students still believe it is their moral duty to learn, some even educate themselves so the fact that a person is poor does not mean the person cannot learn and excel. (Q22)
GR7	<ul style="list-style-type: none"> • Stating all students open to the same form of learning • Helping students challenged by the lesson 	All students are open to the same form of learning in the classroom but I know that one hat does not fit all so there are students who are challenged by the lessons and I spend extra time with those ones or have a collaborative group to work together while I monitor them. (Q23)

APPENDIX S: TEACHER PARTICIPANT GILLY OPEN CODES

Gilly (Native American, male, 41-50, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
G1	• Having no impact	Not at all (Q17)
G2	• Having no experience with people of color in authority	None at all (Q18)
G3	• Hoping students learn	I hope they learn as they go (Q19)
G4	• Stating teacher should act as normal self	Be themselves (Q20)
G5	• Teaching to all students. • Showing color blindness	I teach to all. Color is not a issue (Q21)
G6	• Teaching to the standards.	By teaching to standards (Q22)
G7	• Declaring does not use equality or equity • Stating just teach	I don't use either. I just teach (Q23)

APPENDIX T: TEACHER PARTICIPANT NYC OPEN CODES

NYC (Black, male, >50, >15 years of service)		
Code Number	Open Coding	Example of Participant's Raw Response
NYC1	• Stating period of impact interacting with colored	only in secondary (Q17)
NYC2	• Stating experiences with people of color	Yes as principals and administrators(Q18)
NYC3	• Hoping students of color learn academics • Learning survival skills	I hope that they will learn academic and survival skills. (Q19)
NYC4	• Providing quality time	by providing them with quality time (Q20)
NYC5	• Showing no biases with educational resources	by being non biased in the presentation of educational materials(Q21)
NYC6	• Expressing the ever presence of doubt	there would always be doubt (Q22)
NYC7	• Having the same opportunity shows equality • Having the same share shows equity	Equality means everyone has the same chances and opportunities. Equities means that everyone has the same share.(Q23)

**APPENDIX U: TEACHER PARTICIPANT GREEN SCARF OPEN
CODES**

Green Scarf (Black, female, 31-40, 11-15 years of service)		
Code Number	Open Coding	Example of Participant's Words
GS1	<ul style="list-style-type: none"> • Motivating career goal to become a teacher • Lacking mentorship not having colored teachers • Lacking push 	I was inspired to be a teacher from my elementary experience. However, I lacked the mentorship and push that I would have gotten if I had professors of color in undergrad.(Q17)
GS2	<ul style="list-style-type: none"> • Describing varying people of color interacted with • Major profession, politicians, community leaders • Interacting with people not in authority, friends, families 	Yes and yes. Experiences with people of color in all major professions, politicians and leaders of the community and country, etc. Those not in authority would include friends, family, children, students, general community members Q18)
GS3	<ul style="list-style-type: none"> • Hoping students of color learn life's skills • Giving exposure to differing lifestyles • Guiding students to independent thinkers • Exposing them to new ideas 	How to be productive citizens and make the right decisions for themselves and their families. They should be exposed to different ways of living, differing opinions, taught to think for themselves, and exposed to new ideas.(Q19)
GS4	<ul style="list-style-type: none"> • Showing holistic interest in students • Relating to students • Helping students envision future 	Show an interest in the student, not just as a student but also as a person; be relatable; help the students to envision their future.(Q20)
GS5	<ul style="list-style-type: none"> • Providing same opportunities to all students • Providing same experiences to all students 	Most definitely. It means providing the same opportunities and experiences for all students. (Q21)
GS6	<ul style="list-style-type: none"> • Learning from different perspective; relatable • Providing images of untold stories or those misunderstood. • Offering comparative learning to the norm 	It will be from a different perspective, more relatable. It gives a picture and story that is not often told or gets misconstrued. Such a learning would offer a great comparison to the learning one often gets.(Q22)
GS7	<ul style="list-style-type: none"> • Signaling fair does not prove equality • Practicing fairness but doesn't always mean equal 	Simply put, fair isn't always equal. I always strive to be fair in my teaching practice which does not always turn out to be equal.(Q23)

APPENDIX V: TEACHER PARTICIPANT SAYA OPEN CODES

Saya (Black, female, >50, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
S1	<ul style="list-style-type: none"> • Attending Black school at 7th grade • Having mostly white teachers was normal. • Stating parents show color blindness • Expecting to perform well • Reflecting on performing well as a responsibility 	That was the norm for me growing up, even when I was at predominately black school for 7th grade. The teachers were predominately white. My parents were not concern with the color of their skin. I was expected perform well because school was my responsibility.(Q17)
S2	<ul style="list-style-type: none"> • Having supervisors of color military and civilian 	Before entering education, I had supervisors who were of color in civilian and military service.(Q18)
S3	<ul style="list-style-type: none"> • Deciding life's goal despite any circumstance • Taking ownership of learning • Willing to give best 	That no matter the circumstances, they must make the decision where they want to be in life. Also, I may guide and teach, but they need to ownership of their learning by taking what they need. It does not matter how much I give, if they are not willing to give their best. (Q19)
S4	<ul style="list-style-type: none"> • Establishing real relationship with students • Proving ascribed label to avoid wrong • Learning teacher expectation of their learning • Accepting challenge when work gets difficult 	First establish a relationship with the students that is real, and you handle situations fairly. At the beginning of the school year, I am labeled the teacher to avoid. However, by the end of the school year, there are students who did not think me that difficult. They learned that I expect them to learn and to take the challenge even when the subject gets difficult. (Q20)
S5	<ul style="list-style-type: none"> • Focusing on race was not a factor entering teaching • Believing learning can happen • Having the same opportunity to learn shows equity • Teaching with diluted content doesn't show equity 	Yes. When I came into teaching, I did not think much about what group of students I would be teaching. I came with the belief as long as his/her had a brain, learning can take place. That is still my belief. Racial equity to me is that no matter the gender, ethnicity, socio-economics, race, etc., each student has the same opportunity to learn in my classroom without me watering it down or treating differently with questioning. (Q21)
S6	<ul style="list-style-type: none"> • Learning depends on liking the teacher • Setting higher expectations for self later in life • Willing to succeed despite race or liking teacher 	From the time I was young, my learning actually depended on if I liked the teacher or not. As I got older and enter college in my early 30's, I knew that whether I liked the professor or not, regardless of race, I had higher expectations for myself to succeed. (Q22)
S7	<ul style="list-style-type: none"> • Being fair shows equality • Allowing same opportunity for success 	Equality is about being fair, and equity is about allowing the same opportunity for success regardless of identifying variables.(Q23)

**APPENDIX W: TEACHER PARTICIPANT RAQUEL BENSON
OPEN CODES**

Raquel Benson (Black, female, 31-40, 11-5 years of service)		
Code Number	Open Coding	Example of Participant's Words
RB1	<ul style="list-style-type: none"> • Having no impact • Stating she didn't think about it 	I didn't feel affected. It wasn't something that I thought about. (Q17)
RB2	<ul style="list-style-type: none"> • Showing no difference 	Neither stand out with differences. (Q18)
RB3	<ul style="list-style-type: none"> • Learning through hard work and determination not entitlement 	Through hard work and determination instead of entitlement. (Q19)
RB4	<ul style="list-style-type: none"> • Setting high expectations show teacher commitment 	Set high expectations. (Q20)
RB5	<ul style="list-style-type: none"> • Treating all students equally despite race 	Yes, treating all students equally without regard to race. (Q21)
RB6	<ul style="list-style-type: none"> • Differing experiences affect showing empathy and compassion 	The experiences are different and that could affect empathy and compassion. (Q22)
RB7	<ul style="list-style-type: none"> • Treating all students equally • Giving all students needed resources to succeed 	Treating students equally vs giving all students what they need to be successful. (Q23)

APPENDIX X: TEACHER PARTICIPANT STACY OPEN CODES

Stacy (White, female, 21-30, 1-5 years of service)		
Code Number	Open Coding	Example of Participant's Words
ST1	• Lacking perspective in literature	Lack of perspective on literature. (Q17)
ST2	• Working with people of color daily	I work with people of color in authority throughout the school district daily. (Q18)
ST3	• Learning history • Taking pride in history • Helping nation progress	Learning and taking pride in their history and helping progress our nation.(Q19)
ST4	• Holding high expectations • Feeling unwavering about achieving	Holding achievable high expectations without wavering.(Q20)
ST5	• Identifying differences as strength to succeed	Yes. Acknowledging how our differences can become our strengths in each other's success.(Q21)
ST6	• Voicing influences of skin color shaping self	Experiences based on skin color influence who you are in both cases.(Q22)
ST7	• Feeling unsure of the difference between equality and equity	I'm not sure of the difference. I'm (Q23)

**APPENDIX Y: TEACHER PARTICIPANT SCIENCE GUY OPEN
CODES**

Science Guy (Black, male, 21-30, 1-5 years of service)		
Code Number	Open Coding	Example of Participant's Words
SG1	<ul style="list-style-type: none"> • Experiencing compassion and understanding from Black teachers • Making sure students understand content • Equipping students with survival tools 	Having teachers of color was prevalent in most cases. Because all of my schools were predominantly black, except college, the teachers were very understanding and compassionate. Not only did these teachers make sure we understood the content, they also made sure we were equipped with the tools needed to survive in society, being black. (Q17)
SG2	<ul style="list-style-type: none"> • Describing interaction with varying people of color • Recalling principal was good • Building community through knowing students' names 	Yes. My high school principal during my sophomore year of high school was black. From my recollection she was a good principal and made it her duty to know all of the students by first and last name. (Q18)
SG3	<ul style="list-style-type: none"> • Learning value of being Black and gifted 	I hope my students will learn the value of being young, black, and gifted individuals. (Q19)
SG4	<ul style="list-style-type: none"> • Sharing passion for success with students • Knowing teacher's actions mean well • Serving as guide for students to follow 	Verbally express to the students your passion for getting them to succeed by any means. When the students understand that everything the teacher does is for the betterment of the student, they will follow suit. (Q20)
SG5	<ul style="list-style-type: none"> • Giving all equal opportunity • Refraining from discrimination due to color 	Yes. This means that everyone should be given equal opportunities and no one should be discriminated based on the color of their skin. (Q21)
SG6	<ul style="list-style-type: none"> • Teaching one's experience is better • Illustrating point with training to be a doctor 	One who goes through the experiences they teach about are the better candidates. Similar to being a doctor. There is a ton of "book work" that doctors study, but they are also required to spend years training in the hospital setting to get the experience. (Q22)
SG7	<ul style="list-style-type: none"> • Giving all students same resources, attention and praise • Adding extra effort to help low performing students getting on par with class shows equity 	Equality is giving all students the same resources, attention, and praise. However, equity comes into play when students are performing lower than their classmates based on uncontrolled circumstances. In this case, extra effort is used to bring the low performing students to the level of the rest of the class.(Q23)

APPENDIX Z: TEACHER PARTICIPANT SOSO OPEN CODES

Ms. Soso (Black, female, 41-50, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
SO1	<ul style="list-style-type: none"> • Motivating force to prove wrong low expectation • Insulating self from the impact of race related issues • Experiencing difficulties in relating to educators. • Feeling discrimination in college. • Having family support despite challenges with White educators 	<p>I was driven, more so to prove what people said I couldn't do. Because of this, I don't think I allowed it to bother me as much as it could have. It was difficult relating at times or feeling as if I had a particular individual I could speak to the few times I felt discriminated against, especially in college. Outside of that, because I came from a family of educators and college graduates, I had their support for most of my educational journey.(Q17)</p>
SO2	<ul style="list-style-type: none"> • Stating some experiences were unpleasant • Feeling unsupported and small after reprimanded • Describing unappreciative personnel in authority • Hearing about negative talks related to self • Venting treated unfairly by authority • Fighting for rights • Stating unjust treatment not the dominant experience of authority • Experiencing few negative encounters with colored people 	<p>Yes, both instances. Unfortunately, I can't say that all of the experiences were pleasant. I have been thrown under the bus, yelled at and demeaned in front of students and unsupported in front of parents. I have been asked to assist and be a team player but then shown little to no appreciation for going "above and beyond" for the administrator or team. There have been many instances, with several individuals in authoritative positions, where I have been told that I was being negatively talked about. There was one instance where a responsibility I once had was given to another colleague. When they failed to do the assignment by the required due date, I was called after hours and asked if I could complete the task. Despite me completing the task in the "9th hour" I was sent a reprimanding email and had a directive placed in my file, in conjunction with the other colleague, for being unprofessional and not completing the task in the required time frame. I had to fight to have the email and directed redacted.</p> <p>The aforementioned was fortunately not the majority of my experiences with individuals of color in authority, more so the lesser of the two.</p> <p>I have had very few negative experience with individuals of color who were not in authority.(Q18)</p>
SO3	<ul style="list-style-type: none"> • Knowing they will only be judged by their best • Striving to do their best • Being mindful of constructive criticism about work • Being open to advice about decision, education, real life 	<p>The importance of always doing your best and understand, that unfortunately due to the world in which we live, they must always work to be better than the next individual, because they will not be judged or viewed the same.</p> <p>I would hope that they would always strive to do their best and be mindful of the constructive criticism or corrections they receive regarding their work/assignments. In addition, I would hope that they would be open to the advice they receive from me and others (educators, etc.) regarding their decision making process and lessons regarding educational choices and real life. (Q19)</p>
SO4	<ul style="list-style-type: none"> • Aiming to be present dealing with students • Encouraging with constructive criticism • Hearing student's communication • Being honest • Willing to admit wrong and apologizing 	<p>Be present whenever they are dealing with their students. Be encouraging when giving constructive criticism. Listen twice as much as they speak to hear and understand what is or is not being communicated by our students. Be honest; we are not perfect. Be willing to admit and apologize when we are wrong. (Q20)</p>
SO5	<ul style="list-style-type: none"> • All student privy to equal unbiased education • Giving all students the same opportunity to grow • Showing respect for every perspective • Knowing your experience differs from others at times • Striving to keep open mind about other opinions • Believing all have some amount of bias • Generating perspective from individual experiences 	<p>Yes, I believe that I am an antiracist educator. I believe all students should be privy to an equal, unbiased education with the same opportunities to grow, develop and advance. Every perspective, no matter how it may differ from our own, deserves respect. We haven't walked in every individual's shoes, so we can't tell their story. We have to be open to at least hearing and trying to understand where another individual is coming from.</p> <p>I do believe however, that every individual is biased towards another due to the experiences that they have encountered. Their lens is shaped by those experiences and because of this, that is where their perspective is usually generated from. Despite that, one should still strive to be open to understand the various perspectives presented from others on any given basis.(Q21)</p>
SO6	<ul style="list-style-type: none"> • Describing chances of others understanding her experiences • Empathizing to understand her point of view • Keeping open mind. • Being willing to broaden perspective of other feelings • Who have not had a privileged experience in life 	<p>In many instances, those who have not shared my experiences may be able to sympathize with where I am coming from, but the likely hood that they will have a true understanding of my perspective is rare. It does not mean that they can't empathize and work to gain a better understanding and present information from that perspective. In doing so however, they also must be willing to be open to advice and correction when they are misguided or misinformed on information they present that they don't have full awareness of. If you have been given everything or presented opportunities that others have been denied, it is hard to understand the anger, frustration, hopelessness, etc. that another may feel unless one is willing to broaden their perspective lens.(Q22)</p>
SO7	<ul style="list-style-type: none"> • Giving opportunity to see through the fence shows equality • Presenting everyone with the same thing • Striving to treat everyone equally show equity • Providing what's lacking • Sharing analogy to show equity • Starting off at the same point and finishing with same end goal 	<p>It is like the image of the 3 boys looking over/through the fence. If everyone is given the opportunity to see through the fence, that is equality. Everyone is given the opportunity to "earn" an education in this country--this is equality. Everyone is presented with the "same thing." Equity is striving to treat everyone equally, but providing that which one is lacking to ensure all reach the finish line at the same time, together. Meaning, if education is truly equal, all students are provided the same opportunity to pursue the same level of education, but supported throughout the process. If a student is lacking a certain level of knowledge, then materials are provided, strategies are implemented, tutoring is provided, etc. to ensure those educational gaps have been filled and students are standing on the same level playing field prior to the administration of the required test or assessment. We both have the opportunity to earn the gold medal because we started at the starting line which best fit our needs and finished at the same end goal.(Q23)</p>

APPENDIX AA: TEACHER PARTICIPANT MINNIE OPEN CODES

Minnie (White, female, >50, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
MI1	• Sharing open-mindedness, Being color blind	It did not - I have always been open to everyone, regardless of color (Q17)
MI2	• Stating no experience with authority	No (Q18)
MI3	• Hoping students of color learn accepting all despite color • Believing they can succeed	To accept everyone regardless of color and to believe they can succeed (Q19)
MI4	• Gaining students trust • Believing in them	Gain their trust and help them understand she/he believes in them (Q20)
MI5	•Believing to be racist	No (Q21)
MI6	• Stating no difference to who teaches about race	No difference (Q22)
MI7	•No data to code	Participant provided no response. (Q23)

**APPENDIX AB: TEACHER PARTICIPANT NICKNAME OPEN
CODES**

Nickname (White, male, 41-50, 11-15 years of service)		
Code Number	Open Coding	Example of Participant's Words
NN1	<ul style="list-style-type: none"> • Having no impact • Stating skin color not a factor • Demonstrating color blindness 	No impact. The skin color of my educators wasn't a factor. (Q17)
NN2	<ul style="list-style-type: none"> • Having people of color as supervisor • Declaring skin color not affecting performance 	All of my supervisors for the last ten years have been people of color. Again, their skin color had no affect on my job performance. (Q18)
NN3	<ul style="list-style-type: none"> • Hoping equal education for students of color 	I hope my students of color will receive an equal education. (Q19)
NN4	<ul style="list-style-type: none"> • Keeping expectations and opportunities equal 	Equal expectations and opportunities. (Q20)
NN5	<ul style="list-style-type: none"> • Committing to racial equity • Holding all students to equal standards • Providing equal opportunity for all students 	I consider myself committed to racial equity by holding all students to equal standards and providing all students with equal opportunities. (Q21)
NN6	<ul style="list-style-type: none"> • Stating race doesn't impact learning • Citing new circumstances if professors impose race 	Again, I don't let the demographics of my professors affect my learning. If the professors themselves force their demographics into my education, that is a different issue.(Q22)
NN7	<ul style="list-style-type: none"> • Stating legal obligation to equity and equality 	I'm legally obligated to practice both equality and equity. (Q23)

**APPENDIX AC: TEACHER PARTICIPANT ORLANDO JENKINS
OPEN CODES**

Orlando Jenkins (Black, male, 41-50, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
OJ1	<ul style="list-style-type: none"> • Having all white teachers • Identifying as a gifted student • Stating colored teachers taught lower levels • Feeling like an outcast initially • Growing to make the best of circumstances 	Yes it did. My teachers, because I was academically gifted, were all white. The teachers of color all taught lower level classes. I at first felt like an outcast, but grew to make adjustments and make the best of it.(Q17)
OJ2	<ul style="list-style-type: none"> • Experiences pleasant encounters with people of color • Establishing clear objectives and process • Showing transparency about feelings • Sharing same feelings for those not in authority • Identifying those not in authority as complainers 	My experiences with people of color in authority have been very pleasant. They established what they wanted and how they wanted it done, and were very clear on how they felt about the workplace. My experiences with people of color NOT in authority have been pleasant for the most part as well. The biggest difference is that the people NOT in authority had more complaints about what was/was not being done.(Q18)
OJ3	<ul style="list-style-type: none"> • Applying knowledge from classroom to life • Serving as a role model for students to emulate 	I hope that my students will learn how to not only be successful in my classroom, but to also use what they learned and apply it to their lives. I try to model how to live in today's society so that they can make the necessary adjustments for themselves.(Q19)
OJ4	<ul style="list-style-type: none"> • Holding students accountable • Teaching students to take ownership of actions and consequences 	A teacher can hold the students more accountable for their learning by teaching the students to take ownership of their actions and their corresponding consequences.(Q20)
OJ5	<ul style="list-style-type: none"> • Committing to racial equality • Wanting to best for each student despite background, ethnicity or personality • Guiding students to see teachers purpose as helping them not hurting 	I am DEFINITELY an antiracist educator that is committed to racial equality. I say this because I only want what is best for each individual student, regardless of their background, where they come from, their ethnicity, or they personality. I think that once a student sees that you (the teacher) are they to HELP them and not HURT them, that you can help them become the best person that they can be. (Q21)
OJ6	<ul style="list-style-type: none"> • Learning different depending on teaching style • Stating race and gender could affect learning • Accepting can learning if message presented without offending anyone • Commanding respect supersedes skin color in learning 	The learning process COULD be very different in how the respective teaching style relates to how I learn. What the teacher says, and HOW they say it, whether it is a woman or a white man, could greatly affect what I would learn overall. Basically, to me, as long as the message is presented to me in a way that allows me to grow as a person and doesn't offend anyone in the process, I would still learn what I needed to learn in order to be successful. The woman of color and the White man may have different ways of teaching the material, but if they command respect, and teach in a way that is relative to most/all of the students, then it would be find with me.(Q22)
OJ7	<ul style="list-style-type: none"> • Setting realistic class and individual goals • Providing target for all to strive to achieve • Creating a sense of inclusiveness • A voiding feelings of neglect 	To me, practicing equality versus equity in the classroom means to set realistic goals for the entire classroom first, then meet with each student to help them set individual goals. This will allow for everyone to have something to strive for, while also feeling like part of the class and not feeling neglected. (Q23)

**APPENDIX AD: TEACHER PARTICIPANT BEE TAZ OPEN
CODES**

Bee Taz (Black, female, 41-50, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
BET1	<ul style="list-style-type: none"> • Inspiring to build self confidence • Lacking interest when not comprehending work • Encouraging to stay motivated 	They impacted me to stay encouraged and believe in myself. Especially when I began to lack interest, because I could not understand the work.(Q17)
BET2	<ul style="list-style-type: none"> • Stating not worked with colored people in authority 	none (Q18)
BET3	<ul style="list-style-type: none"> • Learning from the perseverance of ancestors • Facing challenges 	By our Ancestors that strived to accomplish their dreams regardless who was trying to hold individuals back. (Q19)
BET4	<ul style="list-style-type: none"> • Explaining students matter • Emphasizing the importance of learning • Reiterating future benefits to them 	Letting them know that they MATTER and the importance of how learning will benefit them in the future. (Q20)
BET5	<ul style="list-style-type: none"> • Stating not antiracist 	no. (Q21)
BET6	<ul style="list-style-type: none"> • Stating all are equal • Wishing there were no comparison or different learning 	We are equal and I wish it was no comparison nor different learning.(Q22)
BET7	<ul style="list-style-type: none"> • Using analogy to differentiate equality • Comparing equality to ripe fruit • Seeing equity as the texture of many fruits 	Equality is the value of many ripe fruit and the equity of the texture of these fruit and how many. (Q23)

**APPENDIX AE: TEACHER PARTICIPANT UDZ BRAZ BAKALA
OPEN CODES**

Udz Braz Bakala (Black, male, 31-40, 6-10 years of service)		
Code Number	Open Coding	Example of Participant's Words
UB1	<ul style="list-style-type: none"> • Stating positive experiences from prevalence of colored people 	Positively (Q17)
UB2	<ul style="list-style-type: none"> • Saying people of color both in and not in authority are good 	Those in Authority are just as good as people of no color, same with those without authority (Q18)
UB3	<ul style="list-style-type: none"> • Learning skills and character building for future 	Skills and character building to assist them in their future building (Q19)
UB4	<ul style="list-style-type: none"> • Sharing practical experience of successful colored people 	Give the practical examples or references of successful people of color ye (Q20)
UB5	<ul style="list-style-type: none"> • Treating all students equally despite skin color 	Yes I do, this means treating all students equally regardless of their skin tone (Q21)
UB6	<ul style="list-style-type: none"> • Sharing he would not be motivated by White male teaching about race • Using experience as a tool to motivate own students 	I would be motivated and take it as a tool to motivate my students of color (Q22)
UB7	<ul style="list-style-type: none"> • Providing resources for learning to all students despite color • Treating all students the same 	Equity is providing necessary materials to students for their learning regardless of their color while equality is treating every student the same way regardless of their race or skin tone. (Q23)

**APPENDIX AF: TEACHER PARTICIPANT JACK GAINES OPEN
CODES**

Jack Gaines (Black, female, 41-50, 11-15 years of service)		
Code Number	Open Coding	Example of Participant's Words
JG1	<ul style="list-style-type: none"> • Feeling unsure about effect • Stating always excel in class 	I am honestly mostly not sure if it affected me. I've always excelled in the classroom. (Q17)
JG2	<ul style="list-style-type: none"> • Describing principals of color to be affective 	I've had two Principals who were people of color. They had different leadership styles but both were affective.(Q18)
JG3	<ul style="list-style-type: none"> • Wanting students to value education • Exhibiting more confidence • Liking male students of color demonstrate toughness 	I honestly just want them to value education and exhibit more confidence in the classroom. I's also like to see my male students of color show more mental toughness. (Q19)
JG4	<ul style="list-style-type: none"> • Reinforcing expectations for students • Creating positive learning environments 	A teacher can continuously reinforce their expectations and create a positive learning environment. (Q20)
JG5	<ul style="list-style-type: none"> • Committing to racial equality • Attending predominantly White college • Experiencing difficulties with being only Black in class • Feeling capable of relating to non Black students 	I absolutely believe I am committed to racial equality. I attended the University of Florida where most students were white. It was tough as many times you might be the only person of color in your classroom. As an educator I have taught at schools that are predominantly people of color. I feel as if I can relate to my students who are not of color.(Q21)
JG6	<ul style="list-style-type: none"> • Feeling unsure about learning about race from White vs Black teacher 	I am not sure. (Q22)
JG7	<ul style="list-style-type: none"> • Stating not understanding difference between equality and equity 	I do not understand the question.(Q23)

APPENDIX AG: TEACHER PARTICIPANT BT OPEN CODES

BT (White, female, 31-40, 11-15 years of service)		
Code Number	Open Coding	Example of Participant's Words
BT1	<ul style="list-style-type: none"> • Experiencing positive impact from having colored teachers • Being positive role models for conducting self 	Having colored educators positively impacted me, by setting a positive example of how to conduct yourself. (Q17)
BT2	<ul style="list-style-type: none"> • Experiencing positive and negative interactions with people of color and not of color 	I have had both positive and negative experiences with people of color. As with people, not of color.(Q18)
BT3	<ul style="list-style-type: none"> • Understanding career options available 	I hope my students of color understand that there are many options for them as far as careers that they may not already be aware of. (Q19)
BT4	<ul style="list-style-type: none"> • Needing to trust teachers • Knowing teachers mean well • Trusting leads to cooperation 	Students of color need to trust you and know your intent is well. Once they trust you they will do anything you ask them to. (Q20)
BT5	<ul style="list-style-type: none"> • Declaring not racist • Teaching and treating all students equally 	I am not a racist and I teach and treat every student equally. (Q21)
BT6	<ul style="list-style-type: none"> • Citing big difference with having White/Black teacher teaching about race • Sharing lived experiences if female and colored • Using what media promote if male and White 	The experience between the two should be vastly different. The woman of color should be able to draw on experiences whereas the male can use what the media promotes. (Q22)
BT7	<ul style="list-style-type: none"> • Treating all students the same • Treating students based on potential 	Equally versus equity means treating all kids the same versus treating kids according to how you think they should be treated based on their potential. (Q23)

**APPENDIX AH: TEACHER PARTICIPANT PATER ALBUM OPEN
CODES**

Pater Album (White, male, 31-40, 1-5 years of service)		
Code Number	Open Coding	Example of Participant's Words
PT1	<ul style="list-style-type: none"> • Having no frame of reference • Treating professors with same respect • Describing the effects of the distance in relationships • Instructors desiring closer connection 	The lack of exposure early on left me without a frame of reference for cultural and behavioral norms outside of my rather insular community. Without any basis for comparison, I found myself treating my college professors with the same respect that I would give any other teacher, and this did not steer me wrong, though it may have contributed to a distancing effect with instructors who may have desired a more personal connection. (Q17)
PT2	<ul style="list-style-type: none"> • Describing interaction with varying people of color • Sharing responsible for Black employees 	Since my childhood, I have had African American employers, principals, administrators, and students. I also briefly served in a managerial role with responsibility over African American employees.(Q18)
PT3	<ul style="list-style-type: none"> • Learning the basics of literacy and composition • Gaining love for personal expression and precision of communication • Developing confidences to transfers skills to other courses and life 	I hope my students will learn the basics of literacy and composition, will gain a love for personal expression and precision of communication, and will develop confidence in their abilities to use the skills gained across every discipline of study and throughout their lives. (Q19)
PT4	<ul style="list-style-type: none"> • Describing attributes of commitment • Showing up provides stability for building trust • Listening demonstrates personal commitment • Refusing to compromise ethics provides role model for students 	There are many things that can be done, but attendance, attention, and honesty have served me well in the past. Showing up everyday provides a stability that can be vital to forming trust, listening to student concerns demonstrates a personal commitment that students need, and consistently refusing to compromise on ethics, no matter how tempting, provides an example for students to observe and, hopefully, emulate.(Q20)
PT5	<ul style="list-style-type: none"> • Feeling committed to racial equality in personal life • Demonstrating same qualities in professional life • Sharing not having tolerance for racist behavior • Refraining from evangelizing about race topic • Trusting content conveys basic values about morals • Wanting not to be overbearing about race 	I feel that I live an antiracist life and am committed to racial equality in my personal life, but these ideals are not what I teach. I demonstrate these qualities to the best of my ability in my personal and professional behavior, but I do not see these as my primary focus as an educator. As an educator, I do not tolerate racist behavior in my classroom, but I also do not evangelize to my students about the topic of race, focusing on the subject matter we are studying and trusting that it will convey those basic values necessary to moral development without an overbearing scold dictating righteousness from a position of authority without merit. (Q21)
PT6	<ul style="list-style-type: none"> • Providing hypothetical response that female carries more authenticity and experience on race • Learning about racial issues from observing biases of White male middle class figure in authority • Making effort to humbly submit to teaching Blacks • Learning that not listening to the disadvantaged helps to perpetuate ignorance and avoid truth 	As a hypothetical, I feel that a female professor of color would have more authenticity and experience with these subjects than a white male. From experience, I have learned about these issues most directly by observing the biases and hypocrisies of authority figures in my youth who were almost entirely white, male, and middle class. Though these lessons were not delivered by professors, they taught me very clearly that listening to those in positions of power instead of those who are disadvantaged is the surest way to avoid the truth and perpetuate ignorance.(Q22)
PT7	<ul style="list-style-type: none"> • Practicing equality means all received identical treatment • Ensuring no student is unduly disadvantaged shows equity • Sharing analogy about giving students glasses to pass test to emphasize difference 	Practicing equality is ensuring that all students receive identical treatment in the classroom. Practicing equity is ensuring that no student is unduly disadvantaged within the classroom. The difference is akin to the difference between giving every student a pair of glasses before a test, or giving a pair of glasses to only those students who need them to take the test effectively. (Q23)

**APPENDIX AI: TEACHER PARTICIPANT EVE GREEN OPEN
CODES**

Eve Greene (Hispanic, female, 21-30, 1-5 years of service)		
Code Number	Open Coding	Example of Participant's Words
EG1	<ul style="list-style-type: none"> • Lacking representation of Hispanic teacher • Having no impact on education • Serving as encouragement to build career in education 	I didn't have many Hispanic teachers growing up. It never impeded on my education, but it did however encourage me to consider teaching! (Q17)
EG2	<ul style="list-style-type: none"> • Identifying authority of color 	Yes I have. The principal of Jones High school is a woman of color and has been my boss for the past year. (Q18)
EG3	<ul style="list-style-type: none"> • Using disadvantages as stepping stool for success • Building confidence from new understandings 	I hope that my students will learn to use any "disadvantages" as a stepping stool for success. I hope they will have confidence through developing new understandings. (Q19)
EG4	<ul style="list-style-type: none"> • Connecting class work to life • Giving purpose to work 	Make every assignment connect to something important in life; give each piece a purpose. (Q20)
EG5	<ul style="list-style-type: none"> • Believing antiracist does not marginalize student due to race 	I absolutely do. I believe a teacher that is anti racist, does not ignore or marginalize a student due to their race. (Q21)
EG6	<ul style="list-style-type: none"> • Pointing to experience supersedes assumption • Having understanding or being relatable 	Experience always trumps assumption. The first teacher has an understanding that the second will never have. (Q22)
EG7	<ul style="list-style-type: none"> • Treating all students the same shows equality • All receiving quality feedback from teacher • Treating students on need basis shows equity 	When there is equality in the classroom students are all treated the same, receive the same quality in feedback from the teacher. Equity is when students are treated according to their needs. (Q23)

APPENDIX AJ: TEACHER PARTICIPANT SOJI OPEN CODES

Soji (Black male, 6-10, >50 years of service)		
Code Number	Open Coding	Example of Participant's Words
SOJ1	<ul style="list-style-type: none"> • Stating parents served as his impact • Experiencing more influence from teachers of color 	My parents were my impact. However teachers of color, in general, influenced me more than others (Q17)
SOJ2	<ul style="list-style-type: none"> • Experiencing more pleasant encounters with people of color • Sharing an experience of injustice 	Yes. In general, my experiences with authoritative figures that were of color were more pleasant than those not of color. Back in 1987, I was travelling from Atlanta to Tallahassee and went through a road block. As other cars went through, the authority figure told me to pull over. Four hours later I found myself on the side of the road with all my belongings taken out of my car, thrown on the grass. My seats were taken out and door panels were removed. After they finished searching my car, I was told to put my belongings and seats back in the car and continue to Tallahassee. (Q18)
SOJ3	<ul style="list-style-type: none"> • Realizing everyone learns differently • Figuring out how best they learn • Building on prior knowledge • Understanding life is not fair • Endeavoring to thrive despite circumstances 	First I want them to realize that everyone learns differently, and they should figure out the way they learn best. I also want them to learn how to build on what they already know. Finally, I want them to life is not fair and they should thrive regardless of their circumstances (Q19)
SOJ4	<ul style="list-style-type: none"> • Showing students sincerity reveals more than telling them. 	Showing is better than telling. The students can tell if you sincere. (Q20)
SOJ5	<ul style="list-style-type: none"> • Believing equality doesn't exist • Being realistic • Minimizing inequalities • Showing students race has equity 	I believe that equality (racial, economic, sexual, or emotional) will never occur. I consider myself to be a realist who tries to minimize any inequalities by showing the students that their race has equity which has value (Q21)
SOJ6	<ul style="list-style-type: none"> • Rationalizing the differences based on experience • Having great perspective to offer on topic of race • Citing the racial divide • Receiving less attention than White professor especially from colored males • Needing to expend more time gaining students attention • Prior to sharing experience 	Their perspectives are completely different because the colored female has experienced much more inequalities than the white male. She would have tremendous amount of perspectives to offer. The unfortunate part is she may not get the same amount of attention from the student(especially colored males) as a white professor. She would have to spend more time getting/maintain the attention of the students and then present the information to them(Q22)
SOJ7	<ul style="list-style-type: none"> • Treating all equally shows equality • Stating what race brings to the table as equity 	Equality means everybody is treated equally. Equity is what your race brings to the table (Q23)

**APPENDIX AK: TEACHER PARTICIPANT SAM BROWN OPEN
CODES**

Sam Brown (Black, male, 31-40, 6-10 years of service)		
Code Number	Open Coding	Example of Participant's Words
SB1	<ul style="list-style-type: none"> • Motivating career to become a teacher • Supporting received from colored teacher in all White school 	I became a teacher because my only African American Teacher in Middle School stood up for me in an all white environment. (Q17)
SB2	<ul style="list-style-type: none"> • Serving under three colored principals 	Yes, I served under 3 Principals of color. (Q18)
SB3	<ul style="list-style-type: none"> • Working hard to accomplish goals • Knowing race factors into what they get from life 	To work hard to accomplish goals and nothing is handed to them just because of race. (Q19)
SB4	<ul style="list-style-type: none"> • Doing the same for all students 	The same they do for every student. (Q20)
SB5	<ul style="list-style-type: none"> • Resolving to educate all students despite social issues 	Yes, my goal is educate all children regardless of social factors (Q21)
SB6	<ul style="list-style-type: none"> • Tailoring lesson to reflect teachers experience 	Lessons would be tailor to my experiences (Q22)
SB7	<ul style="list-style-type: none"> • Participants provided no response 	N/A (Q23)

**APPENDIX AL: TEACHER PARTICIPANT ROBBDON OPEN
CODES**

Robdon (Black, male, 31-40, 6-10 years of service)		
Code Number	Open Coding	Example of Participant's Words
RD1	<ul style="list-style-type: none"> • Sharing positive experience with colored people • Motivating to excel 	Positively , I saw my own kind this I was motivated to excel (Q17)
RD2	<ul style="list-style-type: none"> • Stating having experiences with people of color in authority. 	Yes (Q18)
RD3	<ul style="list-style-type: none"> • Striving for success • Showing students love 	To strive for success show them love, (Q19)
RD4	<ul style="list-style-type: none"> • Showing love and care 	Show love, care (Q20)
RD5	<ul style="list-style-type: none"> • Wanting to be that teacher all students need 	I am . All students need a teacher and I want to be that teacher (Q21)
RD6	<ul style="list-style-type: none"> • Stating race, class and gender impact learning negatively 	Race, class and gender are widely accepted as factors that can affect learning negatively (Q22)
RD7	<ul style="list-style-type: none"> • Providing similar opportunities for all shows equality • Giving as much as needed 	Equality speaks providing similar opportunities for all where equity to giving as much as there is a need(Q23)

**APPENDIX AM: TEACHER PARTICIPANT SMARTY OPEN
CODES**

Smarty(Asian, female, 31-40, 11-15 years of service)		
Code Number	Open Coding	Example of Participant's Words
SM1	<ul style="list-style-type: none"> • Having limited knowledge of different cultures, background, and educational system 	I wasn't able to know much of different cultures, backgrounds, and educational system of different people of color. (Q17)
SM2	<ul style="list-style-type: none"> • Acknowledging authority of color exhibit excellence • Showing best supervision • Continuing to learn and understand different cultures 	Yes, my Principal was in another culture than mine but I have learned that she has excellent ideas and best supervisory roles. I do understand different cultures now and still learning more. (Q18)
SM3	<ul style="list-style-type: none"> • Believing students of color learn the same as others • Stating they will get to their goals • Needing to make study time a priority 	Yes, of course. I believe that my students of color will still learn the same way as others. They will get there but making study time their priority they will reach their goal. (Q19)
SM4	<ul style="list-style-type: none"> • Engaging students in lesson • Connecting lesson to daily life • Solving issues related to science and math 	Engaged them in the lesson, making them connect lessons to daily life like solving Issues related to Science and Math. (Q20)
SM5	<ul style="list-style-type: none"> • Believing education is for all • Including students of color • Having the right to be educated • Learning something new 	Yes I do, I believe that education is for all so everyone including students of different color has the right to be educated, to learn something new. (Q21)
SM6	<ul style="list-style-type: none"> • Believing both White, male and Black female teach the same content • Explaining female would focus more on value of education • Being grateful to blessings and not ignoring studies 	I believe a female professor of color who came from poverty teaches the same content as the a male, White, middle class professor. However, the values taught from the female professor who came from poverty might be more of giving more focus on valuing education more, being grateful to blessings and not ignore studies. (Q22)
SM7	<ul style="list-style-type: none"> • Treating every student the same shows equality • Making sure students get support needed to succeed show equity • Putting systems in place so that each child has equal chance to succeed 	My understanding of practicing equality versus equity in the classroom is that equality is " treating every student the same", equity "means making sure every student has the support they need to be successful". Equity in education requires putting systems in place to ensure that every child has an equal chance for success.(Q23)

APPENDIX AN: TEACHER PARTICIPANT BEAR OPEN CODES

Bear (White, male, 31-40, 1-5 years of service)		
Code Number	Open Coding	Example of Participant's Words
BE1	<ul style="list-style-type: none"> • Feeling relaxed if teacher from a different culture of his • Proving to provide richer and varied educational setting 	I was often relaxed in a classroom where the teacher came from a culture different from my own. It proved to provide a richer and more varied educational environment. (Q17)
BE2	<ul style="list-style-type: none"> • authority • Feeling colored people show authentic and inherent authority. • Contrasting contrived and given authority from Whites 	I guess I've always had a higher level of respect for people of color with authority because their authority seemed authentic and inherent, not contrived or given.(Q18)
BE3	<ul style="list-style-type: none"> • Hoping not putting up barriers society already has around them • Refusing to acknowledge societal position for them • Refusing to accept the confines of perceived reality 	I hope that they will not put before themselves the same barriers that society has already placed around them. Just because society places them in a certain group does not mean they have to acknowledge that placement or accept the confines of that perceived reality. (Q19)
BE4	<ul style="list-style-type: none"> • Engaging students into advocating learning 	Ask them personally what they want to learn. Why they are enrolled in that class, and what the hope to glean from following that class. (Q20)
BE5	<ul style="list-style-type: none"> • Rejecting societal norms that disparaged Blacks • Stating it is easy to fall into the trap of society • Admitting having lower expectations for colored students • Blaming upbringing and prior knowledge 	It means that I cannot be led by the same societal norms that have disparaged students of color for so long. It is easy to fall into this trap. Sometimes I find myself having lower expectations of my students of color because of their upbringing of previous levels of knowledge. (Q21)
BE6	<ul style="list-style-type: none"> • Expecting female professor has more realistic viewpoint about the world • Expecting her to not take superficial academic high road common on White, middle class males • Expecting her to present material explicitly undergirding cultural understanding of students 	I would expect that the female professor of color has a more realistic viewpoint on how the world operates. I would expect her not to take the superficial academic high road that is common among educated white middle class males, but to present material more straightforwardly with better cultural understanding of her students. (Q22)
BE7	<ul style="list-style-type: none"> • Seeing equity as the only way to conduct a class • Acknowledging student's differences • Stating teachers should meet students at their level • Celebrating student success 	Equity is the only way to run a classroom. Because each student brings with him a different set of circumstances and educational level, we as teachers must meet students where they are and celebrate the successes they make, even if those successes do not ultimately meet state standards. (Q23)

**APPENDIX AO: TEACHER PARTICIPANT BEYONCE KNOWLES
CARTER OPEN CODES**

Beyoncé Knowles Carter (Black, female, 31-40, 6-10 years of service)		
Code Number	Open Coding	Example of Participant's Words
BK1	<ul style="list-style-type: none"> • Showing color blindness • Feeling surprised at having a Black teacher in a core course 	I never paid much attention to their color. It only surprised me when I had a black male teacher that wasn't an elective teacher. (Q17)
BK2	<ul style="list-style-type: none"> • Feeling proud of colored people in authority "making it" • Principals, colleagues, friends, pastor, hair stylist. 	I've had experience with people of color in authority and I felt proud of them for "making it"(Q18)
BK3	<ul style="list-style-type: none"> • Acknowledging Blacks must work hard to achieve their goals 	That they can do whatever they want but they're going to have to work for it and that's ok. My seeing people like themselves often. (Q19)
BK4	<ul style="list-style-type: none"> • Building relationship 	Building the relationship. (Q20)
BK5	<ul style="list-style-type: none"> • Believing all students should have same access to education 	Yes. I believe all students should have the same access to education. (Q21)
BK6	<ul style="list-style-type: none"> • Feeling female professor would be more relatable to her experiences 	I would feel she understands me and my story better without me having to go in complete detail. (Q22)
BK7	<ul style="list-style-type: none"> • Giving all students what they need • Leveling the playing field 	Equity is what we should strive for because that would mean all students would be getting what they need on a level playing field. (Q23)

**APPENDIX AP: TEACHER PARTICIPANT ALOYSIUS OPEN
CODES**

Aloysius (Black, male, 31-40, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
AL1	• Having a better outlook of self and Blacks	It gave me a better view of myself, and people of color in general. (Q17)
AL2	• Inspiring to have Black principal • Showing professionalism at work	Yes, my principal was black. He was very professional at work. That definitely caught my attention.(Q18)
AL3	• Being successful beyond school	I hope they will learn how to be successful beyond school.(Q19)
AL4	• Building strong relationships with students	Build solid relationships with them.(Q20)
AL5	• Giving same opportunity despite race	Yes, it means that every student no matter race, is given the same opportunities. (Q21)
AL6	• Finding female professor more credible	I would probably find the female more credible. (Q22)
AL7	• Participant provided no response	(Q23)

**APPENDIX AQ: TEACHER PARTICIPANT MERRY CHRISTMAS
OPEN CODES**

Merry Christmas (White, female, 41-50, 6-10 years of service)		
Code Number	Open Coding	Example of Participant's Words
MC1	<ul style="list-style-type: none"> • Feeling neutral effect • Submerging into Black culture • Interesting in race and culture • Having minority children of own • Sharing College major as influencing ideals about racial injustice • Stating White professors aware of Blacks being marginalized group • Negatively affecting injustices of the system • Teaching without bias, but compassion and sympathetic attitude 	<p>I do not feel as if this had a negative or positive affect on me. I have always been surrounded by people of color and submerged into their culture. I have always been highly interested in race and culture. I also have minority children. Additionally, my college background was in Criminal Justice and Sociology, which both involve classes which teach about the racial injustices found within the system. Although the teachers who taught these classes were white, they were aware of the fact that people of color were a marginalized group who were often negatively affected by the injustices in the system. They did not teach with racial biases and in fact had more of a compassionate and sympathetic attitude.(Q17)</p>
MC2	<ul style="list-style-type: none"> • Stating positive interaction with colored people in authority • Feeling poor attitude from African American women • Describing them as bossy, competitive, aggressive 	<p>I have had experiences with people of color who are in authority continuously throughout my life and the majority of interactions have been positive. However, I have notice that African American women in positions of authority can often have a poor attitude towards me for no reason. Often times they will be very overpowering, pushy, bossy, aggressive, competitive, and just have an overall attitude.(Q18)</p>
MC3	<ul style="list-style-type: none"> • Learning to be successful in different environments • Learning importance of code switching and necessity to do so at times • Learning capability to accomplish anything • Achieving goals by learning, building good relationship with teachers • Listening to teacher's advice • Being resilient 	<p>I hope my students of color will learn how to be successful in all different types of environments. I hope they will learn the importance of code switching and the necessity to do so at times. I hope they learn that they are capable of accomplishing whatever they want. I hope they will get there in their learning by having a good relationship with their teachers, by listening to the advice provided to them by their teachers, by being resilient, by realizing that failures always proceed success, etc. (Q19)</p>
MC4	<ul style="list-style-type: none"> • Striking a balance between high expectations and rigorous instruction • Being compassionate and understanding 	<p>In order for teachers to make students of color feel that he/she is committed to their learning having a balance between holding high expectations and providing rigorous instruction, while being compassionate and understanding is essential.(Q20)</p>
MC5	<ul style="list-style-type: none"> • Committing to racial equity • Believing students capable of accomplishing the same as Whites • Having no predisposed stereotypes 	<p>Yes, I am an antiracist educator committed to racial equity. Being an antiracist educator means to me that I believe they are capable of accomplishing everything that their white counterparts can. It means that I do not hold predisposed stereotypes of those students of color.(Q21)</p>
MC6	<ul style="list-style-type: none"> • Having predisposed, racially biased mindset and stereotype about people of color held by male, White professor. • Teaching style vary greatly in relaying specific information to students. 	<p>The male, white, middle class professor most likely will have a predisposed mindset or racially biased mindset or stereotypes about people of color. Consequently, their teaching styles would vary greatly and how they relay specific information to students. (Q22)</p>
MC7	<ul style="list-style-type: none"> • Giving each person the same thing shows equality • Getting what is required to level up to peers 	<p>(Q23)</p>

APPENDIX AR: TEACHER PARTICIPANT NANO OPEN CODES

Nano (White, female, 41-50, 6-10 years of service)		
Code Number	Open Coding	Example of Participant's Words
NA1	<ul style="list-style-type: none"> • Experiencing impact from educators of color • Teaching culture plus course • Learning about Black culture only through teachers 	My teachers of color affected me when taught me, different culture plus their subject. But if they were not teaching me I would never heard about their culture. (Q17)
NA2	<ul style="list-style-type: none"> • Stating having interaction with people of color 	Yes, I have several co-workers, students and some superiors.(Q18)
NA3	<ul style="list-style-type: none"> • Caring for each other positively • Getting there through positive experiences 	Taking Care of each other in a positive way. I hope they get there through positive experiences. (Q19)
NA4	<ul style="list-style-type: none"> • Building relationship with students 	By building a relationship with the students. (Q20)
NA5	<ul style="list-style-type: none"> • Stating antiracist means a better world to live in 	Yes, I'm & it means a better world to live in.(Q21)
NA6	<ul style="list-style-type: none"> • Feeling comfortable since female, Black professor has hands on experiences 	I will feel comfortable because she had hands on the real experience. (Q22)
NA7	<ul style="list-style-type: none"> • Practicing a mixture of equality and equity 	I prefer to practice a mixture of equality and equity with my students. (Q23)

APPENDIX AS: TEACHER PARTICIPANT SHIAN OPEN CODES

Shian (White, female, >50, >15 years of service)		
Code Number	Open Coding	Example of Participant's Words
SH1	• Having no impact	No impact (Q17)
SH2	• Describing varying people of color interacted with • Principals, colleagues, friends, pastor, hair stylist.	N/A (Q18)
SH3	• Having the ability to accept everyone	To be able to accept everyone (Q19)
SH4	• Gaining students trust • Reinforcing they believe in them	Gain their trust and re-enforce they believe in them (Q20)
SH5	• Stating all are equal despite color	Yes - everyone is equal regardless of color (Q21)
SH6	•	Participant provided no response (Q22)
SH7	•	Participant provided no response (Q23)

APPENDIX AT: TEACHER PARTICIPANT FAIR OPEN CODES

Fair (Black, male, 6-10, >50 years of service)		
Code Number	Open Coding	Example of Participant's Words
FA1	<ul style="list-style-type: none"> • Feeling unsure about impact • Identifying as having a learning disability 	I really don't know...I trouble because I had a learning disability. (Q17)
FA2	<ul style="list-style-type: none"> • Spending 23 years in military • Having leaders of color in authority 	I spent 23 years in the military...I several leaders with authority of color(Q18)
FA3	<ul style="list-style-type: none"> • Acquiring civility and social skills for real world 	Civility and social skills for life. (Q19)
FA4	<ul style="list-style-type: none"> • Trying to learn about students culture 	Try to gain knowledge about their culture. (Q20)
FA5	<ul style="list-style-type: none"> • Feeling unsure since the playing field is unbalance 	I don't know the playing field is too unbalanced. (Q21)
FA6	<ul style="list-style-type: none"> • Acknowledging all students work differently despite economic, gender and class background 	All students learn different when no matter social economic, gender and class background. (Q22)
FA7	<ul style="list-style-type: none"> • Treating all students equally shows equality • Differentiating but still treating all equally 	Every student is treated equally and one may have to differentiate instruction but students are equal. (Q23)

APPENDIX AU: FOCUSED/THEMATIC CODES

Thematic Codes	Focused Codes	Open Codes
Lacking diversity	a) Lacking diversity b) Lacking representation of educator of color c) Having no impact from lacking representation of colored educator d) Lacking representation, mentorship, drive e) Lacking representation	(BD1) (HA1) (MA1) (GS1) (PT1)
Demonstrating Colorblindness	a) Stating feeling no impact from not having colored teacher b) Showing color blindness c) Admitting color blindness d) Exhibiting colorblindness e) Stating had no impact f) Exhibiting color blindness g) Stating had no impact h) Having parents show color blindness i) Stating didn't think about race j) Stating color didn't affect open mindedness k) Stating skin color doesn't matter l) showing color blindness	(BD1) (AN1) (NY5) (LT1) (LT5) (HA5)(GR1) (G5) (S1) (RB1) (MI1) (NN1) (EG1) (BK1)(SH1)
Feeling insulated by White privilege	a) Grappling with what White privilege means b) Exerting White privilege, unperturbed by race c) Exerting White privilege	(BD5) (FR6) (A6)
Being Culturally Responsive	a) Being culturally responsive through reading materials b) Encouraging student voice c) Recognizing students lived experiences d) Nurturing culture and racial beliefs e) Being inclusive f) Showing interest in race and culture g) Teaching culture along with coursework	(BD3) (BD4) (F4) (F5) (A1) (OJ 5) (OJ7)(MC1) (NA1) (FA4)
Understanding relevance of lived experience	a) Learning about race authentically b) Sharing lived experience impact learning c) Learning shared experience makes a difference d) Sharing lived experience e) Enhancing learning from lived experience f) Sharing lived experience g) Frame of reference through lived experience h) Motivating through lived experiences i) Sharing lived experience j) Valuing lived experience k) Sharing lived experience l) Showing authenticity through lived experience m) Sharing lived experience as more authentic n) Sharing lived experience o) Having relatable experience p) Having lived experience	(BD5) (MA6) (TCW2) (HE3)(FR6) (SG6) (BT6) (UB6) (PT6) (EG6) (SB6)

Thematic Codes	Focused Codes	Open Codes
Demonstrating racial inequities	a) Hoping for fair and just policies b) Getting resources to level up to peers c) Being at a disadvantage in society d) Needing to work harder to achieve e) Leveling the playing field f) Equaling access to resources g) Requiring fairness and justness h) Gaining equality through education i) Valuing impact of education in society j) Acknowledging equality for Blacks k) Leveling the playing field l) Providing resources to succeed m) Acting fairly n) Getting exposure to different lifestyle o) Showing and Acting fairly p) Learning survival skills q) Accessing resources r) Practicing fairness s) Learning through hard work t) Equaling access to resources u) Equipping students with survival tools v) Valuing being Black w) Providing equal resources x) Experiencing discrimination y) Judging students of color	
Demonstrating racial inequities	z) Relegating to systemic submission aa) Teaching survival skills bb) Reflecting on history of struggles for Black cc) Leveling playing field dd) Learning life's skills ee) Raising racial divide ff) Citing racial divide gg) Showing stereotype of Black males he) Admitting racial inequity ii) Endeavoring to thrive despite circumstances jj) Acknowledging racial divide kk) Indicating inequities between races ll) Limiting achievement due to race mm) Working hard to accomplish nn) Impacting learning negatively (race, class, gender) oo) Identifying racial inequity pp) Disparaging Blacks qq) Showing racial inequity rr) Having equal opportunity ss) Stereotyping Blacks tt) Submitting to racial divide through code switching uu) Being resilient vv) Racial inequity	(TCW7)(MA7) (BL5) (BL7) (F7) (FR1) (FR3)(A3)(AN3) (AN7)(GR6)(NYC3) (NYC7) (GS3) (GS7) (RB2) ((RB7) (SG1)(SG3)(SG7) (SO2) (SO3) (MI2) (OJ3)(BET3) (BET6)(UB3)(UB5) (JG5)(JG3)(EG3)(SOJ3)(SOJ 6)(SB3)(BE3) (BE5) (BK3)(AL5)(MC3) (MC5) (FA5)

Thematic Codes	Focused Codes	Open Codes
Setting low expectations for Blacks	a) Lowering expectations for Blacks b) Suggesting should know they too can grasp difficult concepts c) Having no expectations for success d) Stating lack of confidence hinders communication e) Refuting negative narratives f) Teaching only lower levels if colored g) Having low expectations for Blacks h) Showing low expectations	(MA3) (MA1) (HE1) (GR2) (F3) (OJ1) ((BE5) (BK1)
Desiring Black role models	a) Motivating to strive for success b) Serving as strong role models c) Making positive difference d) Wanting to be like Black teacher e) Serving as inspiration f) Acting as role models g) Serving as role models h) Building self confidence i) Citing positive experience j) Highlight role model k) Being positive role model l) Motiving career m) Motiving to excel	(TCW1) (BL1) (BL2) (BL3) (BRB1) (GS1)(BET1) (UB1)(UB4) (BT1)(SB1) (RD1) (AL1)

APPENDIX AV: RATING SCALE QUESTIONS 1-15

	Questions	0-50	51-100	101-150	151-200	0	1-3	4-7	>7
1	How many students of color do you teach on a daily basis?	6	4	26	8				
2	How many times have you taught summer school within the last ten years?					18	15	9	2
3	How many students of color are included in your summer classes?								
4	How much time do you spend communicating classroom expectations with students of color?								
5	Within the classroom, do you publicly acknowledge individual achievement?								
6	How often do you contact parents of students of color for positive behavior in class?								
7	How often do you contact parents of students of color for negative behavior in class?								
8	What is the average number of classroom disruptions from students of color per day?					2	19	11	12
9	In your classroom, how many students of color exhibit chronic behaviors in a day?					5	18	12	9
10	On a daily basis, how often do you feel frustration in the classroom?								
11	How often do you immerse yourself into the world of your students of color supporting them outside of the school environment? (concerts, sports, other events)								
12	How often do you find yourself with fewer resources available to students of color?								
13	How much time do you spend concentrating on the assets that students of color bring to the classroom?								
14	How often do you build on those assets in the learning contexts?								
15	How often do you take time out of class to sustain relationships with students of color?								

	Questions	0-10	11-21	21-30	31-40	< a week	1-2 weeks	3-4 weeks	> week
1	How many students of color do you teach on a daily basis?								
2	How many times have you taught summer school within the last ten years?								
3	How many students of color are included in your summer classes?	19	3	10	10				
4	How much time do you spend communicating classroom expectations with students of color?					3	11	9	21
5	Within the classroom, do you publicly acknowledge individual achievement?								
6	How often do you contact parents of students of color for positive behavior in class?								
7	How often do you contact parents of students of color for negative behavior in class?								
8	What is the average number of classroom disruptions from students of color per day?								
9	In your classroom, how many students of color exhibit chronic behaviors in a day?								
10	On a daily basis, how often do you feel frustration in the classroom?								
11	How often do you immerse yourself into the world of your students of color supporting them outside of the school environment? (concerts, sports, other events)								
12	How often do you find yourself with fewer resources available to students of color?								
13	How much time do you spend concentrating on the assets that students of color bring to the classroom?								
14	How often do you build on those assets in the learning contexts?								
15	How often do you take time out of class to sustain relationships with students of color?								

	Questions	Yes	No	Never	Weekly	Monthly	Quarterly	1-2	3-4	>4
1	How many students of color do you teach on a daily basis?									
2	How many times have you taught summer school within the last ten years?									
3	How many students of color are included in your summer classes?									
4	How much time do you spend communicating classroom expectations with students of color?									
5	Within the classroom, do you publicly acknowledge individual achievement?	43	1							
6	How often do you contact parents of students of color for positive behavior in class?			3	14	12	14			
7	How often do you contact parents of students of color for negative behavior in class?			3	20	12	9			
8	What is the average number of classroom disruptions from students of color per day?									
9	In your classroom, how many students of color exhibit chronic behaviors in a day?									
10	On a daily basis, how often do you feel frustration in the classroom?			2				26	10	6
11	How often do you immerse yourself into the world of your students of color supporting them outside of the school environment? (concerts, sports, other events)			3	21	12	8			
12	How often do you find yourself with fewer resources available to students of color?									
13	How much time do you spend concentrating on the assets that students of color bring to the classroom?			1	34	5	4			
14	How often do you build on those assets in the learning contexts?									
15	How often do you take time out of class to sustain relationships with students of color?			0	38	3	3			

Questions	0-50	51-100	101-150	151-200	0	1-3	4-7	>7	0-10	11-21	21-30	31-40	< a week	1-2 weeks	3-4 weeks	> week	Yes	No	Never	Weekly	Monthly	Quarterly	1-2	3-4	>4
How many students of color do you teach on a daily basis?	6	4	26	8																					
How many times have you taught summer school within the last ten years?					18	15	9	2																	
How many students of color are included in your summer classes?									19	3	10	10													
How much time do you spend communicating classroom expectations with students of color?													3	11	9	21									
Within the classroom, do you publicly acknowledge individual achievement?																	43	1							
How often do you contact parents of students of color for positive behavior in class?																			3	14	12	14			
How often do you contact parents of students of color for negative behavior in class?																			3	20	12	9			
What is the average number of classroom disruptions from students of color per day?					2	19	11	12																	
In your classroom, how many students of color exhibit chronic behaviors in a day?					5	18	12	9																	
On a daily basis, how often do you feel frustration in the classroom?																			2				26	10	6
How often do you immerse yourself into the world of your students of color supporting them outside of the school environment? (concerts, sports, other events)																			3	21	12	8			
How often do you find yourself with fewer resources available to students of color?																									
How much time do you spend concentrating on the assets that students of color bring to the classroom?																			1	34	5	4			
How often do you build on those assets in the learning contexts?																									
How often do you take time out of class to sustain relationships with students of color?																			0	38	3	3			

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