BLACK ON BOTH SIDES: DOUBLE CONSCIOUSNESS AND THE BLACK MALE EDUCATOR EXPERIENCE

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ABSTRACT

Recently, in PK-12 schools there has been an increased emphasis on developing educators who are able to provide culturally responsive instruction (Lewis, 2006). Several researchers have noted that the Black Male Educator (BME) has the potential to play a significant role in providing social and academic support for Black male students, thus stakeholders have increased efforts to recruit and retain BMEs, although their experiences have been under theorized (Lynn, 2002; Lewis, 2006). This qualitative multiple case study considers the complexities of the BME experience and troubles common sense notions of about what Black male educators do.

This study explores the experiences of 9 BMEs in a predominantly White school district through the lens of Critical Race Pedagogy (CRP) and double consciousness. The themes that emerged from this study include: racialized foundations, the veil of double consciousness, stalled progression, tools of navigation, and the CRP of BMEs. Participants varied in their family backgrounds and educational experiences, however each individual expressed a clear conceptualization of their racial identity and its influence on both their professional experiences and their pedagogical practice. Moreover, BMEs illustrated a heterogeneity that acts as a counter narrative of what it means to be Black, male, and an educator.

Future research considerations include the exploring impact of racial consciousness on the experiences of students in a predominantly White school context, utilizing CRP as a pedagogical tool for all educators, and exploring how schools can create formal and informal learning and instructional spaces that empower both BMEs and the students they serve.