

Appendix A: Literature Review Chart

Author	Teacher Sample	Research Design	Data Sources	Findings
Achinstein & Ogawa, 2011	N= 4	Case study	Interviews, classroom observations, surveys, focus groups	A study that follows 21 new teachers of color for five years in urban school settings reveals that for many, their commitment to be agents of change for their cultural/linguistic minority students is undermined by accountability policies that are culturally subtractive to the practices of these teachers. As new teachers begin to internalize this paradox, their humanistic commitments and practices are altered in profound ways.
Agee, 2004	N = 1	Case study	Classroom observations, fieldnotes interviews	Study examines the changing teacher identity of a Black teacher from her pre-service program through her first two years of teaching high school English. Major findings reveal that the teachers' practical concerns about how to implement a multicultural English curriculum in a Eurocentric teaching context went unaddressed in her teacher preparation program. Subsequently, the teacher struggled to negotiate her multicultural commitments with the realities that she faced in her test-driven context.
Brown, 2011	*Unknown	Instrumental case study	Instrumental case study- teacher and student interviews, classroom and school observations	Findings from this study, which examines the varied experiences of African American male teachers reveals that participants drew from religious, fraternal, military, and artistic affiliations and disciplines to inform their purposes and practices as teachers.
Cozart, 2010	N/A	N/A	Autobiographical letter	The author traces her own transformation by presenting a letter that shares her personal narrative and process of transformation from a young, miseducated (schooled) Black teacher to being an educated cultural broker and teacher educator.
Dingus, 2006	N = 1	Ethnography	Life history interviews (individual and group)	Participants illustrate their understanding of community reciprocity and communal orientations and describe the ways in which their communal orientation influences their decisions to enter the teaching field, their pursuit of career development, and career trajectories in advancing educational inequity.
Dingus, 2008	N = 1	Ethnography	Life history interviews (individual and group)	Black teachers' familial/professional networks are examined to reveal the cultural knowledge that is transmitted through culturally based mentoring models. Findings reveal that participant's practices and

				mentoring draws on Black women's standpoint; which is a knowledge that is passed down verbally and through modeling of professional behaviors and responses.
Dingus, 2008	N = 1	Ethnography	Life history interviews (individual and group)	Study examines the culturally situated professional socialization of Black women teachers within families of Black educators. Notably, the broadened opportunities (educational, economic, professional) for the third-generation participants in the study necessitated their reconceptualization of Black women's traditional educational paths and professional roles
Dixson and Dingus, 2008	N = 1	Ethnography	Ethnographic interviews, classroom observations, focus group, document analysis of participant reflection essays, emails, newsletters, and print articles featuring participants	Two separate qualitative studies elevate the factors that influence the professional entry of Black women teachers. Three themes discuss the influence of mothers and othermothers in encouraging participants to pursue careers in teaching, the opportunity to work and remain connected to the community, and participants larger moral, ethical, and spiritual purposes as major factors that influence the professional entry of Black women teachers.
Esposito, et al., 2012	N = 6	Phenomenology	interviews, focus group discussion	Findings from this study reveal the paradox that Black teachers face in implementing culturally responsive pedagogy within the constraints of urban school reform models. While participants seek to adapt and modify their lessons to meet the needs of their students, they note the "mental and financial" strain involved in negotiating culturally responsive pedagogy with de-contextualized, punitive, and prescriptive urban school reform models.
Johnson, et al., 2013	N = 1	Case study	interviews, classroom observations	A novice male teacher uses Black English Vernacular and culturally informed modes of interaction as classroom management tools that serve to provide students with a purpose for their time and attention in a mathematics classroom. Through regular "speeches", the teacher addresses nonmathematical topics to attend to students needs, build relationship with students, and demonstrate care.
Loder-Jackson, 2011	Unknown	Ethnography	Life course interviews	Reports on the activism of two cohorts of Black teachers (pre-CRM- born 1921 to 1955 and post-CRM- born 1966-1981. Findings reveal the everyday activism of pre-CRM teachers. In contrast, post-CRM teachers noted internal, rather than external, challenges confronting African American youth and expressed concern about their futures. Post-CRM teachers also felt constrained by senior colleagues who dismissed their innovative ideas.
Loder-Jackson, 2012	N = 1	Ethnography	Life course interviews	Reports on the findings from a multigenerational study of Black teachers' perceptions of activism. Findings reveal that teachers who came of age pre-civil rights viewed their role as civic educators of students as critical to their activism. Post-civil rights movement

				teacher participants express feelings of uncertainty about the future of their urban, Black students but see their role as bridge builders between generations of Black activists.
Lynn, 2006	N = 1	Portraiture	Interviews, classroom observation	Examines the ways in which a novice Black male teacher navigated “two worlds” during his K-16 school experiences in both predominantly Black and predominantly White school contexts. His mother, father, and Black male teachers and professors are cited as significant influences.
Lynn, 2006	N = 1	Portraiture	Interviews, classroom observation	Study provides a portrait of the culturally relevant practices of Black male teachers including how they sought to make learning and teaching relevant to students’ everyday lives.
McCray, 2002	N = 6	Case study	Survey data and life history interviews	Examines the backgrounds, sociocultural and schooling experiences of preservice teacher education students at HBCU’s. Major findings reveal the perceived influence of biological and other mothers (grandmothers, aunts, cousins, family friends, teachers, neighbors) and early exposure to teaching in the community church as critical to shaping their culturally responsive views of teaching and their motivations to pursue teaching as a career.
Norton, 2008	N = 1	Narrative Inquiry	Critical narrative inquiry- interviews, focus groups, observations, co-researcher training sessions with participants, collaborative conversations, and artifact analysis	Study highlights differences between religion and spirituality and examines the role of music in the culturally relevant spiritual practices of a first grader and his novice, African American male teacher.
Tillman, 2005	N = 1	Case study	Reflective journaling, interviews, and focus group interviews	The significance of mentoring for developing professional and personal competence of new teachers, as a means for transmitting school culture to new teachers, and as a means for transformational leadership that pursues change emerged from this data. Principals’ conceptions of their roles as mentors to new teachers are elevated in this study.
Ware, 2006	N = 1	Comparative case study	Comparative case study- views, classroom observations	One veteran and one novice Black teacher are presented similarly as warm demanders who act as authority figures, caregivers, have high expectations for their students, and are dedicated to meeting students’ needs. However, the researcher reports that the novice teacher did not demonstrate othermothering behaviors. Though both teachers used inquiry learning, the novice teacher demonstrated culturally responsive pedagogy and computer-enhanced teaching.
Williams &	Unknown	Instrumental	interviews with three cohorts of Black	Findings support an emerging theory on 21 st century beginning black

Johnson, 2011		case study	teachers as they each completed their first year.	teachers' realities and suggests that the intersection of administrative challenges, systemic and structural challenges, and issues with colleagues and school climate serve to construct novice Black teachers' professional realities. Implications for school leaders and their importance in scaffolding, mentoring, and relationship building with beginning Black teachers is provided.
Xu, 2012	N = 1	Case study	interviews, focus groups, observations of classrooms, document analysis	Study examines the perspectives of eight exemplary African American teachers' who work to promote student interest in science and finds that they have genuine interest in their work, scaffold student interest in science, and provide differentiated instruction.