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Contemporary Perspectives on the Lives of Teachers

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Carol R. Rinke, *Marist College*; Lynnette Mawhinney, *Rutgers University-Newark*

 Contemporary Perspectives on the Lives of Teachers: Opportunities and Challenges provides a forum for innovative research related to the lives of teachers around the world. This series seeks to highlight the voices of teachers themselves in constructing their own lives and careers and welcomes multiple methodologies and theoretical perspectives for doing so. Contemporary Perspectives on the Lives of Teachers also seeks pioneering research that identifies, analyzes, and addresses current challenges facing teachers in today's classrooms nationally and internationally. This series strives to serve as an indispensable voice for the personal and the professional in teaching, synthesizing research that works toward an effective and committed teaching force for today's schools, students, and the teachers themselves.

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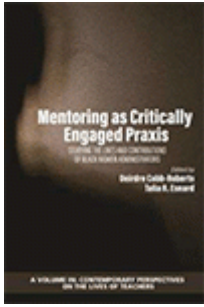
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Mentoring as Critically Engaged Praxis Storying the Lives and Contributions of Black Women Administrators

Deirdre Cobb-Roberts, University of South Florida; Talia Esnard, University of the West Indies, Trinidad and Tobago

2020. Paperback 978-1-64802-210-4 \$45.99. Hardcover 978-1-64802-211-1 \$85.99. eBook 978-1-64802-212-8 \$65.

This edited volume seeks to interrogate the structures that affect the perceptions, experiences, performance and practices of Black women administrators. The chapters examine the nature and dynamics of the conflict within that space and the ways in which they transcend or confront the intersecting structures of power in academe. A related expectation is for interrogations of the ways in which their institutional contexts and, marginalized status inform their navigational strategies and leadership practices. More specifically, this work explores mentorship as critical praxis; that being, the ways in which Black women's thinking and practices around mentoring affect their institutional contexts or environment, and, that of other marginalized groups within academe. A discussion of Black women in higher education administration as critically engaged mentors will ultimately diversify thought, approaches, and solutions to larger social and structural challenges embedded within academic climates.

Praise for *Mentoring as Critically Engaged Praxis*:

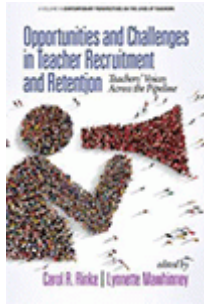
Mentoring as Critically Engaged Praxis: Storying the Lives and Contributions of Black Women Administrators, the authors present insights on the challenges Black women face and how mentoring networks and strategies help them transcend professional and institutional barriers. Each chapter intentionally creates a space to elevate their voices, depicts the reciprocity on how they are transforming and being transformed by their institutional context, and offers hope for improving the status of women leaders. The power of this book is that it is an acknowledgement of Black women being the architect of their lives and is filled with meaningful content that is nuanced and offers a glimpse into how black women leaders continue to lift as they climb.

- **Gaëtane Jean-Marie**, Rowan University

Mentoring as Critical Engaged Praxis perfectly captures a process that Black women have been facilitating, practicing and innovating prior to and since their entry into the higher education. Deirdre Cobb-Roberts and Talia R. Esnard have assembled a strong cast of scholars who eloquently speak to the role that Black women administrators play in their daily practice of "Lift as we climb." Despite the limited number of Black women in senior leadership roles across academe, most, if not all of them must consistently tackle institutional and societal injustices that shape their experiences and influence their capacity to mentor.

- **Lori Patton Davis**, The Ohio State University

CONTENTS: Acknowledgements. Introduction: Progressing, Expanding, and Transforming the Lives of Teachers: Situating Black Women Administrators and Mentoring Praxis at the Heart of Critical Educational Leadership, *Carol R. Rinke and Lynnette Mawhinney*. Mentoring as Critical Engaged Praxis: Storying the Lives and Contributions of Black Women Administrators, *Deirdre Cobb-Roberts and Talia R. Esnard*. **SECTION I: MENTORING, IDENTITY, AND LEADERSHIP.** The Role of Black Feminist Thought in Mentorship: Experiences of Becoming an Educator and Administrator, *Crystal M. Timmons*. Who Is Going to Mentor Us? Black Women Administrators and our Leadership Journeys, *Rosalind Conerly and Mercedes Butler*. Perspectives on Leadership and Mentoring: An Examination of the Experiences of Black Women Community College Administrators, *Chastity D. Gaither*. **SECTION II: MENTORS AS CRITICALLY ENGAGED LEADERS.** Jim Crow's Stowe Teachers College's President Ruth Harris: Harbinger for Future African American Academy Presidents, *Vanessa Garry*. "A Seat at the Table": Black Women Administrators' Narratives of Struggle and Support in the Ivory Tower, *Rosemary E. Phelps, Kecia M. Thomas, Nichole M. Ray and Juanita Johnson-Bailey*. In Spite of ... A Black Woman's Administrative Journey: Of Pushing Back and Pressing On, *Traki L. Taylor, Ericka Roland, and Vonzell Agosto*. **SECTION III: MENTORING FOR INSTITUTIONAL CHANGE AND SOCIAL JUSTICE.** Leadership as Critical Praxis: The Case of African American Women Faculty, *Deirdre Cobb-Roberts and Talia R. Esnard*. From "WASH" to Weave: Leadership Mentoring Against Racial Macroaggression, *Tara Nkrumah, Vonzell Agosto, Allan Feldman, and Frederick Bradley*. Operationalizing Influence and Effecting Change: A Black Woman Administrator's Guide to Navigating Politics in Higher Education, *Shawna Patterson-Stephens*. **CONCLUSION:** Taking Stock and Moving Forward, *Deirdre Cobb-Roberts and Talia R. Esnard*. Biographies.



Opportunities and Challenges in Teacher Recruitment and Retention

Teachers' Voices Across the Pipeline

Carol R. Rinke, Marist College; Lynnette Mawhinney, University of Illinois at Chicago

2019. Paperback 978-1-64113-659-4 \$45.99. Hardcover 978-1-64113-660-0 \$85.99. eBook 978-1-64113-661-7 \$65.

Opportunities and Challenges in Teacher Recruitment and Retention serves as a comprehensive resource for understanding teachers' careers across the professional lifespan. Grounded in the notion that teachers' voices are essential for understanding teachers' lives, this edited volume contains chapters that privilege the voices of teachers above all. Book sections look closely at the particular issues that arise when recruiting an effective, committed, and diverse workforce, as well as the challenges that arise once teachers are immersed in the classroom setting. Promising directions are also included for particularly high-need areas such as early childhood teachers, Black male teachers, STEM teachers, and urban teachers. The book concludes with a call for self-care in teachers' lives.

Chapter contributions come from a variety of contexts across the United States and around the world. However, regardless of context or methodology, these chapters point to the importance of valuing and respecting teachers' lives and work. Moreover, they demonstrate that teacher recruitment and retention is a complex and multifaceted issue that cannot be addressed through simplistic policy changes. Rather, attending to and appreciating the web of influences on teachers' lives and careers is the only way to support their work and the impact they have on our next generation of students.

CONTENTS: Introduction: Bridging the Personal and the Professional in Teacher Recruitment and Retention, *Carol R. Rinke and Lynnette Mawhinney*. **SECTION I: OPPORTUNITIES AND CHALLENGES IN TEACHER RECRUITMENT.** Building and Sustaining Social Capital: Understanding First Year Teachers' Sense of Agency and Retention, *Ji Hong and Kristyna Looney*. Analyzing Determinants of Teacher Commitment and Retention: Role of Teachers' Professional Identity and Organizational Identification, *Ibrahim Duyar, Muhammed Fatih Bogrek and Andrew Hunt*. Gaining Insights Into Career Decisions of Prospective Teachers, *Zeynep Ölçü Dinçer and Gölge Seferoğlu*. "Teaching ... It Just Feels Right": Contemporary Perspectives of Career-Change Teachers and Their Motivations for Teaching, *Michelle Parks, Chad Morrison, Christine Gardner, and John Williamson*. **SECTION II: OPPORTUNITIES AND CHALLENGES IN TEACHER RETENTION.** What It Takes to Stay: Three Stories of Teacher Retention, *Corey Sell*. Why Teachers Move: School Context Influences on Teachers' Experiences, *Peshe Kuriloff, Brooke Hoffman, Will J. Jordan, Danielle Sutherland, and Annette Ponnock*. An Irregular Verb They Cannot Conjugate: One Latina's Autoethnographic Journey Out of Teaching, *Alba Isabel Lamar*. Teacher Agency in the Context of Teacher Retention: Narratives of Teachers Who Leave, *Hayriye Kayi-Aydar and Angel Steadman*. **SECTION III: PROMISING DIRECTIONS FOR BUILDING AND SUPPORTING THE PIPELINE.** "Why Not Become a Police Officer?": Challenges in the Recruitment and Retention of Men in Early Childhood Education, *Kirsten Cole, Mindi Reich-Shapiro, Tina Siganporia, Jason Tan de Bibiana, and Jean-Yves Plaisir*. Reshaping Perceptions Through Experiences: Recruiting, Promoting, and Retaining High Quality Educators for Urban Districts, *Laura Porterfield, Tracey Nix, Luciana Cançado and Nina Linneman*. Recruiting Future Physics Teachers Through a Field-Based Summer Enrichment Program, *Marissa E. Bellino, AJ Richards, Melissa Chessler, Lauren Madden, and Nathan Magee*. Strengthening the Black Male Teacher Pipeline at HBCUs: Recruitment, Retention, and Breaking Down Barriers, *Larry J. Walker*. "I Need to Take Care of Myself": The Case for Self-Care as a Core Practice for Teaching, *Megan Madigan Percy, Johanna Tigert, Karen Feagin, Tabitha Kidwell, Daisy Fredricks, Megan Lawyer, Melissa Bitter, Nancy Canales, Andrew Mallory, and the Voices From the Field Teachers*. **SECTION IV: THEMES AND FUTURE DIRECTIONS.** Conclusion: From Pipeline to Web in Teacher Career Development, *Carol R. Rinke and Lynnette Mawhinney*. About the Contributors.



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