



A Systematic Scoping Review of the Research Literature on Factors Influencing Black Male Educator Retention

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Abstract

We conducted a systematic review of the U.S. research literature on Black male educator retention. Study findings reveal that Black male educators face social, identity, and systemic challenges, including disproportionate disciplinary expectations, racialized role assignments, and structural inequities, which contribute to their underrepresentation in public schools.

Overview

Role Strain and Racialization

Black males are often typecast as disciplinarians for “troubled” students, reinforcing deficit-based assumptions. This racialization process places an inequitable burden, diverting focus from their pedagogical contributions (Bristol & Mentor, 2018).

Structural Barriers

- Representation*: The absence of Black male role models in leadership positions exacerbates feelings of isolation and undervaluation.
- Workplace Climate*: Lack of administrative support and culturally responsive development.

Literature Review

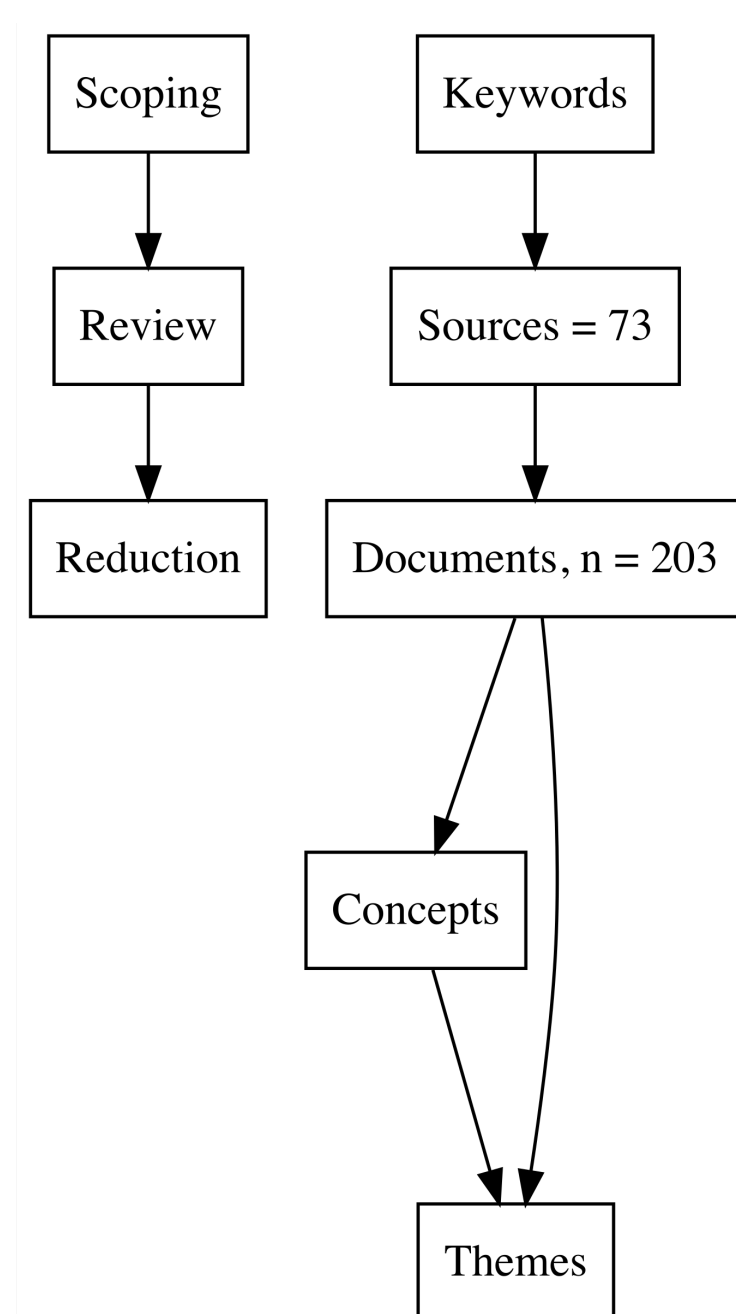
- Black male educators express an oftentimes overwhelming amount of extra pedagogical responsibilities (Britol & Mentor, 2018; Brockenbrough, 2012). This includes the expectation to play an extra role in a Black boy’s upbringing in the Educational system then just a teacher. This can come in the form of a surrogate father or a disciplinary figure of some kind.
- Rather than calling more Black male teachers due to their educational talents, the calls for Black men is situated with the policy discussions addressing the school performances of Black boys. This assumes that all Black male educators are equipped with the tools or experiences to reach Black boys (Lynn, 2006).

Research Question

- What is the intellectual and conceptual structure of the research literature in the United States on retaining Black male educators in K-12 settings?

Methods

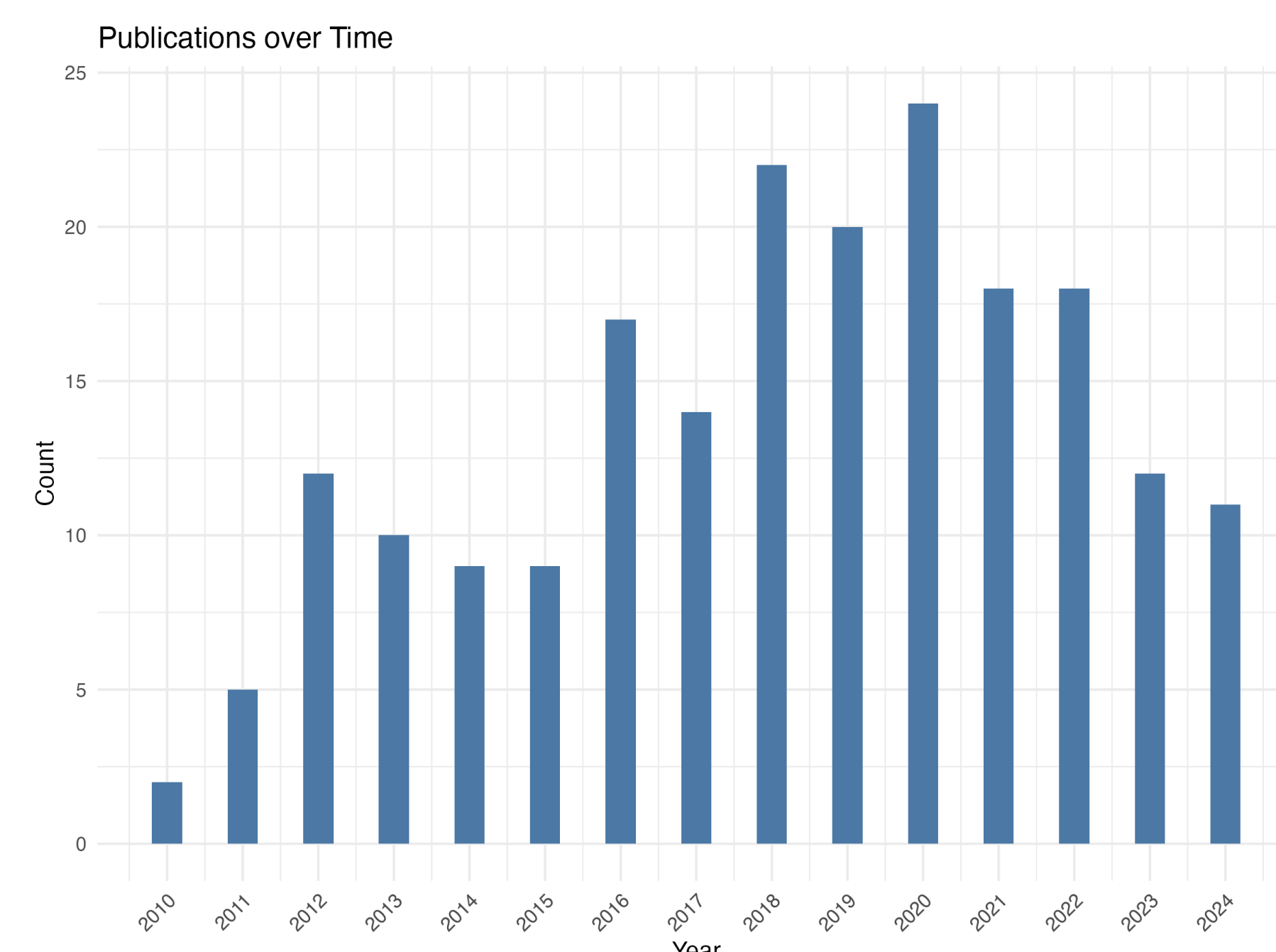
This study synthesizes insights from trends in the research literature. Computational methods were used to identify core studies in the sample of studies (n = 203) on Black male educator retention.



Findings

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	2010:2024
Sources (Journals, Books, etc)	73
Documents	203
Annual Growth Rate %	12.95
Document Average Age	6.82
Average citations per doc	19.82
Average citations per year per doc	2.303
References	9713
DOCUMENT TYPES	
article	202
article; early access	1
DOCUMENT CONTENTS	
Keywords Plus (ID)	449
Author’s Keywords (DE)	480
AUTHORS	
Authors	364
Author Appearances	447
Authors of single-authored docs	67
AUTHORS COLLABORATION	
Single-authored docs	82
Documents per Author	0.558
Co-Authors per Doc	2.2
International co-authorships %	3.941

Publications over Time



Keywords

Author Keywords (DE)	Articles	Keywords-Plus (ID)	Articles
RACE	23	EDUCATION	47
BLACK MALES	22	RACE	42
URBAN EDUCATION	20	STUDENTS	41
BLACK MALE TEACHERS	17	GENDER	25
TEACHER EDUCATION	15	TEACHERS	25
GENDER	11	ACHIEVEMENT	22
IDENTITY	11	CRITICAL RACE THEORY	18
CRITICAL RACE THEORY	10	COMMUNITY	17
EQUITY	9	SCHOOLS	17
BLACK BOYS	7	EXPERIENCES	16

Most frequently cited documents

Articles build on studies from the 1990s and 2000s.	
NOGUERA PA, 2003, URBAN EDUC, V38, P431, DOI 10.1177/0042085903038004005	30
BROWN A., 2009, URBAN REVIEW, V41, P416, DOI 10.1007/S11256-008-0116-8, DOI 10.1007/S11256-008-0116-8	28
LADSONBILLINGS G, 1995, TEACH COLL REC, V97, P47	28
LYNN M, 2006, TEACH COLL REC, V108, P2497, DOI 10.1111/J.1467-9620.2006.00792.X	28
LADSON-BILLINGS G., 1994, THE DREAMKEEPERS	25

Discussion

We find that there are consistent recommendations in the research literature on strategies for retention:

- Mentorship and leadership pathways*: Programs providing peer support and career growth opportunities help sustain Black male educators.
- Holistic support systems*: Financial incentives, micro-credentialing, and partnerships between districts, universities, and policymakers address both recruitment and retention needs.
- Advocacy platforms*: Spaces for Black male educators to engage in policy discussions empower them to shape systemic change.

Conclusion

This systematic scoping review examines the research literature on the retention of Black male educators in U.S. schools. While recent studies indicate a decline in scholarly attention to this topic post-2020, the persistent underrepresentation of Black male educators and evolving systemic challenges call for further qualitative inquiry.

Acknowledgements

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References

- Bristol, T. J., & Mentor, M. (2018). Policing and Teaching: The Positioning of Black Male Teachers as Agents in the Universal Carceral Apparatus. *The Urban Review*, 50(2), 218–234.
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- Lynn, M. (2006). Education for the Community: Exploring the Culturally Relevant Practices of Black Male Teachers. *Teachers College Record*, 108(12), 2497–2522.
- Pabon, A. J. M. (2016). In hindsight and now again: Black male teachers’ recollections on the suffering of black male youth in US public schools. *Race Ethnicity and Education*, 20(6), 766–780.