



# IMPACT REPORT

2020-2023



## Every Child Deserves a Black Teacher

AUTHORS

Dr. Micia Mosely  
Dr. Casta Guillaume  
Olivia Yarbough



NATIONAL  
EQUITY  
PROJECT

[blackteacherproject.org](https://blackteacherproject.org)



# Table of Contents

<b>01</b>	Black Teacher Project Overview
<b>05</b>	Report Purpose & Method
<b>06</b>	Program Participation, 2020–23
<b>09</b>	Program Pillar Impact
<b>13</b>	Supporting & Sustaining Black Educators
<b>14</b>	Participant Spotlight Stories
<b>18</b>	School Recommendations
<b>19</b>	Moving Forward
<b>20</b>	Acknowledgements



# Black Teacher Project Overview



## Mission & Vision

The Black Teacher Project's (BTP) mission is to **sustain and develop** Black teachers to **lead and reimagine** schools as **communities of liberated learning**.

Our vision is that **every student** will benefit from the diversity, excellence, and leadership of an **empowered Black teaching force**. BTP is a program of the National Equity Project.



# Black Teacher Project Overview

## Our Pillars

One of BTP's core values is putting the experiences and voices of Black teachers at the center of our work. Our four pillar outcomes emerged directly out of engagements with and feedback from BTP participants.



### Black Identity Development

Deepen our knowledge and understanding of our own, our students', and our colleagues' Black identity, history, and experiences.



### Quality Instruction Rooted in Blackness

Learn, develop, and apply culturally relevant, responsive and sustaining instructional strategies that will expand the quality of our instructional practice.



### Wellness

Learn and apply healing-centered practices that support personal wellness, wholeness, worthiness, and collective thriving.



### Black Leadership for Liberation

See the systems we are a part of, engage with key members of our communities, and take action rooted in freedom for ourselves and those we serve.

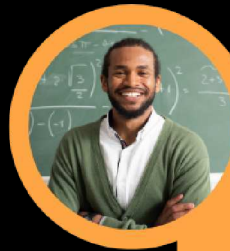
# Black Teacher Project Overview

## Our Programs

**Black teachers navigate an ecosystem of push out factors**, including: invisible racialized role expectations that are uncompensated; lack of leadership opportunities & culturally responsive professional development; difficulty navigating inequitable and anti-Black systems; racial micro & macro aggressions; isolation; and health & safety challenges. **BTP's core services provide professional development in racial affinity that aim to equip participants with the knowledge, tools, conditions, and sources of rejuvenation needed to reimagine our schools and systems.**



**Black Teacher  
Leadership &  
Sustainability Institute**



**Culturally  
Responsive  
Teaching**



**Wellness Sessions  
& Retreats**



**Black Teacher  
Fellowship**



**Black Teacher  
Design Lab**

# Black Teacher Project Overview

## Our Programs



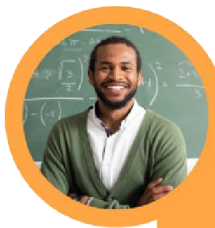
### Black Teacher Leadership & Sustainability Institute



### Wellness Sessions & Retreats



### Black Teacher Design Lab









### Culturally Responsive Teaching









### Black Teacher Fellowship

#### Program Descriptions

In this 3-day in-person or 4-session virtual course, Black teachers and educators deepen commitment and agency in their work while developing strategies for leadership and sustainability. Participants receive caring guidance and facilitation to collaboratively explore the personal and professional challenges they face as Black school-based educators. **Pillar foci: Black Identity Development, Wellness, Black Leadership for Liberation.**   

In response to the pandemic, BTP hosted monthly “drop-in” virtual wellness sessions led by a team of Black teachers. As Black teachers’ needs and contexts evolved, BTP gathered feedback that led to piloting a Black Teacher Wellness Retreat. This 2-day event provides extensive time for impactful community building and trying on mindsets and wellness practices that cultivate and enrich thriving as Black educators. **Pillar foci: Black Identity Development, Wellness, Black Leadership for Liberation.**   

In this 7-session virtual course, teams of Black teachers engage in a Liberatory Design approach to co-design healing-centered engagements with students specific to their needs and contexts. Teams receive coaching and present their design to the cohort as a final project and shared community resource. **Pillar foci: Black Identity Development, Wellness, Black Leadership for Liberation, Quality Instruction Rooted in Blackness.**    

In this 4-session course, Black teachers are guided to explore and implement research-based strategies that put the experiences, history, culture, and voices of their students at the center of their instructional practices. Participants have the opportunity to design, test, and refine a culturally responsive teaching prototype that affirms, empowers, and propels their students’ learning. **Pillar foci: Black Identity Development, Quality Instruction Rooted in Blackness.**  

In this 18-month cohort experience, teams focus on examining, innovating and imbuing new models that foster wellness, liberated learning, and increased opportunity for marginalized students. Fellows receive coaching to support the planning and implementation of a co-created action learning plan. **Pillar foci: Black Identity Development, Wellness, Black Leadership for Liberation, Quality Instruction Rooted in Blackness.**    

# Impact Report Overview

## Purpose

This report shares how the Black Teacher Project responded to and evolved during the COVID-19 pandemic era, from the 2020-2021 through 2022-2023 school years. The report is organized around **participation** - how many teachers were served and through what programs across the three focal years - and **impact** - how teachers report being affected by programming. The report also serves as a critical tool for BTP staff to identify programmatic areas of growth and opportunities moving forward.

## Methodology

Results presented in the report are drawn from three primary sources:

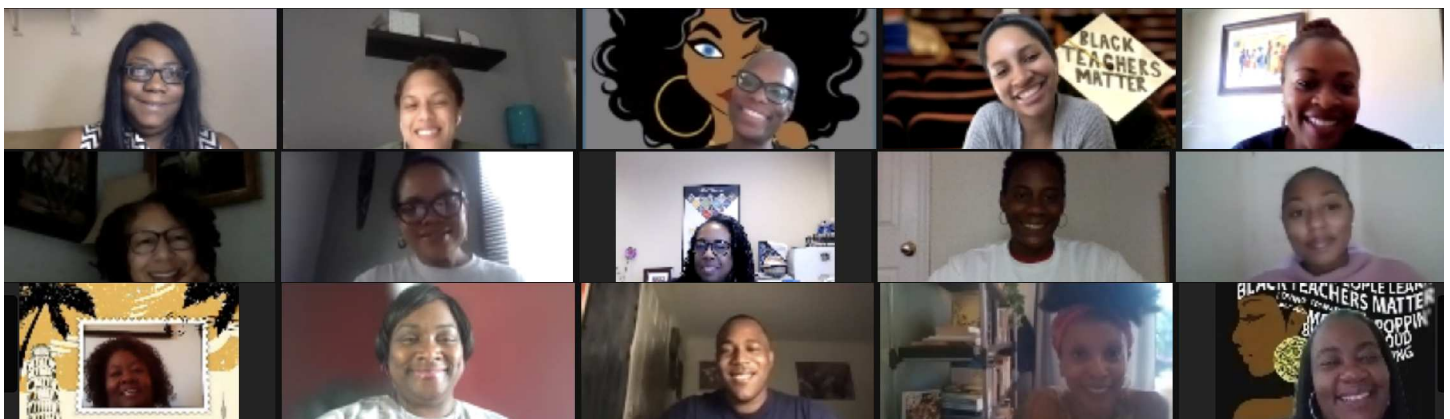
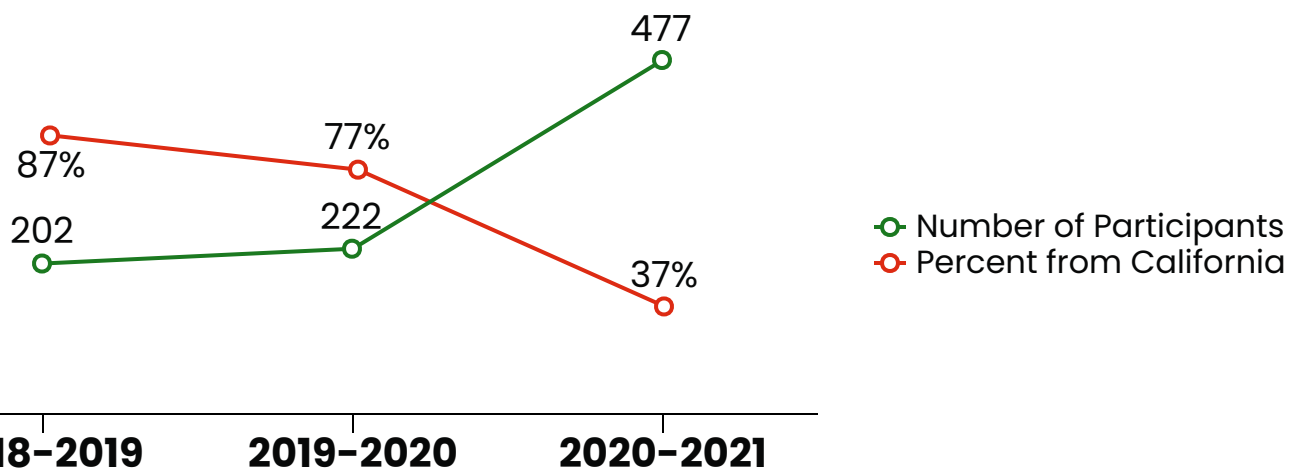
- Programmatic attendance records
- Post-session surveys from programs offered throughout SY22 and SY23
- One-on-one interviews with four active BTP participants conducted by NEP's Director of Research, Learning, and Evaluation. Interviews took place over Zoom, lasted between 70 and 90 minutes, and were recorded and transcribed prior to thematic analysis with two coders.



# Program Participation, 2020-23

## 2020–2021: Reaching a Wider Audience

In the first full school year of the pandemic, BTP made a concerted effort to reach Black teachers virtually. **Compared to 2018–2019 (the last full school year before the pandemic), BTP more than doubled the number of participants attending programming in 2020–2021.** As an Oakland-based organization, the majority of BTP participants lived and/or worked in California prior to the pandemic; once BTP launched national virtual programming, however, the geographic reach of the participants grew considerably. In the 2018–2019 school year, 87% of participants with known geography were from California, whereas two years later only 37% of participants with known geography identified as being from California. As a majority of BTP’s virtual programs were new offerings specifically designed to address Black teachers’ and their students’ needs during the pandemic, it is likely that this intentional program refinement also contributed to overall increased participation.

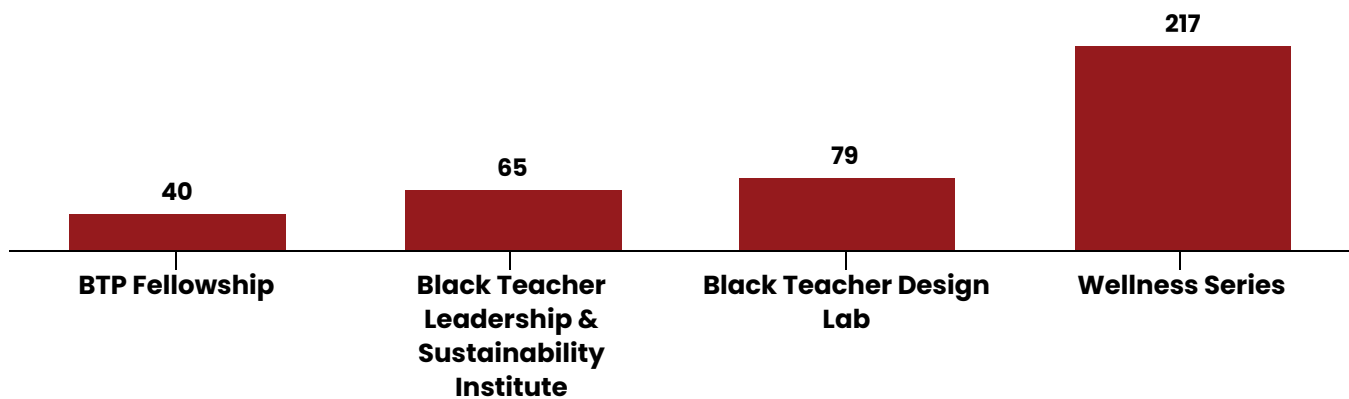




# Program Participation, 2020-23

## 2021-2022: Focus on Wellness

Of the 370 unduplicated participants served in the 2021-2022 program year, 59% were served through the Wellness Series. The Wellness programming in 2021-2022 consisted of a range of single session offerings, including physical activities such as Restorative Yoga for Black Teachers and Caribbean Cardio, as well as Reflection and Mindfulness sessions.



## Wellness Series Testimonials



"Thank you! Much appreciate this time to slow down, prioritize self, maintain peace, and keep my teaching license!! Amen!"



"I was feeling really heavy beforehand - I almost didn't log in, but I decided to give it 15 minutes...and I stayed the whole time. It was just what I needed at such a tragic...time!"

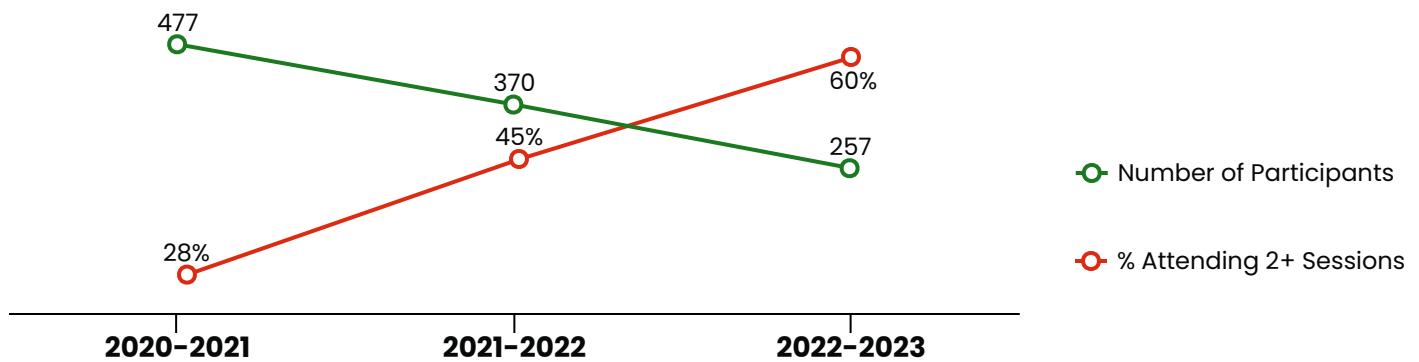


"This was right on time. There is so much going on and we truly need to prioritize our wellbeing. The stress is real... I needed this evening!"

# Program Participation, 2020-23

## 2022-2023: Deepening Engagement, Depth Over Breadth

From 2020-2021 through 2022-2023, 982 individuals participated in at least one session or event hosted by BTP. Although many individuals (61%) participated in a single event across the three school years, a sizable portion (39% or 383 people) participated in at least 2 sessions across the period. Looking year over year, the number of participants declined as the level of engagement increased. That is, although more people were served by BTP programming in the 2020-2021 school year, the majority participated in only a single session. **By 2022-2023, the number served declined by nearly half, but the recurring engagement of those participating increased significantly with nearly two-thirds of all 2022-2023 school year participants attending at least two sessions during the year.**



Of the 257 participants served in 2022-2023, 60% attended more than 2 sessions, a considerable increase from the previous years. The average number of sessions per participant in the 2022-2023 school year was higher than ever before at an average 3.9 sessions per participant (calculated as the total number of sessions attended that year by the unduplicated number of participants). Participants' deeper engagement was reflected in qualitative feedback provided after a two-day Fellowship retreat in January 2023. Twenty-one retreat participants shared how their long-term leadership journey would be impacted by participating in the cohort.



"I am set on FIRE to go out and go to work! I feel empowered to empower others to also do the work! Transforming education is a must! I'm ready to help transform the system!"

-2023 BTP Fellow

# Program Impact

## Growth and Change by BTP Pillar

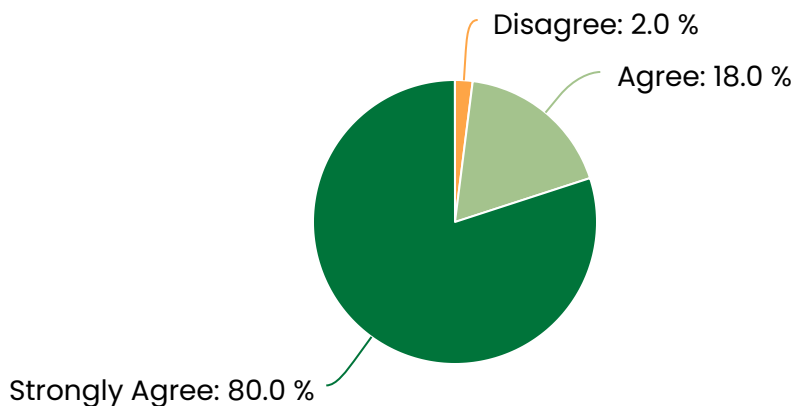
BTP routinely administers surveys during and after its programming to gauge how participants are experiencing the programming, as well as the impact they observe in their personal and professional development. BTP focuses on asking about participants' growth within the four BTP Outcome Pillars: Black Identity Development, Wellness, Black Leadership for Liberation, and Quality Instruction Rooted in Blackness. Some of the same questions have routinely been asked pertaining to each pillar across multiple programs since 2021-2022. This section lays out how participants reported being impacted by BTP programming.

### Black Identity Development

In order for Black teachers to transform schools and systems into liberated learning communities, it is critical to devote time and space to positive Black identity development. As part of combating the anti-Blackness that Black teachers have navigated as both students and adults, BTP supports them to deepen understanding of both the legacy of oppression that still plays out in our education system and the powerful Black history and culture that provides strength and wisdom to create something new.

**Overall, participants report feeling that participating in BTP programming has had positive impacts on their Black identity development and resistance to anti-Blackness.** A key indicator of growth in the Black Identity Development pillar is participants' level of agreement to the statement: "As a result of being in this course, I feel an increased sense of the power I have as a Black teacher." The figure below shows that the large majority of the 161 respondents who were asked this question on post-session Culturally Responsive Teaching and Design Lab surveys between 2021 and 2023 strongly agreed that their sense of power as a Black teacher had increased.

**As a result of being in this course, I feel an increased sense of the power I have as a Black teacher (n = 161)**

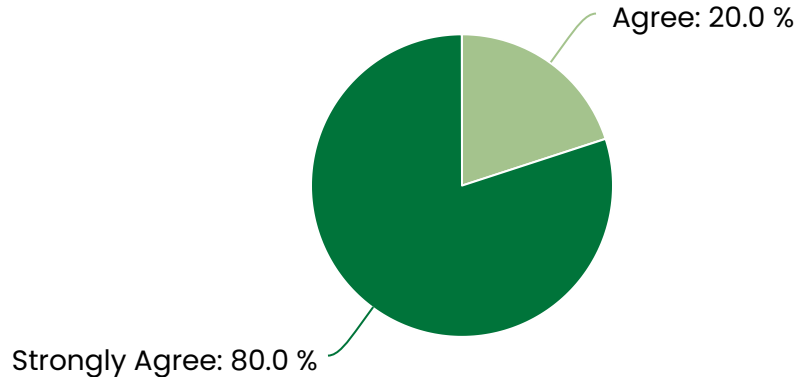


# Program Impact

## Wellness

Healing our own minds, bodies, and spirits are indispensable priorities in educational liberation work. In order to reimagine schools into places where everyone thrives, educators must have spaces and tools to both address experienced harm and create conditions for individual and collective well-being.

**I have increased my prioritization of wellness practices, which supports my leadership in my role as an educator (n = 220)**



BTP's focus on prioritizing wellness spans its programs and integrates that messaging throughout offerings. Accordingly, a question about prioritizing wellness is asked on many of BTP's post-session surveys. A key indicator of growth in the Wellness pillar is participants' agreement to the statement: "I have increased my prioritization of wellness practices, which supports my leadership in my role as an educator." **Of the 220 participants who responded to the question between 2021 and 2023, 100% agreed or strongly agreed that they have increased their prioritization of wellness practices.**

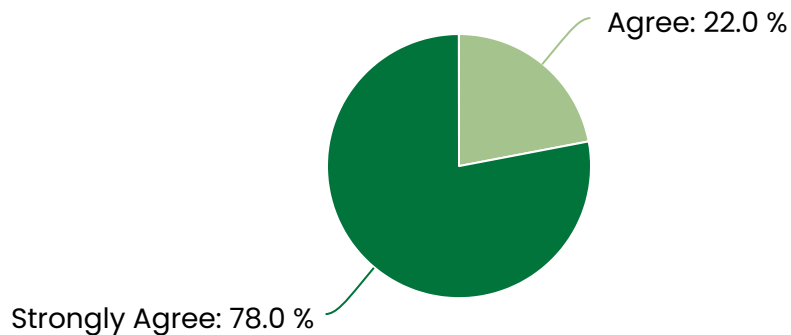


# Program Impact

## Black Leadership for Liberation

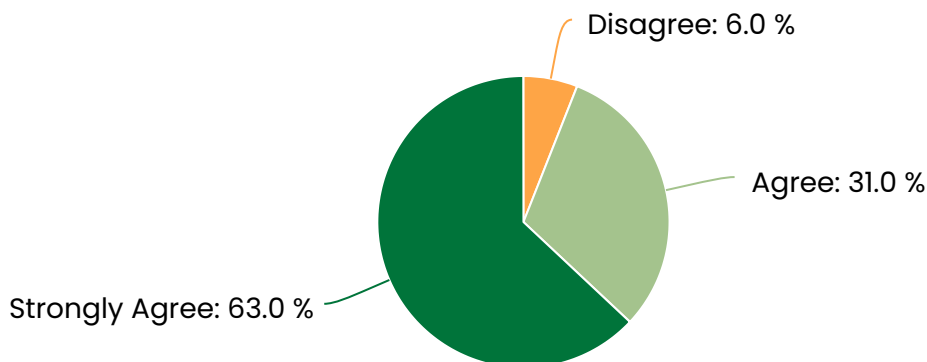
We know the current U.S. education system was designed to perpetuate inequity and we believe that the design of any system should include and center the most marginalized communities; Black teachers play an essential role in leading the reimagining of education. BTP programs foster a critical lens, supporting participants to understand the system they're a part of and then engage students and community members to collectively cultivate solutions that promote belonging and thriving.

**After participating in this course, I feel more motivated to take action to transform my school into a more liberated learning environment (n = 123)**



**Program participants across Black Teacher Design Lab and Culturally Responsive Teaching report feeling more motivated and prepared to lead their schools toward liberated learning.** Additionally, During the 2020 and 2021 Black Teacher Leadership and Sustainability Institutes, participants were asked to design a 15% Solution, an approach to leadership by Gareth Morgan that encourages participants to focus on action strategies over which they have the authority to put into action. Over the course of the two years, 68 participants submitted their 15% Solution, evidence of discrete changes that can have major impacts at school sites. The most common 15% Solutions included launching racial affinity groups for students and for teachers, making changes to the classroom environment, and adjusting curricular elements to be more culturally relevant and inclusive.

**After participating in this course, I feel more prepared to help design decisions in my school/school system. (n = 161)**

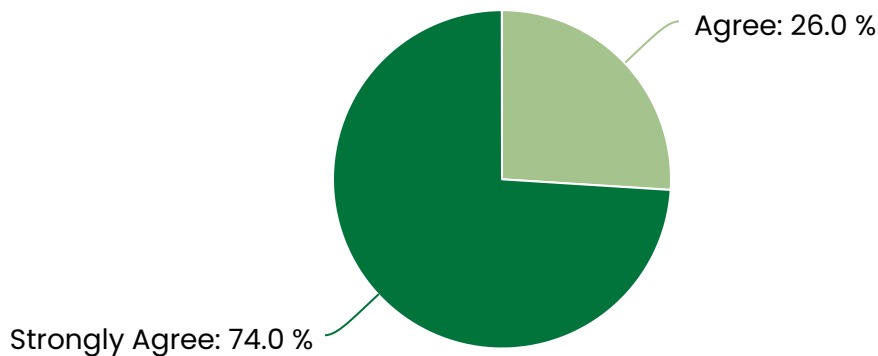


# Program Impact

## Quality Instruction Rooted in Blackness

There is abundant possibility for all students far beyond what we can see. BTP supports Black teachers in developing their instructional gifts and implementing student-centered learning approaches to support young people in fulfilling their potential and aspirations.

**After participating in this course, I have increased knowledge of healing-centered curriculum, practices, and/or approaches that I plan to use when engaging with my students (n = 123)**



Results shown above are drawn from 123 respondents who participated in a Black Teacher Design Lab between 2021 and 2023. **Nearly three-quarters of the respondents strongly agreed that participating in that series increased their knowledge of healing-centered practices and/or approaches to teaching.**



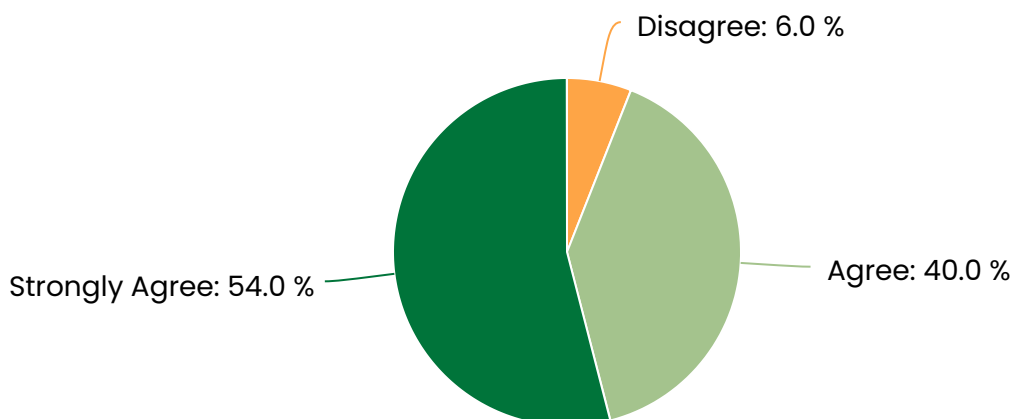
# Supporting & Sustaining Black Educators



## BTP and Teacher Retention

Black Teacher Project is dedicated to developing and sustaining an empowered Black teaching force. Supporting Black teachers to be able to stay in education and reimagine their schools as communities of liberated learning is at the core of BTP's mission. Session survey results indicate that participants are indeed feeling revitalized by the programming. **Over 90% of respondents between 2021 and 2023 who participated in BTLSI and/or the Black Teacher Design Lab agreed or strongly agreed that being in the course encouraged them to stay in the profession longer.** In a similar question asked of participants following the Culturally Responsive Teaching course and Black Teacher Design Labs, 100% of the 161 respondents agreed or strongly agreed that being in the course led to "a renewed sense of commitment to the craft of teaching."

**As a result of being in this course, I feel revitalized to stay in the teaching profession longer (n = 199)**



# Participant Spotlight: Coron Brinson

Engaged with BTP since 2016

“Black Teacher Project [has] given me the skills, the community, the efficacy, to be able to lead”



## Path in Education

Currently a high school Assistant Principal in Oakland, California, Mr. Coron Brinson is originally from Georgia and pursued education as a profession thanks to his grandfather's influence. Before moving into administration during the pandemic, Coron was an elementary and middle school teacher first in Chicago and then in Oakland. After fraught classroom teaching experiences where he felt isolated and unsupported as a Black male teacher, Coron eventually found his way back to teaching through BTP. Calling out teachers' low pay, Mr. Brinson ultimately pursued an administrative position because of the better compensation and to find a place he belonged in education outside of the classroom (“I needed a spark to keep me in this”). Now as Assistant Principal, Coron has embraced the role for the purview it provides as he has been able to effect site-wide changes in his school. For example, he has established a precedent for seeking out and taking action on student and teacher feedback, as well as being a key voice in the selection of new teachers and an institutional shift toward restorative practices and away from punitive discipline.

## BTP Involvement

Coron has been an active member of the BTP community for seven years, a journey that has reinforced his sense of the power and value he holds as a Black educator. Coron discovered BTP in 2016 after having been out of the classroom for six years, working as a youth advocate for 18-24 year old LGBTQIA+ unhoused youth, a labor organizer for the “Fight for 15” campaign in Chicago, and a parent organizer in Oakland. A chance meeting with a BTP staff person led to a career shift as Coron answered the call to return to the classroom. According to Mr. Brinson, “BTP reignited my passion for education.” Since then, Coron has attended over 60 sessions and events of BTP's programming. He has been involved in BTP's Black Teacher Leadership and Sustainability Institute, Fellowship program, Liberation and Design Labs, as well as many offerings within the BTP Wellness Series. During the 2018-2019 school year, Coron was contracted by BTP as a Black Teacher Organizer to support getting the word out about offerings and talk to teachers about what they needed from BTP programming.

## Impact on Identity Development

For Coron, BTP is more than just a professional development opportunity; BTP's greatest value is the community it offers for Black educators. Often finding himself as one of the only – if not the only – Black educator or administrator in his school site, routinely facing racial hostilities, microaggressions, and ongoing marginalization, Coron points to the “community and village of other educators to uphold me, to lift me, to hold me accountable” as being a key factor in his choice to stay in the field of education. The “essence of the Black Teacher Project,” according to Coron, is “you are not alone: you have a village.” Coron also credits BTP with helping him work to fully step into his **identity** as a Black male educator and feel a sense of self worth in his role. Coron lifts up BTP for being a place that celebrates and elevates the “teacher identity.” Prior to BTP, Coron had not experienced a community where teachers “wore their badge” with pride; in BTP, Coron found a “community of teacher folxs” who also found joy and fulfillment in the profession. More than that, Mr. Brinson appreciates being in a community where so many of his peers also identify as Black queer educators, a community asset to be named and further celebrated.



# Participant Spotlight: Dr. Lena Hamilton

Engaged with BTP since 2021

“I think...I know that engaging in the space of BTP allowed me to bring out [my] authentic self...in support [of] my own wellness”



## Finding BTP

Dr. Lena Hamilton joined Black Teacher Project as a Fellow in 2021 and has prioritized wellness practices in her classroom and in her craft ever since. Dr. Hamilton has worked in the field of education for over two decades, first in preschool and middle school and then as a high school literature, writing, and reading teacher in Decatur, Georgia, for the last twenty years. For Lena, her introduction to the Black Teacher Project was “right on time” because she had reached her breaking point feeling othered, marginalized, and “hoping for something better” as one of the very few teachers of color at a former school site. Since joining as a Fellow in 2021, Lena has also participated in the Black Teacher Leadership Sustainability Institute and presented with BTP Founder and Director, Micia Mosely, at the National Education Association Conference on Racial and Social Justice on the importance of establishing racial affinity groups for teachers at school sites. Additionally, Dr. Hamilton is a board member of BTP’s Black Teacher Advisory Board.

Lena started her journey with BTP as a Fellow, an experience that provided her with a community and source of support “that I didn’t realize I needed:” “I was feeling really disillusioned with the ways in which I was able to reach and support my students...and being able to hear other Black educators speak to the same disillusionment and have them as a source of strength...and discuss ways to keep going was essential for me.” Dr. Hamilton describes this initial experience with BTP as leading to an indelible identity shift where she now sees herself “as a Black educator who is a Black Teacher Project educator,” recognizing her work as part of a collective of Black teachers contributing to a legacy of liberation advancement.

## Impact on Wellness

Part of the shift from being a Black educator to a BTP educator is the degree to which **wellness** is centered in the craft of teaching. For Lena, this required “rescripting of the inner dialogue [of] how important it is to be well” and going from understanding wellness not as indulgent but as vital for finding joy in the classroom. In her practice and in her classroom, Lena now approaches wellness as the outermost layer in a set of Russian nesting dolls that must be prioritized in order to protect everything within: “If you don’t get wellness together then nothing else can be housed inside.” Lena has brought this emphasis to her classroom, cultivating a culture of “whole self first” where students are encouraged to bring their authentic and full selves to the project of learning because, as Lena notes, “we can’t learn without getting who we are settled and straight first.”

Lena has incorporated a range of strategies and instructional practices to encourage a “whole self first” culture in her classroom, including reflection opportunities, journaling, social emotional questioning, grounding, breathing, and creative expression. The centering of wellness is especially important for students in this historical moment of crisis that has led them to feel anxious, distracted, angry, and in need of love and attention. For Lena, BTP’s strategies centering wellness have inspired her, in this seemingly hopeless time, “to allow [students] to build hope as they see it.”

# Participant Spotlight: Briana Clarke

Engaged with BTP since 2017

“BTP allowed me the time and space to step back and see the system and learn how to...create boundaries.”



## Path in Education

Briana Clarke first attended BTP programming in 2017 with the Black Teacher Leadership and Sustainability Institute and has been an active participant every year since, including throughout the pandemic era. In that time, Briana has leaned into fostering her classroom as a liberated learning environment. Briana came to BTP with a love of teaching; after discovering her calling to be an educator, she transferred to secondary education from engineering as an undergraduate. She followed her passion for teaching, especially teaching science to Black and Brown students, despite people’s opposition to her joining what they considered a low-paying, low-prestige profession (she received warnings like “a trash truck driver makes more money than you do as a teacher”). A calling brought Ms. Clarke to the classroom, and BTP has helped her stay because it provides a space to not only “reflect on the joy” of teaching but to better understand education as a system.

## Impact on Leadership for Liberation

For Briana, “**liberation** means no fear.” Engaging across a wide range of BTP offerings, including the BTLSI, Fellows program, and Black Teacher Design Lab, has helped Briana realize that a key mechanism of oppression in school systems is fear – fear of presenting your authentic Black self, of saying no, of speaking up. Ms. Clarke appreciates BTP programming for “centering Black teachers themselves as human beings, not as just a person to facilitate class” and for helping her see education as a system to stand up against and not be complicit within. Now, as a high school science teacher, Briana can say she feels “free to stand in my stance of what I know to be true” and speak her truth without fear. Briana credits BTLSI and a mentor she met through a BTP wellness event with building her skills in having difficult conversations and “not feeling guilty about the stance you need to take.” She discovered a power within herself to set boundaries and ask for what she needs to be able to show up for herself and her students everyday.

Ms. Clarke emphasizes that she believes **wellness** is key to liberation. Neither she nor her students can be poised to lead and pursue liberation in school if they are not well and fully themselves. She has built her middle school science classroom with wellness in mind, organizing lab tables in a circle rather than rows to encourage discussion and collaboration and dedicating a corner of the classroom to reflection and decompression with a couch, rug, and cushions. Briana takes active steps toward liberation in her classroom by providing a counter-narrative to the capitalistic “slave tools of persistence and grit” that she sees more heavily emphasized for her Black and Brown students as a way to normalize that they are expected to endure their lives rather than be entitled to enjoy them. Instead, Briana is intentional about bringing her students “joy and gratitude and community and a liberated sense of self” that means embracing who you are holistically and not feeling beholden to achieve someone else’s measure of success. Ms. Clarke now lives out BTP’s pillar of leadership for liberation by approaching her role as an educator from a space of confidence, void of fear.

# Participant Spotlight: Cecelia Gillam

Engaged with BTP since 2021

“[BTP] has been a really beautiful thing that’s brought my joy back and helped get my perspective”



## Path in Education

Cecelia Gillam has been a high school science teacher in the same school in southern Louisiana for 18 years. Cecelia went to college to study mechanical engineering and despite loving science, did not love her degree path. She was encouraged to go into education believing she would make a good teacher. Despite a reluctant start, Cecelia is confident looking back that teaching was the right direction: “I know this is where I was supposed to be because I’ve made a profound impact.” Still, teaching as one of the only Black educators among predominantly white peers in a rural district and dealing with its “undercover racism” has been tiring and invalidating. Finding BTP “renewed [her] fire” and provided vital support in the form of “camaraderie, networking, and [a] feeling of belonging.” Cecelia sees a path toward a systems-change role in her future once she completes her PhD in Education Leadership: “I know I want to stay in the field of education and impact change...maybe that would be at the state level, maybe working with policy.”

## BTP Involvement

Ms. Gillam has cultivated strong ties to Black Teacher Project not more than two years after being introduced to its programming. After feeling blocked from multiple attempts at leadership advancement, Cecelia searched online for “leadership opportunities for Black teachers” and found an announcement for the Black Teacher Leadership and Sustainability Institute (BTL SI). Loving the sound of the program and receiving a BTP scholarship, Ms. Gillam attended the BTL SI in the fall of 2021, the first contact of what would quickly become a deep connection. Following being a participant at BTL SI, Cecelia returned as a BTL SI Support Group Leader the following semester, a paid near-peer mentor position hosting a small support group of participants, then became a BTP Fellow, attended the Culturally Relevant Teaching course, and is now a member of BTP’s Black Teacher Advisory Board.

## Impact on Instruction

Ms. Gillam knows she’s making a difference for her students in the classroom through her approach to **teaching and instruction**. First and foremost, she sets high expectations for all of her students, expressly disavowing the low bar set by other teachers for her students of color, and seeks to foster their intrinsic motivation for learning. She strives to make all of her science curriculum be “real world relevant” to her students and embraces a flipped classroom model where students use class time for critical discussion rather than passive lecture. A participant in BTP’s Culturally Relevant Teaching course, Cecelia has honed her natural tendency to put students at the center of her instructional practice. She now implements the Freedom Dreaming exercise she learned in the course where students have the opportunity to share what matters to them and reflect on the types of experiences they want to have/create. She fosters students’ leadership skills by encouraging them to participate in national events and co-author grants and funding applications with her. BTP engagement has encouraged Cecelia to see the classroom experience from her students’ perspectives and design her instruction to honor and include their full selves.

# Recommendations for School Systems



## Support school-based educator racial affinity work and structures.

Engaging in racial affinity based work at school sites is another way to bring the community benefits of BTP to schools. Ensuring that this work is done thoughtfully is paramount to impact and sustainability. Districts can consider funding programs or contract partnerships to design and deliver racial affinity groups/content for all educators on campus.



## Remove barriers to Black teachers' leadership trajectories.

Black classroom teachers bring a wealth of knowledge and expertise to schools that extend far beyond their grade/content areas. As a result, many reach a career tension point where they must choose between staying in the classroom or moving to an administrative or district leadership position. BTP recommends more school leaders find ways to structure teachers' positions to increase their capacity to teach students, while sharing their knowledge and skills in other ways that can contribute to school transformation; BTP calls this leading from the classroom. This could look like decreasing the number of students/classes teachers have, creating co-teaching opportunities, creating clear and accessible pathways to credentialing, as well as addressing racism and biases in hiring and interviewing practices.



## Invest in Educator Wellness.

While the pandemic is technically over, the impact on the mental health of adults and youth in schools is not. Schools and systems need to prioritize resources that center the social emotional learning of both youth and adults because this is a critical piece of school transformation work. With that said, self and community care should be recognized and treated as professional practice for all educators.



## Pay for all of Black teachers' labor.

The work of Black teachers extends well beyond teaching the curriculum; they are mentors, advisors, club sponsors, parent advocates, case managers, social chairs, and the disproportionate recipients of toxic and harmful racist interactions. Much of this work goes unnoticed and the emotional and material burdens associated with it go unacknowledged. Paying for the breadth of teachers' labor is a key retention strategy, including via higher base pay and course releases to protect time during work hours to dedicate to serving students holistically. Living up to this value, BTP stipends teachers that complete all program objectives, distributing \$234,250 in stipends during the 3 year focal period of this report.

# Moving Forward

**Black Teacher Project is moving into the 2023–2024 school year with participants’ needs, perspectives, and interests squarely in focus.** The data analyzed for this report yielded additional insight for BTP to integrate as the organization continues to strive to put on high quality, compelling, useful programming aimed at developing and sustaining an empowered Black teaching force. In addition to the year’s core programming, including an in-person Black Teacher Wellness Convening and BTLIS, BTP is looking forward to exploring and advancing the following initiatives that have surfaced as a direct result of overall participant feedback and participant spotlight interviews:

1. BTP increased its virtual program offerings considerably during the pandemic. On the one hand, virtual programming opens up access for teachers who are geographically dispersed or otherwise unable to attend a session in person; on the other hand, virtual programming is characterized by some as not as impactful as in-person programming. BTP acknowledges and honors both perspectives and is in a place of figuring out a strategic approach of balancing the **types of program formats** offered.
2. A next area of opportunity for BTP is building up the **instructional support offerings**. BTP is taking steps to strengthen the Quality Instruction Rooted in Blackness pillar by implementing more instructional coaching and instruction-specific courses/workshops that support Black teachers' development of instructional practice.
3. Revive and develop partnerships with **certification support** programs to help Black teachers get certified efficiently.
4. Integrate a **mentorship model** within BTP programming to work in concert with its cohort approach. Participants value what being part of the BTP collective has brought to their lives as teachers and predicate that mentorship rooted in BTP’s approach and pillars could further support Black teachers’ development and sustainability. According to one participant, mentorship is a bi-directional retention strategy because the mentee is connected to a guiding force and the mentor feels valued for their expertise and fulfilled in service to a new generation of teachers.
5. Create and implement a **"train the trainer" model** to build Black teachers’ leadership capacity, and support local and/or school-based Black teacher affinity work that can better address specific school/community context needs.



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