



PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

WHITLOWE R. GREEN COLLEGE OF EDUCATION

Doctoral Proposal Defense Announcement

ABSTRACT

Perceptions of Cultural Responsiveness of
Teachers at Twelve Rural Schools in Southeast Texas
(March 2014)

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Dissertation Chair: Dr. Tyrone Tanner, Ed.D.

There is a persistent gap in academic achievement between European American and students of color (Gay, 2010; Oakes, 2005). School accountability and standards set forth by national and state governments continue to place pressure on schools to perform at high levels (Jerald & Haycock, 2002; Ukpokodu, 2010). The literature supports that culturally responsive educators have been the catalyst for ameliorating the achievement gap (Chelsey & Jordan, 2012; Gay, 2010; Lindsey, Robins, and Terrell 2009). The purpose of this quantitative study is to explore teacher's perceptions of Cultural Responsiveness in rural schools in Southeast Texas. The study will use survey research generated from the Educational Concepts Cultural Responsiveness Instrument (Vairez Jr., M. R., Leslie, L., Tanner, T., & Hermond, D. S., 2013).

Specifically, data will be collected from teachers at twelve elementary, middle, and high schools whose combined African American and Latino student population outnumber their European American counterparts.

The following research questions will guide the study:

1. To what degree do teachers from elementary, middle, and high schools demonstrate efficacy as it relates to their ability to meet the needs of the students they serve?
2. Is teacher efficacy affected by the race of the teacher?
3. Does teacher efficacy differ based on whether a teacher received any teacher credential from an HBCU?
4. To what degree do teachers from elementary, middle, and high schools differ in their perspective of the views and values of the students they serve?
5. Are teacher perspectives affected by the race of the teacher?
6. Are teacher perspectives affected by whether a teacher received any teacher credential from an HBCU?
7. To what degree do teachers from elementary, middle, and high schools differ in their overall cultural responsiveness.

The research stemming from this study will assist in advising educational leaders of the level of cultural responsiveness of their teachers, thus reducing the gap in achievement between European American and students of color.

Date: March 7, 2014 **Department:** Educational Leadership and Counseling

Time: 11:00 AM **Location/Room:** Room 220 Delco

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