



PRAIRIE VIEW A&M UNIVERSITY

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WHITLOWE R. GREEN COLLEGE OF EDUCATION

Doctoral Defense Announcement

ABSTRACT

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

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Chair of Advisory Committee: Dr. Tyrone Tanner

Culturally responsive educators have been the catalyst for ameliorating the achievement gap (Chelsey & Jordan, 2012; Gay, 2010; Lindsey, Robins, & Terrell, 2009). The purpose of this quantitative study was to explore teachers' perceptions of cultural responsiveness in rural schools in southeast Texas. Specifically, data were collected from 157 teachers at twelve elementary, middle, and high schools whose combined African American and Latino student population were greater than their European American counterparts.

Three research questions guided the study:

1. To what degree do teachers from elementary, middle and high schools demonstrate teacher efficacy?
 - a. To what degree is teacher efficacy affected by the race of the teacher?
 - b. To what degree does teacher efficacy differ based on teacher credential institution?

2. 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?
 - a. Are teacher perspectives affected by the race of the teacher?
 - b. Are teacher perspectives affected by teacher credential institution?
3. To what degree do teachers from elementary, middle and high schools differ in their overall level of cultural responsiveness?

Results of the study revealed that differences in perception did exist between elementary, middle, and high school teacher efficacy based on race and teacher credential institution. Differences in perception did not exist between elementary, middle, and high school teachers' perspectives. Differences in perception did not exist between elementary, middle, and high school teachers' level of overall cultural responsiveness. The research findings from this study can be used to assist in advising educational leaders of the level of cultural responsiveness of their teachers, thus reducing the gap in achievement between European Americans and students of color.

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

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