TEACHER BELIEFS AND PRACTICES: THEIR EFFECTS ON STUDENT ACHIEVEMENT IN THE URBAN SCHOOL SETTING

by

JOHN CHRISTOPHER HERRERA, SR

B.A., Marymount College, 1977
M.A. Counseling, Fort Hayes State University, 1988

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submitted in partial fulfillment of the requirements for the degree

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Abstract

Increasing diversity in schools in the United States over the last few decades, combined with an emphasis on high-stakes testing, has heightened concerns about the academic performance of students of color, in particular African American students. There are concerns about the appropriateness of a Eurocentric curriculum taught by White teachers, which often limits the use of a multicultural curriculum—one that values the culture and lifestyles of diverse students.

This study focused on elements within teaching practices that improved achievement among students of color. An enhanced application of the Multiple Meanings of Multicultural Teacher Education Framework (MTEF), along with assessments of teacher training instruments (Gay, 1994; Love, 2001; Ladson-Billings, 1994), helped to create the *Model for Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement* that served as a guide for the investigation.

The overall findings confirmed the utility of the model and the enhancements made to the multicultural assessment instruments. Depending upon what elements were chosen, between 18% and 23% of the variance explained in teacher's beliefs, attitudes and perceptions could be explained by their training, their community involvement, awareness of self, knowledge of subject and a positive approach to the institutional culture. The findings support the existing literature and adds to it a new dimension by directly focusing on teacher's perceptions, attitudes and beliefs that promote or constrain teaching and learning about urban African American students in the urban classroom.

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Approved By;

Co-Major Professor
Dr. BeEtta Stoney

Approved By;

Co-Major Professor
Dr. Lawrence Scharmann

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CHAPTER 1

INTRODUCTION

Overview of the Issue

National educational goals were developed as a result of the Education Summit held near the end of the 1980s (Pipho, 1996). The findings from the summit emphasized accountability and standards in the core academic content areas identified as the arts, civics, history, and science. Student achievement was the focus of the 1990s for standards-based accountability by states participating in the education reform movement (Allen, 1994). The purpose of focusing on accountability was to urge states to align curriculum and instruction with more objective standards. In addition, the use of data as a key analytical tool would concentrate on student achievement and generate standardized measures by which valid comparisons could be made. By the mid-1990s these standards were enhanced to comply with Title 1 funding. The proposed changes allowed funding for schools identified as having socioeconomically disadvantaged students. States and districts were mandated to identify low-performing schools. To improve the status of these identified schools, states were required to develop rigorous content performance standards, high quality assessments, and measure student achievement annually (EdSource, 2000).

The Goals 2000: Educate America Act was amended in 1996. The Act assisted states in formulating standards that highlighted student performance standards. Under this law, the planning and implementation of school improvement focused on raising student achievement so that it would meet the new standards. The support not only included state initiatives but also those at the district level. Another requirement of the

Educate America Act prompted states to align assessments so that they would be consistent in content and performance standards. Newly formulated procedures had to be put in place by districts to serve as the accountability mechanisms to monitor student achievement progress (Kendall & Marzano, 1997).

Implementation of standards began with the Improving America's Schools Act (Le Tendre, 1996). Three types of standards were required: (a) academic content standards; (b) performance standards; and (c) proficiency levels. States were also faced with more vigorous accountability requirements by the federal No Child Left Behind Act (NCLB) of 2001 (Ed Source, 2003). This act required schools to raise the performance of all students and close the achievement gap (No Child Left Behind Act, 2001).

Reports by the National Assessment of Educational Progress (NAEP) serve as major resources for communicating the movement in closing the achievement gap required in the NCLB Act. The data generated by NAEP are used to develop statistical reports on the assessments of fourth, eighth, and twelfth grade students from state and national levels. The assessments follow a subject-area framework that has been developed by the National Assessment Governing Board (NAGB). Subgroups from the student population are sampled and are monitored by NAEP. The subgroups included in these reports are numerous (e.g. male students, female students, Black students, Hispanic Students, White students). It is also the responsibility of the NAEP to assess and measure student performance changes over time across a variety of academic domains—specifically, mathematics, science, writing, US history, civics, geography, and fine arts.

Formalized primary education currently finds itself in one of the most exciting times in its short existence. At no time in its history has there been as much capacity for

true change. As schools come to grips with the implications of NCLB, educators are faced with the stark realization of a growing achievement gap between specific segments of students. Of note is the growing disparity found between White and African American students. This excitement is derived from being able to clearly identify and empirically verify the disparities that exist between these groups. The data has revealed that for every student, regardless of race, gender, or socioeconomic status, the single most important factor in determining their success or lack of success is the classroom teacher (Stringfield, Waxman & Padron, 2000). It is no more complicated than that. Students benefit more from quality instruction than any other single factor a student encounters during the educational process. The data also support a disparity in graduation rates between these two groups. The impact of these disparities can be seen in the high school graduation rates. In 2001, on average 50% of African American students graduated compared to 75% of White students (Greene & Winters, 2005), thus revealing less preparation of African American high school students than their White counterparts.

Statement of the Problem

The achievement gap exists at all grades of education and in every subject. Yet, despite the fact that research continues to show that education is a critical factor in improving an individual's life circumstances, the presence of an achievement gap remains problematic. The issue here is to identify what factors contribute to the achievement gap problem. In an effort to explore one of these factors in greater depth, this study proposes to examine teacher's training and attitudes related to multicultural issues as one element in the equation. The aim is not to place blame or to suggest blame regarding teachers; rather, the idea is to examine the curricula and its shortcomings that

can only be assessed by teachers themselves once they arrive in the classroom. In short, the study suggests the problem with student achievement is linked to improper training of teachers with regard to multicultural issues, their attitudes and behaviors toward the same, along with lack of strategies provided by their training for addressing these issues in their work lives.

Purpose of the Study

The purpose of this study is to examine the teaching practices that lead to improved achievement among students of color. This research will center on the practices of secondary school teaching practices in urban settings. Upon examining the instructional practices found in these schools, an attempt was made to address the overarching question of whether or not achievement outcomes are a by-product of poor instruction or are they fostered by a set of preconceived notions brought by classroom teachers, based upon inadequate training for dealing with urban, economically challenged, multicultural students. This study uses the Cochran-Smith (2003) Multiple Meaning of Multicultural Teacher Education Framework for assessing and describing the level of preparation teachers in an urban school district have for addressing the complex lives that their students bring to the classroom.

Theoretical Orientation: Multicultural Teacher Education Framework

The importance of this study came in part from its application of the Multiple Meanings of Multicultural Teacher Education Framework (MTEF) and the assessment of teacher training (see Figure 1.1). These were measured by utilizing a modified version of Love's (2001) and Ladson-Billings' (1994a) instruments designed to measure classroom teachers' attitudes about students of color. In addition, some modifications by the

researcher were based on Gay (1994) and incorporated to capture the essence of the research questions. This framework will be useful for understanding how teachers were trained, how their training has served or hampered them, and will allow areas where there could be specific enhancements for teacher training to be pinpointed.

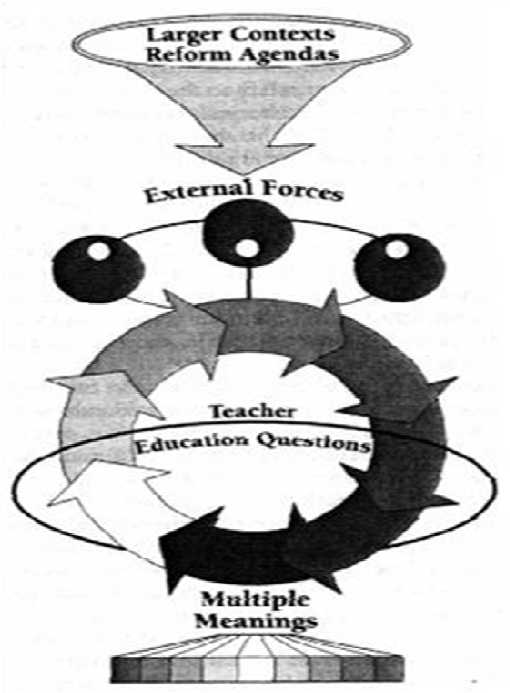
The MTEF framework argues that teacher preparation must answer or act on eight specific issues framed as questions related to multiculturalism (Cochran-Smith, 2003). These are highlighted in the following paragraphs. The first, the *diversity* question, asks what cultural elements define the current problems and what solutions can be developed? The second question, known as the *practice* question, develops specific outlines of the skills teachers need to be effective in the classroom. This includes the ability to acknowledge cultural teaching and involving families and the surrounding communities. The *knowledge* question is next. It addresses how the beliefs and values held by the teacher equate into effective classroom practices. Of equal importance is the *ideology* question that addresses one's belief about the historical relevance of teaching and its place in current society. The personal ideals and values that form these opinions are also a very important issue of a person's ideology.

In conjunction with these first four elements are the remaining ones. Of these, the *teacher learning* question is essential. It asks how do teachers acquire their pedagogical skills and how do these skill sets facilitate learning? The next questions, *recruitment* and *selection* address the manner in which prospective teaching candidates are selected and retained in the workforce. Finally, the question of *coherence* establishes how and to what degree the initial seven questions are connected and how multicultural issues are

juxtaposed to other relevant issues. Figure 1.1 illustrates how the eight questions are aligned within the context of the MTEF (Cochran-Smith, 2003).

Figure 1.1. Schematic of the Multiple Multicultural Teacher Education Framework.

The Teacher Education Questions placement illustrates that diversity issues are



central within the MTEF. Multicultural theorists advocate the centrality of diversity issues in curriculum. They also propose that these issues be mandated in the study of prospective teachers and incorporated in courses and fieldwork experiences (Villegas & Lucas, 2000).

Another important aspect of the MTEF framework is its systemic nature. The model accounts for external forces on teachers and teacher education programs, and how these influence the eight questions is addressed. To that extent, the *institutional capacity*, that element that examines the organization, supports, and constraints of multicultural teacher education institutions is addressed. *Relationships with local communities* are

concerned with teacher education programs' value and interaction along with their contribution at various community levels ranging from local families to regional areas. Finally, *governmental and non-governmental regulations* play a large role in how teacher preparation programs approach and address issues. The large society context refers to the social, historical, economic, and political issues, including agenda for educational reforms that are entrenched and affect the condition of schools.

Research Questions

The general overview of literature and the researcher's strong interest in the research topic led him to develop three research questions. These questions serve as the guiding force in this dissertation. They are as follows:

1. To what extent does an educator's culturally relevant belief system affect the underlying expectations of their student's performances?
2. How does an educator's perception of prerequisite knowledge (i.e., social skill, social knowledge, and cultural competency) influence teaching methodologies (practice)?
3. How does the social ecology of an educator [(a) their relationships outside of the classroom with others who are not like themselves, (b) their perception of their students' academic strengths, (c) their attitudes toward teaching as a profession (d) their personal practice of education, and (e) cultural competency level] affect the perception they have toward student achievement?

Hypotheses

The following hypotheses are supported by the literature and the theoretical perspective employed in this study. They are as follows:

Hypothesis 1: Among educators, teachers with higher expectations of student prerequisite skills are more likely to have greater cultural competency levels.

Hypothesis 2: Among educators, teachers with lower expectations about student prerequisite knowledge there will be less instructional teaching practices.

Hypothesis 3: Student Achievement will be directly influenced by the social ecology of the teacher.

Conceptual Definitions

The framework and the variables used in the Multiple Multicultural Teacher Education Framework have been generated by both theory and previous research. In order to examine the proposed research questions, it is vital to clearly define the terms that will be used in this investigation. To strengthen the examination of these concepts, the conceptual terms and definitions of this study are highlighted below. These concepts and definitions provide useful information about the elements contained in the conceptual model (see Figure 1.1) and offer greater clarity as to how these elements contribute to the outcome measures.

Variables of the Study

There are two types of measures that are examined in this study, predictors and outcomes more commonly referred to as independent and dependent variables. The

determination of the placement of variables into specific categories is based on both theoretical considerations and previous empirical findings. A more detailed exploration of variable selection is provided in Chapter Three of this document. For now, the conceptual aspects of these measures are considered below.

Outcome Measure

The outcome measure is the **teacher perceptions toward student achievement—**this will be assessed by examining how teachers see students, what they think about how students learn, and how they perceive themselves as facilitators in the process of students' learning.

Predictor Measures

There are a number of important factors that lend support to the conceptual model as proposed. These predictor measures provide a meaningful context whereby the roles of these elements are integrated into a working model designed to provide an explanation of how teacher perception is affected.

Listed below are the conceptual definitions of the predictor measures. It is vital that the constructs within this research be defined. The following conceptual definitions are specific to the topic of discussion used throughout the investigation.

Beliefs. Beliefs are the building blocks of attitudes (Pajares, 1992). Beliefs refer to "inferences made by an observer about underlying states of expectancy" (Rokeach, 1968, p. 2). Beliefs are instrumental in defining behavior, organizing knowledge, and making decisions.

Teachers' Beliefs. Teachers' attitudes about education, teaching, and learning are referred to as "teachers' beliefs." In this investigation, teachers' attitudes are equivalent to educational beliefs since professional/educational beliefs are strongly and positively correlated with each other (Pohan & Aguilar, 2001). Teachers' beliefs are defined as constructs that provide an understanding of a teacher's practice (Nespor, 1987; Richardson, 1996).

Achievement gap. It is an idea defined as the difference in academic achievement between students of color and those of the dominant culture.

AYP. (Adequate Yearly Progress)—an acronym based on the 2001 federal law NCLB, that requires schools and districts to measure and report their students' annual progress toward proficiency in English/language arts and mathematics by 2013-2014. Progress is based on whether the school or district has met its Annual Measurable Objectives and demonstrated 95% participation on standardized tests, achieved its target on the API, and (for high schools) met target graduation rates (EdSource, 2007).

Culturally relative teaching—pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referent to impart knowledge, skills, and attitudes (Ladson-Billings, 1994b).

Culture—a social group's design for surviving in and adapting to its environment (Bullivant, 1989, p. 27)

Ethnicity—the self identification or membership in a particular racial, national, cultural group accompanied by an observance of that group's customs, beliefs, and language.

Knowledge—the sum or range of what has been perceived, discovered, or learned.

Race—a local geographic or global human population distinguished as a more or less distinct group by some genetically transmitted physical characteristics (i.e. skin color, facial form, or eye shape).

Students of color / person of color—a term used, primarily in the United States, to describe all people who are not White. The term is meant to be inclusive. The term people of color is preferred to both non-White and minority because it frames the subject positively and does not place the subject in a subordinate position.

Student strength—referred to as the ability of a student to provide consistent, near-perfect performance in a given academic activity.

Relationship with Community—the measure that examines how well teachers are connected to the communities in which they serve.

Teaching as a profession---Teaching consists of a body of specified professional knowledge, and codes of ethics. Some governments protect the public interest through certifying, governing and enforcing the standards of practice for the teaching profession.

Teaching practice or pedagogy—the art or science of being a teacher, generally refers to strategies of instruction, or a style of instruction. The whole context of instruction, learning, and the actual operations involved therein.

Social Ecology—is a composite measure that consists of teacher's interactions with others both inside and outside of the classroom, the perception of student strengths, their attitude toward teaching, their professional practices, and cultural awareness.

Organizational Overview

This dissertation is organized into five chapters. Chapter One, the introduction, explains the purpose, rationale and the theoretical context for the investigation into teacher's preparation, knowledge, skills and overall attitude about dealing with students of color. Chapter 2 examines relevant literature and includes a review of the history of multicultural education, teacher beliefs, practices, relationships and expectations and how this influences teaching practices and, ultimately, learning outcomes for students of color. In addition, the chapter highlights the importance of culturally responsive teaching.

Chapter 3 centers on the methodological approaches used to guide the research. This chapter includes a discussion of measures, instruments, and statistical methods used to summarize the data. Chapter Four focuses on the results with specific attention to statistical analysis, model and hypothesis testing. The final section of the dissertation, Chapter Five consists of discussion and conclusions of the study. Recommendations for future research as well as limitations and implications for the findings are highlighted.

CHAPTER 2

LITERATURE REVIEW

Increasing diversity in schools in the United States over the last few decades combined with emphasis on high stakes testing has heightened concerns about the academic performance of students of color, in particular African American students. Concerns about the appropriateness of a Eurocentric curriculum taught by White teachers often do not prompt some educators to advocate the use of a multicultural curriculum that values the culture and lifestyles of diverse students. Often what occurs in the classrooms is the curriculum generally does not match the home and school cultural experiences of African American students who are generally taught by White teachers.

This literature review is developed around four central themes. The chapter begins with an historical overview of the literature regarding multicultural education and its impact in the classrooms and teacher practice. This information is to provide for a better understanding of the absence of multicultural education in the curriculum due to high stakes testing and the lack of integrating multicultural education into the curriculum. This historical overview provides an examination of the resulting disparities in the classrooms. The second portion reviews literature on teacher beliefs and practices, relationships and expectations and how their teaching practices influence the outcome of learning for students of color. Third, the review examines teachers' expectations and perceptions of students of color and how both impact student achievements. The final section highlights the importance of culturally responsive teaching in classroom instructions that are consistent with the cultural orientation of ethnically diverse students (Gay, 2000).

Historical Context of Multicultural Education

The multicultural education movement emerged in the 1960's and 1970's. Numerous definitions of multicultural education have been proposed or espoused by scholars, researchers and organizations over the past 30 years (Banks & Banks 2009; Gay, 2000; Gorski, 2009; Sleeter & Grant, 2007). Multicultural education is a philosophical concept and complex subject that encompasses a wide range of theories and goals related to the concepts of freedom, justice, equality and equity (Banks & Banks, 2001a). It recognizes that schools and teachers can play an active role in preparing students to be successful in an increasingly diverse society. Gay (2004) asserts that multicultural education includes descriptive and prescriptive dimensions and "it recognizes the ethnically and culturally diverse social structures of the United States and their relationship to national institutions, values, beliefs, and power systems". (p. 33).

Educators, researchers and organizations have proposed numerous definitions of multicultural education over the past forty years. Banks & Banks (2001b) define multicultural education as:

> an idea, an educational reform movement, and a process whose major goal is to change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse racial, ethnic language and cultural groups will have an equal chance to achieve academically in school (p. 1).

One of the fundamental assertions of multicultural education is that the characteristics of some schools systemically restrict academic success for students who, because of race,

ethnicity, or socioeconomics, differ from the mainstream population (Banks & Banks, 2007).

Multicultural education began as a reform movement with the publication of *A Nation at Risk: The Imperative for Educational* Reform (National Commission on Excellence in Education, 1983). This was followed by *Goals* 2000, which set academic standards, and then the passage of *No Child Left Behind Act* (2001) which led to less emphasis on pedagogy, more emphasis on standards and high stakes testing, and less attention to multicultural education (Sleeter & Grant, 2007). As a reform movement, multicultural education wants to change the educational system to reflect diversity in the U.S. (Banks & Banks, 2007; Gay 2004; Nieto, 2000) was first viewed by schools and universities as a part of curriculum reform. This involves changing the implicit and explicit curricular, but also reconstructing policies, instruction, materials, and institutional norms (Banks & Banks, 2001b; Gay, 2000).

When multicultural education is viewed as a process, it builds upon a critical pedagogy that advocates social change (Nieto, 2000). This process accepts and affirms pluralism, but rejects racism and other forms of discrimination in schools and society.

Multicultural Education and Teacher Practice

Our nation's schools are continuously experiencing increasing numbers of children from different cultural and language background. Often the race of a classroom teacher does not reflect those changes (Ladson-Billings, 2000). In the past, teachers were often faced with limited experience on how to integrate multicultural education into the curriculum (Sleeter & Grant, 2007). Classroom teachers have learned to integrate multiculturalism into the curriculum, but are often reserved to use these strategies due to

high stakes testing and preparations for standardized testing (Ladson-Billings, 1994a). Banks, (2002) describes five dimensions of multicultural education and why these dimensions were developed to assist educators and others to understand the complexity of multicultural education and its importance in pedagogy. The five dimensions are: (a) content integration; (b) knowledge construction process; (c) prejudice reduction; (d) equity pedagogy; and (e) empowering school culture and social culture.

The content integration dimension is concerned with the use of various forms of information employed within classrooms by teachers. These types of information are derived from different cultures. They include, but are not limited to, data and examples used to explain the key concepts, principles, generalizations, and theories for a particular core subject area or discipline (Banks, 2002).

The knowledge construction dimension is concerned with helping students comprehend the processes related to the formulation of knowledge. The knowledge construction process describes how cultural perspectives and biases within a discipline influence the methods in which knowledge is constructed within a specific culture.

The prejudice reduction dimension describes the characteristics of children's racial attitudes and strategies. The identified characteristics of children's racial attitudes and strategies are then used to assist students in the development of positive racial and ethnic attitudes. Multicultural education believes that students can develop positive racial attitudes through the use of teaching materials which represent realistic images are reflected in the curriculum. The use of cooperative learning experiences involving students of various ethnic groups also assists in the development of positive racial attitudes and behaviors.

The equity pedagogy of multicultural education exists when the prevalent use of teaching methods addresses students from diverse racial, ethnic, and social-class groups in order to increase the academic achievement for students. Drawing upon the cultural strengths of students from different ethnic groups leads to increased classroom participation and academic achievement. Identification of learning styles for diverse groups and the use of cooperative learning techniques have been effective in teaching diverse racial, ethnic, and language groups (Gay, 2000).

The empowering school culture and social structure dimension describes the process that enables students from diverse racial, ethnic, and social-class groups to experience educational equality and empowerment through the restructuring of the culture and organization of the school. Multicultural education advocates three goals of this dimension in which an empowered school culture and social structure exist. First, the school is viewed as the environment for change where all students have an opportunity for success. Second, the development and use of local and authentic assessments are fair to all students. Third, the school staff believes all students can learn.

Belief Systems

The focus on the belief system has been examined by educational researchers who try to understand the nature of teaching and learning in school settings. A growing amount of literature suggests that teachers' beliefs have great influence on both their perceptions and judgments, and that these in turn affect their behaviors in the classroom. Teachers' beliefs and attitudes are believed to be major factors that determine teachers' practice and pedagogy (Nespor, 1987; Pajares, 1992). Therefore, the belief system is an

essential part of improving both professional preparation and teaching effectiveness (Mewborn, 2002; Nespor, 1987; Ruddell & Kern, 1986).

According to Rokeach (1968), "a belief system may be defined as having represented within it, in some organized psychological but not necessarily logical form, each and every one of a person's countless beliefs about physical and social reality" (p. 2). Rokeach identifies three simple assumptions regarding beliefs. They are: (1) beliefs vary in centrality; not all beliefs are equally important; (2) the more central a belief, the more it will resist change; and (3) change in central beliefs lead to overall change in the belief system in order to change peripheral beliefs that lead to less change in overall systems (p. 3). These assumptions need to be considered when addressing changes in teachers' beliefs.

Teacher Practices and Beliefs

Beliefs influence how teachers may teach (Kagan, 1992). Kagan refers to beliefs as a "particularly provocative form of personal knowledge". (p. 65) and argues that most of a teacher's professional knowledge can be regarded more accurately as belief. Consequently, teachers' beliefs have great influence on the way they perceive, judge, and act in the classroom. Teachers' beliefs often refer to attitudes about education, teaching, learning and students.

Three patterns related to changing teacher beliefs have been conceptualized by Richardson and Calfea (1994). The patterns are: (1) teachers change their beliefs after they change their practice; (2) changes in beliefs precede changes in practice; (3) the process of changing beliefs and practice is interactive (p. 90). Pohan & Aguilar (2001) state that, "teachers' beliefs serve as filters for their knowledge bases and will ultimately

affect their actions" (p. 160). Teachers' beliefs have a great impact on their practices in classrooms; teachers' beliefs affect various aspects of teaching and the way they interact with their children.

Teacher Beliefs and Diverse Students

Teachers across the nation are teaching students from culturally diverse backgrounds. While the student population has rapidly become diverse, the teaching work force remains predominately White, female and middle-class (Sleeter, 2001). Many researchers believe that there is a strong disconnect between diverse students' failures in school and those who teach them (Au & Blake, 2003, Ukpokodu, 2004). Their research findings suggest these teachers lack the requisite background knowledge, skills and dispositions to effectively teach children from various diverse cultural backgrounds. Most teachers have limited cultural knowledge and exposure to issues of diversity and diverse students. Consequently, teachers' beliefs influence how they teach (Kagan, 1992; Nespor, 1987) and understand diversity (Sleeter, 2001).

Teacher Expectations

Boutte (1999) reports teacher expectations have both subtle and powerful effects on students. The interplay of these factors contributes to continued inheritance of privilege for the dominant culture and pervasive disadvantage for poor students and students of color (Diamond, Randolph, & Spillane, 2004). One of the possible explanations of these patterns lies in teacher expectations.

The significance of the relationship between teacher expectations and student achievement is viewed as both a reason and a solution to the achievement gap (Brophy, 2000; Darling-Hammond, 2000; Gay, 2000; Ladson-Billings, 1995). Teacher

expectations, reflecting teacher beliefs, tend to shape both what the teacher attempts to elicit from the students and what students expect of themselves (Brophy, 2000).

The literature on teacher expectations suggests that teacher expectations for academic ability are lower for low-income and African American students than for their counterparts in the dominant culture. Low teacher expectations lead to reduction of student self-image and lack of motivation in terms of effort in school and they lead teachers to give less-challenging assignments and have fewer teacher student interactions (Diamond et al., 2004).

Teacher expectations can be examined from the perspective of individual teacher and student interactions and how teachers evaluate and behave toward students. Teacher beliefs about students 'capabilities coupled with their own sense of responsibility for student learning impact student achievement (Diamond et al., 2004). Diamond et al. posited, for students in predominantly low-income and African American schools, teachers emphasize deficits and have a reduced sense of responsibility for student learning. They posited that teacher expectations are a more powerful influence on African American students and low-income students than on White students and that racial stereotypes may influence teacher expectations.

Brophy and Good (1974) report that many students in most classrooms are not reaching their potential because their teachers' expectations are low and report satisfaction with poor or mediocre performance. Teacher expectations of student achievement are often based on beliefs about race and student ability (Brown & Medway, 2007; Dusek & Joseph, 1983; Ladson-Billings, 1999a, 1999b). The social construct of race can produce attitudes and funds of knowledge that impact teacher perspectives about

students of color. As permeable mental structures, belief systems are susceptible to change based on experience. The dual relationship between belief and practice is based on beliefs being influenced by practical experiences and vice versa (Muijs & Reynolds, 2002). Gill and Reynolds (1999) found that teacher expectations had a direct impact on academic achievement by low-income African American students. This suggests that stigmatized groups such as African Americans are both prone to adverse expectations by teachers and likely to have such expectations lead to self-fulfilling prophecies of poor academic achievement. Low expectations are likely to have sustaining effects on children's performance and may be especially powerful for young low-income African American children as they enter school (Gill & Reynolds, 1999). Consequently, these beliefs become the goals for these students and the instructional curriculum is in line with those expectations (Brown & Medway, 2007; Timperley & Phillips, 2003).

Despite claims of having high expectations for students of color, teachers often demonstrate no visible signs of disappointment when students of color perform poorly. Such nonverbal demonstrations suggest the true level of teacher expectations. A teacher's construct of race impacts the teacher's self-efficacy. Teacher self-efficacy increases when teachers address issues of race at the classroom level because there is a reduction in teacher anxiety about the capabilities of students of color (Singleton & Linton, 2006).

Teacher Perceptions of Urban Students

As students enter classrooms they are subjected to a well established mainstream culture. This culture consists of communication codes, behavioral expectations, and assumptions about the nature of teaching and learning (Payne, 2005). Delpit (1995) believes these linguistic behavioral codes represent the values and knowledge of middle

social class and upper social class cultures. Culturally diverse students respond to daily activities according to their culture and ethnic norms, thus, causing a failure to establish rational, trusting and rewarding relationships with teachers (McDermott, (1987).

The perceptions of teachers are more often negative towards students from lower social class backgrounds due to the mismatch in the thinking, behaving, and communicating modes that lower social class students bring to school (Chavez & O'Donnell, 1998). Teachers tend to be perceived negatively due to their perception that lower social class students are less capable academically versus students from middle-or higher social class families (McDermott, 1987).

Urban education is faced with similar issues regarding teachers' perceptions of urban students. Montinero-Sieburth (1989) notes, "profuse explanations have been sought to address the 'failure' of urban schools and the poor performance of underrepresented urban students" (p. 336).

Volz (1998) reports the findings from an investigation involving urban school educators regarding the challenges and choices commonly cited in urban schools. The findings of the study provided a variety of implications for urban education. The concerns facing urban education may not be as bleak as perceived by educators. The responses from the surveyed educators suggest that the challenges in urban education may not necessarily represent urban education's typified condition.

Volz's findings suggests that the constant discussions referring to urban schools as places where the physical conditions of schools are deplorable, the environment is unsafe, and resources are not sufficient for a quality education may give way to the self-

fulfilling prophecy. Delpit (1992) states, "We teach teachers rationales for failure, not visions of success" (p. 246).

Volz's review of the data from the investigation determined that the educators surveyed did not perceive most of the commonly cited challenges to be a major problem in their urban schools. This finding suggests that commonly cited challenges may be over generalized due the perceptions attributed to urban schools. In summary, a significant proportion of the educators surveyed suggested that teacher efficacy was weakened and was perceived at a limited confidence level to influence critical issues. It is these types of perceptions which may continue to hamper the reforms of urban education.

Teacher Practices

Achievement Gap, Students and Teachers

There is a plethora of research regarding disparities in achievement between African American students and their dominant culture counterparts (Darling-Hammond, 2000; Education Trust, 2004; Ladson-Billings, 1999a, 1999b; Ogbu, 1994; Ravitch, 2000). These disparities have been analyzed from numerous perspectives, including educational, racial/ethnic, economic, sociological, psychological, socioeconomic status, gender, and cross-cultural (EdSource, 2007). Roach (2005) surmises the goal of No Child Left Behind:

> At the heart of the No Child Left Behind is the goal that all children, regardless of racial or socioeconomic background, receive a quality education that brings them to proficiency in math and reading. The focus on bringing children up to proficiency levels and holding schools accountable for the performance of their

students has marked the federal government's first interventions into closing the racial academic achievement gaps in the United States (p. 33).

Several researchers have asserted that the achievement gap is a manifestation of inequitable access to opportunities to learn (Gay, 2000; Ladson-Billings, 1999a; Ladson-Billings & Tate, 1995). Inequitable learning opportunities are the result of inadequate structures and systems within the educational system, including but not limited to school finance, assessment, curriculum, instruction, and support resources (Gay,2000; Ladson-Billings, 1999a; Ladson-Billings & Tate 1995). It has been proposed that the achievement gap begins when children enter school as a result of the coupling of placement and teacher judgment of learning related behaviors attributed to various cognitive development levels (Tach & Farkas, 2006). However, there is limited research in this area.

Gordon (2000) points out the association of academic achievement with student's home life and school. There is evidence that also suggest that the gap may be due to cognitive dissonance resulting from the differences in cultural and social orientation between home and school (Ogbu, 1995a, 1995b; Ogbu & Simons, 1994). Gordon (2000) concedes that the effects of societies outside forces do plague students of color and these forces do contribute to their poor academic achievement rates. In order to counter these outside forces Gordon suggests looking toward the schools and teachers as factors in meeting the new higher standards for students of color.

In an era of accountability, which includes high-stakes testing and standards-based reform, the country continues to struggle with how to achieve educational equity. The gaps in achievement appear across socioeconomic strata and race/ethnicity

(Marzano, 2003). Underrepresented groups, which include African American, Hispanic, and indigenous groups, are achieving at lower levels than Asians and middle- and high-income Whites (Sleeter and Grant, 2003).

Singleton and Linton (2006) referred to the achievement gap as a racial gap due to the variance in performance between students of different skin colors. They purported that racial, external social, economic, and political factors are often blamed for the achievement gap. They suggested that the rapid change in the racial composition of the nation's student population is inverse to the population of educators. In other words, the majority of educators are White while the majority of students are of color. Therefore, organizational structures and systems should be in place to help educators to develop cultural proficiency and instructional effectiveness. These strategies may be a means of narrowing or eliminating the gap.

No Child Left Behind

Historically, the United States' different governmental levels have been responsible for the function and/or the initiating of school programs. Congress initiated funding in 1965 with the implementation of the Elementary and Secondary Education Act (ESEA), the central focus for these funds was directed to disadvantaged students. In 1989 federal funds were allocated by President George Bush and the nation's governors to establish goals for American schools. These initiatives were followed by President Clinton's administration which carried on the support of the Bush funding. Clinton provided funding for the Goals 2000 Act with the enactment of the Educate America Act. The most recent federal funding has been allocated through the efforts of the No Child

Left Behind Act (NCLB) which was enacted under President George W. Bush's administration in 2002. The NCLB act is a reauthorization of the ESEA (Toppo, 2002).

The impact of each of the above federal programs have encountered different educational issues. The concern of this portion of the literature review is to explore the issue of the NCLB Act's impact on teachers. The NCLB Act is a twelve year program and its goal is closing the achievement gap. This goal is to be accomplished by giving each state the permission to establish the passing grades on tests. These grades then are the determinants for the allocation of rewards and sanctions for school districts and ultimately individual schools. It is the U. S. Department of Educations' responsibility to monitor the testing policies of each state. This monitoring of the states provided the cornerstone of "accountability" for George W. Bush and NCLB legislation.

The Bush administration had reviewed the efforts of ESEA. The ESEA of 1994 was also concerned with accountability measures. The process involved states defining "annual yearly progress" (AYP) of schools and school districts by way of "continual and substantial yearly improvement" with regard to the number of students who achieved the proficient level on the identified assessment for the identified state or district. Therefore, AYP is related to meeting performance goals and state standards as determined by the state (Noll, 2004).

In a report from Azzam, Perkins-Gough, and Thiers (2006), educators' recommendations and concerns where documented in an article *The Impact of NCLB*. All 50 states were represented in the study conducted during 2004-2005. A total of two hundred ninety nine school districts participated in the survey. From these districts the report provided the impact of NCLB on US educators. Four conclusions were provided:

(1) teaching and learning are changing; (2) scores on state achievement tests are rising; (3) the effects of NCLB are holding steady; and (4) NCLB is having the greatest effect on urban school districts (Azzam, Perkins-Gough, and Theirs, 2006).

The findings regarding the conclusion that teaching and learning are changing has provided positive results. To begin with, efforts are being initiated to align curriculum and instruction with state academic standards and assessments. Schools are using test data in order to target instruction so that it meets the needs of students. Significant efforts are being carried out by schools by way of monitoring teacher practices, urging classroom teachers to employ pacing guides, and the hiring of instructional coaches to observe classrooms. A large percentage of school districts report that elementary schools have dedicated more to time to the teaching of math and reading by reducing the amount of time spent on other subjects. Teachers' qualifications have also been effected by requiring teachers to complete a degree in the subject they teach or to complete additional coursework.

The second conclusion is that scores on state achievement tests are rising. This rise in test scores has been attributed to requirements of AYP although school district policies and programs have had more of impact on the increased scores. Lastly, states are taking strides to change policies in order to increase the number of students being classified as "proficient" on state tests.

Third, the effects of NCLB are holding steady according to the survey data. The number of schools identified as needing improvement has not changed significantly. This result is attributed to federal and state rules being changed which have simplified the

process for more schools to meet AYP. Holding steady are the percentages of students who have participated in the school of choice and tutoring programs.

Fourth, the NCLB is having the greatest effect on urban school districts. The research found that fifty-four percent of Title I schools are in need of improvement. Of these Title I schools ninety percent are located in urban districts. NCLB's increased impact on urban districts is attributed to several factors. Urban districts are represented by large numbers of subgroups and these diverse groups are also held accountable for AYP. The achievement levels of these urban districts were affected by the high number of students living in poverty. Qualification levels for urban, suburban, and rural teachers were similar, with urban teachers reporting 88% highly qualified. In addition, urban, suburban, and rural school districts reported overall gains in student achievement and all three school district levels gains were similar. This report also contained concerns for NCLB. Those concerns include a lack of funds, the need for additional staff to complete NCLB accountability requirements, teacher stress, and low teacher morale. Many of the respondents reported a concern about the accountability requirements for specific subgroups and for the goal that all students reach proficiency by 2014.

Culturally Responsive Teaching

Many researchers have explored pedagogical approaches to integrating cultural heritage and prior experiences of minority students into the learning environment (Darling-Hammond, 2002; Gay, 2002). According to Gay (2002), these pedagogical approaches generally utilize different names to present the same idea about the importance of making "classroom instruction more consistent with the cultural orientation of ethnically diverse students" (p. 29). Gay (2000) points out effective

teaching is inclusive of consideration for the cultural history of the students. This concern for personalizing the information taught to students communicates an appreciation for the perspectives of various ethnic experiences and identities. In order to facilitate the increase in academic achievement levels of diverse students. Teachers need to "deliberately create cultural continuity" (p. 25). Gay refers to these teachers as demonstrating "culturally responsive teaching" (CRT) as a means of describing instructional behaviors that are responsive to the cultural needs of students. Gay defines culturally responsive teachings as a multifaceted approach to teaching and learning and identifies six components: (a) validating; (b) comprehensive; (c) multidimensional; (d) empowering; (e) empowering; (f) transformative; and (g) emancipatory.

According to Gay, these components of culturally responsive teaching "simultaneously develop along with academic achievement, social consciousness and critique, cultural affirmation, competence and exchange; community building and personal connections; individual self-worth and abilities and an ethic of caring" (p. 43). Culturally responsive teaching is a conceptual framework that can be utilized in providing effective instruction in all subject areas with culturally diverse students.

The first component of CRT is "validating". This component communicates the strengths of diverse students' cultural heritage. It acknowledges the legitimacy of the cultural heritages of different ethnic groups as legacies that affect students' dispositions, attitudes, and approaches to learning. So much that teachers look to build meaningful bridges between home and community in order to make school experiences meaningful. The "validating" component of CRT incorporates a variety of instructional techniques that are related to different learning styles (Banks, 2006), and instructs students to know

and praise their cultural backgrounds as well as others. Finally, the "validating" method of CRT incorporates multicultural information, resources, and material in all the subjects and skills usually taught in schools (Gay, 2000, p. 29).

The second component of CRT is "comprehensive". Ladson-Billings (1992) describes culturally responsive teaching as instruction that incorporates learning for all aspects of the learner which includes affective, communal, mental, and political aspects of the knowledge, skills, and attitudes. Expectations and skills within this approach are not separate items that are taught in isolation but are interwoven as one. This approach is inclusive throughout all curriculum content and classroom processes. Within this approach student's work as a team in which each individual takes responsibility for other's learning success.

CRT as a multidimensional approach to instruction encourages curricular alignment across disciplines. Multidimensional culturally responsive teaching involves examining an extensive array of affective and mental processes together with facts with the purpose of keeping curriculum and instruction congruent with ethnic diversity. Students are allowed to question the accuracy of cultural facts introduced during instruction which provides opportunities to refine one's own cultural values. Multidimensional teaching requires teachers to use a wide range of cultural knowledge, experiences, perspectives and contributions based on the curriculum content, learning context, classroom climate, student-teacher relationships, instructional techniques and performance assessments (Gay, 2000).

Culturally responsive teaching is empowering which facilitates students' academic achievement levels and it promotes the development of good citizenship. The

empowering aspect of CRT enables students to cultivate personal integrity and academic success. Students who are empowered are confident, competent, and ambitious. They are risk takers and willing to pursue academic success at its highest level. Shor (1992) highlights the effect of empowering education, he notes,

> The goals of this pedagogy are to relate personal growth to public life, to develop strong skills, academic knowledge, habits of inquiry, and critical curiosity about society, power, inequality and change. (pp. 15-16).

Shor (1992) further stresses how students are the primary source and center, subjects and outcomes, consumers and producers of knowledge. This aspect of culturally responsive instruction clearly places the student at the center from which all learning evolves and seeks to extract the internal power to learn.

According to Banks (1991), culturally responsive teaching is transformative in that it helps "students to develop the knowledge, skills and values needed to become social critics who can make reflective decisions and implement their decisions in effective personal, social, political and economic action" (p. 131). The transformative agenda has two folds: it confronts the mainstream view of learning and it develops social consciousness in students so that they might apply knowledge while combating various forms of oppression such as racism and prejudice. Students are encouraged to transform classroom knowledge in ways that address societal issues and students are motivated to search for tangible solutions.

Finally, CRT is emancipatory. This instructional component liberates students from the constraints of hegemonic ways of knowing (Asante, 1991/1992; Erickson, 1987; Lipman, 1995; Pewewardy, 1994; Phillips, 1983). In other words, the veil of authority is

lifted and students begin to see themselves as obtaining and transmitting knowledge. Students see themselves as scholars. They are emancipated, are able to have insight on how to apply knowledge to the world outside the classroom. Students recognize that they have the abilities to gain knowledge. They do not look solely to the teacher to provide answers, but rather realize that knowledge is available to anyone who desires it - and they are inspired to seek out whatever knowledge they need. Students become effective contributors in the development of their own learning (Crichlow et al., 1990; King & Wilson, 1990; Ladson-Billings & Henry, 1990). This new found learning can now be converted to projects which heighten the levels of academic achievement.

Summary

The literature review in Chapter 2 has examined the manner in which a teacher's beliefs, perceptions, expectations, and pedagogy impact the learning process for multicultural students. The review process has revealed the complexities involved in creating the circumstances that will allow teachers to successfully educate students in a multicultural setting. A well designed preparation program that encompasses the steps outlined in the literature should prepare teachers for the challenges they will face in the classroom. To insure a long-term change in pedagogy, continued opportunities must be made available for teachers to be trained on issues found in multicultural institutions. In order to examine belief structures, a tool was designed to produce data that would allow teachers to examine current beliefs and practices.

CHAPTER 3

METHODOLOGY

The purpose of this dissertation is to examine the influence of teacher's perception on student achievement, specifically among urban, inner-city African American high school students. The study is an exploratory one focused on identifying the factors that explain the variability of teachers' beliefs. Teachers will complete a self-report instrument which will quantify their beliefs across three different domains; knowledge, teaching, and social relations in and outside of the classroom. To that extent this chapter will explore how this issue will be addressed. More specifically it will identify the research questions and hypotheses, discuss how the elements within the model will be measured—including the design of the questionnaire and the rationale for using an online instrument, and end with some idea of the particular analyses that will be used to address the questions.

Research Questions

The review of literature reviews, plus my interests guided me to develop the three questions. These questions are influenced by my attempt to address some social issues that I identified as major games in the extant literature. From these problematic findings I have derived the following questions, they are:

1. To what extent does an educator's culturally relevant belief system affect the underlying expectations of their student performances?

2. How does an educator's perception of prerequisite knowledge (i.e., social skill, social knowledge, and cultural competency) influence teaching methodologies (practice)?
3. How does the social ecology of an educator [(a) their relationships outside of the classroom with others who are not like themselves, (b) their perception of their students' academic strengths, (c) their attitudes toward teaching as a profession (d) their personal practice of education, and (e) cultural competency level] affect the perception they have toward student achievement?

Research Hypotheses

In order to address the research questions, three hypotheses were developed. Each hypothesis examines an aspect of the current questions. The following hypotheses are supported by the literature and the theoretical perspective employed in this study. They are as follows:

- *Hypothesis 1*: Among educators, teachers with higher expectations of student prerequisite skills are more likely to have greater cultural competency levels.
- *Hypothesis 2*: Among educators, teachers with lower expectations about student prerequisites acknowledge there will be less instructional teaching practices.
- *Hypothesis 3*: Student achievement will be directly influenced by the social ecology of the teacher.

Instrument Development

The data used in this study will be based on the findings derived from an online instrument that used a modified version of both Love (2001) and Ladson-Billings (1994b) instruments focused on relevant teaching practices and teacher beliefs and their influence

on student achievement outcomes. These instruments have been combined and modified to match the specifications in the MTEF Framework (Cochran-Smith, 2002). The instrument will consist of the approximately 80 items (see Appendix A). These items correspond to the MTEF framework and bring those concepts into measured terms.

Additional material added to enhance and update the instruments will also be examined. Reliability testing will be done on all scales and scales from the original instruments as well as on the new scales developed for use in this study.

Sample Design

Teachers from a large Midwestern urban school district will be sampled. Initially the sample will be stratified into schools with large numbers of students of color and those with few students of color. Five schools from the population with large numbers of students of color will be selected. These high schools serve primarily African American students and are sister schools from within the same school district. The criterion for participation is that one is currently teaching; this includes but is not limited to classroom teaching, library media specialists, counselors, principals, and instructional coaches. Because this study is exploratory in nature the selection of a small number of schools is in order. This study will use Dillman's Total Method (2001) in an effort to reach its target goals of 200 teachers. I will first pilot test the study and utilize the feedback to refine the instrument as is required in this method.

Procedure

Initially teachers will be contacted via district-wide email service. Permission to employ the district-wide email was secured through the district's Chief of Operations. There will be an active link to the Kansas State University survey system. The Kansas

State University website will provide ultimate privacy for all participants. No personal identification will be sought or used. Responses to the K-State system will be encrypted ensuring that the respondent remain anonymous. Data will be provided to the researcher only as a results file in the comma delimited format adoptable to various statistical software programs on a variety platforms. The data gathered will be secured and this will be maintained by the Kansas State University Computing and Network Services of the Industrial Technology division.

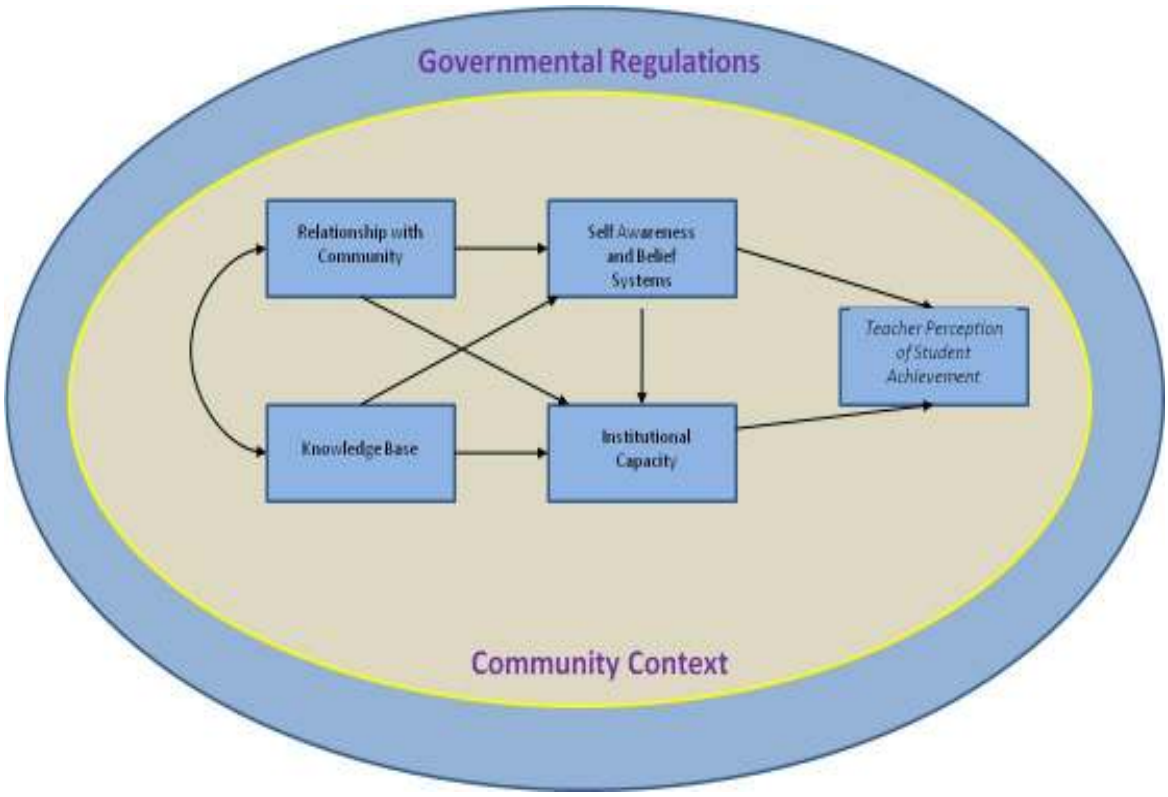
Participants

Potential participants will be asked to complete the self-report questionnaire reflecting their teaching philosophy. This will be accompanied by a letter from the Institutional Review Board stating their rights and privileges (see Appendix A). Participants will be informed that this is a voluntary activity and provided information regarding the confidentiality measures taken to secure their identity and the data derived from the study. Once the teacher gives his or her consent the purpose of the study will also be provided along with brief explanation. Teachers will be told that data collected from the survey will be used to better assist in the instructional practices of the district's teaching staff and that it will be analyzed as a group. In closing, teachers will be thanked for their participation and following the procedures of the survey. Teachers will be asked to rate a variety of items on a five point Likert scale, ranging from strongly agree to strongly disagree. These items can be found in the study questionnaire found in Appendix B.

Operationalization of Research Variables

In order to provide a better understanding of the relationships within the MTEF the elements contained within the model are identified as predictor and outcome measures rather than by the theoretical constructs of the model itself. Recall, that the model is an interactive one that uses an ecological framework. This construction allows for the inclusion of demographic elements along with specific elements that are hypothesized to contribute directly to the outcome measure of teacher perception of student achievement.

Figure 3.1. Operational Model for Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement.



Operational Definitions

The items used in this investigation have found support from previous investigations (Ladson-Billings, 1994b; Love, 2001; Love & Kruger, 2005; Winfield, 1986). Ladson-Billings' and Love's investigations used qualitative approaches to help establish the context upon which these measures were constructed. Still others (Ladson-Billings, 1994; Love, 2001; Love & Kruger, 2005) used a quantitative approach and verify the scales and their utility. The reported reliability scores for the scales ranged between $\alpha = .72$ to $\alpha = .89$. These measures will be reassessed with the new sample. Of course the new items will also have their reliability tested as well. All items are based on five point Likert type responses (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree). The items will be summed and mean scores used to derive an individual's overall score on a particular concept. The specific questions used to construct the scale item are listed in Appendix C.

Predictor Variables

Beliefs—as measured in this investigation will be based on (Love, 2001) thirteen items verified as critical for understanding how educators develop. The scale will be summed and the mean score utilized.

Teachers' Beliefs. Teachers' attitudes about education, teaching, and learning are referred to as "teachers' beliefs." are measured on the original seven items developed by Love (2001) that focused on how student culture influences the teacher's beliefs.

Culturally relevant teaching—will be measured by a scale variable composed of a twenty three independent measures. These items will be scored from 1 to 5. Some of the items will be reversed coded when needed. The mean score will be assigned to individual to derived their final score.

Culture—the sum total of the behaviors and beliefs characteristic of a particular social, ethnic, or age group—in this case the awareness teachers display about the

student culture in which they work. There are seven items that will assess this feature.

Knowledge—consists of a scale item composed of five specific items focused on the knowledge. These items are scored from 1 to 5.

Student strength—referred to as the ability of a student to provide consistent, near-perfect performance in a given academic activity. This is based on six items that capture the essence of student needs and strength.

Teaching as a profession---Teaching consists of a body of specified professional knowledge, and codes of ethics. There are eight unique items that construct the scale for this item.

Teaching practice or pedagogy—the art or science of being a teacher, generally refers to strategies of instruction, or a style of instruction. The whole context of instruction, learning, and the actual operations involved therein. The scale is made up of nine items focused on the specific teaching practices and pedagogical styles.

Relationship with Community—the measure that examines how well teachers are connected to the communities in which they serve. This scale is composed of twelve items that assesses such things as how much teachers now about the community to their level of participation in community activities.

Social Ecology—is a composite measure that consists of teacher's interactions with others both inside and outside of the classroom, the perception of student strengths, their attitudes toward teaching, their professional practices, and cultural awareness. This is a conceptual element that can be assessed by looking at the individual in terms of the overall context. It is a latent construct but one that is easy to observe through its observed measures.

Outcome Variable

Teacher perceptions toward student achievement—this will be a scaled variable addressed by combining a series of related questions on attitude toward achievement and developing an overall composite score. The original measure consisted of seven items. An additional seven items have been added to focus on the specific of teacher's perceptions toward African American students, the primary focus of this investigation.

Plan of Analysis

The initial aim of this project is to obtain some understanding of the relationship between teacher's perceptions and its influence on academic achievement among students of color, more specifically African American inner-city urban youth. I am particularly interested in how teacher's perceptions are formed, sustained, supported and acted upon either consciously or unconsciously. I am also interested in applying the ideas found in the MTEF model to see if they are in fact as relevant to teachers as the initial theoretical construct suggests.

In order to test the questions and hypotheses I intend to begin with simple descriptive statistics that will help me to explain and accurately describe the sample. I will then utilize vicariate measures such as ANOVA and correlations to help me to determine how the variables fit together and to test the initial postulates of the MTEF model. In addition, I will also use multivariate techniques, such as regression to analyze how the elements in the model fit together to form a cohesive explanation.

Analytical Strategy

The analysis in this project will be divided into three parts. The first part will examine the individual elements and describe relations among these elements. The second part will focus on testing simple questions posed by this study. Finally, the last portion will be focused on addressing the complex hypothesis aimed at highlighting those elements that influence a teacher's perception of student achievement. All of these strategies are designed to provide reasonable, logical and clear answers to the questions posed by this dissertation.

Univariate Statistics

In this study, simple descriptive analyses of the sample will be conducted. Basic frequency distributions and measures of dispersion (mean, medians, modes, standard deviations, and variances) will be examined.

Bivariate Statistics

The nature of this study will require that the mean differences between the groups of teachers be examined in detail. Additional multivariate exploratory analysis will be conducted to see if there will be any differences associated with the outcome measure. When two or more groups are examined, it will be necessary to use Factorial Analysis of Variance (ANOVA) along with appropriate post-hoc tests and data plots to explain the mean difference.

Multivariate Statistics

Social science and educational research require that researchers use more sophisticated techniques that answer questions, test hypotheses, and explain the research model (Field, 2009; Warner, 2008). A multiple regression analysis using ordinary least squares is appropriate for model testing (Warner, 2008) and will be used to explain the variance in teacher's perceptions of student achievement.

CHAPTER IV

RESULTS

This chapter is centered on explaining the current investigation findings related to the outcome and predictor variables postulated to be related to teacher's beliefs and practices on multicultural student achievement. The chapter is divided into three sections and focuses on the central theme of this dissertation-teacher's beliefs and practices regarding multicultural student achievement in urban school settings.

The first section offers a detailed descriptive analysis of the sample population. Section two addresses the data using simple bivariate measures including results from means difference testing and correlations where appropriate. The final part is concerned with highlighting the relationships between outcome measures and predictor variables utilizing hypothesis-testing statistics aimed at testing the general tenants of the *Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model*.

Sampling Process

Procedure

The procedure for conducting this study was partially derived from the Dillman (2000) Total Design Method (TDM). In this method, the original questionnaire was presented to a few teachers to determine if the questions were clear and easy to understand. Utilizing their feedback, the instrument was expanded to ask more detailed questions and other seemingly non-related elements were removed. In addition, it was determined that it would be necessary to use an online survey containing detailed instructions regarding the

expectations for answering the questions. The use of an online instrument would guarantee the anonymity of the subjects thereby increasing their participation and willingness to answer questions that some might potentially refuse if encountered in a face-to-face encounter.

Instrument

The instrument consisted of 104 closed questions including five major open-ended questions assessing teacher's general knowledge about multicultural education. There were five opened ended questions for written responses, and they were: (a) Please give your definition of what Multicultural Education means to you; (b) Indicate some items that you think are essential for developing a successful Multicultural teacher preparation program; (c) Please complete the following thought—my primary reason for teaching in an urban public school is; (d) Can you think of any characteristics that African American youngsters as a group bring to the classroom; (e) What kinds of things have you done in the classroom that have facilitated the academic success of African American students? Participants were assured of the confidentiality of their responses and were promised that their responses would in no way be linked to them.

Demographic measures examined in this study included age, race, gender, teaching endorsement, formal education, length of time teaching, and specific multicultural training, along with a host of other measures such as designed to capture attitudes and beliefs about multicultural education, multicultural students, and what it is like for teachers to be in an urban setting. There were also questions that specifically addressed teacher's reason for being at their particular school, number of courses they had in multicultural education at both the undergraduate and graduate level, and how prepared the teachers thought they were for

the environment in which they worked. Other questions included information on pedagogical techniques and measures employed in the classroom.

Twenty-two items related to beliefs, preparation and general attitude toward multicultural students and multicultural education were examined and placed in appropriate scales for later use in multivariate analysis (Gunn, 1994). The second series of questions focused on teacher belief systems were gleaned from the earlier works of Love (2001) and Love and Kruger (2005) and consisted of 48 items. The items used in this investigation have also received support from previous investigations that utilized qualitative approaches to help establish the context upon which these measures were constructed. Still others (Ladson-Billings, 1994; Love, 2001; Love & Kruger, 2005) used a quantitative approach and verified the scales and their utility.

Data Collection: Sample Design and Process

The initial design called for approximately 200 teachers; however, the lengthy approval process on the part of the school districts approached for this study caused delays in the start of data collection by some three weeks. Despite this delay, it was nevertheless possible to garner an acceptable response rate. That information is reported here and reflects the short online status of the instrument. The questionnaire was available for approximately two weeks—15 days. There were 153 instruments that were returned; 103 were completely filled and the remaining 50 were partially filled with most containing basic demographic data and some information on teacher attitudes—the central focus of this study and the group for whom the subsequent analyses were done. The overall response rate for the survey was 67.0%, well within the acceptable ratings for online surveys.

Results

Investigation Variables

The predictor variables were educational attainment, years teaching, age of teacher, and a series of scaled measures based on previous investigations (multicultural preparation of teachers, ideal preparation and the level of multicultural education), relationship with community, knowledge base, self awareness, beliefs systems and institutional capacity. The outcome measure, in this investigation is the teacher's perception about student achievement. Frequency distributions to report descriptive statistics, percentages, as well as correlation and ANOVA techniques were used to analyze and interpret the data. PASW (Version 17.0 formerly SPSS) was used to describe and analyze the data once it was transformed from the online survey system.

Sample Demographics

Demographic data revealed that the sample consisted of 40.4% males and 59.6% females (see Table 4.1). The racial/ethnic composition of the sample was somewhat less reflective of the general population of the United States but more closely aligned with the current population structure found among teachers. Whites or European Americans comprised the largest group with 80.1% of the sample. Blacks or African Americans were the next largest group at 13.2%. The proportion of Hispanic/Latino Americans (2.6%) was lower than expected. The remaining groups, Asian Americans, Native Americans/American Indians and Others rounded out the count at a combined 4.0%, close to the population projections for these groups.

Table 4.1

Descriptive Characteristics and Demographic Data for Teacher's Student Achievement Inventory

Variable	*Coding Scheme*	*n*	*f*
Gender	Female	90	59.6
	Male	61	40.4
Race	Asian American	2	1.3
	African American	20	13.2
	Hispanic American	4	2.6
	Native American	1	0.7
	European American	121	80.1
	Other	3	2.0
Endorsement	Secondary	143	95.3
	Other	7	4.7
Education Level	Bachelor's	55	36.9
	Master's	56	37.6
	Master's + 30	29	19.5
	Specialist	7	4.7
	Doctorate	2	1.3
Academic Area	Administration	5	3.4
	Art	7	8.2
	Biology/General Science	10	6.8
	Business	6	4.1
	Chemistry	4	2.7
	Communication Arts	6	4.1
	Counselor	3	2.1
	English	17	11.6
	Family & Consumer Sciences	10	6.8
	Fine Arts/Music	6	4.1
	Foreign Languages	7	4.8
	Liberal Studies/Leadership/ROTC	8	4.8
	Math/Physics	22	15.1
	Physical Education	4	2.7
	Social Sciences	15	10.3
	Special Education	13	8.9
	Speech/Debate	3	2.1

Most of the teachers in this investigation had a secondary endorsement (95.3%). The levels of education, although greater than the general population, were not too different from each other. A little more than one-third (36.9%) had a Bachelor's while more than one-half had a Master's or 30 hours beyond the Masters (57.1%). The remaining 6.0% were either Specialists or had Doctorate degrees. There were a variety of academic areas represented in this investigation. The natural sciences and mathematics (24.6%) lead the group with almost one-quarter of all the teachers surveyed with humanities (e.g., English, Foreign Languages, Communication and Speech) closely following with more than one-fifth of the teachers (21.9%). Both social sciences (10.3%) and special education (8.9%) had respectable showings. The remaining fields made up a third (34.3%) of all the teachers in the study. Although not reported in a table almost 98.0% of the teachers in this sample were educated at institutions located in the Midwest. In fact, most were from institutions of no greater than 250 miles from the site of this investigation.

The age of respondents ranged from a minimum of 24 years to a maximum of 64 years. The mean age for teachers was 42 years (M = 42.50, SD = 11.46). The median age was slightly lower at 42.00 years (see Table 4.2). Another important variable was the number of years of teaching experience reported. The range for years of teaching varied from 1 to 42 years. The average number of years teaching was 13 (M = 13.12, SD = 10.02), the median number of years teaching was (MD =10.00). In contrast to the teaching experiences was the number of Multicultural Education Course Hours at both the Undergraduate and Graduate level taken by teachers in this study. The range for Undergraduate course hours was 0-5, and for Graduate hours 0-9. These credit hours translated out to roughly 2 to 3 courses depending upon the institution and how credit hours

were allocated. The mean number of hours for Undergraduates was (*M* = 1.08, *SD* = 1.24) greater than that for Graduate hours (*M* = 0.93, *SD* = 1.38). What was surprising was that median number of course was only one (*MD* = 1.00). The data for workshop and seminar hours revealed that one-half of the respondents had at least one hour of training and one-half did not (*MD* = 1.00). The mean data were quite different. In general, respondents reported at least *M* = 1.93 (*SD* = 1.38) hours of workshop participation. That number rises to *M* = 12.56 (*SD* = 53.17) hours for seminar participation—although it is somewhat anomalous based on one outlier respondent.

Table 4.2

Measures of Central Tendency and Measures of Dispersion of Selected Study Variables

Variable (range)	*Mean*	*Std Dev*	*Median*	*n*
Age (24-64)	42.50	11.46	42.00	147
Years Teaching (1-42)	13.12	10.02	10.00	150
Undergraduate Course Hours: Multicultural Education (0-5)	1.08	1.24	1.00	99
Graduate Course Hours: Multicultural Education (0-9)	0.93	1.38	1.00	95
Workshop Hours: Multicultural Education (0-9)	1.93	2.26	1.00	98
Seminar Hours: Multicultural Education (0-500)	12.56	53.17	1.00	97

NOTE: The number of seminar hours reported for one respondent was *500* and is considered an outlier. The median number of hours of 1.00 strongly suggested that few teachers in this study have had the opportunity to gain more than 5 hours on average. The outlier was not removed for this table but for subsequent analyses this variable was removed.

Predictor Variables

The construct of the *Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model* consists of 48 variables that comprise a series of four subscales that cover the areas originally hypothesized in Chapter Three. The constructs measured are scored from (1) Strongly Agree to (5) Strongly Disagree. The specific subscales of Communication, Knowledge Base, Self Awareness Systems, and Institutional Capacity correspond directly to the model presented in Figure 3.1. Additional predictor variables included teacher experiences—years of teaching, their training in multicultural education, and their age. In addition, gender, level of education, and number of additional training courses taken by teachers will also be considered in the development of the final model. Some of the elements had to be eliminated because of large amounts of missing data caused in part by some respondents not completing the questionnaire or skipping over some parts. Missing data is always a problem in online surveys. Nevertheless, each of these elements will be evaluated for relevance to the outcome measure—the scale score of teacher's attitudes, perceptions and beliefs about African American student achievement. The following section addresses the construction of the scales and their respective statistical relevance.

Outcome Variables

The construct of teacher's attitudes, beliefs and perception consisted of 30 variables, with a five-item response scale. There are three subscales associated with this variable. They are: Attitudes toward teaching (α = .674, M = 2.84, SD = 0.81); the Ideal nature of teaching (α = .717, M = 2.10, SD = 0.51); and the beliefs about student achievement held by teachers (α = .913, M = 2.39, SD = 0.77). These measures were

combined into an overall scale for assessing teacher's attitudes, beliefs, and perception about student achievement in an inner-city, urban, institution that is home to predominantly students of color.

Scale Variables

In order to conduct an analyses of the relationships between the construct in the theoretical model three scales were developed. They are: the Teacher's Beliefs and Attitudes Scale (TEACHBELIEF); Teacher's Perception and Attitude Scale (ATTBELIEF); and the Teacher's Specific Belief, Attitude and Perception about African American Students (AABELIEFS). These scales and their central tendencies are presented in Table 4.3. All of the scales had missing data. Using a listwise deletion process the missing data were excluded from scale construction as reflected in the different n of cases reported in the table. The scales are summative and have been divided by the number of items representing each scale. In addition to the demographics on the observable study variables there were several variables that had to be constructed from existing measures. The construction of these variables mirrored that used in the original studies upon which they were based. In addition new variables constructed in support of the model were also tested. The results of reliability tests for these variables are reported in Table 4.3. The general range of Cronbach's alpha (α) scores ranged from α = .722 to α = .836—all within plausible acceptability. The first series of reliability scores are for the Teacher Attitudes and Beliefs (Chronbach's α = .836) based on the Gunn (1994) study. This scale consists of 30 variables disbursed across four subscales. The Teacher's Perceptions scale (Cronbach's α = .767) based on Love (2001) is composed of 48 variables and can be broken down into six subscales that mimic the

domains necessary for testing the *Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model* initially discussed in Chapters One and Three of this dissertation. The subscales scores were somewhat problematic for this scale. However, the relatively low reliability scores do not in any way detract from the overall usefulness and importance of this scale measure. The subscales are not reported here since only the overall score is relevant. The final element, the Teacher's Beliefs about African American Students, is one of the unique contributions of this study. It consist of six elements, focused exclusively on teacher's attitudes toward African American students, yielded a Cronbach's α = .722, well within acceptable ranges.

Table 4.3

Means, Standard Deviations, Cronbach's Alpha Scores and Counts for Teacher's Beliefs, Perceptions and Attitudes Measures

Variable	*Mean*	*Std Dev*	*α*	*N*
Teacher's Perceptions & Attitudes (Gunn, 1994) [*ATTBELIEF*]	2.36	0.40	0.836	108
Teacher's Beliefs & Attitudes (Love 2001) [*TEACHBELIEF*]	2.10	0.51	0.767	107
Teacher's Perceptions of African Americans [*AABELIEF*]	2.58	0.72	0.722	107

NOTE: The actual variables used to construct these scales can be found in Appendix A.

Bivariate Analysis

In an effort to test the efficacy of the variables in the model difference of means testing and zero-order correlations were conducted between those measures thought to contribute to the final product and some initial demographic measures which were believed to have explanatory power. The purpose of means testing and correlation analyses is to show the relative strength among the study variables and to aid in

determining which variables ultimately have an important role to play in helping to elucidate possible answers to the study's initial questions.

Means Difference Testing with Selected Measures

The idea that gender differences play an important role in how teacher's perceive their students and their achievements is sometimes considered a critical element in classroom interaction. To test this assumption difference of means tests (t-tests) were conducted. In the current investigation there were no significant differences found between male and female teachers on any of the critical predictor or outcome measures. To put it more succinctly, teachers tend to have a similar set of attitudes, perceptions and beliefs about student achievement when issues of sex difference are considered. Men and women tend to have a consistency across the current study measures.

Further exploration of differences between and among teachers was examined across race groups. The specific scaled variables (ATTBELIEF, TEACHBELIEF and AABELIEFS) were tested along with the subscale variables (COMM, KNOW, SELF and CULT) across race groups. The race variable is recoded into three groups from its original six in order to create at least three groups for which there at least five or more members in the group making post-hoc comparison testing possible. The Analysis of Variance (ANOVA) results are reported in Table 4.4 and Table 4.5. The mean score differences across race are found in Figure 4.1 and Figure 4.2.

The ANOVA for the scaled score variables revealed only one significant difference between race groups for the teacher specific beliefs, attitudes and perceptions about African American students (AABELIEF). The relationship between race and the scaled score AABELIEF showed that the effect of race was significant $F_{(2,104)} = 3.542$, p

< .05. Post-hoc analysis using the Tukey HSD and Scheffé tests criterion for significance revealed that the average score on the AABELIEF score for members of the Other race group (*M* = 1.94, *SD* = .956) was significantly lower than that for Whites (*M* = 2.65, *SD* = .688) but not for Blacks (*M* = 2.62, *SD* = .956). In other words, others were significantly different in their overall scores from Whites but not from Blacks despite the minor changes in mean scores.

Table 4.4

ANOVA of Differences among Race Groups on Major Scale Measures.

Variable		*Sums of Squares*	*df*	*Mean Square*	*F*
Teacher's Attitude	Between	.231	2	0.116	1.243
	Within	11.158	120	0.093	
	Total	11.389	122		
Teacher's Perception	Between	.242	2	0.121	0.756
	Within	16.840	105	0.160	
	Total	17.083	107		
Teacher Specific Beliefs, Attitudes, & Perceptions about African Americans	Between	3.598	2	1.799	3.542*
	Within	52.808	104	0.508	
	Total	56.405	106		

* *p < .05, ** p < .01, *** p < .001.*

A continuation of the analysis for the specific subscale elements (COMM, KNOW, SELF and CULT) revealed no significant differences on any of the measures across all the race groups (see Table 4.5). The mean scores for these elements by race were illustrated in Figure 4.2.

Relationships of Influences on Teacher's Attitudes

One issue to address in this study is whether or not ordinary measures such as a teacher's race, age, and years of teaching have an effect on their overall attitude toward student achievement. While it is possible to suggest such things, it is best to examine this issue with empirical data. Initial correlations were run where these issues were highlight. The results can be found in Table 4.6.

Figure 4.1. *Mean Scores for Scale Measures by Race of Respondent*

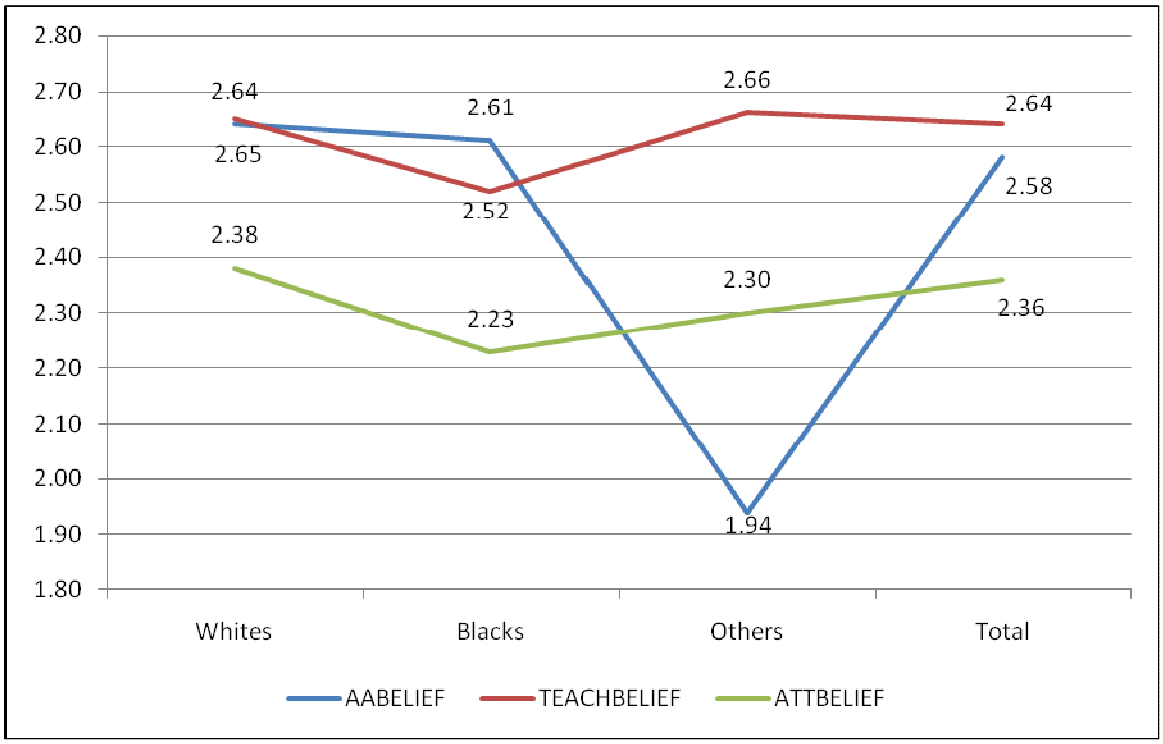


Table 4.5

ANOVA of Differences among Race Groups on Major Sub-Scale Measures.

Variable		*Sums of Squares*	*df*	*Mean Square*	*F*
Relationship with Community [COMM]	Between	.263	2	0.132	0.690
	Within	22.672	119	0.191	
	Total	22.935	122		
Knowledge Base [KNOW]	Between	.190	2	0.095	0.419
	Within	26.974	119	0.227	
	Total	27.164	121		
Self Awareness and Belief System [SELF]	Between	.836	2	0.418	2.239
	Within	22.224	119	0.187	
	Total	23.060	121		
Institutional Capacity [CULT]	Between	0.929	2	0.464	1.243
	Within	44.823	120	0.374	
	Total	45.752	122		

* $p < .05$, ** $p < .01$, *** $p < .001$.

The initial design of this study is to examine teacher's attitude and perceptions about inner-city, urban, African American students. The simple zero-order correlations controlling for two-tailed significance indicated that their years of teaching and age of the teacher had a strong and significant correlation ($r = .680, p < .01$) and that age was also significantly related to attitudes and perceptions about African American students ($r = .259, p < .01$). In addition, teacher's beliefs and teacher's perception measured on two independent scales were found to be highly correlated ($r = .371, p < .01$). The scale for attitudes and perceptions about African American students was also found to be strongly correlated with teacher's beliefs ($r = .228, p < .05$) but not with teacher's perceptions ($r = .123, p <$ *n.s.*).

Figure 4.2. *Mean Scores for Sub-Scale Measures by Race of Respondent.*

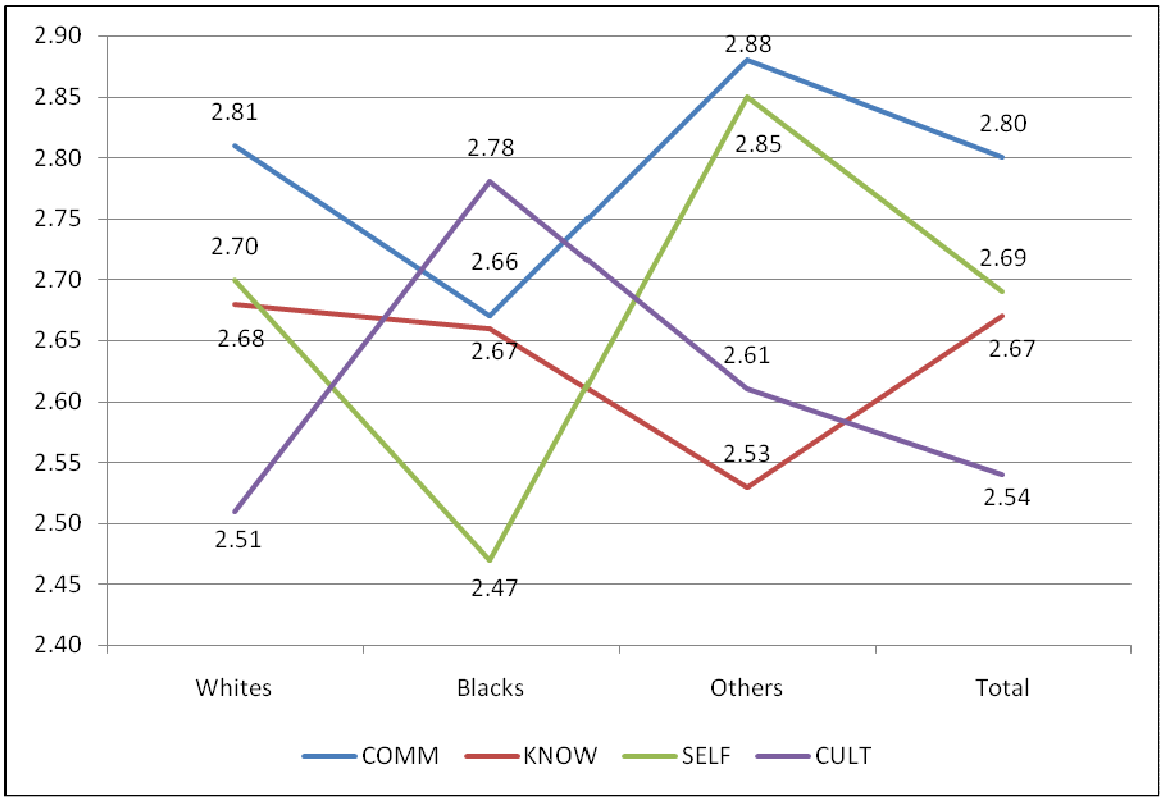


Table 4.6

Zero-Order Correlations for Relevant Study Elements and Hypothesized Outcome Measures

Measure	1	2	3	4	5
Age	1.00				
Years Teaching	.680**	1.00			
Teacher's Belief	.042	-.024	1.00		
Teacher's Perception	.052	-.033	.371**	1.00	
Beliefs about African Americans	.259**	.211*	.228*	.123	1.00

* p < .05. ** p < .01. NOTE: The variable names corresponding to the numbers refer to the position in the table (1) age; (2) years teaching; (3) teacher's belief; (4) teacher's perception; and (5) teacher's beliefs and perceptions about African American students.

The correlation findings between the subscales of the teacher's belief domains and the hypothesized outcomes are reported in Table 4.7. The findings from these zero-order

correlations revealed that the specific domains can and do play an important role in the development of the final model as originally described.

The next series of correlations examined the specific sub-scale elements for teacher's perceptions and attitudes (COMM, KNOW, SELF and CULT) along with the outcome measures of teacher's attitudes (ATTBELIEF) and the specific attitudes toward African American students (AABELEIFS). The specific subscales correspond directly to the elements contained in the *Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model*. The remaining variables are those hypothesized to have some relationship to the outcome.

Zero-order correlations for model elements revealed that the relations with the community was significantly related to teacher's knowledge base ($r = .251$, $p < .01$) and self-awareness and belief systems ($r = .205$, $p < .05$). The same construct was strongly but not significantly related to the teacher's perception of student achievement with the general model ($r = .170$, $p <$ n.s.) but was related to the specific measure related toward teacher perception of African American student achievement ($r = .344$, $p < .01$).

The self-awareness and belief systems variable was found to be significantly related to the teacher's knowledge base as one might expect ($r = .344$, $p < .01$). This measure also had a significant relationship with the specific measure about perception of African American students ($r = .245$, $p < .05$).

Elements of institutional culture were found to be significantly related to teacher awareness ($r = .327$, $p < .01$) and teacher's attitudes and perceptions about student achievement in general ($r =.297$, $p < .05$). These correlation scores helped to determine which variables should remain in the final equation to test the efficacy of the *Modified*

Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model.

Table 4.7

Zero-Order Correlations for Relevant Study Scaled and Sub-Scale Elements and Hypothesized Outcome Measures

Measure	1	2	3	4	5	6	7	8
Age	1.00							
Years Teaching	.680**	1.00						
Communication [COMM]	.092	.079	1.00					
Knowledge Base [KNOW]	.172	.118	.251**	1.00				
Self Awareness [SELF]	.161	.151	.205*	.344**	1.00			
Institutional Capacity [CULT]	.007	-.036	-.020	.150	.327**	1.00		
Teacher's Perception	.052	-.033	.170	.148	.074	.297*	1.00	
Beliefs about African Am	.259**	.211*	.344**	.245*	.068	.030	.123	1.00

* p < .05. ** p < .01. NOTE: The variable names corresponding to the numbers refer to the position in the table (1) age; (2) years teaching; (3) communication; (4) knowledge base; (5) self-awareness systems; (6) institutional capacity and culture; (7) teacher's perception; and (8) teacher's beliefs and perceptions about African American students. NOTE: Measure for Teacher's Belief displayed across its four subscale components.

Multivariate Analysis

Testing Theoretical Assumptions and Hypotheses

This section is based on the general adaptation of the *Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model* to the study hypotheses. The model is examined as it relates to both the generic student performance measured by the instrument and African American student performance enhancement added to specifically address the issues related to urban inner-city African American students and the underlying expectations regarding expectations of their performance.

Three hypotheses were developed in order to answer the research questions. Each hypothesis examined an important aspect of the current research questions. The discussion

reviews each one of the hypotheses. Hypotheses one and two called for correlation analysis while hypothesis three required use of multivariate analyses. In an effort to maintain efficiency each hypotheses was revisited to determine how the analyses either sustained or negated each hypothesis.

Hypothesis 1 Among educators, teachers with *higher* expectations of student prerequisite skills are *more likely* to have greater cultural competency levels.

The first hypothesis predicted that teachers with a high level of expectations of their students would be the ones most likely to exhibit greater cultural competency scores. In this case, those teachers who had strong scores on the relationship with community measure would also have strong scores of student achievement perception measures. The overall results revealed a correlation of ($r = .170$, $p < .07$). Since the hypothesis was written assuming the general perception of student's expectations, it must be accepted and the alternative rejected—teachers with higher expectations do not seem to have any greater cultural competency than those with lower expectations.

When the same issue is considered specifically using the measure for African American students, the results reveal a significant and strong correlation score ($r = .344$ $p < .01$). Although this finding is important, it is not the one originally hypothesized. Therefore, the results are not used to address the hypothesis but they are included here for further discussion.

Hypothesis 2**:** Among educators, teachers with *lower* expectations about student prerequisite knowledge, there will be fewer instructional teaching practices.

The simple wording of hypothesis two believes the complexity necessary to offer an answer. The measures used to address this question were taken from the relationship

between the overall measures of teacher's belief (ATTBELIEF) and contrasted with their specific teaching practice measured here by their score on the specific practice of teaching pedagogy obtained from the results of their reported knowledge. The resultant correlation ($r = .148$ $p < .125$) was not significant, suggesting that this hypothesis was also not rejected.

Again, the results for the specific scale focused exclusively on African Americans revealed significant results ($r = .245$, $p < .05$). These results show a difference between how the sample viewed the total student population versus their view of African American students.

Hypothesis 3*:* Student Achievement will be directly influenced by the social ecology of the teacher.

The next step was to apply the constructs in a structural causal model that focused on the interrelationships between and among the components of the *Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model* used in this investigation. As with any theory building it was important to examine the simple relationships first. This was done via the use of correlation analysis where specific elements related to the modified model.

Assessing Attitudes, Perceptions and Beliefs about Inner-city Multicultural Students

The variables selected for the causal analysis match the theoretical assumptions for inclusion in the model used in this study. Variables selected were based on three things: (a) theoretical import—how important the variable was to the concept being measured; (b) variable strength—whether the variable exhibited a moderate to strong relationship with the outcome measure; and (c) the general logic necessary for theory building and connection of

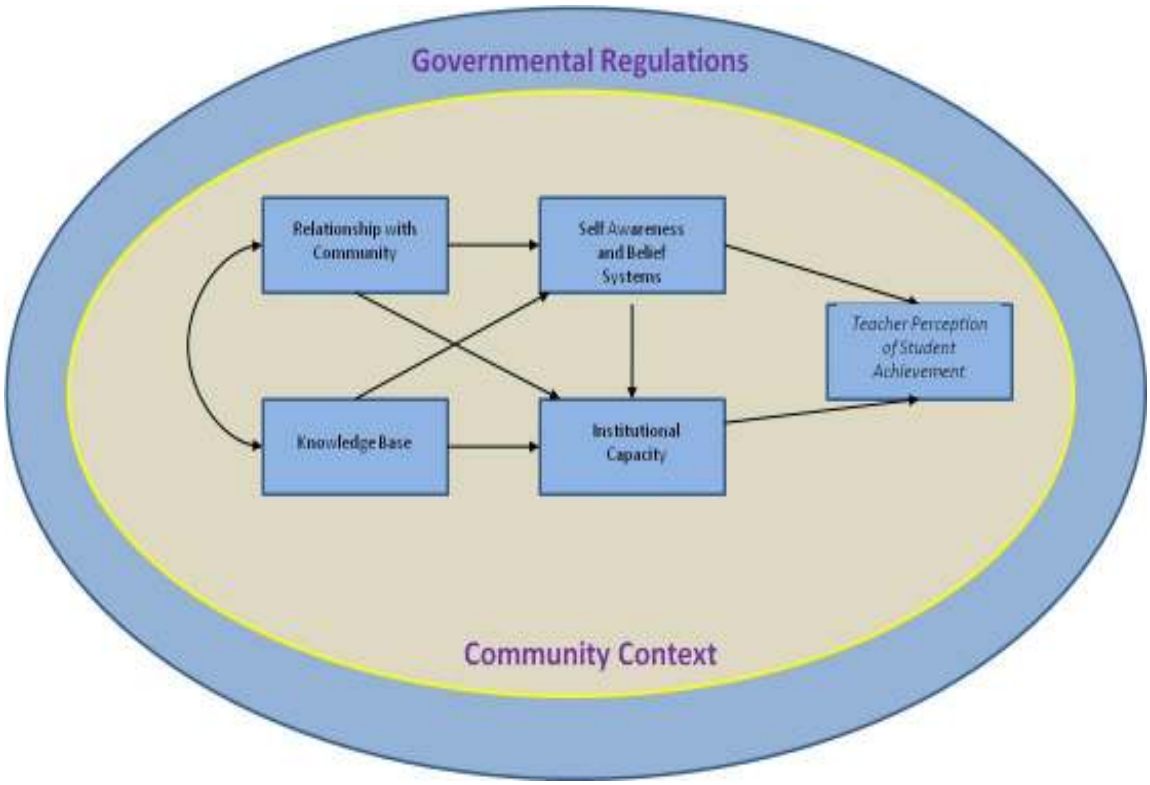
ideas—something essential in an applied investigation such as this one.

The method used for examining the theoretical construct was causal modeling or path analysis. Path modeling derived its ability to use a robust statistical technique in a more adaptive manner than one would traditionally use regression analyses (see Figure 4.3). Path Analysis is an extremely useful procedure to use when one is attempting theory building or simple explanation. Traditional methods for conducting path analysis involved constructing a series of multiple regression analyses with each previous element being designated as an outcome measure until the full model was tested and the final outcome measure was the hypothesized measure. A causal model is a diagram drawn to graphically represent proposed relationships between variables indicating cause and effect with directional arrows accompanies the numerous regression procedures.

In this study the Analysis Moments and Structure (AMOS) program was used to conduct path analysis. AMOS is a model-fitting approach that estimates parameters through maximum likelihood estimation techniques (MLE). The iterative process used in MLE is extremely advantageous allowing for all the paths and the estimates of all the path coefficients simultaneously. It helps to produce the most efficient answer based on the data particularly when the size of the sample is small to medium.

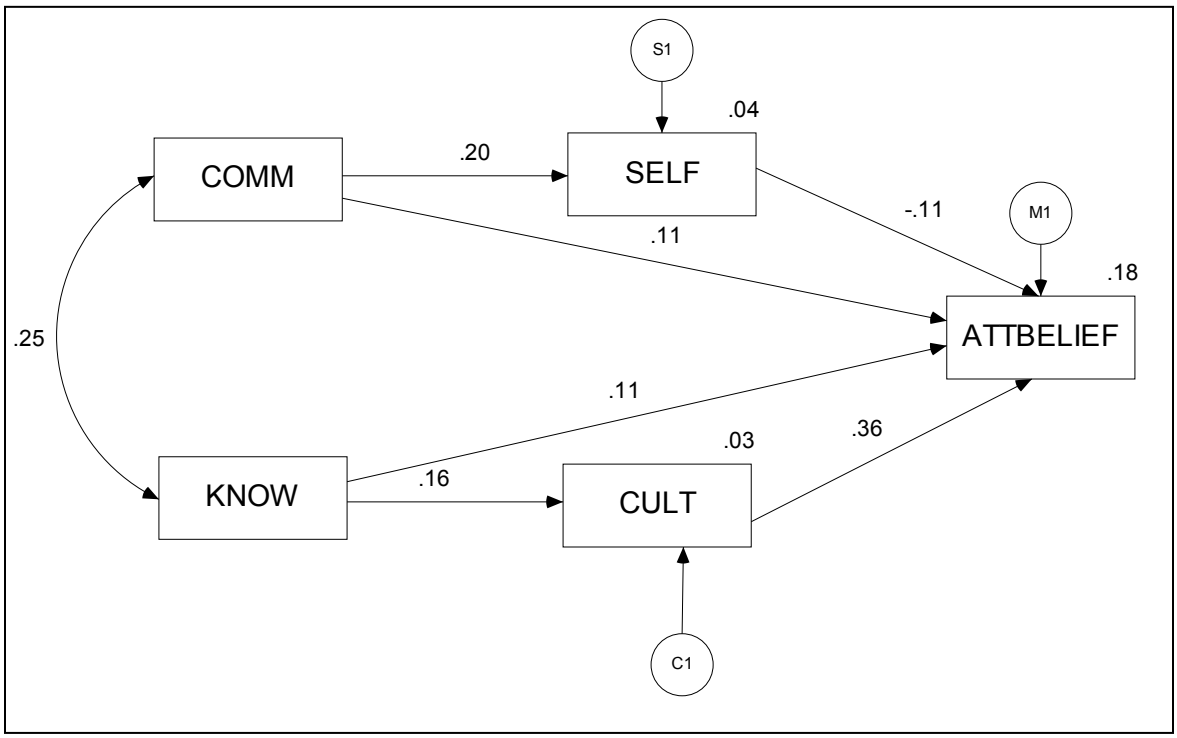
Each of the elements corresponded to a particular aspect of the *Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model*. There was also a specific variable assigned to each of the components. The figure below provided a "best guess" estimate of how the model can be used in determining teacher's attitudes, beliefs and perceptions toward African American inner-city, urban student achievement potential.

Figure 4.3. *Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model.*



The outcome of the path analysis is found in Figure 4.4. As can be seen, all the variables selected produced significant findings. In other words, the overall teacher perception of student achievement can be demonstrated by examining the variables relationship with community ($\beta = .11$, $p < .05$), knowledge base of teacher ($\beta = .11$, $p < .05$), teacher self-awareness and belief systems ($\beta = -.11$, $p < .05$) an understanding of the institutional capacity to address issues ($\beta = .36$, $p < .001$). These results allow me to explain about 18% ($R^2_{adj} = .18$) of the variance in teacher's perception of student achievement as conceptualized here. The significant path coefficients and the strong direct relationships also posit the idea that the *Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model* application as used here is appropriate

Figure 4.4. Final Model for Teacher Attitude Measure Specifically Focused on Teacher's Attitudes Based on Gunn Measure.

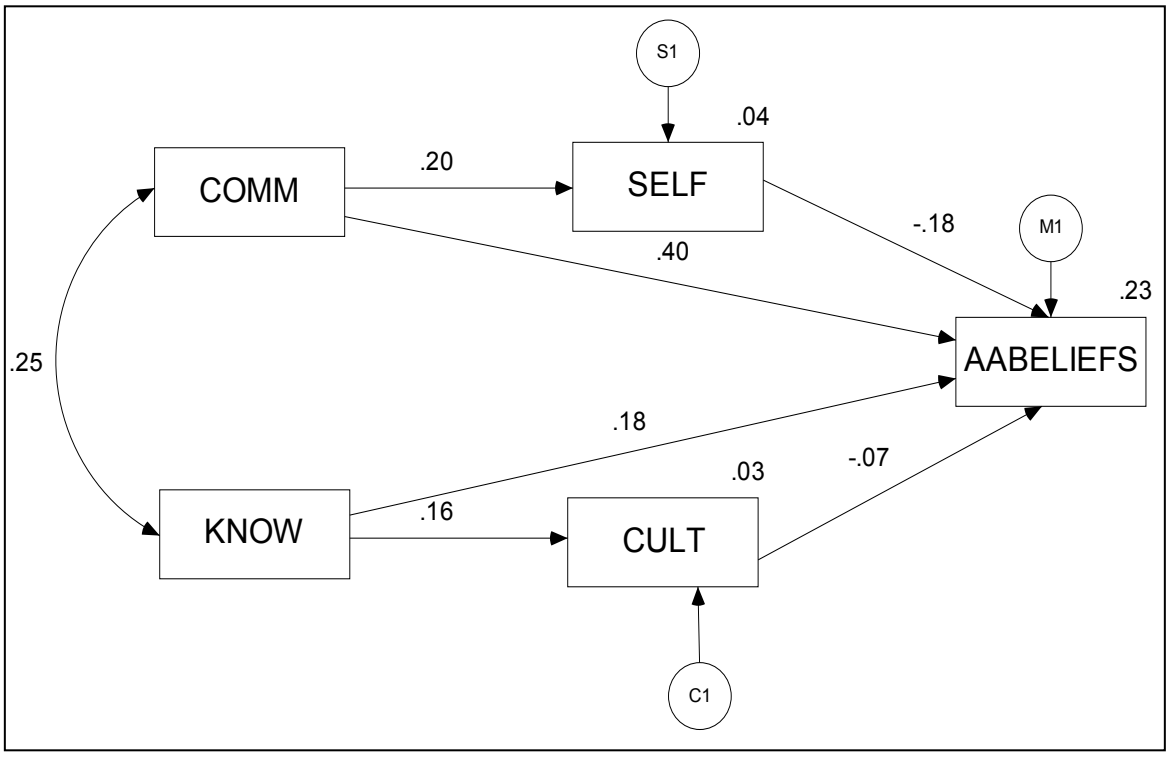


NOTE: All paths shown are significant at the $p < .05$ level.

An additional and very important step in theory building about African American student achievement was the ability to apply the same model utilizing the same predictors with an outcome measure specifically focused on African American students (see Figure 4.5). To begin there was a strong and significant relationship between understanding and having a relationship with community ($\beta = .40$, $p < .001$) and knowledge base of teacher ($\beta = .18$, $p < .01$) when addressing African American student achievement. Equally important was the finding that self-awareness and belief systems of teachers was negatively related to their perception about African American student achievement ($\beta = -.18$, $p < .01$). In other words, teacher who had less self-awareness about how and what they do and think about African American student achievement were likely to have a lower impact on student achievement. The same relationship was found for teacher's knowledge about the

institutional capacity for influencing change (β = -.07, p < .05). The overall results from this model revealed an R^2_{adj} = .23, or about 23% of the variance explained in teacher's perception of African American student achievement as conceptualized here.

Figure 4.5 Alternate Final Model for Teacher Attitude Measure Specifically focused on Teacher's Attitudes Toward African American Students.



NOTE: All paths shown are significant at the $p < .05$ level.

The sizable amount of variance explained points towards the importance of the theoretical construct conceived in this dissertation. The specific meanings and implications of these findings are discussed in greater detail in Chapter Five.

CHAPTER V

DISCUSSION AND CONCLUSION

Overview

This chapter summarizes the purpose of the study, methodology, discussion of research findings, and conclusion with the limitations of the study and recommendations for future research. The focus of this study is to understand teacher beliefs and practices and it effects on student achievement in urban school settings. The analysis of this chapter examines the objective responses of the teachers as well as captured their personal and professional voices are discussed throughout the chapter.

Purpose

The purpose of this study is to examine the teaching practices that lead to improved achievement among students of color. This research will center on the practices of secondary school teaching practices in urban settings. Upon examining the instructional practices found in these schools, an attempt will be made to address the overarching question of whether or not achievement outcomes are a by-product of poor instruction or is it fostered by a set of preconceived notions brought by classroom teachers based upon inadequate training for dealing with urban, economically challenged, multicultural students?

The topic of teacher's perceptions as it relates to multicultural students has experienced two resurgences in the research literature. There continues to be a paucity in the research literature concerning African American students particularly perceptions about their achievement potential. The primary objective of this exploratory

investigation was to provide baseline data about teacher's perceptions, attitudes and beliefs about multicultural students in general and African American students specifically.

Methodology

The sample for this study consisted of 107 educators who self-selected to participate in an online survey focused on attitudes and beliefs about multicultural student achievement. The survey was available for approximately 15 days. The instrument contained approximately 80 closed questions and five open-ended questions. All focused on teacher perceptions, attitudes, beliefs and approaches to multicultural education and students.

The instrument consisted of approximately 80 closed questions including five major open-ended questions assessing teacher's general knowledge about multicultural education. There were five opened ended questions for written responses, and they were: (a) Please give your definition of what Multicultural Education means to you; (b) Indicate some items that you think are essential for developing a successful Multicultural teacher preparation program; (c) Please complete the following thought—my primary reason for teaching in an urban public school is; (d) Can you think of any characteristics that African American youngsters bring to the classroom; (e) What kinds of things have you done in the classroom that have facilitated the academic success of African American students? Participants were assured of the confidentiality of their responses and were promised that their responses would in no way be linked to them.

Research Findings

The general findings revealed some interesting and disturbing issues regarding attitudes toward multicultural student achievement and expectations for performance. These were revealed through a variety of measures and were tested utilizing a *Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model* developed for this dissertation. Some of the issues in this model, as it relates to multicultural students, are discussed below.

Teacher Education

Most of the teachers in the sample had greater than a Baccalaureate degree, in fact, more than 60% did. With a well educated sample it was expected that these teachers would also be well trained in multicultural issues. Such was not the case. In fact, a significant number of the sample reported as having only one undergraduate or graduate course in multicultural education. The low numbers of respondents with only one hour of multicultural education made subsequent correlation analysis problematic, at best. The supplemental educational measures of the number of hours in multicultural workshops or seminars on multicultural education did not yield greater results. In the case of the one respondent who reported having more than 500 hours of multicultural training only served to inflate-the mean number of hours of training for our teachers. When these elements were removed from the sample the mean number and median number converged around one.

Years of Experience

One element that cannot be overlooked is the role years of experience plays in the formulation of practices, beliefs and ideology. In this study the range of years of

experience went from less than one year to more than forty years. Most of the teachers could be considered seasoned teachers with a median of ten years. The average number of years teaching was strongly and significantly correlated to attitudes, perceptions, and beliefs about African American students but not to multicultural students in general.

Race of Teacher

Although race of teachers is generally not considered to be the most critical variable in most investigations focused on multicultural student studies it is always considered as salient. The same can be said of teachers in this investigation. For example there was a significant ANOVA for race and specific beliefs, attitudes, and perception about African American students. Even though the findings were not all significant the differences between scores for White teachers and teachers of color were striking, especially when visually represented as shown in the mean figures that accompanied the analysis.

Multicultural Preparation

A series of interesting findings that reflect on more than the number of hours, or number of courses, taken were the teacher's perceptions about their own preparation for multicultural teaching. A series of questions employed in the current investigation helped to highlight these findings. For example in the scale that measured teacher's belief about their preparation the resulting Cronbach $\alpha = .674$ revealed that most teachers were consistent in their belief about feeling prepared to teach in a multicultural setting. The ironic finding that most believed that they had adequate training for teaching multicultural education ($\alpha = .913$) stood in stark contrast to small number of actual hours of specific multicultural training that most had received. The inconsistency shown

between the beliefs about one's ability and the results which would suggest the need for improvement is one of the findings that presents itself as problematic but not surprising for those involved in multicultural education issues in public schools.

This dissertation makes contributions to the field by creating and testing a new element aimed at explicating the relationship between teacher's beliefs, attitudes and perceptions as they relate specifically to African American students. The conscience decision to name and highlight specific measures geared at African American student is unique in its own right. The questions can be used in future investigations with other students of color groups as a result.

The findings from this scaled variable when added as the outcome measure in the *Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model* enhanced to overall value of the model. While this achievement is noteworthy the separate elements that comprise the scale items are interesting in their own right. The findings clearly indicate that future researchers must include measures that focus on specific groups especially if the group is underrepresented in the research literature. The purpose of this study was to examine the teaching practices that lead to improved achievement among students of color. This research centered on the practices of secondary school teachers in urban settings and how these skill sets facilitate learning. The exploration nature of this investigation allowed for both theoretical and applied perspectives to be used.

Hypotheses

Hypothesis 1: Among educators, teachers with higher expectations of student prerequisite skills are more likely to have greater cultural competency levels.

Hypothesis 1 is based on the pedagogy teachers present in the classroom more often referred to as culturally responsive teaching. Culturally responsive teaching develops academic achievement, social consciousness, cultural affirmation, competence and exchange, community building and personal connections and individual self-worth. Teachers' beliefs have a greater impact on their practices in the classrooms, yet teachers' beliefs affect various aspects of teaching and how they interact with students. The findings in this inquiry found that culturally responsive teachers held both positive and negative beliefs about African American students. Teachers reported that they have facilitated academic success when their lessons were relevant and directly related to student's learning. One teacher commented that:

> I have high expectations and I don't lower them. I try to teach African-American students the same skills I would teach any other students, because they will be competing with others who have those skills.

Other comments relating to culturally relative teaching:

> I try to teach to the multiple intelligences as my African American students have a more diversified talent set for completing tasks or explaining their learning.

> Brought in content that they could relate to, and bringing in content that I know they would have some background knowledge with. Providing assignments that allow them to draw from their own experiences.

> Cooperative learning activities, authentic assessments, multiple intelligences, teach to different modalities, and provide differentiated instruction strategies.

Teachers who did not understand the relevance of including culturally relevant pedagogy in the delivery of curriculum when teaching African American students commented that they:

> Teach to the state standards and abide by the district curriculum. Both are prepared at the correct proficiency level for each grade level."

> Nothing special.

> Treated them "like everyone else.

> I have tried to teach about the history of some of the cultural things that are important to them, such as rap music and where it came from, and have taught about the contributions of AA people and culture in every area of our society.

The aforementioned responses are illustrations of why African American students find it difficult to learn and progress in schools. Teachers lack the requisite base knowledge, skills and dispositions to effectively teach children from diverse backgrounds. It can be assumed from the overall comments discussed, many teachers believe that they are using their best teaching skill sets, but also not realizing their teaching styles are not in direct line with the learning styles of students of color.

Hypothesis 2: *Among educators, teachers with lower expectations about student prerequisite knowledge there will be less instructional teaching practices.*

Teachers who tend to expect less from their students often appear to engage their students less, engage in less innovative practices, have stereotypic views of their students and tend to believe that students are generally not capable of meeting their standards. Some of the direct quotes support these findings. Teachers stated:

> Ignorance, and lack of common sense.

> negative attitude.

> Talking loud.

> Violence.

> gramer [sic] is not always correct.
>
> My AA [sic] students are all very different, but there are some things such as clothing styles and music that are similar and add a "colorful" element, and there seems to be more honesty in the manner in which they express themselves.
>
> Confrontation, insecurity.

Hypothesis 3: Student Achievement will be directly influenced by the social ecology of the teacher.

The general idea that teachers and the environment they create in the classroom is captured in this hypothesis. The general sense of self, the way they think about others, the way they project themselves to the students is very important to how teachers come to form their idea of multicultural students. In addition, the exposure that a teacher has to the communities in which they teach and live are important constructs. The overall background, education, training, experiences and general attitude toward students and their work as teachers were important considerations in the development of and findings for this hypothesis.

> It is the community I grew up in and had good experiences. I live in the same community that I teach in.
>
> I attended an urban public school, I am comfortable here and I find the mix of cultures to be more stimulating than at a more homogenous school.
>
> to provide service to the community via my professional training. I very much would have agreed with the statement "If not me, who?" to teach urban students. However, as the year unfolds I realize I am not adequately prepared.
>
> I am able to connect with the students, parents, and community and have invested a large amount of time and want to see our kids succeed in the future.

> As a Social Studies teacher I have had a life-long love of understanding other cultures and enjoy learning about them. I believe that differences should be celebrated, but tolerance is a beginning and in urban schools this is much needed.
>
> It is where I belong!

Implications

The research findings from this investigation have significant implications regarding teacher attitudes and beliefs in teaching African American students in urban classroom settings. The findings revealed five emerging themes based on open-ended questions teachers responded to in the survey. The first two themes focused on multicultural education. There is evidence that teachers had difficulties defining and understanding multicultural education and essentials for developing a successful multicultural teacher preparation program. Third, teacher expectations, belief practices and characteristics of African American youngsters as a group and what they bring to the classroom. The fourth theme discussed teachers as self-fulfilling prophets and relating their reasons for teaching in an urban public school. The final theme focused on culturally relative teaching and how teachers facilitated the academic successes and failures of African American students.

Definition and Assumptions about Multicultural Education

Multicultural education has taken on many forms in the classrooms as well as in the curriculum. According to Banks, if multicultural education is viewed as a reform, a movement and a process, why do classroom teachers find it difficult to implement these notions into their curriculum? Since the passage of *No Child Left Behind Act (2001)*, which has led to less emphasis on pedagogy, more emphasis on high-stakes testing, and less on multicultural education,many teachers hide behind the notion that there is “little room” to

"add" to the curriculum. The findings revealed teachers had difficulties defining multicultural education. Teachers stated that multicultural education means:

> When representative household have a unique foreign culture which is practiced! The student comes to school influenced by his/her home practiced unique perspective in contrast/compliment with other foreign cultured students.
>
> Multicultural Education is using examples of all cultures known to man in the lesson to make the lesson relevant for students. These examples create questions, allowing students more knowledge about the world in which they live and must compete.
>
> Multicultural Education means differential. All students come to us with varying degrees of knowledge, experiences, cultures and insights. As educators, we need to have a toolbox in which to pull from in order to help all students experience.
>
> Multicultural Education is the study of western civilization and the cultural forces that impact U. S., society.
>
> A variety of race and educational make up from Sped to Brilliant.
>
> A program that 1) provides a variety of culturally diverse representational material and 2) works with, not against, or at least acknowledges, possible culturally based needs in learning styles.
>
> It means that I will have students that come from many different backgrounds.
>
> Educating students on their culture in addition to those of others.
>
> Given kids with widely varying ideas of what a successful adult is supposed to be like, I'm able to connect with each of them in a way that triggers their belief that I'm an adult who cares for them, with something to give that will help them succeed.
>
> I choose music from a variety of cultures, and have my students perform in many different languages. I don't target an ethnic group- I do not choose to cram ethnicity down anyone's throat. Multicultural is not synonymous with ethnicity.
>
> Multicultural Education is using examples of all cultures known to man in the lesson to make the lesson relevant for students. These

> examples create questions, allowing students more knowledge about the world in which they live and must compete.

Teachers who use different techniques with minority students.

Banks discussed that one of the fundamental assertions of multicultural education is that some schools systemically restrict academic success for students who, because of race, ethnicity, or socioeconomics, differ from the mainstream population. Classroom teachers who have learned to integrate multiculturalism into the curriculum did not have difficulties defining nor integrating multicultural in their curriculum. Teachers who integrated multicultural education in their curriculum noted:

> A guaranteed and viable curriculum providing the needs of all students regardless of race, gender, ethnic background and languages. This would also include teaching students the value of being different and being sensitive to these differences.
>
> Multicultural Education is when the subject area is looked upon through the eyes of different cultures. The job of the teacher is to present the materials in ways that other cultures my view the subject.
>
> Reducing or eliminating bias in education based on culture, educating all students to the fullest of their ability, becoming more aware of cultural differences so instruction becomes more relevance, all students have a rigorous course of studies.
>
> Multicultural education means a commitment to presenting a variety of cultural works and viewpoints in the larger context of the high school curriculum.
>
> Multicultural Education is when an educator presents several viewpoints from various races to his or her students in order to educate them on differences and similarities between races.
>
> Drawing life perspectives and ways of living and socializing from many cultures as it applies to the subject I teach.
>
> ME is an approach to everything educational that exhibits a sensitivity and tolerance to cultures as well an awareness of cultural differences that can enhance or impede learning.

Successful Multicultural Teacher Preparation Program

Pajares (1992) posited, "understanding the belief structures of teachers and teacher candidates is essential to improving their professional preparation and teaching practices". (p. 307) Teacher training programs in the last eight years have provided pre-service students opportunities to take multicultural courses to prepare them to work in diverse classrooms. With the increasing numbers of students from different cultural and language background, often the race of the classroom teachers does not reflect those changes (Ladson-Billings, 2000,). It is imperative that successful multicultural teacher preparation programs are preparing teachers to work and teach students from different cultural and language backgrounds. The teachers were asked to indicate the essential elements for developing a successful multicultural teacher preparation program. Often, their responses reflected their *lack* of understanding the definition and the importance of multicultural education training program.

> Teachers must be taught the proper mindset for dealing with students from all cultures.
>
> I think you need someone with a multicultural background to teach it.
>
> Teachers need to be aware that their culture is not the only one. They need to understand that we as a society are better off when people attempt to understand and communicate with each other.
>
> Background knowledge in varying cultures.
>
> No college preparation can mode or educate an effective multicultural teacher. A multicultural teacher can teach any subject. A district must identify the appropriate personality in a teacher and be allowed to have that gifted teacher present.
>
> A good sociology class, inclusion of a wide variety of cultures using primary documents, visual presentations that expose students to a wide variety of cultures.

> Ruby Payne's information about economics and why students react the way they do is invaluable and all teachers should have that information when working with urban students. Relationships and how to build them.
>
> Allowing teachers to choose ethnic groups that interest them for studies. Learning about various cultures, rituals, etc.
>
> Geography, customs, economic systems, form of government and religious beliefs.
>
> Groups establishes norms: such as being non-judgmental, speaking your truth without 1.
>
> How to motivate the multicultural student. 2. Understanding of the socio-economics of the community and/or generational poverty. 3. Incorporating differentiated instruction. 4. Good classroom management worry of retaliation from others."

Teachers who promoted multicultural education and understood the importance of developing a successful multicultural preparation programs commented:

> A successful Multicultural teacher preparation program could include, the history of a specific event in addition to multicultural literature. And a art component allowing one to gain a different perspective of a single historical event.
>
> An essential item to a teacher preparation program would be a major point in history, from the following perspectives, European, African American, Indian, Irish, and Hispanic.
>
> Facilitation training, research skills, questioning skills, mediation skills, awareness of White privilege, understanding of cross-color prejudice.
>
> Professional development about various cultures and how to address different cultures within the classroom.
>
> Student teacher experience in the urban classroom setting. Teachers to be need to see what can be ahead of them in the classroom. They need a strong mentor teacher during this experience.
>
> An up-to-date text book. Plenty of websites that can help educate the educator on different cultures. Administrators that are flexible enough to allow the educator to "think outside the box."
>
> DIVERSITY TRAINING is the most essential element. I have been a diversity coordinator for 10 years and the one element missing in

> our district was always the training element. Training one teacher is not good enough.
>
> Experiences in different settings (Urban, Suburban and rural districts) both student teaching, observations and practicum). Researching cultures and their impact on education in traditional settings (methods) and how they should be differentiated.

Teacher Expectations and Beliefs

> *"We have very few, and I don't look at my kids as being African American—"*

Teacher expectations and beliefs have great impact and influence on students they teach. Teachers often have limited experiences in interacting with diverse students and even less experience in the requisite background, knowledge, skills and dispositions to effectively teach students from diverse cultural backgrounds. The teachers were asked to think of any characteristics that African American youngsters as a group bring to the classroom. Their assumptions *paint* a different picture of the students they teach and the teacher expectations and beliefs they have about African American students. Their responses revealed these students do bring their cultural background into the classroom, most did not know "how to teach to the student skills" or believed that the students were "ignorant and lacked common sense." Other revealing comments:

> A cultural identity that accepts sub standard performance because of where they are located. An identity that is resistant to change because of perceived cultural bias.
>
> Not as such. Some of our students bring in certain characteristics but these are based more upon area culture than on their race.
>
> Wouldn't it be stereotyping if I could?
>
> I don't like to characterize all African Americans but different groups bring good and bad things. I feel that they bring a historical culture and perspective to the classroom.
>
> None come to mind ... students are students.

> Can't think of any different characteristics, as I haven't worked with many other groups.
>
> The ones I've had were not noticeably different in behavior from the white students. But I only work with strong students in Physics. So, strong students of different races seem to have similar work habits and attitudes.
>
> We have very few, and I don't look at my kids as being African American.
>
> Literacy deficit, lack of trust, need to understand other cultures and ethnic groups. Love of family and God. Eagerness to learn if provided guidance and an opportunity to work with others. A need to have input in their learning.
>
> Other than color of skin, African American kids are like all my kids. Some are noisy, some are quiet, some feel secure in school, others don't. Kids are kids; some have family support, many do not. Poverty is more of an issue than color.
>
> There certainly is a LACK OF EFFORT that some students bring to school. That I have to physically walk by and help them open their notebook to take notes or get them on task, or remind them to bring a writing utensil is hard for me to understand.
>
> Confrontation, insecurity; Loud non attentive; Violence.
>
> I do not have typical African American students in my classes. I have suburbanite blacks that have escaped the urban environment.

The significance of the relationship between teacher expectation and student achievement is success. Teachers who have high expectations for African American student academic success evaluate their sense of responsibility for student learning and achievements. Their expectations and beliefs about African American students who bring their characteristics in the classroom noted:

> Think African American students bring lots of different personalities to the classroom which makes the class time more enjoyable, especially when you are having large group discussions.
>
> Excitement. I think that my students are always bringing something new to the classroom. My job is to figure out how to incorporate that into my lessons.

Knowledge; boisterousness, collegiality, emotion, strong beliefs.

Creativity; humor, creativity etc.

The desire to "know" their teacher.

I like having them in my classroom as I can relate to them. I think they contribute a lot to my class as many of them keep the class from being stale by the wide range of personalities. They allow the class to become fun, as well as the learning.

Their ability to bring social aspects of communication and engagement is a positive impact in my classroom.

I think they bring an element of culturally acceptable noise and joy to my classroom. They also bring a sense of "somebody loves me" because whoever is raising them has high expectations for them.

Relationships with teacher to learn; excited to be respected to do innovative teaching.

Boisterous behavior, fun yet guarded attitudes. They do not build trust with adults easily. But once you have earned their trust, you have their loyalty and respect.

They don't "BS" with me as much and I like that. They are upfront and more vocal than the students I dealt with when I subbed in a Suburban District.

The class atmosphere is much different. There is a lot of slang, humor, roasting, and volume. I had to visit with several African American co-workers to understand what my students really meant. I feel like I interact better this year.

Teachers as Self-Fulfilling Classroom Prophets

Is intelligence so malleable that teachers' expectation for urban students cannot be raised? Teachers were asked their thought regarding their primary reason for teaching in urban public schools. Their included but were not limited to "I may be the only hope some of these children have for a productive, stable future," to "to be a good role model and provide stability in students' lives." If African American students are to be successful

and productive citizens, they need teachers who want to teach, guide, and nurture them through their education. Other responses included:

> It was not an urban public school when I started so I can't say I had any intent.
>
> It was available; because there was no other job available at the time in the content area I wanted. I will be out as soon as I can.
>
> They are the only school that called me. I am fine with working in an urban environment. I just tire of being treated like garbage by my students. It gets old.
>
> I feel like there aren't enough dedicated teachers who really care about urban kids as I do.
>
> I thought I could make a difference. At least a bigger difference than I could make in a school with students with more advantages.
>
> This is where the job was. I needed a job when I moved, and this district was hiring.
>
> Because the kids here need my help.
>
> It was the only opening for my position after graduation, and that would allow a provisional certificate. It has been a great experience. Very fulfilling. Allowing my to grow professionally and personally.
>
> I enjoy working with the students. I do not see them as urban but just students who need my skills to help them improve their lives.
>
> Because I would like to be a messenger of all the talent and good things that come from urban schools and to promote our students in many different ways.
>
> I don’t teach in an urban school because I don’t have to. I would rather be out in the suburbs and deal with that student body and less of the culture problems the urban setting presents.
>
> I need the money and benefits.

Teachers who taught in urban districts reflected on their reason for wanting to work with African American students in urban districts. Their reasons for teaching at an urban public school are:

I have a strong belief that all students can learn. I enjoy working with all students, but I especially enjoy teaching students who others do not enjoy or students who have had a rough time in life, either at school, home, and other circumstances.

To feel as if I am making a difference.

I am very comfortable with at-risk students. My job is different and challenging every day. These are the not the same kids that I grew up with in my Leave it to Beaver life. They inspire me to put forth more effort by their examples. I love my job.

I think teaching is a way of giving back to the community as well as the future leaders. I felt it was important to leave a positive fingerprint on my students.

The kids. These students appreciate the little things done for them, they care about the teachers and want to do well. It is highly personally rewarding and beneficial for me to work in an urban public school.

Because our young African American men need to see an African American male during their educational process.

It is the community I grew up in and had good experiences. I live in the same community that I teach in.

I am good at this! After 36 years, I still think I am getting better with each year and more experiences. I enjoy the challenge and rewards of people who are fighting as hard as I am to get their child an education.

I attended an urban public school, I am comfortable here and I find the mix of cultures to be more stimulating than at a more homogenous school.

To provide opportunity for kids through music education, career and life long hobby, as well as thinking processes, problem solving skills, and multi-tasking.

I enjoy being in a an urban setting and want to make a difference in the lives of the students that attended urban schools and be a role model of success.

I feel that I get along with the students well. I don't judge them based upon their race, gender or creed. I always try and understand where they come from and how they live their lives. I try and understand some of the barriers they face.

> An opportunity and a challenge! There is a need for highly qualified instructors in the urban core, I believe that I can accomplish a change in direction with work and effort to accomplish a positive change in student expectations.
>
> I am good at it! I enjoy the students and LOVE seeing their success. I have developed a strong relationship with the community and have years of experience. I maintain contact with former students to continue to celebrate their success.
>
> I am able to connect with the students, parents, and community and have invested a large amount of time and want to see our kids succeed in the future.

Culturally Responsive Teaching

Teachers have struggled in bridging the home and school cultural gap for culturally diverse students. The problem is not the students adapting, rather how the educators have responded to the challenges. Whether positive or negative, the teacher's response has direct effect on the student self-esteem and academic success. As a result, educators are trying to develop a closer fit between the students' home culture and the culture of the school. The teachers were asked to discuss how they facilitated the academic success of African American students in their classroom. The teachers shared what they believed they were *merging home and school culture*:

> I haven't done anything different for them than for everyone else.
>
> I wouldn't say that I have done one specific thing to facilitate the success of African American success.
>
> I have lowered my expectations for what is considered normal behavior.
>
> Made no specific notice of race.
>
> *Shrugs* I don't know, you'd have to ask them for specifics.
>
> Treated them "like everyone else.

> Teach to the state standards and abide by the district curriculum. Both are prepared at the correct proficiency level for each grade level.
>
> I have high expectations and I don't lower them. I try to teach African-American students the same skills I would teach any other students, because they will be competing with others who have those skills.

Teachers who have worked effortlessly in bridging home culture and school culture demonstrated the academic success of African American students responded:

> try to teach to the multiple intelligences as my African American students have a more diversified talent set for completing tasks or explaining their learning."
>
> Brought in content that they could relate to, and bringing in content that I know they would have some background knowledge with. Providing assignments that allow them to draw from their own experiences.
>
> Asking them to help me understand their culture.
>
> Incorporate more visual learning, as well as using music in the classroom. Focus on creating positive relationships - approaching discipline issues from a non-confrontational standpoint.
>
> Given them opportunities to use their strengths to be successful in the classroom. I have done more presentation type assignments that the kids here seem to enjoy more and I also bring competition into the classroom because the kids here love it.
>
> I use poetry to help students express themselves. Students are allowed to free write and share with the class. They may rap, sing or even dance to another's song to express themselves. The kids love it and they get into it more than I thought.

Suggestions for Further Research

There are many issues that have been raised in the exploratory study. Some of the issues provided answers and others lead to more questions. The suggestions for research

are based upon the relevant issues that must be address in future investigations. They are discussed below:

1. The next investigation should increase sample size. The current sample size although adequate for analysis would certainly have more import if it were larger. A number of approximately 500-600 teachers would add to the validity and render any investigation as a powerful tool for making substantial policy changes..
2. A comparative study should be done. Comparison of findings across the major race and ethnic groups in America would help to reveal the importance of race/ethnicity as a factor in student achievement outcomes—especially if the sample of teachers were reflected in the results.
3. Controlling for socioeconomic status of the schools and the sample of teachers would assist in highlighting how socioeconomic elements subtly or even more directly influence the roles teachers play in the overall achievement of students of color.
4. Provide case scenarios. Case scenarios may help teachers with the theory and application of their responses to problems among their students, and in some cases, provide direction about what to do when they observe similar problems with other students.
5. Offer incentives to increase response rate. Incentives can encourage participants to complete the inventory. There should be some reward for responding to the inventory.
6. Contrast with rural teachers. Contrasting result with this group of teachers would result in findings will be of interest to the education community in total.

7. Expand the measurement instrument to include more questions and eliminate others that did not directly relate to the predictor variables used in this data analysis.
8. This study should be repeated for different ethnicities of teachers-Hispanic, Asian, Native American and others.
9. African American teachers' beliefs and understanding of multicultural education should also be researched in greater detail.

Limitations of the Study

With any investigation, there is a need to address the limitations of the research. There are common limitations and there are limitation directly related to this exploratory that have been observed and will be noted in this section. The limitations are as follows:

1. Some of the questions were ambiguous for the teachers. Teachers needed more clarification of terms and meanings related to the questions in the inventory.
2. Another limitation was the inability to build in a great deal of randomness in the sample. The participants were randomly selected from several urban high schools in a mid-western metropolitan area. However, this is too limiting in terms of sample.
3. Limited quantitative studies are available specific to teacher's beliefs and their understanding of multicultural education to fully compare and understand the findings of this investigation.
4. I did not conduct face-to-face interviews. By conducting face-to-face interviews, the researcher can expound and explain questions. An online inventory instrument versus personal interviews did not allow the respondent the opportunity to talk

about their responses to the questions in more detail and/or ask questions that would allow them to better understand the questions they may not have understood.

5. On the other hand, having an online instrument did allow for complete candor that might have been lost in a face-to-face situation.

Conclusion and Commentary

It is clear that the original research questions posed in Chapter 1 have been addressed in this study. Whether or not the answers to those questions are satisfactory depends on the perspective of the reader. Nevertheless, it is still clear that teacher's expectations toward multicultural students are influenced by a number of factors, most notably their initial training and respect for multicultural issues in both their and their student's lives. This study addressed the issue of whether or not multicultural students were perceived of and responded to in positive ways that helped to influence their potential and achievement. For many years, it was assumed and still is in many circles that because a student came from poverty they were not going to achieve at a high rate. It was also assumed that because a student was African American, they could not achieve at a rate as high as their White counter parts. If you include gender and couple that with most urban students' home life, many educators decided that urban students are doomed to failure before they even enter the classroom.

Therefore, the expectations for African American students are sharply different from those of White students. Whose expectation one might wonder? In this case some of the urban inner-city teachers in the current investigation. In terms of the current study it would suggest that teachers still hold some of these ideal and that they are often

hesitant to challenge conventional thinking. Each teacher sees their job differently because they perceive of the students are minority and it is an urban setting and that there are particular behaviors and outcomes that should result because of this "geography of place." Ironically, the data shows that it is not ability of these students that is creating low achievement levels. It is the methodology and expectations of those who have been entrusted to educate these students, teachers.

In Martin Haberman's article *The Pedagogy of Poverty Versus Good Teaching*, he describes the characteristics that too often define education within the urban setting. To begin with, teachers believe the job of education is task oriented in urban classrooms. These tasks include the simple giving of instructions, grading papers, keeping a grade book, settling disputes, assigning homework, monitoring classroom seatwork, and finally punishing noncompliance. At first glance, this might seem for many to be what a teacher does. However, after closer examination it becomes clear that none of this leads to student inquiry and achievement. Upon implementations, these tasks produce startling results. Students are never allowed to develop the literacy skills they so desperately need to be successful. They will quickly fall behind as readers and never catch up. It will affect every aspect of their learning at all grades. Over time, African American students become so accustom to failure and low expectations. Is it any wonder what the results are as these students reach high school? These low expectations all create a strange dynamic between urban students and teachers. Over time, there will become a power struggle that exists between students and teachers. Students will go to great lengths to ensure that expectations remain low and they are allowed to drift aimlessly through their education.

At no time in the history of the United States of America has a quality education been more important in determining the future success of its citizens. As the global economic and social climate continues to rapidly change, true wealth will only be realized as a byproduct of critical thinking skills. This country continues to produce a group of students that will continue to be left behind as the world they live in races ahead. Urban African American students will eventually represent over 10% of the adult population in this country. This number will continue to grow. Failure to properly educate these students will eventually have a crippling affect on this nation as other countries prominence on the global stage surpasses that of the United States. While the problem seems enormous, the solutions are not. Research must continue to isolate and identify best practices in this country's most successful classrooms. As these practices are identified, school leaders must have the hard conversations with faculties to best determine how to provide the best learning environment for students. Furthermore, teachers and school leaders must work to dispel the myths surrounding urban student achievement and begin to break down those barriers that have been preventing it. Only when these difficult issues have been addressed and modify will we see a true change in the learning that takes place in public education classrooms.

It would irresponsible to lay all the blame of the current achievement gap at the feet of classroom instructors. However, it would be equally irresponsible to continue to perpetuate many of the myths that currently drive instruction. Study after study has shown the institution of education several facts that can no longer be denied. First, gender, race, and economic status in no way play a part in predetermining the successes or failures of students. There are far too many highly successful urban schools that

contain the cliental that fit the profile of supposed underachieving students. Education must move beyond the myths of yesterday and focus on real issues. It is in fact the way that teachers process a student's race, social status, and gender and then transfer that into a set of expectations and classroom methodology that will determine student's achievement. Take for example an African American student from a high poverty urban setting. Research will show over and over that given high quality instruction, that student will achieve at the same levels as a White counterpart from a much higher socioeconomic status (Haycock, 2005). Research has also shown that as classroom instruction deteriorates expectations of the student are lowered and the output mirrors the expectations. Regardless of the factors students of color bring to the table, their academic success will ultimately be determined by the teaching practices employed and the expectations of the classroom instructor. Researchers have unanimously agreed that an effective classroom instructor had the biggest impact of any element in a child's education (Schmoker, 2006). However, their findings represented something even more important. The research also found that students receiving effective instruction often times outperformed their White counterparts on most national tests. Unfortunately, effective instruction is not all that determines a student's success. There is a human factor that must be considered as well.

Underachieving students are much more affected by a positive relationship with their teachers. Students develop a curiosity about their own futures and successes as they learn to trust those responsible for their instruction. These relationships coupled with effective classroom methodology can and will help close the achievement gap. Educational reform must seek to prepare teachers, experienced and novice, about the

benefits of these types of relationships with students. Without reform that turns the tide for academically failing African American students and other students of color at the high school level, public education will have failed.

How then do teachers begin forming these positive relationships that will allow students to become receptive to higher expectations? Studies have shown that schools with high concentrations of disadvantaged students focused on breaking down barriers of equality. Schools that are more effective in working with low achieving students also placed emphasis on strong multicultural understanding between students and staff. Thus, in order to assist teachers in schools with low achieving, disadvantaged students of color, more training needs to be provided regarding the issues involving multicultural sensitivity and instructional methodology that will aide student learning. Therefore, optimum learning is a bi-product of students' desire to learn due to good teaching practices and positive teacher relations. Careful examination of teacher preparation and on the job instruction both play an important part of the classroom instructor's development. However, in today's current climate, teachers arrive at their new jobs lacking basic skills and continue to flounder due to poor support and lack of guidance as revealed in numerous investigations, including the current one.

Novice teachers are placed into schools with little more than pre-service training. It is limited in scope and fails to meet the basic needs of what first year instructors will surely encounter as they start their careers. Too often, the college experience lacks focus. A shot gun approach is used in preparing classroom teachers for issues they will encounter. This shot gun approach does not provide detailed steps to specific events which will arise in a typical classroom. Nor do most pre-service trainings prepare

teachers to be proactive which will help them prevent issues from arising in the classroom. Possible concerns will most certainly include but not be limited to; lesson planning, forming positive student relationships, communicating with parents/guardians, instructional delivery methods, proper use of curriculum, development of assessment tools, grading systems, and classroom management. Unfortunately, good teaching practices are not formed during the college experiences of most teachers. New teachers to the profession are equipped with very limited skills. True expertise is gained only through real life experiences in a classroom and years of practice. However, current post-secondary education does an inadequate job of even exposing pre-service teachers to many of the new and insightful instructional methods used effectively in classrooms.

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Appendix A

Letter from IRB

Appendix B

Survey Instrument

K-STATE
Kansas State University
University Research Compliance Office
203 Fairchild Hall
Lower Mezzanine
Manhattan, KS 66506-1103
785-532-3224
Fax: 785-532-3278
www.k-state.edu/research/comply

TO: Be Stoney
Secondary Education
361 Bluemont

Proposal Number: 5369

FROM: Rick Scheidt, Chair
Committee on Research Involving Human Subjects

DATE: March 9, 2010

RE: Proposal Entitled, "Teacher Beliefs and Practices: Their Effects on Student Achievement In The Urban School Setting"

The Committee on Research Involving Human Subjects / Institutional Review Board (IRB) for Kansas State University has reviewed the proposal identified above and has determined that it is EXEMPT *from* further IRB review. This exemption applies only to the proposal - as written – and currently on file with the IRB. Any change potentially affecting human subjects must be approved by the IRB prior to implementation and may disqualify the proposal from exemption.

Based upon information provided to the IRB, this activity is exempt under the criteria set forth in the Federal Policy for the Protection of Human Subjects, **45 CFR §46.101, paragraph b, category: 2, subsection: i.**

Certain research is exempt from the requirements of HHS/OHRP regulations. A determination that research is exempt does not imply that investigators have no ethical responsibilities to subjects in such research; it means only that the regulatory requirements related to IRB review, informed consent, and assurance of compliance do not apply to the research.

Any unanticipated problems involving risk to subjects or to others must be reported immediately to the Chair of the Committee on Research Involving Human Subjects, the University Research Compliance Office, and if the subjects are KSU students, to the Director of the Student Health Center.

Survey Description

This survey is designed to determine teacher's attitudes about student achievement in the multicultural environments that are present throughout our schools. The responses that you are offer are ANONYMOUS--they cannot be linked to you in any way. Therefore, we want you to be as candid and as clear as you would like. Only through openness and direct communication can we begin to develop ideas about how to modify, create, retool, or eliminate those curricula practices that we know need some alterations. This cannot be done without input from those who are directly involved. As the primary component in our student's education, this survey solicits your views on a variety of issues.

Opening Instructions
Dear Colleague, Thank you for participating in this study. Your help is greatly appreciated. Please understand that your participation is voluntary and that you always have the option of discontinuing at any time. Of course, it is my hope that you will complete the inventory. Your responses are very important to me and to our profession. It is only through work such as this can we know begin to design and retool curricula for current and future teachers. Your participation will serve as a guiding factor that will lead to greater achievements in the classroom.

We'll begin by asking a few descriptive questions about you and your background. None of the information can be linked so your answers are clearly for descriptive purposes.

Question 1

What is your biological sex (sometimes referred to as gender)?

Question 2

What racial/ethnic group would you consider yourself to be? [We are using US Census definitions of race/ethnicity]

Question 3

What is your age as of your most recent birthday? (e.g., 25)

Characters Remaining: 2

Question 4

What would you say is your primary teaching endorsement?

Question 5

What is/(are) your content area/(s)?

Characters Remaining: 50

Question 6

What academic degrees do you possess?

Question 7

To what grade level are you currently assigned? (List all if more than one).

Characters Remaining: 50

Question 8

For how many years have you been teaching--what is the number of years experience you have in the classroom? (e.g., If it is your first year just say 01, if it is more round to the nearest whole number, e.g., 1.6 = 2 years)

Characters Remaining: 2

I would like to ask you to provide me with a brief definition of what is Multicultural Education. There is no right or wrong answer, just your reaction based on your experiences and knowledge would be great.

Question 9

Please give your definition of what Multicultural Education means to you?

Characters Remaining: 250

Question 10

Indicate some items that you think are essential for developing a successful Multicultural teacher preparation program.

Characters Remaining: 250

Now I would like to ask you your opinion on a variety of issues related to how we do our jobs. Please react by indicating your level of agreement with the following statements.

Question 11

1 - Strongly Agree | 2 - Agree | 3 - Undecided | 4 - Disagree
5 - Strongly Disagree

	1	2	3	4	5
11.1 Children basically learn in the same way					
11.2 I expect my students to be responsible for one another.					
11.3 Knowing the race or ethnicity of historical figures does little to enhance the learning of students of color.					
11.4 Every student I encounter is successful at something.					
11.5 Kids will learn what they want to learn no matter what I do.					
11.6 Teaching is like an art--it involves dramatizing from the concrete experience to the conceptual level of understanding.					
11.7 My underlying reason for using peer learning strategies is to prepare my students for collective thinking, growth and understanding.					
11.8 What I learn from my students is as important as what they learn from me.					
11.9 It is my job to disseminate knowledge to my students.					
11.10 With enough repetition, drill, and practice, students will attain a passing grade.					

Please react by indicating your level of agreement with the following statements.

Question 12

1 - Strongly Agree | 2 - Agree | 3 - Undecided | 4 - Disagree
5 - Strongly Disagree

	1	2	3	4	5
12.1 I don't see children of color in my classroom, I just see children.	☐	☐	☐	☐	☐
12.2 Some children I just cannot seem to connect with.	☐	☐	☐	☐	☐
12.3 In general, it is more important for my students to be engaged in independent learning than in peer learning situations.	☐	☐	☐	☐	☐
12.4 My purpose for teaching is to give something back to the community in the same way I was given an education.	☐	☐	☐	☐	☐
12.5 The cultural background of my students plays an important part in my teaching. I bring their backgrounds (race, culture, heritage, etc) into my lesson planning.	☐	☐	☐	☐	☐
12.6 Every year some students can be expected not to be a good match for me--they may, however, succeed with someone else who better meets their needs.	☐	☐	☐	☐	☐
12.7 Teaching is where I belong--I know it and the students know it too.	☐	☐	☐	☐	☐
12.8 One student's success is success for the whole class, and one student's failure is failure for us all.	☐	☐	☐	☐	☐
12.9 Students who fail usually do so because they don't try hard enough; likewise, students who succeed do so because they put forth the effort.	☐	☐	☐	☐	☐
12.10 I hardly ever see or hear from parents of the children in my classroom.	☐	☐	☐	☐	☐

Please react by indicating your level of agreement with the following statements.

Question 13

1 - Strongly Agree | 2 - Agree | 3 - Undecided | 4 - Disagree
5 - Strongly Disagree

	1	2	3	4	5
13.1 A good lesson plan is only tentative.	☐	☐	☐	☐	☐
13.2 I encourage students to work independently more often than I ask them to work together.	☐	☐	☐	☐	☐
13.3 Students come to my class knowing very little about what I will teach them.	☐	☐	☐	☐	☐
13.4 Every child is a unique composite of his or her racial, cultural, home, and peer experiences.	☐	☐	☐	☐	☐
13.5 The individual needs of the children are an important part of my planning effective lessons.	☐	☐	☐	☐	☐
13.6 The reason I use some form of peer learning in the classroom is because it's supposed to help lower achieving students learn the material better.	☐	☐	☐	☐	☐
13.7 I view my students' identities as rich with color and culture.	☐	☐	☐	☐	☐
13.8 My students need a good education so that they can move out of this community and have a better life for themselves.	☐	☐	☐	☐	☐
13.9 Teaching urban children in public schools is where I belong.	☐	☐	☐	☐	☐
13.10 Students' responses determine where I go with a lesson; I just cannot put a time limit on good teaching.	☐	☐	☐	☐	☐

Please react by indicating your level of agreement with the following statements.

Question 14

1 - Strongly Agree | 2 - Agree | 3 - Undecided | 4 - Disagree
5 - Strongly Disagree

	1	2	3	4	5
14.1 Some students, no matter what I do, will inevitably fail.	☐	☐	☐	☐	☐
14.2 One of the key elements that guide my teaching of content is that students have got to learn to think critically rather than just memorize facts.	☐	☐	☐	☐	☐
14.3 I expect students to come to me with a particular set of prerequisite skills.	☐	☐	☐	☐	☐
14.4 Sometimes I play the role of the student and allow students to teach the class.	☐	☐	☐	☐	☐
14.5 It is part of my responsibility as a teacher to make connections between what happens in the world and who my students are.	☐	☐	☐	☐	☐
14.6 I don't see children with any particular racial or cultural identity in my classroom; I just see children.	☐	☐	☐	☐	☐
14.7 Someone's got to teach these youngsters in urban schools; it might as well be me.	☐	☐	☐	☐	☐
14.8 Testing is an individual assessment; however, test results of an individual reflect on the group's efforts toward helping the individual learn, as well.	☐	☐	☐	☐	☐
14.9 If I had other training I would probably change careers.	☐	☐	☐	☐	☐
14.10 I work with some of the most important people in the world--my students.	☐	☐	☐	☐	☐

Please react by indicating your level of agreement with the following statements.

Question 15

1 - Strongly Agree | 2 - Agree | 3 - Undecided | 4 - Disagree
5 - Strongly Disagree

	1	2	3	4	5
15.1 As long as I follow my lesson plans, I can pretty much predict the success or failure of my students.	☐	☐	☐	☐	☐
15.2 I teach in an urban public school because I want to.	☐	☐	☐	☐	☐
15.3 Parents ought to be self-motivated to help their children learn and to be actively involved in the classroom.	☐	☐	☐	☐	☐
15.4 The individual needs of the children are an important part of my planning effective lessons.	☐	☐	☐	☐	☐
15.5 Every child that comes to me, no matter how poor, is brilliant.	☐	☐	☐	☐	☐
15.6 Teaching is like paying my dues to society. When I am through paying my debt, I'll probably retire or change professions.	☐	☐	☐	☐	☐
15.7 Excellence is a standard that exists independent of individual differences.	☐	☐	☐	☐	☐
15.8 I expect my students to work as a team--if one person slacks off, it is others' responsibility to help this student get back on track.	☐	☐	☐	☐	☐

Now I would like to ask you some specific questions about group of students. Your feedback is extremely valuable. It cannot be linked to you in any way, your candor is appreciated. Please react by indicating the group for whom you believe the statement is *most true*. You may only select one group.

Question 16

These statements relate to which of these statements you is *MOST TRUE* is for one of the groups listed.

1 - Asian Americans | 2 - Black/African Americans
3 - Hispanic/Latino Americans | 4 - White/European Americans | 5 - Native Am/Am Indians

	1	2	3	4	5
16.1 Sometimes I think that some of my ___ students bring in cultural elements into class that I do not fully understand.	☐	☐	☐	☐	☐
16.2 Sometimes I think that the parents of my ___ students are not as invested in their child's progress as are the other parents.	☐	☐	☐	☐	☐
16.3 I sometimes feel that the kind of help that my ___ students need is well beyond the scope of my classroom.	☐	☐	☐	☐	☐
16.4 Despite my best efforts, I sometimes feel helpless to combat the issues that my ___ students face outside the classroom.	☐	☐	☐	☐	☐
16.5 I think that ___ students would be better if the administration of this institution was more aware.	☐	☐	☐	☐	☐
16.6 Although teachers are very important, it takes all people working in concert to make sure our ___ students become successful.	☐	☐	☐	☐	☐

Now I would like to ask you some specific questions about one group of students. Please react by indicating your attitudes toward *African American* students regarding the following statements. Your feed back is extremely valuable. It cannot be linked to you in any away. I appreciate your candor.

Question 17

Remember, these questions are specifically about your attitudes toward *African American* students.

1 - Strongly Agree | 2 - Agree | 3 - Undecided | 4 - Disagree
5 - Strongly Disagree

	1	2	3	4	5
17.1 Sometimes I think that some of my African American students bring in cultural elements into class that I do not fully understand.	☐	☐	☐	☐	☐
17.2 Sometimes I think that the parents of my African American students are not as invested in their child's progress as are other parents.	☐	☐	☐	☐	☐
17.3 I sometimes feel that the kind of help that my African American students need is well beyond the scope of my classroom.	☐	☐	☐	☐	☐
17.4 Despite my best efforts, I sometimes feel helpless to combat the issues that my African American students face outside the classroom.	☐	☐	☐	☐	☐
17.5 I think that African American students would be better if the administration of this institution was more aware.	☐	☐	☐	☐	☐
17.6 Although teachers are very important, it takes all people working in concert to make sure our African American students become successful.	☐	☐	☐	☐	☐

This next section deals with the specific elements of Multicultural Education. To assist you, the following definition of multicultural education is what we consider the concept to be. We have used this definition to develop the questions and responses. The definition is as follows: Education that addresses individual learning styles and intellectual ability designed to improve the academic success of students by developing knowledge and appreciation of

cultural pluralism focused on equalizing social, economic, and political opportunities among ethnic and cultural groups.

Question 18

Thinking about multicultural education, *how prepared* would you say you are?

1 - Well Prepared | 2 - Adequately Prepared
3 - Marginally Prepared | 4 - Not Adequately Prepared | 5 - Not Well Prepared

	1	2	3	4	5
18.1 My in-service training has been sufficient in helping me to integrate multiculturalism into my curriculum.	☐	☐	☐	☐	☐
18.2 Training in multicultural education should be included in pre-service teacher education programs.	☐	☐	☐	☐	☐
18.3 Training in multicultural education should be included in in-service programs.	☐	☐	☐	☐	☐
18.4 It does not take much teacher training to teach from a multicultural perspective.	☐	☐	☐	☐	☐

Question 19

The statements that follow relate to *your beliefs* concerning Multicultural Education. Please respond to the questions using the scale below. Your responses may range from strong agree (1) to strongly disagree (5).

1 - Strongly Agree | 2 - Agree | 3 - Undecided | 4 - Disagree
5 - Strongly Disagree

	1	2	3	4	5
19.1 Multicultural education should be taught to all students.	☐	☐	☐	☐	☐
19.2 Multicultural education can be taught in all subject areas.	☐	☐	☐	☐	☐
19.3 An equal amount of time should be spent on teaching each subject.	☐	☐	☐	☐	☐
19.4 I treat all my students fairly.	☐	☐	☐	☐	☐
19.5 Teachers should teach from a Multicultural perspective.	☐	☐	☐	☐	☐
19.6 Teachers should use materials and resources representative of various cultures.	☐	☐	☐	☐	☐

19.7 Multicultural education should be integrated throughout the curriculum.	☐	☐	☐	☐	☐
19.8 Teachers should teach to all learning styles.	☐	☐	☐	☐	☐
19.9 Multicultural education is best taught during specific times throughout the year.	☐	☐	☐	☐	☐

Question 20

Now I would like to ask you the same series of questions, but this time I would like for you think about *how prepared* you are to perform the tasks being described.

1 - Well Prepared | 2 - Adequately Prepared
3 - Marginally Prepared | 4 - Not Adequately Prepared | 5 - Not Well Prepared

	1	2	3	4	5
20.1 I am prepared to teach Multicultural education to all students.	☐	☐	☐	☐	☐
20.2 I am prepared to teach Multicultural education in all subject matters for which I am responsible.	☐	☐	☐	☐	☐
20.3 I am prepared to spend an equal amount of time on teaching each subject.	☐	☐	☐	☐	☐
20.4 I am prepared to treat all my students fairly.	☐	☐	☐	☐	☐
20.5 I am prepared to teach from a Multicultural perspective.	☐	☐	☐	☐	☐
20.6 I am prepared to teach using materials and resources representative of various cultures.	☐	☐	☐	☐	☐
20.7 I am prepare to integrate Multicultural education throughout the curriculum.	☐	☐	☐	☐	☐
20.8 I am prepared to address all learning styles in my teaching.	☐	☐	☐	☐	☐
20.9 I am prepared to teach Multicultural education at specific times throughout the year.	☐	☐	☐	☐	☐

Question 21

We are almost done. Now just a new questions about your personal beliefs about a variety of issues that can have great importance to how we do our jobs.

1 - Strongly Agree | 2 - Agree | 3 - Undecided | 4 - Disagree
5 - Strongly Disagree

	1	2	3	4	5
21.1 Race and gender are not related to intellectual ability	☐	☐	☐	☐	☐
21.2 There is too much emphasis currently placed on Multicultural education.	☐	☐	☐	☐	☐
21.3 Students from cultural minorities should be encouraged to modify their behavior to conform to the majority culture.	☐	☐	☐	☐	☐
21.4 Effective interaction in the classroom is most likely when the teacher shares the same cultural background as the student.	☐	☐	☐	☐	☐
21.5 Teachers' attitudes and expectations have a profound effect on students' attitudes, perceptions, self-concepts, and behaviors.	☐	☐	☐	☐	☐
21.6 Prejudice, racism, and stereotyping are forms of bias.	☐	☐	☐	☐	☐
21.7 Teachers' understanding of their students is influenced by their own culture.	☐	☐	☐	☐	☐
21.8 A positive student teacher relationship impacts student performance.	☐	☐	☐	☐	☐

The questions on this page relate to your preparation/training in Multicultural Education.

Question 22

Please indicate your previous preparation/training in Multicultural education.

Reflecting on your undergraduate education, approximately how many undergraduate courses do you recall taking that were focused exclusively on Multicultural education?

Characters Remaining: 2

Question 23

Thinking about your most recent graduate training, about how many Graduate Courses have you taken that had an exclusive focus on Multicultural Education?

Characters Remaining: 2

Question 24

If you have been able to attend any workshops, about how many hours would you say had an exclusive Multicultural Education focus? (Enter number of hours e.g., 24 hrs).

Characters Remaining: 3

Question 25

Using the same focus as above, about how many seminar hours have you had that were focused exclusively on Multicultural Education? (in this case, the number of hours, e.g., 17 hrs).

Characters Remaining: 3

Question 26

From what institution did you obtain your baccalaureate degree (your undergraduate degree, BA, BS, BEd)?

Characters Remaining: 50

Question 27

From what institution did you obtain your teaching credential? (If it is the same as the answer above write SAME).

Characters Remaining: 50

Question 28

The following questions are for your reactions. Please be candid. Your answers are important to us. Thank you in advance for your time.

Please complete the following thought. My primary reason for teaching in an urban public school is . . .

Characters Remaining: 250

Question 29

Can you think of any characteristics that African American youngsters as a group bring to the classroom?

Characters Remaining: 250

Question 30

What kinds of things have you done in the classroom that have facilitated the academic success of African American students?

Characters Remaining: 250

Closing Message

Thank you so much for your input. The responses that you have given will be used to enhance our curricula in the future. It is because of your willingness to offer your assistance students, faculty, and administrators will be poised to make better decisions about the future of our profession. Once again, I am deeply grateful for your support in this effort.

- End of Survey -

Appendix C

Scale Construction Information

The scales used in this dissertation are based on those previously investigated and used by Gunn (1994) and Love (2001). In addition, a new scale item was tested and included in this study. This appendix examines how the scales and sub-scales were developed and provides a brief glimpse at the mathematical structure of each scale. All the scales were created using an additive method typically employed in scale construction. The reliability of the constructs was measured using an internal consistency reliability measure demonstrated with the Cronbach's alpha test results (Trochim, 2001; Warner, 2008). Internal consistency reliability is the most common form when survey data (Warner, 2008).

To begin, there were three scales, the first was based on Gunn's measure that examined the attitude, beliefs and perceptions teachers had about multicultural students. This scale consisted of 30 items that were summed and the mean score derived for the total sum. The elements used for this scale are list in Table C1 of this appendix. These data produced the scale for the variable known as ATTBELIEF.

The second scale was constructed based on the 48 measures Love (2001) used in her survey of teachers. This survey contained measures for four sub-scales which were used to identify the relationship with community (COMM), knowledge base (KNOW), self awareness and belief systems (SELF), and institutional capacity and cultural awareness (CULT) elements that comprised the predictor variables of the *Modified Multicultural Teacher Education Framework on Teacher Perception of Student*

Achievement Model. The specific variables and their appropriate scores are also listed in Table C1.

The final outcome measure that explored the factors influencing teacher's attitudes, beliefs and perceptions about African American students (AABELIEFS) can be found in Table C1. The resulting alpha scores for each of these measures is reported along with the count of elements, mean and standard deviation.

Table C1.

Elements of Scale and Sub-Scale Construction for Critical Elements of the Modified Multicultural Teacher Education Framework on Teacher Perception of Student Achievement Model

Scaled Variables	Questions	N of Items	*α*	*M*	*SD*
ATT BELIEF	**Q18.1 through Q21.8**	**30**	**.836**	**2.36**	**0.40**
BELIEF	*Q18.1 through Q18.4*	*4*	*.676*	*2.86*	*0.66*
IDEAL	*Q19.1 through Q20.9*	*18*	*.882*	*2.24*	*0.53*
ACHIEVE	*Q21.1 through Q21.8*	*8*	*.364*	*2.38*	*0.96*
TEACHBELIEF	**Q11.1 through Q15.8**	**48**	**.767**	**2.10**	**0.51**
KNOW	*Q11.1,Q11.8,Q13.3,Q14.2,Q14.3, Q13.5 Q15.4 Q15.7 Q11.4 Q11.1 Q15.5 Q14.10*	*12*	*.514*	*2.44*	*0.88*
COMM	*Q12.6,Q14.8,Q12.8,Q12.2,Q15.8, Q13.2 Q13.6,Q12.3,Q11.2,Q11.7,Q12.10,Q15.3*	*12*	*.440*	*2.80*	*0.44*
CULT	*Q11.3,Q12.5,Q13.7,Q13.4,Q14.6,Q12.1,Q14.5 Q12.4 Q15.6 Q15.2 Q14.7 Q14.9 Q12.7 Q13.9,Q13.8*	*15*	*.572*	*2.67*	*0.81*
SELF	*Q11.6,Q11.5,Q13.10,Q13.1,Q15.1, Q14.4,Q11.10,Q12.9,Q14.1*	*9*	*.353*	*269*	*0.69*
AABELIEF	**Q17.1 through Q17.6.**	**6**	**.722**	**2.58**	**0.72**

NOTE: The overall scale score of ATTBELEIF and TEACHBELIEF are listed along with the sub-scale scores and number of items for each. Although some sub-score elements are weak they did not diminish the overall effect of these scaled variables. Text for each question listed can be found in Appendix B preceding this section