

**AN EXAMINATION OF SIXTH, SEVENTH, AND EIGHTH GRADE  
TEACHERS' BELIEFS AND CULTURAL AWARENESS OF STUDENTS OF  
COLOR IN RELATIONSHIP TO TEACHER ETHNICITY, TEACHING  
CERTIFICATION, YEARS OF TEACHING EXPERIENCE, AND GENDER**

A Dissertation

by

VONDA ROYCHELLE NUNLEY

Submitted to the Office of Graduate Studies of  
Texas A&M University  
in partial fulfillment of the requirements for the degree of  
DOCTOR OF PHILOSOPHY

August 2010

Major Subject: Curriculum and Instruction

An Examination of Sixth, Seventh, and Eighth Grade Teachers' Beliefs and Cultural  
Awareness of Student of Color in Relationship to Teacher Ethnicity, Teaching  
Certification, Years of Teaching Experience, and Gender

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Approved by:

Co-Chairs of Committee,	Norvella P. Carter, Stephanie L. Knight
Committee Members,	Chanda Elbert Gwendolyn Webb-Johnson
Department Head,	Dennie L. Smith

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**ABSTRACT**

An Examination of Sixth, Seventh, and Eighth Grade Teachers' Beliefs and Cultural Awareness of Students of Color in Relationship to Teacher Ethnicity, Teaching Certification, Years of Teaching Experience, and Gender. (August 2010)

Vonda Roychelle Nunley B.A., Rice University;

M.A., Prairie View A&M University

Co-Chairs of Advisory Committee: Dr. Norvella P. Carter  
Dr. Stephanie L. Knight

The purpose of this descriptive correlational study was to examine the relationship between teachers' beliefs and cultural awareness of students of color, and teacher ethnicity, level of teaching certification, years of teaching experience and gender.

During the 2005-2006 academic school year, data was collected from teachers teaching in a large urban school district, located in the southeastern portion of Texas, to examine teacher's working with diverse populations of students in diverse communities. The Cultural Awareness and Belief Inventory (CABI) was used to collect this data. The CABI measures teachers' beliefs and cultural awareness when working with African American students in comparison to their counterparts of other ethnicities.

This study examined the data collected from teachers teaching students in the sixth, seventh, and eighth grade. The data collected in this study was examined based on

four descriptive characteristics, teacher ethnicity, teacher gender, level of teaching certification (elementary or secondary), and years of teaching experience. Data collected from African American teachers and European American teachers were examined for statistically significant differences. The results indicate that there is a statically significant difference in the beliefs and cultural awareness of African American and European American teacher's teaching sixth, seventh, and eighth grades. There was not a statistically significant difference in the beliefs and cultural awareness of teachers teaching sixth, seventh, and eighth grade in relationship to teacher gender, level of teaching certification (elementary or secondary), or years of teaching experience.

## **DEDICATION**

This work is dedicated to my supportive and loving family! Your patience, love, support, guidance, and inspiration are always treasured. Thank you for nurturing my dreams and letting me reach for my stars! I love you with all my heart!

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## CHAPTER I

### INTRODUCTION

#### Background of the Study

Fielder and Haselkorn (1999) projected that over the next ten years approximately 200,000 new teachers will need to enter the field to meet the demands of the education system in the United States. In 1999 the US teacher population was 3,319,000. In 2009 this population increased by 386,000 teachers (National Center for Educational Statistics, 2009). The US Census Bureau projects an additional need for 500,000 more teachers by the fall of 2018 (National Center for Educational Statistics, 2009). Some of the factors contributing to this great need of teachers include increasing school enrollments, attempts to reduce student to teacher ratios, and an alarmingly high increase in the teacher attrition and retirement rates (Cortez, 2001). This continuously drastic increase in enrollment can be partially attributed to two major changes in America, the change in the Immigration Laws in 1965 and the birth rate of people of color (Crosby, 1999; Gay, 2000; Nieto, 2000; Banks & Banks, 2004; Orfield & Lee, 2007). From 1981-1990, more than 7,300,000 people migrated to the United States, increasing the immigrant population by 63% over the previous decade; the birth rate of the immigrant population was also proportionately higher than other racial or ethnic groups (Perez, 2004; Nieto, 2000).

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This dissertation follows the style of *The Journal of Educational Research*.



As a direct result, the demographics of school populations have made major shifts as well (Carter, 2003; Orfield & Lee, 2007). Case studies were done to reflect the changing demographics. The United States Census Bureau reported that people of color made up 34.8% of the nation's population in 2009 (National Center for Educational Statistics, 2009). In 1992, 20 of the largest urban school systems had student populations that were more than 76 % students of color. By 1995, 35% of all students enrolled in grades 1 -12 in public schools were considered to be a part of a minority group, an increase of 11% from 1976 (Nieto, 2000). Students of color constituted the majority population in 70 of the nation's 130 largest school districts by 1996 (Banks & Banks, 2004). "Forty percent of the students enrolled in the nation's schools in 2001 were students of color" (Howard, 2006, p. ix). "By the year 2050, fifty percent of the United States population will be African American, Hispanic, or Asian. These relatively youthful minorities will drive demographic growth and diversification well into the twenty-first century" (Alliance for Excellent Education, 2009).

### *The Promise of Brown*

The 1954 landmark case of Brown versus the Board of Education Topeka, Kansas, granted people of color a higher quality of education through the access to integrated schools. The Supreme Court of the United States of America declared that segregation of children in public schools solely on the basis of race deprives children of the minority group equal educational opportunities, even though the physical facilities and other "tangible" factors may be equal (Legal Information Institute, 2005). For students of color this meant access to better facilities, current textbooks, more resource

materials, and a more cohesive learning environment. Although this precedence paved the way, serious desegregation of schools in the South only came after Congress and the Johnson Administration acted powerfully under the Civil Rights Act of 1964 that enforced the desegregation of schools (Orfield & Lee, 2007).

In the first five years after the Act's passage, with the federal government threatened and sometimes using fund termination enforcement provisions (i.e., cutting off federal funding to school districts that failed to comply with the law), more substantial progress was made toward desegregating schools than in the 10 years immediately following the Brown decision. In 1964, 1.2 percent of African American students in the South attended school with whites. By 1968, the figures had risen to 32 percent (The Leadership Conference, 2001). By 2005, White students represented 57 percent of the school population while, 20 percent were Latino students and 17 percent were Black students (Orfield & Lee, 2007). "Census Bureau projections in 1990 suggest that by the middle of the century, White students will comprise little more than 40 percent of the school age youth. Since that time the growth of the Latino population has been substantially more rapid than those projections suggested (Orefield & Lee, 2007, p. 16).

### *Resegregation of Schools*

Despite change over the past fifteen years, schools are becoming more and more segregated since 1971 (Kunjufu, 2002). Racial isolation is forming in neighborhoods across America, creating racial isolated schools in what where once desegregated school districts (American Educational Research Association, 2006; Orfield & Lee, 2007;

Kunjufu, 2002). In the fall of 2006 the education community was again drawn to integration and segregation efforts of schools (Linn & Welner, 2007). Two cases were argued before the Supreme Court of the United States on using race as a factor in school assignment policies for the purpose of mitigating racial segregation in school. Two families sued Jefferson County Board of Education and parents involved in community schools sued the Seattle School District Number One on their policies of assigning students to schools. Although different, the intent of each policy was to create schools within the school district that reflect the total population of the school district. This meant assigning students to schools based on student demographic population instead of assigning students to schools based on geographical boundaries (which in many cases has lead to the racially isolation of schools).

The American Educational Research Association (AERA) *amicus curiae* briefs were used to assist the courts understanding of educational research as evidence in support of the Respondents (American Educational Research Association, 2006). “The brief highlighted major sources of agreement among leading researchers and provides examples of the most recent research that have direct bearing on the constitutional question before the Court” (American Educational Research Association, 2006). Research shows that racially diverse schools have strong benefits for all students (Braddock & Eitle, 2004). These benefits include improved cross-racial understanding, the reduction of stereotyping and prejudice, a strong sense of civic engagement and willingness to live and work in diverse settings, gains in student achievement, and better preparation for high education, work, and participation in a diverse society (Braddock &

Eitle, 2004; American Educational Research Association, 2006). Despite the numerous benefits and substantial evidence in support of the two named school districts, on June 27<sup>th</sup> of 2007, the Supreme Court of the United States affirmed the Petitioners complaint in citing the school districts policies in Louisville, Kentucky and Seattle, Washington as unconstitutional.

This decision has several detrimental implications for schools and students today. “Racial segregation in education today has important implications for students’ academic and social preparation. Racial segregation in education can also impact future life opportunities, such as high school graduation, college matriculation and graduation, and employment options” (Orfield, Frankenberg, & Garces, 2008). Considering the demographic change of students, in opposition to the lack of ethnic diversity amongst the teacher population, racially isolated schools, may send students to school with teachers who are not prepared to teach diverse populations of students, ultimately impacting the achievement of students of color.

“Fifty years later, as the nation wraps up its Brown versus The Board of Education’s anniversary celebrations, we’re beginning the work that seeks to remedy some of the unintentional, negative effects of that landmark decision. While desegregation remedied many drastic educational inequalities, it also removed students from classrooms with teachers they could relate to, which ultimately helped contribute to the shortage of diverse teachers.” (National Collaborative on Diversity in the Teaching Force, 2004). In 2008, educational census data shows 65% of public school students were White, 12% Black, 15% Hispanic, and 4.5% Asian/Pacific Islander. In contrast,

2008 data shows that 84% of public school teachers were White, 6% Black, and fewer than 6% Hispanic (National Center for Educational Statistics, 2009).

Crosby (1999) suggest that urban schools are largely staffed by newly hired or uncertified teachers who are trained to teach students from middle class homes and who often come from middle class families themselves. They find themselves teaching students of color from low income families whose values, culture, and experiences are very different from their own (Crosby, 1999). Ladson-Billings (2001) prescribed that more than 80% of the teachers who enter urban classrooms will be inexperienced teachers from middle class White European American families.

Many teachers bring their cultural background into the classroom. If this background is built on a Eurocentric platform, it may lack diverse cultural perspectives needed to effectively teach today's diverse population of students. The aforementioned statistics support Knight and Wiseman's (2005) culminating sentiments in that teachers are teaching students from backgrounds unlike their own. In order to respond appropriately and effectively to the needs of their students teachers have to utilize the cultural characteristics of the students as assets to learning (Knight & Wiseman, 2005).

In supporting Socio-Cultural Theories of students of color and the diversity in our classrooms, this study is primarily based on the tenants of positive teacher beliefs and cultural awareness when working with diverse populations of students. Critical Race Theories (Banks, 2004; Banks, C., 1995) and Culturally Responsive Pedagogy (Ladson-Billings, 1994, Gay, 2000) support positive teacher beliefs and high levels of cultural awareness.

Many students of color struggle with discrimination and the ills of oppression and oppressive acts deemed by society. Critical Race Theory, which is embedded in Equity Pedagogy, acknowledges these acts, attempts to address them in all parts of life, and recognizes the oppression of others based on race. It highlights prejudices, discriminatory, and manipulative practices set in place by society that nurtures racial oppression. Critical Race Theorist lobby against these acts of conscious and sometimes unconscious oppression, they advocate for the many victims of racial discrimination through research endeavors, literary publications, journal publications, protest, partitions, and several additional avenues of reaching the masses and creating a change of deeming mindsets. In education “Critical Race Theory challenges the traditional claims of the educational system and its institutions to objectivity, meritocracy, color and gender blindness, race and gender neutrality, and equal opportunity” (Teranishi, 2002, p. 246).

### **Statement of the Problem**

July 24, 2009 President Barak Obama and U. S. Secretary of Education Arne Duncan announced the centerpiece of the Obama administration’s education reform, the “Race to the Top” competition. The goal of this legislation is to improve the academic performance of all students, while simultaneously closing the achievement gap between students from different ethnic groups and economic backgrounds. Race to the Top is a national competition that allows states leading the way on school reform to compete for \$4.35 billion dollars in Race to the Top grants that support education reform and innovations in the classroom (Hamilton, 2009).

Unfortunately, previous progress in narrowing the achievement gap from the 1960's into the 1980's has dramatically changed. Recent research has found that the NCLB Act has had a detrimental impact on decreasing the achievement gap (Orfield & Lee, 2007). No Child Left Behind focused on teacher quality, yet little attention was paid to the issue of cultural competence in the teacher workforce, a critical factor in improving the performance of students of color. (National Collaborative on Diversity in the Teaching Force, 2004). However, Race to The Top includes a number of elements considered essential for reaching this goal, including ensuring that all teachers are, by the states standards, highly qualified. Therefore additional studies are warranted that examine teacher beliefs and their cultural awareness regarding their African American students.

There is a multitude of recent qualitative research linking culturally responsive teaching, effective teaching, student achievement, and culturally responsive classroom management strategies (Bondy, Ross, Gallingame, & Hambacher, 2007; Brown, 2007, Gay, 2006; Monroe & Odibah, 2004; & Weinstein, Tomlinson-Clark, & Curran 2003; 2004). A review of related research assesses a need for additional quantitative studies that link the relationship between teacher beliefs and teachers' level of cultural awareness while teaching diverse populations of students. Research is also limited on the relationship between teacher certification and teachers' beliefs and teachers' level of cultural awareness when teaching diverse populations of students.

### **Purpose of the Study**

The purpose of this study is to identify the relationship between sixth, seventh and eighth grade urban school teachers' beliefs of students of color in relationship to their ethnicity, gender, level of teaching certification and years of teaching experience. This relationship was also analyzed in search of a relationship between teachers' cultural awareness when working with students of color in a large urban school district. This study seeks to determine a statically significant difference in these relationships based on the four identified teacher characteristics.

### **Significance of the Study**

This study will provide insights that may assist educators in designing professional development programs for teachers in urban school districts across our nation. This study will also provide insights for educators in higher education as they prepare pre-service teacher to work with students of all ethnicities and cultural backgrounds.

### **Research Questions**

1. What is the relationship between sixth, seventh, and eighth grade teachers' beliefs about students of color and their:
  - a. ethnicity
  - b. teaching certification
  - c. gender
  - d. years of teaching experience



2. What is the relationship between sixth, seventh, and eighth grade teachers' cultural awareness of students of color and their:
- a. ethnicity
  - b. teaching certification
  - c. gender
  - d. years of teaching experience

### **Definitions**

Culturally Responsive Pedagogy – a pedagogical paradigm in education that fosters multiethnic classroom instructional materials and practices.

Culturally Relevant Teaching - one's ability to use cultural knowledge, prior experience, and performance styles of diverse students to make learning more appropriate and effective.

Deficit Theory – a belief that students from underrepresented groups come with cultures and languages that place them at risk of failing in school (Pang, 2005, p. G2).

Early Childhood Teacher Certification – a teaching certificate that certifies teachers to teach students that are preschool age.

Elementary Teacher Certification – a teaching certificate that certifies teachers to teach students in kindergarten through the sixth grade.

Hegemony – the dominant culture, the ruling culture and society, and its ability to ensure the status quo of advantage through the use of institutions such as education and governmental structures (Pang, 2005, p. G-2).

Intermediate School – intermediate schools include grades five and six; for purposes of this dissertation intermediate school only teachers teaching sixth grade were considered as intermediate school teachers.

Middle School – for purposes of this dissertation middle school includes grades seven and eight.

Multicultural Education – an educational philosophy that encompasses a wide variety of programs, policies, procedures, and practices related to educational equity amongst women, ethnic groups, language minorities, low-income groups, and people with disabilities.

Public Education Information Management System (PEIMS) – The Person Identification Database (PID) system is used by the Texas Education Agency (TEA) to manage and store identifying information on individuals who are reported to TEA through the Public Education Information Management System (PEIMS). The PID system includes records for students and teachers. (PEIMS, 2005)

Secondary Teacher Certification – a teaching certificate that certifies teachers to teach students in sixth grade through the twelfth grade.

Self-Fulfilling Prophecy – a “‘false’ definition of the situation evoking a new behavior which makes the originally false conception come ‘true’” (Merton, 1957, p. 423).

State Board of Educators Certification (SBEC)- The State Board of Educator Certification is a division of the Texas Education Agency that governs Texas educator certifications.

Teacher Certification – the field of study in which a teacher is certified to teach.

Teacher Efficacy – deals with the extent to which a teacher believes he or she can actually teach the children and make a difference in their lives.

Texas Education Agency (TEA) – the governing body of education for the state of Texas.

### **Assumptions**

For the purpose of this study, the researcher made the following assumptions:

1. The researcher was impartial in collecting and analyzing the data.
2. The database used was accurate.

### **Limitations**

The researcher identified the following limitations:

1. The study was limited to one school district.
2. This study included only teacher beliefs and cultural awareness of intermediate and middle school teachers.
3. This study had a high percentage of missing data.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **Background**

Rapid demographic changes in America illustrate the pertinence of this study and have become the backbone for change. America is rapidly becoming more and more diverse. What were once known as minority groups are vastly becoming the majority in many arenas. According to the United States Census Bureau, our Hispanic population grew from 22.4 million in 1990 to 35.3 million in 2000 to 46.9 million in 2008, making it the largest minority group in the nation, while the African American population is closely behind growing from 30 million in 1990 to 34.7 million in 2000 to 39 million in 2008.

The growth of our ethnic population of students parallels that of the country. “The influence of an increasingly ethnically diverse population on the nation’s schools, colleges, and universities is and will continue to grow” (Banks, 2006, p. ix). In 2002 students of color represented forty percent of the nation’s student population (Howard, 2006). Students of color are the majority population in 70 of the nation’s 130 largest school districts (Banks, 2004). Hispanic and African American students’ makeup forty-two percent of our public school students and continue to increase each year (U. S. Census Bureau, 2000). African American students comprise seventeen percent of our student population (Kunjufu, 2002).

In contrast to the vast growth of students of color, the population of teachers of color has dramatically decreased (Banks, 2004, Kunjufu, 2002). “Teachers have become

monolithic, monocultural, and monolingual” (Nieto, 2000). European teachers heavily outnumber teachers of color in administrative and instructional positions, and continue to decline (Banks, 2004, National Center for Educational Statistics, 2009).

Along with a dominating European American presence come Eurocentric ideals and values. A vast majority of teachers are coming into ethnically diverse classrooms from predominantly White neighborhoods, with “White” ideals and values, as a result of White teachers in White colleges of teacher education programs (Nieto, 1996), ultimately unprepared to work with students of color (Howard, 2006).

To successfully combat the detrimental ills of oppressive Eurocentric ideals and to rectify a long history of hegemonic practices throughout education, we must begin by changing the pedagogy of our teachers, administrators, and policy makers. Research supports the notion that increasing a teacher’s level of cultural competence and creating equity pedagogy within the mindsets of our teachers will help to reform our schools in pursuit of decreasing the achievement gap between White students and students of color (Ladson-Billings, 1994; Gay, 2000; Banks, 2004; Monroe & Obidah, 2004).

### **Teacher Beliefs**

The beliefs of a teacher can be empowering or stifling to a student, while inadvertently impacting student achievement (Banks & Banks, 2004; Carter, 2003; Larke & Carter, 2002; Nieto, 2000). Kunjufu (2002) indicates that the most important influence on academic achievement is not the race or gender of a teacher, but the teacher’s beliefs, which is represented in their expectations of their students. Teacher

beliefs can lead to differential academic performance (Rosenthal, 1968). Many times a teacher's background purports a teacher's beliefs (Akos & Ellis, 2008).

Traditionally teachers have full control of their classrooms, they decide who will participate in what, when, where, and how (Goodlad, 1984; Gay, 2000). "The decisions made by teachers, and their consequences are direct reflections of teacher beliefs and expectations" (Gay, 2000, p. 53). Ultimately a teacher's beliefs and attitude can have profound effects on students' self-concept, social and academic behaviors, and student achievement (Tenenbaun & Ruck, 2008; Banks, 2006; Gay, 2000; Roenthal & Jacobson, 1992).

Kunjufu (2002) expressed beliefs that "the teacher's expectation is the most important reason why children excel or fail in school" (p. 18). "Low expectations are a major deterrent to improving achievement; they undermine the importance of student effort and quality learning experiences" (Cooney, 2001). Low expectations prevent schools from helping many students excel.

Over the past 30 years Good and Brophy have cataloged 10 editions of research on teacher expectations and the effects of teacher expectations. They define teacher expectations as "inferences that teachers make about the future behavior or academic achievement of their students, based on what they know about these students now" (Good & Brophy, 2000, p. 74). Research suggest that teachers are more likely to be affected by information leading to negative expectations than by information leading to positive expectations Good & Brophy, 1994.

Good & Brophy (1994) designed a model for how teacher's expectations create self-fulfilling prophecies. In their model teacher's form differential expectations early in the year for students based on information from previous teachers or other school personnel. Judgments are also made based on the initial meeting and the student's appearance, or academic records from previous years. These expectations cause the teacher to behave differently toward different students. This treatment tells students something about how they are expected to behave in the class. If the teacher's treatment is consistent over time it will begin to affect the students' self-concept, motivation, behavior, and communication. This generally reinforces the teacher's expectations and behavior. Eventually it will affect the students' achievement and overall identity (1994), ultimately creating a self-fulfilling prophecy.

*Self-fulfilling Prophecy / Pygmalion Effect*

Merton (1948) coined the term self-fulfilling prophecy. Stemming from the Thomas Theorem of 1928, which implies "if men define situations as real, they are real in their consequences" (Thomas, 1928, p. 571; Merton, 1948); from this, Merton fashioned the notions of a self-fulfilling prophecy (Merton, 1948). "The self-fulfilling prophecy is, in the beginning, a 'false' definition of the situation evoking a new behavior which makes the original false conception come 'true'" (Merton, 1948, p. 195). Merton describes how predictions and expectations are forced into realities in his illustrations of the tragic history of Millingville's Bank, when unwarranted rumors of the banks' demise lead to its fulfillment.

Rosenthal and Jacobson sparked research on teacher expectations as self-fulfilling prophecies in their classic 1968 study of the Pygmalion Effect. As described in Rosenthal and Jacobson's book *Pygmalion in the Classroom* (1968, 1992) the infamous Oak School Experiment validated notions of self-fulfilling prophecy in education. Rosenthal and Jacobson manipulated teachers' expectations for student achievement by reporting false records of a randomly selected group of students. Teachers were told that their students were given the "Harvard Test of Inflected Acquisition" a test used as a predictor of academic 'blooming' or 'spurting'. They were actually given Flanagan's (1960) Test of General Ability. A few students from each class were randomly chosen to be "early bloomer" and were reported to teachers as students who were expected to show unusually large achievement gains in the upcoming school year. In accordance with the notions of self-fulfilling prophecies, these students did show unusually high achievement gains over the year, validating the notions that inflated teacher expectations led them to push these students increasing achievement gains over others. While much debate and further research has and continues to spark over the Oak School Experiment, low teacher expectations continue to disguise itself through hegemonic practices aiding the increase of achievement gaps.

### *Hegemony*

Merton (1948) also describes silent prejudices and hidden racism used in hegemonic behaviors as self-fulfilling prophecies. Cultural Hegemony treads along similar lines as the effects of a negative self-fulfilling prophecy described by Merton. Cultural hegemony also plays a silent yet deadly role in nourishing underachievement in



students of color. Gramsci coined the concept of cultural hegemony used to describe a complex system of domination by one group or class (Wikipedia, 2007). Apple (1996) harnessed the work of Gramsci and Dewey to describe the use of cultural hegemony in education today. He refers to hegemony as “a process in which dominant groups in society come together to form a bloc and sustain leadership over subordinate groups” (p.14). Carter (2005) describes hegemony and its role in education as:

A subtle yet powerful form of discrimination in which a person is discriminated against, but he or she does not realize it. In addition, persons that have been discriminated against will say they have been given fair treatment. In educational settings, hegemony puts students in a situation in which they have been devalued and or handed an injustice, but they cannot identify the injustice because all rules have been followed and they appear to be in an environment of fairness and social justice. (p. 20).

Many times teachers consciously and unconsciously use this discriminatory practice to suppress student achievement. Hegemonic practices can be so inconspicuous that the victims are unaware that they are being victimized.

### *Teacher Efficacy*

A teacher’s efficacy refers his or her beliefs about their ability to have a positive effect on student learning and their achievement (Ashton, 1984). It encompasses a teacher’s beliefs about their students. This in turn determines the way teachers’ interact

with their students, their classroom management style, and their choices of curricula and instructional strategies.

Bandura's Social Cognitive Theory identifies perceived self-efficacy as people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance. It is a judgment of one's capability to accomplish a certain level of performance (Bandura, 1986, p. 391). Bandura (2001), coined the term teachers' self-efficacy from of this same theory and concept, referring to a teachers' ability to teach all students, and a teachers' confidence in his/her students' ability to learn (Bandura 2001, Carter et. al, 2005). Teacher efficacy examines the factors that contribute to the confidence teachers have to successfully achieve their goals related to classroom instruction, reflective teaching, classroom management, engaging students, motivating students and other stakeholders in the educational process, as well as other related areas that contribute to the growing understanding of what makes teachers efficacious (Chen, 2006). Other researchers refer to teacher efficacy as a teachers' belief about their ability to have a positive effect on student learning and their achievement (Ashton, 1984; Gay, 2000; Denzine, Cooney, & McKenzie, 2005).

The constructs of teacher efficacy link teacher beliefs and teaching practices (Lee, 2002). Many have reported that teacher efficacy is perhaps the most powerful belief system involving teacher behaviors, teaching practices, and student achievement (Ashton and Webb, 1986; Guskey, 1988, Ross, 1994; Collier, 2005). Teachers with high teacher efficacy perform more effectively in classroom environments while producing desired outcomes (Ashton and Webb, 1986; Lee, 2002; Blanson, 2005; Collier 2005;

Carter et. al., 2005). They use a wide variety of teaching strategies, have high achievement expectations for all students, and hold themselves responsible for the achievement of difficult learners (Gay, 2000).

Lee's (2002) case study on a veteran African American middle school teacher in a school comprised predominantly with students of color reveals the impact of high teacher efficacy and culturally responsive pedagogy. Lee (2002) used Bandura's Teacher Self-Efficacy Scale to identify efficacious beliefs exhibited by the teachers of a New York middle school. Based on her strong, positive sense of teacher efficacy, elicited from the Teacher Self-Efficacy Scale, Lee selected a middle school teacher as the participant of an in-depth case study. After interviews and observations, Lee concluded that the participant's high sense of teacher efficacy was due to her experience, background, and tenacious spirit. She set high expectations, set clear goals, and planned challenging activities to motivate her students. She used effective classroom management techniques and seldom experienced discipline problems with her students (Lee, 2002). Her high teacher efficacy, positive beliefs and high expectations have made her a resilient, effective teacher of students of color.

Teachers with high efficacy choose challenging activities and are motivated to try harder when obstacles confront them (Ashton & Webb, 1986, p. 3); on the other hand, teachers with low efficacy avoid learning activities, questions, and students they feel incapable of facilitating.

### *Deficit Model*

Often times research have found teachers with low teacher efficacy are thinking out of a deficit model. Low or negative expectations lead to deficit model thinking. Many teachers have been trained in the deficit model or have developed deficit theories and have a low sense of efficacy (Carter & Larke, 2003, p. 64). “Deficit theories assume that some children, because of genetic, cultural, or experiential differences are inferior to other children (Nieto, 2000, p. 10). Research revealed that many times “teacher expectations about student are affected by factors that have no basis in fact and may persist even in the face of contrary evidence (Gay, 2000, p. 58).

Many teachers have unconsciously developed deficit theories in the forms of perceptions, attitudes, assumptions, and belief that justify inequity (King, 1997, McKenzie & Scheurich, 2004). When teachers perceive that some students are at a deficit because of race, poverty, culture, behavior, or home language, therefore, are incapable of performing at high levels, they tend to lower their expectations affecting how they treat students. (McKenzie & Scheurich, 2004, p. 603). Many times these perceptions hide themselves in what King (1991) calls “dysconscious racism” or an “uncritical habit of mind that justifies inequity and exploitation by accepting the existing order of things as given” (King, 1991).

King’s (1991) study of dysconscious racism reveal three categorical ways teacher education students justify racial inequities that foster deficit thinking. This study included graduate-level teacher education students taking a Social Foundations of Education course during 4 consecutive semesters. Over the course of the semester

students were asked several questions and given statistical facts and scenarios based on racial inequities. Their responses were then analyzed qualitatively. In this study King categorizes the student justifications of racial inequities in three ways, category one: the students explain racial inequities as the result of slavery; category two: the students feel that racial inequities are brought about due to the denial or lack of equal opportunity for African Americans; or category three: racial inequities are a part of the framework of a society in which racism and discrimination are normative (King, 1991, p. 136). Through this article King illustrates how teachers unconsciously justify racist beliefs and behaviors by defending White privilege through their daily habits.

Similar to King's (1991) study, McKenzie & Scheurich (2004) study of conscious and unconscious thinking patterns and behaviors of teachers revealed "equity traps" of deficit thinking that prevent them from achieving success with students of color. The teacher's in this study represent many who unconsciously struggle from low teacher efficacy ultimately begetting negative and destructive patterns of behavior, stifling the success of student of color. McKenzie and Scheurich interview practicing veteran teacher's on their attitudes toward students of color. In a group session they ask probing questions that ultimately lead to deep discussions on the ills that students of color face, that prevent them from being successful in the classroom. Strong deficit thinking patterns are revealed and displaced in the teachers' everyday thoughts and teaching habits. Both King (1991) study and McKenzie and Scheurich's (2004) study give examples of teachers with low teacher efficacy causing their students to sacrifice.

### Cultural Awareness

To counter deficit thinking and low teacher efficacy educators should have knowledge of their students' cultural background and home life to recognize their strengths (Delpit, 1995). Teachers cannot understand the students before them unless they can connect with the families and communities from which they come (Delpit, 1995, p. 179). "Not knowing student's strengths leads to our 'teaching down' to children from communities that are culturally different from that of the teachers in the school" (Delpit, 1995, p. 173).

Through culturally responsive teaching practices, Ladson-Billings (1994) challenges teachers to know themselves, their students, and their community well. It is vital that teachers explore their own beliefs, attitudes, stereotypes, and prejudices about non-white and non-middle-class people (Delpit, 1995). An essential part of the five components of culturally responsive teaching is developing a culturally diverse knowledge base (Gay 2002). Being fully culturally responsive includes knowing ones' own level of cultural awareness (Pang, 2005) and the cultural characteristics and contributions of others (Gay, 2002).

Howard (2006) references Malcolm X's sentiments "You can't teach what you don't know" as he describes the pertinence of cultural awareness in education in his book *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. Through this book he describes his personal journey of grappling with his cultural identity as a White man living in an increasingly diverse society set in the oppressive ideals of White Western dominance (Howard, 2006). Howard describes White identity

formation, White dominance in society and education, and how it contributes to the detriment of student achievement amongst students of color. He continues to enforce ways of transforming ones identity to a multicultural pedagogy.

“Cultural responsiveness is being aware of, and capable of functioning in, the content of cultural differences (ARCH National Resource Center for Respite and Crisis Care Services, 1997). Through Hill, Phelps, & Friedland’s (2007) field experiment on pre-service teachers teaching in an urban middle school setting researchers are able to address the need of cultural awareness in pre-service teachers in teacher education programs. This study examined 38 teacher candidates (35 European American, 2 Latino/a, and 1 African American) as they worked with 90 eighth grade (55% African American, 27% European American, and 18% Latino/a) students attending a culturally diverse urban school. The teachers in this study shied away from issues related to cultural diversity because of a fear of losing control of the class. A lack of cultural awareness hinders the learning environment and stifles growth in topics that may deal with cultural differences (Hill, Phelps, & Friedland, 2007).

In contrast, Walker-Dalhouse & Dalhouse (2006) study of ninety two White pre-service teachers revealed optimistic results of pre-service teachers’ cultural awareness. White pre-service teachers were provided professional development on teaching students of color and cultural awareness. Pre and post test revealed high levels of cultural awareness amongst these teachers.

### *Culturally Responsive Classroom Management*

Effective classroom management strategies and student discipline continue to rank among the top concerns for teachers (Gay, 2006; Monroe & Obidah, 2004). Research suggests that when teachers focus on behavioral issues, teaching and learning opportunities are diminished (Gay, 2006; Monroe & Obidah, 2004; Davis & Jordan, 1995). “Multicultural curriculum content and teaching techniques make it easier for teachers to maintain classroom environments that are conducive to learning, and build positive relationships with ethnically, and racially, socially, and linguistically diverse students. Therefore culturally responsive teaching is imperative to the effective classroom management of students of color” (Gay, 2006). Culturally responsive curricula and instructional strategies are essential in culturally responsive classroom managements, however, Brown (2004) suggest that an educator’s knowledge of and demonstration of caring attitudes and actions, congruent communication skills, assertiveness and authority, and demands for students’ efforts and academic production are the most important components of culturally responsive classroom management.

Brown's (2003, 2004) study of thirteen urban educators from seven cities across the United States revealed similar strategies amongst effective urban classroom educators. Each of the classroom management strategies reflects culturally responsive teaching strategies as well. Brown interviewed novice and experienced teachers ranging from 2 to 33 years of experience teaching in urban schools. His research elicited significant findings that all teachers interviewed were (a) nonpunitive in their approach to handling disruptive behavior, (b) relied strongly on relationships with their students,



built on trust and respect, (c) demonstrated mutual respect for students through congruent communication patterns, and (d) they created caring learning communities, demonstrating a genuine interest in each student. They used an assertive demeanor to establish authority and established a business-like learning environment with clear expectations for student behavior and academic progress (Brown, 2004). Brown describes culturally responsive classroom management as one that uses culturally responsive teaching strategies in their approach to classroom management.

Weinstein, Tomlinson-Clark, & Curran (2003, 2004) suggest that effective classroom management styles of teachers have to reflect culturally responsive pedagogy and culturally responsive teaching as well. Weinstein et al. (2003, 2004) propose five components of effective culturally responsive classroom management (1) the recognition of one's ethnocentrism and biases; (2) understand the sociopolitical context to understand that classroom behavior is culturally defined; (3) develop a knowledge of their students background; (4) use culturally responsive classroom management strategies; and (5) using caring classroom communities (Weinstein et al., 2004, p. 27).

Research suggests that classroom management is grounded in teacher pedagogy, judgment and perceptions, and that these judgments are influenced by cultural assumptions (Bondy, Ross, Gallingane, & Hambacher, 2007; Gay, 2006; Monroe & Obidah, 2004; Neal, Davis-McCray, Webb-Johnson, & Bridgest, 2003). Monroe & Obidah (2004) completed a study of an eighth grade class with students who are identified as coming from "lower-middle and working-class" families. In this study their African American teachers' sense of cultural synchronization and culturally responsive

classroom management was analyzed. They found that culturally responsive classroom management strategies had a strong impact on the overall management of the class (p. 266). The teachers' sense of cultural synchronization established a relationship of mutual respect; therefore she was able to successfully engage in culturally responsive management.

“Cultural differences in discourse, performance, and self-disclosure styles are among the most problematic impediments to effective instruction and management in culturally diverse classrooms” (Gay, 2006). Many times culturally influenced behaviors and actions can act as barriers to students' success (Bondy et al., 2007; Neal, Davis-McCray, & Webb-Johnson, 2001). “Teachers may inappropriately judge culturally defined actions as resistance” (Bondy et al., 2007, p. 328). Neal, Davis-McCray, Webb-Johnson, and Bridgest (2003) study of middle school teachers teaching in ethnically diverse schools found that culturally conditioned movement styles impaired the perceptions of teachers on students' academic and social performance. Teachers perceived students that walked with a “stroll” to be more aggressive, lower achievers, and in greater need of special education services (Neal et al., 2003). Neal et al. (2003) study suggest that “teachers are highly likely to mistake cultural differences for cognitive or behavioral disabilities, and their ways of knowing are often incongruent with diverse students' educational realities and possibilities” (Neal et al., 2003, p. 55). Ultimately a “teachers' misunderstandings of and reactions to students culturally conditioned behaviors can lead to school and social failure” (Neal et al., 2003).

### **Equity Pedagogy**

For many years educators have stressed equality in schools (Banks, 2004; NCDTF, 2004; Nieto, 2000), and although equal resources and facilities can increase opportunities for advancement for a wide range of students (Banks, 2004), equality does not mean equitable education. “Equity in education implies that students’ educational performance and outcomes will be the same across groups of students, it does not imply that students need the same things to achieve those outcomes” (Banks, 2001). Equity in education suggests fairness for all students and addresses each students’ needs (Banks & Banks, 2004). Giroux and Simons (1989) define pedagogy as “the concept which draws attention to the process through which knowledge is produced”. Throughout education, equity pedagogy encompasses “teaching strategies and classroom environments that help students from diverse racial, ethnic, and cultural groups attain knowledge, skills, and attitudes needed to function effectively within, and help create and perpetuate a just, humane, and democratic society” (Banks, C., 1995).

Equity pedagogy is characterized by dynamic instructional techniques and processes, as well as content integration and teaching strategies that facilitate the learning process (Banks, C., 1995). “An equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups” (Banks & Banks, 2004).

### **Culturally Responsive Pedagogy**

The beliefs of teachers can be altered through the use of culturally responsive pedagogy to positively impact all students. With vastly unequal proportions in the

ethnicity of teachers versus students it is important that we ensure culturally responsive pedagogy in our teaching force to ensure the achievement of all students.

Cultural responsiveness recognizes the importance of including one's culture in all aspects of learning (Ladson-Billings, 1994). Culturally responsive pedagogy stresses the teacher's ability to incorporate elements of student's culture in the curriculum, instructional strategies, and classroom management (Irvine & Armento, 2001; Carter & Larke, 2003). Richards, Brown, & Forde (2004) describe culturally responsive pedagogy as one that produces knowledge by facilitating and supporting the achievement of all students (Richards, Brown, & Forde, 2004) through the integration of students' cultural references in all aspects of learning (Ladson-Billings, 1994). It challenges students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools perpetuate (Ladson-Billings, 1995, p. 469). It provides a way for students to maintain their cultural integrity while succeeding academically (Ladson-Billings, 1995), without facing the dilemmas of "acting white" (Fordham & Ogbu, 1986).

Cultural responsive pedagogy is comprised of three major dimensions that intertwine in the teaching and learning process: institutional, personal, and instructional (Richards, Brown, & Forde, 2004). Richards, Brown and Forde (2004) describe the three dimensions of a culturally responsive pedagogy as:

The institutional dimension reflects the administration and its policies and values. The personal dimension refers to the cognitive and emotional processes teachers must

engage in to become culturally responsive. The instructional dimension includes material, strategies, and activities that form the basis of instruction.

Inner twining the three dimensions of culturally responsive pedagogy can holistically integrate cultural experiences into curricula, instruction, policies, and educational values, using them as a launching pad for students to acquire new knowledge (Haviland and Rodriguez-Kiino, 2009).

### *Culturally Responsive Teaching*

Gay (2000) describes culturally responsive teaching as the use of “cultural knowledge, prior experience, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant for them; it teaches to and through the strengths of students while being culturally validating and affirming”(p. 29). Ladson-Billings (1994) suggest that for African American students “the primary aim of culturally responsive teaching is to assist in the development of a ‘relevant black personality’ that allows African American students to choose academic excellence yet still identify with African and African American culture” (p. 17). Culturally responsive teaching “legitimizes the culture and experience of ethnically diverse students; it uses the cultural legacies, traits, experiences, and orientations of ethnically diverse students as filters through which to teach them academic knowledge and skills, it makes learning an active and participatory endeavor, and it builds the moral commitment, critical consciousness, and political competence needed to promote social justice and transformation (Gay, 2006). Culturally responsive teaching is validating,

comprehensive, multidimensional, empowering, transformative, and emancipating (Gay, 2000).

Ladson-Billings (1994) categorized the major elements of culturally responsive teaching into three areas: academic achievement, cultural competence, and sociopolitical consciousness for students of color. Culturally responsive teaching validates the legitimacy of cultural heritages of all ethnic groups as worthy content to be included as part of the curriculum; it builds a comprehensive bridge between home and school experiences for academic growth (Gay, 2000). It uses multicultural materials and multiple instructional strategies to ensure the success of all learners; it empowers, emancipates, and transforms students through the knowledge and praise of their cultural heritage as well as others (Gay, 2000). Teachers using culturally responsive teaching respond to the ethnic, cultural, social, and cognitive needs of diverse populations of students (Brown, 2003; Gay, 2006). Although configured and named somewhat differently, “all the attributes of culturally responsive teaching place cultural and ethnic diversity at the center of the instructional process to make education more successful for students of color, rather perpetuating the conventional practices of making them always adapt to Eurocentric standards” (Gay, 2006).

Ladson-Billings (1994) completed a three year case study of eight successful teachers of African American students'; she recorded her studies in her book *The Dreamkeepers: Successful Teachers of African American Children*. Each of the teachers described in this book use what she describes as culturally relevant teaching practices. Throughout this book Ladson-Billings illustrates the practices, beliefs, and

characteristics of teachers using culturally relevant teaching practices. Culturally relevant teachers are described by Ladson-Billings (1994) as teachers having high self-esteem and high regard for others while integrating themselves into the community. They use the classroom as a tool to cultivate relationships beyond the boundaries of the classroom, creating a community of learners. They encourage collaborative learning and critical thinking. They use culturally relevant teaching to empower students intellectually, socially, emotionally, and politically by using culturally referents to impart knowledge, skills, and attitudes (Ladson-Billings, 1994).

### **Teacher Certification**

The No Child Left Behind Act commanded the states to ensure “highly qualified” teachers for every student, but this demand was made while allowing each state to define “highly qualified” (Darling-Hammond & Berry, 2006). According to the No Child Left Behind Act, a highly qualified teacher must (a) have at least a bachelor’s degree, (b) obtain full state certification, and (c) demonstrate subject area competence in subjects taught (U.S. Department of Education, 2004). How to meet mandates of NCLB was left up to each state, with varying ways of determining highly qualified (Lu, Shen, & Poppink, 2007). Under these varying standards, the education community is faced with the challenge of ensuring all children receive a *high-quality* education from a *highly qualified* teacher. Research investigating schools and school districts percentage of *highly qualified* teachers (as defined by NCLB) in each class was presented with glaring disparity (Lu, Shen, & Poppink, 2007, Harris & Ray, 2003). Lu, Shen, and Poppink, 2007 revealed an overall percentage of 72.8 percentage of highly qualified teachers in

schools across the country. However, the number of highly qualified teachers teaching inside of their teaching field drops dramatically, in some cases as low as 15.7 percent (Lu, Shen, & Poppink, 2007). In addition this study found that these numbers dropped even more in urban schools (Lu, Shen, & Poppink, 2007). Harris and Ray, 2003 also found that teachers in urban schools are far more likely to have uncertified teachers who are not able to meet the NCLB certification requirements.

President Barak Obama's administration placed teacher quality at the foundation of their education reform. The Race to the Top fund provides competitive grants to states as a part of the American Recovery and Reinvestment Act of 2009. The Race to the Top program looks to reward states that take innovative approaches to the recognition of improving teacher quality and teacher selection (O'Donovan, 2010). Primary components of Race to the Top is that states include a variety of approaches to measure teacher effectiveness and use these effectiveness rating in providing professional development, compensations, promotion, tenure, and dismissal. Each state's teacher effectiveness measurement must include a rubric of measurements to include student achievement and growth (Hassel and Hassel, 2010).

In a search to certify highly qualified teachers, the challenge has been met with reluctance to empirically investigate the role teacher certification has on teacher preparedness (Zientek, 2007; Darling-Hammond, Berry, & Thoreson, 2001). Research suggests that well-prepared and well-supported teachers are important for all students, especially those who come from low-income families with special needs in underserved schools (Darling-Hammond, 2000). According to the Center for Teaching Quality



(2008), “highly qualified” does not ensure high quality and high quality is not based on a teachers content knowledge, but also teacher efficacy and teaching ability (Zientek, 2007). No Child Left Behind simply addressed the content knowledge of a teacher, negating teacher efficacy, culturally responsive pedagogy, culturally responsive teaching strategies, teaching ability, and/or culturally responsive classroom management.

Teacher preparation programs play a vital role in preparing “high quality” teachers. Teacher preparation programs producing high quality teachers should have a common vision of quality teaching that is incorporated into coursework and clinical experience (Zientek, 2007). This should include substantial knowledge in content area, as well as a knowledge base in the internal factors that are attributed to student achievement (Darling-Hammond, 2000). Effective teacher preparation programs should include instruction in content knowledge, verbal ability, scores on certification exam, certification background, mentoring experience, beliefs, and pedagogical background (Zientek, 2007). Many teacher preparation programs emphasize content to the exclusion of culturally responsive pedagogy (Smith, Desimone, & Ueno, 2005, Morrier, Irving, Dandy, Dmitriyev, & Ukeje, 2007)).

An increase in diversity in schools demand teacher preparation programs to included strategies of multicultural education, equity pedagogy, culturally responsive pedagogy, culturally responsive teaching, and culturally responsive classroom management is incorporated as vital component of teacher certification routes (Darling – Hammond, & Barry, 2006; Miller, Strosnider, & Dooley, 2000; Evans, Torrey, & Newton; 1997; Ladson-Billings, 1995,). “Teachers need specific preparation for being

able to teach to and teach about diversity” (Miller, Strosnider, & Dooley, 2000). “Yet institutions of high education have had difficulty incorporating this training in their pre-service coursework. Most infuse multicultural education into traditional coursework. Previous attempts to improve culturally responsive teacher education has mainly focused on appealing to university faculty to infuse multiculturalism into their courses, and many faculty in content areas do not feel they are prepared to do that, leaving courses on multicultural education as electives” (Morrier, Irving, Dandy, Dmitriyev, & Ukeje, 2007).

Recognizing the need for teacher preparation in multicultural education, Evans, Torres, and Newton (1997) conducted a national study requesting that states identify whether or not they required a multicultural education component as a part of their certification /credentialing process in elementary, secondary, and special education. In this study only 19 states self-identified a multicultural education component as being included in their teacher certification/credentialing process. Additional research identified 6 more states with a multicultural education component included in their teacher certification/credentialing process (Evans, Torres, and Newton, 1997).

Miller, Strosnider, & Dooley (2000) completed an extension of this study to further investigate states certification/credentialing process and the inclusion of multicultural education. In this study, each state’s office of certification/licensure was contacted and asked to send state documents enumerating diversity preparation requirements for teacher certification/licensure (Miller, Strosnider, & Dooley, 2000, p.17). Letters and telephone follow-ups were used to ensure contact with the appropriate

state offices. Miller, Strosnider, & Dooley (2000) found that all but nine states including the District of Colombia has some sort of diversity component included in their teacher certification/licensure process. Nineteen states made this component apart of their teacher interviews. This was done through a review process of the candidates applying for teaching licensure/credentials. Twenty-six states mandated evidence of diversity training from teacher preparation programs in their state accreditation (p. 18). The extent of diversity training required for each state varied greatly. Nine states did not require diversity preparation either at the individual teacher level or through the teacher preparation programs. Fortunately, Texas was one of the states that included a diversity component in their teacher certification/licensure process. Texas indicated that this requirement was of all teachers for licensure, but not of teacher education programs for approval or accreditation (Miller, Strosnider, & Dooley, 2000).

### **Texas Teacher Certification Requirements**

Texas Education Agency (TEA) and the State Board of Education (SBOE) are the governing body of education in Texas. “The Texas Education Agency and the State Board of Education guide and monitor activities and programs related to public education in Texas” (TEA, 2008). This includes certifying teachers to teach in Texas public schools as well as monitoring Texas schools for compliance with federal and state guidelines. In Texas the State Board for Educator Certification has set basic requirements for teacher certification in Texas (TEA, 2008). An individual seeking teaching certification in Texas must hold a bachelor’s degree in the desired teaching field from an accredited college or university; successfully pass test of content

knowledge and professional knowledge; and complete teacher training through an approved program (The Education Trust, 2008). There are several routes to teacher certification in Texas. The traditional route includes receiving a bachelor's degree in Education and a teaching certificate in the process. Many times this route includes limited coursework in including culture as an integral part of the taught curriculum and the instructional and learning process (Texas A&M University, 2008; University of Houston, 2008; University of Texas, 2008).

Texas makes exceptions to the traditional route to obtaining a teaching certificate, allowing teachers to enter classrooms as teachers without meeting the requirements of a Texas teaching certificate (The Education Trust, 2009). In addition to the traditional route to teacher certification, Texas allows aspiring teachers to obtain teaching certification through alternative routes (TEA, 2008; SBEC, 2009). Aspiring teachers in alternative certification programs are allowed to teach in a classroom on a "probationary" status. "While some of these 'probationary' teachers will eventually get full state certification, evidence strongly suggest that as many as 40 percent of them will not" (The Education Trust, 2009). Although alternative certification routes include certification post baccalaureate (TEA, 2008; SBEC, 2009; Texas A&M University, 2008); it is possible that these routes do not include professional development in teaching diverse populations of student or using culture as an integral part of the taught curriculum and the instructional and learning process (The Education Trust, 2009).

All teacher preparation programs in Texas are governed and accredited under the Texas Education Agency and the State Board of Education (TEA, 2008). In October of

2008 proposed revisions and an adoption of new requirements for teacher educator students, teacher educator programs, the professional educator preparation and certification, the certification requirements for classroom teachers, and the preparation required in all programs were presented and adopted (State Board of Education, 2008b). These provisions included several requirements for improving alternative teacher preparation programs, including an increased amount of contact hours in the classroom (State Board of Education, 2008b). These adopted provisions removed the single element of multiculturalism in preparation programs (State Board of Education, 2008a). Prior to these provisions a hint of multiculturalism was presented as a requirement under Chapter 230. Professional Educator Preparation and Certification Subchapter G, Certification Requirement for Classroom Teachers (State Board of Education, 2008a). Professional development in multiculturalism is included as a subset of an 18 semester hour requirement to include development in the teaching-learning processes, including measurement and evaluation of student achievement; the human growth and development; the knowledge and skills concerning the unique needs of special learners, legal and ethical aspects of teaching to include the recognition of and response to signs of abuse and neglect in children; the structure, organization, and management of the American school system, with emphasis upon the state and local structure in Texas; and the educational computing, media, and other technologies (State Board of Education, 2008a). Multiculturalism is addressed under development in the knowledge and skills concerning the unique needs of special learners (State Board of Education, 2008b).

## **Gender**

There is conflicting research on the effect of gender in teacher beliefs and/or cultural awareness. Older research suggest that female teachers have more positive teacher beliefs about working with diverse populations of students and are more willing to help (Aloi, Knusten, Minner, & Von Seggen, 1980).

More recent research suggests that students tend to perform better with male teachers (Page & Rosenthal, 1990). The results of Page and Rosenthal (1990) also concluded that female and male teachers taught students differently based on their race and/or gender. This could be explained by their teacher beliefs and/or cultural awareness.

In contrast to previously mentioned research, Tejeda-Delgado (2009) found that gender did not have an effect on teacher tolerance. This study examined teacher efficacy between male and female teachers as related to special education. Teacher efficacy links teacher beliefs and teacher practices (Lee, 2002).

## **Texas Middle Schools**

The Texas Education Agency gives each school district the authority to align their schools by grade level (2008). Not only do they govern schooling in Texas, they provide annual reports of school districts. These reports are also provided for each school. Many school districts align their schools by Elementary Schools (grades K-4), Intermediate Schools (grades 5-6), Middle Schools (grades 7-8) and High Schools (grades 9-12). Some school districts are aligned by Elementary Schools (grades K-5), Middle Schools (grades 6-8), and High Schools (grades 9-12). There are even school

districts that have elected to have schools for ninth grades students only (2008). As previously mentioned teachers can be certified to teach elementary school student or secondary school students (SBEC, 2008). Therefore middle school teachers may have a elementary or secondary teaching certification.

### **Middle School Students**

Teaching students in their middle years can be impacted by adolescences, which included a peak in students' cognitive development. Piaget and Vygotsky have provided significant research and development in the cognitive development of adolescences. Although they have very different theories on cognitive development they both believe that cognitive growth is established by societal influence (Davison, 2008). This influence includes parental influence, peer influence, societal norms, and influence and expectations of teachers. Each theorist believe that the actions and surroundings of people are processed differently when used in learning (Davison, 2008).

Piaget believed that between ages seven and eleven children start to take other peoples perspectives into account when making decisions and at age eleven through adulthood people begin to make logical decisions based on several factors (Traina, 2009).

### **Middle School Teachers**

In utilizing students cognitive developmental stage during their adolescence (Traina, 2009), teachers should take advantage of the positive impressions they can have on their students (Kunjufu, 2002). Students are in a very impressionable stage of their development (Traina, 2009). The perceptions students create about learning, the value of

education, and their self worth can be impacted by teacher's beliefs and actions, and their curriculum and instructional practices (Tenenbaun & Ruck, 2008).



### **CHAPTER III**

#### **METHODOLOGY**

This descriptive, correlational study investigated the relationship between the teachers' beliefs and their ethnicity, teacher certification, years of teaching experience, and gender. The relationship between the teachers' cultural awareness and their ethnicity, teacher certification, years of teaching experience, and gender was also analyzed. Archival data was used in this study from a large urban school district within a county of approximately 4 million people.

#### **Background**

Data for this study was collected in a school district located in the southeastern portion of Texas. It is the twelfth most populous school district in Texas. The school district has a large land area base covering 111 square miles. This area includes medium to low income housing with a tax base of \$1.709 per \$100 assessed market value. The school district's budget is primarily supported by the large number of business industries within their taxable land area. This includes an international airport, port facilities, numerous Fortune 500 refineries, a university, and two- community colleges, multiple medical complexes including a large hospital, a sports complex, a large shopping complex, and several small businesses. The district prides itself for maintaining average student teacher ratios as low as 15:1 for elementary schools and 25:1 for secondary schools.

At the time of the study, the school district examined in this study supported 58,831 students, requiring more than 7,800 employees. The total student population

included 25,212 elementary students, 17,837 intermediate and middle school students, and 15,782 high school students. As shown in Table 3.1, the student population was comprised of 2,471 (4.2 percent) European American students, 36,694 (62.4 percent) Hispanic students, 18,461 (31.4 percent) African American students, 1,150 (2 percent) Asian American students, and 55 (0.1 percent) Native American students. Of this population, 47,697 (81.1 percent) was identified as being economically disadvantaged (TEA, 2006)

Table 3.1. Ethnicity Of The Urban School District's Student Population

<i>Ethnicity</i>	<i>N</i>	<i>Percent</i>
Hispanic American	36,694	62.4
African American	18,461	31.4
European American	2,471	4.2
Asian American	1,150	2
Native American	55	.1
TOTAL	58,831	100

Amongst the 7,800 employees, 4,663 were classroom teachers and 226 campus level administrators. Of the 4, 663 teachers, 1,839.4 (48 percent) European American teachers 623.1 (16.3 percent) Hispanic teachers, 1,297.1 (33.8 percent) African American, 71 (1.9 percent) Asian American, and 2 (0.1 percent) Native American (Texas Education Agency [TEA], 2006) (see Table 3.2).

Table 3.2. Ethnicity of the Urban School District's Teacher Population

<i>Ethnicity</i>	<i>N</i>	<i>Percent</i>
European American	2,239.6	48
African American	1,497	33.8
Hispanic American	653.4	16.3
Asian American	71	1.9
Native American	2	0.1
TOTAL	4,663	100

### **Population**

The district identified for this study had sixty-six campuses. Six high schools (grade 9-12), 1- ninth and tenth grade school, 4- ninth grade schools (9 only), 9- middle schools (grades 7 and 8), 10 intermediate schools (grades 5 and 6), 31- elementary schools (kindergarten – 4<sup>th</sup> grade), 4- early childhood and pre-kindergarten schools, and 2- alternative campuses. The target population for this study was in-service teachers instructing sixth, seventh, and eighth grade students, in this district. Of the 4,663 teachers in the school district, 271 (5.8 percent) taught students in the 6<sup>th</sup> grade, 315 (7.5 percent) taught students in the 7<sup>th</sup> grade and 357 (7.6 percent) taught students in the 8<sup>th</sup> grade (see Table 3.3). In total 20.2 percent (943) of the school district's teachers taught students in the sixth, seventh, or eighth grades (see Table 3.3).

Table 3.3. Number of Teachers in Total Population

<i>Grade Level Teaching Assignment</i>	<i>N</i>
6 <sup>th</sup> Grade	271
7 <sup>th</sup> Grade	315
8 <sup>th</sup> Grade	357
Total	943

### **Characteristics of Schools and Teachers Used in Study**

#### *Intermediate and Middle Schools*

There were 943 sixth, seventh, and eighth grade teachers in the nineteen schools that were designated to teach sixth, seventh, or eighth grade students in the aforementioned school district. One hundred sixty three (17.29 percent) responded to the Cultural Awareness Belief Inventory (CABI) given in the fall of 2005. These teachers were considered participants in this study.

The teachers used in this study taught at thirteen of the nineteen intermediate and middle schools in the district. Seven of the schools are fifth and sixth grade schools, these schools were called intermediate schools. Five of the schools are seventh and eighth grade schools, these schools were called middle schools, and one was an alternative campus.

Amongst the seven intermediate schools, 45.7% of the students were in the sixth grade. Thirty-eight point nine percent were African American, fifty four point seven percent were Hispanic American, four point four percent were European American, and

two percent were Asian/Pacific Islander. Throughout the schools more than 66% of these students were described as economically disadvantaged and an average of 16% of the students in these schools were limited English speakers. Seventy one of the teachers in this study taught on the intermediate level. Table 3.4 illustrates descriptive characteristics of the intermediate schools where teacher participants in this study taught.

Table 3.4. Characteristics of Seven Intermediate Schools That Employ the Teachers Used in This Study

<i>School</i>	<i>% of Sixth Grade Stu.</i>	<i>% of AA Stu.</i>	<i>% of HA Stu.</i>	<i>% of EA Stu.</i>	<i>% of Asian/Pac. Islander Stu.</i>	<i>% Economically Disadvantaged</i>	<i>% Limited English Speakers</i>	<i># of Teacher participants</i>
1IS	44.3%	55.9%	42.2%	1.2%	0.7%	85.6%	15.2%	16
2IS	44.4%	32.3%	62.5%	4.9%	0.3%	90%	17.8%	3
3IS	48.3%	14.8%	81%	3.8%	0.3%	87.7%	23.4%	3
4IS	44.3%	53.4%	39.5%	4.5%	2.6%	66.2%	5.3%	10
5IS	46.5%	36.1%	57.6%	2.9%	3.4%	85.3%	20.7%	13
6IS	47.1%	42.1%	45.3%	10.7%	1.9%	70.3%	12.6%	14
7IS	45.6%	37.5%	55%	2.5%	4.9%	74.8%	18.6%	9
Avg	45.79%	38.87%	54.73%	4.36%	2.01%	79.99%	16.23%	9.71

The middle school population was slightly larger with 92 of the teachers in this study teaching seventh and eighth grade student in five middle schools. Throughout the five middle schools 35% of the students were African American, 57% were Hispanic, 5% were European American, and 2% were Asian/Pacific Islander. Seventy six percent of the populations were identified as economically disadvantaged and 10% were limited

English speakers. Three of the teacher participants in this study taught sixth, seventh, and eighth grade students at the alternative campus. Table 3.5 illustrates descriptive characteristics of the middle schools where teacher participants in this study taught.

Table 3.5. Characteristics of Five Middle Schools and 1 Alternative Campus That Employ the Teachers Used in This Study

<i>School</i>	<i>% of Seventh Grade Stu.</i>	<i>% of Eighth Grade Stu.</i>	<i>% of AA Stu.</i>	<i>% of HA Stu.</i>	<i>% of EA Stu.</i>	<i>% of Asian/Pac Islander Stu.</i>	<i>% Economically Disadvantaged</i>	<i>% Limited English Speakers</i>	<i># of Teacher participants</i>
1MS	49	51	15.3	76	7	1.6	80.8	9.7	2
2MS	51.6	48.4	55.3	41.4	2.6	0.5	79.9	8.7	25
3MS	52.9	47.1	40.2	52.2	2.2	5.4	72.4	10.7	23
4MS	50.4	49.6	20.5	73	4.6	2	80.4	13	25
5MS	52.9	47.1	44.7	42.7	10.9	1.8	66.6	6.4	17
Avg	51.36	48.64	35.2	57.06	5.46	2.26	76.02	9.7	18.4

### *Teacher Participants*

A vast majority of the participants in this study were female. One hundred and thirty five (74.2 percent) of the teachers were female. Forty six (25.3 percent) were male, and one (.6 percent) did not indicate their gender (see Table 3.6)

Table 3.6. Gender of Intermediate and Middle School Teacher Participants

<i>Gender</i>	<i>N</i>	<i>Percent</i>
Female	135	74.2
Male	46	25.3
Did Not Report	1	.6
Total	182	100

The majority of the respondents were African American (71 or 39 percent), 60 (33 percent) were European American, 10 (5.5 percent) Hispanic American, 3 (1.6 percent) Pacific Islander, 2 Asian American (1.1 percent), and 1 (0.5 percent) Native American (see Table 3.4). The reported ethnic makeup of this sample does not reflect that of the total district. Forty eight percent of the districts total teacher population was European American, thirty three percent are African American, and sixteen percent are Hispanic American; however, thirty five (19.2 percent) of the one hundred and eighty two respondents failed to indicate their ethnicity on the CABI. Table 3.7 shows the ethnicity of sixth, seventh, and eighth grade teachers who participated in taking the CABI in the fall of 2005.

Table 3.7. Ethnicity of Sixth, Seventh, and Eighth Grade Teacher Participants

Ethnicity	N	Percent
African American	71	39
European American	60	33
Hispanic American	10	5.5
Pacific Islander	3	1.6
Asian American	2	1.1
Native American	1	0.5
Did Not Report	35	19.2
Total	182	100

Participants in this study were asked to indicate his/her teaching certification based on the following categories: 1) Early Childhood, 2) Elementary, 3) English/LA/Reading, 4) Science, 5) Social Studies, 6) Mathematics, 7) Special Education, 8) Gifted/Talented, 9) Bilingual Education, 10) The Arts, 11) Physical/Health Education, 12) Technology, or 13) Other – not listed. As shown in Table 3.8 one of the respondents indicated that they were early childhood certified; forty-three indicated that they were certified to teach elementary students. Thirty two indicated that they were certified to teach English, fifteen indicated that they were certified to teach Science, fifteen indicated that they were certified to teach Social Studies, twenty eight indicated that they were certified to teach Mathematics, eighteen indicated that they were certified to teach Special Education, seven indicated that they were certified to teach Gifted and



Talented students, two indicated that they were certified to teach Bilingual education, thirteen indicated that they were certified to teach the arts, sixteen indicated that they were certified to teach physical/health education, two indicated that they were certified to teach technology courses, eleven did not indicate their certification, none of the respondents indicated that they were certified to teach other courses that were not identified.

**Table 3.8 Frequencies of Teaching Certificates Held by the Participants**

<i>Teaching Certification</i>	<i>N</i>
Early Childhood	1
Elementary	43
English/LA/Reading	32
Science	15
Social Studies	15
Mathematics	28
Special Education	18
Gifted/Talented	7
Bilingual Education	2
The Arts	13
Physical/Health Education	16
Technology	2
Did Not Report Certification	11

Participants were asked to indicate his/her years of teaching experience based on the following categories: 1) 1 to 11 months, 2) 1 to 3 years, 3) 4 to 6 years, 4) 7 to 9 years, or 5) 10 or more years. Forty five percent of the participants did not report their years of teaching experience. Twenty eight (15.4 percent) of the respondents indicated that they had 4 to 6 years of teaching experience. Twenty five (13.7 percent) indicated that they had less than 1 year of teaching experience, and twenty four (13.2 percent) indicated that they had 1 to 3 years of teaching experience. Twenty two (12.1 percent) had 7-9 years of teaching experience. Table 3.9 illustrates the frequencies of the participant's years of teaching experience.

Table 3.9 Frequencies of the Participant's Years of Teaching Experience

<i>Teaching Experience</i>	<i>N</i>	<i>Percent</i>
1-11 Months	25	13.7
1-3 Years	24	13.2
4-6 Years	28	15.4
7-9 Years	22	12.1
Did Not Report	83	45.6
Total	182	100

Participants in this study taught students in the sixth, seventh, and/or eighth grade. Eighty five (46.7 percent) of the teachers reported that they taught students in the sixth grade. Forty three (23.6 percent) of the teachers indicated that they taught students

in the seventh grade. Fifty four (29.7 percent) of the teachers indicated that they taught students in the eighth grade. Table 3.10 illustrates the frequencies and percent of total participant population based on the grade levels they taught.

Table 3.10 Frequency of Teacher Participant's as Described by Grade Levels Taught

<i>Grade Level</i>	<i>N</i>	<i>Percent</i>
6	85	46.7
7	43	23.6
8	54	29.7
Total	182	100

### Sample

The sample population includes in-service teachers employed to teach sixth, seventh, and eighth grade students within the aforementioned school district during the fall of 2005. For purposes of this study, these teachers were referred to as intermediate and middle school teachers. Of the nine hundred forty three sixth, seventh, and eighth grade teachers, one hundred and eighty two (or 19.3 percent) teachers responded to the Cultural Awareness Belief Inventory (CABI) given in the Fall of 2005. These teachers were considered participants in this study and have provided the foundation for the sample population.

The majority of the respondents were African American (71 or 39 percent), 60 (33 percent) were European American, 10 (5.5 percent) Hispanic American, 3 (1.6

percent) Pacific Islander, 2 Asian American (1.1 percent), and 1 (0.5 percent) Native American (see Table 3.11). The reported ethnic makeup of this sample does not reflect that of the total district; however, thirty five (19.2 percent) of the one hundred and eighty two respondents failed to indicate their ethnicity on the CABI.

Table 3.11 Ethnicity of Intermediate and Middle School Teacher Participants

Ethnicity	N	Percent
African American	71	39
European American	60	33
Hispanic American	10	5.5
Pacific Islander	3	1.6
Asian American	2	1.1
Native American	1	0.5
Did Not Report	35	19.2
Total	182	100

According to Tabachnick and Fidell (2007), a sample size of at least 20 in each cell is needed to confirm a multivariate distribution (p. 251). Upon the initial analysis it was determined that the sample size between ethnicities was too varied. The sample of Hispanic Americans, Pacific Islanders, Asian Americans, and Native Americans were combined to create one sample described as “Other”. Two African American teachers and seventeen European American teachers did not complete the survey, therefore their

data was omitted. As shown in Table 3.12 this changed the sample to 68 African Americans, 43 European Americans, and 14 described as “Other”; 35 of the respondents did not indicate their ethnicity. The sample described as “Other” is still too small for analysis so it was eliminated from further study.

Table 3.12 Sample Population based on the Ethnicity of Intermediate and Middle School Teacher Respondents

<i>Ethnicity</i>	<i>N</i>
African American	68
European American	43

Participants were asked to indicate his/her years of teaching experience based on the following categories: 1) 1 to 11 months, 2) 1 to 3 years, 3) 4 to 6 years, 4) 7 to 9 years, or 5) 10 or more years. Forty five percent of the participants did not report their years of teaching experience. The high percentage of teachers not reporting their years of teaching experience was considered a limitation within this study. Twenty eight (15.4 percent) of the respondents indicated that they had 4 to 6 years of teaching experience. Twenty five (13.7 percent) indicated that they had less than 1 year of teaching experience, and twenty four (13.2 percent) indicated that they had 1 to 3 years of teaching experience. Twenty two (12.1 percent) had 7-9 years of teaching experience. Table 3.13 illustrates the frequencies of the participant’s years of teaching experience.

Table 3.13. Frequencies of the Participant's Years of Teaching Experience

<i>Teaching Experience</i>	<i>N</i>	<i>Percent</i>
1-11 Months	25	13.7
1-3 Years	24	13.2
4-6 Years	28	15.4
7-9 Years	22	12.1
Did Not Report	83	45.6
Total	182	100

The CABI asked the respondent to indicate his/her teaching certification based on the following categories: 1) Early Childhood, 2) Elementary, 3) English/LA/Reading, 4) Science, 5) Social Studies, 6) Mathematics, 7) Special Education, 8) Gifted/Talented, 9) Bilingual Education, 10) The Arts, 11) Physical/Health Education, 12) Technology, or 13) Other – not listed. The frequencies of the teachers' certifications held were illustrated in Table 3.8.

Analyses of the data set reflect multiple certifications amongst the respondents. Many of the respondents were certified in several areas, which is common in secondary education. Two respondents indicated that they were certified in Gifted and Talented and had an Elementary certification; six indicated that they are certified in Elementary Education and Special Education; and one was certified in Bilingual Education and Elementary Education. The teachers that were Early Childhood certified were also Elementary certified. Many of the respondents were certified in English/LA/Reading,

Mathematics, Social Studies and Sciences (core subject areas) as well as Gifted and Talented, Bilingual, or Special Education. Several teachers were also certified in The Arts, Physical/Health Education, and Technology (elective classes) as well as Special Education, Gifted and Talented Education, and Bilingual Education. Seven of the respondents in this study indicated that they were certified in Gifted and Talented and a core subject area; one indicated that he/she is certified in Special Education and a core subject area; none indicated that they were certified in Bilingual Education and a core subject area. One indicated that he/she is certified in Bilingual Education and Special Education; one indicated that he/she held certifications in Gifted and Talented as well as one of the elective subject areas. Four teachers indicated that they are certified in Special Education and at least one of the elective subject areas. Fourteen of the twenty three respondents indicated that they are certified in core course areas or elective course area and Gifted and Talented, Special Education, and/or Bilingual Education. Nine respondents indicated that they were certified in Early Childhood or Elementary Education and/or Gifted and Talented, Special Education, and/or Bilingual Education.

This study seeks to investigate differences in teacher beliefs and cultural awareness based on their certification route, meaning secondary or elementary. A goal in classifying teachers based on secondary or elementary certification is to determine if elementary teacher certification prepared teachers to be more nurturing, empathetic, caring, or culturally aware than secondary teacher certification preparation. For the purposes of this study, the respondents were classified as Elementary or Secondary certified. Teachers who were certified in Early Childhood Education and Elementary

Education were identified as elementary certified. The teachers who were certified in English/LA/Reading, Science, Social Studies, and Mathematics were identified as secondary certified. Although it is possible to be Elementary and Special Education, Gifted/Talented, or Bilingual certified; none of the teachers in this study identified themselves as being Special Education, Gifted/Talented, Bilingual Education and/ or Elementary certified, therefore they were also identified as being Secondary certified. Texas teachers who taught courses grouped in what the instrument describes as “The Arts” can be certified to teach Art (early childhood – 12<sup>th</sup> grade), Dance (8<sup>th</sup> – 12<sup>th</sup> grade), Music (early childhood – 12<sup>th</sup> grade), or Theatre (early childhood – 12<sup>th</sup> grade). Teachers identified as teaching Physical/Health Education can be certified as all level (early childhood – 12<sup>th</sup> grade). Teachers certified to teach Technology can be certified in Technology Applications (early childhood – 12<sup>th</sup> grades, or 8<sup>th</sup> – 12<sup>th</sup> grade) and/or Technology Education (6<sup>th</sup> – 12<sup>th</sup>). In previous years, Texas allowed teachers to be elementary (early childhood – 6<sup>th</sup> grade) or secondary (6<sup>th</sup> – 12<sup>th</sup> grade) certified in Art, Music, Theatre, and/or Physical Education. In this study, there is a diverse range of possible teaching certifications and classifications. A teacher teaching in the field of “The Arts”, Physical/Health Education, or Technology Applications could possibly be certified to teach students from early childhood to 12<sup>th</sup> grade depending on when and what type of certification they obtained. For purposes of this study these teachers were identified as secondary certified.



## Procedures

This study examined data elicited from items associated with teacher beliefs of students of color in the CABI, as well as items associated with cultural awareness as established by Roberts-Walter (2007). This study examined the relationship between these factors and teacher ethnicity, teacher certification, teacher gender, and years of teaching experience. Roberts-Walter (2007) categorized the CABI (a 46 items survey) into eight descriptive factors. Two of these factors (teacher beliefs and cultural awareness) were examined in this study in addition to demographic qualifiers. Roberts-Walter (2007) also established the validity and reliability of the CABI. This study used a different sample population; therefore the reliability and validity were examined based on the targeted sample population. Multivariate analysis of variance was utilized to quantify the relationship between teacher beliefs and teacher ethnicity, teacher gender, teachers' years of teaching experience, and type of teaching certification. A multivariate analysis of variance was also utilized to quantify the relationship between teachers' cultural awareness and teacher ethnicity, teacher gender, teachers' years of teaching experience, and type of teaching certification. In research question one, this was done by analysis of teacher responses to the items that compound the factors of teacher beliefs as the dependent variable and teacher ethnicity, teacher gender, teacher's years of teaching experience, and type of teaching certification as the independent variables. For research question two a multivariate analysis of variance was again utilized to quantify the relationship between teachers' cultural awareness and teacher ethnicity, teacher gender, teacher's years of teaching experience, and type of teaching certification. Again, this was

done by analysis of teacher responses to the items that compound the factors of teachers' cultural awareness as the dependent variable and teacher ethnicity, teacher gender, teacher's years of teaching experience, and type of teaching certification as the independent variables.

### **Instrument**

The instrument used to gather data in this study was the Cultural Awareness Belief Inventory (CABI) developed by Webb-Johnson and Carter (2005) to measure perceptions and attitudes of urban teachers' cultural awareness and beliefs. It is comprised of 55 questions that include 6-items to describe the demographic characteristics of the respondent; 46 survey items, and 3 written response questions.

The CABI was used in this study. Previous research established and defined 8 factors that make up the instrument. The 8 factors include (I) Teacher Beliefs, (II) School Climate, (III) Culturally Responsive Classroom Management, (IV) Home and Community Support, (V) Cultural Awareness, (VI) Curriculum and Instruction, (VII) Cultural Sensitivity, and (VIII) Teacher Efficacy (Roberts-Walter, (2007). Factor I, Teacher Beliefs (TB) is comprised of items that represent teacher beliefs presented from a deficit aspect of working with students and/or families of color. The scale scores for these items were reverse scored, therefore a high score would signal more accepting perceptions of teacher beliefs about working with or when working with African American students. A high scale score on these items would also indicate that the teacher has a high sense of teacher efficacy, indicating that he/she is not in agreement with statements that suggest that African American students "have more behavior problems

than other students”, “or are not as eager to learn as White students”, or that “students in poverty are more difficult to teach”. A high scale score on items in Factor I are signs of a teacher having positive beliefs and high teacher efficacy.

Factor II, School Climate (SC) is comprised of items reflecting on teachers’ perceptions of their school climate, elements of school climate, administrative and collegial support. Factor III, Culturally Responsive Classroom Management (CRCM) is comprised of items indicating teachers’ perceptions of Culturally Responsive Classroom Management, issues relating to discipline and classroom management, and effectively managing students with diverse racial backgrounds. Factor IV, Home and Community Support (HCS) is comprised of items depicting teachers’ perceptions of the parental and community support of the school and districts mission statement, and the teachers’ perception of equitable treatment of students. Factor V, Cultural Awareness (CA) is comprised of items that reveal teacher perceptions and levels of cultural awareness as related to integrating students’ culture into the curriculum, parent communication, and identifying with racial groups different from their own. Factor VI, Curriculum and Instruction (CI) is comprised of items suggesting the implementation of culturally responsive curriculum materials and instructional strategies. Factor VII, Cultural Sensitivity (CS) consist of items that denote teachers’ perceptions of cultural sensitivity in relation to community and social relations. Factor VIII, Teacher Efficacy (TE), is comprised of items that reflect teachers’ sense of efficacy as it relates to working with difficult students or situations outside of the teachers control, and their perception of teaching ethnic customs and receiving professional development on multicultural issues.

The CABI was administered to approximately 3,733 elementary and secondary teachers from fifty four campuses within a large urban school district in Southwest Texas. Of the 3,733 teachers, 1,873 teachers responded to the survey, which represents 49 percent of the total population. Nine hundred forty three of the 3,733 teachers, that taught student in the sixth, seventh, or eighth grade. Of this population, one hundred and sixty nine (18 percent) teachers responded to the survey. Such a low percent of teachers responding to the CABI can be attributed to several factors. The CABI was presented to the teachers of this school district as a part of professional development on how to better serve students of color. The results of the CABI can be used to identify strengths and weaknesses of teacher within a school and/or the school district as a whole. Many teachers refused to respond for several reasons, (a) they felt the questions were racist in nature, (b) they were offended by the questions and refused to answer, (c) they did not agree with the districts approach on addressing better ways to service students of color, or (d) they did not believe professional development in multiculturalism was an area of need for them or the district (Webb-Johnson, personal communication, November, 2008).

The goal of this study was to examine teacher beliefs and cultural awareness. Teachers' beliefs can stimulate drive and guide their practices. Ones level of cultural awareness will also guide practices and beliefs. Teacher beliefs and cultural awareness can be the foundation of curriculum and instructional strategies, classroom management, school and community involvement, school and classroom ownership and pride, and/or student achievement. Therefore this study specifically examined teacher beliefs and

cultural awareness. This study analyzed data collected on and combined items associated with Factor I, Teacher Beliefs and Factor V, Cultural Awareness.

*Validity/ Reliability*

In confirmation of the research questions the validity and reliability of the CABI must be established. According to the Standards for Educational and Psychological Testing (American Educational Research Association, 1999) test validity refers to the “degree to which evidence and theory support the interpretation of test scores entailed by the proposed uses of test” (AERA, 1999, p. 9). “The most common definition of validity is epitomized by the question: Are we measuring what we think we are measuring?” (Kerlinger, 1986, p. 417).

Construct validity was determined in another study by internal consistency and content validity (Walter, 2007). The content validity of the CABI was approved and confirmed by a jury of experts in multiculturalism, statistics, and urban education (Roberts-Walter, 2007).

From the 46 survey items, twelve initial factors were derived from a factor analysis (Roberts-Walter, 2007). To aid in the interpretation of these twelve factors, Roberts-Walter (2007) performed a Varimax rotation of each item. Items with an absolute value of .4 were retained for further study (Roberts-Walter, 2007). Factors with single variables can be described as poorly defined (Tabachnick and Fidell, 2001). In further analysis, four of the twelve factors failed to have a sufficient number of items having only one item for these factors (Roberts-Walters, 2007). In concluding the establishment of the construct validity of the CABI, 10 items and 4 factors were deleted

from further study (Roberts-Walters, 2007). Construct validity was then established by using Cronbach's alpha coefficient to determine the internal consistency of the instrument. In measuring Cronbach's alpha coefficient for the 36-items that were scaled response questions, CABI's internal consistency was established at .80 (Roberts-Walter, 2007). Often cited Nunnally (1978) states that for basic research an alpha index of .70 or better is acceptable, on the other hand for applied research used in judgment should be .80 or higher (p.245). According to Garson (2007) a Cronbach's alpha index of .60 is considered acceptable for exploratory purposes, .70 is considered adequate for confirmatory purposes, and .80 is considered good for confirmatory purposes.

Reliability measures whether an instrument is consistent in its measurement over time (Salkind, 2004). The Cronbach's alpha coefficient of the CABI was .83 (Roberts-Walter, 2007).

This study analyzed data from sixth, seventh, and eighth grade teachers only, therefore the reliability was recalculated using data only from sixth, seventh, and eighth grade teacher respondents. The Cronbach's alpha coefficient of the overall CABI using intermediate and middle school teachers' data is .79. According to Garson (2007) the reliability of the CABI using data from teachers teaching sixth, seventh, and eighth grade students were good for confirmatory purposes.

### **Data Collection**

During the fall of 2005 the Cultural Awareness and Belief Inventory (CABI) was administered to approximately 3,733 Pre-Kindergarten through twelfth grade public school teachers within a large urban school district in southeast Texas. Prior to taking the

survey, teachers of the district were not aware that experts were contracted to provide professional development for their teachers because the districts level of students of color referred to special education exceeded the standards of the Texas Education Agency. A team of experts were contracted to provide an overall assessment of and professional development for teachers, administrators, counselors, and staff on how to effectively educate students of color. This included professional development on culturally responsive curriculum and instructional strategies and self analysis. Ultimately, many of the teachers were not enthusiastic or receptive to professional development on Multiculturalism, because they simply felt that it was not needed (Webb-Johnson, personal communication, November, 2008).

The test was completed and returned by 1,873 teachers, 182 identified themselves as teaching sixth, seventh, and eighth grade. The CABI measured teacher cultural awareness, attitudes and expectations when working in diverse populations in a large urban school district. The CABI's items measured on a Likert scale were designed to assess levels of cultural awareness, perceptions, and beliefs. As stated by Gall, Borg, & Gall, (2003) "a Likert survey is a measure requesting individuals to indicate there levels of agreement with statements regarding an attitude object" (p. 214).

Participants responded to the survey on a scantron form which was electronically scored. The data was then converted to a Statistical Package for the Social Sciences (SPSS) file format. Multivariate analyses were used to determine the reliability and validity of the CABI (Roberts-Walter, 2007). Upon analyzing data collected, the eight

factors contributing to teachers' attitudes and beliefs were determined (Roberts-Walter, 2007).

Additional multivariate analyses were examined to confirm the reliability and validity of the CABI using a subset of the data examined by Roberts-Walter. This examination confirmed the reliability of the teacher beliefs factor as established by Roberts-Walter (2007) study. The factor of predicting cultural awareness did not hold together as well. A factor analysis did not link these items together and an item analysis confirming reliability was also low. This examination was not confirmed by the authors or a panel of experts therefore the factors established and confirmed by Roberts-Walter (2007) was used in this study.

Permission to use CABI data collected in a large urban school district was obtained from the proprietors (N. Carter, personal communication, February 2007). For purposes of this study, data gathered from teachers teaching students in the sixth, seventh, and eighth grade students was analyzed.

### **Research Design**

This descriptive, correlational research design (Gall, Borg, & Gall, 2003) utilized archival data that measures teachers' beliefs and the cultural awareness of teachers teaching in a large urban school district in southeast Texas. Multivariate analyses were used to examine the relationship between teacher beliefs and ethnicity, gender, years of teaching experience, and teacher certification. The relationship between teachers' cultural awareness and teacher ethnicity, gender, years of teaching experience, and teacher certification were also measured.



## Data Analysis

A multivariate analysis of variance (MANOVA) using in Statistical Package for the Social Sciences (SPSS) computer software was completed to determine a statistically significant difference in teacher beliefs and teacher ethnicity, teacher certification (elementary or secondary), gender, and years of teaching experience (1-11 months, 1-3 years, 4-6 years, 7-9 years, or more than 10 years). Factor analysis and item analysis were examined to determine the reliability of the factors used in this study.

### *Research Question One*

What is the relationship between sixth, seventh, and eighth grade teachers' beliefs of student of color and their:

- a. ethnicity
- b. teaching certification
- c. gender
- d. years of teaching experience

General Linear Modeling (GLM) was used to examine the difference in sixth, seventh, and eighth grade teachers' beliefs of students of color in relationship to their ethnicity, teaching certification, gender, and years of teaching experience. A multivariate analysis of variance (MANOVA) was computed to determine the statistical significance of the relationship based on Wilks' Lambda value being less than .05 to indicate a significant difference (Pallant, 2007). The partial eta squared value was examined to determine the effect size of this result (Pallant, 2007). Partial eta squared value "indicates the proportion of variance of the dependent variable that is explained by the

independent variable” (Pallant, 2007, p. 208). In determining the effect size Cohen (1988) suggest that .2 indicate a small effect size, .5 indicate a medium effect size, and .8 indicate a large effect size (Cohen, 1988). Upon determining a statically significant difference the means and standard deviations will be examined to further examine the meaning of these relationships.

#### *Research Question Two*

What is the relationship between sixth, seventh, and eighth grade teachers’ cultural awareness of student of color and their:

- a. ethnicity
- b. teaching certification
- c. gender
- d. years of teaching experience

General Linear Modeling (GLM) was also used to examine the difference in the teachers’ cultural awareness of students of color in relationship to their ethnicity, teaching certification, gender, and years of teaching experience. A multivariate analysis of variance was repeated to determine the statistical significance of the relationship based on Wilks’ Lambda value being less than .05 to indicate a significant difference (Pallant, 2007). The partial eta squared value was examined to determine the effect size of this result (Pallant, 2007). In determining a statically significant difference the means and standard deviations will be examined to further examine the meaning of these relationships.

This chapter established the methodology of this study. This study examined the relationship between teachers' beliefs and cultural awareness and their ethnicity, teaching certification, years of teaching experience, and gender. A multivariate analysis of variance (MANOVA) was used to determine a statistically significant difference in teachers' beliefs and cultural awareness of students of color in relationship to their ethnicity, teaching certification, gender, and years of teaching experience. A statistically significant difference was determined based on Wilks' Lambda value being less than .05 (Pallant, 2007).

## CHAPTER IV

### RESULTS AND ANALYSIS

This study used archival data obtained from the Cultural Awareness Belief Inventory (CABI). The CABI was designed to determine statistically significant differences in teachers' perceptions by demographic characteristics, such as teacher ethnicity and/or teaching certification. Teachers who taught in a selected Texas school district during the 2005-2006 school year were asked to complete the CABI. Archival data was analyzed from a sample size of 1,873 Pre-Kindergarten through 12<sup>th</sup> Grade teachers (Roberts-Walter, 2007). Of the 1,873 teachers who completed the CABI, 182 taught students in grades 6, 7, and 8. These respondents made up the total population for this study. A sample population was generated from the responses or lack of response from the total population of teacher teaching sixth, seventh, or eighth grade.

Data collected from these respondents was used for a descriptive, correlational study (Gall, Borg, & Gall, 1996), to determine a statistically significant difference in sixth, seventh, and eighth grade teacher's beliefs of students of color in relationship to their ethnicity, teaching certification, years of teaching experience, and teacher gender. This data was also examined to determine a statically significant difference in sixth, seventh and eighth grade teacher cultural awareness of students of color in relationship to their ethnicity, teaching certification, years of teaching experience, and teacher gender.

The root of this research stems from items within the CABI that relate to teachers' cultural awareness and beliefs about working with student of color.

Throughout the research questions teacher beliefs and cultural awareness were examined by demographic characteristics of the teachers. Prior to analyzing the data based on demographic characteristics, the group as a whole was analyzed for descriptive purposes.

As previously mentioned, a factor analysis using a Varimax rotation was also computed to confirm sufficient factor coefficients to the established eight factors. These factors were confirmed by a new factor analysis using data collected from teacher's teaching sixth, seventh, or eighth grade students (see Table 4.1). In analyzing the data, a pattern/structure in excess of .71 (50 percent) overlapping variance was considered excellent, .63 (40 percent) overlapping variance was very good, .55 (30 percent) overlapping variance was good, .45 (20 percent) overlapping variance was fair, and .32 (10 percent) overlapping variance was considered poor (Comrey and Lee, 1992). For descriptive purposes only, a factor loading value of .3 was used.

Table 4.1. Factor Analysis of the CABI Using Data Collected From Sixth, Seventh, and Eighth Grade Teachers

Item Number	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Supported by building principal #12	.105	.791	-	.095	.013	-	.008	.028	.036	-	.095	-	.080	.128	-
Supported by admin staff #13	.112	.825	.009	.140	.115	.068	-	-	-	.027	.058	-	.022	.160	.019
Supported by colleagues #14	-	.730	.067	.052	-	-	.007	.118	.165	.057	-	.285	-	-	.115
Opportunities to grow #15	.075	.571	-	.240	.341	-	.041	-	.183	-	-	.146	.015	.112	-
Time focused on standardized tests #16	.200	.031	-	.377	-	.119	-	-	.328	-	-	.140	.105	-	.081
Contributions appreciated by colleagues #17	-	.705	.118	.219	-	.105	-	.175	-	.032	-	.155	.038	-	.093
Need more support in meeting needs of challenging students #18	.399	.442	.145	.062	.034	-	.028	.249	-	.180	.356	-	-	.189	-
All students are treated equitably #19	.046	.101	-	.625	.090	-	-	-	.080	.029	-	.387	-	.188	.063
ISD families are supportive of our mission #20	.037	.210	.085	.827	.003	-	.032	-	-	.098	.050	-	.092	.091	.004
African American ISD families are supportive of our mission #21	.152	.262	.037	.764	-	.059	-	-	-	.105	.018	-	-	.020	-
District has support from community #22	.047	.285	-	.447	.203	.124	.171	-	-	-	-	.015	-	.249	-
Some students do not want to learn #23	.292	.136	-	.315	.029	-	.099	.150	.199	-	.044	-	.060	.397	.183

Table 4.1 continued.

Item Number	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Teachers should be accountable for teaching effectively #24	- .081	.257	- .024	.155	.093	.099	.058	.099	.675	- .059	.106	.134	.103	- .107	.053
There are factors beyond the control of teachers causing student failure #25	.256	.117	- .047	.209	.526	.018	- .124	- .023	.371	- .093	.268	- .174	- .027	.164	.077
In-service training has assisted me in improving teaching strategies #26	.084	.199	.054	.197	.035	.184	- .081	- .101	- .038	.045	- .043	.065	.053	.751	.035
I am culturally responsive #27	.014	- .003	.202	.204	.555	.343	.151	.177	- .027	.065	- .029	- .020	.003	.039	- .041
Cooperative learning is part of my teaching philosophy #28	.256	.117	.161	.081	.232	.499	.085	.164	.096	.087	- .140	.160	- .142	.183	- .253
Develop my skills based on TEKS #29	- .033	.128	.139	- .023	.752	- .064	.015	.116	.221	- .054	.021	- .028	.048	.104	.084
African American students consider performing well in schools as "acting-White" #30	.716	- .055	- .013	.056	- .263	- .016	.124	- .032	.007	.193	- .025	.080	- .136	- .153	.098
African American students have more behavior problems	.761	- .012	.187	- .040	- .173	.140	.125	.083	- .189	.035	.114	.029	- .094	.020	.021

Table 4.1 continued.

Item Number	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
African American students are not eager to learn as Whites #32	.828	.091	.008	.121	.098	.136	.065	.068	-	-	.096	-	.076	.063	.014
Teachers are biased in classrooms #33	.397	-	.091	.246	-	-	-	.007	.209	.026	.398	-	-	.107	-
Students in poverty are more difficult to teach #34	.581	.292	.056	-	.066	.198	.048	-	.081	-	-	.027	.070	.112	-
African American students do not bring as many strength to classrooms as Whites #35	.771	.087	.029	.066	.256	-	-	.059	.112	.033	.040	-	.157	.195	-
Students referred to special ed qualify for special ed #36	-	.065	-	.005	-	.063	-	.017	-	.064	.016	.821	.019	.018	.040
I should identify with the racial groups I serve #37	.015	.081	.081	.020	.112	.112	.041	.041	.041	.041	.041	.041	.041	.041	.040
Prefer to work with students and parents who have similar culture as mine #38	.011	-	.103	.163	-	.049	.038	-	.027	.797	-	.123	.096	-	-
Comfortable with people who exhibit values or beliefs #39	.415	.322	.012	.009	.168	.449	-	-	-	-	.127	-	-	-	.090
	.209	.234	-	-	.416	.188	-	.031	-	.323	.142	-	-	-	.225
			.130	.057			.218	.016				.133	.164	.212	



Table 4.1 continued.

Item Number	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Cultural views of a diverse community should be included in the school's yearly program planning #40	.055	-	.088	-	.291	.398	-	.084	.351	-	.268	-	.192	-	.000
Necessary to include on-going family input in program planning #41	.093	-	-	-	-	.705	-	.026	.184	.105	.053	.094	.092	.140	.114
Experienced difficulty in getting African American families involved in their children's education #42	.474	.017	.088	.138	-	.064	-	-	-	-	.446	-	.053	-	-
When correcting a child's spoken language, one should model appropriate classroom language without further explanation #43	.046	.023	-	-	.021	.047	.017	.083	.001	.077	-	-	.854	.053	.002
There are times when use of "non-standard" English should be accepted #44	.077	-	.038	.146	.024	-	-	.185	-	.258	.017	-	.082	-	-
		.075				.176	.008		.074		.135		.098		.653

Table 4.1 continued.

Item Number	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Believe in asking families of diverse cultures how they wished to be identified #45	.094	.029	-	-	.090	.008	-	.714	.006	-	.088	.037	.173	.029	-
In a society with as many racial groups as the U.S. I would accept the use of ethnic jokes or phrases by students #46	.121	-	.151	.096	.221	-	.444	-	.017	.169	-	-	.186	-	.554
There are times when "racial statements" should be ignored #47	.132	.022	.028	-	.041	.150	.748	-	-	-	.048	-	-	.025	-
A child should be referred "for testing" if learning difficulties appear to be due to cultural differences #48	.034	-	.028	.031	.018	-	.755	.077	.104	.116	.134	-	.142	-	.139
Teaching of ethnic customs and traditions is not the responsibility of public school personnel #49	.056	-	.301	.327	-	.507	.288	.207	-	-	.037	-	.018	.039	.110
Individualized Education Program meetings or planning should be #50	.016	-	-	-	.060	.053	.052	-	.716	.081	-	-	-	.105	.001
		.028	.060	.187				.092			.233	.130	.131		

Table 4.1 continued.

Item Number	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Frequently used material within my class represents at least three different ethnic groups #51	.104	.132	.17 3	- .09 5	.28 8	.21 2	- .19 4	.55 6	- .00 8	- .06 3	- .19 2	- .18 3	- .23 3	- .06 1	.23 1
Students from certain ethnic groups appear lazy when it comes to academic engagement #52	.419	- .073	.18 7	.16 3	- .03 1	- .13 0	.18 7	- .07 8	- .03 4	- .33 8	.43 8	.20 7	- .11 5	.05 6	.18 9
In-service training focuses too much on "multicultural" issues #53	.155	- .080	.21 5	- .00 1	- .06 2	.14 0	.31 5	- .07 9	- .04 0	.16 5	.60 7	.02 8	- .21 8	- .02 5	- .07 7
I address inappropriate classroom behavior when it could be easily ignored #54	- .033	.102	.08 4	- .10 2	.10 7	.14 5	.30 7	.55 8	.06 1	.08 0	- .27 2	.12 7	.07 5	- .24 7	- .04 4
I am able to effectively manage students from all racial groups #55	.034	- .028	.88 8	- .03 4	.07 2	- .00 6	.02 3	- .06 2	- .03 9	- .12 2	.01 8	- .06 7	- .00 5	.02 1	- .03 3
I have a clear understanding of the issues surrounding classroom management #56	.122	.087	.90 5	.01 7	.12 6	.07 8	.04 9	.04 7	- .01 1	.09 6	.04 8	- .01 2	- .01 4	.01 6	.05 4
I have a clear understanding of the issues surrounding discipline #57	.068	.092	.92 6	.07 3	.04 0	.07 6	.02 5	.01 5	- .00 6	.12 9	.05 3	- .01 8	- .02 4	- .02 1	.00 7

Fifteen factors were derived from this new analysis. The items that comprise the factors establishing Teacher Beliefs (Roberts-Walter, 2007) were similar for all teachers (EC – 12). Previous research (Roberts-Walter, 2007) comprised items number 30, 31, 32, 34, 35, 38, 42, and 52 to compile the factor representing teacher beliefs. The factor analysis using data collected from teachers teaching grades six, seven, and eight, found 6 of 8 alike items related to the factor established to describe teacher beliefs; items 30, 31, 32, 34, 35, and 42.

The comprised items that were described through previous research (Roberts-Walter, 2007) as those that describe a teacher's cultural awareness are 37, 39, 40, 41, and 50. A factor analysis using data collected solely from teachers teaching grades 6, 7, and 8 identified only two alike items (items 40 and 41).

The Cronbach's alpha coefficient was also computed for each factor used in this study. The Cronbach's alpha coefficient for items related to teacher beliefs (TB) was .825. Teacher Beliefs (Factor I) as a factor consist of 5 items that reflected teacher beliefs toward African American students, while 3 items address teacher beliefs concerning students representing underserved populations (Roberts-Walter, 2007) (see Table 4.2). The items related to teacher beliefs were reverse scored to represent a positive scale score.

Table 4.2. Item Analysis for Teacher Beliefs

<i>Item No.</i>	<i>Item</i>	<i>Cronbach's Alpha, if Item Deleted</i>
30	I believe African American students consider performing well in schools as “acting White”.	.81
31	I believe African American students have more behavior problems than other students.	.788
32	I believe African American students are not as eager to learn as White students.	.777
34	I believe students in poverty are more difficult to teach.	.816
35	I believe African American students do not bring as many strengths to the classrooms as their White peers.	.795
38	I believe I would prefer to work with students and parents whose cultures are similar to mine.	.816
42	I believe I have experienced difficulty in getting African American families involved in their children’s education.	.806
52	I believe students from certain ethnic groups appear lazy when it comes to academic engagement	.821

The Cronbach's alpha coefficient for items related to cultural awareness (CA) was .4. Cultural Awareness (Factor V) consists of items that reflect teachers' levels of cultural awareness (see Table 4.3).

Table 4.3. Item Analysis for Cultural Awareness

<i>Item No.</i>	<i>Item</i>	<i>Cronbach's Alpha, if Item Deleted</i>
37	I believe it is important to identity with the racial groups of the students I serve.	.453
39	I believe I am comfortable with people who exhibit values or beliefs different from my own.	.428
40	I believe cultural views of a diverse community should be included in the school's yearly program planning.	.317
41	I believe it is necessary to include on-going family input in program planning.	.316
50	I believe Individual Education Program meetings or planning should be scheduled for the convenience of the family.	.426

According to Garson (2007) the reliability of TB is good for confirmatory purposes. The reliability of CA using intermediate and middle school teacher data was low.

It was not the purpose of this study to reestablish the factors of this instrument or to establish the reliability or validity of the instrument. Multiple regressions were run to examine whether the variables combined as one factor have a stronger measurement of the outcome than with any one predictor variable alone. A factor analysis was also run to examine how well the established factors held together using a subset of the data collected and examined in previous research. These examinations found that the previously established factor used to predict teacher beliefs held together as a strong factor. The previously established factor used to predict a teachers' level of cultural awareness did not hold together well. These examinations were used for confirmatory purposes only. The results from these examinations were not reviewed or confirmed by the authors of the instrument or a panel of experts in the field. Therefore the factors were not reconfigured for this study. The factors and variables were analyzed as established and confirmed in previous research (Roberts-Walter, 2007).

Prior to analysis for this study, the data based on factors previously established and confirmed, was analyzed for general agreement of the items addressing teacher beliefs and cultural awareness based on their scale scores. The following table (Table 4.4) illustrates the percent of total population in agreement with items associated with factors representing teacher beliefs.

Table 4.4. Percent of Teachers in Agreement With the Factors Associated with Teacher Beliefs

<i>Item No.</i>	<i>Item</i>	<i>% of Teachers in Agreement</i>
30	I believe African American students consider performing well in schools as “acting White”.	28%
31	I believe African American students have more behavior problems than other students.	29%
32	I believe African American students are not as eager to learn as White students.	19%
34	I believe students in poverty are more difficult to teach.	38%
35	I believe African American students do not bring as many strengths to the classrooms as their White peers.	18%
38	I believe I would prefer to work with students and parents whose cultures are similar to mine.	80%
42	I believe I have experienced difficulty in getting African American families involved in their children’s education.	45%
52	I believe students from certain ethnic groups appear lazy when it comes to academic engagement	23%

The next table (Table 4.5) illustrates the percent of total population in agreement with items associated with factors representing cultural awareness.



Table 4.5. Percent of Teachers in Agreement With the Factors Associated with Cultural Awareness

<i>Item No.</i>	<i>Item</i>	<i>% of Teachers in Agreement</i>
37	I believe it is important to identify with the racial groups of the students I serve.	77%
39	I believe I am comfortable with people who exhibit values or beliefs different from my own.	83%
40	I believe cultural views of a diverse community should be included in the school's yearly program planning.	88%
41	I believe it is necessary to include on-going family input in program planning.	82%
50	I believe Individual Education Program meetings or planning should be scheduled for the convenience of the family.	71%

The research questions in this study examined the relationship between sixth, seventh, and eighth grade teacher's beliefs and cultural awareness of students of color based on a variety of demographic characteristics.

### Research Question One

What is the relationship between sixth, seventh, and eighth grade teachers'

beliefs of student of color and their:

- A. ethnicity
- B. teaching certification
- C. gender
- D. years of teaching experience

#### *Part A: Teacher Beliefs in Relationship to Teacher Ethnicity*

To investigate the relationship between sixth, seventh, and eighth grade teachers' beliefs and teacher ethnicity, a multivariate analysis of variance was computed to determine the statistical significance of the relationship. Statistical significance was determined based on the Wilks' Lambda value; the significance level should be less than .05 to indicate a significant difference (Pallant, 2007). The partial eta squared value was examined to determine the effect size of this result (Pallant, 2007). Cohen (1988) suggests that .2 indicate a small effect size, .5 indicate a medium effect size, and .8 indicate a large effect size.

The initial sample size of the data gathered based on ethnicity was as followed: 68 African Americans, 53 European Americans, 9 Hispanic Americans, 3 Pacific Islanders, 1 Asian American, and 1 Native American. Upon the initial analysis it was determined that the sample size between ethnicities was too varied. The sample of Hispanic Americans, Pacific Islanders, Asian American, and Native American were combined to create one sample described as "Other". Teachers who did not complete

answer each item related to teacher beliefs were omitted. This changed the sample to 65 African Americans, 52 European Americans, and 14 described as “Other”; 28 of the respondents did not indicate their ethnicity. According to Tabachnick and Fidell (2007), a sample size of at least 20 in each cell is needed to confirm a multivariate distribution (p. 251). The sample described as “Other” is still too small for analysis so it was eliminated from further study. Due to the difference in group sizes, the GLM framework was used to conduct the MANOVA. Refer to Table 4.6 for the frequency sample of the African American and European American respondents that created the sample for this study.

Table 4.6 Sample of Ethnicity of Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Ethnicity</i>	<i>N</i>
African American	65
European American	52

Using the new ethnicity categories, a multivariate analysis of variance was calculated using the GLM command in SPSS. The dependent variables were items related to teacher beliefs, and the independent variable was teacher ethnicity. Preliminary assumption testing was conducted to check for normality and multicollinearity, with no serious violations noted. In analyzing these results, there was a Wilks’ Lambda value of .803 with a significance value of .002. If the significance level

value is less than .05 statistically significant differences can be concluded (Pallant, 2007); therefore a significant difference can be concluded from a value of .002.

The effect size was also analyzed using the partial eta squared value to determine the proportion of variance in the items related to teacher beliefs that is explained by the teacher ethnicity. There is a partial eta square value of .197 concluding a small effect size (Cohen, 1988). Although there was a significant difference found, the effect size was small. An effect size of .197 indicates that only 19.7% of the variance can be explained by ethnicity. Table 4.7 illustrates the significance value and effect size.

Table 4.7. Multivariate Test of Teacher Ethnicity Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.802	3.319(a)	8.000	108.00	.002	.197

(a) Exact statistic

After determining statistical significance, the means and standard deviations were examined in further analysis of this relational difference. There were 8 items that were identified as addressing teacher beliefs. Of these 8 items, the mean score was 3.08. A mean score that high suggests that African American and European American participants of this study expressed disagreement with the items addressing teacher beliefs. These items were reversed scored, therefore a consensus of disagreement with the items addressing teacher beliefs and cultural awareness would suggest that teachers in this study have a positive teacher beliefs of students of color.

Due to the significance found a closer look was warranted. Therefore Tukey's post hoc analysis was conducted. Although a statistically significant difference was found in a MANOVA test, when analyzing each item for significance, none of the items showed a statistically significant difference. When analyzing the items as a factor the effect size was 19%, but when each item is analyzed separately, the effect size is considerably lower with the highest being 8%.

Overall the effect size was still very small for all items. When items were analyzed based on responses from African American Teachers and European American Teacher a slight difference was noticed. The mean score of African American teachers' beliefs of students of color was 3.17. The mean score of European American teachers' beliefs of students of color was also 2.96. There was a statically significant difference in the mean scores of African American teachers and European American teachers; overall the African American teachers had more positive beliefs when working with students of color.

Six of the eight items had a least .1 difference in their means scores. Five of the eight had a difference of .25 or higher. The greatest difference was noticed in items 31, 30, and 42. Item 31 stated "I believe African American students have more behavior problems than other students." The mean score among African American teachers (mean score of 3.40) was .55 higher than that of European American teachers (mean score of 2.85); this suggested African American teachers were in stronger disagreement with this statement. Item 30 states "I believe African American students consider performing well in school as 'acting White.'" The mean score among African American teachers (mean

score of 3.31) was .37 higher than that of European American teachers (mean score of 2.94); again suggesting that African American teachers were in stronger disagreement with this statement.

Item 42 states “I believe I have experienced difficulty in getting families from African American communities involved in the education of their students.” The mean score among African American teachers (mean score of 2.75) was .37 higher than that of European American teachers (mean score of 2.38). The mean score of item 42 was lower than that of the any item related to teacher beliefs. A mean score of 2.38 with a standard deviation .771 of suggest that a many of European American teachers were in agreement with this statement. African American teachers having a mean score of 2.75 with a standard deviation of .952 suggest that their responses to this item were more dispersed. Such large standard deviations suggest that there was a wide range of scores, a low mean score suggest that there were more teachers who agreed with this statement than the other statements that reflect teacher beliefs.

The mean score for European American teachers was higher than the mean score for African American teachers on 2 out of 8 of the items. Among these items the greatest difference was noted on item number 52 which states, “I believe students from certain ethnic groups appear lazy when it comes to academic engagement.” European American teachers mean score was 3.17 with a standard deviation of .734 on this item and African American teachers mean score was 3.08 with a standard deviation of .872. Although the mean scores suggest that European American teachers were in greater disagreement with this statement, the scores of African American teachers were more

dispersed. Table 4.8 illustrates the mean scores and standard deviations of the items related to teacher beliefs of students of color in relationship to teacher ethnicity.

Table 4.8. Means and Standard Deviations of Items Related to Teacher Beliefs of Students of Color in Relationship to Teacher Ethnicity

Item	Ethnicity	Mean	Std. Deviation	N
African American students consider performing well in schools as "acting- White"	African American	3.31	.769	65
	European American	2.94	.826	52
	Total	3.15	.812	117
African American students are not eager to learn as Whites	African American	3.40	.725	65
	European American	3.13	.817	52
	Total	3.28	.775	117
African American students have more behavior problems than Whites	African American	3.40	.806	65
	European American	2.85	.937	52
	Total	3.15	.906	117
African American students do not bring as many strength to classrooms as Whites	African American	3.26	.815	65
	European American	3.35	.653	52
	Total	3.30	.746	117
Students in poverty are more difficult to teach	African American	2.97	.829	65
	European American	2.81	.841	52
	Total	2.90	.834	117
Prefer to work with students and parents who have similar culture as mine	African American	3.26	.668	65
	European American	3.02	.641	52
	Total	3.15	.665	117
Experienced difficulty in getting African American families involved in their children's education	African American	2.75	.952	65
	European American	2.38	.771	52
	Total	2.59	.892	117

Table 4.8 continued.

Item	Ethnicity	Mean	Std. Deviation	N
Students from certain ethnic groups appear lazy when it comes to academic engagement	African American	3.08	.872	65
	European American	3.17	.734	52
	Total	3.12	.811	117

*Part B: Teacher Beliefs in Relationship to Teacher Certification*

To examine the relationship between teacher beliefs and their teaching certification, a multivariate analysis of variance was repeated to determine the statistical significance of the relationship based on Wilks' Lambda. The Partial Eta Squared was examined to determine the effect size of this result (Pallant, 2007). In difference, teachers' certification was used as the independent variable.

Data for teacher certification was gathered based on each teacher's Texas teaching certification. Each teacher was asked to indicate their teaching certification from the following categories: 1) Early Childhood, 2) Elementary, 3) English/LA/Reading, 4) Science, 5) Social Studies, 6) Mathematics, 7) Special Education, 8) Gifted/Talented, 9) Bilingual Education, 10) The Arts, 11) Physical/Health Education, 12) Technology, or 13) Other – not listed. For the purposes of this study respondents who held an early childhood certification and elementary certification were grouped together and described as elementary certified. Respondents who were certified to teach English/LA/Reading, Science, Social Studies, Mathematics, Special Education, Gifted/Talented, Bilingual Education, the Arts, Physical/Health Education, Technology,



or responded as being certified in another category were grouped together as being certified to teach secondary students. Teachers who did not indicate their certification or did not complete the questions related to teacher beliefs were omitted. Table 4.9 illustrated the sample of the teachers in each teacher certification category.

Table 4.9. Sample of Teacher Certification Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Certification</i>	<i>N</i>
Elementary	47
Secondary	49

Using the GLM command in SPSS a multivariate analysis of variance was able to calculate the Wilks' Lambda value to determine significance. The Wilks' Lambda value was .867 with a significance value of .116; this suggested that there was not a significant statistical difference. The partial eta squared was .133 concluding a small effect size, with 13% of the variance explained by teacher certification. Refer to Table 4.10 for an illustration of the results of the MANOVA run to determine statistical significance.

Table 4.10. Multivariate Test of Teacher Certification Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.867	1.673(a)	8.000	87.00	.116	.133

(a) Exact statistic

Although a statistically significant difference in the relationship between teacher certification and teacher beliefs cannot be found from a MANOVA, the means and standard deviations of each item relating to teachers' beliefs of students of color were examined in relationship to the teachers teaching certification for further analysis. The overall mean for all the items related to teacher beliefs was 3.03, suggesting an overall disagreement with the statements presented. Although the mean scale score is high, overall the scale scores seem to be very dispersed, the overall standard deviation is .8075.

Although the overall mean scale score is high, there were a few items that the Elementary certified teachers and the Secondary certified teacher slightly differ. There were two items that had more than a .3 difference. When the participants were presented with the statement "I believe students from certain ethnic groups appear lazy when it comes to academic engagement," the Secondary certified teachers (mean score of 3.24 with a standard deviation of .693) expressed more disagreement with this statement than the Elementary certified teachers (mean score of 2.89 with a standard deviation of .914).

In contrast, the Elementary certified teachers expressed more disagreement with item 30 than Secondary certified teachers. Item 30 states, "I believe African American students consider performing well in school as 'acting-White.'" The mean score for

Elementary certified teachers on this item was 3.26 with a standard deviation of .765. The mean score for Secondary certified teachers was 2.90 with a standard deviation of .848. Table 4.11 illustrates the means and standard deviations of items related to teacher beliefs of students of color in relationship to teacher certification (Elementary or Secondary).

Table 4.11. Means and Standard Deviations of Items Related to Teacher Beliefs of Students of Color in Relationship to Teacher Certification

Item	Cert	Mean	Std. Deviation	N
African American students consider performing well in schools as "acting- White"	Elementary	2.89	.914	47
	Secondary	3.24	.693	49
	Total	3.07	.824	96
African American students are not eager to learn as Whites	Elementary	3.26	.793	47
	Secondary	3.29	.707	49
	Total	3.27	.747	96
African American students have more behavior problems than Whites	Elementary	3.02	.897	47
	Secondary	3.18	.905	49
	Total	3.10	.900	96
African American students do not bring as many strength to classrooms as Whites	Elementary	3.28	.772	47
	Secondary	3.31	.769	49
	Total	3.29	.767	96
Students in poverty are more difficult to teach	Elementary	2.94	.734	47
	Secondary	2.73	.884	49
	Total	2.83	.816	96
Prefer to work with students and parents who have similar culture as mine	Elementary	3.06	.673	47
	Secondary	3.08	.731	49
	Total	3.07	.700	96

Table 4.11 continued.

Item	Cert	Mean	Std. Deviation	N
Experienced difficulty in getting African American families involved in their children's education	Elementary	2.55	.904	47
	Secondary	2.49	.869	49
	Total	2.52	.882	96
Students from certain ethnic groups appear lazy when it comes to academic engagement	Elementary	3.26	.765	47
	Secondary	2.90	.848	49
	Total	3.07	.824	96

*Part C: Teacher Beliefs in Relationship to Teacher Gender*

To examine the relationship between teacher's beliefs and their gender, a multivariate analysis of variance was repeated to determine the statistical significance of the relationship based on Wilks' Lambda. The Partial Eta Squared was examined to determine the effect size of this result (Pallant, 2007). In difference, gender was used as the independent variable. The means and standard deviations of male and female responses were also examined for each item of teacher beliefs.

Data for teacher gender was gathered by a demographic indicator at the beginning of the survey. The second question of the survey asks for the participant to indicate their gender as (A) female or (B) male. In analyzing demographic data collected, there were several more female participants than male participants. This was anticipated because during the 2005 – 2006 school year, 78% of the school districts teacher population was female while 22% are male (TEA, 2008). Although the sample sizes were quite different, they were proportionate to the total percentage of male and

female teachers in the school district. According to Gall, Gall and Borg (2005) this type of sampling was appropriate in quantitative research when the proportion of participants in each group in the sample was the same as their proportion in the population. Table 4.12 illustrates the number of female and male teachers and their percent of the sample. Teachers who failed to indicate their gender or neglected to answer any of the items related to teacher beliefs were omitted.

Table 4.12. Sample of the Gender of Sixth, Seventh, and Eighth Grade Teacher Participants

<i>Gender</i>	<i>N</i>	<i>Percent</i>
Female	123	74.5
Male	42	25.5

Using the GLM command in SPSS a multivariate analysis of variance was able to calculate the Wilks' Lambda value to determine significance. The Wilks' Lambda value was .909 with a significance value of .055. The significance value suggests that there was not a statistically significant difference. The partial eta squared was .091 concluding a small effect size. Table 4.13 illustrates the Wilks' Lambda value, the significance value and the partial eta squared value.

Table 4.13. Multivariate Test of Teacher Gender Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.909	1.958(a)	8.000	156.000	.055	.091

(a) Exact statistic

A partial eta squared value of .091 indicates that 9 percent of the variance can be explained by teacher gender. Due to the small effect size, means and standard deviations were examined to further examine this relationship.

In analyzing the means and standard deviations of each item when categorizing the scores by male and female response, the female scales scores were slightly higher than the males scale scores on each item.

The mean scores between males and females have a medium range with .19 to .46 differences in the mean scores. On average there was a .31 difference in the mean scores of males and females. On 7 out of the 8 items, the male overall mean scores were below 2.95 which indicated that there were a few items where the males felt like they were in agreement with most of the items related to teacher beliefs. Item 42 states, "I believe I have experienced difficulty in getting African American families involved in their children's education" yield the lowest mean score for both males and females, with the mean score for females being 2.59 and the mean for males being 2.55. Item 42 also had a very large range of scores with a standard deviation of .968 for males and .886 for females. Table 4.14 illustrates the means and standard deviations of females and males perceptions of their belief and cultural awareness of students of color.

Table 4.14. Means and Standard Deviations of Items Related to Teacher Beliefs of Students of Color in Relationship to Their Gender

Item	Gender	Mean	Std. Deviation	N
African American students consider performing well in schools as "acting- White"	Female	3.14	.803	123
	Male	2.81	.994	42
	Total	3.05	.864	165
African American students are not eager to learn as Whites	Female	3.36	.691	123
	Male	2.90	.906	42
	Total	3.24	.774	165
African American students have more behavior problems than Whites	Female	3.15	.893	123
	Male	2.79	.976	42
	Total	3.05	.926	165
African American students do not bring as many strength to classrooms as Whites	Female	3.37	.681	123
	Male	3.02	.841	42
	Total	3.28	.737	165
Students in poverty are more difficult to teach	Female	2.93	.827	123
	Male	2.74	.857	42
	Total	2.88	.837	165
Prefer to work with students and parents who have similar culture as mine	Female	3.20	.685	123
	Male	2.93	.745	42
	Total	3.13	.709	165
Experienced difficulty in getting African American families involved in their children's education	Female	2.59	.886	123
	Male	2.55	.968	42
	Total	2.58	.904	165
Students from certain ethnic groups appear lazy when it comes to academic engagement	Female	3.12	.806	123
	Male	2.95	.882	42
	Total	3.08	.826	165

*Part D: Teacher Beliefs in Relationship to Years of Teaching Experience*

To examine the relationship between teacher's beliefs and their years of teaching experience, a multivariate analysis of variance was repeated to determine the statistical significance of the relationship based on Wilks' Lambda. The Partial Eta Squared was examined to determine the effect size of this result (Pallant, 2007). In difference, years of teaching experience was used as the independent variable.

Teachers' years of teaching experience was gathered by the number of years a teacher had been teaching. They were categorized in 4 categories from novice teachers to teachers with more than 10 years of experience; (A) 1-11 months teaching experience, (B) 1-3 years of teaching experience, (C) 4-6 years of teaching experience, (D) 7-9 years of teaching experience, and (E) 10 or more years of teaching experience. Table 4.15 illustrates the number of teachers and the percent of the total sample population in each of the years of teaching experience categories. There were not any teachers that indicated that they had been teaching 10 or more years. The teachers who neglected to answer all the questions related to teacher beliefs or chose not to indicate their years of teaching experience were omitted.



Table 4.15. Sample of the Participant's Years of Teaching Experience and Percent of the Total Sample

<i>Teaching Experience</i>	<i>N</i>	<i>Percent</i>
1-11 Months	25	26.3
1-3 Years	23	24.2
4-6 Years	27	28.4
7-9 Years	20	21

Using the GLM command in SPSS a multivariate analysis of variance was able to calculate the Wilks' Lambda value to determine significance. The Wilks' Lambda value was .791 with a significance value of .659. The significance value suggests that there was not a statistically significant difference. The partial eta squared was .075 concluding a small effect size. Table 4.16 illustrates the Wilks' Lambda value, the significance value, and the partial eta squared value.

Table 4.16. Multivariate Test of Years of Teaching Experience Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.791	.858	24.000	244.227	.659	.075

Due to the a statistically significant difference being found Tukey's post hoc analysis was again conducted to determine which items contributed significance. When analyzing each item for significance, none of the items revealed a statistically significant difference. The partial eta squared values are still very small. This suggests that a small percentage of the variance in the scores can be contributed to ethnicity.

A partial eta squared value of .075 indicates that 7.5 percent of the variance can be explained by years of teaching experience. Due to the small effect size means and standard deviations were examined to further examine this relationship.

The 8 items that were identified as addressing teacher beliefs were further examined based on the participant's years of teaching experience by looking at the means and standard deviations of each item. The overall mean score of the 8 items was established at 3.05. This suggests that the participants at large expressed a disagreement with the items addressing teacher beliefs. A consensus of disagreement with the scale scored items addressing teacher beliefs would suggest that teachers in this study have positive teacher beliefs.

Further analyses were examined to determine any fluctuation in the mean scores when the teachers were divided into subgroups based on years of teaching experience. This analysis revealed one item that stood out as a low score, possibly exhibiting negative perceptions of African American families. Item forty two, states "I believe I have experienced difficulty getting African American families involved in their children's education," had an overall mean score of only 2.65. The mean score for teachers with four to six years of teaching experience was 2.33. A score this low could

indicate that there were more teachers in this subgroup that were in agreement with this statement than disagreement. Although this item had low scores, the standard deviation of the scores was high being .931 overall and .917 for teachers with 4 to 6 years teaching experience. This would indicate that there was a broad range of answers for this item.

Item 34 also yielded mean scores under 3.0. While the other six items had mean scores over 3.0 with the highest being item 35, which states, "I believe African American students do not bring as many strengths to the classrooms as their White peers." The novice teachers scored the highest on this item with a mean score of 3.44. These scores would indicate that when asked this particular question the novice teachers were perceived as having the strongest teacher beliefs.

Item 31 addressed the behavior of African American students, stating, "I believe African American students have more behavior problems than other students." It had an average total mean score of 3.05, but it had the largest range of score with a total standard deviation of .961. The standard deviation for teachers with 1 to 11 months experience, and 7 to 9 years experience were both over 1.0, being 1.013 and 1.119. Table 4.17 shows the means and standard deviations of items related to teacher beliefs of students of color in relationship to their years of teaching experience.

Table 4.17. Means and Standard Deviations of Items Related to Teacher Beliefs of Students of Color in Relationship to Their Years of Teaching Experience

Item	Years of Teaching	Mean	Std. Deviation	N
African American students consider performing well in schools as "acting- White"	1-11 months	3.00	.645	25
	1-3 yrs	3.26	.915	23
	4-6 yrs	3.00	.832	27
	7-9 yrs	3.25	.967	20
	Total	3.12	.836	95
African American students are not eager to learn as Whites	1-11 months	3.24	.831	25
	1-3 yrs	3.22	.736	23
	4-6 yrs	3.30	.609	27
	7-9 yrs	3.35	.875	20
	Total	3.27	.750	95
African American students have more behavior problems than Whites	1-11 months	2.88	1.013	25
	1-3 yrs	3.09	.900	23
	4-6 yrs	3.15	.864	27
	7-9 yrs	3.10	1.119	20
	Total	3.05	.961	95
African American students do not bring as many strength to classrooms as Whites	1-11 months	3.44	.712	25
	1-3 yrs	3.35	.647	23
	4-6 yrs	3.26	.712	27
	7-9 yrs	3.35	.745	20
	Total	3.35	.696	95
Students in poverty are more difficult to teach	1-11 months	2.76	.779	25
	1-3 yrs	2.83	.834	23
	4-6 yrs	2.93	.730	27
	7-9 yrs	2.85	.988	20
	Total	2.84	.816	95

Table 4.17 continued.

Item	Years of Teaching	Mean	Std. Deviation	N
Prefer to work with students and parents who have similar culture as mine	1-11 months	3.08	.572	25
	1-3 yrs	3.09	.793	23
	4-6 yrs	3.07	.829	27
	7-9 yrs	3.25	.639	20
	Total	3.12	.713	95
Experienced difficulty in getting African American families involved in their children's education	1-11 months	2.84	.800	25
	1-3 yrs	2.78	1.043	23
	4-6 yrs	2.33	.877	27
	7-9 yrs	2.70	.801	20
	Total	2.65	.896	95
Students from certain ethnic groups appear lazy when it comes to academic engagement	1-11 months	3.24	.831	25
	1-3 yrs	2.96	.928	23
	4-6 yrs	3.00	.784	27
	7-9 yrs	2.80	.894	20
	Total	3.01	.857	95

### Research Question Two

What is the relationship between sixth, seventh, and eighth grade teachers' cultural awareness of student of color and their:

- A. ethnicity
- B. teaching certification
- C. gender
- D. years of teaching experience

*Part A: Teacher Cultural Awareness in Relationship to Teacher Ethnicity*

To investigate the relationship between sixth, seventh, and eighth grade teachers' cultural awareness and teacher ethnicity, a multivariate analysis of variance was computed to determine the statistical significance of the relationship. Statistical significance was determined based on the Wilks' Lambda value. The partial eta squared value was examined to determine the effect size of this result (Pallant, 2007).

The initial sample size of the data gathered based on ethnicity was as followed: 68 African Americans, 53 European Americans, 9 Hispanic Americans, 3 Pacific Islanders, 1 Asian American, and 1 Native American. Upon the initial analysis it was determined that the sample size between ethnicities was too varied. The sample of Hispanic Americans, Pacific Islanders, Asian American, and Native American were combined to create one sample described as "Other". This changed the sample to 68 African Americans, 53 European Americans, and 14 described as "Other"; 28 of the respondents did not indicate their ethnicity. According to Tabachnick and Fidell (2007), a sample size of at least 20 in each cell is needed to confirm a multivariate distribution (p. 251). The sample described as "Other" is still too small for analysis so it was eliminated from further study. Due to the difference in group sizes, the GLM framework was used to conduct the MANOVA. Refer to Table 4.18 for the sample of ethnicity amongst the respondents.

Table 4.18. Sample of Ethnicity of Sixth, Seventh, and Eighth Grade Teacher Respondents to Items Related to Their Cultural Awareness

<i>Ethnicity</i>	<i>N</i>
African American	68
European American	53

Using the new ethnicity categories, a multivariate analysis of variance was calculated using the GLM command in SPSS. The dependent variables were the items related to teacher's cultural awareness, and the independent variable was teacher ethnicity. Preliminary assumption testing was conducted to check for normality and multicollinearity, with no serious violations noted. In analyzing these results, there was a Wilks' Lambda value of .877 with a significance value of .009. If the significance level value was less than .05 statistically significant differences can be concluded (Pallant, 2007); therefore a significant difference can be concluded from a value of .009.

The effect size was also analyzed using the partial eta squared value to determine the proportion of variance in teacher's cultural awareness that was explained by the teacher ethnicity. There was a partial eta square value of .123 concluding a small effect size (Cohen, 1988). This indicates that although the mean sizes were significantly different, ethnicity only accounted for 12% of the variance. Table 4.19 illustrates the significance value and effect size.

Table 4.19. Multivariate Test of the Relationship between Teacher Ethnicity Among Sixth, Seventh, and Eighth Grade Teachers and Their Cultural Awareness

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.877	3.329(a)	5.000	115.00	.009	.123

(a) Exact statistic

After determining statistical significance, the means and standard deviations were examined in further analysis of this relational difference. There were 5 items that were identified as addressing teacher cultural awareness. Of these 5 items, the mean score was 3.08. A mean score this high suggest that African American and European American participants of this study expressed agreement with the items addressing teachers' cultural awareness. A consensus of agreement with the items addressing teachers' cultural awareness would suggest that teachers in this study have a positive sense of cultural awareness of students of color.

When items were analyzed based on responses from African American Teachers and European American Teachers a slight difference was noticed. The mean score of African American teachers' cultural awareness of students of color was 3.11. The mean score of European American teachers' cultural awareness of students of color was 3.05. There was a .06 difference in the mean scores of African American teachers and European American teachers; overall the mean scores are high.

Four of the five items had at least .1 differences in their mean scores. The greatest difference was noticed in items 41 and 31. Item 41 stated, "I believe it is necessary to include on-going family input in program planning." The mean score for



African American teachers (3.24) was .35 higher than the mean score of European American teachers (2.92). In addition the standard of deviation for African American teacher scores was smaller than that of European American teachers.

In contrast, European American teachers had higher scores on item 39 which states “I believe I am comfortable with people who exhibit values or beliefs different from my own.” The mean score among European American teachers was 3.34 with a standard deviation of .586 and the mean score of African American teachers was 3.06 with a standard deviation of .751. The mean score for European American teachers was not only larger, but the scores are not as dispersed as those of African American teachers.

In 4 out of 5 items, the mean scores of African American teachers were higher, but so was the standard of deviation. This suggests that overall the African American teachers had a wider range of scores for the items related to their cultural awareness. Table 4.20 illustrates the mean scores and standard deviations of the items related to teachers’ cultural awareness of students of color in relationship to teacher ethnicity.

Table 4.20. Means and Standard Deviations of Items Related to Teacher's Cultural Awareness of Students of Color in Relationship to Teacher Ethnicity

Item	Ethnicity	Mean	Std. Deviation	N
cultural views of a diverse community should be included in the school's yearly program planning	African American	3.32	.701	68
	European American	3.23	.542	53
	Total	3.28	.635	121
Comfortable with people who exhibit values or beliefs different from my own	African American	3.06	.751	68
	European American	3.34	.586	53
	Total	3.18	.695	121
Individualized Education Program meetings or planning should be scheduled for the convenience of the family	African American	2.91	.824	68
	European American	2.92	.703	53
	Total	2.92	.770	121
Necessary to include on-going family input in program planning	African American	3.24	.672	68
	European American	2.89	.751	53
	Total	3.08	.726	121
I should identify with the racial groups I serve	African American	3.01	.954	68
	European American	2.91	.687	53
	Total	2.97	.846	121

*Part B: Teachers' Cultural Awareness in Relationship to Their Teaching Certification*

To examine the relationship between teachers' cultural awareness and their teaching certification, a multivariate analysis of variance was repeated to determine the statistical significance of the relationship based on Wilks' Lambda. The Partial Eta Squared was examined to determine the effect size of this result (Pallant, 2007). In

difference, teacher certification was used as the independent variable, and items related to cultural awareness for the independent variable.

Data for teacher certification was gathered based on teaching certifications. The initial sample size of the data gathered based on certification was as followed: 1) Early Childhood, 2) Elementary, 3) English/LA/Reading, 4) Science, 5) Social Studies, 6) Mathematics, 7) Special Education, 8) Gifted/Talented, 9) Bilingual Education, 10) The Arts, 11) Physical/Health Education, 12) Technology, or 13) Other – not listed. In this research question, teacher response based on teacher certification were categorized as they were in research question one, respondents who held an early childhood certification and Elementary certification were grouped together and described as Elementary certified. Respondents who are certified to teach English/LA/Reading, Science, Social Studies, Mathematics, Special Education, Gifted/Talented, Bilingual Education, the Arts, Physical/Health Education, Technology, or responded as being certified in another category were grouped together as being certified to teach Secondary students. Teachers who did not indicate their teaching certification or did not answer one or more of the items related to teacher cultural awareness were omitted. Table 4.21 illustrates the sample of the teachers in each teacher certification category.

Table 4.21. Sample of Teacher Certification Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Certification</i>	<i>N</i>
Elementary	47
Secondary	49

Using the GLM command in SPSS a multivariate analysis of variance was able to calculate the Wilks' Lambda value to determine significance. The Wilks' Lambda value was .867 with a significance value of .116; this suggested that there is not a significant statistically difference. The partial eta squared was .133 concluding a small effect size, with 13% of the variance explained by teacher certification. Refer to Table 4.22 for an illustration of the results of the MANOVA run to determine statistical significance.

Table 4.22. Multivariate Test of Teacher Certification Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.988	.213(a)	5.000	90.00	.956	.012

Although a statistically significant difference in the relationship between teacher certification and their cultural awareness cannot be found from a MANOVA, the means

and standard deviations of each item relating to teachers' cultural awareness of students of color were examined in relationship to teacher's teaching certification for further analysis. The overall mean for all the items related to teacher's cultural awareness was 3.08, suggesting an overall agreement from with the statements presented. The mean score for elementary certified teachers was 3.06 and secondary certified teachers were slightly higher at 3.10. Although the mean scores of secondary certified teachers was slightly higher the standard deviation of these scores was also higher; indicating that the secondary certified teacher's scores have a more broad range.

In contrast to the scores of items related to teacher beliefs, the score of items related to teachers' cultural awareness were all very close. Overall teachers were in agreement or strong agreement with the items related to cultural awareness, with one exception. Item 50, which states, "I believe Individual Education Program meetings or planning should be scheduled for the convenience of the family," yielded the lowest scores when categorizing the scores by teacher certification. The total means score was 2.89, with elementary certified teachers mean score of 2.86 and secondary certified teachers mean score of 2.91. Table 4.23 list the mean scores and standard deviations of items related to teacher cultural awareness of students of color in relationship to their teaching certification.

Table 4.23 Means and Standard Deviations of Items Related to Teachers Cultural Awareness of Students of Color in Relationship to Teacher Certification

Item	Certification	Mean	Std. Deviation	N
cultural views of a diverse community should be included in the school's yearly program planning	Elementary	3.24	.560	47
	Secondary	3.21	.778	49
	Total	3.23	.672	96
Comfortable with people who exhibit values or beliefs different from my own	Elementary	3.14	.645	47
	Secondary	3.17	.637	49
	Total	3.16	.638	96
Individualized Education Program meetings or planning should be scheduled for the convenience of the family	Elementary	2.86	.764	47
	Secondary	2.91	.830	49
	Total	2.89	.793	96
Necessary to include on-going family input in program planning	Elementary	3.00	.645	47
	Secondary	3.13	.769	49
	Total	3.06	.708	96
I should identify with the racial groups I serve	Elementary	3.06	.801	47
	Secondary	3.09	.855	49
	Total	3.07	.824	96

*Part C: Teachers Cultural Awareness in Relationship to Teacher Gender*

To examine the relationship between teacher's cultural awareness and teacher gender, a multivariate analysis of variance was repeated to determine the statistical significance of the relationship based on Wilks' Lambda. The Partial Eta Squared was examined to determine the effect size of this result (Pallant, 2007). In difference, gender was used as the independent variable. The means and standard deviations of male and female responses were also examined for each item related to cultural awareness.

Data for teacher gender was gathered by a demographic indicator at the beginning of the survey. The second question of the survey asks for the participant to indicate their gender as (A) female or (B) male. Table 4.24 illustrates the number of female and male teachers and their percent of the sample. There were 124 female participants and 45 males. Although the sample sizes are quite different, they are proportionate to the total percentage of male and female teachers in the school district. Teachers that did not indicate their gender and/or teachers that did not answer all questions related to cultural awareness were excluded.

Table 4.24. Sample of the Gender of Sixth, Seventh, and Eighth Grade Teacher Participants

<i>Gender</i>	<i>N</i>	<i>Percent</i>
Female	124	.73.4
Male	45	26.6

Using the GLM command in SPSS a multivariate analysis of variance was able to calculate the Wilks' Lambda value to determine significance. The Wilks' Lambda value was .980 with a significance value of .660. The significant value suggests that there was not a significant statistical difference. The partial eta squared was .020 concluding a small effect size. Table 4.25 illustrates the Wilks' Lambda value, the significance value, and the partial eta squared value.

Table 4.25. Multivariate Test of Teacher Gender Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.980	.653(a)	5.000	163.000	.660	.020

(b) Exact statistic

A partial eta squared value of .020 indicates that only 2 percent of the variance can be explained by years of teaching experience. Due to the small effect size means and standard deviations were examined to further examine this relationship.

After analyzing the means and standard deviations of each item based on the scores of males compared to the scores of females, the female scales scores were slightly higher than the males scale scores on each item. The overall mean score was high again showing that the teacher participants in this study had high levels cultural awareness when working with students of color.

On average there was only a .13 difference between the mean scores of males and females. The average score for females on items related to cultural awareness was 3.11, the average score for males on items related to cultural awareness was 2.98. Females scale scores were slightly higher on all five items related to cultural awareness. Although the scale scores are generally high, there were 2 items that on average generated scores less than 2.0. Item 50 and item 37. Item 50 stated, "I believe Individual Education Program meetings or planning should be scheduled for the convenience of the family." This item had the lowest mean scale scores with an average scale score of 2.89 on all the items related to cultural awareness. Females had a slightly higher scale scores with a mean of 2.92, and males mean scale score of 2.82. Although the mean scale score



for females was slightly higher than those of males, the standard deviation of females was .118 higher than that of males. Item 37 stated, “I believe it is important to identify with the racial groups of the students I serve,” also had lower mean scale score for both males and females, with the mean score for females being 3.0 and the mean for males being 2.82. This item also had the widest range of scores with an average standard deviation of .830. Table 4.26 shows the means and standard deviations of items related to teachers’ cultural awareness of students of color in relationship to their gender.

Table 4.26. Means and Standard Deviations of Items Related to Teachers Cultural Awareness of Students of Color in Relationship to Their Gender

Item	Gender	Mean	Std. Deviation	N
cultural views of a diverse community should be included in the school's yearly program planning	Female	3.28	.645	124
	Male	3.20	.726	45
	Total	3.26	.666	169
Comfortable with people who exhibit values or beliefs different from my own	Female	3.18	.699	124
	Male	3.04	.737	45
	Total	3.14	.710	169
Individualized Education Program meetings or planning should be scheduled for the convenience of the family	Female	2.92	.802	124
	Male	2.82	.684	45
	Total	2.89	.772	169
Necessary to include on-going family input in program planning	Female	3.15	.755	124
	Male	3.02	.621	45
	Total	3.12	.722	169
I should identify with the racial groups I serve	Female	3.00	.855	124
	Male	2.82	.747	45
	Total	2.95	.830	169

*Part D: Teachers Cultural Awareness in Relationship to Years of Teaching Experience*

Teachers' years of teaching experience was gathered by number of years a teacher had been teaching. They were categorized in 4 categories from novice teachers to teachers with 10 or more years of experience, (A) 1-11 months teaching experience, (B) 1-3 years of teaching experience, (C) 4-6 years of teaching experience, (D) 7-9 years of teaching experience, and (E) 10 or more years of teaching experience. The teachers who neglected to answer all the questions related to their cultural awareness or chose not to indicate their years of teaching experience were not included. In this study, there were not any teachers that indicated that they have been teaching 10 or more years. Table 4.27 illustrates the number of teachers and the percent of the total sample population in each of the years of teaching experience categories.

Table 4.27. Sample of the Participant's Years of Teaching Experience and Percent of the Total Sample

<i>Teaching Experience</i>	<i>N</i>	<i>Percent</i>
1-11 Months	24	25.5
1-3 Years	23	24.5
4-6 Years	25	26.6
7-9 Years	22	23.4

Using the GLM command in SPSS a multivariate analysis of variance was able to calculate the Wilks' Lambda value to determine significance. The Wilks' Lambda

value was .919 with a significance value of .943. The significance value suggests that there was not a significant statistical difference the relationship between teachers' years of teaching experience and their levels of cultural awareness. The partial eta squared was .028 concluding a small effect size. Table 4.28 illustrates the Wilks' Lambda value, the significance value, and the partial eta squared value.

Table 4.28. Multivariate Test of Years of Teaching Experience Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.919	.493	15.000	237.810	.943	.028

A partial eta squared value of .028 indicates that only 2.8 percent of the variance can be explained by years of teaching experience. Due to the small effect size means and standard deviations were examined to further examine this relationship.

The 5 items that were identified as addressing teachers' cultural awareness of students of color were further examined based on the participant's years of teaching experience by looking at the means and standard deviations of each item when categorized by teachers' years of teaching experience. The overall mean score of items that reflect teachers' cultural awareness is 3.12. This suggests that the participants at large expressed an agreement with the items addressing their cultural awareness. A consensus of agreement with scored items addressing teachers' cultural awareness would

suggest that teachers in this study had high levels of cultural awareness when working with students of color.

Further analyses were examined to determine any fluctuation in the mean scores when the teachers were divided into subgroups based on years of teaching experience. This analysis revealed one item where the mean score was lower than 3.0. Item 50, states “I believe Individual Education Program meetings or planning should be scheduled for the convenience of the family,” had an overall mean score of only 2.91. The mean score for teachers with one to eleven months of teaching experience was 2.79 and a standard deviation of .779. A mean of the scale scores this low could indicate that there were a few teachers in this subgroup that were not in agreement with this statement.

Overall the scale scores were high when analyzed by teachers’ years of teaching experience. The mean of the scores for teachers with 1 to 11 months of teaching experience is 3.07, the mean of the scores for teachers with 1 to 3 years of teaching experience is 3.13, the mean of the scores for teachers with 4 to 6 years of teaching experience is 3.15, and the mean of the scores for teachers with 7 to 9 years of teaching experience is 3.16. The standard deviations of these scores were also lower than when the scores were divided by the other teacher descriptors. Table 4.29 shows the means and standard deviations of items related to teachers’ level of cultural awareness of students of color in relationship to their years of teaching experience.

Table 4.29. Means and Standard Deviations of Items Related to Cultural Awareness of Students of Color in Relationship to Their Years of Teaching Experience

Item	Years of Teaching	Mean	Std. Deviation	N
cultural views of a diverse community should be included in the school's yearly program planning	1-11 months	3.04	.859	24
	1-3 yrs	3.39	.656	23
	4-6 yrs	3.40	.577	25
	7-9 yrs	3.27	.767	22
	Total	3.28	.724	94
Comfortable with people who exhibit values or beliefs different from my own	1-11 months	3.17	.702	24
	1-3 yrs	3.26	.619	23
	4-6 yrs	3.16	.746	25
	7-9 yrs	3.14	.834	22
	Total	3.18	.718	94
Individualized Education Program meetings or planning should be scheduled for the convenience of the family	1-11 months	2.79	.779	24
	1-3 yrs	2.91	.793	23
	4-6 yrs	3.00	.707	25
	7-9 yrs	2.95	.722	22
	Total	2.91	.743	94
Necessary to include on-going family input in program planning	1-11 months	3.21	.721	24
	1-3 yrs	3.09	.596	23
	4-6 yrs	3.24	.663	25
	7-9 yrs	3.23	.752	22
	Total	3.19	.676	94
I should identify with the racial groups I serve	1-11 months	3.00	.834	24
	1-3 yrs	3.00	.905	23
	4-6 yrs	2.96	.889	25
	7-9 yrs	3.14	.774	22
	Total	3.02	.842	94

The goal of this study was to examine sixth, seventh, and eighth grade teachers' beliefs and cultural awareness of students of color. This study paid particular attention to a subgroup of teachers teaching students in their middle years of school. Middle years of school are very impressionable years for students. Strong teacher beliefs and high levels of cultural awareness are very important to students throughout their middle years of school. This study examined teacher beliefs and cultural awareness in relationship to the teachers' ethnicity, gender, years of teaching experience, and type of teaching certification.

The results of these analysis showed that the teacher participants in this study had positive beliefs and cultural awareness of students of color. Overall 76% of the teachers were in appropriate agreement or disagreement with the items representing cultural awareness and teacher beliefs of students of color. The overall mean scores of the teacher participants for the items related to teacher beliefs was 3.05, which suggest that the teachers were in disagreement with statements that suggest that African American students and families are difficult to work with and /or teach. The overall mean scores of the teacher participants for the items related to cultural awareness was 3.08. This suggest that the teacher participants were in agreement with statements that enforce the importance in including the cultural view and values of their students and community throughout the classroom and school while creating an empowering environment for success. Appropriate agreement and disagreement with these statements is an implication that the teacher participants in this study had a positive and productive sense of teacher beliefs and cultural awareness when working with students of color.

When the scale scores of the items related to teacher beliefs and cultural awareness were analyzed in relationship to teacher ethnicity a statistically significant difference was determined amongst the scale scores of African American teachers and European American teachers. The scale scores of African American teachers were slightly higher than the scale scores of European American teachers. Overall the mean scale scores were high for both African American teachers and European American teachers.

Statically significant differences were not determined for the perceptions of teacher beliefs and cultural awareness when items were analyzed in relationship to teacher gender, years of teaching experience, or type of teaching certification (elementary or secondary). A review of these results revealed a .0425 difference in the scale mean scores of teacher beliefs in relationship to teacher certification; and a .042 difference in scale mean score from items associated with cultural awareness. There was a slightly higher difference in the scale scores when the items were analyzed based on the teachers years of teaching experience with a .07625 for items related to teacher beliefs, and .11 for items related to cultural awareness. The greatest difference was noted when the items were analyzed based on teacher gender. The mean scale score for teacher beliefs of male teachers was 3.11 and 2.96 for female teachers. The mean scale score for teachers cultural awareness was reversed with male teachers mean of scale scores being slightly lower than female teachers, as 2.98 and 3.11 respectively. The results from this analysis showed that overall, the teacher participants in this study had positive and

productive teacher beliefs and cultural awareness of students of color, with slight differences between scale scores when examined by demographic characteristics.



## CHAPTER V

### SUMMARY, DISCUSSION, AND CONCLUSIONS

The United States of America prides it's self on its virtual morals of celebrating differences. As a country we celebrate diversity, acceptance, and tolerance. Yet as our country grows more and more diverse the strength of our education systems continues to fail many of its most prized possessions, the students; in particularly students of color and students from low income families (The Education Trust, 2008). As the diversity increases in the United States population so does the racial, ethnic, and linguistic diversity within our schools (Nieto, 2000; Gay, 2000; Carter, 2003; Banks & Banks, 2004). Students of color represent 40% of the student population across America (Howard, 2006). "Despite the increase in classroom diversity, the demographics of the teachers in our nation's classrooms have changed little over the past decades" (Knight & Wiseman, 2005). The demographic characteristics of the teacher population in the United States continue to remain overwhelmingly middle class, White and females (Knight & Wiseman, 2005). Whites represent 90% of the teacher population, 6% are Black and less than 5% from other races (National Collaborative on Diversity in Teaching Force, 2004). Many of these teachers are products of an education system that has a history of racism, exclusion, and debilitating pedagogy, which many times is unwittingly perpetuated in policies and practices (Nieto, 2000; Howard, 2006).

Past legislation such as the No Child Left Behind Act has yet to have a substantial impact on decreasing the achievement gap. Teacher quality has a strong

direct impact on the achievement of students of color. The Education Trust (2008) expand on the impact teacher quality can have on the achievement of students of color.

Those who benefit from the status quo will always push back. Left alone, the current teacher quality gaps guarantee large and growing numbers of Hispanic, African American and low-income children will remain on the bottom of the achievement distribution. Left alone the current teacher quality gaps won't just limit the achievement gains in the schools but will limit access to and success in college as well. Left alone, the teacher quality gap will not only diminish our economic future, but will erode the well-being of families and communities (The Education Trust, 2008).

There are several components that can impact or comprise the effectiveness or quality of a teacher when educating students of color. Howard (2006) examined the impact teacher ethnicity can have on the student achievement for students of color. There is a sparse amount of research on teacher beliefs and cultural awareness in relationship to teacher gender, years of teaching experience, or type of teaching certification.

The purpose of this study was to examine sixth, seventh, and eighth grade teachers' beliefs and cultural awareness of students of color in relationship to their ethnicity, years of teaching experience, type of teaching certification, and gender. To complete this study

data elicited from the Cultural Awareness and Belief Inventory (Roberts- Walter, 2005) was analyzed.

The Cultural Awareness and Belief Inventory (CABI) was used to measure many factors related to teaching a diverse population of students in diverse communities. Although the CABI measures many factors, items used to comprise the factors of teacher beliefs and cultural awareness were used in this study. Therefore the items that compile the factors of teacher beliefs and cultural awareness were examined.

This study specifically examined teacher beliefs and cultural awareness, when teaching sixth, seventh, and eighth grade students in an urban school district. These beliefs were examined in relationship to teacher ethnicity, teaching certification, years of teaching experience, and gender.

### **Research Question One**

What is the relationship between sixth, seventh, and eighth grade teachers' beliefs of student of color and their:

- A. ethnicity
- B. teaching certification
- C. gender
- D. years of teaching experience

Research question one examined sixth, seventh and eighth grade teachers' beliefs of students of color in relationship to teacher ethnicity, teaching certification, gender, and years of teaching experience. In examining teacher beliefs in relationship to teacher ethnicity, the responses from African American and European American teachers were

examined. A statistical significant difference in the relationship between African American teachers and European American teachers' beliefs was determined.

In examining the mean scores, it was determined that overall the scale scores were high, suggesting that the teachers in this study had positive teacher beliefs of student of color. Teachers having positive teacher beliefs support theories that teachers with positive teacher beliefs perform more effectively in classroom environments (Ashton and Webb, 1986; Lee, 2002; Blanson, 2005; Collier 2005; Carter et. al., 2005).

Although the scale scores were high, African American teachers and European American teachers in this study differed slightly in their response to items that suggest that African American families and students are difficult to work with and teach. These finding are similar to those of Terrill and Mark (2000) that White pre-service teachers expected schools with a large population of student of color to have lower parental support and higher discipline problems.

Although African American teachers had a stronger consensus of disagreement with these statements, fortunately, in this study most African American and European American teachers were in disagreement with these statements. When examining the slight difference in African American teacher beliefs and European American teacher beliefs we are comparing strong positive beliefs to stronger positive beliefs.

Research question one also examined this relationship based on teacher certification, teacher gender, and teacher's years of teaching experience. A statically significant difference was not found in the relationship between teacher beliefs and teacher certification, gender, or years of teaching experience.

The results from this analysis suggest that there was an overall disagreement with the items related to teacher beliefs, but there is not a statically significant difference in teacher beliefs when categorized by elementary and secondary teaching certifications. Although Texas does not require a stringent amount of teacher preparation in teaching diverse populations of students (SBEC, 2008) the results from this analysis indicate that teacher beliefs are not affected by teacher's certification route. In this study, both elementary and secondary certified teachers study had strong overall teacher beliefs.

The results from this analysis also suggest that there was an overall disagreement with the items related to teacher beliefs in relationship to their gender, but there is not a statically significant difference in teacher beliefs when categorized by male and female. These results are conclusive with the results of Tejada-Delgado (2009) findings that teacher tolerance was not affected by teacher gender.

The results from this analysis also suggest that there was an overall disagreement with the items related to teacher beliefs in relationship to their years of teaching experience, again there is not a statically significant difference in teacher beliefs in relationship to the teachers years of teaching experience. These results support the finding of Mulholland and Berliner (1992) that there was no difference in teacher judgments based on their years of teaching experience.

### **Research Question Two**

What is the relationship between sixth, seventh, and eighth grade teachers' cultural awareness of student of color and their:

- A. ethnicity

- B. teaching certification
- C. gender
- D. years of teaching experience

Research question two examined sixth, seventh and eighth grade teachers' cultural awareness of students of color in relationship to teacher ethnicity, teaching certification, gender, and years of teaching experience. In examining teacher cultural awareness in relationship to teacher ethnicity, the responses from African American and European American teachers were examined. Through this examination a statistical significance in the relationship between African American teachers and European American teachers' cultural awareness was determined.

In examining the mean scores, it was determined that overall the scores were high, suggesting that the teachers in this study had strong cultural awareness of student of color. The African American teachers and European American teachers in this study differ slightly in their response to items that suggest that African American families and students are difficult to work with and teach. Although African American teachers had a stronger consensus of disagreement with these statements, most African American and European American teachers were in disagreement with these statements. These findings provide optimism that the teachers in this study have strong cultural awareness when working with African American students in diverse communities. This supports theories that teachers need high levels of cultural awareness to effectively teach students of color (Delpit, 1995; Gay, 2002; Pang, 2005; Howard, 2006). These results were aligned with

Walker-Dalhouse & Dalhouse (2006) results that teachers are culturally aware and sensitive to the needs of our students.

Results in this study revealed a statistically significant difference in the teacher beliefs and cultural awareness of African American teachers and European American teachers. This may partially be related to the ethnic likeness of the teacher and student population. Research suggests that teachers who share a cultural likeness and racial heritage of their students are more successful with student of color than those who do not (Dickar, 2008, Ladson-Billings, 1994). The school district examined has done a good job at hiring African American teachers to support the percentage of African American students in the district.

As with items related to teacher beliefs, a statistically significant difference was not found in the relationship between teachers' cultural awareness and teacher certification, gender, or years of teaching experience. Although statically significant difference were not found, these teachers were analyzed based on their responses within these demographic categories.

As with teacher beliefs, teachers' level of cultural awareness was high amongst all demographic characteristics. Walker-Dalhouse and Dalhousie's 2006 study also examined teacher's cultural awareness in relationship to demographic characteristics. They found very similar results in that there was not a difference in teacher level of cultural awareness when teachers were categorized by demographic characteristics.

Research suggest that in order for teachers to be effective in ethnically diverse classrooms they must have high levels of cultural awareness within themselves and the

cultures of the students they teach (Delpit, 1995; Gay, 2002; Pang, 2005; Howard, 2006; Walker-Dalhouse & Dalhouse's, 2006). This study provides optimistic views of the teachers' levels of cultural awareness and teacher beliefs.

However when coupling these results to student achievement data, you find that although these teacher's have positive teacher beliefs and high levels of cultural awareness in teaching students of color, unfortunately they have not been as effective or successful with students of color as they are with their European American students. There was a 20 percent gap between the achievement of European American students and African American students (TEA, 2006). The results of this study show that these teachers have positive teacher beliefs and cultural awareness, but the success of their students should be considered in full evaluation of their ability to be effective teachers.

### **Discussion**

The results from this study were optimistically high. The scores from the teachers in this study suggest that these teachers have positive teacher beliefs and high levels of cultural awareness. These are both strong attributes of effective teaching when working with students of color. Although these were optimistic, there was a significant difference in the response of African American teachers and European American teachers. In particular, when teachers were asked to respond to items that specifically address African American students and/or their families the response for African American teachers were higher than the response from European American teachers.

There was a significant difference in the response of African American teachers and European American teachers on item 31 and 30 which states, "I believe African



American student have more behavior problems than other students” and “I believe African American students consider performing well in school as ‘acting White.’” These items specially address African American students. The greatest amount of difference was found in these items. There was also a considerable difference in the scores among African American and European American teachers for item 41 which states, “I believe it is necessary to include on-going family input in program planning.” This item involves communicating with parents. As previously mentioned this school district was predominately made of student of color, therefore item 41 is asking how teachers felt about working with families of color and for the European American teachers this meant communicating and involving families of a different racial background than their own.

The results in this study are in line with research that suggests students and teachers feel more comfortable and perform more effectively when there is a similar race relationship between the student and teacher. One common finding amongst research on African American teachers is their ability to employ culturally based strategies to engage student learning (Irvine, 1990, Delpit, 1995, Ladson-Billings, 1994, Howard, 2006). When specially addressing African American teachers with African American students research suggest that African American employ a comfortable cultural discourse for African American students (Brown, 2009). As educators it is important that we educate each other on cultural discourse within our classrooms that can provide a comfortable and effective educational environment. The results from this study support research that suggests that African American teachers have stronger teacher beliefs and cultural awareness than there European American counterparts, when working with African

American students. In schools with such high diversity, such as the schools in this study, it is important for African American teachers to help European American teacher work effectively with African American students and vice versa.

### **Conclusions**

Today's student requires a teacher who is prepared to optimize their strengths while embracing and nurturing their weakness. Such a teacher is grounded in their content as well as an equitable and culturally responsive pedagogy, with a strong sense of teacher beliefs and high levels of cultural awareness. This teacher utilizes culturally responsive teaching techniques and culturally responsive classroom management strategies in order to effectively enhance their area of content while teaching students and optimize their learning potential. This study revealed positive teacher beliefs and high levels of cultural awareness in the teacher population examined. The teachers examined in this study have two crucial components of effective teaching with positive teacher beliefs and high levels of cultural awareness. These results provide optimism of effective teaching within their classrooms.

### **Recommendations**

As the demographic population of students becomes more ethnically and socioeconomically diverse, the academic demands of today's student and teachers continues to increase. It is imperative that teacher education programs and institutions of higher education continue to stress the importance of high levels of cultural awareness and positive teacher beliefs of all students in teacher education programs to effectively prepare teachers to work with kids of today and tomorrow. In preparing teachers to work

effectively with students of color it is important to couple positive teacher beliefs and high levels of cultural awareness with culturally responsive teaching curriculum and instruction practices, culturally responsive classroom management strategies, and an empowering school and community climate to ensure success in all students.

### **Implications for Further Research**

The results from this study have implications that may provide inquisition for further study. The suggestions for further research include:

- 1) A qualitative analysis on the teacher beliefs and cultural awareness of the sample population in this study. A qualitative analysis may reveal crucial core components of teacher beliefs and cultural awareness that may not be addressed in the items that combine factors of teacher beliefs and cultural awareness.
- 2) A qualitative analysis of the Hispanic teacher's response to the CABI and its factors. The Hispanic population is the fastest growing United States population. The projected rate of increase for the Hispanic population (178 percent) between 2000 and 2050 will dramatically exceed that for the White population (9 percent) (National Statistics of Educational Statistics, 2009). It is important that there is research on the culturally responsive pedagogy, culturally responsive teaching and classroom management of teachers when working with Hispanic students.
- 3) Replace the word African American with Hispanic in the CABI and replicate this study. The projected rate of increase for the Hispanic population (178 percent) between 2000 and 2050 will also exceeds that for the African American population (56 percent) (National Statistics of Educational Statistics, 2009). Quantitative

analyses are equally as important and useful when examining teacher beliefs and teachers' level of cultural awareness when working with Hispanic Students.

- 4) Replicate this study on a large scale including several urban school districts.

Although this study examined teachers from one of the largest school districts in Texas, it only examined teachers from one school district. To get a larger perspective it is recommended that this study be replicated including teachers from several school districts in urban cities across the state and perhaps nationally.

### **Summary**

As established, culturally responsive pedagogy and culturally responsive teaching practices help empower students to become successful avid learners throughout education (Ladson-Billings, 1994; Gay, 2000, Pang, 2005). This study was established in discovery of today's middle school teacher's levels of teacher beliefs and cultural awareness. This chapter summarized the results of an examination of teachers' beliefs and cultural awareness of students of color in relationship to teacher ethnicity, teacher certification, years of teaching experience, and gender. Data elicited from the Cultural Awareness and Belief Inventory was used to measure difference. The results of this study indicated that there was a statistically significant difference in the response from African American teachers and their European American counterparts. There was not a statistically significant difference in teacher response when the data was analyzed based on teacher certification, years of teaching experience, or gender.

These results seemingly support these teachers' positive teacher beliefs and high levels of cultural awareness. These attributes can support a very strong leap forward in

effective teaching and student achievement. In ensuring the effective teaching these teachers positive teacher beliefs and high levels of cultural awareness must transpire into the classroom environment. Teachers must utilize these beliefs and their cultural awareness to empower their students, parents, schools, and their community. In the empowerment of their student's ability to learn, teachers also empower their students for lifelong success.

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**APPENDIX A**  
**CULTURAL AWARENESS AND BELIEF INVENTORY**  
**TEACHER PERCEPTION SURVEY**

## Teacher Perception Survey

Please give responses to the following survey using your scantron sheet. **Write only the name of your school on this sheet.** After writing the name of your school on this sheet, begin with question # 1 on the scantron sheet. Questions 1 – 11 are basic questions about yourself. Question # 12 starts the actual survey about your perceptions.

This survey will assist us in understanding your perceptions of our current challenge in meeting the needs of “all” learners in your ISD. This is a voluntary survey and it is your choice to participate. Your responses will assist in constructing staff development that will meet the unique and immediate concerns of the district. It is important that your responses be truthful. **Do not write your name, all information from individuals will be kept confidential.**

**When completed, return the Survey and your scantron sheet to the designated person.**

**Write the name of your school here:** \_\_\_\_\_

**Basic information – write on scantron sheet:**

**1. Gender**

- A. Female
- B. Male

**2. Type of Degree**

- A. Bachelor’s
- B. Master’s
- C. Doctorate

**3. Years of Teaching**

- A. 1-11 month
- B. 1-3 years
- C. 4-6 years
- D. 7-9 years
- E. 10 or more years

**4. Current Grade Level**

- A. Pre-K- 1<sup>st</sup> grade
- B. 2nd grade
- C. 3rd grade
- D. 4th grade
- E. None of the above

**5. Current Grade**

- A. 5<sup>th</sup> grade
- B. 6<sup>th</sup> grade
- C. 7<sup>th</sup> grade
- D. 8<sup>th</sup> grade
- E. None of the above

**6. Current Grade**

- A. 9<sup>th</sup> grade
- B. 10th grade
- C. 11<sup>th</sup> grade
- D. 12<sup>th</sup> grade
- E. Multiple secondary

**7. Certification**

- A. Early Childhood
- B. Elementary
- C. English/LA/Reading
- D. Science
- E. None of the above

**8. Certification**

- A. Social Studies
- B. Mathematics
- C. Special Education
- D. Gifted/Talented
- E. None of the above

**9. Certification**

- A. Bilingual Education
- B. The Arts
- C. Physical/Health Ed.
- D. Technology
- E. Other – not listed

**10. Ethnicity**

- A. African American
- B. Arab American
- C. Asian American
- D. Bi-racial American
- E. None of the above

**11. Ethnicity**

- A. European American
- B. Hispanic American
- C. Native American
- D. Pacific Islander
- E. Other – not listed

Answer the questions on the scantron sheet using the following scale:

**(A) = Strongly Agree (B) = Agree (C)= Disagree (D) Strongly Disagree**

- |   |   |   |   |   |
|---|---|---|---|---|
| 12. I feel supported by my building principal.  | A | B | C | D |
| 13. I feel supported by the administrative staff.   | A | B | C | D |
| 14. I feel supported by my professional colleagues.   | A | B | C | D |
| 15. I believe I have opportunities to grow professionally as I fulfill duties at my ISD.  | A | B | C | D |
| 16. I believe we spend too much time focusing on standardized tests.  | A | B | C | D |
| 17. I believe my contributions are appreciated by my colleagues.  | A | B | C | D |
| 18. I need more support in meeting the needs of my most challenging students.   | A | B | C | D |
| 19. I believe “all” students in my ISD are treated equitably regardless of race, culture, disability, gender or social economic status. | A | B | C | D |
| 20. I believe my ISD families of are supportive of our mission to effectively teach all students.                                       | A | B | C | D |
| 21. I believe my ISD families of African American students are supportive of our mission to effectively teach all students.             | A | B | C | D |
| 22. I believe the district has strong support for academic excellence from our surrounding community (civic, church, business).         | A | B | C | D |
| 23. I believe some students do not want to learn.   | A | B | C | D |
| 24. I believe teachers should be held accountable for effectively teaching students who live in adverse circumstances.                  | A | B | C | D |
| 25. I believe there are factors beyond the control of teachers that causes student failure.   | A | B | C | D |
| 26. I believe the in-service training this past year assisted me in improving my teaching strategies.                                   | A | B | C | D |
| 27. I believe I am culturally responsive in my teaching behaviors.  | A | B | C | D |

28. I believe cooperative learning is an integral part of my  
ISD teaching and learning philosophy. **A B C D**
29. I develop my lessons based on Texas Essential Knowledge  
and Skills (TEKS). **A B C D**
30. I believe African American students consider performing  
well in school as “acting White.” **A B C D**
31. I believe African American students have more behavior  
problems than other students. **A B C D**
32. I believe African American students are not as eager to  
excel in school as White students. **A B C D**
33. I believe teachers engage in bias behavior in  
the classroom. **A B C D**
34. I believe students who live in poverty are more  
difficult to teach. **A B C D**
35. I believe African American students do not bring as  
many strengths to the classroom as their White peers. **A B C D**
36. I believe students that are referred to special education  
usually qualify for special education services in our school. **A B C D**
37. I believe it is important to identify with the racial groups of  
the students I serve. **A B C D**
38. I believe I would prefer to work with students and parents  
whose cultures are similar to mine. **A B C D**
39. I believe I am comfortable with people who exhibit values  
or beliefs different from my own. **A B C D**
40. I believe cultural views of a diverse community should be  
included in the school’s yearly program planning. **A B C D**
41. I believe it is necessary to include on-going family input  
in program planning. **A B C D**
42. I believe I have experienced difficulty in getting families from  
African American communities involved in the education of  
their students. **A B C D**
43. I believe when correcting a child’s spoken language, one should model  
appropriate classroom language without further explanation. **A B C D**
44. I believe there are times when the use of “non-standard”



- English should be accepted in school. A B C D
45. I believe in asking families of diverse cultures how they wish to be identified (e.g., African American, Bi-racial, Mexican). A B C D
46. I believe that in a society with as many racial groups as the United States, I would accept the use of ethnic jokes or phrases by students. A B C D
47. I believe there are times when “racial statements” should be ignored. A B C D
48. I believe a child should be referred “for testing” if learning difficulties appear to be due to cultural differences. A B C D
49. I believe the teaching of ethnic customs and traditions is not the responsibility of public school personnel. A B C D
50. I believe Individualized Education Program meetings or planning should be scheduled for the convenience of the family. A B C D
51. I believe frequently used material within my class represents at least three different ethnic groups. A B C D
52. I believe students from certain ethnic groups appear lazy when it comes to academic engagement. A B C D
53. I believe in-service training focuses too much on “multicultural” issues. A B C D
54. I believe I address inappropriate classroom behavior even when it could be easily be ignored. A B C D
55. I believe I am able to effectively manage students from all racial groups. A B C D
56. I believe I have a clear understanding of the issues surrounding classroom management. A B C D
57. I believe I have a clear understanding of the issues surrounding discipline. A B C D

***Please answer the following questions with a written response  
on the back of your scantron sheet.***

- Question A. What is your greatest behavioral management concern as you reflect on your professional responsibilities and the learners you serve?

Question B. What racial, ethnic, and/or socio-economic concerns do you have as it relates to your role as a teacher?

Question C. What leadership concerns do you have as it relates to your ISD?

**APPENDIX B**  
**DESCRIPTION OF THE ESTABLISHED FACTORS WITHIN THE**  
**CULTURAL AWARENESS AND BELIEF INVENTORY**

Factor	Title	The items that make of this factor . . .
I	Teacher Beliefs	describe teachers' beliefs when working with student and/or families of color
II	School Climate	describe teachers' perceptions of their school climate
III	Culturally Responsive Classroom Management	describe teachers' perceptions of items related to discipline and classroom management
IV	Home and Community Support	describe teachers' perceptions of parental and community support
V	Cultural Awareness	describe teachers' levels of cultural awareness as related to integrating students' culture into the curriculum, parent communication, and identifying with racial groups different from their own
VI	Curriculum and Instruction	suggest the implementation of culturally responsive curriculum materials and instructional strategies
VII	Cultural Sensitivity	denote teachers' perceptions of cultural sensitivity in relation to community and social relations
VIII	Teacher Efficacy	reflect teachers' sense of efficacy as it relates to working with difficult students or situations outside of the teachers control, and their perceptions of teaching ethnic customs and receiving professional development on multicultural issues

**APPENDIX C**

**RESEARCH QUESTION ONE**

**MANOVA ANALYSIS AND MEAN AND STANDARD DEVIATIONS**

Table C.1 Multivariate Test of Teacher Ethnicity Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.802	3.319(a)	8.000	108.00	.002	.197

(b) Exact statistic

Table C.2 Means and Standard Deviations of Items Related to Teacher Beliefs of Students of Color in Relationship to Teacher Ethnicity

Item	Ethnicity	Mean	Std. Deviation	N
African American students consider performing well in schools as "acting- White"	African American	3.31	.769	65
	European American	2.94	.826	52
	Total	3.15	.812	117
African American students are not eager to learn as Whites	African American	3.40	.725	65
	European American	3.13	.817	52
	Total	3.28	.775	117
African American students have more behavior problems than Whites	African American	3.40	.806	65
	European American	2.85	.937	52
	Total	3.15	.906	117
African American students do not bring as many strength to classrooms as Whites	African American	3.26	.815	65
	European American	3.35	.653	52
	Total	3.30	.746	117
Students in poverty are more difficult to teach	African American	2.97	.829	65
	European American	2.81	.841	52
	Total	2.90	.834	117
Prefer to work with students and parents who have similar culture as mine	African American	3.26	.668	65
	European American	3.02	.641	52
	Total	3.15	.665	117
Experienced difficulty in getting African American families involved in their children's education	African American	2.75	.952	65
	European American	2.38	.771	52
	Total	2.59	.892	117
Students from certain ethnic groups appear lazy when it comes to academic engagement	African American	3.08	.872	65
	European American	3.17	.734	52
	Total	3.12	.811	117

Table C.3 Multivariate Test of Teacher Certification Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.867	1.673(a)	8.000	87.00	.116	.133

(b) Exact statistic



Table C.4 Means and Standard Deviations of Items Related to Teacher Beliefs of Students of Color in Relationship to Teacher Certification

Item	Cert	Mean	Std. Deviation	N
African American students consider performing well in schools as "acting- White"	Elementary	2.89	.914	47
	Secondary	3.24	.693	49
	Total	3.07	.824	96
African American students are not eager to learn as Whites	Elementary	3.26	.793	47
	Secondary	3.29	.707	49
	Total	3.27	.747	96
African American students have more behavior problems than Whites	Elementary	3.02	.897	47
	Secondary	3.18	.905	49
	Total	3.10	.900	96
African American students do not bring as many strength to classrooms as Whites	Elementary	3.28	.772	47
	Secondary	3.31	.769	49
	Total	3.29	.767	96
Students in poverty are more difficult to teach	Elementary	2.94	.734	47
	Secondary	2.73	.884	49
	Total	2.83	.816	96
Prefer to work with students and parents who have similar culture as mine	Elementary	3.06	.673	47
	Secondary	3.08	.731	49
	Total	3.07	.700	96
Experienced difficulty in getting African American families involved in their children's education	Elementary	2.55	.904	47
	Secondary	2.49	.869	49
	Total	2.52	.882	96
Students from certain ethnic groups appear lazy when it comes to academic engagement	Elementary	3.26	.765	47
	Secondary	2.90	.848	49
	Total	3.07	.824	96

Table C.5 Multivariate Test of Teacher Gender Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.909	1.958(a)	8.000	156.000	.055	.091

(c) Exact statistic

Table C.6 Means and Standard Deviations of Items Related to Teacher Beliefs of Students of Color in Relationship to Their Gender

Item	Gender	Mean	Std. Deviation	N
African American students consider performing well in schools as "acting- White"	Female	3.14	.803	123
	Male	2.81	.994	42
	Total	3.05	.864	165
African American students are not eager to learn as Whites	Female	3.36	.691	123
	Male	2.90	.906	42
	Total	3.24	.774	165
African American students have more behavior problems than Whites	Female	3.15	.893	123
	Male	2.79	.976	42
	Total	3.05	.926	165
African American students do not bring as many strength to classrooms as Whites	Female	3.37	.681	123
	Male	3.02	.841	42
	Total	3.28	.737	165
Students in poverty are more difficult to teach	Female	2.93	.827	123
	Male	2.74	.857	42
	Total	2.88	.837	165
Prefer to work with students and parents who have similar culture as mine	Female	3.20	.685	123
	Male	2.93	.745	42
	Total	3.13	.709	165
Experienced difficulty in getting African American families involved in their children's education	Female	2.59	.886	123
	Male	2.55	.968	42
	Total	2.58	.904	165
Students from certain ethnic groups appear lazy when it comes to academic engagement	Female	3.12	.806	123
	Male	2.95	.882	42
	Total	3.08	.826	165

Table C.7 Multivariate Test of Years of Teaching Experience Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.791	.858	24.000	244.227	.659	.075

Table C.8 Means and Standard Deviations of Items Related to Teacher Beliefs of Students of Color in Relationship to Their Years of Teaching Experience

Item	Years of Teaching	Mean	Std. Deviation	N
African American students consider performing well in schools as "acting- White"	1-11 months	3.00	.645	25
	1-3 yrs	3.26	.915	23
	4-6 yrs	3.00	.832	27
	7-9 yrs	3.25	.967	20
	Total	3.12	.836	95
African American students are not eager to learn as Whites	1-11 months	3.24	.831	25
	1-3 yrs	3.22	.736	23
	4-6 yrs	3.30	.609	27
	7-9 yrs	3.35	.875	20
	Total	3.27	.750	95
African American students have more behavior problems than Whites	1-11 months	2.88	1.013	25
	1-3 yrs	3.09	.900	23
	4-6 yrs	3.15	.864	27
	7-9 yrs	3.10	1.119	20
	Total	3.05	.961	95
African American students do not bring as many strength to classrooms as Whites	1-11 months	3.44	.712	25
	1-3 yrs	3.35	.647	23
	4-6 yrs	3.26	.712	27
	7-9 yrs	3.35	.745	20
	Total	3.35	.696	95
Students in poverty are more difficult to teach	1-11 months	2.76	.779	25
	1-3 yrs	2.83	.834	23
	4-6 yrs	2.93	.730	27
	7-9 yrs	2.85	.988	20
	Total	2.84	.816	95

Prefer to work with students and parents who have similar culture as mine	1-11 months	3.08	.572	25
	1-3 yrs	3.09	.793	23
	4-6 yrs	3.07	.829	27
	7-9 yrs	3.25	.639	20
	Total	3.12	.713	95

**APPENDIX D**

**RESEARCH QUESTION TWO**

**MANOVA ANALYSIS AND MEAN AND STANDARD DEVIATIONS**

Table D.1 Multivariate Test of the Relationship between Teacher Ethnicity Among Sixth, Seventh, and Eighth Teacher and Their Cultural Awareness

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.877	3.329(a)	5.000	115.00	.009	.123

(a) Exact statistic

Table D.2 Means and Standard Deviations of Items Related to Teacher Cultural Awareness of Students of Color in Relationship to Teacher Ethnicity

Item	Ethnicity	Mean	Std. Deviation	N
cultural views of a diverse community should be included in the school's yearly program planning	African American	3.32	.701	68
	European American	3.23	.542	53
	Total	3.28	.635	121
Comfortable with people who exhibit values or beliefs different from my own	African American	3.06	.751	68
	European American	3.34	.586	53
	Total	3.18	.695	121
Individualized Education Program meetings or planning should be scheduled for the convenience of the family	African American	2.91	.824	68
	European American	2.92	.703	53
	Total	2.92	.770	121
Necessary to include on-going family input in program planning	African American	3.24	.672	68
	European American	2.89	.751	53
	Total	3.08	.726	121
I should identify with the racial groups I serve	African American	3.01	.954	68
	European American	2.91	.687	53
	Total	2.97	.846	121



Table D.3 Multivariate Test of Teacher Certification Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.988	.213(a)	5.000	90.00	.956	.012

(c) Exact statistic

Table D.4 Means and Standard Deviations of Items Related to Teachers Cultural Awareness of Students of Color in Relationship to Teacher Certification

Item	Certification	Mean	Std. Deviation	N
cultural views of a diverse community should be included in the school's yearly program planning	Elementary	3.24	.560	47
	Secondary	3.21	.778	49
	Total	3.23	.672	96
Comfortable with people who exhibit values or beliefs different from my own	Elementary	3.14	.645	47
	Secondary	3.17	.637	49
	Total	3.16	.638	96
Individualized Education Program meetings or planning should be scheduled for the convenience of the family	Elementary	2.86	.764	47
	Secondary	2.91	.830	49
	Total	2.89	.793	96
Necessary to include on-going family input in program planning	Elementary	3.00	.645	47
	Secondary	3.13	.769	49
	Total	3.06	.708	96
I should identify with the racial groups I serve	Elementary	3.06	.801	47
	Secondary	3.09	.855	49
	Total	3.07	.824	96

Table D.5 Multivariate Test of Teacher Gender Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.980	.653(a)	5.000	163.000	.660	.020

(d) Exact statistic

Table D.6 Means and Standard Deviations of Items Related to Teachers Cultural Awareness of Students of Color in Relationship to Their Gender

Item	Gender	Mean	Std. Deviation	N
cultural views of a diverse community should be included in the school's yearly program planning	Female	3.28	.645	124
	Male	3.20	.726	45
	Total	3.26	.666	169
Comfortable with people who exhibit values or beliefs different from my own	Female	3.18	.699	124
	Male	3.04	.737	45
	Total	3.14	.710	169
Individualized Education Program meetings or planning should be scheduled for the convenience of the family	Female	2.92	.802	124
	Male	2.82	.684	45
	Total	2.89	.772	169
Necessary to include on-going family input in program planning	Female	3.15	.755	124
	Male	3.02	.621	45
	Total	3.12	.722	169
I should identify with the racial groups I serve	Female	3.00	.855	124
	Male	2.82	.747	45
	Total	2.95	.830	169

Table D.7 Multivariate Test of Years of Teaching Experience Among Sixth, Seventh, and Eighth Grade Teacher Respondents

<i>Effect</i>	<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Wilks' Lambda	.919	.493	15.000	237.810	.943	.028

Table D.8 Means and Standard Deviations of Items Related to Teacher Beliefs of Students of Color in Relationship to Their Years of Teaching Experience

Item	Years of Teaching	Mean	Std. Deviation	N
cultural views of a diverse community should be included in the school's yearly program planning	1-11 months	3.04	.859	24
	1-3 yrs	3.39	.656	23
	4-6 yrs	3.40	.577	25
	7-9 yrs	3.27	.767	22
	Total	3.28	.724	94
Comfortable with people who exhibit values or beliefs different from my own	1-11 months	3.17	.702	24
	1-3 yrs	3.26	.619	23
	4-6 yrs	3.16	.746	25
	7-9 yrs	3.14	.834	22
	Total	3.18	.718	94
Individualized Education Program meetings or planning should be scheduled for the convenience of the family	1-11 months	2.79	.779	24
	1-3 yrs	2.91	.793	23
	4-6 yrs	3.00	.707	25
	7-9 yrs	2.95	.722	22
	Total	2.91	.743	94
Necessary to include on-going family input in program planning	1-11 months	3.21	.721	24
	1-3 yrs	3.09	.596	23
	4-6 yrs	3.24	.663	25
	7-9 yrs	3.23	.752	22
	Total	3.19	.676	94
I should identify with the racial groups I serve	1-11 months	3.00	.834	24
	1-3 yrs	3.00	.905	23
	4-6 yrs	2.96	.889	25
	7-9 yrs	3.14	.774	22
	Total	3.02	.842	94

## VITA

### Vonda Roychelle Nunley

#### EDUCATION:

<b>Degree</b>	<b>Content</b>	<b>Institution</b>	<b>Date</b>
Ph.D.	Curriculum and Instruction	Texas A&M University	2010
M.A.	Counseling	Prairie View A&M University	1998
B.A.	Human Performance	Rice University	1997

#### CERTIFICATES HELD:

Texas School Counseling Certificate  
Texas Secondary Physical Education Certificate

#### PROFESSIONAL EXPERIENCE:

<b>Position</b>	<b>Location</b>	<b>Date</b>
Lead Counselor	Timberview High School	2010-present
High School Counselor	Legacy High School	2008- 2010
High School Counselor	James Bowie High School	2007-2008
High School Counselor	Klein Forest High School	2004-2006
Athletic Director/ Physical Education Teacher	W. H. Gaston Middle School	1999-2004

#### PUBLICATIONS:

Nunley, V., & Smith, D. (2006). Recruiting and retaining great teachers. D. Smith & L. Smith (Eds.), *Restructuring high schools: Searching for solutions* (p. 54-56). College Station, Texas: Mid America Training and Development.