

EDUCATORS' EXPECTATIONS FOR AFRICAN AMERICAN MALES

by

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DEDICATION

This work is dedicated to all my teachers who believed in me, especially Ann Bates, Nin Lee, and Fred Lane, Sr. I would also like to dedicate this book to the women who raised me, my grandmother Dorothy Oden, mother Lynette Haynes, and aunts Brenda Haynes and Sarah Dorse. My children, Tyler, Aaron, Andre', Shayna, Atlantis, Malachi, and Tyson, continue to inspire my journey. I love you all.

ABSTRACT

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It is common practice for most people to blame African American male failure on educators' low expectations. This research examined educators' expectations for African American males compared to African American females, Caucasian females, and Caucasian males. The researcher developed the Educators' Expectations Survey and collected data from educators in Metro Nashville Public Schools. Using a Likert-scale instrument, the results of the survey, illustrated educators' expectations vary from low to high depending on the question asked. Based on this research, the researcher cannot say educators hold low expectations for African American males, or that African American educators hold higher expectations for African American males. These two findings contradict other literature on expectations for African American males.

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CHAPTER I

INTRODUCTION

The United States of America is by far the greatest place on earth to live. Many people have died for the educational opportunities and financial gains offered in America. These people have heard about the American Dream. Historically, in the pursuit of the American Dream, educational attainment has been a key factor. For many years, education has been a great means to help people establish a more productive and quality lifestyle.

Educators, parents, and government officials want all children to receive a good education, and most of them believe all children begin school with a desire to obtain a good education. These same people also realize the American educational system is not equitable. Even though it has been a relatively short time since the desegregation of schools in America, this phenomenon alone has had an impact on educators' expectations and has created both positive and negative results.

Hefner (2004) stated, "Education in the African American community was once viewed as the key to living the American Dream. It's now viewed by many young Black males as an unnecessary barrier that stands between them and making fast money (p.1)." Various reports

indicated overall, African Americans were doing better and the statistics show improvement, but the rate of growth for African American men was alarming compared to other subgroups. Between 1980 and 2000, the number of African American males enrolled in college grew by 37%, but during the same time, the percentage of African American females enrolled in college increased by 70%. African Americans were the only minority group to have such a wide disparity among the genders according to the American Council on Education (Hefner, 2004).

The Condition of Education 2007 Report also revealed general improvements in the percentage of people aged 16-24 enrolling in college immediately following high school completion, but there were some significant differences in the rate of growth for the Caucasian population compared to the African American population. According to this report 49.7% of Caucasian students and 44.6% of African American students enrolled in college immediately after high school completion in 1972. The gap in 1972 was 5.1%. Even though both groups continued to increase, the rate of growth for the two groups has been very different. When the researcher analyzed this data, an observable pattern emerged. The researcher looked at ten-year increments and realized growth occurred in both groups every ten years, but the gap continued to be large at these increments. The researcher noted the percentages were much closer during the 1970s. Each year during the 1970s, the percentage of Caucasian and African American students enrolling in college

immediately after completing high school remained close with the exception of 1973, which had a 15.3% difference in favor of the Caucasian students, followed by 1974, with the groups equal at 47.2%. The differences between Caucasians and African Americans enrolling in college immediately after high school during the nineteen eighties were consistently double-digit gaps each year. In the 1990s, the percentage of African Americans enrolling in college immediately following high school completion reached some all- time high marks, with each year after 1993 being above 50%. However, the Caucasian students were still well ahead with approximately 65% of them enrolled in college immediately after high school completion. The gap in the 1990s continued to be significant each year, ranging from 7-19%. In 2004, the percentage of African Americans enrolled in college immediately after high school completion reached an all- time high at 62.5%, reducing the gap to 6.3% with the percentage of Caucasians enrolled at 68.8%. In 2005, the gap increased significantly to 17.5% with the number of Caucasians enrolled in college immediately after high school completion reaching the all- time high of 73.2%, as the number of African Americans enrolled declined to 55.7% (U.S. Department of Education, 2007).

African American males have not had as much success using the educational system as a tool for upward mobility compared to African American females and their Caucasian counterparts. The Census 2000 data showed an increase in the percentage of the total population and in

subgroups attaining high school and college educations. It revealed a 14.8% gap in the percentage of African American students compared to the percentage of Caucasian students receiving a high school diploma or more in 1990. The percentage of students receiving a high school diploma or higher in 1990 was 77.9% for the Caucasian population and 63.1% for the African American population. Overall 75.2% of the United States population received a high school diploma or higher in 1990. In 2000, the percentage of the Caucasian population receiving a high school diploma or higher increased to 83.6 %, and the African American population increased to 72.3%, closing the gap between the Caucasian and African American populations to 11.3%. During the same time period, the percentage of the U.S. population overall earning a high school diploma or higher increased to 80.4% (U.S. Census Bureau, 2000).

The percentage of the population with a Bachelor's degree or higher followed a similar trend as the high school data. In 1990, the percentage of the population with a Bachelor's degree or higher in the U.S. population was 20.3% overall. In 1990, the percentage of the Caucasian population obtaining a Bachelor's degree or higher was 21.5%, as compared to a much smaller percentage of the African American population earning a Bachelor's degree or higher at 11.4%. Although both groups increased the percentages of their population with a Bachelor's degree or higher in 2000, the gap between them also

increased from 10.1% in 1990 to 11.8% in 2000. The Caucasian population who received a Bachelor's degree or higher increased 4.6 percentage points to 26.1%, while the African American population who received a Bachelor's degree or higher only increased 2.9% to 14.3%. The overall U.S. population also increased 4.1% during this time to 24.4% (U.S. Census Bureau, 2000).

It became increasingly more obvious educators' expectations for minorities, especially African American males were not the same, as their Caucasian counterparts. Studies showed the typical students retained were African American males from the lower socioeconomic class (Owings & Magliaro, 1998). Studies showed African American males score lower on standardized tests, were three times more likely to be in special education, were more often retained in elementary grades, had a disproportionately higher dropout rate, and were suspended or expelled at higher rates than other ethnic subgroups (Rodney, Crafter, Rodney, & Mupier, 1999).

Statement of the Problem

The purpose of this study was to examine educators' expectations for the academic achievement of African American males. Reports showed African American males were not graduating from high school and enrolling in college at the same rates as other subgroups. The No Child Left Behind Act of 2001 proclaimed its goal was for students in all subgroups to reach proficiency in the basic skills. African American

males did not appear to be meeting those expectations at the same rate as other subgroups. The rate of academic growth for African American males over the past 20 years was slow when compared to other groups, and the other groups were becoming more educated relative to the rest of the general population (Hefner, 2004).

Maxwell (2004) listed inferior public education prior to college, the absence of African American men as role models, low self-esteem, African American males' low aspirations and their tendency to drop out of high school in disproportionate numbers, and the low expectations of educators and other adults as some of the obstacles for African American men obtaining higher degrees. According to Maxwell, in 1999, the United States incarcerated twenty-five percent more African American men than were enrolled in institutions for higher learning. Some citizens in Ohio testified before an education subcommittee and suggested the failure of African American males in the education system was a major contributor to their involvement in the criminal justice system, lack of employment, and lack of knowledge about good health. According to this group, school failure was the leading cause for most, if not all, of the other problems African American males faced in society (Rodney et al 1999).

Assuming the expectations of educators were important to making successful schools and excellent students, it was critical for the researcher to get a better understanding of how educators' expectations influenced African American males' achievement and the school

environment. Cotton (1989) cited various studies conducted by Brookover, Cooper, and Good in which they identified numerous factors which can lead educators to hold lower expectations for some students and included in the list was sex and race. Cotton also noted these researchers believed the educators holding low expectations based on such factors as sex or race were rarely acting out of malice, and were often unaware, as their low expectations had developed, based on specious reasoning. Diamond, Randolph, and Spillane (2004) suggested the educators in predominantly low income and African American schools emphasized students' deficits and had a reduced sense of responsibility for student learning. Researchers suggested educators' perceptions of low income and African American students' academic capacity were lower than perceptions held for middle and upper income and Caucasian students.

Background

There was a significant amount of information on African Americans, teacher expectations, and student achievement; yet, it was difficult to find studies, which address the three together in a significant method. Much of the available information focused on one of these topics, but often only implied the affects on the other. Some of the information for this study was gleaned from general topics synonymous with those previously listed above, such as minorities, teacher perceptions, and success.

Galley (2001), reported a gap existed in educators' expectations for minorities. Galley's report found a large gap between the expectations students reported as compared to their teachers, principals, and parents. The students had much higher expectations for themselves. Nearly three-fourths of 291 African American and Hispanic students included in this survey reported they had high expectations for their future; however, only 40% of the teachers and just over half of the principals agreed with the students in schools with a large population of minority students.

In a study conducted to examine significant others' and students' expectations, Cheng and Starks (2002) stated several scholars have agreed children's educational expectations have strong effects on school performance and educational attainment. They also noted children's educational expectations vary by racial groups, with Asian Americans having the highest and Hispanic Americans having the lowest educational expectations. According to Cheng and Starks, educational aspirations for students held by significant others, such as parents, teachers, and peers also differed by students' race. The most significant statement in their research pertaining to this study was the citation of several other researchers indicating their finding of teachers having significantly higher expectations for Caucasian students than for African Americans.

Jenkins (2004) stated in his book of essays on African American Children:

Educators talk of high expectations, but people can only have high expectations for those whom they believe can live up to those expectations. There are many teachers who believe that black children cannot meet high expectations and those of us who are trying to raise them to such levels are simply wasting our time. (p. 125)

Jenkins, an African American educator who lived and worked in the inner city of St. Louis, used his experiences in this setting along with his work as a leader during the Civil Rights Movement of the 1960s to express his research. His book of essays was an account of the challenges encountered while working with African American children. Jenkins illustrated throughout this work how desegregation has affected African American students' attitudes toward education, relationships developed with educators, and their own academic achievements.

African American children were the subjects in an abundance of research. Frieman and Watson-Thompson's (1997) study included African American parents in Baltimore City Public Schools; the parents shared their feelings with Caucasian teachers on various topics, including educators' expectations of students. One parent stated, "African-American children are bright with a high potential. [*Teachers*] expectations are less for African-American children. I want them to have a positive attitude. Our children are bright" (p. 2). This study also noted the negative consequences of educators having low expectations and the

importance of educators learning to have a positive view of the children they educate. The parents also expressed a great fear for their male children, and stated educators need to make a greater effort to understand the male child. Terrell (2000) examined the schooling experience of nine African American male inmates using face-to-face interviews. She identified four recurring themes and concluded the study with a list of things teachers must never do. According to the inmates, one of the things teachers must never do was to maintain low expectations for their students.

DeBruyn (2006) wrote an article in *The Master Teacher*, which emphasized the effect of relationships on teacher and student performance, “Our expectations tell students whether we are on their side” (p. 1). DeBruyn clearly believed the relationship between the student and teacher was the most important factor affecting student success and satisfaction in school. “Our relationship with each student is linked to being influential and having students accept our high expectations” (p. 1).

Research Questions

The brief review of literature suggested educators’ expectations were important factors for student achievement. There was evidence in the review of literature suggesting educators’ expectations significantly influence minorities, especially African American males. Therefore, the researcher generated the following research questions.

1. What were educators' expectations for African American males' academic achievement compared to African American females, Caucasian females, and Caucasian males?

2. What was the impact of educators' race on the expectations for African American males' academic achievement?

3. What were the expectations of the African American male educators for African American male students compared to other educators' expectations?

Description of Terms

African American. A person of African descent living the United States of America.

Academic achievement. The quality and quantity of a student's work.

At risk. A student in danger of failing, or not making adequate progress.

Educator's expectations. A prospect of future good or profit in regards to the academic performance of a student.

Low income. The amount of income earned by a person that would qualify the person, or family for government assistance.

Minority. A group or individual differing in race or ethnic background from the majority of the population in a geographical area.

SPSS Statistics. The statistical package for the social sciences was used to analyze the data for this project.

Significance of the Study

According to Jackson (1999), the term *high risk* and *at risk* became synonymous with the terms African American, minority, or low-income student. Many people, including the educators, who have taught these children, made this assumption and gave this label to children improperly. According to Holliday (1985), teachers' expectations, perceptions, behavioral styles, and the type and frequency of their interactions with students affected the African American child's achievement. Porter (1997) claimed African American males were victims of sophisticated segregation and viewed as the monsters of public education, where they were "feared, mistrusted, and hated, mere animals to be confined to cages called special education classes" (p. 5).

The purpose of this research was to determine if there was a difference in educators' expectations for African American males' academic achievement compared to other subgroups. The study examined educators' racial identities and the impact of this identity on the educators' expectations for the academic achievement of African American males. The research also examined the expectations of African American male educators versus other subgroups of educators.

The purpose of this study was also to provide educators with a better understanding of their own academic achievement expectations for African American males. The educators in this study realized how to appropriately establish expectations for all students and account for

personal bias. The research findings from the study provided information for all educators to consider as they work with all students. This research increased the awareness of how teachers' academic expectations affect the African American male student.

Process to Accomplish

The target population for this research was educators in the Metro Nashville Public School System in Nashville, TN. The design of this project was a descriptive study of educators in Metro Nashville Public Schools. The researcher asked educators to complete the Educators' Expectations Survey, an online survey consisting of demographic information, 17 Likert items, and 4 open-ended items. The researcher sent an email to all educators approved for participation in the study with the appropriate link to complete the survey and directions. After the close of the survey, the researcher analyzed the data using the appropriate research methods in order to answer the research questions listed.

The biggest threat to this project was hypothesis guessing. The researcher used SPSS Statistics to analyze the Likert scale questions to determine the significance of those questions; the researcher used the demographic information to report the findings for questions two and three. The sample was determined not to be representative of the Metro Nashville Public Schools population. Therefore, no generalizations were made for this district as a whole.

Deliverables

Deliverable 1: Understanding the African American male student

The researcher developed an educators' guide designed to provide information to assist all educators in understanding African American male students' needs.

Deliverable 2: Hot Commodities or Endangered Species: Workshop on Understanding Academic Expectations for African American Males

The researcher created a professional development training module using the results of this research. The training focused on increasing the awareness of the effects of educators' academic expectations for African American males.

Deliverable 3: Research Article

The researcher submitted an article using the findings from this research. The article is in the appropriate format for submission to a scholarly journal.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this literature review was to examine the research on educators' expectations, particularly for African American males' academic achievement. The literature review contains the following subsections: Brown versus Board of Education, Educators' Expectations for African American Males, Does the Educator's Race Matter? and African American Male Teacher Effect.

Brown vs. Board of Education

The decision from the historical case of Brown versus the Board of Education of Topeka, Kansas in 1954 was the beginning of a change to our educational system, which has continued to affect the African American students, teachers, and communities. Despite the increasing number of African American students completing high school and attending college over the past fifty years, African Americans have continued to lag behind Caucasian and Asian groups academically. The African American teaching force was reduced significantly after this decision with approximately 38,000 educators in 17 states losing their positions between 1954 and 1965 (Milner and Howard, 2004).

Milner and Howard (2004) interviewed three experts on Brown versus the Board of Education and used pseudonyms for the three experts in order to mask their identity and institutional affiliation. All three have written articles or books of sufficient depth on the Brown vs. Board of Education decision. Two of these experts have worked as professors for research institutions in the field of education for more than 20 years. According to the three experts, “Black students fared well in segregated schools in spite of the poor resources, the meager accommodations, and the lack of bureaucratic support” (p. 295). The Brown decision and schools did not address meaningful strategies to enhance the opportunities for all students and teachers to work and learn together. According to the experts participating in the interviews by Milner and Howard, desegregation resulted in a system of tracking which created a dual system within a school including a mission for the Caucasian students and another mission for the African American students. According to those interviewed, Caucasian students became gifted children overnight and placed on a different track as opposed to African Americans tracked into the slower classes with lower expectations. Prior to Brown versus the Board of Education, the high regard of African American teachers made them influential with the students, schools, and their communities. “Black teachers ‘had a way’ with Black students because they deeply understood them and were willing to do what was necessary to help the students achieve and

succeed” (p. 295). Milner and Howard discussed African American teachers expressed and demonstrated high expectations and a deep connection with African American students before the Brown versus the Board of Education case; but their poor treatment after the decision resulted in a disconnection with the African American student and community. The examination of the Brown versus the Board of Education of Topeka, Kansas case developed the historical context for the remainder of this chapter.

Educators’ Expectations for African American Males

Rosenthal and Jacobson (1968) published a study, which several researchers have continued to cite. They tested the proposition of favorable expectations by teachers could lead to an increase in intellectual competence. The researchers presented information to teachers, which gave the impression certain students had more potential than others based on a pretest the children were given which reported the students were academically blooming. In reality, the only differences were in the minds of the teachers. The researchers collected the information from the pretest and retested the students after one semester, after a full academic year, and after two full academic years. The researchers found 47% of the special children given favorable expectations increased their scores by twenty or more points as compared to 19% of the control group, which increased their scores by twenty or more points.

This research by Rosenthal and Jacobson (1968) was the basis for several studies regarding self-fulfilling prophecy and teacher expectations. According to Rosenthal and Jacobson the results of their experiment was further evidence of one person's expectations of another's behavior may come to serve as a self-fulfilling prophecy. "When teachers expected that certain children would show greater intellectual development, those children did show greater intellectual development" (p. 82-83). The minority group in this study was Hispanic students. According to Rosenthal and Jacobson, the boys who looked more Hispanic benefited more from their teachers' positive prophecies. The Hispanic children in this study showed the greatest expectancy advantages.

According to Good (1987), teachers were guided by their beliefs about what students need and by their expectations of how students respond if treated in a certain way. Good stated teachers form differential achievement expectations for students at the beginning of the year. He noted an experiment conducted using fictional information about students along with a picture of a Caucasian child and a picture of an African American child to see if the students' race would affect predictions about their achievement. Good documented several experiments in which information about numerous variables including physical appearance, race, sex, and other variables affected the teachers' expectations for students.

Cotton (1989) stated researchers have found a minority of teachers hold unjustifiably low expectations based on factors such as race, gender, or socioeconomic status, which have nothing to do with learning potential. Some formed their initial expectations based on appropriate data but held their expectations so rigidly student changes in skill or motivation levels went unnoticed, and the teacher sustained low expectations. Race is one of thirteen factors mentioned by Cotton which researchers identified may have lead teachers to hold lower expectations for some students, and minority races were sometimes viewed as less capable than Caucasian students. The research was also consistent in stating the formation of expectations was a separate issue in regards to the communication of differential expectations. The research on communicating expectations to students found some teachers interact with students for whom they hold low expectations in a manner limiting the students' development. The formation and communication of these expectations was often unconscious for the teachers. Teachers were aware they were practicing differential treatment but failed to perceive the harmful effects, and often believed their behavior was appropriate based on their students' different learning abilities.

Brophy and Good (1970) used an observational study of didactic contacts between teachers and students in four first grade classrooms which supported the findings of Rosenthal and Jacobson's 1968 study. Brophy and Good asked the four teachers to rank their students in order

of achievement. The researchers identified the high and low students based on the teachers' rankings and observed the interactions between the teacher and the identified students. The teachers did not know the researchers were only observing their interactions with a few specific students. The research findings confirmed teachers' expectations consistently favored the students with high expectations and they were more likely to praise the performance of the high students. The study confirmed teachers' expectations linked with self-fulfilling prophecy.

Tenenbaum and Ruck (2007) examined four quantitative meta-analyses to determine if teachers' expectations were different for racial minorities compared to Caucasian students. The meta-analysis of 39 studies showed the teachers' expectations were more positive for Caucasians when compared to African American and Hispanic students. The researchers analyzed 39 studies conducted between 1968 and 2003, with only five of these studies published after 2000.

Love (2003) declared there was a lack of quantitative studies designed to measure teachers' beliefs and explained the relationship between teachers' beliefs and student outcomes in urban, primarily African American school environments. "Research specifically investigating effective teaching of African American children has predominantly been qualitative in nature" (p. 7). In order to build on the existing knowledge, Love expressed the need for more research on the

relationship between teachers' beliefs and student learning for African American children.

The purpose of this study conducted by Love (2003) was to reflect teachers' beliefs from previous qualitative literature on effective teachers of African American children in relationship to student outcome. She reported from previous qualitative studies including the work of Peter Murrell, Asa Hilliard, and Shirley Brice Heath. Love acknowledged the work of Murrell and Heath in regards to the need of teachers to be knowledgeable of the duality of socialization for poor children and children of color due to the contradictions set by the contrasting expectations of home and school cultures for these students.

Scholars have called on educators of urban children of color to teach more to students who come without the learning experiences from home that teachers and schools expect students to have, not less because teachers may lower their expectations for these students. (p. 5)

Love's review of studies included research on cultural relevance and collective efficacy. From this research, she reported several ideas about teachers' beliefs concerning successfully educating African American children. According to the review, teachers using culturally relevant methods made few assumptions about children's prior knowledge. The teachers expressed continuous recreation, recycling, and sharing of knowledge between students and the teacher. Through qualitative

methods, they reported the collective belief all students can succeed, rather than some will inevitably fail. The study did not specifically measure the link between teachers' beliefs and student behavior. The purpose was to focus on African American students in urban environments. The manner in which beliefs manifested in actual classroom discourse, classroom interaction, and the learning environment in general remained unknown. However, exposure to teachers' beliefs and expectations year after year made a difference (Love 2003).

Wynn (1999), in an ethnographic research, discussed what she referred to as *the elephant in the living room*. She discussed her experiences and research with some schools while working with The Urban Atlanta Coalition Compact (UACC). Wynn said, "The research is replete with our inability to teach these children because of our unconscious racist assumptions about their ability to learn" (p.8). According to Wynn, many educators operated from a framework of low expectations when serving children different from the mainstream such as African American or other minorities, or students from poverty. Educators working with these children often allowed them to get by with less, because they believed these students would be unable to achieve academically at the same levels as their Caucasian counterparts.

The experiences and research Wynn (1999) shared tells another story. Using studies from Levine, Hilliard, Sizemore, and Delpit, Wynn

stated a case to other educators that regardless of socio-economic status, racial, and environmental backgrounds, most children came to school with the same capacity to learn and could learn at the same performance levels. These researchers documented a multitude of effective schools where the majority of the students came from the stereotypical backgrounds, yet achieved academic excellence. Despite this evidence presented by Wynn, “the elephant in the living room” was the struggle she encountered as a Caucasian female educator with other educators through her experience with the UACC. Wynn wrote in her ethnography,

For many who teach, there seems to be a struggle to, first, believe that all children not only can learn but do learn and are always learning. Whether it be what we want them to learn or not, all children are innately curious and they are in the constant process of learning. And second, it seems to be a struggle for many teachers to believe they can teach all children. (p. 11)

Dr. Lisa Delpit’s research drove Wynn’s project with the UACC. They both have documented African American and poor children are brilliant and only wait for us to help their brilliance unfold. During this UACC project, Wynn encountered educators, who not only resisted but also resented suggestions based on proven research. Wynn, throughout this ethnographic research, took the position of the past and present conditions of racism have contributed to reduced expectations,

opportunities, and resources for students of color, especially those who live in poverty (Wynn 1999).

Does the Educator's Race Matter?

The experiences Wynn (1999) discussed included educators of all races in three Georgia schools. Her research stated over 80% of the teachers in Georgia's schools was Caucasian females, but there were no details on the exact demographics in the schools conducting the UACC projects. Wynn wrote about the experience she encountered with various educators during this project from 1997-1999. She described her experiences in the context of the schools' faculties, and did not isolate the observations to a particular group. Wynn referred to mainstream educators, which she defined as white and Euro-centric most of the time as she recounted these experiences. However, there were instances in which Wynn used the experience and the research to discuss the actions of Caucasian educators and African American educators. Using this research, Wynn makes the statement racism matters, but the teacher's race does not have to matter. As the researcher, she recorded Caucasian and African American educators' negative comments about African American and poor children. Wynn said of this experience,

There was also an insistence by both white and African American teachers that the children of the poor, especially children of color, have been so "impoverished" by their life circumstances, that we can expect very little from them in academic achievement, and that

the best we should hope for is to give them “life skills” and get them ready for jobs (p.16).

Despite the above comment and the manifestation of racist assumptions unfolding during the first year, Wynn reported the UACC was convinced most of the educators, both Caucasian and African American, consciously wanted their African American children to achieve.

Building on the words of Delpit, Wynn (1999) reflected about two things important to the question, “*Does race matter?*” Wynn acknowledged the conversations with the faculties participating in this UACC project consistently focused on the shortcomings of the children and the negative influences on their achievement as if there was a sense of doom for these children. For one example, an African American teacher informed Wynn her class of low achieving science students could not go to the science laboratory because they could only handle paper and pencil work. Through these interviews, Wynn realized some of the African American educators had the racist notions of the mainstream culture against their own children. These teachers believed and responded like the mainstream teachers, which led Wynn back to a finding made by Delpit that some African American educators do not understand these children and are consequently ineffective.

Tettegah (1996) reported findings from a study of Caucasian prospective teachers, which explored their perceptions about whether or not students from other racial groups were teachable. Tettegah noted

historically racist attitudes found among the general population of the United States were just as common within the teaching population. Prejudices based on racism and ethnocentrism affects the relationship between teachers and students because prejudicial, racist attitudes and stereotypes do not stop at the school door. The finding suggested a relationship existed between prospective Caucasian teachers' racial attitudes and their ratings of students from different racial groups across various behavioral dimensions.

The prospective teachers in this study by Tettegah (1996) rated Asian Americans higher in institutionally appropriate behavior compared to Hispanic, Caucasian, and African Americans. These prospective teachers also ranked the Asian Americans higher than other groups on the cognitive, autonomous, and motivational behaviors. African Americans received the lowest ratings by the Caucasian prospective teachers in the cognitive, autonomous, and motivational categories, but the highest ratings on the personal, social dimension scale. According to Tettegah, these findings were consistent with the work completed by Bennett in 1993 on Caucasian racial attitude theory.

Tettegah (1996) noted the findings of this study did not support the work of Rowe in 1995, in which Rowe stated Caucasians are generally superior to other racial groups due to the higher ratings the prospective teachers gave Asian Americans and African Americans on some of the dimensions in this study. The sample of Caucasian

prospective teachers in this study held differential attitudes toward Caucasian, African American, Asian American, and Hispanic students depending on the dimension perceived. According to this study, there is a connection between White prospective teachers' racial attitudes and their ratings of students from different racial groups across various behavioral dimensions. The research supported the idea teachers do associate certain stereotypical behaviors with particular ethnic groups.

Simms, Knight, and Dawes (1993) stated African American teachers' expectations and perceptions were more positive for African American students as compared to other ethnic groups of teachers; but there was also research stating only a few teachers, including African American teachers had positive expectations of African Americans students. They also reported Caucasian teachers viewed African American children as deviant compared to African American teachers. The Caucasian teachers placed in ambiguous situations were significantly more likely to overreact to African American males' behaviors.

A study of six Caucasian teachers working with African American students in Richmond, Virginia discussed their personal experiences and provided suggestions for a teacher preparation program. The researcher stated, "Teaching students of color, who have diverse backgrounds and experiences, can be very challenging for Anglo-American teachers who have had little exposure to people different from themselves" (p.1). The

author profiled four of the teachers and documented their experiences for future Caucasian teachers entering an urban school setting to have as examples. First, the researcher interviewed the teachers for one to three hours. Then the researcher observed each of them teaching while using an observation form, which recorded the teachers' attitudes toward ethnically different children, awareness of the students' culture, use of culturally relevant materials, and appropriate instructional strategies. Next, the teachers wrote about some of the incidents, which created an emotional reaction while teaching African American children. Afterwards, the teachers shared additional insight about their teaching experiences as part of a focus group. The researcher used the data to determine common themes, which revealed differences and similarities among the teachers. The teachers had 10-19 years of experience and ranged from ages 35-51. The researcher documented the advice these teachers wanted to give to young Caucasian American teachers considering teaching in mostly African American schools. The writer finished the article with a suggestion by one of the teachers saying teaching in an urban school must be a "mission," a "calling" for teachers (Reed, 1998).

Shreffler (1998) discussed the Caucasian male teacher as a role model for African American male students. According to Shreffler, "White male teachers have within their grasps the power to offer an alternative to the prevailing images and life destinations of many at-risk Black males" (p.2). He declared that Caucasian male teachers could play an

important role and make a phenomenal impact in the lives of African American male students. Shreffler wrote of his experiences in a mostly African American inner-city high school in which he attended four funerals of male students killed by other young males. He also spoke of the number of African American males he watched go on to college stating, "I know that I have played a role in these latter outcomes-in some cases, only a small part; but in others, a tremendous one that I am sure none of my students will ever forget" (p.4). Shreffler stated he believed with courage and determination Caucasian male teachers can play a constructive role in the lives of African American males.

According to Thomas Dee (2004), there is a limited body of experimental evidence suggesting teachers are more favorably disposed toward students with their same racial and ethnic background. Dee used data from a field trial conducted in Tennessee to compile his study on the connection of the student and the teacher's race on achievement scores. The results of this study suggested African American students learn more from African American teachers and Caucasian students learn more from Caucasian teachers. However, he also stated there was not much empirical evidence on the relationship of academic performance with the students' exposure to teachers of their own race. The available studies used observational data to compare test scores of students with different kinds of teachers, and the findings revealed a teacher of the same race has a small impact. Furthermore, Dee's study

did not address why a racial match between teachers and students seemed to affect achievement.

African American Male Teacher Effect

According to Anthony, Kritsonis, and Herrington (2007), the African American male teacher became almost non-existent in the elementary schools after the 1954 Brown versus the Board of Education decision. After the decision, there was a 66% reduction of African American teachers. The future of African American males was in the hands of Caucasian female teachers, which made up more than 83% of the elementary teaching force. During this time, African Americans comprised only 6% of the teachers and 17% of the students nationally. There were few studies directly linked to the African American male teacher's effect on the achievement of African American male students; the absence of the African American male in the teaching profession has made it difficult for researchers to study this phenomenon. Lynch (2006) reported a 1992 study by Ascher, which listed only 1.2% of all teachers were African American men. According to Lynch in 1995, the public school teaching forces consisted of 7.3% African Americans.

Anthony, Kritsonis, and Herrington (2007) discussed teachers were largely unprepared and lacked the capabilities, knowledge base and common judgment to provide a quality education because of racial and gender biases which often broke down African American males mentally. Their research supported the idea of teachers' low expectations were a

major factor especially for African American males. Anthony et al. reported on the higher rates of disciplinary action for African American males, and the empirical literature showed Caucasian teachers, as compared to African American teachers, were more likely to refer African American males to special education.

Gamble and Wilkins (1997) wanted to gain insight regarding the low number of men in elementary education. “At a time when more and more families are being headed by single females, it is crucial that males have a role somewhere in the lives of our young” (p.192). According to their research, girls have made a reversal from twenty years ago. In a 1993 study of high school seniors, more females than males reported they expected to attend graduate, law, or medical school. The findings of Gamble and Wilkins supported the same sex role models discussed by Thomas Dee in his 2005 and 2006 work. Their study supported the notion of not having enough African American males in the teaching profession has affected the African American male student.

The work of Thomas Dee (2005) discussed “passive” effects and “role model” teacher effects, and emphasized the possible effects of the African American male teacher for the African American male student. Dee described passive effects as behaviors, which were not explicit but triggered by a teacher’s racial or gender identity. Role model effects occurred when the presence of a demographically similar teacher raised the student’s motivation and expectations. Dee concluded in this

research the racial, ethnic, and gender dynamics between teachers and students have consistently affected the teachers' perceptions of student performance.

Using data from a Tennessee experiment, Project STAR (Student Teacher Achievement Ratio), which was a well-known experiment in reducing class size, Dee (2004) analyzed the data and offered his findings on the test score consequences of a teacher's race. Using the existing data from Project STAR, Dee indicated that African American students learn more from African American teachers and Caucasian students learn more from Caucasian teachers. According to Dee's findings, African American students improved 3-6 percentile points in reading and math with a year of instruction by an African American teacher. The Caucasian students gained 4-5 percentile points in math; the Caucasian boys also increased 2-6 points in reading, but the girls did not show any significant gain in reading with instruction from a Caucasian teacher in a year.

Using existing data from the National Education Longitudinal Survey, Dee (2006) confirmed a teacher's gender affects student test performance. Dee discovered his findings persisted even after he accounted for a variety of characteristics, which may influence learning. The results of this study confirmed the gender of the teacher had a large effect on student test performance, teacher perceptions of students, and students' engagement with academic material. According to the results,

females and males performed better when taught by a teacher of the same gender. According to the results, having a female teacher instead of a male raised the girls' achievement by 4% and lowered the boys' achievement roughly 4% of a standard deviation, which produced an overall percentage gap of 8% of a standard deviation.

The lack of empirical studies focused on African American male teachers' expectations for African American students provided more questions than answers. Several studies, found support the race and the gender of the teacher, affect student expectations. However, there were no studies found directly using African American male teachers as the participants.

Conclusions

Milner and Howard (2004) traced expectations for the African American male student, to the Brown versus the Board of Education case in Topeka, Kansas in 1954. The decision in this case created the conditions in which African American male students as a group have continued to fail to meet the academic achievement expectations of other groups. The research available on the expectations of African American male students relates back to the Rosenthal and Jacobson (1968) study, *Pygmalion in the Classroom*. This body of research established educators were biased in the expectations they held for their students, and those expectations often manifested into a self-fulfilling prophesy. Lynch (2006) stated African American students were especially susceptible to teachers'

low expectations and these self-fulfilling prophecies. The majority of the studies found were qualitative, using classroom observations, personal experiences, and interviews to collect data. Quantitative measures of expectations were limited during the time of this literature review.

Expectations, perceptions, and beliefs were interchangeable terms during the search for literature.

Finding studies measuring the educators' expectations for student achievement was not easy. The research showed a multitude of factors influenced student achievement, including teachers' expectations. An examination of the existing literature revealed for over fifty years educators' expectations influenced student achievement in various ways. The research models for measuring expectations developed by Rosenthal and Jacobson in their 1968 study, yielded information which needed to be verified with more current methods of research. In Chapter 3 of this study, the researcher used a combination of qualitative and quantitative methods to study the current level of educators' expectations for African American male students. The researcher examined if the educators' race influenced the educators' expectations for the African American students' achievement, and determined the effect of the African American male educators' expectations for the African American male students' achievement.

CHAPTER III
METHODOLOGY

Introduction

The purpose for conducting this study focused on gathering information regarding educators' expectations for African American male students' academic achievement. The researcher used a combination of qualitative and quantitative methods to examine the educators' expectations in Metropolitan Nashville Public Schools for African American male students. The researcher considered if the educators' race influenced the expectations for the African American males' achievement, and investigated the effect of the African American male educators' expectations for the African American male students' achievement.

The researcher attempted to explore the existing expectations for African American males held by the educators in the Metropolitan Nashville Public Schools. The following three questions guided the research.

1. What were educators' expectations for African American males' academic achievement compared to African American females, Caucasian females, and Caucasian males?

2. What was the impact of educators' race on the expectations for African American males' academic achievement?

3. What were the expectations of the African American male educators for African American male students compared to other educators' expectations?

This chapter provides a comprehensive description of the procedure and methodology used to answer the research questions.

Research Design

The researcher collected quantitative and qualitative data for this descriptive research project. Using descriptive research, the researcher was able to show summary statistics for the Educators' Expectations Survey (see Appendix A). Gay, Mills, and Airasian (2006) acknowledged survey research determines and describes the way things are. The researcher used this method to describe the way things are and compare subgroups on the Educators' Expectations Survey. According to Gay et al. survey research can be useful in quantitative and qualitative research. They also recognized descriptive research was useful for investigating a variety of educational issues. Typically, descriptive studies are concerned with assessing attitudes, opinions, preferences, demographics, practices, and procedures. Using this method allowed the researcher to collect quantitative and qualitative data simultaneously.

Although the design of this particular study emphasized descriptive research, the researcher also employed the QUAN-QUAL Model. This model is also known as the triangulation mixed- methods design. This design equally weighs quantitative and qualitative data

collected simultaneously and uses the results to make interpretations (Gay et al, 2006).

Population

Metro Nashville Public Schools (MNPS) is located in Nashville, Tennessee and currently is the 49th largest urban school district in the nation. The district covers an area of approximately 525 square miles. There were 133 schools, including 74 elementary schools, 35 middle schools, 17 high schools, 3 alternative, 4 special education schools, and 3 charter schools. African Americans represented 48.1% of the students in the district, followed by 34.2% Caucasian, 14.2% Hispanic, 3.3% Asian/Pacific Islander, and 0.2% Indian. The district served over 74,000 students, and employed 5,786 teachers and certificated staff at the time of the study. The 5,786 educators were all potential participants for this study.

The total number of educators responding to the survey was 1332. Their years of experience ranged from less than one year to 47 years of experience with a mean of 14.25 years. The ages of the respondents ranged from 22 to 69 and the average age for the sample was 42.43 years. The racial make up of the sample was 32.1% Black, 65% white, and 2.9% other. The sample was 84.8% female and 15.2% male. The highest degrees reported as earned by the respondents were 28.4% with a Bachelor's, 35.1% obtained a Master's, as well as 31.8% reported they had earned a Master's plus, and 4.7% reported earning a Doctorate. The

sample included educators currently holding one of the following certificated positions. Classroom teachers were 59.1% of the respondents. Resource personnel, which included counselors, specialists, therapists, and other certificated support, were the second largest group of respondents in the sample with 12.1%, followed by special education teachers making up 11.8%, along with 9.3% of the respondents teaching related arts, and 6.9% of the sample holding administrative positions.

Data Collection

The researcher designed the Educators' Expectations Survey to collect three types of data: demographic data, quantitative data using Likert scale items, and open-ended questions for qualitative data. The researcher used SurveyMonkey.com, an online survey design site for all correspondences and data collection during this study. The researcher also corresponded as needed with participants using email to respond to various questions, comments, and concerns. The researcher used five collectors on the survey site to collect data. The first collector, titled Doctoral Students, was an email invitation to collect information from other doctoral students attending Trevecca Nazarene University in Cohort 9. The objective was to gather feedback to improve the survey prior to sending it out to the sample population; 17 of 23 Cohort 9 members' responses were collected using this collector (see Appendixes B and C).

The second collector, Administrators' Survey, was also an email invitation used to collect information from educators serving as MNPS elementary school principals and assistant principals. Seventy respondents out of 110 elementary school principals and assistant principals participated in the second collector. The researcher used the MNPS distribution list for elementary school principals and assistant principals to create a comma delineated file to upload the email addresses of the potential respondents on to SurveyMonkey.com (see Appendixes D and E).

Educators' Expectations Survey, the third collector used by the researcher, used a web link collector; using the MNPS contact lists, high school educators and middle school educators participated by clicking a link sent in a series of emails. Using several distribution lists, the researcher collected information from high school and middle school educators. Over 2000 potential respondents received the web link collector. Eight hundred twenty-two middle and high school educators' submitted responses to the survey using the web link collector (see Appendixes F and G).

The fourth collector, Elementary Teachers, was an email invitation to all elementary teachers. The researcher used the MNPS distribution list to create a comma delineated file to upload the email addresses of 2802 potential respondents serving as elementary teachers in MNPS to

SurveyMonkey.com. Using the fourth collector, data from 632 elementary teachers was collected (see Appendixes H and I).

Guidance and Librarians, the final collector, was set up to gather data from the elementary guidance counselors and librarians. Once again, using the MNPS distribution list, a comma delineated file with the email addresses of 181 potential respondents serving as elementary Guidance Counselors and Librarians gathered information from 42 respondents out of 181 (see Appendixes J and K).

The collection of the data for this study began with the collection of data from Cohort 9 members in January 2008, and all collectors closed in July of 2008. Appendixes B, D, G, H, and J list out the days the researcher generated an email invitation and sent messages designed to solicit responses for the various collectors established. Once the collector was established, an initial email invitation went to the potential respondents. The researcher monitored the activity of the collectors and sent out other messages as necessary. The last messages using the SurveyMonkey collectors generated email invitations on February 7, 2008 from the first collector, the Doctoral Students. On May 7, 2008, a second and final email including the original email and web link collector went to all MNPS distribution list receiving the initial email. The remaining three collectors, Administrators' Survey, Elementary Teachers, and Guidance and Librarians, generated the final email invitation message on May 22, 2008.

The Educators' Expectations Survey included three parts. In order to address the research questions for this study properly, all three parts of the Educators' Expectations Survey were necessary and used to interpret the results for this study. Part I is the Educators' Demographic Information, which included six items. The Educators' Demographic Information section of the survey collected demographic data for 1585 educators. The response count was 1585 on the first four items, which required an answer in order to continue. After feedback from Cohort 9 members, the researcher added items 5 and 6, which yielded a response count of 1561 and 1491 respectively. The first four items allowed the researcher to analyze the data using various subgroups. The researcher required each respondent to complete the items regarding race and gender in part one before continuing to parts two and three of the survey because two of the three research questions examined race or gender. The researcher also collected other demographic information in part one of the survey for considering other questions, which may have surfaced during the data analysis. Item two asked the participants to choose their gender. The third item provided four choices and asked the educators to indicate their highest degree earned. In the fourth item, all respondents chose their current assignment from five categories. The last two items, five and six, were not mandatory. Item five asked the respondents to fill in a blank with the grade level of their current students. For the sixth

item, there was a blank requesting the name of the school where the participant currently served.

Educators' Expectations Likert Scale was the second part of the survey, which started with the statement, "The following items will be used to gather educators' expectations for African American male students compared to African American female, White male, and White female students." The respondents were required to answer 17 items in this section of the survey. The scale was a five-point scale with one representing Strongly Agree and five representing Strongly Disagree. For each statement, respondents chose one of these five options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The survey consisted of seven positive statements and ten negative statements. Each time a new respondent answered the survey the statements generated in random order. These Likert items provided the quantitative data for this study and the researcher used the Statistical Package for the social sciences (SPSS) to analyze the data and interpret the MNPS educators' expectations for African American males. Only 1332 of the initial 1568 educators completed part two, the Educators' Expectations Likert Scale. These 1332 MNPS respondents made up the sample population for this study.

Part three of the survey was the Educators' Additional Comments. This page began with, "Please complete the following additional items for data analysis and conclude with any comments you have regarding this

survey.” There were four items in part three. The first item asked the respondents to list their top three reasons they believed African American males were not attending college at the same rate as other subgroups. One thousand ninety-six respondents completely answered the first question in this section. The next item was an open-ended question asking the educators what they believed educators could do to improve the percentage of African American males graduating from high school and college. One thousand one hundred eighty-seven educators responded to this item. Item number three referred to a 2006 Bureau of Justice Statistic regarding the likelihood of blacks being incarcerated five times more than whites and asked them to submit their top three reasons for this trend. Only 1180 educators gave at least one reason for this trend, with 1134 reporting 2 reasons, and 1028 listing three reasons. The final statement for part three asked the educators to add any additional comments regarding this survey. Five hundred seven educators made additional comments regarding this survey. Part three of the survey, Educators’ Additional Comments, gave the respondents the opportunity to answer four open-ended items. This part of the survey was not mandatory and gathered qualitative data for this study. The researcher used the qualitative data to describe the expectations held for African American males by the 1332 MNPS educators responding to the survey.

Analytical Methods

The researcher used SurveyMonkey.com to collect the data from the sample population for the Educators' Expectations Survey. The Educators' Expectations Survey consisted of a three-part survey. Educators' Demographic Information, Educators' Expectations Likert Scale, and Educators' Additional Comments were the three sections used to collect the information for this study.

The data from SurveyMonkey.com provided summary reports, which the researcher used to prepare demographic information. SurveyMonkey.com provided the researcher with some preliminary data. The researcher downloaded the collected database from SurveyMonkey.com to Microsoft Excel and then transferred the database for use in SPSS for further data analysis and statistical tests of significance.

The researcher used SPSS as a quantitative data analysis tool for providing statistical significance regarding the Educators' Expectations' Survey used with MNPS educators participating in this study. SPSS and SurveyMonkey provided the researcher with demographic information, which was used to report two of the three research questions. The researcher obtained a reliability score for the survey using SPSS. The researcher ran a descriptive analysis for the 17 Likert-scale items to answer research question one. Question one examined how the respondents answered the 17 Likert-items. The five point Likert scale

included the following answer choices for each item: 1=strongly agree, 2=agree, 3=neutral, 4=disagree, and 5=strongly disagree. The descriptive analysis produced a mean score for each item, which corresponded with the sample population's overall agreement to each particular item. The mean indicated the overall level of agreement by the sample population. The 17 items on the survey included seven positive statements and ten negative statements. A low mean indicated the overall sample population strongly agreed with the statement, and a high mean represented a strong disagreement towards the statement. A mean score of three would signify a neutral overall agreement by the sample population. The researcher ran one-way ANOVAs using the race variable and each of the 17 Likert-items to answer research question number two. The researcher was able to determine the significance for each item and the differences between the respondents by race. The researcher also used the Tukey HSD post hoc test to explain the significant differences between the groups in the race variable. The researcher answered the third question using one-way ANOVAs. Using this test of significance the researcher was able to report the significant differences in the responses from African American male educators and the other educators participating in the study.

After using some quantitative data analysis methods for answers to the research questions, the researcher began to analyze the qualitative data collected in section three of the Educators' Expectations Survey.

This section of the survey was not mandatory but all of the sample population completed at least one of the four questions in this section. The researcher used QDA Miner 3.1 to help analyze the data and report the answers to the questions from this section. The researcher focused on the responses of all the open-ended questions containing the word expectation. The researcher included all of the responses from section three of the survey, which included the word expectation as part of the response in the appendix section (see Appendix L). These qualitative responses helped the researcher describe the respondents' expectations for African American males, and understand their attitudes toward the Educators' Expectations Survey.

Limitations

The sample population was one of the limitations for the study. It was not a representative sample of the population of MNPS educators. Therefore, because the researcher does not know how the non-respondents may answer the Educators' Survey, the findings do not reflect a generalization of MNPS educators' expectations for African American males. The Educators' Expectations Survey was a limitation. The researcher used a small group of doctoral students attending Trevecca Nazarene University to pilot the survey prior to use with the sample population and the reliability for the survey with the pilot group and the survey reliability was .6 using the Cronbach's Alpha.

The actual design of the survey on SurveyMonkey.com and the use of an electronic survey sent via email was a limitation. Some of the potential respondents reported to the researcher they could not access the survey and the researcher did not get them the proper technical support to make participation more likely for the technologically-challenged. Some respondents also commented on the actual layout and wording of the items on the survey. The analysis of the open-ended items was also a limitation because of the amount of data submitted; the researcher chose to focus only on the responses with the word “expectations” as part of their answer to the open-ended questions.

CHAPTER IV
FINDINGS AND CONCLUSIONS

Introduction

The purpose of this study was to gather information and examine educators' expectations for African American males' academic achievement. The research was to study if there was a difference in educators' expectations for African American males' academic achievement compared to other subgroups. The study looked at the educator's racial identity and the impact on the expectations for African American males' academic achievement. The research also examined the African American male educators' expectations versus other educators' expectations.

The importance of this study was also to provide educators with a better understanding of educators' academic achievement expectations for African American males. The research findings from the study provided information for all educators to consider as they work with all students. The researcher used a combination of qualitative and quantitative methods to examine the educators' expectations in Metropolitan Nashville Public Schools for African American male students. The researcher attempted to investigate the existing

expectations for African American males held by the educators in the Metropolitan Nashville Public Schools. The following three questions guided this research:

1. What were educators' expectations for African American males' academic achievement compared to African American females, Caucasian females, and Caucasian males?

2. What was the impact of educators' race on the expectations for African American males' academic achievement?

3. What were the expectations of the African American male educators for African American male students compared to other educators' expectations?

Findings

Educators' Expectations for African American Males

The researcher created the Educators' Expectations Survey, an online Likert-scale survey to gather information regarding educators' expectations for African American males compared to other subgroups. The researcher ran a descriptive analysis for the 17 Likert-scale items to answer research question one. Question one examined how the respondents answered the 17 Likert-items. The five point Likert scale included the following answer choices for each item: 1=strongly agree, 2=agree, 3=neutral, 4=disagree, and 5=strongly disagree. The descriptive analysis produced a mean score for each item, which corresponded with the sample's overall agreement to each particular item. The mean

indicated the overall level of agreement by the sample. The 17 items on the survey included seven positive statements and ten negative statements. A low mean indicated the overall sample strongly agreed with the statement, and a high mean represented a strong disagreement towards the statement. A mean score of three would signify a neutral overall agreement by the sample population. Using the descriptive analysis, the researcher reported the number of respondents, means, standard deviations, and reactions for the 17 Likert items in Table 1.

The researcher identified eight positive reactions, seven negative reactions, and two neutral reactions for the educators responding to the 17 items on the survey. Likert-items 1 and 10 were the only positive statements the respondents agreed with on the survey, which was an indication of positive expectations. Another sign of positive expectations was the disagreement to negative statements by the respondents for Likert-items 6, 7, 8, 9, 14, and 15. The respondents' agreement with Likert-items 2 and 5, which were negative statements, demonstrated a lack of expectations for African American males. The respondents' disagreement with Likert-items 4, 11, 12, 13, and 17, the five other positive statements, was another indication of the lack of educators' expectations for African American males. Likert-items 3 and 16 were negative statements with mean scores just below three, the neutral score. The researcher reported the number and percentage of respondents by response categories in Table 2.

Table 1

*Descriptive and Inferential Statistics on
Educators' Expectations for African
American Males*

	Likert-items	<i>n</i>	<i>M</i>	<i>SD</i>	Reaction
L1*	The percentage of African American males graduating from high school will increase in the next five years.	1332	2.54	0.93	Positive
L2	African American males are not as likely to attend college as White males.	1332	2.71	1.00	Negative
L3	African American males are more likely to be employed in vocational jobs than White males.	1332	2.96	0.94	Neutral
L4*	African American males will enroll in college after high school graduation at the same rate as other subgroups.	1332	3.42	0.95	Negative
L5	Extra effort is required from teachers to assist African American males to reach a proficient performance level.	1332	2.64	1.12	Negative
L6	A teacher has little influence on the academic performance of African American males.	1332	4.28	0.81	Positive
L7	A teacher has little influence on the academic performance of African American females.	1332	4.3	0.77	Positive
L8	A teacher has little influence on the academic performance of White males.	1332	4.21	0.80	Positive
L9	A teacher has little influence on the academic performance of White females.	1332	4.23	0.77	Positive

L10*	The percentage of African American males with a college degree will increase during the next five years.	1332	2.56	0.93	Positive
L11*	The percentage of African American males performing at the proficient level on standardized tests will be higher than African American females.	1332	3.49	0.74	Negative
L12*	The percentage of African American males performing at the proficient level on standardized tests will be higher than White males.	1332	3.61	0.76	Negative
L13*	The percentage of African American males performing at the proficient level on standardized tests will be higher than White females.	1332	3.66	0.77	Negative
L14	The African American male student is less motivated to achieve academically than African American females.	1332	3.11	1.05	Positive
L15	The African American male student is less motivated to achieve academically than White males.	1332	3.2	1.09	Positive
L16	The African American male student is less motivated to achieve academically than White females.	1332	2.99	1.11	Neutral
L17*	The percentage of African American males incarcerated will decrease in the next five years.	1332	3.24	0.94	Negative

*=positive items

Table 2

Chart of Likert-items with Respondents by Number and Percentage

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
L1*	96	7	691	52	318	24	185	14	42	3
L2	70	5	649	49	257	19	303	23	53	4
L3	52	4	418	31	447	34	366	27	49	4
L4*	24	2	256	19	299	22	644	49	109	8
L5	194	15	523	39	244	18	316	24	55	4
L6	17	1	46	3	57	4	636	49	576	43
L7	14	1	40	3	50	4	656	49	572	43
L8	14	1	49	4	81	6	691	52	497	37
L9	13	1	40	3	72	5	703	53	504	38
L10*	93	7	681	51	321	24	195	15	42	3
L11*	11	1	98	7	515	39	638	48	70	5
L12*	9	1	76	6	455	34	673	50	119	9
L13*	11	1	75	6	411	31	694	51	141	11
L14	47	4	422	32	302	23	457	33	104	8
L15	55	4	381	29	287	22	465	34	144	11
L16	75	6	492	37	244	18	411	31	110	8
L17*	37	3	246	18	508	38	436	33	105	8

*=positive items

Does the Educator’s Race Matter ?

The researcher ran one-way ANOVAs using the race variable and each of the 17 Likert-items to answer research question number two. Using the one-way ANOVAs, the researcher reported significant differences in the responses to the Educators’ Survey for 14 of the 17 items based on the racial group of the educators. The researcher used the Tukey HSD post hoc test to give details on the significant differences between the groups in the race variable. The researcher reported the findings for research question two in Table 3.

Table 3

Descriptive and Inferential Statistics for Educators' Survey by Race

	African American <i>n</i> = 428		Caucasian <i>n</i> = 866		Other <i>n</i> = 38		<i>F</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
L1	2.89	1.07	2.37	0.79	2.45	1.03	49.97**
L2	2.57	1.02	2.78	0.99	2.89	1.01	7.31*
L3	2.68	1.03	3.09	0.86	2.95	1.04	28.15**
L4	3.57	1.00	3.36	0.91	3.18	1.01	8.21**
L5	2.21	1.09	2.83	1.07	3.08	1.24	49.66**
L6	4.30	0.89	4.28	0.76	4.21	0.88	0.23
L7	4.27	0.89	4.32	0.70	4.29	0.87	0.55
L8	4.04	0.96	4.29	0.69	4.26	0.89	13.46**
L9	4.11	0.89	4.30	0.68	4.18	0.90	9.63**
L10	2.93	1.04	2.37	0.80	2.63	1.13	57.21**
L11	3.62	0.86	3.44	0.67	3.34	0.78	9.37**
L12	3.71	0.84	3.57	0.70	3.45	0.86	5.73*
L13	3.73	0.88	3.63	0.72	3.58	0.68	2.94
L14	2.86	1.13	3.23	0.99	3.24	1.13	17.96**
L15	2.98	1.18	3.30	1.03	3.21	1.19	13.15**
L16	2.81	1.13	3.07	1.09	3.29	1.11	9.42**
L17	3.46	1.07	3.14	0.83	3.13	1.19	17.07**

df = 2, 1329.

***p* < .001.

**p* < .005.

The Tukey HSD tests used to follow-up the significant results revealed the significant differences for the racial variable reported in Table 3. Of the 14 significant differences in the survey questions, the Tukey HSD tests showed significant differences in the means for all 14 of them for the African American and Caucasian subgroups, and it also showed four differences between the African American and Other subgroup. The means for Likert-items 1, 3, 5, 8, 9, 10, 11, 14, 15, 16, and 17 were significantly different at $p < .001$ between the African American and Caucasian subgroups. Likert-items 2 and 4 were significantly different at $p < .005$, and item 12 at $p < .05$ between the African American and Caucasian subgroups. There was also a significant difference between the means for the African American and other subgroups for Likert-items 1, 4, and 16 at $p < .05$, and item 5 at $p < .001$. There were no significant differences for Likert-items 6, 7, and 13.

Using Figure 1, the researcher compared the means for each subgroup on the items identified as significant. Figure 1 illustrates the reaction for each subgroup to the Likert-items.

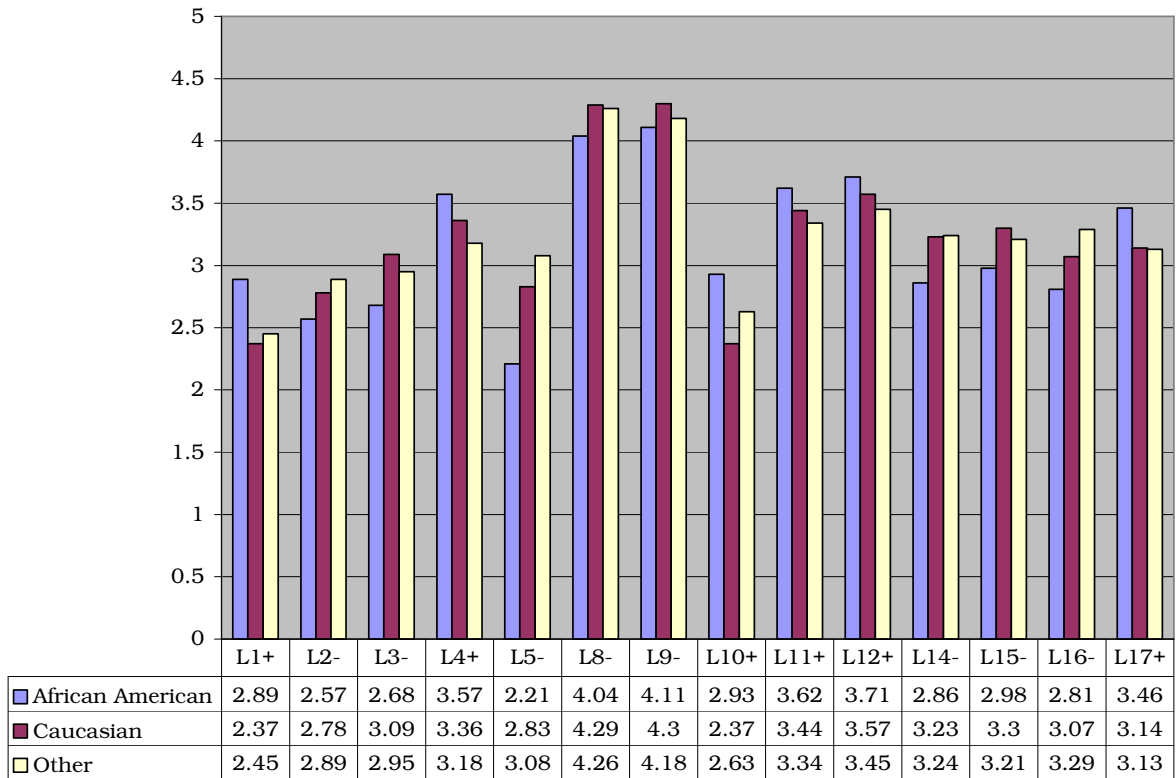


Figure 1. Does Race Matter?

The items with the (+) symbol to the right were the positive survey items and the negative items were identified by the (-) symbol. The positive items should have produced a low mean, which signified agreement with the statement. The negative items should have resulted in a higher mean representing disagreement to the statement. A mean score of three would represent a neutral response by the group. A positive reaction to an item occurred when the mean score for a positive statement was below three, and if a negative statement received a mean score above three. Using this method of analysis the researcher used Figure 1 to illustrate which racial group gave a more positive response to the items identified as having significant differences between the mean

scores. The mean score for Caucasian and Other subgroups were more positive than the African American subgroup for all of the Likert-items on the survey.

Most of the subgroup mean scores for the items followed the same trends observed for all educators. Typically, if the educators reacted positively to a statement, the subgroups followed the trend. African American educators did not follow the trend for Items 14, 15, and 16, which all were about the lack of motivation for African American males compared to African American females, Caucasian males, and Caucasian females. African American educators agreed with the statements, but overall the respondents disagreed or were neutral on these three statements. Respondents scored item 3 neutral overall, but Caucasian educators disagreed with item 3 regarding the likelihood of African American males employed in vocational jobs more than Caucasian males, while African American educators moved away from being neutral and agreed with the statement. The results demonstrated a more optimistic view of the African American male student was held by Caucasian educators and those in the racial category of Other educators, compared to African American educators.

African American Male Teacher Effect

The researcher answered the third question using one-way ANOVAs. Using this test of significance the researcher was able to report the significant differences in the responses from African American male

educators and the other educators participating in the study. There were significant differences between the two groups on six of the questions. The researcher provided Table 4 to list the descriptive and inferential statistics for question three.

Table 4

Descriptive and Inferential Statistics for Educators' Survey

	African American Males <i>n</i> = 67		Non-African American Males <i>n</i> = 1265		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>
L1	2.88	1.080	2.52	0.916	9.63**
L2	2.42	0.956	2.73	1.002	6.22*
L3	2.90	1.002	2.96	0.941	0.29
L4	3.52	0.959	3.41	0.948	0.84
L5	2.30	1.059	2.65	1.117	6.47*
L6	4.21	1.052	4.29	0.791	0.58
L7	4.15	0.989	4.31	0.756	2.72
L8	3.99	1.007	4.22	0.782	5.52*
L9	4.12	0.879	4.24	0.759	1.61
L10	2.90	1.061	2.54	0.922	9.28**
L11	3.52	0.859	3.49	0.737	0.10
L12	3.66	0.729	3.61	0.757	0.23
L13	3.76	0.836	3.65	0.770	1.21
L14	2.96	1.134	3.12	1.045	1.57
L15	2.78	1.056	3.22	1.091	10.52**
L16	2.78	1.126	3.00	1.110	2.66
L17	3.34	1.188	3.24	0.923	0.78

df = 2, 1329.

***p* < .005.

**p* < .05.

The researcher used Figure 2 to contrast the African American male educators' responses with the non-African American male educators, on the items with significant differences between the mean scores.

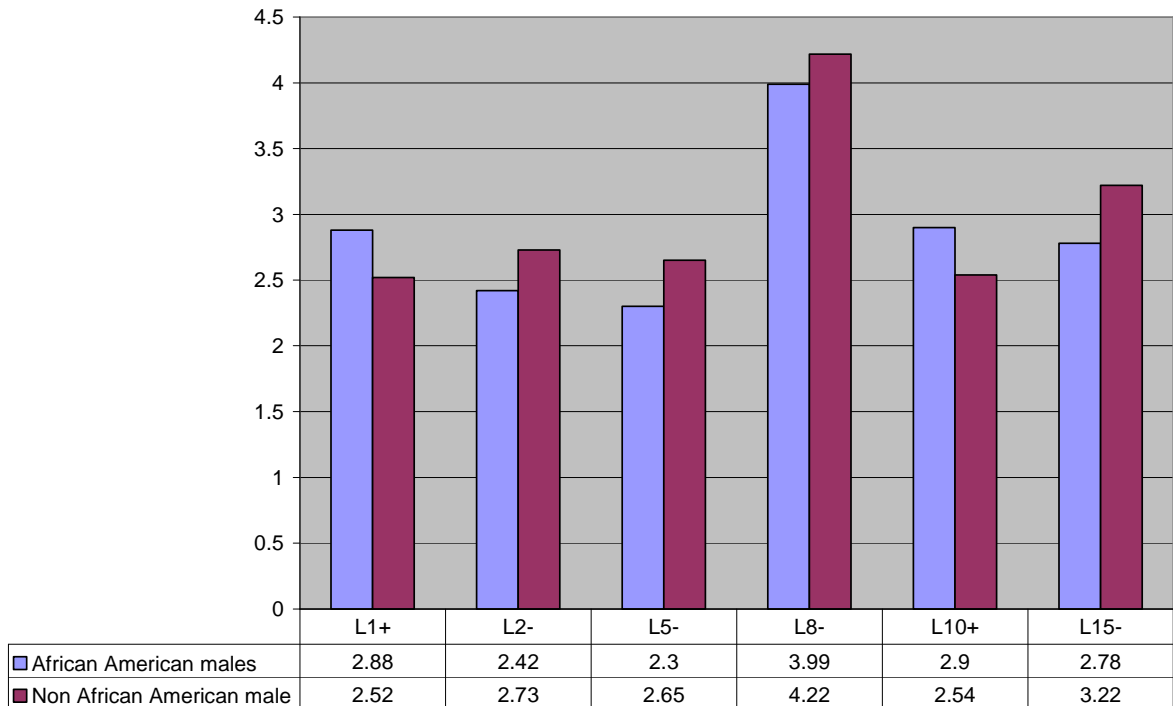


Figure 2. African American Male Educators Compared to Non African American Male Educators

African American male educators generally followed the same pattern as overall educators on each Likert-item. However, they followed the same pattern for items 14, 15, and 16 as the African American subgroup concerning African American males' motivation. On item 15, African American male educators indicated a significantly different response to the statement regarding African American males' motivation to achieve academically compared to Caucasian males' motivation to

achieve. The non-African American male educators' mean score of 3.22 showed disagreement with the statement, while the African American male educators' mean score of 2.78 signified they agreed with the statement saying African American male students are less motivated than Caucasian male students are. The African American male educators reacted positively to six of the statements, negatively to ten of the statements, and neutrally to one statement on the survey. The non-African American male educators' reaction followed the same trend as the overall results, which were eight positive, seven negative, and two neutral reactions to the statements.

Summary of the Findings

Educators' Expectations for African American Males

Research question number one examined educators' expectations for African American males compared to the expectations of African American females, Caucasian males, and Caucasian females. Using descriptive analyses, the researcher presented descriptive statistics in Table 1. Table 1 lists the 17 Likert-items, the mean scores, standard deviations, and the respondents' reaction to each item. Table 2 gives a breakdown of the number and percentage of respondents who strongly agreed, agreed, neutral, disagree, and strongly disagreed for each Likert-item. The researcher identified eight statements with positive reactions regarding the educators' expectations for African American males. Seven of the statements revealed negative reactions, which indicated a lack of

expectations held by the respondents for African American males. There were two statements the researcher considered neutral as a result of the mean score being very close to three, if these two were not considered neutral they would have been negative.

Does the Educator's Race Matter?

Research question two examined the difference between the respondents to the survey based on racial group membership. The results indicated race did matter in the responses to the survey. Using one-way ANOVAs, the data revealed significant differences in the responses of the groups according to race. There was a significant difference between the mean scores of African American educators and Caucasian educators on 14 of the 17 Likert-items. Three of the same 14 Likert- items, items 1, 4, and 5 also showed a significant difference between the mean scores of African American educators and educators identified in the racial subgroup Others. An analysis of the mean scores reported in Table 3 and Figure 1 illustrates the difference in the mean scores by racial group membership. The Caucasian and Other educators responded more positive compared to African American educators on all of the Likert- items with exception of items 6 and 7.

African American Male Teacher Effect

Question three of the research viewed the African American male educators' expectations compared to non-African American male respondents on the survey items. The mean score for African American

male educators was significantly different from non-African American males on six of the 17 Likert-items. Using Table 4 and Figure 2 for comparison of the mean scores for the two groups show non-African American male educators responded more positively than African American male educators on all 17 Likert- items.

Conclusions

What were educators' expectations for African American males' academic achievement compared to African American females, Caucasian females, and Caucasian males? Using the Educators' Expectations Survey results, the researcher concluded the educators' expectations for African American males were positive for some statements, but also indicated a lack of expectations on some statements as well. The educators' expectations were not consistently positive or negative. The educators' replies to the Likert-items revealed eight positive, seven negative, and two neutral reactions for the survey items. Using this survey the researcher could not conclude the expectations of the educators responding to this survey as positive or negative for African American male students.

What was the impact of educators' race on the expectations for African American males' academic achievement? Based on the respondents to the survey, there were some significant differences in the responses by racial groups on 14 of the 17 items. The African American educators responded positively to six statements and negatively to 11

statements. The Caucasian and Other subgroups were both positive towards 10 statements. The Caucasian educators' responses were considered negative for seven statements, but the Other subgroup results indicated negative feedback for six statements and one statement was neutral. A comparison of the mean scores for each subgroup signified Caucasian educators in this study were more optimistic towards African American males than African American educators were on all 17 Likert-items. The data from the survey suggested the Caucasian educators, as well as those identified in the subgroup Other educators, responded more positively than African American educators participating in the study regarding the expectations for African American male students.

What were the expectations of the African American male educators for African American male students compared to other educators' expectations? The African American male educators' expectations in general were similar to the expectations of all educators responding to the survey. The African American males responding to the survey were less optimistic towards African American males in their responses to the 17 Likert-items based on a comparison of the mean scores with the non-African American male respondents. African American male educators responded positively to six statements and negatively to eleven of the 17 Likert-items. Non-African American males responded positively to eight statements, negatively to seven statements,

and neutrally to two statements, which mirrored the responses of the overall respondents.

Recommendations

Because the data showed a large number of educators responding neutrally, the researcher recommends eliminating the neutral response to change the Likert-items to four responses requiring the participants to choose strongly agree, agree, disagree, and strongly disagree. The researcher would encourage the use and disaggregating of these data to examine other questions in this population regarding educators' expectations for African American males. The researcher recommends conducting the survey with the same population in two years with the elimination of the Likert-items not significant. The researcher recommends replication of this study in other school districts with various demographics and populations. The researcher also recommends replication of the study by individual schools.

Implications

The results of this study prompted the following implications for educators' expectations for African American males. There continues to be a need for future research around this topic. The expectations for African American males are not always clear. This study contributes information to the already existing research on expectations for African American males. Future research should focus on the development of a tool like the Educators' Expectations Survey, which gathers information

from educators in a timely organized manner, and using the data collected from the survey to align effective strategies in the organization. Use of a tool like the Educators' Expectations Survey could allow human resource departments to place educators in schools in line with their expectations.

Deliverables

The researcher developed three deliverables. Deliverable 1: *Understanding the African American male student*, an educators' guide designed to provide information to assist all educators with understanding the African American students' needs. Deliverable 2: *Hot Commodities or Endangered Species: Workshop on Understanding Academic Expectations for African American males* will be using the results of this research to provide a forum for conversation to raise educators' awareness and provide specific tools to assist educators with African American male students' academic achievement. The training will focus on the effects of educators' academic expectations for African American males. Deliverable 3: *Research Article* summarizes the findings from this research. The article is in the appropriate format for submission to a scholarly journal.

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Appendix A
Educators' Expectations Survey

Educators' Expectations Survey

1. Educators' Demographic Information

This page is to collect the demographic information for the respondents participating in this survey for data analysis.

*** 1. Please complete the following demographic informations for data analysis.**

years of experience

age

race/ethnicity

*** 2. Please indicate your gender.**

female

male

*** 3. Please indicate your highest degree earned**

Bachelor's

Master's

Master's +

Doctorate

*** 4. Choose your current assignment**

Administrator

Classroom Teacher

Special Education Teacher

Related Arts Teacher

Resource Personnel(counselors, specialist, therapist, Etc.)

5. Please indicate which grade level of students you currently work with.

6. Please state the name of the school you are currently working in.

Educators' Expectations Survey

2. Educators' Expectations Likert Scale

The following items will be used to gather educators' expectations for African American male students compared to African American female, White male, and White female students.

*** 1. Please answer the following items using the Likert-scale below:**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A teacher has little influence on the academic performance of African American males.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The African American male student is less motivated to achieve academically than White males.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The percentage of African American males performing at the proficient level on standardized tests will be higher than White males.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
African American males will enroll in college after high school graduation at the same rate as other subgroups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The percentage of African American males with a college degree will increase during the next five years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extra effort is required from teachers to assist African American males to reach a proficient performance level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
African American males are more likely to be employed in vocational jobs than White males.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The African American male student is less motivated to achieve academically than African American females.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A teacher has little influence on the academic performance of White females.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The percentage of African American males graduating from high school will increase in the next five years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
African American males are not as likely to attend college as White males.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educators' Expectations Survey

A teacher has little influence on the academic performance of White males.

The African American male student is less motivated to achieve academically than White females.

The percentage of African American males incarcerated will decrease in the next five years.

The percentage of African American males performing at the proficient level on standardized tests will be higher than White females.

The percentage of African American males performing at the proficient level on standardized tests will be higher than African American females.

A teacher has little influence on the academic performance of African American females.

Educators' Expectations Survey

3. Educators Additional Comments

Please complete the following additional items for data analysis and conclude with any comments you have regarding this survey.

1. Please list your top three reasons you believe African American males are not attending college at the same rate as other subgroups.

1.
2.
3.

2. What do you think educators can do to improve the percentage of African American males graduating from high school and college?

3. According to Bureau of Justice Statistics in 2006 blacks were five times more likely than whites to be incarcerated list your top three reasons for this trend.

1.
2.
3.

4. Please add any additional comments you would like to make regarding this survey.

Appendix B

Doctoral Collector Message Manager



survey title: **Educators' Expectations Survey** [Edit Title](#) | [design survey](#) | [collect responses](#) | [analyze results](#)

- [View Summary](#)
- [Edit Recipients](#)
- [Edit Messages](#)
- [Change Settings](#)
- [Change Restrictions](#)
- [Open Collector Now](#)

collector name: [doctoral students](#) [Edit Name](#) type: **Email Invitation** status: **Closed**

Message Manager

[<< Back To Summary](#) [Create New Message](#)

Draft Messages

Message Subject	Recipients Defined?	Message Composed?	Delivery Scheduled?		
Survey Request	Yes	Yes	No	Modify	Delete

Sent/Scheduled Messages

Message Subject	Send Date	Sent
Urgent from Terrance Haynes	Mailed on Thu, 2/7/08 2:54 PM	10
Urgent Message from Terrance Haynes	Mailed on Mon, 1/28/08 2:59 PM	1
Urgent Message from Terrance Haynes	Mailed on Thu, 1/24/08 8:06 PM	23
Educators' Survey	Mailed on Tue, 1/22/08 7:05 PM	2

Appendix C

Doctoral Collector Message Summary



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survey title:

Educators' Expectations Survey [Edit Title](#)

[design survey](#)

[collect responses](#)

[analyze results](#)

[View Summary](#)

[Edit Recipients](#)

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[Open Collector Now](#)

collector name: [doctoral students](#) [Edit Name](#) type: [Email Invitation](#) status: [Closed](#)



Message Summary

[<< Back to Messages List](#)



Message Delivery Schedule

Delivery completed on 1/24/2008 8:08:55 PM.



Message Recipients

The message mailed to 23 recipient(s). [view](#)



Message Preview

Below is a preview of your message based on the first recipient in your list ([Email])

To: [Email]

From: terrance.haynes@naps.org

Subject: Urgent Message from Terrance Haynes

Body: Fellow Cohort 9 Members

I would like for each of you to complete this survey and offer any feedback as soon as you can. I have received approval to use this with Metro teachers but I wanted to use information from you all to help me validate and improve the survey and decide if this site is user friendly. Please take a few minutes to complete the survey.

Here is a link to the survey:

<https://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email address, please do not forward this message.

Thanks for your participation!

Appendix D

Administrator Collector Message Manager



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Logged in as "thaynes" Log Off

Home Create Survey My Surveys Address Book My Account Need Help?

survey title:

Educators' Expectations Survey [Edit Title](#)

design survey

collect responses

analyze results

- View Summary
- Edit Recipients
- Edit Messages
- Change Settings
- Change Restrictions
- Open Collector Now

collector name: Administrators' Survey [Edit Name](#) type: Email Invitation status: Closed



Message Manager

<< Back To Summary

Create New Message

Draft Messages

Message Subject	Recipients Defined?	Message Composed?	Delivery Scheduled?
No messages			

Sent/Scheduled Messages

Message Subject	Send Date	Sent
Administrators	Mailed on Thu, 5/22/08 9:24 PM	40
10 minutes of your time	Mailed on Wed, 5/7/08 9:28 PM	40
Partial Response	Mailed on Wed, 4/9/08 3:09 PM	5
Thank you!	Mailed on Tue, 3/25/08 8:01 PM	40
Educators' Survey for Administrators	Mailed on Sun, 3/9/08 4:35 PM	42
Educators' Expectations Survey 2	Mailed on Sun, 3/2/08 5:31 PM	74
Educators' Expectations Survey	Mailed on Mon, 2/25/08 7:06 PM	79
Educators' Expectations Survey	Mailed on Fri, 2/22/08 4:17 PM	32

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Appendix E

Administrator Collector Message Summary



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- My Account
- Need Help?

survey title:

Educators' Expectations Survey [Edit Title](#)

[design survey](#)

[collect responses](#)

[analyze results](#)

[View Summary](#)

[Edit Recipients](#)

[Edit Messages](#)

[Change Settings](#)

[Change Restrictions](#)

[Open Collector Now](#)

collector name: **Administrators' Survey** [Edit Name](#) type: **Email Invitation** status: **Closed**



Message Summary

[<< Back to Messages List](#)



Message Delivery Schedule

Delivery completed on 2/22/2008 4:17:51 PM.



Message Recipients

The message mailed to 32 recipient(s). [view](#)



Message Preview

Below is a preview of your message based on the first recipient in your list ([Email])

To: [Email]

From: terrance.haynes@mnpa.org

Subject: Educators' Expectations Survey

Body: Fellow Educators.

I am currently working on a Doctoral degree at Trevecca Nazarene University. I would appreciate each of you taking 10-15 minutes to complete a survey that I developed which examines Educators' Expectations for African American males. Your responses will be completely confidential and you can opt out at any point. I have been given approval from the Metro Nashville Public Schools Research Department to collect this information and will share the summary information with the district. If you have any questions you may contact me at terrance.haynes@mnpa.org

Here is a link to the survey:
<https://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email

Appendix F

Educators' Expectations Survey MNPS Collector Web Link



SurveyMonkey.com
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Logged in as "thaynes" Log Off

- Home
- Create Survey
- My Surveys
- Address Book
- My Account
- Need Help?

survey title:

Educators' Expectations Survey [Edit Title](#)

design survey

collect responses

analyze results

- Get Survey Link
- Change Settings
- Change Restrictions
- Manual Data Entry
- Open Collector Now

collector name: Educators' Expectations Survey-MNPS [Edit Name](#) type: Web Link status: Closed

This collector is closed. To allow people to access your survey, you will need to [open this collector](#).

Sending Survey Link in an Email?

Simply copy the link in the blue box below. Then, paste the link into the body of your email message so that when others receive your email, they can click the link and access your survey.

https://www.surveymonkey.com/s.aspx?sm=UKEpTp2n5_2bC1a6MI6GLdag_3d_3d

Placing Survey Link on a Webpage?

Simply copy the code in the blue box below. Then, paste the code into the HTML of any webpage so that others can click the link and access your survey.

```
<a href="https://www.surveymonkey.com/s.aspx?sm=UKEpTp2n5_2bC1a6MI6GLdag_3d_3d">Click Here to take survey</a>
```

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Appendix G
Email Web Link Collector

Haynes, Terrance (MNPS)

From: Haynes, Terrance (MNPS)
Sent: Monday, February 25, 2008 7:48 PM
To: MNPS Librarians - HS; MNPS Librarians - MS; MNPS Reading Specialists; MNPS Teachers - SpEd; MNPS Guidance Counselors - High School; MNPS Guidance Counselors - Middle Schools; MNPS Principals - High Schools; MNPS Principals - Middle Schools; MNPS Teachers - HS; MNPS Teachers - MS
Subject: Educators' Expectations Survey

Fellow Educators,

I am currently working on a Doctoral degree at Trevecca Nazarene University. I would appreciate each of you taking 10-15 minutes to complete a survey that I developed which examines Educators' Expectations for African American males. Your responses will be completely confidential and you can opt out at any point. I have been given approval from the Metro Nashville Public Schools Research Department to collect this information and will share the summary information with the district. Send all questions or comments regarding this survey to terrance.haynes@mnps.org

Here is a link to the survey:

https://www.surveymonkey.com/s.aspx?sm=UKEpTp2n5_2bC1aBMi6GLdag_3d_3d

Thanks for your participation!

Terrance Haynes
Assistant Principal
Una Elementary
(615)360-2921 ext 201

7/12/2008

Appendix H

Elementary Teachers Collector Message Manager



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Logged in as "thaynes" Log Off

Home Create Survey My Surveys Address Book My Account Need Help?

survey title: Educators' Expectations Survey [Edit Title](#) design survey collect responses analyze results

- View Summary
- Edit Recipients
- Edit Messages
- Change Settings
- Change Restrictions
- Open Collector Now

collector name: Elementary Teachers [Edit Name](#) type: Email Invitation status: Closed

Message Manager << Back To Summary Create New Message

Draft Messages

Message Subject	Recipients Defined?	Message Composed?	Delivery Scheduled?		
- not entered yet -	Yes	<input type="checkbox"/> No	<input type="checkbox"/> No	Modify	Delete

Sent/Scheduled Messages

Message Subject	Send Date	Sent
Elementary Teachers	Mailed on Thu, 5/22/08 9:30 PM	2307
10 minutes of your time	Mailed on Wed, 5/7/08 9:25 PM	2308
Thank you	Mailed on Tue, 3/25/08 8:47 PM	2316
Educators' Survey for Elementary Teachers	Mailed on Sun, 3/9/08 9:15 PM	2338
Educators' Expectations Survey	Mailed on Thu, 2/28/08 12:50 PM	1158
Educators' Expectations Survey	Mailed on Wed, 2/27/08 11:37 AM	333
Educators' Expectations Survey	Mailed on Tue, 2/26/08 7:42 PM	499
Educators' Expectations Survey	Mailed on Tue, 2/26/08 2:02 AM	812

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Appendix I

Elementary Teachers Collector Message Summary



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survey title:

Educators' Expectations Survey [Edit Title](#)

[design survey](#)

[collect responses](#)

[analyze results](#)

[View Summary](#)

[Edit Recipients](#)

[Edit Messages](#)

[Change Settings](#)

[Change Restrictions](#)

[Open Collector Now](#)

collector name: **Elementary Teachers** [Edit Name](#) type: **Email Invitation** status: **Closed**



Message Summary

[<< Back to Messages List](#)



Message Delivery Schedule

Delivery completed on 2/26/2008 2:02:59 AM.



Message Recipients

The message mailed to 812 recipient(s). [view](#)



Message Preview

Below is a preview of your message based on the first recipient in your list ([Email])

To: [Email]

From: terrence.haynes@snps.org

Subject: Educators' Expectations Survey

Body: Fellow Educators.

I am currently working on a Doctoral degree at Trevecca Nazarene University. I would appreciate each of you taking 10-15 minutes to complete a survey that I developed which examines Educators' Expectations for African American males. Your responses will be completely confidential and you can opt out at any point. I have been given approval from the Metro Nashville Public Schools Research Department to collect this information and will share the summary information with the district. If you have any questions you may contact me at terrence.haynes@snps.org

Here is a link to the survey:

<https://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email

Appendix J

Guidance and Librarian Collector Message Manager



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- [Home](#)
- [Create Survey](#)
- [My Surveys](#)
- [Address Book](#)
- [My Account](#)
- [Need Help?](#)

survey title: **Educators' Expectations Survey** [Edit Title](#) | [design survey](#) | [collect responses](#) | [analyze results](#)

collector name: [Guidance and Librarians](#) [Edit Name](#) | type: Email Invitation | status: [Closed](#)

Message Manager << Back To Summary [Create New Message](#)

Draft Messages

Message Subject	Recipients Defined?	Message Composed?	Delivery Scheduled?
No messages			

Sent/Scheduled Messages

Message Subject	Send Date	Sent
Elementary Teachers	Mailed on Thu, 5/22/08 10:22 PM	150
10 minutes	Mailed on Wed, 5/7/08 10:31 PM	150
Thank you!	Mailed on Tue, 3/25/08 9:21 PM	152
Educators' Survey for Guidance Counselors	Mailed on Sun, 3/9/08 6:35 PM	156
Educators' Expectations Survey	Mailed on Tue, 3/4/08 12:31 AM	181

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Appendix K

Guidance and Librarian Collector Message Summary



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- [Home](#)
- [Create Survey](#)
- [My Surveys](#)
- [Address Book](#)
- [My Account](#)
- [Need Help?](#)

survey title:

Educators' Expectations Survey [Edit Title](#)

[design survey](#)

[collect responses](#)

[analyze results](#)

[View Summary](#)

[Edit Recipients](#)

[Edit Messages](#)

[Change Settings](#)

[Change Restrictions](#)

[Open Collector Now](#)

collector name: [Guidance and Librarians](#) [Edit Name](#) type: Email Invitation status: [Closed](#)



Message Summary

[<< Back to Messages List](#)



Message Delivery Schedule

Delivery completed on 3/4/2008 12:31:18 AM.



Message Recipients

The message mailed to 181 recipient(s). [view](#)



Message Preview

Below is a preview of your message based on the first recipient in your list ([Email])

To: [Email]

From: terrance.haynes@naps.org

Subject: Educators' Expectations Survey

Body: Fellow Educators,

I am currently working on a Doctoral degree at Trevecca Nazarene University. I would appreciate each of you taking 10-15 minutes to complete a survey that I developed which examines Educators' Expectations for African American males. Your responses will be completely confidential and you can opt out at any point. I have been given approval from the Metro Nashville Public Schools Research Department to collect this information and will share the summary information with the district. If you have any questions you may contact me at terrance.haynes@naps.org

Here is a link to the survey:

<https://www.surveymonkey.com/s.aspx>

Appendix L

Qualitative Responses for Educators' Expectations Survey

1. Please list your top three reasons you believe African American males are not attending college at the same rate as other subgroups.

Case	Text
CASE #15	less hope because of lower EXPECTATIONS by others
CASE #23	EXPECTATIONS, goals and perceptions of the students themselves. They do not visualize themselves in college.
CASE #27	Lack of EXPECTATIONS
CASE #29	Society's low EXPECTATIONS of their performance
CASE #31	Low EXPECTATIONS for college attendance
CASE #36	educational EXPECTATIONS lower for A/A males
CASE #42	Low EXPECTATIONS
CASE #65	lower EXPECTATIONS of educators
CASE #69	low parental EXPECTATIONS
CASE #69	low school system EXPECTATIONS
CASE #89	EXPECTATIONS
CASE #97	parent/teacher EXPECTATIONS
CASE #114	Low EXPECTATIONS from family, society, and educators
CASE #121	family EXPECTATIONS
CASE #134	EXPECTATIONS are not as high from their families
CASE #140	Lower self-esteem, lower EXPECTATIONS
CASE #147	Family EXPECTATIONS
CASE #148	low EXPECTATIONS
CASE #153	cultural (music, actor's roles, characters) EXPECTATIONS
CASE #164	family EXPECTATIONS
CASE #167	lower EXPECTATIONS from parents/teachers
CASE #172	Many low EXPECTATIONS exist from school system
CASE #178	Low EXPECTATIONS
CASE #193	Lower EXPECTATIONS from general community.
CASE #193	Lower EXPECTATIONS from family and/or black culture?
CASE #194	EXPECTATIONS from educators and community must be raised
CASE #214	EXPECTATIONS from society
CASE #233	lack of family EXPECTATIONS
CASE #235	Low EXPECTATIONS in high school/middle school do not plant the seed that it is possible
CASE #246	Family EXPECTATIONS
CASE #248	Low EXPECTATIONS
CASE #252	Low EXPECTATIONS of teachers throughout K-12
CASE #252	Low EXPECTATIONS of society in general

CASE #275 Lack of high EXPECTATIONS
 CASE #277 Low EXPECTATIONS.
 CASE #279 Lack of support/encouragement/EXPECTATIONS from teachers, community
 CASE #295 family EXPECTATIONS
 CASE #295 school EXPECTATIONS
 CASE #312 Lower EXPECTATIONS from teachers/administrators
 CASE #312 Lower EXPECTATIONS from families
 CASE #320 Lack of parents hold high EXPECTATIONS and sharing these with their student.
 CASE #328 EXPECTATIONS are lacking.
 CASE #335 Low EXPECTATIONS from self and/or others
 CASE #337 Parents EXPECTATIONS are different
 CASE #338 low EXPECTATIONS
 CASE #344 EXPECTATIONS
 CASE #364 Low EXPECTATIONS
 CASE #370 We as a society are still reaping the consequences of years of oppression of African Americans. That has led to a whole littany of problems such as lower performing schools, a culture of poverty for many, and fewer EXPECTATIONS for college.
 CASE #377 Cultural EXPECTATIONS
 CASE #405 family EXPECTATIONS
 CASE #417 Parental EXPECTATIONS
 CASE #437 Low EXPECTATIONS from teachers
 CASE #442 cultural EXPECTATIONS
 CASE #456 family EXPECTATIONS
 CASE #467 future EXPECTATIONS are that of sports player
 CASE #471 lower EXPECTATIONS - teachers/parents expect less of African Amer. Males
 CASE #494 Schools with climates of low EXPECTATIONS
 CASE #504 low EXPECTATIONS set forth by society
 CASE #512 Lack of academic rigor and low performance EXPECTATIONS from the schools
 CASE #515 Low EXPECTATIONS by counselors and others in influential positions over them
 CASE #535 cultural EXPECTATIONS
 CASE #538 family EXPECTATIONS
 CASE #565 family EXPECTATIONS
 CASE #580 lack of EXPECTATIONS of community and family
 CASE #587 EXPECTATIONS
 CASE #594 lack of parental EXPECTATIONS
 CASE #606 EXPECTATIONS
 CASE #612 teacher AND parental EXPECTATIONS
 CASE #619 cultural EXPECTATIONS
 CASE #643 Societal EXPECTATIONS

CASE #651 Social and community EXPECTATIONS of African American Males.
 CASE #679 student has low EXPECTATIONS for their future
 CASE #680 societal EXPECTATIONS
 CASE #680 school EXPECTATIONS
 CASE #691 EXPECTATIONS
 CASE #699 Home EXPECTATIONS
 CASE #699 community EXPECTATIONS
 CASE #713 EXPECTATIONS are not high enough for AA males to succeed in college easily
 CASE #715 environmental EXPECTATIONS
 CASE #723 false EXPECTATIONS of benefit of education
 CASE #725 Lower EXPECTATIONS
 CASE #729 are not exposed to the higher EXPECTATIONS at home
 CASE #729 some teachers have lowered EXPECTATIONS
 CASE #741 lack of EXPECTATIONS by family and the community
 CASE #751 lack of familial EXPECTATIONS
 CASE #752 False EXPECTATIONS
 CASE #792 family EXPECTATIONS
 CASE #800 family EXPECTATIONS
 CASE #801 parent EXPECTATIONS
 CASE #825 Poor EXPECTATIONS
 CASE #833 EXPECTATIONS of family
 CASE #833 EXPECTATIONS of neighborhood
 CASE #838 EXPECTATIONS in the home
 CASE #848 parent EXPECTATIONS
 CASE #849 EXPECTATIONS
 CASE #850 Conflicting personalities/EXPECTATIONS with teachers
 CASE #880 EXPECTATIONS from family
 CASE #913 Family EXPECTATIONS
 CASE #950 EXPECTATIONS
 CASE #984 Lowered EXPECTATIONS of society for African American males
 CASE #984 Lowered EXPECTATIONS of African American males
 CASE #1009 low EXPECTATIONS
 CASE #1027 Lower EXPECTATIONS
 CASE #1036 family EXPECTATIONS
 CASE #1038 EXPECTATIONS
 CASE #1040 Low EXPECTATIONS from authority figures.
 CASE #1045 EXPECTATIONS
 CASE #1062 lack of family EXPECTATIONS
 CASE #1069 society" has lower EXPECTATIONS for them
 CASE #1092 lack of EXPECTATIONS in the community
 CASE #1093 low skills due to low EXPECTATIONS

CASE #1103 EXPECTATIONS are lower, not enough college prep classes

CASE #1114 social EXPECTATIONS

CASE #1115 Community has lower EXPECTATIONS of them or at least AA males have that perception

CASE #1154 Family EXPECTATIONS

CASE #1168 low EXPECTATIONS

CASE #1171 Their EXPECTATIONS for what they can achieve are low.

CASE #1178 Low EXPECTATIONS of many educators.

CASE #1199 Lower EXPECTATIONS.

CASE #1201 Lack of support/discipline/EXPECTATIONS at home

CASE #1232 lower goals/EXPECTATIONS for themselves based on environment

CASE #1249 lack of parental EXPECTATIONS and support

CASE #1277 Teachers don't have high EXPECTATIONS for African American males

CASE #1282 low behavioral EXPECTATIONS

CASE #1282 low teacher EXPECTATIONS

CASE #1303 Teacher EXPECTATIONS

2. What do you think educators can do to improve the percentage of African American males graduating from high school and college?

CASE #2 Expect more, and they will rise to meet EXPECTATIONS, both academically and socially.

CASE #6 Hold high standards and EXPECTATIONS for all students and teach with those standards in mind at all times.

CASE #7 Strengthen academics and EXPECTATIONS. Provide and sustain early intervention options as soon as students enter Pre-K or K.

CASE #15 We must believe they can achieve at higher levels, beginning with EXPECTATIONS at PreK and up; then teach accordingly and support vigorously.

CASE #30 set clear EXPECTATIONS inform regarding obtaining fiancés

CASE #42 1. EXPECTATIONS must begin in Pre-kindergarten and continue throughout high school. 2. Insure African American male have the support needed to progress with peers (persistent teachers, multiple teaching strategies, communication with parents) 3. After school activities (clubs, tutoring)

CASE #71 Have high EXPECTATIONS of them and provide them correct guidance.

CASE #79 Increase EXPECTATIONS for all students, encourage family involvement in schools to help them show that education is important, increase after school involvement in clubs or programs other than just sports, provide mentors that promote college track academics

CASE #97 1., Give adequate support personnel: * More guidance counselors: in order to raise self respect, self-esteem, self-expectation, discipline and dignity. (Learn to deal with emotions). Etc. * More social workers, in order to help (if there is a need) dealing with home environment, financial need, school attendance etc. 2., Raise performance EXPECTATIONS by teachers. 3., Lowering teacher student ratio.

CASE #106 Set high EXPECTATIONS for all students (including AA males); modify teaching styles to meet individual student needs (especially AA males); expose students to opportunities that might otherwise not be visible to them

CASE #114 Raise EXPECTATIONS for success; plant seeds very early that they will succeed and go to college; get families involved in child's education; connect child with positive male role models.

CASE #118 I feel educators can begin setting EXPECTATIONS and goals at a young age. Educators must assist parents in setting the same goals and EXPECTATIONS for their children. Educators should find a variety of ways to make education relevant in the lives of African American males.

CASE #121 We as educators need to increase our own EXPECTATIONS for what the students can and will do. We also need to communicate this to the parents, letting them know it is not only possible but expected that their child will go on to college.

CASE #122 Have higher EXPECTATIONS. Stop thinking they can't attend college and start talking to them about when they do start college. Make it a given.

CASE #134 Continue to target that group and provide interventions to help them succeed. Educate their parents. Have high EXPECTATIONS as educators so that we don't dismiss them as black males. Much of the

responsibility, however, is with the family. Families must take an active role in their child's learning.

CASE #137 Have high EXPECTATIONS for all subgroups. Have more contact with Af.Am. parents. Invite them to school to help out. It works wonders.

CASE #139 recognize the cultural influences, validate the EXPECTATIONS placed on them by their parents, adapt curriculum to include real-life situations they can identify with

CASE #148 high EXPECTATIONS, engage family, increase school hours, explicit instruction on difference b/t AAVE and "standard" English

CASE #150 early intervention before headstart, parental involvement/ EXPECTATIONS from the beginning, and to take interest, show them you care

CASE #155 Teach them and stop having them tested for learning disabilities. Keep behavioral EXPECTATIONS high because to do otherwise is to handicap them. Motivate them by hooking them with high interest materials and strategies. Inspire them by exposure to successes of real-life mentors. Stop assuming that parents and guardians do not want them to be successful. Many are doing the best they can. Spend time talking with them and really listening to them because too often educators are unaware of how some students are struggling at home. Relationship is so important. Stop pushing them off to the side in the early grades only to have them fall further and further behind. Regardless of race, all students learn differently. Again, teach them! Illicit support from parents and guardians to form a support team with the mutual goal of student success. Actively seek tutors and afterschool programs of support.

CASE #164 set high EXPECTATIONS

CASE #172 I think the percentage can improve if teachers and the school system as a whole would come together and set higher EXPECTATIONS for African American males in school. If you think the child will fail, he will. If you think you can help, and do, he would be more likely to be successful. Allowing them to fail, should never be an option!

CASE #178 Expect high EXPECTATIONS and begin to talk college at the pre school level.

CASE #184 Maintain high EXPECTATIONS for all student and encourage and support students beyond the classroom.

CASE #188 Educators, especially at the high school level, need to raise their EXPECTATIONS for African American males to do well in school. High Schools need to find ways to decrease the presence and peer pressure of gang activity at school.

CASE #193 Increase positive communication with families. Raise (or maintain) high EXPECTATIONS.

CASE #246 Have high EXPECTATIONS. Provide any learning assistance needed. Offer more scholarships.

CASE #247 Discuss h.s. graduation and college if as if they were EXPECTATIONS, not suggestions.

CASE #248 Relevant curriculum, learning communities, higher EXPECTATIONS *Elect a black male president

CASE #252 Hold high EXPECTATIONS of ALL students!

CASE #263 start stating EXPECTATIONS for students to go to college at an early age.... Begin positive statements such as "When you finish college...." instead of "When you finish high school" so that going to college is non-negotiable, it is expected

CASE #274 Hold high EXPECTATIONS. Cultural and familial cycle must be broken

CASE #279 More positive role models, increase awareness of the possibilities available to them, Less emphasis on athletics as being their only way out, higher EXPECTATIONS with support and encouragement.

CASE #282 I think setting high EXPECTATIONS from pre-kindergarten, headstart and preschool and maintaining high EXPECTATIONS as African American males go through school will improve the percentage of those graduating from high school and college.

CASE #283 High EXPECTATIONS for all students

CASE #300 Educate the parents, motivate the parents to expect their student to graduate, to start with those EXPECTATIONS from birth on, that you will graduate from high school and go on to college or vocational school. Parental EXPECTATIONS and involvement is the key.

CASE #309 Set high EXPECTATIONS for all students and provide the support structure that will allow students to overcome obstacles

CASE #329 raise EXPECTATIONS, elect Barack Obama president

CASE #335 Take a sincere interest in preparing them and show high EXPECTATIONS.

CASE #388 Educators should take every opportunity to relay high academic EXPECTATIONS to their students. Increased exposure to African American mentors who have traveled the academic path should be a main focus of educators. Family participation in the education of their children must also be a key component in a plan to improve the percentage of African American males graduating from high school and college.

CASE #390 We must show them that first we care about them as an individual. We must require a high standard of achievement from them. We must encourage them to reach higher and provide resources for very high EXPECTATIONS.

CASE #394 Provide an educational experience that embraces the unique and cultural needs of students while maintaining high academic EXPECTATIONS.

CASE #395 I think they should get parents involved more, especially in middle and high school. Teachers should also provide encouragement and set high EXPECTATIONS for all students.

CASE #413 I firmly believe that a student's outlook in regard to education begins in the earliest stages of school. If parent support was encouraged throughout the 13 years of school, then students would know EXPECTATIONS and live up to them. Set the standards high and let EVERYONE know that they are expected to be met.

CASE #420 Educators must begin molding and shaping the minds of our young African American males as soon as students enter elementary school. Teachers must have high EXPECTATIONS for each student and believe that they are capable of success. Through daily lessons and personal interaction/relationships, teachers must find a way to convey that message to each child.

CASE #422 Insist on higher EXPECTATIONS and reward students for academics more than for sports

CASE #442 high EXPECTATIONS(of course), Courses geared to get disillusioned black males on track to want to succeed.

CASE #468 The EXPECTATIONS of African American males particularly in the inter city schools should be the same as in the outer city schools. We live in a society that seems to lower standards if students are not performing instead of raising standards to ensure proficiency. Standards and discipline are different in each district. African Americans in Williamson county will graduate at a much higher rate than in MNPS because they expect them to graduate. MNPS "helps" them graduate instead of expecting it.

CASE #473 keep EXPECTATIONS high

CASE #521 starting in elementary school, raise the standards and EXPECTATIONS across the board for ALL students, not just African Americans, male or female

CASE #560 Higher EXPECTATIONS, encouragement, mentoring

CASE #587 Have high EXPECTATIONS for them and let them know they are fully capable of doing what is necessary to graduate if they apply themselves

CASE #591 high academic EXPECTATIONS with sufficient scaffolding to ensure success share information about how a person actually gets into college love encouragement adapt an assumption that everyone can achieve

CASE #592 I think educators need to show an interest in the students they teach (regardless of race) first and foremost. Secondly, I believe educators should work with African American males by encouraging them to do well in school and pursue advanced degrees. Having good role models and being encouraged can make a difference. Last, I believe we need to have high EXPECTATIONS for our African American male students. I think too many teachers make excuses (lack of home support, less resources, etc) and refuse to hold African American males to the higher standards that they absolutely can reach.

CASE #593 Raise standards and EXPECTATIONS in classrooms beginning in kindergarten

CASE #606 Let them know they are expected to attend college. Set EXPECTATIONS high and most will follow.

CASE #615 Has to start at home with strong father figures and increased parental involvement, then the school needs to have higher EXPECTATIONS for proper behavior to allow for a learning environment.

CASE #629 push and continue to maintain high EXPECTATIONS

CASE #635 Set high EXPECTATIONS!

CASE #651 Before the educator can do anything the parents/family, community and the student themselves must be accountable for actions/ learning, respect including self respect, goals and EXPECTATIONS; and consequences which include failing a class when no effort is made to do the work, disrespect for authority and family, crime.

CASE #653 Raise EXPECTATIONS.

CASE #658 high EXPECTATIONS and lots of support

CASE #677 Constantly state their EXPECTATIONS that students will attend college. "When you are in college . . ." Provide challenging and engaging curricula. Find ways to engage parents in the process of college planning.

CASE #682 treat them like anyone else; maintain high EXPECTATIONS and remind them of their responsibilities.

CASE #683 Build a culture of excellence and high EXPECTATIONS at the high school level, provide mentoring programs, networking opportunities, ongoing support throughout school and adult life.

CASE #691 Have same EXPECTATIONS for everyone

CASE #726 Raise EXPECTATIONS for individual success and encourage student to meet the expectation

CASE #729 The abdication of parenting has produced a class of young people with different EXPECTATIONS for their lives. This is not an educational problem, in terms of who initiated and who can best address it. It is a societal problem. Teachers need to care and build relationships. Please don't try to create some information that statistically points to what schools should be doing to fix a societal ill.

CASE #804 Give them tough, positive support and discipline all the way through school. High EXPECTATIONS- Teachers and parents must work together.

CASE #822 plant seeds of that possibility, provide resources, EXPECTATIONS and information to point students in that direction

CASE #823 Establish better personal relationships and higher EXPECTATIONS of this subgroup. Work on establishing before and after school tutoring and enrichment programs that will help this subgroup.

CASE #863 Continue to model respect for all students and have high EXPECTATIONS for all as well as participating in remediation tutorial projects.

CASE #878 See the movie Freedom Writers; research insight as to how to reach them, understand their home life and be sensitive to their needs and set EXPECTATIONS for them and not just rules!

CASE #903 Encourage them and set high EXPECTATIONS for them. Believe in them!!!!

CASE #909 Promote parent involvement. Educate the parents i.e. parenting classes High EXPECTATIONS Seek mentors and after school programs to help assist schools/teachers Expose students to other experiences i.e. art museums science museums business people and etc... Insist that they read everything from the classics to comics.

CASE #934 Be good role models Set high EXPECTATIONS and encourage the students to meet them Positive communication

CASE #942 be examples of great EXPECTATIONS. Expect the same greatness out of every student!

CASE #943 The best way to improve the graduation rate is through establishing a positive, trusting relationship. In my experience, the hardest obstacle was overcoming their negative EXPECTATIONS of themselves (for all students regardless of any factor).

CASE #945 1. Listen to them & believe them. 2. Incorporate accomplished black men & women into the curriculum. 3. Communicate high EXPECTATIONS. 4. Give more positive response than negative. 5. Be fair.

CASE #952 Discipline in classroom, setting higher EXPECTATIONS

CASE #955 Set high EXPECTATIONS and assist them in meeting the EXPECTATIONS. Believe that they are capable of succeeding. Most importantly, approach their education with the same amount of importance as a white male.

CASE #984 Educators can increase their own EXPECTATIONS for African American males and, in the process, increase the self-expectation of those African American males.

CASE #999 Constant encouragement should be given to all kids. Consistently high EXPECTATIONS should be asked of all kids.

CASE #1009 parental contact high EXPECTATIONS

CASE #1038 Treat all students with the same EXPECTATIONS. See all children as children, not colors.

CASE #1056 Continue to support their efforts but we must not allow them to dictate their own rules for success. We must stay firm and continue to have high EXPECTATIONS.

CASE #1061 Continue with high EXPECTATIONS. Help students develop study skills. Provide motivating guest speakers who have "been there." Provide tutoring after school if needed. Have regular contact with parents or guardians. These young men need mentors.

CASE #1062 Set EXPECTATIONS high and work diligently with students to reach those goals; give them exposure to colleges; plan career paths and what it takes to do them.

CASE #1077 Continue high EXPECTATIONS but understand that there may be limitations(so you might have to teach another way)

CASE #1092 become aware of the factors that may influence the apparent lack of ability of AA males---view AA without predetermined stereotypes---encourage and have high EXPECTATIONS for their success---provide them with information which will facilitate receiving financial aid

CASE #1094 Provide high academic EXPECTATIONS and role models for them to follow.

CASE #1116 We desperately need to find ways to change the home EXPECTATIONS and priorities. MANY of these young men can do it!! They've just never been told (at home) that it's important.

CASE #1139 high EXPECTATIONS of all students, involve the parents in each child's education

CASE #1171 Educators should have higher EXPECTATIONS for African American males. Educators need to think outside the box in order to reach these students.

CASE #1207 Continue to reduce our already devastatingly low EXPECTATIONS

CASE #1236 Communicate high EXPECTATIONS to students (of all color) and do not settle for less. These individuals must understand that becoming a professional athlete or rapper is not an easy out.

CASE #1284 encourage parental participation offer parenting classes provide hands on experiences in the classroom increase EXPECTATIONS provide incentives

CASE #1290 School counselors can do more to help students understand the importance of setting goals beyond high school. Instead of students always going to counselors' offices, counselors can do more in grade level sessions to give students guidance for future goals. Administrators can do more to insure parents know school guidelines and be clear about student EXPECTATIONS (academic and social), for all students in the school. Teachers can be more aware of individual student needs to help meet their academic needs.

CASE #1321 higher EXPECTATIONS, tough love, just do it !!

According to Bureau of Justice Statistics in 2006 blacks were five times more likely than whites to be incarcerated list your top three reasons for this trend.

Case	Text
CASE #4	Low personal and societal EXPECTATIONS
CASE #11	Lack of positive EXPECTATIONS from some teachers
CASE #23	Low EXPECTATIONS and perceptions of the community at large.
CASE #27	Lack of EXPECTATIONS for success
CASE #29	Society's low EXPECTATIONS
CASE #97	low EXPECTATIONS
CASE #140	EXPECTATIONS and prejudices of society
CASE #167	lower EXPECTATIONS from community/parents
CASE #178	EXPECTATIONS
CASE #183	everyone needs to have higher EXPECTATIONS
CASE #191	Low EXPECTATIONS from others
CASE #191	Low EXPECTATIONS by individuals
CASE #193	Rebellion against standard "white" EXPECTATIONS?
CASE #214	EXPECTATIONS from society
CASE #255	societal EXPECTATIONS
CASE #275	low EXPECTATIONS

CASE #278 parent does have high EXPECTATIONS for their child
 CASE #280 lowered EXPECTATIONS
 CASE #302 low EXPECTATIONS from family groups
 CASE #335 Low EXPECTATIONS from self and/or others
 CASE #343 Low educational EXPECTATIONS
 CASE #362 Many are living to the EXPECTATIONS of their families & society
 CASE #365 cultural influences/EXPECTATIONS
 CASE #370 Societal and cultural cycles of poverty, violence, and low EXPECTATIONS that are extremely difficult for many to break out of.
 CASE #377 cultural EXPECTATIONS that say that incarceration is to be expected
 CASE #390 Society EXPECTATIONS
 CASE #461 EXPECTATIONS - they're following the stereotype, because they can
 CASE #471 low EXPECTATIONS of self and others have lower EXPECTATIONS of black students
 CASE #494 Low EXPECTATIONS from society and family
 CASE #504 low EXPECTATIONS set forth by society
 CASE #523 Low EXPECTATIONS
 CASE #532 Lack of Moral and Ethical EXPECTATIONS
 CASE #535 cultural EXPECTATIONS
 CASE #545 EXPECTATIONS - societal linking to prejudice
 CASE #565 living up/down to low EXPECTATIONS by authority figures
 CASE #568 LOW EXPECTATIONS (SOCIETY)
 CASE #587 cultural EXPECTATIONS
 CASE #653 EXPECTATIONS ("I can't do any better" mentality)
 CASE #657 cultural EXPECTATIONS, role models
 CASE #668 Exposure to EXPECTATIONS (justified or not) of failure from community
 CASE #679 low EXPECTATIONS of support systems for student future
 CASE #680 societal EXPECTATIONS
 CASE #699 Community EXPECTATIONS
 CASE #700 EXPECTATIONS
 CASE #725 Low EXPECTATIONS
 CASE #812 society EXPECTATIONS
 CASE #821 peer groups with low EXPECTATIONS
 CASE #828 Social EXPECTATIONS
 CASE #838 EXPECTATIONS in the home
 CASE #847 EXPECTATIONS
 CASE #934 EXPECTATIONS
 CASE #990 lower EXPECTATIONS
 CASE #1001 EXPECTATIONS
 CASE #1009 low EXPECTATIONS for life
 CASE #1036 EXPECTATIONS

CASE #1038 EXPECTATIONS
 CASE #1044 to stay connected to their fathers / fulfilling their perceptions of adults EXPECTATIONS
 CASE #1045 EXPECTATIONS
 CASE #1045 EXPECTATIONS
 CASE #1061 Low self esteem, low EXPECTATIONS
 CASE #1092 lack of self-esteem and EXPECTATIONS of success
 CASE #1093 low skills due to low EXPECTATIONS
 CASE #1099 low EXPECTATIONS
 CASE #1114 social EXPECTATIONS
 CASE #1152 Lack of high EXPECTATIONS from educational systems.
 CASE #1154 Family EXPECTATIONS
 CASE #1178 Low EXPECTATIONS of others.
 CASE #1185 Low EXPECTATIONS of student in school.
 CASE #1237 Lack of positive relationships with high EXPECTATIONS
 CASE #1276 family EXPECTATIONS
 CASE #1333 Motivation/REAL EXPECTATIONS

Please add any additional comments you would like to make regarding this survey.

Case Text

CASE #29 Society must change their EXPECTATIONS and take care of all children and provide motivation and positive role models to help all children regardless of race. Unfortunately, African American males are the hardest group of children to reach but an educator must look at every possible solution and search for help to ensure that they teach all children to succeed in life through the educational process.

CASE #31 I believe that the tide is turning. AA middle class is rising faster than other ethnicities. This brings new EXPECTATIONS for children. I also believe that AA males have just as much intellect as any other race. We need to find a way to engage them in learning and expect them to succeed with supports we put in place.

CASE #127The EXPECTATIONS of teachers for African-American males to succeed in more than the sports arena, cannot outweigh the EXPECTATIONS of parents and peers.

CASE #133I wish the world was a little different in the black/white issue. I do see gradual changes taking place as the number of blacks own homes, etc. I think in time, it will all change and be more equal. We need to get rid of the "slavery mentality." As one perceives himself,

so he is. I love all my students, black, white, asian, etc. In class I may every effort to have the same EXPECTATIONS for each one. As I think of one little black guy in my class - very intelligent - but always "living on the edge" and breaking the rules. He doesn't get much support from a single mom at home who does not work. He was a problem in kindergarten and it has carried on to the first grade. He wears pants that are way too big and his mom keep him out of school several days to get his hair braided and go to a Chris Brown (I think that's the name) concert. What kind of message is she sending to him about the value of education by doing that? He came in two days after grabbing himself and doing all the rapper moves - not appropriate for school, but all he knows as cool.

CASE #163I felt like a lot of the questions just assumed that teachers teach differently based on skin color and gender. I am offended by that assumption. I don't hold different EXPECTATIONS for certain groups of students. No teacher should.

CASE #277Teachers and parents need to change their EXPECTATIONS when it comes to African American males and college. More resources need to be provided to ensure that anyone who wants to attend college can.

CASE #285teacher's need to have high EXPECTATIONS for all students

CASE #320Teachers should hold all students accountable and present students with real life application of EXPECTATIONS. This is less effective if parents are not involved 100%, and supportive and encouraging to their student. Parents must learn to work WITH educators if they are to make a difference in their student's education

CASE #353I believe that every child can be successful, regardless of race or gender. They need a good homelife and someone to have high EXPECTATIONS, with support, for them. This person can be at the school level but needs to be in the home.

CASE #371There were several questions to which my answer was based not on my EXPECTATIONS, but based on the knowledge of what I know to be true. I do everything I can to encourage all students i teach. I am fortunate to be in a school right now where I expect many of the black males I teach to go to college. Good luck with your research.

CASE #403Black males will respond to a caring teacher with high EXPECTATIONS and safe academic learning enviornment.

CASE #434I hate surveys like this. I, as an educator, have tried very hard to treat all of my students fairly, regardless of race or ethnicity. I

realize that fair does not always mean equal; yet, surveys like this often make me question my own EXPECTATIONS based on race and ethnicity which I have always tried to avoid.

CASE #521 Black professionals / academics need to address the low EXPECTATIONS / laziness / sense of entitlement / lack of male role models in black culture head-on.

CASE #592 I think as a community we need to make it more socially acceptable for African American males to be successful in school. Too often, we let our African American male students fall into the trap of low EXPECTATIONS. We need to raise the bar, and we need the community as a whole to provide strong role models and positive opportunities for our African American males.

CASE #657 Barriers to higher education for all minority groups are hopefully being reduced, but incentives to drop out of school still exist. Society has placed a heavy burden on African_Americans in general and on males in particular. Many are rising above the EXPECTATIONS and excelling in many fields. The challenges are greater for urban blacks living in generational poverty.

CASE #691 I teach at the number 1 school in the state of Tennessee so our EXPECTATIONS are high. Some of the black students expect to be passed because they have been told all their lives that the test aren't fair but if you want to be here, and parents want their children to be here we expect just as much out of our black children as any other child. All children are on the same playing field when they walk through our doors. Our students are successful because they have a parent that is strong morally and mentally.

CASE #720 I have taught in MNPS for 26 years in East Nashville, Suburban, Magnet Schools, and Alternative schools, now in the Adult HS for those who dropped out. This is an issue of huge concern to me professionally and personally. I am white, however, I have beloved family members who are AA males in public schools. I have seen all kinds of programs and philosophies come and go....but the greatest issue, for ALL students, I believe, is a lack of tough love and spiritual guidance in the home. It seems that everyone wants high achieving students....but that means self-discipline, law and order in the schools, and homework. This means parental support toward the school staff, rather than antagonism toward staff for having high EXPECTATIONS of a student. It means administrators having the guts to discipline disruptive students WITHOUT regard to demographics, to uphold the academic integrity of the school. Students are passed along without proper skills and maturity

and work ethic because of NCLB.... then get so far behind in HS many often drop out . Also, many are accustomed to having others "go the extra mile" for them to get them to be "successful", they do not learn to do it for themselves. Then there is the soft racism of low EXPECTATIONS. Then there is a toxic influence of gangsterism, and all those issues of asserting manhood inappropriately due to absentee fathers. Until AA males buy into the notion that academics are "cool", legitimate achievement is a reward unto itself, and that not every AA male is destined to be a rap superstar or NBA millionaire, no government/ school intervention will help. It would definitely help to have more HIGH QUALITY AA male teachers, but I intentionally stress HIGH QUALITY. The powerful influences of family achievement (or lack of it) and self-defeating forms of music and entertainment are insurmountable UNTIL AA male leaders want this to change for themselves. Schools have limitations, and families are largely responsible for their children's emotional maturity and development of a work ethic, and formation of values and spiritual growth.

CASE #723 low EXPECTATIONS throughout childhood, low economic status, high priority on cars & shoes

CASE #741 I hope your survey will not just be an academic exercise. This problem not only affects the group you are studying. How do you change EXPECTATIONS? How do you test for low EXPECTATIONS before you put a teacher in a classroom? Race is only one factor in this puzzle. Why do low income students of all races find themselves in low paying jobs and not happy with their place in the world? Good luck.

CASE #744 I am fortunate to work in a school with many high achieving African American male students. I think the stereotype is minimized because the school is majority black, but a good percentage of the families have high EXPECTATIONS for their kids.

CASE #847 People usually try to live up to the EXPECTATIONS of their surroundings. Lifestyles need to be improved for African American males.

CASE #874 I believe that the gap that exists between the academic success of white students and ALL minority students is a very important issue in education today. We as teachers need to find solutions to bridge the differences between students' home cultures and the EXPECTATIONS and values of the dominant school culture to help ALL students achieve academic success. However, I do not believe that the sole responsibility lies in teachers' hands. I believe that society as a whole needs to recognize the importance of this issue and do their part to help bring about solutions.

CASE #1110 The issue of generational/cycle poverty creates many different special needs in this group that are not being addressed as well as they should. Of course, it makes more sense to help the family and change the home to have the biggest impact. However, that is not something that educators can realistically improve dramatically. Teachers in high poverty schools should have more specialized training. Often I hear people saying that we need to decrease the special education rate in students at these schools. I agree with this IF these students are given more intensive training to target their needs. However, often the school systems simply try to reduce the number without addressing the needs. If a population high in poverty is linked to a higher parental rate of drug/alcohol addictions, you are going to have a higher percentage of students born with learning disabilities. Also, parents with learning disabilities often can not find jobs to support their families and end up living in poverty. They also produce children who may have learning disabilities through heredity. The same is true with behavior disorders. It makes sense that higher poverty populations need more special education trained teachers to meet these needs. The difficult part is distinguishing between which students are incorrectly identified due to cultural barriers, hyperactivity, or lack of exposure to background knowledge. Finally, special education programs should help students make progress at as much of an accelerated rate as possible. Often students are placed in special education without a way to excel and make it back into the regular classroom again. Once students are placed in special ed., classroom teachers give up EXPECTATIONS and no longer encourage them to achieve their potential. Instead they give them busy work and neglect them to teach the rest of the class. All of these problems snowball together to make a very large one for all African American students, but especially the males who tend to express their anger and frustration more physically than females. This results in higher crime rates and a lower percentage attending college. The lack of hope and EXPECTATIONS these children have for themselves is astonishing. I haven't even addressed the sadness so many of them have over a high rate of abandonment or due to the death of parents. This year 25% of my first-grade students had a parent die from either a violent crime or drug abuse, and 100% of my students are African American. When given an assignment that challenged them, yet was within their ability, children who had lost a parent often shut down and withheld all emotional response and communication. They did not believe they could do it, and did not want to take a risk in trying. I have never seen this type of response to this extent in the other diverse populations I have worked in, including students who had experienced the death of a parent.

CASE #1171 It really saddens me to think that in 2008 this is an issue. I know that it is a problem, but I can't believe that it has this not been addressed and fixed. We need high EXPECTATIONS for all students and they need to know that no matter where they come from or their life experiences - they can achieve anything if they set their minds on that goal. We need to teach students that how they use their knowledge is just as important if not more important than the amount of knowledge one obtains.

CASE #1185 African American males need the opportunities and support that other groups have within the school and the community where male role models are in their lives. Additionally, educator's should have the EXPECTATIONS of African Americans as they do of Whites and other races.

CASE #1270 I have worked with "inter-city" students for the last 22 years, in various metro areas around the country and have found that the level of parental involvement and their expectation, as well as the EXPECTATIONS of the teacher and student, are the major keys to the success rate of the African American or any other student. If you don't expect yourself to "do" or feel you are "owed" then you won't "do"!