

LOYOLA UNIVERSITY CHICAGO

ILLINOIS SECONDARY SCHOOL PRINCIPALS' PERCEPTIONS AND  
EXPECTATIONS CONCERNING STUDENTS WHO USE AFRICAN AMERICAN  
VERNACULAR ENGLISH IN AN ACADEMIC SETTING

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BY

GARRARD OVERTON McCLENDON

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## **ABSTRACT**

This study investigates principals' individual and aggregate perceptions of and expectations for students who use African American Vernacular English. Using the African American English Teacher Attitude Scale (AAETAS), the study seeks to describe the relationship between principals' demographic characteristics and their perceptions of African American Vernacular English. The study uses raw scores from the AAETAS instrument created by Hoover, McNair-Knox, Lewis and Politzer (1997) and codes the principals' perceptions of AAVE in a histogram. Principals' demographic information was gathered on the following categories: race, gender, home language, county location, childhood hometown community, age, years in education, years as a teacher, years in administration, student socio-economic class, school's dominate culture, and total school enrollment. The results show an overall attitude of mild acceptance of AAVE in about 80% of the respondents. Five principals reported to having a negative attitude toward AAVE. Demographic factors such as gender, race, school location, enrollment, socio-economic status, age of principal, hometown setting and dialect were shown to influence principals' perceptions and expectations of African American Vernacular English.

Principals may want to view the AAVE as different as opposed to derogatory, deviant, or deficient (Jonsberg 2001). This study found that a

majority of the high school principals in Cook County, IL, who completed the principal's profile and the African American English Teacher Attitude Scale were in the "Difference" category. "Difference" means that listeners view AAVE as different and not necessarily negative. Seventeen respondents out of 22 (77.3%) were in this category. "Deficit" represents a strongly negative attitude towards AAVE. Five out of 22 principals were in this category (22.7%). "Excellence" is a strong positive attitude towards AAVE. No principals fell into this category.

Because this is a qualitative study, the principals' responses have been explained through narrative. The findings in this study showed that most principals are neutral to mildly positive about AAVE and have neutral to mildly positive expectations for students who use AAVE. Five of the 22 school principals in this study indicated that the dialect could be harmful to one's academic career, and they perceived AAVE as a dialect they would mildly prefer students not use.

## CHAPTER I

### INTRODUCTION

*Good English, well spoken and well written, will open more doors than a college degree. Bad English will slam doors you didn't even know existed.*

*William Raspberry*

The 1863 Emancipation Proclamation (Lincoln & Seward, 1863), the 1954 *Brown v. Board of Education* case (Brown, 1954) and the Voting Rights Act of 1965, signed by President Lyndon Baines Johnson (1965), were all legal constructs created to implement authentic citizenship for Africans in America. Although bills, laws, and ordinances have been passed, the African American still struggles to be considered a *whole citizen*. The achievement gap speaks to this partial citizenship, and school leaders have the opportunity to eradicate its problematic manifestation in their schools.

Soder (1996) stated that American schools have the charge of teaching children ethics, moral character, and content to help them live and work in a democracy. Schools should embody an ethic of care (a belief in the intrinsic value of persons), creating a place where students are educated in a safe environment (Noddings, 1984; Starratt, 1991). "In affirming this, it [the ethic of care] defines enterprises as ethical to the extent that they promote human development, welfare, and happiness" (Beck, 1992, p. 472).

The climate and culture of the nation is formed by the almost three million teachers in American schools (U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2007). Teachers' and administrators' perceptions of students can be a factor in the school's own culture and climate: "The more open the climate of the school, the less alienated students tend to be" (Hoy, 2008, p. 1). "Meaningful school improvement begins with cultural change—and cultural change begins with the school leader" (Reeves, 2007, p. 94).

Judgments about a student's language and dialect may significantly alter the behavior and beliefs of the school's leaders. African American Vernacular English has been considered non-standard, and many teachers have looked down on the use of AAVE as derogatory, deviant, and deficient (Jonsberg, 2001). This has been an issue of affect and effect. A teacher's affective domain or disposition, along with their cultural beliefs, can influence their perceptions of student expectations (McLeod, 1995).

African American Vernacular English has been widely accepted by the popular media and dates back to the 1940s Harlem Renaissance (Brasch, 1981), however some teachers in American schools have reservations about its use. Alternative dialects are acceptable in informal contexts, but school faculty tend to judge non-mainstream dialect and behavior as deficient (Jaffe, 2007).

Culture and climate are two constructs that can drive the success or failure of a school. Before formal studies of culture and climate were made,

administrators and teachers could only guess at how these factors might influence students. Could the culture and climate of a school's administration effect how teachers and students judged AAVE? In 1978 and 1979, Brookover studied school climate by using surveys designed to measure student, teacher, and principal attitude. Earlier research showed significant relationships between climate and achievement. For example, Rosenthal and Jacobsen's studies (1968) of self-fulfilling prophecy, the Coleman Report's (1966) emphasis on African American student academic futility, and Cooper and Goode's (1983) work on teacher expectations showed the importance of leadership, climate, and sensitivity to student dialect and culture.

Principals can shape school climate – the dialects spoken within a school can be accepted, rejected, or ignored. The building leaders' perceptions of AAVE can be shared with the faculty to help produce proactive pedagogy, fostering an attitude that supports all students' dialects in a healthy school environment. From the Middle Passage (the transport African slaves to North America) to the Emancipation Proclamation, Brown v. Board of Education, and the 2001 No Child Left Behind Act, language has been a volatile issue for African Americans, accepted in literature and the arts, while suffering denial in public schools and in the job market.

The climate of negative attitude toward dialect can be significant. Nearly four hundred years after Africans were forced to come to North America, language discrimination pervades our current society. Studies have

demonstrated that dialect can affect behavior. Massey and Lundy (2001) showed how property owners discriminate based on renters' dialect, sending a message to those in search of a place to live. Male and female auditors called rental housing listings in the Philadelphia metropolitan area. The auditors used White middle-class English, Black-accented English, and AAVE. The outcomes showed that those using White middle-class English were preferred over those using AAVE. The study didn't include a face-to-face interview between homeowners and renters. Research indicates that Americans can infer race from speech patterns without seeing faces, thus offering rental agents an opportunity to discriminate over the phone. Does this type of discrimination also exist in schools? What kind of climate do high school principals create to make students strive for excellence while maintaining an appreciation for cultures?

### **Purpose of the Study**

The purpose of this study was to investigate high school principals' perceptions and attitudes toward students who use language not considered standard, more specifically, African American Vernacular English. Craig (2002) stated that many African American students speak AAVE. There are numerous studies (Fogel, 2006; Goodman, 2006; Isenbarger, 2006) that include teachers' attitudes and perceptions toward AAVE, which includes the Ann Arbor, Michigan, Black English court case focusing on language barriers created by teachers' unconscious negative attitudes toward students' use of African American English, and the negative effect these attitudes have on student learning (Ball, 1997).

Substantial literature (Blasé, 1999; Jonsberg, 2001; Powell & Aaron, 1982) exists on teachers' expectations and perceptions, but little about administrators' perceptions.

Oates (2003) noted that positive disposition of teachers toward students elevates scholastic performance – though the individual effects are sometimes modest. Ferguson (1998) said that the evidence is mixed as to whether teachers' attitudes are shaped by anti-black bias.

The purpose of this study was to collect principal's perceptions and expectations, not to find determine their effect on student performance. There may be conflicting views on about empirical determinants, but African American students tend to be the outcasts in American schools – the group about which widespread notions of academic inferiority prevail (Ainsworth-Darnell & Downey, 2005; Jencks & Phillips, 1998; McWhorter, 2000; Steele, 1999). This phenomenon may extend to teachers' and principals' negative perceptions of the language that many Black students use. A review of the literature indicated a need for research on high school principals' perceptions of and expectations for students who use Black Vernacular English.

According to Sergiovanni (1991), principals are considered the leaders of schools. He considers school leaders to be culture builders. It is only appropriate that principals' perceptions of students' language skills be surveyed to gauge academic expectations against cultural biases. Self-fulfilling prophecies can influence teachers' decisions. According to Masland (1979), a teacher's bias

against a student's Black English dialect may trigger lower teacher expectations and lower student performance.

This study may build awareness that improves school climate, awareness of other dialects, and attitudes towards African American students. The language that a student uses at home and the student's race or ethnicity may have an impact on principals' perceptions. According to Oates (2003), anti-Black bias among White teachers is more prevalent than the same bias from Black teachers. White teachers' perceptions are significantly more consequential to the performance of African American students (Ferguson, 1998). Claude Steele (2006) stated that a person's "social identity" defined as group membership in categories such as age, gender, religion, and ethnicity—has significance when "rooted in concrete situations"(p. 1). Steele defined these situations as "identity contingencies"—settings in which a person is treated according to a specific social identity. Social identity can be recognized by speech pattern, phenotype, skin color, gender, and other factors. The individual may assess his own identity as positive or negative, while other individuals may have differing perceptions of that person. The United States has dozens of laws that are supposed to prevent discrimination, but bias is subtle, and may not be detectable in some school settings. Although teachers may not admit to discriminating against students' use of their home dialect, some studies have supported the thesis that there is substantial teacher bias against dialect speakers (DeVilliers, 2006; Lippi-Green, 1997; Tauber, 1997).

African American children arrive at kindergarten with fewer reading skills than Whites, even when their parents have equal years of schooling (Barbarin, 2002; Clotfelter, Ladd, & Vigdor, 2007; Phillips, Crouse, & Ralph, 1998). The Black-White test score gap is constant (in standard deviations) from primary through secondary school (Ferguson, 2003; Leavitt & Fryer 2004). Given that socio-economic status and educational attainment are equal, there must be another reason for the disparity in educational achievement. The purpose of this study was to explore how high school principals viewed the dialect used by many African American students in the state of Illinois. Findings from this study may increase administrator awareness of dialect bias, especially towards African American students.

### **Statement of the Problem**

For many theorists, literacy is the foundation of education. Henry Giroux interviewed Paulo Freire, and after the discussion Giroux wrote that “in a more specific sense, critical literacy is both a narrative for agency, as well as a referent for critique ... [meaning the development of] theoretical and practical conditions through which human beings can locate themselves in their own histories and in doing so make themselves present as agents in the struggle to expand the possibilities of human life and freedom. To be literate is not to be free, it is to be present and active in the struggle for reclaiming one’s voice, history, and future” (Giroux, 1989, p. 155). Freire believed that an effective and fair curriculum could exist if the “oppressed” are included in its development. Freire (1989) said that

“the pedagogy of the people engaged in the fight for their own liberation, has its roots here. And those who recognize themselves as oppressed must be among the developers of this pedagogy” (p. 53). Because social and economic status varies according to the school, students have varied experiences. Teachers and principals not only have to adhere to educating students according to the state academic standards; they must also meet students’ cognitive and affective needs, as well as have empathy for students.

Since the late 1960s and early 1970s, researchers such as James Coleman (1966) have studied on the lower academic aptitude of African Americans. The Coleman Report provided research on 600,000 students and 4,000 schools, finding that most children attended schools with a majority race, and that minority children were a few years behind White students, with a widening gap from elementary through high school (Coleman, 1966). The relationship that is difficult for researchers to assess is the relationship between language, perception, expectation, and achievement (Labov, 1972). Ladson-Billings (2000), Delpit (2002), and Wolfram (2005) have contributed literature on African American Vernacular English and teacher expectations. Delpit focused on how coded language is a way of connecting with people from different groups, “I have come to realize that acquiring an additional code comes from identifying with the people who speak it, from connecting the language form with all that is self-affirming and esteem-building (Delpit, 2002, p.39). Ladson-Billings (1995) stated that a curriculum should be “culturally relevant” so students won’t feel

isolated from the learning experience. This inclusion would incorporate alternative dialects, instead of excluding them.

Before assuming that inclusion or exclusion is present, principals need to be asked about their perceptions of African American English dialect and their expectations for students using this dialect. There is little literature on administrators' expectations about dialects that are not considered to be standard. However, research shows that teachers have lower expectations and negative perceptions of African American students who use Black English. Cross (2001) stated that listeners judge speakers' personal characteristics based on the dialect spoken, and that ethnicity is considered in the perception of language. Cross found that White respondents were most favorable to White speakers and least favorable to Black speakers. Evidence exists about teacher expectations, but the assumption cannot be made that administrators' perceptions and expectations follow suit.

Expectations are significant. Carruthers (2003) stated that classroom expectations and assumptions or inferences might influence student's academic achievement or future behavior. The influence of expectations in our lives was demonstrated by Rosenthal and Jacobson (1968), who manipulated teacher expectations for student achievement to see if these expectations would be fulfilled. When teachers were told that randomly selected students had been identified as "intellectual late bloomers," teacher behavior changed enough to have a significant positive effect on student performance, both in the classroom

and on achievement tests. Results were explained in terms of the significant effect of self-fulfilling prophecy on students, and its impact on teacher expectations.

The work of Rosenthal and Jacobson (1968) created controversy and interest in how teachers form expectations and how they are communicated to students. Despite criticism of their work, it has been well documented that teacher expectations are communicated to students during teacher-student interactions (Casteel, 1998). Casteel found that African American students were given less attention, praised less, and reprimanded more than their non-African American classmates, when taught by Caucasian teachers. Brophy (2004) studied the ways teachers communicate their expectations to high achievers and low achievers. Classroom observation revealed that teachers treated low achievers differently than high achievers. This behavior can be found in pre-Brown v. Board of Education schools (1954) as well as after.

The following behaviors indicate common attitudes toward students perceived to be low achievers: “providing general, often insincere praise; providing them with less feedback; demanding less effort; interrupting low achievers more often; seating them farther away from the teacher; paying less attention to them; calling on them less often; waiting less time for them to respond to questions; criticizing them more often for failure; and smiling at them less or giving them fewer other nonverbal indicators of support” (Good, 1987, p. 11). Studies were conducted by Rosenthal and Jacobson (1968), the authors of

*Pygmalion in the Classroom*, and Fordham and Ogbu (1986), best known for their study of Black student disengagement in their article, "Black American Students in an Affluent Suburb." Ogbu (1986) studied how Blacks may adapt by "acting White" if it is advantageous. "Acting White" is a value statement declaring that behaviors deemed to be academic, positive, and mainstream equate with being other than Black. Ogbu stated that students would immediately change their behavior if surrounded by African American students. Those choosing to change their behavior in accord with the situation are using a code-switching technique to avoid being discriminated against. Those choosing to code switch are also trying to defy self-fulfilling prophecies. As originally described by Merton (1948), a self-fulfilling prophecy occurs when a false definition of a situation evokes a new behavior, which makes the originally false conception come true. Thus, the *Pygmalion* study (1968) was seen as a self-fulfilling prophecy effect, because while the imminent intellectual blooming of target students was "false information", it presumably led teachers to act in such a way as to make the false conception a reality. Also, residual effects are said to occur when teachers respond on the basis of their existing expectations for students, rather than to changes in student performance caused by sources other than the teacher (Cooper & Good, 1983). Good and Brophy (1984) described the influence of expectations: "Self-fulfilling prophecies are the most dramatic form of teacher expectation effects, because they involve changes in student behavior. Sustaining expectations refer to situations in which teachers fail to see student

potential and hence do not respond in a way to encourage some students to fulfill their potential. In summary, self-fulfilling expectations bring about change in student performance, whereas sustaining expectations prevent change" (p. 93).

Numerous factors can influence teachers to have lower expectations for students, including gender, socioeconomic status, race/ethnicity, type of school, appearance, oral language patterns, messiness/disorganization, readiness, halo effects, seating position, negative comments about students, outdated theories, and tracking or long-term ability groups (Brookover et al., 1982; Cooper 1984; Good 1987). From this list, race/ethnicity and language patterns are germane to this study. Students from minority groups were sometimes viewed as less capable than Anglo-American students, and the presence of any non-standard English speaking pattern can sometimes lead teachers to hold lower expectations (Brookover, 1979).

Although self-fulfilling prophecy can be a factor, it is not to be taken as completely determining outcomes. A high achiever can be in a low expectation group, and the inverse can hold true. Several investigators (Snow, 1969; Thorndike, 1968; Wineberg, 1987) have found technical deficiencies in Rosenthal and Jacobson's studies from the 1960s, and there are still doubts on whether self-fulfilling prophecy is a factor at all (Cotton, 1989).

### **Research Questions**

The primary research questions for this study are:

- 1) “What perceptions do Cook County, Illinois, public secondary school principals (excluding Chicago Public Schools), hold concerning the use of African American Vernacular English by students in an academic setting?”
- 2) “What expectations do Cook County, Illinois, secondary school principals hold for students who use African American Vernacular English?”

Of the five concurrent curricula (official – state standards, operational – pedagogy in schools, extra - activities outside of the classroom, null – what is not taught, and hidden – the implicit curriculum), the implicit curriculum carries significant weight, although unseen (Posner, 2004). The curricula represent values that the community and school have embraced and the implementation of the hidden curriculum is not verbalized.

Elliot Eisner (1994) wrote:

...the implicit curriculum of the school is what it teaches because of the kind of place it is. And the school is that kind of place [because of] various approaches to teaching...the kind of reward system that it uses...the organizational structure it employs to sustain its existence...the physical characteristics of the school plant...the furniture it uses and the surroundings it creates. These characteristics constitute some of the dominant components of the school's implicit curriculum. These features are...intuitively recognized by parents, students, and teachers... because they are salient and pervasive features of schooling, what they teach may be among the most important lessons a child learns (p. 74).

Perceptions are a part of the hidden curriculum because what one perceives may not be written in the school handbook or in the state's school code.

Multi-ethnic, multicultural, and multilingual students can create challenges for teachers and administrators. African American Vernacular English (AAVE) has a complexity of its own because societal traditions and educational norms have given rise to negative perceptions on the dialect. “When people form initial impressions of others, superficial cues often are used to infer underlying dispositional attributes, such as attitudes” (Koch, Gross, & Kolts, 2001, p. 29).

The focus of this study is the perceptions that individuals and institutions have concerning African American Vernacular English (AAVE). Some scholars, such as Smitherman (2000), and Delpit (1988), view the dialect positively, arguing that when speaking it the user maintains an African American identity, not dictated by White hegemony. Moore (1996) sees AAVE as a hindrance, because of societal norms.

DuBois (1903) discussed the problem of the color line in the twentieth century, and it still exists in the twenty-first. He said that Blacks must create a second self in order to survive and thrive in the United States. Because the color line is fused to the language line, DuBois made it clear that African American dialect was not accepted in academic contexts, or in the greater society. Jencks and Phillips (1998) and Krueger (2001) have told us that African Americans enter school with a different toolbox than their White counterparts, thus creating a deficit for African American students. Since principals are the instructional leaders of schools, it is imperative that they know something about African American Vernacular English (AAVE) and how teachers and administrators

perceive dialects. Moreover, principals' perceptions of AAVE have not been researched as much as teacher and student perceptions have. To investigate principals' perceptions of African American Vernacular English (AAVE), the African American English Teacher Attitude Scale (a qualitative questionnaire) was administered to Illinois Secondary school building principals in Cook County, excluding Chicago Public Schools.

The persistent use of African American Vernacular English and the misconceptions about its speakers presented a quandary for some African American students in high school (Ervin-Tripp, 2005). The study examined an investigation of the attitudes of high school principals toward AAVE, as spoken by some African American high school students, understanding that attitudes may affect success in high school.

To disaggregate the data for this study, the Principal Profile Form asked for demographic data on each building leader. The form included the principal's age, years of experience in teaching and administration, the administrator's ethnicity/race, the gender of the principal, the number of teachers in the school, total population of students in current school, and the principal's hometown population/demographic. The African American English Teacher Attitude Scale (AAETAS) is a 46 question instrument that records perceptions of African American Vernacular English. The instrument also has questions that can infer an educator's grade point average expectations and post secondary school expectations for their students. The researcher collected data from the AAETAS

instruments completed and returned by administrators. He maintained a dialogue journal throughout delivery and collection of the instrument. While writing the analysis and the conclusion, the researcher's journal acted as a document for readers to compare with his final chapters.

### **Limitations of the Study**

A qualitative questionnaire can be limiting. "Recognizing that all methods have limitations, researchers [feel] that biases inherent in any single method could neutralize or cancel the biases of other methods" (Creswell, 2003, p. 15). Incorrect instrumentation and a compromised rigor can lead to poor quality data (Boynton, 2004). However, instruments that have been used in a substantial number of studies tended to have greater reliability. The AAETAS has been used widely used throughout the United States, in studies conducted at Howard University, Florida A&M, and in the states of Michigan, Illinois, California, and Indiana.

One limitation of this study was a lack of external validity. The study occurred in one region in Illinois. Other regions may not yield similar results. The study was limited to a select number of high schools in Illinois. These high schools are within Cook County, Illinois, outside the Chicago Public Schools (CPS). This decision was made in order to prevent CPS data from dominating the areas surrounding Chicago. The principals asked to complete the questionnaires were from predominantly urban and suburban areas. There were no responses from rural areas.

Conversely, the instrument is appropriate, offering an equal number of affirmative and negative statements. Respondents' answers can be categorized to compare relation, and individual responses can also be tabulated numerically and as a percentage.

The content of the African American English Teacher Attitude Scale (AAETAS) could have been sensitive to some principals. The questionnaire may have been offensive to some administrators, causing a refusal to respond, or inaccurate responses, if a participant spent a limited amount of time completing the questionnaire. A participant who did not consider the questionnaire valid or one who did not consider the questionnaire serious may have completed and returned the instrument with compromised answers.

The distribution of the questionnaire was through the United States Mail. Returns were subject to the participants' willingness and ability to complete, and returned to the researcher's post office box.

Black English is a topic of concern for urban school teachers and principals (Ogbu, 1999). Therefore, the researcher hoped to receive a sizeable number of responses, garnering at least a 33% response. The actual response was 30.13%.

### **Definition of Terms**

The terms were defined according to their relevance to the research question. There are terms in the list that appear to be synonymous, but one term may be used instead of another, depending on context.

Administrator (Principal). The person who leads a school (Mitchell, 2004).

African American. Used as a synonym for Black, Negro, and Afro-American; used also to refer to natural-born American citizens of African descent whose ancestors might have been slaves in the United States (Hakim, 2001).

African American Vernacular English (AAVE). A dialect used by some African Americans in the United States, further detailed in *The Atlas of North American English* (Labov, Ash, & Boberg, 2005). The variety of African American English, or Ebonics, which reveals the influence of West African languages in its grammar and phonology. AAVE consists of linguistic codes and patterns with a unique grammatical base spoken by some African Americans (Fields, 1997).

African American Standard English (AASE). The variety of African American English, or Ebonics, distinguished by its similarity to standard English grammar and its simultaneous use of varying degrees of phonological, intonational and lexical features of African American Vernacular English (Hoover, McNair-Know, Lewis, & Politzer, 1997). There is at least one scholar who disagrees with this definition, because it implies that the standard is a White American standard (Sledd, 1969).

Attitude. A relatively stable and enduring predisposition to behave or react in a certain way toward a person, objects, institutions, or issues (Chaplin, 1968).

Balanced Bidialectal. Having equal levels of proficiency in African American Vernacular English and African American Standard English (Hoover et al., 1997).

Bidialectal. Controlling two varieties of one's language, e.g. a vernacular variety and a standard variety (Hoover et al., 1997).

Black-accented English. When an African American speaks Standard English with a black pronunciation of certain words (Massey, 2001).

Black English Dialect. A dialect usually, but not exclusively, spoken by "low socio-economic level" Blacks among themselves, and characterized by the presence of a significant proportion of particular phonologic and syntactic features different from standard English (Cullinan & Kocher, 1974).

Code-Switching (CS). The use of two or more linguistic varieties in the same conversation or interaction (Scotton & Ury, 1977).

Culture. Any group of people who share a common history and set of relatively common behaviors and/or communication patterns (Adler, 1993).

Dialect. The speech patterns of people who are significantly alike with characteristics that are socially distributed (Dillard, 1972). A form of language spoken by group(s) who may or may not speak the standard form. Examples are Appalachian English, Hawaiian English, Polish American English, Bostonian English (Hakim, 2003).

Ebonics. A term used to define the African American use of English. It is a hybrid of the words "ebony" and "phonics", i.e. black phonics. The term is

accepted in casual contexts and is interchangeable with Black English, Black Vernacular English, and African American Vernacular English (Williams, 1973).

Ethnicity. One's ancestry or nationality (Adler, 1993).

Morpheme. The smallest meaningful unit in the grammar of a language (Payne, 1997).

Perception. An intuitive awareness of truth or immediate belief about something (Chaplin, 1975).

Phoneme. The smallest contrastive unit in the sound system of a language (Hyman, 1975).

Phonics. Teaching reading by training beginners to associate letters with their sound values.

Phonology. Sound patterns in language (Dillard, 1972).

Pygmalion effect. Also equated with "self-fulfilling prophecy," this effect establishes an expectation. In myth, as Ovid tells the story in the *Metamorphoses*, the sculptor Pygmalion wanted to create a statue of a "perfect" woman. He completed the statue, naming it Galatea, and he fell in love with the beauty of the statue. In desperation he prayed to Venus to make Galatea a real woman. She granted the prayer and the couple lived happily ever after. However, Rosenthal and Jacobson borrowed the term "Pygmalion effect" from a play by George Bernard Shaw ('Pygmalion'), in which a professor's high expectations radically transformed the educational performance of a lower-class girl. Rosenthal and Jacobsen (1968) tested the hypothesis that in any given

classroom there is a relation between a teacher's expectations and students' achievement (Schugurensky, 2002).

Race. The term race describes populations or groups of people distinguished by different sets of characteristics, and by beliefs about common ancestry. The most widely used human racial categories are based on visible traits and self-identification (Bamshad & Olsen, 2003).

School-wide expectations. Beliefs held by the school staff as a whole about the learning ability of the student body (Murphy & Hallinger, 1985).

Self-fulfilling prophecy. Occurs when a false definition of a situation evokes a new behavior, which makes the originally false conception come true (Merton, 1948).

Standard American English. The method of communication used most prominently in the United States, through which people are educated, informed, entertained, and governed" (Novak, 2001). Standard language used in commerce, education, government, and the media (Payne, 2000). The English spoken in professional circles and by the educated (Hakim, 2001). This form is taught in schools and is attributed to the majority of White Americans.

Stereotype Threat. The belief in an outcome based on an individual's self-concept (Steele, 1992).

Teacher Expectations. These are inferences that teachers make about the future academic achievement of students (Cooper & Good, 1983).

Vernacular. A term used to refer to the language and/or dialect of the home. That language which is closely associated with the speaker's immediate environment (Hakim, 2001).

## CHAPTER II

### LITERATURE REVIEW

#### History of African American Vernacular English

In 2008, there were about 6.5 million African American students in public schools in the United States (<http://nces.ed.gov/fastfacts/#>). Two hundred thirty-two years after the country's birth, many of these students used a form of English known as African Vernacular English Dialect or Black English. In Geneva Smitherman's (1994) book, *Black Talk: Words and Phrases from the Hood to the Amen Corner*, the author argued for the legitimacy of Black English by calling it "a slice of the dynamic, colorful span of language in the African American community" (p. 1). For many African Americans, African American Vernacular English (AAVE) is spoken daily. "Black English is the language used primarily by Black people in their communities; it stands to reason that it evidences itself in the classroom in some fashion or another" (Greene & Walker, 2004, p. 435).

Many scholars such as Asante (1987) and Hilliard (2004) agree that the African American experience differs from that of other cultures. The African American experience is the term used to characterize the African Diaspora (indigenous Africans forcibly removed and spread throughout the world (Hecht, 1993). As a characteristic of the Diaspora, AAVE is a product of what is called the Afrocentric Approach, which emphasizes people's holistic experience in the

explication of their social reality (Asante, 1987). Part of this social reality is how African Americans use language.

The use of AAVE dates back to a time before the creation of the United States. It was necessary for this study to review the literature about the dialect because Wolfram stated that teachers who reveal a “deficit stance” or “negative view of the language” see students who use it as handicapped socially and cognitively, and the child is often recommended for remedial language training and other educational services (Wolfram et al., 1999, p. 61). The history of AAVE can assist in understanding why these perceptions of the dialect exist.

The first signs of AAVE probably pre-date 1619 (when Africans were first brought to North America). In his *History of the Negro Race in America*, the historian George W. Williams (1883) stated that “through all time to come no event will be more sincerely deplored than the introduction of slavery into the colony of Virginia during the last days of the month of August in the year 1619” (p. 116). AAVE is primarily a result of slavery, since the languages of the African continent were forcibly discouraged. As African languages were lost, the English language began to work its way into the psyche. Although few African Americans speak or read any African languages (such as Wolof, Swahili, Twi), traits from African languages are embodied in AAVE. A hybrid language was developed without Africans and slave masters even realizing it. New words, innovative expressions, dynamic phrasing, and unique spelling inhabited the English language, derived from African linguistic perspectives.

According to Covin (1990), there were social contexts that supported the Afrocentric development of AAVE:

- 1) People of African descent shared a common experience, struggle, and origin.
- 2) Present in African culture was a non-material element of resistance to the assault upon traditional values caused by the intrusion of European legal procedures, political processes, and religions into African culture.
- 3) African culture took the view that an Afrocentric modernization process would be based upon three traditional values: harmony with nature, humaneness, and rhythm.
- 4) Afrocentricity involves the development of a theory of an African way of knowing and interpreting the world (Covin, 1990).

Many African Americans have shared a similar historical experience, resist some values stemming from European influence, incorporate rhythm into some cultural behaviors, and know and decipher the world from an African perspective.

There are two schools of thought concerning whether AAVE is a language or a dialect. African American Vernacular English is a distinctive language code. Some treat it as a dialect of Mainstream American English, assuming that African Americans came to the United States with no knowledge of English and developed the dialect while learning the mainstream language (Weber, 1991). Some contend that AAVE is a Creole language, formed out of Mainstream American English and native African languages (Jenkins, 1982; Labov, 1982;

Smitherman-Donaldson, 1988; Stewart, 1970; Weber, 1991). Scholars still disagree on whether AAVE is a dialect or an actual language. Those who argue that it is a language believe that its speakers created a new form of communication, and not just a hybrid of English and African languages.

In *African American Communication: Ethnic Identity and Cultural Interpretation*, Hecht (1993) argues that “like other language forms, Black English is governed by rules with specific historical derivations; it has been passed on through socialization” (p. 85). Black English is a legitimate language form with a unique and logical syntax, semantic system, and grammar (Smitherman-Donaldson, 1988). Dillard (1972) and Smitherman (1994) describe the distinctive characteristics AAVE. Final and post-vocalic consonants, along with medial consonants are not pronounced. The first syllable is stressed in two-syllable words. “AAVE usage can indicate tense without adding suffixes, and there can be occasional verb removal” (Smitherman, 1994, pp. 6-7). In AAVE, “be” is used in place of the words *am*, *are*, and *is*, with tense shifts, intonation, and inflection used to construct sentence context. Burling (1973) said that AAVE and Standard English have distinctive differences, including “word variability, sound variability, contrast variability, final consonants, multiple negation, loss of suffixes, and tense shifts” (Koch, 2001, p. 29). In United States classrooms, these characteristics may be considered to be defects, thus making schools more apt to discriminate.

Using AAVE can be a detriment to a student’s education. In the Ann Arbor Black English Trial of 1979, Ann Arbor Judge Charles Joiner ruled in favor of

plaintiffs who argued that Black English was a valid dialect and that its use may be a “barrier” to academic attainment and achievement (Whiteman, 1980). Although Michigan and California brought nationwide attention to the Black English debate, the Ann Arbor decision did not create enough weight to bring the question to the Supreme Court. This outcome decreased the momentum of advocates who wanted AAVE to be considered in the same category as English as a Second Language. The court would not hold that dialects were languages. However, in Oakland, California, the School Board agreed that “Ebonics is the primary language of African American students” (Rickford, 1999, p. 5).

### **Code Switching - Is Standard English Talking White?**

The ability to speak English with facility is recognized as a valuable form of cultural capital. Although most Americans speak some form of regional dialect (Ball, Giles, & Hewstone, 1985), AAVE is considered less desirable and less acceptable in educational environments. Knowledge of this has an influence on everyday speech. Labov (1970) said “it is the goal of most Black Americans to acquire full control of the standard language without giving up their own culture” (p. 124). The behavior used to alternate between different dialects is called “code-switching” which is “the use of two or more linguistic varieties in the same conversation or interaction” (Myers-Scotton & Ury, 1977, p. 7). Greene and Walker (2004) stated, “code-switching is not random or meaningless. It has a role, a function, facets and characteristics. It is a linguistic tool and a sign of the participants’ awareness of alternative communicative conventions” (p. 435).

African Americans have had a complicated relationship with English.

Although English is the first language of today's African Americans, students are teased if they choose to use the standard version of the native language. Ogbu and Fordham (1986) give evidence for this in their article, *The Burden of Acting White*. Black students at Capital High School in Washington, D.C. mentioned that the following behaviors were considered "acting white" and consequently unacceptable: "speaking standard English, spending a lot of time in the library or studying, working hard to get good grades in school, going to a symphony orchestra, being on time, going to a party with no music, and doing volunteer work" (Fordham 1986, p. 178). These actions are considered a betrayal of Black culture, therefore acting "White" (Patton & Townsend, 1997). This rejection of code-switching is the sign of a person trying to maintain "cultural identity" at all costs. African Americans who share the ideas of the students Fordham and Ogbu interviewed regard mainstream social and linguistic behavior negatively. Standard English is included among these behaviors.

Jonsberg (2001) said that speaking AAVE should not create shame or incur immediate correction, but should rather reinforce self-esteem. Teachers and administrators who don't understand or appreciate AAVE should exercise more empathy. This awareness is articulated by Greene and Walker (2004), who stated that "if instructors demonstrate an understanding and respect for Black English, its history, and its place as a valid means of communication, not as an

indicator of the worth of the student, then they may more sensitively assess outcomes rather than means” (p. 438).

Code-switching is necessary for survival when speech becomes a premium issue. While many argue that a code-switching individual is bi-dialectical, some argue that several dialects occupy our consciousness. Baker (2002) stated that:

There are at least three forms of the English language that most Americans need to learn in order to lead socially fulfilling and economically viable lives:

- 1) ‘home’ English or dialect, which most students learn at home, and recent immigrants often learn from peers,
- 2) ‘formal’ or academic English, which is learned by many in school, from reading, and from the media,
- 3) ‘professional’ English, the particular language of one’s profession, which is mostly learned in college or on the job (p. 52).

Although Baker and Delpit advocated trilingualism and have observed children using several dialects in a school context, some educators reject code-switching, labeling it as lowering standards (Mati, 2004). The purpose of code-switching in a formal, professional, or neighborhood context, is to be understood and to

understand a conversation in context. Code-switching “enables the speaker to maneuver through a variety of publics” (Greene & Walker, 2004, p. 435).

According to a Western Kentucky University study, speakers who use Standard English were “viewed as more credible – more competent and having a strong character – and more sociable than Ebonics speakers” (Payne, 2000, p. 367). The study also confirmed that a dialect could become a norm when a larger speech community agrees to the coding. When a speaker’s dialect isn’t accepted as a norm, negative results may occur as a result of discrimination. To have positive results, a user must implement speech accommodation, which is the practice of altering speech to fit the comfort zone and understanding of the audience (Giles, 1984).

AAVE has rules that are consistent, with a rule-governed phonology and semantic properties (Koch, Gross, & Kolts, 2001; Smitherman-Donaldson, 1988). Value and respect should be given to students who choose to use AAVE in a school context. Jonsberg (2001) said that school employees should model positive behaviors concerning language, and faculty should make their expectations of English use explicit, so that students will understand what is considered mainstream English or AAVE.

The difficulty of accepting AAVE is heightened by the teacher’s obligations. Unlike some other content areas, the mandatory discipline of language arts has a strong identity component. Each student’s way of

communicating is personal and cultural; therefore using speech becomes a social and political act.

### **Educators' Perceptions of AAVE**

Some children enter school with English skills learned in the home. If the language of the family and neighborhood is considered Standard English, the child starts school with a communication advantage. "The language of tests has a great impact on the performance of students. Tests are written in the language of the dominant culture deemed as Standard English. Many culturally diverse students do not speak Standard English at home or at school" (Harmon, 2004, p. 4).

Some students who do not use Standard English are Black students. Although a person's spoken dialect does not determine his intelligence, Williams (1976) reminds us that students who use AAVE are assumed to be students with challenges. In *A Legitimate System of Oral Education*, Wofford (1979) noted that:

The consequences of teachers' attitudes toward a dialect are profound. For example, attitudes can affect teachers' initial judgment about how intelligent children are likely to be, or how they are grouped for instruction, how their contributions in class will be treated, and the like. It is important for teachers to adjust their attitude as it affects how children feel about themselves as persons, learners, participants, and contributors (p. 367).

The scope and sequence of traditional public school education takes a child from pre-K through 12<sup>th</sup> grade (Posner, 2003). Course offerings broken into distinct content areas are known as the structure of the disciplines. An Illinois high school diploma requires four years of language arts, two years of writing-

intensive courses, three years of mathematics, two years of science, two years of social studies, and one year of an elective

([http://www.isbe.net/news/pdf/grad\\_require.pdf](http://www.isbe.net/news/pdf/grad_require.pdf)).

Children are all subject to the same state standards, but those who aren't willing or able to speak Standard English may be at a disadvantage when tested. This can also lead to a negative perception of African American students. Some educators manifest a generally negative reaction to the "less familiar dialect" in favor of Standard English. Black educators have long recognized the possible socioeconomic disadvantages of speaking a Black dialect in a predominantly White society. "There is empirically based evidence of teacher bias against Black students. [Children] with this pattern are candidates for coded categories such as "slow learner," "learning disabled," "intellectually impaired" or "not a strong potential candidate." Black English speakers are presented with more obstacles to success than speakers of Standard English" (Winsboro, 1990, p. 51-52). Teachers' perceptions of students may determine the methods used to teach them.

Harris-Wright (1999) said that communication skills could influence academic achievement. Positive perceptions follow students who express concepts in an articulate fashion using Standard English (Cazden, 1988). John McWhorter stated that students speaking other dialects (e.g., Brooklyn, Appalachian, or rural Southern white English) are not taught standard English as a foreign language, even though the latter is extremely similar to Black English

(McWhorter, 1997). McWhorter continued by endorsing the language abilities and cognitive prowess of African American students. He criticized those who suggest that AAVE is a determiner of low test scores: “To impose translation exercises on black children implies that they are not as intelligent as white children” (p. 2).

Insensitivity to AAVE is evident. “Many educators either do not know or do not care to know the details of African American Vernacular English, and they have not been able to plan appropriate literacy development strategies for African American vernacular speakers” (Harris-Wright, 1999, p. 54). Some educators believe that AAVE is inferior to so-called Standard English. Because a teacher’s role is to instruct and to correct, subjective judgments may occur in line with the teacher’s frame of reference. Educators’ perceptions of language stem from their frame of reference. Categorizing dialects in a hierarchy posits that Standard English is superior. Often called the language of the middle class (Johnson, 1969), and the way educated people speak (Traugott, 1976), Standard English is perceived to be the most professional way to communicate. In *Black Identity, Homeostasis, and Survival* Gilman (1993) stated that the word *standard* is an elitist term.

If Standard English is an elitist concept, then we either do a great disservice to schoolchildren by not teaching Standard English explicitly or by not embracing diverse dialects. Wolfram (1999) stated, “language diversity is one of the most fundamental dimensions of human behavior, yet there are few

programs that educate students and the American population about it” (p. 61).

Another of Wolfram’s premises is that we should recognize that dialects are natural (originating from home and neighborhood) and regular (having patterns).

### **Stereotype Threat**

When a person exhibits feelings of inadequacy or a lack of confidence, an inferior behavioral outcome may result. The belief in outcomes that result from an individual’s self-concept is considered stereotype threat or stereotype vulnerability (Steele, 1992). Students who perceive their own dialect as inferior may internalize their speech as inferior. Teachers may compound this inferiority by correcting the student’s speech or defining their dialect as sub-standard.

When an individual is reminded that he is from a specific group, he is more likely to concentrate on what is expected of that particular group, instead of the task at hand (Steele, 1992).

Stereotypically, English-language listeners have expectations about how a person will speak according to their skin color, ethnic background, family, and socio economic status (Robbins, 1988). Television viewers will commonly witness this phenomenon. The stereotypes that are immediately identified are phenotypical (facial structure and color) assumptions about Asians, Africans and Hispanics. Perceptions of these characteristics are born from stereotypes. Irwin Katz studied the stereotype threat phenomenon in the 1960s. Contemporary researchers Claude Steele and Joshua Aronson have also examined the topic. In one study, Steele and Aronson (1995) administered a test known as the

Graduate Record Examination (GRE) to White and African American students. Half of each group was told that their intelligence was being measured, while the other half thought the test was not measuring their intelligence. The White students performed almost equally in both circumstances. African Americans, in contrast, performed far worse when they were told their intelligence was being measured. The researchers concluded that this was because stereotype threat made the students anxious about confirming the stereotype regarding African American IQ. The researchers found that the difference was even more noticeable when race was emphasized.

"When capable black college students fail to perform as well as their White counterparts, the explanation often has less to do with preparation or ability than with the threat of stereotypes about their capacity to succeed" (Steele, 1999, p. 44). Skin color or gender does not determine a person's aptitude, but stereotype threat can have an effect on how an individual views himself. The effect can rise exponentially when the individual and others have a negative perception. Steele (1999) emphasizes that a person's self-view can have a significant influence on test score performance, but that self-view is not necessarily a test score determiner. An African American person doesn't obtain a lower score because of his/her ethnicity. Steele's studies showed similarities with gender stereotypes, which may support Merton's theory (1948) of the self-fulfilling prophecy.

A widespread belief perpetuated throughout schools is that boys have stronger innate abilities in mathematics than girls. There is no empirical evidence

of this. However, when girls believed gender differences could be revealed by a mathematics test, the boys performed better. If the test was presented as gender neutral, the sexes performed equally well (Spencer, Steele, & Quinn, 1999). Steele has created instruments to which result in the same finding with regard to ethnicity and race.

Schools tend to ignore the anti-intellectualism pervasive in the Black community. In *The Black-White Test Score Gap*, by Christopher Jencks and Meredith Phillips (Jencks & Phillips, 1998), the authors found that on standardized tests Black students performed 25% lower than Whites and Asians, and that this gap appeared before kindergarten and continues into adulthood. There are no studies that prove that Blacks are genetically inferior, contrary to what is advocated by Herrnstein and Murray's *The Bell Curve: Intelligence and Class Structure in American Life* (1994). Rather the results may be caused by stereotype threat. Stereotype threat itself may be a product of the expectations that some African American parents have of their children.

### **School Leadership and Expectations**

Sergiovanni (1998) discussed five types of authority that may be used in a school context. The five types are Bureaucratic, Personal, Technical-Rational, Professional, and Moral (Sergiovanni, 1998). Technical-rational and professional would appear to be the authority types most effective in implementing a program of bringing scholarship and sensibility to understanding the dialects of a diverse student body. A principal implementing technical-rational authority would

implement “logic and scientific research” in her school (Sergiovanni, 1998). Sergiovanni stated that those who use professional authority refer to their “experience and personal expertise” (p. 37). However, moral authority (the heart) would be instrumental in creating and defining the climate. The element of caring for students is the responsibility of the building leader. Principals can participate in creating a climate where teachers are sensitive to students’ cultures. Moral authority obligates the principal to do what is deemed good,...and to influence teachers to share commitments and felt interdependence (Sergiovanni, 1998). Principals’ leadership creates a climate that influences learning outcomes (Schulman, 2002). Caring is a key element in school administration. Gilligan (1982) said that caring individuals have a “moral imperative...a responsibility to discern the *real and recognizable trouble* of this world” (p. 100).

Beare, Caldwell, and Milliken (1989) stated that outstanding leaders have a vision of their schools – a mental picture of a preferred future – which is shared with the whole community (Beare, 1989). Principal influence may create a school climate that strives for the understanding of dialects: “Leadership is the process of persuasion or example by which an individual or leadership team induces a group to pursue objectives held by the leader or shared by the leader and his or her followers” (Gardner, 1980, p. 1). With “black-white gaps in reading and math skills among 17 year olds more than one-third larger than 15 years earlier” (Bub, Murnane, Willett, & McCartney, 2005, p. 1), secondary principals

must emphasize cognitive skills (formal assessment), while remaining aware of and appreciating dialects.

Marks and Printy (2003) have discussed “classroom instruction of both instructional and transformational approaches to leadership on the part of principals” (p. 370). “Instructional approach” refers to direct leadership with a strong curriculum and instruction component. The transformational approach focuses more on a collaborative emphasis in classrooms. In Bloom’s (1956) taxonomy, the instructional approach would focus on teachers stressing knowledge, comprehension, and application. The transformational approach would be more student-centered, with an emphasis on analysis, synthesis, and evaluation. A transformational approach in schools may be used to initiate dialect understanding. If we find that AAVE is considered unacceptable within the school’s climate, and if students are being discriminated against due to their dialect, a transformational approach may decrease negative bias towards students who use AAVE.

Choosing and evaluating principals are two of the most important responsibilities of a school board or local school council. Byrk (1998) stated that the single most important responsibility exercised by a local school council was its evaluation of a school principal and the decision to award (or not award) a four-year performance contract. A principal can set the tone of a school’s hidden curriculum, by encouraging high expectations from faculty and students, or by discouraging the faculty through a lack of support. “Reculturing is a contact sport

that involves hard, labor-intensive work” (Fullan, 2001, p. 44). Principals have a positive impact on a variety of factors and those factors have an indirect effect on student achievement (Witziers, Bosker & Kruger, 2003). A principal harboring negative perceptions of and expectations for students who use dialect may promote a climate detrimental to teachers and students. This attitude could negatively influence teachers.

Effective servant leadership in a school surfaces when a principal shows a willingness to contribute services, beyond the principal’s job description, to the school. Page and Wong (2000) described “servant leadership” as turning the hierarchical pyramid upside down, with the leader at the base. In *The Principal’s Role in School Culture*, successful cultures are deemed the key to school achievement and student learning (Deal & Peterson, 1990). Fullan (2002) points out that “...only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement” (p. 16).

If the school’s leader has a negative view of certain subcultures, this could be a sign of low tolerance for certain groups within the school. African American Vernacular English can be part of a school’s culture and climate, and if a school leader lacks understanding of this culture, students can be discriminated against in overt and covert ways. The leader’s role is to ensure that there is “strong and evolving clarity about who and what the organization is” (Wheatley, 2006, p. 131). In a school, compassion for the children it serves must be predominant.

Transformational leadership can be participatory, allowing others within the school to design effective solutions and decisions. Faculty and staff can practice participative management, which “guarantees that decisions will not be arbitrary, secret, or closed to questioning” (DePree, 1993, p. 22). DePree’s prologue stated that “at the core of becoming a leader is the need always to connect to one’s voice and one’s touch...the right actions taken in the context of clear and well considered thinking” (p. 9). A principal must be mindful of creating an ethical and fair environment. Clear, unbiased approaches must be implemented to foster a healthy school climate.

Not unlike the legal or medical professions, school administration has strict guidelines written to ensure schools’ quality, efficacy, and safety. The following is a list of standards created by the American Association of School Administrators. Their mission is “to support and develop effective school system leaders who are dedicated to the highest quality public education for all children” (<http://www.aasa.org/About.aspx>, 2007, p. 2).

The 11 precepts listed below describe the association’s definition of an educational leader who upholds a code of ethics. The American Association of School Administrators seeks the following. The educational leader:

- 1) Makes the education and well-being of students the fundamental value of all decision making.
- 2) Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.

- 3) Supports the principle of due process and protects the civil and human rights of all individuals.
- 4) Implements local, state and national laws.
- 5) Advises the school board and implements the board's policies and administrative rules and regulations.
- 6) Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interests of the children.
- 7) Avoids using his/her position for personal gain through political, social, religious, economic, or other influence.
- 8) Accepts academic degrees or professional certification only from accredited institutions.
- 9) Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
- 10) Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties.
- 11) Accepts responsibility and accountability for their own actions and behaviors (<http://www.aasa.org/SchoolAdministratorArticle.aspx>, 2007, p. 1).

The above are the explicit and implicit values and beliefs needed to uphold the ethical code of principalship.

## Summary

A review of the literature on the perceptions and expectations public secondary school principals hold concerning the use of Black Vernacular English by students in an academic setting was presented. The literature showed that many African Americans use a dialect called African American Vernacular English. The dialect's origins date back to 1619, when Africans arrived on the shores of North America. The literature showed that many African Americans rely on a practice called code switching, or the ability to change dialects depending on the situation. This practice allows a person to switch from dialect to mainstream speech, for the purpose of adapting to the majority community. Adapting to a majority community can act as a form of currency for daily communication survival.

The literature showed that some public school teachers and administrators have lower expectations for African American students. Self-fulfilling prophecy and stereotype threat show that an administrator's perceptions of dialect may be a factor in school climate and student performance. These theories were discussed in the literature review because they may show how students' academic success can be influenced by their own perceptions of how others perceive them.

The literature review included discussions of leadership, school climate, and a description of Black culture and how non-Blacks perceive it. The literature

review concluded with the American Association of School Administrators' code of ethics.

## **CHAPTER III**

### **METHODOLOGY**

This chapter discusses the research methodology used, including the research questions, the design of the study, the methods used for data collection, and the sources of the data. This research used a qualitative questionnaire to collect, analyze, and display data.

#### **Purpose of the Study**

The purpose of the study was to examine the perceptions held by Illinois secondary school principals concerning the use of AAVE by students in an academic setting. These perceptions were related to the following factors: race or ethnicity, gender, years of experience as a principal, principal's age, and student demographics. The research questions were:

- 1) What perceptions did Illinois secondary school principals have concerning the use of AAVE by students in an academic setting?
- 2) What expectations did Illinois secondary school principals have concerning the use of AAVE by students in an academic setting?

## Research Design

A 46-statement instrument was used to gather data on 9-12th grade principals' perceptions and expectations of students who used AAVE. The African American English Teacher Attitude Scale (AAETAS) was used in this study. It is a four point, 46-item Likert Scale designed by Mary Rhodes Hoover, Faye McNair-Knox, Shirley Lewis, and Robert L. Politzer (1997). The researcher modified two words in statement #27 of the AAETAS, "Bubas" and "Afros." Bubas refers to traditional Nigerian garments worn with a headpiece. Afros refers to a circular-shaped hair-style, worn short or long. Some participants may not have been familiar these terms, and therefore they were replaced with the phrase, "traditional African cultural styles." This modification maintained the continuity of the statement, and was noted as a modification.

This study is an example of qualitative research. By the term "qualitative research", we mean any type of research that produces findings not arrived at by statistical procedures or other means of quantification (Strauss & Corbin, 1998, p. 11). Qualitative data is a source of well-grounded, rich descriptions and explanations of processes in identifiable local contexts. With qualitative research, one preserves chronological flow, sees precisely which events lead to which consequences, and derives fruitful explanations (Miles & Huberman, 1994, p. 336). "Qualitative research is an approach to social science research that emphasizes collecting descriptive data in a natural setting, using inductive thinking, and focusing on understanding the subject's point of view" (Bogdan &

Bikien, 2003, p. 261). Qualitative researchers attempt to discover the experiences of individuals in settings familiar and unfamiliar to them. A qualitative researcher strives to make sense of individuals' everyday lives (Hatch, 2002).

Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as a "real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest" (Patton, 2001, p. 39). Although interviews were not conducted, the instruments were mailed to each principal's school and the questionnaires were completed in the school environments or the location of each principal's choice. With a questionnaire, observational techniques weren't explicit, however the participants were provided demographic data that may have corresponded to their own perceptions in the Chicago metropolitan area and their own recollection of situations observed pertaining to the items in the instrument.

Since a qualitative questionnaire was used to answer the research questions, demographic data was collected from all the high school principals and used to analyze and evaluate the similarities among the measured variables relating to participants' perceptions. Using similar perception studies on Black Vernacular English, the research produced new information about questions concerning perceptions, language, and educational leadership.

## Procedures

The researcher chose the African American English Teacher Attitude Scale (AAETAS) that was used in this study. Questionnaires offer an objective means of collecting information about the subjects' knowledge, beliefs, attitudes, and behavior (Oppenheim, 1982). The objective of the study was to examine the language perceptions of secondary school principals concerning students who spoke AAVE. The methodological procedures used were the selection of the instrument, the selection of high schools, the selection of subjects, the gathering of data, and the analysis of the data.

The questionnaire was sent to principals at 74 Illinois secondary schools within Cook County, Illinois, excluding Chicago Public Schools. The questionnaire assessed positive and negative attitudes toward AAVE on a Likert-type scale. The language statements on the AAETAS were evaluated by the participants with the following possible descriptors: SD = Strongly Disagree, MD = Mildly Disagree, MA = Mildly Agree, SA = Strongly Agree and NA = Not Applicable or No Answer.

The principals' demographic profiles were used to sort data in reference to each principal's years of experience, ethnicity, population of school, principal's age, gender, number of years as an administrator, number of years as a teacher, and other categories germane to the school climate. After data was gathered from the principal's profile and the AAETAS, the data was presented numerically to illustrate its significance. The data displayed specific criteria showing statistical

significance according to SPSS techniques. Results from the survey delineated which aspects of language perception were most significant concerning AAVE. To triangulate data, the literature review sources were examined.

### **Sample Population**

Used for this study was a sample of high school principals of high schools within Cook County, Illinois, not including Chicago. These schools varied in enrollment from 23 students to over 3,700. Students of African American descent were present in over 90% of these schools. The term African American was used to refer to natural-born American citizens of African descent. In many schools throughout the United States, African American students speak a dialect that is not considered to be mainstream. Student population demographics were acquired from the ISBE website (<http://www.isbe.state.il.us>). Student performance was not the purpose of this study, however perceptions of student performance may have been a factor making administrators aware of bias against some dialects.

The study was significant because a principal's negative or positive perceptions of certain students' English may influence the teaching faculty, which may influence achievement for African American students using African American Vernacular English. Since the building leader is most responsible for the school climate, this study should give principals information on how to change the school climate to make it more supportive of the academic success of students who use dialects different from the mainstream.

### **Selection of Instrument – Validity and Reliability**

A demographic information form (principal's profile) was designed by the researcher. The African American English Teacher Attitude Scale (AAETAS) by Hoover, McNair-Knox, Lewis, and Politzer (1996) was used to obtain information from principals. Earlier versions of the AAETAS were developed at Stanford University. McNair-Knox added components to the instrument, contributing to greater reliability. The AAETAS is a 46-item questionnaire with scores ranging from 46-184. Although questions from previous instruments, like the Language Attitude Scale (LAS) developed by the Center for Applied Linguistics (Taylor, 1973), are similar to the AAETAS, the latter has more contemporary language. The AAETAS has been used in teacher workshops across the country to explore teachers' attitudes toward AAVE. The AAETAS has 23 pro and 23 con statements. This instrument has since been the questionnaire of choice for several researchers, including Hakim and Ferguson (2002).

The wording in the AAETAS statement number 27 was modernized to reflect the language used for the currently. To maintain an emphasis on language, the researcher altered the arrangement of statements. Statements that pertained to language were placed toward the beginning of the instrument, and cultural statements were shifted toward the end (in the appendix, the original AAETAS is posted after the modified version). This instrument was used to gauge four items:

1. The usefulness of AAVE as a dialect.

2. The consequences of accepting and using AAVE dialect.
3. Researcher (quality and value) statements on the use and acceptance of AAVE.
4. Principals' perceptions of AAVE speakers' intellectual abilities (Hoover et al., 1997).

### **Data Collection**

The researcher first contacted the relevant administrator at all institutions to secure permission. All principals selected to participate in the study received the following:

1. An informed consent letter.
2. A copy of the AAETAS questionnaire.
3. A Principal's Profile demographic information form.

The researcher mailed the consent letter, the AAETAS questionnaire, and the Principal's Profile demographic form to each high school principal's school address. Administrators were asked to complete the instruments on the hard copy sent by the researcher. The principals completed the documents and returned them to the researcher via postage pre-paid Priority United States Mail Envelope. Participants were given 21 days to complete and return the surveys, with a reminder letter being sent on day 14. The researcher transferred data from the questionnaires as soon as the first questionnaire arrived. The researcher was the only individual who handled the questionnaires after they were returned.

To avoid breaches of confidentiality, the researcher secured a separate post office box. All paper responses were returned to a designated post office box belonging to the researcher. Loyola University Chicago's Internal Review Board authorized the research for the dissertator.

### **Data Analysis**

The research questions that led the analysis of data are: "What perceptions did Illinois secondary school principals have concerning the use of Black Vernacular English by students in an academic setting? What expectations did Illinois secondary school principals have concerning the use of Standard American English by students in an academic setting? From the data collected, trends surfaced and significance results concerning perceptions and expectations were obtained.

This data allowed the researcher to study the principals, individually and as an aggregate. The researcher tallied and coded principals' attitudes based on the AAETAS. Because the test had 23 positive statements, 23 negative ones, and statements that pertained to multicultural acceptance, the researcher was able to immediately quantify and qualify data. The Likert-scale of the AAETAS and the Principal's Profile Form assisted in the process of finding relationships among data. Coded data was used to focus on qualitative relationships/outcomes and perceptions, not for specific numerical outcomes claiming empirical proof of attitudes.

The following were contrasted for possible qualitative relationships: 1) number of African Americans students in school, 2) principal's age, 3) years of experience teaching and in administration, 4) number of teachers in the school, 5) school location, 6) population, 7) administrator's ethnicity/race, 8) grade point average expectations, 9) behavior, 10) post-secondary school expectations, 11) gender of administrator, 12) principal's hometown population and demographics, and 13) high school's overall ISAT Reading scores. A participant's responses could be examined to find whether the respondents' perceptions and expectations value or de-value AAVE. The data also provided detailed information revealing how demographics may influence principal's perception of AAVE. Once the data was examined and themes surfaced, the data was transferred to a narrative.

### **Bias Prevention**

The researcher was an African American male doctoral candidate and instructor at a small Catholic college in Indiana. He has written articles on the use of language, and published a book. In order to prevent bias, the researcher used two instruments, the AAETAS and the Principal's Profile. As the researcher collected the questionnaires, he kept a journal. The journal was a bias prevention tool acknowledging thoughts as the researcher collected, coded, and responded to retrieved documents. This journal cataloged the researcher's experience of data composition.

## Summary

The primary purpose of this study was to examine the significant perceptions (attitudes) and expectations that high school principals have of students who use language not considered standard, more specifically African American Vernacular English (AAVE). The second purpose was to relate the perceptions and expectation to principals' demographic variables (race, university attended, hometown size, gender, age, socio-economic status) and their exposure to dialect variables (home/community, high school course work, university course work) associated with these attitudes.

Phase two involved the process of data collection and the analysis of the data. The instrument used was the AAETAS (African American English Teacher Attitude Scale), a Likert-scale implement. A paper version was mailed to principals.

Phase three consisted of results from the data, compared and contrasted to the sources in the literature review. As a leadership tool, school administrators can use the results from the study to acquire information on a dialect's use in an academic setting. This research is intended to foster systemic change in the leadership of a building principal by encouraging dialect sensitivity.

## CHAPTER IV

### PRESENTATION OF THE DATA

This chapter presents data gathered from the Principal Profile and the AAETAS Questionnaires. The purpose of this study was to investigate the significant perceptions and attitudes that Cook County, Illinois (excluding Chicago), high school principals have toward students who use African American Vernacular English in an academic setting. The schools selected were 73 high schools within Cook County. These schools were selected because they are in the most densely populated county in Illinois. They were located in the north, west, and south portions of the county. To prevent the data from being dominated by the largest city, Chicago was not a part of the study. Twenty-two principals responded to the questionnaire, a response rate of 30.13%.

The data show the attitude scores of high school principals who responded. The research questions below were answered by the data analysis, using mean and frequency, but not for quantitative purposes. The questions were:

- 1) What perceptions do Illinois secondary school principals have concerning the use of AAVE by students in an academic setting?

- 2) What expectations do Illinois secondary school principals have concerning the use of AAVE by students in an academic setting?

### **Questionnaire Design**

Using the African American English Teacher Attitude Scale (AAETAS), perceptions and expectations were revealed by comparing and contrasting the 46 questionnaire responses to 9 variables. Those variables were 1) race/ethnicity, 2) gender, 3) dialect spoken in home, 4) hometown geographic 5) current school location, 6) age of principal, 7) years as an educator, 8) years as teacher/counselor, and 9) years as an administrator. There were three additional variables examined that were associated with school rather than principal characteristics. Those variables were 1) socio-economic class of the students in each school, 2) dominant culture of the student population at each school, and 3) total population of schools.

The AAETAS was created to explore data about educators' attitudes toward African American Vernacular English. In Appendix C, the 46-item questionnaire is printed in its entirety. These were mailed to principals in Cook County, Illinois (excluding Chicago) and returned via U.S. mail priority. Demographic characteristics for each principal were gathered using the "Principal Profile Form" found in Appendix B.

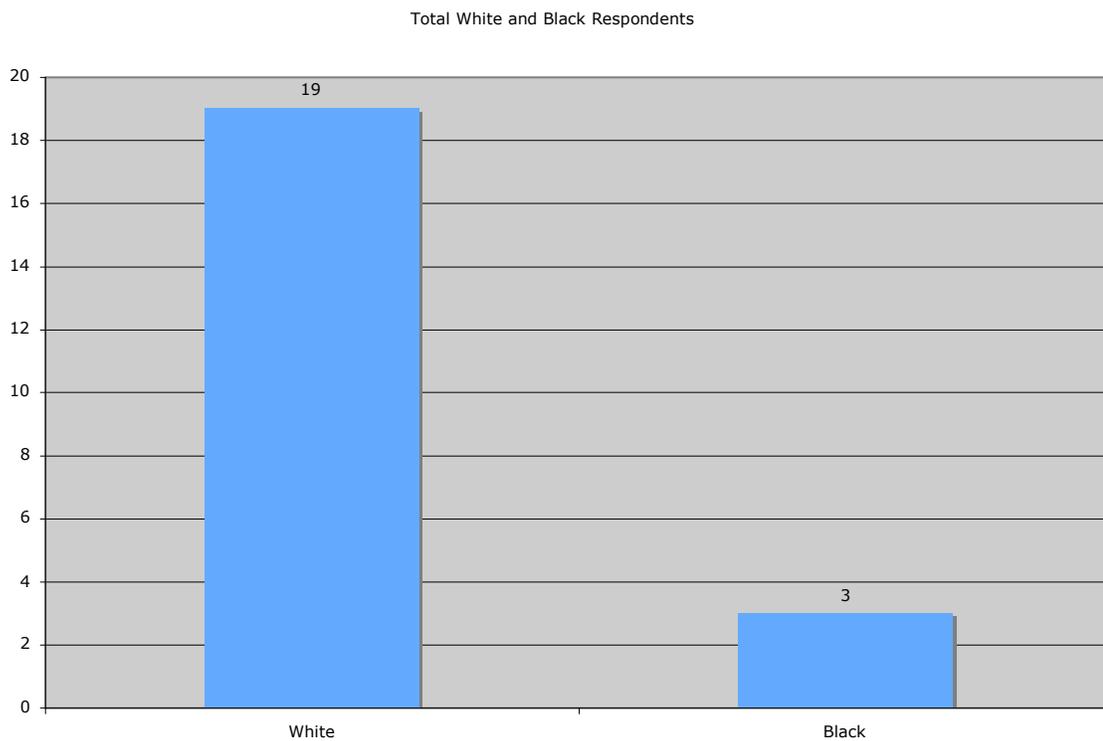
There were a total of 22 (n=22) principals who completed the questionnaires and the principal profile, of the total of 73 sent out on June 1, 2008. When the pen and paper surveys were returned, the researcher manually

and electronically counted the results using Microsoft Excel to see relationships between the principals' profiles and the answers in the questionnaire. The responses were scored according to the scale listed here: SA = Strongly Agree, MA = Mildly Agree, MD = Mildly Disagree, SD = Disagree Strongly, and NA = Not Applicable or No Answer. The AAETAS has 23 pro-statements concerning AAVE and 23 con-statements. The numerical scale given was 4,3,2,1 for positive statements and 1, 2, 3, 4 for negative statements. Based on the numerical scale, each participant's response was gauged as positive or negative, and the responses were compared with the demographic responses in the principal's profile. Each question's responses were first described in the narrative and then in table format.

### **Principal Data (Demographics)**

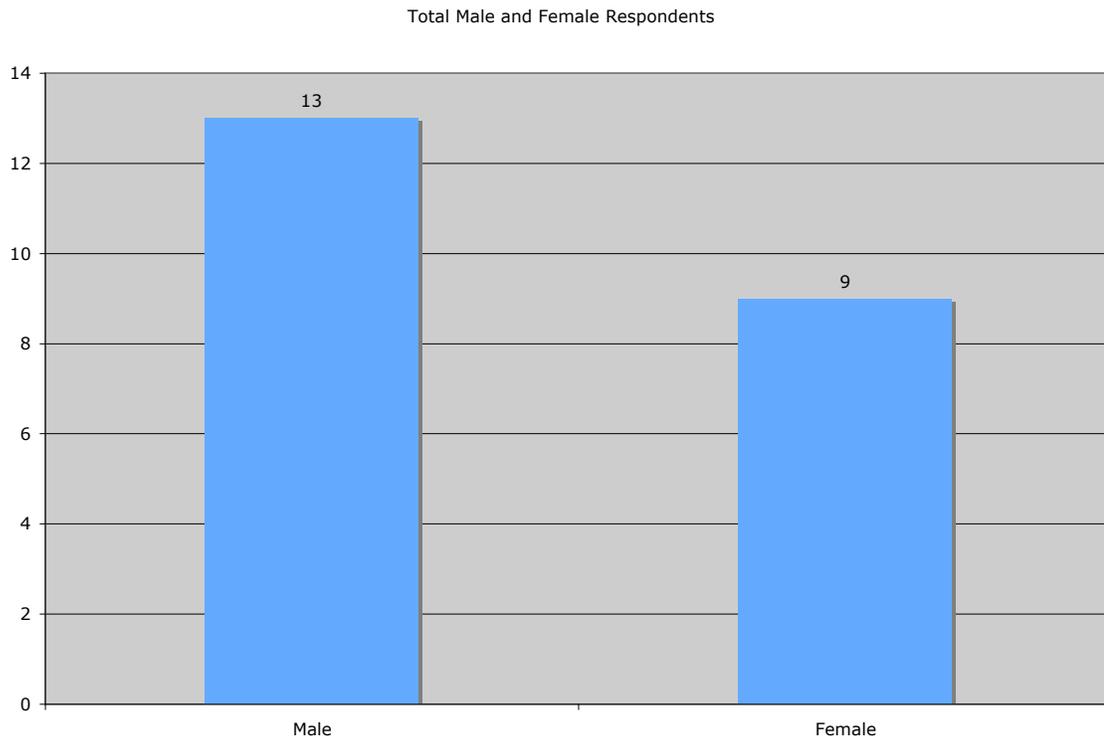
#### **Ethnic/Racial characteristics of participants**

22 participants completed the AAETAS. None of the participants labeled himself or herself as American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Hispanic or Latino/Latina or other. Figure 1 indicates 19 White participants (86%) and 3 African American or Black participants (14%).



*Figure 1.* Ethnicity/Race (n=22)

Figure 2 indicates 13 males (59%) and 9 female (41%) participated in the research study.

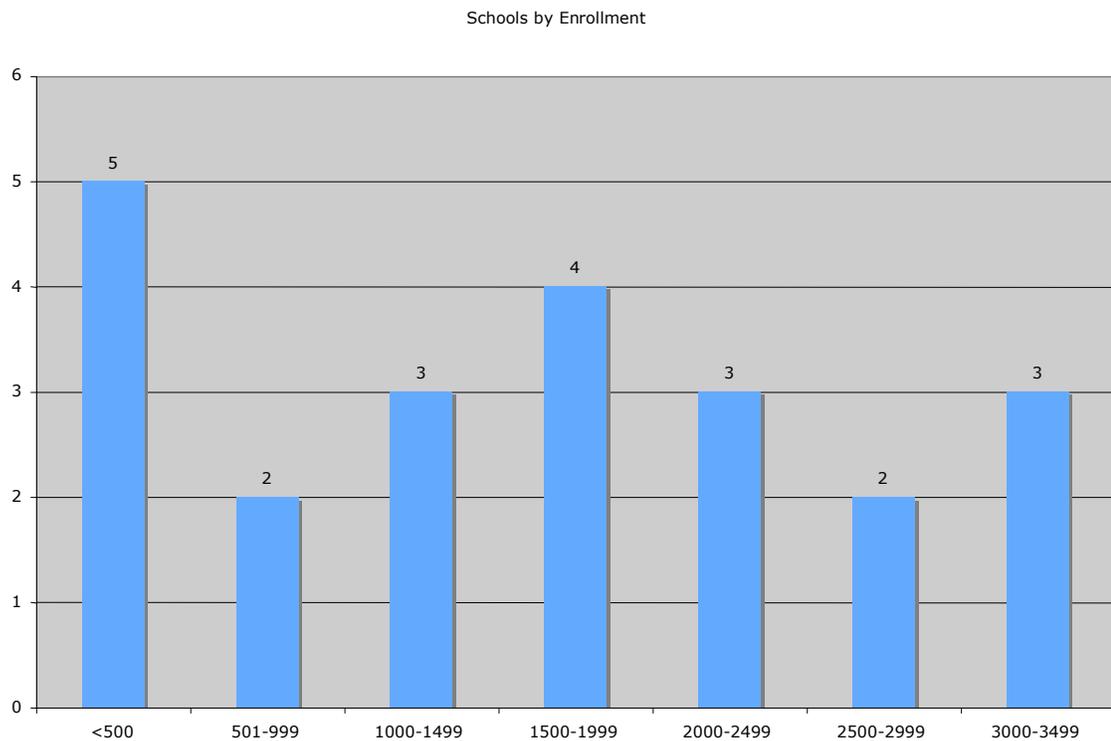


*Figure 2. Participation by Gender (n=22)*

### **Enrollment**

Figure 3 indicates student enrollment data. Enrollments reported were between 34 and 3,499 students. Five schools (22.72%) reported enrollment under 500 students. Two schools (9.10%) reported enrollment between 501 and 999 students. Three schools (13.63%) reported enrollment between 1,000 and 1,499 students. Four schools (18.19%) reported enrollment between 1,500 and 1,999 students. Three schools (13.63%) reported enrollment between 2,000 and 2,499 students. Two schools (9.10%) reported enrollment between 2,500 and

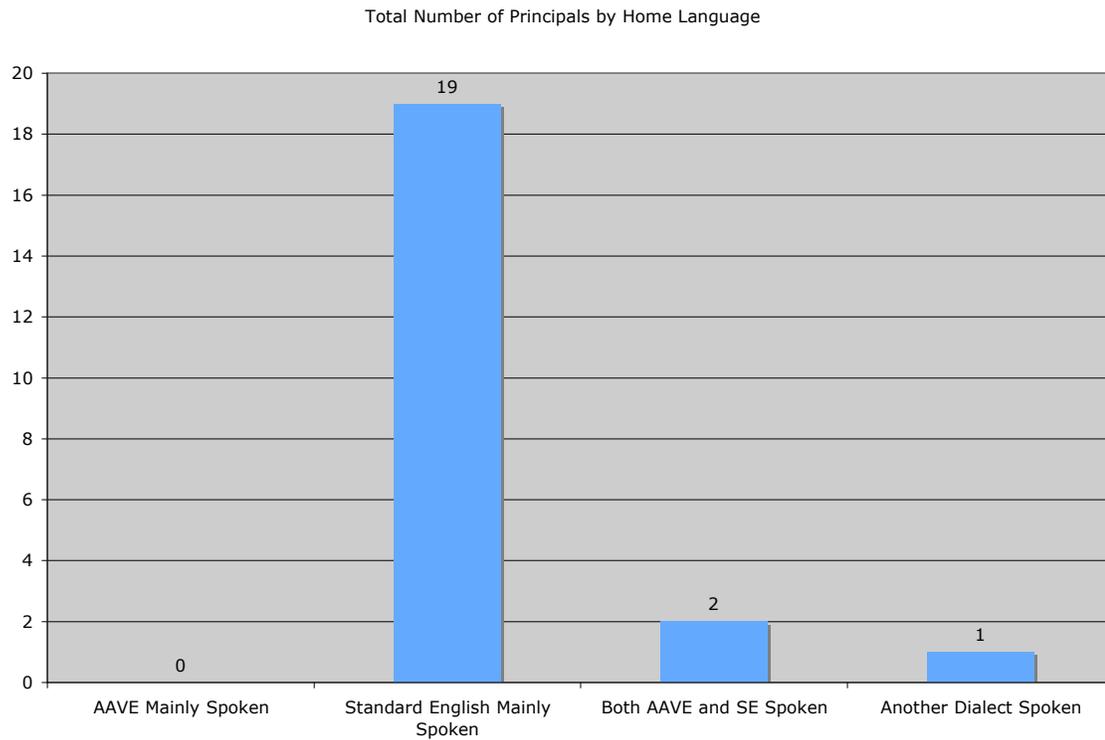
2,999 students. Three schools (13.63%) reported enrollment between 3,000 and 3,499 students.



*Figure 3. Schools by Enrollment (n=22)*

### Home language

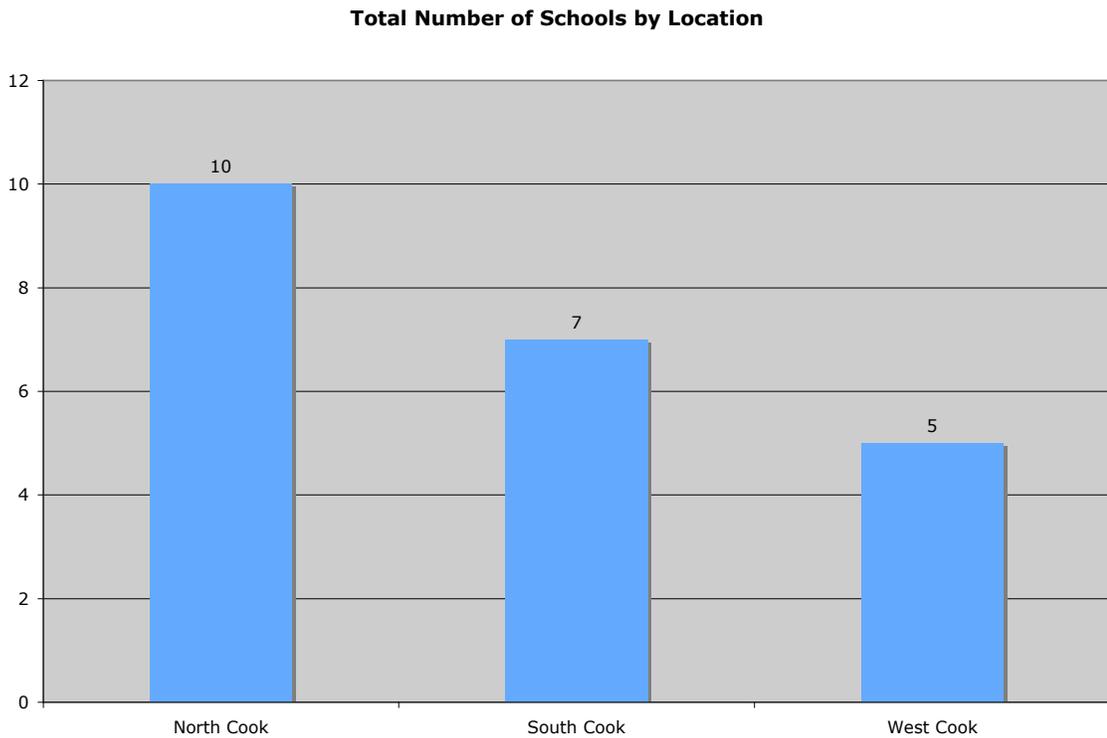
Figure 4 indicates the home language spoken by the principals. None of the principals reported AAVE as a dialect mainly spoken in the home. Nineteen principals (86%) reported speaking standard English as a first language and dialect in the home. Two principals (9%) reported speaking Standard English and AAVE in the home and one principal (5%) reported speaking another dialect in the home.



*Figure 4. Principals' Home Language (n=22)*

### **School location**

Figure 5 indicates that 10 principals' schools (45%) were located in North Cook County. Seven principals (32%) reported their schools to be in South Cook County. Five of the principals (23%) reported their schools be in West Cook County.



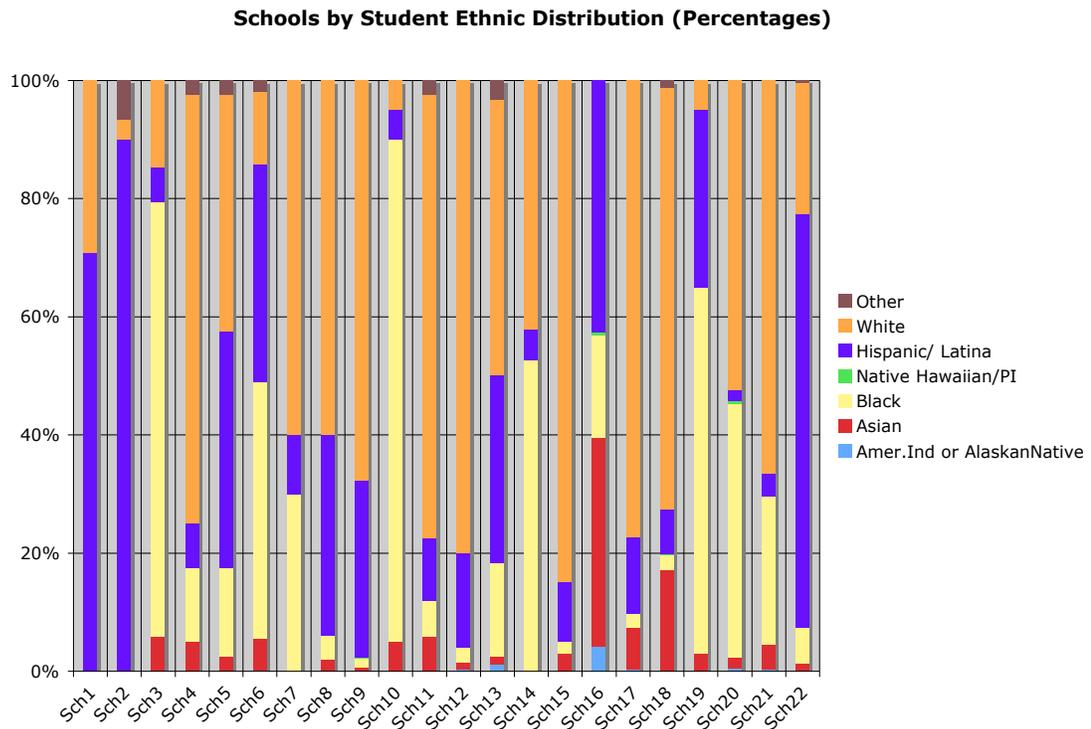
*Figure 5. Principals' School Location*

### **Ethnic distribution of students**

Figure 6 indicates ethnic distribution. The stacked data represents the percentage of students from each ethnic group. Students listed as "other" were reported to be multi-racial or bi-racial. School 1 reported having 94 Hispanic students, 564 White students, and 282 Black students; school 2 reported having 3 Hispanic students, 29 White students, five Black students, two Asian students, and one Multi-racial student; school 3 reported having 200 Hispanic students, 1,700 White students, 40 Black students, and 60 Asian students; school 4 reported 200 Hispanic students, 1,856 White students, 65 Black students, 447

Asian students, 31 Multi-racial students, and three Native Hawaiian/ Pacific Island students; school 5 reported having 340 Hispanic students, 600 White students, 40 Black students, and 20 Asian students; school 6 reported having 230 Hispanic students, 77 White students, 273 Black students, 33 Asian students, one American Indian student, and 12 Multi-racial students; school 7 reported having 575 Hispanic students, 844 White students, 284 Black students, 26 Asian students, 21 American Indian, and 61 Multi-racial students; school 8 reported having 292 Hispanic students, 1,789 White students, 50 Black students, 164 Asian students, and five American Indian students; school 9 reported having 2,415 Hispanic students, 771 White students, 207 Black students, 45 Asian students, and 12 Multi-racial students; school 10 reported having two Hispanic students, five White students, 25 Black students, and two Asian students; school 11 reported having 27 Hispanic students, one White student, and two Multi-racial students; school 12 reported having 160 Hispanic students, 1132 White students, 90 Black students, 90 Asian students, and 38 Multiracial students; school 13 reported having 278 Hispanic students, 1401 White students, 44 Black students, 23 Asian students, and four American Indian students; school 14 reported having 70 Hispanic students, 70 White students, 1190 Black students, and 70 Asian students; school 15 reported having 311 Hispanic students, 702 White students, 14 Black students, eight Asian students, and eight Native Hawaiian/Pacific Island students; school 16 reported having 17 Hispanic students and seven White students; school 17 reported having 60 Hispanic students, 1,500 White students,

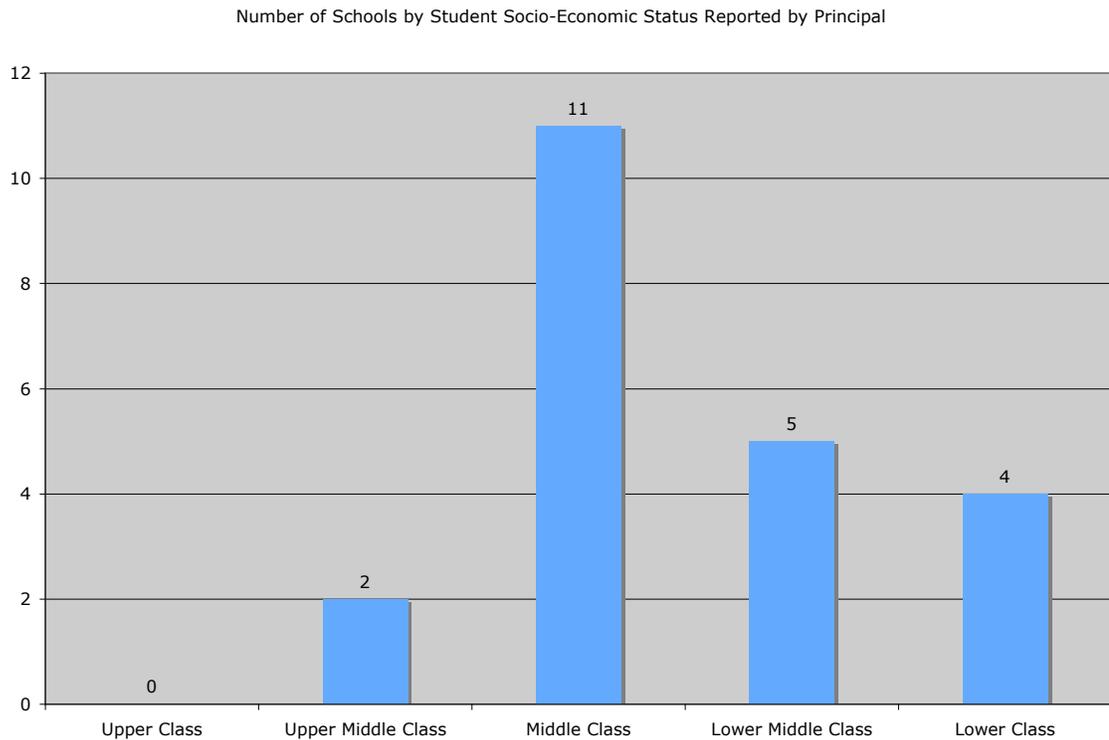
1,350 Black students, 60 Asian students, 15 American Indian, and 15 Native Hawaiian/Pacific Island students; school 18 reported having 124 Hispanic students, 2,062 White students, 775 Black students, 9 American Indian students, and 130 Asian students; school 19 reported having 32 Hispanic students, 32 White students, 12 Black students, two Asian students, and two Multi-racial students; school 20 reported having 100 Hispanic students, 800 White students, and 1,000 Black students; school 21 reported having 828 Hispanic students, 1,712 Black students, 83 Asian students, and 138 White students; and school 22 reported having 210 Hispanic students, 1,517 White students, 85 Black students, 175 Asian students, 20 American Indian, and 3 Native Hawaiian/ Pacific Island students.



*Figure 6.* Student Ethnic Distribution by School (Percentages)

### Student socio-economic status

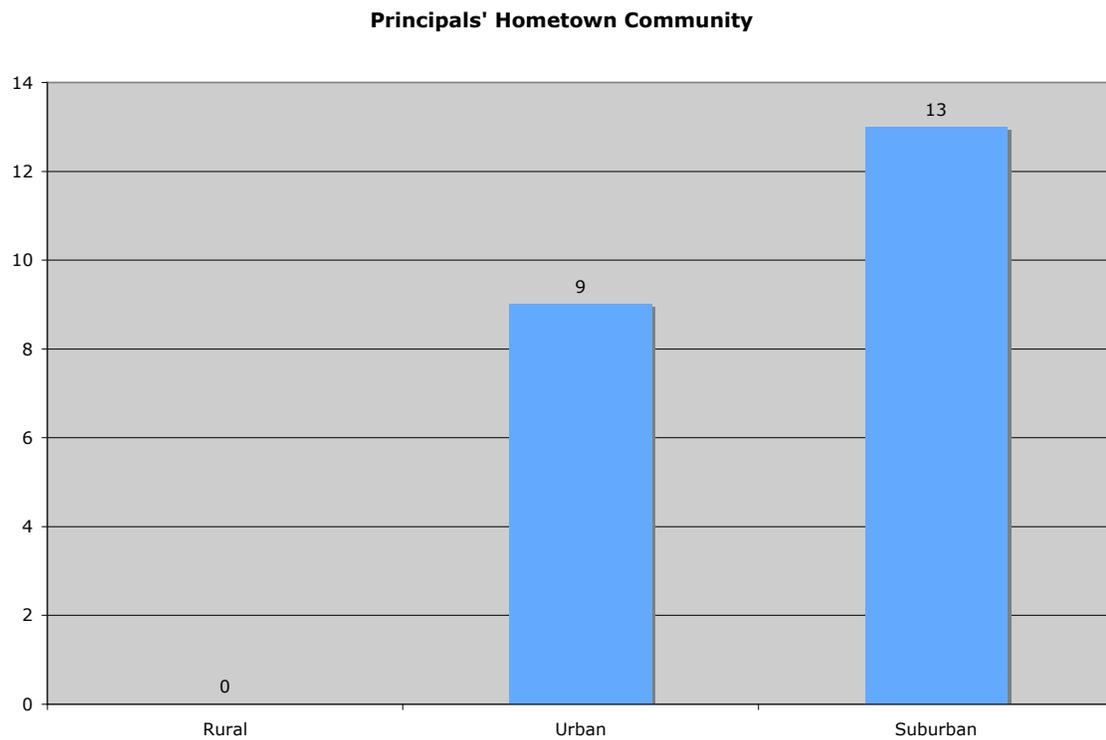
Figure 7 indicates the socio-economic class of the student population as reported by participants. No principals (0) reported their student body as being upper class. Two principals (9%) reported that their student populations were upper middle class. Eleven principals (50%) reported that their student populations were middle class. Five principals (23%) reported that their student populations were lower middle class. Four principals (18%) reported that their student populations were lower class.



*Figure 7.* Number of Schools by Student Socio-Economic Status Reported by Principal (n=22)

### **Principals' childhood community (hometown)**

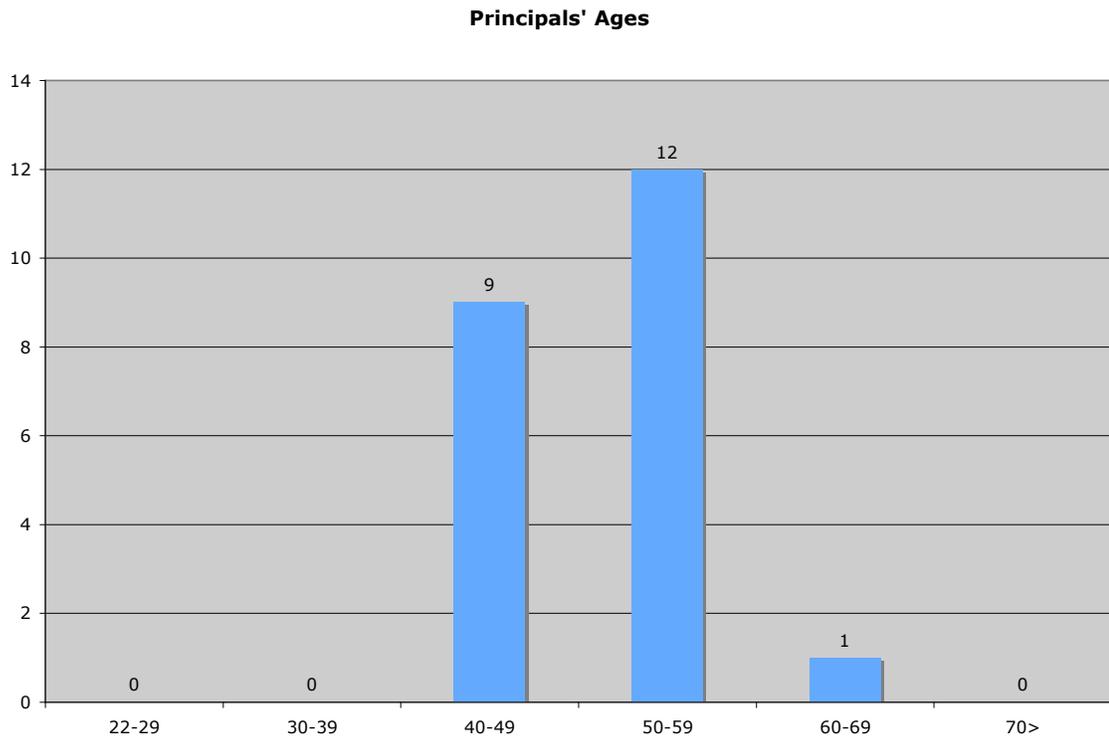
Figure 8 indicates principals' responses about the type of hometown where they were raised. Their choices were rural, urban, and suburban. None reported growing up in a rural setting. Nine (41%) reported that they grew up in an urban setting. Thirteen (59%) reported growing up in a suburban setting.



*Figure 8. Principals' Childhood Hometown Community (n=22)*

### **Principals' ages**

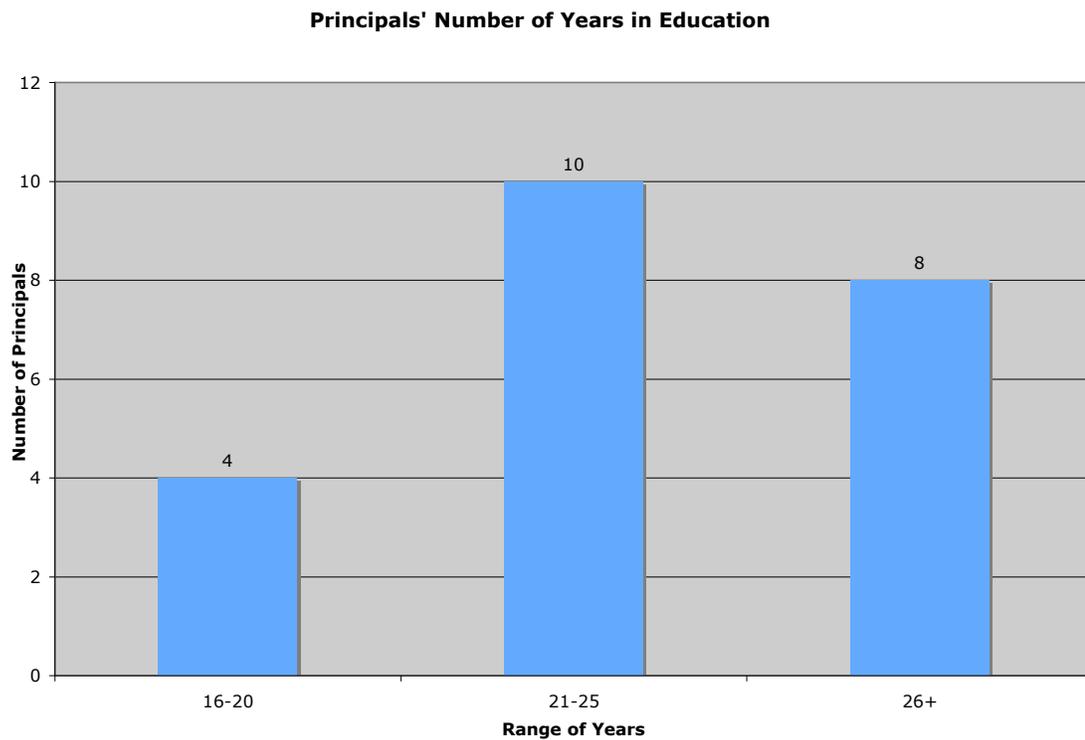
Figure 9 indicates principals' ages distinguished by segments ranging from 22-29 through 70 and above. There were zero principals in the 22-29 and 30-39 year ranges. There were nine principals between the ages of 40 and 49. There were 12 principals reporting that they were between the ages of 50 and 59. There was 1 principal reporting that he/she was between 60 and 69 years of age.



*Figure 9. Principals' Age (n=22)*

### **Years as an educator**

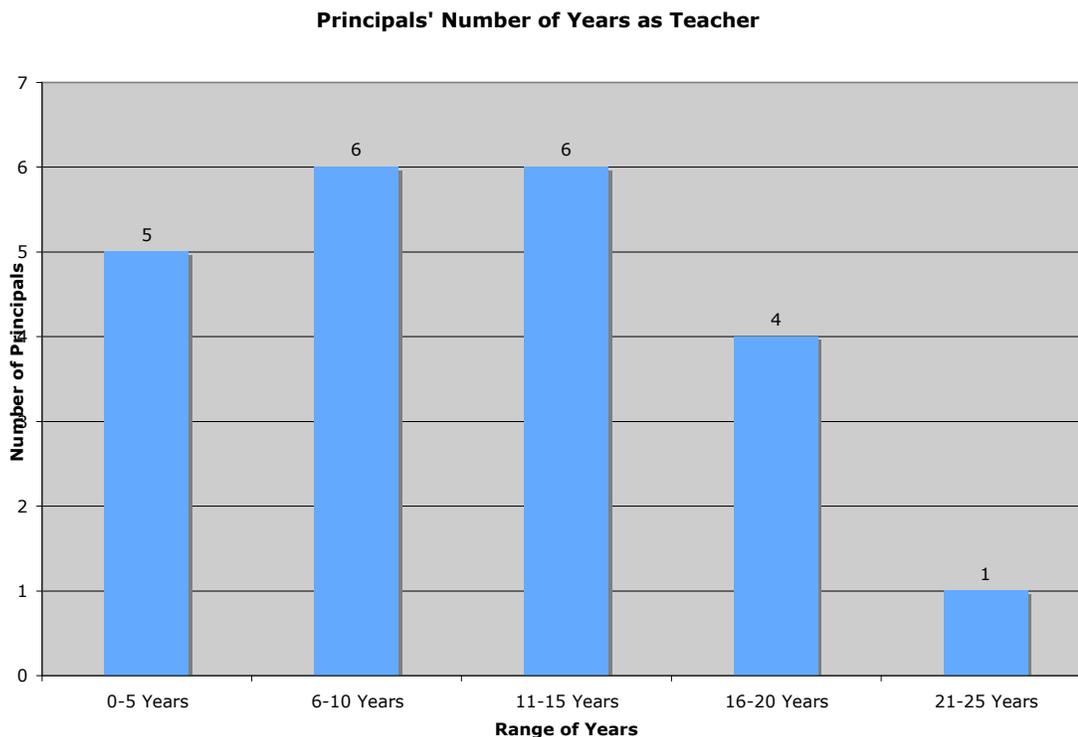
Figure 10 indicates principals' reported number of years in education. The total number of years in service ranged from 16 to over 26. Ten principals (45%) had been in education for 21-25 years, eight (36%) for 26 years or more, four (18%) for 16-20 years.



*Figure 10.* Principals' Total Number of Years in Education (n=22)

### **Years as a teacher**

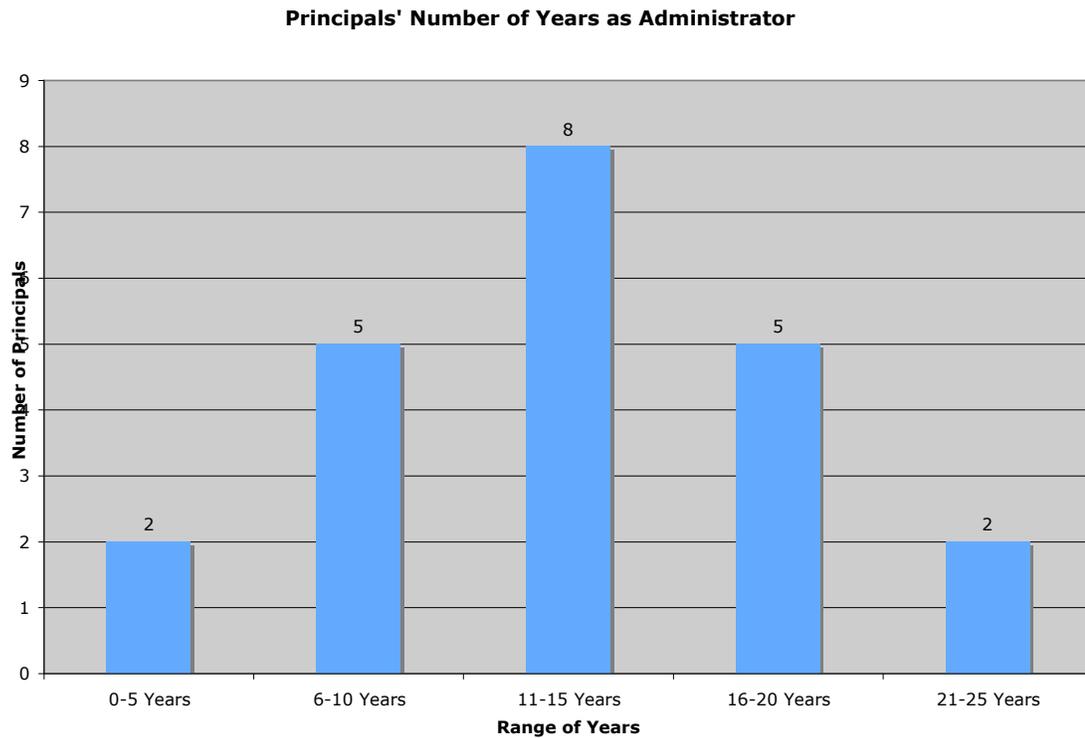
Figure 11 indicates principals' reported number of years as a classroom teacher. Five principals (23%) reported serving 0 to 5 years as a teacher; six principals (27%) reported serving 6 to 10 years service as a teacher; six principals (27%) reported serving 11 to 15 years service as a teacher; four principals (18%) reported serving 16 to 20 years service as a teacher; one principal (5%) reported serving 21 to 25 years service as a teacher.



*Figure 11.* Principals' Total Number of Years as a Teacher (n=22)

### **Years as an administrator**

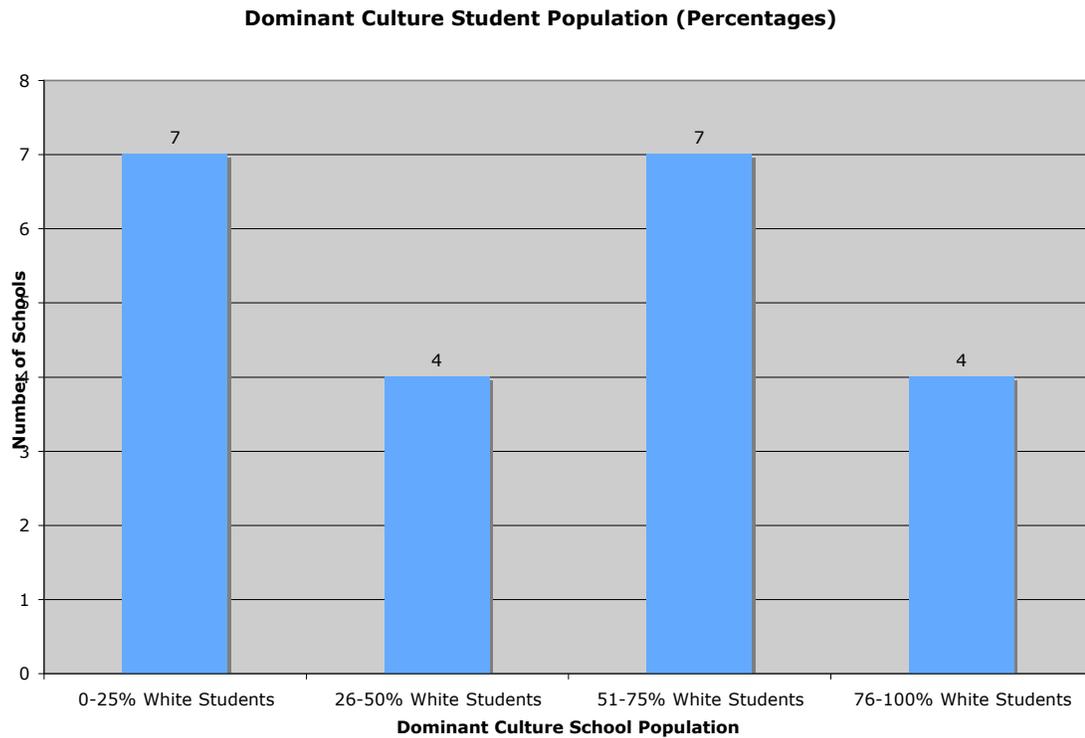
Figure 12 indicates principals' reported number of years as an administrator. Two principals (9%) reported serving 0 to 5 years as an administrator; five principals (23%) reported serving 6 to 10 years service as an administrator; eight principals (36%) reported serving 11 to 15 years service as an administrator; five principals (23%) reported serving 16 to 20 years service as an administrator; two principals (9%) reported serving 21 to 25 years service as an administrator.



*Figure 12.* Principals' Total Number of Years as an Administrator (n=22)

### **Dominant culture of the student population**

Figure 13 indicates dominant culture student population of each school, ranging from 0-100%. Dominant Culture Student Population is the percentage of students who are reported by principals as being classified as White students. This graph shows the percentage of White students in 4 categories. Seven schools had a White student population of 0-25%, four schools had a White student population of 26-50%; seven schools had a White student population of 51-75%; four schools had a White student population of 76-100%.



*Figure 13.* Number of Schools by Dominant Culture Student Population (n=22)

### Response Data

Section two of the questionnaire consisted of the African American English Teacher Attitude Scale (AAETAS), an instrument designed to ask for participants' attitudes to students who use African American Vernacular English in an academic context during the school day. Principals were asked to respond to 46 statements on the AAETAS using a Likert Scale. Twenty-two principals responded to the statements in the questionnaire. Their responses were analyzed and are recorded below.

Nine demographic areas were explored, including race/ethnicity, gender, home language/dialect, hometown geographic, current school location, principal's age, years as an educator, years as a teacher/counselor, and years as an administrator. Responses are listed in the tables for all 46 questions, according to each principal's demographic characteristics. Possible responses were "Agree Strongly," "Agree Mildly," "Disagree Mildly," and "Disagree Strongly." "N/A" was included for responses left blank or unsure by respondent.

Question 1 asked principals whether African Americans needed to know Standard English (SE) as well as African American AAVE. The individual responses were important for observing the principals' perceptions about SE and AAVE. Demographic group responses are below. All 3 Black principals agreed (1 strongly, 2 mildly), while 13 of 19 White principals agreed with the response (5 strongly agreed, 8 mildly agreed), 4 mildly disagreed, and 2 strongly disagreed. By gender, 2 females agreed strongly, 5 agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. Nine males agreed with the statement (4 agreed mildly, 5 agreed strongly). Three males disagreed mildly and 1 disagreed strongly. According to the principal's home language, 14 of 19 principals with SE as their main dialect agreed with the statement, with 5 marking strongly agree and 9 mildly agree, while 3 disagreed mildly, and 2 disagreed strongly. Both principals speaking AAVE and SE agreed with the statement (1 strongly, 1 mildly). The principal speaking another dialect reported that he disagreed mildly with the statement.

There were 5 North Cook County principals who agreed with the statement (2 strongly agreed, 3 mildly agreed); 3 principals mildly disagreed, while 2 principals strongly disagreed. All of the West Cook County principals agreed (2 responded with strongly agree; 3 with mildly agree). South Cook County principals had 6 agree responses (2 strongly, 4 mildly) and 1 disagree mildly response).

Of the 9 urban principals, 3 agreed strongly, 4 agreed mildly, and 2 disagreed mildly. Of the 13 suburban principals, 9 agreed (3 strongly and 6 mildly). There were 2 principals who disagreed mildly and 2 who disagreed strongly.

According to age, among the 40-49 year olds 8 out of 12 agreed (4 strongly, 4 mildly), and 3 disagreed mildly and 1 disagreed strongly. Among 50-59 year olds, 2 agreed strongly, 5 agreed mildly, 1 disagreed mildly and 1 disagreed strongly. The principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 3 agreed with the statement of needing SE as well as AAVE, while 1 disagreed. Those with 21-25 years in education responded with 7 agreeing and 3 disagreeing. Of those with 26 years or more, 6 agreed and 2 disagreed with needing SE and AAVE in order to survive in America.

Among principals with 0-5 years experience as a teacher, 3 of 5 agreed, and 2 disagreed. Of those with 6-10 years experience as a teacher, all 6 agreed.

Principals with 11-15 years experience responded with 3 strongly agreeing, 1 mildly agreeing, 1 mildly disagreeing and 1 strongly disagreeing. Among principals with 16-20 years experience, 2 mildly agreed, 1 mildly disagreed, and 1 strongly disagreed. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Principals with 0-5 years as an administrator, 2 disagreed mildly with the statement. Of those with 6-10 years as an administrator, 3 agreed strongly and 1 agreed mildly. There was 1 who disagreed strongly. Of the principals with 11-15 years administrative experience, there were 2 who strongly agreed, and 5 who responded mildly agree. Of the 8 principals in this demographic, there was 1 who disagreed strongly. Among principals with 16-20 years administrative experience, 1 principal strongly agreed, 4 mildly agreed. There were 2 principals in the 21-25 year demographic who both disagreed mildly (see Table 1).

Question 2 asked principals to respond to African American English as a unique speech form influenced in its structure by West African languages. All 3 Black principals (1 disagreed mildly, 2 disagreed strongly) and 7 of 19 White principals disagreed with the statement (4 disagreed mildly, 3 disagreed strongly, 5 agreed mildly, 3 agreed strongly, and 4 answered NA). By gender, 3 females agreed with the statement, while 4 disagreed and 2 did not answer; 5 males responded in agreement, and 6 disagreed. There were 2 males that did not respond.

Table 1

*African Americans need to know both Standard and Black English in the school in order to survive in America*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	1	2			
White (n=19)	5	8	4	2	
Females (n=9)	2	5	1	1	
Males (n=13)	4	5	3	1	
SE as Home Dialect (n=19)	5	9	3	2	
AAVE and SE Spoken (n=2)	1	1			
Another Dialect (n=1)			1		
North Cook County (n=10)	2	3	3	2	
West Cook County (n=5)	2	3			
South Cook County (n=7)	2	4	1		
Urban (n=9)	3	4	2		
Suburban (n=13)	3	6	2	2	
Age 40-49 (n=12)	4	4	3	1	
Age 50-59 (n=9)	2	5	1	1	
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)	1	2	1		
21-25 Years in Education (n=10)	3	4	1	2	
26 + Years in Education (n=8)	2	4	2		
0-5 Years as Teacher (n=5)	1	2	2		
6-10 Years as Teacher (n=6)	2	4			
11-15 Years as Teacher (n=6)	3	1	1	1	
16-20 Years as Teacher (n=4)		2	1	1	
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)			2		
6-10 Years as Administrator (n=5)	3	1		1	
11-15 Years as Administrator (n=8)	2	5		1	
16-20 Years as Administrator (n=5)	1	4			
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

According to the principal's home language, 8 of 19 principals with SE as their main dialect agreed with the statement, while 8 disagreed. There was no response from 3 individuals in this category. Two principals who spoke AAVE and SE disagreed with the statement. The principal speaking another dialect reported that he disagreed with the statement.

There were 3 North Cook County principals who agreed with the statement (2 strongly agreed, 1 mildly agreed); 4 mildly disagreed, while 2 principals strongly disagreed. One principal did not respond. Three of the West Cook County principals agreed (1 responded with strongly agree; 2 responded with mildly agree; 2 strongly disagreed). South Cook County principals had 2 agree responses (both mildly), 1 disagree mildly, 1 disagree strongly, and 3 principals did not respond.

Of the 9 urban principals, 1 agreed strongly, 1 agreed mildly, 2 disagreed mildly, and 3 disagreed strongly. Two principals did not respond. Of the 13 suburban principals, 6 agreed (2 strongly and 4 mildly). There were 3 suburban principals who disagreed mildly and 2 who disagreed strongly. Two did not respond.

Among 40-49 year olds, 8 out of 12 agreed (4 strongly, 4 mildly), 3 disagreed mildly and 1 disagreed strongly. Of the 50-59 year olds, 2 agreed strongly, 5 agreed mildly, 1 disagreed mildly and 1 disagreed strongly. The 1 principal in the 60-69 year old group responded with mildly agree.

Of the principals with 16-20 years in education, 2 agreed with the statement (1 strongly, 1 mildly), while 1 disagreed strongly. One principal did not respond in this category. Those with 21-25 years in education responded with 4 agreeing and 4 disagreeing. Two principals did not respond. Among those with 26 years or more, 2 agreed and 5 disagreed with the statement. One principal did not respond.

Of principals with 0-5 years experience as a teacher, all 5 disagreed. Among those with 6-10 years experience as a teacher, 3 agreed, 1 disagreed, and 2 gave no response. Principals with 11-15 years experience responded with 2 strongly agreeing, 2 mildly agreeing, and 2 with no response. Of principals with 16-20 years experience, 1 mildly agreed, 1 mildly disagreed, and 2 strongly disagreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Of principals with 0-5 years as an administrator, 1 disagreed mildly with the statement and 1 did not respond. Of those with 6-10 years as an administrator, 2 agreed strongly and 1 agreed mildly. There were 2 who disagreed strongly. Of the principals with 11-15 years administrative experience, there were 3 who responded mildly agree. Of the 8 principals in this demographic, there was 1 who disagreed mildly, and 2 who disagreed strongly. Two did not respond. Among principals with 16-20 years administrative experience, 1 strongly agreed, 1 mildly agreed, and 2 mildly disagreed. One

principal did not respond. There were 2 principals with 21-25 years of administrative experience who both disagreed (see Table 2).

Question 3 asked principals to respond to African American English as a systematic, rule-governed language. The individual responses were important to observe the principals' perception of whether AAVE had a structure.

Demographic group responses are below. Of the 3 Black principals, 1 agreed mildly, 1 disagreed strongly, and 1 principal did not respond. White principals were nearly evenly split, with 10 agreeing (3 strongly, 7 mildly) and 7 disagreeing (5 mildly, 2 strongly). One White participant answered NA.

By gender, 1 female agreed strongly, while 3 mildly agreed; 2 mildly disagreed and 3 did not respond. Two males agreed strongly; 5 agreed mildly; 3 disagreed mildly, and 3 disagreed strongly.

According to the principal's home language, 9 principals with SE as their main dialect agreed with the statement, while 8 disagreed, and 2 had no response. One principal whose home dialects were AAVE and SE, agreed with the statement, while another did not answer the prompt. The principal speaking another dialect reported agreeing strongly with the statement.

Table 2

*African American English is a unique speech form influenced in its structure by West African languages*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)			1	2	
White (n=19)	3	5	4	3	4
Females (n=9)	1	2	2	2	2
Males (n=13)	2	3	3	3	2
SE as Home Dialect (n=19)	3	5	4	4	
AAVE and SE Spoken (n=2)			1	1	
Another Dialect (n=1)					3
North Cook County (n=10)	2	1	4	2	1
West Cook County (n=5)	1	2		2	
South Cook County (n=7)		2	1	1	3
Urban (n=9)	1	1	2	3	2
Suburban (n=13)	2	4	3	2	2
Age 40-49 (n=12)	2	3	1	4	2
Age 50-59 (n=9)	1	2	3	1	2
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)	1	1		1	1
21-25 Years in Education (n=10)	1	3	2	2	2
26 + Years in Education (n=8)	1	1	3	2	1
0-5 Years as Teacher (n=5)			2	3	
6-10 Years as Teacher (n=6)	1	2	1		2
11-15 Years as Teacher (n=6)	2	2			2
16-20 Years as Teacher (n=4)		1	1	2	
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)			1		1
6-10 Years as Administrator (n=5)	2	1		2	
11-15 Years as Administrator (n=8)		3	1	2	2
16-20 Years as Administrator (n=5)	1	1	2		1
21-25 Years as Administrator (n=2)			1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 6 North Cook County principals who agreed with the statement (1 strongly agreed, 5 mildly agreed); 4 principals mildly disagreed. Three of the West Cook County principals agreed (1 responded with strongly agree; 2 responded with mildly agree). There was 1 who disagreed and 1 who did not respond. South Cook County principals had 2 agreed responses (1 strongly, 1 mildly) and 1 disagree mildly and 2 disagree strongly responses). Two South Cook County principals did not respond.

Of the 9 urban principals, 2 agreed strongly, 2 agreed mildly, and 3 disagreed strongly. Two did not respond. Of the 13 suburban principals, 7 agreed (1 strongly and 6 mildly). There were 5 suburban principals who disagreed mildly and 1 who did not respond.

Among 40-49 year olds, 6 out of 12 agreed (3 strongly, 3 mildly), and 4 disagreed mildly and 2 strongly. Of 50-59 year olds, 5 agreed mildly, 1 disagreed strongly, while 3 did not respond. The principal in the 60-69 year old group responded with mildly disagree.

Of principals with 16-20 years in education, 3 agreed while 1 disagreed. Those with 21-25 years in education responded with 4 agreeing, 5 disagreeing and 1 not responding. Among those with 26 years or more, 4 agreed and 2 disagreed, the principal not responding to the statement.

Of those principals with 0-5 years experience as a teacher, 1 of 5 agreed with the statement. Among those with 6-10 years experience as a teacher, 4

agreed, 1 disagreed, and 1 didn't respond. Principals with 11-15 years experience responded with 3 strongly agreeing, 2 mildly agreeing, and 1 not responding. Among principals with 16-20 years experience, 1 mildly agreed, 2 mildly disagreed, and 1 did not respond. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 agreed strongly with the statement and 1 disagreed mildly. Of those with 6-10 years as an administrator, 2 agreed strongly, 1 agreed mildly, 1 principal disagreed mildly, and one principal did not respond. Of the principals with 11-15 years administrative experience, there were 3 who mildly agreed, 2 who responded mildly disagree, and 2 who strongly disagreed. One principal did not respond. Of principals with 16-20 years administrative experience, 4 mildly agreed and one did not respond. There were 2 principals in the 21-25 year demographic who both disagreed (1 mildly and 1 strongly) (see Table 3).

Question 4 asked principals to respond to whether AAVE should be eliminated. The individual responses were important to observe the principals' views about the elimination of AAVE. Demographic group responses are below. All 3 Black principals disagreed with the statement (1 mildly, 2 strongly) and 14 of 19 White principals disagreed with the statement. (8 mildly disagreed, 6 disagreed strongly). Five White principals agreed mildly.

Table 3

*African American English is a systematic, rule-governed language variety*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		1		1	1
White (n=19)	3	7	5	2	2
Females (n=9)	1	3	2		3
Males (n=13)	2	5	3	3	
SE as Home Dialect (n=19)	2	7	5	3	2
AAVE and SE Spoken (n=2)		1			1
Another Dialect (n=1)	1				
North Cook County (n=10)	1	5	4		
West Cook County (n=5)	1	2		1	1
South Cook County (n=7)	1	1	1	2	2
Urban (n=9)	2	2		3	2
Suburban (n=13)	1	6	5		1
Age 40-49 (n=12)	3	3	4	2	
Age 50-59 (n=9)		5		1	3
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)	1	2		1	
21-25 Years in Education (n=10)	2	2	4	1	1
26 + Years in Education (n=8)		4	1	1	2
0-5 Years as Teacher (n=5)		1	1	3	
6-10 Years as Teacher (n=6)		4	1		1
11-15 Years as Teacher (n=6)	3	2			1
16-20 Years as Teacher (n=4)		1	2		1
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)	1		1		
6-10 Years as Administrator (n=5)	2	1	1		1
11-15 Years as Administrator (n=8)		3	2	2	1
16-20 Years as Administrator (n=5)		4			1
21-25 Years as Administrator (n=2)			1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, 6 out of 9 females and 11 of 13 males disagreed with the statement. According to the principal's home language, 5 agreed and 14 of 19 principals with SE as their main dialect disagreed with the statement. Two principals speaking AAVE and SE disagreed with the statement (one mildly, one strongly). The principal speaking another dialect reported that he disagreed strongly with the statement.

There were 3 North Cook County principals who agreed mildly with the statement; 6 principals mildly disagreed; 1 principal strongly disagreed. Of the West Cook County principals, 1 responded with mildly disagree; 4 responded with strongly disagree. South Cook County principals had 2 mildly agree responses; 2 mildly disagree responses and 3 disagree strongly responses.

Of the 9 urban principals, 2 agreed mildly, 2 disagreed mildly, and 5 disagreed strongly. Of the 13 suburban principals, 3 agreed mildly, 7 disagreed mildly, and 3 disagreed strongly.

Of 40-49 year olds, 2 mildly agreed, 5 disagreed mildly and 5 disagreed strongly. Among 50-59 year olds, 3 agreed mildly, 3 disagreed mildly and 3 disagreed strongly. The principal in the 60-69 year old group responded with mildly disagree.

Among principals with 16-20 years in education, 3 disagreed mildly with the statement, while 1 principal disagreed strongly. Those with 21-25 years in education responded with 2 agreeing mildly, 3 disagreeing mildly, and 5

disagreeing strongly. Of those with 26 years or more, 3 agreed mildly, 3 disagreed mildly, and 2 disagreed strongly.

Among principals with 0-5 years experience as a teacher, 2 mildly agreed, 2 mildly disagreed and 1 disagreed strongly. Of those with 6-10 years experience as a teacher, 4 disagreed mildly and 2 disagreed strongly. Principals with 11-15 years experience responded with 2 mildly agreeing, 1 mildly disagreeing and 3 strongly disagreeing. Of principals with 16-20 years experience, 1 mildly agreed, 1 mildly disagreed, and 2 strongly disagreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Of principals with 0-5 years as an administrator, 1 agreed mildly and 1 disagreed strongly with the statement. Of those with 6-10 years as an administrator, 2 disagreed mildly and 3 disagreed strongly. Of the principals with 11-15 years administrative experience, there were 2 who responded mildly agree. Of the 8 principals in this demographic, there were 4 who disagreed mildly and 2 who disagreed strongly. Of principals with 16-20 years administrative experience, 3 disagreed mildly and 2 who disagreed strongly. There were 2 principals in the 21-25 year demographic who both agreed mildly (see Table 4).

Table 4

*African American English should be eliminated*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)			1	2	
White (n=19)		5	8	6	
Females (n=9)		3	3	3	
Males (n=13)		2	6	5	
SE as Home Dialect (n=19)		5	8	6	
AAVE and SE Spoken (n=2)			1	1	
Another Dialect (n=1)				1	
North Cook County (n=10)		3	6	1	
West Cook County (n=5)			1	4	
South Cook County (n=7)		2	2	3	
Urban (n=9)		2	2	5	
Suburban (n=13)		3	7	3	
Age 40-49 (n=12)		2	5	5	
Age 50-59 (n=9)		3	3	3	
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)			3	1	
21-25 Years in Education (n=10)		2	3	5	
26 + Years in Education (n=8)		3	3	2	
0-5 Years as Teacher (n=5)		2	2	1	
6-10 Years as Teacher (n=6)			4	2	
11-15 Years as Teacher (n=6)		2	1	3	
16-20 Years as Teacher (n=4)		1	1	2	
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)		1		1	
6-10 Years as Administrator (n=5)			2	3	
11-15 Years as Administrator (n=8)		2	4	2	
16-20 Years as Administrator (n=5)			3	2	
21-25 Years as Administrator (n=2)		2			

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 5 asked principals to respond to African Americans needing to maintain oral cultural understanding. The individual responses were important to observe the principals' beliefs about AAVE as a dialect that bridges ages and regions. Demographic group responses are below. Two Black principals agreed mildly and 1 disagreed strongly. Of White principals, 3 agreed strongly, 8 agreed mildly, 7 disagreed mildly, and 1 disagreed strongly.

By gender, 5 females agreed mildly, 3 disagreed mildly, and 1 disagreed strongly. Of the 13 males, 3 agreed strongly, 5 agreed mildly, 4 disagreed mildly, and 2 disagreed strongly. According to the principal's home language, 10 of 19 principals with SE as their main dialect agreed with the statement, with 2 strongly agreeing. Nine disagreed with the statement. Principals speaking AAVE and SE agreed mildly with the statement. The principal speaking another dialect reported agreeing strongly with the statement.

There were 5 North Cook County principals who agreed with the statement (1 strongly agreed, 4 mildly agreed); 4 principals mildly disagreed; 1 principal strongly disagreed. Of the West Cook County principals, 4 agreed (2 responded with strongly agree, 2 responded with mildly agree). One responded disagree mildly. South Cook County principals had 4 agreed mildly responses, 2 disagree mildly responses, and 1 disagree strongly response.

Of the 9 urban principals, 2 agreed strongly, 3 agreed mildly, 3 disagreed mildly, and 1 disagreed strongly. Of the 13 suburban principals, 8 agreed (1

strongly and 7 mildly). There were 4 principals who disagreed mildly and 1 who disagreed strongly.

Among 40-49 year olds, 7 out of 12 agreed (3 strongly, 4 mildly), 3 disagreed mildly and 1 disagreed strongly. Of 50-59 year olds, 5 agreed mildly, 4 disagreed mildly. The 1 principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 2 agreed with the statement while 2 disagreed. Those with 21-25 years in education responded with 7 agreeing and 3 disagreeing. Of those with 26 years or more, 4 agreed and 4 disagreed.

Among principals with 0-5 years experience as a teacher, 1 of 5 agreed, and 4 disagreed. Of those with 6-10 years experience as a teacher, 4 agreed and 2 disagreed. Principals with 11-15 years experience responded with 2 strongly agreeing, 2 mildly agreeing, and 2 mildly disagreeing. Of principals with 16-20 years experience, 3 mildly agreed and 1 mildly disagreed. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Of principals with 0-5 years as an administrator, 1 agreed strongly and 1 disagreed mildly with the statement. Of those with 6-10 years as an administrator, 1 agreed strongly, 3 agreed mildly, and 1 disagreed mildly. Of the principals with 11-15 years administrative experience, there was 1 who strongly agreed, and 3 who responded mildly agree. Three responded disagree mildly and 1 responded disagree strongly. Of principals with 16-20 years administrative

experience, 4 mildly agreed and 1 disagreed mildly. Of the 2 principals in the 21-25 year demographic 1 disagreed mildly and 1 disagreed strongly (see Table 5).

Question 6 asked principals to respond to whether it is racist to demand that African American children take reading tests because their culture is so varied that reading is an insignificant skill. The individual responses showed the principals' views about African American children learning to read and whether it is racist to demand reading tests. Demographic group responses are below. One Black principal agreed mildly and 2 disagreed strongly with the response. Of White principals, 2 agreed mildly, 2 disagreed mildly, and 15 disagreed strongly.

By gender, 8 out of 9 females and 11 of 13 males disagreed. According to the principal's home language, 17 of 19 principals with SE as their main dialect disagreed, with 15 strongly disagreeing. Two principals speaking AAVE and SE agreed with the statement, while 1 disagreed strongly. The principal speaking another dialect reported disagreeing strongly.

There was 1 North Cook County principal who agreed with the statement; 2 mildly disagreed; 7 strongly disagreed. Of the West Cook County principals, 1 responded mildly agree, and 4 disagreed strongly. South Cook County principals had 1 agree mildly response and 6 disagree strongly responses.

Table 5

*AAVE should be preserved to maintain oral understanding and communication among Black people of all ages and from all regions*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		2		1	
White (n=19)	3	8	7	1	
Females (n=9)		5	3	1	
Males (n=13)	3	5	4	2	
SE as Home Dialect (n=19)	2	8	7	2	
AAVE and SE Spoken (n=2)		2			
Another Dialect (n=1)	1				
North Cook County (n=10)	1	4	4	1	
West Cook County (n=5)	2	2	1		
South Cook County (n=7)		4	2	1	
Urban (n=9)	2	3	3	1	
Suburban (n=13)	1	7	4	1	
Age 40-49 (n=12)	3	4	3	2	
Age 50-59 (n=9)		5	4		
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)	1	1	2		
21-25 Years in Education (n=10)	2	5	2	1	
26 + Years in Education (n=8)		4	3	1	
0-5 Years as Teacher (n=5)		1	2	2	
6-10 Years as Teacher (n=6)	1	3	2		
11-15 Years as Teacher (n=6)	2	2	2		
16-20 Years as Teacher (n=4)		3	1		
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)	1		1		
6-10 Years as Administrator (n=5)	1	3	1		
11-15 Years as Administrator (n=8)	1	3	3	1	
16-20 Years as Administrator (n=5)		4	1		
21-25 Years as Administrator (n=2)			1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Of the 9 urban principals, 2 agreed mildly, and 7 disagreed mildly. Of the 13 suburban principals, 1 agreed mildly. There were 2 principals who disagreed mildly and 10 who disagreed strongly.

Among 40-49 year olds, 11 out of 12 disagreed (10 strongly, 1 mildly), and 1 agreed mildly. Of 50-59 year olds, 2 agreed mildly, 1 disagreed mildly and 6 disagreed strongly. The principal in the 60-69 year old group responded with disagree strongly.

Of principals with 16-20 years in education, 4 disagreed strongly with the statement. Those with 21-25 years in education responded with 1 agreeing, 9 disagreeing. Of those with 26 years or more, 2 agreed mildly, 1 disagreed, and 5 disagreed strongly.

Among principals with 0-5 years experience as a teacher, 1 of 5 agreed and 4 disagreed strongly. Of those with 6-10 years experience as a teacher, all 6 disagreed (1 mildly and 5 strongly). Principals with 11-15 years experience responded with 1 mildly agreed, and 5 strongly disagreed. Of principals with 16-20 years experience, 1 mildly agreed, 1 mildly disagreed, and 2 strongly disagreed. The principal with 21-25 years teaching experience responded by disagreeing strongly.

Of principals with 0-5 years as an administrator, 1 disagreed mildly with the statement and 1 disagreed strongly. Of those with 6-10 years as an administrator, 1 agreed mildly and 4 disagreed strongly. Of the principals with 11-15 years administrative experience, all 8 disagreed strongly with the statement.

Of principals with 16-20 years administrative experience, 2 mildly agreed, 1 mildly disagreed, and 2 strongly disagreed. There were 2 principals in the 21-25 year demographic who both disagreed strongly (see Table 6).

Question 7 asked principals to respond to AAVE being promoted in school as part of African American children's culture. Demographic group responses are below. All 3 Black principals and 14 of 19 White principals disagreed with the response (8 disagreed mildly, 6 disagreed strongly). One White principal agreed strongly and 4 agreed mildly.

By gender, 8 out of 9 females and 9 of 13 males disagreed with the statement. According to the principal's home language, 14 of 19 principals with SE as their main dialect disagreed with the statement with 5 agreeing. 2 principals speaking AAVE and SE disagreed with the statement. The principal speaking another dialect reported disagreeing mildly with the statement.

There was 1 North Cook County principal who agreed with the statement (mildly agree); 5 principals mildly disagreed; 4 principals strongly disagreed. Of the West Cook County principals 4 agreed (2 responded with mildly agree; 2 responded with mildly disagree; 1 responded with strongly disagree). South Cook County principals had 2 agreed responses (1 strongly, 1 mildly) 2 disagree mildly responses and 3 disagree strongly responses.

Table 6

*It is racist to demand that African American children take reading tests because their culture is so varied that reading is an insignificant skill*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		1		2	
White (n=19)		2	2	15	
Females (n=9)		1	1	7	
Males (n=13)		2	1	10	
SE as Home Dialect (n=19)		2	2	15	
AAVE and SE Spoken (n=2)		1		1	
Another Dialect (n=1)				1	
North Cook County (n=10)		1	2	7	
West Cook County (n=5)		1		4	
South Cook County (n=7)		1		6	
Urban (n=9)		2		7	
Suburban (n=13)		1	2	10	
Age 40-49 (n=12)		1	1	10	
Age 50-59 (n=9)		2	1	6	
Age 60-69 (n=1)				1	
16-20 Years in Education (n=4)				4	
21-25 Years in Education (n=10)		1	1	8	
26 + Years in Education (n=8)		2	1	5	
0-5 Years as Teacher (n=5)		1		4	
6-10 Years as Teacher (n=6)			1	5	
11-15 Years as Teacher (n=6)		1		5	
16-20 Years as Teacher (n=4)		1	1	2	
21-25 Years as Teacher (n=1)				1	
0-5 Years as Administrator (n=2)			1	1	
6-10 Years as Administrator (n=5)		1		4	
11-15 Years as Administrator (n=8)				8	
16-20 Years as Administrator (n=5)		2	1	2	
21-25 Years as Administrator (n=2)				2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Of the 9 urban principals, 1 agreed mildly, 4 disagreed mildly, and 2 disagreed strongly. Of the 13 suburban principals, 4 agreed (1 strongly and 3 mildly). There were 5 principals who disagreed mildly and 4 who disagreed strongly.

Among 40-49 year olds, 5 out of 12 agreed (1 strongly, 4 mildly), 4 disagreed mildly and 3 disagreed strongly. Of 50-59 year olds, 4 disagreed mildly and 5 disagreed strongly. The 1 principal in the 60-69 year old group responded with mildly disagree.

Of principals with 16-20 years in education, 1 agreed with the statement while 3 disagreed. Those with 21-25 years in education responded with 4 agreeing and 6 disagreeing. Of those with 26 years or more, 3 disagreed mildly and 2 disagreed strongly.

Among principals with 0-5 years experience as a teacher, 5 disagreed. Of those with 6-10 years experience as a teacher, 2 agreed and 4 disagreed. Principals with 11-15 years experience responded with 1 strongly agreeing, 1 mildly agreeing, 2 mildly disagreeing and 2 strongly disagreeing. Among principals with 16-20 years experience, 1 mildly agreed, 1 mildly disagreed, and 2 strongly disagreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Of principals with 0-5 years as an administrator, 1 agreed mildly and 1 disagreed mildly. Of those with 6-10 years as an administrator, 1 agreed strongly and 1 agreed mildly. There was 1 who disagreed mildly and 2 who disagreed

strongly. Of the principals with 11-15 years administrative experience, there were 2 who responded mildly agree. Of the 8 principals in this demographic, there were 2 who agreed mildly, 3 who disagreed mildly, and 3 who disagreed strongly. Of principals with 16-20 years administrative experience, 4 disagreed mildly and 1 strongly disagreed. There were 2 principals in the 21-25 years' experience demographic who both disagreed strongly (see Table 7).

Question 8 asked principals to respond to whether Standard English needed to replace AAVE to help with worldwide communication. Demographic group responses are below. One Black principal agreed mildly, 1 disagreed strongly, and 1 did not respond; 9 White principals agreed mildly and 2 agreed strongly with the statement. Seven White principals disagreed mildly and 1 disagreed strongly.

By gender, 7 out of 9 females agreed with the statement and 8 of 13 males disagreed with the statement. According to the principal's home language, 10 of 19 principals with SE as their main dialect agreed with the statement with 8 mildly agreeing. One principal, speaking AAVE and SE, agreed with the statement and 1 did not respond. The principal speaking another dialect reported agreeing mildly with the statement.

Table 7

*AAVE should be promoted in the school as part of African American children's culture*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)			1	2	
White (n=19)	1	4	8	6	
Females (n=9)	1		3	5	
Males (n=13)		4	6	3	
SE as Home Dialect (n=19)	1	4	7	7	
AAVE and SE Spoken (n=2)			1	1	
Another Dialect (n=1)			1		
North Cook County (n=10)		1	5	4	
West Cook County (n=5)		2	2	1	
South Cook County (n=7)	1	1	2	3	
Urban (n=9)		1	4	4	
Suburban (n=13)	1	3	5	4	
Age 40-49 (n=12)	1	4	4	3	
Age 50-59 (n=9)			4	5	
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)		1	3		
21-25 Years in Education (n=10)	1	3	3	3	
26 + Years in Education (n=8)			3	5	
0-5 Years as Teacher (n=5)			2	3	
6-10 Years as Teacher (n=6)		2	3	1	
11-15 Years as Teacher (n=6)	1	1	2	2	
16-20 Years as Teacher (n=4)		1	1	2	
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)		1	1		
6-10 Years as Administrator (n=5)	1	1	1	2	
11-15 Years as Administrator (n=8)		2	3	3	
16-20 Years as Administrator (n=5)			4	1	
21-25 Years as Administrator (n=2)				2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 7 North Cook County principals who agreed with the statement (2 strongly agreed, 5 mildly agreed); 3 principals mildly disagreed. Of the West Cook County principals, 1 agreed mildly and 3 disagreed mildly. One principal did not respond. South Cook County principals had 4 agreed mildly responses, 1 disagree mildly response, and 2 disagreed strongly.

Of the 9 urban principals, 5 agreed mildly, 2 disagreed mildly, 1 disagreed strongly, and 1 did not respond. Of the 13 suburban principals, 7 agreed (2 strongly and 5 mildly). There were 5 principals who disagreed mildly and 1 who disagreed strongly.

Among 40-49 year olds, 3 out of 12 agreed (mildly), and 7 disagreed mildly and 2 disagreed strongly. Of 50-59 year olds, 2 agreed strongly, 6 agreed mildly, while 1 did not respond. The 1 principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 2 agreed mildly with the statement, while 1 disagreed mildly and 1 disagreed strongly. Those with 21-25 years in education responded with 4 agreeing and 6 disagreeing. Of those with 26 years or more, 6 agreed and 1 disagreed, with 1 not responding.

Among principals with 0-5 years experience as a teacher, 2 of 5 agreed and 3 disagreed. Of those with 6-10 years experience as a teacher 3 agreed and 3 disagreed. Principals with 11-15 years experience responded with 2 strongly agreeing, 3 mildly agreeing, and 1 mildly disagreeing. Of principals with 16-20 years experience, 1 mildly agreed, 2 mildly disagreed, and 1 did not respond.

The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Of principals with 0-5 years as an administrator, 1 agreed mildly and 1 disagreed mildly with the statement. Of those with 6-10 years as an administrator, 2 agreed mildly and 2 disagreed mildly, and 1 who did not respond. Of the principals with 11-15 years administrative experience, there was 1 who strongly agreed and 2 who responded mildly agree. Of the 8 principals in this demographic, there were 3 who disagreed mildly and 2 who disagreed strongly. Of principals with 16-20 years administrative experience, 1 principal strongly agreed, 4 mildly agreed. There were 2 principals in the 21-25 year demographic – 1 agreed mildly and 1 disagreed mildly (see Table 8).

Question 9 asked principals to respond to the necessity for Black children not to learn anything other than their own dialect of African American English in school. All participants disagreed with this statement. Demographic group responses are below. All 3 Black principals and all 19 White principals disagreed with the response showing a consensus that African Americans need to know Standard English.

Table 8

*Standard English is needed to replace AAVE to help with worldwide communication*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		1		1	1
White (n=19)	2	9	7	1	
Females (n=9)	2	5	1		1
Males (n=13)		5	6	2	
SE as Home Dialect (n=19)	2	8	7	2	
AAVE and SE Spoken (n=2)		1			1
Another Dialect (n=1)		1			
North Cook County (n=10)	2	5	3		
West Cook County (n=5)		1	3		1
South Cook County (n=7)		4	1	2	
Urban (n=9)		5	2	1	1
Suburban (n=13)	2	5	5	1	
Age 40-49 (n=12)		3	7	2	
Age 50-59 (n=9)	2	6			1
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)		2	1	1	
21-25 Years in Education (n=10)	1	3	5	1	
26 + Years in Education (n=8)	1	5	1		1
0-5 Years as Teacher (n=5)		2	2	1	
6-10 Years as Teacher (n=6)		3	2	1	
11-15 Years as Teacher (n=6)	2	3	1		
16-20 Years as Teacher (n=4)		1	2		1
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)		1	1		
6-10 Years as Administrator (n=5)		2	2		1
11-15 Years as Administrator (n=8)	1	2	3	2	
16-20 Years as Administrator (n=5)	1	4			
21-25 Years as Administrator (n=2)		1	1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, 1 female disagreed mildly and 8 disagreed strongly, while 11 of 13 males disagreed with the statement. According to the principal's home language, 17 of 19 principals with SE as their main dialect strongly disagreed with the statement. 2 principals speaking AAVE and SE disagreed mildly and strongly with the statement. The principal speaking another dialect responded strongly disagree.

There were 10 North Cook County principals who disagreed with the statement (8 strongly disagreed, 2 mildly disagreed). All of the West Cook County principals disagreed (1 responded with mildly disagree; 4 responded with strongly agree). South Cook County principals had 7 strongly disagree responses.

Of the 9 urban principals, 2 disagreed mildly and 7 disagreed strongly. Of the 13 suburban principals, 1 disagreed mildly and 12 disagreed strongly.

Of 40-49 year olds, all disagreed (11 strongly disagreed and 1 mildly disagreed). Of 50-59 year olds, 2 disagreed mildly and 7 disagreed strongly. The principal in the 60-69 year old group responded with disagree strongly.

Among principals with 16-20 years in education, all 4 disagreed strongly. Of those with 21-25 years in education, all 7 responded with disagree strongly. Of those with 26 years or more, 3 disagreed mildly and 5 disagreed strongly.

Of principals with 0-5 years experience as a teacher, 5 of 5 disagreed (2 mildly, 3 strongly). Among those with 6-10 years experience as a teacher all 6 disagreed strongly. Principals with 11-15 years experience responded with 6

strongly disagreeing. Of principals with 16-20 years experience, 1 mildly disagreed and 1 strongly disagreed. The principal with 21-25 years teaching experience responded by strongly disagreeing with the statement.

Among principals with 0-5 years as an administrator, 2 disagreed strongly with the statement. Of those with 6-10 years as an administrator, all 5 disagreed strongly. Of the principals with 11-15 years administrative experience, all 8 responded strongly disagree. Among principals with 16-20 years of administrative experience, 2 disagreed mildly and 3 strongly disagreed. There were 2 principals in the 21-25 year demographic who both disagreed, 1 mildly and 1 strongly (see Table 9).

Question 10 asked principals to respond to the statement that there was no such thing as African American English. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below. Of the 3 Black principals, 1 agreed mildly, 1 disagreed mildly and 1 disagreed strongly. Of the 19 White principals, 1 agreed mildly, 8 disagreed mildly, 8 disagreed strongly, and 2 did not respond.

Table 9

*It is not necessary for Black children to learn anything other than their own dialect of African American English in school*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)			1	2	
White (n=19)			2	17	
Females (n=9)			1	8	
Males (n=13)			2	11	
SE as Home Dialect (n=19)			2	17	
AAVE and SE Spoken (n=2)			1	1	
Another Dialect (n=1)				1	
North Cook County (n=10)			2	8	
West Cook County (n=5)			1	4	
South Cook County (n=7)				7	
Urban (n=9)			2	7	
Suburban (n=13)			1	12	
Age 40-49 (n=12)			1	11	
Age 50-59 (n=9)			2	7	
Age 60-69 (n=1)				1	
16-20 Years in Education (n=4)				4	
21-25 Years in Education (n=10)				10	
26 + Years in Education (n=8)			3	5	
0-5 Years as Teacher (n=5)			2	3	
6-10 Years as Teacher (n=6)				6	
11-15 Years as Teacher (n=6)				6	
16-20 Years as Teacher (n=4)			1	3	
21-25 Years as Teacher (n=1)				1	
0-5 Years as Administrator (n=2)				2	
6-10 Years as Administrator (n=5)				5	
11-15 Years as Administrator (n=8)				8	
16-20 Years as Administrator (n=5)			2	3	
21-25 Years as Administrator (n=2)			1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, out of 9 females, 3 agreed mildly, 4 disagreed mildly and 2 strongly disagreed. Out of 13 males, 1 agreed mildly, 5 disagreed mildly and 7 disagreed strongly with the statement. According to the principal's home language, 3 of 19 principals with SE as their main dialect agreed with the statement with 8 mildly disagreeing and 8 disagreeing strongly. Principals speaking AAVE and SE agreed split regarding the statement with 1 agreeing mildly and 1 disagreeing mildly. The principal speaking another dialect reported that he strongly disagreed.

There was 1 North Cook County principal who agreed with the statement; 6 mildly disagreed; 3 principals strongly disagreed. The West Cook County principals split (1 responded with mildly agree, while 1 mildly disagreed and 3 strongly disagreed). South Cook County principals had 2 mildly agreed responses and 2 disagree mildly responses, with 3 strongly disagreeing.

Of the 9 urban principals, 2 agreed mildly, 3 disagreed mildly and 4 strongly disagreed. Of the 13 suburban principals, 2 agreed mildly. There were 6 principals who disagreed mildly and 5 who disagreed strongly.

Among 40-49 year olds, 2 out of 12 agreed (both mildly), 2 disagreed mildly and 8 disagreed strongly. Of 50-59 year olds, 2 agreed mildly, 6 disagreed mildly and 1 disagreed strongly. The 1 principal in the 60-69 year old group responded with mild disagreement.

Among principals with 16-20 years in education, none agreed with the statement about needing SE as well as AAVE, while 4 principals disagreed. Of

those with 21-25 years in education, 1 agreed and 9 disagreed. Among those with 26 years or more, 3 agreed and 5 disagreed with needing SE and AAVE in order to survive in America.

Of principals with 0-5 years experience as a teacher, 1 agreed and 4 disagreed. Of those with 6-10 years experience as a teacher, 1 agreed with 5 disagreeing. Principals with 11-15 years experience responded with 1 mildly agreeing, 1 mildly disagreeing and 4 strongly disagreeing. Of principals with 16-20 years experience, 1 mildly agreed and 3 mildly disagreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 disagreed mildly with the statement with 1 strongly disagreeing. Of those with 6-10 years as an administrator, 1 agreed strongly. There was 1 who disagreed mildly with 3 disagreeing strongly. Of the principals with 11-15 years administrative experience, there were 2 who strongly agreed and 2 who responded mildly disagreeing. Of the 8 principals in this demographic, there were 4 who disagreed strongly. Of principals with 16-20 years administrative experience, no principal agreed. Four4 mildly disagreed and 1 strongly disagreed. There was 1 principal in the 21-25 year demographic who agreed mildly and 1 who disagreed mildly (see Table 10).

Table 10

*There is no such thing as African American English*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		1	1	1	
White (n=19)		3	8	8	
Females (n=9)		3	4	2	
Males (n=13)		1	5	7	
SE as Home Dialect (n=19)		3	8	8	
AAVE and SE Spoken (n=2)		1	1		
Another Dialect (n=1)				1	
North Cook County (n=10)		1	6	3	
West Cook County (n=5)		1	1	3	
South Cook County (n=7)		2	2	3	
Urban (n=9)		2	3	4	
Suburban (n=13)		2	6	5	
Age 40-49 (n=12)		2	2	8	
Age 50-59 (n=9)		2	6	1	
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)				4	
21-25 Years in Education (n=10)		1	5	4	
26 + Years in Education (n=8)		3	4	1	
0-5 Years as Teacher (n=5)		1	2	2	
6-10 Years as Teacher (n=6)		1	2	3	
11-15 Years as Teacher (n=6)		1	1	4	
16-20 Years as Teacher (n=4)		1	3		
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)			1	1	
6-10 Years as Administrator (n=5)		1	1	3	
11-15 Years as Administrator (n=8)		2	2	4	
16-20 Years as Administrator (n=5)			4	1	
21-25 Years as Administrator (n=2)		1	1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 11 asked principals whether AAVE is a reflection of unclear thinking on the part of the speaker. The individual responses were important to observe the principals' perception of SE and AAVE. Demographic group responses are below. All 3 Black principals strongly disagreed. One of the 19 White principals mildly agreed with 8 mildly disagreeing and 10 strongly disagreeing.

By gender, 8 out of 9 females disagreed with the statement with 1 agreeing mildly. Out of 13 males, 4 disagreed mildly and 9 strongly disagreed. According to the principal's home language, 1 of 19 principals with SE as their main dialect mildly agreed, with 18 disagreeing (8 disagreed mildly; 10 disagreed strongly.) Both principals speaking AAVE and SE strongly disagreed with the statement. The principal speaking another dialect reported that he disagreed with the statement.

There were no North Cook County principals who agreed with the statement; 6 principals mildly disagreed; 4 principals strongly disagreed. All of the West Cook County principals disagreed (1 responded with mildly disagree; 4 responded with strongly disagree). South Cook County principals had 1 mildly agreed response and 1 disagree mildly response and 5 strongly disagree.

Of the 9 urban principals, none agreed strongly, 1 agreed mildly, and 2 disagreed mildly, with 6 strongly disagreeing. Of the 13 suburban principals, none agreed. There were 6 principals who disagreed mildly and 7 who disagreed strongly.

Among 40-49 year olds, none out of 12 agreed, and 3 disagreed mildly and 9 disagreed strongly. Of 50-59 year olds, none agreed strongly, 1 agreed mildly, 4 disagreed mildly and 4 disagreed strongly. The principal in the 60-69 year old group responded with mildly disagree.

Of principals with 16-20 years in education, none agreed with the statement, while 4 disagreed (1 mildly, 3 strongly). Those with 21-25 years in education responded with 3 mildly disagreeing and 7 strongly disagreeing. Those with 26 years or more, 1 mildly agreed, 4 mildly disagreed and 3 strongly disagreed with the statement.

Of principals with 0-5 years experience as a teacher, none of 5 agreed, and 5 disagreed (2 mildly, 3 strongly.) Of those with 6-10 years experience as a teacher, all 6 disagreed (2 mildly, 4 strongly.) Principals with 11-15 years experience responded with 1 mildly agreeing, 1 mildly disagreeing and 4 strongly disagreeing. Among principals with 16-20 years experience, 2 mildly agreed and 2 mildly disagreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Of principals with 0-5 years as an administrator, 1 disagreed mildly with the statement and 1 disagreed strongly. Of those with 6-10 years as an administrator, 4 disagreed strongly and 1 disagreed mildly. Of the principals with 11-15 years administrative experience, there was 1 who mildly agreed, 2 who responded mildly disagree and 5 strongly disagreed. Of the 8 principals in this demographic, there was 1 who agreed mildly, 2 mildly disagreeing and 5 strongly

disagreeing. Of principals with 16-20 years administrative experience, 2 principals mildly disagreed, 3 strongly disagreed. There were 2 principals in the 21-25 year demographic who both disagreed mildly (see Table 11).

Question 12 asked principals to respond to the statement that African American children's language is so broken as to not be a language at all. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below. All 3 Black principals strongly disagreed. One of the 19 White principals mildly agreed with the response, 5 mildly disagreed and 12 strongly disagreed.

By gender, 1 out of 9 females mildly agreed. Two mildly disagreed and 6 disagreed strongly. Four of 13 males disagreed mildly with the statement and 9 disagreed strongly. According to the principal's home language, 1 of 19 principals with SE as their main dialect mildly agreed with the statement with 5 mildly disagreeing and 13 strongly disagreeing. Principals speaking AAVE and SE both disagreed with the statement, 1 mildly and 1 strongly. The principal speaking another dialect reported that he disagreed with the statement.

There were 10 North Cook County principals who disagreed with the statement (5 mildly and 5 strongly.) All of the West Cook County principals strongly disagreed. South Cook County principals had 1 mildly agreed response, 1 mildly disagreed and 5 strongly disagreed.

Table 11

*The use of African American English is a reflection of unclear thinking on the part of the speaker*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)				3	
White (n=19)		1	8	10	
Females (n=9)		1	4	4	
Males (n=13)			4	9	
SE as Home Dialect (n=19)		1	8	10	
AAVE and SE Spoken (n=2)				2	
Another Dialect (n=1)				1	
North Cook County (n=10)			6	4	
West Cook County (n=5)			1	4	
South Cook County (n=7)		1	1	5	
Urban (n=9)		1	2	6	
Suburban (n=13)			6	7	
Age 40-49 (n=12)			3	9	
Age 50-59 (n=9)		1	4	4	
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)			1	3	
21-25 Years in Education (n=10)			3	7	
26 + Years in Education (n=8)		1	4	3	
0-5 Years as Teacher (n=5)			2	3	
6-10 Years as Teacher (n=6)			2	4	
11-15 Years as Teacher (n=6)		1	1	4	
16-20 Years as Teacher (n=4)			2	2	
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)			1	1	
6-10 Years as Administrator (n=5)			1	4	
11-15 Years as Administrator (n=8)		1	2	5	
16-20 Years as Administrator (n=5)			2	3	
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Of the 9 urban principals, 1 agreed mildly and 1 disagreed mildly with 7 strongly disagreeing. Of the 13 suburban principals 5 disagreed mildly and 8 strongly disagreed. Among 40-49 year olds, 3 disagreed mildly and 9 disagreed strongly. Of 50-59 year olds, 1 agreed mildly, 2 disagreed mildly and 6 disagreed strongly. The principal in the 60-69 year old group responded with mildly disagree.

Of principals with 16-20 years in education, none agreed with the statement, while 1 mildly disagreed and 3 strongly disagreed. Of those with 21-25 years in education 4 responded with mildly disagreeing and 6 strongly. Of those with 26 years or more, 1 agreed mildly, 1 disagreed mildly and 6 disagreed strongly.

Of principals with 0-5 years experience as a teacher, none agreed and 5 disagreed (1 mild and 4 strong). Among those with 6-10 years experience as a teacher, all 6 disagreed, with 2 mildly and 4 strongly. Principals with 11-15 years experience responded with 1 mildly agreeing, 1 mildly disagreeing and 4 strongly disagreeing. Among principals with 16-20 years experience, 1 mildly disagreed, and 3 strongly disagreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Of principals with 0-5 years as an administrator, 1 disagreed mildly with the statement and 1 disagreed strongly. Of those with 6-10 years as an administrator, 1 disagreed mildly and 4 disagreed strongly. Of the principals with 11-15 years administrative experience, there was 1 who responded mildly agree.

Of the 8 principals in this demographic, there were 3 who disagreed mildly with 4 disagreeing strongly. Of principals with 16-20 years administrative experience, 1 principal mildly disagreed, 4 strongly disagreed. There were 2 principals in the 21-25 year demographic who both disagreed strongly (see Table 12).

Question 13 asked principals to respond to the statement that African Americans need to know both standard and Black English in the school in order to survive in America. Demographic group responses are below. Two Black principals agreed, 1 strongly agreeing and 1 mildly agreeing. One Black principal responded NA. Four of 19 White principals agreed mildly with the response. Nine mildly disagreed and 6 strongly disagreed.

By gender, 4 out of 9 females mildly agreed, 3 mildly disagreed and 2 disagreed strongly. One out of 13 males strongly agreed, 1 mildly agreed, while 6 disagreed mildly with the statement. Four males strongly disagreed and 1 answered NA. According to the principal's home language, 5 of 19 principals with SE as their main dialect agreed with the statement with 1 strongly agreeing and 4 mildly agreeing. Principals speaking AAVE and SE split on the statement, with 1 mildly agreeing and 1 answering NA. The principal speaking another dialect reported that he disagreed with the statement.

Table 12

*African American children's language is so broken as to be virtually no language at all*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)			1	2	
White (n=19)		1	5	13	
Females (n=9)		1	2	6	
Males (n=13)			4	9	
SE as Home Dialect (n=19)		1	5	13	
AAVE and SE Spoken (n=2)			1	1	
Another Dialect (n=1)				1	
North Cook County (n=10)			5	5	
West Cook County (n=5)				5	
South Cook County (n=7)		1	1	5	
Urban (n=9)		1	1	7	
Suburban (n=13)			5	8	
Age 40-49 (n=12)			3	9	
Age 50-59 (n=9)		1	2	6	
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)			1	3	
21-25 Years in Education (n=10)			4	6	
26 + Years in Education (n=8)		1	1	6	
0-5 Years as Teacher (n=5)			1	4	
6-10 Years as Teacher (n=6)			2	4	
11-15 Years as Teacher (n=6)		1	1	4	
16-20 Years as Teacher (n=4)			1	3	
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)			1	1	
6-10 Years as Administrator (n=5)			1	4	
11-15 Years as Administrator (n=8)		1	3	4	
16-20 Years as Administrator (n=5)			1	4	
21-25 Years as Administrator (n=2)				2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 3 North Cook County principals who agreed with the statement; 5 mildly disagreed; 1 strongly disagreed and 1 answered NA. 1 of the West Cook County principals agreed; 2 responded with mild disagreement; 2 strongly disagreed. South Cook County principals had 2 agreed responses (1 strongly, 1 mildly) and 2 disagree mildly and 2 disagree strongly responses.

Of the 9 urban principals, 1 agreed strongly, 2 agreed mildly, and 3 disagreed mildly. Two disagreed strongly and 1 answered NA. Of the 13 suburban principals, 3 agreed mildly. There were 6 principals who disagreed mildly and 4 who disagreed strongly.

Among 40-49 year olds, 3 out of 12 agreed (1 strongly, 2 mildly), 4 disagreed mildly and 5 disagreed strongly. Of 50-59 year olds, 2 agreed strongly, 5 agreed mildly, 1 disagreed mildly and 1 disagreed strongly. The principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 1 mildly agreed with the statement, while 1 principal mildly and 2 strongly disagreed. Of those with 21-25 years in education 10 responded with 2 agreeing and 8 disagreeing. Of those with 26 years or more in education, 3 agreed and 4 disagreed with the statement. One answered NA.

Among principals with 0-5 years experience as a teacher, 2 of 5 agreed and 2 disagreed. One answered NA. Of those with 6-10 years experience as a teacher, 1 mildly agreed, 2 mildly disagreed and 3 strongly disagreed. Principals with 11-15 years experience responded with 1 mildly agreeing, 2 mildly

disagreeing and 3 strongly disagreeing. Of principals with 16-20 years experience, 1 mildly agreed and 3 mildly disagreed. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 disagreed mildly and 1 disagreed strongly. Of those with 6-10 years as an administrator, 2 mildly agreed, 1 mildly disagreed and 2 strongly disagreed. There was 1 who disagreed strongly. Of the principals with 11-15 years administrative experience, there was 1 who strongly agreed, 2 who responded mildly agree, 3 who mildly agreed and 2 who disagreed strongly. Of principals with 16-20 years administrative experience, 3 principals mildly disagreed, 1 strongly agreed. There were 2 principals in the 21-25 year demographic who answered 1 mildly agreeing and 1 mildly disagreeing (see Table 13).

Question 14 asked principals to respond to African American English being a form of Southern speech. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below. Two Black principals mildly agreed with 1 strongly disagreeing. Four of 19 White principals agreed mildly with the response. Eight disagreed mildly and 7 strongly disagreed.

Table 13

*African Americans need to know both Standard and Black English in the school in order to survive in America*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	1	1			1
White (n=19)		4	9	6	
Females (n=9)		4	3	2	
Males (n=13)	1	1	6	4	1
SE as Home Dialect (n=19)	1	4	9	8	
AAVE and SE Spoken (n=2)		1			1
Another Dialect (n=1)				1	
North Cook County (n=10)		3	5	1	1
West Cook County (n=5)		1	2	2	
South Cook County (n=7)	1	1	2	3	
Urban (n=9)	1	2	3	2	1
Suburban (n=13)		3	6	4	
Age 40-49 (n=12)	1	2	4	5	
Age 50-59 (n=9)		2	5	1	1
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)		1	1	2	
21-25 Years in Education (n=10)	1	1	4	4	
26 + Years in Education (n=8)		3	4		1
0-5 Years as Teacher (n=5)	1	1	2		1
6-10 Years as Teacher (n=6)		1	2	3	
11-15 Years as Teacher (n=6)		1	2	3	
16-20 Years as Teacher (n=4)		1	3		
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)			1	1	
6-10 Years as Administrator (n=5)		2	1	2	
11-15 Years as Administrator (n=8)	1	2	3	2	
16-20 Years as Administrator (n=5)			3	1	
21-25 Years as Administrator (n=2)		1	1		1

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, 3 out of 9 females agreed mildly. Four mildly disagreed, 2 strongly disagreed. Of the males, 3 mildly agreed, 4 disagreed mildly and 2 disagreed strongly with the statement. According to the principal's home language, 4 of 19 principals with SE as their main dialect mildly agreed with the statement with 8 mildly agreeing and 7 strongly agreeing. Principals speaking AAVE and SE agreed mildly with the statement. The principal speaking another dialect reported that he disagreed with the statement.

There were 3 North Cook County principals who agreed mildly with the statement; 4 mildly disagreed; 3 strongly disagreed. One of the West Cook County principals agreed mildly. One mildly disagreed and 3 disagreed strongly. South Cook County principals had 2 mildly agree responses, 3 disagree mildly responses and 2 strongly disagree.

Of the 9 urban principals, 3 agreed mildly, and 2 disagreed mildly and 4 disagreed strongly. Of the 13 suburban principals, 3 agreed mildly. There were 6 principals who disagreed mildly and 4 who disagreed strongly.

Among 40-49 year olds, 2 out of 12 agreed mildly, 3 disagreed mildly and 7 disagreed strongly. Of 50-59 year olds, 3 agreed mildly, 5 disagreed mildly and 1 disagreed strongly. The principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 2 agreed with the statement, while 2 disagreed. Those with 21-25 years in education responded with 1

agreeing and 9 disagreeing (4 mildly, 5 strongly.) Of those with 26 years or more, 3 agreed, 4 disagreed mildly and 1 disagreed strongly with the statement.

Of principals with 0-5 years experience as a teacher, 1 of 5 agreed, and 2 disagreed mildly and 2 disagreed strongly. Of those with 6-10 years experience as a teacher, 2 agreed mildly, 3 disagreed mildly and 2 strongly disagreed. Principals with 11-15 years experience responded with 1 mildly agreeing, 1 mildly disagreeing, and 4 strongly disagreeing. Among principals with 16-20 years experience, 1 mildly agreed, 2 mildly disagreed, and 1 strongly disagreed. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Of principals with 0-5 years as an administrator, 1 agreed mildly with the statement as well as 1 strongly disagreeing. Of those with 6-10 years as an administrator, 2 agreed mildly, and 3 disagreed strongly. Of the principals with 11-15 years administrative experience, there were 3 who responded mildly agree, 2 who disagreed mildly and 3 who strongly disagreed. Of principals with 16-20 years administrative experience, 1 principal mildly agreed, 3 mildly disagreed with 1 strongly disagreeing. There were 2 principals in the 21-25 year demographic who both disagreed mildly (see Table 14).

Table 14

*African American English is principally a southern speech form*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		2		1	
White (n=19)		4	8	7	
Females (n=9)		3	4	2	
Males (n=13)		3	4	6	
SE as Home Dialect (n=19)		4	8	7	
AAVE and SE Spoken (n=2)		2			
Another Dialect (n=1)				1	
North Cook County (n=10)		3	4	3	
West Cook County (n=5)		1	1	3	
South Cook County (n=7)		2	3	2	
Urban (n=9)		3	2	4	
Suburban (n=13)		3	6	4	
Age 40-49 (n=12)		2	3	7	
Age 50-59 (n=9)		3	5	1	
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)		2		2	
21-25 Years in Education (n=10)		1	4	5	
26 + Years in Education (n=8)		3	4	1	
0-5 Years as Teacher (n=5)		1	2	2	
6-10 Years as Teacher (n=6)		2	3	1	
11-15 Years as Teacher (n=6)		1	1	4	
16-20 Years as Teacher (n=4)		1	2	1	
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)			1	1	
6-10 Years as Administrator (n=5)		2		3	
11-15 Years as Administrator (n=8)		3	2	3	
16-20 Years as Administrator (n=5)		1	3	1	
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 15 asked principals to respond to whether the African American community had a concept of discipline involving not letting children “hang loose.” The individual responses were important to observe the principals’ perceptions about SE and AAVE. Demographic group responses are below. One of the 3 Black principals mildly agreed, 1 mildly disagreed and 1 strongly disagreed. Of the 19 White principals, 5 mildly agreed, 8 disagreed mildly and 4 disagreed strongly with the statement.

By gender, 5 out of 9 females mildly disagreed and 2 strongly disagreed with the statement. Of 13 males, 6 mildly agreed, 4 disagreed mildly and 3 strongly disagreed with the statement. According to the principal’s home language, 4 of 19 principals with SE as their main dialect agreed with the statement, with 4 mildly agreeing. Of the same group, 8 disagreed mildly, 5 disagreed strongly and 2 answered NA. Principals speaking AAVE and SE split on the statement, 1 mildly agreed and 1 mildly disagreed. The principal speaking another dialect reported that he agreed with the statement.

There were 3 North Cook County principals who mildly agreed with the statement; 6 mildly disagreed; 1 strongly disagreed. Of the West Cook County principals, 1 mildly agreed, 3 mildly disagreed and 1 strongly disagreed. South Cook County principals had 2 mildly agreed responses with 3 strongly disagreeing and 2 reporting NA.

Of the 9 urban principals, 4 agreed mildly, 2 disagreed mildly, 2 strongly disagreed and 1 reported NA. Of the 13 suburban principals, 2 agreed mildly, 7 disagreed mildly, 3 disagreed strongly and 1 reported NA.

Among 40-49 year olds, 4 out of 12 agreed mildly, 4 disagreed mildly, 3 disagreed strongly and 1 NA. Of 50-59 year olds, 2 agreed mildly, 4 disagreed mildly, 2 disagreed strongly with 1 reporting NA. The principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 1 mildly agreed with the statement, while 1 disagreed mildly and 2 disagreed strongly. Those with 21-25 years in education responded with 3 mildly agreeing, 4 disagreeing mildly, 2 disagreeing strongly and 1 reporting NA. Of those with 26 years or more, 2 agreed mildly, 4 disagreed mildly, 1 disagreed strongly 1 reported NA.

Among principals with 0-5 years experience as a teacher, 2 of 5 mildly agreed, 1 mildly disagreed and 2 strongly disagreed. Of those with 6-10 years experience as a teacher, 1 agreed mildly, 3 disagreed mildly and 2 strongly disagreed. Principals with 11-15 years experience responded with 2 agreeing mildly, 1 disagreeing mildly, 1 disagreeing strongly and 2 reporting NA. Out of principals with 16-20 years experience, 1 agreed mildly and 3 disagreed mildly. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 2 agreed mildly with the statement. Of those with 6-10 years as an administrator, 1 agreed mildly, 3

disagreed mildly and 1 reported NA. Of the principals with 11-15 years administrative experience, 1 agreed mildly and 3 disagreed mildly with 1 reporting NA. Of the 8 principals in this demographic, there were 3 who disagreed strongly. Of principals with 16-20 years administrative experience, 1 agreed mildly, 2 disagreed mildly and 2 disagreed strongly. There were 2 principals in the 21-25 year demographic who split, with 1 agreeing mildly and 1 disagreeing mildly (see Table 15).

Question 16 asked principals to respond to African Americans kids with trouble learning because their parents won't help them at home. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below. Of the 3 Black principals, 1 disagreed mildly and 2 disagreed strongly. Of 19 White principals, 1 agreed strongly, 2 agreed mildly and 4 disagreed mildly, with 12 disagreeing strongly with the statement regarding parental assistance at home.

Table 15

*The African American community concept of discipline involves not letting children “do their own thing” and “hang loose”*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		1	1	1	
White (n=19)		5	8	4	
Females (n=9)			5	2	
Males (n=13)		6	4	3	
SE as Home Dialect (n=19)		4	8	5	2
AAVE and SE Spoken (n=2)		1	1		
Another Dialect (n=1)		1			
North Cook County (n=10)		3	6	1	
West Cook County (n=5)		1	3	1	
South Cook County (n=7)		2		3	2
Urban (n=9)		4	2	2	1
Suburban (n=13)		2	7	3	1
Age 40-49 (n=12)		4	4	3	1
Age 50-59 (n=9)		2	4	2	1
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)		1	1	2	
21-25 Years in Education (n=10)		3	4	2	1
26 + Years in Education (n=8)		2	4	1	1
0-5 Years as Teacher (n=5)		2	1	2	
6-10 Years as Teacher (n=6)		1	3	2	
11-15 Years as Teacher (n=6)		2	1	1	2
16-20 Years as Teacher (n=4)		1	3		
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)		2			
6-10 Years as Administrator (n=5)		1	3		1
11-15 Years as Administrator (n=8)		1	3	3	1
16-20 Years as Administrator (n=5)		1	2	2	
21-25 Years as Administrator (n=2)		1	1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, 1 female agreed strongly, 3 mildly agreed and 5 disagreed strongly. Out of 13 males, 1 agreed strongly, 2 agreed mildly, 5 disagreed mildly and 14 disagreed strongly with the homework statement. According to the principal's home language, of 19 principals with SE as their main dialect, 1 agreed strongly, 2 agreed mildly, 4 disagreed mildly and 12 disagreed strongly with the statement. Principals speaking AAVE and SE disagreed with the statement, with 1 disagreeing mildly and 1 disagreeing strongly. The principal speaking another dialect reported that he disagreed with the statement.

There were 3 North Cook County principals who agreed with the statement (1 strongly agreed, 2 mildly agreed); 3 mildly disagreed; 4 strongly disagreed. Of the West Cook County principals, 1 disagreed mildly and 4 disagreed strongly. South Cook County principals had 1 mildly disagree and 6 disagree strongly.

Of the 9 urban principals, 3 disagreed mildly and 6 disagreed strongly. Of the 13 suburban principals, 1 agreed strongly, 2 agreed mildly, 2 disagreed mildly and 8 strongly disagreed.

Among 40-49 year olds, 2 agreed mildly and 10 disagreed strongly. Of 50-59 year olds, 1 agreed strongly, 5 disagreed mildly and 3 disagreed strongly. The principal in the 60-69 year old group responded with strong disagree.

Principals with 16-20 years in education had 1 agree mildly and 3 disagree strongly with the statement of parental involvement. Those with 21-25 years in education responded with 1 agreeing mildly, 1 disagreeing mildly and 3

disagreeing strongly. Those with 26 years or more responded with 1 agreeing strongly, 4 disagreeing mildly and 3 strongly disagreeing with the belief that African American kids have trouble learning because their parents won't help them at home.

Of the principals with 0-5 years experience as a teacher, 1 disagreed mildly and 4 disagreed strongly. Of those with 6-10 years experience as a teacher, answered with 1 agreeing strongly, 1 agreeing mildly and 4 disagreeing strongly. Principals with 11-15 years experience responded with 3 disagreeing mildly and 3 disagreeing strongly. Of the principals with 16-20 years experience, 1 agreed mildly, 1 disagreed mildly and 2 disagreed strongly. The principal with 21-25 years teaching experience responded by disagreeing strongly with the statement.

Among principals with 0-5 years as an administrator, 1 agreed mildly with the statement. Of those with 6-10 years as an administrator, 1 agreed mildly and 4 disagreed strongly. Of the principals with 11-15 years administrative experience, there were 2 disagreeing mildly and 6 disagreeing strongly. Of principals with 16-20 years administrative experience, 1 agreed strongly, 3 disagreed mildly and 1 strongly disagreed. There were 2 principals in the 21-25 year demographic who both disagreed strongly (see Table 16).

Table 16

*African American kids have trouble learning because their parents won't help them at home*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)			1	2	
White (n=19)	1	2	4	12	
Females (n=9)	1		3	5	
Males (n=13)	1	2	5	14	
SE as Home Dialect (n=19)	1	2	4	12	
AAVE and SE Spoken (n=2)			1	1	
Another Dialect (n=1)				1	
North Cook County (n=10)	1	2	3	4	
West Cook County (n=5)			1	4	
South Cook County (n=7)			1	6	
Urban (n=9)			3	6	
Suburban (n=13)	1	2	2	8	
Age 40-49 (n=12)		2		10	
Age 50-59 (n=9)	1		5	3	
Age 60-69 (n=1)				1	
16-20 Years in Education (n=4)		1		3	
21-25 Years in Education (n=10)		1	1	3	
26 + Years in Education (n=8)	1		4	3	
0-5 Years as Teacher (n=5)			1	4	
6-10 Years as Teacher (n=6)	1	1		4	
11-15 Years as Teacher (n=6)			3	3	
16-20 Years as Teacher (n=4)		1	1	2	
21-25 Years as Teacher (n=1)				1	
0-5 Years as Administrator (n=2)		1		1	
6-10 Years as Administrator (n=5)		1		4	
11-15 Years as Administrator (n=8)			2	6	
16-20 Years as Administrator (n=5)	1		3	1	
21-25 Years as Administrator (n=2)				2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 17 asked principals to respond to the statement that when a child's native AAVE is replaced by Standard English, she or he is introduced to concepts, which will increase his or her learning capacity. Demographic group responses are below. Of the 3 Black principals, 2 agreed strongly and 1 agreed mildly. Of the 19 White principals, 3 agreed strongly, 4 agreed mildly, 5 disagreed mildly and 2 disagreed strongly with the statement.

By gender, females reported 3 agreeing strongly, 4 agreeing mildly, 1 disagreed mildly and 1 disagreed strongly. Of the 13 males, 2 agreed strongly, 6 agreed mildly, 4 disagreed mildly and 1 disagreed strongly with the statement.

According to the principal's home language, of 19 principals with SE as their main dialect 4 agreed strongly, 8 agreed mildly, 5 disagreed mildly and 2 disagreed strongly. Principals speaking AAVE and SE agreed with the statement, with 1 agreeing strongly and 1 agreeing mildly. The principal speaking another dialect reported that he agreed with the statement.

There were 8 North Cook County principals who agreed with the statement (4 strongly agreed, 4 mildly agreed); 2 mildly disagreed. Of the West Cook County principals, 3 mildly agreed and 2 disagreed mildly. South Cook County principals had 1 agree strongly, 3 agree mildly, 1 disagree mildly and 2 disagree strongly.

Of the 9 urban principals, 2 agreed strongly; 4 agreed mildly; 3 disagreed mildly. Of the 13 suburban principals, 9 agreed (3 strongly and 6 mildly). There were 2 principals who disagreed mildly and 2 who disagreed strongly.

Among 40-49 year olds, 8 out of 12 agreed (1 strongly, 7 mildly), and 3 disagreed mildly and 1 disagreed strongly. Of 50-59 year olds, 4 agreed strongly, 2 agreed mildly, 2 disagreed mildly and 1 disagreed strongly. The principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 2 agreed with the statement of needing SE as well as AAVE, while 2 principals disagreed, 1 mildly and 1 strongly. Those with 21-25 years in education responded with 8 agreeing and 2 disagreeing. Those with 26 years or more, 5 agreed and 3 disagreed with learning capacity increasing from AAVE's replacement by Standard English.

Among principals with 0-5 years experience as a teacher, 2 agreed strongly, 1 agreed mildly and 2 disagreed mildly. Of those with 6-10 years experience as a teacher reported that 1 agreed strongly, 2 agreed mildly, 1 disagreed mildly with 2 disagreeing strongly. Principals with 11-15 years experience responded with 2 strongly agreeing, 3 mildly agreeing, 1 mildly disagreeing. Of principals with 16-20 years experience, 3 mildly agreed and 1 mildly disagreed. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 2 agreed mildly with the statement. Of those with 6-10 years as an administrator, 3 agreed mildly and 2 disagreed mildly. Of the principals with 11-15 years administrative experience, there were 2 who strongly agreed and 5 who responded mildly agree. Of the 8 principals in this demographic, there was 1 who disagreed strongly. Of principals

with 16-20 years administrative experience, 3 principals strongly agreed, 1 mildly disagreed and 1 strongly disagreed. There were 2 principals in the 21-25 year demographic who both disagreed mildly (see Table 17).

Question 18 asked principals to respond to the concept that African American children's home lives offered limited cultural experience that school must supplement. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below. Of the 3 Black principals, 1 agreed mildly, 1 disagreed mildly and 1 strongly disagreed. Of 19 White principals, 3 agreed mildly, 6 disagreed mildly and 10 strongly disagreed.

By gender, of 9 females there were 2 mild agreements, 4 mild disagreements and 3 strong disagreements. Of 13 males, there were 2 who agreed mildly, 3 who mildly disagreed and 8 who strongly disagreed. According to the principal's home language, of 19 principals with SE as their main dialect, 3 mildly agreed with the statement with 6 mildly disagreeing and 10 strongly disagreeing. Principals speaking AAVE and SE split on the statement, with 1 agreeing mildly and 11 disagreeing mildly. The principal speaking another dialect reported that he disagreed with the statement.

Table 17

*When a child's native AAVE is replaced by Standard English, she or he is introduced to concepts, which will increase his learning capacity*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	2	1			
White (n=19)	3	9	5	2	
Females (n=9)	3	4	1	1	
Males (n=13)	2	6	4	1	
SE as Home Dialect (n=19)	4	8	5	2	
AAVE and SE Spoken (n=2)	1	1			
Another Dialect (n=1)		1			
North Cook County (n=10)	4	4	2		
West Cook County (n=5)		3	2		
South Cook County (n=7)	1	3	1	2	
Urban (n=9)	2	4	3		
Suburban (n=13)	3	6	2	2	
Age 40-49 (n=12)	1	7	3	1	
Age 50-59 (n=9)	4	2	2	1	
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)		2	1	1	
21-25 Years in Education (n=10)	2	6	1	1	
26 + Years in Education (n=8)	3	2	3		
0-5 Years as Teacher (n=5)	2	1	2		
6-10 Years as Teacher (n=6)	1	2	1	2	
11-15 Years as Teacher (n=6)	2	3	1		
16-20 Years as Teacher (n=4)		3	1		
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)		2			
6-10 Years as Administrator (n=5)		3	2		
11-15 Years as Administrator (n=8)	2	5		1	
16-20 Years as Administrator (n=5)	3		1	1	
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 2 North Cook County principals who agreed with the statement; 4 mildly disagreed; 4 strongly disagreed. Of the West Cook County principals, 2 responded with mild disagree and 3 responded with strong disagreement. South Cook County principals had 2 mildly agreed responses, 1 mild disagreement response and 4 disagree strongly.

Of the 9 urban principals, 2 agreed mildly, 1 disagreed mildly and 6 disagreed strongly. Of the 13 suburban principals, 2 agreed mildly, 6 disagreed mildly and 5 disagreed strongly.

Among 40-49 year olds, out of 12, 2 agreed mildly, 4 disagreed mildly and 6 disagreed strongly. Of 50-59 year olds, 2 agreed mildly 3 disagreed mildly and 4 strongly disagreed. The principal in the 60-69 year old group responded with strong disagreement.

Principals with 16-20 years in education reported that 1 agreed mildly with the statement about school filling in cultural gaps while 3 principals strongly disagreed. Those with 21-25 years in education responded with 1 mild agreement, 4 mild disagreements and 5 strong disagreements. Of those with 26 years or more in education, 2 agreed mildly, 3 disagreed mildly and 3 disagreed strongly.

Of principals with 0-5 years experience as a teacher, 1 agreed mildly, 1 disagreed mildly and 3 disagreed strongly. Of those with 6-10 years experience as a teacher found 1 agreed mildly, 3 disagreed mildly and 2 strongly disagreed. Principals with 11-15 years experience responded with 2 mild agreements, 1 mild

disagreement and 3 strong disagreements. Of principals with 16-20 years experience, 2 mildly agreed and 1 strongly disagreed. The principal with 21-25 years teaching experience responded by disagreeing strongly with the statement.

Among principals with 0-5 years as an administrator 1 disagreed mildly and 1 disagreed strongly with the statement. Of those with 6-10 years as an administrator, 2 agreed mildly and 1 disagreed mildly. There were 2 who disagreed strongly. Of the principals with 11-15 years administrative experience, there was 1 mild agreement with 3 mild disagreements. Of the 8 principals in this demographic, there were 4 who disagreed strongly. Of principals with 16-20 years administrative experience, 1 principal agreed mildly, 1 disagreed mildly and 3 disagreed strongly. There were 2 principals in the 21-25 year demographic who both disagreed, 1 mildly and 1 strongly (see Table 18).

Question 19 asked principals to respond to the statement that African American hair and dress styles are very attractive. Demographic group responses are below. Of the 3 Black principals, 2 agreed strongly and 1 reported NA. Of the 19 White principals 4 agreed strongly, 11 agreed mildly, 1 disagreed mildly and 3 answered NA on the attractiveness of African and African American hair and dress style.

Table 18

*The home life of African American children offers such limited cultural experiences that the school must fill in gaps*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		1	1	1	
White (n=19)		3	6	10	
Females (n=9)		2	4	3	
Males (n=13)		2	3	8	
SE as Home Dialect (n=19)		3	6	10	
AAVE and SE Spoken (n=2)		1	1		
Another Dialect (n=1)				1	
North Cook County (n=10)		2	4	4	
West Cook County (n=5)			2	3	
South Cook County (n=7)		2	1	4	
Urban (n=9)		2	1	6	
Suburban (n=13)		2	6	5	
Age 40-49 (n=12)		2	4	6	
Age 50-59 (n=9)		2	3	4	
Age 60-69 (n=1)				1	
16-20 Years in Education (n=4)		1		3	
21-25 Years in Education (n=10)		1	4	5	
26 + Years in Education (n=8)		2	3	3	
0-5 Years as Teacher (n=5)		1	1	3	
6-10 Years as Teacher (n=6)		1	3	2	
11-15 Years as Teacher (n=6)		2	1	3	
16-20 Years as Teacher (n=4)			2	2	
21-25 Years as Teacher (n=1)				1	
0-5 Years as Administrator (n=2)			1	1	
6-10 Years as Administrator (n=5)		2	1	2	
11-15 Years as Administrator (n=8)		1	3	4	
16-20 Years as Administrator (n=5)		1	1	3	
21-25 Years as Administrator (n=2)			1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, of 9 females, 1 agreed strongly, 6 agreed mildly, and there were 2 NA. Out of 13 males, 5 agreed strongly, 5 agreed mildly, 1 disagreed strongly and there were 2 NA. According to the principal's home language, 15 of 19 principals with SE as their main dialect agreed with the statement with 4 strongly agreeing, 1 disagreeing mildly and 3 reporting NA. Principals speaking AAVE and SE agreed with the statement with 1 agreeing strongly and 1 NA. The principal speaking another dialect reported that he strongly agreed with the statement.

There were 8 North Cook County principals that strongly agreed with the statement (2 strongly agreed, 6 mildly agreed), while 2 principals reported NA. Of the West Cook County principals, 2 agreed strongly, 1 agreed mildly, 1 disagreed mildly and 1 reported NA. South Cook County principals had 2 strongly agree, 4 mild agreements and 1 report NA.

Of the 9 urban principals, 4 agreed strongly, 2 agreed mildly, 1 disagreed mildly and 2 reported NA. Of the 13 suburban principals, 2 agreed strongly, 9 disagreed mildly with 2 answering NA.

Among 40-49 year olds, 9 out of 12 agreed (5 strongly, 4 mildly), and 1 disagreed mildly and 2 NA. Of 50-59 year olds, 1 agreed strongly, 6 agreed mildly and 2 NA. The principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 2 agreed with the statement (1 strongly, 1 mildly), while 1 principal disagreed and 1 responded NA. Those with

21-25 years in education responded with 9 agreeing (4 strongly and 5 mildly), and 1 responded NA. Of those with 26 years or more, 1 agreed strongly, 5 agreed mildly, and 2 responded NA.

Of principals with 0-5 years experience as a teacher, 2 agreed strongly, 2 agreed mildly and 1 disagreed mildly. Of those with 6-10 years experience as a teacher answered with 1 agreeing strongly, 4 agreeing mildly, and 1 responded NA. Principals with 11-15 years experience responded with 3 agreeing strongly and 2 agreeing mildly. One responded NA. Of principals with 16-20 years experience, 2 mildly agreed and 2 responded NA. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 strongly agreed and 1 mildly agreed with the statement. Of those with 6-10 years as an administrator, 2 agreed strongly and 3 reported NA. Of the principals with 11-15 years administrative experience, there were 2 who agreed strongly, 3 mild agreements, 1 mild disagreement and 1 NA. Of principals with 16-20 years administrative experience, 1 principal strongly agreed, 4 mildly agreed. There were 2 principals in the 21-25 year demographic who both agreed mildly (see Table 19).

Table 19

*African and African American hair and dress styles are very attractive*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	2				1
White (n=19)	4	11	1		3
Females (n=9)	1	6			2
Males (n=13)	5	5	1		2
SE as Home Dialect (n=19)	4	11	1		3
AAVE and SE Spoken (n=2)	1				1
Another Dialect (n=1)	1				
North Cook County (n=10)	2	6			2
West Cook County (n=5)	2	1	1		1
South Cook County (n=7)	2	4			1
Urban (n=9)	4	2	1		2
Suburban (n=13)	2	9			2
Age 40-49 (n=12)	5	4	1		2
Age 50-59 (n=9)	1	6			2
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)	1	1	1		1
21-25 Years in Education (n=10)	4	5			1
26 + Years in Education (n=8)	1	5			2
0-5 Years as Teacher (n=5)	2	2	1		
6-10 Years as Teacher (n=6)	1	4			
11-15 Years as Teacher (n=6)	3	2			1
16-20 Years as Teacher (n=4)		2			1
21-25 Years as Teacher (n=1)		1			2
0-5 Years as Administrator (n=2)	1	1			
6-10 Years as Administrator (n=5)	2				3
11-15 Years as Administrator (n=8)	2	4	1		1
16-20 Years as Administrator (n=5)	1	4			
21-25 Years as Administrator (n=2)		2			

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 20 asked principals to respond to the statement that African American kids would advance further in school without African American English. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below. Of the 3 Black principals, 2 disagreed mildly and 1 disagreed strongly. Of 19 White principals, 1 agreed strongly, 7 agreed mildly, 8 disagreed mildly and 3 disagreed strongly in regard to the statement.

By gender, 1 of 9 females agreed strongly, with 3 agreeing mildly and 5 disagreeing mildly. Of 13 males, 4 agreed mildly, 5 disagreed mildly, and 4 disagreed strongly with the statement. According to the principal's home language, of 19 principals with SE as their main dialect, 1 strongly agreed, 7 mildly agreed with the statement, and 8 mildly disagreed and 3 strongly disagreed. Principals speaking AAVE and SE disagreed with the statement. The principal speaking another dialect reported that he disagreed with the statement.

There were 5 North Cook County principals who agreed with the statement (1 strongly agreed, 4 mildly agreed), 4 principals mildly disagreed, while 1 principal strongly disagreed. Of the West Cook County principals, 1 mildly agreed, 3 mildly disagreed and 1 strongly disagreed. South Cook County principals had 2 mildly agree responses, 3 mildly disagree and 2 strongly disagree responses.

Of the 9 urban principals, 3 agreed mildly, 2 disagreed mildly and 3 disagreed strongly. Of the 13 suburban principals, 5 agreed (1 strongly and 4

mildly). There were 7 principals who disagreed mildly and 1 who disagreed strongly.

Among 40-49 year olds, 3 out of 12 mildly agreed and 5 disagreed mildly and 4 strongly. Of 50-59 year olds, 1 agreed strongly, 3 agreed mildly and 5 disagreed mildly. The principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 2 agreed with the statement, while 2 principals disagreed. Those with 21-25 years in education responded with 3 agreeing and 7 disagreeing. Of those with 26 years or more, 3 agreed and 5 disagreed with African American kids being able to advance in school without African American English.

Among principals with 0-5 years experience as a teacher, 2 agreed mildly, 2 disagreed mildly and 1 disagreed strongly. Of those with 6-10 years experience as a teacher, 2 agreed mildly, 3 disagreed mildly and 1 disagreed strongly. Principals with 11-15 years experience responded with 1 agreeing strongly, 1 agreeing mildly, 2 disagreeing mildly and 2 disagreeing strongly. Of the principals with 16-20 years experience, 1 agreed mildly and 3 disagreed mildly. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 agreed mildly and 1 disagreed strongly with the statement. Of those with 6-10 years as an administrator, there was 1 mild agree, 3 mildly disagree and 1 strongly disagree.

Of the principals with 11-15 years administrative experience, there was 1 who strongly agreed, 3 mildly agreed, 2 mildly agreed and 2 strongly disagreed. Of principals with 16-20 years administrative experience, 1 principal mildly agreed and 4 mildly disagreed. There were 2 principals in the 21-25 year demographic, 1 agreed mildly and 1 disagreed mildly (see Table 20).

Question 21 asked principals to respond to the statement that African American English has a logic of its own, equal to that of any other language. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below. Of the 3 Black principals, 2 agreed strongly and 1 agreed mildly. Of the 19 White principals, 4 agreed strongly, 10 agreed mildly while 3 disagreed mildly and 1 disagreed strongly with the statement.

By gender, out of 9 females, 1 agreed strongly, 4 agreed mildly, 2 disagreed mildly, 1 disagreed strongly and 1 NA. Of the 13 males, 5 strongly agreed, 7 agreed mildly and 1 disagreed mildly with the statement. According to the principal's home language, 14 of 19 principals with SE as their main dialect agreed with the statement, with 4 who strongly agreed, 10 who disagreed mildly. Three disagreed mildly and 1 disagreed strongly. Principals speaking AAVE and SE agreed with the statement (1 strongly, 1 mildly). The principal speaking another dialect reported that he agreed with the statement.

Table 20

*African American kids would advance further in school without African American English*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)			2	1	
White (n=19)	1	7	8	3	
Females (n=9)	1	3	5		
Males (n=13)		4	5	4	
SE as Home Dialect (n=19)	1	7	8	3	
AAVE and SE Spoken (n=2)			2	0	
Another Dialect (n=1)				1	
North Cook County (n=10)	1	4	4	1	
West Cook County (n=5)		1	3	1	
South Cook County (n=7)		2	3	2	
Urban (n=9)		3	3	3	
Suburban (n=13)	1	4	7	1	
Age 40-49 (n=12)		3	5	4	
Age 50-59 (n=9)	1	3	5		
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)		2		2	
21-25 Years in Education (n=10)	1	2	5	2	
26 + Years in Education (n=8)		3	5		
0-5 Years as Teacher (n=5)		2	2	1	
6-10 Years as Teacher (n=6)		2	3	1	
11-15 Years as Teacher (n=6)	1	1	2	2	
16-20 Years as Teacher (n=4)		1	3		
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)		1		1	
6-10 Years as Administrator (n=5)		1	3	1	
11-15 Years as Administrator (n=8)	1	3	2	2	
16-20 Years as Administrator (n=5)		1	4		
21-25 Years as Administrator (n=2)		1	1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 7 North Cook County principals who agreed with the statement (2 strongly agreed, 5 mildly agreed); 2 mildly disagreed; 1 strongly disagreed. Of the West Cook County, 5 principals agreed (1 responded with strongly agree; 4 responded with mildly agree). South Cook County principals had 5 agree responses (3 strongly, 2 mildly), 1 disagree mildly response, and 1 NA response.

Of the 9 urban principals, 4 agreed strongly, 3 agreed mildly, 1 disagreed mildly and 1 reported NA. Of the 13 suburban principals, 10 agreed (2 strongly and 8 mildly). There were 2 principals who disagreed mildly and 1 who disagreed strongly.

Among 40-49 year olds, all agreed (5 strongly, 7 mildly). Of 50-59 year olds, 1 agreed strongly, 4 agreed mildly, 3 disagreed mildly and 1 responded NA. The principal in the 60-69 year old group responded with strong disagreement.

Of principals with 16-20 years in education, 4 agreed with the statement. Those with 21-25 years in education responded with 9 agreeing and 1 disagreeing. Of those with 26 years or more, 4 agreed and 3 disagreed with 1 reporting NA.

Among principals with 0-5 years experience as a teacher, 2 agreed strongly, 2 agreed mildly and 1 disagreed mildly. Of those with 6-10 years experience as a teacher, 1 strongly agreed, 4 mildly agreed and 1 disagreed mildly. Principals with 11-15 years experience responded with 3 agreeing strongly, 1 agreed mildly, 1 mildly disagreed and 1 reported NA. Of the principals

with 16-20 years experience, 4 mildly agreed. The principal with 21-25 years teaching experience responded by disagreeing strongly with the statement.

Among principals with 0-5 years as an administrator 1 reported agreeing strongly and 1 agreed mildly. Of those with 6-10 years as an administrator, 2 agreed strongly and 3 agreed mildly. Of the principals with 11-15 years administrative experience, there were 2 agreeing strongly, 4 agreeing mildly, 1 disagreeing and 1 NA. Of principals with 16-20 years administrative experience, 1 agreed strongly, 2 agreed mildly and 2 disagreed mildly. There were 2 principals in the 21-25 year demographic who split, 1 agreed mildly and 1 disagreed mildly (see Table 21).

Question 22 asked principals to respond to the statement, African American children can't learn to read unless African American Vernacular English is used as the medium of instruction in the schools Demographic group responses are below. All 3 Black principals strongly disagreed. Of 19 White principals, 2 agreed mildly, 9 disagreed mildly and 8 disagreed strongly.

By gender, out of 9 females, 2 agreed mildly, 4 disagreed mildly and 3 disagreed strongly. Of 13 males, 5 mildly disagreed and 8 strongly disagreed with the statement. According to the principal's home language, out of 19 principals with SE as their main dialect, 2 agreed mildly, 9 disagreed mildly and 8 disagreed strongly with the statement. Principals speaking AAVE and SE strongly disagreed with the statement. The principal speaking another dialect reported that he disagreed with the statement.

Table 21

*African American English has a logic of its own, equal to that of any other language*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	2	1			
White (n=19)	4	10	3	1	1
Females (n=9)	1	4	2	1	1
Males (n=13)	5	7	1		
SE as Home Dialect (n=19)	4	10	3	1	1
AAVE and SE Spoken (n=2)	1	1			
Another Dialect (n=1)	1				
North Cook County (n=10)	2	5	2	1	
West Cook County (n=5)	1	4			
South Cook County (n=7)	3	2	1		1
Urban (n=9)	4	3	1		1
Suburban (n=13)	2	8	2	1	
Age 40-49 (n=12)	5	7			
Age 50-59 (n=9)	1	4	3		1
Age 60-69 (n=1)				1	
16-20 Years in Education (n=4)	2	2			
21-25 Years in Education (n=10)	3	6		1	
26 + Years in Education (n=8)	1	3	3		1
0-5 Years as Teacher (n=5)	2	2	1		
6-10 Years as Teacher (n=6)	1	4	1		
11-15 Years as Teacher (n=6)	3	1	1		1
16-20 Years as Teacher (n=4)		4			
21-25 Years as Teacher (n=1)				1	
0-5 Years as Administrator (n=2)	1	1			
6-10 Years as Administrator (n=5)	2	3			
11-15 Years as Administrator (n=8)	2	4		1	1
16-20 Years as Administrator (n=5)	1	2	2		
21-25 Years as Administrator (n=2)		1	1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 10 North Cook County principals who disagreed with the statement (6 strongly, 4 mildly.) All of the West Cook County principals disagreed (2 responded with mildly agree; 3 responded with strongly agree). South Cook County principals had 2 mildly agree responses with 3 disagreeing mildly and 2 disagreeing strongly.

Of the 9 urban principals, 1 agreed mildly while 3 disagreed mildly and 5 disagreed strongly. Of the 13 suburban principals, 1 agreed mildly, 6 disagreed mildly and 6 disagreed strongly.

Among 40-49 year olds, 1 agreed mildly, 4 disagreed mildly and 7 disagreed strongly. Of 50-59 year olds, 1 agreed mildly, 4 disagreed mildly and 4 disagreed strongly. The principal in the 60-69 year old group responded with mildly disagree.

Amongst principals with 16-20 years in education, 2 disagreed mildly and 2 disagreed strongly. Those with 21-25 years in education responded with 1 agreeing mildly, 4 disagreeing mildly and 5 disagreeing strongly. Those with 26 years or more responded with 1 mild agree, 3 mild disagree and 4 strong disagrees.

Of the principals with 0-5 years experience as a teacher, 3 disagreed mildly and 2 disagreed strongly. Of those with 6-10 years experience as a teacher, all 6 disagreed. Principals with 11-15 years experience responded with 2 agreeing mildly, 1 disagreeing mildly and 3 disagreeing strongly. Of principals with 16-20 years experience, 2 disagreed mildly and 2 disagreed strongly. The

principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 disagreed mildly and 1 disagreed strongly. Of those with 6-10 years as an administrator, 1 agreed mildly and 4 disagreed strongly. Of the principals with 11-15 years administrative experience, there was 1 mild agree, 4 mild disagree and 3 strong disagreements. Of principals with 16-20 years administrative experience, 2 disagreed mildly and 3 disagreed strongly. There were 2 principals in the 21-25 year demographic who both disagreed mildly (see Table 22).

Question 23 asked principals to respond to the statement that African Americans have their own distinctive pattern of speech which others should accept. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below. Of 3 Black principals, 1 agreed strongly, 1 disagreed mildly and 1 disagreed strongly. Of the 19 White principals, 2 agreed strongly, 9 agreed mildly and 8 disagreed mildly.

Table 22

*African American children can't learn to read unless African American Vernacular English is used as the medium of instruction in the schools*

Principal Characteristics	AS	AM	DM	DS	NA
Black (n=3)				3	
White (n=19)		2	9	8	
Females (n=9)		2	4	3	
Males (n=13)			5	8	
SE as Home Dialect (n=19)		2	9	8	
AAVE and SE Spoken (n=2)				2	
Another Dialect (n=1)				1	
North Cook County (n=10)			4	6	
West Cook County (n=5)			2	3	
South Cook County (n=7)		2	3	2	
Urban (n=9)		1	3	5	
Suburban (n=13)		1	6	6	
Age 40-49 (n=12)		1	4	7	
Age 50-59 (n=9)		1	4	4	
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)			2	2	
21-25 Years in Education (n=10)		1	4	5	
26 + Years in Education (n=8)		1	3	4	
0-5 Years as Teacher (n=5)			3	2	
6-10 Years as Teacher (n=6)			2	4	
11-15 Years as Teacher (n=6)		2	1	3	
16-20 Years as Teacher (n=4)			2	2	
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)			1	1	
6-10 Years as Administrator (n=5)		1		4	
11-15 Years as Administrator (n=8)		1	4	3	
16-20 Years as Administrator (n=5)			2	3	
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, out of 9 females, 1 agreed strongly, 1 agreed mildly and 7 disagreed mildly. Of 13 males, 2 agreed strongly, 8 agreed mildly, 2 disagreed mildly with 1 strongly disagreeing. According to the principal's home language, of 19 principals with SE as their main dialect, 1 agreed strongly, 9 agreed mildly, 8 disagreed mildly and 1 strongly disagreed. Principals speaking AAVE and SE split on the statement, with 1 agreeing strongly and 1 disagreeing mildly. The principal speaking another dialect reported that he agreed with the statement.

There were 5 North Cook County principals who agreed with the statement (2 strongly, 3 mildly); 5 strongly disagreed. Of the West Cook County principals, 3 agreed mildly and 2 disagreed mildly. South Cook County principals had 1 agree strongly, 3 agree mildly, 2 disagree mildly and 1 strongly disagree.

Of the 9 urban principals, 2 agreed strongly, 2 agreed mildly, 4 disagreed mildly and 1 disagreed strongly. Of the 13 suburban principals, 1 agreed strongly, 7 agreed mildly and 5 disagreed mildly.

Among 40-49 year olds, 9 out of 12 agreed (2 strongly, 7 mildly), and 2 disagreed mildly and 1 disagreed strongly. Of 50-59 year olds, 1 agreed strongly, 2 agreed mildly and 6 disagreed mildly. The principal in the 60-69 year old group responded with mildly disagree.

Of the principals with 16-20 years in education, 1 agreed strongly, 2 agreed mildly and 1 disagreed mildly. Those with 21-25 years in education responded with 1 agreeing strongly, 6 agreeing mildly, 2 disagreeing mildly and 1

strongly disagreeing. Of those with 26 years or more, 1 agreed strongly, 1 agreed mildly and 6 disagreed mildly with the statement.

Of the principals with 0-5 years experience as a teacher, 1 agreed strongly, 3 disagreed mildly and 1 disagreed strongly. Of those with 6-10 years experience as a teacher, 5 agreed mildly and 1 mildly disagreed. Principals with 11-15 years experience responded with 2 strongly agreed, 1 mild agreed and 3 mildly disagreed. Among principals with 16-20 years experience reported 3 agreeing mildly and 1 disagreeing mildly. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 agreed strongly and 1 agreed mildly. Of those with 6-10 years as an administrator, 1 agreed strongly, 3 agreed mildly and 1 disagreed mildly. Of the principals with 11-15 years administrative experience, there were 3 mild agreements, 4 mild disagreements and 1 strong disagreement. Of principals with 16-20 years administrative experience, 1 agreed strongly, 2 agreed mildly and 2 disagreed mildly. There were 2 principals in the 21-25 year demographic who both disagreed mildly (see Table 23).

Table 23

*African American people have their own distinctive pattern of speech which other people in this country should accept*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	1		1	1	
White (n=19)	2	9	8		
Females (n=9)	1	1	7		
Males (n=13)	2	8	2	1	
SE as Home Dialect (n=19)	1	9	8	1	
AAVE and SE Spoken (n=2)	1		1		
Another Dialect (n=1)	1				
North Cook County (n=10)	2	3	5		
West Cook County (n=5)		3	2		
South Cook County (n=7)	1	3	2	1	
Urban (n=9)	2	2	4	1	
Suburban (n=13)	1	7	5		
Age 40-49 (n=12)	2	7	2	1	
Age 50-59 (n=9)	1	2	6		
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)	1	2	1		
21-25 Years in Education (n=10)	1	6	2	1	
26 + Years in Education (n=8)	1	1	6		
0-5 Years as Teacher (n=5)	1		3	1	
6-10 Years as Teacher (n=6)		5	1		
11-15 Years as Teacher (n=6)	2	1	3		
16-20 Years as Teacher (n=4)		3	1		
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)	1	1			
6-10 Years as Administrator (n=5)	1	3	1		
11-15 Years as Administrator (n=8)		3	4	1	
16-20 Years as Administrator (n=5)	1	2	2		
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 24 asked principals to respond to the statement that African American English was produced by its history in Africa and this country, and not by any physical characteristics. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below. Of the 3 Black principals, 1 agreed mildly and 2 strongly disagreed. Of the 19 White principals, 6 strongly agreed, 5 mildly agreed, 3 mildly disagreed and 1 disagreed strongly.

By gender, out of 9 females, 3 agreed mildly, 1 disagreed mildly, 1 disagreed strongly and 4 reported NA. Of the 13 males, 6 agreed strongly, 3 agreed mildly, 2 disagreed mildly and 2 disagreed strongly. According to the principal's home language, 10 of 19 principals with SE as their main dialect agreed with the statement, with 5 strongly agreeing. They also reported 3 disagreeing mildly, 2 disagreeing strongly and 4 NAs. Principals speaking AAVE and SE split on the statement, with 1 agreeing mildly and 1 disagreeing strongly. The principal speaking another dialect reported that he agreed with the statement.

There were 7 North Cook County principals who agreed with the statement (2 strongly, 5 mildly), 2 principals mildly disagreed, while 1 responded NA. Of the West Cook County principals, 3 strongly agreed, with 2 disagreeing strongly. South Cook County principals had 1 agree strongly, 1 agree mildly, 1 disagree mildly, 1 disagree strongly and 3 responding NA.

Of the 9 urban principals, 3 agreed strongly, 2 agreed mildly, and 3 disagreed strongly with 1 responding NA. Of the 13 suburban principals, 7 agreed (3 strongly and 4 mildly). There were 3 principals who disagreed mildly and 2 who answered NA.

Among 40-49 year olds, 6 out of 12 agreed (5 strongly, 1 mildly), and 3 disagreed mildly, 2 disagreed strongly and one responded NA. Of 50-59 year olds, 1 agreed strongly, 5 agreed mildly, 1 disagreed strongly and 2 NAs. The principal in the 60-69 year old group responded with NA.

Of principals with 16-20 years in education, 2 strongly agreed, 1 agreed mildly and 1 strongly disagreed. Those with 21-25 years in education responded with 3 agreeing strongly, 1 agreeing mildly, 2 disagreeing mildly, 1 disagreeing strongly and 3 responding NA. Those with 26 years or more answered with 1 strong agreement, 4 mild agreements, 1 mild disagree, 1 strong disagree and 1 NA.

Among principals with 0-5 years experience as a teacher 2 agreed strongly, 1 disagreed mildly and 2 disagreed strongly. Of those with 6-10 years experience as a teacher 2 agreed strongly, 2 agreed mildly, 1 disagreed mildly and 1 NA. Principals with 11-15 years experience responded with 2 agreeing strongly, 2 agreeing mildly and 2 NA. Among principals with 16-20 years experience reported 2 agreeing strongly, 1 disagreeing mildly and 1 disagreeing strongly. The principal with 21-25 years teaching experience responded with NA.

Among principals with 0-5 years as an administrator, 2 agreed strongly with the statement. Of those with 6-10 years as an administrator, 1 agreed strongly, 1 agreed mildly, 1 disagreed mildly, 1 disagreed strongly and 1 answered NA. Of the principals with 11-15 years administrative experience, there were 2 agreeing strongly, 1 agreeing mildly, 1 disagreeing mildly, 2 disagreeing strongly and 2 NA. Of principals with 16-20 years administrative experience, 1 agreed strongly and 3 agreed mildly. In the 21-25 year demographic, there was 1 agreeing mildly, 1 disagreeing mildly and 1 NA (see Table 24).

Question 25 asked principals to respond to the statement that African American English can be expanded to fit any concept or idea imaginable. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below. All 3 Black principals agreed. Of the 19 White principals, there were 3 agreeing strongly, 8 agreeing mildly, 7 disagreeing mildly, and 1 who responded NA.

By gender, out of 9 females, 4 agreed mildly, 4 disagreed mildly and 1 reported NA. Of the 13 males, 4 strongly agreed, 6 mildly agreed and 3 mildly disagreed with the statement. According to the principal's home language, out of 19 principals with SE as their main dialect, 3 agreed strongly, 8 agreed mildly, 7 disagreed mildly and 1 NA. Principals speaking AAVE and SE agreed with the statement. The principal speaking another dialect reported that he agreed with the statement.

Table 24

*African American English was produced by its history in Africa and this country and not by any physical characteristics*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		1		2	
White (n=19)	6	5	3	1	
Females (n=9)		3	1	1	4
Males (n=13)	6	3	2	2	
SE as Home Dialect (n=19)	5	5	3	2	4
AAVE and SE Spoken (n=2)		1		1	
Another Dialect (n=1)	1				
North Cook County (n=10)	2	5	2		1
West Cook County (n=5)	3			2	
South Cook County (n=7)	1	1	1	1	3
Urban (n=9)	3	2		3	1
Suburban (n=13)	3	4	3		3
Age 40-49 (n=12)	5	1	3	2	1
Age 50-59 (n=9)	1	5		1	2
Age 60-69 (n=1)					1
16-20 Years in Education (n=4)	2	1		1	
21-25 Years in Education (n=10)	3	1	2	1	3
26 + Years in Education (n=8)	1	4	1	1	1
0-5 Years as Teacher (n=5)		2	1	2	
6-10 Years as Teacher (n=6)	2	2	1		1
11-15 Years as Teacher (n=6)	2	2			2
16-20 Years as Teacher (n=4)	2		1	1	
21-25 Years as Teacher (n=1)					1
0-5 Years as Administrator (n=2)	2				
6-10 Years as Administrator (n=5)	1	1	1	1	1
11-15 Years as Administrator (n=8)	2	1	1	2	2
16-20 Years as Administrator (n=5)	1	3			
21-25 Years as Administrator (n=2)		1	1		1

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 6 North Cook County principals who agreed with the statement (2 strongly agreed, 4 mildly agreed); 4 mildly disagreed. Of the West Cook County principals, 1 agreed strongly, 2 agreed mildly and 2 disagreed mildly. South Cook County principals had 1 agree strongly, 4 agree mildly, 1 disagree mildly and 1 NA.

Of the 9 urban principals, 3 agreed strongly, 2 agreed mildly, and 3 disagreed mildly with 1 NA. Of the 13 suburban principals, 9 agreed (1 strongly and 8 mildly). There were 2 principals who disagreed mildly.

Among 40-49 year olds, 7 out of 12 agreed (4 strongly, 3 mildly), and 5 disagreed mildly. Of 50-59 year olds, 7 agreed mildly, 1 disagreed mildly, and one responded NA. The principal in the 60-69 year old group responded with mild disagree.

Of principals with 16-20 years in education, 3 agreed with the statement, while 1 principal disagreed. Those with 21-25 years in education responded with 8 agreeing and 2 disagreeing. Among those with 26 years or more, 3 agreed, 4 disagreed and 1 responded NA.

Among principals with 0-5 years experience as a teacher, 3 of 5 agreed, and 2 disagreed. Of those with 6-10 years experience as a teacher, 5 agreed mildly and 1 disagreed mildly. Principals with 11-15 years experience responded with 2 strongly agreeing, 1 mildly agreeing, 2 mildly disagreeing and 1 NA. Of principals with 16-20 years experience, 1 strongly agreed, 2 mildly agreed, and 1

strongly disagreed with 1 NA. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 agreed strongly while 1 disagreed mildly with the statement. Of those with 6-10 years as an administrator, 2 agreed strongly and 3 agreed mildly. Of the principals with 11-15 years administrative experience, there was 1 who strongly agreed, and 3 who responded mildly agree. Of the 8 principals in this demographic, there were 3 who disagreed mildly. Of principals with 16-20 years administrative experience, 2 principals mildly agreed, with 3 mildly disagreeing. In the 21-25 year demographic, there was 1 mild agreement, 1 mild disagreement and 1 reported NA (see Table 25).

Question 26 asked principals to respond to whether African American people's major potential is in music, art, and dance. The individual responses were important to observe the principals' perceptions about students' potential. Demographic group responses are below. All 3 Black principals and 18 White principals disagreed with the response (4 mildly, 14 strongly). One White principal responded with NA.

Table 25

*African American English can be expanded to fit any concept or idea imaginable*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	1	2			
White (n=19)	3	8	7		1
Females (n=9)		4	4		1
Males (n=13)	4	6	3		
SE as Home Dialect (n=19)	3	8	7		1
AAVE and SE Spoken (n=2)		2			
Another Dialect (n=1)	1				
North Cook County (n=10)	2	4	4		
West Cook County (n=5)	1	2	2		
South Cook County (n=7)	1	4	1		1
Urban (n=9)	3	2	3		1
Suburban (n=13)	1	8	4		
Age 40-49 (n=12)	4	3	5		
Age 50-59 (n=9)		7	1		1
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)	1	2	1		
21-25 Years in Education (n=10)	3	5	2		
26 + Years in Education (n=8)		3	4		1
0-5 Years as Teacher (n=5)	1	2	2		
6-10 Years as Teacher (n=6)		5	1		
11-15 Years as Teacher (n=6)	2	1	2		1
16-20 Years as Teacher (n=4)	1	2	1		
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)	1	1			
6-10 Years as Administrator (n=5)	2	3			
11-15 Years as Administrator (n=8)	1	3	3		
16-20 Years as Administrator (n=5)		2	3		
21-25 Years as Administrator (n=2)		1	1		1

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, 8 out of 9 females disagreed (1 responded NA), and 13 of 13 males disagreed (1 mildly, 12 strongly) with the statement. According to the principal's home language, 4 of 19 principals with SE as their main dialect disagreed with the statement, with 14 strongly disagreeing, and 1 responding NA. 2 principals speaking AAVE and SE disagreed with the statement. The principal speaking another dialect reported that he disagreed strongly with the statement.

There were no North Cook County principals who agreed with the statement. 4 principals mildly disagreed, while 6 principals strongly disagreed. None of the West Cook County principals agreed (5 responded with strongly disagree). South Cook County principals had 0 agree responses and 0 disagree mildly responses.

Of the 9 urban principals, 8 disagreed strongly. Of the 13 suburban principals, all disagreed (9 strongly and 4 mildly). There were 4 principals who disagreed mildly and 9 who disagreed strongly.

Among 40-49 year olds, 1 disagreed mildly and 11 disagreed strongly. Of 50-59 year olds, 2 disagreed mildly and 6 disagreed strongly. The principal in the 60-69 year old group responded with disagree mildly.

Of principals with 16-20 years in education, none agreed with the statement, while 4 disagreed. Those with 21-25 years in education responded with 0 agreeing and 10 disagreeing. Of those with 26 years or more, 0 agreed and 7 disagreed with the statement.

Among principals with 0-5 years experience as a teacher, 0 agreed, and 5 disagreed. Of those with 6-10 years experience as a teacher, all 6 disagreed. Principals with 11-15 years experience responded with 0 agreeing, 1 mildly disagreeing and 4 strongly disagreeing. Of principals with 16-20 years experience, 0 agreed and 4 strongly disagreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 2 disagreed strongly with the statement. Of those with 6-10 years as an administrator, 0 agreed and 4 who disagreed strongly. Of the principals with 11-15 years administrative experience, there were 0 who agreed. Of the 8 principals in this demographic, there were 5 who disagreed strongly. Of principals with 16-20 years administrative experience, 4 principals strongly disagreed, 1 mildly disagreed. There were 2 principals in the 21-25 year demographic who both disagreed strongly (see Table 26).

Table 26

*Most African American people's major potential is in music, art, and dance*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)				3	
White (n=19)			4	14	1
Females (n=9)			3	5	1
Males (n=13)			1	12	
SE as Home Dialect (n=19)			4	14	1
AAVE and SE Spoken (n=2)				2	
Another Dialect (n=1)				1	
North Cook County (n=10)			4	6	
West Cook County (n=5)				5	
South Cook County (n=7)				6	1
Urban (n=9)				8	1
Suburban (n=13)			4	9	
Age 40-49 (n=12)			1	11	
Age 50-59 (n=9)			2	6	1
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)			1	3	
21-25 Years in Education (n=10)			2	8	
26 + Years in Education (n=8)			1	6	1
0-5 Years as Teacher (n=5)				5	
6-10 Years as Teacher (n=6)			2	4	
11-15 Years as Teacher (n=6)			1	4	1
16-20 Years as Teacher (n=4)				4	
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)				2	
6-10 Years as Administrator (n=5)			1	4	
11-15 Years as Administrator (n=8)			2	5	1
16-20 Years as Administrator (n=5)			1	4	
21-25 Years as Administrator (n=2)				2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 27 asked principals to respond to whether African Americans should try to look like everybody else in this country rather than wearing cultural styles. The individual responses were important to observe the principals' perceptions about culture and appearance. Demographic group responses are below. All 3 Black principals disagreed with the statement (1 mildly, 2 strongly) and all 19 of 19 White principals disagreed with the statement (5 mildly, 14 strongly).

By gender, 9 out of 9 females (1 mildly, 8 strongly) disagreed with the statement and 13 of 13 males disagreed with the statement (5 mildly, 8 strongly). According to the principal's home language, 19 of 19 principals with SE as their main dialect disagreed with the statement with 14 who strongly disagreed and 5 who mildly disagreed. Principals speaking AAVE and SE disagreed with the statement (1 mildly, 1 strongly). The principal speaking another dialect reported that he disagreed with the statement.

There were 10 North Cook County principals who disagreed with the statement. 3 principals mildly disagreed while 7 principals strongly disagreed. All of the West Cook County principals disagreed (2 responded with strongly disagree; 3 responded with mildly disagree). South Cook County principals had 7 disagree responses (6 strongly, 1 mildly).

Of the 9 urban principals, 5 disagreed strongly, 4 disagreed mildly. Of the 13 suburban principals, 13 disagreed (11 strongly and 2 mildly). There were 2 principals who disagreed mildly and 11 who disagreed strongly.

Among 40-49 year olds, 0 out of 12 agreed and 2 disagreed mildly and 10 strongly. Of 50-59 year olds, 0 agreed, 4 disagreed mildly and 5 disagreed strongly. The principal in the 60-69 year old group responded with strongly disagree.

Of principals with 16-20 years in education, 0 agreed with the statement, while 4 disagreed. Those with 21-25 years in education responded with 0 agreeing and 10 disagreeing. Of those with 26 years or more, 0 agreed and 8 disagreed with the statement.

Among principals with 0-5 years experience as a teacher, 5 disagreed (2 mildly, 3 strongly). Of those with 6-10 years experience as a teacher, all 6 disagreed (2 mildly, 4 strongly). Principals with 11-15 years experience responded with 0 agreeing, 1 mildly disagreeing and 5 strongly disagreeing. Among principals with 16-20 years experience, 0 mildly agreed, 1 mildly disagreed, and 3 strongly disagreed. The principal with 21-25 years teaching experience responded by strongly disagreeing with the statement.

Among principals with 0-5 years as an administrator, 2 disagreed strongly with the statement. Of those with 6-10 years as an administrator, 3 disagreed strongly and 2 disagreed mildly. Of the principals with 11-15 years administrative experience, there were 0 who agreed. Of the 8 principals in this demographic, all 8 disagreed strongly. Of principals with 16-20 years administrative experience, 2 principals strongly disagreed, 3 mildly agreed. There were 2 principals in the 21-

25 year demographic. 1 disagreed mildly and 1 disagreed strongly (see Table 27).

Question 28 asked principals to respond to the home life of African American people and whether their home life provides a rich cultural experience directly connected to African origins. The individual responses were important to observe the principals' perceptions about family origin and tradition.

Demographic group responses are below. By race, 1 Black principal responded agree strongly and 2 responded agree mildly. One White principal responded agree strongly, 4 responded agree mildly, 12 disagreed mildly, and 2 disagreed strongly.

By gender, 3 females agreed mildly, 5 agreed disagreed mildly, and 1 disagreed strongly. Of the males, 2 agreed strongly, 3 agreed mildly, 7 disagreed mildly, and 1 disagreed strongly. According to the principal's home language, 14 of 19 principals with SE as their main dialect disagreed with the statement, with 2 strongly disagreeing and 12 disagreeing mildly. Two principals speaking AAVE and SE agreed mildly with the statement. The principal speaking another dialect reported that he agreed strongly with the statement.

There were 6 North Cook County principals who mildly disagreed with the statement; 3 mildly agreed; 1 strongly agreed. Four of the West Cook County principals mildly disagreed (1 responded with mildly agree). South Cook County principals had 4 disagree responses (2 strongly, 2 mildly) and 2 agreed mildly, while 1 strongly agreed.

Table 27

*African Americans should try to look like everybody else in this country rather than wearing cultural styles*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)			1	2	
White (n=19)			5	14	
Females (n=9)			1	8	
Males (n=13)			5	8	
SE as Home Dialect (n=19)			5	14	
AAVE and SE Spoken (n=2)			1	1	
Another Dialect (n=1)				1	
North Cook County (n=10)			3	7	
West Cook County (n=5)			2	3	
South Cook County (n=7)			1	6	
Urban (n=9)			4	5	
Suburban (n=13)			2	11	
Age 40-49 (n=12)			2	10	
Age 50-59 (n=9)			4	5	
Age 60-69 (n=1)				1	
16-20 Years in Education (n=4)			1	3	
21-25 Years in Education (n=10)			1	9	
26 + Years in Education (n=8)			4	4	
0-5 Years as Teacher (n=5)			2	3	
6-10 Years as Teacher (n=6)			2	4	
11-15 Years as Teacher (n=6)			1	5	
16-20 Years as Teacher (n=4)			1	3	
21-25 Years as Teacher (n=1)				1	
0-5 Years as Administrator (n=2)				2	
6-10 Years as Administrator (n=5)			2	3	
11-15 Years as Administrator (n=8)				8	
16-20 Years as Administrator (n=5)			3	2	
21-25 Years as Administrator (n=2)			1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Of the 9 urban principals, 2 agreed strongly, 3 agreed mildly, and 4 disagreed mildly. Of the 13 suburban principals, 10 disagreed (2 strongly and 8 mildly). There were 3 suburban principals that agreed mildly.

Among 40-49 year olds, 9 out of 12 disagreed (2 strongly, 7 mildly), and 1 agreed mildly and 2 agreed strongly. Of 50-59 year olds, 5 agreed mildly and 4 disagreed mildly. The principal in the 60-69 year old group responded with mildly disagree.

Of principals with 16-20 years in education, 1 disagreed strongly, 2 disagreed mildly. One principal with 16-20 years experience agreed strongly with the statement. Those with 21-25 years in education responded with 7 disagreeing (1 strongly, 6 mildly). Of those with 26 years or more, 4 agreed and 4 disagreed with the statement.

Among principals with 0-5 years experience as a teacher, 1 agreed strongly, 2 agreed mildly, and 2 disagreed mildly. Of those with 6-10 years experience as a teacher, 5 disagreed (1 strongly, 1 mildly). Principals with 11-15 years experience responded with 1 strongly agreeing, 1 mildly agreeing, 3 mildly disagreeing and 1 strongly disagreeing. Among principals with 16-20 years experience, 2 mildly agreed and 2 mildly disagreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 agreed strongly and 1 disagreed mildly with the statement. Of those with 6-10 years as an administrator, 2 agreed mildly, 2 who disagreed mildly, and 1 disagreed strongly.

Of the principals with 11-15 years administrative experience, there was 1 who strongly agreed, 6 mildly disagreed, and 1 who disagreed strongly. Of principals with 16-20 years administrative experience, 3 principals mildly agreed, 2 mildly disagreed. There were 2 principals in the 21-25 year demographic. 1 agreed mildly and 1 disagreed mildly (see Table 28).

Question 29 asked principals to respond to the statement that “the reason African American children have trouble learning in school is that they are not taught properly.” The individual responses were important to observe the principals’ perceptions concerning how African American children are taught. Demographic group responses are below. One Black principal and 7 White principals (2 strongly, 5 mildly) agreed with the response. Two Black principals (1 strongly, 1 mildly) disagreed with statement, and 12 White principals disagreed (5 strongly, 7 mildly).

By gender, 2 females agreed mildly, 5 disagreed mildly, and 2 disagreed strongly. Two males agreed strongly with the statement, while 4 agreed mildly, 3 disagreed mildly, and 4 disagreed strongly. According to the principal’s home language, 7 principals with SE as their main dialect agreed with the statement (2 strongly, 5 who mildly). Seven disagreed mildly and 5 disagreed strongly. One principal speaking AAVE and SE agreed mildly with the statement and 1 disagreed mildly. The principal speaking another dialect reported that he disagreed strongly with the statement.

Table 28

*The home life of African American people provides a rich cultural experience directly connected to African origins*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	1	2			
White (n=19)	1	4	12	2	
Females (n=9)		3	5	1	
Males (n=13)	2	3	7	1	
SE as Home Dialect (n=19)	1	4	12	2	
AAVE and SE Spoken (n=2)		2			
Another Dialect (n=1)	1				
North Cook County (n=10)		3	6		
West Cook County (n=5)		1	4		
South Cook County (n=7)	1	2	2	2	
Urban (n=9)	2	3	4	0	
Suburban (n=13)		3	8	2	
Age 40-49 (n=9)	2	1	7	2	
Age 50-59 (n=12)		5	4		
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)	1		2	1	
21-25 Years in Education (n=10)		2	6	1	
26 + Years in Education (n=8)		4	4		
0-5 Years as Teacher (n=5)	1	2	2		
6-10 Years as Teacher (n=6)		1	4	1	
11-15 Years as Teacher (n=6)	1	1	3	1	
16-20 Years as Teacher (n=4)		2	2		
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)	1		1		
6-10 Years as Administrator (n=5)		2	2	1	
11-15 Years as Administrator (n=8)	1		6	1	
16-20 Years as Administrator (n=5)		3	2		
21-25 Years as Administrator (n=2)		1	1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 2 North Cook County principals who mildly agreed with the statement, 6 principals mildly disagreed, and 2 principals strongly disagreed. 3 of the West Cook County principals agreed (2 responded with strongly agree, 1 with mildly agree). Among South Cook County principals 3 agreed mildly and 4 disagreed (1 mildly disagree, 3 strongly disagree).

Of the 9 urban principals, 2 agreed strongly, 2 agreed mildly, and 2 disagreed mildly. Of the 13 suburban principals, 4 agreed mildly. There were 6 principals who disagreed mildly and 3 who disagreed strongly.

Among 40-49 year olds, 4 out of 12 agreed (1 strongly, 3 mildly), and 3 disagreed mildly and 5 strongly. Of 50-59 year olds, 1 agreed strongly, 3 agreed mildly, 4 disagreed mildly and 1 disagreed strongly. The principal in the 60-69 year old group responded with mildly disagree.

Among principals with 16-20 years in education, 1 agreed with the statement, while 3 principals disagreed (1 mildly, 2 strongly). Those with 21-25 years in education responded with 4 agreeing and 6 disagreeing. Of those with 26 years or more, 3 agreed and 5 disagreed with the statement.

Among principals with 0-5 years experience as a teacher, 1 agreed and 4 disagreed. Of those with 6-10 years experience as a teacher, 3 agreed. Principals with 11-15 years experience responded with 1 strongly agreeing, 1 mildly agreeing, 1 mildly disagreeing and 3 strongly disagreeing. Of principals with 16-20 years experience, 1 strongly agreed, 1 mildly agreed, and 2 mildly

disagreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 disagreed strongly with the statement. Of those with 6-10 years as an administrator, 1 agreed strongly and 1 agreed mildly. There was 1 who disagreed strongly. Of the principals with 11-15 years administrative experience, there were 3 who mildly agreed and 2 who responded mildly disagreed. Of the 8 principals in this demographic, there were 3 who disagreed strongly. Of principals with 16-20 years administrative experience, 1 principal strongly agreed, 2 mildly agreed. There were 2 principals in the 21-25 year demographic who both disagreed mildly (see Table 29).

Question 30 asked principals to respond to whether African American English is basically talking lazy. The individual responses were important to observe the principals' perceptions about ambition and language. Demographic group responses are below. All 3 Black principals and 14 of 19 White principals strongly disagreed with the statement. Four White principals disagreed mildly and 1 White principal agreed mildly.

Table 29

*The reason African American children have trouble learning in school is that they are not taught properly*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		1	1	1	
White (n=19)	2	5	7	5	
Females (n=9)		2	5	2	
Males (n=13)	2	4	3	4	
SE as Home Dialect (n=19)	2	5	7	5	
AAVE and SE Spoken (n=2)		1	1		
Another Dialect (n=1)				1	
North Cook County (n=10)		2	6	2	
West Cook County (n=5)	2	1	1	1	
South Cook County (n=7)		3	1	3	
Urban (n=9)	2	2	2	3	
Suburban (n=13)		4	6	3	
Age 40-49 (n=9)	1	3	3	5	
Age 50-59 (n=12)	1	3	4	1	
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)		1	1	2	
21-25 Years in Education (n=10)	1	3	3	3	
26 + Years in Education (n=8)	1	2	4	1	
0-5 Years as Teacher (n=5)		1	2	2	
6-10 Years as Teacher (n=6)		3	2	1	
11-15 Years as Teacher (n=6)	1	1	1	3	
16-20 Years as Teacher (n=4)	1	1	2		
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)		1		1	
6-10 Years as Administrator (n=5)	1	0	3	1	
11-15 Years as Administrator (n=8)		3	2	3	
16-20 Years as Administrator (n=5)	1	2	1	1	
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, 8 out of 9 females and 13 of 13 males disagreed with the statement. According to the principal's home language, 18 of 19 principals with SE as their main dialect disagreed with the statement with 14 strongly disagreeing. Principals speaking AAVE and SE strongly disagreed with the statement. The principal speaking another dialect reported that he strongly disagreed with the statement.

There were 9 North Cook County principals who disagreed with the statement (7 strongly disagreed, 2 mildly disagreed); 1 principal mildly agreed. All of the West Cook County principals disagreed (3 responded with strongly disagree, 2 with mildly disagree). South Cook County principals had 7 strongly disagree responses.

Of the 9 urban principals, 7 disagreed strongly, 2 disagreed mildly. Of the 13 suburban principals, 12 disagreed (10 strongly and 2 mildly). There was 1 principal who agreed mildly.

Among 40-49 year olds, all 12 disagreed (9 strongly, 3 mildly). Of 50-59 year olds, 1 agreed mildly, 1 disagreed mildly and 7 disagreed strongly. The principal in the 60-69 year old group responded with strongly disagree.

Of principals with 16-20 years in education, 0 agreed with the statement, while 4 disagreed. Those with 21-25 years in education responded with 0 agreeing and 10 disagreeing. Among those with 26 years or more, 1 agreed and 7 disagreed with the statement.

Among principals with 0-5 years experience as a teacher, 0 agreed, and 5 disagreed. Of those with 6-10 years experience as a teacher, 1 agreed and 5 disagreed. Principals with 11-15 years experience responded with 6 strongly disagreeing. Of principals with 16-20 years experience, 1 mildly disagreed and 3 strongly disagreed. The principal with 21-25 years teaching experience responded by disagreeing strongly with the statement.

Among principals with 0-5 years as an administrator, 2 disagreed strongly with the statement. Of those with 6-10 years as an administrator, 4 disagreed strongly and 1 disagreed mildly. Of the principals with 11-15 years administrative experience, there were 7 who strongly disagreed, and 1 who responded mildly disagree. Of principals with 16-20 years administrative experience, 1 principal mildly agreed, 1 mildly disagreed. There were 2 principals in the 21-25 year demographic and 1 disagreed mildly while the other disagreed strongly (see Table 30).

Question 31 asked principals to respond to whether African American children can be trained to pass any test. The individual responses were important to observe the principals' perceptions about African American children and test taking. Demographic group responses are below. Two Black principals agreed with the statement (1 strongly, 1 mildly). One Black principal disagreed strongly. Fifteen White principals agreed with the statement (10 strongly, 5 mildly). Four White principals disagreed with the statement (2 strongly, 2 mildly).

Table 30

*African American English is basically talking lazy*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)				3	
White (n=19)		1	4	14	
Females (n=9)		1	1	7	
Males (n=13)			3	10	
SE as Home Dialect (n=19)		1	4	14	
AAVE and SE Spoken (n=2)				2	
Another Dialect (n=1)				1	
North Cook County (n=10)		1	2	7	
West Cook County (n=5)			2	3	
South Cook County (n=7)				7	
Urban (n=9)			2	7	
Suburban (n=13)		1	2	10	
Age 40-49 (n=12)			3	9	
Age 50-59 (n=9)		1	1	7	
Age 60-69 (n=1)				1	
16-20 Years in Education (n=4)			2	2	
21-25 Years in Education (n=10)				10	
26 + Years in Education (n=8)		1	2	5	
0-5 Years as Teacher (n=5)			2	3	
6-10 Years as Teacher (n=6)		1	1	4	
11-15 Years as Teacher (n=6)				6	
16-20 Years as Teacher (n=4)			1	3	
21-25 Years as Teacher (n=1)				1	
0-5 Years as Administrator (n=2)				2	
6-10 Years as Administrator (n=5)			1	4	
11-15 Years as Administrator (n=8)			1	7	
16-20 Years as Administrator (n=5)		1	1	3	
21-25 Years as Administrator (n=2)			1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, 2 out of 9 females disagreed mildly with the statement, while 4 agreed mildly and 3 agreed strongly. Eight males agreed strongly with the statement, while 2 agreed mildly, 1 disagreed mildly, and 2 disagreed strongly.

According to the principal's home language, 16 of 19 principals with SE as their main dialect agreed with the statement with 11 strongly agreeing. 1 principal speaking AAVE and SE agreed with the statement. The principal speaking another dialect reported that he strongly disagreed with the statement.

There were 7 North Cook County principals who agreed with the statement (5 strongly agreed, 2 mildly agreed), 2 principals mildly disagreed and 1 principal strongly disagreed. 4 of the West Cook County principals agreed (1 responded with strongly agree, 3 with mildly agree). South Cook County principals had 6 agree responses (5 strongly, 1 mildly) and 1 disagree mildly response.

Of the 9 urban principals, 3 agreed strongly, 2 agreed mildly, and 2 disagreed mildly. Of the 13 suburban principals, 12 agreed (8 strongly and 4 mildly). There was 1 principal that disagreed mildly.

Among 40-49 year olds, 8 out of 12 agreed (8 strongly, 2 mildly), and 2 disagreed strongly. Of 50-59 year olds, 3 agreed strongly, 3 agreed mildly and 3 disagreed mildly. The principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 2 agreed with the statement, while 2 disagreed. Those with 21-25 years in education responded with 9

agreeing and 1 disagreeing. Among those with 26 years or more, 6 agreed and 2 disagreed with the statement.

Among principals with 0-5 years experience as a teacher, 3 of 5 agreed, and 2 disagreed. Of those with 6-10 years experience as a teacher, all 6 agreed. Principals with 11-15 years experience responded with 3 strongly agreeing, 2 mildly disagreeing and 1 strongly disagreeing. Among principals with 16-20 years experience, 2 strongly agreed and 1 mildly agreed. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 strongly agreed with the statement. Of those with 6-10 years as an administrator, 4 agreed strongly and 1 agreed mildly. Of the principals with 11-15 years administrative experience, there were 3 who strongly agreed, and 2 who responded mildly agree. Of the 8 principals in this demographic, there was 1 who disagreed strongly. Of principals with 16-20 years administrative experience, 2 principals strongly agreed, 2 mildly agreed. There were 2 principals in the 21-25 year demographic. 1 agreed mildly and 1 agreed strongly (see Table 31).

Table 31

*African American children can be trained to pass any test written*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	1	1	1		
White (n=19)	10	5	2	2	
Females (n=9)	3	4	2		
Males (n=13)	8	2	1	2	
SE as Home Dialect (n=19)	11	5	2	1	
AAVE and SE Spoken (n=2)		1	1		
Another Dialect (n=1)				1	
North Cook County (n=10)	5	2	2	1	
West Cook County (n=5)	1	3		1	
South Cook County (n=7)	5	1	1		
Urban (n=9)	3	2	2	2	
Suburban (n=13)	8	4	1		
Age 40-49 (n=9)	8	2		2	
Age 50-59 (n=12)	3	3	3		
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)	2			2	
21-25 Years in Education (n=10)	6	3	1		
26 + Years in Education (n=8)	3	3	2		
0-5 Years as Teacher (n=5)	2	1	1	1	
6-10 Years as Teacher (n=6)	4	2			
11-15 Years as Teacher (n=6)	3		2	1	
16-20 Years as Teacher (n=4)	2	2			
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)	1			1	
6-10 Years as Administrator (n=5)	4	1			
11-15 Years as Administrator (n=8)	3	2	2	1	
16-20 Years as Administrator (n=5)	2	2	1		
21-25 Years as Administrator (n=2)	1	1			

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 32 asked principals to respond to the statement, “African American children can learn to read in spite of the fact that most readers (text) are written in Standard English.” The individual responses were important to observe the principals’ perceptions about African American children learning to read. Demographic group responses are below. All 3 Black principals and 16 of 19 White principals agreed with the statement. One White principal disagreed and 2 responded NA.

By gender, 7 out of 9 females and 12 of 13 males disagreed with the statement. According to the principal’s home language, 17 of 19 principals with SE as their main dialect agreed with the statement with 15 strongly agreeing. 2 Principals speaking AAVE and SE agreed with the statement. The principal speaking another dialect reported that he disagreed with the statement.

There were 7 North Cook County principals who agreed with the statement (all strongly agreed), 1 principal strongly disagreed. All of the West Cook County principals agreed (4 responded with strongly agree, 1 with mildly agree). South Cook County principals had 7 agree responses (6 strongly, 1 mildly).

Of the 9 urban principals, 7 agreed strongly, 1 agreed mildly, and 1 disagreed strongly. Of the 13 suburban principals, 11 agreed (10 strongly and 1 mildly). The other two suburban principals responded with NA.

Among 40-49 year olds, 11 out of 12 agreed (10 strongly, 1 mildly), and 1 disagreed strongly. Of 50-59 year olds, 7 agreed strongly, 1 agreed mildly and 1 disagreed strongly. The principal in the 60-69 year old group did not respond.

Of principals with 16-20 years in education, 3 agreed with the statement, while 1 principal disagreed. Those with 21-25 years in education responded with 8 agreeing. Of those with 26 years or more, 8 agreed and 0 disagreed with the statement.

Among principals with 0-5 years experience as a teacher, 5 of 5 agreed. Of those with 6-10 years experience as a teacher, all 6 agreed. Principals with 11-15 years experience responded with 4 strongly agreeing, and 1 strongly disagreeing. Among principals with 16-20 years experience, 1 mildly agreed. The principal with 21-25 years teaching experience did not answer.

Among principals with 0-5 years as an administrator, 1 agreed strongly with the statement and 1 disagreed strongly with the statement. Of those with 6-10 years as an administrator, 5 agreed strongly, and there was 1 who disagreed strongly. Of the principals with 11-15 years administrative experience, there were 5 who strongly agreed, and 1 who responded mildly agree. Of principals with 16-20 years administrative experience, 4 principals strongly agreed, 1 mildly agreed. There were 2 principals in the 21-25 year demographic who both agreed strongly (see Table 32).

Question 33 asked principals to respond to whether African American children have the same potential for achievement in math and science as any

other people. The individual responses were important to observe the principals' perceptions about potential in math and science. Demographic group responses are below. All 3 Black principals (2 strongly and 1 mildly) and 18 White principals (strongly) agreed with the statement, while 1 White principal disagreed with the statement.

By gender, 9 out of 9 females and 12 of 13 males agreed with the statement, while 1 disagreed strongly. According to the principal's home language, 19 of 19 principals with SE as their main dialect agreed with the statement with 19 strongly agreeing. Two principals speaking AAVE and SE agreed with the statement. The principal speaking another dialect reported that he strongly disagreed with the statement.

There were 9 North Cook County principals who agreed with the statement (8 strongly agreed, 1 mildly agreed), while 1 principal strongly disagreed. All 5 of the West Cook County principals strongly agreed. South Cook County principals had 7 strongly agreed responses.

Table 32

*African American children can learn to read in spite of the fact that most readers are written in Standard English*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	3				
White (n=19)	14	2	1		2
Females (n=9)	7				2
Males (n=13)	10	2		1	
SE as Home Dialect (n=19)	15	2			2
AAVE and SE Spoken (n=2)	2				
Another Dialect (n=1)				1	
North Cook County (n=10)	7			1	2
West Cook County (n=5)	4	1			
South Cook County (n=7)	6	1			
Urban (n=9)	7	1		1	
Suburban (n=13)	10	1		0	2
Age 40-49 (n=12)	10	1		1	
Age 50-59 (n=9)	7	1		1	
Age 60-69 (n=1)					1
16-20 Years in Education (n=4)	2	1		1	
21-25 Years in Education (n=10)	8				2
26 + Years in Education (n=8)	7	1			
0-5 Years as Teacher (n=5)	5	0			
6-10 Years as Teacher (n=6)	5	1			
11-15 Years as Teacher (n=6)	4			1	1
16-20 Years as Teacher (n=4)	3	1			
21-25 Years as Teacher (n=1)					1
0-5 Years as Administrator (n=2)	1			1	
6-10 Years as Administrator (n=5)	5				
11-15 Years as Administrator (n=8)	5	1			2
16-20 Years as Administrator (n=5)	4	1			
21-25 Years as Administrator (n=2)	2				

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Of the 9 urban principals, 7 agreed strongly, 1 agreed mildly, and 1 disagreed strongly. Of the 13 suburban principals, 13 agreed strongly.

Among 40-49 year olds, 11 out of 12 agreed (11 strongly, 0 mildly), and 1 disagreed strongly. Of 50-59 year olds, 8 agreed strongly, 1 agreed mildly. The principal in the 60-69 year old group responded with strongly agree.

Among principals with 16-20 years in education, 3 agreed with the statement, while 1 disagreed. Those with 21-25 years in education responded with 10 agreeing and 0 disagreeing. Of those with 26 years or more, 8 agreed and 0 disagreed.

Among principals with 0-5 years experience as a teacher, 5 of 5 agreed. Of those with 6-10 years experience as a teacher, all 6 agreed. Principals with 11-15 years experience responded with 5 strongly agreeing and 1 strongly disagreeing. Among principals with 16-20 years experience, 4 strongly agreed. The principal with 21-25 years teaching experience responded by agreeing strongly with the statement.

Among principals with 0-5 years as an administrator, 1 disagreed strongly with the statement. Of those with 6-10 years as an administrator, 5 agreed strongly. Of the principals with 11-15 years administrative experience, all 8 strongly agreed. Of principals with 16-20 years administrative experience, 4 principals strongly agreed, 1 mildly agreed. There were 2 principals in the 21-25 year demographic who both agreed strongly (see Table 33).

Table 33

*African American children have the same potential for achievement in math and science as any other people*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	2	1			
White (n=19)	18			1	
Females (n=9)	9				
Males (n=13)	11	1		1	
SE as Home Dialect (n=19)	19				
AAVE and SE Spoken (n=2)	1	1			
Another Dialect (n=1)				1	
North Cook County (n=10)	8	1		1	
West Cook County (n=5)	5				
South Cook County (n=7)	7				
Urban (n=9)	7	1		1	
Suburban (n=13)	13				
Age 40-49 (n=9)	11			1	
Age 50-59 (n=12)	8	1			
Age 60-69 (n=1)	1				
16-20 Years in Education (n=4)	3			1	
21-25 Years in Education (n=10)	10				
26 + Years in Education (n=8)	7	1			
0-5 Years as Teacher (n=5)	4	1			
6-10 Years as Teacher (n=6)	6				
11-15 Years as Teacher (n=6)	5			1	
16-20 Years as Teacher (n=4)	4				
21-25 Years as Teacher (n=1)	1				
0-5 Years as Administrator (n=2)	1			1	
6-10 Years as Administrator (n=5)	5				
11-15 Years as Administrator (n=8)	8				
16-20 Years as Administrator (n=5)	4	1			
21-25 Years as Administrator (n=2)	2				

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 34 asked principals to respond to whether African American children are advantaged by African American English; it makes them bidialectal just as some Hispanics are bilingual. The individual responses were important to observe the principals' perceptions about AAVE giving students an advantage. Demographic group responses are below. 2 of the Black principals and 7 of 19 White principals agreed with the response. 1 Black principal disagreed mildly with the statement. 8 White principals disagreed mildly and 4 disagreed strongly.

By gender, 6 out of 9 females and 7 of 13 males disagreed with the statement. According to the principal's home language, 8 of 19 principals with SE as their main dialect agreed with the statement with 1 strongly agreeing. 1 Principal speaking AAVE and SE agreed with the statement. The principal speaking another dialect reported that he disagreed strongly with the statement.

There were 2 North Cook County principals who mildly agreed with the statement; 3 mildly disagreed. 3 of the West Cook County principals agreed (1 responded with strongly agree; 2 responded with mildly agree). South Cook County principals had 4 agree responses (1 strongly, 3 mildly) and 2 disagree mildly responses).

Of the 9 urban principals, 1 agreed strongly, 2 agreed mildly, and 4 disagreed mildly. Of the 13 suburban principals, 6 agreed (1 strongly and 5 mildly). There were 5 principals who disagreed mildly and 2 who disagreed strongly.

Among 40-49 year olds, 7 out of 12 agreed (1 strongly, 6 mildly), and 3 disagreed mildly and 2 disagreed strongly. Of 50-59 year olds, 1 agreed strongly, 6 disagreed mildly and 2 disagreed strongly. The principal in the 60-69 year old group responded with mildly agree.

Among principals with 16-20 years in education, 1 agreed with the statement, while 3 principals disagreed. Of those with 21-25 years in education 7 agreed and 3 disagreed. Of those with 26 years or more, 1 agreed and 7 disagreed.

Among principals with 0-5 years experience as a teacher, 1 of 5 agreed, and 4 disagreed. Of those with 6-10 years experience as a teacher, 3 agreed. Principals with 11-15 years experience responded with 1 strongly agreeing, 1 mildly agreeing, 2 mildly disagreeing and 2 strongly disagreeing. Among principals with 16-20 years experience, 1 mildly agreed, 1 mildly disagreed, and 1 strongly disagreed. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 2 disagreed strongly with the statement. Of those with 6-10 years as an administrator, 2 agreed strongly and 2 agreed mildly. Of the principals with 11-15 years administrative

experience, 5 who responded mildly agree. Of the 8 principals in this demographic, there was 1 who disagreed strongly. Of principals with 16-20 years administrative experience 4 mildly disagreed. There were 2 principals in the 21-25 year demographic who both disagreed mildly (see Table 34).

Question 35 asked principals to respond to whether African American English is a misuse of standard language. The individual responses were important to observe the principals' perceptions of AAVE as misuse. Demographic group responses are below. 1 Black principal agreed with the statement and 6 White principals agreed with the statement. Two Black principals disagreed (1 mildly, 1 strongly). Nine White principals disagreed (9 mildly, 4 strongly).

By gender, 4 females disagreed mildly and 1 disagreed strongly. Ten males (6 mildly and 4 strongly) disagreed with the statement. Four females agreed mildly and 3 males agreed mildly. According to the principal's home language, 6 of 19 principals with SE as their main dialect agreed with the statement with 0 strongly agreeing. One principal speaking AAVE and SE agreed with the statement. The principal speaking another dialect reported that he disagreed mildly with the statement.

Table 34

*African American children are advantaged through African American English; it makes them bidialectal just as some Hispanics are bilingual*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	1	1	1		
White (n=19)	1	6	8	4	
Females (n=9)	2	1	4	2	
Males (n=13)		6	5	2	
SE as Home Dialect (n=19)	1	7	8	3	
AAVE and SE Spoken (n=2)	1		1		
Another Dialect (n=1)				1	
North Cook County (n=10)		2	5	3	
West Cook County (n=5)	1	2	2		
South Cook County (n=7)	1	3	2	1	
Urban (n=9)	1	2	4	2	
Suburban (n=13)	1	5	5	2	
Age 40-49 (n=9)	1	6	3	2	
Age 50-59 (n=12)	1		6	2	
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)		1	2	1	
21-25 Years in Education (n=10)	1	6	2	1	
26 + Years in Education (n=8)	1		5	2	
0-5 Years as Teacher (n=5)		1	4		
6-10 Years as Teacher (n=6)		3	2	1	
11-15 Years as Teacher (n=6)	1	1	2	2	
16-20 Years as Teacher (n=4)	1	1	1	1	
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)				2	
6-10 Years as Administrator (n=5)	2	2			
11-15 Years as Administrator (n=8)		5	2	1	
16-20 Years as Administrator (n=5)			4	1	
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 2 North Cook County principals who agreed with the statement; 7 mildly disagreed; 1 strongly disagreed. Two of the West Cook County principals agreed (2 responded with strongly disagree; 1 responded with mildly agree). South Cook County principals had 3 agree responses and 4 disagree responses (2 strongly, 2 mildly).

Of the 9 urban principals, 4 agreed mildly, and 3 disagreed mildly. Of the 13 suburban principals, 3 agreed mildly. There were 7 principals who disagreed mildly and 3 who disagreed strongly.

Among 40-49 year olds, 2 out of 12 agreed mildly and 5 disagreed mildly and 5 disagreed strongly. Of 50-59 year olds, 5 agreed mildly and 4 disagreed mildly. The principal in the 60-69 year old group responded with mildly disagree.

Of principals with 16-20 years in education, 1 agreed with the statement, while 3 disagreed. Of those with 21-25 years in education 1 agreed and 9 disagreed. Of those with 26 years or more, 5 agreed and 3 disagreed with the statement.

Among principals with 0-5 years experience as a teacher, 2 of 5 agreed, and 3 disagreed. Of those with 6-10 years experience as a teacher, 2 agreed. Principals with 11-15 years experience responded with 2 mildly agreeing, 2 mildly disagreeing and 2 strongly disagreeing. Among principals with 16-20 years experience, 1 mildly agreed, 2 mildly disagreed, and 1 strongly disagreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator both disagreed mildly with the statement. Of those with 6-10 years as an administrator 1 agreed mildly, 1 disagreed mildly. There were 3 who disagreed strongly. Of the principals with 11-15 years administrative experience, 3 responded mildly agree. Of the 8 principals in this demographic, there were 3 who mildly disagreed and 2 who disagreed strongly. Of principals with 16-20 years administrative experience, 0 principal strongly agreed, 2 mildly agreed. There were 2 principals in the 21-25 year demographic. One agreed mildly while the other disagreed mildly (see Table 35).

Question 36 asked principals to respond to whether African American children should be allowed to choose their own course of study/behavior in school and shouldn't be directed by the teacher. Demographic group responses are below. None of the Black principals agreed with this statement. All 3 disagreed strongly. Three White principals agreed with this statement (2 strongly, 1 mildly). Four White principals disagreed mildly and 12 disagreed strongly.

Table 35

*African American English is misuse of standard language*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		1	1	1	
White (n=19)		6	9	4	
Females (n=9)		4	4	1	
Males (n=13)		3	6	4	
SE as Home Dialect (n=19)		6	8	5	
AAVE and SE Spoken (n=2)		1	1		
Another Dialect (n=1)			1		
North Cook County (n=10)		2	7	1	
West Cook County (n=5)		2	1	2	
South Cook County (n=7)		3	2	2	
Urban (n=9)		4	3	2	
Suburban (n=13)		3	7	3	
Age 40-49 (n=9)		2	5	5	
Age 50-59 (n=12)		5	4		
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)		1	3		
21-25 Years in Education (n=10)		1	4	5	
26 + Years in Education (n=8)		5	3		
0-5 Years as Teacher (n=5)		2	2	1	
6-10 Years as Teacher (n=6)		2	3	1	
11-15 Years as Teacher (n=6)		2	2	2	
16-20 Years as Teacher (n=4)		1	2	1	
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)			2		
6-10 Years as Administrator (n=5)		1	1	3	
11-15 Years as Administrator (n=8)		3	3	2	
16-20 Years as Administrator (n=5)		2	3		
21-25 Years as Administrator (n=2)		1	1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, females disagreed with the statement (2 mildly, 7 strongly) and 10 of 13 males disagreed with the statement (2 mildly, 8 strongly). Two males agree strongly and 1 agreed mildly. According to the principal's home language, 2 of 19 principals with SE as their main dialect agreed with the statement with 1 strongly agreeing. The other 17 disagreed (4 mildly, 13 strongly). The 2 principals speaking AAVE and SE strongly disagreed with the statement. The principal speaking another dialect reported that he strongly agreed with the statement.

There was 1 North Cook County principal who agreed with the statement; 1 principal mildly disagreed, while 8 principals strongly disagreed. Two of the West Cook County principals agreed (1 responded with strongly agree; 1 responded with mildly agree). South Cook County principals had 2 disagree mildly responses.

Of the 9 urban principals, 1 agreed strongly, 1 agreed mildly, and 1 disagreed mildly. Of the 13 suburban principals, 1 agreed strongly. There were 3 principals who disagreed mildly and 9 who disagreed strongly.

Among 40-49 year olds, 3 out of 12 agreed (2 strongly, 1 mildly), and 2 disagreed mildly and 7 disagreed strongly. Of 50-59 year olds, 2 disagreed mildly and 7 disagreed strongly. The principal in the 60-69 year old group responded with strongly disagree.

Of principals with 16-20 years in education, 2 agreed with the statement, while 2 principals disagreed. Of those with 21-25 years in education 1 agreed

and 9 disagreed. Among those with 26 years or more, 8 disagreed with the statement.

Among principals with 0-5 years experience as a teacher, 1 of 5 agreed, and 4 disagreed. Of those with 6-10 years experience as a teacher, 1 agreed. Principals with 11-15 years experience responded with 1 strongly agreeing and 5 strongly disagreeing. Among principals with 16-20 years experience, 1 mildly disagreed, and 3 strongly disagreed. The principal with 21-25 years teaching experience responded by disagreeing strongly with the statement.

Among principals with 0-5 years as an administrator, 1 disagreed strongly with the statement. Of those with 6-10 years as an administrator, all 5 disagreed strongly. Of the principals with 11-15 years administrative experience, there was 1 who strongly agreed, and 1 who responded mildly agree. Of the 8 principals in this demographic, there were 5 who disagreed strongly. Of principals with 16-20 years administrative experience, 3 principal strongly disagreed, 2 mildly disagreed. There were 2 principals in the 21-25 year demographic. One disagreed mildly and 1 disagreed strongly (see Table 36).

Table 36

*African American children should be allowed to choose their own course of study/behavior in school and shouldn't be directed by the teacher*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)				3	
White (n=19)	2	1	4	12	
Females (n=9)			2	7	
Males (n=13)	2	1	2	8	
SE as Home Dialect (n=19)	1	1	4	13	
AAVE and SE Spoken (n=2)				2	
Another Dialect (n=1)	1				
North Cook County (n=10)	1		1	8	
West Cook County (n=5)	1	1	1	2	
South Cook County (n=7)			2	5	
Urban (n=9)	1	1	1	6	
Suburban (n=13)	1		3	9	
Age 40-49 (n=9)	2	1	2	7	
Age 50-59 (n=12)			2	7	
Age 60-69 (n=1)				1	
16-20 Years in Education (n=4)	1	1	1	1	
21-25 Years in Education (n=10)	1		1	8	
26 + Years in Education (n=8)			2	6	
0-5 Years as Teacher (n=5)		1	1	3	
6-10 Years as Teacher (n=6)	1		2	3	
11-15 Years as Teacher (n=6)	1			5	
16-20 Years as Teacher (n=4)			1	3	
21-25 Years as Teacher (n=1)				1	
0-5 Years as Administrator (n=2)	1			1	
6-10 Years as Administrator (n=5)				5	
11-15 Years as Administrator (n=8)	1	1	1	5	
16-20 Years as Administrator (n=5)			2	3	
21-25 Years as Administrator (n=2)			1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 37 asked principals to respond to the statement “Standard English is superior to nonstandard English in terms of grammatical structure.” The individual responses were important to observe the principals’ perceptions about SE and AAVE. Demographic group responses are below. Two Black principals disagreed mildly while 1 disagreed strongly. Thirteen White principals agreed with the statement (6 strongly, 7 mildly). 4 White principals mildly disagreed, while 2 strongly disagreed.

By gender, 3 out of 9 females and 6 of 13 males disagreed with the statement. According to the principal’s home language, 13 of 19 principals with SE as their main dialect agreed with the statement with 6 strongly agreeing. Two principals speaking AAVE and SE disagreed with the statement. The principal speaking another dialect reported that he disagreed strongly with the statement.

There were 6 North Cook County principals who agreed with the statement (3 strongly agreed, 3 mildly agreed); 3 principals mildly disagreed, while 1 principal strongly disagreed. 3 of the West Cook County principals agreed (1 responded with strongly agree; 2 responded with mildly agree). South Cook County principals had 4 agreed responses (2 strongly, 2 mildly) and 1 disagree mildly response).

Of the 9 urban principals, 3 agreed strongly, 1 agreed mildly, and 3 disagreed mildly. Of the 13 suburban principals, 9 agreed (3 strongly and 6 mildly). There were 3 principals who disagreed mildly and 1 who disagreed strongly.

Among 40-49 year olds, 5 out of 12 agreed (1 strongly, 4 mildly), and 4 disagreed mildly and 3 disagreed strongly. Of 50-59 year olds, 5 agreed strongly, 2 agreed mildly, and 2 disagreed mildly. The principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 1 agreed with the statement, while 3 principals disagreed. Those with 21-25 years in education responded with 7 agreeing and 3 disagreeing. Of those with 26 years or more, 5 agreed and 3 disagreed with the statement.

Among principals with 0-5 years experience as a teacher, 2 of 5 agreed, and 3 disagreed. Of those with 6-10 years experience as a teacher, 4 agreed. Principals with 11-15 years experience responded with 3 strongly agreeing, 1 mildly disagreeing and 2 strongly disagreeing. Among principals with 16-20 years experience, 3 mildly agreed, 1 mildly disagreed. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 agreed mildly with the statement. Of those with 6-10 years as an administrator, 1 agreed mildly and 3 disagreed mildly. There was 1 who disagreed strongly. Of the principals with 11-15 years administrative experience, there were 3 who strongly agreed, and 3 who responded mildly agree. Of the 8 principals in this demographic, there was 1 who disagreed strongly. Of principals with 16-20 years administrative experience, 2 principals strongly agreed, 2 mildly agreed. There were 2 principals in the 21-

25 year demographic. One agreed strongly and the other disagreed mildly (see Table 37).

Question 38 asked principals to respond to whether African American English should be preserved because it creates a bond of solidarity among the people who speak it. The individual responses were important to observe the principals' perceptions about how and why might students use AAVE. Demographic group responses are below. Two of the Black principals agreed with the statement (1 strongly, 1 mildly) and 1 Black principal disagreed. Of the 19 White principals, 1 strongly agreed, 10 mildly agreed, 6 disagreed mildly, and 2 disagreed strongly.

By gender, 4 out of 9 females disagreed (3 mildly and 1 strongly), and 5 agreed with the statement. Eight male principals agreed (2 strongly, 6 mildly). Five of 13 males disagreed with the statement (3 mildly, 2 strongly).

According to the principal's home language, 11 of 19 principals with SE as their main dialect agreed with the statement with 1 strongly agreeing. Two principals speaking AAVE and SE agreed with the statement. The principal speaking another dialect reported that he strongly disagreed with the statement.

Table 37

*Standard English is superior to nonstandard English in terms of grammatical structure*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)			2	1	
White (n=19)	6	7	4	2	
Females (n=9)	4	2	2	1	
Males (n=13)	2	5	4	2	
SE as Home Dialect (n=19)	6	7	4	2	
AAVE and SE Spoken (n=2)			2		
Another Dialect (n=1)				1	
North Cook County (n=10)	3	3	3	1	
West Cook County (n=5)	1	2	2		
South Cook County (n=7)	2	2	1	2	
Urban (n=9)	3	1	3	2	
Suburban (n=13)	3	6	3	1	
Age 40-49 (n=9)	1	4	4	3	
Age 50-59 (n=12)	5	2	2		
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)	1		2	1	
21-25 Years in Education (n=10)	1	6	1	2	
26 + Years in Education (n=8)	4	1	3		
0-5 Years as Teacher (n=5)	2		2	1	
6-10 Years as Teacher (n=6)	1	3	2		
11-15 Years as Teacher (n=6)	3		1	2	
16-20 Years as Teacher (n=4)		3	1		
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)		1		1	
6-10 Years as Administrator (n=5)		1	3	1	
11-15 Years as Administrator (n=8)	3	3	1	1	
16-20 Years as Administrator (n=5)	2	2	1		
21-25 Years as Administrator (n=2)	1		1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 5 North Cook County principals who agreed with the statement (1 strongly agreed, 4 mildly agreed); 4 mildly disagreed; 1 strongly disagreed. 4 of the West Cook County principals agreed (1 responded with strongly agree; 3 responded with mildly agree). South Cook County principals had 4 mildly agree responses and 3 disagree responses.

Of the 9 urban principals, 1 agreed strongly, 3 agreed mildly, and 2 disagreed mildly. Of the 13 suburban principals, 9 agreed (1 strongly and 8 mildly). There were 4 principals who disagreed mildly.

Among 40-49 year olds, 8 out of 12 agreed (1 strongly, 7 mildly), and 2 disagreed mildly and 2 disagreed strongly. Of 50-59 year olds, 1 agreed strongly, 4 agreed mildly, 3 disagreed mildly and 1 disagreed strongly. The principal in the 60-69 year old group responded with mildly disagree.

Of principals with 16-20 years in education, 1 agreed with the statement, while 3 principals disagreed. Those with 21-25 years in education responded with 7 agreeing and 3 disagreeing. Of those with 26 years or more, 5 agreed and 3 disagreed.

Among principals with 0-5 years experience as a teacher, 2 of 5 agreed, and 3 disagreed. Of those with 6-10 years experience as a teacher, 4 agreed. Principals with 11-15 years experience responded with 3 agreeing mildly, 1 mildly disagreeing, and 2 strongly disagreeing. Among principals with 16-20 years experience, 4 mildly agreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 disagreed strongly with the statement. Of those with 6-10 years as an administrator, 4 agreed mildly and 1 disagreed mildly. Of the principals with 11-15 years administrative experience, there was 1 who strongly agreed, and 2 who responded mildly agree. Of the 8 principals in this demographic, there were 2 who disagreed strongly. Of principals with 16-20 years administrative experience, 1 principal strongly agreed, 3 mildly agreed. There were 2 principals in the 21-25 year demographic, 1 disagreed mildly and 1 agreed mildly (see Table 38).

Question 39 asked principals to respond to the statement, "Acceptance of nonstandard dialects of English by teachers would lead to a lowering of standards in school." The individual responses were important to observe the principals' perceptions about a possible relationship between low standards and AAVE. Demographic group responses are below. Two Black principals disagreed mildly and 1 agreed strongly. Four White principals agreed strongly and four agreed mildly. Seven White principals disagreed mildly and 4 disagreed strongly with the statement.

Table 38

*African American English should be preserved because it creates a bond of solidarity among the people who speak it*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	1	1		1	
White (n=19)	1	10	6	2	
Females (n=9)		5	3	1	
Males (n=13)	2	6	3	2	
SE as Home Dialect (n=19)	1	10	6	2	
AAVE and SE Spoken (n=2)	1	1			
Another Dialect (n=1)				1	
North Cook County (n=10)	1	4	4	1	
West Cook County (n=5)	1	3	1		
South Cook County (n=7)		4	1	2	
Urban (n=9)	1	3	2	3	
Suburban (n=13)	1	8	4		
Age 40-49 (n=9)	1	7	2	2	
Age 50-59 (n=12)	1	4	3	1	
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)		1	2	1	
21-25 Years in Education (n=10)	1	6	2	1	
26 + Years in Education (n=8)	1	4	2	1	
0-5 Years as Teacher (n=5)	1	1	2	1	
6-10 Years as Teacher (n=6)	1	3	2		
11-15 Years as Teacher (n=6)		3	1	2	
16-20 Years as Teacher (n=4)		4			
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)		1		1	
6-10 Years as Administrator (n=5)		4	1		
11-15 Years as Administrator (n=8)	1	2	3	2	
16-20 Years as Administrator (n=5)	1	3	1		
21-25 Years as Administrator (n=2)		1	1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, 4 out of 9 females and 9 of 13 males disagreed with the statement. According to the principal's home language, 9 of 19 principals with SE as their main dialect agreed with the statement with 5 strongly agreeing. 2 Principals speaking AAVE and SE disagreed with the statement. The principal speaking another dialect reported that he strongly disagreed with the statement.

There were 4 North Cook County principals who strongly agreed with the statement; 5 mildly disagreed, 1 strongly disagreed. 1 of the West Cook County principals mildly agreed. South Cook County principals had 4 agreed responses (1 strongly, 3 mildly) and 1 disagree mildly response.

Of the 9 urban principals, 1 agreed strongly, 3 agreed mildly, and 4 disagreed mildly. Of the 13 suburban principals, 6 agreed (4 strongly and 2 mildly). There were 5 principals who disagreed mildly and 2 who disagreed strongly.

Among 40-49 year olds, 4 out of 12 agreed (2 strongly, 2 mildly), and 4 disagreed mildly and 4 disagreed strongly. Of 50-59 year olds, 3 agreed strongly, 2 agreed mildly, 4 disagreed mildly. The principal in the 60-69 year old group responded with mildly disagree.

Of principals with 16-20 years in education, 1 agreed with the statement, while 3 principals disagreed. Those with 21-25 years in education responded with 5 agreeing and 5 disagreeing. Of those with 26 years or more, 3 agreed and 5 disagreed with the statement.

Among principals with 0-5 years experience as a teacher, 2 of 5 agreed, and 3 disagreed. Of those with 6-10 years experience as a teacher, 3 agreed. Principals with 11-15 years experience responded with 2 strongly agreeing, 1 mildly agreeing, and 3 strongly disagreeing. Of principals with 16-20 years experience, 1 strongly agreed, 3 mildly disagreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 disagreed mildly with the statement. Of those with 6-10 years as an administrator, 1 agreed strongly and 2 disagreed mildly. There were 2 who disagreed strongly. Of the principals with 11-15 years administrative experience, there were 2 who strongly agreed, and 3 who responded mildly agree. Of the 8 principals in this demographic, there was 1 who disagreed strongly. Of principals with 16-20 years administrative experience, 2 principals strongly agreed, 1 mildly agreed. There were 2 principals in the 21-25 year demographic who both disagreed mildly (see Table 39).

Table 39

*Acceptance of nonstandard dialects of English by teachers would lead to a lowering of standards in schools*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	1		2		
White (n=19)	4	4	7	4	
Females (n=9)	3	2	3	1	
Males (n=13)	2	2	6	3	
SE as Home Dialect (n=19)	5	4	7	3	
AAVE and SE Spoken (n=2)			2		
Another Dialect (n=1)				1	
North Cook County (n=10)	4		5	1	
West Cook County (n=5)		1	3	1	
South Cook County (n=7)	1	3	1	2	
Urban (n=9)	1	2	4	2	
Suburban (n=13)	4	2	5	2	
Age 40-49 (n=9)	2	2	4	4	
Age 50-59 (n=12)	3	2	4		
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)		1	1	2	
21-25 Years in Education (n=10)	3	2	3	2	
26 + Years in Education (n=8)	2	1	5		
0-5 Years as Teacher (n=5)	1	1	3		
6-10 Years as Teacher (n=6)	1	2	2	1	
11-15 Years as Teacher (n=6)	2	1		3	
16-20 Years as Teacher (n=4)	1		3		
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)			1	1	
6-10 Years as Administrator (n=5)	1		2	2	
11-15 Years as Administrator (n=8)	2	3	2	1	
16-20 Years as Administrator (n=5)	2	1	2		
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 40 asked principals to respond to whether African American English should be preserved because it helps African Americans feel at ease in informal situations. The individual responses were important to observe the principals' perceptions about African American comfort when using AAVE. Demographic group responses are below. Two of the Black principals agreed mildly, while 1 disagreed strongly. Eleven White principals agreed mildly. Five disagreed mildly, 1 disagreed strongly and two did not respond.

By gender, 5 female principals agreed mildly with the statement, while 2 disagreed mildly, 1 disagreed strongly with the statement. Eight male principals agreed mildly and 3 disagreed mildly. One disagreed strongly and 1 did not respond. According to the principal's home language, 11 of 19 principals with SE as their main dialect mildly agreed with the statement. Five disagreed mildly, 1 disagreed strongly, and 1 did not respond. Principals speaking AAVE and SE agreed mildly with the statement. The principal speaking another dialect reported that he disagreed strongly with the statement.

There were 4 North Cook County principals who agreed mildly with the statement; 4 mildly disagreed; 1 strongly disagreed, and 1 did not respond. Four of the West Cook County principals agreed mildly and 1 did not respond. South Cook County principals had 5 mildly agreed responses and 1 disagreed mildly response, and 1 response of disagreed strongly.

Of the 9 urban principals, 0 agreed strongly, 5 agreed mildly, 1 disagreed mildly, 2 disagreed strongly, and 1 did not respond. Of the 13 suburban

principals, 8 mildly agreed. There were 4 principals who disagreed mildly, and 1 did not respond.

Among 40-49 year olds, 8 out of 12 mildly agreed, 2 disagreed mildly, 1 disagreed strongly, and 1 did responded NA. Of 50-59 year olds, 5 agreed mildly, 3 disagreed mildly and 1 disagreed strongly. The principal in the 60-69 year old group did not answer.

Principals with 16-20 years in education, 2 agreed with the statement, while 2 principals disagreed (1 mildly, 1 strongly). Those with 21-25 years in education responded with 7 agreeing mildly and 1 disagreeing mildly. Two did not respond. Of those with 26 years or more, 4 agreed mildly, 3 disagreed mildly, and 1 disagreed strongly with the statement.

Among principals with 0-5 years experience as a teacher, 3 of 5 agreed, and 2 disagreed. Of those with 6-10 years experience as a teacher, 4 agreed. Principals with 11-15 years experience responded with 2 mildly agreeing, 1 mildly disagreeing and 2 strongly disagreeing, and 1 did not respond. Among principals with 16-20 years experience, 4 mildly agreed. The principal with 21-25 years teaching experience responded by agreeing strongly with the statement.

Among principals with 0-5 years as an administrator, 1 disagreed mildly with the statement and 1 disagreed strongly. Of those with 6-10 years as an administrator, 3 agreed mildly and 1 disagreed mildly, and 1 did not respond. Of the principals with 11-15 years administrative experience, 5 responded mildly agree, 1 responded agree mildly, 1 disagreed strongly, and 1 did not respond. Of

the 8 principals in this demographic, there was 1 who disagreed strongly. Of principals with 16-20 years administrative experience, 4 mildly agreed and 1 disagreed mildly. There were 2 principals in the 21-25 year demographic who both disagreed mildly (see Table 40).

Table 40

*African American English should be preserved because it helps African Americans feel at ease in informal situations*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		2		1	
White (n=19)		11	5	1	2
Females (n=9)		5	2	1	1
Males (n=13)		8	3	1	1
SE as Home Dialect (n=19)		11	5	1	2
AAVE and SE Spoken (n=2)		2			
Another Dialect (n=1)				1	
North Cook County (n=10)		4	4	1	1
West Cook County (n=5)		4			1
South Cook County (n=7)		5	1	1	
Urban (n=9)		5	1	2	1
Suburban (n=13)		8	4		1
Age 40-49 (n=12)		8	2	1	1
Age 50-59 (n=9)		5	3	1	
Age 60-69 (n=1)					1
16-20 Years in Education (n=4)		2	1	1	
21-25 Years in Education (n=10)		7	1		2
26 + Years in Education (n=8)		4	3	1	
0-5 Years as Teacher (n=5)		3	2		
6-10 Years as Teacher (n=6)		4	2		
11-15 Years as Teacher (n=6)		2	1	2	1
16-20 Years as Teacher (n=4)		4			
21-25 Years as Teacher (n=1)					1
0-5 Years as Administrator (n=2)		1		1	
6-10 Years as Administrator (n=5)		3	1		1
11-15 Years as Administrator (n=8)		5	1	1	1
16-20 Years as Administrator (n=5)		4	1		
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 41 asked principals to respond to African American English enhancing the curriculum by enriching the language background of the children. Demographic group responses are below. The 3 Black principals responded agree mildly, disagree mildly, and disagree strongly. Of the 19 White principals, 8 agreed mildly, 9 disagreed mildly, and 2 disagreed strongly with the statement.

By gender, 7 females disagreed (6 mildly, 1 strongly) with the statement. Seven males agreed mildly, and 6 disagreed with the statement (4 mildly, 2 strongly). According to the principal's home language, 12 of 19 principals with SE as their main dialect disagreed with the statement and 7 agreed mildly. One principal speaking AAVE and SE agreed mildly with the statement and 1 disagreed mildly. The principal speaking another dialect reported that he agreed mildly that AAVE enhances the curriculum by enriching language background of the children.

There were 3 North Cook County principals who agreed with the statement, while 7 disagreed. Of the West Cook County principals, 3 responded with agree mildly; 1 responded with disagree mildly and 1 disagreed strongly. South Cook County principals had 4 agreed responses (3 mildly) and 2 disagree mildly responses and 2 disagree strongly responses.

Of the 9 urban principals, 4 agreed mildly, and 2 disagreed mildly, while 3 disagreed strongly. Of the 13 suburban principals, 9 agreed (3 strongly and 6 mildly). There were 2 principals who disagreed mildly and 2 who disagreed strongly.

Among 40-49 year olds, 6 out of 12 mildly agreed, and 4 disagreed mildly and 2 disagreed strongly. Of 50-59 year olds, 2 agreed mildly, 6 disagreed mildly and 1 disagreed strongly. The principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 2 agreed with the statement, while 2 principals disagreed (1 mildly, 1 strongly). Those with 21-25 years in education responded with 5 agreeing and 5 disagreeing. Among those with 26 years or more, 2 agreed and 6 disagreed with AAVE enhancing the curriculum by enriching the language background of children.

Among principals with 0-5 years experience as a teacher, 1 of 5 agreed, and 4 disagreed. Of those with 6-10 years experience as a teacher, all 6 agreed. Principals with 11-15 years experience responded with 3 mildly agreeing, 3 mildly disagreeing. Among principals with 16-20 years experience 1 mildly agreed and 3 mildly disagreed. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 agreed mildly and 1 disagreed mildly with the statement. Of those with 6-10 years as an administrator, 2 agreed mildly and 3 disagreed mildly. Of the principals with 11-15 years administrative experience, there were 4 who mildly agreed and 1 who mildly disagreed. Of the 8 principals in this demographic, there were 3 who disagreed strongly. Of principals with 16-20 years administrative experience, 2

principals mildly agreed, 3 mildly disagreed. There were 2 principals in the 21-25 year demographic who both disagreed mildly (see Table 41).

Question 42 asked principals to respond to whether AAVE expresses some things better than Standard English. The individual responses were important to observe the principals' perceptions of AAVE being a "better" tool of expression for those who choose to use the dialect. Demographic group responses are below. All 3 Black principals agreed with the statement (1 strongly, 2 mildly). Eleven White principals agreed with the statement (1 strongly, 10 mildly) showing a consensus that principals accept AAVE as a dialect that can be used for expression. Five White principals disagreed mildly with the statement and 1 disagreed strongly. Two White principals responded with NA.

By gender, 1 principal agreed strongly, 3 agreed mildly, 3 disagreed mildly and 1 disagreed strongly. One female principal did not respond. Ten males agreed with the statement (1 strongly and 1 mildly). Two disagreed mildly, and 1 did not respond. According to the principal's home language, 11 of 19 principals with SE as their main dialect agreed with the statement with 9 mildly agreeing. Six principals disagreed (5 mildly and 1 strongly). There were 2 that did not respond. Principals speaking AAVE and SE agreed mildly with the statement. The principal speaking another dialect reported that he agreed mildly with the statement.

Table 41

*African American English enhances the curriculum by enriching the language background of the children*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		1	1	1	
White (n=19)		8	9	2	
Females (n=9)		2	6	1	
Males (n=13)		7	4	2	
SE as Home Dialect (n=19)		7	9	3	
AAVE and SE Spoken (n=2)		1	1		
Another Dialect (n=1)		1			
North Cook County (n=10)		3	7		
West Cook County (n=5)		3	1	1	
South Cook County (n=7)		3	2	2	
Urban (n=9)		4	2	3	
Suburban (n=13)		5	8		
Age 40-49 (n=12)		6	4	2	
Age 50-59 (n=9)		2	6	1	
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)		2	1	1	
21-25 Years in Education (n=10)		5	4	1	
26 + Years in Education (n=8)		2	5	1	
0-5 Years as Teacher (n=5)		1	2	2	
6-10 Years as Teacher (n=6)		3	3		
11-15 Years as Teacher (n=6)		3	2	1	
16-20 Years as Teacher (n=4)		1	3		
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)		1	1		
6-10 Years as Administrator (n=5)		2	3		
11-15 Years as Administrator (n=8)		4	1	3	
16-20 Years as Administrator (n=5)		2	3		
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 5 North Cook County principals who agreed with the statement (4 mildly agreed, 3 disagreed mildly, 1 disagreed strongly). Of the West Cook County principals, 3 agreed mildly and 2 disagreed strongly. South Cook County principals had 7 agree responses (2 strongly, 5 mildly).

Of the 9 urban principals, 1 agreed strongly, 7 agreed mildly, and 1 disagreed mildly. Of the 13 suburban principals, 6 agreed (1 strongly and 5 mildly). There were 4 principals who disagreed mildly and 1 who disagreed strongly. Two suburban principals did not respond.

Among 40-49 year olds, 8 out of 12 agreed (2 strongly, 6 mildly), and 3 disagreed mildly and 1 did not respond. Of 50-59 year olds, 6 agreed mildly, 2 disagreed mildly and 1 disagreed strongly. The principal in the 60-69 year old group did not respond to the statement.

Of principals with 16-20 years in education, 3 agreed with the statement, while 1 principal disagreed. Among those with 21-25 years in education 6 agreed and 2 disagreed. There were 2 principals who did not respond. Of those with 26 years or more, 5 agreed and 3 disagreed with the statement.

Among principals with 0-5 years experience as a teacher, 3 of 5 agreed, and 2 disagreed. Of those with 6-10 years experience as a teacher, 4 agreed mildly and 2 disagreed mildly. Principals with 11-15 years experience responded with 1 strongly agreeing, 3 mildly agreeing, 1 mildly disagreeing and 1 strongly disagreeing. Among principals with 16-20 years experience, 3 mildly agreed, and

1 did not respond. The principal with 21-25 years teaching experience did not respond to the statement.

Among principals with 0-5 years as an administrator, 1 agreed strongly, 2 disagreed mildly with the statement and disagreed strongly. Of those with 6-10 years as an administrator, 4 agreed mildly and 2 disagreed mildly. Of the principals with 11-15 years administrative experience, there was 1 who strongly agreed, and 3 who responded mildly agree. Of the 8 principals in this demographic, there were 2 who disagreed mildly and 1 who disagreed strongly. One principal did not respond. Of principals with 16-20 years administrative experience, 3 mildly agreed and 2 disagreed mildly. There were 2 principals in the 21-25 year demographic, 1 agreed mildly and 1 disagreed mildly (see Table 42).

Question 43 asked principals to respond to African Americans not being as industrious as they should be. Demographic group responses are below. All 3 Black principals disagreed strongly with this statement. Eight Whites disagreed mildly with the statement and 11 disagreed strongly.

By gender, 9 out of 9 females and 13 of 13 males disagreed with the statement. According to the principal's home language, 19 of 19 principals, with SE as their main dialect agreed with the statement with 11 strongly agreeing. Principals speaking AAVE and SE strongly disagreed with the statement. The principal speaking another dialect reported strongly disagreeing with the statement.

Table 42

*African American English expresses some things better than Standard English*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	1	2			
White (n=19)	1	10	5	1	2
Females (n=9)	1	3	3	1	1
Males (n=13)	1	9	2		1
SE as Home Dialect (n=19)	2	9	5	1	2
AAVE and SE Spoken (n=2)		2			
Another Dialect (n=1)		1			
North Cook County (n=10)		4	3	1	
West Cook County (n=5)		3	2		
South Cook County (n=7)	2	5			
Urban (n=9)	1	7	1		
Suburban (n=13)	1	5	4	1	2
Age 40-49 (n=12)	2	6	3		1
Age 50-59 (n=9)		6	2	1	
Age 60-69 (n=1)					1
16-20 Years in Education (n=4)		3	1		
21-25 Years in Education (n=10)	2	4	1	1	2
26 + Years in Education (n=8)		5	3		
0-5 Years as Teacher (n=5)	1	2	2		
6-10 Years as Teacher (n=6)		4	2		
11-15 Years as Teacher (n=6)	1	3	1	1	
16-20 Years as Teacher (n=4)		3			1
21-25 Years as Teacher (n=1)					1
0-5 Years as Administrator (n=2)		2			
6-10 Years as Administrator (n=5)	1	3			1
11-15 Years as Administrator (n=8)	1	3	2	1	1
16-20 Years as Administrator (n=5)		3	2		
21-25 Years as Administrator (n=2)		1	1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 10 North Cook County principals who disagreed with the statement (5 strongly, 5 mildly. All of the West Cook County principals disagreed (1 responded with mildly disagree; 4 responded with strongly disagree). South Cook County principals had 7 disagree responses (2 strongly, 5 mildly).

Of the 9 urban principals, 1 disagreed mildly, 8 disagreed strongly. Of the 13 suburban principals, there were 7 principals who disagreed mildly and 6 who disagreed strongly.

Among 40-49 year olds, 12 out of 12 disagreed (6 disagreed mildly and 6 disagreed strongly). Of 50-59 year olds, 2 disagreed mildly and 7 disagreed strongly. The principal in the 60-69 year old group responded with strongly disagree.

Of principals with 16-20 years in education, 4 disagreed with the statement. Those with 21-25 years in education responded with 5 disagreeing mildly and 5 disagreeing strongly. Among those with 26 years or more, 2 disagreed mildly and 6 disagreed strongly.

Among principals with 0-5 years experience as a teacher, 5 of 5 disagreed. Of those with 6-10 years experience as a teacher, all 6 disagreed. Principals with 11-15 years experience responded with 3 strongly disagreeing, 3 mildly disagreeing. Among principals with 16-20 years experience, 1 mildly disagreed, and 3 strongly disagreed. The principal with 21-25 years teaching experience responded by disagreeing strongly with the statement.

Among principals with 0-5 years as an administrator, 1 disagreed mildly and 1 disagreed strongly with the statement. Of those with 6-10 years as an administrator, there were 3 who disagreed mildly and 2 who disagreed strongly. Of the principals with 11-15 years administrative experience, there were 2 who disagreed mildly and 6 who disagreed strongly. Of principals with 16-20 years administrative experience, 1 principal mildly disagreed, 4 mildly disagreed. There were 2 principals in the 21-25 year demographic who both disagree, 1 mildly and 1 strongly (see Table 43).

Question 44 asked principals to respond to Standard English being useful for getting a job. Demographic group responses are below. Two of 3 Black principals and 10 (1 strongly, 9 mildly) of 19 White principals agreed with the response, showing a majority thought that Standard English is useful in getting a job and should always be preferred over AAVE. Seven White principals disagreed mildly and 1 disagreed strongly with the statement. One Black principal disagreed mildly with the statement. One White principal did not respond.

By gender, 7 out of 9 females and 5 of 13 males agreed with the statement. One male did not respond.

According to the principal's home language, 10 of 19 principals with SE as their main dialect agreed with the statement with 8 mildly agreeing. Eight disagreed with 1 not responding. Principals speaking AAVE and SE were split, 1

agreed mildly and 1 disagreed mildly with the statement. The principal speaking another dialect reported agreeing mildly with the statement.

Table 43

*The reason African American people aren't moving as fast as they could is that they're not as industrious as they should be*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)				3	
White (n=19)			8	11	
Females (n=9)			4	5	
Males (n=13)			4	9	
SE as Home Dialect (n=19)			8	11	
AAVE and SE Spoken (n=2)				2	
Another Dialect (n=1)				1	
North Cook County (n=10)			5	5	
West Cook County (n=5)			1	4	
South Cook County (n=7)			2	5	
Urban (n=9)			1	8	
Suburban (n=13)			7	6	
Age 40-49 (n=9)			6	6	
Age 50-59 (n=12)			2	7	
Age 60-69 (n=1)				1	
16-20 Years in Education (n=4)			1	3	
21-25 Years in Education (n=10)			5	5	
26 + Years in Education (n=8)			2	6	
0-5 Years as Teacher (n=5)			1	4	
6-10 Years as Teacher (n=6)			3	3	
11-15 Years as Teacher (n=6)			3	3	
16-20 Years as Teacher (n=4)			1	3	
21-25 Years as Teacher (n=1)				1	
0-5 Years as Administrator (n=2)			1	1	
6-10 Years as Administrator (n=5)			3	2	
11-15 Years as Administrator (n=8)			2	6	
16-20 Years as Administrator (n=5)			1	4	
21-25 Years as Administrator (n=2)			1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

There were 7 North Cook County principals who agreed with the statement (1 strongly agreed, 6 mildly agreed); 2 disagreed mildly; 1 did not respond. Of the West Cook County principals, 2 agreed mildly and 2 disagreed mildly. South Cook County principals had 3 agree responses (1 strongly, 2 mildly) and 4 disagree responses (3 mildly and 1 mildly).

Of the 9 urban principals, 1 agreed strongly, 3 agreed mildly, and 5 disagreed mildly. Of the 13 suburban principals, 8 agreed (1 strongly and 7 mildly). There were 3 principals who disagreed mildly and 1 who disagreed strongly.

Among 40-49 year olds, 6 out of 12 agreed (1 strongly, 5 mildly), 5 disagreed mildly and 1 did not respond. Of 50-59 year olds, 1 agreed strongly, 4 agreed mildly, 3 disagreed mildly and 1 disagreed strongly. The principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 2 agreed with the statement of needing SE to get a job, while 2 principal disagreed. Those with 21-25 years in education responded with 6 agreeing and 3 disagreeing. There was 1 principal who did not respond. Of those with 26 years or more, 4 agreed and 4 disagreed with SE being useful in getting a job.

Among principals with 0-5 years experience as a teacher, 1 of 5 agreed, and 4 disagreed. Of those with 6-10 years experience as a teacher, 2 agreed, 1 disagreed. Principals with 11-15 years experience responded with 1 strongly agreeing, 4 mildly agreeing, and 1 mildly disagreeing. Among principals with 16-

20 years experience, 2 mildly agreed, 1 mildly disagreed, and 1 did not respond. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 2 agreed mildly with the statement. Of those with 6-10 years as an administrator, 3 agreed mildly. There were 3 who disagreed mildly and 1 who did not respond. Of the principals with 11-15 years administrative experience, there were 2 who strongly agreed, and 3 who responded mildly agree. Of the 8 principals in this demographic, there were 3 who disagreed mildly. Of principals with 16-20 years administrative experience, 2 mildly agreed and 2 mildly disagreed, and 1 disagreed strongly. There were 2 principals in the 21-25 year demographic who both disagreed mildly (see Table 44).

Question 45 asked principals to respond to whether AAVE should be abandoned because it does not provide any benefit to anybody. Demographic group responses are below. All 3 Black principals disagreed with the statement (1 mildly, 2 strongly). Sixteen White principals disagreed with the response (8 strongly, 8 mildly) showing a majority thought that AAVE should be abandoned because it does not provide any benefit to anybody. Three White principals agreed mildly with the statement.

Table 44

*Since only Standard English is useful in getting a job, it should always be preferred over African American English*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)	1	1	1		
White (n=19)	1	9	7	1	1
Females (n=9)	1	6	1	1	
Males (n=13)	1	4	7		1
SE as Home Dialect (n=19)	2	8	7	1	1
AAVE and SE Spoken (n=2)		1	1		
Another Dialect (n=1)		1			
North Cook County (n=10)	1	6	2		1
West Cook County (n=5)		2	3		
South Cook County (n=7)	1	2	3	1	
Urban (n=9)	1	3	5		
Suburban (n=13)	1	7	3	1	
Age 40-49 (n=9)	1	5	5		1
Age 50-59 (n=12)	1	4	3	1	
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)		2	2		
21-25 Years in Education (n=10)	2	4	2	1	1
26 + Years in Education (n=8)		4	4		
0-5 Years as Teacher (n=5)	1		4		
6-10 Years as Teacher (n=6)		3	2	1	
11-15 Years as Teacher (n=6)	1	4	1		
16-20 Years as Teacher (n=4)		2	1		1
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)		2			
6-10 Years as Administrator (n=5)		3	1		1
11-15 Years as Administrator (n=8)	2	3	3		
16-20 Years as Administrator (n=5)		2	2	1	
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By gender, 6 out of 9 females (2 mildly, 1 strongly) and 13 of 13 males (7 mildly, 6 strongly) disagreed with the statement. According to the principal's home language, 16 of 19 principals with SE as their main dialect disagreed with the statement, with 8 strongly disagreeing and 8 mildly disagreeing. Three in this category agreed mildly. Of the principals speaking AAVE and SE, 1 disagreed mildly and 1 disagreed strongly with the statement. The principal speaking another dialect reported disagreeing strongly with the statement.

There were 2 North Cook County principals who agreed mildly with the statement. Five principals mildly disagreed, while 3 principals strongly disagreed. All of the West Cook County principals disagreed (2 responded with strongly agree; 3 responded with mildly agree). South Cook County principals had 1 mildly agree response, 2 disagree mildly responses and 4 disagree strongly.

Of the 9 urban principals, 1 agreed mildly, and 4 disagreed mildly and 4 disagreed strongly. Of the 13 suburban principals, 2 agreed mildly. There were 5 principals who disagreed mildly and 6 who disagreed strongly.

Among 40-49 year olds, 5 disagreed mildly and 7 disagreed strongly. Of 50-59 year olds, 3 agreed mildly, 3 disagreed mildly and 3 disagreed strongly. The principal in the 60-69 year old group responded with mildly disagree.

Of principals with 16-20 years in education, 4 principals disagreed. Those with 21-25 years in education responded with 1 agreeing and 9 disagreeing. Among those with 26 years or more, 2 agreed and 6 disagreed. Among principals with 0-5 years experience as a teacher and 4 disagreed mildly and 1 disagreed

strongly. Of those with 6-10 years experience as a teacher, 1 agreed, 2 disagreed mildly, and 3 disagreed strongly. Principals with 11-15 years teaching experience responded with 2 mildly agreeing and 4 strongly disagreeing. Among principals with 16-20 years teaching experience, 2 mildly disagreed, and 2 strongly disagreed. The principal with 21-25 years teaching experience responded by disagreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 1 disagreed mildly with the statement and 1 disagreed strongly. Of those with 6-10 years as an administrator, 1 disagreed strongly and 4 disagreed strongly. Of the principals with 11-15 years administrative experience, there were 2 who responded mildly agree. Of the 8 principals in this demographic, there were 3 who disagreed mildly and 3 who disagreed strongly. Of principals with 16-20 years administrative experience, 1 mildly agreed. There were 2 principals in who disagreed mildly and 2 who disagreed strongly. In the 21-25 year demographic, both disagreed mildly (see Table 45).

Table 45

*African American English should be abandoned because it does not provide any benefits to anybody*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)			1	2	
White (n=19)		3	8	8	
Females (n=9)		3	2	4	
Males (n=13)			7	6	
SE as Home Dialect (n=19)		3	8	8	
AAVE and SE Spoken (n=2)			1	1	
Another Dialect (n=1)				1	
North Cook County (n=10)		2	5	3	
West Cook County (n=5)			2	3	
South Cook County (n=7)		1	2	4	
Urban (n=9)		1	4	4	
Suburban (n=13)		2	5	6	
Age 40-49 (n=9)			5	7	
Age 50-59 (n=12)		3	3	3	
Age 60-69 (n=1)			1		
16-20 Years in Education (n=4)			2	2	
21-25 Years in Education (n=10)		1	3	6	
26 + Years in Education (n=8)		2	4	2	
0-5 Years as Teacher (n=5)			4	1	
6-10 Years as Teacher (n=6)		1	2	3	
11-15 Years as Teacher (n=6)		2		4	
16-20 Years as Teacher (n=4)			2	2	
21-25 Years as Teacher (n=1)			1		
0-5 Years as Administrator (n=2)			1	1	
6-10 Years as Administrator (n=5)			1	4	
11-15 Years as Administrator (n=8)		2	3	3	
16-20 Years as Administrator (n=5)		1	2	2	
21-25 Years as Administrator (n=2)			2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 46 asked principals to respond to whether African Americans were not moving as fast as they could, due to a system that discriminated against them. Demographic group responses are below. Two Black principals agreed mildly and 1 disagreed mildly. Fifteen White principals agreed (3 strongly, 12 mildly) with the response, showing that a majority thought that the reason African Americans aren't moving fast as they could is that the system discriminates against them. Four disagreed (2 mildly, 2 strongly) with the statement.

By gender, 6 females agreed with the statement (1 strongly, 1 mildly), while 2 females disagreed mildly and 1 disagreed strongly. Males agreed as well, with 2 who agreed strongly and 9 agreeing mildly. According to the principal's home language, 15 of 19 principals with SE as their main dialect agreed with the statement with 8 strongly disagreeing. Of the principals speaking AAVE and SE, 1 disagreed mildly and 1 disagreed strongly with the statement. The principal speaking another dialect reported agreeing mildly with the statement.

There were 7 North Cook County principals who agreed mildly with the statement. One principal mildly disagreed, while 2 principals strongly disagreed. Of the West Cook County principals, 2 responded with strongly agree; 1 mildly agreed; 2 mildly disagreed. All South Cook County principals agreed (1 strongly agreed and 6 mildly agreed).

Of the 9 urban principals, 1 agreed strongly, 6 agreed mildly, and 2 disagreed mildly. Of the 13 suburban principals, 2 agreed strongly, 8 agreed mildly. There was 1 principal who disagreed mildly and 2 who disagreed strongly.

Among 40-49 year olds, 3 disagreed strongly, 8 agreed mildly, and 1 disagreed strongly. Of 50-59 year olds, 5 agreed mildly, 3 disagreed mildly and 1 disagreed strongly. The principal in the 60-69 year old group responded with mildly agree.

Of principals with 16-20 years in education, 4 principals agreed mildly. Those with 21-25 years in education responded with 3 who agreed strongly, 5 agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. Among those with 26 years or more, 5 agreed and 3 disagreed. Among principals with 0-5 years experience as a teacher and 5 agreed mildly. Of those with 6-10 years experience as a teacher, 1 agreed strongly, 4 agreed mildly, and 1 disagreed strongly. Principals with 11-15 years experience responded with 2 who strongly agreed, 3 mildly agreed and 1 who mildly disagreed. Among principals with 16-20 years teaching experience, 1 mildly agreed, and 2 mildly disagreed, and 1 strongly disagreed. The principal with 21-25 years teaching experience responded by agreeing mildly with the statement.

Among principals with 0-5 years as an administrator, 2 agreed mildly with the statement. Of those with 6-10 years as an administrator, 2 agreed strongly, 1 agreed mildly, 1 disagreed mildly and 1 disagreed strongly. Of the principals with 11-15 years administrative experience, there was 1 who agreed strongly, 6 agreed mildly, and 1 disagreed mildly. Of principals with 16-20 years administrative experience, 3 mildly agreed. There was 1 principal in who disagreed mildly and 1

who disagreed strongly. In the 21-25 year demographic, both agreed mildly (see Table 46).

Table 46

*The reason African Americans aren't moving as fast as they could is that the system discriminates against them*

Principal Profile Characteristics	AS	AM	DM	DS	NA
Black (n=3)		2	1		
White (n=19)	3	12	2	2	
Females (n=9)	1	5	2	1	
Males (n=13)	2	9	1	1	
SE as Home Dialect (n=19)	3	12	2	2	
AAVE and SE Spoken (n=2)		1	1		
Another Dialect (n=1)		1			
North Cook County (n=10)		7	1	2	
West Cook County (n=5)	2	1	2		
South Cook County (n=7)	1	6			
Urban (n=9)	1	6	2		
Suburban (n=13)	2	8	1	2	
Age 40-49 (n=9)	3	8		1	
Age 50-59 (n=12)		5	3	1	
Age 60-69 (n=1)		1			
16-20 Years in Education (n=4)		4			
21-25 Years in Education (n=10)	3	5	1	1	
26 + Years in Education (n=8)		5	2	1	
0-5 Years as Teacher (n=5)		5			
6-10 Years as Teacher (n=6)	1	4		1	
11-15 Years as Teacher (n=6)	2	3	1		
16-20 Years as Teacher (n=4)		1	2	1	
21-25 Years as Teacher (n=1)		1			
0-5 Years as Administrator (n=2)		2			
6-10 Years as Administrator (n=5)	2	1	1	1	
11-15 Years as Administrator (n=8)	1	6	1		
16-20 Years as Administrator (n=5)		3	1	1	
21-25 Years as Administrator (n=2)		2			

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

### **Response Data According to School Profile Characteristics**

Three demographic areas were examined with regard to the schools whose principals responded to the survey. These areas were 1) the students' socio-economic background, 2) The schools' dominant culture population (The school's dominant culture is a phrase used to define the school's White population by percentage. The school's dominant culture population is not to be mistaken for or confused with the majority ethnic group in a particular school. Even if the school is predominately Hispanic, Asian, or African, American, White students are defined as the dominant culture to reflect the greater society). 3) Total school enrollment. In the following tables, responses are listed for all 46 questions according to each principal's school profile.

Question 1 asked principals to respond to African Americans needing Standard English (SE) as well as African American AAVE. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), no principals in lower-class schools agreed strongly with the statement. Two principals agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. One principal of a lower-middle-class school agreed strongly with the statement, while 2 disagreed mildly, and 2 disagreed strongly. In the middle class category, 2 agreed mildly, 6 disagreed mildly, and 3 disagreed strongly. In the upper-middle class category, 1 principal

agreed strongly with the statement. There were no principals who agreed mildly, 1 who disagreed mildly, and none who disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations, 1 agreed strongly, 2 agreed mildly, 2 disagreed mildly, and 2 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with none agreeing strongly, 1 agreeing mildly, 1 who disagreed mildly, and 2 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75%, responded with 1 agreeing strongly, none agreeing mildly, 5 who disagreed mildly, and 1 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100%, responded with none agreeing strongly, 1 agreeing mildly, 2 who disagreed mildly, and 1 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students there were no principals who agreed strongly with the statement, while 2 agreed mildly, 1 disagreed mildly, and 4 disagreed strongly. Among schools ranging from 1,000-1,999 students, 2 agreed mildly, 4 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 2,000-2,999 students, there were 2 principals who agreed strongly with the statement, while 3 disagreed mildly. Among schools ranging from 3,000-3,999 students, 2 disagreed mildly, and 1 disagreed strongly. There were no NA responses (see Table 47).

Question 2 asked principals to respond to African American English being a unique speech form influenced in its structure by West African languages.

Responses by demographic groups are below.

Table 47

*African Americans need to know both Standard and Black English in the school in order to survive in America*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		2	1	1	
Lower Middle Class (n=5)	1		2	2	
Middle Class (n=11)		2	6	3	
Upper Middle Class (n=2)	1				
0-25% White Students (n=7)	1	2	2	2	
26-50% White Students (n=4)		1	1	2	
51-75% White Students (n=7)	1		5	1	
76-100% White Students (n=4)		1	2	1	
School Enrollment Under 1000 (n=7)		2	1	4	
School Enrollment 1000 - 1999 (n=7)		2	4	1	
School Enrollment 2000 – 2999 (n=5)	2		3		
School Enrollment 3000 – 3999 (n=3)			2	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By student socio-economic status (SES), 1 principal in a lower-class school agreed strongly with the statement, 1 disagreed mildly, and 1 disagreed strongly. There was 1 NA response. 1 principal, in a lower-middle-class school agreed strongly with the statement, while 1 agreed mildly, 3 disagreed mildly, and 0 disagreed strongly. In the middle-class category, 1 principal agreed strongly, 4 agreed mildly, 1 disagreed mildly, and 2 disagreed strongly. There were 3 NA responses. In the upper-middle-class category, 2 principals agreed

strongly with the statement. There were no principals who agreed mildly, none who disagreed mildly, and none who disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations, 1 agreed strongly, 2 agreed mildly, 2 disagreed mildly, and 1 disagreed with the statement. There was 1 NA response. Principals in schools with a dominant culture student population ranging from 26-50%, responded with 1 agreeing mildly and 1 who disagreed mildly. There were 2 NA responses. Principals in schools with a dominant culture student population ranging from 51-75% responded with 2 agreeing strongly, 1 agreeing mildly, 2 who disagreed mildly, and 1 who disagreed strongly with the statement. There was 1 NA response. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 agreeing strongly, 1 agreeing mildly, and 1 who disagreed strongly.

By school enrollment, among schools under 1000 students there was 1 principal who agreed strongly with the statement, while 2 agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. There were 2 NA responses. Of schools ranging from 1,000-1,999 students, there was 1 principal who agreed strongly with the statement, while 2 agreed mildly and 2 disagreed mildly. There were 2 NA responses. Of schools ranging from 2,000-2,999 students, there were 2 principals who agreed strongly with the statement, while 1 agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 3,000-3,999 students, there was 1 principal who agreed strongly with the statement,

while 1 disagreed mildly, and 1 disagreed strongly. There were no NA responses (see Table 48).

Table 48

*African American English is a unique speech form influenced in its structure by West African language*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)	1		1	1	1
Lower Middle Class (n=5)	1	1	3		
Middle Class (n=11)	1	4	1	2	3
Upper Middle Class (n=2)	2				
0-25% White Students (n=7)	1	2	2	1	1
26-50% White Students (n=4)		1	1		2
51-75% White Students (n=7)	2	1	2	1	1
76-100% White Students (n=4)	2	1		1	
School Enrollment Under 1000 (n=7)	1	2	1	1	2
School Enrollment 1000 - 1999 (n=7)	1	2	2		2
School Enrollment 2000 – 2999 (n=5)	2	1	1	1	
School Enrollment 3000 – 3999 (n=3)	1		1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 3 asked principals to respond to African American English being a systematic, rule governed language. The individual responses were important to observe the principals' perceptions about AAVE with structure. Demographic group responses are below.

By student socio-economic status (SES), no principals in lower-class schools agreed strongly with the statement. One principal agreed mildly, 2

disagreed mildly, and 1 disagreed strongly. No principals in lower-middle-class schools agreed strongly with the statement, while 3 disagreed mildly and 1 disagreed strongly. There was 1 NA response. In the middle-class category, 2 principals agreed strongly, 3 agreed mildly, 3 disagreed mildly, and 1 disagreed strongly. There were 2 NA responses. In the upper-middle-class category, 1 principal agreed strongly with the statement. There was 1 principal who agreed mildly, none that disagreed mildly, and none who disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed mildly, 5 disagreed mildly, and 1 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 agreeing mildly and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 2 agreeing mildly, 2 who disagreed mildly, and 1 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 3 agreeing strongly and 1 who disagreed mildly.

By school enrollment, among schools under 1000 students there were no principals who agreed strongly with the statement, while 1 agreed mildly, 4 disagreed mildly, and 1 disagreed strongly. There was 1 NA response. Among schools ranging from 1,000-1,999 students there were 2 principals who agreed strongly with the statement, while 2 agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. There was 1 NA response. Among schools ranging from

2,000-2,999 students there were no principals who agreed strongly with the statement, while 2 agreed mildly and 2 disagreed mildly. There was 1 NA response. Among schools ranging from 3,000-3,999 students, there was 1 principal who agreed strongly with the statement, while 1 disagreed mildly and 1 disagreed strongly. There were no NA responses (see Table 49).

Question 4 asked principals to respond to whether AAVE should be eliminated. The individual responses were important to observe the principals' perceptions about the elimination of AAVE. Demographic group responses are below.

Table 49

*African American English is a systematic, rule-governed language variety*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		1	2	1	
Lower Middle Class (n=5)			3	1	1
Middle Class (n=11)	2	3	3	1	2
Upper Middle Class (n=2)	1	1			
0-25% White Students (n=7)		1	5	1	
26-50% White Students (n=4)		2		1	1
51-75% White Students (n=7)		2	2	1	2
76-100% White Students (n=4)	3		1		
School Enrollment Under 1000 (n=7)		1	4	1	1
School Enrollment 1000 - 1999 (n=7)	2	2	1	1	1
School Enrollment 2000 – 2999 (n=5)		2	2		1
School Enrollment 3000 – 3999 (n=3)	1		1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By student socio-economic status (SES), no principals in lower-class schools agreed strongly with the statement. One principal agreed mildly, 1 disagreed mildly, and 2 disagreed strongly. No principals in a lower-middle-class school agreed strongly with the statement, while 1 agreed mildly, 2 disagreed mildly, and 2 disagreed strongly. In the middle-class category 3 agreed mildly, 5 disagreed mildly, and 3 disagreed strongly. In the upper-middle-class category 1 disagreed mildly and 1 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 2 agreed mildly, 3 disagreed mildly, and 2 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 disagree mildly, and 1 disagree strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 3 disagree mildly, and 4 disagree strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreed mildly, 2 who disagreed mildly, and 1 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students there were no principals who agreed strongly with the statement, while 2 agreed mildly, 3 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 1,000-1,999 students, 2 agreed mildly, 3 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 2,000-2,999 students there was 1 principal who agreed strongly with the statement, while 3 agreed mildly, 1 disagreed mildly, and 0 disagreed strongly. Among schools ranging from 3,000-3,999 students 3 disagreed strongly. There were no NA responses (see Table 50).

Table 50

*African American English should be eliminated*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		1	1	2	
Lower Middle Class (n=5)		1	2	2	
Middle Class (n=11)		3	5	3	
Upper Middle Class (n=2)			1	1	
0-25% White Students (n=7)		2	3	2	
26-50% White Students (n=4)		2	1	1	
51-75% White Students (n=7)			3	4	
76-100% White Students (n=4)		1	2	1	
School Enrollment Under 1000 (n=7)		2	3	2	
School Enrollment 1000 - 1999 (n=7)		2	3	2	
School Enrollment 2000 – 2999 (n=5)		1	3	1	
School Enrollment 3000 – 3999 (n=3)				3	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 5 asked principals to respond to African Americans needing to maintain oral cultural understanding. The individual responses were important to observe the principals' beliefs about AAVE as a dialect that bridges ages and regions. Demographic group responses are below.

By student socio-economic status (SES), 1 principal in a lower-class school agreed strongly with the statement, one agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. No principals in lower-middleclass schools agreed strongly with the statement, while 1 agreed mildly, 4 disagreed mildly, and 2

disagreed strongly. In the middle-class category 5 agreed mildly, 4 disagreed mildly, and 2 disagreed strongly. In the upper-middle-class category 1 principal agreed strongly with the statement. There were no principals who agreed mildly, 1 disagreed mildly, and none who disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations, 1 agreed strongly, 2 agreed mildly, 2 disagreed mildly, and 2 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 agreeing mildly and 2 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 6 who disagreed mildly and 1 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing strongly and 3 agreeing mildly.

By school enrollment, among schools fewer than 1,000 students there was 1 principal who agreed strongly with the statement, while 2 agreed mildly, 2 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 1,000-1,999 students, there were 3 who agreed mildly and 4 disagreed mildly. Among schools ranging from 2,000-2,999 students, 1 agreed mildly and 4 disagreed mildly. Among schools ranging from 3,000-3,999 students, 1 agreed strongly, 1 agreed mildly, and 1 disagreed strongly. There were no NA responses (see Table 51).

Question 6 asked principals to respond to whether it is racist to demand that African American children take reading tests because their culture is so varied that reading is an insignificant skill. The individual responses were important to observe the principals' views about African American children learning to read and whether it is racist to demand reading tests. Demographic group responses are below.

Table 51

*AAVE should be preserved to maintain oral understanding and communication among Black people of all ages and from all regions*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)	1	1	1	1	
Lower Middle Class (n=5)		1	4		
Middle Class (n=11)		5	4	2	
Upper Middle Class (n=2)	1		1		
0-25% White Students (n=7)	1	2	2	2	
26-50% White Students (n=4)		2	2		
51-75% White Students (n=7)			6	1	
76-100% White Students (n=4)	1	3			
School Enrollment Under 1000 (n=7)	1	2	2	2	
School Enrollment 1000 - 1999 (n=7)		3	4		
School Enrollment 2000 – 2999 (n=5)		1	4		
School Enrollment 3000 – 3999 (n=3)	1	1		1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By student socio-economic status (SES), No principals in lower-class schools agreed strongly with the statement. 1 principal agreed mildly, and 3 disagreed strongly. There were no principals in lower-middle-class schools who agreed strongly with the statement, while 2 agreed mildly and 3 disagreed strongly. In the middle-class category, 2 disagreed mildly and 9 disagreed strongly. In the upper-middle-class category, 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations, 1 agreed mildly, 1 disagreed mildly, and 5

disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing mildly, 1 who disagreed mildly, and 2 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 who agreed mildly and 6 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 4 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students 1 agreed mildly, 1 disagreed mildly, and 5 disagreed strongly. Among schools ranging from 1,000-1,999 students, 1 agreed mildly, 1 disagreed mildly, and 5 disagreed strongly. Among schools ranging from 2,000-2,999 students, all 5 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 agreed mildly and 2 disagreed strongly. There were no NA responses (see Table 52).

Table 52

*It is racist to demand that African American children take reading tests because their culture is so varied that reading is an insignificant skill*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		1		3	
Lower Middle Class (n=5)		2		3	
Middle Class (n=11)			2	9	
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)		1	1	5	
26-50% White Students (n=4)		1	1	2	
51-75% White Students (n=7)		1		6	
76-100% White Students (n=4)				4	
School Enrollment Under 1000 (n=7)		1	1	5	
School Enrollment 1000 - 1999 (n=7)		1	1	5	
School Enrollment 2000 – 2999 (n=5)				5	
School Enrollment 3000 – 3999 (n=3)		1		2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 7 asked principals to respond to AAVE being promoted in the school as part of African American children's culture. Demographic group responses are below.

By student socio-economic status (SES), 1 principal in a lower-class school agreed strongly with the statement. Three principals agreed mildly. There were 0 NA responses. Two principals in lower-middle-class schools agreed strongly with the statement, while 1 agreed mildly, 1 disagreed mildly, and 1

disagreed strongly. In the middle-class category, 3 principals agreed strongly, 5 agreed mildly and 3 disagreed mildly. In the upper-middle-class category, both principals agreed strongly with the statement.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 3 agreed strongly, 3 agreed mildly, and 1 disagreed mildly. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing strongly, 1 agreeing mildly, 1 who disagreed mildly, and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 2 agreeing strongly, 3 agreeing mildly and 2 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 agreeing strongly and 2 agreeing mildly.

By school enrollment, among schools under 1000 students there were 3 principals who agreed strongly with the statement, while 3 agreed mildly and 1 disagreed mildly. Among schools ranging from 1,000-1,999 students there was 1 principal who agreed strongly with the statement, while 3 agreed mildly, 2 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 2,000-2,999 students, there were 3 principals who agreed strongly with the statement while 2 agreed mildly. Among schools ranging from 3,000-3,999 students there was 1 principal who agreed strongly with the statement, while 1 agreed mildly and 1 disagreed mildly. There were no NA responses (see Table 53).

Question 8 asked principals to respond to whether Standard English needed to replace AAVE to help with worldwide communication. The individual responses were important to observe the principals' responses toward the necessity of replacing AAVE with SE. Demographic group responses are below.

Table 53

*AAVE should be promoted in the school as part of African American children's culture*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)	1	3			
Lower Middle Class (n=5)	2	1	1	1	
Middle Class (n=11)	3	5	3		
Upper Middle Class (n=2)	2				
0-25% White Students (n=7)	3	3	1		
26-50% White Students (n=4)	1	1	1	1	
51-75% White Students (n=7)	2	3	2		
76-100% White Students (n=4)	2	2			
School Enrollment Under 1000 (n=7)	3	3	1		
School Enrollment 1000 - 1999 (n=7)	1	3	2	1	
School Enrollment 2000 – 2999 (n=5)	3	2			
School Enrollment 3000 – 3999 (n=3)	1	1	1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By student socio-economic status (SES), no principals in lower-class schools agreed strongly with the statement. Three principals agreed mildly and 1 disagreed mildly. One principal in a lower-middle-class school agreed strongly with the statement, while 2 agreed mildly, 1 disagreed strongly, and 1 responded NA. In the middle-class category, 1 principal agreed strongly, 5 agreed mildly and 5 disagreed mildly. In the upper-middle-class category 1 disagreed mildly and 1 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 2 agreed strongly, 3 agreed mildly, and 2 disagreed mildly. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 agreeing mildly and 2 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 3 agreeing mildly, 2 who disagreed mildly, and 1 who disagreed strongly with the statement. There was 1 NA response. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 agreeing mildly, 1 who disagreed mildly, and 1 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students there were 5 who agreed mildly and 2 disagreed mildly. Among schools ranging from 1,000-1,999 students there were 3 principals who agreed mildly with the statement , 3 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 2,000-2,999 students there were 2 principals who agreed strongly with the statement, while 1 agreed mildly and 1 disagreed mildly. There was 1 NA response. Among schools ranging from 3,000-3,999 students 1 agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. There were no NA responses (see Table 54).

Table 54

*Standard English is needed to replace AAVE to help with worldwide communication*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		3	1		
Lower Middle Class (n=5)	1	2		1	1
Middle Class (n=11)	1	5	5		
Upper Middle Class (n=2)			1	1	
0-25% White Students (n=7)	2	3	2		
26-50% White Students (n=4)		2	2		
51-75% White Students (n=7)		3	2	1	1
76-100% White Students (n=4)		2	1	1	
School Enrollment Under 1000 (n=7)		5	2		
School Enrollment 1000 - 1999 (n=7)		3	3	1	
School Enrollment 2000 – 2999 (n=5)	2	1	1		1
School Enrollment 3000 – 3999 (n=3)		1	1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 9 asked principals to respond to the statement that Black children do not need to learn anything other than their own dialect of African American English in school. All participants disagreed with this statement.

Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 2 disagreed mildly and 2 disagreed strongly. No principal in a lower-middle-class school agreed strongly with the statement, while 1 disagreed mildly and 4

disagreed strongly. In the middle-class category all 11 disagreed strongly. In the upper-middle-class category 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations, 2 disagreed mildly and 5 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 4 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 who disagreed mildly and 6 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 4 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students there were 2 who disagreed mildly and 5 who disagreed strongly. Among schools ranging from 1,000-1,999 students there were 7 who disagreed strongly. Among schools ranging from 2,000-2,999 students, there were 5 who disagreed strongly. Among schools ranging from 3,000-3,999 students there was 1 who disagreed mildly and 2 who disagreed strongly. There were no NA responses (see Table 55).

Table 55

*It is not necessary for Black children to learn anything other than their own dialect of African American English in school*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			2	2	
Lower Middle Class (n=5)			1	4	
Middle Class (n=11)				11	
Upper middle class (n=2)				2	
0-25% White Students (n=7)			2	5	
26-50% White Students (n=4)				4	
51-75% White Students (n=7)			1	6	
76-100% White Students (n=4)				4	
School Enrollment Under 1000 (n=7)			2	5	
School Enrollment 1000 - 1999 (n=7)				7	
School Enrollment 2000 – 2999 (n=5)				5	
School Enrollment 3000 – 3999 (n=4)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 10 asked principals to respond to the existence of AAVE. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 1 principal agreed mildly, 1 disagreed mildly, and 2 disagreed strongly. In lower-middle-class schools 1 agreed mildly, 2 disagreed mildly, and 2 disagreed strongly. In the middle-class category, 2 agreed mildly, 5 disagreed mildly, and 4 disagreed

strongly. In the upper-middle-class category, 1 disagreed mildly and 1 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed mildly, 3 disagreed mildly, and 3 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 agreeing mildly, 1 who disagreed mildly, and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 agreeing mildly, 4 who disagreed mildly, and 2 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 who disagreed mildly and 3 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students 2 agreed mildly, 2 disagreed mildly, and 3 disagreed strongly. Among schools ranging from 1,000-1,999 students 1 agreed mildly, 3 disagreed mildly, and 3 disagreed strongly. Among schools ranging from 2,000-2,999 students 1 agreed mildly, 3 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly and 2 disagreed strongly. There were no NA responses (see Table 56).

Table 56

*There is no such thing as African American English*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		1	1	2	
Lower Middle Class (n=5)		1	2	2	
Middle Class (n=11)		2	5	4	
Upper middle class (n=2)			1	1	
0-25% White Students (n=7)		1	3	3	
26-50% White Students (n=4)		2	1	1	
51-75% White Students (n=7)		1	4	2	
76-100% White Students (n=4)			1	3	
School Enrollment Under 1000 (n=7)		2	2	3	
School Enrollment 1000 - 1999 (n=7)		1	3	3	
School Enrollment 2000 – 2999 (n=5)		1	3	1	
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 11 asked principals whether AAVE is a reflection of unclear thinking on the part of the speaker. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 3 disagreed mildly and 1 disagreed strongly. In lower-middle-class schools 1 disagreed mildly and 4 disagreed strongly. In the middle class category 1 agreed

mildly, 4 disagreed mildly, and 6 disagreed strongly. In the upper-middle-class category 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 3 disagreed mildly and 4 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing mildly, 1 who disagreed mildly, and 2 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 2 who disagreed mildly and 5 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 who disagreed mildly and 2 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students 1 principal agreed mildly, 3 disagreed mildly, and 3 disagreed strongly. Among schools ranging from 1,000-1,999 students 2 disagreed mildly, and 5 disagreed strongly. Among schools ranging from 2,000-2,999 students 2 disagreed mildly and 3 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly, and 2 disagreed strongly. There were no NA responses (see Table 57).

Table 57

*The use of African American English is a reflection of unclear thinking on the part of the speaker*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			3	1	
Lower Middle Class (n=5)			1	4	
Middle Class (n=11)		1	4	6	
Upper middle class (n=2)				2	
0-25% White Students (n=7)			3	4	
26-50% White Students (n=4)		1	1	2	
51-75% White Students (n=7)			2	5	
76-100% White Students (n=4)			2	2	
School Enrollment Under 1000 (n=7)		1	3	3	
School Enrollment 1000 - 1999 (n=7)			2	5	
School Enrollment 2000 – 2999 (n=5)			2	3	
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 12 asked principals to respond to the statement that African American children's language is so broken as to not be a language at all. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), of principals in lower-class schools 1 disagreed mildly and 3 disagreed strongly. In lower-middle-class schools 4 disagreed mildly. There was 1 NA response. In the middle-class

category 1 agreed mildly, 4 disagreed mildly, and 6 disagreed strongly. In the upper-middle-class category 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 2 disagreed mildly and 5 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing mildly, 2 who disagreed mildly, and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 who disagreed mildly and 6 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 who disagreed mildly and 3 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students there was 1 principal who agreed strongly with the statement, while 1 agreed mildly, 2 disagreed mildly, and 4 disagreed strongly. Among schools ranging from 1,000-1,999 students there were 2 who disagreed mildly and 5 who disagreed strongly. Among schools ranging from 2,000-2,999 students there were 2 who disagreed mildly and 3 disagreed strongly. Among schools ranging from 3,000-3,999 students 3 principals disagreed strongly. There were no NA responses (see Table 58).

Table 58

*African American children's language is so broken as to be virtually no language at all*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			1	3	
Lower Middle Class (n=5)			1	4	
Middle Class (n=11)		1	4	6	
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)			2	5	
26-50% White Students (n=4)		1	2	1	
51-75% White Students (n=7)			1	6	
76-100% White Students (n=4)			1	3	
School Enrollment Under 1000 (n=7)		1	2	4	
School Enrollment 1000 - 1999 (n=7)			2	5	
School Enrollment 2000 – 2999 (n=5)			2	3	
School Enrollment 3000 – 3999 (n=3)				3	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 13 asked principals to respond to the statement that African Americans should talk the way everybody else does in this country. Demographic group responses are below.

By student socio-economic status (SES), in lower-class-schools 2 principals agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. In lower-middle-class schools 1 agreed mildly, 1 disagreed mildly, and 2 disagreed strongly. There was 1 NA response. In the middle-class category, 2 agreed

mildly, 6 disagreed mildly, and 3 disagreed strongly. In the upper-middle-class category, 1 principal agreed strongly with the statement and 1 disagreed mildly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed mildly, 3 disagreed mildly, and 2 disagreed with the statement. There was 1 NA response. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing mildly, 2 who disagreed mildly, and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 2 agreeing mildly, 2 who disagreed mildly, and 3 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing strongly, 1 agreeing mildly, 2 who disagreed mildly, and 0 who disagreed strongly.

By school enrollment, among schools with under 1,000 students 3 principals agreed mildly, 1 disagreed mildly, and 2 disagreed strongly. There was 1 NA response. Among schools ranging from 1,000-1,999 students 4 disagreed mildly and 3 disagreed strongly. Among schools ranging from 2,000-2,999 students 2 agreed mildly and 3 disagreed mildly. Among schools ranging from 3,000-3,999 students there was 1 principal who agreed strongly with the statement, while 1 disagreed mildly, and 1 disagreed strongly. There were no NA responses (see Table 59).

Table 59

*African Americans should talk the way everybody else does in this country*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		2	1	1	
Lower Middle Class (n=5)		1	1	2	
Middle Class (n=11)		2	6	3	
Upper middle class (n=2)	1		1		
0-25% White Students (n=7)		1	3	2	
26-50% White Students (n=4)		1	2	1	
51-75% White Students (n=7)		2	2	3	
76-100% White Students (n=4)	1	1	2		
School Enrollment Under 1000 (n=7)		3	1	2	
School Enrollment 1000 - 1999 (n=7)			4	3	
School Enrollment 2000 – 2999 (n=5)		2	3		
School Enrollment 3000 – 3999 (n=3)	1		1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 14 asked principals to respond to African American English being a form of Southern speech. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 1 principal agreed mildly, 2 disagreed mildly, and 1 disagreed strongly. No principals in lower-middle-class schools agreed strongly with the statement, while 3 agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. In the middle-class category

2 agreed mildly, 5 disagreed mildly, and 4 disagreed strongly. There were 3 NA responses. In the upper-middle-class category 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed mildly, 3 disagreed mildly, and 3 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing mildly, 2 who disagreed mildly, and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 3 agreeing mildly, 2 who disagreed mildly, and 2 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing mildly, 1 who disagreed mildly, and 2 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students 3 principals agreed mildly, 2 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 1,000-1,999 students 1 agreed mildly, 4 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 2,000-2,999 students 2 agreed mildly, 1 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly, and 2 disagreed strongly. There were no NA responses (see Table 60).

Table 60

*African American English is principally a Southern speech form*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		1	2	1	
Lower Middle Class (n=5)		3	1	1	
Middle Class (n=11)		2	5	4	
Upper middle class (n=2)				2	
0-25% White Students (n=7)		1	3	3	
26-50% White Students (n=4)		1	2	1	
51-75% White Students (n=7)		3	2	2	
76-100% White Students (n=4)		1	1	2	
School Enrollment Under 1000 (n=7)		3	2	2	
School Enrollment 1000 - 1999 (n=7)		1	4	2	
School Enrollment 2000 – 2999 (n=5)		2	1	2	
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 15 asked principals to respond to the statement that the African American community had a concept of discipline involving not letting children “hang loose.” The individual responses were important to observe the principals’ perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 3 principals agreed mildly, 1 disagreed mildly, and 0 disagreed strongly. 1 principal in a lower-middle-class school agreed strongly with the statement, while 2 agreed mildly and 1 disagreed mildly. There was 1 NA response. In the middle-class category, 3 principals agreed strongly, 3 agreed mildly and 4 disagreed mildly.

There was 1 NA response. In the upper-middle-class category, 1 principal agreed strongly with the statement. There was 1 principal who agreed mildly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed strongly, 4 agreed mildly and 2 disagreed mildly. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 who disagreed mildly. There were 2 NA responses. Principals in schools with a dominant culture student population ranging from 51-75% responded with 2 agreeing strongly, 4 agreeing mildly and 1 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 agreeing strongly, 1 agreeing mildly and 1 who disagreed mildly.

By school enrollment, among schools fewer than 1,000 students 4 principals agreed mildly, 2 disagreed mildly, and 0 disagreed strongly. There was 1 NA response. Among schools ranging from 1,000-1,999 students 3 principals agreed strongly with the statement while 3 disagreed mildly. There was 1 NA response. Among schools ranging from 2,000-2,999 students there was 1 principal who agreed strongly with the statement, while 4 agreed mildly. Among schools ranging from 3,000-3,999 students there was 1 principal who agreed strongly with the statement, while 1 agreed mildly and 1 disagreed mildly. There were no NA responses (see Table 61).

Table 61

*The African American community concept of discipline involves not letting children “do their own thing” and “hang loose”*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		3	1		
Lower Middle Class (n=5)	1	2	1		1
Middle Class (n=11)	3	3	4		1
Upper middle class (n=2)	1	1			
0-25% White Students (n=7)	1	4	2		
26-50% White Students (n=4)			2		2
51-75% White Students (n=7)	2	4	1		
76-100% White Students (n=4)	2	1	1		
School Enrollment Under 1000 (n=7)		4	2		1
School Enrollment 1000 - 1999 (n=7)	3		3		1
School Enrollment 2000 – 2999 (n=5)	1	4			
School Enrollment 3000 – 3999 (n=3)	1	1	1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 16 asked principals to respond to African Americans children’s homework suffering from lack of parental assistance at home. The individual responses were important to observe the principals’ perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools one principal agreed mildly, 1 disagreed mildly, and 2 disagreed strongly. No principals in lower-middle-class schools agreed strongly with the statement, 2 disagreed mildly, and 3 disagreed strongly. In the middle-class category, 1

principal agreed strongly, 1 agreed mildly, 2 disagreed mildly, and 7 disagreed strongly. In the upper-middle-class category 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations, 1 agreed strongly, 3 disagreed mildly, and 3 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing mildly, 1 who disagreed mildly, and 2 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 who disagreed mildly and 6 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100%, responded with 1 agreeing mildly and 3 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students there was 1 principal who agreed strongly with the statement, while 1 agreed mildly, 2 disagreed mildly, and 3 disagreed strongly. Among schools ranging from 1,000-1,999 students 1 agreed mildly and 6 disagreed strongly. Among schools ranging from 2,000-2,999 students 2 disagreed mildly and 3 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly and 2 disagreed strongly. There were no NA responses (see Table 62).

Table 62

*African American kids have trouble learning because their parents won't help them at home*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		1	1	2	
Lower Middle Class (n=5)			2	3	
Middle Class (n=11)	1	1	2	7	
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)	1		3	3	
26-50% White Students (n=4)		1	1	2	
51-75% White Students (n=7)			1	6	
76-100% White Students (n=4)		1		3	
School Enrollment Under 1000 (n=7)	1	1	2	3	
School Enrollment 1000 - 1999 (n=7)		1		6	
School Enrollment 2000 – 2999 (n=5)			2	3	
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 17 asked principals to respond to a child's native AAVE being replaced by Standard English increasing his or her learning capacity.

Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools one principal agreed mildly and 3 disagreed mildly. Two principals in lower-middle class-schools agreed strongly with the statement, while 2 agreed mildly and 1 disagreed strongly. In the middle-class category 2 principals agreed strongly, 6 agreed mildly, 2 disagreed mildly, and 1 disagreed strongly. In the upper-middle-

class category 1 principal agreed strongly with the statement and 1 principal who agreed mildly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 4 agreed strongly, 2 agreed mildly and 1 disagreed mildly. Principals in schools with a dominant culture student population ranging from 26-50% responded with 4 agreeing mildly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 3 agreeing mildly, 2 who disagreed mildly, and 2 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing strongly, 1 agreeing mildly and 2 who disagreed mildly.

By school enrollment, among schools with under 1,000 students there were 2 principals who agreed strongly with the statement, while 3 agreed mildly and 2 disagreed mildly. Among schools ranging from 1,000-1,999 students 4 agreed mildly, 1 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 2,000-2,999 students 2 principals agreed strongly with the statement, while 3 agreed mildly. Among schools ranging from 3,000-3,999 students there was 1 principal who agreed strongly with the statement and 2 who disagreed mildly. There were no NA responses (see Table 63).

Table 63

*When a child's native AAVE is replaced by Standard English, she or he is introduced to concepts, which will increase his learning capacity*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		1	3		
Lower Middle Class (n=5)	2	2		1	
Middle Class (n=11)	2	6	2	1	
Upper Middle Class (n=2)	1	1			
0-25% White Students (n=7)	4	2	1		
26-50% White Students (n=4)		4			
51-75% White Students (n=7)		3	2	2	
76-100% White Students (n=4)	1	1	2		
School Enrollment Under 1000 (n=7)	2	3	2		
School Enrollment 1000 - 1999 (n=7)		4	1	2	
School Enrollment 2000 – 2999 (n=5)	2	3			
School Enrollment 3000 – 3999 (n=3)	1		2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 18 asked principals to respond to the concept that African American children's home lives offered limited cultural experiences that school must supplement. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), lower-class schools, one principal agreed mildly, 1 disagreed mildly, and 2 disagreed strongly. In lower-middle-class schools 2 agreed mildly, 2 disagreed mildly, and 1 disagreed

strongly. In the middle-class category 1 agreed mildly, 4 disagreed mildly, and 6 disagreed strongly. In the upper-middle-class category, 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed mildly, 4 disagreed mildly, and 2 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 agreeing mildly and 2 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 who disagreed mildly and 6 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing mildly and 3 who disagreed strongly.

By school enrollment, among schools under 1,000 students, 3 principals agreed mildly, 3 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 1,000-1,999 students 1 agreed mildly, 2 disagreed mildly, and 4 disagreed strongly. Among schools ranging from 2,000-2,999 students 2 disagreed mildly, and 3 disagreed strongly. Among schools ranging from 3,000-3,999 students 3 disagreed strongly. There were no NA responses (see Table 64).

Table 64

*The home life of African American children offers such limited cultural experiences that the school must fill in gaps*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		1	1	2	
Lower Middle Class (n=5)		2	2	1	
Middle Class (n=11)		1	4	6	
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)		1	4	2	
26-50% White Students (n=4)		2	2		
51-75% White Students (n=7)			1	6	
76-100% White Students (n=4)		1		3	
School Enrollment Under 1000 (n=7)		3	3	1	
School Enrollment 1000 - 1999 (n=7)		1	2	4	
School Enrollment 2000 – 2999 (n=5)			2	3	
School Enrollment 3000 – 3999 (n=3)				3	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 19 asked principals to respond to the attractiveness of African American hair and dress style. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), 1 principal in a lower-class school agreed strongly with the statement, and 2 agreed mildly. There was 1 NA response. 2 principals in lower-middle-class schools agreed strongly with the statement, while 2 agreed mildly. There was 1 NA response. In the middle-class

category, 2 principals agreed strongly, 7 agreed mildly, and 1 disagreed mildly.

There was 1 NA response. In the upper middle-class-category, 1 principal agreed strongly with the statement. There was 1 NA response.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 3 agreed strongly and 4 agreed mildly.

Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing strongly and 2 agreeing mildly. There was 1 NA

response. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 agreeing strongly and 4 agreeing mildly.

There were 2 NA responses. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing strongly, 1 agreeing mildly and 1 who disagreed mildly. There was 1 NA response.

By school enrollment, among schools with under 1000 students there were 3 principals who agreed strongly with the statement, while 2 agreed mildly.

There was 1 NA response. Among schools ranging from 1,000-1,999 students there was 1 principal who agreed strongly with the statement, while 5 agreed

mildly and 1 disagreed mildly. Among schools ranging from 2,000-2,999

students 3 agreed mildly. There were 2 NA responses. Among schools ranging

from 3,000-3,999 students 2 principals agreed strongly with the statement, while 1 agreed mildly. There were no NA responses (see Table 65).

Table 65

*African and African American hair and dress styles are very attractive*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)	1	2			1
Lower Middle Class (n=5)	2	2			1
Middle Class (n=11)	2	7	1		1
Upper Middle Class (n=2)	1				1
0-25% White Students (n=7)	3	4			
26-50% White Students (n=4)	1	2			1
51-75% White Students (n=7)	1	4			2
76-100% White Students (n=4)	1	1	1		1
School Enrollment Under 1000 (n=7)	3	2			2
School Enrollment 1000 - 1999 (n=7)	1	5	1		
School Enrollment 2000 – 2999 (n=5)		3			2
School Enrollment 3000 – 3999 (n=3)	2	1			

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 20 asked principals to respond to the statement that African American kids would advance further in school without African American English. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), in lower-class, schools one principal agreed mildly, 2 disagreed mildly, and 1 disagreed strongly with the statement. 1 principal in a lower-middle-class school agreed strongly, 3 disagreed mildly, and 1 disagreed strongly. In the middle-class category 6

agreed mildly, 4 disagreed mildly, and 1 disagreed strongly. In the upper-middle-class category 1 disagreed mildly and 1 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed strongly, 1 agreed mildly, 4 disagreed mildly, and 1 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 agreeing mildly and 2 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 agreeing mildly, 4 who disagreed mildly, and 2 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 3 agreeing mildly and 1 who disagreed strongly.

By school enrollment, among schools with under 1,000 students 3 principals agreed mildly, 3 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 1,000-1,999 students 3 agreed mildly, 3 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 2,000-2,999 students 1 principal agreed strongly with the statement, while 1 agreed mildly and 3 disagreed mildly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly and 2 disagreed strongly. There were no NA responses (see Table 66).

Table 66

*African American kids would advance further in school without African American English*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		1	2	1	
Lower Middle Class (n=5)	1		3	1	
Middle Class (n=11)		6	4	1	
Upper Middle Class (n=2)			1	1	
0-25% White Students (n=7)	1	1	4	1	
26-50% White Students (n=4)		2	2		
51-75% White Students (n=7)		1	4	2	
76-100% White Students (n=4)		3		1	
School Enrollment Under 1000 (n=7)		3	3	1	
School Enrollment 1000 - 1999 (n=7)		3	3	1	
School Enrollment 2000 – 2999 (n=5)	1	1	3		
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 21 asked principals to respond to the statement that African American English has a logic of its own, equal to that of any other language. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 3 principals disagreed mildly and 1 disagreed strongly. In lower-middle-class schools 2 disagreed mildly and 3 disagreed strongly. In the middle-class category 1 principal agreed strongly, 3 agreed mildly, 5 disagreed mildly, and 1

disagreed strongly. There was 1 NA response. In the upper-middle-class category 1 disagreed mildly and 1 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 2 agreed mildly, 3 disagreed mildly, and 2 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 who disagreed mildly and 1 who disagreed strongly. There was 1 NA response. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 agreeing strongly, 4 who disagreed mildly, and 2 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 who disagreed mildly.

By school enrollment, among schools fewer than 1,000 students, 1 principal agreed mildly, 3 disagreed mildly, and 2 disagreed strongly. There was 1 NA response. Among schools ranging from 1,000-1,999 students 1 agreed mildly, 4 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 2,000-2,999 students there was 1 principal who agreed strongly with the statement, while 1 agreed mildly and 3 disagreed mildly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly, and 2 disagreed strongly. There were no NA responses (see Table 67).

Table 67

*African American English has a logic of its own, equal to that of any other language*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			3	1	
Lower Middle Class (n=5)			2	3	
Middle Class (n=11)	1	3	5	1	1
Upper Middle Class (n=2)			1	1	
0-25% White Students (n=7)		2	3	2	
26-50% White Students (n=4)			2	1	1
51-75% White Students (n=7)	1		4	2	
76-100% White Students (n=4)		1	2	1	
School Enrollment Under 1000 (n=7)		1	3	2	1
School Enrollment 1000 - 1999 (n=7)		1	4	2	
School Enrollment 2000 – 2999 (n=5)	1	1	3		
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 22 asked principals to respond to the statement that African American children can't learn to read unless African American Vernacular English is used as the medium of instruction in the schools. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 2 principals disagreed mildly and 2 disagreed strongly. In lower-middle-class schools 1 agreed mildly, 2 disagreed mildly, and 2 disagreed strongly. In the

middle-class category 1 agreed mildly, 5 disagreed mildly, and 5 disagreed strongly. In the upper-middle-class category 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 2 disagreed mildly and 5 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 agreeing mildly, 1 who disagreed mildly, and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 4 who disagreed mildly and 3 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 who disagreed mildly and 2 who disagreed strongly.

By school enrollment, among schools with under 1,000 students 1 principal agreed mildly, 1 disagreed mildly, and 5 disagreed strongly. Among schools ranging from 1,000-1,999 students 1 agreed mildly, 5 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 2,000-2,999 students 2 disagreed mildly and 3 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly, and 2 disagreed strongly. There were no NA responses (see Table 68).

Table 68

*African American children can't learn to read unless African American Vernacular English is used as the medium of instruction in the schools*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			2	2	
Lower Middle Class (n=5)		1	2	2	
Middle Class (n=11)		1	5	5	
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)			2	5	
26-50% White Students (n=4)		2	1	1	
51-75% White Students (n=7)			4	3	
76-100% White Students (n=4)			2	2	
School Enrollment Under 1000 (n=7)		1	1	5	
School Enrollment 1000 - 1999 (n=7)		1	5	1	
School Enrollment 2000 – 2999 (n=5)			2	3	
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 23 asked principals to respond to the statement that African Americans have their own distinctive pattern of speech which others should accept. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), 1 principal in a lower-class school agreed strongly with the statement, two principals agreed mildly and 1 disagreed mildly. In lower-middle-class schools 2 agreed strongly with the statement, while 1 agreed mildly and 2 disagreed mildly. In the middle-class

category, 5 agreed mildly and 6 disagreed mildly. In the upper-middle-class category 1 principal agreed mildly and 1 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations, 2 agreed strongly, 1 agreed mildly, 4 disagreed mildly, and 2 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing strongly, 2 agreeing mildly and 1 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 5 agreeing mildly and 2 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing mildly, 2 who disagreed mildly, and 1 who disagreed strongly.

By school enrollment, among schools with under 1,000 students 2 principals agreed strongly with the statement, while 2 agreed mildly and 3 disagreed mildly. Among schools ranging from 1,000-1,999 students there was 1 principal who agreed strongly with the statement, while 4 agreed mildly and 2 disagreed mildly. Among schools ranging from 2,000-2,999 students 1 agreed mildly and 4 disagreed mildly. Among schools ranging from 3,000-3,999 students 2 agreed mildly and 1 disagreed strongly. There were no NA responses (see Table 69).

Table 69

*African American people have their own distinctive pattern of speech which other people in this country should accept*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)	1	2	1		
Lower Middle Class (n=5)	2	1	2		
Middle Class (n=11)		5	6		
Upper Middle Class (n=2)		1		1	
0-25% White Students (n=7)	2	1	4		
26-50% White Students (n=4)	1	2	1		
51-75% White Students (n=7)		5	2		
76-100% White Students (n=4)		1	2	1	
School Enrollment Under 1000 (n=7)	2	2	3		
School Enrollment 1000 - 1999 (n=7)	1	4	2		
School Enrollment 2000 – 2999 (n=5)		1	4		
School Enrollment 3000 – 3999 (n=3)		2		1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 24 asked principals to respond to the statement that African American English was produced by its history in Africa and this country and not by any physical characteristics. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 1 principal agreed mildly, 1 disagreed mildly, and 2 disagreed strongly. 1 principal, in a

lower-middle class school agreed strongly with the statement, while 2 disagreed mildly, and 1 disagreed strongly. There was 1 NA response. In the middle-class category 1 principal agreed strongly, 1 agreed mildly, 3 disagreed mildly, and 3 disagreed strongly. There were 3 NA responses. In the upper-middle-class category 1 principal agreed strongly with the statement and 1 principal agreed mildly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed mildly, 4 disagreed mildly, and 2 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing mildly and 1 who disagreed strongly. There were 2 NA responses. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 agreeing strongly, 1 agreeing mildly and 3 who disagreed strongly with the statement. There were 3 NA responses. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing strongly and 1 agreeing mildly.

By school enrollment, among schools fewer than 1,000 students 1 principal agreed mildly, 3 disagreed mildly, and 2 disagreed strongly. There was 1 NA response. Among schools ranging from 1,000-1,999 students 1 principal agreed strongly with the statement while 1 agreed mildly and 2 disagreed strongly. There were 2 NA responses. Among schools ranging from 2,000-2,999 students 1 principal agreed strongly with the statement, while 1 agreed mildly

and 2 disagreed mildly. There was 1 NA response. Among schools ranging from 3,000-3,999 students, there was 1 principal who agreed strongly with the statement and 2 disagreed strongly. There were no NA responses (see Table 70).

Table 70

*African American English was produced by its history in Africa and this country and not by any physical characteristics*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		1	1	2	
Lower Middle Class (n=5)	1		2	1	1
Middle Class (n=11)	1	1	3	3	3
Upper Middle Class (n=2)	1	1			
0-25% White Students (n=7)		1	4	2	
26-50% White Students (n=4)		1		1	2
51-75% White Students (n=7)	1	1		3	2
76-100% White Students (n=4)	2		2		
School Enrollment Under 1000 (n=7)		1	3	2	1
School Enrollment 1000 - 1999 (n=7)	1	1		2	2
School Enrollment 2000 – 2999 (n=5)	1	1	2		1
School Enrollment 3000 – 3999 (n=3)	1			2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 25 asked principals to respond to the statement that African American English can be expanded to fit any concept or idea imaginable. The individual responses were important to observe the principals' perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 1 principal agreed mildly and 1 disagreed mildly. In lower-middle-class schools 1 agreed mildly 4 disagreed mildly, and 1 disagreed strongly. In the middle-class category

5 agreed mildly, 4 disagreed mildly, and 1 disagreed strongly. There was 1 NA response. In the upper-middle-class category 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 3 agreed mildly, 3 disagreed mildly, and 1 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 3 who disagreed mildly. There was 1 NA response. Principals in schools with a dominant culture student population ranging from 51-75% responded with 2 agreeing mildly, 3 who disagreed mildly and 2 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 agreeing mildly, 1 who disagreed mildly, and 1 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students 1 principal agreed mildly, 4 disagreed mildly, and 1 disagreed strongly. There was 1 NA response. Among schools ranging from 1,000-1,999 students 2 agreed mildly and 5 disagreed mildly. Among schools ranging from 2,000-2,999 students 3 agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 agreed mildly and 2 disagreed strongly. There were no NA responses (see Table 71).

Table 71

*African American English can be expanded to fit any concept or idea imaginable*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		1	2		
Lower Middle Class (n=5)		1	4	1	
Middle Class (n=11)		5	4	1	1
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)		3	3	1	
26-50% White Students (n=4)			3		1
51-75% White Students (n=7)		2	3	2	
76-100% White Students (n=4)		2	1	1	
School Enrollment Under 1000 (n=7)		1	4	1	1
School Enrollment 1000 - 1999 (n=7)		2	5		
School Enrollment 2000 – 2999 (n=5)		3	1	1	
School Enrollment 3000 – 3999 (n=3)		1		2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 26 asked principals to respond to the statement that African American people's major potential is in music, art, and dance. The individual responses were important to observe the principals' perceptions about students' potentials. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 1 principal disagreed mildly and 3 disagreed strongly. In lower-middle-class schools 1 disagreed mildly and 4 disagreed strongly. In the middle-class category 2

disagreed mildly and 8 disagreed strongly. There was 1 NA response. In the upper-middle-class category 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 2 disagreed mildly and 5 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 3 disagree strongly. There was 1 NA response. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 disagree mildly, and 6 disagree strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 who disagreed mildly and 3 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students 2 principals disagreed mildly and 4 disagreed strongly. There was 1 NA response. Among schools ranging from 1,000-1,999 students 7 disagreed strongly. Among schools ranging from 2,000-2,999 students 2 disagreed mildly and 3 disagreed strongly. Among schools ranging from 3,000-3,999 students 3 disagreed strongly. There were no NA responses (see Table 72).

Table 72

*Most African American people's major potential is in music, art, and dance*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			1	3	
Lower Middle Class (n=5)			1	4	
Middle Class (n=11)			2	8	1
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)			2	5	
26-50% White Students (n=4)				3	1
51-75% White Students (n=7)			1	6	
76-100% White Students (n=4)			1	3	
School Enrollment Under 1000 (n=7)			2	4	1
School Enrollment 1000 - 1999 (n=7)				7	
School Enrollment 2000 – 2999 (n=5)			2	3	
School Enrollment 3000 – 3999 (n=3)				3	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 27 asked principals to respond to whether African Americans should try to look like everybody else in this country rather than wearing cultural styles. The individual responses were important to observe the principals' perceptions about culture and appearance. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 2 principals disagreed mildly and 2 disagreed strongly. In lower-middle-class schools 1 disagreed mildly and 4 disagreed strongly. In the middle-class

category 3 disagreed mildly and 8 disagreed strongly. In the upper-middle-class category 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 2 disagreed mildly and 5 disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 4 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 2 who disagreed mildly and 5 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 who disagreed mildly, and 2 who disagreed strongly.

By school enrollment, among schools under 1,000 students, 3 principals disagreed mildly and 5 disagreed strongly. There was 1 NA response. Among schools ranging from 1,000-1,999 students 1 disagreed mildly and 6 disagreed strongly. Among schools ranging from 2,000-2,999 students 4 disagreed strongly. Among schools ranging from 3,000-3,999 students 2 disagreed mildly and 1 disagreed strongly. There were no NA responses (see Table 73).

Table 73

*African Americans should try to look like everybody else in this country rather than wearing cultural styles*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			2	2	
Lower Middle Class (n=5)			1	4	
Middle Class (n=11)			3	8	
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)			2	5	
26-50% White Students (n=4)				4	
51-75% White Students (n=7)			2	5	
76-100% White Students (n=4)			2	2	
School Enrollment Under 1000 (n=7)			3	4	
School Enrollment 1000 - 1999 (n=7)			1	6	
School Enrollment 2000 – 2999 (n=5)				5	
School Enrollment 3000 – 3999 (n=3)			2	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 28 asked principals to respond to the home life of African American people and whether their home life provides a rich cultural experience directly connected to African origins. The individual responses were important to observe the principals' perceptions about family origin and tradition.

Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 3 principals disagreed mildly. No principals in lower-middle-class schools agreed strongly with the statement, while 2 agreed mildly, 1 disagreed mildly, and 2

disagreed strongly. In the middle-class category 3 agreed mildly and 8 disagreed mildly. There was 1 NA response. In the upper-middle-class category 1 principal agreed strongly with the statement and 1 agreed mildly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed strongly, 2 agreed mildly and 4 disagreed mildly. Principals in schools with a dominant culture student population ranging from 26-50% responded with 3 who disagreed mildly and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 3 agreeing mildly, 3 who disagreed mildly, and 1 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing strongly, 1 agreeing mildly and 2 who disagreed mildly.

By school enrollment, among schools fewer than 1,000 students, 1 principal agreed strongly with the statement, while 1 agreed mildly and 5 disagreed mildly. Among schools ranging from 1,000-1,999 students 2 agreed mildly, 3 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 2,000-2,999 students 3 agreed mildly and 2 disagreed mildly. Among schools ranging from 3,000-3,999 students 1 principal agreed strongly with the statement, while 2 disagreed mildly. There were no NA responses (see Table 74).

Table 74

*The home life of African American people provides a rich cultural experience directly connected to African origins*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)	1		3		
Lower Middle Class (n=5)		2	1	2	
Middle Class (n=11)		3	8		
Upper Middle Class (n=2)	1	1			
0-25% White Students (n=7)	1	2	4		
26-50% White Students (n=4)			3	1	
51-75% White Students (n=7)		3	3	1	
76-100% White Students (n=4)	1	1	2		
School Enrollment Under 1000 (n=7)	1	1	5		
School Enrollment 1000 - 1999 (n=7)		2	3	2	
School Enrollment 2000 – 2999 (n=5)		3	2		
School Enrollment 3000 – 3999 (n=3)	1		2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 29 asked principals to respond to the statement, “the reason African American children have trouble learning in school is that they are not taught properly.” The individual responses were important to observe the principals’ perceptions concerning how African American children are taught. Demographic group responses are below.

By student socio-economic status (SES), 1 principal in a lower-class school agreed strongly with the statement, 2 disagreed mildly and 1 disagreed strongly. No principals in lower-middle-class schools agreed strongly with the

statement, while 2 agreed mildly, 2 disagreed mildly, and 1 disagreed strongly. In the middle-class category, 1 principal agreed strongly, 4 agreed mildly, 3 disagreed mildly, and 3 disagreed strongly. In the upper-middle -class category 1 disagreed mildly and 1 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 2 agreed mildly, 3 disagreed mildly, and 2 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 agreeing mildly and 2 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 2 agreeing strongly, 2 agreeing mildly and 3 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 who disagreed mildly and 2 who disagreed strongly.

By school enrollment, among schools under 1,000 students, 3 principals agreed mildly, 3 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 1,000-1,999 students 3 agreed mildly, 1 disagreed mildly, and 3 disagreed strongly. Among schools ranging from 2,000-2,999 students 4 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 3,000-3,999 students there were 2 principals who agreed strongly with the statement and 1 who disagreed strongly. There were no NA responses (see Table 75).

Table 75

*The reason African American children have trouble learning in school is that they are not taught properly*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)	1		2	1	
Lower Middle Class (n=5)		2	2	1	
Middle Class (n=11)	1	4	3	3	
Upper Middle Class (n=2)			1	1	
0-25% White Students (n=7)		2	3	2	
26-50% White Students (n=4)		2		2	
51-75% White Students (n=7)	2	2	3		
76-100% White Students (n=4)			2	2	
School Enrollment Under 1000 (n=8)		3	3	1	
School Enrollment 1000 - 1999 (n=7)		3	1	3	
School Enrollment 2000 – 2999 (n=4)			4	1	
School Enrollment 3000 – 3999 (n=3)	2			1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 30 asked principals to respond to whether African American English is basically talking lazy. The individual responses were important to observe the principals' perceptions about ambition and language. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 3 principals disagreed mildly and 1 strongly. In lower- middle-class schools 5 disagreed strongly. In the middle-class category 1 agreed mildly, 1 disagreed

mildly, and 9 disagreed strongly. In the upper-middle-class category 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed mildly, 1 disagreed mildly, and 5 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 4 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 who disagreed mildly and 6 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 who disagreed mildly and 2 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students 1 principal agreed mildly, 2 disagreed mildly, and 4 disagreed strongly. Among schools ranging from 1,000-1,999 students 1 disagreed mildly, and 6 disagreed strongly. Among schools ranging from 2,000-2,999 students all 5 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly and 2 disagreed strongly. There were no NA responses (see Table 76).

Table 76

*African American English is basically talking lazy*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			3	1	
Lower Middle Class (n=5)				5	
Middle Class (n=11)		1	1	9	
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)		1	1	5	
26-50% White Students (n=4)				4	
51-75% White Students (n=7)			1	6	
76-100% White Students (n=4)			2	2	
School Enrollment Under 1000 (n=7)		1	2	4	
School Enrollment 1000 - 1999 (n=7)			1	6	
School Enrollment 2000 – 2999 (n=5)				5	
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 31 asked principals to respond to whether African American children can be trained to pass any test. The individual responses were important to observe the principals' perceptions about African American children and test taking. Demographic group responses are below.

By student socio-economic status (SES), 1 principal in a lower-class school agreed strongly with the statement, 2 disagreed mildly, and 1 disagreed strongly. No principals in lower-middle-class schools, agreed strongly with the statement, while 2 agreed mildly, 1 disagreed mildly, and 2 disagreed strongly.

In the middle-class category 1 principal agreed strongly, 1 agreed mildly, 3 disagreed mildly, and 6 disagreed strongly. In the upper-middle-class category 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations, 1 agreed strongly, 2 agreed mildly, 2 disagreed mildly, and 2 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing mildly and 3 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 4 who disagreed mildly, and 3 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing strongly and 3 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students 1 principal agreed strongly with the statement, while 2 agreed mildly, 2 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 1,000-1,999 students 1 principal agreed strongly with the statement, 1 disagreed mildly, and 5 disagreed strongly. Among schools ranging from 2,000-2,999 students 1 agreed mildly, 2 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly, and 2 disagreed strongly. There were no NA responses (see Table 77).

Table 77

*African American children can be trained to pass any test written*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=3)	1		2	1	
Lower Middle Class (n=5)		2	1	2	
Middle Class (n=11)	1	1	3	6	
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)	1	2	2	2	
26-50% White Students (n=4)		1		3	
51-75% White Students (n=7)			4	3	
76-100% White Students (n=4)	1			3	
School Enrollment Under 1000 (n=7)	1	2	2	2	
School Enrollment 1000 - 1999 (n=7)	1		1	5	
School Enrollment 2000 – 2999 (n=5)		1	2	2	
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 32 asked principals to respond to the statement “African American children can learn to read in spite of the fact that most readers are written in Standard English.” The individual responses were important to observe the principals’ perceptions about African American children learning to read. Demographic group responses are below.

By student socio-economic status (SES), 2 principals in lower-class schools agreed strongly with the statement, 1 principal agreed mildly and 1 disagreed strongly. Three principals, in lower-middle-class schools agreed

strongly with the statement, while 1 agreed mildly. There was 1 NA response. In the middle-class category, 10 principals agreed strongly. There was 1 NA response. In the upper-middle-class category 2 principals agreed strongly with the statement.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations, 5 agreed strongly and 1 disagreed with the statement. There was 1 NA response. Principals in schools with a dominant culture student population ranging from 26-50% responded with 4 agreeing strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 4 agreeing strongly and 2 agreeing mildly. There was 1 NA response. Principals in schools with a dominant culture student population ranging from 76-100% responded with 4 agreeing strongly.

By school enrollment, among schools fewer than 1,000 students there were 6 principals who agreed strongly with the statement and 1 who disagreed strongly. Among schools ranging from 1,000-1,999 students there were 6 principals who agreed strongly with the statement, while 1 agreed mildly. Among schools ranging from 2,000-2,999 students there were 3 principals who agreed strongly with the statement. There were 2 NA responses. Among schools ranging from 3,000-3,999 students there were 2 principals who agreed strongly with the statement, while 1 agreed mildly. There were no NA responses (see Table 78).

Table 78

*African American children can learn to read in spite of the fact that most readers are written in Standard English*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)	2	1		1	
Lower Middle Class (n=5)	3	1			1
Middle Class (n=11)	10				1
Upper Middle Class (n=2)	2				
0-25% White Students (n=7)	5			1	1
26-50% White Students (n=4)	4				
51-75% White Students (n=7)	4	2			1
76-100% White Students (n=4)	4				
School Enrollment Under 1000 (n=7)	6			1	
School Enrollment 1000 - 1999 (n=7)	6	1			
School Enrollment 2000 – 2999 (n=5)	3				2
School Enrollment 3000 – 3999 (n=3)	2	1			

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 33 asked principals to respond to whether African American children have the same potential for achievement in math and science as any other people. The individual responses were important to observe the principals' perceptions about potential in math and science. Demographic group responses are below.

By student socio-economic status (SES), 3 principals in lower-class schools agreed strongly with the statement. No principals agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. Four principals in lower-middle-class

schools agreed strongly with the statement, while 1 agreed mildly. In the middle-class category, 11 principals agreed strongly. In the upper-middle-class category 2 principals agreed strongly with the statement.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 5 agreed strongly, 1 agreed mildly and 1 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 4 agreeing strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 7 agreeing strongly. Principals in schools with a dominant culture student population ranging from 76-100% responded with 4 agreeing strongly.

By school enrollment, among schools fewer than 1,000 students there were 5 principals who agreed strongly with the statement, while 1 agreed mildly and 1 disagreed strongly. Among schools ranging from 1,000-1,999 students there were 7 principals who agreed strongly with the statement. Among schools ranging from 2,000-2,999 students there were 5 principals who agreed strongly with the statement. Among schools ranging from 3,000-3,999 students there were 3 principals who agreed strongly with the statement. There were no NA responses (see Table 79).

Question 34 asked principals to respond to whether African American children are advantaged through African American English because it makes them bidialectal just as some Hispanics are bilingual. The individual responses

were important to observe the principals' perceptions about AAVE giving students an advantage. Demographic group responses are below.

Table 79

*African American children have the same potential for achievement in math and science as any other people*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)	3			1	
Lower Middle Class (n=5)	4	1			
Middle Class (n=11)	11				
Upper Middle Class (n=2)	2				
0-25% White Students (n=7)	5	1		1	
26-50% White Students (n=4)	4				
51-75% White Students (n=7)	7				
76-100% White Students (n=4)	4				
School Enrollment Under 1000 (n=7)	5	1		1	
School Enrollment 1000 - 1999 (n=7)	7				
School Enrollment 2000 – 2999 (n=5)	5				
School Enrollment 3000 – 3999 (n=3)	3				

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By student socio-economic status (SES), 3 principals in lower-class schools and 1 disagreed strongly. In lower-middle-class schools, 2 agreed strongly with the statement, while 1 agreed mildly and 2 disagreed mildly. In the middle-class category, 4 agreed mildly, 4 disagreed mildly, and 3 disagreed strongly. In the upper-middle-class category, there were 2 principals who agreed mildly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed mildly, 4 disagreed mildly, and 2

disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing strongly, 1 agreeing mildly and 2 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 agreeing strongly, 4 agreeing mildly and 2 who disagreed mildly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing mildly and 3 who disagreed mildly.

By school enrollment, among schools fewer than 1,000 students 1 agreed mildly, 3 disagreed mildly, and 3 disagreed strongly. Among schools ranging from 1,000-1,999 students there was 1 principal who agreed strongly with the statement, while 2 agreed mildly, 3 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 2,000-2,999 students 1 agreed strongly, 2 agreed mildly, and 2 disagreed mildly. Among schools ranging from 3,000-3,999 students 2 agreed mildly and 1 disagreed mildly. There were no NA responses (see Table 80).

Table 80

*African American children are advantaged through African American English; it makes them bidialectal just as some Hispanics are bilingual*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			3	1	
Lower Middle Class (n=5)	2	1	2		
Middle Class (n=11)		4	4	3	
Upper Middle Class (n=2)		2			
0-25% White Students (n=7)		1	4	2	
26-50% White Students (n=4)	1	1		2	
51-75% White Students (n=7)	1	4	2		
76-100% White Students (n=4)		1	3		
School Enrollment Under 1000 (n=7)		1	3	3	
School Enrollment 1000 - 1999 (n=7)	1	2	3	1	
School Enrollment 2000 – 2999 (n=5)	1	2	2		
School Enrollment 3000 – 3999 (n=3)		2	1		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 35 asked principals to respond to whether African American English is a misuse of standard language. The individual responses were important to observe the principals' perceptions of AAVE as misuse.

Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 4 principals disagreed mildly. In lower-middle-class schools 1 agreed mildly, 3 disagreed mildly and 1 disagreed strongly. In the middle-class category 6 agreed

mildly, 3 disagreed mildly, and 2 disagreed strongly. In the upper-middle-class category, 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 2 agreed mildly, 4 disagreed mildly, and 1 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 agreeing mildly, 1 who disagreed mildly, and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 agreeing mildly, 4 who disagreed mildly, and 2 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 agreeing mildly, 1 who disagreed mildly, and 1 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students there were 2 principals who agreed mildly, 4 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 1,000-1,999 students 3 agreed mildly, 3 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 2,000-2,999 students 2 agreed mildly, 2 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly and 2 disagreed strongly. There were no NA responses (see Table 81).

Table 81

*African American English is misuse of standard language*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			4		
Lower Middle Class (n=5)		1	3	1	
Middle Class (n=11)		6	3	2	
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)		2	4	1	
26-50% White Students (n=4)		2	1	1	
51-75% White Students (n=7)		1	4	2	
76-100% White Students (n=4)		2	1	1	
School Enrollment Under 1000 (n=7)		2	4	1	
School Enrollment 1000 - 1999 (n=7)		3	3	1	
School Enrollment 2000 – 2999 (n=4)		2	2	1	
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 36 asked principals to respond to whether African American children should be allowed to choose their own course of study/behavior in school and shouldn't be directed by the teacher. Demographic group responses are below.

By student socio-economic status (SES), no principals in a lower-class school agreed strongly with the statement, 2 disagreed mildly, and 2 disagreed strongly. In lower-middle-class schools 1 disagreed mildly, and 4 disagreed strongly. In the middle class category 1 principal agreed strongly, 1 agreed

mildly, 1 disagreed mildly, and 8 disagreed strongly. In the upper-middle-class category, 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations, 1 agreed strongly, 1 disagreed mildly, and 5 disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 4 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 3 who disagreed mildly and 4 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing mildly and 3 who disagreed strongly.

By school enrollment, among schools fewer than 1000 students there was 1 principal who agreed strongly with the statement, while 1 disagreed mildly and 5 disagreed strongly. Among schools ranging from 1,000-1,999 students 1 agreed mildly, 2 disagreed mildly, and 4 disagreed strongly. Among schools ranging from 2,000-2,999 students 5 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly, and 2 disagreed strongly. There were no NA responses (see Table 82).

Table 82

*African American children should be allowed to choose their own course of study/behavior in school and shouldn't be directed by the teacher*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			2	2	
Lower Middle Class (n=5)			1	4	
Middle Class (n=11)	1	1	1	8	
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)	1		1	5	
26-50% White Students (n=4)				4	
51-75% White Students (n=7)			3	4	
76-100% White Students (n=4)		1		3	
School Enrollment Under 1000 (n=7)	1		1	5	
School Enrollment 1000 - 1999 (n=7)		1	2	4	
School Enrollment 2000 – 2999 (n=5)				5	
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 37 asked principals to respond to the statement “Standard English is superior to nonstandard English in terms of grammatical structure.” The individual responses were important to observe the principals’ perceptions about SE and AAVE. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools, 2 principals disagreed mildly and 1 disagreed strongly. 1 principal in a lower-middle-class school agreed strongly with the statement, while 3 disagreed mildly and 1 disagreed strongly. In the middle class category, 5 principals agreed

strongly, 5 agreed mildly and 1 disagreed mildly. In the upper-middle-class category 1 principal agreed mildly and 1 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 3 agreed strongly, 1 agreed mildly, 2 disagreed mildly, and 1 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing strongly, 2 agreeing mildly, and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 4 agreeing mildly and 3 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 agreeing strongly, 1 who disagreed mildly, and 1 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students there were 2 principals who agreed strongly with the statement, while 1 agreed mildly, 3 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 1,000-1,999 students there were 2 principals who agreed strongly with the statement, while 3 agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 2,000-2,999 students there were 2 principals who agreed strongly with the statement, while 2 agreed mildly and 1 disagreed mildly. Among schools ranging from 3,000-3,999 students 1 agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. There were no NA responses (see Table 83).

Table 83

*Standard English is superior to nonstandard English in terms of grammatical structure*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		1	2	1	
Lower Middle Class (n=5)	1		3	1	
Middle Class (n=11)	5	5	1		
Upper Middle Class (n=2)		1		1	
0-25% White Students (n=7)	3	1	2	1	
26-50% White Students (n=4)	1	2		1	
51-75% White Students (n=7)		4	3		
76-100% White Students (n=4)	2		1	1	
School Enrollment Under 1000 (n=7)	2	1	3	1	
School Enrollment 1000 - 1999 (n=7)	2	3	1	1	
School Enrollment 2000 – 2999 (n=5)	2	2	1		
School Enrollment 3000 – 3999 (n=3)		1	1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 38 asked principals to respond to whether African American English should be preserved because it creates a bond of solidarity among the people who speak it. The individual responses were important to observe the principals' perceptions about how and why students might use AAVE.

Demographic group responses are below.

By student socio-economic status (SES), 1 principal in a lower-class school agreed strongly with the statement, one principal agreed mildly, 2 disagreed mildly, and 0 disagreed strongly. In lower-middle-class schools, 1

agreed mildly, 3 disagreed mildly, and 1 disagreed strongly. In the middle-class category, 1 principal agreed strongly, 4 agreed mildly, 5 disagreed mildly, and 1 disagreed strongly. In the upper-middle-class category, 1 principal agreed strongly with the statement and 1 disagreed mildly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations, 1 agreed strongly, 2 agreed mildly, 2 disagreed mildly, and 2 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing strongly and 3 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 agreeing mildly and 6 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing strongly and 3 agreeing mildly.

By school enrollment, among schools fewer than 1,000 students there were 2 principals who agreed strongly with the statement, while 2 agreed mildly, 1 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 1,000-1,999 students 2 agreed mildly and 5 disagreed mildly. Among schools ranging from 2,000-2,999 students 2 agreed mildly and 3 disagreed mildly. Among schools ranging from 3,000-3,999 students there was 1 principal who agreed strongly with the statement, while 2 disagreed mildly and 2 disagreed strongly. There were no NA responses (see Table 84).

Table 84

*African American English should be preserved because it creates a bond of solidarity among the people who speak it*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)	1	1	2		
Lower Middle Class (n=5)		1	3	1	
Middle Class (n=11)	1	4	5	1	
Upper Middle Class (n=2)	1		1		
0-25% White Students (n=7)	1	2	2	2	
26-50% White Students (n=4)	1		3		
51-75% White Students (n=7)		1	6		
76-100% White Students (n=4)	1	3			
School Enrollment Under 1000 (n=7)	2	2	1	2	
School Enrollment 1000 - 1999 (n=7)		2	5		
School Enrollment 2000 – 2999 (n=5)		2	3		
School Enrollment 3000 – 3999 (n=3)	1		2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 39 asked principals to respond to the statement, “Acceptance of nonstandard dialects of English by teachers would lead to a lowering of standards in school.” The individual responses were important to observe the principals’ perceptions about low standards and AAVE.

By student socio-economic status (SES), in lower-class schools 3 disagreed mildly and 1 disagreed strongly. In lower-middle-class schools 2 disagreed mildly, and 2 disagreed strongly. In the middle-class category, 2 principals agreed strongly, 4 agreed mildly, 4 disagreed mildly, and 1 disagreed

strongly. In the upper-middle-class category, 2 principals agreed strongly with the statement.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 3 agreed strongly, 3 disagreed mildly, and 1 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 2 agreeing mildly, 1 who disagreed mildly, and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 agreeing strongly, 1 agreeing mildly, 3 who disagreed mildly, and 2 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing strongly, 1 agreeing mildly and 2 who disagreed mildly.

By school enrollment, among schools fewer than 1,000 students there was 1 principal who agreed strongly with the statement, while 1 agreed mildly, 4 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 1,000-1,999 students 3 agreed mildly, 2 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 2,000-2,999 students there were 3 principals who agreed strongly with the statement, while 2 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 3,000-3,999 students there was 1 principal who agreed strongly with the statement, 1 disagreed mildly, and 1 disagreed strongly. There were no NA responses (see Table 85).

Question 40 asked principals to respond to whether African American English should be preserved because it helps African Americans feel at ease in informal situations. The individual responses were important to observe the principals' perception about African American comfort when using AAVE. Demographic group responses are below.

Table 85

*Acceptance of nonstandard dialects of English by teachers would lead to a lowering of standards in schools*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			3	1	
Lower Middle Class (n=5)	1		2	2	
Middle Class (n=11)	2	4	4	1	
Upper Middle Class (n=2)	2				
0-25% White Students (n=7)	3		3	1	
26-50% White Students (n=4)		2	1	1	
51-75% White Students (n=7)	1	1	3	2	
76-100% White Students (n=4)	1	1	2		
School Enrollment Under 1000 (n=7)	1	1	4	1	
School Enrollment 1000 - 1999 (n=7)		3	2	2	
School Enrollment 2000 – 2999 (n=5)	3		2		
School Enrollment 3000 – 3999 (n=3)	1		1	1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

By student socio-economic status (SES), 1 principal in a lower-class school agreed strongly with the statement, 2 principals agreed mildly and 1 disagreed mildly. One principal in a lower-middle-class school agreed strongly with the statement, while 4 disagreed mildly, and 0 disagreed strongly. In the middle class category, 1 principal agreed strongly, 2 agreed mildly and 6 disagreed mildly. There were 2 NA responses. In the upper-middle-class category, 2 disagreed mildly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed strongly, 3 agreed mildly and 3 disagreed mildly. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing strongly and 3 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 5 who disagreed mildly. There were 2 NA responses. Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 agreeing mildly and 2 who disagreed mildly.

By school enrollment, among schools fewer than 1,000 students there were 2 principals who agreed strongly with the statement, while 3 agreed mildly and 2 disagreed mildly. Among schools ranging from 1,000-1,999 students 1 agreed mildly and 6 disagreed mildly. Among schools ranging from 2,000-2,999 students 1 agreed mildly and 3 disagreed mildly. There was 1 NA response. Among schools ranging from 3,000-3,999 students 2 disagreed mildly. There was 1 NA response (see Table 86).

Table 86

*African American English should be preserved because it helps African Americans feel at ease in informal situations*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)	1	2	1		
Lower Middle Class (n=5)	1		4		
Middle Class (n=11)	1	2	6		2
Upper Middle Class (n=2)			2		
0-25% White Students (n=7)	1	3	3		
26-50% White Students (n=4)	1		3		
51-75% White Students (n=7)			5		2
76-100% White Students (n=4)		2	2		
School Enrollment Under 1000 (n=7)	2	3	2		
School Enrollment 1000 - 1999 (n=7)		1	6		
School Enrollment 2000 – 2999 (n=5)		1	3		1
School Enrollment 3000 – 3999 (n=3)			2		1

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 41 asked principals to respond to African American English enhancing the curriculum by enriching the language background of the children. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 2 principals agreed mildly and 2 disagreed mildly. In lower-middle-class schools, 2 agreed mildly and 3 disagreed mildly. In the middle class category, 2 principals agreed strongly, 5 agreed mildly and 4 disagreed mildly. In the upper-middle-

class category, 1 principal agreed strongly with the statement and 1 principal agreed mildly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 4 agreed mildly and 3 disagreed mildly.

Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing strongly, 1 agreeing mildly and 2 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 3 agreeing mildly and 4 who disagreed mildly.

Principals in schools with a dominant culture student population ranging from 76-100% responded with 2 agreeing strongly and 2 agreeing mildly.

By school enrollment, among schools fewer than 1,000 students there was 1 principal who agreed strongly with the statement, while 3 agreed mildly and 3 disagreed mildly. Among schools ranging from 1,000-1,999 students 1 principal agreed strongly with the statement, while 3 agreed mildly and 3 disagreed mildly. Among schools ranging from 2,000-2,999 students 4 agreed mildly and 1 disagreed mildly. Among schools ranging from 3,000-3,999 students 1 principal agreed strongly with the statement, while 2 disagreed mildly. There were no NA responses (see Table 87).

Table 87

*African American English enhances the curriculum by enriching the language background of the children*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		2	2		
Lower Middle Class (n=5)	1		3	1	
Middle Class (n=11)		5	5		1
Upper Middle Class (n=2)	1				1
0-25% White Students (n=7)	1	4	2		
26-50% White Students (n=4)			3	1	
51-75% White Students (n=7)		2	3		2
76-100% White Students (n=4)	1	1	2		
School Enrollment Under 1000 (n=7)		3	4		
School Enrollment 1000 - 1999 (n=7)		1	5	1	
School Enrollment 2000 – 2999 (n=5)	1	1	1		2
School Enrollment 3000 – 3999 (n=3)	1	2			

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 42 asked principals to respond to whether AAVE expresses some things better than Standard English. The individual responses were important to observe the principals' perception of AAVE being a "better" tool of expression for those who choose to use the dialect. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools, 2 principals agreed mildly and 2 disagreed mildly. In lower-middle-class schools 1 agreed strongly with the statement, while, 3 disagreed mildly, and 1 disagreed

strongly. In the middle-class category, 5 agreed mildly and 5 disagreed mildly. There was 1 NA response. In the upper-middle-class category, 1 principal agreed strongly with the statement and there was 1 NA response.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed strongly, 4 agreed mildly and 2 disagreed mildly. Principals in schools with a dominant culture student population ranging from 26-50% responded with 3 who disagreed mildly and 1 disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 2 agreeing mildly and 3 who disagreed mildly. There were two principals responded NA. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing strongly, 1 agreeing mildly and 2 who disagreed mildly.

By school enrollment, among schools fewer than 1,000 students there were 3 principals who agreed mildly and 4 who disagreed mildly. Among schools ranging from 1,000-1,999 students 1 agreed mildly, 5 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 2,000-2,999 students there was 1 principal who agreed strongly with the statement, while 1 agreed mildly and 1 disagreed mildly. There were 2 NA responses. Among schools ranging from 3,000-3,999 students, there was 1 principal who agreed strongly with the statement, while 2 agreed mildly. There were no NA responses (see Table 88).

Table 88

*African American English expresses some things better than Standard English*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		2	2		
Lower Middle Class (n=5)	1		3	1	
Middle Class (n=11)		5	5		1
Upper Middle Class (n=2)	1				1
0-25% White Students (n=7)	1	4	2		
26-50% White Students (n=4)			3	1	
51-75% White Students (n=7)		2	3		2
76-100% White Students (n=4)	1	1	2		
School Enrollment Under 1000 (n=7)		3	4		
School Enrollment 1000 - 1999 (n=7)		1	5	1	
School Enrollment 2000 – 2999 (n=5)	1	1	1		2
School Enrollment 3000 – 3999 (n=3)	1	2			

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 43 asked principals to respond to African Americans not being as industrious as they should be. Demographic group responses are below.

By student socio-economic status (SES), 2 principals in lower-class schools disagreed mildly and 2 disagreed strongly. In lower-middle-class schools, 2 disagreed mildly, and 3 disagreed strongly. In the middle-class category 4 disagreed mildly and 7 disagreed strongly. In the upper-middle-class category 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 3 disagreed mildly and 4 strongly disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 3 who disagreed mildly and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 1 who disagreed mildly and 6 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 who disagreed mildly and 3 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students 3 disagreed mildly and 4 disagreed strongly. Among schools ranging from 1,000-1,999 students 3 disagreed mildly and 4 disagreed strongly. Among schools ranging from 2,000-2,999 students 1 disagreed mildly and 4 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly and 2 disagreed strongly. There were no NA responses (see Table 89).

Table 89

*The reason African American people aren't moving as fast as they could is that they're not as industrious as they should be*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			2	2	
Lower Middle Class (n=5)			2	3	
Middle Class (n=11)			4	7	
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)			3	4	
26-50% White Students (n=4)			3	1	
51-75% White Students (n=7)			1	6	
76-100% White Students (n=4)			1	3	
School Enrollment Under 1000 (n=7)			3	4	
School Enrollment 1000 - 1999 (n=7)			3	4	
School Enrollment 2000 – 2999 (n=5)			1	4	
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 44 asked principals to respond to the statement that “since only Standard English is useful in getting a job, it should always be used over African American English”. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools, 2 principals agreed mildly and 2 disagreed mildly. In lower-middle-class schools, 1 agreed strongly with the statement, while 2 agreed mildly and 2 disagreed mildly. In the middle-class category, 6 agreed mildly, 4 disagreed mildly, and 1

disagreed strongly. In the upper-middle-class category, 1 principal agreed strongly with the statement. There was 1 NA response.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 1 agreed strongly, 4 agreed mildly and 2 disagreed mildly with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 3 agreeing mildly and 1 who disagreed mildly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 2 agreeing mildly, 3 who disagreed mildly, and 1 who disagreed strongly with the statement. There was 1 NA response. Principals in schools with a dominant culture student population ranging from 76-100% responded with 1 agreeing strongly, 1 agreeing mildly and 2 who disagreed mildly.

By school enrollment, among schools fewer than 1,000 students 5 principals agreed mildly and 2 disagreed mildly. Among schools ranging from 1,000-1,999 students 2 agreed mildly, 4 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 2,000-2,999 students, 1 principal who agreed strongly with the statement, while 3 agreed mildly. There was 1 NA response. Among schools ranging from 3,000-3,999 students 1 principal agreed strongly with the statement while 2 disagreed mildly and 2 disagreed strongly. There were no NA responses (see Table 90).

Table 90

*Since only Standard English is useful in getting a job, it should always be preferred over African American English*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		2	2		
Lower Middle Class (n=5)	1	2	2		
Middle Class (n=11)		6	4	1	
Upper Middle Class (n=2)	1				1
0-25% White Students (n=7)	1	4	2		
26-50% White Students (n=4)		3	1		
51-75% White Students (n=7)		2	3	1	1
76-100% White Students (n=4)	1	1	2		
School Enrollment Under 1000 (n=7)		5	2		
School Enrollment 1000 - 1999 (n=7)		2	4	1	
School Enrollment 2000 – 2999 (n=5)	1	3			1
School Enrollment 3000 – 3999 (n=3)	1		2		

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 45 asked principals to respond to whether AAVE should be abandoned because it does not provide any benefit to anybody. Demographic group responses are below.

By student socio-economic status (SES), in lower-class schools 3 principals disagreed mildly and 1 disagreed strongly. In lower-middle-class schools 1 agreed mildly, 1 disagreed mildly, and 3 disagreed strongly. In the middle-class category 2 agreed mildly, 5 disagreed mildly, and 4 disagreed strongly. In the upper-middle-class category, 2 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations 2 agreed mildly, 2 disagreed mildly, and 3 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50%, responded with 1 agreeing mildly, 2 who disagreed mildly, and 1 who disagreed strongly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 2 who disagreed mildly and 5 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 3 who disagreed mildly and 1 who disagreed strongly.

By school enrollment, among schools fewer than 1,000 students 2 principals agreed mildly, 3 disagreed mildly, and 2 disagreed strongly. Among schools ranging from 1,000-1,999 students 4 disagreed mildly and 3 disagreed strongly. Among schools ranging from 2,000-2,999 students 1 agreed mildly, 1 disagreed mildly, and 3 disagreed strongly. Among schools ranging from 3,000-3,999 students 1 disagreed mildly, and 2 disagreed strongly. There were no NA responses (see Table 91).

Table 91

*African American English should be abandoned because it does not provide any benefits to anybody*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)			3	1	
Lower Middle Class (n=5)		1	1	3	
Middle Class (n=11)		2	5	4	
Upper Middle Class (n=2)				2	
0-25% White Students (n=7)		2	2	3	
26-50% White Students (n=4)		1	2	1	
51-75% White Students (n=7)			2	5	
76-100% White Students (n=4)			3	1	
School Enrollment Under 1000 (n=7)		2	3	2	
School Enrollment 1000 - 1999 (n=7)			4	3	
School Enrollment 2000 – 2999 (n=5)		1	1	3	
School Enrollment 3000 – 3999 (n=3)			1	2	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

Question 46 asked principals to respond to whether African Americans not moving as fast as they could was due to a system that discriminates against them. Demographic group responses are below.

By student socio-economic status (SES), in lower-class, 3 principals agreed mildly and 1 disagreed mildly. In lower-middle-class schools, 1 principal agreed strongly with the statement, while 2 agreed mildly and 2 disagreed mildly. In the middle-class category, 1 principal agreed strongly, 7 agreed mildly, 1

disagreed mildly, and 2 disagreed strongly. In the upper-middle-class category, 1 principal agreed mildly and 1 disagreed strongly.

By dominant culture student population, of the 7 principals in schools with 0-25% White student populations, 1 agreed strongly, 2 agreed mildly, 3 disagreed mildly, and 1 disagreed with the statement. Principals in schools with a dominant culture student population ranging from 26-50% responded with 1 agreeing strongly and 3 agreeing mildly. Principals in schools with a dominant culture student population ranging from 51-75% responded with 5 who disagreed mildly and 2 who disagreed strongly with the statement. Principals in schools with a dominant culture student population ranging from 76-100% responded with 3 agreeing mildly and 1 who disagreed mildly.

By school enrollment, among schools fewer than 1,000 students 1 principal agreed strongly with the statement, while 3 agreed mildly, 2 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 1,000-1,999 students, there was 1 principal who agreed strongly with the statement, while 5 agreed mildly and 1 disagreed mildly. Among schools ranging from 2,000-2,999 students 3 agreed mildly, 1 disagreed mildly, and 1 disagreed strongly. Among schools ranging from 3,000-3,999 students 2 agreed mildly and 1 disagreed strongly. There were no NA responses (see Table 92).

Table 92

*The reason African Americans aren't moving as fast as they could is that the system discriminates against them*

School Profile Characteristics	AS	AM	DM	DS	NA
Lower Class (n=4)		3	1	1	
Lower Middle Class (n=5)	1	2	2		
Middle Class (n=11)					
Upper Middle Class (n=2)	1	7	1	2	
0-25% White Students (n=7)	1	2	3	1	
26-50% White Students (n=4)	1	3			
51-75% White Students (n=7)			5	2	
76-100% White Students (n=4)		3	1		
School Enrollment Under 1000 (n=7)	1	3	2	1	
School Enrollment 1000 - 1999 (n=7)	1	5	1		
School Enrollment 2000 – 2999 (n=5)		3	1	1	
School Enrollment 3000 – 3999 (n=3)		2		1	

AS=Agree Strongly, AM=Agree Mildly, DM=Disagree Mildly, DS=Disagree Strongly, NA

## Summary

This chapter represents data collected from both of this study's sources: the principal profile and the principal questionnaire (AAETAS). Questionnaire responses were obtained from twenty-two principals (30.13% response rate) from Cook County, Illinois (excluding Chicago schools). The 22 respondents completed and returned their questionnaires via U.S. Priority mail. The AAETAS was designed to measure educators' attitudes toward the legitimacy and use of

African American Vernacular English. According to McNair (1998), it is based on reactions to statements that contrast a positive perspective on AAVE with a negative perspective on AAVE.

The researcher displayed the attitude scores of principals by using the AAETAS and created a narrative to explain the participants' perceptions and expectations. Results from the questionnaires were described and reported by demographic categories including: 1) race/ethnicity, 2) gender, 3) dialect spoken in home, 4) school location, 5) profile of town where principal was raised, 6) age of principal, 7) years in education, 8) years as teacher, and 9) years as an administrator. Additionally, data were then categorized according to SES, dominant culture, and school enrollment population. The data were presented to explore principals' perceptions of and expectations for students who use AAVE in an academic setting. The variables listed in the summary will be further explored below, particularly as to who the principal is, where the principal works, and if these variables are related. The researcher's findings, the limitations of his research, and his recommendations for future research will be discussed in the final chapter.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to investigate the significant perceptions and attitudes that high school principals have toward students who use language African American Vernacular English.

#### Research Questions

The primary research questions for this study were:

- 1) “What perceptions do Cook County, Illinois (excluding Chicago Public Schools), public secondary school principals hold concerning the use of African American Vernacular English by students in an academic setting?”
- 2) “What expectations do Cook County, Illinois (excluding Chicago Public Schools), public secondary school principals hold concerning the use of African American Vernacular English by students in an academic setting?”

The questionnaire results reported in this chapter acknowledge that expectations and perceptions may affect principals’ attitudes. This could affect those whom they lead (teachers and students).

### **Deficit, Difference, Excellence, and Vindication**

Faye McNair-Knox (2000) stated that non-standard cultures could be viewed according to a deficit model or a difference model. The deficit model assumes that behaviors differing from the majority culture are a deficiency. The “excellence” and “vindication” perspectives view African American culture as being equal to any other culture. W.E.B. DuBois (1935) and Ivan Van Sertima (1983) believed that African Americans could achieve on the level of any other ethnic group, academically and artistically. All these classifications, both positive and negative, have marginalized African Americans, no matter how negative or positive the stereotype. Furthermore, African Americans who speak Standard English are often considered the vindicated or excellent, while those who speak AAVE are viewed as different, exotic, or having a deficit (DuBois, 1935; Van Sertima, 1983). Findings from the questionnaire responses give an indication of some principals’ perception of AAVE as a deficit.

Craig and Washington (2002) stated that many African American students speak AAVE. This being true, high school principals must take a stance on their attitudes toward AAVE. Teachers’ and administrators’ attitudes and perceptions about AAVE can affect the school environment (Fogel, 2006; Goodman, 2006; Isenbarger, 2006 ). Attinasi (2003) states that African American Vernacular English (AAVE or Ebonics) is considered negatively, and that all children, especially those with darker skin color and real or perceived social class liabilities, need Standard American English (SAE) to scale the walls surrounding

the American Dream. Many African Americans struggle with this phenomenon of “duality”, or what DuBois (1903) refers to as the “veil”, or the ability to move into and out of culturally diverse environments throughout the course of a day.

This researcher attempted to find out if Dubois’s summation, “scaling the walls surrounding the American Dream”, was still a problem, and if the shadows of the “veil” still exist.

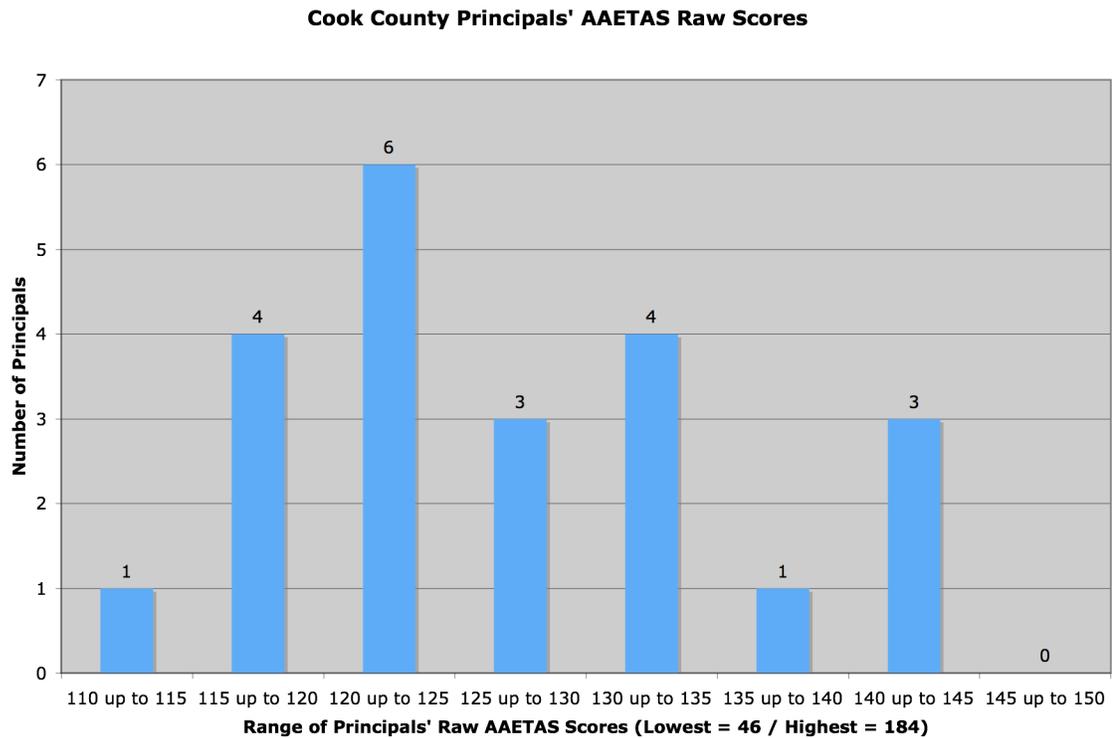
### **Findings and Conclusions**

In this study, the researcher explored and categorized principals’ individual and aggregate perceptions and expectations of students using AAVE, based on responses to the AAETAS instrument. The instrument designers present the following categories: Deficit (unfavorable toward AAVE; seeing AAVE speakers as deficient), Difference (an attitude that sees AAVE as different from not SE; AAVE not necessarily unfavorable or favorable), and Excellence (a favorable attitude toward AAVE). The instrument designers equate the term “favorable” with someone who views AAVE as an expression of culture.

This researcher focused on principals’ perceptions of and expectations for students using AAVE based on their responses to the AAETAS. However, the researcher used tables and individual statements to highlight relationships as well as using the averages of the scores to maintain the integrity and design of the instrument by Hoover, McNair-Knox, Lewis and Politzer (1997). According to the instrument, a score at or less than 120 was considered “Deficit” or a strong negative attitude towards AAVE. Scores between 120 and 159 were considered

“Difference”, which meant that listeners viewed AAVE as different and not negative. Raw scores of 160 and above were considered “Excellence”, or a strong positive attitude towards AAVE. Because this is a qualitative study, the principals’ affirmative and negative responses have been carefully described and commented on below.

In the current study, there were 5 principals with overall scores in the Deficit category (under 120), 13 principals in the Difference category (120-135), and 4 in the category deemed “favorable” (135 and above). Scores in the top 20%, above 138, were deemed as “more favorable” scores. Scores for the current study ranged from 114.5 to 143.0. Figure 14 below illustrates the individual scores of the 22 principals, in increments of 5. Each educator’s perceptions, expectations, and the attitudes toward AAVE are rated.

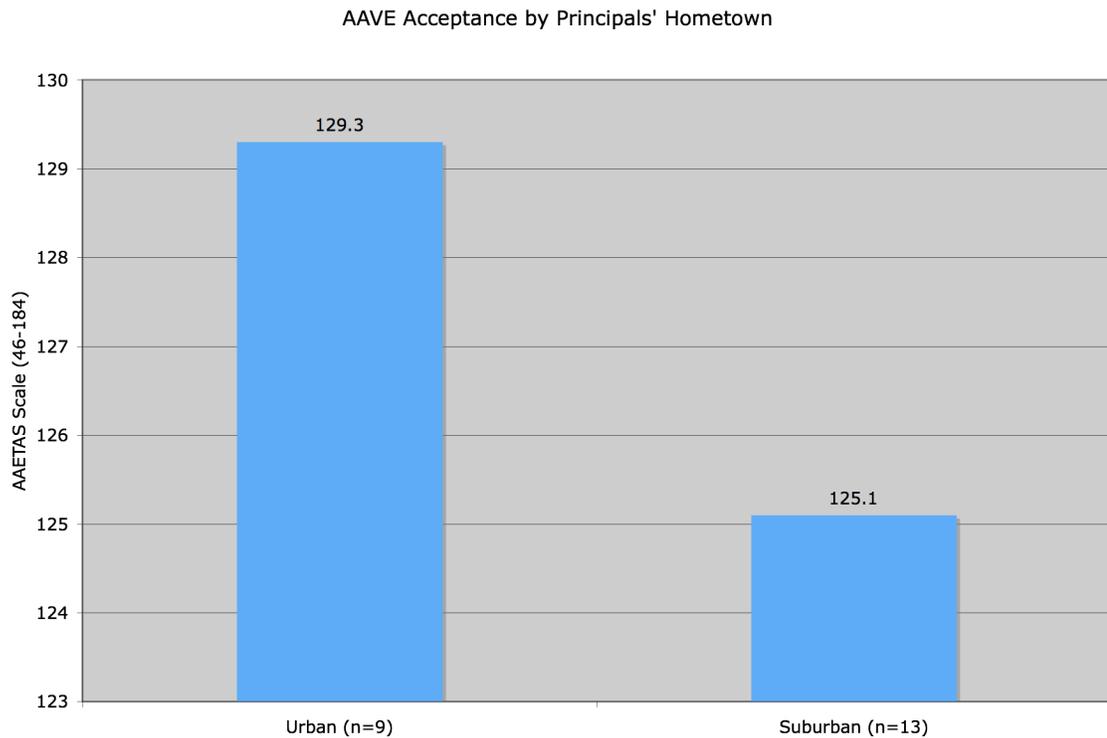


*Figure 14.* AAETAS Raw Scores for Cook County Principals by Deficit, Difference, and Excellence (N=22)

## Discussion Analysis and Interpretation

### Home town characteristic

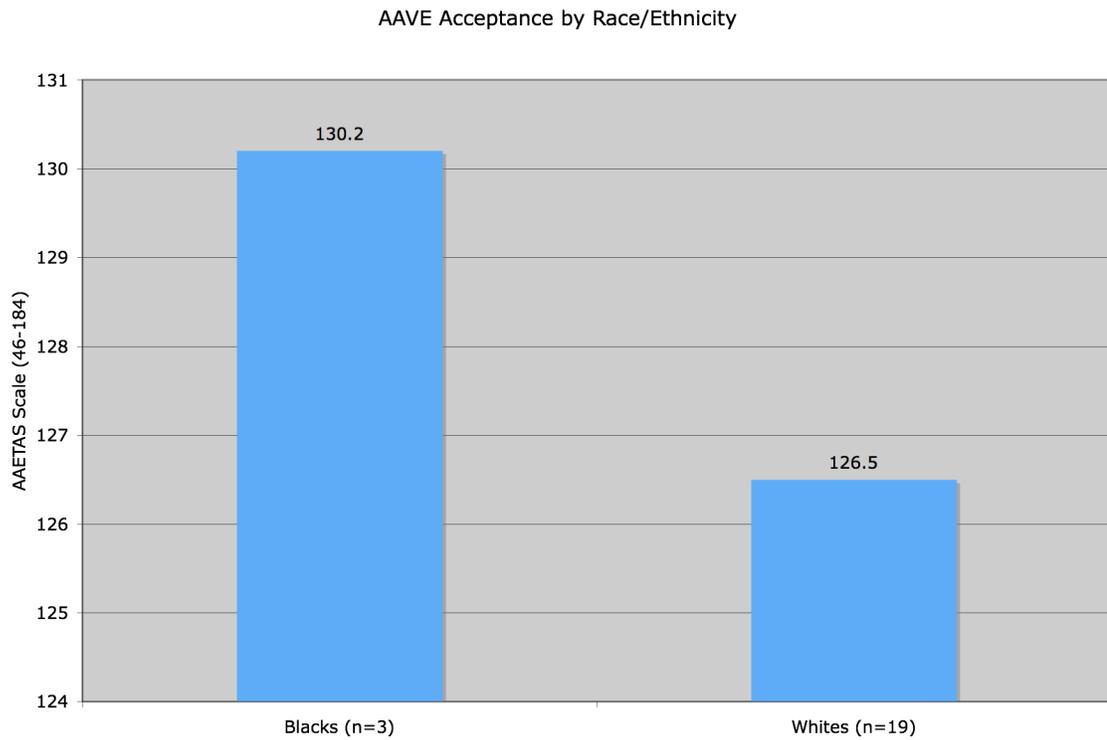
9 participants were raised in an urban environment; 13 were raised in a suburban environment. Principals who grew up in an urban environment had a raw score of 129.3, while those raised in a suburban environment had a raw score of 125.1. None of the participants were raised in a rural environment.



*Figure 15.* AAVE Acceptance by Principals' Hometown (n=22)

### **Ethnicity and race**

Although there were only 3 African American participants, their responses were more favorable than the White respondents. However, African American responses were just slightly higher than White responses. The average score for African Americans was 130.2, whereas the White score was 126.5.

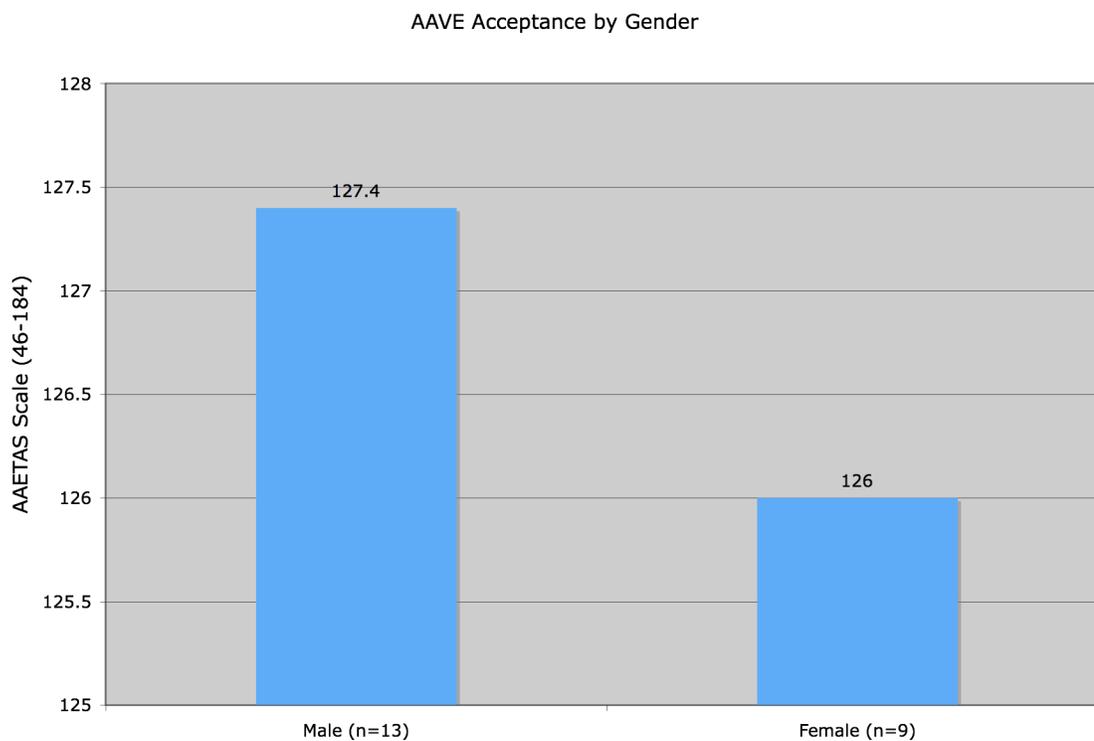


*Figure 16.* AAVE Acceptance by Race/Ethnicity

### **Gender responses to AAVE**

There were slightly fewer females (9) than males (13) in this study.

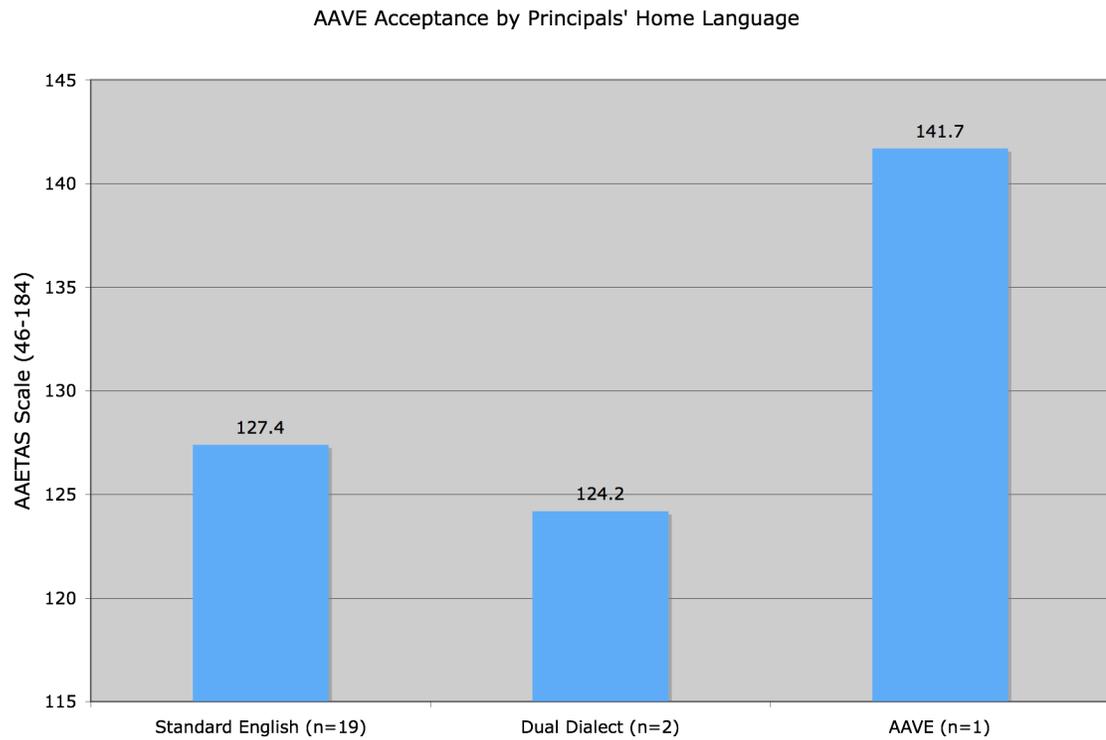
Females were more likely to express a negative attitude towards AAVE. Females posted a raw score of 127.4, whereas males posted a 126.



*Figure 17.* Attitude Toward AAVE by Gender

### Home language and AAVE acceptance

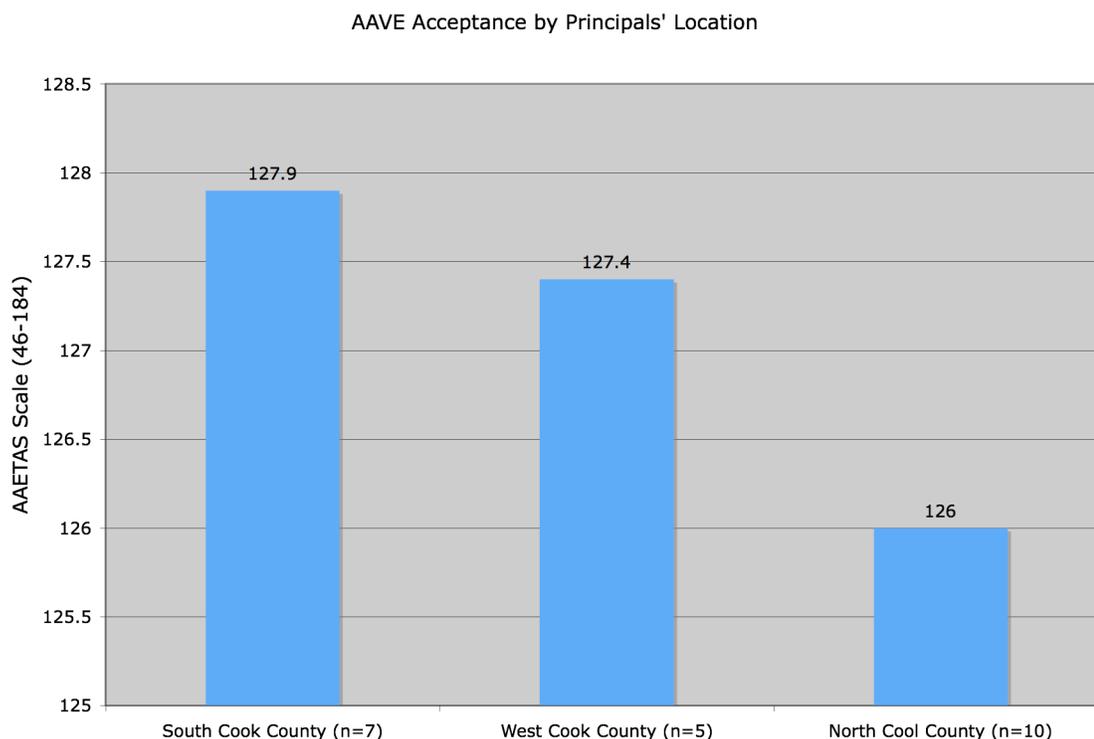
Native Standard English speakers were more favorable to AAVE than dual dialect speakers. They responded with a raw score of 127.4, compared to a raw score of 124.2 for dual dialect speakers, and a raw score of 141.7 for speakers of a totally different home dialect.



*Figure 18. AAVE Acceptance by Principals' Home Language (n=22)*

### **School location**

Cook County, Illinois, was separated into 3 regions: North, West, and South. The 10 principals in South Cook County were the most favorable toward AAVE. They averaged a raw score of 127.9. West Cook County was second with a raw score of 127.4, and North Cook was third with a raw score of 126.

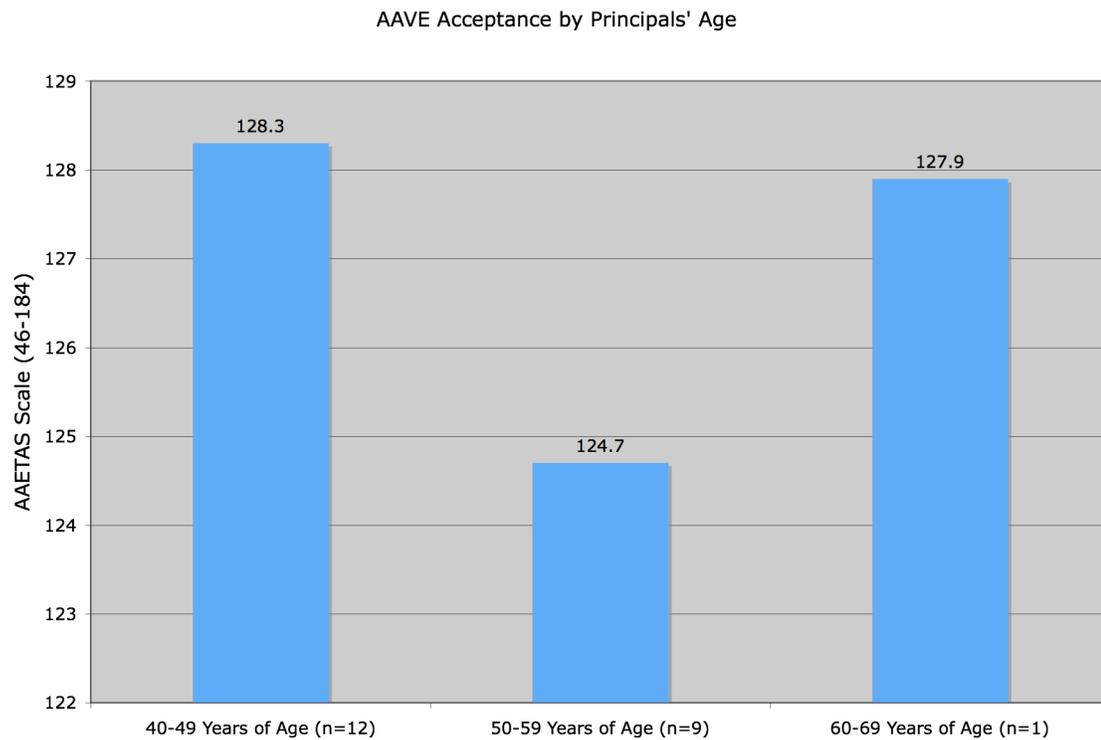


*Figure 19. AAVE Acceptance by Principals' County Location*

### **Principals' ages**

Of the 3 age groups, (40-49, 50-59, 60-69), the principals with the highest acceptance of AAVE were the 12 principals in the 40-49 age cohort. Their raw scores averaged 128.3. There was only 1 principal in the group from 60-69 years of age and that principal's raw score was 127.9, just slightly below that of the 50-59 age cohort. The 9 principals in the 50-59 age cohort had the lowest average, 124.7. This group also had an individual principal with the lowest average score, 114.5. The youngest group of principals was more inclined to accept AAVE in a school setting than principals in their 50s, but the 1 principal in

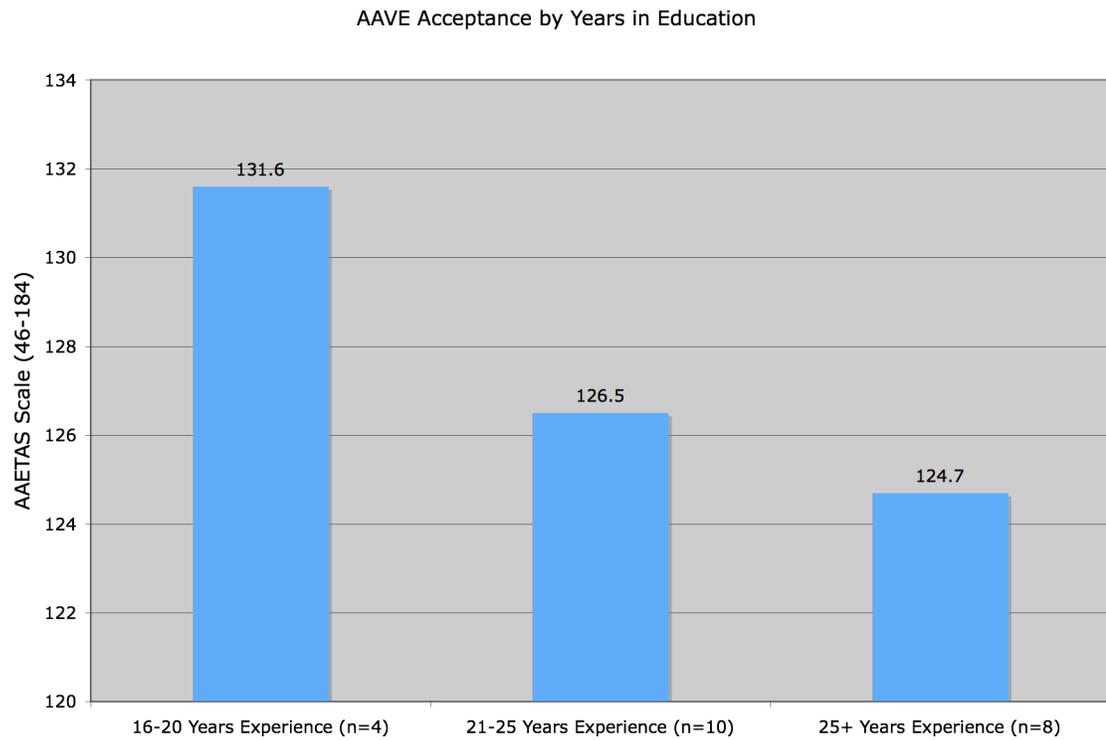
the 60s had an average score closer to the 40-49 age group. The meaning of this comparison is limited due to their being only 1 participant in that age group.



*Figure 20.* Attitude Scale Toward AAVE (n=22)

### **Number of years in education**

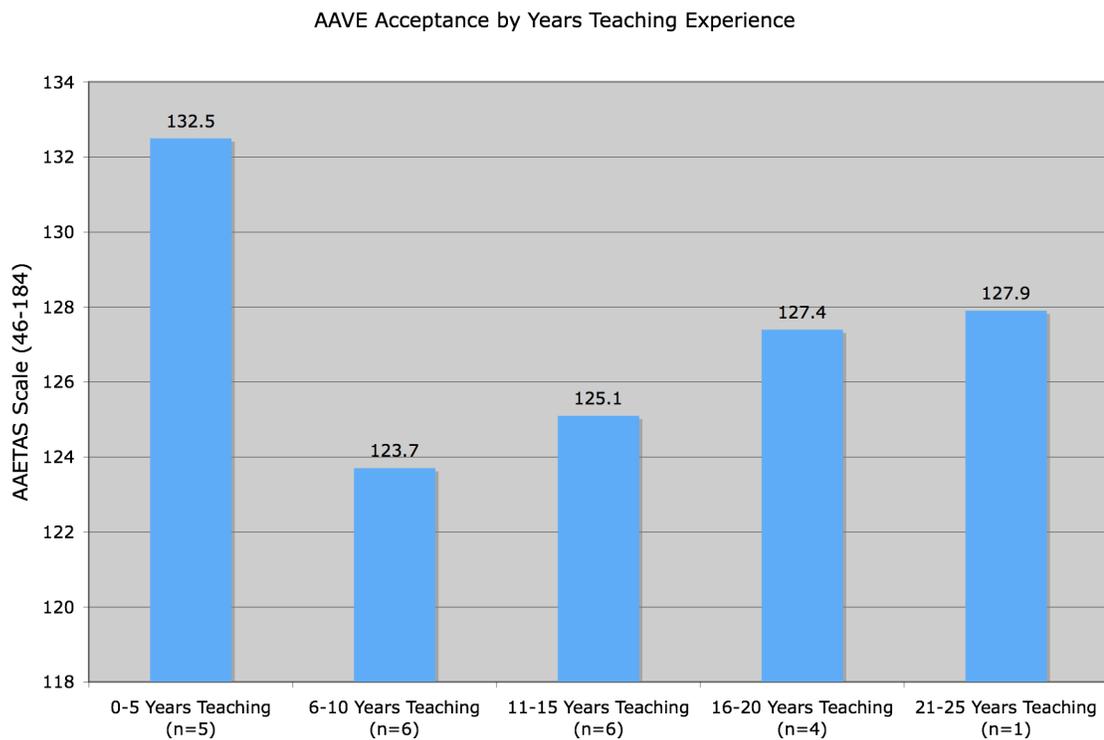
Principals with 16-20 years in the field of education were more accepting of AAVE. Their scores were considerably higher (131.6) than the 21-25 and 26 year and above groups (126.5 and 124.7, respectively). Principals with less experience had a more positive perception of AAVE.



*Figure 21. AAVE Acceptance – Years in Education (n=22)*

### **Number of years teaching experience**

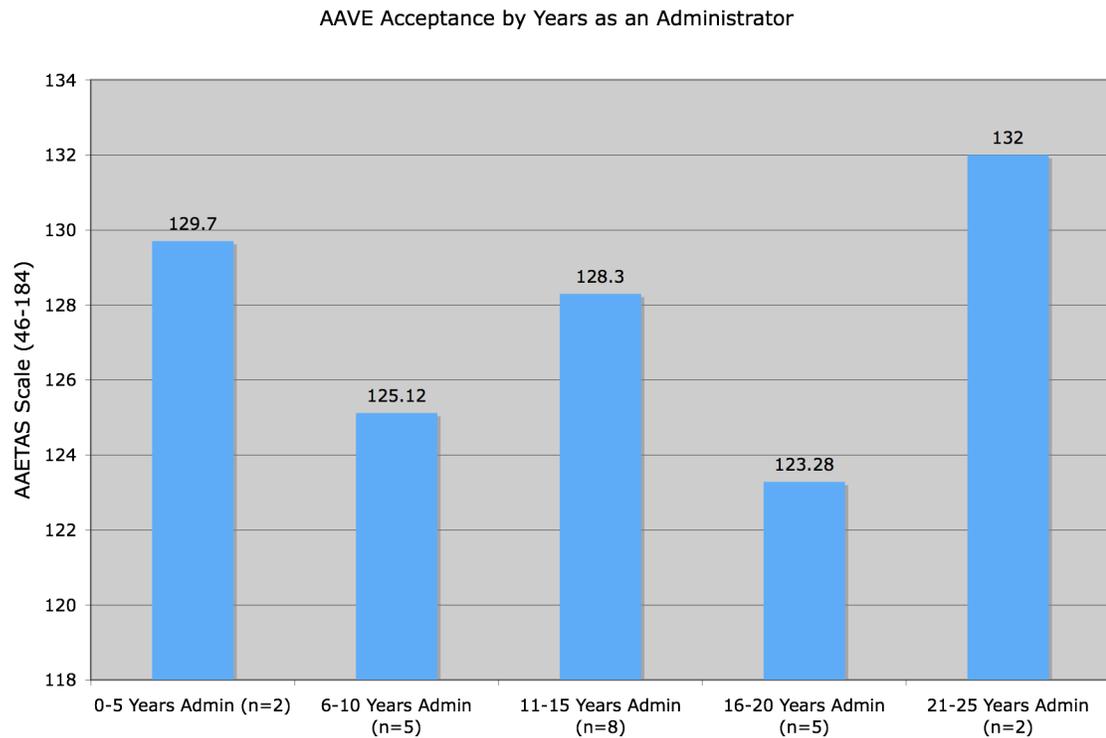
Principals with 0-5 years teaching experience had an average raw score of 132.5. Principals with 6-10 years scored 123.), 11-15 years 125.1, 16-20 years 127.4, and those with 21-25 years of teaching experience scored 127.9.



*Figure 22. AAVE Acceptance – Years as a Teacher*

### **Number of years as an administrator**

Principals with 0-5 years as an administrator had average raw scores of 129.7. Principals with 6-10 years scored 125.1, 11-15 years 128.3, 16-20 years 123.28, and 21-25 years 132. Principals with fewer years of administrative experience exhibited a more positive perception of speakers of AAVE, however the 2 administrators with the most experience, had the most positive perception of AAVE speakers.

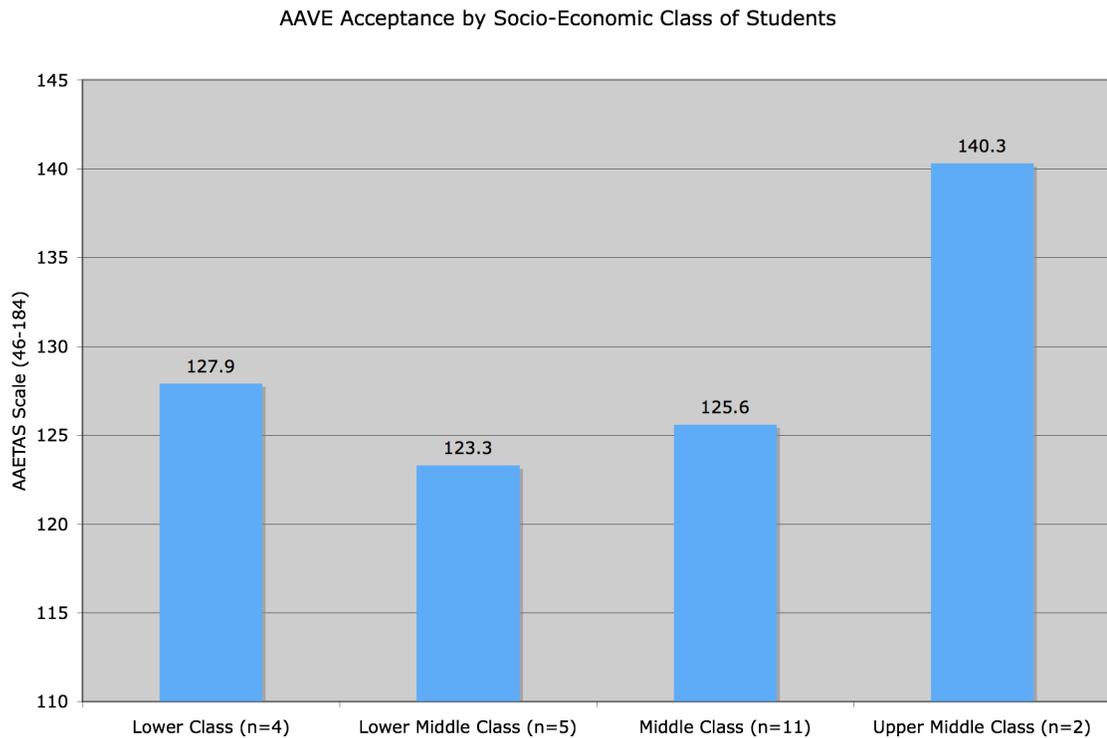


*Figure 23. AAVE Acceptance – Years as an Administrator (n=22)*

### **Schools by social class**

Principals in schools with an upper-middle-class social status exhibited the most positive perception of speakers of AAVE, with a raw score of 140.3.

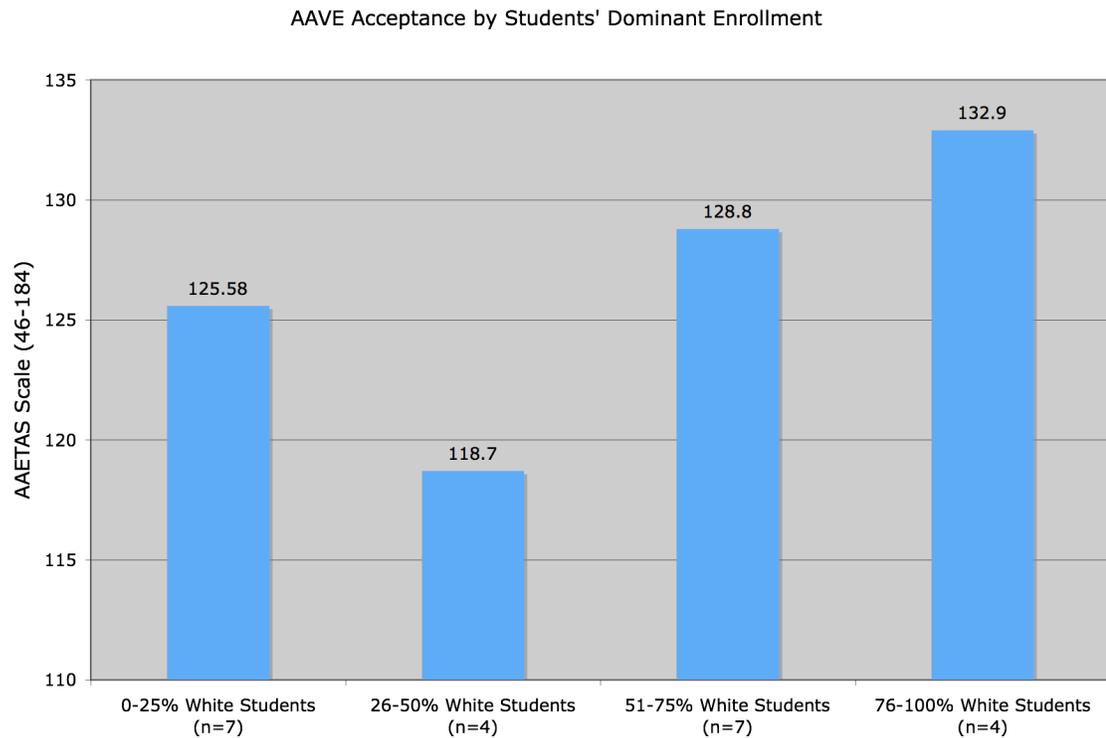
Principals in lower-class schools posted a score of 127.9, middle-class schools posted 125.6, and lower-middle-class schools posted 123.3.



*Figure 24. AAVE Acceptance – Schools by Social Status (n=22)*

### **School dominant culture enrollment**

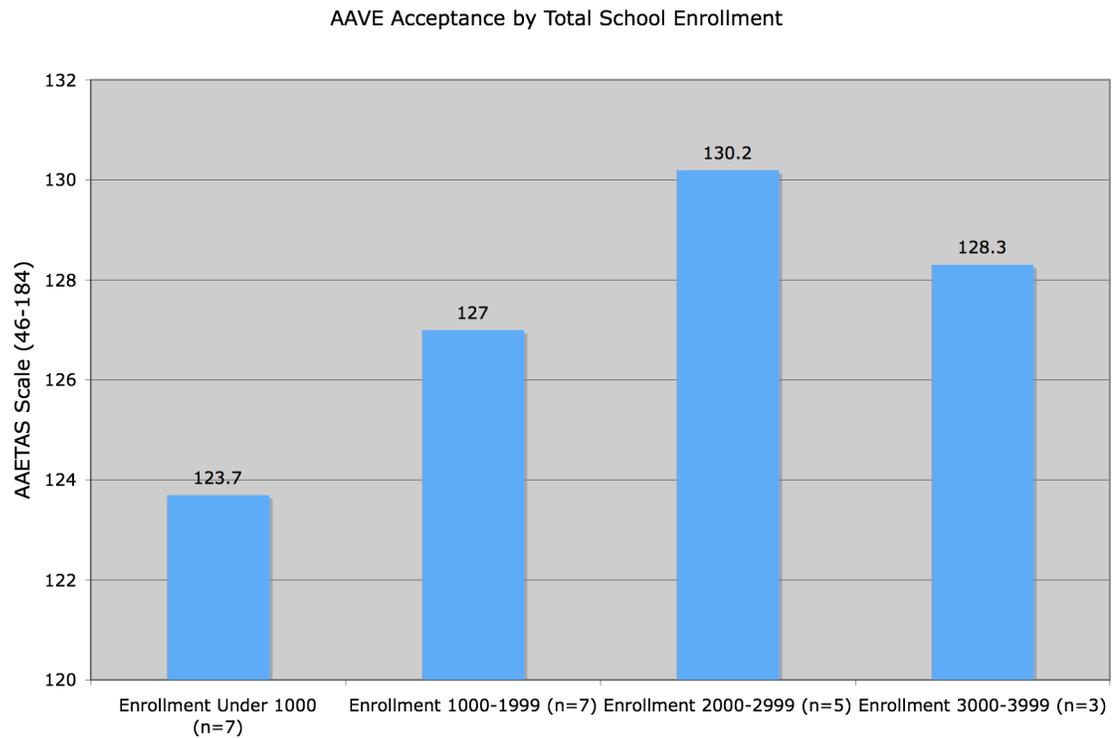
Principals in schools with up to 25% White students had an average score of 125.58. Principals in schools with 26-50% White students had a raw score of 118.7. Principals in schools with 51-75% White students had a raw attitude score of 128.8. Principals in schools with up to 76-100% White students had an attitude score of 132.9.



*Figure 25. AAVE Acceptance – Schools by Dominant Culture Enrollment (n=22)*

### **School by enrollment**

Principals in schools with up to 1000 students had an average attitude score of 123.7. Principals in schools with 1000-1999 students had an average attitude score of 127. Principals in schools with 2000-2999 students had an average attitude score of 130.2. Principals in schools with 3000-3999 students had an average attitude score of 128.3. Principals in schools with 2000-2999 students had the most positive perception of AAVE.



*Figure 26. AAVE Acceptance – School Enrollment (n=22)*

### **Principals' attitudes toward AAVE**

The researcher was most concerned with the responses germane to attitudes towards AAVE. Regarding the research questions:

- What perceptions do Cook County, Illinois, public secondary school principals (excluding Chicago Public Schools) hold concerning the use of African American Vernacular English by students in an academic setting?"
- What expectations do Cook County, Illinois, public secondary school principals (excluding Chicago Public Schools) hold concerning the use of African American Vernacular English by students in an academic setting?"

Principals had differing opinions on whether African American English is a systematic, rule-governed language (Statement 3). Seven of 19 Whites (36.8%) disagreed with the statement, while 1 Black principal out of 3 disagreed. Six females disagreed (66%). Three of 7 South Cook County principals disagreed (42.8%). 5 suburban principals disagreed. Six principals in 40-49 year-old category disagreed with the statement, and those with fewer years as a teacher disagreed with the statement. Five principals from middle class schools and 2 upper class schools had principals who disagreed with this statement.

Some principals felt that AAVE should be eliminated (Statement 4). Five of the 19 Whites (26.3%) and no Blacks (0%) felt that AAVE should be eliminated. Three of 9 males (33%) and 2 of the 13 females (15.4) agreed that AAVE should be eliminated. Five principals whose home dialect is SE agreed that AAVE should be eliminated. Of the North Cook County principals, 30% reported agreeing with the statement. Two of 8 principals from schools under 1000 reported that AAVE should be eliminated, and 2 of 7 from schools with 1000-1999 students reported agreeing with the elimination of AAVE.

Some principals did not believe that AAVE could preserve oral understanding and communication among African Americans (Statement 5). 7 of 19 Whites (36.8%), 7 of 19 (36.8%) Standard English speakers, and 4 of 10 (40%) North Cook county principals did not consider AAVE meaningful for communication preservation. Principals in middle-class schools also disagreed with the statement (7 of 11). Also, smaller school enrollment principals were split,

(fifty percent did not agree with this statement in schools with under 1000 students, and 4 of 7 of schools with 1000-1999 students).

The majority of principals reported that AAVE should not be promoted in the school as part of African American children's culture (Statement 7). All principals disagreed with the statement "It is not necessary for Black children to learn anything other than their own dialect in school" (Statement 9). Some principals believed that "there is no such thing as AAVE (Statement 10), including 3 White, 3 female, and 3 with more than 26 years in education.

There was 1 principal who reported that AAVE is a reflection of unclear thinking (Statement 11). The characteristics for this principal consist of the following: female, White, standard English as home dialect, from South Cook County, in an urban district, 50-59 years old, 26 or more years in education, 11-15 years as a teacher and administrator, in a middle-class school with 26-50% White students and an enrollment of under 1000 students. All other principals disagreed with this statement.

Question 12, which states that African American children's language is so broken as to be virtually no language at all, received 1 "agree mildly" answer from the same principal. All other principals reported disagreeing with this statement, which may indicate that all but 1 principal perceives AAVE to be a valid dialect.

6 of 22 principals reported agreeing with the statement that African American children needed both Standard English and AAVE in order to survive in

America (Statement 13). 4 of 9 females and 2 of 13 males agreed. The overwhelming majority of principals disagreed with this statement.

The majority of principals (15 of 22) reported agreeing to “when a child’s native AAVE is replaced by Standard English, she or he is introduced to concepts that will increase her or his learning capacity” (Question 17). Females reported agreement in higher numbers than men (7 of 9), men (8 of 13).

Question 19 asked if African and African American hair and dress styles are attractive. The majority of principals agreed, however there was 1 principal who disagreed mildly with the statement, and there were 4 principals who chose not to answer the statement.

8 of 22 principals agreed that African Americans would advance further in school without AAVE. There were 8 Whites, 8 with SE as home dialect, 5 from North Cook County, 5 from suburban schools, and 6 from middle-class schools.

The overwhelming majority of principals report that AAVE has its own logic (Statement 21). The majority, 90.1%, disagreed with the statement that African American children couldn’t learn to read unless AAVE is used to instruct them (Statement 22).

Seven principals disagreed with the statement that AAVE can be expanded to fit any concept imaginable (Statement 25). Seven of 19 White principals, 4 of 9 females, 4 of 10 North Cook, and 2 of 5 West Cook principals disagreed as well. Principals with 26 or more years in education were more apt to respond with disagree to this statement.

Statement 26 states “Most African American people’s major potential is in music, art, and dance.” All principals disagreed with this statement. Statement 27 states the “African Americans should try to look like everybody else in this country.” All principals disagreed with this statement. Statement 33 states, “African American children have the same potential for achievement in math and science as any other people.” All principals agreed with this statement, except for 1 principal who disagreed strongly. This is the same individual who was disagreeable on several statements.

A significant number of principals considered AAVE a misuse of Standard English (Statement 35). One Black principal reported this as well as 6 Whites. Two North Cook, Two West Cook, and 3 South Cook county principals agreed with this statement. Four urban principals, 5 principals over the age of 49, 6 middle-class principals, and 6 principals with school enrollments under 2000 agreed with this statement.

The majority of principals reported, “Standard English is superior to nonstandard English in terms of grammatical structure” (Statement 37). Thirteen White principals reported agreeing (68.4%), 6 females and 7 males reported agreeing. Six of 10 North Cook County principals reported agreeing. Of suburban principals, 9 of 13 agree with the statement. Of 50-59 year old principals, 7 of 9 agree (77.7%). 10 of 11 middle-class school principals agreed with the statement. The schools with under 1999 students have 9 principals who agree with the statement.

Statement 39 is almost an even split with 13 agreeing (59%) and 9 disagreeing (41%) with the statement that “Acceptance of nonstandard dialects of English by teachers would lead to a lowering of standards in school.”

None of the principals agreed to statement 43, which states that “the reason African American people aren’t moving as fast as they could is that they’re not as industrious as they should be.”

Over 50% of all principals agreed that since “Standard English is useful in getting a job, it should always be preferred over AAVE” (Statement 44).

Finally, there were 3 individuals who agreed that AAVE should be abandoned because it does not provide any benefit to anybody. These individuals were characteristically from smaller schools, lower-middle and middle-class schools, schools with smaller White populations, 11-20 years administrative experience, 50-59 years old, suburban, from North Cook County, SE speakers, female, and White.

### **Statement Responses According to Perceptions and Expectations**

Responses to the expectation statement, “African Americans need to know both standard and Black English in order to survive,” consisted of 6 “strongly agree” and 10 “mildly agree”, for a total of 72.7% agreeing. There were 4 “mildly disagree” and 2 “strongly disagree” responses. Out of the 22 principals participating, 6 principals didn’t agree that African Americans needed AAVE to survive in the U.S., accounting for 27.3% of the sample.

Principals were split on responses to the perception statement “AAVE is a unique speech form influenced by West African languages.” Eight principals agreed with the statement. The terms “unique” and “West African” could have confused the participants. There were 10 principals (55%) who disagreed with the statement and 4 who were neutral. The majority of principals perceived that AAVE is not a unique speech form influenced by West African languages.

Half of the principals (50%) agreed with the perception statement “African American English is a systematic, rule-governed language variety.” There were 3 principals who responded, “strongly agree,” 8 who circled “mildly agree.” However, 8 principals disagreed that AAVE is systematic and rule-governed, while 3 responded with NA.

The majority of principals (77.3%) disagreed with the perception statement that “AAVE should be eliminated.” There were 5 principals (22%) who agreed with the statement, meaning that they harbor negative perceptions of the dialect.

The majority of principals did not agree with the expectation statement “AAVE should be promoted in school as a part of African American children’s culture.” There were 17 principals (77.3%) who disagreed with this statement (9 – mildly disagree, 8 – strongly disagree). There was 1 principal (4.5%) who responded, “strongly agree” and 4 principals (18%) who responded “mildly agree.” Principals are not obligated to promote African American culture. Thus the fact that 77.3% of principals disagreed is not an indication of a negative expectation about AAVE and African American culture.

When asked to respond to the perception statement, “African and African American hair and dress styles are very attractive,” 17 principals agreed, but there were 4 neutral responses and 1 “mildly disagree” response. Disagreeing with this statement is a cultural preference, which may not depict discrimination, but rather a choice. The neutral responses show no preference.

Most participants agreed with the perception statement, “AAVE has a logic of its own, equal to that of any other language.” There were 17 who agreed with the statement (77.3%). Four principals (18.1%) did not agree. One principal (4.1%) responded NA.

However, with regard to the following statement, “African American people have their own distinctive pattern of speech which other people in this country should accept,” 10 participants disagreed, while 12 agreed. The response to this statement shows that 10 participants may be reluctant to accept AAVE. Disagreement with the phrase, “should accept,” indicates that the 10 principals who disagreed do not find AAVE a positive American cultural behavior.

Judgments surfaced in a set of responses to the statement, “AAVE can be expanded to fit any concept or idea imaginable.” 7 out of 22 principals mildly disagreed with the statement. A person with this opinion may believe that African American students who speak AAVE may not be capable of thinking critically, or with depth or breadth. 1 principal disagreed with the statement, “African American children have the same potential for achievement in math and science as any other people.” This principal responded, “Disagree strongly.” This

principal also registered “strongly disagree” on the following statements: “African American children can learn to read in spite of the fact that most readers are written in Standard English,” and “AAVE expresses some things better than Standard English.” There were 5 other respondents who recorded, “mildly disagree” to the statement “AAVE expresses some things better than Standard English.”

There were 9 respondents who strongly disagreed and 9 who mildly disagreed with the statement “there is no such thing as AAVE.” Most principals believe that there is a dialect called AAVE. The 4 that “mildly agreed” with this statement may dismiss AAVE as a category of English.

Another anomaly was the response to AAVE being a “reflection of unclear thinking.” There was 1 principal who mildly agreed with this statement, while the rest disagreed (8 – mildly, 13 – strongly). This same respondent “mildly agreed” with the statement that AAVE is “so broken as to virtually be no language at all.” The 21 other respondents disagreed with the statement (6 mildly and 15 strongly).

The prompt “African Americans should talk the way everybody else does in this country,” received a mixed response. “Strongly agree” garnered 1 response and “mildly agree” accumulated 5 responses, although the majority (15) felt that African Americans don’t have to speak the way everybody else does. The respondents who agreed with this statement hold the attitude that AAVE is

unacceptable and assume that “everybody else in this country” speaks Standard English, or that AAVE is substandard.

A curious set of responses surfaced for the perception statement, “when a child’s AAVE is replaced by Standard English, she or he is introduced to concepts which will increase his learning capacity.” 15 out of 22 respondents agreed with the statement. These 15 think that a student’s achievement is related to their exclusive use of Standard English, replacing AAVE.

There were 8 principals who also agreed with the perception statement “African American students would advance further in school without AAVE.” More than one-third of principals in this study believe that using Standard English is a prerequisite to educational advancement. Eight principals’ perception is that AAVE is a hindrance to better education.

### **Trouble learning, talking lazy, misuse of Standard English**

A little over 33% of respondents (8 principals) believed that “the reason African American children have trouble learning is that they are not taught properly.” Although 14 disagreed (63.6%), the 8 principals saying that African American children aren’t taught properly perceive and expect that African American children will lack an adequate education.

Only 1 respondent “mildly agreed” that “AAVE is basically talking lazy.” The other 21 disagreed with this statement. Responding to a similar perception statement, 7 principals mildly agreed that “AAVE is misuse of standard English,” while 15 disagreed with the statement.

### **Getting a job**

Standard English was preferred over AAVE by 12 principals concerned about English usage and employment. To the prompt, “Since only standard English is useful in getting a job, it should always be preferred over AAVE,” there were 2 respondents who strongly agreed, and 10 who mildly agreed (54.6%). One principal chose not to answer this question and 7 mildly disagreed while 2 strongly disagreed.

### **Passing tests**

To the expectation statement, “African American children can be trained to pass any test,” 5 principals (22.7%) responded with disagreement. This may mean that the 5 didn’t agree with the word “trained”, which may have been considered ambiguous, or that these 5 expect that African American children will not be able to pass written tests.

### **Admission of discrimination**

Participants agreed that institutionalized discrimination is a reality. Responding to the statement, “the reason African Americans aren’t moving as fast they could is that the system discriminates against them,” there were 3 “strongly agree” responses and 14 “mildly agree” responses (77.3% agreed). 5 principals (22.7%) disagreed with the statement, meaning they felt that African Americans are progressing as well as possible, or that “there is little institutionalized racism.”

### **Principals’ attitudes toward AAVE**

The researcher was most concerned with the responses germane to attitudes towards AAVE. This chapter suggests that African American principals (score of 130.2) had a more positive perception of AAVE than White principals (score of 126.5), however, the sample does not show a definitive consensus because there were only 3 Black principals in the sample. Males were much more likely to show a more positive attitude to AAVE than females. Male raw scores averaged 127.3, females 126. Native Standard English speakers showed a more positive attitude to AAVE than dual dialect speakers. In terms of geographic location, South Cook County principals had the most positive attitude towards AAVE (raw scores were 127.9); West Cook County was in the middle (127.4); North Cook County principals had the least positive attitude toward AAVE (126).

Principals in schools with an upper-middle-class social status exhibited the most positive perception of speakers of AAVE. Principals in lower-class schools had an attitude toward AAVE that was less positive than upper-middle-class schools, but principals in schools with middle-class students were slightly more positive than principals in lower-middle-class schools. The least friendly toward AAVE were principals in schools with lower-middle-class students.

The age group of 40-49 had the most positive attitude toward AAVE (raw score 128.3). The least positive group was the 50-59 age cohort (averaging 124.7). However, the age group of 60 and over had a raw score of 127.9. The

group with the most teaching and administrative experience, (26 years or more), was most positive toward AAVE.

Principals had differing opinions on African American English being a systematic, rule-governed language (Statement 3). Seven of 22 Whites disagreed with the statement; 1 Black principal disagreed; 6 females disagreed; 3 of 7 South Cook County principals disagreed; 5 suburban principals disagreed; 6 principals in 40-49 year-old category disagreed with the statement; and those with fewer years as a teacher disagreed with the statement. Five principals from middle-class schools and 2 from upper-class schools disagreed with this statement.

Some principals felt that AAVE should be eliminated (Statement 4). Five of the 19 Whites and no Blacks felt that AAVE should be eliminated. Three of 9 males and 2 of the 13 females agreed that AAVE should be eliminated. Five principals whose home dialect is SE agreed that AAVE should be eliminated. Of the North Cook County principals, 30% reported agreeing with the statement. Two of 8 principals from schools with under 1000 students reported that AAVE should be eliminated and 2 of 7 from schools with 1000-1999 students reported agreeing with the elimination of AAVE.

Some principals did not believe that AAVE could preserve oral understanding and communication among African Americans (Statement 5). Seven of 19 Whites, 7 of 19 Standard English speakers, and 4 of 10 North Cook county principals did not report AAVE as meaningful for communication

preservation. Principals in middle-class schools also disagreed with the statement (7 of 11). Also, smaller school enrollment principals did not agree (4 of 8 in schools with under 1000 students, and 4 of 7 of schools with 1000-1999 students).

The majority of principals reported that AAVE should not be promoted in school as part of African American children's culture (Statement 7). All principals disagreed with the statement "It is not necessary for Black children to learn anything other than their own dialect in school" (Statement 9). Some principals believe that "there is no such thing as AAVE (Statement 10), including 3 White, 3 female, and 3 with more than 26 years in education.

There was 1 principal who reported that AAVE is a reflection of unclear thinking (Statement 11). The characteristics for this principal consist of the following: female, White, standard English as home dialect, from South Cook County, in an urban district, 50-59 years old, 26 or more years in education, 11-15 years as a teacher and administrator, in a middle class school, with 26-50% White students in the school, and an enrollment of under 1000 students. All other principals disagreed with this statement.

To question 12, which states that African American children's language is so broken as to be virtually no language at all, the same principal answered, "mildly agree". All other principals reported disagreeing with this statement, which may indicate that all but 1 principal perceive AAVE to be a valid dialect when used in context.

Six of 22 principals reported agreeing to the statement about needing both Standard English and AAVE in order to survive in America (Statement 13). By gender, 4 of 9 females and 2 of 13 males agreed. The overwhelming number of principals disagreed with this statement.

The majority of principals (15 of 22) reported agreeing, “when a child’s native AAVE is replaced by Standard English, she or he is introduced to concepts that will increase her or his learning capacity” (Question 17). Females reported higher agreement (7 of 9) than men (8 of 13).

Question 19 asked if African and African American hair and dress styles are attractive. The majority of principals agreed, however there was 1 principal who disagreed mildly with the statement and there were 4 principals who chose not to answer the statement.

There were 8 of 22 principals (36.4%) who agreed that African Americans would advance further in school without AAVE. The overwhelming majority of principals report that AAVE has its own logic (Statement 21). The majority, 20 of 22 (90.1%), also disagree that African American children can’t learn to read unless AAVE is used to instruct them (Statement 22).

Some principals disagreed with the statement AAVE being expanded to fit any concept imaginable (Statement 25). 7 of 19 White principals, 4 of 9 females, 4 of 10 North Cook, and 2 of 5 West Cook principals (40%) disagreed as well. Principals with 26 or more years in education were more apt to disagree with this statement.

Statement 26 states, “most African American people’s major potential is in music, art, and dance.” All principals (100%) disagreed with this statement. Statement 27 states “African Americans should try to look like everybody else in this country.” All principals (100%) disagreed with this statement. Statement 33 states, “African American children have the same potential for achievement in math and science as any other people.” All principals agreed (95.5%) with this statement, except for 1 principal (4.5%) who disagreed strongly. This is the same individual who was negative on other statements.

A significant number of principals considered AAVE a misuse of Standard English (Statement 35). One Black principal (1/3<sup>rd</sup> of Black principals) reported this, as well as 6 Whites. Two North Cook, 2 West Cook, and 3 South Cook county principals, 4 urban principals, 5 principals over the age of 49, 6 middle-class principals, and 6 principals with school enrollments under 2000 agreed with this statement.

The majority of principals reported, “Standard English is superior to nonstandard English in terms of grammatical structure” (Statement 37). Thirteen White principals (59% of all principals) reported agreeing, and 6 females and 7 males reported agreeing (59%). All 3 black principals (100%) disagreed with this statement. Six of 10 North Cook county principals (60%) agreed with the statement. Of suburban principals, 9 of 13 agreed (69%). Of 50-59 year old principals, 7 of 9 (77%) agreed. 10 of 11 middle-class school principals agreed

with the statement. The schools with under 1999 students had 9 principals (41%) who agreed with the statement.

Statement 39 is almost an even split with 13 agreeing (59%) and 9 disagreeing (41%) to the statement “acceptance of nonstandard dialects of English by teachers would lead to a lowering of standards in school.”

None of the principals agreed to statement 43, which states that “the reason African American people aren’t moving as fast as they could is that they’re not as industrious as they should be.”

Over 50% of all principals agreed that since “Standard English is useful in getting a job, it should always be preferred over AAVE” (Statement 44).

Finally, there were 3 individuals who agreed that AAVE should be abandoned because it does not provide any benefit to anybody. These individuals’ characteristics were that they were from smaller schools, lower-middle and middle-class schools, schools with smaller White populations, had 11-20 years administrative experience, were 50-59 years old, suburban, from North Cook county, SE speakers, female, and White.

### **Study Limitations**

The reader should know that this research has limitations. Sample size is a limitation, and findings from this study should not be generalized. More participants would have provided more breadth to the study. The participants were Cook County administrators excluding Chicago, and the study’s outcomes might have been very different if a major city’s principals were included.

External validity limitations also exist. The instrument (AAETAS) could be considered a limiting factor due to its dated language and word choice. The researcher had permission to change portions of the questionnaire, but chose to limit those changes in order to maintain the integrity of the instrument.

Upon examination, researcher believes that the instrument would be stronger if terms in the Likert scale had the “NA” (No Answer/Not Applicable) placed in the middle of the scale instead of at the end. Participants could have chosen a response based on a continuum rather than choosing “NA” as a default answer. Of the 46 questions contained in the AAETAS, 23 questions were reverse responses. Some questions appeared to be confusing to participants and an “NA” choice in the middle of the Likert scale could have provided a less ambiguous way to respond.

The AAETAS was designed for teachers. There may be issues concerning principals completing the questionnaire, especially if those principals had had little or no experience as a classroom teacher.

### **Recommendations for Future Research**

Principals’ perceptions of and expectations for students who use AAVE are important to know because this data can show their attitudes toward students’ language use. According to this study, some educational practitioners perceive African American Vernacular English as a liability for student achievement.

One recommendation would be to replicate the study using a larger sample. The diversity and quantity of the sample could be increased by including more counties within Illinois.

The second recommendation would be to include elementary and middle school principals. Further research may find differences in their perceptions and expectations as compared to high school administrators.

The third recommendation would be to add an interview method. This would enrich the data by blending principals' interview responses with the questionnaire responses. Principals' concepts of school leadership could be compared to their AAETAS questionnaires to see if their perceptions are consistent with their leadership concept.

A fourth recommendation would be to administer the instrument to teachers in the same schools as the principals. Relationships could be drawn between the teachers' and principals' responses. The researcher suggests future studies on the subject of AAVE that focus on more specific criteria, such as qualitative inquiry, including questions that participants may respond to in writing, beyond Likert-scale answers. A brief extension of the African American English Teacher Attitude Scale (AAETAS) may offer a 3-dimensional way of collecting data.

Chicago and other larger and smaller cities should be used to administer more studies, to see what each area may offer.

Studies should be conducted within school systems, and the outcomes should be shared among teachers, principals, and the superintendent. This practice could reconnect stakeholders.

Administering the AAETAS to faculty at the beginning of the school year would offer data to principals and superintendents, possibly detecting bias. In-service meetings about AAVE might be of assistance to teachers, administrators, and staff who may have negative perceptions about students who use AAVE. The faculty, school, and district may be able to discover that use of AAVE does not reflect a student's intelligence or lack thereof. In a school that lacks students who speak African American Vernacular English, this could enhance the school's tolerance and make the community cognizant of African American language use.

The AAETAS and Principal Profile data might be used to reveal the attitudes of principals and teachers. This data then could then be used to provide teacher-administrator training, in-service instruction, code-switch training, and language awareness workshops for students.

This research could be used to advocate how teachers and administrators use language around high school students. Educators could share articles on AAVE showing that it is a legitimate dialect that ought to be respected by faculty

### **Final Reflections and Conclusions**

Overall, the findings in this study display evidence that most principals provide responses that show a neutral to mildly favorable (accepting) perception of AAVE, and neutral to mildly positive expectations for students who use AAVE.

Cook County, Illinois (excluding Chicago), public school principals view AAVE mildly positively, as reflected in the charts and instrument statement tallies noted above. However, there are selected categories that show negative attitudes that may depict a lack of understanding, disagreement with, or ambivalence toward AAVE.

The researcher was expecting the overwhelming response to be negative toward AAVE. But the data in this study showed that the majority of principals were mildly positive toward AAVE. This was not consistent for all 22 participants. There was 1 participant who responded with an attitude considered “deficit” or “negative” according to the designers of the AAETAS. This individual’s average score was 2.489. In this study, the individual would be considered mildly negative toward AAVE, with some specific responses noted earlier as strongly negative. Four other participants (with raw scores of 120 and below) had attitudes that were similar (see histogram), but 17 principals consistently showed a mild acceptance of AAVE.

Statement 44 shows participants were split in their thinking, but that a majority acknowledged that administrators prefer Standard English, to AAVE. One principal showed a consistent, strong disagreement with AAVE and there were categories of participants that consistently showed negative perceptions of and expectation for AAVE. Those principals were White, female, from North Cook County, 50-59 years of age, middle class, and suburban.

If an administrator's center point is African American culture, or if the individual understands the culture, the individual may be more sensitive to the rules of the language, thus having more empathy for an AAVE user. Principals could make their staffs more familiar with AAVE and its history, showing how its structure is systematic and logical. If principals are exposed to AAVE as a form of expression of the "sweet language" (Angelou, 1984), or to AAVE as "this skill...this incredible music" (Baldwin, 1979, p. 2), they are probably more apt to have a positive perception of its use.

The principals did imply that code-switching was preferred to speaking AAVE all the time by their responses to the prompt "African Americans need to know both standard and Black English in order to survive in America." Sixteen principals agreed to this statement while only 6 disagreed. Code-switching is "the use of 2 or more linguistic varieties in the same conversation or interaction" (Myers-Scotton & Ury, 1977, p. 1). It is not random or meaningless. It has a role and function, often used as a "key" to communication (Greene and Walker, 2004).

Administrators can continue to model and instruct others about the acceptance of diverse cultures. They can also inform their faculty that students who use AAVE are not inferior to those who choose to speak Standard English. A principal's awareness of her own perceptions and expectations can influence the faculty's perceptions and expectations.

Some principals prefer one form of language use to others (Jaffe 2007). But in this study we see an overall positive attitude toward the use of AAVE in about 80% of the respondents. 5 principals reported to having a compromised or negative attitude toward AAVE (using the AAETAS), which prompts this researcher to do more studies in schools using the AAETAS.

To promote social justice, principals can coach their faculty to treat African American Vernacular English as an accepted and valid dialect. These principals can instill in faculty and staff that code-switching (a student's ability to speak AAVE and Standard English depending upon circumstance) should be considered positive behavior, much like being bicultural or bilingual, or speaking more than one dialectic. Students, who speak English as a second language, or as a first language with a heavy accent, are accepted for their ability to navigate more than one linguistic landscape. Principals can advocate this same behavior by their faculties toward AAVE, promoting AAVE as an addition and not a hindrance.

School leaders must address the perception of AAVE as inferior to Standard English. Students' employability, and their educational attainment and achievement, may be affected by faculty members' perceptions and expectations. Principals who are aware of this should foster faculty communication and suggest a pedagogy that encourages all students to succeed. Negative perceptions of students' culture can appear in the form of a

lack of guidance to teachers. This lack of guidance may trickle down to students, who will be the victims of social injustice.

### **Discussion of Research Findings**

The findings in this study show that most principals are neutral to mildly positive about AAVE and have neutral to mildly positive expectations for students who use AAVE. Five of the 22 school principals in this study indicated that the dialect could be harmful to one's academic career, and they perceived AAVE as a dialect they would mildly prefer students not use.

“Although all languages should be accepted and considered equal, the reality is that Standard American English is what is expected by society (Isenbarger, 2006, p.127). Administrators can continue to model their acceptance of cultures. They can also inform their faculty that students who use AAVE are not inferior to those who choose not to speak Standard English. A principal's awareness of perceptions and expectations of language may influence the faculty's perceptions and expectations as well.

My hypothesis was that the majority of principals would show low expectation and negative perception of students using AAVE. But in this study, we see an overall attitude of ambivalence to mild agreement to AAVE in the majority of the respondents.

To promote a social justice frame of reference, principals can coach their faculty by sharing the practice of accepting African American Vernacular English as an accepted and valid dialect. Dandy (1991) believes a whole language

approach to language arts instruction is beneficial to Black children and that it can be compatible with Afrocentric teaching models. Principals can demonstrate to faculty and staff that code-switching (a student's ability to speak AAVE and Standard English depending upon circumstance) should be considered positive, much like people who are bicultural, bilingual, and multi-dialectal. Students, who speak English as a second language or as a first language with an accent from another language, are accepted for their ability to navigate more than one linguistic landscape. Principals can advocate this same behavior for their faculties, promoting the speaking of AAVE as an additive construct and not a hindrance to students.

Redd and Webb (2005) discuss five methods used to teach to AAVE speakers. "The traditional approach focuses on immersing students in Standard American English, forbidding home/dialect language use, and explicitly teaching grammar. Second, the dialect approach is a modification of the traditional approach and borrows teaching strategies from English as a Second Language, while allowing code-switching (the ability to change or switch dialects depending on the situation, also known as bidialectalism). Third, the dialect awareness approach is inspired by the idea that all forms of English are dialects and there should be no language prejudice; learning about all forms of English will add value to them. Fourth, the culturally appropriate approach centers on African American culture and uses Afrocentric resources, materials, content, etc. The fifth option is the bridge approach, which offers all students an opportunity to use

their own language before transitioning to SAE, the U.S. standard for academic and professional writing” (Redd and Webb, 2005, p. 133).

School leaders should address how some teachers perceive AAVE being inferior to Standard English. “In the minds of many educators...the major challenge is getting those people to use Standard English” (Moss and Walters, 1993, p.135). Each student’s employability and educational attainment and achievement may be based on a faculty member’s perceptions and expectations. “Pedagogy is successful only if it makes knowledge or skill achievable while at the same time allowing students to maintain their own sense of identity (Gilyard, 1991, p.11). If principals are aware this, they should foster faculty communication and suggest a pedagogy that leads to the success of all students. Principals who harbor negative perceptions of students’ cultural dialect can promote ineffective leadership in the form of a lack of guidance to teachers. And this lack of guidance may trickle to students, who will be the victims of a compromised social justice. The formative years of political empowerment rest in the hands of a child’s education experiences. Giroux (1989) notices a link between literacy and political sovereignty.

Principals have to communicate with their teachers on how they view students who use African American Vernacular English. The findings in this study support that most Cook County administrators’ perceptions and expectations were neutral to mildly agreeable to AAVE. A smaller number of principals had lower expectations. Those with disagreeable expectations and perceptions

should be introduced to the five methods used to teach AAVE speakers, specifically the dialect approach (which allows code-switching), the dialect awareness approach (which encourages no English dialect prejudice), and the bridge approach which allows AAVE while transitioning to SAE (Redd and Webb, 2005, p.133).

Greene and Walker stated, “if instructors demonstrate an understanding and respect for Black English, its history, and its place as a valid means of communication, not as an indicator of the worth of the student, then they may more sensitively assess outcomes rather than means” (Greene and Walker, 2004, p. 438). “The language of tests has a great impact on the performance of students. Tests are written in the language of the dominant culture deemed as Standard English. Many culturally diverse students do not speak Standard English at home or at school” (Harmon, 2004, p. 4).

Some students who do not use Standard English are Black students. Public school teachers and administrators tend to have lower expectations for African Americans (Irvine, 1990). Although a person’s spoken dialect does not determine his intelligence, Williams (1976) reminds us that students who use AAVE are assumed to be students with challenges. Wofford stated, “The consequences of teachers' attitudes toward a dialect are profound...attitudes can affect teachers' initial judgment about how intelligent children are likely to be, or how they are grouped for instruction, how their contributions in class will be treated, and the like. It is important for teachers to adjust their attitude as it

affects how children feel about themselves as persons, learners, participants, and contributors” (1979, p. 367). It should be in the principal’s agenda to develop in-service instruction for teachers. “Black English speakers are presented with more obstacles to success than speakers of Standard English” (Winsboro, 1990, p. 51).

The findings show that some principals have an aversion to African American Vernacular English according to the AAETAS. The researcher suggests that principals communicate with their teachers on how to instruct students on when to use Standard American English instead of AAVE. Administrators who have respect for students’ language backgrounds will know that SAE may be the preferred dialect in professional settings, but they should respect the student’s dialect as well. Each child brings their own personality and culture to school. Delpit says, “Children have the right to their own language” (p.291, 1988). Administrators should embrace this right and share the respect for student culture, while ensuring that teachers promote SAE for the business world. Isenbarger states, “I believe in teaching the individual child, and tailoring instruction to his or her needs (Isenbarger, p.130, 2006).

The building leader has to expect and should deliver a value additive model. This is imperative for principals because school climate and tone start with the building leader. Principals should prepare to lead teachers in code-switching training. Because some students do not speak standard American English in school, building principals can instruct their teachers to be sensitive to

dialects, while maintaining a Standard English benchmark.

Valuing culture.

The findings in this study show that most principals display perception responses that are neutral to mildly agreeable to AAVE and neutral to mildly agreeable expectations for students who use AAVE. However, there were five of the 22 school principals in this study who indicated that the dialect could be harmful to one's academic career and they perceived the use of AAVE as a dialect they would mildly disagree with students using.

The building leader has to deliver a value additive model. Adding a value model that shows how some student dialects can be perceived as detrimental to their academic performance. With the diversity found in schools, principals need to be aware of how dialects are evaluated by their teaching faculty. This is expressed in *The Skin That We Speak* by Delpit and Dowdy (2002). Delpit asserts, "To reject a person's language can only feel as if we are rejecting him" (p. 47).

The research of Keva Latrice Mitchell (2004) noted that African American children bring with them a different knowledge base than European American children. White children's funds of knowledge more typically match that of the schools' teachers and administrators (Delpit, 1995; Ladson-Billings, 1994). Mitchell continued by stating, "presently, there is minimal research documenting the perception of principals in relation to reading curriculum and instruction" (p. 12). There is also minimal research on high school principals' perceptions and

expectations of AAVE.

The Stanford Center for Research and Development Center study compared the attitudes toward AAVE of in-service teachers in four cities (Trenton, NJ; New York, NY; Palo Alto, CA; and Miami, FL), using the AAETAS instrument (Hoover et al., 1977). The Florida Pre-service Teachers Attitudes Toward AAVE Study accumulated data from teachers in-training at Florida A&M University (Abdul-Hakim, 2003). The McClendon study in Illinois compared the attitudes of Cook County high school principals. Although several geographic areas and several categories of educator were used to collect the data, the responses were very similar. The Hoover, Politzer, McNair-Knox, Lewis studies of 1977 and 1997, show similar attitudes. In the 1977 Stanford study of four cities, the mean raw score was 126.36, (Trenton 127.9, Palo Alto 137.9, New York 131.9, Miami 124), while scores in the Florida A & M, and McClendon studies were 127 and 126.84, respectively. These data show that the AAETAS is an instrument and that individuals in the education profession have similar attitudes across the country, in large cities and smaller towns.

### **Additional findings**

In this study, most principals did imply, in response to the prompt “African Americans need to know both standard and Black English in order to survive in America,” that code-switching was preferred to speaking AAVE all of the time. Sixteen principals agreed with this statement while 6 disagreed.

### **Relationship to Other Research**

Abdul-Hakim's Florida Pre-service Teachers' Attitudes Toward African American Vernacular English study (2003) involved 153 pre-service teachers. The researcher used standard deviation and mean as the basis for setting his ranges of under 110 (low), 110-153 (middle), and 154 or above (high). The lowest score in the Abdul-Hakim study was 85 and the highest was 170. In the McClendon study, the lowest and highest scores were 114 and 141.5, respectively. The McClendon study set its ranges as 120 and under as low, 121–135 as middle, and 136 and above as high. The creators of the AAETAS set raw scores at under 120 as deficit, 120-159 as difference and 160 or above as excellence (Hoover et al, 1997). The Abdul-Hakim study results indicated that the language spoken at home and hometown population are closely associated with pre-service teachers' attitudes. In addition, the results revealed that suburban bi-dialectical pre--service teachers (i.e. those who speak both Standard English and AAVE as their primary languages at home) viewed AAVE more positively than pre-service teachers from rural and urban areas who speak SE, AAVE or both.

### **Strengths and Weaknesses of Alternative Interpretations**

The strengths of this study include its geographical focus on a specific segment of Cook County, Illinois. An additional strength of the study is the fact that its results produce raw scores similar to those of other studies, in other cities. What might be considered the weaknesses of this study are the fact that

the sample number is a limited one, the geographic area might be seen as too small, and that school administrators from Chicago were excluded, thus making the study too restricted or partial.

### **Contribution to Research and Professional Practice**

This study offers a view of principals' attitudes concerning AAVE in the Chicago metropolitan area, excluding Chicago. This study's examination of principal's attitudes can be particularly helpful, given that the AAETAS has been previously administered more to pre-service and in-service teachers than to building leaders. This study can offer school corporations an honest assessment of principals' attitudes toward AAVE, and thus indicate what may be needed to improve principals' training and leadership skills. Professional practices can be enhanced through professional development workshops focusing on AAVE. The AAETAS can be used as an instrument to assist school districts, to further reinforce the need for respect for dialects by principals and teachers.

If teachers' attitudes can be changed through courses that explore and reveal the nature of their attitudes, then they may approach language variation in the classroom in a way that does not humiliate children who speak dialects of English other than standard. Courses that explore the nature of racial identity and teachers' language beliefs will assist in improving knowledge about minority student dialects and how educators approach them (Abdul-Hakim, 2002, p.118).

Building principals who become aware of their expectations and perceptions of AAVE may be able to assist their faculty with strategies on how to develop a school climate that cultivates dialectic awareness and the bridge approach to teaching students Standard American English. Principals, who are

aware and respectful of dialects other than Standard American English, can berth a school environment that is comforting to all students. Dialect inclusion on the principal's behalf can act as a model for teachers, fostering a climate that cares for the affective domain in pedagogy. Though instructors may find it problematic to accept a dialect that is not considered one to be used in an academic setting, principals can remind teachers that dialects are an integral part of their students cultural fabric, as well as their own.

As students change class several times per day, their use of language changes as well. In math and science, formulas and tables are used for clarity; in history and literature, historical references and metaphors help to explain the nuance of a time period, or dramatic irony. So throughout the course of the day, students and faculty members code-switch according to the topic, the company they keep, and the linguistic surroundings. Principals can model a diverse school climate by practicing inclusion, exercising a time and a place for dialects, just as there is a time and a place for the myriad of changes taking place each day in our schools. Principals who expect teachers and students to speak Standard American English at all times are in search of a big disappointment. But principals, who respect African American Vernacular English, while also modeling the Standard American English, can use "code-switching" as the "lingua franca" for a bridge of communication. A principal, who shows respect for AAVE and its speakers, can gain the confidence to share methods on dialect code-switching in school, business, and casual environments. As the building

leader, the principal should assume “the role of the artist...if I love you, I have to make you conscious of the things you don’t see” (Baldwin, 1962, p. 156).

**APPENDIX A:**  
**LETTER OF REQUEST FOR ADMINISTRATOR'S**  
**COMPLETION OF THE PRINCIPAL PROFILE FORM AND AFRICAN**  
**AMERICAN ENGLISH ATTITUDE SCALE**

Dear Building Principal:

My name is Garrard McClendon and I am a Doctoral candidate at Loyola University Chicago. As an educator, I appreciate your dedication to educating children and exercising leadership in your school.

With an interest in language and perceptions, I am conducting a study of language perceptions of administrators in the State of Illinois in partial fulfillment for the Degree of Doctor of Philosophy (Ph.D.). The purpose of this study is to investigate the significant perceptions and attitudes that high school principals have toward language used by students.

You were selected as part of a purposeful sampling of high schools in Cook County excluding Chicago Public Schools. Your participation is important to the success of the research. I ask that you take a brief portion of time to complete the enclosed questionnaire and return it to me in the enclosed addressed, stamped envelope by June 18, 2008. The instrument will take approximately 25 minutes to complete.

Your completed questionnaire is completely confidential and individual data will not be reported. Data from all participants will be used in the aggregate. Individual school data will not be identified. There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life. Also, there are no direct benefits to you for participation; however results may be helpful to school communities and society.

Such participation in this research must be voluntary. If you choose not to participate, there will be no penalty and you may withdraw your participation at any time. All information collected is to be used strictly for the purpose of my dissertation research. Names of schools will not be used and an overall context will be used when the information is presented in written form or orally.

My contact information is (219) 588-2461. Dr. Marla Israel, my research advisor at Loyola University, can be contacted at (312) 915-6336 if you have any questions or concerns as a result of participating in this study. As a research participant, you have the right to contact the Loyola Compliance Manager at (773) 508-2689 about your rights as a participant.

If you are willing to participate, simply complete the questionnaire and Principal's Profile form, fold and return in the pre-posted enclosed envelope. If you do not wish to participate, you may simply dispose of the questionnaire.

Thank you for your cooperation and participation in this research. For all inquiries, please contact me by email address at [igarrard@mac.com](mailto:igarrard@mac.com).

Sincerely,

Garrard McClendon

Enclosures (3)

- 1) African American English Teacher Attitude Scale
- 2) Principal Profile Form
- 3) Pre-posted envelope

**APPENDIX B:**  
**PRINCIPAL PROFILE FORM**

## Principal Profile Form

Please complete the form by circling your selected response or by filling in the blanks provided.

**1. I am**

- A American Indian or Alaskan Native
- B Asian
- C Black or African American
- D Native Hawaiian or Other Pacific Islander
- E Hispanic or Latino/Latina
- F White
- E Other \_\_\_\_\_

**2. I am**

- A female      B male

**3. Total population of school (number of students)**

\_\_\_\_\_

**4. I was raised in a home/community where**

- A African American English was mainly spoken
- B Standard English was mainly spoken
- C Both were spoken equally
- D Another dialect was spoken

**5. My school is located in**

- A. North Cook      B. West Cook      C. South Cook

**6. The ethnic distribution of students in my school by number of students in each category**

- \_\_\_\_\_ American Indian or Alaskan Native
- \_\_\_\_\_ Asian
- \_\_\_\_\_ Black or African American
- \_\_\_\_\_ Native Hawaiian or Other Pacific Islander
- \_\_\_\_\_ Hispanic or Latino/Latina
- \_\_\_\_\_ White
- \_\_\_\_\_ Other

**7. The overall socio-economic status of the students in my school is**

- A. Upper Class
- B. Upper Middle Class
- C. Middle Class
- D. Lower Middle Class
- E. Lower Class

**8. I primarily grew up in a town that would be considered**

- A Rural
- B Urban
- C Suburban

**9. I am between the following ages:**

- A 22-29

B 30-39

C 40-49

D 50-59

E 60-69

F Above 70

**10. Years in education**

A 1-5

B 6-10

C 11-15

D 16-20

E 21-25

F 26 +

**11. How many years as a teacher? \_\_\_\_\_**

**12. How many years as an administrator? \_\_\_\_\_**

**APPENDIX C:**  
**THE AFRICAN AMERICAN ENGLISH TEACHER ATTITUDE SCALE**

The African American English Teacher Attitude Scale (AAETAS)

Hoover, R.M., McNair, F., Lewis, S.A.R., & Politzer, R.L. (1997). African American English Attitude Measures for Teachers. In R. L. Jones (Ed.), *Handbook of Test and Measurements for Black Populations* (pp. 383-393). Hampton, VA: Cobb.

Please indicate your opinion by circling your response.

1. African Americans need to know both standard and Black English in the school in order to survive in America.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

2. African American English is a unique speech form influenced in its structure by West African languages.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

3. African American English is a systematic, rule-governed language variety.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

4. African American English should be eliminated.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

5. African American English should be preserved to maintain oral understanding and communication among Black people of all ages and from all regions.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

6. It is racist to demand that African American children take reading tests because their culture is so varied that reading is an insignificant skill.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

7. African American English should be promoted in the school as part of African American children's culture.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

8. Standard English is needed to replace African American English to help with worldwide communication.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

9. It is not necessary for Black children to learn anything other than their own dialect of African American English in school.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

10. There is no such thing as African American English.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

11. The use of African American English is a reflection of unclear thinking on the part of the speaker.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

12. African American children's language is so broken as to be virtually no language at all.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

13. African Americans should talk the way everybody else does in this country.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

14. African American English is principally a Southern speech form.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

15. The African American community concept of discipline involves not letting children "do their own thing" and "hang loose."

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

16. African American kids have trouble learning because their parents won't help them at home.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

17. When a child's native African American English is replaced by Standard English, she or he is introduced to concepts which will increase his learning capacity.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

18. The home life of African American children offers such limited cultural experiences that the school must fill in gaps.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

19. African and African American hair and dress styles are very attractive.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

20. African American kids would advance further in school without African American English.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

21. African American English has a logic of its own, equal to that of any other language.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

22. African American children can't learn to read unless African American Vernacular English is used as the medium of instruction in the schools.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

23. African American people have their own distinctive pattern of speech which other people in this country should accept.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

24. African American English was produced by its history in Africa and this country and not by any physical characteristics.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

25. African American English can be expanded to fit any concept or idea imaginable.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

26. Most African American people's major potential is in music, art, and dance.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

27. African Americans should try to look like everybody else in this country rather than wearing cultural styles.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

28. The home life of African American people provides a rich cultural experience directly connected to African origins.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

29. The reason African American children have trouble learning in school is that they are not taught properly.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

30. African American English is basically talking lazy.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

31. African American children can be trained to pass any test written.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

32. African American children can read in spite of the fact that most Basal readers are written in Standard English.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

33. African American children have the same potential for achievement in math and science as any other people.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

34. African American children are advantaged through African American English; it makes them bidialectal just as some Hispanics are bilingual.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

35. African American English is misuse of standard language.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

36. African American children should be allowed to choose their own course of study and behavior in school from an early age and should not be directed by the teacher.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

37. Standard English is superior to nonstandard English in terms of grammatical structure.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

38. African American English should be preserved because it creates a bond of solidarity among the people who speak it.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

39. Acceptance of nonstandard dialects of English by teachers would lead to a lowering of standards in school.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

40. African American English should be preserved because it helps African Americans feel at ease in informal situations.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

41. African American English enhances the curriculum by enriching the language background of the children.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

42. African American English expresses some things better than Standard English.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

43. The reason African American people aren't moving as fast as they could is that they're not as industrious as they should be.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

44. Since only Standard English is useful in getting a job, it should always be preferred over African American English.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

45. African American English should be abandoned because it does not provide any benefits to anybody.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

46. The reason African Americans aren't moving as fast as they could is that the system discriminates against them.

Agree Strongly      Agree Mildly      Disagree Mildly      Disagree Strongly

**APPENDIX D:**  
**LETTER REQUESTING PERMISSION TO USE**  
**THE AFRICAN AMERICAN ENGLISH TEACHER ATTITUDE SCALE**  
**(AAETAS)**

Garrard McClendon  
2301 W. 63<sup>rd</sup> Avenue  
Merrillville, IN 46410

December 15, 2007

Dr. Faye McNair-Knox, Ph.D., Executive Director  
One East Palo Alto  
1798-B Bay Road  
East Palo Alto, CA 94303

Dear Dr. McNair-Knox,

My name is Garrard McClendon and I am a doctoral candidate at Loyola University in Chicago, Illinois. I am conducting research on Illinois Principals' Perceptions and Expectations on Students using African American Vernacular English (i.e. Ebonics) in an Academic Setting. As part of my doctoral dissertation, I would like to utilize your research instrument.

I will extend all credit to you and the researchers who developed the instrument, **African American English Attitude Measures for Teachers**, developed by Hoover, R.M., McNair, F., Lewis, S.A.R., & Politzer, R.L. (1997) located in Reginald L. Jones (ed.), *Handbook of Test and Measurements for Black Populations* (pp. 383-393). Hampton, VA: Cobb.

Additionally, none of the statements on the AAETAS will be modified; but to respect the interest of participants' time, I have reduced the instrument to questions pertaining to language. The modified instrument is enclosed.

I would appreciate your permission to use the AAETAS for my research. I would appreciate a written letter from you giving me permission to use the reduced questionnaire for purposes of my research. Please send the letter to my address listed above. Thank you for your time and consideration.

Sincerely,

Garrard McClendon, Doctoral Candidate  
Loyola University Chicago

**APPENDIX E:**  
**LETTER OF CONSENT TO USE THE AFRICAN AMERICAN ENGLISH**  
**TEACHER ATTITUDE SCALE (AAETAS) FROM DR. FAYE MCNAIR-KNOX**

**Faye C. McNair-Knox, Ph.D.**  
161 Daphne Way  
East Palo Alto, CA 94303  
650.327.7339 (Voice); 650.745.1167 (Fax)  
Email – [mcnair@lepa.org](mailto:mcnair@lepa.org)

March 14, 2008

Mr. Garrard McClendon  
2301 W. 63rd Avenue  
Merrillville, IN 46410

Dear Mr. McClendon:

I am writing in response to your request for permission to use the African American English Attitude Measure for Teachers, as presented in the publication listed below.

Hoover, M. R., McNair-Knox, F., Lewis, S. A. R., & Poitzer, R. L. (1996). African American English attitude measures for teachers. In R. L. Jones (Ed.), Handbook of tests and measurements for Black populations, Volume I (pp. 383-393). Hampton, VA: Cobb & Henry Publishers.

According to your request, which I received via an email message dated Wednesday, January 9, 2008, you want to use the test in dissertation research you are conducting as part of your doctoral program at Loyola University in Chicago, Illinois.

By copy of this letter, I am approving your request. This approval is supported by the only other living co-author of the publication, Dr. Shirley A.R. Lewis, as well as by Jeanne Hoover, the daughter of the lead author of the publication, Dr. Mary Rhodes Hoover. The only conditions of our approval is that you indeed acknowledge our research and publication and cite all authors' names in full (as opposed to the abbreviated Hoover et al format).

Dr. Lewis and I are excited to know that our work is of interest to an emerging scholar like yourself. We wish you every success in completing your dissertation study.

Please let me know if you need anything else. I look forward to reading your completed study.

Sincerely,



Faye C. McNair-Knox, Ph.D.

**APPENDIX F:**  
**LIST OF SCHOOLS MEETING SAMPLE CRITERIA – ILLINOIS HIGH**  
**SCHOOLS IN COOK COUNTY EXCLUDING CHICAGO PUBLIC SCHOOLS**

## Illinois High Schools in Cook County Excluding Chicago Public Schools

**ARLINGTON HEIGHTS**FOREST VIEW ALTERNATIVE  
SCHOOLJOHN HERSEY HIGH SCHOOL  
NEWCOMER CENTER

VANGUARD SCHOOL

**BERWYN**J STERLING MORTON WEST HIGH  
SCH**BLUE ISLAND**DD EISENHOWER HIGH SCH  
(CAMPUS)**BUFFALO GROVE**

BUFFALO GROVE HIGH SCHOOL

**BURBANK**

REAVIS HIGH SCHOOL

**CALUMET CITY**THORNTON FRACTNL NO HIGH  
SCHOOL**CHICAGO HEIGHTS**BLOOM HIGH SCHOOL  
BLOOM TRAIL HIGH SCHOOL  
DIST 206 ALTERNATIVE HIGH  
SCHOOL**CICERO**J STERLING MORTON  
ALTERNATIVE SCH  
J STERLING MORTON EAST HIGH  
SCH  
J STERLING MORTON FRESHMAN  
CNTR**COUNTRY CLUB HILLS**

HILLCREST HIGH SCHOOL

**DES PLAINES**

MAINE WEST HIGH SCHOOL

**DOLTON**

THORNRIE HIGH SCHOOL

**ELK GROVE VILLAGE**

ELK GROVE HIGH SCHOOL

**ELMWOOD PARK**

ELMWOOD PARK HIGH SCHOOL

**EVANSTON**

EVANSTON TWP HIGH SCHOOL

**EVERGREEN PARK**

EVERGREEN PARK HIGH SCHOOL

**GLENVIEW**GLENBROOK EVENING HIGH  
SCHOOLGLENBROOK SOUTH HIGH  
SCHOOL**HARVEY**THORNTON TOWNSHIP HIGH  
SCHOOL**HARWOOD HEIGHTS**

MAPLE PARK ACADEMY

**HILLSIDE**

PROVISO WEST HIGH SCHOOL

**HOFFMAN ESTATES**HOFFMAN ESTATES HIGH  
SCHOOL

J B CONANT HIGH SCHOOL

**LA GRANGE**

LYONS TWP HIGH SCH

**LANSING**THORNTON FRACTNL SO HIGH  
SCHOOL**LEMONT**

LEMONT TWP HIGH SCHOOL

**MAYWOOD**

PROVISO EAST HIGH SCHOOL

**MIDLOTHIAN**

BREMEN HIGH SCHOOL

**MOUNT PROSPECT**

PROSPECT HIGH SCHOOL

**NORRIDGE**RIDGWOOD COMM HIGH  
SCHOOL**NORTHBROOK**GLENBROOK NORTH HIGH  
SCHOOL**NORTHFIELD**

NEW TRIER TOWNSHIP H S

**NORTHFIELD**

NORTHFIELD

**NORTHLAKE**

WEST LEYDEN HIGH SCHOOL

**OAK FOREST**

OAK FOREST HIGH SCHOOL

**OAK LAWN**

H L RICHARDS HIGH

SCH(CAMPUS)

OAK LAWN COMM HIGH SCHOOL

**PALATINE**DISTRICT 211 ACADEMY  
NORTHPALATINE HIGH SCHOOL  
WM FREMD HIGH SCHOOL**PALOS HEIGHTS**A B SHEPARD HIGH SCH  
(CAMPUS)**PALOS HILLS**AMOS ALONZO STAGG HIGH  
SCHOOL**PARK FOREST**RICH EAST CAMPUS HIGH  
SCHOOL**PARK RIDGE**ALTERNATIVE RESOURCE  
CENTER

MAINE EAST HIGH SCHOOL

MAINE SOUTH HIGH SCHOOL

THE YOUTH CAMPUS SCHOOL

**RIGHTON PARK**RICH SOUTH CAMPUS HIGH  
SCHOOL**RIVERSIDE**RIVERSIDE BROOKFIELD TWP  
HS**ROBBINS**

218 ALT ED

**ROLLING MEADOWS**ROLLING MEADOWS HIGH  
SCHOOL

YOUNG ADULT PROGRAM

**SCHAUMBURG**

SCHAUMBURG HIGH SCHOOL

**SKOKIE**

NILES NORTH HIGH SCHOOL

NILES WEST HIGH SCHOOL

**SOUTH HOLLAND**

THORNWOOD HIGH SCHOOL

**STREAMWOOD**

LIFESKILLS &amp; ED

ALTERNATIVES PRG

**SUMMIT**

ARGO COMMUNITY HIGH

SCHOOL

**TINLEY PARK**

TINLEY PARK HIGH SCHOOL

**FLOSSMOOR**  
HOMEWOOD-FLOSSMOOR HIGH  
SCHOOL  
**FOREST PARK**  
PROVISO MATH AND SCIENCE  
ACADEMY

**FRANKLIN PARK**  
EAST LEYDEN HIGH SCHOOL

**OAK PARK**  
OAK PARK & RIVER FOREST HIGH  
SCH  
**OLYMPIA FIELDS**  
RICH CENTRAL CAMPUS HIGH  
SCHOOL

**ORLAND PARK**  
CARL SANDBURG HIGH SCHOOL

VICTOR J ANDREW HIGH  
SCHOOL

**WHEELING**  
WHEELING HIGH SCHOOL

**WINNETKA**  
NEW TRIER TOWNSHIP H S  
WINNETKA

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## VITA

Garrard McClendon is the son of Milton and Ruby McClendon. He is the grandson of the late William and Geneva McClendon, and the late Theodore and Willie Olivia Jones. Garrard was born and raised in the city of Hammond, Indiana. He attended Bethany Childcare, Lew Wallace Elementary School, Thomas Edison Middle School, and Hammond High School.

He graduated in 1990 from Wabash College in Crawfordsville, Indiana, with a Bachelor of Arts in English, and in 1995 he earned his Master of Arts in Liberal Studies in English and History from Valparaiso University in Indiana. He attended Loyola University Chicago earning his school administration certification and he graduated with his doctorate in 2010.

Garrard McClendon has been an educator and consultant for the last 20 years. He has worked as a high school teacher, college instructor, charter school starter, and educational journalist.

He currently resides in Indiana with his wife and continues to serve as a consultant and advocate for schools.