

A STUDY OF INSTRUCTIONAL STRATEGIES THAT ELEMENTARY AND
MIDDLE SCHOOL TEACHERS AND SCHOOL ADMINISTRATORS PERCEIVE TO
FACILITATE HIGH ACADEMIC ACHIEVEMENT
AMONG CULTURALLY DIVERSE STUDENTS

A Dissertation

By

HELEN PHILLIPS HALL

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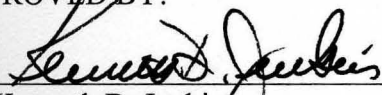
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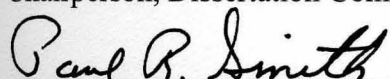
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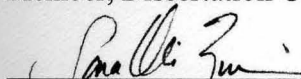
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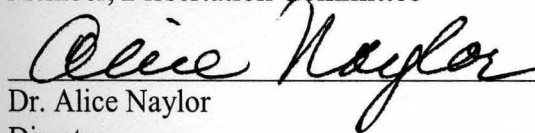
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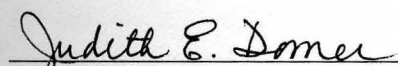

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ABSTRACT

A STUDY OF INSTRUCTIONAL STRATEGIES THAT ELEMENTARY AND
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FACILITATE HIGH ACADEMIC ACHIEVEMENT
AMONG CULTURALLY DIVERSE STUDENTS. (December 2001)

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This study was an investigation to determine what instructional strategies elementary and middle school teachers and school administrators perceive to facilitate higher academic achievement among culturally diverse students. Both quantitative and qualitative research methods were implemented to address the questions posed in this study.

For the first phase of this study, a survey was utilized that included nine scaled and two open-ended questions that were submitted to teachers in thirty-seven elementary and middle schools in North Carolina identified by high ethnicity, high poverty, and high proficiency. The survey results were used to construct questions that were included in the second phase of this study. For the second phase of this study, field studies were conducted to include seven elementary and middle schools in North Carolina identified for their success in bridging the achievement gap between Caucasian and ethnic student populations. Ten percent of the classroom teachers and the principal at each school

participated in structured interviews. Additionally, focus groups at each school engaged in scenario interaction pertinent to student achievement.

Through the interviews and scenario interactions, the participants revealed that there are identifiable instructional strategies and special programs that positively impact the academic achievement of culturally diverse students. Additionally, both strategies and special programs can be implemented successfully in varied combinations. Never the less, genuine caring, teamwork, common focus, and parental involvement were found to be vital among strategies and programs implemented.

Study participants also revealed that the school's principal plays an important role in providing the means for all students to achieve academic success. The seven principals in this study provided focus, demonstrated instructional leadership, and facilitated teamwork among teachers, students, parents, and community. These factors working together made the difference in academic achievement for all students.