An oral examination in defense of the co-authored dissertation for the degree Doctor of Education with an emphasis in Educational Practice

Shenelle DuBose
M.Ed. in Educational Administration, May 2004, University of Missouri-St. Louis
B.A. in English, May 1998, Lindenwood University

Apryll Mendez Gaskew
M.Ed. in Educational Administration, July 2012, American College of Education
B.S. in Education, May 1997, Southern Illinois University-Edwardsville

Meeting Yourself Without Rose Colored Glasses

Date: July 7, 2017
Time: 2:00 p.m. to 4:00 p.m.
Place: Monsanto Lab

Abstract
The purpose of this co-authored study was to determine the impact of a culturally relevant professional development series on classroom teacher’s cultural lens. Fifty teachers from two different school districts participated in 16 hours of professional development in an attempt to impact their understanding of how culture and instruction are connected.

During the 16 hours of professional development, participants took part in activities, dialogues, and reflections to impact their cultural competency. The content of the four professional development sessions included (a) videos on culturally relevant teaching; (b) discussed participants’ cultural identity and how it surfaces in the classroom; (c) discussed the culture, values, and beliefs of the students in the classroom; (d) completed written reflections after sessions; and (e) selected teachers participated in focus group interviews.

Results of the study indicated that there was an impact on the cultural lens of teachers. The study suggests that the need for culturally relevant professional development exists and that the collaborative nature of the professional development series can address how to impact instruction.

Defense of Dissertation Committee
Kim Song, E.D. - Chairperson
Charles Granger, Ph.D.
Jacquelyn Lewis-Harris, Ph.D.
Gayle Wilkinson, E.D.