

A DESCRIPTIVE ANALYSIS OF TEACHERS' USE OF EVIDENCE-BASED PRACTICES
ACROSS ETHNICITY, GENDER, AND DISABILITY RISK

Ambra Lashar Green

Dr. Timothy J. Lewis, Dissertation Supervisor

ABSTRACT

The purpose of this study was to determine to what extent teachers use evidence-based practices during classroom instruction and if those practices were applied differentially across demographic groups (i.e., ethnicity, gender, and disability risk) in Title 1 schools located within the city limits of a large urban center. A descriptive analysis was used to answer the research questions. Results of the study provide evidence that teachers use evidence-based practices at rates lower than advocated in the literature. Additionally, results demonstrated that when teachers did use evidence-based practices they were distributed inequitably across demographic groups. Findings from the study support the need to research parsimonious strategies to increase teachers' equitable use of evidence-based practices.