

Abstract

Teachers' Beliefs about Ability to Engage African-American Students and Identify For Advanced Placement through the Lens of the Ohio State Teacher Efficacy Survey and the Rand Measure

A fundamental right of American children is to have equal opportunities to obtain a quality education regardless of race, class, or economic status. College graduates are less likely to live in poverty and more likely to have greater earning potential. High school students enrolling in rigorous coursework, like Advanced Placement classes, are better prepared for college. Using the instruments of the Ohio Teacher Efficacy Survey and the Rand Measure, this study found that having a rigorous curriculum and avoiding deficit thinking matters in recommending African-American students' to Advanced Placement classes. Race and ethnicity should not be used as a limitation. Educators must recognize the diversity that each student contributes to the classroom. Additionally, this research revealed that what high school teachers believe about their students' capabilities does influence the success of the students. Teachers who teach Advanced Placement courses have to believe all students can learn, regardless of condition, status, race or economic opportunities.