

Title Page

USING A CULTURALLY RESPONSIVE INSTRUCTIONAL APPROACH TO ADDRESS
THE ACHIEVEMENT GAP IN WRITING BETWEEN BLACK AND WHITE STUDENTS
IN A RURAL ELEMENTARY SCHOOL

by

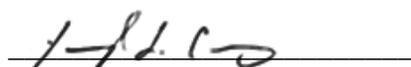
Bryan G. Jackson

A dissertation submitted to the faculty of Radford University in partial fulfillment of the
requirements for the degree of Doctor of Education in the School of Teacher Education and
Leadership

Dissertation Advisor: Dr. Darryl Corey

October, 2022

© 2022, Bryan G. Jackson



Dr. Darryl Corey

10/31/2022

Date Thesis Advisor



Dr. Brad Bizzell

10/31/2022

Date Committee Member



Dr. Todd Forgette

10/31/2022

Date Committee Member