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THE URBAN TEACHER ACADEMY: IDENTIFYING PROGRAM BENEFITS TO
GRADUATES AND DEFINING GRADUATE SUCCESS

DISSERTATION

SUBMITTED TO

The School of Education and Allied Professions

THE UNIVERSITY OF DAYTON

In Partial Fulfillment of the Requirements for

The Degree

Doctor of Philosophy in Educational Leadership

Rochonda Lynn Nenonene, B.S., M. Ed.

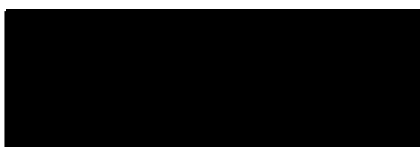
THE UNIVERSITY OF DAYTON

DAYTON, OHIO

2007

THE URBAN TEACHER ACADEMY: IDENTIFYING PROGRAM BENEFITS TO
GRADUATES AND DEFINING GRADUATE SUCCESS

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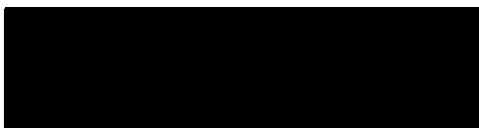


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THE URBAN TEACHER ACADEMY: IDENTIFYING PROGRAM BENEFITS TO GRADUATES AND DEFINING GRADUATE SUCCESS

By

Rochonda L. Nenonene, Ph.D.

The University of Dayton, 2007

Thomas Lasley, Ph.D., Advisor

As we enter a new century, the picture of urban schools remains unchanged. The children continue to represent the growing population of ethnically diverse poor in our country, and those who teach them continue to be “White European-American females from middle class families who have little or no experience with minority groups, and who prefer to teach students with whom they identify racially and culturally” (Lowery, 2001, p. 17). Confronted with the dilemma of who will teach those who face the double stigma of being minority and poor, many teacher education programs have responded by developing specialized training programs that provide preservice teachers with a better understanding of what it is like in urban schools, and what are the necessary knowledge, skills, and dispositions for being an effective urban educator.

This study seeks to investigate program graduates of the University of Dayton’s School of Education and Allied Professions’ Urban Teacher Academy (UTA). Two questions guide the study of UTA graduates:

1. What meaning have UTA graduates derived from participating in the program? That is, what benefits do UTA graduates believe they have gained from participating in UTA?
2. How successful are UTA graduates in their school placements? That is, how competent are UTA graduates in their own classrooms? How well do they relate to students and families? How well do they understand the culture of urban schools? And how do their administrators view their performance?

Data collection was obtained through the use of surveys; interviews of UTA graduates and their building administrators; observations of graduates; and through the examination of relevant documents. In addition to the use of qualitative measures, a quantitative survey developed by Sachs (2004) will be used to help define and identify UTA graduate success.

Based on their strong possession of the identified attributes and characteristics of Sachs and Haberman, and on the opinions of their direct supervisors, the interviewed UTA graduates appear to be successful. They have demonstrated understandings and practices that clearly suggest that they possess the knowledge, skills, and dispositions that were intended to be developed in them through their participation in the Urban Teacher Academy.

To My Husband and Best Friend, Kwasi

and

Our Children Mawusi, Delali, Mawuena, and Enyonam

“The heights that great men reached and kept, Were not obtained by sudden flight,
But they, while their companions slept, Were toiling upwards in the night.”

- Henry Wadsworth Longfellow

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During my doctoral studies I have been fortunate to learn and dialogue with educators who are truly committed to improving the quality of schools. I value all of our conversations, as they have helped me come into my own understanding of how schools operate and what is my place in the educational community. Thank you for assisting me in my development as an educational leader. These thanks go to Dr. Roberta Weaver, Dr. Fran Landers, Dr. Beverly Tillman, Dr. Kathryn Kinnucan-Welsch, Dr. Carolyn Talbert-Johnson, Dr. Joseph Watras, Dr. Bill Lositio, Dr. Ted Kowalski, and Dr. Carolyn Ridenour.

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CHAPTER I

Introduction

As we enter the 21st century, the picture of urban schools and the plight of the nation's urban students remain unchanged. The children continue to represent the growing population of ethnically diverse poor in our country, and those who teach them continue to be "White European-American females from middle class families who have little or no experience with minority groups, and who prefer to teach students with whom they identify racially and culturally" (Lowery, 2001, p. 17).

The typical understanding of a preservice teacher who has had no experience in the urban setting regarding urban schools and the students is usually negative; they have heard and seen too many stories of violence, uncontrollable students, non supportive parents, and failing schools. Jordan (1995) states that preservice teachers tend to develop "stereotypical, prejudicial, and racist attitudes" (p. 369) toward those who are different from them. It is obvious that those who go into the urban setting with this type of attitude will encounter difficulty when faced with the reality of working with those whom they do not understand.

In contrast, the understanding of preservice teachers who have had appropriate experiences in urban schools will offer a more balanced and fair assessment of what is going on in urban schools. Surely they will offer a horror story or two, but more than anything what you will hear are stories of teachers and students working hard to succeed against a stream of negative criticism and negative environmental circumstances. You will hear stories of teachers working with committed students and parents; stories that describe the unique innovations taking place in schools and classrooms that are helping

students succeed; and stories that speak to the importance of providing preservice teachers with the opportunity to experience diverse settings that will enhance their ability to gain a true understanding about what life is really like in urban schools. They may not be stories where every ending is happy or every student is picture perfect, but they will be realistic portrayals of the challenges, joys, and successes experienced by students and teachers in the urban classroom. Lowery (2001) reinforces this point when she states that "In order to prepare preservice teachers to meet the needs of this changing population, they need to be exposed to a variety of field experiences in diverse settings" (p. 18).

Confronted with the dilemma of who will teach those who face the double stigma of being minority and poor, many teacher education programs have responded by developing specialized training programs that provide preservice teachers with a better understanding of what it is like in urban schools, and what knowledge, skills, and dispositions are needed in order to be an effective urban educator. Dinsmore and Hess (1999) and Jordan (1995) acknowledge that teacher education programs are being pressured to prepare teachers who are more culturally aware and perceptive of the children they will eventually teach.

This study will be conducted to understand how participating in a specialized program aimed at preparing teachers for the urban setting affects the prospective teacher. This study seeks to explore how comfortable program graduates are in their own classrooms, and to identify how successful they are at making connections with the students they teach. Specifically, this study seeks to investigate program graduates of the University of Dayton's School of Education and Allied Professions Urban Teacher Academy (UTA), and examine the attitudes, perceptions, and practices of the participants

as they are challenged to examine their own beliefs about diversity, ethnic and cultural differences, and poverty as they relate to urban schools. This knowledge is of critical importance because the attitudes and beliefs teachers bring to the classroom will have a great impact on students. Davis and Whitener-Lepanto (1994) acknowledge the importance of understanding attitudes and beliefs when they state:

Teachers play an important role in the development of children in the classroom. Therefore, they must consider the concerns of other cultures. A positive attitude towards cultures different from the teacher's and an acceptance of cultures different from the teacher's is a necessity. Teachers can intentionally or unintentionally pass their attitudes and values to children. (p. 5)

The importance of this issue is further strengthened when coupled with the research by Grottkau and Nickolai-Mays (1989) and Haberman and Post (1990); both studies concluded that preservice teachers who have not received training in multicultural education have low expectations of minority students. Given this information as a backdrop, it is clear that the perceptions, beliefs, and actions of those who go through specialized urban training must be explored if there is to be any significant improvement in the area of urban teacher education preparation.

The method of inquiry used will be comprised of both qualitative and quantitative measures. Newman and Benz (1998) assert that every research study evidences both qualitative and quantitative assumptions. The choice to use a mixed methodology stems from the researcher's desire to present the realities of UTA graduates in a holistic manner that provides a greater understanding of how their participation in the program has

influenced their understandings and practice as urban educators. Using this method of inquiry will allow the researcher to attach relevant meaning to the numbers so that appropriate inferences and conclusions can be drawn from the data.

In order to gain a greater understanding of the Urban Teacher Academy and the experiences of UTA program graduates, this study will include a review of the research presented by various scholars such as Haberman (2005a), Delpit (1988), and Ladson-Billings (2001) who each hold the position that preservice teachers' attitudes and beliefs regarding urban education should be fully considered when developing specifically tailored teacher education programs.

Structured under the theoretical framework of Haberman's Star Urban Teacher attributes and sociocultural theory, this analysis offers an understanding of the essential knowledge, skills and dispositions necessary for those seeking careers in urban education, and a focus on defining and recognizing the complexity of teacher education programs aimed at providing educational experiences that enable participants to gain the appropriate knowledge base, and to learn in and from practice. McDonald (2005) supports the use of sociocultural theory when she states that sociocultural theory:

views prospective teachers' opportunities to learn such an array of knowledge as embedded within the activity system of teacher education. Within such a system, teachers' learning results from the interaction between their prior experiences and their opportunities to learn in university courses and clinical placements. (p. 421)

The significance of this study will come from its ability to provide a window into the thoughts and everyday actions of Urban Teacher Academy graduates. This gained knowledge can be used as a starting point to begin an open and honest dialogue between

neophyte education majors and experienced practitioners about the myths and realities of urban schools. It will also be beneficial for schools of education as they seek to produce a new generation of teachers who are qualified, dedicated, and prepared to face the challenges presented in today's urban classroom. This study seeks to provide evidence that specialized teacher training programs will offer greater success for program graduates and the students they serve. Haberman (2005a) sees this issue of teacher preparation as a critical component necessary for the improvement of urban schools: "The clients of colleges and universities preparing teachers are not the students in these programs, but the diverse children in poverty in urban schools who need effective teachers" (p. 39).

Statement of the Problem

Urban school districts are continually challenged by two uniquely complex problems: hiring well-qualified, culturally competent teachers (Delpit, 1988; King, 1994) and preventing high new teacher turnover (Anyon, 1997; Ladson-Billings, 2001). Urban districts frequently have to scramble and search for qualified teachers while their suburban counterparts regularly have more applicants than job openings (Haberman, 2005a). These two factors are further compounded when you consider the fact that today's preservice teacher population continues to be comprised of White, European American females from middle class families who have limited experience with minority groups, and have a preference for teaching students with whom they can identify, racially and culturally (Fuller, 1999; Jordan, 1995; Zimpher, 1989). Research suggests that the decision-making process used to determine career path by most teachers is based on teacher comfort levels and previous experience. That is, researchers such as Bollin and

Finkel (1995) have concluded that preservice teachers are unwilling to teach in an educational setting that is culturally unfamiliar or that could possibly cause them discomfort because of their inability to relate to the students and their families. As a result of their unfamiliarity with urban settings many preservice teachers make a conscious decision to stay away from urban placements, and as Jordan (1995) discovered tend to “develop stereotypical, prejudicial and racist attitudes” (p. 369) toward students who are different. Further insight provided by Aaronsohn, Carter and Howell (1995) indicated that when preservice teachers participated in field experiences they frequently stereotyped students by race and social class and manifested these biases in their interactions with students. They concluded that preservice teachers “tended to assume their own intellectual, social, family and moral life to be the norm and that their task as teachers would be to socialize the next generation of children to that norm” (Aaronsohn et al., 1995, p. 5).

The unfamiliarity leads to stereotyping among preservice teachers and presents a significant problem for urban education since the present demographic make-up of students continues to reflect a growing minority population that is not being reflected in the teaching profession. In 2000, 85% of the teachers in the United States were White and middle class, while 33% of school-aged children were minorities (Xu, 2000). By the year 2025, it is predicted that the proportion of students of color will increase to approximately 50%; the majority of teachers on the other hand, will continue to be disproportionably White, middle-class women (Bollin & Finkel, 1995; Singh, 1996). Haberman (1996) tells us that historically no matter how many teachers have been prepared nationally, there has always been a shortage of professionally educated and

uniquely prepared teachers in urban areas. He describes this phenomena in 2005 and assesses its impact on urban schools:

Of the approximately 500,000 traditionally prepared teachers under age 26 produced annually by colleges and universities, fewer than 15% (75,000) seek employment in the 120 major urban districts serving approximately 7 million diverse children in poverty. Research based on my Urban Teacher Selection Interview indicates further that of the 15% who are willing to apply to work in urban school districts that only one in ten (7,500) of those under age 26 have the predispositions and ideology to stay long enough to become successful teachers in urban schools. What this means is that the approximately one half million youngsters under 26 in over 1,200 traditional programs of teacher education are supplying the 120 largest urban school districts with about 1.5% of their annual teacher output. (2005a, pp. 29-30)

Recognizing that this picture is the current and future state of education, it becomes crucial for schools of education to develop specialized programs that can provide insight, experience, and support to preservice teachers so that they will be able to acquire a realistic understanding of students and families who are different from themselves before they enter into their own classrooms. Programs such as these are necessary so that more preservice teachers will feel confident and comfortable enough to consider urban education a viable career path, and, more importantly, so that they can begin to evaluate their own attitudes and beliefs regarding racial and cultural differences. Specifically, they need to know how their perceptions affect their expectations of what students can accomplish as well as how best to shape the instruction of students in the

urban setting. Cartledge and Loe (2001) ground this notion when they observe: "beliefs are extremely important...they influence teachers' expectations and judgments about students' abilities, effort and progress in school" (p. 37). And, Schultz, Neyhart and Reck (1996) maintain that "failure to acknowledge these attitudes and beliefs perpetuates many of the problems that plague teacher preparation... Reliance on a theoretical-prescriptive approach alone ignores the driving force behind effective teaching, namely teachers' beliefs and attitudes" (p. 2).

For preservice teachers choosing to teach in the urban setting, the idea of examination and reflecting on one's beliefs and attitudes is important since the majority of them will come from backgrounds that will be different from those of the students they teach. Haberman (1996) tells us that urban teachers succeed or fail based on the attitudes they bring to teaching more than on the skills they learn in a preservice program. Therefore, it is imperative that programs geared toward urban education should actively engage their preservice teachers in activities that promote reflection and require them to question their preexisting perceptions regarding urban schools and the students they serve. Lasley (1980) argued that the attitudes and beliefs preservice teachers bring with them to a teacher education program do not change unless they are intentionally or explicitly challenged. Helping preservice teachers to address, and work toward resolving their feelings about a diverse student body, needs to become an integral part of the teacher preparation process for the 21st century, especially given the dynamic demographic changes. It is under these circumstances that the researcher will explore how well the Urban Teacher Academy prepares preservice teachers for their future career

in urban education by looking through the lens of those who have graduated from the UTA program and who are currently teaching in the urban setting.

Assumptions Underlying the Study

The research will be conducted by an urban educator. Through the lens of a former student and teacher in urban schools, the researcher brings to this study a set of assumptions that direct her thinking about what life is like in urban schools, and what kind of teacher is needed in today's urban classroom of diverse learners. Operating from this perspective, the major assumption is that urban school districts and colleges of education are working hard to provide a quality education for students. The researcher's belief is that at the center of all the constant reform, policy changes, curriculum changes, and personnel changes is the honest desire on the part of educators to help urban students succeed. Embedded in this assumption is the belief that there are times when urban schools and the students and teachers who populate those schools receive unfair negative criticism from misinformed individuals. As a result of this uninformed criticism, there has been a progressively negative impression of urban schools developed in the minds of many, and especially potential preservice teachers who are making career choices that will affect the future of urban schools. Haberman (2004) explains how historically the term "urban" has gained a negative connotation:

During the first half of the 20th century urban areas were viewed by many as economically dynamic, attracting and employing migrant populations from small towns, rural areas and abroad. During the second half of the 20th century, however, the term urban became a pejorative code word for the problems caused by the large numbers of poor and minorities who live in cities. Such negative

perceptions of urban profoundly affect education and shape the nature of urban schooling. (§ 2)

The researcher's lens about urban education has also been shaped through work with the Urban Teacher Academy. The Urban Teacher Academy (UTA) is designed to attract and prepare preservice teachers to teach in Dayton Public Schools. This collaboration between the University of Dayton and Dayton Public Schools, an urban school district, seeks to demystify the perceptions many preservice teachers possess about urban schools, and demonstrate to them that a career in urban education can be just as rewarding as a career in a suburban setting. This program (UTA) has been established at a university that places a great deal of emphasis on service. It is this element of service that seems to provide the impetus for many of the participants who choose to participate in the program. Unfortunately, the concept of service in the urban setting for many preservice teachers brings with it the connotation that all urban schools and students are failing and in need of sympathy and redemption (Haberman, 1995a; Payne, 2001). One of the goals of the Urban Teacher Academy is to assist preservice teachers in recognizing that a commitment to service should be based on the foundation that urban students need our support and encouragement rather than our sympathy (Haberman, 1995a; Ladson-Billings, 2001).

In the role as UTA program director, the researcher has been given the exceptional opportunity to have numerous conversations with teacher education professors, preservice teachers, veteran teachers, school administrators, city officials, and business leaders about urban schools. These conversations have provided the researcher with insight into how each group views urban schools and the responsibility of

the urban classroom teacher. Many of these conversations left the researcher with the impression that much more dialogue needs to take place about what the urban classrooms look like today, and who should have responsibility for the education of today's urban youth.

After talking and working regularly with preservice teachers for the past 4 years the researcher has come to the following assumptions about their perceptions of urban schools and the need for specialized urban teacher preparation :

1. Preservice teachers who possess a negative perception about urban schools typically have had no experience in urban schools and obtain the majority of their information about urban schools and the students served from the media (Lacey & Saleh, 2002; Saleh & Lacey, 1999).
2. Preservice teachers who have a negative perception about urban schools tend to overestimate the levels of violence, discipline problems, and other negative attributes traditionally linked with urban schools (Lacey & Saleh, 2002; Saleh & Lacey, 1999).
3. Preservice teachers who were educated in urban schools have a more positive outlook regarding urban schools (Goodlad, 1990).
4. Preservice teachers who have had considerable exposure to a variety of life experiences have a more favorable view of urban schools, and are more inclined to choose a teaching career in the urban setting (Banks & McGee, 1989; Haberman, 1991; Villegas, 1991; Zeichner, 1992).
5. Preservice teachers who engage in activities that provide them with information that offers a clear and realistic understanding about urban

schools are less likely to have negative impressions about urban schools and may be more inclined to choose a teaching career in the urban setting (Banks & McGee, 1989; Haberman, 1991; Villegas, 1991; Zeichner, 1992).

6. Preservice teachers who participate in training programs designed to prepare them for teaching in the urban setting will display possession of the attributes and characteristics associated with effective urban educators (Haberman, 2005a; Ladson-Billings, 2001; Sachs, 2004).

Research Questions

This study will be conducted to understand how participating in a specialized program aimed at preparing teachers for the urban setting affects the participants. This study seeks to explore how comfortable program graduates feel in their own classrooms, and identify how successful they are at making connections with the students they teach. Specifically, this study seeks to investigate program graduates of the University of Dayton's School of Education and Allied Professions' Urban Teacher Academy (UTA), and examine if the attitudes and perceptions of the participants change as they are challenged to examine their own beliefs about diversity, ethnic and cultural differences, and poverty as they relate to urban schools. Two questions will guide my study of UTA graduates:

1. What meaning have UTA graduates derived from participating in the program?

That is, what benefits do UTA graduates believe they have gained from participating in UTA?

2. How successful are UTA graduates in their school placements? That is, how competent are UTA graduates in their own classrooms? How well do they relate to students and families? How well do they understand the culture of urban schools? And how do their administrators view their performance?

Importance of the Study

Grant and Secada (1990) suggested that a study be conducted to identify what preservice teachers understand about the students they plan to teach; their rationale being that this knowledge will enable schools of education to better design programs and prepare preservice teachers for their intended teaching environments. In addition to Grant and Secada's suggestion, Lacey and Saleh (2002) called for further study into teacher education programs that provide field experiences and training to compensate for the traditional preservice teacher's mono-cultural background.

This study seeks to take both of these approaches further by examining the effects of going through a specialized program and analyzing if the program has made a difference for its graduates in terms of their ability to develop meaningful understanding about the culture of urban schools and the students they teach, and use this understanding to increase student academic achievement.

Ladson-Billings (2001) tells us that many new teachers have expressed dissatisfaction with their teacher training programs. Their reasons for being dissatisfied include "too much [emphasis] on theory and not enough on the practical aspects of teaching" (p. 8); "teacher preparation did...a poor job of preparing them to deal effectively with student discipline" (p. 8); and they "feel that teacher education needs to be rethought and reconfigured to provide prospective teachers with opportunities to spend

more time in classrooms and communities” (p. 8). Ladson- Billings acknowledges the need for further research on the outcomes of specialized training when she states “although teacher education programs throughout the nation purport to offer preparation for meeting the needs of racially, ethnically, culturally, and linguistically diverse students, scholars have documented the fact that these efforts are uneven and unproven” (p. 12).

This study will offer information to assist the Urban Teacher Academy specifically and teacher preparation programs in general in developing a curriculum that will challenge preservice teachers to evaluate their existing beliefs about urban schools, and help them develop the knowledge, skills, and dispositions needed to be an effective urban educator. In recent years, several well known urban education and diversity scholars have issued significant recommendations for all schools of education that are appropriate for today’s increasingly diverse classroom. Banks et al. (2001) advocate that “schools should ensure that all students have equitable opportunities to learn” (p. 198) and their teacher “must be knowledgeable about the social and cultural contexts of teaching and learning” (p. 197). This idea is further supported by Knapp, Shields, and Turnbull (1995) and Matczynski, Rogus, Lasley, and Joseph (2000) who all contend that perspective teachers should not only be skilled in knowing how to make content meaningful, but be aware of how to make content applicable to a diverse student population. The direction of teacher education is made even more explicit in Liston and Zeichner’s (1996) assertion that:

Future teachers cannot, on their own solve the many societal issues confronting the schools, but they should certainly know what those issues are, have sense of

their own beliefs about those issues, and understand the many ways in which those issues will come alive within the school's walls. (pp. 10-11)

The importance of teacher education comes in recognizing that since a majority of future urban teachers lack the prerequisite attitudes and dispositions that would empower them to make content meaningful to students who are culturally different from themselves (Avery & Walker, 1993; Barry & Lechner, 1995; Gilbert, 1995; Larke, 1990; Schultz, Neyart, & Reck, 1996; Su, 1996), it becomes imperative that the preparation of these teachers must include an in-depth look at their existing attitudes, beliefs, and assumptions. Neito (2002) provides a clear reason as to why preservice teachers should examine their own perceptions of urban schools and the students they intend to serve: "The cultural differences of students and the negative perception of these differences in larger society place students at risk...because they are simply not given the minimal resources with which to learn" (p. 54). Considering how teacher expectation and instruction are impacted by teacher preparation, it becomes evident that teacher preparation courses and specialized urban training programs should challenge preservice teachers to evaluate their existing beliefs about urban schools, diversity, and their role as urban educators so that there can be some type of insurance that the teacher standing in front of the classroom is culturally competent and committed to providing a quality education to every student regardless of race, socioeconomic status or cultural identity.

This study will offer insight into today's urban classrooms and help identify what components of the specialized urban training program were effective and useful for UTA graduates. Understanding what graduates gained from their participation can help facilitate a greater understanding of what aspects of the Urban Teacher Academy

program should be enhanced and which aspects make the least impact on the preservice teachers' professional development. Gaining this information from UTA graduates will prove invaluable to the continued success of the program. The knowledge gleaned from those who have matriculated through the program and who have gone on to teach in the urban setting will help identify if the espoused beliefs of the program are on target.

Identifying whether or not the attributes of Haberman's Star Urban Teachers are evident in UTA graduates will also assist in analyzing the importance of selection and retention of teachers. Haberman (1987) advises that possible candidates should be examined to identify what types of experience and dispositions they bring with them. Of particular importance for Haberman is their "interaction with children and youth" (p. 36). In addition to these Haberman recommends that candidates be evaluated on their maturity, flexibility, organization skills, and their ability to work in collaboration with others. This study seeks to identify if these traits are evident in Urban Teacher Academy graduates and to identify how these traits enable them to be successful in the classroom. This information may lead to different recruitment techniques on the part of schools, as well as evaluating whether the age and life experience of the UTA graduates makes a significant difference in their ability to relate and work with students in urban schools.

Understanding this aspect could lead to greater collaboration between universities and local school districts in regard to developing better field experiences, student teaching placements, and stronger mentoring programs for those seeking to teach in the urban setting. Osguthorpe, Harris, Harris, and Black (1995), acting as advocates for greater collaboration between universities and public schools, view collaboration as a means of creating more effective teacher preparation programming as well as

contributing to the improvement of existing conditions and instructional practices in public schools. Osguthorpe et al. (1995) expand on the benefits of collaboration by proposing four areas of collaboration that would be beneficial for both universities and local schools by strengthening the preparation of teachers and renewing K-12 education. Each area has at its foundation the intention of increasing student learning. These areas are:

1. Educator preparation: collaboration between partners to ensure that those entering the profession are prepared to serve all students effectively.
2. Professional development: collaboration between partners to provide opportunities for teachers to strengthen their ability to contribute to the students they serve.
3. Curriculum development: collaboration between partners to improve the education and school experience of all students.
4. Research and inquiry: collaboration between partners to raise questions and conduct research that will promote educational renewal at both the school and university. (pp. 2-3)

The idea of collaboration is an important factor for this study due to the nature of the relationship that UTA has developed with Dayton Public Schools. This research aims to offer insights that may help UTA develop better planning and programming in each of Osguthorpe et al.'s (1995) four areas of collaboration. Recognizing the importance of the relationship between the UTA preservice teachers and their UTA mentors, it becomes necessary to strengthen the areas of collaboration so that each participant gains a greater understanding of what is required of today's urban educator. This collaboration allows

understanding to take place from both a theoretical and practical perspective, and, as described by R.W. Clark (1995), this enables the generation of “continuous improvement in teaching and learning for children and for preservice teachers” (p. 201).

It may also have importance for state and local programs that seek to address the current urban teacher shortage. By understanding the variables that influence the attitude and performance of those who graduate from specialized teacher training programs, like the Urban Teacher Academy, state departments, schools of education, and urban districts can begin to reflect on their own assumptions regarding urban education and to evaluate the manner in which they present urban schools and their challenges to the communities they serve. Are these institutions continually conveying the message to the public that urban equals bad? Or is a fair and balanced portrayal of urban education being presented? Certainly, in Ohio the use of school report cards and district rankings has contributed to the growing belief that urban schools are failures. This has never been more evident than in the persistent *Dayton Daily News* headlines that grab the reader’s attention when it announced “Dayton Worst in the State” (Elliot & Fischer, 2003) in Ohio’s ranking of school districts. It is easy to understand the negative perception many have of urban districts when the message about urban schools is presented in this manner. It would be beneficial if agencies could see urban schools in a different context, from the perspective of a star urban teacher who is helping his/her students achieve success. These case studies can offer this new perspective: the urban can equal success perspective.

Since we are currently in the era of accountability with the enactment of the No Child Left Behind Act of 2001 (H. Res. 1, 2002), schools of education are being challenged by local school districts to take responsibility for the teachers they educate.

Are they preparing teachers to teach in the urban classrooms who have no real concept of what urban culture is like and how to manage a class in this environment? Or, are they giving preservice teachers all the necessary information, strategies, and support they need to be successful? For the Urban Teacher Academy this is certainly an opportunity to take a leadership position, and demonstrate the university's commitment to producing highly qualified urban educators. By seeking greater understanding of the graduates we produce, the Urban Teacher Academy can develop a systematic plan to address any skepticism around training (White, female) teachers who have little in common with those whom they intend to teach.

By making a commitment to urban education through the Urban Teacher Academy, the University of Dayton School of Education and Allied Professions and its faculty have already demonstrated how critical the need is to understand urban schools and the teachers who work there. The findings from this research will further aid the faculty members in their effort to build on the prior knowledge of students, and bring them to a full understanding of urban schools. This knowledge will assist faculty as they help preservice teachers construct an appropriate pedagogical framework that will make it possible for them to become the "star urban teachers" and "dreamkeepers" that Haberman (1995a) and Ladson-Billings (1994) speak of in their research.

The findings presented in this study should assist in the continuous acquisition of knowledge that will promote reflection and collaboration and add valuable information to our existing knowledge base regarding the development of preservice teachers for urban schools. It is my belief that this research will permit me to operate in my position as program director in a manner that attracts more interest among preservice teachers in

urban education; lessens the negative images associated with urban education; and shapes the Urban Teacher Academy into a foundationally solid program that produces educators who will help the children in urban schools achieve the social and academic success that remains difficult for many of them to achieve.

Definitions

For the purpose of this research study, the following definitions of terms are used. Definitions are also presented as needed in the various sections of this paper.

1. Attitude – Attitude is “a relatively enduring system of affective, evaluative reactions based upon reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects” (Shaw & Wright, 1967, p. 10). It is a covert or implicit response as an affective reaction.
2. Beliefs – A belief is the acceptance of the truth or actuality of anything without certain proof. It is a mental conviction (retrieved from Lycos.com on October 12, 2005). “Beliefs are largely cognitive in nature, and are developed over a relatively long period of time” (McLeod, 1992, p. 579).
3. Diversity - The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each

other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual (Diller & Moule, 2005).

4. Urban - The U. S. Census Bureau defines urban as the population and territory within the boundaries of urbanized areas and the urban portion of places outside of urbanized areas that have a decennial census population of 2,500 or more (retrieved from www.census.gov on October 12, 2005).
5. Urbanized Area – An area identified by the Census Bureau that contains a central place and the surrounding, closely settled incorporated and unincorporated area that has a combined population of at least 50,000 (retrieved from www.census.gov on October 12, 2005).

Conclusion

Identifying the value gained from participation in a specialized urban teacher training program may reveal aspects that could lead to an increase in those who are interested in urban education. It could lead to the identification of program aspects that are key to helping bridge the cultural divide between teachers and the students they serve. It could offer a plan to reduce the rate of new teacher attrition. It in the very least can offer hope that urban teacher preparation is on the right track. Ultimately what everyone wants is quality education and connected learning to take place in every classroom. This notion is no different for urban, suburban, or rural schools. What is different are the teachers who walk into the classrooms, and the perceptions that they bring with them. If we had more teachers walking into urban classrooms with a favorable impression of their environment and students it could possibly lead to lower teacher turnover and higher

student achievement. Most importantly, it would help ensure that the teachers walking into these urban classrooms would have a solid understanding of the culture, values and realities that take place in this setting.

CHAPTER II

Literature Review

The Urban Teacher Academy (UTA) is a specialized preservice training program designed to prepare teachers to meeting the challenging needs of urban schools. In partnership with Dayton Public Schools, the University of Dayton School of Education and Allied Professions (SOEAP) developed UTA as a means of creating a smooth transitional pathway that would encourage highly qualified teacher education graduates from the university to teach in Dayton Public Schools and other urban school districts.

In 2003 the National Commission on Teaching and America's Future (NCTAF) focused awareness on one of the major problems faced by urban school districts: teacher attrition. According to NCTAF urban districts lose nearly one half of their newly hired teachers within the first 5 years of service (NCTAF, 2003). Coupled with the fact that many qualified teacher applicants choose not to teach in the urban setting, it has become increasingly difficult for urban school districts to attract and retain the much needed teacher base that will enable urban schools to close the academic achievement gap and increase student achievement. Haberman (2005b) exposes this shortage in clear terms when he shares the startling data that "In 1999, the SUNY system prepared 17,000 'fully qualified' teachers. The number who applied for teaching positions in New York City that year was zero" (p. 4). Recognizing that this issue of urban teacher shortage has historically been a challenge for urban schools, it is evident that many teacher education graduates are reflective of the picture that Haberman (2005b) describes as a reason for the continued shortage and attrition of urban teachers: "The young white adults who comprise over ninety percent of the traditionally trained teachers simply don't want to or

cannot relate to diverse children and youth in urban poverty” (p. 4). It is this teacher shortage and attrition that the Urban Teacher Academy seeks to address. Focusing on the issues that tend to drive prospective teachers away when it comes to making urban education a career choice, UTA seeks to demystify the culture of urban schools, and provide program participants with a realistic view of what life is like in today’s urban classroom. This also includes UTA participants gaining an understanding of what the necessary knowledge, skills and dispositions are for successful urban teaching.

Urban Teacher Preparation

Research into the field of urban education began as an outgrowth of research conducted around the civil rights movement (Cibulka, 1992). It is during this period that the perception of urban schools becomes increasingly negative. Urban became synonymous with aging and decrepit facilities, inadequate teaching and learning, and a place where acceptable norms appeared to warrant violence and apathy (Hentoff, 1966; Kozol, 1967; Rogers, 1969). This perception of urban as negative continued throughout the seventies and early eighties. It was not until several major reports emerged in the 1980s which cited the challenges of urban teaching (Carnegie Foundation, 1998; Louis & Miles, 1990; MacLeod, 1987) that researchers began to return their focus to studying issues related to urban schools.

In 1992, there was an acknowledged recognition by the Holmes Group that teaching in the urban setting presented a unique set of challenges for educators that was legitimately different from teaching in the suburban or rural setting. In response to this affirmation of urban uniqueness, the Urban Network to Improve Teacher Education (UNITE) was formed. “UNITE’s overarching goal was then, and remains at this time,

recruiting and preparing more high quality teachers for urban schools” (Howey & Post, 2002, p. 258).

The Research About Teacher Education (RATE) Study (1995) supported by the American Association of Colleges for Teacher Education (AACTE) provided much needed insight into why urban education was not seen as a viable option for the majority of preservice teachers. The study “revealed that the great majority of prospective teachers (over 85%) preferred to teach in contexts other than urban neighborhood schools where there are often differences between them and their students in terms of cultures, language, race, and class (Howey & Post, 2002, p. 257).

The preparation of teachers specifically for urban schools gained greater attention following the release of findings from the 1992 annual RATE study and from the work of Haberman (1995b) and Howey and Zimpher (1997). The consensus reached from this line of research was that the many urban districts shared common characteristics that made them qualitatively different from other contexts, and required a different type of preparation, induction and teaching (Rolheiser & Erskine-Cullen, 1996). With this information as a backdrop for the status of urban education, UNITE working as a coalition of nine higher education institutions and their local urban school districts, committed itself to four goals. These were to transform:

1. the culture of their colleges,
2. the quality of their instruction,
3. the nature of their programs for preparing teachers for urban contexts, and
4. their fundamental working relationships with urban elementary and secondary schools. (Howey, 1992)

UNITE chose to first focus on the development of faculty leadership teams from each institution which would:

1. study and analyze urban teacher education preparation in their respective institutions,
2. provide voluntary external cross-institution demonstration, audit and review of programs,
3. initiate a coordinated program for development and research focused on urban teacher preparation,
4. develop programs to better prepare teacher educators, and
5. advocate for institutional policies that would support best practices in urban teacher education. (Howey, 1992)

As a result of this emphasis, Howey and Post (2002) explain that many of the urban preservice teacher education programs developed at the collaborating institutions were structured with a “focus on developing understandings and abilities for teachers to succeed in classrooms inhabited by students with languages, race, cultures, and social status different than their own” (p. 261).

Ultimately, what developed out of UNITE’s first year of collaboration was the publication of four books geared toward university urban faculty development, university urban teacher program development, and cultivating partnerships between universities and local urban schools. The four texts *Agent, Provocateurs: Reform-Minded Leaders for Schools of Education* (Thiessen & Howey, 1998); *Themes and Issues in Faculty Development: Case Studies of Innovative Practice in Teacher Education* (Rentel & Dittmer, 1999); *Forging Connections: Uniting Schools and Universities* (Erskine-Cullen

& Wheeler, 1997); and *Ground Level Reform in Teacher Education: Changing Schools of Education* (Wideen & Lemma, 1999). These texts appear to signal the beginning of a movement to fully examine what is happening at the university level regarding urban teacher preparation, and as a result, it is around this time that the emergence of urban teacher preparation programs begins to become the next anticipated phase of teacher education. Many interested schools of education begin to develop models of preparation based on the recommendations of UNITE and other recognized urban teacher advocates.

In their commitment to improve the quality of urban education, UNITE continued to work in collaboration during the second cycle of its development, and gained significant links within the educational community when the Holmes Group expanded its membership circle and changed its focus to one of partnership development. Under the new name of the Holmes Partnership, UNITE was invited to join the partnership and increase the number of participating universities and urban sites that are interested in the UNITE agenda. As a result of this partnership the number of participating institutions increases significantly, going from nine to 34 in the second 3-year cycle and 33 in the third 3-year cycle (Howey & Post, 2002).

During the second and third cycles of development, UNITE's focus would develop according to the needs uncovered by the various programs. The emphasis during the second cycle revolved around research-research that would provide useful information and materials for the network members. The areas of concentration included: designing preservice programs for the urban context, faculty development for the urban context, case studies on preservice teacher preparation and new teacher induction, urban school renewal, and urban teacher performance assessment. Rentel and

Dittmer (1999) summed up the concerns for the current state of urban teacher preparation with their questioning of the status quo:

Assuming that teacher education is in fact capable of sustaining and imparting a critical disposition to students and can indeed raise their awareness of these dramatic conditions and issues, what more can and should teacher education programs do to prepare students for urban schools and for educating this underclass? What must be accomplished beyond the reforms already recommended? (p. 27)

The research conducted during UNITE's second cycle is reflective of Rentel and Dittmer's question. Many of the initiatives and works produced during the second cycle addressed the concern for distinctive and functional urban program preparation. Several urban program reviews were produced to give an idea of the need and scope of program development. Case studies of induction programs and teacher performance assessments were produced to highlight the characteristics of urban schools that made it necessary to develop specialized programming for prospective urban teachers. The major end product of UNITE's second cycle was the urban education handbook. Howey and Post (2002) summarize the purpose and importance of the handbook, explaining that it was "designed for teacher educators and their students to engage in culturally relevant discussions of social justice and equity" (p. 267). The urban education handbook elicits discussion on social justice and equity through a series of "vignettes... written by educators who are engaged in struggles to improve urban teacher education preparation and schooling" (Howey & Post, 2002, p. 268). At the end of its second cycle, it was clear that UNITE had moved away from its focus on higher education to one of inclusion. Howey and

Post (2002) state that this new inclusive ideology included the perspectives of “teacher educators, teachers, principals, urban district level personnel, and union leadership” (p. 268).

The third and current cycle of UNITE’s effort can be seen as one of evolution and growth in understanding, an understanding in terms of what urban preservice teachers need to know about themselves, and the history and culture of the students they will serve. This logical progression also includes the recognition of the importance of urban community involvement. Under the new leadership of Linda Post, UNITE placed a “greater emphasis on equity and social justice education” (Howey & Post, 2002, p. 268). In this context, teachers are viewed as cultural workers who were charged with the task of putting the “focus on children’s thinking and learning, [and] place knowledge in context, provide multiple and varied ‘entry points’ to learning, and frequently engage students in learning their own heritage and language” (Howey & Post, 2002, p. 268). In addition to the emphasis on social justice, UNITE acknowledged the importance of collaborating with other educational and non educational professions in the urban community who have an interest in helping urban schools succeed. These collaborations can help enhance understanding of urban school culture, and provide unique clinic and field experience opportunities for preservice teachers that will help prepare them for the classroom. The inclusion of those outside the educational setting comes from the recognition that urban communities can improve schools if they build civic capacity. In education, civic capacity is about mobilizing various segments of the community to become engaged in considering and acting upon a problem in a way that is out of the ordinary (Hill, Campbell & Harvey, 2000).

Howey and Post (2002) explain that:

especially in urban contexts, the influence of teachers and schools cannot stand in isolation from other formal and informal educational agents who teach urban children such as service providers, peer groups, family structures, and community centers. Urban communities contain rich resources in the form of locally relevant knowledge and skills; they reflect deeply held loyalties to family and community; and they provide strong advocacy for education...these resources can be tapped to enrich and legitimize urban teacher preparation. (p. 269)

In all its phases, UNITE has served as a solid resource provider and support system for those institutions seeking to design an urban preservice program that will fit the needs of today's society. Carvan, Nolen, and Yinger (2002) point out that the key to urban school renewal and success will come by "recognizing that schooling in urban communities is situated in contexts that are characterized by economic and racial/ethnic isolation, restricted opportunities to learn, and large school hierarchies often isolated from the communities that they are intended to serve" (p. 11). UNITE continues to offer insight that will enable schools of education to develop a curriculum that encompasses this information, and provides preservice teachers with meaningful opportunities to learn and demonstrate the knowledge, skills, and dispositions that are necessary for a career in urban education. UNITE has taken on the role of being the informed voice of urban education. Carvan, Nolen and Yinger (2002) state that UNITE will continue to act as an advocate and will do this through:

a) research on the development, implementation, and outcomes of urban teacher preparation and induction;

- b) the development and proposition of research-based policies and practices for urban teaching and learning; and
- c) thought consideration and response to policies and practices that affect urban teaching and learning. (pp. 12-13)

Over the past decade UNITE has laid a foundation for understanding the challenges and complexities that exist in urban education. The importance of UNITE's efforts comes in its ability to share this information with schools of education and influence the direction of preservice teacher education. The findings from each cycle of development have resulted in the generation and dissemination of information that helps to more accurately develop programming and curriculum for urban teacher education. Evidence of UNITE's influence can be seen in the work and research of Haberman (1995b), Ladson-Billings (2001), and Darling-Hammond (2000b), each of whom has contributed greatly to the development of selection criteria and educational programming that has changed current thinking regarding urban teacher preparation and performance.

Haberman has been actively involved in the area of urban teacher research since 1958. His research involving the identification and definition of star urban teachers has made him an expert in the field of urban teacher education and preparation. Associating his educational philosophy closely with that of Merton and his identification of Mid-Range Functions, Haberman (2005b) explains that "mid range functions are based on the assumption that the practice of any profession is both a reflection of the practitioners' predisposition and nature of the performance demands in particular settings" (p. 78). In recognition of the significance of the relationship between ideology and performance, Haberman identified a set of 14 functions (characteristics) that are consistently

demonstrated by star urban teachers. Haberman (1995a) explains the importance of these functions, the:

identified 14 functions of successful teachers of the urban poor are neither discrete behaviors nor personality attributes. Instead, these functions are “mid range” in the sense that they represent chunks of teaching behavior that encompass a number of interrelated actions and simultaneously represent beliefs or commitments that predispose these teachers to act. (p. 781)

Thus for Haberman, the teacher’s ideology is a set of beliefs and commitments that control, shape, and predict his/her future behavior. In urban teaching the educators’ ideology will be reflected in the explanations they give themselves regarding the purpose of schools, the role of the teacher, causes of the achievement gap, and the factors that cause diverse children in urban poverty to be successful in poor schools (Haberman, 2005b). Working with this understanding as the framework for having successful urban teachers and schools, Haberman (2005b) asserts that the only way to attract and retain the right type of people in the field of urban education is to interview and select for these mid range functions.

Haberman (1995b) presented his list of Star Teacher Functions in his widely used text, *Star Teachers of Children in Poverty*. The 14 functions are as follows:

1. Persistence: stars believe it is their responsibility to find ways of engaging their students in learning...whatever the reason for children’s behavior- whether poverty, personality, a handicapping condition, a dysfunctional home, or an abusive environment- classroom teachers are responsible for

managing children, seeing that they work together... and ensuring that they learn. (p. 22)

2. Protecting Learners and Learning: stars believe the ultimate value to be preserved is learning. Stars frequently involve their students in learning that transcends curriculum, textbooks, and achievement tests...they are alert and sensitive to current events that might capture the imagination of children, and they have their own interests and avocations that they share with the children. (p. 29)
3. Generalizations: stars create classroom environments in which children are busy in constructive ways and, at the same time, they can explain the purposes of the activities and their ideological underpinnings. The ability to transform theory into practice, to turn an abstract generalization into a specific set of classroom activities for children, is a vital function performed by stars. (pp. 41-42)
4. Approach to "at risk" Children: stars recognize that outside of societal issues such as poverty, violence, racism, and dysfunctional families that school also play a role in putting students at risk. Stars recognize that irrelevant school curriculum, poor teaching and overly bureaucratic school systems contribute to the problem. Star teachers believe that regardless of the life conditions their students face, they as teachers are responsible for helping the student succeed.

5. Professional –Personal Orientation to Students: stars establish very close and supportive relationships with most of the children they teach. They care deeply about and thoroughly respect their children. They are able to build relationships of trust with students, and this trust enables star teachers to serve as successful models for the student. (pp. 54 -56)
6. The Care and Feeding of the Bureaucracy (burnout): star teachers are cognizant of the fact that urban school systems are mindless bureaucracies. They adjust and cope to the ever changing demands of the administration. Stars recognize which rules and policies must be obeyed and which can be ignored. Stars know how to sift through the unnecessary information they receive daily and focus on what is important for their work and their students. (pp. 60-65)
7. Fallibility: star teachers recognize that they will make mistakes when working with children and recognize that they must admit to these mistakes in order to improve how they relate to students. Star teachers also understand that when they criticize in public, that they must apologize in public as well if they are found to have made an error in judgment. (p. 68)
8. Emotional and Physical Stamina: star teachers exhibit a joy and pride in teaching. They form networks with other star teachers in order to share successes and challenges. Star teachers are able to persist in situations characterized by violence, death and other crises. (p. 72)

9. Organizational Ability: star teachers demonstrate excellent managerial and time management skills. They can manage multiple tasks and projects without feeling overwhelmed and unprepared. They make sure that there are sufficient materials, supplies and equipment for children to achieve particular learning goals. (p. 73)
10. Effort-Not Ability: star teachers recognize that a student's effort should be encouraged and not held in comparison to others. They understand the importance of encouraging urban students, and the impact positive reinforcement can have on the development of the student. (pp. 78-79)
11. Teaching-Not Sorting: star teachers engage in coaching rather than directive teaching. They are teaching with the goal of helping students become independent learners. Star teachers take on the responsibility of helping students engage in meaningful learning. (p. 82)
12. Convincing Students, "I Need You Here": stars let students know that the classroom is their community. The students can take ownership of their classroom and know that their voice will be heard. (p. 84)
13. You and Me against the Material: star teachers demonstrate to students consistently that as a teacher they will never let them fail. Coupled with high expectations, star teachers demonstrate the belief that all children can be successful once engaged and appropriately taught. (p. 86)
14. Gentle Teaching in a Violent Society: stars have a realistic understanding of the environment in which students live, and they seek to create a school

experience in which students experience success and can relate to one another in ways that do not include the threat of force or coercion. (p. 88)

From the identification of these functions, Haberman developed an urban teacher selection interview process designed to identify those teachers who are most likely to be successful in the urban setting. Known as the Star Teacher Urban Interview Questionnaire (Haberman, 2005b) this evaluation tool is based on the first seven star teacher functions (i.e., persistence, protecting learners, generalizations, approach to at-risk children, professional-personal orientation to students, handling bureaucracy, and fallibility). Haberman (2005b) explains that for the last seven “we were never able to develop questions that would allow us to validly and reliably assess the candidates’ predispositions to perform these” (p. 89).

Haberman (2005b) asserts that “the instrument predicts the teachers’ ability to relate to diverse children and youth in urban poverty schools... and predicts who will stay in urban schools as classroom teachers for longer than three years.” (p. 90). He further contends that the instrument can predict two things about the candidates who pass it: “how quickly they will demonstrate specific competencies and how much mentoring they will require to reach the proficiency levels of effective teachers” (p. 91).

Since the development of the Star Teacher Urban Interview Questionnaire, Haberman (2005b) states that “30,000 new teachers are hired each year using the interview” (p. 90). Used in over 170 urban school districts the Haberman instrument has become an acceptable standard on which to evaluate potential teachers. Certain of the reliability of the instrument, Haberman (2005b) contends that “if conducted appropriately, the interview will have a ninety-five percent level of success” (p. 91).

Focusing on variables that could potentially challenge the reliability of the instrument, Haberman discovered that factors such as race and ethnicity have no discernable difference in the outcome of the interview's predictive ability. Age alone was found to be the one variable that would present significant differences among the interview scores. Candidates over the age of 30 have a 1 in 3 ratio of passing the interview, candidates between ages 25 and 30 have a 1 in 8 ratio, and those under 25 have a 1 in 10 ratio of passing the interview. For Haberman (2005b) this age discrepancy is reflective of the idea that "the predispositions needed to teach diverse children in poverty are related to development and life experiences" (p. 93).

The importance of Haberman's interview instrument is in its ability to identify those who possess the necessary knowledge, skill, and dispositions needed in urban schools. As schools of education seek to create specialized urban preparation programs, consideration of selecting preservice teachers should become an issue of analysis and debate. Since the majority of preservice teachers continue to be under the age of 21, and have had little exposure to the realities and culture of urban schools, the Haberman instrument could potentially offer information that would help identify those preservice teachers who should participate in specialized urban teacher training.

In addition to the 14 star teacher functions, Haberman (2005b) suggests that there are other significant characteristics which contribute to the development of predispositions that are necessary for successful urban teaching. These characteristics are noteworthy in that they assist in the development of maturity that is only obtainable through lived experiences, and can help candidates develop empathy, flexibility and other intangible tendencies required. Haberman (2005a) recommends that schools of education

seeking to recruit for urban teacher preparation programs should look at candidates who possess a considerable amount of the following characteristics. Candidates with good potential:

- are over age thirty,
- live or were raised in a metropolitan area,
- are parents or have life experience which involved extensive relationships with children,
- are African American, Latino, members of a minority group, or from a working class white family,
- earned a bachelors degree from other than a highly selective or elitist college; many started in community colleges,
- majored in a field other than education as an undergraduate,
- have had extensive and varied work experiences before seeking to become teachers,
- are a part of a family/church/ethnic community in which teaching is still regarded as a fairly high-status career,
- have experienced a period of living in poverty or have the capacity to empathize with the challenges of living in poverty,
- have had out-of-school experiences with children of diverse backgrounds,
- may have had military experience but not as an officer,
- have engaged in paid or volunteer activities with diverse children in poverty, and

- can multitask and do several things simultaneously and quickly for extended periods, such as parenting and working part time jobs. (p. 82)

Ultimately, the goal of Haberman's research is to transform urban schools from failing institutions into safe learning communities that encourage students to achieve regardless of their race, ethnicity, or home environment. The information gained from his research supports the idea that multiple pathways into teaching need to be developed and expanded. For urban schools this means an emphasis on recruiting populations of adults with the predisposition to relate to children in poverty, foster learning and survive in urban school bureaucracies (Haberman, 2005b). Haberman (2005a) also recommends the creation of "new forms of local cooperatives involving higher education, school districts, unions, state departments, ethnic communities and the business sector" (p. 16) in order to develop a solid urban training program that will focus on improving local urban schools and the community as a whole.

It is evident that many of the urban teacher programs around the country have been influenced by the work of both UNITE and Haberman. Researchers such as Cochran-Smith and Lytle (1990, 1999); Darling-Hammond and Bransford (2005); Howey (2002); Ladson-Billings (1994, 2001); Liston and Zeichner (1991); Sleeter (2001); and Weiner (1993, 2000, 2002) have all incorporated portions of the recommendations made by UNITE and Haberman into the development of urban teacher preparation programs, urban teacher curriculum information and texts that seek to provide insight and understanding into what urban schools are like, who are the children they serve, and what type of teacher is needed for this challenging educational arena.

Although presently there are several researchers committed to uncovering data that will help inform teacher education about the needs and complexity of urban education, Weiner (2002) admits that "urban teacher education suffers from both a scarcity of firm data and a lack of sustained, serious intellectual scrutiny" (p. 254). Many of the same researchers who aspire to develop solid urban training programs recognize that there is a gap in the knowledge base. Haberman and Rickards (1990) assert that reliable statistics on urban schools and urban teaching, on problems as basic as retention rates among new teachers, let alone identification of reasons for their leaving are elusive. Most attribute this lack of data and intellectual scrutiny to the hegemonic practices of our culture. Historically, schools of education have treated non-urban settings and White children as the norm (Haberman, 1996). With this ideology as the norm, many question whether schools of education have the institutional capacity to handle urban teacher preparation (Weiner, 2002). Haberman (1996) points out that typically the response from schools of education has been to develop small "pilot and special programs...frequently funded by special temporary state funds or private soft money" (p. 750). These small fixes can in no way produce the amount of urban teachers needed for the 120 urban school districts in the country. Weiner (2002) contends that research in urban education is also hindered by the fact that "few teacher educators who are knowledgeable about urban schools are also informed about the existing research that would be useful to them as they make sense of their experiences" (p. 259). At the same time Weiner (2002) acknowledges that use of research in urban education is of particular importance since there will be a substantial number of new urban teachers who will enter the classroom with little to no preparation.

Ultimately what urban education advocates want is the continued development of an urban education knowledge base that will aid in the development of meaningful teacher education programs, which in the end produce significant results for students. The need for more research and discussion is where most believe it will begin. For example: What do successful urban teacher preparation programs look like? How do you help preservice teachers gain the knowledge, skills and dispositions necessary for urban teaching? Who should be involved in the development and teaching of the program? How will success be defined in terms of program development and graduate evaluation?

In response to these types of questions and the need to add to the existing knowledge base, several researchers have shared their work regarding urban teacher preparation. The majority of research conducted and shared has focused on urban teacher program development. The information typically explains the reasoning behind the need for specialized urban training, and how the researcher's school of education or institution has responded to this need in the form of program development. Examples of this can be found in the writings of: Darling-Hammond, Chung and Frelow (2002); Duncan-Andrade (2004); Howey and Post (2002); Kershaw et al. (2004b); Schoon and Sandoval (2000). Each of these researchers presents a description of the program, how it was developed, a listing of course requirements, the candidate selection requirements (if any) and a summary of what issues presented challenges to the development of the program. This type of program report made up the majority of the current literature available regarding urban teacher preparation.

The second type of research identified from a review of the literature was presented in the form of narratives from the perspective of the researchers involved in the

program, and from graduates of the program. Primarily qualitative, these articles assert that they represent a firsthand account of how profound an impact specialized training can have on those who go through the training. Typically, a summary is given detailing the general purpose and operational elements of the program, followed by case studies or personal narratives woven around chosen program themes meant to address the fundamental elements of urban teacher preparation. Examples of this style can be seen in the work of Erskine-Cullen and Sinclair (1996); Fry and McKinney (1997); Gay (2000); Ladson-Billings (1994, 2001); McDonald (2005); Nieto and Rolon (1997); Villegas and Lucas (2002); Weiner (1990, 1993); Worthy (2005); and Zeichner (1996). Narratives rich in description and texture enable the researcher to explore and portray the work done in a manner that can be insightful and reflective. Sleeter (2001) explains that “thoughtful narratives that grow from and examine extensive experience help readers to see the basis on which experienced educators make recommendations or take action” (p. 98). Although narratives are often criticized for “substituting opinion and selective perception for data” (Sleeter, 2001, p. 98) many researchers in the field use this methodology as a means of presenting a full representation of the work they have accomplished.

The category that yielded the fewest amount of articles or texts on urban teacher preparation was research in the form of quantitative studies. Many of the quantitative studies conducted in the urban setting did not focus on preservice programs or the success rate of urban program graduates, but rather on characteristics and attributes that are identifiable in successful urban teachers and schools. Sachs (2004) examined teacher attributes that are predictors of success in urban schools, and Haberman (2005b) offered

data that support the theory of selecting those teachers who possess the 14 functions of star teachers as a means of improving student achievement and school performance.

As identified by Weiner (2002) urban teacher education suffers from both a scarcity of firm data and a lack of sustained, serious intellectual scrutiny. Sleeter (2001) suggests that the reason there are so few quantitative urban teacher preparation studies is that "studies using experimental designs are not as optimistic in their conclusions as are case studies and narratives" (p. 98). Oakes, Franke, Quartz and Rogers (2002) suggest that another reason for the lack of quantitative studies in urban teacher preparation is that teacher education has not yet developed well defined urban teacher competencies. Oakes et al. (2002) emphasize that "we need to do the technical work of designing assessments that allow us to determine whether and in what contexts teachers develop the commitment and competencies to meet the demands of urban teaching" (p. 232). Their call for critical inquiry continues when they state that "the field badly needs research that is robust enough to provide a solid basis for developing new ways to conceptualize, measure and report urban teacher quality" (Oakes et al., p. 233). Melnick and Zeichner (1997) state that "in general, the empirical evidence regarding the success of these various strategies in helping to prepare prospective teachers to teach diverse students is very weak" (p. 32). It is clear from these statements that urban preparation research needs a greater emphasis placed on developing instruments that can cull statistical data. Grant and Secada (1990) argue that the literature is filled with assertions about the value of particular practices which are not substantiated by empirical evidence. A review of urban teacher preparation literature confirms that the qualitative data exist, but there

needs to be a balance so that the insights gleaned by qualitative research can be enhanced, supported and verified by quantitative means.

In response to the present conditions and recommendations of researchers regarding what should be the next step in urban teacher preparation evaluation, this research seeks to add significant information to the existing knowledge base by offering empirical evidence regarding the progress of Urban Teacher Academy graduates based on the framework of Haberman's star urban teacher functions, Sachs' attributes of urban teachers, and sociocultural theory.

Oakes et al. (2002) state two important ways that research can enrich the present knowledge base:

1. We need to design and study the processes and structures that support new urban teachers as they forge connections to schools, communities, and networks of teachers that sustain their commitment and hence keep them in urban schools. (p. 232)
2. We need to articulate a vision of what constitutes high-quality urban teacher development and construct ways that this vision can be realized in practice and assessed to inform teacher development policy....This will require that researchers carefully assess an expanded set of competencies for their impact on teachers' engagement with students, families, and communities; on teachers' participation as reform leaders; and on teachers' persistence in urban schools. (p. 233)

Urban teacher preparation has evolved as a direct result of what research has been

able to identify. It has already been established that specialized urban training programs help assist preservice teachers with the development of the necessary knowledge, skills and dispositions (Haberman, 2005b; Ladson-Billings, 2001; Sachs, 2004). Unfortunately, what is clearly absent from the literature is a research focused on those specialized programs. The significance of this research will be derived from its ability to generate new understandings regarding how we define the successfulness of graduates who matriculate through specialized urban training programs.

CHAPTER III

Overview

Urban school districts are continually challenged by two uniquely complex problems: hiring well-qualified, culturally competent teachers (Delpit, 1988; King, 1994) and preventing high new teacher turnover (Anyon, 1997; Ladson-Billings, 2001). Urban districts frequently have to scramble and search for qualified teachers while their suburban counterparts regularly have more applicants than job openings (Haberman, 2005a). These two factors are further compounded when you consider the fact that today's preservice teacher population continues to be comprised of White, European American females from middle class families who have limited experience with minority groups, and have a preference for teaching students with whom they can identify, racially and culturally (Fuller, 1999; Jordan, 1995; Lowery, 2001; Zimpher, 1989). Research suggests that the decision-making process used to determine the career path of most teachers is based on comfort level and experience. That is, researchers such as Bollin and Finkel (1995) concluded that preservice teachers are unwilling to teach in an educational setting that is culturally unfamiliar or that could possibly cause them discomfort because of their inability to relate to the students and their families. As a result of their unfamiliarity with urban settings, many preservice teachers make a conscious decision to stay away from urban placements, and as Jordan (1995) discovered, tend to "develop stereotypical, prejudicial and racist attitudes"(p. 369) towards students who are different. Further insight provided by Aaronsohn, Carter and Howell (1995) indicated that when preservice teachers participated in field experiences they frequently stereotyped students by race and social class and manifested these biases in their interactions with students.

interactions with students. They concluded that preservice teachers “tended to assume their own intellectual, social, family and moral life to be the norm and that their task as teachers would be to socialize the next generation of children to that norm” (Aaronsohn et al., 1995, p. 5).

This issue of unfamiliarity that leads to stereotyping among preservice teachers presents a significant problem for urban education since the present demographic make-up of students continues to evidence a growing minority population that is not being compositionally reflected in the teaching profession. In 2000, 85% of the teachers in the United States were White and middle class; 33% of school-aged children were minorities (Xu, 2000). By the year 2025, it is predicted that the proportion of students of color will increase to approximately 50%; the majority of teachers on the other hand, will continue to be disproportionately White, middle-class women (Bollin & Finkel, 1995; Singh, 1996).

Haberman (1996) tells us that historically no matter how many teachers have been prepared nationally, there has always been a shortage of professionally educated and uniquely prepared teachers in urban areas. He describes this phenomena in 2005 and assess its impact on urban schools:

Of the approximately 500,000 traditionally prepared teachers under age 26 Produced annually by colleges and universities, fewer than 15% (75,000) seek employment in the 120 major urban districts serving approximately 7 million diverse children in poverty. Research based on my Urban Teacher Selection Interview indicates further that of the 15% who are willing to apply to work in urban school districts that only one in ten (7,500) of those under age 26 have the

predispositions and ideology to stay long enough to become successful teachers in urban schools. What this means is that the approximately one half million youngsters under 26 in over 1,200 traditional programs of teacher education are supplying the 120 largest urban school districts with about 1.5% of their annual teacher output. (pp. 29-30)

Recognizing that this picture is the current and future state of education, it becomes crucial for schools of education to develop specialized programs that can provide insight, experience, and support to preservice teachers so that they will be able to acquire a realistic understanding of students and families who are different from themselves before they enter into their own classrooms. Programs such as these are necessary so that more preservice teachers will feel confident and comfortable enough to consider urban education a viable career path, and, more importantly, so that they can begin to evaluate their own attitudes and beliefs regarding racial and cultural differences. Specifically, they need to know how their perceptions affect their expectations of what students can accomplish as well as how best to shape the instruction of students in the urban setting. Cartledge and Loe (2001) ground this notion when they observe: "beliefs are extremely important...they influence teachers' expectations and judgments about students' abilities, effort and progress in school" (p. 37). And Schultz, Neyhart and Reck (1996) maintain that "failure to acknowledge these attitudes and beliefs perpetuates many of the problems that plague teacher preparation.... Reliance on a theoretical-prescriptive approach alone ignores the driving force behind effective teaching, namely teachers' beliefs and attitudes" (p. 2).

For preservice teachers choosing to teach in the urban setting, the idea of examination and reflecting on one's beliefs and attitudes is important since the majority of them will come from backgrounds that will be different from those of the students they teach. Haberman (1996) tells us that urban teachers succeed or fail based on the attitudes they bring to teaching more than on the skills they learn in a preservice program. Therefore, it is imperative that programs geared toward urban education should actively engage their preservice teachers in activities that promote reflection and require them to question their preexisting perceptions regarding urban schools and the students they serve. Lasley (1980) argued that the attitudes and beliefs preservice teachers bring with them to a teacher education program do not change unless they are intentionally or explicitly challenged. Helping preservice teachers to address and work toward resolving their feelings about a diverse student body will become an integral part of the teacher preparation process for the 21st century, especially given the dynamic demographic changes. It is under these circumstances that the researcher will explore how well the Urban Teacher Academy model prepares preservice teachers for their future career in urban education by looking through the lens of those who have graduated from the UTA program and who are currently teaching in the urban setting.

Methodology

This mixed methodology study focuses on graduates of the Urban Teacher Academy at the University of Dayton. Specifically, the research will investigate what graduates perceive as benefits of participating in the UTA program; and will explore what UTA graduate success means in terms of the possession of attributes that are identified as necessary for effective urban teachers (see Haberman, 2005b; Sachs, 2004).

Admitted through a selective interview process, UTA graduates complete their final 2 years of preservice education working with highly qualified veteran urban teachers, taking Urban Teacher Academy classes, and attending Urban Teacher Academy seminars conducted by well respected urban education scholars.

Sample

The UTA graduates interviewed and surveyed for this research consisted of those graduates who are currently teaching in the urban setting. Thus far in the program there have been 18 UTA graduates; 17 of these graduates have accepted teaching positions in the urban setting. All 17 currently teaching in the urban setting were asked to participate in this research.

In response to the request to participate, 12 (70%) of the graduates teaching in the urban setting were interviewed and completed surveys. The UTA graduates are teaching in major urban centers throughout the United States, those cities are: Dayton, Ohio; Chicago, Illinois; Cleveland, Ohio; Gary, Indiana; Milwaukee, Wisconsin; Prince George's County, Maryland; Rochester, New York; and St. Louis, Missouri. The participants are comprised of 11 White females and 1 White male. All range in age from 22 years to 27 years. All of the UTA graduates are working in their licensure area. The UTA graduates are working in public school districts, public charter schools, and private urban Catholic schools. The range of teaching experience for the participating UTA program graduates varies from 1 to 3 years in the classroom.

Six UTA graduates did not participate in the research; those graduates were not included in the study for the following reasons: 4-did not respond to requests for participation in the research; 1, a recent UTA graduate, did not feel as if she had enough

experience in the classroom to be of benefit to the study and declined to participate; and 1, UTA graduate is teaching in a non-urban district and was not considered for participation in this research. Follow up telephone calls were made to those UTA graduates who did not respond to the requests to participate. Those non responders gave the following explanations for not participating in the research: Two graduates stated that their non response was because they were busy with their first-year Praxis evaluations, and felt they were too busy to participate. A third non responder stated that he felt "over analyzed by the University of Dayton" (Cameron, telephone interview, May 21, 2007), and did not want to participate in another survey. The fourth non-responder stated that she did not participate "due to the fact that she was not eligible for the graduate stipend, and felt no obligation to assist UTA in any fashion" (Jennifer, telephone interview, May 21, 2007).

In addition to the UTA graduates, the administrators who are directly responsible for the evaluation of the UTA graduates were asked to participate. All 12 administrators were interviewed via telephone. The administrators were comprised of principals and assistant principals.

Data Collection Plan and Methods

Data collection will occur through the use of surveys and through interviews of UTA graduates, their building administrators, and artifactual documents. These varied sources of information will be used in identifying how participation in the Urban Teacher Academy has influenced the graduate and in determining if the graduate is successful.

Wolcott (1994) suggests that there are "three major modes through which qualitative researchers gather their data: participant observation, interviewing, and

studying materials prepared by others” (p. 10). In an effort to gain a comprehensive and holistic representation of what benefits UTA graduates have derived from the program, all three of these methods will be utilized.

The interview style will be based on a “guided approach” in which, as described by Patton (1990), “topics and issues to be covered are specified in advance in outline form; the interviewer decides the sequence and wording of the questions in the course of the interview” (p. 288). The questions will be open-ended and the tone of the interview will be more of a conversational style in order to elicit meaningful responses and allow for in-depth follow-up questions. Patton (1990) writes that this style of interview “increases the comprehensiveness of the data and makes data collection somewhat systematic for each respondent...gaps in data can be anticipated and closed” (p. 288).

In addition to the use of qualitative measures, a quantitative survey developed by Sachs (2004) will be used to help define and identify UTA graduate success. Sachs’ (2004) Attributes of Urban Teachers Survey (See Appendix A) will be used to define UTA graduate success based on attributes of effective urban teachers: “(a) sociocultural awareness, (b) contextual interpersonal skills, (c) self-understanding, (d) risk taking, and (e) perceived efficacy” (p. 178). The instrument, which has been validated through Sachs’ research, operates under the following two hypotheses:

1. “Sociocultural awareness, contextual interpersonal skills, self-understanding, risk taking and perceived efficacy are attributes of teachers in an urban setting” (Sachs, 2004, p. 179).
2. “Effective [successful] urban teachers... exhibit a higher degree of sociocultural awareness, contextual interpersonal skills, self-

understanding, risk taking and perceived efficacy than ineffective urban teachers” (Sachs, 2004, p. 180).

For the purpose of this study, the second hypothesis has been amended to include the belief that those urban teachers who participate in a specialized urban training program, such as UTA, will exhibit a strong possession of the five recognized attributes.

Questionnaire Administration

Sachs’ (2004) Attributes of Urban Teachers Survey consists of 29 statements designed to measure the five previously mentioned attributes: “(a) sociocultural awareness, (b) contextual interpersonal skills, (c) self-understanding, (d) risk taking, and (e) perceived efficacy” (p. 178). Intentionally constructed to be user friendly, the language in the survey is “free from educational terms or jargon and limited to experiences that could reasonably be expected of an incoming education student” (Sachs, 2004, p. 180). Using a 5-point Likert scale, with the terms: “*strongly agree, agree, undecided, disagree, and strongly disagree*” (Sachs, 2004, p. 183), as a means of allowing “enough options so that variance and reliability would be adequate” (p. 183).

Sachs’ instrument was validated for content validity and reliability. Sachs (2004) provides a detailed accounting of how the Attributes of Urban Teachers Survey was validated. Initially the instrument began with 55 items spread across the five designated attributes. A pilot test was conducted to identify those questions that would best fit the parameters of the instrument. As a result of the pilot test, 29 questions were identified as meeting validity and reliability standards. Regarding pilot testing, Krathwohl (1998) stated that “This process will confirm that you have conveyed what you intended by each question and that you can interpret responses as replies to what you were asking” (p.

372).

The use of Sachs' instrument was chosen due to the similarity of attributes defined and assessed in the instrument, and the attributes that UTA intends to cultivate in its participants. The identified attributes that Sachs asserts are significant indicators of urban teacher success evidence a strong correlation to the structure and activities of the Urban Teacher Academy: The UTA student/mentor relationship, UTA seminars, and UTA student classes. This means that each area recognized by Sachs (e.g., sociocultural awareness, contextual interpersonal skills, self-understanding, risk taking, and perceived efficacy) can be identified in UTA in a tangible way.

Sachs (2004) explains that "sociocultural awareness, or the identification, acceptance, and affirmation of one's own and other's cultural identity... creates a genuine trust in the inherent quality of human nature that manifests itself as a teacher's respect and faith in all students" (p. 178). Referencing the research of Ladson-Billings and Zeichner, Sachs (2004) concludes that "teachers that exhibit sociocultural awareness view students' experiences as valuable and meaningful and integrate the realities of their students' life experience, and culture into the classroom and subject matter" (p. 178).

From the UTA perspective, social cultural awareness is cultivated by direct readings and conversations revolving around the topics of race, ethnicity, culture and the integration of a student's culture into the daily learning activities of the classroom. The introduction of these topics comes from the discussion produced by reading Diller and Moule's (2005) text, *Cultural Competence: A Primer for Educators*, and through the reading of Delpit's (1995) highly regarded text, *Other People's Children*. Each text offers a means for helping UTA students identify and understand the cultural norms and

differences of their future students, and recognize how ultimately these cultural norms will impact their classrooms. UTA students are required to identify strategies by which they will design their classrooms to be reflective of their understanding of and appreciation for various cultures.

The UTA student must also show his/her understanding of social cultural awareness by participating in online threaded discussions with other UTA students. These threaded discussions are directed by the UTA program director, and begin with the program director asking candid questions which are intended to provoke strong student reaction, encourage thoughtful consideration of the topic, and elicit meaningful responses. All UTA students are required to post an opening response to the program directors' questions, as well as respond to two other UTA student responses. Historically, the exchanges between new UTA juniors begins with the responses revealing a hesitance to fully disclose the thoughts of the respondent, but as students progress through the year their responses appear to become much more honest, direct, and learned. This threaded discussion method of communication is used often by UTA as a means of encouraging reflection and as a method of encouraging UTA students to find their professional voice. Many preservice teachers demonstrate a reluctance to share their professional opinions. The threaded discussion board is used to help cultivate their ability to speak cogently on the topics related to their profession.

Contextual interpersonal skills, as defined by Sachs (2004), consist primarily of supportive communication, attitudes, and beliefs. These "contextual interpersonal skills are influenced by the teacher's previous experiences with individuals of differing social, ethnic, cultural, and geographic backgrounds" (p. 178). Citing the research by Guyton

and Hidalgo, Sachs contends that teachers who display strong contextual interpersonal skills are able to “collaborate with their colleagues and community to develop support systems for student needs as well as their own professional growth” (2004, p. 178).

The use of contextual interpersonal skills by UTA students is promoted through the field experience with the UTA mentor. UTA students spend a significant amount of time (2 years) working with their mentor on understanding the culture of urban schools, students, and families. UTA students are able to experience how effective urban teachers handle the vast array of everyday interactions with students, parents, colleagues, administrators, and community members and how they do so by being supportive. UTA students and mentors are encouraged to engage in discussions regarding why and how a mentor interacts with students and families. The questioning process is critical: Why do mentors not send home elaborate school supply lists? Why do mentors use a videotape to introduce themselves to the family rather than the traditional welcome-to-school letter? Or, why does the teacher prefer to work with certain colleagues rather than others? These questions have helped the UTA student identify effective methods that enable the teacher to establish good, supportive relationships with all the necessary stakeholders in the school community. The fact that UTA students spend 2 years in the same school building also aids in their ability to develop strong contextual interpersonal skills. By the time the UTA student reaches student teaching, he/she feels like an established part of the school learning community, and has a greater likelihood of participating in school activities that encourage collaboration and support of students. In addition, UTA students sometimes participate in school-wide activities that encourage family participation and student achievement. Sachs’ (2004) notion that self-understanding is critical to the development

of an effective urban educator runs parallel to the philosophy of the Urban Teacher Academy. Sachs maintains that “self-understanding... facilitates [the] development of a positive self-ethnic identity... and an awareness of their own personal biases and prejudices” (p. 179). Sachs further explains the importance of this attribute by stating that:

these teachers use self-inquiry to examine the relationship between their fundamental values, attitudes, dispositions, and beliefs and their teaching.

They realize that their beliefs bias all their interactions with students; however, these biases do not prohibit effective urban teachers from learning from their students. (p. 179)

This idea of self-understanding is one that is encouraged by UTA from the beginning of the program. UTA students are challenged to understand themselves first. Again, this is where the use of the adopted texts come into use. Many of the conversation starters and exercises come from reading *Cultural Competence* (Diller & Moule, 2005) and *Other People's Children* (Delpit, 1995). The students are also required to write an ethnic autobiography. This exercise assists the UTA students in getting an idea of where and how their understandings regarding race and culture developed. In particular: Why do they feel a certain way (positive or negative) regarding those of a different culture from their own? How do they feel regarding their own cultural identity? How does their understanding of self effect their perceptions of others? This exercise is found to be quite challenging by the UTA students, since most seem hesitant to label themselves; however, after the autobiography is completed most UTA participants express a sense of comfort in their ability to feel secure in their own race and ethnicity, and often express a new-found

respect for those of another race or ethnicity who openly express their appreciation for their culture and customs.

Delpit's (1995) *Other People's Children* is used as a means of helping UTA students recognize the bias that comes with working with those of a different race and culture. This text is used to explore how, either intentionally or unintentionally, teachers make value judgments that influence their perceptions of students, and most importantly influence the manner in which they instruct students. Gaining this understanding has been identified as a critical element for UTA students to understand. It is through reading the text and through discussions of what happens in the classroom that UTA helps students examine the manner in which bias affects the classroom. UTA students are asked to identify bias either at the individual or institutional level, and explain how it affects student learning. By wearing a critical lens, UTA students are able to understand the negative impact bias has on urban students, and begin to develop strategies to address bias in the classroom and school.

Risk taking for Sachs (2004) is "an individual's motivation to seek tasks that are optimal for his or her skills or abilities...Optimal challenges include moderate risk, or the possibility that the individual may be unsuccessful in completing the task" (p. 179). For most UTA students risk is seen in terms of merely choosing to teach in the urban setting (Freeman, Brookhart, & Loadman, 1999). Risk from Sachs' perspective is something that needs to be further explored by UTA participants. Risk taking can be found in some of the tasks UTA students are expected to accomplish: That is, risk in terms of entering into a challenging teaching setting and having the expectation that they will, as UTA graduates, succeed as urban educators; risk in terms of acknowledging their own

inexperience of working with diverse student populations, and coming to the realization that all students whether urban or non-urban need strong effective teachers (Freeman, Brookhart, & Loadman, 1999); and risk relative to sharing their culture and interests with students, and finding ways to make relationships and meaningful connections with the students they teach, and the risk of going into the unknown urban environment and coming out knowledgeable. UTA students are asked to take risks from the beginning of the program until the end, with the critical risk being their willingness to examine themselves and make the necessary changes in order to become a successful urban educator.

Efficacy is presented by Sachs as the final attribute necessary for a successful urban teacher. Sachs (2004) tells us that "characteristics indicative of high perceived efficacy include integrity, high standards for self and students, taking responsibility for student motivation and learning, persistence, and assumptions of success" (p. 179). Efficacy is a major element in the development of UTA students. At the center of all the learning, understanding and deconstruction of issues that are faced by urban schools and students is the idea of efficacy. UTA students and mentors are challenged to maintain high expectations, create a classroom that is inclusive, and to be persistent in their commitment to helping students succeed. The issue of efficacy is first introduced to UTA students through the application process. That is, students must answer questions that seek to determine if they have an understanding of how critical teacher responsibility and accountability are to the cognitive, social, and emotional development of students. Efficacy is a recurring topic during conversations in both the junior and senior classes, in the threaded discussion board conversation, and a focal point of the UTA seminars.

Specifically, UTA students are expected to use a variety of differentiated instructional strategies in order to met the needs of all their students; UTA students are also expected to embrace the belief that it is the teacher's responsibility to help motivate students by getting to know the students. Teacher efficacy is a characteristic that enables UTA graduates to stand out. Being persistent in their efforts to work with students and help them succeed will be evidence of their efficacy.

Interview with Graduates' Administrators

The final aspect to explore as a means of determining UTA graduates' success are the administrators' beliefs regarding UTA graduates. A telephone interview will be conducted with the direct supervisor of every UTA graduate who participated in this research. Each administrator will be asked to assess the graduate using the same evaluation questions that the Urban Teacher Academy uses when the UTA mentor evaluates the UTA preservice teacher (see Appendix B). These questions were designed by the creators of the Urban Teacher Academy, and are derived from Haberman's (1995b) star teachers interview. Haberman's interview is grounded in 10 categories of characteristics: persistence, organization and planning, valuing student learning, theory to practice, ability to teach and care for at-risk students, approach to students, surviving in bureaucracy, explaining teacher success, explaining student success, and fallibility. The decision to use these characteristics was based on the premise that the research is seeking to assess if UTA graduates possess the attributes and characteristics that other researchers have identified as evident in those who are effective in the urban setting (Haberman, 1995b, 2005b). Haberman's characteristics of star urban teachers are used throughout the UTA program. The characteristics are used when graduates are interviewed before being

accepted into the program, and they are used to evaluate them throughout their 2 years with their mentor. The researcher used the questions (anchored to the characteristics) as a means of evaluating the graduates after their completion of the program. If UTA graduates possess these characteristics, then it is assumed to be a measure of success for the graduates, since the possession of these characteristics has been identified as evident and necessary for star urban teachers (Haberman 2005b).

Research Questions

Two questions will guide this study of Urban Teacher Academy graduates:

1. What benefits have UTA graduates derived from participating in the program?

Specifically, the researcher will identify the ways in which UTA program involvement has helped the program graduates develop as professionals.

2. How successful are UTA graduates? Specifically, the researcher will examine:

How competent are UTA graduates in their own classrooms? How well do they relate to students and families? How well do they understand the culture of urban schools in which they are working? And how do their administrators view their performance?

The first question will be addressed through qualitative measures, and the second question will be addressed through both qualitative and quantitative measures.

The use of both qualitative and quantitative methods is chosen to present a “richer” representation of UTA program graduates. Newman and Benz (1998) assert that “both are needed to conceptualize research holistically” (p. 20). They further contend that the use of both methodologies is necessary as a means of enhancing validity, stating that:

data can be more parsimoniously collected in quantitative study if the research question has been defined by preliminary document study, participant observation, historical review, or interview. These qualitative foundations of a study enhance its validity. These empirical materials may feed into the data-collection instruments or to the sample selected, altering these components, correcting them for further study. (p. 22)

Miles and Huberman (1994) clearly state that "coding is analysis" (p. 56). All data derived from observations and interviews will be coded according to the themes that reveal themselves during the course of the analysis. Bogdan and Biklen (1998) recommend reading the data twice before coding, to ensure that researchers possess an understanding of the results and to begin the process of identifying emerging themes and patterns. The main coding categories to be used will be process coding schemes with strategy codes used in a secondary capacity. Bogdan and Biklen explain that processing codes are "words and phrases that facilitate categorizing sequences of events, changes over time or passages from one type of kind of status to another" (p. 174). They continue the explanation by stating that process codes are used to "perceive change occurring in a sequence of at least two years" (p. 174). Bogdan and Biklen assert that "typical process codes point to time periods, stages, phases, passages, steps, careers, and chronology. In addition, key points in sequence (e.g., turning points, benchmarks, transitions) could be included in the family of process codes" (p. 174). This coding method is consistent with the research questions of the study, and is well suited to meet the needs of this study as the researcher examines how participation in the Urban Teacher Academy for more than 2 years has benefited graduates. The strategy codes "refer to the tactics, methods,

techniques, maneuvers, ploys, and other conscious ways people accomplish various things” (Bogdan & Biklen, p. 175). After key phrases have been coded they will be grouped together so that meaning can be derived from the classifications.

Findings will be presented in a manner that represents the thoughts, words and actions of the graduates. Quotes from graduates and samples from observations will be used to provide a grounded representation of each graduate’s performance. This style of presentation will permit the reader to follow the graduates’ progression and fully understand the conclusions and generalizations reached. This process of analysis will also be implemented in the analysis of the interview responses of the UTA graduates’ administrators.

For the quantitative aspects of the study, as noted earlier, instruments designed to identify the possession of the attributes and characteristics identified by Sachs (2004) and Haberman (1995b & 2005b) will be administered to UTA graduates and their administrators. Data analysis will be conducted using SPSS, and descriptive statistics will be used to analyze data and assess whether UTA graduates possess the identified attributes and characteristics that have been defined as necessary for effective urban educators.

Limitations of the Study

The sample size of the participants is comprised of UTA program graduates who are currently teaching in urban schools. Unfortunately, that population size is small: UTA has had a total of 18 graduates. Of these graduates, 17 have accepted teaching positions in the urban setting. For this research, 12 (70%) of the graduates teaching in the urban setting were interviewed and completed surveys. 6 UTA graduates did not

participate in the research. Those graduates were not included in the study for the following reasons: 4-did not respond to requests for participation in the research; 1, a recent UTA graduate, did not feel as if she had enough experience in the classroom to be of benefit to the study and declined to participate; and 1 UTA graduate is teaching in a non-urban district and was not considered for participation in this research. This small sample size presents issues of generalizability to other settings.

A second limitation of the study is the researcher's role in the program. Presently, the researcher is the program director for the Urban Teacher Academy, and has participated in the learning and development of all current UTA graduates. Glesne (1999) explains that "in qualitative inquiry, the nature of the relationships depends on at least two factors: the quality of your interactions to support your research—or rapport-and the quality of your self-awareness of the potential effects of self on your research- or subjectivity" (p. 95). This aspect of the research is something that the researcher must acknowledge and be mindful of: the researcher's relationship with each participant, and the researcher's knowledge of each participant's history with UTA. The fact that the researcher has had a working relationship with each UTA graduate could make it difficult for the researcher to observe and collect data objectively. That is, considering that the researcher has instructed each graduate and has recommended each to be considered a good candidate for hiring to Dayton Public Schools (and other urban districts), it can be assumed that the researcher's perceptions of UTA graduates would most likely be favorable. Glesne (1999) supports the acknowledgment of one's subjectivity as a limitation in research and points to its hidden benefits:

When you monitor your subjectivity, you increase your awareness of the ways it

might distort, but you also increase your awareness of its virtuous capacity. You learn more about your own values, attitudes, beliefs, interests, and needs. You learn that your subjectivity is the basis for the story that you are able to tell. It is the strength on which you build. It makes you who you are as a person and as a researcher, from the selection of topic clear through to the emphasis you make in your writing. Seen as virtuous, subjectivity is something to capitalize on rather than to exorcise. (p. 109)

While embracing Glesne's thoughts on subjectivity and virtue, the issue of subjectivity must be considered in order to present a solid piece of research that contributes to the existing knowledge base about urban teachers. In particular, the researcher acknowledges a strong affinity for all UTA graduates, but is committed to viewing them through the lens of the research criteria: possession of the identified attributes and characteristics as defined by Sachs (2004) and Haberman (1995b, 2005b). A measure of objectivity can be further enhanced by the evidence that will be gathered from the UTA graduates' administrators' evaluations, which will help serve as a type of member checking as suggested by Newman and Benz (1998). Additional objectivity will be assumed by the use of predetermined questions during the interview that will help ensure that bias does not lead the researcher to ask questions that place the UTA graduate in a favorable light. Looking through the professional lens as UTA program director, all graduates need to be seen as successful. In contrast, viewing UTA graduates through the lens of a researcher the relationship has changed into one of data collector and observer who is interested in identifying those characteristics that set UTA graduates apart from their peers who did not participate in this type of program. As researcher the process

becomes one of looking for evidence of the empathy, efficacy, and compassion that is necessary to make urban teachers successful.

Another limitation of this study, which is linked closely to the second limitation, is the openness of the response of the participants. That is, will respondents be open to someone (the researcher) who was responsible for the program through which they matriculated? Glesne (1999) observed that data can lose validity and trustworthiness when "research participants overidentify with the researchers. In doing so, they begin to act in ways that they perceive the researchers want them to act or in ways to impress them" (p. 102). Because these UTA graduates know the researcher and may well want the researcher to consider them in positive terms, they may be disingenuous with some responses. This notion of overidentification will be addressed by including the assessments of the UTA graduates' administrators, artifacts prepared by the UTA graduate, and the graduate survey so that the analysis of participants is not the result of the researcher's single interpretation.

CHAPTER IV

The Urban Teacher Academy: A Collaborative Effort

Designed in 2001, the Urban Teacher Academy (UTA) was developed by the University of Dayton School of Education and Allied Professions as a means of addressing the growing demand for quality urban classroom teachers. Ladson-Billings (2001) states that “one of the current concerns plaguing the nation’s schools is how to find teachers who are capable of teaching successfully in diverse classrooms” (p. 12). Working in collaboration with Dayton Public Schools, the Urban Teacher Academy’s goal is to “increase the number of highly effective, reliable teachers in the district by recruiting preservice teachers to the urban school setting, providing them with specialized training, and supporting them with mentors during their field experience and as they begin their careers” (*UTA Memorandum of Agreement* see Appendix C).

Working in partnership, the University of Dayton and Dayton Public Schools each committed to developing a program that would provide: (a) participants with research based instruction and ideas embedded with best practices for teaching in the urban setting; (b) veteran mentors who have demonstrated consistent positive progress and success with urban students, and who can effectively coach and model strategies and methods for UTA preservice teachers; and (c) guaranteed employment for all UTA preservice teachers who successfully complete the program. The partnership was further delineated so that each party would share in the responsibility of providing a knowledge base and practical experiences that would make UTA capable of producing graduates who would have a solid urban foundation.

In support of the Urban Teacher Academy initiative, the University of Dayton School of Education and Allied Professions is responsible for the following:

- Enhancing the existing teacher preparation curriculum so that it addresses the needs of urban students and school districts;
- Creating cultural experiences for preservice teachers to facilitate development of greater sensitivity and awareness for teaching students of varied cultures;
- Creating and maintaining a mentoring system for School of Education and Allied Professions students, with all students being assigned a faculty mentor. In addition, once placements for preservice teachers have been made, each student will be assigned a Dayton Public School district mentor, who will continue to work with the student if that student eventually is employed by the district;
- Administering grant funds, including loan forgiveness, where appropriate, for the new teachers;
- Develop a 3-year support program for UTA graduates who accept district positions (*UTA Memorandum of Agreement* see Appendix C).

The Dayton Public School district's office of Employee Education and Development is responsible for the following:

- Providing well-trained mentors aligned with the UTA program who will work with and support new teachers;
- Providing district teachers who will work with UD Faculty to deliver methods courses and teacher preparation curriculum modification through the Project Advisory Committee;
- Providing a support program for professional development;

- Participating collaboratively with the University of Dayton in the development and implementation of a 3-year support program for UTA graduates who accept district placements;
- Collecting data required by the Urban Teacher Academy evaluation plan;
- Offer limited contracts to UTA graduates (*UTA Memorandum of Agreement* see Appendix C).

Dayton Public Schools

Located in southwest Ohio, the Dayton Public School district (DPS) is an urban district similar to many urban districts across the nation that are currently facing challenges on both the academic and political fronts. Academically, the district is classified by the Ohio Department of Education as a district in “Continuous Improvement,” only recently emerging from the classification of “Academic Emergency” under which it was classified for the past 5 years (Ohio Department of Education, 2005). Politically, the Dayton Public Schools have had to contend with having the distinction of being the Ohio school district that has the largest percentage of charter school students (26%) within its district boundaries (Elliot & Hershey, 2006). Indeed, Dayton has one of the highest percentages of charter school student populations in the United States. This issue of charter schools coupled with the emergence of school vouchers (Elliot & Hershey, 2006) has impacted significantly the DPS student population.

The 2004-2005 daily student enrollment for DPS was “16,710” (Ohio Department of Education, 2005). Of this student population: “70.3% are African American; 24.7% are White; 1.8% are Hispanic and 2.8% are classified as Multi-Racial” (Ohio Department of Education). The number of DPS students who the state classifies as “economically

disadvantaged stands at 62.5%, while those students classified with disabilities is at 20%” (Ohio Department of Education). The academic achievement rate for DPS has steadily improved from a performance index score of 60.1% in the 2002-2003 school year to 61.3% in the 2003-2004 school year and to 66.4% in the 2004-2005 school year (Ohio Department of Education). While these numbers show consistent growth on the academic front, these numbers are still below state standards. These statistics indicate that Dayton Public Schools are facing the same issues that most urban districts face: low student academic performance, high poverty, growing diversity, and an increasing number of students with special needs.

In addition to the growing concerns regarding the student population is Dayton Public Schools’ need for highly qualified teachers. Highly qualified teachers are in short supply, particularly in schools that serve large concentrations of poor and minority students. Prince (2002) reported that “the more impoverished and racially isolated the school, the greater the likelihood that students will be taught by inexperienced teachers, uncertified teachers and out-of-field teachers who do not hold a degree in the subject they are assigned to teach” (p. 6). Mirroring the national average, DPS hires approximately 80 new teachers each school year, and the majority of the replacements are for those who have taught less than 5 years in the district (E. Sweetnich,, Personal correspondence, September 9, 2006). The experience factor is critical because of the research that now confirms the significance of “teacher experience” as a key variable in student achievement (Darling-Hammond & Bransford, 2005).

The University of Dayton

Located in Dayton, Ohio, the University of Dayton is a Catholic institution with a strong Marianist tradition that encourages service, leadership, and research. The University is “one of the nation’s ten largest Catholic universities and Ohio’s largest private university, with more than 10,000 students” (*Fast Facts about the University of Dayton*, 2006). Guided by the University’s mission of servant leadership, the School of Education and Allied Professions (SOEAP), has maintained a long standing relationship of support and collaboration with Dayton Public Schools. The SOEAP has several specialized programs within the traditional teacher licensure program to meet the growing needs of the educational community. On the SOEAP website, the reasoning behind these programs is set forth:

The School of Education and Allied Professions has developed programs that are cutting-edge, with hi-tech flavor and real world experiences that extend beyond the traditional college classroom setting. With its specialized centers and majors and close partnerships with other professionals throughout the field of education, students not only learn about the best practices in education, but also how to use those best practices in professionals contexts. (*Why UD?*, 2006).

Continuing in this tradition of innovation and practical experience, the Urban Teacher Academy was designed to help better prepare University of Dayton teacher education graduates who chose to teach in the urban setting. Annually approximately 215 teacher candidates graduate from the SOEAP (P. Young, personal communication, August 1, 2006). Of the 2005 graduating class it is estimated that 13% accepted teaching positions in urban school districts (G. Seiter, personal communication, November 6,

2006). The Urban Teacher Academy seeks to increase the number of UD graduates who teach in the urban setting, as well as ensure that they are prepared to meet the challenges of teaching in an urban classroom.

Originally developed by two veteran teacher/administrators of Dayton Public schools and the deans of the School of Education and Allied Professions, the UTA's structure was developed to work in tandem with the existing teacher licensure program structure already in place in the Department of Teacher Education. UTA seminars would offer an urban perspective on teaching strategies and pedagogies that would enable preservice teachers to understand the knowledge base, skills, and characteristics needed in order to be effective and successful in the urban setting.

The Structure of the Urban Teacher Academy

Organization

The Urban Teacher Academy is headed by the program director. Working in close collaboration with an Associate Dean for the SOEAP, the UTA program director is assigned the responsibility of implementing, maintaining, and refining the program when deemed necessary. The program director manages a variety of tasks. Primary among these tasks is the planning of seminars and instruction of UTA students. The UTA seminars and courses, which will be fully explored in the following sections, are the main methods for presenting content and facilitating understanding of urban issues. The director is responsible for identifying relevant topics to be covered for seminars and course work, and ensuring that all UTA students receive and exhibit knowledge of these identified topics. All seminar presenters are arranged by the UTA program director, and

paid for with UTA program monies. In the case of the UTA courses, the Associate Dean is listed as the official professor of record, and instructs the junior class in collaboration with the UTA program director. For the senior class, the Associate Dean is the sole instructor of the course.

The recruitment of potential candidates is also the responsibility of the UTA program director. Typically, the program director visits all sophomore education classes and provides a presentation on the UTA program. Potential UTA applicants are also referred to the program director by teacher education faculty who either identify candidates they believe would be good UTA applicants, or refer those who self identify as someone interested in the program. UTA presentations are also conducted at the local community college, Sinclair Community College, from which some preservice teachers transfer through the 2 by 2 college transition program.

All program reporting and evaluation is completed by the UTA program director. Yearly progress reports are completed and presented to the Associate Dean and UTA Advisory Council. These reports provide a summary of program activity, progress in relation to program objectives, and recommendations for program improvement.

The final major component that is conducted by the UTA program director is the UTA graduate program. This program consists of monthly meetings with local UTA graduates who are teaching in Dayton Public Schools, or any other local urban district. The monthly meetings are designed to monitor UTA graduate progress and provide ongoing support. Such support is essential as a means of mitigating teacher attrition. Ingersoll and Smith (2003) report that "just after five years, between 40 and 50 percent" of new teachers have left the profession (p. 31). Much of this attrition is attributable to

the amount of or lack of support given to novice teachers (Ingersoll & Smith). They suggest that there is a need for greater direct support and mentorship for new teachers. Working from this perspective, UTA seeks to offer its graduates as much support as necessary to help increase teacher effectiveness and student success.

As a means of support, UTA offers each graduate direct support and professional development in the following areas:

- Classroom design;
- Classroom management plan;
- Instructional planning and implementation;
- Home/parental contacts;
- Working with colleagues;
- And assessment and evaluation of students.

These topics were chosen after working with Dayton Public Schools' Employee Education Department, to identify topics that are frequently documented as weaknesses of novice teachers (1 to 3 years of experience) in the district.

Monthly meetings with UTA graduates allow the program matriculants to share their struggles of being a new teacher and secure the support and advice needed to help them stay in the classroom and be successful. The meetings also provide the needed element of personal expression. Establishing a place for UTA graduates to share their thoughts, concerns, challenges, and successes is essential and therapeutic. Several of the graduates have expressed the importance of having time to share and discuss topics of personal concern with their peers, and not feel judged. They appreciate being with a group who shares experiences similar to theirs and enjoy being able to give voice to their

concerns. The majority of UTA graduates who have taken positions in the Dayton area have remained in their urban teaching positions. Only 2 of the 18 UTA graduates have left their original teaching positions, both were due to personal family issues rather than to issues associated with unhappiness (or lack of success) with their teaching position.

The UTA Advisory Council is a body comprised of educational professions and community members who serve as advisors to the Urban Teacher Academy. The Advisory Council includes professors from the University of Dayton's School of Education and Allied Professions, administrators from Dayton Public Schools, and senior level members of the companies that support UTA financially (Reynolds & Reynolds and Dayton Power & Light). UTA Advisory Council meetings are held twice a year, and serve as a way of keeping all members up-to-date on the program's progress. The advisory council counsels the UTA program director and associate dean on program matters that are identified as areas of concern. The Advisory Council offers recommendations and support on how to improve the program, and gain greater visibility in the Dayton community. Since UTA's inception the Advisory Council has served as a means of evaluating what is appropriate for UTA, and defining what UTA's main purpose should be as the program grows. In recent years, the Advisory Council approved the idea of defining UTA success in terms of graduates accepting teaching positions in any urban setting. Even though there still remains a strong commitment to the Dayton Public Schools, this redefinition of success enables UTA to respect and support the decisions of UTA graduates who decide to go back to their hometowns and contribute to the local urban district in the area. The UTA Advisory Council serves as a way of maintaining a check and balance system for the program, and ensures that the program

does not become stagnant and lose value in terms of what it can offer to its participants and urban school districts.

Selection Process

Designed to augment the existing teacher preparation programs, the Urban Teacher Academy is a program that requires each participant to make a formal application. This application and interview process applies to both students and mentor teachers who participate in the program. Student applicants are interviewed during the end of their sophomore year for program admission and participation during their junior and senior years. Once accepted, the UTA agrees to work with the students for the remainder of their college experience, as well as offer support to them their first 3 years of teaching. For mentors, UTA support lasts as long as they have a UTA student assigned to them.

The application process involves answering questions that seek to identify if the UTA student applicant already possesses some of the characteristics that Haberman (2005b) considers to be Star Urban Teacher qualities. For the potential mentors who apply, it seeks to identify if the veteran teacher has demonstrable knowledge of the characteristics of effective urban teacher attributes. All UTA applicants must complete an essay portion of the application that seeks to gain information regarding the reasoning behind their desire to be a part of the program, as well as understand their past experience with urban schools, students, and families. Each applicant essay is evaluated using a rubric. The UTA application also requires a letter of reference from three individuals who can attest to the applicant's ability and desire to teach in the urban setting.

Figure 1 outlines the UTA selection process for both students and mentors.

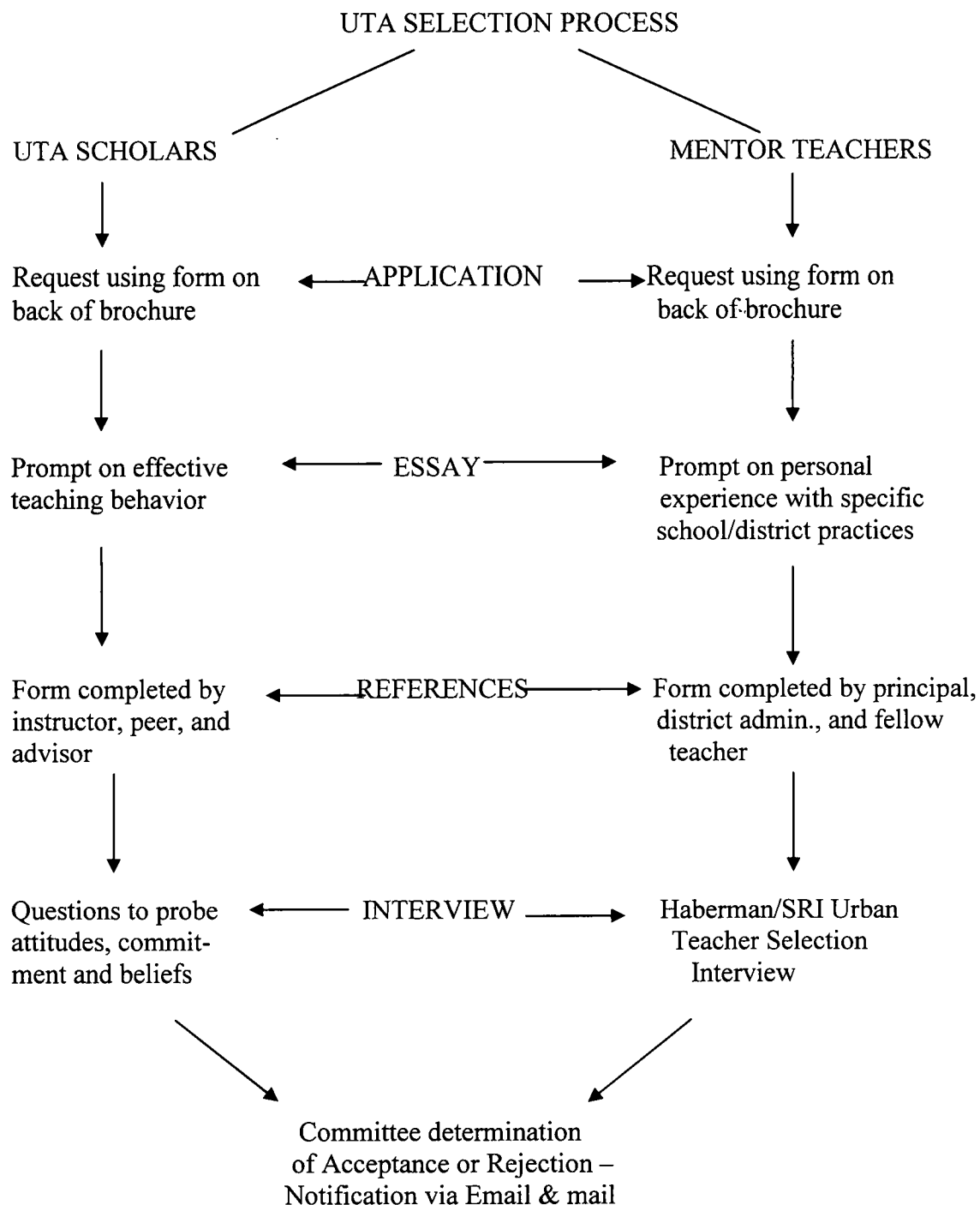


Figure 1. UTA student and mentor selection process.

For the student applicants, the three reference letters must be completed by the student's advisor, an education professor who knows the student, and a fellow classmate. For the mentor applicants, the reference letters must come from their building principal, a district curriculum administrator, and a teaching colleague.

After applications are reviewed by the interview committee, which consists of the UTA program director, the Associate Dean for Community Outreach, and the Employee Education Director for Dayton Public Schools, prospective participants are interviewed for approximately 30 minutes using a combination of the Haberman Star Teacher Interview Protocol and the SRI Teacher Perceiver Interview as the guide for all interview questions. The interview questions fall into three categories: situational, observational, and conceptual. The situational questions require the interviewee to respond to a specific given situation: "Tell us how you approach a major assignment for one of your classes?" (*UTA Pre-service Teacher Interview* see Appendix C). The observational questions require the applicants to provide a third party perspective on a situation: "From your present perception of urban classrooms, what emotional and physical qualities do urban teachers need in order to be effective?" The last type, the conceptual, is directed at teacher behavior, beliefs, and personal philosophy: "What does the term 'at risk' mean to you?" (*UTA Pre-service Teacher Interview* see Appendix C).

It is a widely accepted notion in education that a teacher's beliefs, attitudes, and values are key to his or her potential for success as a teacher—and that the most successful teachers display attitudes and beliefs which can be used as a standard for sorting and selecting new teachers. This was the underlying principle of the Teacher Perceiver Instrument (TPI), a commercial hiring interview produced by Selection

Research, Inc. (SRI) beginning in the early 1970s. The original TPI was a battery of questions or hypothetical situations presented to a new teacher-candidate, designed to measure the prospective teacher's attitudinal orientations along a range of affective themes. The interview questions and desired responses were keyed to specific themes drawn from the reported attitudes and observed behaviors of the baseline successful teachers. SRI posited that prospective teachers who evinced attitudes and provided responses aligning best with the attitudes and responses of the successful veteran teachers had themselves the highest potential for success and should be hired over teachers who did not evince the desired educational values. SRI researchers distilled these desired orientations into a dozen "themes": mission, empathy, rapport drive, individualized perceptual, listening, investment, input drive, activation, innovation, gestalt, objectivity, and focus (Metzger & Wu, 2003).

In 1988, SRI bought out the prestigious Gallup Organization, long regarded for its scientific public-opinion polls. The company merged its Perceiver instrument line under the Gallup corporate name, updated and revised the TPI in 1994, and throughout the 1990s continued to market the TPI to schools as a way to select the best teachers. In 1999 Gallup released the Urban TPI aimed at selecting new teachers who would be successful in urban settings; it used the same basic mechanism as the regular TPI but was grounded in a modified list of affective characteristic themes specifically for the urban context (Metzger & Wu, 2003).

Haberman heads an institute that produces its own commercial teacher hiring interview. Haberman represents the urban teacher perspective on identifying and training teachers to be effective in the urban classroom (Haberman, 1991, 1995a, 1996). The logic

of Haberman's interview is similar to the TPI, identifying core affective traits possessed by successful teachers and using them to measure the potential of new teachers, but the Haberman interview focuses exclusively on selecting teachers best suited to be successful in urban schools. Haberman's interview protocol is grounded on 10 categories of affective characteristics: persistence, organization and planning, valuing student learning, theory to practice, ability to teach and care for at-risk students, approach to students, surviving in bureaucracy, explaining teacher success, explaining student success, and fallibility.

Urban Teacher Academy interview question responses are scored using a rubric scale, and the combined rubric scores of the application essay, interview, and references are used to determine whether or not to accept the candidate in the Urban Teacher Academy.

Upon the determination of acceptance into UTA, both UTA students and mentors are asked to sign a contract of agreement that stipulates the terms for all parties' commitment to the program. For the UTA student and mentor the terms are as follows:

UTA Student Agreement Terms

1. Attend and actively participate in all academic and professional development activities, and meetings required by the program.
2. Complete all assignments associated with the academic and experiential activities of the program.
3. Establish and maintain a strong working relationship with my mentor teacher.
4. Participate in an exit interview prior to completion of the Urban Teacher Academy.

5. Commit to 3 years of teaching either in Dayton Public Schools or another urban school. (*UTA Teacher Agreement* see Appendix C)

UTA Mentor Agreement Terms

1. Attend and actively participate in all professional development activities and meetings required by the program.
2. Serve as a positive role model for my Academy student intern.
3. Provide classroom experiences which are coordinated with UD classes and/or seminars.
4. Coach my assigned UTA scholar toward classroom behavior and portfolio development.
5. Collaborate with UD staff to deliver curriculum when appropriate.
6. Commit to pursuing National Board Certification. (*UTA Teacher Agreement* see Appendix C)

In return for their commitments, UTA students and mentors are entitled to incentives that encourage participation and demonstrate appreciation of the participants' time and educational investment. The incentive for UTA students is tied directly to the expected end product of the program; getting more highly qualified University of Dayton graduates to teach in Dayton Public Schools. The incentives for UTA graduates include a guaranteed teaching position with Dayton Public Schools; a \$3,000 per year stipend for a maximum of 3 years, from the Urban Teacher Academy for those UTA graduates who accept the DPS teaching position. UTA graduates who choose to teach in an urban

setting other than Dayton will receive a stipend of \$1,500 per year for a maximum of 3 years (*UTA Mentor Teacher and UTA Scholar Incentives* see Appendix C). This stipend structure was in place for all UTA graduates who entered the program before the 2006-2007 academic year. At the start of the 2006-2007 academic year, the stipend would only be paid to those UTA graduates who took a teaching position with DPS or in an urban district in the Southwest Ohio region, if Dayton Public Schools did not have an opening in their licensure area. This change in stipend structure was implemented in order to encourage more UTA graduates to teach in the Dayton region, preferably in Dayton Public Schools. In the first few program years the percentage of UTA graduates accepting the DPS position was 33% (*UTA 2005-2006 Program Report*, see Appendix D). Because of the local investment of support from program sponsors such as Reynolds and Reynolds and Dayton Power and Light, the stipend structure was redesigned to provide the most benefit to the local urban school district, Dayton Public Schools. It was a decision that was supported and approved by the UTA Advisory Council.

For UTA mentors, the incentives were both monetary and professional. The rewards include the possibility of local, state and national recognition for their role in this unique program, a stipend of \$2,000 per year for each year with the program, and the attendance at all UTA seminars and sessions could be used as continuing educational units for their professional development plan that is a requirement for teacher certification/licensure renewal.

Instructional Model

Designed to supplement the existing knowledge base that is currently used in the teacher licensure program, the Urban Teacher Academy instructional model utilizes three program areas that assist preservice teachers in the development and understanding of issues that are relevant to urban education: Seminars and feedback sessions; field experiences; and professional education coursework. Each UTA experience is intended to deliver knowledge cogent to the field of urban education and practical so that preservice teachers will develop skills and strategies that will help them be successful in the classroom upon graduation.

Seminars and Feedback Sessions

Held in conjunction with Dayton Public Schools' entry year teacher program, The UTA Seminars are the main framework for the program. The seminars were established to

complement specific courses within the University of Dayton Teacher Preparation program, Seminars will address issues pertinent to urban teaching that may not be covered with the appropriate emphasis or depth required to adequately prepare students for teaching in the urban setting. (*UTA Supplemental Seminars* see Appendix C)

Throughout the 2-year cycle in which UTA students will be completing their teacher licensure requirements, UTA offers four main seminars each academic year aimed at providing knowledge, skills, and strategies necessary for the development of future urban educators. Seminar topics cover a wide range of issues identified through the literature as critical for those teaching in urban areas and are intended to help not only preservice

teachers, but also veteran classroom teachers who wish to stay current on what is appropriate and considered best practice when working with urban students and families.

The seminar topics include, but are not limited to:

- Socio-economic concerns (health, today's family, the impact of poverty, etc.)
- Conflict resolution
- High teacher expectations for student learning
- Communication and social linguistics
- Managing multiple priorities
- Stress reduction
- Group dynamics
- Cultural competency
- Acceptance of diversity
- Classroom management
- Diversity of curriculum materials
- Teaching diverse learners and working with their families
- Learning styles (differentiated instruction)
- Linking teaching, learning and research

Nationally known experts/practitioners present these topics so that program credibility is maintained. Varied teaching strategies such as the use of technology, cooperative learning and the use of case studies and simulations for interactive learning are used to enhance student engagement. An emphasis on problem solving, application

and self-reflection for both pre-service teachers and mentor teachers is the goal (*UTA Supplemental Seminars* see Appendix C).

As a result of participating in the UTA seminars, preservice teachers are expected to:

- Demonstrate the ability to present information in a clear, direct way that students can understand.
- Demonstrate behaviors like varied delivery, frequent demonstrative questions, varied, dramatic body movements, varied emotional facial expressions, animated acceptance of ideas, and selection of varied words, especially adjectives.
- Demonstrate the ability to see things from the student point of view, showing positive regard toward the student. (Exhibits caring "desk-side manner").
- Demonstrate respect and understanding for students' cultural rituals, icons, and historical experience so that new learning can be effectively connected to students' experiences.
- Demonstrate the ability to improve life in the classroom through self-analysis and action research related to student outcomes and teacher behavior. (Asks the question: What can I do to ensure better results for my students?)
- Demonstrate the ability to break down complex concepts or tasks and sequence them in order of difficulty.
- Demonstrate the ability to view students on a developmental continuum as opposed to viewing some children as inherently deficient due to race, class, gender or other factors beyond the student's control. (Recognizing the power of nurture over nature.)

As a result of participating in the UTA seminar program, mentor teachers are expected to:

- Demonstrate the ability to use their experience and skills to mentor, coach and provide an effective and positive role model for pre-service teachers.
- Demonstrate the ability to improve life and student achievement in their classrooms through self-analysis and action research related to student outcomes and teacher behavior. (*UTA Supplemental Seminars* see Appendix C)

The feedback sessions, which are for UTA students and mentors only, are used as a method of debriefing and “member checking” with participants following the main seminar. Typically held one week after the main seminar, the purpose of these meetings is for the UTA program director and UTA mentors to relate the knowledge, skills and attitudes addressed in the seminars to the field experiences.

Since the beginning of the program, many UTA participants have commented that the feedback session is often of greater use to them than the main seminar. Many feel that the opportunity to discuss the relevancy and practicality of each speaker’s strategies and ideas has helped them identify what is necessary for teachers in urban schools in order to be successful. The benefit for UTA students is the chance to see (a) how veteran teachers use the strategies and ideas in their own classroom and (b) how the mentors personalize the strategy and make it work for the particular students in their classrooms. Mentors, in contrast, speak of how a new perspective on the topic given by the preservice teacher provides them with a different idea regarding how to implement a particular instructional strategy, work with a student, or engage in discussions with their newer professional colleagues.

Field Experience

Field experience is a requirement of the University of Dayton School of Education and Allied Professions teacher preparation program and the Urban Teacher Academy. Placement in urban schools provides hands-on participation in real classrooms with real students and teachers. This opportunity to apply knowledge, concepts and skills studied in class and seminars makes it possible for academy members to translate theory into practice. (*UTA Supplemental Seminars* see Appendix C)

For UTA participants, all of their field experience and student teaching will be with their assigned UTA mentor during both the junior and senior years. This UTA placement occurs in the same building for 2 years and allows the UTA student to develop a full understanding of the culture of urban schools. The UTA student is able to establish a solid working relationship with his/her mentor that will lead to greater communication regarding instruction and supervision, and gives the UTA student ample time to identify patterns, understand student behaviors, and plan according to the different needs and learning styles of the student. This 2-year placement enables the participants and the program director to see the growth in each UTA student. The urban placement provides the UTA student with the benefit of being able to see how effective veteran teachers engage students, make professional decisions, and work with colleagues.

Unlike most traditional field placements, the UTA field placement permits strong connections made between the cooperating teacher and the preservice teacher. UTA mentors attend all UTA seminars and feedback sessions with their students, and help facilitate the learning and analysis of information presented at the seminars for the

students. These strong connections permit more knowledge surrounding class preparation and understanding student behavior to develop. The support that the UTA student receives for the mentor is another strong component of the program. The UTA mentors offer consistent support and encouragement to their students. A substantial majority of UTA graduates report that they are still in regular contact with their mentors regarding professional matters. This relationship of support and encouragement is also of benefit to the mentor. Many mentors have expressed, anecdotally, how having a UTA student in their classroom is quite different and more meaningful compared to the traditional field placement student. Mentors have expressed the positive aspect of having conversations with their UTA student protégés about understanding poverty, differentiated instruction, and culturally responsive teaching as beneficial to their professional development, as well as viewing their participation in the program as a means of personally contributing to the success of the future generation of urban teachers and students. Many noted that they feel honored to contribute to the future of urban education by assisting in the development of their preservice teacher. This pride is evident in their dedication to and support for UTA. Several mentors demonstrate this dedication and support by continuing to take UTA students even after their original UTA student has graduated and their initial commitment to UTA has been fulfilled. This strong commitment on the part of the selected UTA mentors has helped make the field experience component of the program a solid and powerful learning tool.

Urban Teacher Academy Professional Education Course

As a means of ensuring that all relevant material and topics regarding urban schools, students, and families are discussed, understood and incorporated into the UTA

student's philosophy and pedagogy, an Urban Teacher Academy professional curriculum for both juniors and seniors was developed. Not originally a part of UTA's instructional model, the course for UTA students is designed to cover the myriad of topics that cannot be covered in the space of four main seminars throughout the year. The course comes as a direct result of the program director's and associate dean's recognition that UTA students needed more time to learn and discuss those issues which are relevant to urban schools. The course began at the start of the 2002-2003 academic year. Initially, the course included juniors and seniors who were grouped together. This grouping was later determined to be insufficient to meet the developmental needs of the students, and was split into two separate courses (EDT 318, junior course; and EDT 418, senior course) in order to address the needs and skill levels of the UTA students.

The junior class always begins with the use of Payne's (2001) text, *A Framework for Understanding Poverty*. Virtually unknown to many of the UD teaching faculty before being introduced by the Urban Teacher Academy, Payne's book has become required reading for almost all of UD's preservice teachers who are trying to understand children in poverty. The text provides readers with insight into how poverty affects the lives of their students, how it affects schools, and offers strategies for working with children and families in poverty. Its definition of poverty and knowledge of what Payne (2001) describes as the "Hidden Rules" of class enables UTA students to understand aspects of urban culture that have previously been unknown to them. It provides the traditional White female preservice teacher with information that will be invaluable to her if she chooses to teach in an urban setting. The topics covered by Payne (2001) all revolve around the construct of poverty and what educators need to know about it. The

text offers an overview of the topic; presents case studies that provide a clear example of how the topic impacts students, families, and schools; and offers strategies on how educators can help work with students and families experiencing some of the challenges related to poverty. The topics covered include:

- Definitions and resources of poverty;
- The role of language and story;
- Hidden rules among classes;
- Characteristics of generational poverty;
- Role models and emotional resources;
- Support systems;
- Discipline;
- Instruction and improving achievement; and
- Creating relationships. (p. 5)

The use of this text helps provide a good foundation for juniors as they seek to understand what life is like for urban students and families, and begin to identify the challenges they will face as an urban classroom teacher. Throughout the years, UTA students have attested to being unaware of the challenges faced by students and families in urban schools and how these challenges of home can have a great impact on the school learning environment. Many of the juniors call Payne's text "eye opening" and "enlightening." In addition to using the text, the Urban Teacher Academy has made a point of bringing in a speaker from Payne's "Aha! Process" group for the past 4 years.

The foundation created by the use of Payne's text is further enriched by the use of Delpit's (1995) *Other People's Children*. Initially used in the senior course, it has

recently been moved to the junior course (2006-2007 academic year) and is aimed at promoting self-reflection and acceptance of cultural differences. Delpit's text is used as a vehicle for exploring how a teacher's personal views on race, class, and society can affect his/her perception of students, and ultimately the manner in which he/she interacts with the student. *Other People's Children* is a text that encourages reflection and self-awareness. It challenges readers to identify their assumptions about race and class, and assess the underlying value of them for the benefit of the student.

With the current focus on being culturally competent and the steadily growing population of diverse students in urban schools, it was deemed necessary to find a text that addressed the issue of cultural competence in education. The Diller and Moule (2005) text, *Cultural Competence: A Primer for Educators*, was adopted by UTA for the 2006-2007 academic year. Intended to be used during the first semester of the junior year in tandem with Payne's poverty text, Diller and Moule's introductory text on becoming culturally competent focuses on defining cultural competence, understanding the impact race, ethnicity, and culture have on schools, identifying strategies that can help educators become culturally competent, and providing insight into how those who are in cultures different from one's own view the world, schools and their position in it. Diller and Moule (2005) assert that

moving toward cultural competence is an emotionally demanding process that does not occur overnight or with a single course or workshop...Developing cultural competence requires looking at the pain and suffering racism has caused as well as looking at one's own attitudes and beliefs. Gaining cultural competence can also provide enormous personal growth in the form of increased self-awareness, cultural

sensitivity, nonjudgmental thinking and broadened consciousness. (p. 27)

The development of cultural competence from Diller and Moule's (2005) viewpoint is seen as necessity for educators because, "becoming a culturally competent teacher is quickly becoming a professional imperative and will increasingly become a basis for hiring. Increasingly, teachers will find themselves working with colleagues and students who are culturally different" (p. 27). The addition of this text to the UTA required reading list is intended to help UTA students begin to understand how important it is to recognize and respect the various cultures that their future students will represent. The use of this text is meant to be the beginning of a cultural journey for the UTA student. As stated by Diller and Moule (2005) "it is a developmental process that depends on the continual acquisition of knowledge, the development of new and more advanced skills, and the ongoing reflective self-evaluation of progress" (p. 13).

Ladson-Billings' (2001) text *Crossing Over to Canaan* was also adopted for the 2006-2007 school year. Widely known for her emphasis on urban teacher development Ladson-Billings' text provides a qualitative look at the journey of prospective urban teachers and the challenges they face in becoming educators. *Crossing Over to Canaan* allows the reader to see the developmental process that occurs for these preservice teachers as they seek to understand the needs of students and their families. Intertwined between the preservice teachers' stories of understanding and struggle are Ladson-Billings' recommendations for the future of urban teacher training. Among her recommendations is a call for the development of an urban teacher academy concept in which "UTA seeks to ensure that the prospective teachers it prepares are appropriate for urban classrooms filled with students of various races, ethnic groups, and language

groups” (p. 135). As Ladson-Billings describes her idea of the UTA structure, she also describes, in many respects, the very structure of UTA at the University of Dayton.

UTA is located in a major urban university; it is affiliated with a small number of urban schools that are committed to working with the university. UTA is a competitive program that admits twenty to twenty-five students each year.

Admission into UTA guarantees the candidate’s tuition, a stipend and a job.

(2001, p. 130)

Although Ladson-Billings’ ideas are aimed at training graduate students, the objective for her UTA and the University of Dayton’s is parallel: to produce good teachers for urban schools. Using *Crossing Over to Canaan* for the senior UTA students is intended as a way of helping put all the concepts and ideas learned during the junior and senior years into context. The senior UTA students should be able to identify with how learning about poverty, culture, social structures, and management techniques comes into practical use. They are able to see how others, who are in the situations similar to themselves, have adjusted and become comfortable in their development as urban educators.

UTA Participants and Growth of the Program

When the UTA began at the University of Dayton, the program was intentionally small. Four program matriculants were in the initial UTA program in 2001. Since that time the Urban Teacher Academy has grown to have the current number of 20 UTA student participants for the 2006-2007 academic year. This increase in participants is largely due to the work of students and faculty who have come to see UTA as a valuable asset for today’s preservice teacher.

When UTA began in 2001 all 4 candidates were in the Early Childhood Licensure program; each was eager to become a part of something new and beneficial to their future teaching career. During the 2006-2007 academic year, UTA had student representation in all the teaching licensure areas: Early Childhood, Middle, High School, and Intervention Specialists.

The UTA students represent the typical preservice teacher, the majority are female and White. Over the history of the program, UTA has had both male (2) and minority (African-American - 4) students as UTA members. While we have had success with both males completing their UTA requirements and graduating from the School of Education and Allied Professions (SOEAP), currently no African-American UTA student has graduated from the SOEAP with a UTA endorsement. This aspect has been troubling for both the program director and the Associate Dean, who oversees the program. Several interventions were put in place to help facilitate the development of these African-American students; however, thus far it has failed to produce the intended result of UTA program completion. Currently, during the 2006-2007 academic year, two African-American female students are in the program as juniors. This recurring issue of failure of program completion has been brought to the UTA Advisory Council, and has been identified as an issue not only for UTA, but also for the teacher licensure program as a whole.

Working with a growing number of preservice teachers has allowed the program to develop stronger links with teacher education courses offered on campus, as well as strengthen the School of Education and Allied Professions' relationship with Dayton Public Schools. UTA has provided ongoing support to teacher education faculty by

introducing relevant texts and articles regarding urban education; UTA has provided the opportunity to have face-to-face discussions with well-known and respected urban education researchers, as well as help provide valuable contacts and field placements for non-UTA students. In relation to strengthening relationships with DPS, the Urban Teacher Academy has provided quality programming for the entry year teachers; encouraged and facilitated continued professional development through professional reading/discussion groups, which were open to all DPS teachers; assisted DPS in the selection and hiring of mentor teachers; and contributed to the DPS teaching staff with UTA graduates who are highly qualified and specially trained to teach in urban schools. By the 2006-2007 academic year, "33%" of UTA graduates had chosen to take a teaching position in Dayton Public Schools (*UTA 2005-2006 Program Report*, See Appendix D).

Overall, "87% of all UTA graduates have chosen to teach in an urban district" (*UTA 2005-2006 Program Report*, See Appendix D). A significant number do go to the areas for which their training has prepared them. Defining program success for UTA can be measured in various ways: placement of UTA graduates with the Dayton Public Schools, placement of graduates in urban districts, and UTA graduates' possession of identified effective urban teacher attributes. All identified criteria seek urban district placement; however, it is the placement with Dayton Public Schools that we seek to foster.

CHAPTER V

Analysis of Interview and Survey Data

Since the inception of the program there have been 18 Urban Teacher Academy graduates. Of these graduates, 17 have accepted teaching positions in the urban setting. For this research, 12 (70%) of the graduates teaching in the urban setting were interviewed and completed surveys. Six UTA graduates did not participate in the research, those graduates were not included in the study for the following reasons: 4 did not respond to requests for participation in the research; 1, a recent UTA graduate, did not feel as if she had enough experience in the classroom to be of benefit to the study and declined to participate; and 1, UTA graduate is teaching in a non-urban district and was not considered for participation in this research.

Miller and Smith (1983) note that the practice of ignoring non-respondents leads many people to question the overall validity of survey research and that non-respondents cannot be ignored if evaluation studies are to have external validity. Linder, Murphy, and Briers (2001) indicated that steps must be taken for possible non-response error whenever a response rate is less than 85%. In response to these concerns, follow up telephone calls were made to those UTA graduates who did not respond to the requests to participate. Those non-responders gave the following explanations for not participating in the research: 2 graduates stated that their non-response was because they were preparing for their first-year Praxis evaluations, and felt they were too preoccupied with their preparation to participate in the study. A third non-responder stated that he felt "over analyzed by the University of Dayton" (Cameron, telephone interview, May 21, 2007), and did not want to participate in another survey. The fourth non-responder stated that

she did not participate “due to the fact that she was not eligible for the UTA graduate stipend, and felt no obligation to assist UTA in any fashion” (Jennifer, telephone interview, May 21, 2007). The reasons provided for non participation offer insight into how much pressure and stress new teachers feel in being able to balance their personal and professional lives. The 2 non-respondents who cited their preparation for Praxis evaluations is evidence of this “stress” concern in new teachers. The comments of the remaining 2 non-respondents suggest that teacher education program administrators may need to examine the requirements expected of preservice teachers. Indeed, future research should be undertaken to identify if preservice teachers are overwhelmed by the current evaluation practices taking place in educational programs.

The administrator who is responsible for evaluating the UTA graduate was also interviewed as a part of this research. All participants signed an interview/survey consent form (see Appendix E) which outlined the interview and survey process to be used that ensured fair research practices would be used, and that their responses would remain confidential. For the purposes of this study, pseudonyms will be used to protect the participants’ anonymity.

Interviews were held both in person and via telephone. All UTA graduates were interviewed first using open-ended questions (See Appendix E) that were designed to determine the graduates’ attitudes and perceptions about UTA, and the benefits associated with their participation in the Urban Teacher Academy. At the conclusion of the interview, graduates were given a survey designed by Sachs (2004) to determine if graduates possess attributes that are reflective of successful urban teachers (See Appendix A). The surveys did not require the UTA graduates to identify themselves. The

only demographic requested was the number of years the UTA graduate had taught in the urban setting. Survey data from graduates was analyzed through the use of SPSS. Due to the small number of surveys, statistical significance will not be able to be determined. Analysis using descriptive statistics of graduates' responses is used as the measure to identify if the graduates' attributes are reflective of those teachers who have been identified as effective urban teachers by Sachs (2004).

Telephone interviews were held with each of the administrators of the graduates. Administrators were asked to rank the UTA graduates on a Likert scale of 1-5, and provide a follow-up comment on questions regarding the graduate based on Haberman's Star Teacher Interview questionnaire (See Appendix B). Descriptive statistics and qualitative analysis of the administrators' interviews will be used to explore how UTA graduates are performing.

The analysis of the research will start with the qualitative interviews of the UTA graduates. The graduates' responses were analyzed to identify patterns and themes that emerged as graduates discussed their experiences with UTA as they relate to their perceived benefits, the areas they felt needed to be improved, and their overall impression about the program. Each UTA graduate interview was transcribed, and key words were identified for each of the seven qualitative questions. From this analysis of patterns, the overall graduate impression emerged that reflects the graduates' general impression about the importance of the program as it relates to their professional development.

Where UTA Graduates are Teaching

UTA graduates are teaching in urban school districts. The schools are located in neighborhoods that have high concentrations of poverty, with the percentage of students

on free and reduced lunch well over 80% for each school in which UTA graduates are assigned to teach.. Along with high rates of poverty, 75% of the graduates reported a growing number of homeless students in their schools. This homeless rate coupled with increased poverty contributes to the high student mobility between schools. Eighty-three percent (83%) of UTA graduates reported that throughout the course of a school year 20-25% of their students have either moved in or out of the classroom.

The overall physical condition of the school facilities where the UTA graduates teach reflects the typical if not stereotypical urban school. Ninety-two percent (92%) of the UTA graduates report working in buildings that are old, outdated, and poorly maintained. The availability of adequate instructional materials is also a major concern for 83% of the graduates. The relationship between staff and administration at these schools is mixed, with 58% of the graduates reporting good staff that is supportive and willing to work as a team. The remaining 42% report that staff and administration relations at school are poor.

Who UTA Graduates are Teaching

UTA graduates are teaching students who are raised in a culture that does not place a strong emphasis on education. Seventy-five percent (75%) of the graduates reported they are teaching students who are hard to motivate and fully engage in the learning process. One hundred percent (100%) of the graduates reported that the majority of their students are not performing academically on grade level. Eighty-three percent (83%) reported having students with poor reading and language skills, and 75% report to have several (more than 5) students on IEPs. Sixty percent (60%) of UTA graduates reported having frequent behavioral discipline problems that disrupt instructional time in

the classroom. The general perception provided by 75% of the graduates is that students are interested in education, but have failed to internalize what is necessary for them to do in order to succeed in school (e.g., completing assignments, actively participating in class, and displaying a strong sense of responsibility for their work).

The Parents UTA Graduates Work With

The issue of parental support is one that has plagued urban schools for years (Hoover-Dempsey, Bassler, & Brissie, 1987). UTA graduates have experienced a mixed response when it comes to parental support. Forty-two percent (42%) reported good parental support, while 58% reported having little to no support from parents. Schools that do receive good parental support appear to be those schools where students have to apply for admission. The growing pattern of grandparents or legal guardians assuming the traditional role of parent (Hoover-Dempsey, Bassler, & Brissie) is evident with 42% of UTA graduates stating that they frequently work with students' grandparents, who are the primary caretakers of the students. Communication with parents or guardians was identified as difficult for 75% of the graduates. UTA graduates expressed frustration with the fact that most parents do not respond to calls or notes sent home, and fail to attend parent/teacher conferences to discuss student progress. Research by Hoover-Dempsey, Bassler, and Brissie (1987) and Payne (2001) indicates that this lack of support and communication can be linked to the parents' own educational levels, and their perceptions that schools are institutions that exert another form of control over them. One hundred percent (100%) of UTA graduates reported that parents appear to be at a loss as to what they can do to significantly help their child succeed academically. The urban parents and grandparents rely on the advice of the teacher and often require

encouragement and guidance on how to best help and prepare the student for academic success.

UTA Experience: Positive or Negative

All of the UTA graduates (100%) judged their experience and participation in the Urban Teacher Academy as positive. For one respondent, Cheryl, in her third year of teaching, asserted that "joining UTA was the most positive thing I chose to do in college" (Cheryl, telephone interview, October 25, 2006). Several UTA graduates echoed this sentiment and expressed that they believed they would not be teaching in the urban setting had it not been for their participation in the program.

Two main themes emerged from the graduates in this area of questioning: developing an urban knowledge base and program support--the first theme being that UTA helped the graduates develop their knowledge base and gain insight into understanding urban schools. UTA provided them with an understanding of the culture of the schools, student behavior and parental relations. Ninety-two percent (92%) of the graduates expressed that gaining this knowledge played a critical role in their development as an educator, and helped them in their preparation for teaching students who come from a different ethnicity and cultural background than their own. Many expressed the idea that they knew what to expect when they had responsibility for their own classroom: "I was not surprised like some of my other new colleagues who had never been in the urban setting before" (Martha, personal interview, October 23, 2006). The UTA graduates explained that their experience of being in the classroom for 2 years had prepared them for the challenges and ever changing dynamics of the urban classroom. They expressed feeling comfortable in a setting that differed greatly from the

one in which they had been educated, with most coming from a suburban, middle class environment. Marie, in her second year of teaching, explained that:

the 2-year experience helped prepare me for urban school life. I knew what to expect when I got to Chicago. I was not surprised or turned off; I knew that urban schools come with their own set of challenges. My UTA experience gave me an opportunity to experience so many different scenarios that when strange or challenging events began to happen to me, I didn't even blink. I just thought back on my experiences with my mentor and began to develop a plan.

(Marie, telephone interview, October 23, 2006)

UTA seminars and classes provide a practical knowledge base that offers participants the information needed to help them be successful in the urban classroom. This is evident when Alfred, in his second year of teaching, states that "UTA helped me understand the perspectives of people who are different from me" (Alfred, telephone interview, November 5, 2006). For the majority of UTA graduates their introduction to urban schools came with their participation in UTA. Being able to work directly with urban students and families enabled the graduates to develop the necessary communication skills that assist them in their ability to develop and maintain good relationships with their students and parents. It also provided them with understanding: "UTA helped me to extend my empathy and compassion" (Cheryl, telephone interview, October 25, 2006). Being able to understand the circumstances of the reality that influences the behavior and actions of students and parents provided a necessary component of understanding that UTA graduates state they had not received in other teacher education courses. Doris, in her third year of teaching, stated that she felt as if she "had an advantage over other UD

students, and other applicants when I was applying for teaching positions” (Doris, telephone interview, October 24, 2005). Doris expressed how she frequently received positive feedback on her participation in UTA, and credits UTA with giving her the experience and preparation to fully take charge of her professional career: “I was certain the urban classroom was for me, and my confidence and expertise helped me get the position I wanted” (Doris, telephone interview, October 24, 2006). Doris also credits her participation in UTA as a major reason she was selected as one of 12 of her school district’s “new star teachers.”

The second theme identified in the response to their UTA experience being positive or negative is the issue of program support. Eighty-three (83%) of the graduates expressed how important the support they received from the UTA program director, associate dean, UTA mentors, and their fellow cohort members was to them. That support was manifested in various forms: guidance--both personal and professional; encouragement in becoming a part of the educational community; encouragement to take chances and try ideas and strategies presented in the seminars and classes; support that permitted participants to speak freely about their concerns and ideas regarding topics relevant to urban education, and not feel that they would be judged negatively for their opinions. On this issue of support, Michelle, in her second year of teaching, stated:

I always felt like I had the university behind me, giving me the personal attention and support I needed. I felt like I had more than other UD students.

I could call you [the program director], Dr. Weaver or my mentor, and I knew that any one of you would offer me good advice and really listen to my concerns.

UTA helped me maintain my focus on education and my professional

development. It was the support I needed at the right time of my life.

(Michelle, telephone interview, November 8, 2006)

“Already feeling a part of the educational community” was a phrase expressed by 75% of the graduates. Being able to engage in professional conversations with veteran teachers and their peers helped them develop their communication skills and foster a sense of professionalism that has helped prepare them for their current teaching positions. Velma, in her second year of teaching, explained that once she joined her school’s staff she felt “no qualms about adding my professional opinion in staff discussions” (Velma, personal interview, November 5, 2006), which she noticed was different from other new teachers who demonstrated a hesitance to contribute to discussions during staff meetings. Velma further added that through UTA she “already had been a part of professional discussions, and knew how to make effective comments that would let others know I would be a knowledgeable and valuable member of the staff, and would be able to help make reasoned professional decisions for the school” (Velma, personal interview, November 5, 2006). To make her connection clearer Velma added, “UTA taught me to be informed and speak up. That’s what I learned, and that’s what I do” (Velma, personal interview, November 5, 2006).

UTA graduates expressed the importance of the support they received from their UTA mentor. One hundred percent (100%) of the graduates spoke of the valuable relationship they had developed with their mentor: “I learned how to be a teacher, what teaching required, how to maintain my professionalism, and how to respect myself as a teacher from my mentor” (Marie, telephone interview, October 23, 2006). This strong relationship between UTA graduates and their mentors lasted well beyond the graduates’

program participation requirements. Seventy-five percent (75%) of the graduates stated that they continued to remain in contact with their mentor sharing professional advice and developing personal relationships even after their formal UTA involvement was completed. Martha shared that:

discussing issues now with my mentor is better than having a discussion with any other colleague because she knows where I've come from. She saw me as a student, she helped mold me into the teacher I am today. So, when she gives me advice I know it's coming from a long-range perspective that takes into account who I am, what I know, and what I'm capable of.

(Martha, personal interview, October 23, 2006)

Knowing that their mentors had participated in the same seminars and read the same texts, many UTA graduates felt comfortable sharing their ideas and thoughts with mentors who held similar beliefs regarding education and the role of the teacher.

This same kinship of support is evident between UTA graduates themselves. Sixty-seven percent (67%) report that the support of their cohort members played an important factor in their participation in the Urban Teacher Academy. Cindy, in her second year of teaching, stated that she:

always appreciated the fact that I had others to talk to who were experiencing the same issues I was, learning the same information about urban schools, and we could have discussions on how we felt about it all I could talk with my cohort members about different student behaviors or about what happened with a parent, and they would understand. Some of my other teacher education friends at UD could not understand why I would want to work in an urban school, but

UTA friends got it. I didn't have to give a big explanation. We were all there for the same reason: to make a difference. Being able to talk to others who had this same thought helped me make it through when I was having a bad day.

(Cindy, personal interview, October 23, 2006)

Like Cindy, Abigail who is in her first year of teaching held the same opinion regarding her UTA colleagues:

I still call my cohort members for encouragement and support. Keeping this connection helps keep me focused. Everyone should have this type of connection.

I have colleagues here at school who don't have anyone to share and connect with. I see they need support and they are just not getting it. (Abigail, personal interview, November 8, 2006)

The network of support developed through UTA has continued well beyond what the program requires of both mentors and UTA graduates. It is clear that this component of the Urban Teacher Academy is critical to the success of the program and its graduates.

UTA Topics that were the Most Beneficial to Graduates

UTA graduates were asked to identify topics covered during their participation in seminars and classes that they believed to be the most beneficial now that they have their own classrooms and have come to fully understand the needs of an urban teacher. The topics that benefited and influenced UTA graduates the most were:

- Understanding poverty,
- Appreciating diversity and developing cultural competency,
- Classroom management,
- Fostering parental involvement.

Other topics such as closing the achievement gap, stress management, literacy development, differentiated instruction, and the use of technology were cited but were viewed as less beneficial.

The topic of understanding poverty and how it affects students, families, and schools is a topic of which UTA graduates possessed very little knowledge prior to their participation in the program. For the graduates, this realistic analysis of life for urban students and families was an eye opener. One hundred percent (100%) of UTA graduates identified this topic as beneficial. Understanding how urban families juggle financial resources, rely on community services, and respond to institutional structures provided knowledge and insight that previously had been overlooked in the education of preservice teachers. Several UTA graduates, such as Helen who has been teaching the longest of all the UTA graduates, shared how reading Payne's (2001) text on poverty and discussing the related issues in class "helped put into context the many unknown variables that I had never known about students and families living in the city" (Helen, telephone interview, October 25, 2006). She further added that UTA:

presented me with information that I never knew existed I assumed that everyone was like me, had parents like me, had opportunities like me. UTA showed me the world my students live in and face. This understanding is one that has shaped me as a professional, and I appreciate my training every day because it prepared me for the realities of my job. (Helen, telephone interview, October 25, 2006)

An understanding of the impact poverty has on students and schools led many UTA graduates to develop and extend their thoughts regarding teacher/student relations

and on how expectations and standards need to be maintained as a means of helping students succeed. Understanding that education is a way out of poverty was a sentiment expressed by 75% of the graduates. Alfred described his belief about the need for a quality education as a means of leaving poverty when he stated:

I cannot become sympathetic about my students' situations, and let that prevent me from having high expectations of my students. I would do them a great disservice in life if I failed to challenge them, and expose them to material that is critical to their eventual success as adults. I will show my students compassion and empathy, but I will not lower my expectations. If I lower my expectations, I will fail in my job as an educator" (Alfred, telephone interview, November 5, 2006).

To the surprise of many of the UTA graduates, many of their colleagues in their urban schools had not heard of or read Payne's research on poverty. Many of the UTA graduates shared that they took it upon themselves to introduce Payne's theories to the school administration and teachers, and that these discussions often led to faculty inservices (school and districtwide) on the topic of poverty.

Often linked with understanding poverty is the concept of understanding cultural differences and becoming culturally competent. Diller and Moule (2005) define cultural competence as:

the ability to successfully teach students who come from cultures other than your own. It entails mastering certain personal and interpersonal awarenesses and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching. (p. 2)

UTA graduates were frequently exposed to these topics on cultural competence during seminars and classes, and were fortunate enough to attend a seminar conducted by Jean Moule on the topic that she and co-author Jerry Diller have come to identify as a key factor in the development of sound pedagogy. UTA graduates were also required to read texts such as Delpit's (1995) *Other People's Children* and the research of several distinguished researchers in the area of cultural competency such as Banks (2001), Ladson-Billings (1994 , 2001), and Delgado-Gaitan (1992), all of whom speak to the idea of educators becoming culturally competent in order to develop better relations with and improved academic performance in students. Eighty-three percent (83%) of the graduates identified cultural competence as a beneficial topic covered by UTA. Most discussed the benefits in terms of first understanding their own beliefs about race and prejudices, and about how their own behaviors have been shaped by their personal experiences and exposure to the media. By acknowledging their own beliefs regarding culture and race, the graduates are able to challenge their own biases and stereotypes regarding groups different from their own. Although not easy to acknowledge, many of the graduates, (75%), admitted that before they began to reflect on their own impressions regarding those of another race or ethnicity they did possess some unfounded negative perceptions or beliefs about people who were from a different race or culture. Abigail responded by stating, "I began to realize that I had negative stereotypes about groups of people I had never met before simply because I knew they were different from me. It's sad to say, but it's the truth" (Abigail, personal interview, November 8, 2006). Abigail went on to state that, "UTA helped me appreciate the differences I once saw as deficiencies in others. I appreciate UTA for this because if not I would not be able to

teach where I am today” (Abigail, personal interview, November 8, 2006). Similar to Abigail’s comments, other UTA graduates expressed their appreciation for becoming more culturally aware.

Classroom management was a topic mentioned by 67% of the graduates as beneficial. As with most urban teachers, managing student behavior is a challenge that must be dealt with on a daily basis: How to set expectations and the tone of the classroom? How to create an environment that promotes respect and utilizes conflict resolution? How to organize the classroom in a manner that facilitates smooth transitions and increases instruction time? These were all topics covered during UTA’s exploration of urban classroom management. The class readings and discussions of classroom management coupled with the practical experience of working with a veteran teacher offered UTA graduates a wide range of experiences that have helped prepare them for their own classroom. Having the opportunity to experiment with different strategies under the supervision of their mentor teacher, UTA graduates were able to discover and develop their own teaching style that best fits their personality and pedagogy. Lynn, in her second year of teaching, explained how she developed her own teaching style through her participation in UTA:

Watching my mentor for 2 years allowed me to see a wide range of behavioral problems. Each time I observed the different ways that she would address the situation. She was good at knowing what strategy to use with each student. She knew her students and handled each situation in the most fair and logical manner. I learned that fair did not mean the same consequence or reward for every student. Fair meant having the

same expectations for each student, but addressing each student as an individual. (Lynn, telephone, October 24, 2006)

It is clear from Lynn's response, and the responses of others, that graduates benefited from the prolonged placement with their UTA mentor. A final comment about UTA classroom management training is provided by Doris, in which she speaks to the advantages of UTA placement that purposefully placed her with a successful mentor:

Unlike a lot of my UD teacher education friends, I was able to see how a teacher with good classroom management begins the year, maintains her management plan throughout the year, and what she does to ensure that she closes out the year on good terms. That alone has helped shape my own practice. I've read books on how it's done, but being able to see my mentor do it consistently on a daily, weekly, and monthly basis made all the difference for me. I see her actions in my actions. Sometimes it's as if I'm echoing her words when I speak to my students.... I was comfortable day one with my classroom management plan because I had seen it and done it countless times with my mentor. Because I feel secure with this aspect of my job I can focus on instruction, and for me that makes UTA's coverage of classroom management excellent. (Doris, telephone interview, October 24, 2006)

The fourth topic identified as being of benefit to UTA graduates was parental involvement. Forty-two percent (42%) listed parental involvement as important to their daily classroom routine. Historically, parental involvement has been a challenge for teachers in the urban setting (Hoover-Dempsey, Bassler, & Brissie, 1987). Many urban parents have had negative experiences with schools themselves as students; they view

schools as another institution in which they will not be given fair treatment. As a result, they feel uncomfortable in school settings and tend to participate very little in the educational process. This uncomfortable feeling can also take the form of parents viewing teachers as adversaries rather than partners in the education of their child. Urban teachers frequently have to deal with angry and hostile parents who engage in the educational process only when they believe their child has been mistreated or reprimanded for inappropriate behavior.

Another factor that contributes to the lack of parental support is the educational level of most urban parents. Parents who have low educational levels tend to participate less frequently due to their lack of confidence in their ability to help their child (Hoover-Dempsey, Bassler, & Brissie, 1987). They are unfamiliar with how to best help their child succeed, and they do not want to expose this lack of understanding to teachers. However, this factor does not apply to all urban parents. Many urban parents with low education levels are ardent supporters of their children and the schools. The key component in their participation is the teacher and school's ability to empower parents. The constant active encouragement of parental involvement can significantly improve the rate of parental involvement (Hoover-Dempsey, Bassler, & Brissie). Teachers and schools that encourage this in parents are more likely to have the parental support and participation they desire.

Throughout UTA seminars, classes, readings and discussions graduates have learned the importance of their actions when it comes to parental involvement. The teacher must take an active role in keeping parents informed about all matters involving their child. Teachers must be proactive from the beginning of the school year: by

providing parents with an open invitation to participate in the classroom; by encouraging parents to communicate their concerns whenever necessary; and by keeping parents informed and making themselves available, teachers can foster a partnership with parents that will be of great benefit to the student.

The experience UTA graduates had with their mentors reinforced this notion of active support of parents. Evidence of this is seen in the comments offered by Helen:

My mentor did an excellent job of reaching out to parents. She sent out frequent newsletters, called parents with both positive and negative concerns regarding student behavior and academic progress. She invited parents to join the class for lessons, field trips, and parties. She did everything she could to give parents an opportunity to be a part of the student's academic life. Some parents took advantage of the invitations, and others did not, but regardless of their response she always kept them informed. (Telephone interview, October 25, 2006)

Helen finishes her thought by expressing how after observing this practice from her mentor, "I too, make sure that I do everything to keep parents informed about their child's progress, and encourage them to take part in numerous class functions throughout the year" (Telephone interview, October 25, 2006). Even though there is a concerted effort aimed at increasing parental support, UTA graduates are taught to be able to operate their classroom in the absence of full parental support. Graduates are taught not to use lack of parental support as an excuse for not fulfilling their responsibilities as an educator. Discussions in seminars and classes revolved around the fact that the ideal teaching environment does not exist, and therefore urban educators must access what is

available to them, and move forward with the duty of educating students. Parental involvement would be an asset for any teacher, but if it does not occur teachers must be willing and able to work without it. Several of the graduates acknowledged this sentiment, and their opinions on this matter were best summed up by Alfred: “UTA helped me understand that I have to work with what I actually have, not what I wish I had” (Alfred, telephone interview, November 5, 2006).

What Should UTA Add to the Program?

UTA graduates were asked to offer suggestions on topics and strategies that they believe UTA should incorporate into its curriculum now that they have the benefit of being in the classroom and know what novice urban teacher needs are. Four main themes emerged:

- Working with colleagues and school administrators
- Accessing community resources
- Managing paperwork
- Dealing with the bureaucracy and politics of urban schools

Working with Colleagues and School Administrators

“I find one of the most difficult aspects of my job is not getting along with students, but how to get along with other teachers and the principal,” explains Gladys (Personal interview, October 25, 2006), who has been teaching for 3 years. When asked about what information would help improve the UTA experience and preparation. She continued by stating:

It’s difficult to work with teachers and administrators who do not have the

same philosophy and ideals regarding education and students as I do. I believe I am progressive, and want to help my students engage in critical analysis of society and education. I want to expand their thinking beyond the basics. But, I work with people who could care less about enabling and empowering students. One teacher flat out told me to stop trying to make us look bad, and just do the basics. I was offended and hurt by her comment. But, more than that, I was saddened by the fact that this person is here in school teaching, and the principal regards her as a good teacher. I was shocked that a lot of my colleagues do not share my perspective regarding pushing students and helping students see beyond the present. I found unhappy, unprofessional, and unmotivated teachers in my building, and I don't know what to do about it. (Gladys, personal interview, October 25, 2006)

In agreement with Gladys' perspective, 58% of UTA graduates expressed their concerns regarding how to get along and work with veteran teachers and administrators. Implicit in several of the graduates' responses was the underlying perception expressed to them by colleagues and administrators that a White teacher cannot truly teach African-American students as well as an African-American teacher. Abigail describes how at the beginning of her school year her principal informed her that, "I've worked with teachers like you before, and honestly It hasn't worked out, I really wanted someone who looked like the students to be in this class, but here we are" (Personal interview, November 8, 2006). Abigail expressed anger and disbelief that her administrator had these thoughts regarding White teachers and she was willing to admit it. Abigail questions:

How do you respond when your principal says that to you? How do you respond

when your professional ability is questioned because of your race? It feels like discrimination to me, but she's the boss so who do I complain to?....and this attitude is not just coming from her [the principal], I feel like the older Black teachers believe the same thing. I joined UTA because I knew the urban setting is where I could do the most good. But, being questioned about my ability, and being judged inadequate because I am not the same race as my students is not something I was prepared for. (Abigail, November 8, 2006)

In addition to the issue of race, UTA graduates expressed the concern that being able to share ideas and engage in professional conversations with colleagues was also difficult to accomplish. Cindy stated that:

often my colleagues did not use our shared planning time for planning. Frequently they used the time for personal activities or doing something alone in their own classroom. This really put me, the new teacher, at a disadvantage because I had hoped to learn more about the children and families from them. I expected that just like my UTA mentor, we would discuss issues and share strategies. But, that was not the case, my first year I felt isolated and out of the loop with the other teachers. (Personal interview, October 23, 2006)

On the topic of working with administrators, the UTA graduates spoke of dealing with principals who varied in their responses to new teacher needs. The two dominant principal responses were: the *non-supportive administrator*, (who assumes that the new teacher is not capable of handling the classroom and who demonstrates this mistrust with frequent class visits accompanied with constant negative criticism), or the *non-directive disconnected administrator* (who operates on the assumption that the teacher is

competent; offers very little guidance and information; and essentially provides little or no assistance to the teacher). Both types of administrators: the “omnipresent” non-supportive administrator and the “phantom”

non-directive disconnected administrator left the UTA graduates with the belief that their principals could do more to support them in the classroom and school. Abigail expressed how working with her “*omnipresent*” *non-supportive administrator* made her feel uncomfortable, unwanted, and insecure about her teaching ability:

Her constant hovering and negative criticism has really made it difficult for me.

On a daily basis, I find myself questioning my own ability to teach and fulfill all of my professional responsibilities. I’m always thinking about whether or not I should be here, and I have a feeling that she is thinking about how to get rid of me. (Abigail, personal interview, November 8, 2006)

Marie described working with a “phantom” *non-directive* principal as a:

task I dreaded. She [the principal] would never return my messages. She lost my paperwork all the time, and she almost always gives a negative view of the students and families. I want to know how to work with a principal who does this. How do you stay focused and positive when the leader of the school behaves in this way? (Marie, telephone interview, October 23, 2006)

UTA offers student participants a unique relationship by pairing the student with a mentor who is professional and passionate about urban education. These mentors are typically in buildings where the commitment to providing a quality education is high, and the staff is led by a strong, supportive principal. Upon accepting a teaching position, 50% of the UTA graduates have experienced the reverse of this scenario. They have been

met by administrators who fail to offer support and guidance, and are teaching in school buildings where the administrator is doing little to encourage and improve the quality of teaching. It has left some UTA graduates questioning their abilities as educators, while others are questioning whether they will continue on at their current schools.

Accessing Community Resources

Being able to identify and access resources in the community for students and families was identified by 58% of the UTA graduates as an important topic. "There are so many helpful agencies and groups who are looking to help teachers and students. UTA should make sure that participants know how to work with community groups so that their future students can benefit from these partnerships," says Helen.

At first I thought I should try to provide every service on my own, or if not It would be something that would have to cost the school money. But, after I began to search around, I found a wealth of services and support for my students at little or no cost to the school or the families. (Helen, telephone interview, October 25, 2006)

This benefit was also noted by Martha, who describes it in these terms:

I cannot tell you how important the community agencies have been in helping me get services for students. Tutoring, clothes, support for parents, school supplies, I.T. equipment, and help developing leadership and character development skills in students. These things all came from outside the school district. UTA should help its students learn to seek out resources and use them as much as they can to help students. The district cannot afford to pay for everything. Nor can the district provide some of the person to person support that

many of the agencies in the area can. (Personal interview, October 23, 2006)

UTA was developed under the auspices of getting the community to take responsibility and ownership for improving urban schools. UTA seeks to help "build civic capacity" as encouraged by Stone, Henig, Jones, and Pierannunzi (2001), and by doing so assist in developing and maintaining a broad social and political coalition across all sectors of the urban community in pursuit of the common goal- urban school success. Stone, Henig, Jones, and Pierannunzi contend that it is essential for stakeholders in the urban community to join together in a shared vision in order to identify and address the problems of urban schools. UTA's information provided during seminars speaks to this ideal and demonstrates it in its collaborations with Dayton Public Schools, Reynolds & Reynolds and Dayton Power and Light. UTA graduates are taught about the importance of collaboration, but more information regarding what is available to schools and students should be explored.

Managing Paperwork

The third topic that caused concern for UTA graduates is how to handle and organize all the paperwork associated with schools and schooling. Fifty percent (50%) of UTA graduates stated that managing paperwork is a topic that should be covered by UTA. Cheryl relays her own frustration in dealing with all the required paperwork:

I absolutely had no idea how much paperwork was associated with teaching. My mentor made me responsible for homework, test and quizzes, but that was just the tip of the iceberg. We have so many records, reports, forms, and other documents to complete in addition to our daily attendance and class work assignments. My first year, I was overwhelmed. I had to stay organized in order to meet deadlines

and stay current with the students. This does not even include all those requests to complete forms and applications from outside the district. I had requests for references, applications for services from children services, and Social Security forms for ADHD. Really, the amount of paperwork is unbelievable. Preservice teachers should be given a better idea of what they should expect. (Cheryl, telephone interview, October 25, 2006)

Cheryl's perspective was echoed by many of her fellow UTA graduates. All spoke of the need to be organized and understand how to prioritize obligation.

Dealing with the Bureaucracy and Politics of Urban Schools

The final recommendation for UTA curriculum identified by 42% of the graduates was understanding and dealing with the bureaucracy and politics of urban schools. UTA graduates expressed the belief that it is difficult to contend with some policies and procedures that make it difficult to teach students and have all the necessary supplies and resources. Alfred shares the difficult experience of getting resources for his classroom:

It was as if I was asking for gold. If I wanted to have a current world map I would need to have permission from the principal. Then, I would need to seek permission from the history department chair. When I had their approval, I would have to go to the central office and make a formal request with the curriculum coordinator who would check to see if the company that district had a contract with had any maps available. After I filled out the three page request at central office I was informed that this process could take anywhere from 4 to 6 weeks. Needless to say, I am still waiting for the wall map from the district....

After about week 7 of waiting, I went out and just bought one from the local school supply store myself. The district policies are absurd. I'm trying to teach students, not run through a maze looking for cheese. (Telephone interview, November 5, 2006)

Another graduate, Lynn, expressed her contempt for policies in the school:

Sometimes I feel like there is no equity in urban schools. Veteran teachers have plenty of supplies, while new teachers search for scraps. Seniority is used as an excuse to let some have privileges that others cannot. I cannot take my class on a field trip that is tied directly to our current standards, while another teacher takes frequent field trips to events that have nothing to do with education. This is not me griping. This is just the truth. My building is so political. Everyone knows it, and accepts it. Be sure to warn people in UTA that even for teachers there is inequality in urban education. (Lynn, telephone interview, October 24, 2006)

Hess (1999) detailed how frequently urban school districts implement policies and procedures that lead to the misallocation of funds, and switch from one "best" practice to another. This prevents teachers and principals from engaging in the significant but necessary tasks of the classroom that can lead to improved student achievement. This phenomena Hess termed "policy churn" (p. 8), and it leads districts away from the goal of improved academic achievement and into an unending cycle of big promises, fragmented reform, and frustrated teachers. The UTA graduates appeared to experience some of that policy churn and perceived that it impacted their overall effectiveness as a teacher.

UTA Areas in Need of Improvement

UTA graduates were asked to identify any areas that they believe needed to be improved in order to enhance the quality of the program. Three areas were clearly identified: Start UTA participation earlier in the preservice teacher education program; offer more support for out of state graduates; and open up UTA courses to non-UTA preservice teachers.

Seventy-five percent (75%) of UTA graduates believed that participation in UTA should begin before the junior year. The graduates expressed the belief that more exposure and experience in the urban setting would further enhance their ability to understand the culture of urban schools and increase their ability to develop the skills and dispositions necessary for teaching in the urban setting. Velma shares her view when she states:

I already knew I wanted to be in urban schools. So, if I would have been able to be fully immersed in studying and working in the urban classroom it would have been completely to my benefit. Just think of how much more I would have known and experienced if I would have been in UTA as a freshman.

(Personal interview, November 5, 2006)

This belief is also shared by Marie:

Start UTA sooner. Being able to spend focused time on my specialized area, urban education, is just like majoring in special education. There are so many facets to urban education that I believe it needs more time and classes devoted to it. (Telephone interview, October 23, 2006)

Sleeter (2001) calls for the recruitment and selection of preservice teachers who are interested in teaching in the urban schools, and establishing preservice programs specifically designed to provide the traditional White preservice teachers with knowledge, skills, and dispositions to be successful in the urban teaching context. UTA graduates appreciate and understand how valuable their UTA experience has been to their professional development. The call for earlier participation reflects this understanding and valuing.

Seventy-five percent (75%) of UTA graduates called for the improvement of graduate support for those teaching outside of the Dayton area. Seven (58%), of the 12 UTA graduates interviewed teach in a different state or outside of the Dayton area. As a part of the UTA model, those graduates who teach within the regional Dayton area are eligible to attend monthly UTA graduate support meetings, and receive individual site visits from the program director to aid in their development as urban educators. Currently five UTA graduates teach in the Dayton area and participate in this portion of the program. Every UTA graduate who is out of the Dayton area expressed the importance of providing greater support for UTA graduates. Those not currently involved in the UTA graduate seminars described the need for continued support, encouragement, and objective criticism provided by their mentors, the UTA director, and the Associate Dean. As explained by Michelle, UTA graduates have come to value and depend on the support provided through the program:

I miss being in community with my UTA cohort and the mentors. I don't have
This void filled by anything else. I miss hearing how others are doing; knowing
what they are doing; how the students and parents are in their schools. I don't

have anyone here who knows what I know or has experienced the readings and seminars that I have and can relate to my perspective. That's disappointing because from my perspective no one can really judge my professional growth. Honestly, I miss Dr. Weaver telling us to get real and be honest with ourselves. (Telephone interview, November 8, 2006)

Helen explains this need of graduates in simple terms: "It's the support. It's the continuous feedback and support that I miss" (Telephone interview, October 25, 2006).

This need expressed by UTA graduates outside of the Dayton area is a concern recognized in the area of research devoted to urban teacher training. Sleeter (2001) concludes in her study of urban teacher preparation programs that the work of teacher education needs to extend beyond preservice education and link "community-based learning with ongoing professional development and school reform" (pp. 102-103).

Permitting non-UTA students to participate in UTA classes and seminars represents a third way to improve the program. Sixty-seven percent (67%) of the graduates expressed an interest in allowing any interested preservice teachers to experience what they have experienced. The graduates believe that the information and experience they gained from participating in UTA classes and seminars is valuable information to all pre-service teachers regardless of their future career plans. Frequently, the UTA graduates spoke of how they used their UTA texts and handouts in other teacher education classes, and also of how valuable they believed the information they received was to their teaching in general. Lynn shared how beneficial she believes making UTA available to all preservice teachers would be:

When I was at UD, my friends would always ask for copies of my UTA books

and handouts. I was always talking about how good the seminars were, and a lot of them wanted to go to them. They just weren't sure if they wanted to teach in the city. I know that the information that I learned through UTA was good for every teacher, not just urban teachers. I think more education majors would sign up for the UTA class if given the opportunity. They may not go urban, but the information and experience they would receive would help them anywhere they chose to teach. (Telephone interview, October 24, 2006)

Alfred expressed his thoughts regarding UTA classes and seminars in these terms:

I always thought more education majors should be a part of UTA. I think the school of education is missing out on an opportunity to help its graduates become more well rounded in their thinking regarding urban schools, and children of different races and ethnicities. UTA helped me gain a full understanding I did not have prior to my participation in the program....The UTA class should just be a class open to everyone for credit. Just like we had the choice to choose certain education courses, the UTA course should be included in these choices.

(Telephone interview, November 5, 2006)

Increasingly, schools of education are developing courses and specialized urban training programs that are intended to prepare teachers to meet the growing demand for highly qualified urban educators (Howey & Post, 2002; Sleeter, 2001; Zeicher, 1996). As this urban preparation movement continues to grow and develop many schools of education are beginning to recognize and promote the value of differentiated instruction, cultural competency, and issues of social justice for all teaching areas- urban, suburban, and rural. Along with this recognition comes the need to share this information with all educators.

Leland and Harste (2005) detailed how the immersion of all education majors in the urban setting for course work and field experience benefited even those who took teaching positions in middle class suburban schools. Their research provides support for allowing and encouraging urban education courses for all pre-service teachers.

Development as an Urban Educator

The Urban Teacher Academy was established with the purpose of educating UD students to become competent, qualified urban educators. The development of UTA participants is seen as a way to transform the urban classroom by transforming the teacher. This transformation is described best by Carvan, Nolen, and Yinger (2002):

We believe that teachers who work in urban contexts must teach in a way that recognizes and values children's communities without diminishing differences.

We believe that they must understand the role of curriculum in constructing knowledge, build on what children know, focus on children's thinking and learning, place knowledge in context, provide multiple and varied "entry points" to learning, and engage students in learning their own heritage and language.

At the same time, they must acknowledge existing social and economic power structures while providing all students with the tools and skills of inquiry that will diffuse potentially negative impacts of these structures on learning. (p. 12)

Having experienced these components during their participation with UTA in their preservice program, UTA graduates were questioned as to how UTA has aided in their development as an educator. The graduates' responses to this question were strikingly similar and revealing. Five strong points emerged from this line of questioning. These points were inductively derived from the interviews of the UTA graduates. The five

points that UTA graduates believe demonstrate how UTA has helped them develop professionally are:

1. UTA helped graduates understand the importance of culture, poverty, and developing relationships with students;
2. UTA helped graduates develop a realistic perception of life in urban schools;
3. UTA enabled graduates to develop the expertise and confidence needed to manage an urban classroom;
4. UTA helped graduates understand the importance of research and data in order to make sound professional decisions; and,
5. UTA helped graduates develop a professional voice.

The five points demonstrate that UTA graduates experienced what Leland and Harste (2005) refer to as “repositioning” (p. 66). Repositioning is the process through which teachers’ beliefs, ideas, and conceptualization of the educational system change as a result of their exposure to the urban environment; they develop the ability to be critically aware of hegemonic practices (e.g., identifying racial bias in standardized tests and identifying school policies that negatively effect students of color). Leland and Harste describe the process of repositioning as having three distinct dimensions that those who participate in urban teacher training experience. The process identified by Leland and Harste (2005) entails the following:

The first is an understanding of how systems of meaning and power position people in specific ways.... The second dimension is a willingness to recognize one’s own complicity in maintaining inequitable power systems and relationships....The third dimension is a commitment to social action that

addresses the perceived inequities. (pp. 67-68)

One hundred percent (100%) of the UTA graduates stated that UTA helped them understand the importance of culture, poverty, and developing relationships with students. This information was covered using multiple methods during their participation in the program as preservice teachers. Readings, discussions, and seminars frequently focused on understanding conceptually and demonstrating concretely their knowledge of urban schools, culture, dealing with the impact of poverty, and developing positive mentoring relationships with students. All of the graduates shared how focusing on these areas has significantly helped them in the management of their classrooms. Alfred explains his professional development in the following manner:

UTA helped me step out of my middle class norms. Having gone to suburban schools all my life I had no idea about the way life is for teachers and students in urban schools. Through UTA, I began to understand why students make some of the choices they make. I was able to understand that in fact there is a clear difference between urban and suburban classrooms. The issues urban families and students face are different from those faced by suburban families and students. The most important thing I learned was not to make so many assumptions. For me being able to listen and learn made the difference, I learned from my mentor and the students that understanding where I was and the people there had to come before I even began to teach. (Telephone interview, November 5, 2006)

Helen, who has been teaching the longest of all the UTA graduates, shared how UTA helped her understand the importance of her role as educator in the urban community:

I never gave much thought to how my schooling was preparing me for life, or how it was always something that my parents reinforced in me through their support of me and whatever I was doing that was school related. My UTA experience opened my eyes to what life is like for teachers and students in urban schools. I began to understand how challenging it is for teachers to deal with diverse students, to deal with how poverty affects families, and understand how sometimes the culture and climate of the school can either help or hinder a student. These were perspectives that I had never experienced before....The more I read, discussed, and saw the more I understood about how critical it is for urban students to have good teachers. I understand the culture of my school more and more each year, and this understanding is allowing me to make better and stronger connections with my students and families. (Telephone interview, October 25, 2006)

Continuing this thought about the importance of understanding, Velma details how developing good relationships with her students has improved the quality of education in her classroom:

I know my students. All throughout UTA we discussed getting to know your students and using the information to make meaningful connections to the curriculum. Sometimes I thought you all said it too much, or gave the topic too much time, but I'd have to say you were right. The best thing I did for teaching and learning was getting to know my students. Since we are a school that plans according to the needs of each individual student, this is an even greater necessity. I use what I know about my students to help them recognize the

importance of the skills and topics we cover in class. I use their world to make the content meaningful.... Knowing the students also helps because while I'm developing relationships with them I am also improving my classroom management. I try to develop mutually respectful relationships that help set a positive tone for my class. If I didn't know my students, I would not know how to encourage them, how to teach them, and overall how to work with them.

Knowledge like this I believe comes with time and experience. UTA helped me develop this skill in a short amount of time, but offered me plenty of experience in this area. (Velma, personal interview, November 5, 2006)

Closely tied to understanding urban culture, the effects of poverty, and developing relationships is the UTA graduates' ability to develop a realistic perspective regarding urban schools. Ninety-two percent (92%) of the UTA graduates commented that their development as a professional was enhanced by UTA helping them develop the ability to have a real understanding about life in urban schools. Cindy states that:

UTA showed me a side of urban schools that I never knew about. Before UTA my knowledge of urban schools came from the television, and most of the time that information was not positive. I had come to believe that urban schools were extremely dangerous, and that very little learning went on inside of them. UTA showed me the reality of urban schools. I saw the good and the bad. I saw teachers who cared and challenged students to succeed every day, and I saw students who worked hard to achieve. I saw parents, teachers, and community members working together to improve the school. I saw positive things every day. Now, I also saw negative things like difficult students, teachers getting

frustrated, and angry parents. But, I believe that these things happen everywhere. Suburban districts have the same issues, you just don't see it on television all the time. UTA helped me understand that being an urban teacher would be challenging and rewarding. I left UD knowing that urban schools are not the scary places that people make them out to be. They are schools that need good teachers just like schools everywhere else in America. (Cindy, personal interview, October 23, 2006)

Prior to their participation in the Urban Teacher Academy, many of the UTA graduates had limited experience and exposure to the urban classroom setting. The prolonged participation in the urban classroom for all of their field experience and student teaching enabled UTA graduates to develop a true sense of what teaching is like in the urban setting. Through their UTA placements, graduates were able to observe firsthand all the responsibilities and challenges associated with urban teaching. Martha expressed how UTA provided her with a realistic look at urban schools:

UTA made things clear and simple. Urban is good and bad; it's diverse; it's rewarding; it's angry parents; it's caring and supporting parents; it's students who are motivated; and those who need help. It's everything I went into education for; it's a real challenge. UTA didn't show me that everything would be rosy and sweet. It also didn't show me that every day would be hell. I felt like I got a true picture of what life is like in urban schools, and it prepared me for the day when I walked into my own classroom. I had realistic expectations for myself and my students, and that I believe has helped me be successful. (Martha, personal interview, October 23, 2006)

Martha's confidence about her ability to be successful demonstrates the third factor that UTA graduates believe UTA has helped them develop as a part of being professional. Ninety-two percent (92%) of the graduates stated that their participation in UTA enabled them to develop the expertise and confidence needed to manage an urban classroom. "No doubt about it" states Cheryl,

UTA set me up for a good beginning. My first year, I was confident that I would be successful in my classroom. I felt like I had enough knowledge and experience to open my class well, and run it smoothly throughout the year. When I started at my school I was one of 15 new teachers, at the end of the year there were eight of us left. Those who quit didn't know how to handle it. They were not prepared, they did not know what to expect. One person who left kept saying –it always worked so well for me during student teaching. She had no idea of how to adjust and adapt to the students. UTA and my mentor taught me how to be an urban professional. I had the confidence and skills to prove it. My principal would say that he could not believe that I was a new teacher. That made me feel good, and also validated for me that I made the right decision of joining UTA. (Cheryl, telephone interview, October 25, 2006)

Kershaw et al. (2004a) concluded in their study of novice teachers, that teachers who participate in UTA-like programs demonstrate high levels of confidence and competence.

The authors note:

They [novice UTA type teachers] indicate a level of confidence in their ability to address the needs of diverse student populations and an increased knowledge of resources available to address the needs of the whole child when compared to

graduates from other certification programs. (p. 15)

Similar confidence in the ability to be successful in the urban setting was also expressed by Doris, one of the UD UTA graduates:

I knew I could handle my classroom. I didn't feel nervous or scared. I knew I would create the environment I wanted, and that my students would succeed. I learned so much from my mentor, and from our discussions that I felt very prepared for any challenge. I knew that I would face instances that were not covered during seminars and student teaching, but I still felt like no matter what, I had enough knowledge and experience that I would be able to figure out a way to resolve whatever challenge presented itself to me. I still use my UTA binder, and the books we used. The information we covered really helped prepare me. Several of the veteran teachers in my school told me how surprised they were at the way I handled my classroom and were surprised at how much I knew about urban schools. This really helped me become a part of the school community. I saw other new teachers at my school who didn't have something like UTA, and it made me realize how valuable my UTA training was. (Telephone interview, October 24, 2006)

The value of UTA that Doris speaks of is present in the fourth factor that UTA graduates expressed as a UTA component that adds to their development as an educator. Eighty-three percent (83%) of the graduates responded that UTA facilitated an understanding for the importance of research data when making professional decisions. Reading research and using data to make informed decisions are two constants throughout the program. As preservice teachers, UTA participants were required to read,

analyze, and demonstrate how research recommendations could be implemented into the classroom. Committed to closing the academic achievement gap, UTA participants were trained on how to read test results, identify students' strengths and weaknesses, and translate the results into lesson plans that would help improve student academic achievement. Lynn speaks directly about this process when she describes her development as a professional:

I have developed the practice of staying current on reading research. I got this from UTA. You always told us to stay current and let the data help improve your instruction. And, this is something that I do all the time. I try new strategies...if it works, I continue to use it. If not, then at least I know that I'm willing to try something new to help my students succeed. I try to use success and failures as learning experiences. I realize that education is not a one size fits all approach, and using a variety of strategies is the best approach in our profession today. I usually give copies of interesting articles to my colleagues....some find it strange at first, but now people come to see me and ask "What's new in reading?" I also take my test results seriously. I track student progress and plan based on the data. If they get it, I move on. If not, I keep working the skill until I get them to mastery. Using the data helps keep me focused. I share the progress with students and their parents. They call me that data lady in my building. It's okay, I like the nickname. It lets people know that I'm making decisions based on something concrete. It may seem funny, but it is serious to me. My principal asked me to conduct a workshop on using data on one of our teacher inservice days. You and Dr. Weaver would have been so proud of me. I used the first handout

you gave us our junior year on closing the achievement gap. I think my colleagues really gained something from the presentation....I see this aspect of UTA as really helping me define myself as a professional. (Lynn, telephone interview, October 24, 2006)

“Becoming someone who uses data and reads research is not something I expected to happen,” states Michelle (Telephone interview, November 8, 2006). She continues her explanation by sharing how she uses data:

I use data frequently to help make decisions about my planning and instruction.

I use charts and graphs that help students know where they stand. I try to put it in numbers neatly and clearly because then my students know that my grades aren't personal or behavior grades, but grades based on their work. This really helps me when I have conferences with parents or when I'm explaining my lesson plans to the principal. You can't argue with the data. They may not like the results, but they can't say I'm not getting to the areas that need attention.

Professionally this is one way that UTA has helped me grow. I got my first exposure to using data for effective planning through UTA. (Michelle, telephone interview, November 8, 2006)

Shealey (2006) explains that “the NCLB Act (2001) requires that any program and practice used in education must be grounded in principles that provide the framework for empirically sound research” (p. 6). One of the most powerful arguments for using data to guide instruction is offered by the former superintendent of Cleveland Public Schools, Byrd-Bennett (2007) described the importance of using data to make informed educational decisions:

Leadership matters when everyone is responsible and accountable for *all* of the children. The leaders in these schools are deliberate about everything. There is common curriculum to manage instruction. District, school and classroom plans are aligned with goals, specific objectives, targets and benchmarks. Student achievement is not left to chance, accidents or surprises. In these districts and schools, teachers use frequent assessments as a tool to measure student progress. Reliable assessment tools and immediate follow up reduces the chances that any child will fall through the cracks. Student data is disaggregated and exposed for everyone to know what is happening or not happening for every child enrolled in the school. The data is used to accelerate instruction. The teachers and the leaders of these districts and schools do not rely on instinct. Teaching is approached as a science in these schools. (§ 7)

UTA graduates have come to understand the importance of using data to inform their decisions regarding planning and instruction. This is a critical characteristic needed in urban educators if urban schools are to truly be interested in closing the achievement gap and improving student achievement.

The final element identified as UTA's contribution to the professional development of its graduates is assisting graduates in developing a professional voice. Eighty-three percent (83%) of UTA graduates told of their belief that learning to speak professionally about education with other colleagues and parents come directly as a result of their discussions with UTA mentors and preservice teachers.

It is a common practice during UTA classes and feedback sessions to encourage all UTA preservice teachers to offer their professional opinions on topics covered. UTA

participants are expected to share their beliefs, and justify why such beliefs are held using data from the urban education research read and discussed in class. Professional discussion is further promoted by the use of an online threaded discussion board. All UTA preservice teachers are required to explain and discuss their professional opinions, and respond to their cohort members' opinions on selected urban topics. The threaded discussions and conversations at the feedback sessions were designed to provide a forum for professional conversation. Novice teachers have frequently expressed difficulty in sharing their opinions and feeling a part of the school community. Novice teachers are less likely to speak out on school issues and share their expertise with staff for fear of expressing a statement that may demonstrate naiveté and inexperience (Clark, 2001). The value of promoting professional conversation is clearly expressed by Rust (1999) when she states:

We take the position that adults engaged in the process of teacher education, whether they be teacher educators, preservice or inservice teachers, need supported opportunities to reflect upon their own funds of knowledge, explore their attitudes and beliefs, and extend the repertoire of skills and strategies that form the underpinnings of their world. (p. 368)

The value and benefits of developing a professional voice is explained by Marie:

Through UTA I learned how to function in the educational community. UTA helped set the foundation for my professional behavior. I learned how to interact with colleagues and have professional conversations about strategies, pedagogy, and instruction. I felt that my opinion was listened to and valued. I felt comfortable sharing my ideas, hearing others, and engaging in sometimes

difficult discussions about how race and class affect education. UTA helped make my transition from preservice to inservice smooth. When I went to my first staff meeting I joined the conversation right away adding my professional opinion whenever I felt because I knew I had something to contribute to the conversation. (Marie, telephone interview, October 23, 2006)

The sentiment of feeling comfortable joining the professional conversation is also expressed by Velma:

I was encouraged so much by my mentor and Dr. Weaver to share my thoughts that I didn't really realize how unique that is for novice teachers. UTA taught me to have an educational opinion and be able to articulate it clearly. I have made contributions to our staff conversations regularly, and I believe that the things I share add value to the dialogue taking place. We've had other new teachers who feel intimidated by the veteran teachers because they did not have the opportunity to engage in professional conversation often as preservice teachers. I really applaud UTA for letting us talk with mentors and share. It helped me find my professional voice and learn the power of it. (Personal interview, November 5, 2006)

Final Impressions About the Urban Teacher Academy

The responses to the final two qualitative questions (What is your overall impression about your participation in UTA? And, is there anything else you would like to tell me about your thoughts regarding the Urban Teacher Academy?) were collapsed and analyzed together due to the closeness in the responses provided by the graduates. The results offer the UTA graduates' general belief about their participation in the

program. Two main themes emerged from the conversations held with the graduates. The amount of knowledge gained from participating in the program, and the strong support they received were the two elements that left a lasting impression on UTA graduates. Every UTA graduate interviewed spoke of his or her appreciation of the knowledge, skills, and experiences gained through participation in UTA. Abigail stated that:

UTA opened my eyes up to things I never thought about. The insight I gained from classes and my mentor I use daily with my students. I became aware of challenges and realities that existed well outside my usual frame of reference. I don't think I would have developed the sense of empathy I now have regarding urban students and families. I know that before UTA I had a sympathetic outlook on urban students. I understand now how sympathy is not what students need. They need me to understand their needs and challenges, but also they need me to have high expectations for their academic success. My participation in UTA helped me make a major shift in my thinking regarding education and the role of the teacher. UTA helped me really take ownership of my decisions to become a teacher. (Abigail, personal interview, November 8, 2006)

Reed and Simon (1991) recognize the importance of preparing preservice teachers so that their practice is grounded on a sound knowledge base. Describing urban training programs, Reed and Simon state the following about preservice teachers, "They need specialized knowledge of the lives and learning styles of the urban child, first-hand experiences in urban schools, and an understanding of the community from which the

child comes" (p. 32). Another UTA graduate, Velma, describes the knowledge she gained from her UTA participation:

UTA was just as important to me as my standard licensure classes. I learned strategies and information about students from my mentor and UTA classes that I did not get anywhere else. The things that I learned from UTA I use daily: How I speak with parents; How I handle motivating students; How I get to know my students and develop relationships. UTA taught me all of these things. UTA taught me how to be an authentic teacher, not just a person who goes through the motions. (Personal interview, November 5, 2006)

Cheryl also spoke about her UTA participation as a means of professional and personal development:

UTA motivated me to really look at myself, and develop the humanistic side of teaching. UTA showed me that teaching is not content specific, but people specific. I know my students, I can teach them because I know them. UTA taught me that firsthand. (Telephone interview, October 25, 2006)

The second theme, support, was identified by 92% of the graduates. Support for preservice teachers came in various forms: participant involvement with cohort peers; direct support of mentors; participation in seminars and classes about strategies to use in the classroom; and, the one-on-one conversations with the associate dean and UTA program director regarding progress in the program (and about other issues the preservice teachers wanted to discuss). Such support helped the UTA graduates deal with problems and discover their strengths as teachers. Lynn describes the impact of having support from UTA:

The one factor that I believe helped me the most was all the support I received by being in the program. I had my mentor, my cohort members, you (UTA program director) and Dr. Weaver. I felt like I had so many people committed to helping me succeed. I always thought that I had something extra that other people who were not in UTA didn't have. Because of the support I felt free to experiment and try different strategies during student teaching. My mentor always gave me the freedom and support necessary to let me find my own teaching style. I really appreciate all the advice and experience I got from being in UTA. (Telephone interview, October 24, 2006)

Support for preservice teachers interested in an urban career is strongly endorsed by Erskine-Cullen and Sinclair (1996), Ladson Billings (2001), and Schoon and Sandoval (2000). Darling-Hammond, Chung, and Frelow (2002) concluded in their research comparing different licensure pathways of preparing teachers that those programs that had strong relationships with local school districts with extensive mentor "supervised clinical work... tightly linked to coursework that places significant attention on the development of content-based pedagogy" (p. 293) were the programs that showed significant success in producing teachers who would be successful in the classroom, and who would stay in the classroom long term. Gladys describes the power of "program" support:

I consider UTA my best support. As soon as I joined the program I realized how much support I had. The seminar topics we covered always related directly to what we were dealing with in the classroom. My mentor would encourage me to try out the strategies and see how the students would respond. I was always given

good feedback, positive or negative. I knew that the concerns and praise offered by my mentor and the director was sincere and aimed at helping me succeed. That kind of genuine support I have not received anywhere else. To this day, I recognize that what UTA did for me was unique and critical to my development as a teacher....Urban was the right career choice for me and the support provided to me by UTA helped me make this important career choice. (Personal interview, October 25, 2006)

The final question asked of UTA graduates may be the most important: Do you intend to continue teaching in the urban setting? One of the biggest problems confronting urban schools is recruiting and retaining quality teachers. If UTA and programs like UTA are capable of impacting the teacher retention rate in urban schools, then the policy implications for urban districts are more defined. Haberman (2005b) states that, “teachers who will be effective and who will remain are individuals who not only have knowledge of subject matter and pedagogy but who can connect with diverse children in poverty, and can function under adverse working conditions” (p. 40). The UTA graduates’ response was overwhelming and indicative of the benefit of programs such as the Urban Teacher Academy. One hundred percent (100%) of the graduates interviewed stated that they did intend to remain in the urban setting. The overall sentiment from UTA graduates is best expressed by Doris, who teaches in New York, and who was selected as one of her district’s 12 star teachers:

I do not want to teach anywhere else [than in an urban classroom]. I belong in the urban classroom. Once UTA opened my eyes and heart to the students, challenges, and rewards of teaching in urban schools I knew that my commitment

would always be to urban schools. Urban is where I'm at and needed the most, and urban is where I'll stay. (Telephone interview, October 24, 2006)

UTA Graduate Survey

At the completion of each interview, UTA graduates were asked to complete a survey. The survey, entitled the Attributes of Urban Teachers, designed by Sachs (2004) is intended to identify if respondents possess the characteristics that have been identified as necessary for effective urban teachers. As described by Sachs (2004) the Attributes of Urban Teachers Survey was used by the researcher to define UTA graduate success based on the five attributes of effective urban teachers: "(a) sociocultural awareness, (b) contextual interpersonal skills, (c) self-understanding, (d) risk taking, and (e) perceived efficacy" (p. 178).

Due to the small number of respondents, simple descriptive statistics were used. The mean score for each attribute was calculated and used as the measure by which UTA graduates' possession of the specified skills was assessed. Along with the mean score, the standard deviations were calculated and analyzed to identify the amount of variance associated with the responses of the graduates. As a result of the small number of respondents, the majority of the standard deviations were found to be 2.0 or higher. These high levels of variance can be attributed to the small *N*. Working from the understanding that high levels of variance diminish the ability to make generalizations to a larger population, the analysis and interpretation presented is applicable only to the UTA graduates surveyed, and the generalizations made gain external validity based on the principle of *proximal similarity* introduced by Campbell (1969). Campbell (1969) introduced the theory of proximal similarity in the context of constructive validity. Under

this principle, the researcher begins by thinking about different generalizability contexts and developing a theory about which contexts are more similar to his/her study and which are less similar. The characteristics that help determine the similarities are:

descriptive attributes between a class of persons, settings, causes, outcomes, and times about which generalizations are sought,....and the similarity is proximal because samples and universes match in observable characteristics and not necessarily in any of the more latent explanatory components that link a cause to an effect. (Matt, 2001, p. 16)

Proximal similarity enables generalizations in this research with the understanding that generalizations can never be made with full certainty, but occur in relationship to how similar the sample group (UTA graduates) is to the larger population (other preservice teachers in urban training programs).

The following analysis examines if the UTA graduates surveyed possess the attributes identified by Sachs (2004). The underlying basis of the Urban Teacher Academy is to assist in the development and placement of effective urban educators in the classroom. Using Sachs' survey can be viewed as means to measure if UTA graduates are successful in the classroom and to determine if the Urban Teacher Academy is fulfilling its mission of preparing preservice teachers for the urban classroom.

Sachs' (2004) Attributes of Urban Teachers Survey consists of 29 statements designed to measure the five previously mentioned attributes: "(a) sociocultural awareness, (b) contextual interpersonal skills, (c) self-understanding, (d) risk taking, and (e) perceived efficacy" (p. 178). Intentionally constructed to be user friendly, the

language in the Sachs survey is “free from educational terms and jargon and limited to experiences that could reasonably be expected of an incoming education student” (p. 180). In her development of the instrument, Sachs concluded that in order to “reduce the effect of acquiescence, all items stated or implied something positive or negative about urban teaching or urban populations” (2004, p. 180). Using a 5-point Likert scale, as a means of allowing “enough options so that variance and reliability would be adequate” (p. 183).

From an analysis of the data, the surveyed UTA graduates possess many of the attributes identified by Sachs (2004). The overall mean score for the UTA graduates was 4.1 on a 5-point Likert scale (see Table 1). From this score, it is evident that as a whole UTA graduates show a fairly strong possession of the attributes identified as necessary in order to be effective in the urban classroom. Sachs (2004) states that:

Effective teachersexhibit attributes associated with effective urban teaching....effective urban teachers can articulate what they believe and how their beliefs and attitudes affect their teaching. Consistent with the psychological research, they may have a greater awareness of the historical, social, and cultural contexts that influence their teaching and their students' learning. Effective urban teachers also may have greater pedagogical content knowledge and may understand better how to use sociocultural awareness, interpersonal skills, and perceived efficacy to enhance teaching and learning. (p. 184)

The UTA graduates' responses suggest that they do understand teaching and learning and operate in a manner that utilizes their knowledge and expertise. Diller and Moule (2005) theorize that when teachers are able to make personal connections with

students based on an understanding and appreciation for the social and cultural differences and can make accommodations to meet the needs of these differences then authentic teaching and learning can take place in the classroom. The possession of the attributes identified by Sachs (2004) helps facilitate this process. The ability to internalize and demonstrate sociocultural awareness, contextual interpersonal skills, self understanding, risk taking, and efficacy are regarded by Sachs as key indicators that an urban teacher has developed the skill set to improve instruction and student learning. For UTA graduates, who are still considered novices in the field, the possession of these traits are critical and indicative of the fact they have benefited from their participation in the Urban Teacher Academy. If future UTA graduates continue to exhibit the development and possession of these attributes, the Urban Teacher Academy can be certain that it is meeting the main objectives of the program.

A closer analysis of each attribute category will further identify how UTA graduates perform in relation to the possession of the identified characteristics. The use of Sachs' instrument was chosen due to the similarity of attributes defined and assessed in the instrument, and the attributes that UTA intends to cultivate in its participants. Sachs' (2004) identified attributes, which she asserts are significant indicators of urban teacher success, have a strong correlation to the structure and activities of the Urban Teacher Academy program. Each area recognized by Sachs can be identified in UTA in a tangible way.

Sociocultural Awareness

Sachs (2004) explains that "sociocultural awareness, or the identification, acceptance, and affirmation of one's own and other's cultural identity... creates a

genuine trust in the inherent quality of human nature that manifests itself as a teacher's respect and faith in all students" (p. 178). Referencing the research of Ladson-Billings and Zeichner, Sachs concludes that "teachers that exhibit sociocultural awareness view students' experiences as valuable and meaningful and integrate the realities of their students' life experience, and culture into the classroom and subject matter" (p. 178).

UTA graduates' possession of sociocultural awareness was the strongest of all the attribute categories. Throughout their entire UTA preservice program, understanding and appreciating students' cultural backgrounds is discussed and modeled frequently in classes, seminars and in the direct participation with their UTA mentor in the field. From the UTA perspective, social cultural awareness is cultivated by direct readings and conversations revolving around the topics of race, ethnicity, culture and the integration of a student's culture into the daily learning activities of the classroom. The introduction of these topics comes from the discussion produced by reading Diller and Moule's (2005) text, *Cultural Competence: A Primer for Educators* and through the reading of Delpit's (1995) highly regarded text, *Other People's Children*. Each text offers a means for helping UTA students identify and understand the cultural norms and differences of their future students, and recognize how ultimately these cultural norms will have an impact on their classrooms. UTA students are required to identify strategies that exhibit the methods by which they will design their classroom to be reflective of their understanding and appreciation of various cultures.

UTA graduates have internalized these understandings, and have actively used them in their daily professional activities. Lynn (UTA graduate) supports this conclusion by the following comment:

Table 1

UTA Graduates' Responses to Sachs' Attributes of Urban Teachers Survey

Attribute	<i>M</i>	<i>SD</i>
UTA Graduates (N = 12)		
Sociocultural awareness	4.6	2.32
External efficacy	4.2	2.64
Risk taking	4.0	2.45
Self understanding	3.8	.62
Contextual interpersonal skills	2.8	2.82

I have come to recognize just how important it is for me to know who my students are, and what makes them think in the manner in which they do. Getting to know and understand how their families and culture play a role in their lives has been especially important to me as I try to develop relationships with the students, and design lessons based on their interests. I am aware every day just how much culture influences their decisions. Culture has much more of an influence than I ever thought, I don't think I grew up with this perspective on culture, but it is one that I have come to understand and appreciate. (Lynn, telephone interview, October 24, 2006)

External Efficacy

Efficacy is presented by Sachs as the final attribute necessary for a successful urban teacher. Sachs (2004) tells us that "characteristics indicative of high perceived efficacy include integrity, high standards for self and students, taking responsibility for student motivation and learning, persistence, and assumptions of success" (p. 179). Efficacy is a major element in the development of UTA students. At the center of all the learning, understanding and deconstruction of issues that are faced by urban schools and students that take place through UTA readings, classes and seminars is the notion of efficacy. UTA students and mentors are challenged to maintain high expectations, create a classroom that is inclusive, and to be persistent in their commitment to helping students succeed. Efficacy is first introduced to UTA students through the application process. Students must answer questions that seek to determine if they have an understanding of how critical teacher responsibility and accountability are to the development of students. Efficacy is a recurring topic during conversations in both the junior and senior classes, in

the threaded discussion board conversation, and a focal point of the UTA seminars. UTA students are expected to use a variety of differentiated instructional strategies in order to meet the needs of all their students; UTA students are also expected to embrace the belief that it is the teacher's responsibility to help motivate the students by getting to know them. Developing relationships with the students and using this knowledge to make better connections between the student and the subject matter is the evidence of efficacy that the UTA is looking for in graduates. The UTA considers teacher efficacy a characteristic that enables its graduates to stand out. Efficacy is cultivated throughout the program and is a definite identifiable maker of UTA graduates. Marie explains how her efficacy affects her students:

It is my responsibility to ensure that the students in my class succeed. I expect them all to perform at their best levels, and they know it. When they accomplish a task, I tell them that they have met the gold standard. That makes them feel proud of themselves and motivates them to continue on the right track. It is my job to challenge, encourage and inspire my students. I work at meeting that goal every day. (Telephone interview, October 23, 2006)

UTA graduates demonstrated a strong possession of the attributes associated with efficacy. The mean score of 4.2 for efficacy was the second highest of all the attribute categories. Similar to the categories of social cultural awareness, contextual interpersonal skills, and risk taking, the standard deviation of 2.64 for efficacy points to the high levels of variance associated with the graduates' responses. The graduates' strong possession of efficacy demonstrates their commitment to helping students succeed. It is also evidence of the graduates' understanding of the importance of their profession

and place in the urban classroom. UTA graduates' strong possession of efficacy may also be a predictor of their success in the classroom. Garcia (2004) states that "Teachers with higher levels of efficacy also appear to exhibit more confidence in their classroom management techniques, use teaching techniques that are more challenging and difficult, and enhance student mastery of cognitive and affective goals" (p. 297).

Risk Taking

Risk taking for Sachs (2004) is "an individual's motivation to seek tasks that are optimal for his or her skills or abilities...Optimal challenges include moderate risk, or the possibility that the individual may be unsuccessful in completing the task" (p. 179). This is an area where the Urban Teacher Academy program design may be viewed as deficient in the identification and promotion of this attribute. For most UTA students, risk is seen in terms of merely choosing to teach in the urban setting. Risk from Sachs' perspective is something that needs to be further explored by UTA. Nevertheless, having acknowledged this weakness on the part of UTA program design, risk taking can be found in some of the tasks UTA students are expected to accomplish: Risk in terms of entering into a challenging teaching setting and having the expectation that they will succeed as urban educators; risk in terms of acknowledging their own inexperience of working with diverse student populations, and coming to the realization that all students whether urban or non-urban need strong effective teachers; risk with regard to sharing their culture and interests with students, and finding ways to make relationships and meaningful connections with the students; and risk relative to going into the "unknown world" of the urban classroom.

With a mean score of 4.0, and a standard deviation of 2.45, risk taking is an attribute which UTA graduates appear to possess, but it is one which graduates appear to possess more at different levels. Similar to the attributes associated with self-understanding, being able to take professional risks and feeling comfortable in one's environment are attributes that improve or increase with time and experience. Haberman (2005b) describes how star teachers exhibit risk:

Stars must frequently choose between an activity that their children really enjoy and are learning from, versus complying with some school authority seeking to prevent the activity from proceeding. Stars always choose the children over the system. First they try negotiating and reasoning, then proving that their children are learning the required curriculum but in a different way....What they are not willing to compromise is the learning of children. Because the stars' primary goal is to find projects that engage their children in real learning, they are unwilling to simply give up these powerful learning activities because colleagues or superiors don't appreciate them. (p. 150)

Haberman (2005b) suggests that for urban teachers' success, "the most powerful predictor is age" (p. 83). The risk taking ability demonstrated by star urban teachers is something that is developed and attained through experience and maturity. UTA graduates who possess risk taking attributes will continue to seek appropriate teaching strategies and protect students in the process. As they become more secure in the ability to teach, and understand the importance of their professional obligations, UTA graduates may demonstrate greater risk taking in their efforts to successfully educate students.

Self-Understanding

Sachs' (2004) determination that self-understanding is critical to the development of an effective urban educator runs parallel to the philosophy of the Urban Teacher Academy. Sachs maintains that "self-understanding... facilitates [the] development of a positive self-ethnic identity... and an awareness of their own personal biases and prejudices" (p. 179). Sachs further explains the importance of this attribute by stating that:

these teachers use self-inquiry to examine the relationship between their fundamental values, attitudes, dispositions, and beliefs and their teaching. They realize that their beliefs bias all their interactions with students; however, these biases do not prohibit effective urban teachers from learning from their students. (p. 179)

This idea of self-understanding is one that is encouraged by UTA from the beginning of the program. UTA students are challenged to understand themselves first. For example, UTA graduates were expected to write an ethnic autobiography. This exercise enables UTA students to explore where and how their understandings regarding race and culture developed: Why do they feel a certain way (positive or negative) regarding those of a different culture from their own? How do they feel regarding their own cultural identity? How does their understanding of self affect their perceptions of others? This exercise is quite challenging to the UTA students, since most seem hesitant to label themselves. After the autobiography is completed most UTA students express a sense of comfort in their ability to feel secure with their own racial and ethnic identity,

and often express a newfound respect for those of another race or ethnicity who openly express an appreciation for their culture and customs.

Delpit's (1995) *Other People's Children* is used as a means of helping UTA students recognize the bias that comes with working with those of a different race and culture. This text is used to explore how either intentionally or unintentionally teachers make value judgments that affect their perceptions of students, and most importantly influence the manner in which they instruct students. Gaining this understanding has been identified as a critical element for UTA students to understand. It is through reading the text and through discussions of what happens in the classroom that the UTA helps students examine the manner in which bias can exist in the classroom. UTA students are asked to identify bias either at the individual or institutional level, and explain how it affects student learning. By wearing a critical lens, UTA students are able to understand the negative impact bias has on urban students, and begin to develop strategies to address bias in the classroom and school.

The survey of UTA graduates revealed that their development of self-understanding is evident, but it is not an attribute that is possessed strongly by graduates. With a mean score of 3.8 and a standard deviation of .62, the data suggest that UTA graduates are operating within the same level of self-understanding. That is, the data suggest that UTA graduates have begun to develop an understanding of themselves and to understand how their perceptions and expectations can influence their teaching behavior and the students in their classroom. However, it appears that as they are still novice teachers, there remains room for a greater understanding of how their attitudes and beliefs can affect their perceptions of those of a different race or ethnicity. This attribute

of self-understanding is an area that should be explored further in relation to how self-understanding enables graduates to develop better relationships with students. It should also be examined to assess if this self-knowledge grows as UTA graduates come into contact with the increasing diverse urban student population.

Contextual Interpersonal Skills

Contextual interpersonal skills, as defined by Sachs (2004), are skills that enable an effective urban teacher to “perceive and respond to the complexities of the urban environment through supportive communication, attitudes, and beliefs” (p. 178). Sachs continues her description by explaining that contextual interpersonal skills “are influenced by the teacher’s previous experiences with individuals of differing social, ethnic, cultural, and geographic backgrounds” (p. 178). Citing the research of Guyton and Hidalgo, Sachs contends that teachers who display strong contextual interpersonal skills are able to “collaborate with their colleagues and community to develop support systems for student needs as well as their own professional growth” (p. 178). This attribute category is where UTA graduates showed the lowest amount of attribute possession. With a mean score of 2.8 and standard deviation of 2.82, the responses demonstrate that the attributes associated with contextual interpersonal skills have yet to be fully understood, acquired, and used by UTA graduates. This finding was surprising to the researcher. As preservice teachers, UTA graduates were encouraged to develop rapport with colleagues, students, and families. Graduates had the benefit of working with a veteran teacher for 2 consecutive years, and observing firsthand the importance of interpersonal skills. UTA graduates were able to experience how effective urban teachers handled the vast array of everyday interactions with students, parents, colleagues,

administrators, and community members. During their participation as preservice teaches, UTA students and mentors were encouraged to engage in discussions regarding why and how mentors interact with students and families: Why the mentor does not send home elaborate school supply lists? Why the mentor chooses to use a videotape to introduce herself to the family rather than the traditional welcome to school letter? Or, why does the teacher work with certain colleagues rather than others? These questions helped the UTA student identify effective methods that would enable the teacher to establish good relationships with all the necessary stakeholders in the school community. The fact that UTA students spend 2 years in the same school building also aids in their ability to develop strong contextual interpersonal skills. They have the opportunity for in-depth interactions with their mentors about how to conduct themselves professionally within the school. By the time the UTA student reaches student teaching, he/she should feel like an established part of the school learning community, and have a greater likelihood of participating in school activities that encourage collaboration and support of students. Several UTA students participated in school-wide activities that encouraged family participation and student achievement. Many DPS school administrators have commented positively on the UTA students' ability to become a part of the school faculty.

Sachs' (2004) research seeks to identify if the possession of specific attributes can help identify successful urban educators, and advocates pre-screening potential preservice teachers who are interested in teaching in the urban setting. If preservice teachers have a moderate or high possession of the identified attributes (i.e., sociocultural awareness, efficacy, risk taking, self-understanding, and contextual interpersonal skills), then it may

lead to a better selection of candidates and in turn improve the quality of teachers in the urban classroom. Sachs (2004) explains the importance of such identification when she states, "the potential exists for schools of education to identify, understand, and capitalize on the attributes of preservice teachers to facilitate teaching success in urban settings" (p. 179). The surveyed UTA graduates demonstrate that they do possess the attributes Sachs has identified as evident in successful urban teachers. The level to which the UTA graduates possess the attributes is the variable that remains in question. The UTA graduates, who range in years of teaching experience from 1 to 4 years, display varying degrees of knowledge and understanding that come with experience and maturity. The possession of attributes appears to increase as the teaching experience increases. This tentative conclusion is one that is partially supported by the research of Haberman (2005b) and Ladson-Billings (2001). This supports the previous conclusion that UTA graduates will continue to develop and increase their possession of attributes as they continue in their urban teaching career. Analysis of UTA graduates using Sachs' (2004) survey has proved valuable in understanding how graduates are developing after their participation in the program.

The Administrators' Perspective

The final aspects to be analyzed are the administrator's beliefs regarding UTA graduates. A telephone interview was conducted with the direct supervisor of every UTA graduate ($N=12$) who participated in this research. Each administrator was asked to assess the graduate using the same evaluation questions that the Urban Teacher Academy uses when the UTA mentor evaluates the UTA preservice teacher. These questions were designed by the creators of the Urban Teacher Academy, and are derived from

Haberman's (1995b) star teachers interview. Haberman's interview is grounded in 10 categories of his 14 identified characteristics: persistence, organization and planning, valuing student learning, theory to practice, ability to teach and care for at-risk students, approach to students, surviving in bureaucracy, explaining teacher success, explaining student success, and fallibility. The decision to use these questions was based on the premise that the research is seeking to assess if UTA graduates possess the attributes and characteristics that researchers have identified as evident in those who are effective in the urban setting. Haberman's characteristics of star urban teachers are used throughout the UTA participants' matriculation throughout the program. The questions are used when candidates are interviewed before being accepted into the program, and they are also used to evaluate them throughout their 2 years with their mentor. The logical choice for this researcher was to use the questions as a means of evaluating the graduates after their completion of the program. If UTA graduates possess these characteristics, it is assumed as a measure of success for the graduates since the possession of these characteristics has been identified as evident and necessary for star urban teachers (Haberman 2005b).

Administrators were asked nine questions regarding the graduates' ability and performance in the classroom. The administrators ranked the graduates on a scale of 1 to 5, with 1 being *no evidence of this skill or ability* and 5 being *high evidence of this skill or ability*. The administrators were also asked to provide qualitative comments to the questions. The analysis will be presented as a whole followed by a review of each of the responses. Table 2 presents the administrators' ratings of the UTA graduates.

As a whole, UTA graduates were deemed to be effective by administrators and in high possession of the characteristics necessary for star urban teachers. The total mean

score for the graduates was 4.2. The overall belief of the administrators was that UTA graduates are highly qualified teachers who possess strong knowledge and understanding about urban schools, students, and families. Graduates were said to demonstrate strong teaching skills, and used a variety of teaching strategies that accommodated the different learning styles present in the classroom ($M = 4.2$). The administrators found that UTA graduates were able to develop and maintain good relationships with students and families ($M = 4.3$), and were successful at linking student interest and ability to curriculum ($M = 4.2$). Graduates were found to demonstrate high levels of respect and appreciation for diversity ($M = 4.3$). Self-reflection and conducting action research were the two areas in which all administrators agreed that UTA graduates were the weakest ($M = 3.9$), but all attributed this to lack of experience and expected them to improve as the graduate progressed in his or her career.

Instructional Presentation

Administrators were asked: How well do UTA graduates demonstrate the ability to present information in a clear, direct way that students can understand? With a mean score of 4.4, UTA graduates' instructional ability received the highest score from the administrators. Administrators indicated that the graduates were organized and consistently presented lessons that were well structured and addressed the needs of the learners. Of one graduate the administrator remarked, "She is consistently an excellent teacher. She develops lessons that demonstrate a good understanding of the content standards, and what makes the lesson good is her ability to differentiate instruction" (Isabelle, telephone interview, November 27, 2006).

Table 2

Administrators' Assessment of Urban Teacher Academy Graduates

Graduate performance ability	Mean
<hr/>	
Administrators ($N = 12$)	
Instructional presentation	4.4
Cultural awareness	4.3
Developing good relationships with	4.3
Delivery and presence in classroom	4.2
Task analysis	4.2
Understanding students	4.2
Viewing students on a developmental continuum	4.2
Self analysis and action research	3.9

Cultural Awareness

How well do the UTA graduates demonstrate respect and understanding for students' cultural rituals, icons, and historical experience so that new learning can be effectively connected to students' experiences? With a mean score of 4.3, UTA graduates evidence possession of this increasingly important characteristic. This characteristic is valuable for UTA graduates since most UTA graduates do not share the same racial or cultural background as their students. Their ability to show strength in this area is important because it speaks to the importance of being culturally competent as a means of improving teacher instruction and student achievement. Of one UTA graduate, the administrator stated the following:

She really has been able to make good connections with her students. She understands cultural differences and is caring. Her compassion is evident and students see it. She appreciates the students' heritage and infusing it in her curriculum very well. I did not expect this from her when I first met her because she visually represents the traditional White female teacher, but to my surprise she has shown a wonderful appreciation and celebration of the different cultures represented in our school. (John, telephone interview, November 27, 2006)

Developing Good Relationships with Stakeholders

How well do the UTA graduates demonstrate the ability to foster a good relationship with parents and colleagues, and keep an open mind? With a mean score of 4.3, UTA graduates evidence the ability to work well with their school community stakeholders. Graduates appeared to be excellent at communicating with parents and keeping them informed about the student progress and all classroom related information. Graduates demonstrated the use of a wide range of unique strategies that keep parents

informed and knowledgeable about what they can do to best help their child succeed (e.g., sending home newsletters with learning tips; holding online chats with parents during lunch hours; conducting conferences at local libraries on the weekend; and creating videotapes that demonstrate how to perform math and science assignments). The graduates also displayed the ability to fit in well in their learning communities. Several administrators spoke of how the UTA graduates seemed to have no trouble engaging in professional conversation with their colleagues and contributing good opinions and advice to the community dialogue. As explained by an assistant principal:

She [the UTA graduate] joined the faculty conversations as if she has always been a part of it. Even when she was in disagreement with her colleagues, she always maintained her professionalism and heard the opposing side out. She has developed a good reputation on our staff. Many of the veteran teachers see her as someone who adds to the value of our school. (Jack, telephone interview, November 28, 2006)

Delivery and Presence in the Classroom

How well do the UTA graduates demonstrate behaviors such as varied delivery, frequent demonstrative questions, varied, dramatic body movements, varied emotional facial expressions, animated acceptance of ideas, and selection of varied words, especially adjectives? Demonstrating solid possession of this “delivery” ability (with a mean of 4.2), graduates were viewed as capable of delivering information in a manner that displayed a love and enjoyment for learning that encourages students and facilitates learning. UTA graduates appeared to provide feedback to students that is appropriate and positive, and even when correcting student errors, the feedback is provided in a manner

that does not demean or belittle the student. This is evident in the following administrator comment:

For a new teacher, I am surprised at how well she has established a presence in the classroom. She keeps students' attention through her love for the subject. The students are engaged.... It's genuine, she provides feedback that is encouraging and promotes learning....I am impressed. (Brian, telephone interview, November 29, 2006)

Perform Task Analysis

How well do the UTA graduates demonstrate the ability to break down complex concepts or tasks and sequence them in order of difficulty? With a mean score of 4.2, task analysis is a skill evidenced by the UTA graduates. This skill was mentioned by the majority of surveyed administrators. Each spoke of how graduates used task analysis to develop better lesson plans, and assist their colleagues in curriculum mapping for the year. It was viewed as a skill that would improve with time and experience, and it was regarded as an asset that could help graduates who were interested in the administrative career track. The typical administrator's response was similar to the one shared below:

Task analysis is important for planning and instruction. I have observed firsthand how well he does this. He gives consideration to all aspects that can affect student learning: the student's ability, the resources he has available to him, and amount of time he has, and the difficulty level of the material itself. (Abraham, telephone interview, November 28, 2006)

The administrators also mentioned how the graduates' ability to perform task analysis had been of benefit to committee work done within the school. Working in collaboration

with colleagues on school improvement plans and developing year-long curriculum mapping plans for grade levels were examples of committee work that UTA graduates have contributed to. The benefit of a graduate's participation was expressed by her administrator:

It has been good having her on the school improvement team. She has used her skills to help establish goals and benchmarks. Even though she has not been here as long as other staff, she has come to understand how our school operates, and how much time we need to get things accomplished. She has even shared time management tips that she said she picked up from her seminars at UD. (Michelle, telephone interview, November 28, 2006)

Understanding Students

How well do the UTA graduates demonstrate the ability to see things from the student point of view, and show positive regard toward the student? With a mean score of 4.2, graduates are seen by administrators as being quite capable of making good connections with students, and being able to understand the realities of life for urban students. Administrators shared how graduates have been able to work with challenging students, and help the students take ownership of their education. UTA graduates have also demonstrated their ability to see things from a student's perspective, especially when it comes to understanding the challenges associated with students and families who are living in or close to poverty. Several administrators remarked about the extra efforts graduates have made to assist and find assistance for students and families currently struggling with issues related to poverty. One administrator commented:

It has been really inspiring to see her help students find the resources they need to

be successful. She has gone out of her way to help students by offering special tutoring sessions on her own time, helping to find grant or scholarship money for textbooks that the students need to purchase for their college courses...She is very good at making real connections with students.... she understands where they are at right now and doesn't judge them. I believe this in one of the elements that makes her a good educator. (Judy, telephone interview, November 29, 2006)

Developmental Continuum

How well do the UTA graduates demonstrate the ability to view students on a developmental continuum as opposed to viewing some children as inherently deficient due to race, class, gender or other factors beyond the student's control? With a mean score of 4.2, UTA graduates display the ability to think beyond labels that frequently intentionally or unintentionally imprison students in stereotypes; the UTA graduates appear to be able to see the students for who they are. Many of the administrators explained how the graduates refused to give an excuse for why a student should not be expected to succeed. Issues such as lack of parental support, poverty, and racial identity were not used to justify inadequate student performance or low teacher expectation. UTA graduates were said, as one administrator commented, to be "determined at making sure that the students reached their full potential, and recognized that everyone's potential would be different, but attainable" (Cynthia, telephone interview, November 27, 2006)

Self-Analysis and Action Research

How well do the UTA graduates demonstrate the ability to improve the life in the classroom through self-analysis and action research related to student outcomes and

teacher behavior? Ranked by the administrators as the lowest (with a mean score of 3.9), these two skills (self-analysis and conducting action research) were viewed to be the areas where graduates needed the most help developing. The administrators revealed that while they believe that the graduates do engage in some self-analysis, it is an area that will improve as the graduates gain more mastery of curriculum standards, and can begin to make clear appraisals of their abilities and performance. Action research is an area that all administrators observed to be the least evident in UTA graduates. Evidence of reading research and applying the recommended strategies was evident, but the majority of the administrators were under the impression that very little action research had been initiated by UTA graduates. This skill or professional disposition is one that administrators believe will come with more direct training and encouragement. On these characteristics, an administrator made the following comment:

My you've got me there, I thought I was going to give her fives all throughout this interview.... I'm glad you asked this question. This is definitely an area that she needs guidance in. I believe she is reflective in her practice, but as she grows more in her profession, her analysis of herself should become deeper and her understandings more complex....I don't believe we have ever talked about action research. It is something that I would encourage, but I think for a novice teacher this may be a skill that is not easily achieved. I believe that she may be ready for this after a few years, and when she does it should be something that she is helped with so that the use of it can be productive. (Michelle, telephone interview, November 28, 2006)

Overall Impression of the Graduates

How do the UTA graduates compare to other novice teachers that you have worked with? On a scale of 1 to 5, the UTA graduates received a mean score of 4.2. All but one administrator viewed UTA graduates as high in comparison to other novice teachers they have worked with. The overall impression is that the UTA graduates are excellent teachers who demonstrate knowledge and skills that are well beyond their actual experience level. The majority of the administrators viewed the graduates' participation in the Urban Teacher Academy as an important element in the graduates' preservice training, and spoke of the desire to have more UTA like programs in universities. Several of the administrators recalled how the graduate had shared information that he/she had learned in UTA with them or with colleagues in the building, and commented on how knowledgeable the UTA graduates were on issues of poverty, culture, and the community. As stated by one principal, "Working with her has been a pleasure. She exemplifies what we want all urban teachers to have....She demonstrates the wisdom and compassion of experience while possessing the vibrancy of youth" (John, telephone interview, November 27, 2006).

CHAPTER VI

Summary, Conclusions and Recommendations

Summary

Urban school districts are continually challenged by two uniquely complex problems: hiring well-qualified, culturally competent teachers (Delpit, 1988; King, 1994) and preventing high new teacher turnover (Anyon, 1997; Ladson-Billings, 2001). Urban districts frequently have to scramble and search for qualified teachers while their suburban counterparts regularly have more applicants than job openings (Haberman, 2005a). These two factors are further compounded when you consider the fact that today's preservice teacher population continues to be comprised of White, European American females from middle class families who have limited experience with minority groups, and have a preference for teaching students with whom they can identify, racially and culturally (Fuller, 1999; Jordan, 1995; Zimpher, 1989). Research suggests that the decision-making process used to determine a career path by most teachers is based on comfort level and experience. That is, researchers such as Bollin and Finkel (1995) have concluded that preservice teachers are unwilling to teach in an educational setting that is culturally unfamiliar or that could possibly cause them discomfort because of their inability to relate to the students and their families. As a result of their unfamiliarity with urban settings, many preservice teachers make a conscious decision to stay away from urban placements, and as Jordan (1995) discovered tend to "develop stereotypical, prejudicial and racist attitudes" (p. 369) toward students who are different. Further insight provided by Aaronsohn, Carter and Howell (1995) indicated that when preservice teachers participated in field experiences they frequently stereotyped students by race and

social class and manifested these biases in their interactions with students. They concluded that preservice teachers “tended to assume their own intellectual, social, family and moral life to be the norm and that their task as teachers would be to socialize the next generation of children to that norm” (Aaronsohn et al., 1995, p. 5).

This issue of unfamiliarity that leads to stereotyping among preservice teachers presents a significant problem for urban education since the present demographic make-up of students continues to reflect a growing minority population that is not being reflected in the teaching profession. In 2000, 85% of the teachers in the United States were White and middle class, while 33% of school-aged children were minorities (Xu, 2000). By the year 2025, it is predicted that the proportion of students of color will increase to approximately 50%; the majority of teachers on the other hand, will continue to be disproportionably White, middle-class women (Bollin & Finkel, 1995; Singh, 1996).

Haberman (1996) tells us that historically no matter how many teachers have been prepared nationally, there has always been a shortage of professionally educated and uniquely prepared teachers in urban areas. He describes this phenomena in 2005b and assesses its impact on urban schools:

Of the approximately 500,000 traditionally prepared teachers under age 26 produced annually by colleges and universities, fewer than 15% (75,000) seek employment in the 120 major urban districts serving approximately 7 million diverse children in poverty. Research based on my Urban Teacher Selection Interview indicates further that of the 15% who are willing to apply to work in urban school districts that only one in ten (7,500) of those under age 26 have the

predispositions and ideology to stay long enough to become successful teachers in urban schools. What this means is that the approximately one half million youngsters under 26 in over 1,200 traditional programs of teacher education are supplying the 120 largest urban school districts with about 1.5% of their annual teacher output. (pp. 29-30)

Recognizing that this picture is the current and future state of education, it becomes crucial for schools of education to develop specialized programs that can provide insight, experience, and support to preservice teachers so that they will be able to acquire a realistic understanding of students and families who are different from themselves before they enter into their own classrooms. Programs such as these are necessary so that more preservice teachers will feel confident and comfortable enough to consider urban education a viable career path, and, more importantly, so that they can begin to evaluate their own attitudes and beliefs regarding racial and cultural differences. Specifically, they need to know how their perceptions affect their expectations of what students can accomplish as well as how best to shape the instruction of students in the urban setting. Cartledge and Loe (2001) grounds this notion when they observes: "beliefs are extremely important...they influence teachers' expectation and judgments about students' abilities, effort and progress in school" (p. 37). And, Schultz, Neyhart, and Reck (1996) maintain that "failure to acknowledge these attitudes and beliefs perpetuates many of the problems that plague teacher preparation.... Reliance on a theoretical-prescriptive approach alone ignores the driving force behind effective teaching; namely teachers' beliefs and attitudes" (p. 2).

For preservice teachers choosing to teach in the urban setting the idea of examination and reflecting on one's beliefs and attitudes is important since the majority of them will come from backgrounds that will be different from those of the students they teach. Haberman (1996) tells us that urban teachers succeed or fail based on the attitudes they bring to teaching more than on the skills they learn in a preservice program. Therefore, it is imperative that programs geared toward urban education should actively engage their preservice teachers in activities that promote reflection and require them to question their preexisting perceptions regarding urban schools and the students they serve. Lasley (1980) argued that the attitudes and beliefs preservice teachers bring with them to a teacher education program do not change unless they are intentionally or explicitly challenged. Helping preservice teachers to address and work toward resolving their feelings about a diverse student body will become an integral part of the teacher preparation process for the 21st century, especially given the dynamic demographic changes. It is under these circumstances that I wish to explore how well the Urban Teacher Academy prepares preservice teachers for their future career in urban education by looking through the lens of those who have graduated from the UTA program and who are currently teaching in the urban setting.

Specifically, this study seeks to investigate program graduates of the University of Dayton's School of Education and Allied Professions' Urban Teacher Academy (UTA), and examine if the attitudes and perceptions of the participants change as they are challenged to examine their own beliefs about diversity, ethnic and cultural differences, and poverty as they relate to urban schools. This knowledge is of critical importance because the attitudes and beliefs that teachers bring to the classroom will have a great

impact on students. Davis and Whitener-Lepanto (1994) acknowledge the importance of understanding attitudes and beliefs when they state:

Teachers play an important role in the development of children in the classroom. Therefore, they must consider the concerns of other cultures. A positive attitude towards cultures different from the teacher's and an acceptance of cultures different from the teacher's is a necessity. Teachers can intentionally or unintentionally pass their attitudes and values to children. (p. 5)

The importance of the "beliefs" issue is further strengthened when coupled with the research by Grottakau and Nickolai-Mays, (1989) and Haberman and Post, (1990). Both groups of researchers concluded that preservice teachers who have not received training in multicultural education have low expectations of minority students. Given this information as a backdrop, it is clear that the perceptions, beliefs, and actions of those who go through specialized urban training must be explored if there is to be any significant improvement in the area of urban teacher education preparation programs focused on placing students in urban classrooms.

Methodology and Findings

This mixed methodology study focused on the effect that matriculating through the Urban Teacher Academy had on graduates. The research focused on investigating what graduates viewed as the benefits of participating in the program and then determining the UTA graduates' success as perceived by the graduates and the administrators working with those graduates. Admitted through a selective interview process, graduates complete their final 2 years of preservice education working with highly qualified veteran

urban teachers, taking Urban Teacher Academy classes, and attending Urban Teacher Academy seminars conducted by well respected urban education scholars.

Two questions guided this study of Urban Teacher Academy graduates:

1. What meaning have UTA graduates derived from participating in the program?

That is, what benefits do UTA graduates believe they have gained from participating in UTA?

2. How successful are UTA graduates in their school placements? That is, how competent are UTA graduates in their own classrooms? How well do they relate to students and families? How well do they understand the culture of urban schools? And how do their administrators view their performance?

Data collection was obtained through the use of surveys; interviews of UTA graduates and their building administrators; and through the examination of relevant documents. These sources of information will be used to identify how participation in the Urban Teacher Academy has influenced the graduate, and determine if the graduate is successful.

The interview style used was based on a "guided approach." The questions used were open-ended and the tone of the interview was conversational style in order to elicit meaningful responses and allow for in-depth follow-up questions.

A quantitative survey developed by Sachs (2004) was used to help define and identify UTA graduate success. The Attributes of Urban Teachers Survey (see Appendix A) was used to define UTA graduate success based on the five "consistently identified attributes of effective urban teachers: (a) sociocultural awareness, (b) contextual interpersonal skills, (c) self-understanding, (d) risk taking, and (e) perceived efficacy" (p.

178). Survey data from graduates were analyzed through the use of SPSS. Due to the small number of participants, statistical significance could not be determined. Analyses using descriptive statistics of graduates' responses were used as measures to identify if the graduates' attributes are reflective of those teachers who have been identified as effective urban teachers by Sachs.

Telephone interviews were conducted with the direct supervisor of every UTA graduate who participated in this research. Each administrator was asked to assess the graduate using the same evaluation questions that the Urban Teacher Academy uses when the UTA mentor evaluates the UTA preservice teacher. These questions were designed by the creators of the Urban Teacher Academy, and are derived from Haberman's (1995b) star teachers interview. Haberman's interview is grounded in 10 categories of characteristics: persistence, organization and planning, valuing student learning, theory to practice, ability to teach and care for at-risk students, approach to students, surviving in bureaucracy, explaining teacher success, explaining student success, and fallibility. The decision to use these questions was based on the premise that the research is seeking to assess if UTA graduates possess the attributes and characteristics that researchers have identified as evident in those who are effective in the urban setting. Haberman's characteristics of star urban teachers were used throughout the UTA participants' matriculation through the program. It was used when candidates were interviewed before being accepted into the program, and it was used to evaluate them throughout their 2 years with their mentor. The logical choice for this researcher was to use the "star teacher" questions as a means of evaluating the graduates after their completion of the program. If UTA graduates possess these characteristics, it can be viewed as success for

the graduates since the possession of these characteristics has been identified as evident and necessary for star urban teachers (Haberman, 2005b).

Since the inception of the program there have been 18 Urban Teacher Academy graduates. Of these graduates, 17 have accepted teaching positions in the urban setting. For this research, and as noted earlier, 12 (70%) of the graduates teaching in the urban setting were interviewed and completed surveys. The administrators who are responsible for evaluating the UTA graduates were also interviewed as a part of this research. All participants signed an interview/survey consent form, (see Appendix E) which outlined the interview and survey process to be used that ensured fair research practices would be used, and that their responses would remain confidential. For the purposes of this study, pseudonyms were used to protect the participants' identity.

Conclusions

UTA graduates were found to be committed to their current teaching positions and career tracks, and the overall belief of their administrators is that they are successful urban teachers who possess a significant amount of knowledge and skill, especially for their experience level. The findings for both research questions are presented below:

Question 1. What meaning have UTA graduates derived from participating in the program? (What benefits do UTA graduates believe they have gained from participating in UTA?)

UTA graduates identified several components that they believe have been of benefit to them as a result of participation in the Urban Teacher Academy:

- *Developing a knowledge base and gaining a realistic understanding of urban schools, students, and families* - UTA helped the graduates develop the

knowledge base and insight into what urban schools are like. UTA provided them with an understanding of the culture of the schools, student behavior and parental relations. Ninety-two percent (92%) of the graduates expressed that gaining this knowledge has played a critical role in their development as an educator, and helped them in their preparation for teaching students who come from a different ethnicity and cultural background than their own.

- *Receiving on-going support-* Eighty-three percent (83%) of the graduates expressed the importance of the support they received from the UTA program director, associate dean, UTA mentors, and their fellow cohort members. Support was manifested in various forms: guidance (both personal and professional); encouragement in becoming a part of the educational community; encouragement to take chances and try ideas and strategies presented in the seminars and classes; support that permitted participants to speak freely about their concerns and ideas regarding topics relevant to urban education, and not feel that they would be judged negatively for their opinions.

• *Understanding poverty-* Poverty and how it affects students, families, and schools is a topic that UTA graduates possessed very little knowledge of prior to their participation in the program. For the graduates, this realistic analysis of life for urban students and families was an eye opener. One hundred percent (100%) of the UTA graduates identified exposure to issues of poverty in their UTA program as beneficial to them as they begin their classroom practice. Understanding how urban families have to juggle financial resources, rely on community services, and respond to institutional structures provided knowledge

and insight that previously had been overlooked in the preparation of preservice teachers.

- *Developing cultural competence*- Eighty-three percent (83%) of the graduates identified this topic as beneficial to their subsequent classroom effectiveness. Most UTA graduates discussed the benefits in terms of first understanding their own beliefs about race and prejudices and how their own practices have been shaped by their experiences and the media. By acknowledging their own beliefs regarding culture and race, the graduates were then able to challenge their own biases and stereotypes regarding groups who were different from their own backgrounds. Although not easy to acknowledge, many of the graduates (75%) admitted that before they began to reflect on their own impressions regarding those of another race or ethnicity, they did possess some unfounded negative perceptions or beliefs about people who were from a different race or culture.
- *Enhancing classroom management skills*- Classroom management was mentioned by 67% of the graduates as a beneficial topic for understanding and dealing with the urban environment. As with most urban teachers, classroom management is a challenge that must be dealt with on a daily basis: setting expectations and the tone of the classroom; creating an environment that promotes respect and utilizes conflict resolution; organizing the classroom in a manner that facilitates smooth transitions and increases instruction time. These were all topics covered during UTA's exploration of urban classroom management. The class readings and discussions of classroom management coupled with the practical experience of working with a veteran teacher offered

UTA graduates a wide range of experiences that have helped prepare them for their own classroom. Having the opportunity to experiment with different strategies under the supervision of their mentor teacher, UTA graduates were able to discover and develop their own teaching style that best fits their personality and pedagogy.

- *Understanding/facilitating parental involvement-* Forty-two percent (42%) listed parental involvement as important to their daily classroom routine. Historically, parental involvement has been a challenge for teachers in the urban setting (Hoover-Dempsey, Walker, Jones & Reed, 2002). Many urban parents have had negative experiences with schools themselves as students, and thus view schools as another institution in which they (or their children) will not be given fair treatment. Therefore, they feel uncomfortable in school settings and tend to participate very little in the educational process. This uncomfortable feeling can also take the form of parents viewing teachers as adversaries rather than partners in the education of their children. Urban teachers frequently have to deal with angry and hostile parents who engage in the educational process only when they believe their child has been mistreated or reprimanded for inappropriate behavior. UTA graduates are taught to be able to operate their classroom in the absence of full parental support. Graduates are taught not to use lack of parental support as an excuse for not fulfilling their responsibilities as an educator. Discussions in seminars and classes revolved around the fact that the ideal teaching environment does not exist, and therefore urban educators must access what is available to them, and move forward with the duty of educating students. Parental

involvement would be an asset for any teacher, but if it does not occur teachers must be willing and able to work without it.

In addition to the explicitly articulated beliefs about what was beneficial about their participation in the program. UTA graduates were also questioned as to how program participation has aided in their development as an educator. The themes that emerged from these discussions clearly indicate the benefits, tangible and intangible, derived from participating in the Urban Teacher Academy. While the first three points are a repeat of earlier espoused benefits, it is clear that in combination these topics lead to important developmental understandings for the graduates. The five points that UTA graduates believe demonstrate how UTA has helped them develop professionally are:

1. UTA helped graduates understand the importance of culture, poverty, and developing relationships with students;
2. UTA helped graduates develop a realistic perception of life in urban schools;
3. UTA enabled graduates to develop the expertise and confidence needed to manage an urban classroom;
4. UTA helped graduates understand the importance of research and data in order to make sound professional decisions;
5. And, UTA helped graduates develop a professional voice.

In their own thoughts and words, UTA graduates expressed clearly and definitively that they benefited from participation in the UTA program. For the graduates, the knowledge, skills, and dispositions gained have proved necessary to their professional development and performance. The benefits are concrete and come as a direct result of their participation in the program. The meaning that they have derived

from their participation is inherent in their responses, and evident in their practices as educators. It is this researcher's belief that participation in the Urban Teacher Academy has been profoundly beneficial to the interviewed program graduates, and these benefits will continue to manifest themselves as the graduates gain more experience in the urban setting.

Question 2. How successful are UTA graduates? (How comfortable are UTA graduates in their own classrooms? How well do they relate to students and families? How well do they understand the culture of urban schools?)

Defining success for Urban Teacher Academy graduates is based on the premise that successful educators possess specific attributes or characteristics that are critical and necessary for the urban setting. As defined by Sachs (2004) in her Attributes of Urban Teachers Survey. Success is based on five "consistently identified attributes of effective urban teachers: (a) sociocultural awareness, (b) contextual interpersonal skills, (c) self-understanding, (d) risk taking, and (e) perceived efficacy" (p. 178). Success will also be based on the well researched and highly regarded work of Haberman (1995a; 2005a). Haberman's characteristics of Star Urban Teachers represent one important standard for evaluating urban teacher success. In recognition of the significance of the relationship between ideology and performance, Haberman identified a set of 14 functions (characteristics) that are consistently demonstrated by star urban teachers. Haberman (1995a) explains the importance of these functions, the

identified 14 functions of successful teachers of the urban poor are neither discrete behaviors nor personality attributes. Instead, these functions are

“mid range” in the sense that they represent chunks of teaching behavior that encompass a number of interrelated actions and simultaneously represent beliefs or commitments that predispose these teachers to act. (p. 781)

The 14 functions are persistence; protecting learners and learning; generalizations; approach to “at risk” children; professional-personal orientation to students; working within a bureaucracy; fallibility; emotional and physical stamina; organizational ability; understanding effort over ability; teaching and not sorting students; creating student ownership; coaching; and protecting students’ learning. Thus for Haberman, the teacher’s ideology is a set of beliefs and commitments that control, shape, and predict his/her future behavior. That ideology will be reflected in the explanations a teacher provides regarding the purpose of schools, the role of the teacher, the causes of the achievement gap, and the factors that cause diverse children in urban poverty to be successful in poor schools (Haberman, 2005b).

UTA graduates will be determined to be successful if they are found to have a moderate or strong possession of the attributes and characteristics identified by both Sachs and Haberman.

- *Sachs’ Attributes*- From an analysis of the data, the UTA graduates do possess a majority of the attributes identified as evident in effective urban educators by Sachs (2004). Specifically, UTA graduates show a moderately strong possession of the attributes (4.1 on a 5-point Likert scale) identified as necessary in order to be effective in the urban classroom.

- *Haberman's Characteristics*- UTA graduates also were deemed to be quite effective and in fairly high possession of the characteristics necessary for star urban teachers (mean score of 4.2 on a 5-point Likert scale).

The overall belief of the administrators is that UTA graduates are highly qualified teachers who possess strong knowledge and understanding about urban schools, students, and families. Graduates were described by administrators as able to demonstrate strong teaching skills, and they used a variety of teaching strategies that accommodated the different learning styles present in the classroom. The administrators found that UTA graduates were able to develop and maintain good relationships with students and families, and were successful at linking student interest and ability to curriculum. Graduates were found to demonstrate high levels of respect and appreciation for diversity.

Based on their strong possession of the identified attributes and characteristics of Sachs and Haberman, and on the opinions of their direct supervisors, the interviewed UTA graduates appear to be successful. They have demonstrated understandings and practices that clearly suggest that they possess the knowledge, skills, and dispositions that were intended to be developed in them through their participation in the Urban Teacher Academy. Haberman (2005a) asserts that:

Teachers are not born. They develop the appropriate ideology and relationship skills by reflecting upon, learning from and benefiting from their experiences. They are not stars to begin with...but they have the nascent belief system that puts them on the road to becoming stars. (p. 216)

Recommendations for the Educational Community

The first recommendation is intended to address the long-standing problem of getting highly qualified teachers into the urban classroom. For those teachers going into the urban setting, the highly qualified "designation" should include the possession and demonstration of the attributes and characteristics identified by researchers such as Sachs (2004) and Haberman (1995b, 2005b). Assisting preservice teachers in developing the knowledge, skills, and dispositions necessary to be successful in the urban setting are the guiding principles of programs like the Urban Teacher Academy. Since the majority of preservice teachers will continue to be the traditional middle-class, White, and female (Lowery, 2001), it becomes imperative that schools of education develop programs similar to the Urban Teacher Academy. Darling-Hammond (2000a) surmised that teachers who were well prepared for their teaching environment were less likely to leave their chosen career field, and in turn would help provide for a more stable teacher population in those areas designated as high-need fields.

Second, in order for preservice teachers to possess these requisite qualities, schools of education should be required to design and support UTA-like programs or create a specific teacher licensure program that has an urban concentration so that the number of highly qualified urban educators will increase. Such programs should require that the majority of the preservice teachers' time is spent in the urban classroom with a highly qualified mentor teacher who exhibits strong possession of the attributes and characteristics identified as critical to the success of urban teachers and students. Prince (2002) states "if we only took the simple step of assuring that poor and minority children had highly qualified teachers" (p. 6) the current achievement gap would disappear.

Recommendations for the Urban Teacher Academy

As a result of hearing the concerns of UTA graduates and their administrators, and after the analysis of survey data, the following recommendations for the Urban Teacher Academy are proffered:

1. *The Urban Teacher Academy should begin earlier in the preservice education process.* By starting the training process earlier, UTA graduates would have a better opportunity to gain more knowledge, skills, and experience that will help to be better prepared for their career in urban education. Oakes, Franke, Quartz, and Rogers (2002) state that “the range of understandings, skills, and dispositions that urban teachers require cannot be fully developed even in 2 years of intensive teacher preparation, nor should they be. Continuous development of these commitments and competencies is a vital part of high-quality professional practice” (p. 231). The UTA should consider a type of graduated program admission that first identifies potential participants in their freshman year. Identification and selection of these candidates should be based on the attributes and characteristics identified by Haberman (2005b) and Sachs (2004). These selected freshmen would be permitted to attend the major UTA seminars and have an early field experience placement with a veteran UTA mentor and UTA junior. During their sophomore year, attendance at the UTA seminars would continue, and the opportunity to fully join the program would be explored. The sophomore year in UTA would be comprised of working in the urban schools and community, such as having their field placements in the identified neighborhood community schools. Sophomores would study issues surrounding community

resources and involvement and focus on understanding how poverty affects students, families, and schools. The existing junior and senior year UTA requirements would follow the current UTA model for participants. The earlier “exposure” process could help encourage more preservice teachers to select urban setting as a field of study. Preservice teachers who have had an opportunity early in their programs to visit and see for themselves what life is like in the urban classroom are much more likely to consider urban placement as a career option.

2. *The Urban Teacher Academy should reevaluate and/or realign its curriculum.*

Based on the needs and experiences of UTA graduates, realignment in the UTA academic and clinical preparation is necessary. Those topics identified by the UTA graduates as areas in which they expressed the least amount of comfort and ability in handling should be added to the current UTA curriculum. Such topics include but are not limited to: Working with colleagues and school administrators; accessing community resources; managing paperwork; and dealing with the bureaucracy and politics of urban schools. UTA graduates have come to know firsthand the challenges associated with being a new urban teacher. Their advice to UTA is important because they have experienced what UTA offers its participants, and now as in-service teachers they can help identify the gaps in the program curriculum. Every topic identified by graduates is an area that UTA should consider adding so that the program can continue to ensure that its graduates will have gained the knowledge and skills necessary to be successful in the classroom.

3. *The Urban Teacher Academy should devote more time and exploration to those attributes and characteristics that UTA graduates evidenced as either marginal or weak.* Strengthening the attributes and characteristics of UTA participants may increase their ability to be successful in the classroom. The research of Haberman (2005a) has shown that individuals in high possession of specific characteristics are more likely to stay in the urban classroom, and do a better job of relating to students and families. UTA participants should be in high possession of the identified characteristics upon completion of the program. The Urban Teacher Academy was developed to help fully prepare graduates for the urban classroom. Those areas found to be deficient in the current UTA graduates can be viewed as a measure to identify program weakness. The identification of this program weakness should be addressed by extending the coverage of the identified areas, so that participants will have a greater understanding of these important topics. From Sachs' survey those attributes are contextual interpersonal skills and self-understanding. From the Haberman survey, those characteristics include self-analysis through reflection, and being able to conduct action research to improve instruction and practice. Both surveys point to the need for graduates to understand themselves as professionals. UTA should design more opportunities for its participants to practice these identified areas of weakness.
4. *The Urban Teacher Academy should extend the amount of support time it offers to its graduates.* This extended support should be offered to those UTA graduates who are experiencing difficulty in any area of teaching (i.e., instruction or classroom management). It is evident that 3 years of support may not be enough

for those graduates who are in low possession of certain attributes, characteristics, and skills. Currently, UTA program graduates are offered support for their first 3 years of teaching. This support should be extended by 2 years for any graduate who is found to be experiencing difficulty in the classroom. Prince (2002) tells us that “in urban schools, within five years, half (of the new teachers) will no longer be in the classroom” (p. 7). Ingersoll and Smith (2003) report similar findings with 40-50 % attrition rates. Continued support has been identified by Sleeter (2001) as a major factor in helping the traditional White females remain in the urban classroom. She concludes that in order to improve the existing conditions of underserved communities more support and education should be provided. “teacher education needs to follow graduates into the classroom, and our work needs to extend beyond preservice education, linking preservice education with community-based learning and with ongoing professional development” (pp. 102-103). Therefore, UTA should continue its commitment to urban education through the extension of its support to those graduates who desire it or require it.

5. *UTA participants should be evaluated using the Sachs' Attributes of Urban Teachers Survey.* The survey should be administered as a pre and post assessment of the development and acquisition of identified attributes associated with urban teacher success. As participants matriculate through the Urban Teacher Academy they should evidence greater possession of the identified attributes.

All of the recommendations made are intended to help improve the quality of UTA graduates. Even though as a whole the graduates were found to be successful, there is always room for improvement as they work to meet the ever challenging demands

associated with teaching in urban schools. They are teaching in urban schools because of their desire to help improve the quality of education. It is not an easy task, but it is the road they have chosen to walk.

Future Research

As a means of further understanding the role the Urban Teacher Academy has played in the development of successful urban teachers, future research should examine the retention rate of UTA graduates. Prince (2002) states that by the fifth year of teaching nearly half of new urban teachers have left the classroom. Programs such as UTA may be able to mitigate that attrition problem. Darling-Hammond (2000a), surmised that teachers who were well prepared for their teaching environment were less likely to leave their chosen career field.

A second area to examine would be to identify if UTA graduates gain greater possession of the attributes and characteristics identified by Sachs (2004) and Haberman (1995b, 2005b) as a result of UTA-like programs and as a consequence of professional support as their urban teaching career progresses. Haberman (2005b) states the benefit of time and experience enables individuals to "integrate personal experiences with theory, research, logic and a system of morality and apply them to the persistent problems of living in a free society" (p. 20). Time and experience may allow UTA graduates to develop these abilities further, and make a greater impact on their students' academic success. It may prove valuable research to uncover how UTA graduates use their acquired knowledge, skills, and dispositions as they continue on their urban career path. It may also be of interest to see how many UTA graduates stay in the classroom or

whether they pursue another career track in the school setting (e.g., administrator, curriculum, or school counseling).

For the benefit of working with pre-service teachers, research should be conducted to identify if working with diverse populations can be used as a means of developing greater empathy and understanding of those who are racially and culturally different. Lowery (2001) detailed how White female preservice teachers preferred to teach students who are similar to them in race and ethnicity. This phenomenon is cause for concern since the urban student population continues to grow in diversity, while the teacher population remains a field dominated by White females (Xu, 2000). It may be possible to increase understanding and empathy by providing opportunities for pre-service teachers to work with a diverse population prior to their determination of a teaching career track (urban, suburban, or rural). This type of early targeted participation may also influence the selection of the career path preservice teachers choose to take, which could lead to a larger number of pre-service teachers choosing to teach in the urban setting.

The final recommendation for future research is to evaluate UTA graduates in comparison to other novice teachers using data from the Teacher Quality Partnership (TQP). The Teacher Quality Partnership is a consortium of all 50 teacher preparation institutions in the state of Ohio. The TQP study examines "the preparation, in-school support, and effectiveness of teachers in mathematics and reading in Ohio" (Teacher Quality Partnership, n. d., p. 1.). "Student success is the criterion variable upon which the TQP studies were conceptualized" (Teacher Quality Partnership, n. d., p.1); therefore the comparisons should explore how effective UTA graduates are at improving student

achievement in relation to their non UTA colleagues. The interest would be in identifying if UTA graduates experience greater success with student achievement based on their possession of characteristics identified as necessary for effective urban teachers.

APPENDIX A

Attributes of Urban Teachers Survey

This survey is designed to identify if UTA graduates possess attributes associated with effective urban teachers. The survey is meant to assess if the University of Dayton Urban Teacher Academy is helping its graduates develop the necessary skills and dispositions needed for working with today's urban students and families.

Please answer each question honestly. Circle the answer that relates closest to your own opinion in the context of your own school and community. The abbreviations are as follows:

SA-Strongly Agree; A- Agree; UND- Undecided; D- Disagree and SD- Strongly Disagree.

Items 1-19 focus on your general perceptions about education and teacher perspectives.

- | | |
|---|---------------|
| 1. America benefits from the diversity of its people. | SA A UND D SD |
| 2. In America, being a member of the majority culture has political, economic and social advantages. | SA A UND D SD |
| 3. A teacher who tries hard can reach even the most difficult or unmotivated students | SA A UND D SD |
| 4. It is the teacher's responsibility to find ways to engage students in learning regardless of the life conditions the students face. | SA A UND D SD |
| 5. When interacting with parents, teachers should reflect parents' values, beliefs, and communication styles. | SA A UND D SD |
| 6. An inability to speak formal or school English inhibits one's success in society. | SA A UND D SD |
| 7. The influences of a student's home experiences can be overcome by good teaching. | SA A UND D SD |
| 8. Teachers should find some common interests with parents regarding the education of their children. | SA A UND D SD |
| 9. Students should be taught to be proud of their ethnic and cultural backgrounds. | SA A UND D SD |
| 10. All people have prejudices and biases about those who are different from them. | SA A UND D SD |
| 11. A good teacher can motivate any student to learn regardless of ethnic or cultural background. | SA A UND D SD |
| 12. Students can succeed regardless of ethnic or cultural background. | SA A UND D SD |
| 13. A teacher's relationship with parents and students can be enhanced if he or she adopts a style of communication and uses terms similar to those used by the parents and students. | SA A UND D SD |

- | | |
|--|---------------|
| 14. The standards of behavior, values, and beliefs taught in schools are those of the majority culture. | SA A UND D SD |
| 15. A teacher is very limited in what he or she can achieve because a student's home environment is a large influence on his or her achievement. | SA A UND D SD |
| 16. To be an effective teacher, one must learn from students' cultural and ethnic background and from their experiences. | SA A UND D SD |
| 17. Culturally diverse students should be explicitly taught the rules and customs of the school culture so that they will be successful in the majority culture. | SA A UND D SD |
| 18. It is the teacher's responsibility to make sure students feel as if they belong in the classroom. | SA A UND D SD |
| 19. Teachers can never fully understand the life experience of students who are culturally or ethnically different from themselves. | SA A UND D SD |

Items 20-29 focus on your specific personal views on education and teacher perspectives.

- | | |
|--|---------------|
| 20. I do not feel safe in urban neighborhoods. | SA A UND D SD |
| 21. I focus on clear professional goals, even if they involve personal risk. | SA A UND D SD |
| 22. I would enjoy teaching in a school where I can learn from different cultures, backgrounds and experiences of my students. | SA A UND D SD |
| 23. When I am working with someone whose language usage and communication is different from my own, I need to adapt to his or her style. | SA A UND D SD |
| 24. I continually seek out new challenges, even if they involve moderate to high risk for me. | SA A UND D SD |
| 25. I am comfortable talking to someone I don't know of another race, ethnicity, and/or culture. | SA A UND D SD |
| 26. Within the norms of the institution, I am willing to work for change. | SA A UND D SD |
| 27. I do not feel safe in urban schools. | SA A UND D SD |
| 28. I am motivated by the challenge of teaching in urban schools. | SA A UND D SD |
| 29. Even with the negative factors affecting urban schools, I can make a difference in students' lives. | SA A UND D SD |

Including this year, please write the number of years you have been teaching in the classroom

Thank you for taking the time to complete this survey.

Please return this survey to Rochonda Nenonene in the envelope provided.

Rochonda Nenonene
63 High Street
Dayton, Ohio 45403
(937) 776-4661

APPENDIX B

**Urban Teacher Academy
Administrator Interview regarding UTA Graduate**

Administrator _____

UTA Graduate _____

- | |
|--|
| 1. Demonstrate the ability to present information in a clear, direct way that students can understand. |
| 2. Demonstrate behaviors like varied delivery, frequent demonstrative questions, varied, dramatic body movements, varied emotional facial expressions, animated acceptance of ideas, and selection of varied words, especially adjectives. |
| 3. Demonstrate the ability to see things from the student point of view, showing positive regard toward the student. |

4. Demonstrate respect and understanding for students' cultural rituals, icons, and historical experience so that new learning can be effectively connected to students' experiences.
5. Demonstrate the ability to improve life in the classroom through self-analysis and action research related to student outcomes and teacher behavior.
6. Demonstrate the ability to break down complex concepts or tasks and sequence them in order of difficulty.

7. Demonstrate the ability to view students on a developmental continuum as opposed to viewing some children as inherently deficient due to race, class, gender, or other factors beyond the student's control.

8. Demonstrate the ability to foster a good relationship with parents, colleagues, and keep an open mind.

APPENDIX C

University of Dayton Urban Teacher Academy

INTRODUCTION

Like most urban school districts across the United States, The Dayton Public School District is challenged to hire and retain qualified teachers. Nationally, up to one-half of all new teachers in urban schools leave teaching within five years. Yet, new studies are indicating that the most important variable in student learning is the quality of teaching. One recent study (Bembry, Jordan, Gomez, Anderson, and Mendro, 1998) reported enormous differences (e.g., 35+ percentile ranks) in reading achievement for children who spent three years with more effective teachers (upper 40% in achievement gains) compared to children who spent three years with less effective teachers (bottom 40%). Another study (Sanders, 1998) reported similar differences in patterns of achievement among children whose teachers varied in their teaching effectiveness.

The Dayton Public School District, which enrolls 22,000 students and employs 1,650 K-12 teachers, was faced with 150 teacher vacancies last spring and an expected teacher turnover rate of 15 percent. As a result, many at-risk students are being deprived of the opportunity to achieve academic excellence. The Urban Teacher Academy will help meet the need for consistent high quality teaching by preparing 15-20 students each year for placement in urban schools, beginning with the first graduating class in 2003.

It will combine the selection of the education students most likely to succeed in an urban setting with a specialized curriculum, the mentorship of master teachers experienced and successful in the urban classroom and field experiences in specially selected schools.

The Dayton Public School District, the University of Dayton School of Education and Allied Professions and Corporate partners will maintain a well-established track record of productive collaboration for day-to-day operational needs and in the form of the Project Advisory Committee. The role of the Advisory Committee will be to provide ideas, opinions, suggestions and recommendations to the Planning/Implementation Committee. The diverse membership of the group will ensure input from different perspectives into the development and implementation of the program. Representatives from all participating organizations will meet quarterly to discuss issues pertaining to teacher preparation, thus ensuring the project's continuous improvement.

MISSION STATEMENT

The mission of the University of Dayton Urban Teacher Academy is to recruit, train and support future teachers who have committed to pursuing a uniquely specialized program that fosters teaching performance that produces high student achievement in urban settings.

PROGRAM OBJECTIVES

- I. Fifteen - twenty UTA pre-service teachers complete the program and are placed in DPS teaching positions annually beginning with the class of 2003.
- II. UTA in-service teachers will remain in urban teaching positions for at least three years.
- III. UTA in-service indicate satisfaction in their urban placements.
- IV. UTA in-service teachers in urban positions evidence patterns of high student achievement.

CONCLUSION

The Urban Teacher Academy represents an innovative yet practical approach to a widespread problem in America's urban schools. Recruiting, hiring and retention of qualified teachers must occur if society hopes to achieve the goal of providing ALL students, including those in impoverished districts, with opportunities for academic achievement.

The Academy concept addresses the most critical dimensions of the problem: identifying pre-service teachers most likely to succeed in an urban school district, providing them specialized training and pairing them with successful mentor teachers who can help them cope with the challenges of teaching in today's urban classroom. From a practical perspective, financial incentives to be built into the program will make it more attractive to potential participants.

The Urban Teacher Academy is an investment in Dayton's children and the nation's future.

Memorandum of Agreement

The purpose for the collaboration of the University of Dayton's School of Education and Allied Professions and the Dayton Public Schools is the development and implementation of an Urban Teacher Academy. The Academy's goal is to increase the number of highly effective, reliable teachers in the District by recruiting pre-service teachers to the urban school setting, providing them with specialized training, and supporting them with mentors during their field experience and as they begin their careers.

In support of the Urban Teacher Academy initiative, the University of Dayton School of Education and Allied Professions will be responsible for the following:

- Enhancing the existing teacher-preparation curriculum so that it addresses the needs of urban students and school districts;
- Creating cultural experiences for pre-service teachers to facilitate development of greater sensitivity and awareness for teaching students of varied cultures;
- Creating and maintaining a mentoring system for School of Education and Allied Professions students, with all students being assigned a faculty mentor. In addition, once placements for pre-service experiences have been made, each student will be assigned a Dayton Public School District mentor, who will continue to work with the student if that student eventually is employed by the District.
- Administering grant funds, including loan forgiveness, where appropriate, for the new teachers.
- Participating collaboratively with the Dayton Public Schools in the development and implementation of a high school Future Urban Teacher program and a three-year support program for UTA graduates who accept district placements.

The Dayton Public School District's Office of Employee Education and Development will be responsible for the following:

- Providing well-trained mentors aligned with the UTA program who will work with and support new teachers;
- Providing District teachers who will work with UD faculty to deliver methods courses and teacher preparation curriculum modification through the Project Advisory Committee;
- Providing a support program for professional development.
- Participating collaboratively with the University of Dayton in the development and implementation of a high school Future Urban Teacher program and a three-year support program for UTA graduates who accept district placements.

- Collecting data required by the Urban Teacher Academy evaluation plan.
- Offering limited contracts to UTA graduates by early June.

Both the University of Dayton School of Education and Allied Professions and the Dayton Public Schools agree to indemnify and hold the other harmless for any damages, injuries, or causes of actions caused by their respective actions and/or in-actions.

Signatures of Agreement

President, University of Dayton

Superintendent, Dayton Public Schools

Dean, School of Education and Allied Professions Director of Employee Education and Development

Urban Teacher Academy

Mentor Teacher and UTA Scholar Incentives

MENTOR TEACHER

Intrinsic Rewards

A productive learning environment is characterized by an overall climate in which students feel positive about themselves and their peers. Students' individual needs are satisfied so they persist in academic tasks and work cooperatively with the teacher to meet the demands of classroom life. Master teachers have the ability to make this happen. By sharing their skills and insights with pre-service teachers, they can spread their own effectiveness over future classrooms. The personal satisfaction gained from helping to improve urban education in this way is the highest reward possible.

Extrinsic Rewards

Motivating students and providing leadership for learning are critical functions performed by master teachers. How well teachers perform these functions influences student engagement and achievement, and determines how well the class will perform. The Urban Teacher Academy will require the mentor teachers to model and coach skillful planning and attention to group dynamics.

Knowing that the role of the mentor teacher will take commitment, skill and time, the Urban Teacher Academy will provide incentives to teachers in the Public Schools who agree to mentor University pre-service teachers in the project, and who live up to the expectations of their agreement.

The contract stipulates that mentor teachers will:

- Attend and actively participate in all professional development activities and meetings required by the program.
- Serve as a positive role model for the Academy student intern.
- Provide classroom experiences which are coordinated with UF classes and/or seminars.
- Coach the assigned UTA scholar toward classroom behavior and portfolio development.
- Collaborate with UD staff to deliver curriculum when appropriate.
- Commit to pursuing National Board Certification.

The extrinsic rewards for mentor teachers include the possibility of local, state and national recognition for their role in this unique program. A stipend of \$2,000.00 per

year for each year with the program will also be provided. This money may be used in several ways.

- The mentor teacher may use the stipend for advanced coursework. These classes must be taken at the University of Dayton and must be completed within 5-years of acceptance into the program. University faculty will serve as advisors to provide information regarding advanced degrees. Courses at other institutions that enhance the skills of mentor teachers may be taken with permission of the UD program Project Director.
- The mentor teacher may use the stipend toward other professional development opportunities.
- The mentor teacher may use the stipend toward conference travel to improve professional skills in their teaching area.
- The mentor teacher may choose to use the stipend toward personal technology to improve the communication between the mentor teacher and the University student.
- The mentor teacher may use the stipend to purchase educational resources.
- The mentor teacher may choose to take a cash amount to use for personal options, but not to exceed \$1000.
- The possibility that the mentor teacher may have this money added to their salary for the purpose of income toward State Teacher Retirement is being investigated.

The Project Director will be responsible for seeing that all aspects of the mentoring agreement and incentive guidelines are carried out in a professional manner.

Urban Teacher Academy

Mentor Teacher and UTA Scholar Incentives

UTA SCHOLARS

Intrinsic Rewards

Teaching in today's urban classroom calls for reflective professionals set apart by special knowledge and skills. The art and science of teaching occurs when skillful, caring professionals adapt their educational knowledge to specific situations and students and to their own teaching styles and interests. The Urban Teacher Academy pre-service teachers will have the education and skills to make this happen. The personal satisfaction gained from being a part of a sincere effort to improve urban education is the highest reward possible.

Extrinsic Rewards

There is powerful social reinforcement given to those who try hard, learn and succeed. The Urban Teacher Academy requires pre-service teachers to pair with mentor teachers, attend seminars to discuss teaching issues, and assume the additional responsibility of learning the specialized UTA curriculum topics.

The UTA will provide incentives to students in the program who live up to the requirements of their agreement. The agreement stipulates that the UTA students will:

- Attend and actively participate in all academic and professional development activities, and meetings required by the program.
- Complete all assignments associated with the academic and experiential activities of the program.
- Establish and maintain a strong working relationship with the mentor teacher.
- Participate in an exit interview prior to completion of the Urban Teacher Academy.
- Commit to three years of teaching either in Dayton Public Schools or another urban school district.

Extrinsic rewards for urban scholars include \$3,000.00 per year for a maximum of three years if the student is accepted to teach in the Dayton Public Schools. Students who choose to teach in an urban setting other than Dayton will receive \$1,500.00 per year for a maximum of three years. This money may be used in several ways.

- The urban scholar may use the stipend to work on a Master's program. University faculty will serve as advisors to provide information regarding advanced degrees
- The urban scholar may use the stipend toward conference travel to improve professional skills in their teaching area.
- The urban scholar may use the stipend for loan forgiveness.
- The urban scholar may use the stipend to purchase educational resources.
- The urban scholar may choose to take a cash amount to use for personal options.

The Urban Teacher Academy is seeking to provide housing by the University at no cost for any urban scholar interested in this arrangement. The advantage of this arrangement is not only expense, but also the communication opportunities with other student scholars. A final decision on this possibility will occur by July 1, 2002.

The Project Director will be responsible for seeing that all aspects of the mentoring agreement and incentive guidelines are carried out in a professional manner.

Urban Teacher Academy Supplemental Seminars

PURPOSE

The UTA supplemental seminar is established to compliment specific courses within the University of Dayton Teacher Preparation Program. Seminars will address issues pertinent to urban teaching that may not be covered with the appropriate emphasis or depth required to adequately prepare students for teaching in the urban setting.

PARTICIPANTS

School of Education instructors, pre-service teachers, and mentor teachers will be the target participants in the UTA seminars. Selected guests will be invited based on space available, relevance of topics, and available resources.

APPROACH

UTA seminars will be conducted in an informal setting. They will be scheduled evenings, on Saturday, or both. Any seminar requiring two sessions will be scheduled on Friday evening and Saturday. Seminars will be held either on the University of Dayton campus, at a site within the Dayton Public Schools or at an alternative site if appropriate. Light meals, refreshments, seminar materials and supplemental resources will be provided.

Topics identified as important for pre-service teachers who have elected to teach in urban schools are listed below.

- ◆ Socio-economic concerns (health, today's family, the impact of poverty, etc.)
- ◆ Conflict resolution
- ◆ High teacher expectations for student learning
- ◆ Communication and social linguistics
- ◆ Managing multiple priorities
- ◆ Stress reduction
- ◆ Group dynamics
- ◆ Cultural competency
- ◆ Acceptance of diversity

- ◆ Classroom management
- ◆ Diversity of curriculum materials
- ◆ Teaching diverse learners and working with their families
- ◆ Learning styles
- ◆ Linking teaching, learning and research

Nationally known experts/practitioners will present these topics so that credibility is maintained. Varied teaching strategies such as the use of technology, cooperative learning and the use of case studies and simulations for interactive learning will be used. An emphasis on problem solving, application and self-reflection for both pre-service teacher and mentor teacher is the goal.

EXPECTED OUTCOMES

As a result of participating in the UTA seminars, pre-service teachers will:

- ◆ Demonstrate the ability to present information in a clear, direct way that students can understand.
- ◆ Demonstrate behaviors like varied delivery, frequent demonstrative questions, varied, dramatic body movements, varied emotional facial expressions, animated acceptance of ideas, and selection of varied words, especially adjectives.
- ◆ Demonstrate the ability to see things from the student point of view, showing positive regard toward the student. (Exhibits caring "desk-side manner".)
- ◆ Demonstrate respect and understanding for students' cultural rituals, icons, and historical experience so that new learning can be effectively connected to students' experiences.
- ◆ Demonstrate the ability to improve life in the classroom through self-analysis and action research related to student outcomes and teacher behavior. (Asks the question: What can I do to insure better results for my students?)
- ◆ Demonstrate the ability to break down complex concepts or tasks and sequence them in order of difficulty.
- ◆ Demonstrate the ability to view students on a developmental continuum as opposed to viewing some children as inherently deficient due to race, class, gender or other factors beyond the student's control. (Recognizing the power of nurture over nature.)

As a result of participating in the UTA seminar program, mentor teachers will:

- ♦ **Demonstrate the ability to use their experience and skills to mentor, coach and provide an effective and positive role model for pre-service teachers.**
- ♦ **Demonstrate the ability to improve life and student achievement in their classrooms through self-analysis and action research related to student outcomes and teacher behavior.**

EVALUATION

The effectiveness of the UTA seminars will be assessed by participant feedback.

FOLLOW-UP

There will be a mentor teacher meeting following each seminar. The purpose of these meetings is to relate the knowledge, skills and attitudes addressed in the seminars to the field experience with their pre-service teacher. Consensus will be reached on general coaching strategies, guided and independent practice, feedback and support that will be needed. The understanding that effective and positive role modeling will set the stage for the pre-service teachers' acquisition of knowledge, skills and attitudes will be stressed.

Urban Teacher Academy Field Experience

PURPOSE

The field experience is a requirement of the University of Dayton School of Education and Allied Professions teacher preparation program and the Urban Teacher Academy. Placement in schools provides hands-on participation in real classrooms with real students and teachers. This opportunity to apply knowledge, concepts and skills studied in class and seminars makes it possible for academy members to translate theory into practice.

PARTICIPANTS

School of Education Instructors, pre-service teachers, mentor teachers, students, the UTA Program Director and building principals will be involved in the field experience.

APPROACH

Placement for the UTA field experience is critical. Great care will be taken to recruit mentor teachers who are "star urban teachers", based on characteristics identified by the Haberman model. It is essential that the mentor has mastery of all the functions of teaching coupled with the interpersonal skills needed to effectively model, coach and provide the feedback necessary for positive guided and independent practice of target behaviors. The relationship between the academy member and mentor teacher is expected to develop into a long-term bond.

The University of Dayton Instructor, the UTA Program Director, and the building Principal will serve as a support team to the pre-service teacher/mentor teacher team. Professional development opportunities, resource needs, problem solving, etc. will be facilitated by this team. An emphasis on problem solving, application, and self-reflection for both pre-service teacher and mentor teacher is the goal.

EXPECTED OUTCOMES

As a result of participating in the UTA field experience, pre-service teachers will:

- ◆ Demonstrate the ability to present information in a clear, direct way that students can understand.

- ◆ Demonstrate behaviors like varied delivery, frequent demonstrative questions, varied dramatic body movements, varied emotional facial expressions, animated acceptance of ideas, and selection of varied words, especially adjectives.
- ◆ Demonstrate the ability to see things from the student point of view, showing positive regard toward the student. (Exhibits caring "desk-side manner".
- ◆ Demonstrate respect and understanding for students' cultural rituals, icons, and historical experience so that new learning can be effectively connected to students' experiences.
- ◆ Demonstrate the ability to improve life in the classroom through self-analysis and action research related to student outcomes and teacher behavior. (Asks the question: What can I do to insure better results for my students?)
- ◆ Demonstrate the ability to view students on a developmental continuum as opposed to viewing some children as inherently deficient due to race, class, gender or other factors beyond the student's control. (Recognizing the power of nurture over nature.)

As a result of participating in the UTA field experience, mentor teachers will:

- ◆ Demonstrate the ability to use their experience and skills to mentor, coach and provide an effective and positive role model for pre-service teachers.
- ◆ Demonstrate the ability to improve life and student achievement in their classrooms through self-analysis and action research related to student outcomes and teacher behavior.

EVALUATION

The effectiveness of the UTA field experience will be assessed by participant feedback.

FOLLOW-UP

An on-going part of the field experience will be opportunities shared by the academy member and mentor teacher to sit together to discuss behaviors, techniques and results experienced both positive and negative. Positive feedback, mentoring, self-assessment, reflection and problem solving is at the heart of the field experience and takes place informally between both members of the classroom team and others.

A formal feedback session will take place at some point during the field experience. The Instructor, Program Director, pre-service teachers and mentor teachers will meet to share experiences and reflections on those experiences. Mutual feedback for all parties will serve to inform program improvement and enhance program results.

Decisions about intervention needs of academy members, assistance for mentor teachers and activities planning will also be a part of these feedback sessions.

Outcomes adapted from (Rosenshine and Furst, 1973, Hiller, Gisher & Kaess, 1969, Collins, 1978, and Borg & Gall, 1983, Joyner, 1996, Joyner, Negron, 1996, Kinsler, Joyner, 1993).

**Urban Teacher Academy
Candidate Summary Sheet**

Candidate:

Scoring Guide:

3 = Trait was strongly evident

2 = Trait was evident

1 = Trait was inconsistent

0 = Trait was not evident

Directions: Listed below are twelve traits. Rate each trait as evidenced in each of the four assessments.

TRAIT	APPLICATION	ESSAY	INTERVIEW	REFERRAL
__ Desire				
__ Aptitude				
__ Persistence				
__ Teamwork				
__ Creativity				
__ Flexibility				
__ Organization				
__ Acceptance of Diversity				
__ Problem Solving				
__ Adaptability				
__ Empathy				
__ Stamina				
Comments:				

Urban Teacher Academy

Marketing

Candidates will only be attracted to the Urban Teacher Academy if the program is widely publicized. A program summary and brochure have been designed for this purpose. Marketing activities such as the following can be used to build interest among potential student and mentor teacher participants.

- ☐ Distribute marketing materials to all students enrolled in education courses.
- ☐ Distribute marketing materials to identified potential mentor teachers.
- ☐ Brief instructors so they are prepared to answer questions for students.
- ☐ Publicize the UTA in the campus newsletter and other campus media.
- ☐ Prepare a press release..
- ☐ Call a press conference to formally announce the UTA.
- ☐ Establish an Advisory Council and meet regularly for full involvement.
- ☐ Distribute flyers to high schools in the area to attempt to attract potential UD students.
- ☐ Address student gatherings and teacher council meetings.
- ☐ Make personal contact with identified potential mentor teachers.
- ☐ Have the marketing materials available at college and career fairs.
- ☐ Prepare a program video.

This list provides initial Urban Teacher Academy marketing strategies. Over time, additional options can be added to the publicity plan.

Application/Selection Process

The request for an application can be found at the back of the UTA marketing brochure. The applicant will return the request form to the Office of the UTA Director. In response to the request form, the Office of the UTA Director will send an application packet to the prospective applicant.

The application will include a cover letter, which explains the completion requirements, where the package should be returned and the date it is due. The application will be comprised of three items.

- ❑ The application form will provide information needed for communication, data gathering and evidence of meeting some of the selection criteria.
- ❑ The applicant will write a two to three page essay in response to a prompt centered around an urban case study which incorporates selected criteria.
- ❑ Student referrals completed by a fellow student and an instructor; and teacher referrals completed by the building principal and a curriculum department Associate Director.
- ❑ A self-assessment which focuses on interpersonal skills.

Once the applications are received, an informational meeting can be held with the applicants, if it is deemed necessary, so that any questions or concerns can be addressed. The student agenda will include:

- ❑ Teaching in the Urban Setting
- ❑ Program Details and Expectations
- ❑ Timelines
- ❑ Incentives
- ❑ Questions and Answers

The Teacher agenda will include:

- ❑ Teacher As Coach/Mentor
- ❑ Program Details and Expectations
- ❑ Timelines
- ❑ Incentives
- ❑ Questions and Answers

The review of the application packages will take place. The selection team will consist of four to five people, and will include the UTA Co-Directors, and representation from the UD School of Education and Allied Professions and the Dayton Public Schools.

The work of Martin Haberman and the SRI Teacher Perceiver Interview have informed the identification of selection criteria. A number of critical desirable traits should be evident with both teacher and student candidates and can be evidenced through the essay and the interview process. These common traits are

- ☐ perseverance,
- ☐ creativity,
- ☐ organization,
- ☐ creative problem solving,
- ☐ empathy
- ☐ desire
- ☐ flexibility,
- ☐ adaptability
- ☐ stamina, and
- ☐ acceptance of diversity.

Additionally, students must have successfully completed their sophomore course of study and carry at least a 2.5 GPA. Teacher applicants must have had Pathwise Training and have documented evidence of academic success with students. It would also be desirable for mentor teachers to commit to seek National Board Certification.

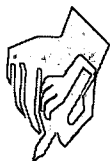
The interview questions include the Haberman Star Urban Teacher Interview along with selected questions from the SRI Teacher Perceiver Interview. The team will go over the criteria and scoring methods to be used prior to conducting the interviews.

Candidates selected to participate in the Urban Teacher Academy will be notified by mail and invited to attend a program reception. Selected students, teachers, Advisory Council members, UD and DPS representation will be in attendance. A brief program including introductions and welcome to the program will be conducted.

Classroom Placements

The classroom placement of pre-service teachers participating in the Urban Teacher Academy is critical to their success. The relationship between the UTA scholar and the mentor teacher must be based on trust, openness and respect. Every effort will be made to create pairings based on compatible philosophies, interests and styles.

Once the placements have been made, it will be the responsibility of the UTA Program Director to monitor all aspects of the field experience. With great care being taken up front to make the right placements, it is expected that the field experience will be productive and supportive for both parties. Should problems arise that could jeopardize the preparation of the pre-service teacher or the commitment of the mentor teacher, adjustments will be made as early as possible.



URBAN TEACHER ACADEMY

Dear UTA Student Candidate _____;

Thank you for your interest in the Urban Teacher Academy. The need for exceptional teaching is greatest in urban school districts, and we commend your desire to serve this population of students in your professional career.

Because of the critical nature of the urban challenge, the selection process for the Urban Teacher Academy is a major focus. The application materials in this package are in three parts:

- An application form which must be filled out completely.
- An essay prompt, which will focus your thoughts as you complete the writing requirement.
- A student referral form to be completed by your advisor, a previous professor, and a fellow classmate.

Completed applications should be returned to the UTA Director no later than Friday, February 16, 2007. Send to UTA Director, 300 College Park, Dayton, OH 45469-0510. Application may also be hand delivered to the Urban Teacher Academy office in Chaminade Hall Room 309.

The following timeline will be followed in this process.

- | | |
|-------------------------------------|---|
| ▪ Application Deadline: | February 16, 2007 |
| ▪ Applicant Meeting: | February 12, 2007
(CH 102 noon – 1:00pm) |
| ▪ Review of Applications: | February 19 – 23, 2007 |
| ▪ Interviews: | March 5-9, 2007 |
| ▪ Selection of Participants: | March 9, 2007 |
| ▪ Reception/Orientation: | March 21, 2007 |

If you have any questions or need assistance while preparing your application to the Urban Teacher Academy, contact the Program Director at the number listed below.

Again, we commend the value you obviously place on service, and look forward to talking with you personally during the selection process.

Sincerely,
 Rochonda Nenonene, UTA Program Director
Rochonda.Nenonene@notes.udayton.edu
 (937) 229-2489

**Urban Teacher Academy
Student Application Form**

1. Name: _____
2. Local Address: _____

3. Telephone Number: _____ E-mail _____
4. Student ID Number: _____
5. Grade Point Average: _____
6. Major/Licensure Area: _____
7. Advisor: _____
8. Name/Address of Parent/Guardian: _____

9. List any honors or awards you have received: _____

10. List any clubs or organizations in which you have participated:

11. List special talents and skills you possess:

12. Why does teaching in an urban setting interest you? Explain your reasons for wanting to enroll in the Urban Teacher Academy.

**Urban Teacher Academy
Application Component
Student Applicant Essay Prompt**

Directions:

Read the following questions carefully. Write a two-page essay to express your responses to these questions. The application, essay and referrals must all be returned to the UTA Directors at the address indicated in the cover letter if you are to be considered in the selection process.

1. What do you see as the major issues facing urban schools locally, statewide and nationally?
2. What beliefs do you hold that influenced your decision to focus your professional career on teaching in urban schools?
3. What goals will you set for yourself as a result of making this decision?
4. What are your expectations for the Urban Academy, the mentor teacher and the coordinated classroom experiences in helping you realize these goals?

**Urban Teacher Academy
Student Referral**

To be completed by student advisor, previous professor, and fellow classmate.

_____, a sophomore education major, has applied to participate in the Urban Teacher Academy and requires references to complete the application process. Please provide your assessment of the above student's behavior in the following areas.

1. Ability to present information in a clear, direct way: _____

2. Demonstration of behaviors indicating high level of enthusiasm: _____

3. Ability to see things from others' point of view, showing positive regard: _____

4. Knowledge, respect and understanding of cultural rituals and historical experiences other than his/her own: _____

5. Demonstration of use of self-reflection and self analysis to improve personal performance: _____

6. Ability to break down complex concepts and tasks and sequence them in order of difficulty: _____

7. Sees children developmentally as opposed to their being inherently deficient due to race, class, gender or factors beyond the child's control: _____

COMMENTS: _____

Thank you for taking the time to provide this important information about the applicant. Please place this referral in the enclosed envelope, seal it and return it to the applicant.

Thank you again.

Signature

Daytime Phone

Referral behaviors adapted from (Rosenshine and Furst, 1973, Hiller, Gisher & Kaess, 1969, Collins, 1978 and Borg & Gall, 1983, Joyner, 1996, Joyner, Negron, 1996, Kinsler, Joyner, 1993).

**Urban Teacher Academy
Pre-service Teacher Interview**

Candidate: _____ **Date:** _____

Program

Area: _____ **Classification:** _____

Interviewer: _____

- ___ 1. In one minute, briefly tell us something about yourself.

- ___ 2. What experience have you had in working with children?

- ___ 3. Tell us how you approach a major assignment from one of your classes.
(Listen for indications of organizational skills, task analysis, enthusiasm, clarity, perseverance, creative problem solving.)

- ___ 4. From your present perception of urban classrooms, what emotional and physical qualities do urban teachers need in order to be effective?
(Listen for creativity, organization, creative problem solving, empathy, desire, flexibility, adaptability, stamina, cultural competency, acceptance of diversity, enthusiasm, perseverance, clarity, self-reflection, developmental orientation.)

- ___ 5. Have you ever kept a diary? What was your purpose for keeping the diary? What value, if any, do you see in keeping a classroom diary?
(Listen for self-reflection, clarity, task analysis, adaptability, perseverance, desire.)

- ___ 6. What does the term "at risk" mean to you?
- b. Are all "at risk" students from disadvantaged homes?
 - c. What do you think causes a student to be "at risk"?
 - d. Given your causes, what traits would teachers need to have to be effective with "at risk" students?

(Listen for cultural competency, acceptance of diversity, desire, developmental orientation, self-reflection, enthusiasm, technology proficiency, empathy, clarity, perseverance, flexibility, adaptability, creativity, organization, stamina, creative problem solving.)

- ___ 7. Can you think of mistakes you might make as a teacher?
- b. What would you do if you made these mistakes?
- (Listen for self-reflection, fallibility, desire, task analysis, flexibility, adaptability, creative problem solving.)

These are all the questions we have for you. Do you have any questions for us?

Rating System:

- 0 - Candidate did not respond to the question.**
- 1 - Candidate tried to answer the question.**
- 2 - Candidate responded fairly well to the question.**
- 3 - Candidate provided the appropriate answer with the necessary depth.**

(Adapted from Martin Haberman's Urban Teacher Selection Interview and the SRI Teacher Perceiver Interview)

**Urban Teacher Academy
Pre-service Teacher Interview**

Candidate: _____ **Date:** _____

Program

Area: _____ **Classification:** _____

Interviewer: _____

- ___ 1. In one minute, briefly tell us something about yourself.

- ___ 2. What experience have you had in working with children?

- ___ 3. Tell us how you approach a major assignment from one of your classes.
(Listen for indications of organizational skills, task analysis, enthusiasm, clarity, perseverance, creative problem solving.)

- ___ 4. From your present perception of urban classrooms, what emotional and physical qualities do urban teachers need in order to be effective?
(Listen for creativity, organization, creative problem solving, empathy, desire, flexibility, adaptability, stamina, cultural competency, acceptance of diversity, enthusiasm, perseverance, clarity, self-reflection, developmental orientation.)

- ___ 5. Have you ever kept a diary? What was your purpose for keeping the diary? What value, if any, do you see in keeping a classroom diary?
(Listen for self-reflection, clarity, task analysis, adaptability, perseverance, desire.)

- ___ 6. What does the term "at risk" mean to you?
- e. Are all "at risk" students from disadvantaged homes?
 - f. What do you think causes, a student to be "at risk"?
 - g. Given your causes, what traits would teachers need to have to be effective with "at risk" students?

(Listen for cultural competency, acceptance of diversity, desire, developmental orientation, self-reflection, enthusiasm, technology proficiency, empathy, clarity, perseverance, flexibility, adaptability, creativity, organization, stamina, creative problem solving.)

- ___ 7. Can you think of mistakes you might make as a teacher?
- c. What would you do if you made these mistakes?
- (Listen for self-reflection, fallibility, desire, task analysis, flexibility, adaptability, creative problem solving.)

These are all the questions we have for you. Do you have any questions for us?

Rating System:

- 0 - Candidate did not respond to the question.
- 1 - Candidate tried to answer the question.
- 2 - Candidate responded fairly well to the question.
- 3 - Candidate provided the appropriate answer with the necessary depth.

(Adapted from Martin Haberman's Urban Teacher Selection Interview and the SRI Teacher Perceiver Interview)



URBAN TEACHER ACADEMY

Dear UTA Mentor Teacher Candidate _____:

Thank you for your interest in the Urban Teacher Academy. The need for exceptional teaching is greatest in urban school districts, and we commend your desire to participate in the preparation of pre-service teaching students who have committed to serving this population of students in their professional careers. Without strong, effective and sensitive mentors, these future teachers will have difficulty acquiring the skills and attitudes necessary for success in urban schools.

Because of the critical nature of the urban challenge, the selection process for the Urban Teacher Academy is a major focus. The application materials in this package consist of three parts:

- An application form which must be filled out completely, and
- An essay prompt which will focus your thoughts as you complete the writing requirement.
- A mentor referral form to be completed by your building principal, a district administrator, and a fellow teacher.

Completed applications should be returned to the UTA Director no later than Friday, February 16, 2007. Send to UTA Director, 300 College Park, Dayton, OH 45469-0510. Application may also be hand delivered to the Urban Teacher Academy office in Chaminade Hall Room 309.

The following timeline will be followed in this process.

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(CH 102 noon – 1:00pm) |
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| ▪ Interviews: | March 5-9, 2007 |
| ▪ Selection of Participants: | March 9, 2007 |
| ▪ Reception/Orientation: | March 21, 2007 |

If you have any questions or need assistance while preparing your applications to the Urban Teacher Academy, contact the Program Director at the number listed below.

Again, we commend the value you obviously place on service, and look forward to talking with you personally during the selection process.

Sincerely,
 Rochonda Nenonene, UTA Program Director
Rochonda.Nenonene@notes.udayton.edu

(937) 229-2489

**Urban Teacher Academy
Mentor Teacher Application Form**

1. Name: _____

2. Home Address: _____

3. Telephone: _____ Email: _____

4. School Assignment: _____ Grade Level: _____

5. List any awards or honors you have received: _____

6. List any clubs or organizations in which you have participated: _____

7. Have you had Pathwise Training? Y___ N___ List the professional development activities in which you have participated in the last three years. Attach documentation (i.e., certificates of attendance, PDU certificates, etc.) _____

8. What is your educational background?

9. What has been your teaching experience?

10. Have you ever had a student teacher or mentored a new teacher? Y__N__

If yes, what impact did the experience have on your professional behavior? _____

11. What impact do you hope the experience had on the professional behavior of the student teacher or new teacher being mentored? _____

12. What attracted you to teaching in an urban setting? _____

13. Explain your reasons for wanting to participate in the Urban Teacher Academy as a mentor teacher. _____

**Urban Teacher Academy
Application Component
Mentor Teacher Essay Prompt**

Directions:

Read the following questions thoroughly. Write a two-page essay to express your responses to these questions. The application, essay and referrals must all be returned to the UTA Directors at the address indicated in the cover letter if you are to be considered in the selection process.

1. What evidence can you provide that the following practices do or do not exist in your school and/or school district?
 - A. High-expectations
 - B. Attention to individual needs
 - C. Diverse teaching practices
 - D. Positive verbal reinforcement
 - E. Uniform achievement across race, gender and socio-economic levels
 - F. Professional rapport
2. What are you presently doing to establish and maintain these behaviors in your own classroom, and encourage their adoption school-wide?
3. What single goal would you initiate within the next 30 days that would begin to address any problems within your school or district related to the educational practices above?

Urban Teacher Academy**Mentor Teacher Referral**

To be completed by your building principal, a district administrator, and a fellow teacher

_____, has applied to participate in the Urban Teacher Academy and requires references to complete the application process. Please provide your assessment of the above teacher's behavior in the following areas.

1. Ability to present information in a clear, direct way: _____

2. Demonstration of behaviors like varied delivery, demonstrative questions, varied, dramatic body movements, varied emotional facial movements, animated acceptance of ideas, selection of varied words, especially adjectives: _____

3. Ability to see things from others' point of view, showing positive regard: _____

4. Knowledge, respect and understanding of cultural rituals and historical experiences other than his/her own: _____

5. Demonstration of use of self-reflection and self analysis to improve personal performance: _____

6. Ability to break down complex concepts and tasks and sequence them in order of difficulty: _____

7. Views children on a developmental continuum as opposed to viewing some children as inherently deficient due to race, class, gender or factors beyond the child's control:

COMMENTS: _____

Thank you for taking the time to provide this important information about the applicant. Pre-service teachers preparing for urban teaching must have effective role models as their mentors, therefore your input is critical. Thank you again.

Please place this referral in the enclosed envelope, seal it and return it to the applicant.

Signature

Daytime Phone

Referral behaviors adapted from (Rosenshine and Furst, 1973, Hiller, Gisher & Kaess, 1969, Collins, 1978, and Borg & Gall, 1983, Joyner, 1996, Joyner, Negron, 1996, Kinsler, Joyner, 1993).

**Urban Teacher Academy
Mentor Stipend Agreement
2004-2005 School Year**

Name _____
Address _____

Phone _____
SSN _____

Knowing that the role of the mentor teacher will take commitment, skill and time, the Urban Teacher Academy will provide incentives to teachers in the Dayton Public Schools who agree to mentor University pre-service teachers in the project and who live up to the expectations of their agreement.

The contract stipulates that mentor teachers will fulfill the following mentor requirements:

- Attend and actively participate in all professional development activities and meetings required by the program.
- Serve as a positive role model for the academy pre-service teacher.
- Provide classroom experiences which are coordinated with UD classes and/or seminars.
- Coach the assigned UTA scholar toward classroom behavior and portfolio development.
- Collaborate with UD staff to deliver curriculum when appropriate.
- Commit to pursuing National Board Certification.

The extrinsic rewards for mentor teachers include the possibility of local, state and national recognition for their role in this unique program. Two options are available.

Option A: A stipend of \$2,000.00 per year for each year with the program will be provided. This money may be used in several ways.

- The mentor teacher may use the stipend for advanced coursework. These classes must be taken at the University of Dayton and must be completed within 5-years of acceptance into the program. University faculty will serve as advisors to provide information regarding advanced degrees. Courses at other institutions that enhance the skills of mentor teachers may be taken with permission of the UD program Project Director.
- The mentor teacher may use the stipend toward other professional development opportunities. They all must relate to defined mentor requirements.

- The mentor teacher may use the stipend toward conference travel to improve professional skills in their assigned licensure teaching area.
- The mentor teacher may choose to use the stipend toward personal technology to improve the communication between the mentor teacher and the University student.
- The mentor teacher may use the stipend to purchase educational resources relevant to his or her assigned teaching area.

Option B: A stipend of \$1,000.00 per year for each year with the program will be provided to be used for personal expenses. Use of the dollars are at the personal discretion of the mentor teacher.

The Project Director will be responsible for seeing that all aspects of the mentoring agreement and incentive guidelines are carried out in a professional manner.

Stipend Option (Please select one)

The option you select will be binding for the 2004-2005 school year.

Option A _____ \$2,000.00 per year. \$1,000.00 per semester to be used towards professional development
or educational resources.

Option B _____ \$1,000.00 per year. \$500.00 per semester for personal use.

Note:

- Mentors are expected to attend all sessions unless excused for medical reasons. Adjustments in stipends will be made for unexcused absences. Multiple unexcused absences will result in the identification of a mentor substitute.
- In the event that the UD student is unable to fulfill program requirements the mentor can remain active in the program and receive a stipend for every session that he or she attends. The stipend amount for attendance and participation in UTA programs will be \$75.00 per session and will be paid at the end of each semester. While the mentor remains actively involved, The university will actively seek to assign a new student to the mentor.

Mentor Signature

Date

Director Signature

Date

**Urban Teacher Academy
Formal Self-Assessment
Pre-Service Teacher**

Mentor Teacher _____

Pre-service Teacher _____

PURPOSE:

The formal self-assessment is a very important component of the reflective process emphasized by the UTA. The assessment is based on the program outcomes and will be taken upon entering the program, after each semester and upon exiting the program. Results will be shared with the program director, mentor teacher and student advisors. The purpose of the assessment is for the pre-service teacher to reflect upon and assess their progress as they move through the program and for the support personnel to provide feedback and make recommendations for further growth.

RUBRIC SCORE = 3 2 1 0

OUTCOME	RUBRIC SCORE	COMMENTS
1. Demonstrate the ability to present information in a clear, direct way that students can understand.		
2. Demonstrate behaviors like varied delivery, frequent demonstrative questions, varied, dramatic body movements, varied emotional facial expressions, animated acceptance of ideas, and selection of varied words, especially adjectives.		
3. Demonstrate the ability to see things from the student point of view, showing positive regard toward the student.		
4. Demonstrate respect and understanding for students' cultural rituals, icons, and historical experience so that new learning can be effectively connected to students' experiences.		
5. Demonstrate the ability to improve life in the classroom through self-analysis and action research related to student outcomes and teacher behavior.		

OUTCOME	RUBRIC SCORE	COMMENTS
6. Demonstrate the ability to break down complex concepts or tasks and Sequence them in order of difficulty.		
7. Demonstrate the ability to view students on a developmental continuum as opposed to viewing some children as inherently deficient due to race, class, gender or other factors beyond the student's control.		
8. Demonstrate the ability to foster a good relationship with my mentor teacher and keep an open mind.		

RUBRIC SCORE = 3 2 1 0

Outcomes adapted from (Rosenshine and Furst, 1973, Huiller, Gisher & Kaess, 1969, Collins, 1978, and Borg & Gall, 1983, Joyner, 1996, Joyner, Negron, 1996, Kinsler, Joyner, 1993).

**Urban Teacher Academy
Formal Self-Assessment
Mentor Teacher**

Mentor Teacher _____

Pre-service Teacher _____

PURPOSE:

The formal self-assessment is a very important component of the reflective process emphasized by the UTA. The assessment is based on the Urban Teacher Academy program outcomes and will be taken upon entering the program, after each semester and at the end of the program. The purpose of the assessment is for the mentor teacher to reflect upon and assess the quality of support they have provided to the pre-service teacher throughout the program and to reflect upon their own personal growth as a teacher.

RUBRIC SCORE = 3 2 1 0

OUTCOME	RUBRIC SCORE	COMMENTS
1. Demonstrate the ability to use one's experience and skills to mentor, coach and provide an effective and positive role model for pre-service teachers.		
2. Demonstrate the ability to improve life and academic achievement in your classrooms through self-analysis and action research related to student outcomes and teacher behavior.		
3. Demonstrate the ability to inform my pre-service teacher about school policies and procedures.		
4. Demonstrate the ability to share knowledge about new materials, planning, curriculum development and teaching methods.		
5. Demonstrate the ability to assist with classroom management and discipline.		
6. Demonstrate the ability to provide opportunities to observe other teachers using different teaching methods.		

OUTCOME	RUBRIC SCORE	COMMENTS
7. Demonstrate the ability to encourage my pre-service teacher to reflect on his/her practices and help him/her adapt new strategies.		
8. Demonstrate the ability to maintain a high level of confidentiality.		
9. Demonstrate the ability to communicate effectively.		
10. Demonstrate the ability to foster a good relationship with my pre-service teacher and keep an open mind.		

RUBRIC SCORE = 3 2 1 0

Outcomes adapted from Shulman, Judith and Joel Colbert. The Mentor Teacher Casebook. San Francisco: Far West Laboratory, 1987.

Urban Teacher Academy
Mentor Assessment of Pre-service Teacher

Mentor Teacher _____

Pre-service Teacher _____

PURPOSE:

The assessment is based on the program outcomes and will be taken upon entering the program, after each semester and upon exiting the program. Results will be shared with the program director and student advisors. The purpose of the assessment is evaluate the development of the pre-service teacher's progress as they move through the program, and for the support personnel to provide feedback and make recommendations for further growth.

RUBRIC SCORE = 3 2 1 0

OUTCOME	RUBRIC SCORE	COMMENTS
1. Demonstrate the ability to present information in a clear, direct way that students can understand.		
2. Demonstrate behaviors like varied delivery, frequent demonstrative questions, varied, dramatic body movements, varied emotional facial expressions, animated acceptance of ideas, and selection of varied words, especially adjectives.		
3. Demonstrate the ability to see things from the student point of view, showing positive regard toward the student.		
4. Demonstrate respect and understanding for students' cultural rituals, icons, and historical experience so that new learning can be effectively connected to students' experiences.		
5. Demonstrate the ability to improve life in the classroom through self-analysis and action research related to student outcomes and teacher behavior.		

OUTCOME	RUBRIC SCORE	COMMENTS
6. Demonstrate the ability to break down complex concepts or tasks and Sequence them in order of difficulty.		
7. Demonstrate the ability to view students on a developmental continuum as opposed to viewing some children as inherently deficient due to race, class, gender or other factors beyond the student's control.		
8. Demonstrate the ability to foster a good relationship with my mentor teacher and keep an open mind.		

RUBRIC SCORE = 3 2 1 0

Outcomes adapted from (Rosenshine and Furst, 1973, Huiller, Gisher & Kaess, 1969, Collins, 1978, and Borg & Gall, 1983, Joyner, 1996, Joyner, Negron, 1996, Kinsler, Joyner, 1993).

**Urban Teacher Academy
Formal Self Assessment
Mentor Teacher**

RUBRIC

- 3** **The mentor teacher/pre-service teacher is supportive and strong. The mentor teacher is an excellent coach and has provided a positive personal and classroom model for the pre-service teacher. The mentor teacher has been informative, nurturing, and encouraging. Assistance has been offered with curriculum, classroom management, and the use of different teaching models and strategies.**
- 2** The mentor teacher/pre-service teacher relationship is somewhat supportive. The mentor teacher has some coaching skills and tries to provide good personal and classroom experiences for the pre-service teachers. Some assistance has been offered with curriculum, classroom management and the use of different teaching models and strategies.
- 1** The mentor teacher/pre-service teacher relationship is less than supportive. The mentor teacher has not applied coaching skills to support the pre-service teacher. Some assistance has been offered with curriculum, classroom management and the use of different teaching materials and strategies. Overall, the relationship is lacking in both the personal and classroom experiences necessary for the preparation of the pre-service teacher.
- 0** The mentor teacher/pre-service teacher relationship is weak. The mentor teacher is non-supportive and offered no assistance to the pre-service teacher. No assistance has been offered with curriculum, classroom management and the use of different teaching models and strategies and the personal and classroom experiences were ineffective for the preparation of the pre-service teacher.

Urban Teacher Academy**Formal Self Assessment****Pre-Service Teacher****RUBRIC**

- 3 The pre-service teacher is reflective and is a willing learner. He/she is well prepared, positive and respectful of the mentor teacher and the students. The pre-service teacher provides developmentally appropriate lessons and adjusts the lessons for diverse learners. He/she is flexible, persistent, and nurturing and is willing to accept and incorporate coaching suggestions from the mentor teacher.
- 2 The pre-service teacher is somewhat reflective and is often a willing learner. He/she is prepared most of the time and is usually positive and respectful of the mentor teacher and the students. The pre-service teacher sometimes provides developmentally appropriate lessons and sometimes adjusts the lessons for diverse learners. He/she is somewhat flexible, persistent, and nurturing and is at times willing to accept and incorporate coaching suggestions from the mentor teacher.
- 1 The pre-service teacher is not very reflective and often is not a willing learner. He/she is ill-prepared most of the time and is often negative and lacks respect. The pre-service teacher doesn't provide many appropriate lessons and doesn't adjust the lesson for the diverse learner. The pre-service teacher lacks flexibility, persistence, and nurturing. He/she is usually not willing to accept and incorporate coaching suggestions from the mentor teacher.
- 0 The pre-service teacher is not reflective and not a willing learner. He/she is not prepared most of the time and is negative and lacks respect. The pre-service teacher doesn't provide appropriate lessons and does not adjust the lessons for the diverse learner. He/she is not flexible, persistent, or nurturing and is not willing to accept and incorporate coaching suggestions from the mentor teacher.

Urban Teacher Academy
Mentor Assessment of Pre-service Teacher

RUBRIC

- 3 The pre-service teacher is reflective and is a willing learner. He/she is well prepared, positive and respectful of the mentor teacher and the students. The pre-service teacher provides developmentally appropriate lessons and adjusts the lessons for diverse learners. He/she is flexible, persistent, and nurturing and is willing to accept and incorporate coaching suggestions from the mentor teacher.
- 3 The pre-service teacher is somewhat reflective and is often a willing learner. He/she is prepared most of the time and is usually positive and respectful of the mentor teacher and the students. The pre-service teacher sometimes provides developmentally appropriate lessons and sometimes adjusts the lessons for diverse learners. He/she is somewhat flexible, persistent, and nurturing and is at times willing to accept and incorporate coaching suggestions from the mentor teacher.
- 2 The pre-service teacher is not very reflective and often is not a willing learner. He/she is ill-prepared most of the time and is often negative and lacks respect. The pre-service teacher doesn't provide many appropriate lessons and doesn't adjust the lesson for the diverse learner. The pre-service teacher lacks flexibility, persistence, and nurturing. He/she is usually not willing to accept and incorporate coaching suggestions from the mentor teacher.
- 1 The pre-service teacher is not reflective and not a willing learner. He/she is not prepared most of the time and is negative and lacks respect. The pre-service teacher doesn't provide appropriate lessons and does not adjust the lessons for the diverse learner. He/she is not flexible, persistent, or nurturing and is not willing to accept and incorporate coaching suggestions from the mentor teacher.

Urban Teacher Academy Student Agreement

I understand that the purpose of the University of Dayton Urban Teacher Academy is to recruit, train and support future teachers who are committed to pursuing a uniquely specialized program that fosters teaching performance and creates high student achievement in urban settings. As a student in the Urban Teacher Academy, I agree to:

1. Attend and actively participate in all academic and professional development activities, and meetings required by the program.
2. Complete all assignments associated with the academic and experiential activities of the program.
3. Establish and maintain a strong working relationship with my mentor teacher.
4. Participate in an exit interview prior to completion of the Urban Teacher Academy.
5. Commit to three years of teaching either in Dayton Public Schools or another urban school district.

UTA will support you with a stipend for your first three year of teaching. As a result of the recommendations of our advisory committee and the decisions made by the UTA program director and Associate dean, the stipend fee structure has been designed to provide an incentive for teaching in Dayton Public Schools. The three years must begin directly after graduation in order to be considered eligible for the stipend. The stipend fee schedule is as follows:

Location	Stipend Amount
Dayton Public Schools	\$3,000
Urban school district in Southwest Ohio region (if no DPS position available)	\$3,000
Any urban district in USA	\$ - 0 --
Non urban district	\$ - 0 -

*Note: 1)if the UTA graduate takes a position in the Southwest Ohio region instead of the DPS position **by choice**, no stipend will be paid to the graduate. DPS positions must be given first priority. 2) Effective the 2006-2007 Academic Year, UTA graduates who choose to join UD's LALANNE program are not eligible for the UTA stipend.

I understand that if I do not fulfill the above requirements as a student in the Urban Teacher Academy, I could be eliminated from the program, thus losing all claim to program incentives.

Student Signature

Program Director Signature

Date



**The University of Dayton
Urban Teacher Academy Graduate
Stipend Agreement
2006-2007 School Year**



Name: _____
Address: _____

Phone: _____

Email: _____

SSN: _____

Urban school district & School:

I understand that the purpose of the University of Dayton Urban Teacher Academy is to recruit, train and support future teachers who are committed to pursuing a uniquely specialized program that fosters teaching performance and creates high student achievement in urban settings. As a graduate of the Urban Teacher Academy, I agree to:

1. Attend and actively participate in all academic and professional development activities, and meetings required by the program.
2. Complete all assignments associated with and pass PRAXIS III.
3. Maintain a strong working relationship with my mentor teacher.
4. Commit to three years of teaching either in Dayton Public Schools or another urban school district.

Through the generosity of our supporting partners Dayton Power and Light and Reynolds and Reynolds, the Urban Teacher Academy is able to provide stipends to all qualified UTA graduates. The extrinsic rewards for UTA graduates include \$3,000.00 per year for a maximum of three years if the UTA graduate accepts a teaching position with Dayton Public Schools. UTA graduates who choose to teach in an urban setting other than Dayton will receive \$1,000.00 per year for a maximum of three years. The extrinsic rewards for program graduates also include the possibility of local, state and national recognition for their role in this unique program. Two options are available:

Option A: A stipend of \$3,000.00 per year for the graduate's first three years of teaching. This money may be used in several ways:

- The graduate may use the stipend for advanced coursework. These classes must be taken at the University of Dayton and must be completed within 5-years of acceptance into the program. University faculty will serve as advisors to provide information regarding advanced degrees. Courses at other institutions that enhance the skills of graduate may be taken with permission of the UD program Project Director.
- The graduate may use the stipend toward other professional development opportunities. They all must relate to the graduate's licensure teaching area.
- The urban scholar may use the stipend for loan forgiveness.
- The graduate may use the stipend toward conference travel to improve professional skills in their assigned licensure teaching area.
- The graduate may choose to use the stipend toward personal technology to improve the communication between the graduate and the University.
- The graduate may use the stipend to purchase educational resources relevant to his or her assigned licensure teaching area.

Option B: A stipend of \$1,000.00 per year for the graduate's first three years of teaching to be used for personal expenses. Use of the dollars are at the personal discretion of the graduate.

The Project Director will be responsible for seeing that all aspects of the mentoring agreement and incentive guidelines are carried out in a professional manner.

Stipend Option (Please select one)

The option you select will be binding for the 2005-2006 school year.

Option A _____ \$3,000.00 per year. \$1,500.00 per semester to be used towards professional development or educational resources.

Those teaching at urban district other than DPS:

\$1,500.00 per year. \$750.00 per semester to be used towards professional development or educational resources.

Option B _____ \$1,000.00 per year. \$500.00 per semester for personal use.

Those teaching at urban district other than DPS:

\$500.00 per year. \$250.00 per semester for personal use.

UTA Graduate Signature

Date

School Administrator Signature

Date

UTA Director Signature

Date

University of Dayton
Urban Teacher Academy

Graduate Reflection Report

Name _____ Graduation Year _____
School/District _____ Grade Level _____
Year of teaching _____ 1st year _____ 2nd year _____ 3rd year
Date _____

This report is used as a means of assessing how the Urban Teacher Academy has helped in preparing you for teaching in the urban setting. The preparations through UTA include student seminars, feedback sessions, student sessions and placement with mentors.

If available, please include a copy of your classes test scores for the test that your district uses to assess student performance.

1. What issues did you encounter this year that were address through participation in UTA? What issues were not?

2. What was most challenging for you this year? How did you manage or resolve this issue? Where did you get this solution from?

3. What do you feel was your most successful accomplishment of the year?

What do you attribute this success to?

4. How helpful were the discussions of poverty, culture and class during UTA events? On a scale of 1 to 5, with 1 being not helpful at all; and 5 being very helpful rate the usefulness of the UTA presentations and discussions on these topics.

	Not Helpful			Very Helpful	
Poverty	1	2	3	4	5
Culture	1	2	3	4	5
Class	1	2	3	4	5
Parental relations	1	2	3	4	5
Classroom management	1	2	3	4	5

Comments_____

Signature and Date

Urban Teacher Academy Events Calendar 2002-2003

<i>Date</i>	<i>Event</i>	<i>Time</i>	<i>Location</i>
08/14/02	Mentor Orientation	10:00am – 12:30pm	UD – Kennedy Union rm. 211
08/28/02	Student Orientation	3:00 – 4:00pm	UD – Kennedy Union rm. 222
09/10/0	<u>Seminar: Understanding</u>		
	<u>Poverty</u>	4:00 – 7:00pm	<u>Jackson Center</u>
09/17/02	Poverty feedback session	4:30 – 6:00pm	Stivers
09/23/02	Student Session	4:30 – 6:00pm	UD – CH –Technology Center
10/21/02	Student Session	4:30 – 6:00pm	UD – CH –Technology Center
11/13/02	<u>Seminar: Literacy</u>	4:00 – 7:00pm	<u>Jackson Center</u>
11/20/02	Literacy feedback session	4:30 – 6:00pm	Webster Elementary
11/25/02	Student Session	4:30 – 6:00pm	UD – CH – Technology Center
01/16/03	Student Sessions	4:30 – 6:00pm	Patterson Kennedy
01/29/03	<u>Seminar: Classroom</u>		
	<u>Management</u>	4:00 – 7:00pm	<u>Jackson Center</u>
02/05/03	Management feedback session	4:30 – 6:00pm	Patterson Kennedy
02/13/03	Student Session	4:30 – 6:00pm	Patterson Kennedy
03/12/03	<u>Seminar: Achievement By Design</u>	4:00 – 7:00pm	<u>Jackson Center</u>
03/26/03	Design feedback session	4:30 – 6:00pm	UD – CH-Technology Center
03/27/03	Student Session	4:30 – 6:00pm	Patterson Kennedy
04/24/03	Student Session	4:30 – 6:00pm	Patterson Kennedy
05/03/03	UTA Recognition Program	9:30am – 11:00am	UD – Kennedy Union

*UTA Students are expected to attend all sessions.

*Mentors are expected to attend all seminars and feedback sessions.

Urban Teacher Academy 2003-2004 Calendar

Date	Event	Time	Location
08/25/03	Student Orientation	Noon-1:00pm	UD – Kennedy Union
09/03/03	Student/Mentor Meeting	4:30pm-5:30pm	UD – Kennedy Union
09/17/03	<u>Seminar: Preparing for the first days of school</u>	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
09/24/03	Seminar Feedback Session	4:30 – 6:00pm	Patterson Kennedy Elem.
11/12/03	<u>Seminar: Classroom Management</u>	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
11/19/03	Management Feedback Session	4:30 – 6:00pm	Stivers
01/21/04	<u>Seminar: Diversity and Multiculturalism</u>	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
01/28/04	Diversity Feedback Session	4:30 – 6:00pm	Lincoln Elem.
04/22/04	<u>Seminar: Balancing personal and professional life</u>	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
04/29/04	UTA Recognition Program	4:30 – 6:00pm	UD – Kennedy Union



Urban Teacher Academy Events Calendar 2004-2005

Date	Event	Time	Location
08/12/04	Mentor Orientation	10-1:00pm	CH 102
08/24/04	Student Orientation	10-11:30am	CH 102
09/01/04	Student/Mentor Meeting	4:30pm-5:30pm	UD – Kennedy Union room 310
09/15/04	<u>Seminar: Preparing for the first days of school</u>	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
09/21/04	Feedback Session	4:30 – 6:00pm	Webster
11/17/04	<u>Seminar: Classroom Management</u>	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
11/30/04	Feedback Session	4:30 – 6:00pm	Patterson Kennedy
01/19/05	<u>Seminar: Learning while black, African American children and today's public education</u>	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
01/26/05	Feedback Session	4:30 – 6:00pm	Stivers
04/13/05	<u>Seminar: Parental and community involvement</u>	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
04/20/05	Feedback Session	4:30 – 6:30 pm	Colonel White
04/28/05	UTA Recognition Program	4:30 – 6:00pm	UD – Kennedy Union

Revised 9/22/04



Urban Teacher Academy Events Calendar 2005-2006

Date	Event	Time	Location
08/31/05	Student/Mentor Orientation Meeting	4:30pm-5:30pm	UD – Kennedy Union room 310
09/14/05	<u>Seminar: Preparing for the school year</u>	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
09/27/05	Feedback Session	4:30 – 6:00pm	Patterson Kennedy
11/09/05	<u>Seminar: Differentiated Instruction</u>	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
11/15/05	Feedback Session	4:30 – 6:00pm	Webster
01/18/06	<u>Seminar: A Framework for Understanding Poverty</u>	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
01/25/06	Feedback Session	4:30 – 6:00pm	Stivers
04/19/06	<u>Seminar: Time Management & Stress Reduction</u>	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
04/26/06	Feedback Session	4:30 – 6:30 pm	D.E.C.A.
05/03/06	UTA Recognition Program	5:00 – 7:00pm	UD – Kennedy Union President's Suite

Revised 9/06/05



Urban Teacher Academy Events Calendar 2006-2007

Date	Event	Time	Location
08/30/06	Student/Mentor Orientation Meeting	4:30pm-5:30pm	UD – Kennedy Union room 310
09/20/06	Cultural Competence Dr. Jean Moule	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
09/27/06	Feedback Session	4:30 – 6:00pm	Kiser
10/02/06	Joseph Lecture Dr. Ladson-Billings	10:15 TBD	Students Only-
		4:30 Hall	Sears Recital
11/15/06	Classroom Management Gloria Towner – National Education Association	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
11/29/06	Feedback Session	4:30 – 6:00pm	Stivers
01/24/07	Poverty, Schools & Students Dr. Reva Cosby	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
01/31/07	Feedback Session	4:30 – 6:00pm	Patterson Kennedy
04/18/07	Using Technology to Improve Student Achievement Dr. James Rowley	<u>4:00 - 7:00pm</u>	<u>Jackson Center</u>
04/25/07	Feedback Session	4:30 – 6:30 pm	Edison
05/02/07	UTA Recognition Program	5:00 – 7:00pm	UD – Kennedy Union -

Revised 6/21/06

APPENDIX D

Urban Teacher Academy:
A collaboration between the University of Dayton (UD)
and Dayton Public Schools (DPS)

Progress Report – Fall 2001
Rochonda L. Nenonene

Since joining the UTA program in August I have been following the guidelines set forth by the program handbook. The following is list of all the activities, meetings and projects I have conducted or participated in from August 2001 to December 2001.

UTA Program Components and Collaborations

- August 28, 2001- Meeting with Mary Henderson Lewis to discuss UTA partnership with DPS, outline formats for seminars, confirm responsibilities.
- September 4, 2001- Meeting with Bickley Lucas to discuss program, expected outcomes, working relationship with mentors/students, website, and director's responsibilities.
- September 12, 2001- Meeting with Ken Graetz to discuss website design and quickplace.
- September 21, 2001- Present UTA to SOEAP advisory committee
- September 24, 2001- Meeting with Mary Henderson Lewis to review Haberman seminar and get feedback .
- September 27, 2001- UTA advisory council meeting to update regarding program developments.
- October 5, 2001 – attended behavior management session given by Dr. Landers in order to understand current practices and meet possible presenters for upcoming seminar.
- October 10, 2001- Meeting with DPS executive principals to discuss the selection of mentor. Decided that primary contact would be Cheryl Johnson.
- October 18-20- attended ACES conference in Cincinnati. Regarding Issues of diversity in higher education.
- October 25, 2001- Meeting with Bickley Lucas to outline dates for application process and discuss other avenues to check regarding website.
- October 25, 2001 – Meeting with Clancy Cross to design website.
- October 31, 2001- Meeting with Linda Gillespie and Yolanda Hart to discuss collaboration among programs.
- November 1, 2001- Meeting with Dena Shepard to discuss classroom management seminar and resources available at the service center.
- November 26, 2001- Meeting with administrators of Colin Powell School to intro program and identify possible 110 placements as well as mentors for UTA.
- November – December – meetings with Sue Ferguson and Carole Werbrich to identify and place students expressing a high interest in urban education.
- December 5, 2001- Meeting at Lincoln elementary to intro program to staff and identify possible placements for 110 as well as mentors for UTA.

- December 6, 2001- Meeting at Eastmont elementary to intro program to staff and identify possible placements for 110 as well as mentors for UTA.
- December 18, 2001- Meeting at Wogaman elementary to intro program to staff and identify possible placements for 110 as well as mentors for UTA.

Mentors

- September 6, 2001- Visited mentor teachers at their schools (PK, Webster, Valerie, & Eastmont).
- September 13, 2001- Meeting with mentors and students for formal introductions, discuss the requirements and expectations of the academy for the year, disseminate reflective logs and program handbooks, question and answer.
- October 15, 2001- Visited mentor teachers at their schools (PK, Webster, Valerie, & Eastmont).
- November 13, 2001- Meeting at Kemp elementary to intro program to staff and identify possible placements for 110 as well as mentors for UTA.

Students

- September 13, 2001- Meeting with mentors and students for formal introductions, discuss the requirements and expectations of the academy for the year, disseminate reflective logs and program handbooks, question and answer.
- September 20, 2001- First Seminar with Dr. Haberman
- September 25, 2001- Meet with EDT 222 classes to introduce program and attract possible applicants.
- September 26, 2001- Meet with EDT 207 classes.
- September 27, 2001- Meet with EDT 222 class.
- October 24, 2001- Feedback session regarding Haberman seminar.
- November 7, 2001- 2nd seminar: classroom management.
- November 8, 2001- Meeting with Rebecca Wead regarding progress and completion of self evaluation.
- November 8, 2001- Meet with EDT 11 class to intro program and attract possible applicants.
- November 19, 2001- Meet with EDT 208 class to intro program and attract possible applicants.
- November 28, 2001- Feedback session for classroom management session.

Projects

<u>Name</u>	<u>Status</u>
Edit & print brochure	completed
Design website	completed
Revise student and mentor applications	completed
Proposal for a UTA class for next school year	completed

Redesign for Courses and Field Experiences

Program design for UTA students by year for ECE students

Year	1 st Semester	2 nd Semester
Junior	Urban Service Learning Project w/mentor (EDT 341)	Headstart (EDT 340)
Senior	Methods w/mentor	Student teaching

- Plus the addition of a monthly student seminar on the urban teaching experience.

Program design for UTA students by year for EMS students

Year	1 st Semester	2 nd Semester
Junior	Urban Service Learning Project w/mentor (EDT 340)	EDT 350 w/ mentor
Senior	Methods w/mentor	Student teaching (EDT 472/473)

- Plus the addition of a monthly student seminar on the urban teaching experience.

Program design for UTA students by year for AYA students

Year	1 st Semester	2 nd Semester
Junior	EDT 208	Urban Service Learning Project w/mentor
Senior	Methods w/mentor (EDT 340)	Student teaching (475)

- Plus the addition of a monthly student seminar on the urban teaching experience.

Student/Mentor Contact

Winter Semester for the program included two Seminars (health issues and education and instructional techniques), two feedback sessions, and a closing first year recognition ceremony. In addition to these contacts with students and mentor, I observed each student and mentor pair out in the field. A formal student teaching evaluation was done for Rebecca Wead. An end of the year conference was conducted with each student to assess their understanding and concerns about the program.

As a result of past difficulties with the praxis and other school related matters, I met several times throughout the year with Merlinda Lyons to outline a plan for her completion of school of education requirements and UTA program requirements.

Recruitment

From the beginning of the new year, 2002, much of my effort was focused on recruiting pre-service teachers and mentors. To engage pre-service teachers I made several visits to UD classrooms, student organizations such as Dean Scholars and sought the recommendations of teacher education faculty.

For mentor recruitment, I visited several DPS schools, one charter school, and asked for recommendations from: the Dayton Education Association, employee education department, executive principals, and district principals, and the current UTA mentors. I also received recommendation of possible mentors from my co-director Bickley Lucas.

As a result of this process, seven pre-service teacher applicants were interviewed. Five of the seven applicants were admitted into the program. After the pre-services teachers were selected, I contacted DPS teachers who were interested in the program and visited each of their classrooms. Five mentors were selected and paired with a pre-service teachers.

Overall I believe the selection process was quite effective. The pre-service teacher interviews were critical to selecting students who were a good fit for the program. While I believe the selection of mentors lead us to a good group of mentors, I believe the mentor application process should be re-evaluated. Often times, teachers were hesitant to take an application. Many commented that it was too long. While I do not believe this is the case, I would like to explore a way to make the application process more appealing for possible mentor teachers.

Collaboration

As apart of helping to make the UTA an integral part of teacher education, I met with several UD faculty and attended faculty discussions to identify ways in which the UTA could contribute. The following list provides an idea of some of the ways the UTA is contributing to the teacher education program:

- Meeting with Carole Werbrich to identify positive urban placements for 110 students.
- Meeting Dr. Seery to set up urban student teacher placements.
- Meeting with Dr. Herrelko to discuss nation board certification training for UTA mentors.
- Meetings with SIG behavior grant group.

Collaboration with DPS has been an integral part to the success of the program. To that end I have worked with several DPS individuals to support a positive working relationship. Much of my collaborations have been with Mary Henderson of DPS employee education. Much of the work has consisted of developing program topics, identifying speakers, and evaluating programs. For the next academic year we will also work together in the formation of a professional reading group, discussing texts that focus on urban education how to improve existing conditions.

Another collaboration where I acted on behalf of UD and the UTA was on the RFP for diversity in the teaching field. This collaborative involved Wright State University, Central State University, Springfield City Schools, Dayton Public Schools, and Trotwood Schools. I attended two meetings at WSU and offered information regarding UD's effort to assist potential teachers obtain certification. I shared information provided by Dr. Landers and Dr. Weaver regarding the current house bill regarding certification, as well as UD's current model for teacher certification.

Program Funding

In an effort to increase financial support for the program I have had several meetings and phone conversations with Doug Jenks and Laima Rastikis regarding future grant funding. My participation in this effort has been to provide current program information and documents to help support our request for further funding.

Program Dissemination

In an effort to publicize the UTA, I have made presentations to various groups (UD faculty/Student conversations, DPS Executive Principals, Several DPS Schools, A charter school: Colin Powell School of Leadership and submitted proposals to two national conferences (NAME and CGCS). A discussion with representatives from Columbia University Teachers College was also apart of goal of getting program recognition.

For the next program year I would like achieve more program recognition by making presentations to other local schools districts in the area, presenting at conferences related to urban education and teacher preparation such as Ohio Association of Colleges of Teacher Education. Making contact with school board members and local city officials is also an avenue to take regarding program recognition. I would also like to explore the option of meeting with local media outlets to let the general public know what UD is doing to contribute to the success of Dayton Public Schools.

Program Revisions

After undertaking the process of program implementation several revisions and additions were undertaken to make the program reflect the ideals of UD as well as assist

in helping to manage program data more effectively. The following is a list of revisions that have occurred:

- Revision of mentor and student contracts
- Revision of mentor and student evaluation forms
- Creation of mentor evaluation of students
- Creation of mentor orientation session
- Creation of student classroom sessions using Ruby Payne text and case studies

Overall, I believe the first program year was successful. The speakers and discussions provided realistic and practical information to the students, and allowed them an opportunity to see how positive, dedicated teachers operate in the classroom. The students and mentors were able to make good connections with one another and this was evident in their ability to communicate with each other freely.

My concerns for the program revolve around my ability to facilitate good discussions, which I hope to enhance by my summer readings and developing an outline for the feedback sessions and student seminars. The earlier concerns regarding mentor orientation and how to access student learning will be addressed by the creation of a through program outline and evaluation plan for the year 2002-2003.

It is my hope that I am truly helping students and mentors grow professionally and feel comfortable and capable of working with students in the urban setting.

Urban Teacher Academy
Director's Report Fall 2003

Program Description:

The vision of the University of Dayton's School of Education and Allied Professions and The Dayton Public School District for an Urban Teacher Academy is to increase the number of highly effective, reliable teachers in the District by recruiting pre-service students to the urban school setting, providing them specialized training and supporting them with mentors during their field experience and as they begin their careers.

Status of Efforts Toward Program Goals:

1. Identify pre-service students who have the requisite interpersonal skill to be effective in an urban setting.

During the 2002-2003 academic year and the second year of program operation, the Urban Teacher Academy had eighteen participants: 7 pre-service teachers, 10 mentor teachers and 1 program graduate.

The UTA students were representative of all the school of education licensure areas. Three early childhood education majors, 2 in middle childhood education majors, 1 adolescent young adult education major and 1 intervention specialists.

2002- 2003 Demographics

Male	1	African American	1
Female	6	White	6

At the end of the 2002-2003 year:

- 2 students graduated and accepted urban teaching positions outside of the Dayton area. One joined the School of Education's LaLanne Program for Catholic urban teaching and the second took a teaching position in a Milwaukee Catholic urban school.
- Of the 5 juniors, two transferred out of the School of Education to the College of Arts and Sciences.
- UTA recruited 7 new students for the 2003-2004 cohort: 5 juniors and 1 non traditional senior. Based on the life experience and maturity level of the senior the selection committee felt comfortable in the decision to accept the senior based on previous experience with our first program graduate, Rebecca Wead, who was also a non-traditional senior student in the first UTA cohort group.

2003- 2004 Demographics

Male	1	Female	9
African American	0	White	10
Jrs.	6	Srs.	4

Licensure Areas

ECE - 4 EMS- 3 AYA- 2 EMM - 1

2. Provide the specialized technical and pedagogical skills for successful teaching in urban schools.

UTA utilizes seminars, feedback sessions and student sessions to help pre-service teachers understand urban schools' culture and complexities to develop skills that will enable them be successful urban educators.

In addition to the UTA's traditional seminars and feedback sessions attended by both UTA students and mentors, during 2003-2003 academic year, UTA implemented student sessions so that more time and discussion could be devoted to understanding the needs of urban students, families and teachers. In addition, the student sessions provided a means for verifying and acknowledging the specialized urban training work done by the pre-service teacher. Juniors take the course for no credit and senior take the course for one credit per semester. For the 2003-2003 both juniors and seniors participated in the course together. As a result of understanding the different skill levels and needs of juniors and seniors, for the 2003-2004 academic year UTA junior and senior student groups will meet separately. Junior sessions will focus on how poverty affects student, families and schools and senior sessions will focus on reflective practice, lesson planning and assessment techniques that will help to close the current achievement gap that many urban students face.

Other program refinements were accomplished during the 2002-2003 academic year:

1. Use of rubric for evaluation for mentors and students
2. Enhanced professional development of mentors and students, UTA utilized Dr. Ruby Payne's text *A Framework for understanding Poverty*. The text served as a focus for seminars and discussions held with students and mentors. UTA provided the text to mentors and students purchased the text.
3. Initiated circulating feedback sessions so that UTA students could become familiar with the various Dayton Public schools and the different cultures that are evident from the atmosphere and location.
4. Contracted with the School Study Council of Ohio to provide a formal evaluation of student satisfaction.
5. Added Closing the Achievement Gap research to critical urban issues discussion.
 - Students read research and began to examine how data can help inform and improve teacher instruction and student learning.
 - DPS Research and Evaluation Resource Personnel presented information to UTA students on how districts can use data to improve student achievement.
6. Development of a technology component which was integrated into feedback sessions and student sessions. The technology component included:

- Designing of student electronic portfolios
- Use of UD Quickplace online community for creation of threaded discussion boards to promote reflection and dialogue regarding the various urban issues presented at seminars and student sessions.
- Hiring of technology coordinator by UD to support program technology needs.

3. Provide a mentor support network for prospective teachers who are attempting to understand and cope with the complexities of educating urban school students, including a website for teachers to use for sharing insights and concerns.

The mentors in the program have a wide range of urban education experience. The average years of teaching in an urban school for all mentors is 12 years. All mentors are employed by Dayton Public Schools, Pathwise trained and are actively involved in the Dayton Public Schools staff development program.

Mentors participated in all seminars, feedback sessions and online at the Urban Teacher Academy Website through the threaded discussions with other mentors and students.

4. Provide an institutional structure that facilitates the transition of education students from pre-service to in-service responsibilities.

Through the use of their scheduled field experiences of at least 20 hours per semester UTA students spend time with their mentors observing and learning first hand about the challenges and complexities of urban teaching.

UTA Director also meets regularly with DPS administrators to discuss mentor and student progress, program development and UTA graduate job placement.

5. Encourage students to teach in Dayton Public Schools for at least three years by awarding a stipend in each of the three years for students' loan repayment or further education.

UTA first graduate Rebecca Wead accepted a position with DPS at Patterson Kennedy Elementary. She maintains a good relationship with her mentor and Passed her PRAXIS III evaluation. As a result of the stipend provided through UTA, Rebecca has been able to purchase equipment to assist her hearing disabled students and also continue her education through UD's Masters in Education program.

Of the 2004 graduating UTA seniors all four have expressed interest in seeking employment with DPS.

6. Coordinate professional development opportunities with DPS employee education department, which provides in-service training for all Dayton teachers, including new hires.

7. Support and reward successful in-service urban teachers and UTA mentors further develop their professional skills through participation in selected professional growth opportunities.

Working closely with DPS administrators in the Office of Employee Education and Development UTA provided quality seminars to DPS teachers, UTA mentors and students. The seminars focused on promoting understanding and reflection about the critical issues facing urban schools. Bring in noted speakers such as Dr. Martin Haberman, who presented his research on the characteristics of “Star Urban Teachers” and Dr. Rita Pierson, an associate of Dr. Ruby Payne, who spoke on understanding how poverty affects students and schools. Dr. Pierson’s presentation was well received by both mentors and students, and as a result DPS invited Dr. Pierson back to the district later in the year for workshops with all district administrators.

Over the past two years over 500 DPS teachers, administrators, UTA mentors and Students have attended the UTA seminars.

2001-2002 UTA Seminar Topics:

- Teacher behaviors and attitudes – Dr. Haberman’s characteristics of star urban teachers.
- Classroom Management Strategies- Positive Behavior Support Model
- Health Issues and Education – Children’s Medical Center
- Diverse teaching strategies to reach the learner

2002-2003 UTA Seminar Topics:

- A framework for understanding poverty- Dr. Rita Pierson
- Literacy: Making home-school connections
- Classroom Management Strategies- Positive Behavior Support Model
- Achievement by Design: integration of technology, instruction and assessment

2003-2004 UTA Seminar Topics:

- Student Achievement Through Good Classroom Management
- Understanding Student Behavior
- Diversity and Multiculturalism
- Culturally Relevant Pedagogy- Dr. Linda Darling-Hammond

An additional collaboration between the Urban Teacher Academy and Dayton Public Schools is the creation of a professional development discussion group. Lead by The UTA program director and DPS associate director of employee education and development, the teacher book club is an initiative with a two fold purpose: to promote awareness of current research and best practices geared towards urban education, and to increase teacher reflection of practice. The format is intended to provide constructive feedback, stimulate peer discussion, promote reflection and generate practical ideas for classroom instruction.

Urban Teacher Academy
Director's Report for the 2003-2004
Academic Year

Program Description:

The vision of the University of Dayton's School of Education and Allied Professions and The Dayton Public School District for an Urban Teacher Academy (UTA) is to increase the number of highly effective, reliable teachers in the District by recruiting pre-service students to the urban school setting, providing them specialized training and supporting them with mentors during their field experience and as they begin their careers.

Status of Efforts Toward Program Goals:

1. Identify pre-service students who have the requisite interpersonal skills to be effective in an urban setting.

During the 2003-2004 academic year and the third year of program operation, the Urban Teacher Academy had 23 participants: 10 pre-service teachers, 10 mentor teachers, and 3 program graduates.

The UTA students were representative of all the School of Education licensure areas: Four early childhood education majors, 3 middle childhood education majors, 2 adolescent young adult education majors, and 1 intervention specialist.

2003- 2004 pre-service teacher demographics

Male	1	African American	0	Jrs.	4
Female	9	White	10	Srs.	6

2003- 2004 mentor teacher demographics

Male	0	African American	3
Female	10	White	7

At the end of the 2003-2004 year:

- 1 student graduated and accepted a position with Dayton Public Schools in special education.
- 3 students graduated and accepted urban teaching positions outside of Dayton Public Schools.
 - One student accepted a position with Trotwood City schools due to no available positions in her licensure area with DPS.
 - One student accepted a teaching position in Hawaii.
 - One student accepted a teaching position in Rochester, New York.
- The six remaining juniors will return with UTA in the fall of 2004

- UTA recruited 9 new students for the 2004-2005 cohort: 6 juniors and 3 seniors. Based on the life experience and maturity level of the seniors, the selection committee felt comfortable in the decision to accept the seniors based on previous successful experience of our first program graduate, Rebecca Wead.

2004- 2005 pre-service teacher demographics

Male	1	African American	1	Jrs.	6
Female	14	White	14	Srs.	9

2004- 2005 mentor teacher demographics

Male	1	African American	5
Female	14	White	10

Licensure Areas

ECE - 5 EMS- 3 AYA- 6 EMM - 1

2. Provide the specialized technical and pedagogical skills for successful teaching in urban schools.

UTA utilizes seminars, feedback sessions, and student sessions to help pre-service teachers understand the culture and complexities of urban schools to develop skills that will enable them to be successful urban educators.

In addition to the traditional UTA seminars and feedback sessions attended by both UTA students and mentors, during 2003-2004 academic year, UTA continued the use of student course so that more time and discussion could be devoted to understanding the needs of urban students, families, and teachers. The student course, EDT 318 and EDT 319 for juniors; and EDT 418 and EDT 419 for seniors provided a means for verifying and acknowledging the specialized urban training work done by the pre-service teacher. Juniors take the courses for no credit and seniors take the course for one credit per semester. Juniors and seniors classes continued to be held separately to address the differing needs at each level of educational understanding and professional development. The junior course focused on how poverty affects student, families and schools. The senior course focused on reflective practice, lesson planning, and assessment techniques that will help to close the current achievement gap that many urban students face.

Other program refinements accomplished during the 2003-2004 academic year included:

7. Adoption of the text *Other People's Children* by Delpit for use with the seniors as a means of further developing reflective practice and genuine self evaluation. In addition to the text, researched based articles were selected to target topics specific to urban school challenges.
8. In an effort to align UTA seminars with teacher education classes and avoid scheduling conflicts both Jr. and Sr. courses were formally added to the teacher education course matrix.

9. Development of an evaluation instrument for UTA program graduates, to determine program effect and usefulness once graduates have entered the teaching workforce.

3. Provide a mentor support network for prospective teachers who are attempting to understand and cope with the complexities of educating urban school students, including a website for teachers to use for sharing insights and concerns.

Mentors attended a UTA mentor training session prior to the start of the 2003-2004 academic year. This session provided mentors with an understanding of what UTA expects from both mentors and students. Mentors were asked to share their expertise and offer suggestions for discussion topics that they believe would contribute valuable information to the development of pre-services teachers understanding of urban school issues.

Mentors were invited to attend the professional development book club facilitated by UTA program director. The book club readings were geared towards extending professional knowledge base and encouraging the use of best practice strategies in the classroom.

The UTA mentors have a wide range of urban education experience; their average years of teaching in an urban school 12 years. All mentors are employed by Dayton Public Schools, Pathwise trained, and are actively involved in the Dayton Public Schools staff development program.

Mentors participated in all seminars, feedback sessions, and online discussions with other mentors and students through the Urban Teacher Academy Website.

4. Provide an institutional structure that facilitates the transition of education students from pre-service to in-service responsibilities.

In an effort to streamline the transition of education students from pre-service to inservice teachers, meetings were held with the DPS Executive Director of Human Resources, Ed Sweetnich, and Associate Director James Golem. As a result, the process for teacher intake will be as follows:

1. Resumes of UTA pre-service teachers will be sent to Mr. Golem in the fall.
2. Interviews with UTA candidates will be held in January.
3. A final list of UTA candidates will be sent to Mr. Sweetnich in February, after which letters of intent or contracts will be finalized by March 1 of that respective year assuring UTA graduate a position with DPS.

5. Encourage students to teach in Dayton Public Schools or other urban schools for at least three years by awarding a stipend in each of the three years for students' loan repayment or further education. (Graduates who teach in Dayton Public Schools receive a stipend of \$3,000 per year for three years. Indicative of UTA's support for urban education, graduates who teach in any other urban district receive a stipend of \$1,500 per year for three years.)

- UTA's first graduate, Rebecca Wead, taught for two years with DPS at Patterson Kennedy Elementary, and due to family concerns decided to relocate out of state at the end of the second year. Her new teaching position is not with an urban district.
- Both Justin Clifford and Gina Marsho completed their first year of teaching in out of state urban Catholic schools and have decided to remain in their schools for the next academic year (2004-2005)
- At the end of the 2003-2004 academic year, three of the four UTA program graduates accepted positions in an urban school district (graduate inservice teaching information listed under item #1).

6. Coordinate professional development opportunities with DPS Employee Education Department, which provides in-service training for all Dayton teachers, including new hires.

In addition to jointly planning seminars, the collaboration between the Urban Teacher Academy and Dayton Public Schools continued as the second year of moderating a professional development discussion group. Led by The UTA program director and DPS associate director of employee education and development, the teacher book club is an initiative with a twofold purpose: to promote awareness of current research and best practices geared towards urban education, and to increase teacher reflection of practice. The format is intended to provide constructive feedback, stimulate peer discussion, promote reflection, and generate practical ideas for classroom instruction.

7. Support and reward successful in-service urban teachers and UTA mentors to further develop their professional skills through participation in selected professional growth opportunities.

Programming for all UTA participants remains solidly committed to understanding and resolving those issues currently challenging urban schools. During the 2003-2004 year over 500 DPS teachers, administrators, UTA mentors and students attended the UTA seminars. The seminars were also offered to any interested University of Dayton students and faculty.

2003-2005 UTA Seminar Topics:

- Student Achievement Through Good Classroom Management
- Understanding Student Behavior
- Diversity and Multiculturalism
- Time management and stress reduction techniques

In an effort to reach a greater audience, an additional seminar on understanding poverty presented by Dr. Rita Pierson was offered on UD's campus. This seminar was attended by over 80 students and faculty from the Department of Teacher Education and the College of Arts and Sciences.

Additional support was offered to UTA mentors in the form of opportunities to attend national conferences in the licensure areas of English, Social Studies and Mathematics.

Urban Teacher Academy Student and Mentor Expenditures

2001 – 2002

<u>Classification</u>	<u>Amount</u>
1- sr. mentor	\$ 2,000
3- jr. mentors	\$ 6,000
Total	\$ 8,000

2002 – 2003

<u>Classification</u>	<u>Amount</u>
2- sr. mentors	\$ 4,000
6- jr. mentors	\$ 12,000
1- UTA graduate	\$ 3,000
1- UTA graduate mentor	\$ 2,000
Total	\$ 21,000

2003 – 2004

<u>Classification</u>	<u>Amount</u>
3- sr. mentors*	\$ 6,000
6- jr. mentors	\$12,000
2- UTA graduates-urban district	\$ 3,000
1- UTA graduate with DPS	\$ 3,000

Total \$ 24,000

*3 of the 02-03 class left UTA. 2 left School of Ed., and 1 decided not to teach in urban setting.

2004 - 2005

<u>Classification</u>	<u>Amount</u>
9- sr. mentors*	\$18,000
6- jr. mentors	\$12,000
2- 2 nd yr UTA graduates-urban district	\$ 3,000
1- 1 st yr UTA graduate with DPS	\$ 3,000
1- 1 st yr UTA graduate- urban district	\$ 1,500
1- left urban setting for Honolulu	\$ 0

Total \$ 37,500

Total Expenditures

<u>Classification</u>	<u>Amount</u>
Mentor and graduate stipends 2001-2005	\$ 90,500
Speakers, books, office costs 2001-2005	\$ 36,000

Total \$ 126,500

Projected Urban Teacher Academy Program Development

The Urban Teacher Academy (UTA) has steadily increased the number of students interested in teaching in urban settings. In the graduating third class (2004-2005) we have nine students, three in the Early Childhood (EC) program, two in Middle Childhood and four in the high school (AYA) program. It appears, at this time at least, that half of these students will remain in Dayton. We believe that the financial support from DP&L has been a major factor in this development. The financial support has permitted us to expand the number of seniors this year.

In order to maintain a professional faculty dedicated to and prepared to teach in DECA, it will be important for the University of Dayton School of Education and Allied Professions to make available scholarships to graduate students who are pursuing licensure in high school math and science. These students will fulfill their education requirements (observations and student teaching) at DECA and will eventually become licensed DECA teachers.

Currently we have an undergraduate Urban Teacher Academy student teacher at DECA (Dayton Early College Academy). She is doing quite well and being supported by a wonderful mentor teacher at DECA. This teacher, Mrs. Becky Aicher, made arrangements to develop some DECA activities in collaboration with Dr. Adams, one of the Early Childhood professors.

An interview interchange occurred between the DECA students and the UD EC majors. Attached is a sample of the impact of this exchange. Additionally, the same two instructors worked together to provide a "shadow" day with a UD professor for a DECA student who may want to be a teacher. These sorts of activities have been made possible through the involvement of UTA and DECA, and could encourage DECA students to consider a career in education.

Collaboration of this type seems to tie together the efforts of the Urban Teacher Academy in attracting students to urban education and DECA in supporting a "grow your own" program to provide licensed faculty for DECA.

Providing scholarships for graduate students, interactions between prospective DECA teachers and School of Education and Allied Professions (SOEAP) faculty through the Urban Teacher Academy, and the involvement of pre-service students with DECA scholarship teachers and DECA faculty and SOEAP faculty help to strengthen the University of Dayton's School of Education and Allied Professions Urban Teacher Academy connection with Dayton Public Schools.

Urban Teacher Academy
Director's Report for the 2004-2005
Academic Year

Program Description:

The vision of the University of Dayton's School of Education and Allied Professions and The Dayton Public School District for an Urban Teacher Academy (UTA) is to increase the number of highly effective, reliable teachers in the District by recruiting pre-service students to the urban school setting, providing them specialized training and supporting them with mentors during their field experience and as they begin their careers.

Status of Efforts Toward Program Goals:

1. Identify pre-service students who have the requisite interpersonal skills to be effective in an urban setting.

During the 2004-2005 academic year and the fourth year of program operation, the Urban Teacher Academy had 35 participants: 15 pre-service teachers, 15 mentor teachers, and 5 program graduates teaching in urban settings.

The UTA students were representative of all the School of Education licensure areas: Five early childhood education majors, three middle childhood education majors, six adolescent young adult education majors, and 1 intervention specialist.

2004 - 2005 pre-service teacher demographics

Male	1	African American	1	Jrs.	6
Female	14	White	14	Srs.	9

2004- 2005 mentor teacher demographics

Male	1	African American	5
Female	14	White	10

2004- 2005 UTA graduate demographics

Male	1	African American	0
Female	4	White	5

Licensure Areas of Program Graduates

ECE	3	EMM	1	Physical Ed.	1
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At the end of the 2004 -2005 year:

- 3 students graduated and accepted a position with Dayton Public Schools.
- 3 students graduated and accepted urban teaching positions outside of Dayton Public Schools. Two in Chicago Public Schools and one in an urban catholic school in Cleveland, Ohio.
- 1 student graduate and accepted a non-urban teaching position.
- 1 student went to graduate school in Illinois.
- 1 student left the school of education due to the death of an immediate family member during her student teaching.
- Five of the six remaining juniors will return with UTA in the fall of 2005.
 - 3 will return as seniors.
 - 2 will return at junior status due to self selected program changes.
 - 1 student (African-American) left the program due to her inability to meet program requirements.
- UTA recruited 10 new students for the 2005-2006 cohort: 9 juniors and 1 senior. Based on the life experience and maturity level of the seniors, the selection committee felt comfortable in the decision to accept the senior based on previous successful experience with seniors who have considerable life experience.

2005- 2006 pre-service teacher demographics

Male	0	African American	1	Jrs.	5
Female	15	White	14	Srs.	10

2004- 2005 mentor teacher demographics

Male	1	African American	4
Female	14	White	11

Licensure Areas

ECE - 7 EMS- 3 AYA- 4 EMM - 1

2. Provide the specialized technical and pedagogical skills for successful teaching in urban schools.

UTA utilizes seminars, feedback sessions, and student sessions to help pre-service teachers understand the culture and complexities of urban schools to develop skills that will enable them to be successful urban educators.

In addition to the traditional UTA seminars and feedback sessions attended by both UTA students and mentors, during 2004-2005 academic year, UTA continued the use of student course so that more time and discussion could be devoted to understanding the needs of urban students, families, and teachers. The student course, EDT 318 and EDT 319 for juniors; and EDT 418 and EDT 419 for seniors provided a means for verifying and acknowledging the specialized urban training work done by the pre-service teacher. Juniors take the courses for no credit and seniors take the course for one credit per semester. Juniors and seniors classes continued to be held separately to address the

differing needs at each level of educational understanding and professional development. The junior course focused on how poverty affects student, families and schools. The senior course focused on reflective practice, lesson planning, and assessment techniques that will help to close the current achievement gap that many urban students face.

Program refinements accomplished during the 2004-2005 academic year included:

10. Adoption of the text *How to Deal with Parents who are angry, troubled, afraid or just plain crazy* by McEwan for use with the seniors as a means of further developing better skills in working with parents. In addition to the text, researched based articles were selected to target topics specific to urban school challenges.

3. Provide a mentor support network for prospective teachers who are attempting to understand and cope with the complexities of educating urban school students, including a website for teachers to use for sharing insights and concerns.

Mentors attended a UTA mentor training session prior to the start of the 2004-2005 academic year. This session provided mentors with an understanding of what UTA expects from both mentors and students. Mentors were asked to share their expertise and offer suggestions for discussion topics that they believe would contribute valuable information to the development of pre-services teachers understanding of urban school issues.

Mentors were invited to attend the professional development book club facilitated by UTA program director. The book club readings were geared towards extending professional knowledge base and encouraging the use of best practice strategies in the classroom.

The UTA mentors have a wide range of urban education experience; their average years of teaching in an urban school 12 years. All mentors are employed by Dayton Public Schools, Pathwise trained, and are actively involved in the Dayton Public Schools staff development program.

Mentors participated in all seminars, feedback sessions, and online discussions with other mentors and students through the Urban Teacher Academy Website.

4. Provide an institutional structure that facilitates the transition of education students from pre-service to in-service responsibilities.

In an effort to streamline the transition of education students from pre-service to inservice teachers, meetings were held with the DPS Executive Director of Human Resources, Ed Sweetnich, and Associate Director James Golem. As a result, the process for teacher intake will be as follows:

4. Resumes of UTA pre-service teachers will be sent to Mr. Golem in the fall.
5. Interviews with UTA candidates will be held in January.

6. A final list of UTA candidates will be sent to Mr. Sweetnich in February, after which letters of intent or contracts will be finalized by March 1 of that respective year assuring UTA graduate a position with DPS.

A formal letter from the Dayton Education Association in support of the transition and confirming the placement of graduates in the same building with mentors when available.

5. Encourage students to teach in Dayton Public Schools or other urban schools for at least three years by awarding a stipend in each of the three years for students' loan repayment or further education. (Graduates who teach in Dayton Public Schools receive a stipend of \$3,000 per year for three years. Indicative of UTA's support for urban education, graduates who teach in any other urban district receive a stipend of \$1,500 per year for three years.)

- Both Justin Clifford and Gina Marsho completed second year of teaching in out of state urban Catholic schools and have decided to remain in their schools for the next academic year (2005-2006).
- Sarah Carner and Beth Roper completed their first year of teaching in urban districts. Sarah in DPS and Beth Trotwood Public Schools. Both passed PRAXIS III, and have decided to remain in their school for the next academic year (2005-2006).
- At the end of the 2004-2005 academic year, three of the five UTA program graduates accepted positions in an urban school district (graduate inservice teaching information listed under item #1).

6. Coordinate professional development opportunities with DPS Employee Education Department, which provides in-service training for all Dayton teachers, including new hires.

In addition to jointly planning seminars, the collaboration between the Urban Teacher Academy and Dayton Public Schools continued as the second year of moderating a professional development discussion group. Led by The UTA program director and DPS associate director of employee education and development, the teacher book club is an initiative with a twofold purpose: to promote awareness of current research and best practices geared towards urban education, and to increase teacher reflection of practice. The format is intended to provide constructive feedback, stimulate peer discussion, promote reflection, and generate practical ideas for classroom instruction.

7. Support and reward successful in-service urban teachers and UTA mentors to further develop their professional skills through participation in selected professional growth opportunities.

Programming for all UTA participants remains solidly committed to understanding and resolving those issues currently challenging urban schools. During the 2004-2005 year over 500 DPS teachers, administrators, UTA mentors and students attended the UTA seminars. The seminars were also offered to any interested University of Dayton students and faculty.

2004-2005 UTA Seminar Topics:

- Parental Involvement and student achievement – Dr. LaCreta Evans
- Discipline with Dignity – Dr. Jerry Evanski
- Learning While Black: African -American children and public schools – Dr. Janice Hale
- 101 Strategies for instruction, classroom management and student motivation – Annette Breaux

Urban Teacher Academy Student and Mentor Expenditures

2001 – 2002

<u>Classification</u>	<u>Amount</u>
1- sr. mentor	\$ 2,000
3- jr. mentors	\$ 6,000
Total	\$ 8,000

2002 – 2003

<u>Classification</u>	<u>Amount</u>
2- sr. mentors	\$ 4,000
6- jr. mentors	\$ 12,000
1- UTA graduate	\$ 3,000
1- UTA graduate mentor	\$ 2,000
Total	\$ 21,000

2003 – 2004

<u>Classification</u>	<u>Amount</u>
3- sr. mentors*	\$ 6,000
6- jr. mentors	\$12,000
2- UTA graduates-urban district	\$ 3,000
1- UTA graduate with DPS	\$ 3,000
Total	\$ 24,000

*3 of the 02-03 class left UTA. 2 left School of Ed., and 1 decided not to teach in urban setting.

2004 - 2005

<u>Preservice Mentor Stipends</u>	<u>Amount</u>
9- sr. mentors	\$18,000
6- jr. mentors	\$12,000
Total	\$ 30,000

<u>UTA Graduate Stipends</u>	<u>Amount</u>
2- 2 nd yr UTA graduates-urban district	\$ 3,000
1- 1 st yr UTA graduate with DPS	\$ 3,000
1- 1 st yr UTA graduate- urban district*	\$ 3,000
1- 1 st yr UTA graduate- urban district	\$ 1,500
1- left urban setting for Honolulu	\$ 0
Total	\$ 10,500

*Graduate accepted position in Trotwood, when no DPS position was available. \$3,000.00 stipend granted due to unavailability of position at the time.

<u>2004 – 2005 Program Expenses</u>	<u>Amount</u>
Speakers, books, office costs, meals	
Senior and mentors gifts	\$ 13,121.30

Projected Urban Teacher Academy Program Development

The Urban Teacher Academy (UTA) has steadily increased the number of students interested in teaching in urban settings. In the graduating third class (2004-2005) we have nine students, three in the Early Childhood (EC) program, two in Middle Childhood and four in the high school (AYA) program. It appears, at this time at least, that half of these students will remain in Dayton. We believe that the financial support from DP&L has been a major factor in this development. The financial support has permitted us to expand the number of seniors this year.

In order to maintain a professional faculty dedicated to and prepared to teach in DECA, it will be important for the University of Dayton School of Education and Allied Professions to make available scholarships to graduate students who are pursuing licensure in high school math and science. These students will fulfill their education requirements (observations and student teaching) at DECA and will eventually become licensed DECA teachers.

Currently we have an undergraduate Urban Teacher Academy student teacher at DECA (Dayton Early College Academy). She is doing quite well and being supported by a wonderful mentor teacher at DECA. This teacher, Mrs. Becky Aicher, made arrangements to develop some DECA activities in collaboration with Dr. Adams, one of the Early Childhood professors.

An interview interchange occurred between the DECA students and the UD EC majors. Attached is a sample of the impact of this exchange. Additionally, the same two instructors worked together to provide a "shadow" day with a UD professor for a DECA student who may want to be a teacher. These sorts of activities have been made possible through the involvement of UTA and DECA, and could encourage DECA students to consider a career in education.

Collaboration of this type seems to tie together the efforts of the Urban Teacher Academy in attracting students to urban education and DECA in supporting a "grow your own" program to provide licensed faculty for DECA.

Providing scholarships for graduate students, interactions between prospective DECA teachers and School of Education and Allied Professions (SOEAP) faculty through the Urban Teacher Academy, and the involvement of pre-service students with DECA scholarship teachers and DECA faculty and SOEAP faculty help to strengthen the University of Dayton's School of Education and Allied Professions Urban Teacher Academy connection with Dayton Public Schools.

Urban Teacher Academy
Director's Report for the 2005-2006
Academic Year

Program Description:

The vision of the University of Dayton's School of Education and Allied Professions and The Dayton Public School District for an Urban Teacher Academy (UTA) is to increase the number of highly effective, reliable teachers in the District by recruiting pre-service students to the urban school setting, providing them specialized training and supporting them with mentors during their field experience and as they begin their careers.

Status of Efforts Toward Program Goals:

1. Identify pre-service students who have the requisite interpersonal skills to be effective in an urban setting.

During the 2005-2006 academic year and the fifth year of program operation, the Urban Teacher Academy had 40 participants: 15 pre-service teachers, 16 mentor teachers, and 10 program graduates teaching in urban settings.

The UTA students were representative of all the School of Education licensure areas: Seven early childhood education majors, three middle childhood education majors, four adolescent young adult education majors, and 1 intervention specialist.

2005 - 2006 pre-service teacher demographics

Male	0	African American	1	Jrs.	11
Female	15	White	14	Srs.	4

2005- 2006 mentor teacher demographics*

Male	1	African American	4
Female	15	White	12

* Special Ed major required two mentors

2005- 2006 UTA graduate demographics

Male	0	African American	0
Female	10	White	10

Licensure Areas of Program Graduates

ECE - 5 EMS -2 EMM-1 AYA- 2

At the end of the 2005 -2006 year:

- I UTA Senior failed to meet all UTA requirements and was dismissed from program - SMS
- 1 student graduated and accepted a position with Dayton Public Schools.

- 2 students graduated and accepted urban teaching positions outside of Dayton Public Schools. One in Trotwood City Schools and one in an urban catholic school in Indianapolis, Indiana.
- Ten seniors will return with UTA in the fall of 2006.
- UTA recruited 10 new students for the 2006-2007 cohort.

2006- 2007 pre-service teacher demographics

Male	0	African American	2	Jrs.	10
Female	20	White	18	Srs.	10

2006- 2007 mentor teacher demographics

Male	0	African American	6
Female	20	White	14

Licensure Areas

ECE - 11 EMS- 4 AYA- 4 EMM - 1

2. Provide the specialized technical and pedagogical skills for successful teaching in urban schools.

UTA utilizes seminars, feedback sessions, and student sessions to help pre-service teachers understand the culture and complexities of urban schools to develop skills that will enable them to be successful urban educators.

In addition to the traditional UTA seminars and feedback sessions attended by both UTA students and mentors, during 2005-2006 academic year, UTA continued the use of student course so that more time and discussion could be devoted to understanding the needs of urban students, families, and teachers. The student course, EDT 318 and EDT 319 for juniors; and EDT 418 and EDT 419 for seniors provided a means for verifying and acknowledging the specialized urban training work done by the pre-service teacher. Juniors take the courses for no credit and seniors take the course for one credit per semester. Juniors and seniors classes continued to be held separately to address the differing needs at each level of educational understanding and professional development. The junior course focused on how poverty affects student, families and schools. The senior course focused on reflective practice, lesson planning, and assessment techniques that will help to close the current achievement gap that many urban students face.

Program refinements accomplished during the 2005-2006 academic year included:

11. Revision of the graduate reflection paper
12. 1 semester credit hour was added as an option for Jr. courses EDT 318 & EDT 319.

3. Provide a mentor support network for prospective teachers who are attempting to understand and cope with the complexities of educating urban school students, including a website for teachers to use for sharing insights and concerns.

Mentors attended a UTA mentor training session prior to the start of the 2004-2005 academic year. This session provided mentors with an understanding of what UTA expects from both mentors and students. Mentors were asked to share their expertise and offer suggestions for discussion topics that they believe would contribute valuable information to the development of pre-services teachers understanding of urban school issues.

Mentors were invited to attend the professional development book club facilitated by UTA program director. The book club readings were geared towards extending professional knowledge base and encouraging the use of best practice strategies in the classroom.

The UTA mentors have a wide range of urban education experience; their average years of teaching in an urban school 12 years. All mentors are employed by Dayton Public Schools, Pathwise trained, and are actively involved in the Dayton Public Schools staff development program.

Mentors participated in all seminars, feedback sessions, and online discussions with other mentors and students through the Urban Teacher Academy Website.

4. Provide an institutional structure that facilitates the transition of education students from pre-service to in-service responsibilities.

In an effort to streamline the transition of education students from pre-service to inservice teachers, meetings were held with the DPS Executive Director of Human Resources, Ed Sweetnich, and Associate Director James Golem. As a result, the process for teacher intake will be as follows:

7. Resumes of UTA pre-service teachers will be sent to Mr. Golem in the fall.
8. Interviews with UTA candidates will be held in January.
9. A final list of UTA candidates will be sent to Mr. Sweetnich in February, after which letters of intent or contracts will be finalized by March 1 of that respective year assuring UTA graduate a position with DPS.

A formal letter from the Dayton Education Association in support of the transition and confirming the placement of graduates in the same building with mentors when available.

5. Encourage students to teach in Dayton Public Schools or other urban schools for at least three years by awarding a stipend in each of the three years for students' loan repayment or further education. (Graduates who teach in Dayton Public Schools receive a stipend of \$3,000 per year for three years. Indicative of UTA's support for urban education, graduates who teach in any other urban district receive a stipend of \$1,500 per year for three years.)

- Gina Marsho completed her third year of teaching in out of state urban Catholic schools and has decided to remain in the urban catholic setting for the next academic year (2006-2007).
- Sarah Carner and Beth Roper completed their second year of teaching in urban districts. Sarah in DPS and Beth Trotwood Public Schools. Both have decided to remain in their school for the next academic year (2006-2007).
- At the end of the 2005-2006 academic year, all three of the UTA program graduates accepted positions in an urban school district (graduate inservice teaching information listed under item #1).

6. Coordinate professional development opportunities with DPS Employee Education Department, which provides in-service training for all Dayton teachers, including new hires.

In addition to jointly planning seminars, the collaboration between the Urban Teacher Academy and Dayton Public Schools continued as the second year of moderating a professional development discussion group. Led by The UTA program director and DPS associate director of employee education and development, the teacher book club is an initiative with a twofold purpose: to promote awareness of current research and best practices geared towards urban education, and to increase teacher reflection of practice. The format is intended to provide constructive feedback, stimulate peer discussion, promote reflection, and generate practical ideas for classroom instruction.

7. Support and reward successful in-service urban teachers and UTA mentors to further develop their professional skills through participation in selected professional growth opportunities.

Programming for all UTA participants remains solidly committed to understanding and resolving those issues currently challenging urban schools. During the 2005-2006 year over 500 DPS teachers, administrators, UTA mentors and students attended the UTA seminars. The seminars were also offered to any interested University of Dayton students and faculty.

2004-2005 UTA Seminar Topics:

- Preparing for the first days of school – Elizabeth Breaux, Education Speakers Group
- Differentiated Instruction – Dr. Tom Lasley

- A framework for understanding poverty – Dr. O'Raye Adkins
- 101 Strategies for instruction, classroom management and student motivation – Annette Breaux

Urban Teacher Academy Student and Mentor Expenditures

<u>2001 – 2002</u>		<u>2002 – 2003</u>	
<u>Classification</u>	<u>Amount</u>	<u>Classification</u>	
<u>Amount</u>			
1- sr. mentor	\$ 2,000	2- sr. mentors	\$
4,000			
3- jr. mentors	\$ 6,000	6- jr. mentors	\$
12,000			
		1- UTA graduate	\$
3,000			
Total	\$ 8,000	1- UTA graduate mentor	\$
2,000			
		Total	\$
21,000			

<u>2003 – 2004</u>	
<u>Classification</u>	<u>Amount</u>
3- sr. mentors*	\$ 6,000
6- jr. mentors	\$12,000
2- UTA graduates-urban district	\$ 3,000
1- UTA graduate with DPS	\$ 3,000
Total	\$ 24,000

*3 of the 02-03 class left UTA. 2 left School of Ed., and 1 decided not to teach in urban setting.

2004 - 2005

<u>Preservice Mentor Stipends</u>	<u>Amount</u>
9- sr. mentors	\$18,000
6- jr. mentors	\$12,000
Total	\$ 30,000
<u>UTA Graduate Stipends</u>	<u>Amount</u>
2- 2 nd yr UTA graduates-urban district	\$ 3,000
1- 1 st yr UTA graduate with DPS	\$ 3,000
1- 1 st yr UTA graduate- urban district*	\$ 3,000

1- 1 st yr UTA graduate- urban district	\$ 1,500
1- left urban setting for Honolulu	\$ 0
Total	\$ 10,500

*Graduate accepted position in Trotwood, when no DPS position was available. \$3,000.00 stipend granted due to unavailability of position at the time.

<u>2004 – 2005 Program Expenses</u>	<u>Amount</u>
Speakers, books, office costs, meals	
Senior and mentors gifts	\$ 13,121.30

Projected Urban Teacher Academy Program Development

The Urban Teacher Academy (UTA) has steadily increased the number of students interested in teaching in urban settings. In the graduating third class (2004-2005) we have nine students, three in the Early Childhood (EC) program, two in Middle Childhood and four in the high school (AYA) program. It appears, at this time at least, that half of these students will remain in Dayton. We believe that the financial support from DP&L has been a major factor in this development. The financial support has permitted us to expand the number of seniors this year.

In order to maintain a professional faculty dedicated to and prepared to teach in DECA, it will be important for the University of Dayton School of Education and Allied Professions to make available scholarships to graduate students who are pursuing licensure in high school math and science. These students will fulfill their education requirements (observations and student teaching) at DECA and will eventually become licensed DECA teachers.

Currently we have an undergraduate Urban Teacher Academy student teacher at DECA (Dayton Early College Academy). She is doing quite well and being supported by a wonderful mentor teacher at DECA. This teacher, Mrs. Becky Aicher, made arrangements to develop some DECA activities in collaboration with Dr. Adams, one of the Early Childhood professors.

An interview interchange occurred between the DECA students and the UD EC majors. Attached is a sample of the impact of this exchange. Additionally, the same two instructors worked together to provide a "shadow" day with a UD professor for a DECA student who may want to be a teacher. These sorts of activities have been made possible through the involvement of UTA and DECA, and could encourage DECA students to consider a career in education.

Collaboration of this type seems to tie together the efforts of the Urban Teacher Academy in attracting students to urban education and DECA in supporting a "grow your own" program to provide licensed faculty for DECA.

Providing scholarships for graduate students, interactions between prospective DECA teachers and School of Education and Allied Professions (SOEAP) faculty through the Urban Teacher Academy, and the involvement of pre-service students with DECA scholarship teachers and DECA faculty and SOEAP faculty help to strengthen the University of Dayton's School of Education and Allied Professions Urban Teacher Academy connection with Dayton Public Schools.

APPENDIX E

Urban Teacher Academy Consent Form

Interview/Survey Consent Form

1. **Title:** Attributes of Effective Urban Teachers
2. **Researcher:** Rochonda L. Nenonene, doctoral candidate, (937) 229-2489
3. **Purpose of the research:** This mixed methodology study focuses on the impact that the Urban Teacher Academy has on its graduates. Specifically, it investigates what graduates perceive as the benefits of participating in the program, and examines the success of UTA graduates in their classroom setting.
4. **Procedures for the research:** UTA graduates: I will be interviewing (using audiotape recorders) UTA graduates and their administrators. The interview will take approximately 45 minutes. Open-ended questions will be used in order to elicit responses that speak to the true nature of the graduates. You are one of those graduates and as a result, I am requesting your participation in this study.

The transcription of your interview will be available to you for editing. You will also be asked to complete a survey designed to identify the presence of attributes that have been identified by Sachs (2004) as indicators of successful urban educators. The survey will take approximately 15 minutes to complete. All surveys will remain anonymous. Surveys will be distributed to UTA graduates after the interview. Pre-addressed envelopes will be provided for survey returns. UTA graduate administrators: Administrators of UTA graduates will be interviewed as to the recognition of attributes displayed by UTA graduates. The interview will take approximately 20 minutes.
5. **Potential risks or discomforts:** The interviews will take place at a time and place that are convenient for you. You may discontinue the interview at any time. If you wish to discuss these or any other concerns, you may call my dissertation chair, Dr. Thomas Lasley at (937) 229-3327.
6. **Potential benefits to you or others:** The benefits from the results of the interview can help in the identification of strengths you possess as an educator. As a result of the analysis, the findings presented can offer guidance for the structure of UTA and offer insights into the importance of the topics covered during UTA seminars.
7. **Alternative procedures:** Your participation is entirely voluntary and you may withdraw consent and terminate participation at any time.
8. **Protection of confidentiality:** A pseudonym will be assigned to you and your school and any students in reporting the finding in the dissertation. All noncritical features of you and your classroom and your students will be omitted from public records of this study. Your name will not be used in any reports or presentations based on this research. All field notes, observation records, and audiotapes and their transcriptions will be kept in a locked cabinet in UD offices available only to the researcher. Discussions among the researcher and the dissertation committee will be conducted in confidence.
9. **Signatures:** I have been fully informed of the above described procedures with their possible benefits and risks and I agree to participate in this study.

Signature of participant:

Name of participant: (please print)

Date: _____

Signature of person obtaining consent:

Name of person obtaining consent:

Date: _____

Please fax consent form to (937) 222-3472

UTA Graduate Interview Questions

1. How long have you been teaching?
2. Tell me about your school, classroom, students and parents.
3. Would you rate your experience with UTA as positive or negative? What leads you to this conclusion?
4. Now that you have your own classroom and have come to fully understand the daily needs of an urban educator, what topics covered during your participation in UTA (i.e. seminars, classes, discussions, mentor, and readings) do you believe to be beneficial for pre-service teachers interested in teaching in urban schools?
5. What topics do you believe UTA should incorporate into its curriculum in order to better prepare its graduates for the classroom?
6. What would you identify as an area in need of improvement for UTA?
7. How has UTA aided you in your development as an educator?
8. What is your overall impression about your participation in UTA?
9. Is there anything else you'd like to tell me about your thoughts regarding the Urban Teacher Academy?
10. Do you intend to continue teaching in urban schools?

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