Graduates' Perspective of Urban Teacher Academy Program Preparation and Benefits to Aspiring Educational Leaders

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Abstract

As the dynamics of our interdependent society continue to change, the context of urban schools remain virtually unchanged (Delpit, 2012). "Students whose first language is not English, those living in poverty, and children of color disproportionately receive and experience the most disturbing educational experiences across the United States and in urban schools in particular" (Milner & Lomotey, 2014p. xvi). The current teacher preparation model provides little to no experience working in the urban setting. A considerable shift in our practices must occur if we are to improve the quality of education offered to our most vulnerable citizens.

This study investigated program graduates of the Urban Teacher Academy (UTA), identifying what benefits graduates believe they have received from participating in a specialized program. With the objective of providing candidates with a strong knowledge base and skill set that will enable them to become effective urban educators who are culturally competent educational leaders who can help their students achieve academic success.

The Urban Teacher Academy (UTA) is a specialized preservice training program designed to prepare teachers to meet the challenging needs of urban schools. In partnership with a local urban school district, UTA's mission is grounded in the perspective that teachers should be culturally sensitive, (Gay, 2010) social justice advocates (McLaren, 2006) who are committed to helping their students achieve academic success through high expectations (Milner, 2010), high efficacy (Collier, 2005) and the use of high leverage instruction and assessment strategies (Marzano, 2010). The significance of the program has increased in light of the continuing call by scholars (Gay, 2010; Howard & Milner, 2014; Ladson–Billings, 2009) to improve the quality of teachers by asking for "curricular reform in teacher education in a manner that pays special attention to multicultural education and social justice-oriented approaches to preparing teachers" (p. 201).

Urban school districts are continually challenged by two uniquely complex problems: hiring well-qualified, culturally competent teachers (Delpit, 1988; Howey, 2006) and preventing high new teacher turnover (Ladson-Billings, 2001; Ingersoll & Smith 2003). While the latter is not covered within the scope of this research, it is well established that those teachers who can create inclusive classrooms where students experience academic success are more likely to remain in the profession (NCTAF, 2003).

Researchers such as Delpit (1995), Gay (2010) and Ladson-Billings (2009) 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. 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 leading 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. By the year 2035, it is predicted that students of color will make up the majority of the American school population (National Center for Educational Statistics, 2010). More recently, in a report presented by the Center for American Progress (2014), student enrollment during the 2011-2012 school year demonstrated increasing student diversity: 48 percent of the students in public schools are nonwhite - 23 percent Hispanic, 16 percent black and 5 percent Asian - and that percentage is expected to continue to increase. While in contrast, there were about 3.3 million teachers in 2012, of which 82 percent were white, 8 percent were Hispanic, 7 percent were black and about 2 percent were Asian.

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. Specifically, teacher candidates 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) support this notion when they observed:

"beliefs are extremely important…they influence teacher expectation and judgments about students' abilities, effort and progress in school" (p. 37). Haberman (2005) saw 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).

Several researchers have shared their work regarding urban teacher preparation; the majority of research conducted and reported has focused on urban teacher program development. The information typically explained the reasoning behind the need for specialized urban training, and how the researcher's institution 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).

Howard and Milner contend "that a one-size-fits-all approach to teacher preparation has not adequately served all students well-namely, children in urban schools" (2014, p. 200). To date, the development of a well-defined set of standards and knowledge base for pre-service urban preparation has been relatively limited. To address this lack of cohesion and encourage the development of a consensus of terminology and standards, Howard and Milner (2014) suggest that "a discussion of broad challenges… need to be considered…to move the field of teacher preparation forward in the preparation of teachers for urban education" (p. 200).

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 development of the necessary knowledge, skills and dispositions (Cornbleth, 2008; Gay, 2010; Howard & Aleman, 2008). Unfortunately, what is clearly absent

from the literature is research focused on what happens after candidates graduate from those specialized programs.

A review of the leadership literature suggests that one of the outcomes of specialized urban training programs can be the development of teacher leadership qualities. For instance, given the university's mission of social justice through servant leadership, attributed to developer Robert Greenleaf, UTA graduates develop servant leadership by helping others (Marzano, Waters & McNulty, 2005) while living out the "social responsibility to be concerned with the have-nots and to recognize [and engage them] them as equal stakeholders…shifting authority to those who are being led" (Northouse, 2007, p.349). The specialized preparation further provides preservice teachers opportunities for purposeful collaboration and effective/timely communications, that include active listening with each other as well as with their mentors, in order to continuously improve individually and to work toward improved student learning through dialogue, inquiry, research and reflection (Fullan, 2011; Killion, 2011).

Parker Palmer wrote about the important skill of collegial community collaborating rather than competing, in order to "weave a fabric of communal relationship that has resilience in times of crisis" (Palmer, 2008, p. 14). Resiliency is clearly a necessary skill for successful teacher candidates and aspiring leaders in urban settings, given the current state of education. Efficacy is a key disposition for teachers and learners in urban settings. Specifically, researchers Goddard, Hoy & Hoy learned "collective teacher efficacy perceptions are predictive of student achievement" (2000, p. 501). Teachers' beliefs regarding the abilities of the learning community as a group can have a positive impact on student achievement as well as the ability for teachers to make a difference in the lives of students (Frank, 2009).

The purpose of this mixed methodology study was to identify perspectives of program graduates and how they apply the practices learned from their participation in the UTA to their own classrooms, examine leadership opportunities experienced by grads and identify how successful they are at making connections with the students they teach and colleagues with whom they collaborate. The primary questions being what benefits do UTA graduates believe they have gained from participating in UTA as they reflected on their experiences from their current professional positions? And what leadership qualities do UTA graduates believe are needed for aspiring educational leaders?

Context of the Study and Instructional Model

The Urban Teacher Academy: A Collaborative Partnership

Working in collaboration with a local urban school district, the Urban Teacher Academy seeks 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 clinical experience and as they begin their careers.

Designed in 2001, the Urban Teacher Academy (UTA) was developed in a partnership between the university and one local urban school district as a means of addressing the growing demand for quality urban classroom teachers. Recruiting, hiring and retention of qualified teachers must occur if society hopes to achieve the goal of providing ALL learners, including those in impoverished districts, with opportunities for academic success—this is a matter of social justice (McDonald, 2005). As outlined in the partnership agreement, both the University and the School District

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. (Nenonene, 2008, p. 67)

Ladson-Billings (2001) stated 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). This partnership is aimed at filling this growing void in teacher preparation.

The University

A Catholic institution, located in a Midwestern urban community, with a strong Marianist tradition that encourages service, community engagement, leadership, and research, the University is one of the nation's ten largest Catholic universities. Guided by the University's mission of social justice through servant leadership, the department of teacher education has maintained a long standing relationship of support and collaboration with the local urban school district. The department of teacher education has several specialized programs within the teacher licensure program to meet the growing needs of the educational community.

Enrolling an average of 600 undergraduate students primarily from the Mid-West and East Coast who graduated from suburban and Catholic schools, the preservice teachers we work with reflect the traditional 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 (Darling –Hammond, 2010).

The Local School District

The school district is an urban district similar to many urban districts across the nation that are currently facing challenges caused by factors that occur inside and outside of the classroom. Milner and Lomotey (2014) identified these inside and outside factors as

Inadequate teaching practices, inadequate funding, poor administrative decisions, underdeveloped counseling and psychological services as well as curricular opportunities that are unchallenging for and unresponsive to students are all inside-of-school factors….Outside-of-school factors such as family income, parental educational level, family structure and student home living conditions all seem to play a role in students' experiences inside of school. (p. xvi)

As a result of these inside and outside factors, academically, the district was previously classified by the Department of Education as a district in "Academic Watch". Recently with a change to the state's classification system, the district was given a "D" for its overall performance (Ohio Department of Education, 2013).

The 2012-2013 daily student enrollments for the district were "13,772" (Ohio Department of Education, 2013. Of this student population: "65.2% are African American; 25.8% are White; 3.4% are Hispanic and 5.1% are classified as Multi-Racial" (Ohio Department of Education, 2013). The number of students who the state classifies as "economically disadvantaged stands at 94%, while those students classified with disabilities is at 20%" (Ohio Department of Education, 2013). While in recent years the district has seen relatively small gains in student achievement based on mandated state exams, the district still remains well below the state educational standards achieving only 2 of the 26 identified state performance indicators. These low achievement levels reflect the growing body of research that identify "low-income,

and children of color…performing (sic) far below their high-income and white peers on standardized tests" (Howard & Milner, 2014, p. 199).

Instructional Model

Designed to supplement the existing content knowledge base that is currently used in the teacher licensure program, the Urban Teacher Academy (UTA) instructional model utilizes three program areas that assist preservice teachers in the development and understanding of issues that are relevant to urban education: Seminars; targeted field/clinical placements with experienced and successful mentor teachers; and professional education coursework. Each UTA experience is intended to deliver knowledge cogent to the field of urban education, combining both theoretical and practical so that preservice teachers will develop the necessary knowledge, skills and dispositions that will help them be successful in the classroom upon graduation.

Figure 1 provides an overview of the instructional model for the program. Numerous scholars in the field suggest an overhaul of existing practices in teacher preparation (Cochran-Smith & Power, 2010; Darling-Hammond, 2010; Ladson-Billings, 2009). The instructional model provides multiple opportunities for preservice teachers to challenge their existing ideas and assumptions regarding race, culture and the ability of students while also requiring extensive clinical hours working with students and families to develop rapport and relationship building skills (Gay, 2010; Milner, 2012; Neito & Bode, 2008).

UTA participants are selected through an application and interview process with the purpose of identifying those candidates who have the predispositions (Haberman, 1995, 1996 & 2004) necessary to work in a challenging environment and with a diverse student population. Once selected, throughout their matriculation in the program, participants are challenged to examine their own beliefs about diversity, ethnic and cultural differences, and poverty as they

relate to urban schools. Participants engage in a process of self-reflection and questioning of existing assumptions and perceptions regarding urban students and their academic potential. This challenging of long standing beliefs is essential to the development of effective urban teachers. If not addressed, Hyland and Heuschkel (2010) warned that negative attitudes can develop into the perceptions that minority students and students in poverty are deficient compared to their white counterparts.

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) indicated 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. 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.

Methodology

This study focused on Urban Teacher Academy graduates. The primary questions being what benefits do UTA graduates believe they have gained from participating in UTA as they reflected on their experiences from their current professional positions? And what leadership qualities do UTA graduates believe are needed for aspiring educational leaders?

Initially, for this study, 12 UTA graduates were interviewed using purposeful sampling. These 12 were identified from a group of 18 UTA grads who have been teachers in an urban

school district for 8 to 10 years. Subsequently as a result of conversations that took place at UTA graduate meetings and after follow up emails from UTA graduates it was determined that the leadership aspects/potential of UTA graduates should be investigated as it frequently emerged as a topic of conversation for the graduates. Thus, 16 new surveys were collected from UTA graduates focusing on the developing leadership aspects of the graduates. The IRB protocol for working with human subjects was followed according to university policy.

Data collection was obtained through the use of surveys and interviews of UTA graduates. The interview style was 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 were open-ended and the tone of the interview was more of a conversational style in order to elicit meaningful responses and allow for in-depth follow-up questions. Patton (1990) wrote 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).

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 all of the 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 current professional positions.

Miles and Huberman (1994) clearly stated that "coding is analysis" (p. 56). All data derived from observations and interviews were coded according to the themes that revealed themselves during the course of the analysis. Bogdan and Biklen (2006) recommended 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 were process coding schemes with strategy codes used in a secondary capacity. Bogdan and Biklen explained 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 continued 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 asserted 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. 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 were coded they were grouped together so that meaning was 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 were 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.

Results and Discussion

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.

Who UTA Graduates are Teaching

UTA graduates are teaching students who mirror those described by Milner and Lomotey (2014), when they stated that they are "students whose first language is not English, those living in poverty, and children of color (who) disproportionately receive and experience the most disturbing educational experiences across the United States" (p. xvi). 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.

Graduates' Perspective Regarding Program Benefits

Six key areas of benefit emerged from interviewing UTA graduates. These six areas are significant as they mirror the areas of teacher knowledge, attitudes & dispositions and professional responsibility that that been identified for years by researchers (Haberman, 1995, 1996 & 2004; Oakes, Franke, Quartz & Rogers, 2002; Ladson-Billings, 1994) in the field of urban education. The six benefit areas for UTA graduates are:

- *Developing a knowledge base and gaining a realistic understanding of urban schools, students, and families* - "I was not surprised like some of my other new colleagues who had never been in the urban setting before" (Nenonene, 2008, p. 102). 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.

I 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. (Nenonene, 2008,p. 105-106)

- *Understanding poverty-*

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. (Nenonene, 2008, p. 107)

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. "UTA helped me appreciate the differences I once saw as deficiencies in others" (Nenonene, 2008, p. 109).

- *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. "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" (Nenonene, 2008, p. 110-111).

- *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. UTA 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. "UTA helped me understand that I have to work with what I actually have, not what I wish I had" (Nenonene, 2008, p. 114).

UTA graduates identified additional perceived benefits that they believe they have gained from participating in a specialized urban teacher training program that have led to their leadership practices. Those benefits include the following leadership qualities that are supported by the literature (Drath, 2008; Killion, 2011; Marzano, Waters & McNulty, 2005; Northouse, 2007; Palmer, 2011): collegiality, collaboration, and teamwork in their schools and districts; servant leadership; effectively/timely communication; engaging stakeholders and resiliency. "I

usually carry a patience and perspective that allows me to communicate collegially rather than just congenially. I also strive to challenge and diversify my skill set so that I can lead by example" (P. Young, personal communication, May 19, 2013).

Conclusions

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. The findings suggest 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 and leadership opportunities in the urban setting.

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

While these topics are not the subject of the research, they do offer other lines of research to be explored and developed in order to improve the program.

The findings presented in this study are intended to 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 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.

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Advisory Council
2-Instructors, Urban Teacher Academy; 5-Faculty members from SOEAP (ECE, EMS, AYA, IS & chair of department); Dean, SOEAP; 2-Associate deans, SOEAP; Union president, DPS; Chief Academic Officer, DPS Superintendent or designee; DPS Human resources; 3-Funders; Director, Center for Catholic Education; 2-Fitz Center for Leadership in Community

Implementation and Planning Committee

JUNIOR (Year 1)
Year long class with field placement
Assigned highly qualified teacher as mentor for two year period
40-60 hours in classroom
Service learning options in urban school community

SENIOR (Year 2)
First semester: Teaching methods block
Field experience (80 hours, AYA to 120 hours, ECE) in urban school with mentor teacher
Second semester: Full time student teaching in mentor teacher's classroom (10-15 week duration)

POST-GRADUATION (Year 3)
3 Year In-Service
Teacher Support
Program for graduates teaching in Dayton Public Schools

Marketing/Recruitment

Print, Electronic, Presentation

Selection Process

Criteria, Application, Essay, Referrals, Interview

Activities
Seminar Supplements, Adapted Field Experience, Mentor Teacher Meetings, Mentor/Student Meetings, Feedback Sessions, Networking

Evaluation

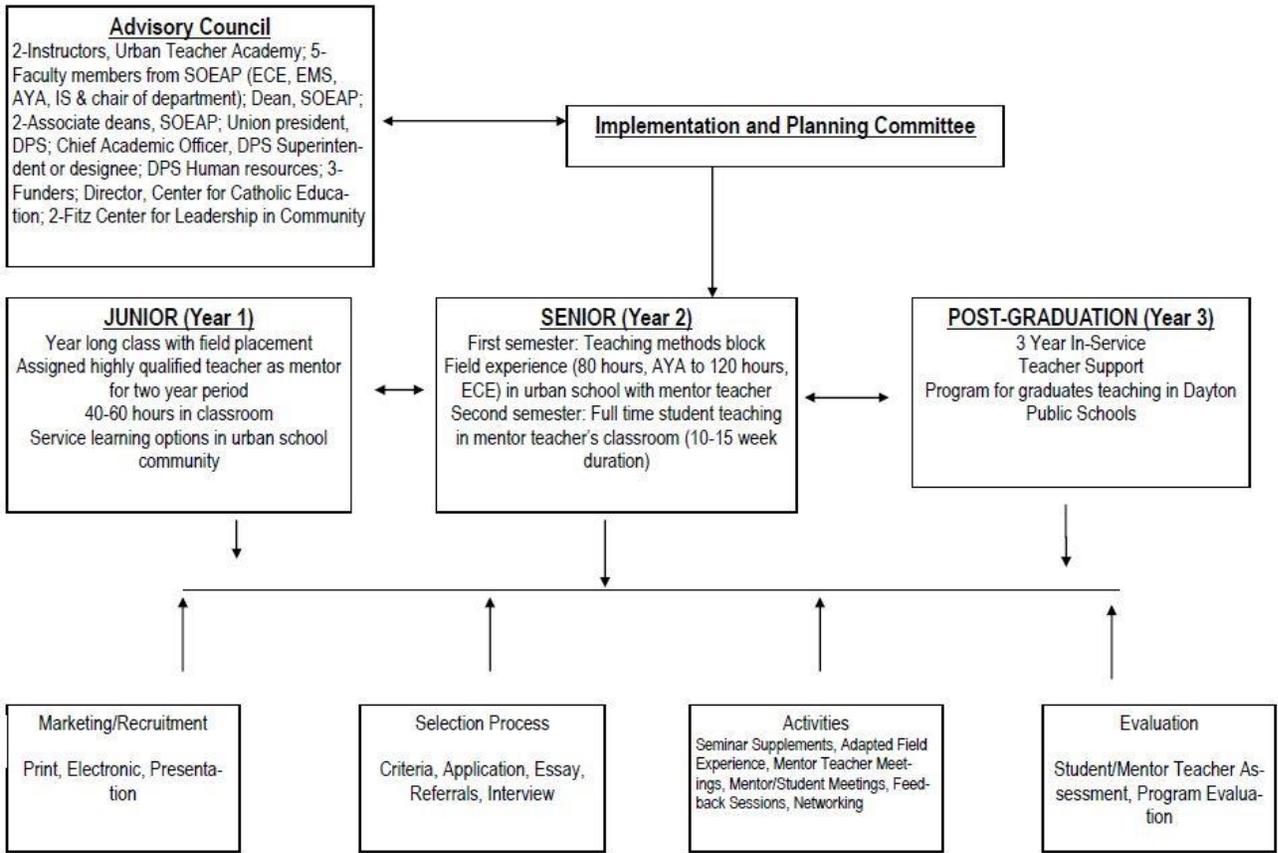Student/Mentor Teacher Assessment, Program Evaluation

Figure 1. Urban Teacher Academy Program and Instructional Model.