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CHANGING THE NARRATIVE OF TEACHER PREPARATION: A CASE STUDY
OF FACULTY METHODS AT AN URBAN TEACHER RESIDENCY

by

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A Dissertation
Submitted to the
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Urban Teacher Residency

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DEDICATION

This dissertation is dedicated to my mentors, past and present, for pushing me out onto the track to run the race. I hope to be to my own students what you have been for me.

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ABSTRACT

CHANGING THE NARRATIVE OF TEACHER PREPARATION: A CASE STUDY OF FACULTY METHODS AT AN URBAN TEACHER RESIDENCY

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Educational researchers have been calling for reform in teacher education since the 1980s. Two major recommendations they have put forward are to introduce a clinical model of teacher preparation and build relationships between school districts and colleges of education. Urban teacher residency (UTR) programs have been successfully using the clinical model of teacher preparation since the early 2000s, yet little is known about how, exactly, they use this model. A qualitative case study of faculty methods at one UTR program revealed the much-needed narrative behind these programs. The researcher investigated how faculty and staff members at one UTR prepare Residents for the classroom through interviewing, observation, document analysis, and member-checking in a qualitative case study. The analysis of these data revealed both an overview of the program, as well as four themes: social justice in teacher preparation for Lewistown, ongoing development of the Lewistown Teacher Residency (LTR), lack of coherence within the LTR, and the role and potential of the residency model in teacher education.

Key Words: urban education, urban teacher residency, teacher preparation, clinical teacher preparation, case study, social justice

CHAPTER ONE: STATEMENT OF THE PROBLEM

Introduction

Reforming Teacher Preparation

In recent years, there have been many challenges to the traditional method of academy-based teacher preparation. These challenges have come in the form of alternate route programs (Teach for America, 2013), legislative initiatives (Klein, 2011), and even calls from education researchers (Darling-Hammond, 2006; NCATE Blue Ribbon Panel, 2010; Sykes, Bird, & Kennedy, 2010; Van Roekel, 2011; Zeichner, 2010a; Zimpher & Howey, 2005). Feistritz (2011) noted the increasing number of teachers entering the profession through alternate route programs which started in the 1980s and has continued to grow. She found that one-third of first-year teachers hired since 2005 had entered the field through alternate route programs rather than traditional, university-based teacher preparation. These programs typically attract more men as well as more Hispanic and Latino teachers than traditional teacher preparation. Additionally, teachers who are prepared in alternate route programs enter secondary classrooms in greater numbers than elementary classrooms (Feistritz, 2011). Teach for America (TFA) is just one example of a fast-track alternate route teacher education program that does not use traditional methods of teacher preparation. TFA's preservice program initially prepares teachers for the classroom in an intensive, five-week summer institute with additional, ongoing

professional development throughout the two-year program. TFA touts exceptional student achievement in high-need schools, such as those in impoverished urban centers, or high-poverty, underserved rural areas, as part of their mission to close the achievement gap in American education (Teach for America, 2013). For example, a report by the Tennessee Higher Education Commission (2010) placed TFA graduates 41.7% above the 80th percentile over their peers (i.e. teachers with 1-3 years of experience) in English and 25% above the 80th percentile over their peers in science.

In 2011, Senators Bennet (D-CO), Alexander (R-TN), and Mikulski (D-MD) introduced a bipartisan bill into the senate which called for the creation and ongoing support of training academies for teachers and principals in high-needs schools called the Growing Excellent Achievement Training Academies (GREAT) Teachers and Principals Act (S.B. 1250; Michael F. Bennet). The Act was premised on the idea that such academies would reduce the “bureaucracy and red tape” surrounding teacher licensure while providing ongoing support and mentoring for teachers in hard-to-staff schools in the context of the school environment (Michael F. Bennet, 2011, p. 1). The bill proposed awarding certificates equivalent to master’s degrees that did not meet the same requirements as traditional teacher preparation programs and training in these academies would be housed entirely outside of institutions of higher education (IHEs). The bill further supported the use of student data to demonstrate teacher effectiveness which challenges the current model of teacher education which grants teaching licenses to candidates upon completion of appropriate coursework and exams.

Perhaps the loudest call for reform has come from education researchers who have clamored for closer ties between public schools and universities as well as the implementation of the clinical model in every program (Darling-Hammond, 2006; NCATE Blue Ribbon Panel, 2010; Sykes, Bird, & Kennedy, 2010; Van Roekel, 2011; Zeichner, 2010a; Zimpher & Howey, 2005). The rationale behind these various calls for reform is that teacher preparation must become more deeply embedded in public schools and more rigorous in order to prepare candidates for ever-changing and challenging classrooms in this era of accountability. Moreover, preservice teachers bring assumptions about teaching, learning, children, and schools to their teacher education programs from their own K-12 experiences, which are difficult to combat in 30 credit hours of coursework on learning to teach (Darling-Hammond, 2006; Sykes, Bird, & Kennedy, 2010). As a result, many have called for teacher education models that are yearlong, intensive clinical experiences to combat these preconceived, and often misinformed, perceptions.

Strengthening the quality of teacher preparation programs could also increase teacher retention and thus improve public education (Papay, West, Fullerton, & Kane, 2012; Ronfeldt, Lankford, Loeb, & Wyckoff, 2011). Currently, between 40 and 50% of teachers leave the classroom within the first five years of teaching and this number soars in urban schools (Berry, Montgomery, Curtis, Hernandez, Wurtzel, & Snyder, 2008; Ingersoll, 2003). This attrition is problematic for several reasons. First of all, public schools invest thousands of dollars in preparing teachers through induction programs (Johnson & Kardos, 2008). When teachers leave the classroom, these funds not only go

with them, but additional funds must then be invested in their replacements (Freedman & Appleman, 2009). Moreover, teachers are more effective with successive years in the classroom, which means that students benefit from teachers with more experience (Darling-Hammond, 2000a). A high rate of turnover is detrimental to student learning (Ronfeldt, et al., 2011) as well as the budgets of public school districts. Thus, teacher preparation must aim to prepare teachers to remain in the classroom for more than a few years.

Urban Teacher Residencies

Following, Urban Teacher Residency programs (UTRs) have received attention in the media (Keller, 2006; Honawar, 2008), praise from education researchers (Keller, 2006; Zeichner, 2010a), and federal funding (Berry, Montgomery, & Snyder, 2008; Sawchuk, 2011) for their promise as a new form of teacher preparation. These programs aim to embody the essential elements of a robust preparation and induction program by using best practices in teacher recruitment, preparation, placement, induction, and teacher leadership (Solomon, 2009). The first of these programs were created in the early 2000s in Boston, Chicago, and Denver (Urban Teacher Residency United Network, 2013). Specifically the Boston Teacher Residency, the Academy for Urban School Leadership (AUSL) in Chicago, and the Boettcher Teachers Program were the first three UTR programs. UTRs apply the medical model of apprenticeship to teacher education by preparing recent college graduates as well as those looking to change careers to be teachers in rigorous, 11-month training programs that combine hands-on experience with a master teacher in an urban school as well as coursework in education. The Boston

Teacher Residency (BTR), for example, recruits candidates who are ethnically diverse and who also range in age from 21 to 65 (Solomon, 2009). Each UTR program is comprised of at least two partners: a public school district and an institution of higher education. Some residencies also include a third partner such as a non-profit organization from the urban area or multiple districts and/or universities. UTRs stand out from other alternate-route and traditional teacher preparation programs for their retention rates as well as their emphasis on connecting theory to practice (Berry, et al., 2008).

As Solomon (2009) wrote, one of the crucial elements of UTRs that contributes to their success in retaining Residents in hard-to-staff classrooms is their commitment to serving urban districts. This is manifested not only in the partnership between the university and the urban district, but also in the commitment required from the preservice teachers, who are called Residents. In a study of an urban-focused teacher preparation program, Taylor and Frankenberg (2009) found that preservice teachers' initial levels of commitment to urban teaching at the beginning of their program predicted their levels of commitment to teaching in urban districts after graduation. Thus, those aspiring teachers who want to teach in urban districts are more likely to remain in these hard-to-staff areas and UTRs recognize this predisposition and capitalize on it. Ingersoll (2003) noted that the field of education is not facing a teacher shortage, but rather a “revolving door” of new teachers leaving the profession only to be replaced with other new teachers (p. 11). This attrition negatively impacts the learning of students—particularly those in urban districts who regularly learn from new, inexperienced teachers (Darling-Hammond, 2003; Ronfeldt et al., 2011). So far, the evidence suggests that UTRs keep the majority of their

teachers in the urban classroom even after their commitment to the district has contractually expired; Papay et al. (2012) wrote, “It is interesting to note that the retention rate of BTR graduates does not decline suddenly when their commitment to BPS (and financial obligation to BTR) has been fulfilled at the end of their 3rd year” (p. 420). Although Residents commit to an urban school district for three years after their residency year, evidence from Boston shows that Residents are staying beyond this obligation.

Moreover, UTRs provide the necessary combination of theory and practice to support preservice teachers in the classroom (Zeichner, 2010a). Indeed, these programs create what Zeichner (2010a) refers to as a “third space” in teacher preparation in which public schools, communities, and colleges of education come together to prepare preservice teachers in meaningful, context-specific ways. The ongoing support that Residents receive for the first two to three years after their residency year is also vital; as Darling-Hammond (2003) wrote, “Most effective are state induction programs that are tied to high-quality preparation” (p. 12). Thus, front-to-back support for teachers may help to prepare them for the classroom and keep them there.

Furthermore, high-quality teachers have been shown to have a positive impact on the learning of all students so it is imperative that teachers are prepared to be as effective as possible in order to better serve our nation’s students. Using data from Project STAR, Konstantopoulos (2009) found that good teachers can increase the achievement of all students. Indeed, the NCATE Blue Ribbon Panel (2010) has called for an overhaul in teacher preparation not only to improve teacher quality but also to potentially protect our

country's economic future through bolstering education. Specifically, the Panel called for increased cooperation between public schools and colleges of education in partnerships for preparing preservice teachers. In order to pursue this goal, NCATE has formed its own Alliance for Clinical Teacher Preparation to promote these collaborations as well, and at the time that the report was published, eight states had joined the Alliance.

Such partnerships are particularly important in preparing teachers for urban schools which have been notoriously hard to staff with qualified teachers. In a meta-analysis of 800 other meta-analyses, Hattie (2010) sought to determine exactly what is and is not working in classrooms. He wrote of teachers:

The teacher effects are much larger in low socioeconomic schools, which suggests that the distribution of teacher effectiveness is much more uneven in low socioeconomic schools than in high socioeconomic schools, or as [Nye, Konstantopoulos, and Hedges, 2004] commented “in low-SES schools, it matters more *which* teacher a child receives than it does in high-SES schools.” (original emphasis; 2010, p. 108)

Thus, urban schools, which generally serve minority students and students from low socio-economic backgrounds, are particularly in need of teachers who are intentionally prepared for the challenges of urban teaching, thereby making them an ideal site for teacher residency programs which produce committed and rigorously-prepared beginning teachers. Indeed, Peske and Haycock (2006) noted that students in high-poverty and minority-majority schools were disproportionately assigned to novice teachers, “The very children who most need strong teachers are assigned, on average, to

teachers with less experience, less education, and less skill than those who teach other children,” (p. 2). UTRs seek to fulfill this need by providing these schools not only with well-prepared teachers, but also the promise that they will remain in these districts for three to five years—and evidence that they may stay longer. Moreover, because residents undergo a year of intensive preparation in a classroom, principals in Chicago and Boston have ranked them as more effective than their counterparts who have completed a traditional semester of student teaching (Bogges, 2008; Solomon, 2009). Darling-Hammond has noted of UTRs, “What’s going on here is the discovery and perhaps the beginning of the most necessary reform in teacher education,” (Keller, 2006). The field of education needs to learn more about these programs of “necessary reform”—including the story behind this method of teacher preparation.

To date, three types of research have emerged on UTR programs: narratives, quantitative studies, and qualitative case studies. The Aspen Institute (Berry, Montgomery et al., 2008), The Center for Teaching Quality (Berry, Montgomery, & Snyder, 2008), and NCATE (NCATE Blue Ribbon Panel, 2010) have all been commissioned to report on the mission, theoretical framework, and goals of UTRs. Solomon (2009) built upon these reports by providing an in-depth look at the rationale and development of the BTR. In a quantitative study of Resident effectiveness, Papay et al. (2012) compared the standardized test scores of students of the BTR graduates to those of their non-Resident peers (i.e. teachers with similar years of experience). However, rich, descriptive, qualitative analyses revealing the general processes these programs use to prepare their Residents are relatively absent from the body of literature

on these programs. One exception is the work of Taylor, Klein, Onore, Strom, and Abrams (2012) who reported on how the Newark Montclair Urban Teacher Residency used inquiry to prepare Residents for math and science classrooms in that urban center in a cross-case analysis of four Residents. Their paper, however, focused on using inquiry as a method of instruction and did not report on how to implement the clinical model specifically. Moreover, Boggess's (2008) case study of the AUSL and the BTR examined these programs from a policy perspective and did not contribute to the literature on teacher preparation specifically.

The Current Study

The purpose of this study is to investigate how faculty and staff at one UTR program prepare Residents for the urban classroom. Although the Urban Teacher Residency United Network (UTRU) web site (2013) provides a general overview of the goals of the residency model and guidelines for inclusion in the Network (Urban Teacher Residency United, 2006; Urban Teacher Residency United, 2010), these guidelines and overview do not provide examples of how to apply them. The “thick description” (Stake, 1995, p. 43) that case studies yield could result in valuable take-aways or “petite generalizations” for the field of teacher preparation at large (Stake, 1995, p. 7). Hiebert and Morris (2012) advocated building a body of knowledge in education that would consist of heavily annotated lessons and other materials that could be distributed among teachers and adapted to different classroom contexts. A similar body of knowledge for teacher preparation would strengthen this field as well. The current study proposes to explore the methods that the faculty and staff at one UTR program use in order to

understand how they successfully prepare Residents for the classroom through an intensive, yearlong residency experience that seamlessly weaves together theory and practice. In particular, there are five aspects of the Lewistown Teacher Residency (LTR) which set it apart from traditional teacher preparation programs: (1) an intensive selection process; (2) the cohort design of the program including a mandatory shared living experience; (3) a weekly Seminar Series; (4) a community project; (5) and an ongoing course in classroom management that begins during the summer and extends into the residency year. The research questions guiding this study are: How do faculty at one UTR program prepare Residents for the classroom? What do faculty members identify as the unique elements of the LTR that separate it from traditional teacher preparation programs? How were these elements designed for the LTR? What do these elements look like in action? (see Appendix B: Research question chart)

Definition of Terms

Coach: Throughout this study the term “Coach” is used to refer to a veteran, urban teacher who works with a Resident during the residency year. Their role is similar to that of a cooperating or mentor teacher, but Coaches receive training over the summer as well as ongoing, monthly support during the residency year from LTR staff whereas cooperating or mentor teachers typically receive little professional development for this role. Coaches are chosen through an intensive selection process that includes an initial application followed by an unannounced observation by LTR staff. Coaches are trained in the Santa Cruz New Teacher Center method of mentoring, and abide by a Gradual Release Calendar in order to transition their Residents into their roles as urban teachers.

They are directed to encourage their Residents to develop their own teaching styles, rather than to simply copy the Coach's teaching style.

Resident: Residents take on a different role than that which traditional student teachers typically assume. Because Residents at the LTR commit to three years of service in LPS after their residency year, they are motivated and specifically prepared to work in this district. Residents therefore complete coursework tailored to teaching in LPS, and also complete a community project about Lewistown in order to immerse themselves in both the larger community, as well as their school. Staff at the LTR emphasize that the Residents are co-teachers, rather than student teachers, and thus they assume greater responsibility for classroom tasks and for students from the first day of school and throughout the school year as delineated by the Gradual Release Calendar.

CHAPTER TWO: REVIEW OF THE LITERATURE

The purpose of this study is to investigate how faculty members in one urban teacher residency (UTR) prepare preservice teachers for urban classrooms.

Reforming Teacher Preparation

In policy circles, there is a growing belief that traditional teacher preparation can be provided equally well outside of institutes of higher education (IHEs) and that traditional teacher certification must be challenged (Michael F. Bennet, 2011; Walsh, 2002). However, some education researchers have explored how detrimental alternately prepared and unlicensed teachers can be to student learning. Berry (2001) responded to this challenge, and specifically the creation of an alternate route teacher preparation program called the New York City Teaching Fellows program, with suggestions for improving teacher preparation without succumbing to the allure of alternate route programs that promise results with less preparation. Indeed, Berry agreed that we need alternate preparation and licensure programs that will attract midcareer switchers to teaching but that these programs must provide the scaffolding and support that new teachers of any age and background will need. In particular, Berry debunked three myths associated with alternate preparation: (1) the only type of knowledge that teachers need is content knowledge; (2) alternate-route programs attract high-quality teachers to education; and (3) alternate licensure programs churn out effective teachers who, in turn,

boost student achievement. Berry defined truly effective alternate route programs as those that provide quality coursework in both content and pedagogical knowledge, provide intensive field experiences, and hold participants accountable for meeting state standards for teaching quality. Thus, there is room in teacher preparation for alternate route programs if they are rigorous and their candidates are held to the same standards as candidates from traditional programs.

In 2005, Cochran-Smith characterized the current approach to teacher preparation as political (i.e. inherently ambiguous and fraught with conflicting ideals), based on research and data (primarily quantitative data), and driven by the outcome of student achievement manifested in standardized test scores. Within the political realm of teacher preparation, Cochran-Smith noted three points: (1) teachers matter; (2) there are varying definitions of teacher quality; and (3) there is a push for a market-based model driven by competition, rewards, and punishment. Evidence-based teacher education has benefits and downfalls including increasing our knowledge base of this field while at the same time narrowing its research agenda. Indeed, research can be deeply political and Cochran-Smith advocated for the use of both large-scale experiments as well as qualitative, exploratory research in teacher preparation. Finally, according to Cochran-Smith, teacher preparation is now focused on outcomes—particularly student achievement as demonstrated in a variety of ways ranging from state test scores to teacher work samples. Although this focus encourages colleges of education to look hard at their programs and evaluate their goals, it can also be reductionist by defining the impact of a teacher, or a teacher education program, to one test score. Writing as a teacher educator, Cochran-

Smith called for a new approach to teacher education, one defined as both a policy and a political problem, based on evidence as well as critical and theoretical inquiry, and driven by student learning. Her suggestions implied that educators and administrators must embrace the political context in which they are situated and involve policy makers in locating resources; the education field must broaden its notions of research and evidence; and those working in the field must redefine learning as the outcome of teaching rather than merely test scores. Overall, her suggestions seek to broaden an increasingly narrowing field.

Zimpher and Howey (2005) took a different approach than Cochran-Smith (2005) or Berry (2001) in focusing on the conditions in which teachers are teaching. They argued that major improvements in teacher education must go hand-in-hand with improvements in schools and they called for new relationships between colleges of education and school systems, a point originally offered by Goodlad (1990). They noted two existing problems at the time of this article's publication which they tied to loose relationships between these institutions: high attrition rates in teaching and low graduation rates in urban and rural high schools. Zimpher and Howey wrote:

Our commitment to each other, as manifested in systemic institutional engagement, should reflect the steady supply of high-quality teachers, their retention and their subsequent successful impact on quality student learning, as well as a robust supply of students who graduate from high school and successfully matriculate to college. (p. 269)

Thus, the authors advocated for high-quality partnerships that aim to improve and sustain these conditions. Specifically, such partnerships must focus on preparing high-quality teachers who are prepared to serve the needs of a particular school district and these partnerships must create and sustain conditions at the district level in order to provide ongoing professional development and support to retain these high-quality teachers.

Darling-Hammond (2006) argued that teacher preparation has actually learned a great deal about how to create effective teacher preparation programs and she further noted that the most critical elements of exemplar programs include close ties between coursework and clinical work in schools; rigorously supervised clinical work; and closer relationships between IHEs and model schools that serve diverse learners. She argued that the public view of teaching as an easy job, one which anyone can do, led to the proliferation of alternate-route programs into teaching that deny preservice teachers rigorous clinical experiences. Thus, she explained, teacher educators must work to build stronger models of teacher preparation to combat this perception and strengthen programs by developing a common curriculum for teacher education, incorporating clinical experiences into teacher preparation, and promoting dispositions of inquiry in preservice teachers. She also delineated how teacher education should be delivered; for example, it must challenge preservice teachers' own experiences as students during their K-12 education. These candidates must also learn how to think and act like a teacher and make decisions in response to the ever-changing environment of the classroom. A well-designed program that closely connects coursework and practice will provide these

elements and also improve schools along the way. Darling-Hammond called for an ongoing resistance to “water down” teacher preparation (p. 310):

To advance knowledge about teaching, to spread good practice, and to enhance equity for children, it is essential that teacher educators and policy makers seek strong preparation for teachers that is universally available, rather than a rare occurrence that is available only to a lucky few. (p. 312)

The author also argued that professions such as medicine have been strengthened and have gained integrity through bolstering preparation. Much like Cochran-Smith (2005), Darling-Hammond recognized the political context of teacher preparation and noted that, in order to achieve the goals that she delineated, policy makers must work with teacher educators in order to systematically implement clinical practice in teacher education.

Sykes, Bird, and Kennedy (2010) also reflected on the current state of teacher preparation and noted several problems that trouble the field but are often disguised as reform. The authors situated their analysis within the framework of sociology and as following the work of Lortie, Dreeben, and Abbot. The thrust of their article is thus focused on occupational competence in teaching and its response to environmental factors including the growth in technology and knowledge, social opportunities, programmatic efforts, and other constraints. The first problem revolves around the scale of teacher preparation, which is far greater than in other professions such as medicine and the law, and which is also fractured into specializations by grade level and subject area.

Such fragmentation makes it difficult to develop occupational competence because it is difficult to develop common standards and curriculum with a large number of programs and specializations. Moreover, despite some state-driven standardization in teacher preparation, programs often produce highly variable results. The “cultural script” of education has shown limited results in achieving emergent goals, and teacher education has had a limited influence on the deeply-rooted beliefs its candidates acquired as a result of their 12-year apprenticeship of observation (p. 465). The authors also acknowledged the disconnection between colleges of education and the field of practice, namely, schools themselves.

Sykes, Bird, and Kennedy (2010) also noted that the requirements for becoming a teacher in the traditional, academy-based route are also relatively meager: approximately 30 credit hours of coursework, depending on the state’s requirements, among 120 credit hours required for a bachelor’s degree are difficult to combat the 13,000 hours teacher candidates have spent in their own K-12 education. The final set of problems they discussed related to training sites and the quality of cooperating teachers which can be dubious:

Given the highly variable distribution of effective teachers and a general inability to reliably evaluate teaching practices, this probably means that some fraction of cooperating teachers are relatively ineffective, yet they serve as the models and guides for new teachers who apprentice in their classrooms. (p. 467)

Thus, changes must be implemented to ensure that every preservice teacher has a quality mentor. This means making changes not only to teacher preparation, but in our country's schools as well (Darling-Hammond, 2010).

Based on these three sets of problems, Sykes, Bird, and Kennedy (2010) outlined several suggestions for reorienting the field toward the development of occupational competence. Their first recommendation is to manage teacher preparation through results—namely student achievement. The authors cited the Student Longitudinal Information Systems as one example of an innovation which ties teacher education programs directly to student growth in achievement. The authors also advocated that teacher preparation revisit and improve personnel practices such as recruitment, induction, evaluation, and incentives. With their third suggestion, they encouraged innovation in teacher preparation in the form of new methods for preparing teachers. Their last recommendation is that preparation should be grounded in schools – a model that is currently in use in England and which is being piloted in the U.S. in the residency model. University preparation alone, they argued, is insufficient for preparation, but is necessary for providing preservice teachers with a foundation of knowledge to draw from while they are in the classroom. In sum, their argument is “teacher preparation that is results-oriented and job-embedded in a competitive market of alternative providers holds the greatest potential for developing occupational competence” (p. 470).

That same year, Zeichner (2010b) noted that teacher preparation was in flux not only in the United States, but in many other parts of the world as well. The author admitted that his own thinking on this topic was heavily impacted by the increasing push

to privatize education under Presidents Clinton, George H.W. Bush, George W. Bush, and Obama, but that he noticed an increasing neo-liberal, new managerial, and neo-conservative mindset that was propelling efforts to “dismantle public education and teacher education in the U.S. and elsewhere and promoting the spread of neo-liberal corporate capitalism” (p. 1544). These reforms are often disguised as “liberal-humanist human rights discourses” but aim to wrest control of education from teachers and teacher educators (p. 1544). Zeichner described major trends in teacher preparation programs throughout the world including the commodification of teacher preparation and subjecting it to market forces; increasing control in the form of prescriptive accountability requirements from government bodies and accreditation agencies; consistent budget cuts in public institutions; and, finally, attacks on social justice efforts in teacher preparation. Zeichner admitted that all teacher preparation programs should not claim immunity to criticism and there was, indeed, a wide variety in quality in U.S. teacher preparation programs. Moreover, there is no one type of teacher preparation program that would work best in all contexts; rather, it would be more productive to identify key elements of effective teacher preparation programs and find ways to implement them in all teacher preparation programs. Zeichner further recommended that attempts to defend college and university teacher preparation must join forces with other social justice efforts or risk being seen as self-serving. Perhaps most importantly, IHEs must respond to these neo-liberal and neo-conservative attacks on teacher preparation. He also warned that this is a potentially “dangerous time” for American teacher preparation because it could be “dismantled into a purely market economy divorced from universities

and that the ‘good enough’ teacher who can only faithfully implement teaching scripts (but no more) with ‘other people’s children’ will become the norm” (p. 1550). For Zeichner, the best defense is a good offense in this matter.

Zeichner also (2010a) concurred with a move toward closer connections between colleges of education and their local schools and pushed for the inclusion of the local community in teacher preparation as well—what he called a “‘third space’” in teacher preparation (p. 89). Such a hybrid setting would incorporate both academic and practitioner knowledge with fewer hierarchies. He cited the teacher residency model as one example of such a hybrid program because this model requires Residents to work with a master teacher in an urban classroom for one year. Zeichner cited other programs that attempt to break down the binary distinction between researcher and practitioner, and theory and practice including the teachers-in-residence program at the University of Wisconsin-Milwaukee; representations of teachers’ practices which can be incorporated into courses; mediated instruction and field experiences; hybrid teacher educators including clinical faculty positions; and incorporating community-based learning into teacher education. The creation of these hybrid spaces, however, requires a shift in the epistemology of teacher education in privileging academic knowledge to valuing the knowledge and expertise of schools and communities. Zeichner called upon university leadership to create these conditions by rewarding faculty for doing such work and sustaining model teacher education programs.

Darling-Hammond (2010) seconded Zeichner’s call to action and dubbed this the “best of times and the worst of times” for teacher education (p. 35). The author detailed

the current context for American teacher education including the reforms and research of the past 20 years (e.g. improvements in teacher preparation programs, attacks on teacher education, alternate route teacher preparation programs; and the implications of teaching quality and equity); the ability of teacher preparation to transform U.S. education (including strong elements of teacher preparation programs and their effects on practice); and challenges for teacher education (e.g. raising expectations for teacher preparation and ensuring that all candidates have access to high-quality teacher preparation through involving governments and policy makers. Overall, Darling-Hammond called for U.S. teacher preparation programs to take a lesson from Finland where the top college students are recruited to teach, compensated for their preparation, and supported during their first few years in the classroom. She cited the current political climate, namely a \$1 billion pledge from President Obama to prepare teachers for high-needs schools and content areas, as a key opportunity for American teacher education. In order to do this, Darling-Hammond argued, IHEs must begin to create partnerships with local public schools, begin to build clinical training experiences, and adopt a mantle of professionalism.

In 2010, The National Council for the Accreditation of Teacher Education (NCATE) Blue Ribbon Panel declared, “The education of teachers in the United States needs to be turned upside down” (p. ii). Their proposed changes required two major shifts: overhauling teacher education to include mandatory clinical experience and teacher preparation programs working in tandem, rather than separately, to improve teacher education. In order to make a push toward this goal, the Panel noted several changes to teacher education that would lay the groundwork for clinical preparation

including increased accountability; more rigorous candidate selection and placement; revising curricula, incentives, and staffing; supporting university/school partnerships; and expanding the research base on clinical teacher preparation. The Panel formed an alliance to push for this goal as well. The NCATE Alliance for Clinical Teacher Preparation consisted of eight states—California, Colorado, Louisiana, Maryland, New York, Ohio, Oregon, and Tennessee—at the time the report was published and no updates on this Alliance are currently available. The purposes of the Alliance are to ensure the implementation of clinical preparation through the commitment of each member, and also to help build a foundation of research on clinical teacher preparation through an open system of communication. The report detailed specific ways to implement this goal and outlined 10 design principles for clinically based preparation including: (1) making student learning the focus; (2) using the clinical experience in every facet of teacher education; (3) ongoing candidate and program performance evaluation; (4) preparing teachers who are experts in their content as well as innovators, collaborators, and problem solvers; (5) learning in an interactive professional community; (6) rigorous selection and preparation of teacher educators and coaches who are drawn from both colleges of education and P-12 education; (7) designating and funding specific sites to support robust clinical experiences; (8) applying technology; (9) data-based decision making; and (10) strategic partnerships between school districts, teacher preparation programs, teachers unions, and state policymakers.

The National Education Association (NEA) also formed its own panel in the summer of 2010 to discuss teacher preparation. The panel was called the Commission on

Effective Teachers and Teaching (CETT), and consisted of 21 final participants drawn from 250 nominees. The results of the panel's discussions were published (Van Roekel, 2011) and this report seconded NCATE's call for mandatory clinical experiences for every preservice teacher, a focus on student learning, and higher standards for selection into teacher preparation programs. Based on the CETT's report as well as feedback from the NEA's own members, the organization has vowed to take several steps to implement these three reform efforts including: (1) working more closely with colleges of education to establish residency programs and develop clinical faculty; (2) advocating for student teaching performance assessments; (3) developing new training materials for teacher evaluation and accountability; (4) advocating for the expansion of Peer Assistance and Review (PAR) programs; and (5) using its training networks to develop teacher leaders.

Most recently, Hiebert and Morris (2012) proposed that American education focus more on the methods of teaching rather than concentrating on making recruitment more selective or increasing the qualifications of preservice and practicing teachers—namely, a shift from focusing on teachers to focusing on methods. The authors critiqued the emphasis on recruitment and qualifications because of the lack of data to support the claims that these approaches truly support good teaching and student learning. For example, the data on effective teachers show that these individuals have similar characteristics that are easily identified, but they could also mean that these characteristics could be built into instructional products for other educators to use and refine. Hiebert and Morris argued that focusing on the products of teaching—including heavily annotated lessons—could help to socialize novices to the profession and also

bring integrity and professionalism to teaching. The authors advocated for a system of education in which teachers and researchers collaborate in order to improve teaching itself, rather than focusing on recruitment or preparation.

Zeichner (2012) responded to Hiebert and Morris (2012) by critiquing education's return to "*practice-based, practice-focused, or practice-centered* teacher education" or PBTE (original emphasis; p. 376). He noted that one of the major issues in teacher education has been the variation in teacher preparation programs and what is taught in these programs. State standards, as well as the Interstate Teacher Assessment and Support Consortium (InTASC) standards, are written in a vague manner and can be interpreted in diverse ways. Moreover, simply situating a teacher preparation program in a P-12 setting does not ensure that it is performance based; PBTE can only occur when it is systematically focused on cultivating teacher candidates' abilities to perform quality teaching practices. This means providing preservice teachers with the opportunity to see these practices modeled, practicing them repeatedly, and studying them. Moreover, community context and culturally responsive pedagogy are frequently left out of PBTE programs yet are crucial to successful teaching. Thus, in order to be effective, PBTE must be standardized and systematic. Much like Sykes, Bird, and Kennedy (2010), Zeichner noted that the field of teacher education is comprised of a myriad of institutionally-idiosyncratic programs with their own goals that make teacher preparation hard to standardize. The author endorsed a more systematic method of teacher preparation, but advocated that P-12 teachers have a hands-on role in identifying important practices for teacher preparation.

Based on this literature, the overall trends in teacher preparation reform are urging closer connections between IHEs and public school systems, implementation of clinical experiences, standardization among teacher preparation programs throughout the country, and an increasing focus on student learning and achievement. Urban Teacher Residency (UTR) programs address many of these needs in both their mission and their design.

Urban Teacher Residencies

UTRs are intensive teacher preparation programs in which preservice candidates complete master's degree coursework in education while spending a year working with a master teacher in an urban school (Urban Teacher Residency United Network, 2006). These programs were built on the premise that preservice teachers need both theory (i.e. education coursework) and practice (i.e. a clinical experience) in order to be effective in the classroom. The Urban Teacher Residency United Network (2006) identified four prongs to their approach to preparing teachers: “(1) *targeted recruitment and rigorous selection*; (2) *intensive pre-service [sic] preparation focused on the specific needs of urban schools*; (3) *coordinated induction support* and (4) *strategic placement of graduates*” (original emphasis; p. 1). UTR programs also emphasize creating effective partnerships between school districts, teachers' unions, IHEs, and community partners; moreover, residencies serve school districts, not teacher candidates as in traditional teacher preparation. Preservice teachers enrolled in residency programs are grouped into cohorts that are meant to act as support systems for the Residents and, once the Residents complete their residency year and are hired as teachers of record, residency graduates receive ongoing induction and professional development support.

UTRs are alternate route programs that stand out from traditional methods of teacher preparation because of their emphasis on intensive recruitment, preparation, and induction; in particular, their use of the medical residency model in education sets them apart from other teacher preparation programs (Urban Teacher Residency United Network, 2006; 2012). In recent years, there has been a push for standardizing the use of the clinical experience in teacher preparation (Berry, 2001; Darling-Hammond, 2006; NCATE Blue Ribbon Panel, 2010; Sykes, Bird, & Kennedy, 2010; Van Roekel, 2011; Zeichner, 2010a; Zimpher & Howey, 2005), but UTRs remain one of the only types of programs to mandate the use of a mentored, yearlong student teaching experience. To date, the Urban Teacher Residency United Network (2012) boasts 400+ Residents enrolled in the 2011-2012 cohort; 100+ training sites in P-12 public and charter schools; and a Resident retention rate of 85% after five years for program graduates. Moreover, 86% of Residents noted that the residency prepared them to teach in an urban school; 89% of mentor coaches reported that taking on this role has improved their own teaching; and 79% of principals noted that being a host school has made a positive improvement in school culture. Research on UTR programs is an emerging area and UTRs are a relatively new phenomenon; thus, not much empirical work has been done on these programs. Of the few studies conducted to date, it is possible to distill a few observations on the structure and processes within a few of these programs.

As Boggess (2008) pointed out, “educational innovation is rare, as historians reminds [sic] us” (p. 1). In his dissertation, this author described a homegrown teacher preparation program in the 1960s and 1970s in Washington D.C. called the Cardozo

Project which also sought to create a pipeline of teachers for this community. I would add another predecessor to UTR programs as well: Professional Development Schools (PDSs; Berry, Montgomery, & Snyder, 2008; NCATE, 2001; The Holmes Group, 1986). PDSs bear striking similarities to UTR programs—specifically in their intensive preparation methods, partnerships between IHEs and public schools, and focus on enhancing student achievement (NCATE, 2001). Both programs create new roles for veteran teachers (i.e. as mentors to preservice teachers), but PDSs rely more heavily on IHEs whereas UTR programs consider themselves alternate route teacher preparation programs that emphasize the importance of preparation. Indeed, the Boston Teacher Residency (BTR) was established in order to compete against IHEs (Boggess, 2008). Moreover, Berry, Montgomery, and Snyder (2008) noted that PDSs have been unevenly implemented due to a lack of consistent state funding, governance, and accountability which can lead to “a loss of integrity for the model and inappropriate conclusions about its effectiveness” (p. 3). Both programs seek to leverage change within a district in order to increase student learning and they also privilege experience, “PDSs embrace the concept that certain kinds of learning occur best in the context of real world practice” (NCATE, 2001, p. 6). The Urban Initiative Professional Development School (UI PDS) at the George Washington University operated in the late 1990s and early 2000s and, I would argue, was a clear predecessor to UTR programs (Taymans, Tindle, Freund, Ortiz, & Harris, 2012).

The UI PDS at the George Washington University was created based on several criteria: a commitment to social justice and incorporating social justice more effectively into urban teacher preparation; “a problem-posing, problem-solving disposition” within

the context of a yearlong student teaching internship; and innovation regarding the potential of schools and the possibility for teachers to become change agents (Tredway, 1999, p. 383). Because the program was a case study site for the Ohio State University/Bowling Green University Contextual Teaching and Learning Project (CT&L) coursework in the program had to meet six criteria: (1) problem-based; (2) occur in multiple contexts; (3) nurture self-regulation; (4) anchor teaching and learning in diverse contexts; (5) use authentic assessment; (6) and utilize interdependent working groups. The purpose of the program was twofold: preparing preservice teachers and initiating urban school reform by working with public school teachers and students. These goals are also directly reflected in the Core Principles and Synthesis of Conceptual Grounding of the Urban Teacher Residency United Network (2006).

The UI PDS was a close partnership between Cardozo High School and the George Washington University which sought to prepare urban teachers in an intensive, clinical experience specifically for Washington D.C. Public Schools (DCPS). Administrators in the program selected interns who were committed to teaching in DCPS and who had a commitment to social justice via interviews using the Haberman Teacher Selection Interview (Haberman, 1995). The UI PDS was a 24-month program in which preservice teachers completed coursework part-time in the evenings during their first year and continued their coursework during the second year of the program in which they were working in Cardozo High School full time as interns. This program focused specifically on literacy instruction in response to the unique needs of the adolescents at

Cardozo. The program used a Literacy Lab located in the high school for communicating with interns, teaching practice lessons, and doing research and designing lesson plans.

In their 2012 study, Taymans et al. explored whether the UI PDS produced intern and novice teachers who could effectively work with students in a challenging urban school system. Because the authors were also administrators in the program, they employed three individuals who worked externally to the UI PDS to collect data including interviews, focus groups, teacher worksample artifacts from interns (Girod, 2002), and Pathwise observations of the novice teachers. The Pathwise Classroom Observation System was developed by the Educational Testing Service (ETS) as one piece of a series of professional development tools to provide feedback to teachers in order to improve their practice (Educational Testing Service, 2013). The project director also conducted Pathwise observations of the novices because of her role in the program. The results of the data analysis revealed that both novices and interns felt confident in their ability to plan lessons by the end of their internship; novices and interns were committed to developing relationships with their students; novices and interns identified responsibility for teaching literacy classes and the on-site support at Cardozo as the two most crucial elements in learning to teach to support students; novices and interns were able to analyze connections between teaching and learning via student performance data; and social justice acted as a mindset that guided novices' and interns' work with students. The authors concluded that the literacy aspect of the UI PDS was a crucial element in preparing competent urban teachers and that the interns and novices were successful because they were predisposed to advocate for social justice and took personal

responsibility for student achievement. However, even with their intensive preparation, these interns still struggled to support students with emotional challenges and learning disabilities. The authors identified the CT & L framework, namely the yearlong internship at Cardozo with on-site support, as having the biggest impact on interns' and novices' ability to enact the theories they had been learning.

Tredway (1999) used the metaphor of juggling in order to describe her philosophy for preparing preservice urban teachers at the UI PDS. Specifically, she explained that teacher educators must address the two concerns of program philosophy and program development in order to lay a foundation for the preparation program. Once these are in place, candidate selection, the third ball to be “juggled,” can be added in (p. 385). The central focus of the UI PDS's program philosophy included developing a process of inquiry regarding forming partnerships between the University and the public school and how to use those partnerships towards the goal of educational reform. The UI PDS program content centered around the notion that all teachers need a foundation in all kinds of diversity including racial, ethnic, class, gender, and ability. In addition to using Haberman's (1995) selection tool, the faculty at the UI PDS also drew from this researcher's conclusion that the best potential urban teachers are approximately 30 years old, have previous, varied work experience, have made a conscious decision to pursue teaching as a career, and come from diverse backgrounds. These candidates must also meet graduate school requirements including submitting applications, test scores, writing samples, and meeting GPA requirements. The author emphasized the importance of imagination in reforming urban schools.

One of the first studies on UTR Programs was conducted by The Aspen Institute and The Center for Teaching Quality (Berry et al., 2008) on the BTR and the Chicago-based Academy for Urban School Leadership (AUSL). In this report, the authors outlined the framework of these two UTR programs and reported on how the programs were being funded in order to inform those interested in UTRs in general as well as provide information for reformers who may want to consider developing residency programs in order to change a community from within. The authors suggested that residencies should be considered in a “portfolio of pathways” to teacher preparation that is currently necessary for the field (p. 10). Overall, they noted that these residencies have five unique characteristics that set them apart from other teacher preparation programs: (1) ability to prepare a critical mass of teachers who are prepared to remain in teaching beyond the first few years; (2) serve as models for transforming traditional as well as alternate-route teacher preparation; (3) provide opportunities for IHEs and districts to tap into the knowledge and expertise of their best teachers; (4) rebuild a district’s system of human capital in order to improve personnel practices such as recruitment, preparation, and retention; and (5) reform schools through systematically focusing on improving school environment.

Berry et al. (2008) used the Core Principles and Synthesis of Conceptual Grounding (2006) from the Urban Teacher Residency United Network (2012) as a framework for their report in order to delineate the core goals and mission of residency programs. The report also included quotes from mentor teachers, Residents, and students served by the residencies in order to provide evidence for these core principles. Based on

data from Education Resource Strategies (ERS), a non-profit organization devoted to improving urban education (Education Resources Strategies, 2013), Berry et al. argued that there are five strategies to support and sustain funding for UTRs: (1) savings from reduced teacher attrition; (2) targeted reallocation of district teacher professional development funds; (3) changes in typical practices of billing teachers at average salaries; (4) targeted reallocation of district spending on alternate route teacher certification; and (5) targeted reallocation of state funding for teacher education. Based on these two model UTR programs and the lessons learned during their development, Berry et al. argued that several factors are necessary for creating and sustaining residencies including: assessing the readiness of the three partners; identifying appropriate school contexts; maintaining standards for high-quality teaching and supporting Residents in meeting these standards; building new roles for teachers; continual improvement through collecting evidence; and evaluating how UTR programs can help to strengthen human capital in any particular system. Furthermore, these residency programs have implications for policy as well including demanding high standards for teacher preparation; creating financial incentives for preservice teachers; and maintaining a portfolio of pathways into teaching. Overall, the authors concluded that residencies provide a new look at the debate between university-based teacher education versus alternate route certification; provide long-term pay-offs to a district; and shift the focus in teacher preparation to the needs of districts, students, and schools.

Berry, Montgomery, and Snyder (2008) followed up on this report by detailing the development of a residency-style program at Bank Street College, an IHE located in

New York City, in order to illustrate how IHEs can respond in order to build productive relationships with public schools. Specifically, administrators at Bank Street identified “hub schools” where cohorts of preservice teachers could prepare and they located and earned grants to support their work in building the program (p. 11). In order to foster conditions conducive to supporting residency programs, administrators must develop clear standards of quality teaching; deepen and sustain clinical experiences; and partner with third-party organizations who can sustain the work of the residency. Per their research, the authors do not see any significant financial differences between preparing teachers in traditional programs versus the residency model. The authors argued that the importance of UTRs lies not only in the contributions they have already made to teacher preparation, but their potential as a comprehensive teaching development system. The authors concluded that by incorporating varying approaches to recruitment, selection, preparation, induction, professional development, and leveraging school change UTR programs provide not only a new method of teacher preparation, but a “comprehensive teacher development system” (p. 18).

In this second paper Berry, Montgomery, and Snyder (2008) also delineated the strengths of the AUSL and the BTR and their potential for improving policies and practices in higher education. After reviewing the key elements of UTR programs, Berry, Montgomery, and Snyder narrated the development of the BTR and the AUSL respectively as well as the changes the programs are currently making. In Boston, after five years of operation, the BTR is beginning to work with fewer host schools; supporting district-wide change through sharing knowledge of the BTR model; recruiting and

preparing more skilled mentors and teacher educators; and tying teacher effectiveness to student achievement. In Chicago, the AUSL has begun to accept cohorts of former Golden Apple Scholars who have already obtained teacher licensure and some of whom may have teaching experience. Much like their previous article, the authors concluded with “Lessons Learned” from the Boston and Chicago UTRs (p. 9). In particular, they proposed three major lessons: (1) all teacher preparation pathways must be held to the same high standards; (2) financial incentives must be created to encourage high-quality programs for traditionally hard-to-staff districts; and (3) UTRs should offer multiple pathways to teacher preparation in order to respond to the needs of their local districts. The authors wrote, “Public schools cannot expect to recruit their way out of the current teaching quality and teacher supply problems and, as such, have to redefine their approach to human capital” (p. 10). Berry, Montgomery, and Snyder encouraged IHEs to change their practices, build new policies, and partner with public school systems in order to contribute to this effort.

In his dissertation work, Bogges (2008) studied the BTR and the AUSL from a policy perspective—namely, how these two UTR programs in cities under mayoral control “home grow” quality teachers for their cities (p. 42). The author conducted case studies of the BTR and the AUSL in which he interviewed program administrators and leadership (n = 8), staff (n = 5), current Residents and graduates (n = 7), intermediary organization leaders (n = 1), district educators (n = 2), university faculty (n = 2), and educational researchers and journalists (n = 3) about home growing teacher quality. Reformers in these cities cited the following as common shortcomings of new teachers

prepared in traditional teacher preparation programs: (1) unrealistic expectations regarding the challenges of teaching in urban areas; (2) lack of preparation in classroom management; (3) dearth of understanding of and specialized skills for working with English Language Learners (ELLs) and diverse student populations; (4) insufficient classroom student teaching experience; (5) no knowledge about the specific curriculum, procedures, and professional culture of the particular city; and (6) no commitment to urban education. Almost simultaneously, yet operating separately, these cities undertook the task of building a pipeline of teachers specifically for their cities. Indeed, Boggess went so far as to claim, “High teacher turnover and the inequitable distribution of teachers are problems for which the district holds primary responsibility, regardless of the extent to which they claim ownership” (p. 16). Thus, this author’s study added a new facet to the literature on UTRs in identifying these programs as an answer to the policy problem of staffing urban schools with qualified and committed teachers. He added, “It makes good policy sense to frame a problem that can be solved” (p. 17). UTRs are operating to work on the problem of teacher quality and attrition in urban areas.

Boggess (2008) also detailed how these two cities pursued their goals of reducing teacher turnover and thereby diminish the achievement gap between White students and students of color in their cities. Boggess explained this process with the terms “bridging” and “control” (p. 131). Bridging described how the urban district partnered with a UTR in order to acquire the knowledge, finances, and political support in order to achieve its goals. Moreover, the district provided the UTR program with control over decision making but within particular parameters which the district delineated.

Significantly, the districts varied in these processes in one major way: “BTR is not in the business of reconstituting and managing schools” (p. 142). Boggess also uncovered what the BTR and the AUSL meant by their respective definitions of teacher quality. Both residency programs valued high expectations for poor and minority students; however, as far as professional dispositions, the AUSL valued personal accountability and perseverance while the BTR focused on race awareness and teaching for social justice. Significantly, Boggess found that these districts tailored their teachers to fit their needs for the work force and their regime values, which separated them from other methods of teacher preparation including PDSs. The author recommended four implications for other districts seeking to train their own teachers: (1) how the district tailors new teachers to meet its unique needs; (2) the influence of private partners in public education; (3) assumptions upon which the reform relies; and (4) implementation dilemmas that go along with this partnership structure.

Freeman (2008) conducted a study of mentor/mentee relationships in a residency-based teacher education program called New Beginnings. Specifically, Freeman explored how each participant’s beliefs and values influenced the way he or she positioned him or herself as a learner, interacted with their mentor/mentee counterpart, and impacted their own learning. The researcher was also a staff member in the program and her responsibilities included observing mentor/mentee pairs. Thus, her role in the program may have affected the validity of her data but this was addressed only minimally and dismissed without much detail. In all, the researcher interviewed and observed four mentor/mentee pairs (n = 8). Although the findings showed complex relationships

between each partnership, the author was able to distill the understanding that mentees focused on the technical aspects of learning their craft (e.g. improving their classroom management) while mentors focused on their own affective and emotional learning. Furthermore, the learning gained by each individual was tied to his or her own expectations for the partnership. Although this study shed light on the complexity of yearlong mentor/mentee relationships, the emphasis of the study was on the learning of each participant as well as the learning of mentors and mentees collectively and did not illustrate any new information about UTR programs.

Solomon (2009) further demystified the mission, structure, and ongoing changes to the Boston Teacher Residency (BTR). He described the rationale behind the BTR which was created to specifically serve the Boston Public Schools (BPS); the BTR model turned traditional teacher preparation on its head because, historically, teacher preparation viewed teacher candidates as its clients whereas the BTR views the students of BPS as its clients. Although the BTR is an alternate-route teacher preparation program, it does not challenge the notion that teacher preparation is necessary but rather seeks to improve recruitment and preparation. The BTR was originally created with grant money from Strategic Grant Partners (SGP); however, the BTR and BPS reached an agreement in which, if the school district wanted to continue the program after two years, BPS would agree to contribute additional funding at an increasing rate. As of the printing of his article, BPS was funding half of the costs to run the BTR. The core principles of the BTR include: the BTR serves BPS (in all aspects of the program from recruitment to admissions and placement); theory and practice are combined throughout the residency

year; the curriculum is built around equity, inquiry and community; each resident is placed in a classroom with a Mentor teacher in a Boston school; fostering the development of teacher leaders through ongoing support via a graduate induction program and professional development; and student achievement is “BTR’s bottom line” (p. 486). The BTR, however, wants to effect change outside of the residency and has helped BPS adopt its Core Teaching Competencies in a system-wide effort of teacher reform. Moreover, BPS has begun a comprehensive induction system as a result of the BTR’s influence. Solomon noted that focusing on students as consumers of teacher preparation is the BTR’s biggest contribution to teacher preparation and the author encouraged other programs to adopt this viewpoint, “Teacher preparation should not continue as an institution isolated from the schools and school districts it aims to serve; likewise, school districts cannot continue to outsource so much of their human capital development work” (p. 487). According to Solomon and the BTR, when school districts and teacher educators work together everyone wins.

Papay et al. (2012) used BPS student test scores to evaluate whether the BTR graduates were, indeed, fulfilling the Residency’s promise to increase student achievement. The BTR’s mission to serve students rather than preservice teachers was an unprecedented shift in teacher education, but producing these results proved to be difficult. The authors obtained data on BPS teachers and students from the academic years 2004-2005 through 2010-2011 for their analysis. Because the authors used state exam scores as their measure of teacher success, only those teachers who taught a subject that was assessed at the state level could be evaluated, which limited the sample size to

50 of the BTR graduates, or 20% of all of the BTR graduates at that time. The authors controlled for years of teaching experience in their regression analysis. In math, the results of the data analysis revealed that traditional hires raised student achievement by 5-7% of a standard deviation more than BTR graduates during the first year of teaching. Moreover, the BTR graduates underperformed their BPS counterparts by 9% of a standard deviation in math during their first year in the classroom. However, the authors estimated that by Years 4 and 5, the BTR graduates would outperform both non-BTR teachers with the same years of teaching experience as well as their more veteran non-BTR colleagues. The authors did not find any significant differences between the BTR and non-BTR teachers in increasing student achievement in English language arts (ELA). Overall, the data analysis also revealed more variation within the two groups of teachers rather than between these groups.

Although the results on student test scores were disconcerting, Papay et al. (2012) discovered that the BTR was achieving other goals which it had also set out to reach. One of these was increasing teacher retention in a historically hard-to-staff, urban district. Specifically, the BTR graduates remained in BPS through Year 5 at a rate exceeding that of other hires by 20%. Perhaps most significantly, after their three-year commitment was over, the BTR graduates remained in BPS demonstrating their ongoing commitment to the district beyond their contract with the BTR, and addressing one of the concerns about alternate route teachers leaving for the suburbs once their obligation is fulfilled. Moreover, the BTR filled other voids in hiring in BPS by providing a disproportionate share of the district's math and science teachers (62% and 42% respectively) and

recruiting and hiring more ethnically diverse teachers (52% less likely to be White than their non-BTR counterparts). Overall, the BTR provided a long-term payoff for the district because it retained new teachers for a greater number of years which prevented a loss of experienced teachers which could be detrimental to student learning. However, this long-term payoff came at the expense of a negative impact on student math scores for students who had a Year 1 BTR graduate.

The context of UTR programs is crucial to their continuing success as Headdan (2012) explained in her newspaper article on the collapse of the Pittsburgh Teacher Residency. A statewide budget shortfall in Pennsylvania cut funding to the program and left 38 Residents without their promised positions and stipends. A tough financial climate, Headdan argued, was not the reason that the Residency failed; however, Pittsburgh's student enrollment declined and the number of available teaching positions did as well causing the ultimate collapse of the Residency. The administration at the Residency, as well as the Bill and Melinda Gates Foundation, which provided financial support for the Residency, discussed ways to save the Residency and to assign the Residents to other roles (e.g. substitute teachers). However, the field of education privileges and rewards experience and these novice teachers could not be retained when their more experienced counterparts were being dismissed due to low student enrollment. Berry et al. (2008) noted the importance of school climate in creating and sustaining residencies, but the collapse of the Pittsburgh UTR underscored that the financial climate must also be thoroughly evaluated before establishing a residency program and these conditions must be monitored closely. There were warning signs of a collapse at the

Pittsburgh UTR when the budget shortfall was announced in 2011, but the administrators of the Residency ignored these warnings because they had private funding from the Gates Foundation. UTR programs, like other forms of teacher preparation, must respond to changing financial and environmental factors and the administration at these programs must monitor these conditions closely. Indeed, Boggess (2008) discovered in his dissertation work in Boston that the administrators at this program cited the close ties between the residency and the district as a benefit because they could be more “nimble” in responding to budget changes (p. 13). For example, when the BTR director Jesse Solomon learned of a budget crisis in that city he immediately halted the admissions process and stopped sending out acceptance letters. The UTR model allows for close connections between districts and IHEs which could help to monitor these conditions.

A team of researchers reported on a study conducted at the Newark Montclair Urban Teacher Residency Program (Taylor et al., 2012). This particular Residency offers two certification levels: P-3/K-5 with a dual license in Teacher of Students with Disabilities or certification at the secondary level (grades 7-12) in mathematics or science (Newark Montclair Urban Teacher Residency Program, 2013). The secondary program, in particular, focuses on teaching Residents via inquiry. In this qualitative cross-case analysis of four Residents (Isabella, Carla, Jason, and Pauline), the authors described how each resident incorporated inquiry practices into their classroom instruction. The authors collected data over a 15-month period including formal observations using the Reformed Teaching Observation Protocol (RTOP) (Pilburn, Sawada, Falconer, Benford, & Bloom, 2000), semi-structured interviews, field notes, analytic memos, Resident reflections on

“critical incidents” in the classrooms, course assignments, classroom artifacts, and email and text correspondence (p. 13). Building on the work of Zeichner (2010a), the authors dubbed this program a “third space” in which the faculty at the residency could teach the Residents about inquiry practices—even going so far as to teach a model unit on inquiry in a high school chemistry class (p. 5). The results of the qualitative data analysis revealed that Residents implemented inquiry in their own classrooms at various levels of competency; ultimately one Resident was unable to implement inquiry—and also unable to eschew her deficit assumptions about urban students. The authors concluded that the Residency offered them unprecedented flexibility to model practices and “allowed residents [*sic*] to live theory in the immediate” (p. 37). This conclusion, however, applies to UTR programs in general, which allow teacher educators to model any instructional practice or technique and which inherently tie theory to practice in the context of a live classroom.

Overall, UTR programs answer the call for closer ties between public schools and IHEs and systematic implementation of clinical experiences within a framework that outlines and reinforces best practices in teacher preparation such as tying theory to practice. These programs also seek to improve personnel practices in education by increasing recruitment and providing ongoing induction and professional development support for program graduates. Furthermore, UTRs have shifted the focus in teacher preparation from preservice teachers to the students they serve. The Boston Teacher Residency, in particular, defines student achievement as progress on standardized test scores and these program graduates have produced long-term payoffs in raising student

test scores in math. However, residencies require political and financial support in order to be sustained and these conditions must be monitored closely. Partnering with districts allows residency programs to respond swiftly to these conditions but these lines of communication must be clear.

CHAPTER THREE: METHODS

Fieldwork/Access/Selection of Site

The purpose of this study is to investigate how faculty and staff at one Urban Teacher Residency (UTR) program prepare Residents for the urban classroom. I originally identified the Lewistown Teacher Residency (LTR)¹ for the present study through researching UTR programs. I was interested in this site because the Residents in this particular program are required to live together in order to build community among the cohort—an aspect of the program that immediately interested me. Furthermore, my mentor had a personal connection to the program director at the LTR, Dr. Marie Simpson, and introduced me to her in March 2012, which facilitated my access to the site. The LTR, like other residencies, is a partnership among three entities: Sinclair University (SU), Lewistown Public Schools (LPS), and the Center for the Development of Education Talent. According to the U. S. Census Bureau (2013), Lewistown is a midsized city with a population of over 100,000 residents. Forty percent of residents are Black and 50% are White; other residents identify as Latino, Asian, or mixed races. Within LPS, however, the minority population is overrepresented. For example, per the LPS web site (not shared here for confidentiality reasons), approximately 80% of LPS students are Black and only 9% are White. Moreover, 76% of students at LPS K-12

¹ All names of people and places are pseudonyms.

schools qualify for free or reduced price lunches. SU is located in Lewistown and is a research-focused, urban university. The Center for the Development of Education Talent is affiliated with SU and is also located in Lewistown. The mission of this Center is to improve teaching and learning through developing teacher leaders. The LTR is a member of a partner consortium of residencies which audits the program regularly to ensure that it adheres to particular core tenets of an UTR program. The LTR is funded by a federal grant for five years.

Since I first met Dr. Simpson at the LTR in March 2012, I have visited the site at least once a month in order to learn about the Residency from the faculty, to conduct interviews as part of a pilot case study of a Resident, and to assess candidates as a participant-observer at Resident Selection Days. Dr. Simpson granted me access to a Resident for the pilot study in March 2012 and acted as the gatekeeper (Glesne, 2006; Maxwell, 2013) for this pilot study as well as my dissertation. I visited Dr. Simpson at the Center for the Development of Education Talent frequently in order to learn more about the program's development. I also had to obtain permission for my work from the site evaluator, Cynthia, with whom I communicated via email and phone.

My pilot study focused on the experiences of one Resident, William, as he began his program, completed his coursework, entered the classroom, and graduated from SU with a master's degree in teaching. This pilot study took place between May 2012 and July 2013 and consisted of monthly, semi-structured interviews (i.e. 14 total) lasting between 33 minutes and one hour and 10 minutes, conducted at a site off-campus in

Lewistown. As the study progressed, the data revealed William's identity as an urban teacher.

In qualitative research, the researcher's participation at the site is a spectrum from onlooker to an individual who is fully immersed in the day-to-day activities of the site (Patton, 2002; Ulichny & Schoener, 2010). I assessed candidates as part of Selection Day activities at the LTR as a participant-observer in order to simultaneously collect data and provide service to the site. Specifically, I both observed assessment activities involving administrators, faculty, and candidates at the Residency and participated in these activities as an assessor myself. I evaluated candidates' performances in a variety of assessment activities including group problem solving activities, teaching a lesson to students in an LPS classroom, and in two-on-one interviews with assessors (in which I participated as an interviewer).

Selection of Participants

My unit of analysis for this case study is the LTR from the perspectives of the faculty and staff who are teaching and working in this program. Stake (1995) wrote of case study, "Let us use the Greek symbol Θ (theta) to represent the case, thinking all the while that Θ has a boundary and working parts... The case is an integrated system" (p. 2). The LTR is a program with many moving parts: administrators from the Center for the Development of Education Talent, specialists and teachers from LPS, and faculty from SU all work in collaboration with one another in order to make the program successful. I also recognize this program as a typical case of a UTR program because the LTR adheres to particular guidelines delineated specifically for Residency programs. For example, the

LTR must incorporate well-supervised clinical experiences for the Residents; integrate coursework and classroom practice; recruit and prepare candidates in cohorts; build effective partnerships with school districts; and serve a school district. Because my aim for this case study was to contribute to a body of knowledge on teacher preparation, my investigation was an instrumental case study because I planned to accomplish a goal beyond simply understanding the case itself (Stake, 1995). Yin (2009) noted the explanatory power of case study research that extends beyond description or exploration and can actually help to build explanations and generalizations. Thus, I studied the LTR in order to learn more about the case as a practical example of applying the residency model in teacher preparation in order to add to the existing knowledge on teacher preparation—much like Darling-Hammond’s (2000b) case studies of exceptional teacher preparation programs at the graduate level.

After completing my pilot study, I decided to change the trajectory of my participant selection for my dissertation. My pilot interviews with William were illuminating and inspiring; he was candid about his experiences learning to control a classroom of energetic 6th graders and he professed a deep interest in teaching in order to develop relationships with these students. I viewed him as a typical case (Patton, 2002) of a Resident in a UTR program because William demonstrated particular characteristics which, as an assessor for the Residency, I had been taught to look for in candidates, including a commitment to social justice, a desire to promote change in urban education, and positive relationships with students. Because the LTR participated in a partner consortium of residencies that frequently audited the site, I can be relatively certain in

knowing that these criteria were likely vetted for by other residency programs as well. However, my ultimate goal in studying the LTR was to contribute to the literature on teacher education—specifically how to apply the residency model in teacher education. Thus, after much thought, reflection, and memo-writing, I decided to shift the focus of my participant selection for my dissertation study to a sample of participants who could better answer my questions about methods of preparation at the Residency. Indeed, Reybold, Lammert, and Stribling (2013) noted that selection is the least critiqued method in qualitative research, even though sampling is crucial to every other component of the study including data analysis. Although William’s perspective was valuable in conveying the experiences of one Resident in a UTR program, I decided that the faculty and staff at the LTR would be better able to provide me with the answer to my question about how to effectively use the residency model in teacher preparation.

Yin (2009) noted that pilot case studies can be conducted for a variety of reasons and my pilot study was helpful to my participant selection and fieldwork for my dissertation in many ways. My case study of William helped me to better understand the basic operations and mission of the LTR, to learn a bit about the faculty, and to unearth the perspectives of one participant in the program. Through my pilot interviews, I learned the language of the LTR; for example, mentor teachers are called “Coaches” rather than “cooperating teachers” like in other teacher preparation programs. It also helped me to determine what access I had to the program. Although Dr. Simpson was gracious in allowing me to interview a Resident for my pilot study and to observe and interview the LTR faculty for my dissertation, LPS, the third partner in the Residency, did not allow

me access to observe in the schools or interview Coaches—this restricted access is what Patton (2002) dubbed a “trade-off” in qualitative research, “A discussion of design strategies and trade-offs is necessitated by the fact that **there are no perfect research designs**” (original emphasis; p. 223). Thus, this restriction impacted my overall research design for my pilot study and prevented me from triangulating interview data with a second method of data collection: observation (Kidder & Fine, 1987). However, this limitation forced me to be open to other methods of data collection and to reflect on my research goals and design. Also, as Maxwell (2013, p. 103) pointed out, data on actions and events can still be collected via interviews as well. Based on my goals and site access, my research participants for my dissertation research included the LTR staff and SU faculty members who made the biggest contributions to the Residency through recruiting Residents, teaching key classes over the summer, designing ongoing, mandatory LTR projects, and delivering seminars that inform Residents’ thinking and teaching throughout the residency year. I was unable to interview any faculty or administrators from LPS due to access limitations.

Based on my definition of the case, there were 12 individuals who were eligible to participate in my study. Their roles ranged from marketing the Residency, providing field support for Residents and Coaches, and teaching coursework—including foundations, educational psychology, human development, content-area literacy, curriculum, classroom management, and content-area methods courses. The experiences of these faculty and staff members varied; some participants had as many as 27 years of experience working for SU while others had just begun working for the University during

the year of my study. Within the LTR, some participants had been with the program since the grant-writing stage whereas other had been brought on during the summer to teach coursework. I interviewed 11 out of 12 of these individuals and observed six of them teaching seminars and classes in order to better understand how they prepare a cohort of preservice teacher Residents for their residency year. One person declined to participate in the study.

Data Collection

Data collection began in May 2013 and consisted of semi-structured interviews with faculty and staff participants, classroom observations of their teaching, and document analysis of relevant materials including syllabi, rubrics, and mission statements. I had also collected data (i.e. documents) at Selection Days previously on three occasions between April 2012 and April 2013 as part of my pilot case study. Yin (2009) cited this diversity of data sources as a benefit of case study research, “a major strength of case study data collection is the opportunity to use many different sources of evidence...Furthermore, the need to use multiple sources of evidence far exceeds that in other research methods, such as experiments, surveys, or histories” (p. 115). Data collection concluded in mid-October 2013. Because the Residents in the LTR complete 18 credit hours of coursework during the summer, most of the 11 participants were available for interviews and observations during the summer months when SU was normally on intersession.

Interviews. The structure and flexibility that semi-structured interviews provided helped to ensure that I was eliciting similar information from each of my participants in

order to facilitate data analysis, but, at the same time, afforded me the opportunity to ask follow-up questions in order to get complete, rich data (Merriam, 2009). The guide for these interviews was built around my research questions and my goal of learning more about the unique contributions of these participants to the Residency (see Appendix C: Interview guide). On one occasion, I conducted three interviews in one day, but, otherwise, I did not conduct more than two interviews on any given day and sometimes only one interview per day. Two interviews were spread across two time points due to my participants' limited availability.

I also built member checks into these interviews in order to ensure that I was interpreting the data correctly (Sandelowski, 2008). Specifically, I conducted these member checks in two ways. During interviews I summarized what I thought I heard my participant telling me and I asked him or her to confirm or correct my summary. At the end of each interview, I again summarized the larger points from the interview as well as general take-aways and asked for confirmation, correction, or elaboration from my participant. I conducted follow-up member checks with each participant by sharing a short, narrative memo based on my analysis of our interview(s), relevant documents (e.g. syllabi), and observations (when applicable). However, only eight out of the 11 participants confirmed that the narratives were accurate or provided elaboration or suggestions for revisions. Three participants did not respond to my request for member checks. These narratives also served as a first cycle of data coding (Saldaña, 2009) in that I took the initial open codes from each interview transcript and generated a narrative memo that highlighted and elaborated major themes from each interview.

Table 1

Interview data totals and member checks

Interview and Date	Length of Interview	# of Transcript Pages	Member Checked?
Patrick May 13 th and 23 rd , 2013	85 minutes	35 pages	Yes
Michael May 16 th , 2013	86 minutes	38 pages	Yes
Susan May 16 th , 2013	73 minutes	25 pages	Yes
Sarah May 16 th , 2013	82 minutes	36 pages	Yes
Lori May 23 rd , 2013	85 minutes	29 pages	No
James May 30 th and June 20 th , 2013	51 minutes	20 pages	No
Jessica June 20 th , 2013	54 minutes	20 pages	Yes
Erica June 20 th , 2013	20 minutes	10 pages	No
Barbara July 8 th , 2013	84 minutes	29 pages	Yes
Diana July 8 th , 2013	38 minutes	13 pages	Yes
Lauren October 1 st , 2013	54 minutes	19 pages	Yes
Totals	712 minutes (11 hours and 52 minutes)	274 pages	8/11 = 73%

Observations. I conducted observations of the LTR classes and seminars between June and October 2013 during which time the third cohort of Residents completed coursework on foundations of education, literacy in the content areas, classroom management, educational psychology, human development, secondary curriculum, and their respective content-area methods seminars and attended Residency seminars. The Residency seminar series is taught by a variety of stakeholders in the program (i.e. faculty and staff from SU, LPS, and the Center for the Development of Education talent)

and covers a variety of topics including professional dress and school culture in LPS as well as how to maintain a work/life balance. The Residency also provides ongoing support for Residency graduates in the form of workshops specifically tailored to support novice, urban teachers which current Residents as well as graduates are invited to attend. Faculty from LPS are also welcomed at these workshops. In all, I observed a foundations class, Residency workshop, classroom management seminar, Residency seminar, and a content-area methods class. Since many of these classes and seminars touched on sensitive subjects such as Residents' struggles with classroom management or the history of desegregation in Lewistown I did not want to be obtrusive. Thus, I did not audio record or videotape these observations. Instead, I wrote up descriptions of these observations immediately afterward and member checked the descriptions of these observations by sharing the written narrative with my participants for confirmation and, in one case, asking for confirmation of my description and impression of the class during an interview. In all, I member checked three out of five of these observations (see Table 3). My role also changed in each observation. When I observed the Residency seminar and content-area methods class I sat in the back of the room and watched silently. When I observed the foundations class and classroom management seminar I was invited to sit at the table with the Residents and their professors. My participation was minimal. However, in the Residency workshop, I was a full participant. Because Residents and graduates were openly sharing their struggles with teaching and offering moral support, I thought it would alleviate any tension caused by my presence if I was equally open and

honest with the other participants about my own classroom teaching and challenges. I conducted one to two observations per day.

Table 2

Observation data totals and member checks

Observation and Date	Length of Observation	# of Pages of Field Notes	Member Checked?
Ethics and Policy Observation June 19 th , 2013	120 minutes	4 pages	Yes
Observation of LTR Seminar at Cooper Museum June 19 th , 2013	90 minutes	2 pages	No
Residency Workshop Observation September 10 th , 2013	150 minutes	2 pages	No
History Methods Observation October 11 th , 2013	150 minutes	5 pages	Yes
Classroom Management Seminar Observation October 11 th , 2013	90 minutes	2 pages	Yes
Totals	600 minutes (10 hours)	15 pages	3/5 = 60%

Documents. Finally, I participated as an assessor at Resident Selection Days on three occasions between April 2012 and April 2013 as part of my pilot study. I was a participant observer in these Selection Days in which I assessed candidates during mini-lessons, interviews, and group discussion activities. I also collected documents (i.e. rubrics and other evaluation instruments) from these events as data for my study. I collected other documents during observations and interviews with faculty and staff as well (see Table 4).

Table 3

Document data totals

Document Name	Area of Program	Length in Pages
Recruitment materials	Recruitment and Selection	7
Rubrics from Selection Days	Recruitment and Selection	6
Documents from phone interviews	Recruitment and Selection	6
Clinical Evaluation Continuum for Candidates in Initial Licensure Programs	Residency Year	13
Gradual Release Calendar	Residency Year	5
LTR Collaborative Reflection Log	Coaching	1
LTR Weekly Collaborative Coaching and Reflection Log	Coaching	2
Continuum of Clinical Resident Coach Development	Coaching	4
Memorandum of Understanding for 2012-2013	Coaching	4
Classroom Management Syllabi	Residency Coursework	7
LTR Cohort 3 Summer Course Schedule 2013-2014	Residency Coursework	1
Human Development and Learning Syllabus	Residency Coursework	5
Ethics and Policy Handout	Residency Coursework	3
Secondary School Curriculum Syllabus	Residency Coursework	10
Reading in the Content Areas Syllabus and Schedule	Residency Coursework	6
Teaching Secondary School Social Studies Syllabus	Methods Coursework	13
Handouts from History Methods observation	Methods Coursework	7
Science Methods Syllabus	Methods Coursework	7
2013-2014 LTR Workshop Series Schedule	Induction/Ongoing support	2
Handouts from Workshop	Induction/Ongoing support	4
LTR Grant Award Application 2013-2014	Induction/Ongoing support	4
Total		117 pages

Survey data. The faculty at the LTR also provided me with data that they collected using an instrument designed by the partner consortium of residencies. Residents and Coaches from Cohort Two completed the instrument which included 19 categorical and interval scale items for Coaches and 16 of the same types of items for Residents. The latter scale ranged from 1-7 and included the anchors, “Not Prepared” (1), “Somewhat Prepared” (3), “Adequately Prepared” (5), and “Very Well Prepared” (7). The items targeted demographic information about participants and their classrooms, as well as questions about the efficacy of the LTR. For example, “Please indicate your resident’s [*sic*] current level of preparedness to perform the following tasks related to student and family engagement.” Space was also allocated for qualitative comments from participants. The second cohort included 16 Residents and 12 of these individuals completed the survey. Only 14 Residents graduated from Cohort Three. Eleven Coaches also completed the instrument. The data were shared with me in the aggregate and included descriptive statistics (i.e. means) for each item for each type of respondent (i.e. Resident or Coach). I have included these in the Findings where appropriate.

Exiting the Field

Leaving a research site can be difficult. LeCompte (2008) wrote that this process: [R]esembles gaining initial access: handling relationships; deciding how, when, and if to return to the field; balancing request for reciprocity; identifying and responding to information needs of various stakeholders; arranging disposition of data; and ensuring program continuation once researcher support disappears. (p. 558)

Because I was not at my research site full-time, this made my exit from the field a bit easier because I was not a consistent figure at the Residency. In negotiating my own exit from the LTR, I maintained relationships with several of my participants, returned to the LTR to provide service as an assessor, and I agreed to share my findings with my participants. I maintained contact with several of my participants at the LTR after my data collection and follow-up member checks were complete but these relationships varied. I maintained friendly relationships with several of the faculty and staff at the LTR and we sometimes corresponded via email. However, there were also several faculty and staff whom I did not maintain contact with at all. I also returned to provide service to the program at the request of my gatekeeper, Dr. Marie Simpson. In the year after my data collection was complete, the LTR opened a special education track and, as a result of this program change as well as improved recruiting procedures, the LTR had a record number of candidates for its first Selection Day. I agreed to return to the site to serve as an assessor for this Selection Day in order to assist in evaluating this record number of candidates. This not only allowed me to give back to the program, but also to talk with several of my participants who were also serving as assessors that day. Finally, my participants asked me to return to the site to share my findings which I agreed to do via a presentation.

Data Analysis

There is no one moment at which data analysis begins in qualitative research (Corbin & Strauss, 1990; Merriam, 2009). Thus, as I conducted and transcribed interviews I also analyzed them. For example, while I was transcribing each interview, I

made notes in the margins of the transcripts about significant words or phrases that were repeated in the data—what some qualitative researchers have referred to as “pre-coding” (Layder, 1998 cited by Saldaña, 2009). After the audio data were transcribed, I reread each transcript in order to familiarize myself with the data—what Maxwell (2013) defined as the first step in data analysis. After this initial reread, I conducted an open coding of each transcript in its entirety as part of the first cycle of a two-part coding cycle (Saldaña, 2009).

I conducted the first cycle of coding on the raw data. During this phase of data analysis, I used four types of codes described by Saldaña (2009): attribute, structural, descriptive, and in vivo coding. I used attribute codes for any background information about my participants. These codes helped me to organize information about each participant which I synthesized within each individual’s narrative. Structural coding allowed me to organize the four major areas of the context of the LTR that emerged from the data: recruitment, selection, and admission; ongoing support; Residency coursework; and methods coursework. Thus, I could code anything relevant to the recruitment process, for example, with an appropriate label and easily locate it across all data points. I used descriptive codes to locate basic topics in the data and this was most useful in identifying themes. For example, anything related to the social justice mission of the LTR was coded as “Social justice.” Finally, participants often used phrases that encapsulated larger ideas that were relevant across multiple types of data. In my first interview with Patrick he noted that the LTR lacked “synergy” which became a major theme in the study. I appropriated this word to explain this theme.

Yin (2009) advised case study researchers, “First, your analysis should show that you attended to *all the evidence*” (original emphasis; p. 160). In drafting each narrative for member checking, I included my analysis of all documents and observations relevant to that particular participant. These narratives helped me to condense and summarize the data as well as reflect on emerging categories and themes. After I shared these narratives with each participant, I conducted a second cycle of coding (Saldaña, 2009) that included pattern and axial codes. Pattern codes helped to provide more explanatory power for the themes that were emerging from the data. For example, under the theme of “Lack of synergy in the LTR,” conflicts sometimes stemmed from the structure of the program because faculty were separated from staff. Axial codes helped me to piece together the context of the study (i.e. recruitment, selection, and admission; ongoing support; Residency coursework; and methods coursework). I also used a modified version of Stake’s (2006) theme matrix in order to facilitate the comparison of themes across interviews, documents, and observations (see Appendix D: Theme matrix).

However, as I began writing up my findings I felt as though I needed to return to the data in order to re-familiarize myself with the perspectives of each one of my participants. I wanted to ensure that I was representing each participant exactly as he or she intended. I used each of the four themes that emerged from the data—i.e. specialized teacher preparation, lack of synergy in the LTR, development, and the role of the residency model in teacher education—as a lens for analyzing the data a fourth time. I created one Word document for each of the four themes and I reread the raw transcripts and copied and pasted chunks of data that fit each theme into the appropriate document.

This was also necessary because the narratives I had used in my second cycle of data analysis were truncated; in analyzing each participant's transcript and documents (e.g. syllabus) I had reduced the data in order to synthesize this information. Thus, I went to the raw data for this final round of analysis in order to read through them in their entirety. These theme documents aided me in writing up the final report of my findings because I chose data (i.e. quotes from participants) from these documents to support each theme. These documents also helped me to see how robust each theme was; for example, I had only nine pages of data in the Social Justice in Teacher Preparation for Lewistown document, but 15 pages of data in the Role and Potential of the Residency Model in Teacher Education document.

Validity

The only way to ensure that findings are valid is through evidence (Maxwell, 2013). The four main ways I produced this evidence were building relationships with my participants, conducting member checks, writing memos, and transparency. My relationships with my participants had a direct effect on the quality of the information they provided to me (Charmaz, 2003; McGinn, 2008). Maxwell (2013) wrote:

In qualitative studies, the researcher is the instrument of the research, and the research relationships are the means by which the research gets done. These relationships have an effect not only on the participants in your study, but also on you, as both researcher and human being, as well as on other parts of the research design... In particular, the research relationships

you establish can facilitate or hinder other aspects of the research design, such as participant selection and data collection. (p. 91)

Thus, I worked to develop relationships with my participants before I began my study as well as during my research. This posed a challenge because I was not directly involved in the program on a regular basis so I had to create opportunities to meet with and talk to my participants when I was visiting the site in order to build trusting relationships with each one which could, in turn, result in more accurate and reliable data.

Because I provided each participant with the opportunity to review my analysis of interviews, documents, and observations, this contributed to the “*descriptive validity*” of my interpretation (original emphasis; Sandelowski, 2008, p. 501). This procedure served to protect against my own biases and also convey my transparency and honesty to my participants through inviting their feedback on the data analysis process. However, member checking is a controversial practice mainly because participants may or may not be able to accurately evaluate these interpretations. In the current study, for example, my participants were professionals with busy schedules and some of them did not have time to review these narratives and only eight out of 11 participants actually completed member checks. Three out of six participants reviewed my descriptions of their observations. Those participants who did have the time to review the narratives confirmed that my findings were accurate and, in six instances, made suggestions for minor changes. These suggestions aligned with the data that I collected. Participants also sometimes expanded on particular points in these member checks through their feedback.

Writing memos pushed me to be reflective about all aspects of my study. Becker (2007) described writing as thinking on paper and writing memos at the different stages of the research process helped me to critically evaluate how the study was progressing and where I needed to improve my work. In my pilot study, I found writing memos about the data analysis process to be particularly helpful in thinking through how to make sense of the open codes and categories that my data were revealing and I found that to be true with my analysis for this study as well—particularly in conducting multiple rounds of memo writing for the second and third cycles of coding (Saldaña, 2009). I incorporated transparency into several aspects of my work including my relationships with my participants as well as through reporting my data collection and analysis methods clearly.

Limitations

The greatest limitation to this study was my inability to access LPS which prevented me from observing in classrooms or interviewing Coaches, who are key players at the Residency and who could provide valuable insight on the implementation of the clinical model. Additionally, I collected data at only one point in time and thus did not capture changing perceptions which is possible in longitudinal studies. This may be considered a limitation of this study as well.

The value of case study research is often misunderstood as limited because it focuses on only one case (Flyvbjerg, 2006). Yin (2009) clarified the external analytical power of case study research:

Critics typically state that single cases offer a poor basis for generalizing.

However, such critics are implicitly contrasting the situation to survey research, in

which a sample is intended to generalize to a larger universe. *This analogy to samples and universes is incorrect when dealing with case studies.* Survey research relies on *statistical* generalization, whereas case studies (as with experiments) rely on *analytic* generalization. In analytical generalization, the investigator is striving to generalize a particular set of results to some broader theory... (original emphasis; p. 43)

Thus, the purpose of the current study was to analyze and understand the LTR in depth and produce analytic generalizations within the case as well as understand its relationship to the larger field of teacher preparation. Indeed, Becker (1990) wrote, “You can develop generalizations by seeing how each case, potentially, represents different values of some generic variables or processes” (p. 240). The findings I have uncovered here about the LTR illuminate how these programs prepare Residents for the urban classroom at the secondary level. The LTR did not produce elementary teachers at the time of my study, thus, this case focuses specifically on secondary, urban teacher preparation. The LTR also differed from other UTR programs because it was intended as a true partnership between an institution of higher education (IHE) and a school district, whereas other UTR programs were designed to compete with IHEs (e.g. the Boston Teacher Residency; Solomon, 2009). Therefore, the results of the current study may not be applicable to all UTR programs. I encourage readers to evaluate how these findings could transfer to another, similar case (Maxwell & Chmiel, in press).

Significance

Flyvbjerg (2006) wrote of the importance of case study research in contributing to scholarly knowledge, “First, the case study produces the type of context-dependent knowledge that research on learning shows to be necessary to allow people to develop from rule-based beginners to virtuoso experts” (p. 221). Case studies can yield valuable take-aways that can be adapted to other contexts which is my primary goal in studying the LTR. Hiebert and Morris (2012) advocated the construction of a body of knowledge in order to improve education, and a similar body of knowledge could be built for teacher preparation in order to contribute to the push for greater standardization among programs (Darling-Hammond, 2006; NCATE Blue Ribbon Panel, 2010; Sykes, Bird, & Kennedy, 2010; Van Roekel, 2011). However, standardization should not ignore context, which is the strength of case study and which seeks to explore this context in depth (Stake, 1995). Thus, a case study of a UTR program is uniquely appropriate in contributing scholarly knowledge about the application of the residency model of teacher preparation.

CHAPTER FOUR: THE CASE: AN OVERVIEW OF THE LTR

The purpose of this study is to investigate how faculty and staff at one urban teacher residency (UTR) program prepare Residents for the urban classroom. As Yin (2009) wrote, “all empirical research studies, including case studies, have a ‘story’ to tell. The story differs from a fictional account because it embraces your data, but it remains a story because it must have a beginning, end, and middle” (p. 130). The findings presented here relate details and themes about the Lewistown Teacher Residency (LTR) from recruitment through the residency year including coursework at Sinclair University (SU). First, in this chapter, I will present an overview of the case including (a) recruitment, selection, and admission; (b) ongoing support; (c) Residency coursework; and (d) methods coursework. These were developed through open coding of the data that facilitated the building of a general theory about faculty and staff activity at the LTR (Maxwell, 2013). In the following chapter, I present the larger themes that manifested across participants.

The Case: An Overview of the LTR

This first section of the findings will provide details about the program from recruitment through coursework and ongoing support after the residency year. This overview will also relate information about the roles of faculty and staff at the LTR.

Recruitment, Selection, and Admission.

Recruitment at the LTR includes branding, positioning, and advertising the program. The Residency targeted content-area specialists with no education background who have a passion for social justice and, thus, the goal in marketing the Residency was to reach these individuals. Staff at the LTR followed Teach for America's (TFA) marketing strategies because this program touted a similar social justice mission and had a national reputation, but had a larger budget for advertising than the LTR. For example, staff at the Residency recently found out that some university math departments were advertising TFA as a career option so they placed an ad with these departments as well. However, in these promotional materials, they made sure to differentiate the Residency from TFA. Staff also worked with the Peace Corps and Idealist.com to find candidates with this mindset. They had recently begun advertising the Residency as a job opportunity which had increased the number of applications submitted to the program. They further maintained a blog and a Facebook page in order to market the Residency to potential candidates. Staff at the LTR also conducted outreach as part of recruitment, including speaking at Historically Black Colleges or Universities (HBCUs).

Recruitment at the LTR begins with an "electronic relationship" between the potential candidate and staff. This relationship is initiated whenever the candidate contacts the Residency for the first time. When I visited the Residency in May 2013, staff had already created folders for cohorts of Residents who were still two or three years from matriculation. This process was highly personalized and they kept folders for each

candidate. These initial correspondences were typically about coursework and credits and staff vetted transcripts for potential candidates. They then sent these transcripts to faculty at SU for review, and then used this feedback to respond to candidates about their fit for the program and to generate an action plan in order to work toward admission when necessary. After candidates applied to the LTR, staff conducted phone interviews with each applicant and transcribed these conversations. Each interview took approximately one to one and a half hours to complete. This overall process, including work up front to collate information on each candidate, took approximately three to four hours per individual. The staff then presented these files to the Program Director for review. Candidates were invited to the Selection Day based on their performances during these phone interviews as well as their application.

Admission to the LTR is a two-pronged process: candidates apply both to the LTR as well as SU. Per the state requirements, candidates must successfully complete PRAXIS I and II (Educational Testing Service, 2013) and a state literacy assessment; SU School of Education requirements mandate that candidates also achieve a particular cut score on either the Miller Analogies Test (MAT; Pearson Education, Inc., 2011) or the Graduate Record Examination (GRE; Educational Testing Service, 2013). Staff at the LTR estimated that this battery of tests cost each candidate approximately \$600. The application itself consisted of both demographic information about the applicant as well as personal essays. Applicants were required to have a minimum undergraduate grade point average (GPA) of 3.0 and a major in one of the following content areas: math, biology, chemistry, physics, earth science, English, international relations, government,

political science, or history. During the fourth year of the program, the LTR added a special education track. This track required more coursework than the secondary track but opened up new possibilities for admitting candidates from a variety of disciplinary backgrounds. For admission, it was important that candidates have few, or preferably no, education courses on their transcripts and no record of student teaching. The application fee was \$50 bringing the total costs to apply to the LTR to \$650. Staff assisted candidates in arranging travel to Lewistown for Selection Days.

Candidates typically arrived in Lewistown the evening before the Selection Days for a meet-and-greet with the current cohort and the LTR faculty and staff that took place in the seminar room of the apartment building where the current cohort of Residents lived. When the candidates arrived, the faculty and staff at the leadership team talked to them about the program and the candidates completed a written reflection called, “Is this for me?” that encouraged them to reflect on the commitment they would be making to the LTR and the students of LPS including working approximately 60 hours per week during their residency year. There was also a lighter side to this meeting and the LTR typically provided pizza and sodas and faculty and staff spoke informally with candidates. After dinner, the LTR faculty and staff left in order to give the cohort time alone with the candidates so that they could speak candidly about their experiences.

I participated in three different Selection Days at the Residency between April 2012 and April 2013 as part of my separate and longitudinal study of a Resident, William. Two Selection Days were held at high schools and one was held at a middle school. Selection Days started early at approximately 7:00 am with breakfast and an

orientation for assessors. At approximately 8:00 am, the assessors and program leaders moved to a private space in order to conduct a brief orientation and review the assessment activities, evaluation instruments, and schedule for the day. Students from the school then escorted assessors to the mini-lesson classrooms. Although the order of the activities and the site for the Selection Days changed each time, the same four activities were always used to evaluate candidates: a writing prompt; a group discussion activity; a five- or seven-minute mini-lesson in front of LPS students; and a two-on-one interview.

Candidates were briefed about the purpose and structure mini-lessons before they came for Selection Days, and were allowed to create a five-minute lesson pertaining to their content area on a topic of their choice (e.g. for English, a candidate chose to present on onomatopoeia). Mini-lessons began around 9:00 am and were confined by the school bell schedules. Thus, these mini-lessons were only five to seven minutes in length because all candidates had to teach lessons in front of their respective classes of students. For example, at one Selection Day I watched three English candidates present to one class of students. The mini-lessons were confined to this class of students in the program's effort to control for how a different class of students might influence the candidates' teaching performance. During these mini-lessons, the candidates were evaluated by several people: LPS teachers, LPS students, faculty and staff from the LTR, and administrative personnel from LPS. The adult assessors used a rubric created for this activity that included a 4-point scale (1=Needs Improvement; 2=Fair; 3=Good; and 4=Excellent) to evaluate the candidates in three areas: (1) Poise/Delivery/Enthusiasm; (2) Content/Organization; and (3) Connection to Audience. Elaboration on each area was

provided in the document; for example, 1=Needs Improvement in the area of Connection to Audience stated, “Demonstrates low student expectations. Displays negative interaction and rapport with students.” Assessors were also provided with space to write additional comments. LPS students evaluated candidates using their own rubric. Students indicated, “Yes, I could see this person being my teacher in the future” or “No, I could not see this person being my teacher in the future.” Students were also provided with a space to provide comments. A staff member at the Residency noted that students were typically effective evaluators and often offered valuable insights into a candidate’s teaching. Candidates created any props or handouts that they needed on their own and brought these with them to the Selection Day but they were not required. It was common for candidates to distribute handouts to students and adult assessors during their mini-lessons.

Candidates were placed into groups for the group discussion activity and displayed name tents so that assessors could evaluate them. The purpose of this activity was to see how each candidate interacted in a group as well as which candidates showed leadership qualities. These discussion prompts typically asked candidates to discuss how they would troubleshoot a problem in an urban school setting as a group; for example, one prompt delineated the following scenario:

Students in our school, Central Middle School (CMS), are doing poorly. Only 50% of CMS students are passing the state achievement tests. Your principal expects the same results as high-performing schools, despite the fact that most of your students qualify for free or reduced lunch. Veteran teacher in the school are

up in arms. They believe a 50% pass rate is not bad given the poverty level of the students in the school. “The principal can’t expect us to perform miracles!”

As a group, candidates had to discuss the following two questions related to this scenario:

1. What goals will your group set for the students at CMS and what steps will you take to achieve these goals? Please be as specific as possible. Your group should narrow your list to no more than three next steps. 2. How should teachers be held accountable for their student’s [*sic*] performance on state tests? (original emphasis)

A final, five-minute writing prompt at the end of the discussion asked candidates to reflect on their own role in the situation. The candidates were evaluated on the same 4-point scale indicated earlier in the following areas: Actively engaged; Thoughtfulness of responses; Respect for others; and Displays high expectations for student learning. Once again, assessors had space to provide additional comments.

Interviews homed in on candidates’ abilities to reflect on their lessons, their motivations for teaching in urban poverty and LPS specifically, their experiences with diverse populations, and their ability to persist with troublesome students. For the interviews, LPS central office personnel and LTR faculty and staff were paired up so that one member from each of these parties conducted each interview. On the instances in which I actually conducted interviews rather than observing them, I was paired with LPS faculty and administration and counted as an SU representative. This pairing is indicative of the effort to ensure parity in the partnership between the University and the school

district within the LTR. During orientation, assessors were instructed to script candidates' responses in order to decrease the risk of debate over scores later during discussions about candidate selection. Candidates were evaluated on the same 4-point scale for each of these questions.

Candidates also completed a writing prompt which they wrote on a computer. This was an individual activity and candidates had one hour to respond to one of four prompts. A sample prompt included:

Your urban school district test scores have fallen this year, and, as one of the newest teachers in the school, the editor of **the school's newspaper has asked you to write an opinion/editorial piece**. The editor wants you to discuss the importance of **standards, testing and testing scores**, and to link that to your **philosophy of teaching**.

As a new teacher, you do have strong opinions about urban schools, standards, testing and test scores, and you also want to be honest about how they relate to what you think is important in education. You know this piece will be read by **your students** and also by **members of the school community**. Write a persuasive and specific editorial.

The purpose of the prompt was to get a sense of what the candidates knew about current topics in education, their command of written language, and their attitudes toward urban issues.

There were also moments for more informal evaluation during Selection Days. Assessors were encouraged to sit and talk with candidates at lunch in order to better

understand their motivations for applying to the Residency. These conversations were typically fruitful in unearthing details about candidates' personal lives and revealing a sense of their motivation for teaching in an urban setting like Lewistown. Throughout the day, staff compiled data on each candidate on a spreadsheet so that the leadership team could discuss each candidate and make decisions about invitations to the program. They also took a picture of each candidate with his or her nameplate in order to facilitate this process as well.

LPS's needs for new teachers determined how many invitations were extended to candidates for each cohort and fluctuated from year to year. For example, the LTR could only admit four social studies candidates for Cohort Three because that was the number of anticipated openings in LPS. Variation in LPS's needs was evident in the number of candidates in each cohort: nine candidates graduated from Cohort One, 14 candidates graduated from Cohort Two, and nine candidates had been admitted to Cohort Three. After decisions about candidates had been made based on LPS's needs as well as candidates' performances at Selection Days, staff were responsible for extending invitations, notifying candidates that the LTR was not a good fit for them, and issuing service agreements for the four-year commitment to the LTR and to LPS. If any candidate did not fulfill this service agreement (i.e. left the program during the residency year or during the first three years in the classroom) they were required to repay the stipend they were awarded. During the residency year, each Resident was awarded a \$24,000 stipend and math and science majors were awarded additional \$10,000 stipends because these were high needs areas. Those Residents qualifying for Teacher Education

Assistance for College and Higher Education (TEACH) Grants earned an additional \$6,000. These grants were awarded to preservice teachers who were entering high-needs fields and who agreed to teach in schools where a majority of students were from low-income backgrounds for a specified amount of time. Each Resident was also supplied with two months of free rent, which was worth approximately \$2,200.

Ongoing Support

There were several supports in place during the residency year to bolster Residents' and Coaches' learning: field support from staff; the Summer Seminar Series (i. e. biweekly meetings held to communicate with the Residents about expectations for LPS); the cohort; and a required community project to facilitate Residents' entrée into Lewistown at-large and LPS more specifically. The program also organized workshops that current Residents or LTR graduates were invited to attend, and graduates received further support from Career Coaches during their first two years as teachers of record.

Field support. Staff from the Center for the Development of Education Talent visited the field regularly to select Coaches and support Resident/Coach pairs in their work together. Their work was based in the Santa Cruz New Teacher Center model of mentoring and the LTR had been recognized by the partner consortium of UTR programs for having the strongest mentoring program in the consortium. Data collected by the consortium and presented to me in the aggregate showed that most Coaches felt somewhat to adequately prepared (means² for various questions ranged from 3.80, for the item "Provide families with a variety of strategies to support their children's success," to

² Standard deviations were not provided to the researcher for these data

5.30 for the item, “Use positive reinforcement strategies to respond to students’ behavior,” on a 7-point scale) to coach their residents on a variety of instructional techniques including assessment, the use of student data, parent contact, and awareness of self and student culture. Another item showed that on a 7-point, Likert-type scale ranging from “Do Not Agree” to “Very Much Agree,” Coaches felt strongly ($M = 6.00$) that they worked with mentors and UTR staff to set personal goals for themselves as Coaches. Staff often presented at the Santa Cruz New Teacher Center National Conference about the LTR’s work with Coaches and Coaches often went with them to co-present at these conferences. They also visited partner UTR programs to present on their mentoring work at the LTR.

In order to become Coaches, teachers within LPS completed an application that required their principal’s endorsement. After this application was received by the LTR, staff made an unannounced trip to the field to see the teacher in action. Although the two staff members came from different teaching backgrounds, one had taught in rural poverty as well as suburban schools while the other had taught in urban poverty, both noted how often they were in consensus regarding their evaluation of the potential Coaches. Michael, a staff member, explained, “It’s really funny because when Lori [staff member] and I go out and do these observations we are, in *every single case*, in 100% agreement as to yea or nay” (original emphasis). Per the Coach Memorandum of Understanding that staff developed and which was based on work of the Academy for Urban School Leadership (AUSL) in Chicago and the Boston Teacher Residency (BTR), the LTR looked for several criteria when selecting Coaches:

[Coaches] are expected to have at least three years of successful classroom teaching experience. In addition, [Coaches] should exhibit proficient teaching skills on the New Teacher Center Continuum of Teacher Development. Finally, the teacher's participation as a [Coach] requires the endorsement of the school's principal that the teacher would be an effective [Coach] and that the teacher's participation in this role would benefit students and the school.

Michael elaborated on one of the characteristics they look for in Coaches: reflection. During a visit to the field, he and Lori observed a teacher who had not performed particularly well during her lesson but who reflected so carefully that the two staff members invited her to join the program as a Coach. Michael explained, "We were so *impressed* at her unpacking of the lesson we decided that she was a diamond in the rough, and she was exactly that" (original emphasis). Coaches play various roles throughout the residency year including a model, a coach, and an assessor. Thus, choosing Coaches is a complex process with many criteria that is an essential element of the program.

After the Coaches are selected and have accepted invitations to join the program, they undergo intensive training that takes place in two parts. The first part of this preparation includes four days of training during the summer months. The second part of Coach training takes place during the school year and is ongoing. Staff met with Coaches at least once a month at Forum meetings. These meetings are professional development sessions designed for the Coaches. However, the Coaches asked for more of these meetings, but LTR staff knew it would be difficult to require more meetings with full-

time Coaches who were also teacher leaders within their schools. Based on their own experiences as mentor teachers, staff came up with the idea for Parking Lot Forum meetings. The group agreed to hold a Parking Lot Forum if there were at least three Coaches who wanted to meet. In order to host these meetings, staff found different restaurants around Lewistown where the group could meet and the program director found funding to support these meetings (i.e. pay for the Coaches' meals). Michael, a staff member, was emphatic that the Coaches took ownership of these sessions, "I don't orchestrate it. I'm just there to listen. And if somebody asks me a question, you know, I certainly will answer. And once in a while I have to put my two cents in, but it's really their time." Indeed, staff seemed to take pride in providing Coaches with ownership of their work and also empowering them through coaching them in the use of new techniques in the classroom. Staff tailored the support they provided to Coaches to meet individual needs; Michael explained, "It's always about where they are and what they want for support." Staff would model for or "coach" a Coach in the use of a tool depending on what that individual wanted or needed.

Staff at the LTR also assisted in evaluating the Coaches although this was primarily a reflective and self-evaluative process that the Coaches completed on their own. The first piece of this self-evaluation was a portfolio, which the Coaches compiled in order to show how they have used various coaching tools from the Santa Cruz New Teacher Center model; within this portfolio, the Coaches indicated where they saw their own growth as well as growth in their Residents. LTR staff evaluated this portion of the assessment. The Coaches also submitted a video of a reflection conference with their

Residents as part of this evaluation process, and the teacher leaders who are trained in this assessment evaluate these videotapes. Per the continuum of Coach Development, Coaches are evaluated in four areas:

Standard 1: Creating and Sustaining an Effective Environment for Resident Growth;

Standard 2: Planning for Instructional Growth;

Standard 3: Development of Coaching Skills, Understandings, and Dispositions to Support Resident Professional Growth; and

Standard 4: Developing as a Teacher Leader

Thus, Coaches are held accountable for their work in the LTR through this self-evaluative process.

Staff paired Coaches and Residents based on each individual's content area specialization as well as personality (e.g. pairing an introverted Resident with an outgoing Coach). When staff visited the field, they did this in pairs in order to support both Residents and Coaches in their partnership. Some staff specialized in working with the Coaches while others supported Residents. Lori described how she prompted Residents to reflect on their lessons, "I try to bring *them to it* instead of *my* saying to them, 'Now here you could have'" (original emphasis). It was important to staff to see growth in the Residents, including their making the transition from college student to professional. During the Summer of 2013, staff were developing what they called "gateways" for the Residents: developmental landmarks that helped them to keep track of

the Residents' growth. Thus, when they visited them at any point in the residency year, they would know where they should be in their development as urban teachers.

Each Coach/Resident pair videotaped the Resident teaching and then they videotaped their meeting after the lesson at which the two of them discussed the Resident's teaching and completed a Collaborative Reflection Log (see Appendix E: Collaborative Reflection Log). Staff at the LTR then reviewed each videotape and conducted a quad meeting where the Coach, Resident, and LTR staff discussed the work of the Coach/Resident pair. Michael elaborated on this process, "It helps *me* a great deal to kind of get my fingers on the pulse of that particular Coach and how things are going in their partnership" (original emphasis). He described this partnership as a "marriage of sorts" and noted that the intensive year of sharing personal space, students, and responsibilities put a lot of stress on these partnerships. During the second half of the year, Residents were observed and evaluated by a university supervisor from SU, so, at that point, the Coach began to take on the role of a cooperating teacher. LTR staff worked with all three individuals, i.e. supervisor, Coach, and Resident, during this semester. University supervisors were also trained in the Santa Cruz New Teacher Center model of mentoring.

Seminar series. Staff at the LTR organized the summer seminar series and facilitated some of these seminars. The summer seminar series was developed based on feedback from Cohort One and served as a means of maintaining communication with the Residents and also educating them about particular topics related to teaching and LPS specifically. For example, the summer seminar series in 2013 included sessions on

professional dress for LPS, the history of desegregation in Lewistown, and a ropes course that Resident/Coach pairs completed together. The seminar met weekly for approximately an hour and a half and all Residents were required to attend. In addition to LTR staff, administration and personnel from LPS also occasionally led these workshops. The seminar series continued throughout the Residency year on a weekly basis but became a classroom management seminar when Residents entered LPS classrooms.

Workshop series. The Residency offered a series of workshops tailored to teaching in LPS throughout the school year called, “Management Magic: Engaging and Motivating Students.” This was separate from the seminar series, and both current Residents and Residency graduates were invited to attend and they were allowed to bring co-workers as well. The LTR offered an incentive for attendees: If a participant attended six out of the seven workshops, he or she would receive \$500 for classroom supplies. Each workshop lasted approximately 2 1/2 hours and an SU faculty member was the facilitator. This faculty member also asked a Coach, with whom she worked closely when she was supervising one of the Residents during her spring student teaching semester, to co-facilitate the workshop with her. Seven workshops were offered during the 2013-2014 academic year for Cohorts Two and Three. Cohort Three was allowed to invite their Coaches to attend the workshops with them.

The cohort. The cohort element of the Residency program was also intended to provide support for Residents both during the residency year and throughout graduates’ tenure in LPS. Sarah, an LTR staff member, explained, “We’re trying to build in support to knock the attrition rate down.” All Residents were required to rent an apartment in a

particular apartment building in Lewistown in order to cultivate a living/learning community. Residency classes and sometimes seminars were held in a seminar room in these apartments in order to foster this living/learning community.

Community project. The community project was a required assignment during the residency year. This project served to facilitate Residents' entrée into Lewistown and aimed to deepen their knowledge of and connections to their school community as well. Both the community project and the standard it was tied to were created by SU faculty and thus were developed internally. The project was tied to Standard Six on the SU Clinical Evaluation Continuum for Candidates in Initial Licensure Programs that the university supervisors used to evaluate the Residents (See Appendix F: Standard 6: Advocating for Social Justice and Equity and Developing Family and Community Relationships). Thus, although the Continuum was used within SU broadly, Standard 6 was used only within the LTR. This standard was dubbed, "Advocating for Social Justice and Equity and Developing Family and Community Relationships." This was a 6-point continuum that ranged from "Beginning (Awareness, articulation, identification)" to "Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)." The continuum denoted specific landmarks for the Residency year (i.e. September through January). The project had gone through three different iterations during the LTR's existence. During the first year of the program, Residents did community mapping work with another organization in Lewistown. For Cohort Two, SU faculty required Residents to complete an ethnography project that focused on a particular student and his or her family. For Cohort Three, SU faculty had reworked the

project so that Residents were offered a variety of experiences to help them learn the culture of Lewistown—including taking a ride on the city bus. The project was intended to assist Residents in making a transition into a new community so that they would hopefully become a fixture of Lewistown and LPS.

Career Coaches. Finally, Career Coaches were hired to provide support to Residency graduates during their first year as teachers of record in LPS. These individuals were content-area specialists who had backgrounds teaching in their subject area. Career Coaches observed LTR graduates periodically and provided feedback on their instruction. There was one Career Coach for each subject area: English, math, social studies, and science. However, the Residency was ultimately unable to fill the position for a math Career Coach.

Residency Coursework

Coursework was based on the state’s teacher licensure requirements and SU’s School of Education mandates. Specifically, the state in which the LTR was located required 15 credit hours of education coursework including 3 credit hours in the following: human growth and development, curriculum and instruction, classroom and behavior management, foundations of education, and reading. In all, both the SU preservice teachers and the Residents completed the same coursework in these required areas. Although Residents took the same courses as traditional SU student teachers took, coursework for the Residents occurred during the summer and was compressed so that they completed these 15 credit hours during the summer with their cohort rather than with traditional SU preservice teachers. Each course lasted approximately five weeks, and met

for three to four hours two to three times a week. The foundations course was offered alongside the reading in the content areas course during the first part of the summer coursework; educational psychology and human development were folded into a block course and offered along with secondary curriculum during the latter half of summer coursework. The classroom management course met for a few sessions during the summer, but was primarily held during the school year on Friday afternoons.

Methods Coursework

During the fall and spring of their residency year, the Residents were also enrolled in either the English, history, math, or science methods classes based on their area of specialization. These courses operated on the typical SU semester schedule, and Residents took these classes alongside traditional SU student teachers. However, I was only able to procure data from two of these teacher educators at SU. One faculty member declined to participate in the study, and another had transitioned out of her role as a methods professor and into a leadership role in the department. The new faculty member who assumed her role had not yet had any experience working with Residents or the LTR, thus he would not have been able to provide me with information for my study and I did not ask him to participate. Residents completed approximately nine credit hours in their content area methods classes during the residency year. The larger goal of this coursework was to teach preservice teachers to think like experts in their content area. In the history methods course, this was thinking and reading like a historian and in the science methods course this was manifested as the Nature of Science (NOS) that students were required to demonstrate an understanding of in lesson plans. This was accomplished

through practical methods; for example, in the history methods course, the professor required her students to create a lesson plan on-the-spot as their final exam. The science methods professor required her students to complete a module on lab safety in order to prepare them to be science teachers, and potential leaders within their future departments.

Overall, the LTR is comprised of four main components: (1) recruitment, selection, and admission; (2) ongoing support; (3) Residency coursework; and (4) methods coursework. The goal of recruitment was to reach out to content-area specialists who had a predisposition for working in urban education and a commitment to social justice. Selection Days were one half of the admissions process, and viable candidates who were invited to these Days completed performance-based activities in order to demonstrate competencies in communication, teaching, collaboration, and leadership. The other half of the dual-admissions process was driven by state and SU requirements and focused on cognitive abilities in requiring candidates to meet cut scores on the MAT or GRE, state literacy assessment, and Praxis I and II. Ongoing support was provided to Residents, Coaches, and Residency graduates in the forms of field visits and professional development (i.e. workshops). Residency coursework was driven by the state requirements, but compressed and delivered during the summer months before Residents entered Lewistown classrooms. Methods coursework was also required by the state per secondary program guidelines, and Residents completed six to nine credit hours of methods coursework during the academic year. Based on these components, the LTR appears to embody many of the core principles of UTR programs. Specifically, the recruitment, selection, and admissions process was driven by LPS's needs, which met the

UTR mandate that residencies serve school districts (Urban Teacher Residency United, 2006). The ongoing support that the LTR provided to Residents, Coaches, and Residency graduates met many requirements of the UTR Core Principles including the implementation of extended, well-supervised field experiences, induction support, and use of the cohort model. Finally, methods coursework facilitated the integration of theory and classroom practice which was another essential element of UTR programs.

CHAPTER FIVE: FINDINGS

In this chapter, I will relate the four major themes in detail that emerged from this study of faculty methods at an Urban Teacher Residency (UTR) program which answer my four research questions: (1) How do faculty at one UTR program prepare Residents for the classroom? (2) What do faculty identify as the unique elements of the LTR that separate it from traditional teacher preparation programs? (3) How were these elements designed for the LTR? and (4) What do these elements look like in action? These themes included: (1) social justice in teacher preparation for Lewistown; (2) ongoing development of the LTR; (3) lack of coherence within the LTR; and (4) the role and potential of the residency model in teacher education. These results are solely based on data from the faculty and staff at the Center for the Development of Education Talent and SU; I was denied access to any data from Lewistown Public Schools (LPS) and, as a result, these findings likely would have been more holistic with input from the Residents and the graduates of the LTR as well as the Coaches working in LPS.

Social Justice in Teacher Preparation for Lewistown

The theme of social justice in teacher preparation for Lewistown addresses my first research question about how the faculty at one UTR program prepare Residents for the classroom. The answer can be found in two subthemes to which the participants routinely returned in the interviews: the social justice mission of the program and their

critical perspectives and pedagogical techniques. The faculty and staff aimed to instill these in the Residents via coursework and essential Residency elements (e.g. the community project). There was consensus among faculty and staff that the mission of the LTR was one of social justice, and it appeared that this consensus derived directly from the program's mission to close achievement gaps in LPS and was reinforced by the faculty and staff who were recruited to work in the program. Indeed, all of the SU faculty who participated in this study cited SU's urban identity as one of their main reasons for choosing to work at this institution. These faculty members expressed personal commitments to working with first-generation students, urban education, and social justice. This urban identity seemed to create a space for the LTR by providing impoverished urban students with well-prepared, supported, and committed teachers prepared specifically to teach in LPS. Social justice was manifested in individual commitments by faculty and staff, in the recruitment and candidate selection process, in Residency coursework, and in ongoing support at the LTR.

Social justice as a personal commitment. Social justice was deeply personal to both faculty and staff, which was particularly evident when I interviewed James, Sarah, Erica, and Susan. James explained why social justice was important to him:

I've always been interested in issues of equity and social justice...as a teacher I think that really got awakened. I started to feel things weren't as they should be. And then I was able to put language to it more in grad[uate] school. But...they've always operated kind of separately in my career...I'll also say for the record, I want to do things that are meaningful. And I have a lot of mini-existential crises

where I sit in my office and I say, “What the hell am I doing?” You know, “Am I doing stuff that matters?” I will say I always feel like the work that I do in the LTR is meaningful, and that it has the potential to be really meaningful.

Thus, James had a natural and personal penchant for “education as social justice,” and he viewed the LTR as a way to put it into action. This same notion, i.e. that the LTR was a way to put social justice into action, was also evident in Sarah who described the program generally as “soul work,” and mentioned the social justice mission of the program repeatedly during our interview. Like James, social justice was deeply personal to her:

Social justice has been in my bones—I don’t know where that came from exactly. But I have an understanding that we’re all just sort of here, where we were born is not something anyone ever chooses and that informs everything that I’m connected to. So I have a global responsibility to everyone else. This idea informs my thinking and action and connectivity and social responsibility to everyone else.

Like James, Sarah also felt a sense of obligation to others and social justice was embedded in her work at the Residency in which she strived to identify those candidates who wanted to do meaningful work in Lewistown and LPS.

Social justice was similarly inherent in Erica who described herself as having a “critical perspective.” She articulated her own vision of social justice as the idea of challenging systemic structures:

My vision of social justice involves creating the context, or manipulating the context, to make it fair to everybody of every level of privilege, every color, every race, every ethnicity, sexual orientation, what have you. For me, it's not about teaching *those people* how to behave in a way that aligns with what you believe, but it's about challenging the structures that keep those people oppressed.

(original emphasis)

Moreover, Erica noted that she was wary of alternate route licensure programs that attempted to undermine colleges of education and “play White savior to the poor, Black neighborhoods.” She saw these programs as unsustainable for needy schools. Susan expressed a dedication to this work as well, “I really went into teaching to *help* with the desegregation process. That was my over-arching, philosophical business in the classroom” (original emphasis). She noted that this dedication to race relations now translated into “working with urban kids.”

Social justice in recruitment and candidate selection. Indeed, faculty eschewed deficit assumptions in candidates, and the recruitment and candidate selection process was where the enactment of social justice began in the program. Indeed, staff at the LTR made it a point to “keep that social justice angle present on that [Facebook] page”—for example, through posting recent articles about achievement gaps in education. However, the social justice mission of the program went much deeper than simply marketing and included candidate selection and recruitment. Sarah explained,

This work [i.e. teaching in Lewistown] is really hard work, it's discouraging work, it's *tricky* work. I mean if you're a do-gooder, you're going to be shot

down. How do you join a system that you're going to be about changing without being a threat to that system? (original emphasis)

Thus, she was careful in her recruitment work to find candidates who “would have a sense of their place in the world, and with great humility. Their place in the world as a servant and their deep connection to every other person.” This proclamation conveys a Confucian sense of interconnectedness, but also Sarah’s desire to support an urban school system from within rather than directly challenging it. Sarah further explained that she liked working for the LTR because it gave her the opportunity to talk to people who were content-area experts devoted to closing achievement gaps in American education:

That’s the other thing that’s so cool about this job because you get to talk to people about what they’re fired up about. And you learn *so much*. So it’s finding the candidate who’s excited about their content area. And then they have this deep passion to level the playing field. They want to do meaningful work; they want to be about closing that opportunity gap. And inside of them parts of them suffer just because they were born in a different zip code they have access to resources that other people don’t...Or I have people who have come *out of* the context. You know, they have been raised in a high-needs community, whether it was a rural community or an urban one. And they didn’t have the resources. (original emphasis)

Thus, for Sarah, the ideal candidate for the LTR was a content area expert who had a penchant for social justice—often because of previous experiences.

Michael and Diana confirmed this vision of the ideal LTR candidate. Michael explained:

They have to have such a strong sense of self, and such a sense of this being a worthy mission without them being a missionary. And that's *such a fine line!* Because if they come in as missionaries it's the *worst* case scenario; because we're not coming in to save people, we're coming in to lift them up and see possibilities and that's very different. So the stress is going to be incredible. It *really* helps if they know what they're getting into. (original emphasis)

He provided an example of a Resident from Cohort Three who had already been working in some of the hardest-to-staff schools in Lewistown. He saw him as a strong candidate because he was coming to the program "with his eyes wide open." Diana likewise expressed distaste for the "Missionary" perspective and preservice teachers who held deficit assumptions of urban students and felt a responsibility to "save" their students. She noted that urban teachers who did not have this mindset were the ones who remained in urban education. Recruitment and selection of candidates was thus difficult work because it required locating interested participants with this very specific disposition for social justice.

The first step in vetting candidates for their dedication to social justice was in the initial stages of application. In order to help candidates reflect on their fit for their work in the LTR, staff developed a reflective activity that was posted to the program's web site. The reflection consisted of a series of Yes or No questions; for example, "Do you have the passion to commit to a rigorous program to prepare you to be the best teacher

you can be for the students of LPS?” This was followed by a description of the demographics of LPS. Other questions targeted less philosophical ideals and more concrete requirements such as testing and grade point average (GPA) mandates.

Selection Day activities also sought to get at the candidates’ motivations for teaching in urban education, and their beliefs about equity and social justice. For example, a prompt from the April 2013 Selection Day read:

The Scenario:

Students in your school, Central Middle School (CMS), are doing poorly. Only 50% of CMS students are passing the state achievement tests. Your principal expects the same results as high-performing schools, despite the fact that most of your students qualify for free or reduced lunch. Veteran teachers in the school are up in arms. They believe a 50% pass rate is not bad given the poverty level of the students in the school. “The principal can’t expect us to perform miracles!”

Your Conversation:

In your discussion, please discuss and reach a decision on the two questions below. You may not have time to finish both discussions, but make sure your group discusses both questions for a good portion of the time.

1. What goals will your group set for the students at CMS and what steps will you take to achieve these goals? Please be as specific as possible. Be sure to narrow your list of next steps to no more than three that the group thinks are most likely to be successful in meeting your goals.

2. How should teachers be held accountable for their students' performance on the state tests? (original emphasis)

The group discussed these questions for 20 minutes. After this discussion, candidates were given 5 minutes to answer the following question individually in writing: "How will you measure your own success as a teacher at Central Middle School at the end of the year?" This prompt seems to target candidates' expectations for urban students and schools which directly relates to the theme of social justice in teacher preparation. Faculty and staff used this vision of specialized teacher preparation to prepare Residents for LPS, and this vision permeated all aspects of the program including candidate recruitment and selection.

Social justice in Residency coursework. Teacher preparation for Lewistown looked different in each of the courses that Residents took. Sometimes it was tailored more broadly for urban education, and, in other instances, it was designed specifically for the context of Lewistown. For example, Patrick crafted class activities and assignments for urban teacher education. He asked Residents to complete a privilege walk designed by Peggy McIntosh, a well-known feminist author, in order to expose them to the idea of White privilege:

It's like a privilege walk were you say like, "If you can pump gas at 10:00 at night and not have to look over your shoulder take one step forward."... You line students up in the hallway and you ask the questions. And then what happens is there's like 30 or 40 questions and by the time it's done everybody's sort of spread out and you can now look around you and group with people that are kind

of in small groups and talk about why did you end up in here and then they talk and then you talk back on *this*, which is awesome right? (original emphasis)

This activity would therefore help Residents to reflect on their own cultural backgrounds and how they may influence their teaching in an urban environment. He likewise tailored his readings for the Residents:

I'm just more thoughtful about trying to do readings that might also have something that they can apply to urban teaching. Doesn't have to be in a narrow way. And then the other thing is I'm doing more with critical pedagogy than I used to do. Just raising awareness level, having folks learn how to read the world, sort of Freirean stuff. So I'm pushing that more critical reading.

One specific example of this was his use of Janks's *Literacy and Power* (2010) as required reading in his class which he described as "critical discourse analysis." Patrick designed critical conversations around Residents' reading from this book in order to further unpack race and privilege.

Jessica explained that in designing her course for the LTR, she could focus specifically on preparing Residents for an urban school district. She described this focus as a "luxury" that was not afforded to her in her other classes at SU because her other students could be going into a variety of school settings (i.e. urban, rural, or suburban), thus speaking to the power of having some key concepts that serve as touchstones for the entire program. She framed her class as critical ethnography, "[F]rom where do I read the world. My normal is not your normal, and that's OK." She explained her rationale for this framework:

[I]f I say to a bunch of White people, “Let’s look at your privilege” they shut down. But if we approach it from, “Hey we all have different cultural and historical locations that help us perceive the world, and everybody has those things. And so our jobs as ethnographers is to learn about our own and then learn what other people’s are. And so our constant work is to try to understand, and that’s it.” It’s not as threatening for me or for them. It’s not as scary. And they can just see it in a different way.

The first assignment that the Residents completed for Jessica was a brief essay, *From where do I read the world?* This assignment was intended to help the Residents better understand their own orientations, in order to understand those of their students. Besides framing her class as critical ethnography, she also encouraged Residents to think about curriculum divergently, “The students are curriculum, the community is curriculum, the teacher, the professor, our *bodies* are curriculum” (original emphasis).

Jessica described her teaching as “critical pedagogy.” Thus, she did not divide the course up into discrete units on social justice, but this instead infused all of the work for the course. She chose to use Weiner’s (2006) *The Essentials: Urban Teaching* because past cohorts of Residents seemed to need some basic skills for urban teaching, such as appropriate and effective classroom management. In her classes, she also attempted to break down prior beliefs about urban students. For example, she frequently told her students, “If we could *see* kids differently, from where *they are* reading the world, and set higher expectations and scaffold and provide them engaging opportunities, or engaging curriculum, then they will perform” (original emphasis). She explained that Weiner

(2006) also professed these same beliefs in her text. Jessica also noted that she tried to balance theory and practice in her LTR course:

So like I have some articles from *Urban Education* that talk about why Black kids still get suspended all the time, that kind of stuff. And then some really practical things from Rick Wormeli about how to plan, and then differentiated instruction, and so I'm really trying to balance that. And then a lot of videos that I'm going to show them in class about Gloria Ladson-Billings and Tim Wise and, *and* Rick Wormeli, and Carol Ann Tomlinson. (original emphasis)

Thus, in her course, Residents were exposed to critical pedagogy in addition to getting the content knowledge they needed in order to enter the classroom. She was also using Sleeter's (2005) *Un-Standardizing Curriculum: Multicultural Teaching in the Standards-Based Classroom* for the first time in this course. She noted, "I want to show them [Residents] that it all revolves around the kids, not the teacher, not the pacing guide, not the administrator. And that we have to start having more hope and possibility in our kids." Thus, her emphasis was also on the students that the Residents would be serving. She used Wiggins and McTighe's (2005) *Understanding by Design* to teach Residents about unit and lesson planning, "If our teachers leave and they understand backward design they can take any mandated, scripted curriculum and flip it and make it better." In their unit plans, Jessica asked Residents to focus on equity and also the community (i.e. Lewistown) by making explicit connections to the local context.

Erica explained that she generally designed her classes for urban teacher education, "I think the best way to put it might be to say is the way that I design

ed[ucational] psych[ology] classes *generally* is more suitable...for an urban ed[ucation] group is the way that I would have done it naturally. So it's what the other kids [traditional SU preservice teachers] are getting is more of this stuff" (original emphasis). She further elaborated on this design by describing the text she used for her courses:

I chose [Arnett and Maynard's (2012) *Child Development: A Cultural Approach*], who's somebody who always takes a real critical perspective in all of his work. So for example, [pause while she flips through book] so for emotional and social development he will talk about the theory, but then he'll contextualize to like, here [points in Table of Contents, reads], "Crime, delinquency, depression." So there's more in the way of the issues that may be relevant to urban teaching than you might find in a traditional human development textbook. So but then *again* I'm going to start using this book for all my classes, you know what I mean? So I'm not doing it *special* for this group because I happen to believe that stuff in there is valuable to everyone.

Thus, Erica did not differentiate her instruction for the Residents and her traditional SU student teachers, but infused all of her teaching with critical pedagogy.

James also designed his course for urban teachers. In fact, he noted that in the LTR generally, "We're [the faculty] a little more single-minded in purpose, so like our readings can be a little more focused." He used his course to push Residents to think critically about urban education through multiple lenses—a goal he mainly accomplished through reading and critical discussion. Thus, he emphasized theory over practice, "As much as I think theory and practice should be integrated, the hardcore realities are like

you're busy when you're a teacher and you're doing *stuff* and you're not thinking about it in the same way" (original emphasis). In his course, Residents completed assignments such as a book review that they presented to the class. They also read books such as Ayers's (2004) *Teaching Toward Freedom: Moral Commitment and Ethical Action in the Classroom*. Thus, via these presentations and discussions, Residents were exposed to a variety of perspectives on urban teacher education.

When I observed the Ethics and Policy class in June 2013, I watched two students present on the book *Hip Hop Genius: Remixing High School Education* by Seidel, Kohl, and Clinton (2011). This book was about a Recording Arts High School in Minnesota and the two students who were doing the presentation were leading a discussion about the points that the book raised and seemed to be simultaneously summarizing the book as well as highlighting important points to use as topics of discussion. James eventually led the presenters to the point: What can we take away from this book? We won't be teaching in settings like this so what can we distill from these authors? This led to more concrete discussions about potential lessons for language arts and science but also broader discussions about the role of music in culture, and, in particular, not appropriating hip hop or rap as classroom curriculum.

The class concluded with a discussion of *Teaching Toward Freedom* (Ayers, 2004). James provided a brief introduction to the book before asking students to return to a handout they had worked on previously. The handout mainly consisted of a breakdown of the chapters that included quotes that acted as discussion prompts or questions. Students broke into small groups to discuss before regrouping for a whole class

discussion. The whole class discussion covered a lot of ground in the book and the first topic that came up was labeling students and the benefits (e.g. need to know if a student is epileptic) and potential harms of this practice (i.e. stereotyping students). James steered the conversation to potential tensions within the profession; for example, navigating the teachers' lounge when there may be toxic conversations occurring there. James concluded that day's class, as well as the course, by telling the Residents to use this class as an "inflation device" (i.e. a source of rejuvenation or hope) as they moved forward into their residency year.

When I talked to James about the observation after the end of the class, he helped to elaborate on and illuminate these discussions. He noted that he chose to conclude the class with the Ayers's (2004) book because "it's inspirational in a lot of ways." He summarized:

Even though he [Ayers] spends a lot of time talking about the things that will stop you from being able to do what you want to do [as a teacher], he does spend a lot of time talking about what I think are like the real, deeply-seated existential reasons to want to teach. What good ones are, what I think draws a lot of people to a program like this. In other words, the book's about teaching toward freedom, and the chapter we focused on today was about students mostly, but I mean...it's about being able to see the humanity in the kids you teach. And I think he talks about it in the book a lot too, but it's particularly interesting in the context of mostly middle-class, White people going into a school system that's pretty poor, and that's super-majority African American. And it's like, what are the things that

would get in the way of you seeing the humanity in your students? But there's a lot of layers to that. And I think we spent the whole class unpacking that in different ways.

He noted that the Residents who comprised Cohort Three seemed to be particularly well-suited to discussing issues of equity and diversity.

Specialized teacher preparation for LPS. Other elements targeted preparation for Lewistown and LPS specifically. Lauren expressed her instruction as community teacher preparation. Because Lewistown was her community, her work in teacher education was “pretty damn personal” to her. She explained to her preservice teachers, “I’m producing you as a teacher. You’re going to go teach people I know. My *cousin’s kids*... So you’d *better* be doing a good job” (original emphasis). She noted that if more people viewed their jobs with this sort of gravity then, “it would be *really* different how people do their work” (original emphasis). Thus, her work as a science teacher educator was a service to her community.

The community project was one effort among faculty to socialize Residents into Lewistown and LPS specifically. This element of the LTR forced Residents to begin to explore and learn more about the community in which they would be teaching. James explained:

But the idea is we’re willing to take some risks with it, to tell people that they need to go and have home visits and get to know a family and try to understand how they think about school and all that. It’s just not something I would be comfortable doing in my regular class, and it’s something that I am comfortable

doing here, although still with some trepidation or, you know, some concern. But that's really good.

Thus, the LTR was geared specifically toward community preparation, unlike the traditional SU program. In the third year of the LTR, Residents would complete activities such as taking a ride on the city bus, or visiting a local market. The culminating project would be a presentation on each Resident's school community. This project was not something that could be assigned in the traditional SU program because those preservice teachers were not all committed to teaching in the same community. Thus, this was an element of the specialized teacher preparation for Lewistown and LPS.

The Seminar Series was perhaps the most specialized element of the program aimed at preparing Residents for LPS specifically. I observed a seminar that was held at the Cooper Museum in Lewistown that was dedicated to the history of desegregation in Lewistown. This seminar began with a tour of the galleries before Residents, staff, and invited presenters moved downstairs for presentations on the Museum and desegregation in Lewistown. The final part of the seminar was a panel presentation about the experiences of several Black and White men and women who were teachers and students in Lewistown during the Civil Rights Movement. Most of the panelists had been teachers or students in LPS schools during this time. The purpose of this seminar was to set the stage for Residents as they prepared to enter LPS schools that fall. Understanding the history of Lewistown, including the tumultuous era of desegregation, would help them to better understand present conditions in the schools. This was a topic that Residents had also read about and discussed in their course with James.

Social justice in ongoing support. The ongoing support that the LTR provided for Residency graduates was also an effort to equip Residents and Residency graduates with the appropriate social justice mindset and tools for enacting these beliefs. In her workshops with the Residents as well as Residency graduates, Jessica focused on helping these early-career teachers to find agency in their teaching amid the restriction of high-stakes testing and demanding state standards. She explained:

OK, here's what LPS does. This is the mandate. Here's the format you have to use, the pacing guide, and here's how to work within that and just push it out a little bit. And if you do good stuff they won't come bother you.

Thus, her goal was to help Residents and graduates learn to teach to meet the requirements of high-stakes testing and accountability while also delivering interesting lessons for the students. The content of these workshops was based on the needs of the participants; for example, Jessica delivered a workshop on test preparation at the request of the program director. Jessica also talked at length about how Residents and Residency graduates were sometimes afraid of their own Whiteness. One way she worked through this was by introducing experts on the topic such as Tim Wise via video to convey the idea that if these preservice and in-service urban teachers did not discuss race openly with their students they might appear to be more racist than if they did.

The workshop that I observed provided a safe space for Residents and LTR graduates to discuss their struggles with classroom management openly. The bulk of the workshop centered on a Problem-Posing/Problem-Solving Protocol. Jessica asked participants to write a challenge in their teaching on an index card and then turn these in

to the two workshop facilitators. Jessica and her co-facilitator then chose one of these index cards and asked the author to present this challenge to the other participants. She explained that they purposely chose this particular challenge because it encapsulated many of the challenges that other participants had expressed. After the presenter spent about five minutes discussing her challenge, then the other participants offered “warm” responses in which they praised the participant. Next, participants asked clarifying questions that the author wrote down but did not respond to. After these had been shared, the presenter responded to them and elaborated on her initial challenge. Finally, the group engaged in a conversation about this challenge and offered advice as well as moral support.

Throughout the workshop, Jessica emphasized that this was a safe space for participants to discuss their challenges. She also reiterated the notion that every person reads the world differently and that “my normal is not your normal.” She highlighted the importance of not judging each other and praised the presenter for her courage in discussing her challenge. She also told participants that, as teachers, they were often very hard on themselves and she encouraged them to be more positive in their reflections. Thus, her purpose seemed not only to be to provide emotional support for participants, but also practical solutions to their challenges as well. This ongoing support—which fused past and present cohorts, professional knowledge from faculty, and critical ethnography—supported participants in enacting social justice in their teaching.

The cohort was the final aspect of the program that was intended to support Residents in an urban environment. Sarah explained, “We’re trying to build in support to

knock the attrition rate down. We know that people tend not to persist in urban settings... We're thinking they don't have enough support, it's hard work." Both faculty and staff expressed the importance of the cohort in the program. Jessica noted that the cohort developed an "incredible closeness" throughout the residency year. Susan explained another, related perspective,

[T]hey have shared experiences and shared needs. For example, teaching them the LPS lesson plan. Now, that doesn't sound like much but it's something. Kind of relating things broadly to the LPS management systems, bell schedule systems or, you know, all that stuff that is particular to LPS. The focus on urban schools.

Thus, the cohort element of the program aimed to cement this specialized teacher preparation.

Residents' answers on a mid-year survey distributed to Cohort Two conveyed varying levels of proficiency with urban teaching. When asked to rank how well they understood how their own background knowledge and experiences influenced their perceptions and action, Residents' ranked their agreement at 5.90 on a 7-point scale from "Not Prepared" to "Very Well Prepared." However, these Residents were lukewarm about the effects of their specialized preparation. In response to the prompt, "My UTR coursework is relevant to the school context and classroom," they rated their agreement at 4.27 on a 7-point scale. They likewise did not feel completely integrated into their school communities, as indicated by a mean response of 4.40 on a 7-point scale. Thus, Residents seemed to understand how background beliefs and culture can impact classroom instruction, but felt less comfortable in their preparation for a particular school and urban

district. Social justice in teacher preparation for Lewistown therefore had varying effectiveness with this cohort of Residents based on this self-report data.

Ongoing Development of the LTR

A theme of ongoing development was evident in the LTR as well. This was manifested both in how the program and its various elements progressed, as well as the development that faculty and staff cultivated in Residents and Coaches. The programmatic development was likely due to the novelty of this type of teacher education; Lori explained, “It started out—well I don’t think we knew all that we needed.” Specifically, this development was evident in the evolution of support for the Residents including the creation and revisions to the Seminar Series, creation of the Workshop Series, and the improvements to the community project. The program also fostered development in stakeholders—including building relationships with LPS. This theme of ongoing development addressed my research question, How do faculty at one UTR program prepare Residents for the classroom? This theme also addressed my third research question, How were these elements [those that are unique to the LTR] designed for the LTR?

Lori described the Residency’s development:

It has changed. We are proof that it’s constantly, and I mean *constantly*, not at the end of the year, not in the middle of the year, but throughout the year. Every time we do anything we step back and look at it and assess it and what have you. So we have grown in many ways. We continue to grow. It’s a continuous work, it’s a work in progress for us because we know that there’s no such thing as perfection

and we don't profess to be perfect, or to have a perfect program. (original emphasis)

Diana provided one example of why this development was so important, T]here's been a *huge* amount of adjustment, because you've got a university structure: credits, hours, procedures. And then you've got a school system. And I really think that the people downstairs in administration have done an excellent job trying to figure out how we can jam our system into what the students need.

Some faculty and staff attributed this development and ongoing progress to administration at the program level. Barbara emphasized how impressed she was by how receptive to feedback the administration at the Residency were:

I'm always impressed at the extent to which the people at the top of that organization, who are also running the LTR grant, are sincerely interested in continual improvement, are reflective and open to criticism from the outside, from critical friends. I mean they get that. They're really about continual improvement. We're not always going to agree on the problem, or what the problem is, or what the solution might be, but I know that when I bring something that it'll be followed up on, and that we'll have an honest conversation about it where people are speaking openly and that both sides will walk away rethinking things and considering the other position.

Diana likewise noted that the LTR Director was also interested in continual improvement, "She's indefatigable. She is! There is no upset, problem, or issue that she will let fester. She just moves right into it. You've got to be like that! You really do."

Thus, administration at the LTR set a tone of ongoing development and continual improvement.

One example of how the administration at the LTR used feedback in order to improve the program was the creation of the summer seminar series. Lori explained this evolution:

[L]ast summer was our first summer with seminars and we based that on what we thought was needed kind of looking at Cohort One and some of the things that we saw surface. And so we said, “Well we need to make sure we do blah blah blah.” And then we also asked them [Cohort Three] on Monday, their first day and we had a seminar already on day one. We asked the *current* cohort, “What are some things you would have liked to have seen us do during the summer months that we did not do in terms of seminars?” And one of the things that they have mentioned is that they’d like the opportunity to get into schools before they actually go to their school for the first time in August.

Thus, the administration in the program continued to develop the Seminar Series in order to make it a better experience for the Residents. Michael likewise noted that the Seminar Series was created as a communication tool because of communication issues with the first cohort of Residents. Indeed, Lori noted, “*Their* [Residents’] input has been invaluable to us and, and has enabled us to grow as well” (original emphasis). This development was also evident in Residency documents, including a document that detailed the outline and nature of the Seminar Series which noted, “Maintain the structure of this year’s seminar by beginning with Timely Feedback: What’s

Working/Challenges/Concerns/Focus.” This excerpt seems to indicate a concern with feedback and improvement as well.

The community project was another facet of the program that had evolved over the three years of the LTR’s existence as well. James noted of the project, “That’s been a lot of trial and error. Which I think, you know, that’s to be expected in programs like this.” Patrick further explained, “There’s not a lot of literature on how to do it.” Thus, faculty members had gained a lot of insight by trying out different iterations of the community project with the three cohorts. During the first year, the LTR teamed up with another group in Lewistown that was doing community mapping but the Residents did not complete the work for a variety of reasons including the rushed nature of the project. Patrick explained,

[T]he big problem then was structure. The structures were not solid, they were not in place. And the feedback at the end of the first year was it was too rushed anyway, and what we should be doing is integrating experiences throughout the year.

During the second year of the program, Patrick built off of the work of Kidd, Sanchez, and Thorp (2004) in multicultural pedagogy in early childhood education in order to design a family stories project that required the Residents to conduct home visits with the families of their students. Patrick described this literature:

What I really liked about Julie’s [Kidd’s] stuff was like here she has written all these nice, beautiful papers showing how over four semesters, first semester they

have to do this, and really concrete ideas for what you do when you get inside the home. And you get a photo album out and you do these things.

This work, it was thought, would provide Residents with concrete activities to do with the families in their homes and serve as a scaffold for the home visits. The Residents were supposed to conduct these home visits on their own time after school and on weekends and send their written reflections about these visits to faculty periodically. The project would further be supported by staff at the Center for the Development of Education Talent who would reinforce the community project at seminars and meetings with the Residents. However, the Residents were too busy and too intimidated by this task to complete it. In fact, some of the Coaches had balked at the assignment because they saw it as invasive.

For the third cohort, Patrick and James were adapting ideas from a seminar that Jessica had taught at another university. During her doctoral work, Jessica served as the instructor for a lab for preservice teachers that focused on the community, social justice, and critical ethnography. Each week, the preservice teachers with whom she worked had to go out into the community and complete activities like taking a ride on the city bus or going to an urban or rural market in order to learn more about the community and local culture. The students would reflect on these experiences in journal entries that Jessica would read and respond to, “OK, here are some assumptions. Let’s check yourself here, here, here.” Although James and Patrick had adapted this seminar for their own work with the Residents, Jessica also professed an interest in conducting a similar seminar with students enrolled in the traditional SU program.

Patrick described the revamped project as “a wider acceptable range of more modest as well as ambitious experiences in the community to count.” These experiences would build toward and culminate in Resident presentations about their school culture that they would present to the cohort. Moreover, they would be embedding the community project in the Residency program’s classroom management seminar which was ongoing during the residency year in order to ensure that the Residents would be meeting small, attainable goals on a regular basis. Patrick explained, “I see [the] seminar as sort of like the hub of it now. So building it right in there is really great.” Patrick hoped that this structure, as well as increased buy-in from other stakeholders in the LTR, would help the program to be successful in its third iteration. He concluded, “So I feel like we accomplished some things. I think we have a rubric in place, I think we know better about the structures we need, and we know maybe how to do some things more creatively.” It was likely that the community project would continue to evolve. For example, although the project had not been widely successful with the Residents in Cohort Two because they had not completed their ethnography projects consistently, those Residents who had completed home visits told Patrick that, “they were all kind of transformative.” Patrick explained “I still feel like it is where we want them to go.” James was equally hopeful about the third iteration of the project, “I feel like we’re stumbling towards something, and then I hope that’s right.”

Lori also noted that she saw development in the Residents throughout their residency year, “[W]e watch them go from sometimes almost fearful when they walk in the door the first time. I could see them being a little anxious but for some of them this

year we saw actual *fear* in their eyes, fear” (original emphasis). Lori and another staff member visited all of the Residents on the first day of school. Thus, during the year, they watched these individuals, many of whom came from small, private universities or rural areas, evolve into urban teachers. She explained, “You have time to become involved, really become involved, become a *real* part of that faculty” (original emphasis).

Development was likewise fostered in the Coaches, who were encouraged to reflect on their growth and Residents’ growth in a comprehensive portfolio. Indeed, Michael noted that the most important quality in a Coach, for him, was the ability to reflect and grow. He explained how he looked for this in classroom visits to observe Coach candidates:

I don’t really care if they had trouble with this kid, or their lesson was a total flop, if they’re highly reflective, *that’s* the kind of coach we’re looking for! And especially if they can put it out there and say, “Oh man, you know, that lesson was a total flop and I’m so embarrassed and here’s what I’d do differently.”

That’s the coach we want. Because urban is so tough, there are going to be tons of days like that! But if they can put that on the table and unpack...then *that’s* who we’re looking for. (original emphasis)

Thus, development was important in both Residents and Coaches.

Development was also evident in the relationship between SU and LPS. Lori, a former teacher and administrator in LPS, helped with this process. Michael explained how Lori had helped him to build relationships when they visited schools,

[S]he was my cultural attaché. *Literally*. When we went out to the schools, I totally let her take the lead on everything and I learned the ropes. And because she did such a great job at that I'm welcomed in the schools. (original emphasis)

Thus, Lori had served as a liaison in helping the program build relationships with LPS. She further helped the program to navigate the hierarchy of this urban school district:

And in Lewistown I think it's probably the most rigid when it comes to hierarchy. You go through the right channels. They don't appreciate anything less than that. So even we might want to put something in place and we're thinking, OK, we can jump on this right away, *but* nobody likes being kept in the dark. (original emphasis)

Thus, she helped other staff and faculty members who were not as intimately acquainted with this hierarchy to work successfully in this system and build trusting relationships.

Building these relationships with LPS was one of the primary purposes of the LTR program that several of my participants, including James, noted,

I think trust has been built between us and LPS...LPS has seen that we haven't gone away, and I think we've certainly seen the kind of commitment that some of the folks at LPS have to this project and I think that's really good.

Barbara was also excited to have relationships with the Coaches and LPS at large, "I think there's some real potential there for working together." Diana explained how she saw this relationship playing out, "*You* [LPS] need prepared teachers, we need to know

that we are preparing teachers” (original emphasis). Thus, the two institutions could work in harmony to help one another strengthen their respective programs. Indeed, Barbara saw the possibility for SU and LPS to become “critical friends.”

One way that these relationships were built and facilitated was through meetings. For example, the methods professors met with the Coaches in order to, as Barbara described it, “build shared understandings, and understandings of where we see things differently.” This was difficult work:

We work within these constraints and we do what we can. And I think it’s developed. And, you know, the first group of students [Residents] was different from the second group of students. And I think the third group of students is going to be different again. And I wouldn’t necessarily say it’s this kind of trajectory [makes upward motion] it’s just different.

Thus, progress was not always linear in the LTR.

My participants also indicated the hope that the LTR program would continue to grow and develop. Patrick explained, “I think we’re *growing* into it as a faculty in terms of understanding our roles a little bit. But the converse of that is I think there’s still some areas where we have a long way to go” (original emphasis). In particular, Michael and Sarah had ideas for developing the cohort community. Michael explained how he would like to do this:

I couldn’t see just requiring a social event. What I would want to do is have it be a *professional* with social as kind of on the side. And so like go to the Museum of Fine Art and think about how they could use the resources that are there. You

know, go through, have a tour, think about how they could use the resources that are there within the constructs of the content that they teach. And then at *the end*, have a drink together. So that's what I'm thinking...*And* have it led by, *not us*, but a Coach, or a former Resident who's now a teacher of record. (original emphasis)

Michael also talked to faculty and staff at other residencies frequently, and had taken ideas for developing the cohort from these partner organizations. For example, other UTR programs required Residents to lesson plan together—another idea that Michael wanted to adapt to the LTR. Sarah similarly thought that the community among the cohort needed to be developed, “[W]e need to hire someone to live there [in the living/learning community] with them who can help make sense of what they’re experiencing and can pull them together for informal socials and stuff to keep the conversation alive.” Thus, these two staff members saw room for growth in cultivating the cohort community.

Patrick thought that the vision of the program could be tightened. He provided an example from his own graduate school experience in which the institution he attended had “core dictums,” “They’re still branded in my head. Because every class covered *some* of that and they used the *same* language...so it was powerfully tight like that” (original emphasis). He also laid out his thoughts on how faculty could enact the social justice mission of the program:

When we talk about things like social justice, which is supposed to be one of the hallmarks of our program...we need to figure out how we can use our forum where we bring the LPS and the SU and the Center for the Development for

Education Talent, all these people together, to speak truth to power ourselves. I guess it's not enough to try to have the Residents teach their kids to be able to read the world and to think critically. What if our Residents come back and they see like, you know, inhumane practices going on in the school? What should our role be? I don't feel like that's something that we have to walk on eggshells with. I feel like it's the kind of thing that if...we asked the question *honestly*, like adults, and said, "Look, we all primarily are there for the kids. We know that. So when issues like that come up, how can we practice, walk the walk, in terms of being able to provide feedback up the hierarchy, and try to affect change from within the system?"...We have to find good ways to be able to model for the Residents ways to be change agents within a system.

Thus, this faculty member hoped that the faculty and staff at the LTR could find ways to enact social justice and critical advocacy for the Residents—perhaps the next step in the ongoing development of the program.

Lack of Coherence Within the LTR

The LTR is a partnership between three entities, and this dynamic not only built relationships, but created opportunities for dissonance as well. Patrick explained, "[S]ometimes it just feels like we're all just doing our little pieces and it doesn't add up to a whole...I don't feel always that there's synergy." James concurred, "The idea of the program is that we'd be kind of seamlessly integrated and we're not. And I don't know that it's the structure or if it's just in our implementation, it's probably a little bit of both." The dissonance in the program was a result of inherent organizational barriers as

well as conflicting viewpoints among stakeholders in the program. For example, James worked in a foundations department whereas the rest of the faculty worked in the teaching and learning department. He explained how this led to organizational issues,

I just think that there was a continued kind of structural problem about me not being a part of the department because like in their department meetings I feel like they communicate about this. And then I'm not there, so it's just the way we're structured. It works out. Minor frustrations.

Thus, these two professors offered that there were structural problems that led to a lack of cohesion at the SU level within the LTR, and also at the school-university partnership level. Barbara explained the latter point:

When you're a professor you just have different things that you deal with every day. You're institutionalized into a different institution. And so it's hard, but important, to maintain that connection with the struggles of classroom teachers every day. I think it makes us better methods instructors. You know, I mean there's always this weird kind of gulf between the abstract and the practical, but the gulf isn't always as big people perceive it to be.

Thus, as Barbara related here, dissonance between SU and LPS was sometimes due simply to institutional roles and perceived differences between academics and teachers. This lack of synergy was further evident in the conflicts in the dual-admission process, duplicated efforts among faculty and staff during the residency year, lack of harmony in supporting essential LTR elements, varying quality of the Coaches, a vision of teacher preparation that was sometimes at odds with the partner consortium of urban

teacher residencies, and in the recruitment and socialization of the Residents. This theme answers my fourth research question, What do these elements [those that are unique to the LTR] look like in action?

The dual-admission process had caused the greatest amount of conflict among faculty and staff in the program and it was an issue that was raised consistently among my participants during interviews. This disagreement took several forms; first of all, some faculty believed that LTR candidates' simply did not meet SU requirements. For example, Diana expressed her belief that the candidates that the LTR attracted did not meet GPA requirements despite the program's goal to attract the brightest candidates possible to teach in Lewistown. However, other faculty and staff cited the LTR selection process as "rigorous."

Sarah had the most firsthand experience in navigating the sticky dual-admission process and talked about it at length in her interview. Because the state requirements, described earlier in this chapter, were rigid regarding appropriate coursework and baccalaureate degrees required for admission to the master's program, Sarah noted that it was an ongoing struggle to find candidates with the proper backgrounds. She explained, "So qualifying people has been a big deal. Just getting them to a place where they *could* apply" (original emphasis). Aside from this preliminary vetting procedure, Sarah lamented that the marathon of testing—i.e. MAT or GRE, Praxis I and II, and the state literacy assessment—and specific GPA requirements mandated by the state and SU sometimes cost the Residency candidates who were gifted in teaching but who struggled academically or who suffered from test anxiety. For example, one candidate had applied

from the University of California, Berkeley, one of the country's top universities, and had satisfied all of the testing requirements but had a GPA of only 2.9—one tenth of a point below the 3.0 requirement and thus had been flagged for admission by SU. As a result of these stringent requirements, Sarah often had to find means of admitting gifted candidates; she explained, "I'm always trying to find a Plan B or C—the proverbial 'back door.'" For example, a recent applicant had performed well at a Selection Day and the data on this candidate indicated that she had potential to be a great teacher. However, her MAT scores did not meet SU's requirements and the Residency was working with her to retake the MAT as well as the Praxis with the help of tutors. In fact, on three different occasions the LTR had admitted candidates who were later denied by SU. This struggle to admit candidates was reflected in the final numbers of the cohorts: the LTR had recruited only 10 Residents for its third cohort, 16 Residents for the second cohort, and nine Residents for the first cohort. The LTR had a 2% selectivity rate demonstrating how difficult it was to admit candidates to the program. Indeed, SU and state requirements even shifted from year to year, and Sarah described these as "quicksand." For example, one year GRE and MAT scores did not carry much weight, but the next year there was a cut score for these exams. There were similar changes in requirements in candidates' transcript grades.

In all, SU and state requirements seemed to vet for academic abilities while LTR requirements appeared to target candidates' dispositions. For example, Selection Day activities generally focused on candidates' motivations for teaching in Lewistown, as well as their potential as urban teachers. The interview questions included a reflection on

the mini-lesson (e.g. “How do you think your lesson went today?”) as well as more pointed questions about candidates’ motivation for teaching in LPS within the context of urban poverty. One question asked, “How would you work with a student who is continuously disruptive in your classroom?” with follow-up prompts to ask the question three times in order to better understand how the candidate would persist in this classroom management issue. Final questions also asked candidates about how they know they are stressed and how they deal with stress.

The individual writing activity used as part of the Selection Day process targeted candidates’ knowledge of current education issues, as well as their beliefs about education. The directions stated, “When writing, **address the issues** the scenario raises. Use complete sentences and your **best writing skills**, and pay attention to the **context of an urban setting**” (original emphasis). An example writing prompt was:

SCENARIO #4—LETTER TO THE EDITOR OF YOUR CITY OR REGIONAL NEWSPAPER REGARDING THE ROLE OF PUBLIC EDUCATION FOR ALL

A recent editorial in the *Detroit News*, the largest daily publication in the state of Michigan, claimed that “Public schooling is in many ways a liberal dream: a massive, generously funded, government-run, welfare entitlement program open to all children.”

How do you react to this statement? Write a **letter to the editor** of your city or regional newspaper in response, outlining **what you think public education is for, how it is—or is not—a “liberal dream” and a “welfare entitlement**

program.” Try to convey your beliefs clearly regarding **the role of public education in urban communities** and its obligation to all citizens, including those who have fewer economic resources. (original emphasis)

This prompt indicates not only a focus on current education issues, but issues of social justice as well (i.e. whether education is a “welfare entitlement program open to all children”). In general, the four activities appeared to target a variety of skills in the candidates including teaching potential, leadership qualities, ability to collaborate, reflection, written and verbal communication, and ability to work with diverse populations. These activities also sought to better understand candidates’ motivations for teaching in urban poverty.

Faculty and staff disagreed over the assessment activities implemented to vet candidates at Selection Days. Several faculty and staff viewed the process as rigorous, accurate, and robust, while others questioned the efficacy of this process. Patrick viewed the Selection Days as effective:

I do really believe in that many-step process. But the teaching and then the peer thing [group discussion], I love all of that. And every time you learn some whole different things coming out of folks when they’re with their peers than when they are there. *Love* it! Honestly I would say that it’s the best recruitment process I’ve ever known...I think it’s *so* well thought out, I think it’s got a great structure to it. I like the fact that when you observe them teaching and then you get that reflection afterward, I do really think it’s *really* important. (original emphasis)

Michael expressed similar feelings about the process, “I *love* our Selection Day Process!” Sarah also noted her belief that the Selection Day vetted for the best urban teachers. Jessica had a positive, but tempered, view of the mini-lesson, “I love that they teach the few minutes because, you know, it’s the most *inauthentic* thing...*but* you really get a snapshot of how they improv[ise].” Overall, she thought the Selection Day provided a “snapshot” of who the candidates are.

However, other faculty in the LTR saw weaknesses in the selection process. Diana noted that she had even seen candidates present inaccurate information during mini-lessons on Selection Days. She thought that the mini-lessons were “probably about as artificial as it comes,” but professed to enjoy the interviews and writing samples. James explained that he didn’t see a coherent rationale for the mini-lessons,

I applaud the effort to think about what they’ll be like in the classroom context, but given that the whole point of the program is that we’re set up to take people who have no background in education, I don’t know why we evaluate them as teachers. It doesn’t really make any sense to me at all.

Barbara explained that although the Selection Day was “extensive” it didn’t always guarantee the best outcome, “You never know who’s going to be good.” He reflected that the SU selection process vetted for grades and academics and the LTR Selection Day process vetted for candidates’ interpersonal skills; thus, both processes had merit but neither guaranteed the best product. Susan thought that the selection process at the LTR was not more effective than the one used by the University:

Do they screen for a higher percentage of higher quality people than the SU requirements? Not to my way of thinking. And I've seen both kinds of students. With great people and odd people, in both camps, at about the same regularity. So why are we spending that kind of man power?

Thus, she questioned spending the intensive amount of time required by the Selection Day process when it did not effectively vet for higher-quality teachers.

Although other SU faculty thought that the GPA and standardized testing mandates were important, some faculty and staff cited the detriments of accepting candidates based only on GPA and transcripts. Indeed, Lauren professed a developmental perspective in admitting slightly under-qualified candidates and working with them on their content. She recognized the competition among licensure programs as an impetus for teacher preparation at large to be more willing to accept these candidates who could seek positions in a high-needs school through other programs that would not prepare them adequately. She explained:

If we stuck to our guns, those folks are going to leave here and go down the road and get a job. And, unfortunately where would they get that job? In places like Lewistown. And it just makes me *ill* to think about that. (original emphasis)

Thus, she felt that teacher preparation needed to change its narrative by accepting a broader array of candidates in order to combat the threat of alternate route programs that can accept a wider variety of candidates, but do not offer them quality preparation. Overall, Lauren felt that the LTR's selection process was not "infallible," but vetted for more characteristics in candidates than the SU process which relied on grades and test

scores alone. Lori thought that the mandates from the state and SU in addition to the Selection Day process made admission to the LTR “rigorous,” but noted that she had seen smart LTR candidates who lacked interpersonal skills that were vital for teachers:

And sometimes some of the what we call quote, “people who all they think about is content” and what have you, and don't socialize with people as just a regular human being, sometimes they're *not* good teachers. Because they *lack* the skill of interaction. And what is a teacher but somebody who interacts with sometimes as many as 100 people? (original emphasis)

Thus, Lori believed in the processes for admission to the LTR, and emphasized the importance of disposition in addition to academic ability.

Aside from the dual-admission process, another area of dissonance within the LTR was duplicated efforts among faculty and staff. This duplication frustrated both SU faculty and staff at the Center for the Development of Education Talent. For example, James required the Residents to read a book about the history of desegregation in Lewistown and discuss it in class and the staff at the Center for the Development of Education Talent also coordinated a seminar on this topic. James was frustrated that he had devoted limited class time to this topic during a compressed summer course when it was also covered in the seminar. He noted that if he had known about the seminar, he would have covered other topics during his course. He summed:

[I]t's an exciting, weird, and problematic thing that there's two added layers, or partners (there were air quotes there in “partners”), that SU and then LPS and LTR, and it's the LTR layer. The SU part's fine, it's the LTR layer that, for this

kind of stuff, like the kind of bureaucratic part that gets difficult. Like about who's doing what, and there's like duplication of efforts, and I'm sure they're frustrated. I'm sure they are frustrated with what the professors are doing. And I sometimes feel my toes get stepped on. Everybody's trying to do the best they can.

He noted that this was a struggle that was unique to the Residency, because in the SU teacher preparation program, "There's no place where that would happen." Specifically, the SU program consisted only of coursework and did not offer the opportunity for duplication of content via seminars or workshops like the LTR did. Thus, the Residency posed unique challenges because of its organizational structure as a school-university partnership.

James noted that when it came to the community project, the lack of vision between the LTR, LPS, and SU created problems in the implementation of the project. Patrick concurred:

Here's an example of the need for that integration that wasn't there. Michael, Lori, and Sarah were like, "They'll [Residents will] be working as a cohort with us throughout the year, we'll be happy to be your sort of platform for that." And I think they were very sincere and very genuine and Michael was like so pumped last summer about doing this. He had to do these when he was in school. He was like so psyched about it. So I thought, OK, everybody's got it! You know? But it's not that kind of thing...even my understanding of it is evolving, so how could I expect Michael or any of the others to really know what to do about it?

Thus, this dissonance was a result of a lack of coherent vision about the project—including in the minds of Patrick and James. Because these faculty members had not fully formed their vision of the project, other faculty and staff were unable to effectively carry out that vision.

The Coaches were a critical element of the LTR, yet faculty and staff noted that the quality of the Coaches varied despite the extensive selection process used by the LTR to choose them. Barbara explained why the quality of the Coaches was so important, “And in fact, I think the Coaches in this case, have a much stronger *impact* than I do. For the most part; not always, but for the most part.” Thus, it was important the Coaches were strong because of the extended amount of time they spent with the Residents—including sharing classroom space and students. Some faculty and staff, such as Lori, raved about the Coaches, “They’re just wonderful. We were really, really, really pleased with the crop of people who applied, and the ones that we were able to accept.” However, some SU faculty did not have much contact with the Coaches and thus were unable to weigh in on these individuals. Patrick noted:

Of the Coaches that I know personally, they demonstrate this priceless capacity to be able to work within a system and maintain integrity and be phenomenal teachers at the same time. You know, that’s like invaluable. And being really good protectors of their Residents. So the few that I know I think they walk on water, they’re amazing, but I *really* don’t have a sense of how that generalizes to others. (original emphasis)

Barbara met regularly with the Coaches so that there was alignment among the methods professors and the Coaches. She expressed, “[I]t’s a hard system to teach in [LPS], and I admire the Coaches because they handle it with grace.”

However, those SU faculty who had worked more closely with the Coaches were able to provide more specific insight about how the quality of the Coaches varied. Jessica had supervised two Residents in a previous semester and thus collaborated with their Coaches; she provided examples of one stellar Coach, and another Coach who was detrimental to her Resident. She explained the former:

[S]he is just an amazing teacher in general, at Stonewall Jackson [High School]. And she gets *everything*. Like she gets the system, she’s a middle class, African American woman who is just a phenomenal English teacher and I use her in my class as an example all the time...The other Coach is horrible. I’ve asked them to get her out. She does not let students [Residents] do anything. Every time I would go she’d say to me, “The only reason she [Resident] can do this is because you’re here and then we’re going back to what we’re supposed to be doing.”

Susan supported Residents by doing classroom visits, and likewise noted that some Coaches were not beneficial to their Residents:

We have some wonderful Coaches...And they tend to be approachable, they tend to be knowledgeable, some of them are just extraordinary at figuring out how to give added support to people. And some of them, I don't know how they ever got past Michael and Lori because Michael and Lori know what they’re doing. And...one of them, in particular, proved absolutely worthless. In fact harmful.

She went on to explain that just like the Selection Day process, some Coaches “squeak through no matter what you do or don’t do.” Thus, she thought that the mentoring selection and training were good, but that harmful Coaches made it through the process despite its rigor.

Another source of conflict in the program was the relationship with the partner consortium of residencies. Faculty at the LTR noted that representatives of the consortium had expressed anti-university sentiments, which they resented because they felt as though the traditional SU preparation program was strong. James explained his perspective:

The ed[ucation] reform landscape is an interesting and strange thing, and my impression, as somebody who *didn't* write the grant, is that to get the money, and then to get involved with the partner consortium we have to do a little bit of like acknowledging that teacher prep is broken or whatever. I don't use that kind of language, but that's the kind of language that it feels like they use and like some of the folks there seem to have the glimmer in their eye of the true believers, some of them. And not all of them. And so I think that it's a strange alliance in some ways because what I feel about our group is that we are committed, and I am proud of this, to both teacher prep and schools of ed[ucation] as they are in all their imperfect glory, but all the good that they do, and also we have our mind and heart open to possibilities of doing things differently.

Thus, James felt that his beliefs in schools of education were sometimes at odds with the views of some of the staff at the partner consortium of residencies. Susan concurred with this perspective:

They had a case of anti-university-ism the first year or two. And that was off-putting to say the least...[W]e like our regular program, and we respect it and we think it's a pretty good one. And all the feedback we get backs us up, so don't be talking about how university people don't have experience in this or university people don't know how to do this.

Thus, these two SU faculty members had great respect for traditional teacher preparation, as well as their traditional preservice program, and resented attacks from the partner consortium of residencies.

The final area of dissonance in the program centered on the Residents. First of all, many of my participants cited a problem with Cohort One in which these Residents had been over celebrated by faculty and staff which led to problems with this cohort. For example, Jessica noted that Residency graduates had even taken an attitude of elitism into schools with them and caused problems with administration and other teachers. However, this problem was somewhat ongoing and had manifested in other cohorts as well which Patrick described:

I don't think that the dean intended this at all, but of *all* the people who were graduating, she had the Residents stand up, she talked about how they were the best of the best and how every one of them now has a job. And, I mean, they were like 16 out of 360 [graduates]. And they already *know* it. And there are some

issues about this going on...some of that attitude. Lauren was one who brought it to my attention. We may have blown up their heads a little too much.

Thus, although this problem seemed to begin with Cohort One, it appears as though it was an ongoing problem with other cohorts as well. Indeed, the cohort model may have worked to foster this elitism in Cohort Two as Lauren explained, “The LTR folks are *clannish*” (original emphasis), meaning that the Residents were cliquish. In her course during the 2012-2013 academic year, she taught eight LTR Residents alongside eight traditional SU preservice teachers and she thought that this large number of Residents may have contributed to this problem, “And my other students were *very* resentful about that [Residents’ cliquishness]. And they *kind of* had an attitude that they were so much better...And I think part of the issue last year was that there were so many of them” (original emphasis). She noted that this dynamic had improved in her course for the 2013-2014 academic year and that there were only three Residents in the class. She also took measures to purposely mix up Residents and traditional SU students during group activities to prevent this division.

Two faculty members also noted that the national recruitment campaign that the LTR used seemed to be at odds with the goal of local teacher preparation. Lauren explained,

I think one of the big fallacies with [the] LTR is that we thought we could go out and find the best people and make them into folks who really care about a community. It doesn’t work like that. They really needed to search closer to home.

She further elaborated on how, in her own work, she had found that minority teachers stayed in Lewistown longer because they had deeper connections to the community. White teachers tended to transition out into administrative roles more quickly. James concurred with Lauren in noting that the LTR needed to draw from the funds of talent in Lewistown:

The next step for a program like this would be trying to find a way to nurture people who go to Lewistown Public Schools, how they can become the next generation of great teachers in Lewistown Public Schools. So, in other words, personally I enjoy helping these Residents become part of the community, but it would be neat if they were already part of the community.

Thus, these faculty members hoped to bring the recruitment campaign closer to home in Lewistown. This theme speaks to the fourth research question, What do these elements [those designed for the LTR] look like in action? The third space partnership creates opportunities for innovation in teacher preparation, as well as new complexities in executing a program coherently.

The Role and Potential of the Residency Model in Teacher Education

This theme emerged as a result of two interview questions that sought to determine the unique features of the LTR that separated it from other teacher preparation programs and one that sought to discern whether there were any differences between the Residents and traditional SU students. This theme answered three of my research questions: (1) What do faculty identify as the unique elements of the LTR that separate it from traditional teacher preparation programs? (2) How were these elements designed for

the LTR? and (3) What do these elements look like in action? The unique aspects of the LTR that faculty noted were the partnership between SU and LPS; the admission process; specialized teacher preparation for Lewistown; the ongoing support that the LTR provided; and the affordance of one year in the classroom. The consensus among faculty was that there were no differences between traditional SU preservice teachers and the Residents as far as talent, and that disposition was a better indicator of a successful urban teacher. Faculty and staff were uncertain about the efficacy of the residency model which had not yet been proven to produce more effective teachers than traditional teacher preparation programs.

Diana described the LTR as unique from other programs because of the commitment from SU. She was emphatic that an important difference between the LTR and other programs was that, “We’re not adjuncting this out. These are our full-time, tenure-eligible [and tenured] people who are teaching in the program.” Thus, for Diana, one unique feature of the LTR that separated it from other teacher education programs, including alternate routes, was that university faculty were dedicated to this program—it was a true partnership between a school district and an institution of higher education (IHE). Barbara noted SU’s dedication to teacher education generally,

And this is an institution that really cares about teacher education *still*, we’ll see how long we can maintain that with our current pressures to produce academic work, but we do really care about it and we care about improving practice and it gives us an opportunity to try things differently which is great.

Thus, they believed the University valued teacher education, alongside its emphasis on research, which these faculty members cited as unique features of the LTR that made the program possible. Diana also talked at length about the commitment that SU had made to the LTR and reiterated the idea that SU was devoted to this project and did not take it lightly. She summed, “It’s a moral commitment.” She elaborated on how urban students, more than their middle class peers, needed good teachers who would remain in the classroom and the schools for significant periods of time, “And this program [the LTR], I think, helps people stick. I don’t think it’s a complete solution, but it helps.” Thus, Diana’s vision of the program and its mission to provide committed, well-prepared and supported teachers to the students of Lewistown could help to break the cycle of educational inequity in impoverished urban schools.

Indeed, the partnership between LPS and SU was an aspect of the program that other faculty cited as unique. Barbara explained:

Working together with the higher-ups at LPS and just developing those personal relationships is really good for our program in general. And I think in the long run it’ll be good for LPS too, you know, if they can open up a little bit more and allow us to be critical friends. And that’s really what we want to be. So I think it facilitates that. Which is *not* the point of a residency program, but I think is a nice, unintended consequence. Although for us it was intended! We were very clear about that.

Thus, for faculty and staff, building a partnership with the school district was one of the main goals of the program. Diana proclaimed the importance of this partnership as well,

Especially through the work that Susan did in large groups with teachers, we have really set out an egalitarian, what-do-teachers-want, what-do-we-want, let's talk together, where we act truly, and work on the fact that the school district is an equal partner. And yes, we have expertise, but they have expertise too. I think there is a sense of mutuality that's much *better* than a lot of the other sites. Now I'm not going to say it's *perfect*...I think that there is a real basic belief that we really are in this together, and let's see what's happening.

This faculty member recognized the funds of knowledge that the school district had, and also the importance of receiving feedback from the district regarding how teachers were prepared. James concurred, "I think SU School of Ed[ucation] and Lewistown Public Schools, our relationship is better than it was before we started this. That's really significant." Based on these reports from faculty and staff, relationships with LPS were one aspect of the program that faculty and staff thought was unique to their implementation of the residency model.

Sarah and Lori both noted that the admission process set the LTR apart from other teacher education programs. Sarah elaborated:

[T]his process is different from other admission processes, you do cultivate a relationship with a candidate from the get-go. And it's a lot of soft things you do, a lot of soft skills where you really get to know people very, very well. And I

think the intimacy that can come through electronic communication, people are less fearful of, I mean after a while people just start being themselves. And I think that is a good thing. Not to shy away from it but to embrace it as an authentic way of introducing people to the kind of work they're going to be doing which is touching real lives. It's not about putting on this phony presentation, so it's built on something that's real and genuine. And that's much different than any other admissions process I ever went through or anyone else ever went through. It's because of the work that it is, and because of the nature of this application process.

Sarah felt that the relationships that staff cultivated with candidates made the process more personalized and authentic. Lori also thought that the selection process, including state and SU requirements, at the LTR made the program unique, "It's a rigid process for selection."

Specialized teacher preparation for Lewistown was another aspect of the program that the LTR faculty and staff claimed to be different from traditional teacher preparation. One way in which this was manifested was a social justice standard on which Residents were evaluated, and into which the community project was tied. James discussed how this critical framework for the program made it different from his traditional SU courses:

I guess that's [social justice standard] shorthand for worrying about equity, social justice that stuff. I'm really interested in the deficit perspective, and I always want to find ways to help people combat their tendency to employ or possess the deficit perspective. In a regular teacher prep[aration] class it's really hard to get out into

a community, to think about asset approach rather than a deficit approach because the people in the class aren't all committing to being a part of a particular community. And so I worry about being exploitive, or the idea that it's tourism, all that stuff. In *this* program, people are making a commitment to be a part of this community. And so we can get out there and we can do stuff in a different way, it feels different. [original emphasis]

According to James, Residents' commitment to Lewistown and LPS as well as the specialized preparation for this community allowed faculty to use different instructional techniques.

Lori viewed the multi-faceted support that Residents and LTR graduates received as another unique element of the program. Specifically, Lori explained that the induction support that Residents received after their residency year was a unique feature of the program. This support took three forms: feedback from Career Coaches who observed graduates during their first two years as teachers of record; observations from staff at the Center for the Development of Education Talent; and financial support to pursue National Board certification after the third year of teaching. She explained,

So they're just supported along the way too which is one of the reasons that the research shows there are many teachers who *leave* the profession, we know about half of them leave within the first five years, but one of those reasons is because they don't feel supported. So we like to think that's a strong piece that we continue to provide support for them.

For this staff member, the ongoing support that residency graduates received was a significant element of the program.

The affordance of one year in the classroom—an essential element of the LTR—provided both benefits and detriments. Barbara thought it was beneficial for Residents to see a whole year unfold in a classroom and what relationships with students looked like in both September and June. She summed, “Telling people about it [a whole school year] is fairly meaningless, you really need to experience it.” Lori pointed out that Residents gained valuable experiences setting up classrooms before the school year started which was an opportunity not afforded to student teachers. She also noted that Residents could become fully immersed in a school and become a part of a faculty during this yearlong experience:

They see how things work, they see the dynamics of things, they know who to go to for *what*. Because there might be a technology person in the building, you might need that person’s assistance... But throughout an entire year, especially attending faculty meetings, content-area meetings, etcetera, everything that teachers do, because here, again, you are a teacher, it just makes all the difference in the world. I think that they should come *much* better prepared than the average person who goes through a regular teacher prep program. School has already begun and students are so used to Teacher A now and here’s this quote, “student teacher.” That word in and of itself might have some crippling effect, really, on how students perceive and receive that individual because you’re saying “*student*” as opposed to, “This person is my equal. This is my co-teacher. We

will do this *together*.” You give them the same respect that you give me. They are *not* students, not in the sense of regular student [teaching]. So I think all of that makes a difference. They also get to know a lot about Lewistown Schools, the school *division* in which they are going to be employed as a teacher of record the following year. (original emphasis)

This immersion provided a spectrum of benefits for Residents. Susan explained the benefit of Residents’ experiences in her course in which the Residents could “talk about curriculum and instruction with real faces.” The practical experiences that Residents gained as a result of their residency year were a benefit of the program according to these participants.

Although these practical experiences were benefits of a yearlong field experience, Barbara and James both expressed concern that this same experience could wash out the learning theories that Residents acquired in their SU classes. Barbara expressed apprehension about how teacher education students were “institutionalized” and noted that cooperating teachers or Coaches sometimes had a stronger impact than university methods professors. Thus, finding the best Coaches was important to Barbara because Residents spent most of their time with these individuals. James also disclosed this concern, “The possibilities or probabilities that the real-world context will overwhelm the theory, or the thinking, or the stepping back, the reflection, are considerable.” Indeed, James only met with the Residents two days a week for five weeks over the summer (i.e. May to June) which was directly contrasted with the nine months that the Residents spent in LPS. Although there were methods in place to prevent theory from washing out, like

the community project, these two faculty members expressed concern about this issue generally.

The impact of the LTR on a school district was another unique program element that surfaced. For Michael, the Coaches were the most important aspect of the Residency and he saw them as an investment with a return for the school system. He explained the impact of these individuals on LPS:

And it's really interesting because one of the pieces of data that the partner consortium of residencies said was so strong is all these coaches want to do it again the following year. And we had three pieces of data that came out. And the second thing was that they learned so much in their *own* practice, their *own* teaching practices improved exponentially. So really, when you think about this program, this year we had 16³ Residents and 16 Coaches, we really had 32 teachers in Lewistown who are incredibly impacted by improved instructional practice. And so the first year we had eight, so 16, 32, we're almost up to 50 teachers. *That's* an impact on a district! Even an urban district of a fair size. So that, to me, is a really exciting piece. (original emphasis)

Coaches are the heart of the program for Michael and he further noted that the Residents move on, but the Coaches remain with the Residency and thus are an investment that pays off year after year. Sarah supported this idea, "One of the things we do know is that [the staff's] work with the teachers themselves, the Coaches, has elevated their teaching game. That's the best thing that's come out of this program so far." Per the

³ Although 16 Residents were accepted for Cohort Two, only 14 Residents graduated from this cohort.

data collected by the partner consortium of UTRs, most Coaches indicated they would return to Coach the following year (i.e. $M=5$ on a 7-point scale). Coaches also indicated that their involvement in the LTR had made them more effective teachers ($M=5.40$ on the same scale). The roles of Coaches and Residents were different from those of traditional cooperating and student teachers in a traditional teacher preparation program. Coaches were discouraged from imposing their own personalities and teaching styles on the Residents; Residents were instead encouraged to develop their own teaching personae. Residents were also socialized into the profession as co-teachers, rather than student teachers.

The residency model also afforded faculty and staff opportunities to try out new techniques and structures in teacher education. Barbara explained:

I also think the LTR program, because we can do some things differently, another hope for the program is that it helps us inform how we do things and maybe thinking about some ways to do some things differently—especially the summer program that they have with them. So I think in that sense it's nice, also. It shakes things up a little bit and allows people to do different things and, and explore things a little differently.

Thus, Barbara thought that the faculty at SU could learn from the structure and organization of the LTR, including offering intensive summer coursework. Patrick noted that some of the activities and assignments that he used in his work with the Residents bled over into his teaching in the traditional teacher preparation program at SU. In particular, he used the readings and discussions about race and privilege in the LTR

course that he taught in his other courses at SU. He concluded, “I am *absolutely* adamant that this needs to be for everybody” (original emphasis). Indeed, he hoped that the social justice mission of the program would inform the traditional SU teacher preparation program. Jessica likewise hoped that the mission of the LTR would inform the traditional teacher education program at SU as well,

Patrick told me about the LTR, that got me really excited because I was like, “Oh good, social justice, urban, that’s what the whole program needs to be.” So maybe we could look at the LTR and bring some of those elements into the whole teacher ed[ucation] program.

Lauren expressed why she thought the structure of the program was exemplary, “I think this is a fantastic program. I would like to see us as a *whole*, in terms of our teacher prep[aration] program, move in that direction.” These faculty members therefore saw various elements of the LTR as having the potential to inform the traditional program at SU.

There was a consensus among the faculty and staff whom I interviewed that although they could learn from both the mission and structure of the LTR, it had not yet proven itself to be a better program than the traditional SU program and faculty saw few differences between the Residents and SU preservice teachers. Both Michael and Susan noted that the LTR was an expensive program, and Susan estimated that it cost approximately \$50,000 to prepare each Resident. Lori summed participant consensus when she remarked on the efficacy of the residency model, “Right now it’s up in the air to be honest with you.” James concluded that trying to identify the best model of teacher

preparation was a “fool’s errand.” Indeed, he saw benefits in both the apprenticeship model as well as the traditional model of student teaching. Faculty at SU believed that their traditional program was an effective means of teacher preparation. Susan explained, “But at least with a *good* regular program, which I think SU has, you know that those guys going through that regular program are going to stay twice as long as people going through alternative, shorter programs. So that’s something.” The efficacy of the LTR was still to be determined. It seemed as though having two teacher preparation programs, a traditional program and the LTR, was an effective approach for SU and Lewistown.

Indeed, faculty did not see many differences between the traditional SU student teachers and the Residents. Barbara elaborated, “I’ll tell you what I wouldn’t say: That the residents are more gifted intellectually or as teachers. I’d say there’s as much variability there as there is in my non-LTR students.” Diana likewise noted that the Residents were “virtually indistinguishable” from her other students. However, because of the extended field experiences that the Residents completed, Diana did notice that the Residents were more fatigued than the traditional student teachers and they did not assert themselves in their methods classes based on their experiences in the urban classroom. Although faculty did not see differences in Residents’ intellectual gifts, Jessica noted that they were “super critical...in a good way, naturally.” James and Patrick noted that these preservice teachers were making a long-term commitment to a community which was a characteristic that set them apart from their traditional preservice teacher counterparts. Indeed, Susan saw the disposition which many Residents possessed as their means of success, “Same students, I don’t know that they would hit the ground running any

quicker. I just don't know that the residency program is a *better* program" (original emphasis). For this faculty member, disposition was the better indicator of a quality teacher rather than the preparation program.

Summary of Findings

This investigation revealed four main findings: (1) social justice in teacher preparation for Lewistown; (2) ongoing development of the LTR; (3) lack of coherence within the LTR; and (4) the role and potential of the residency model in teacher education. Specialized teacher preparation included the social justice mission of the LTR, urban teacher preparation, and preparation for LPS and Lewistown specifically. These notions were manifested in recruitment, Residency coursework, and ongoing support for Residents. The next major finding of this research was the theme of development that ran through the program. Ongoing development was both a mindset that the LTR administration enacted as well as a quality that was fostered in both Residents and Coaches. The third major finding of this study, the lack of coherence in the LTR, was a result of both organizational issues as well as varying perspectives among faculty and staff. This dissension included disagreements over the measure of a good candidate and the best instrument for vetting candidates, overlap among faculty and staff efforts with Residents, varying quality of the LTR Coaches, an uneven programmatic vision, disagreements with the partner consortium of urban teacher residencies, and in the recruitment and socialization of Residents. The final theme, the role of the residency model in teacher education, revealed unique features of the LTR such as the partnership between SU and LPS; the admission process; specialized teacher preparation; ongoing

support for Residency graduates; and a yearlong apprenticeship. Although faculty saw few differences between SU student teachers and Residents, they did feel as though they could take an example from the vision and structure of the LTR as a teacher education program. However, faculty and staff were inconclusive about the efficacy of the residency model.

CHAPTER SIX: CONCLUSIONS, DISCUSSIONS, AND IMPLICATIONS FOR PRACTICE AND RESEARCH

Conclusions

The purpose of this study was to explore the methods that faculty at one urban teacher residency (UTR) program used to recruit, select, and prepare Residents for urban classrooms. A second purpose of this study was to learn more about the residency model and its implications for teacher education. The findings from this study revealed that a theme of social justice was evident in several aspects of the program including recruitment, selection, and admission and Residency coursework. This finding answers my first research question, How do faculty at one UTR program prepare Residents for the classroom? Residency coursework was also tailored specifically for Lewistown and Lewistown Public Schools (LPS)—the city and district in which Residents would be serving.

Faculty and staff who participated in this study also indicated that there was ongoing development in the program, which was evident in the evolution of particular programmatic elements such as the community project and the Seminar Series. Development was also apparent in Residents and Coaches. This second theme, ongoing development in the LTR, answered the following research questions, How do faculty at one UTR program prepare Residents for the classroom? And, How were these elements [those program features that are unique to the LTR] designed for the LTR?

However, it was also evident in the findings that there was a lack of coherence in the Lewistown Teacher Residency (LTR). This theme was particularly clear in the admissions process, but also evident in the sometimes duplicated efforts of faculty and staff. This finding speaks to the fourth research question, What do these elements [those program features that are unique to the LTR] look like in action? The third space is complex, and poses new difficulties in its execution.

Finally, a theme regarding the implications of the residency model for teacher education emerged from the data as well. Specifically, the LTR offered new ways of delivering teacher education, but this model had not yet proven to be more effective than traditional teacher preparation. This theme of the role and potential of the residency model answered three of my research questions: (1) What do faculty identify as the unique elements of the LTR that separate it from traditional teacher preparation programs? (2) How were these elements designed for the LTR? and (3) What do these elements look like in action?

From the findings presented above, it can be concluded that the specialized LTR program allowed faculty and staff, collectively, to focus instruction on preparing preservice teachers specifically for the urban district of LPS. As a result, faculty could deliver instruction as critical pedagogy, social justice, urban teacher education, and teacher preparation for Lewistown. This specialized focus was also apparent in the recruitment, selection, and admissions process in which the goal was to locate content-area specialists who had a predisposition for working in an urban environment, and who may have had previous experiences working in these settings. The ongoing support that

Residents received was also tailored for Lewistown and LPS. Interestingly, many faculty and staff expressed personal commitments to social justice and, therefore, seemed to be predisposed, or specifically chosen, for this work.

Based on the theme of ongoing development in the LTR, it can be concluded that feedback and improvement were important to the faculty and staff in the program and allowed the program to grow. The administration at the Residency set this tone, and actively reached out to Residents and faculty stakeholders for feedback and ideas. The goal was not to create a perfect program, but to always improve the LTR. This was evident in the growth of the program, including the creation of the seminar series and the evolution of the community project. Indeed, many participants divulged their own ideas for continuing to grow the program and it seemed likely that the LTR would continue to evolve after the study concluded.

This developmental mindset seemed important because there was also a lack of coherence in the LTR which caused strife for stakeholders. The partnership sometimes butted up against organizational barriers, and faculty and staff sometimes duplicated efforts; navigating this third space was new territory for these stakeholders who had taught in traditional programs where there was no overlap between program elements. Perhaps the area of deepest contention in the LTR was the measure and vetting system for program candidates. The LTR was bound by state, SU, and Residency requirements, and, therefore, candidates had to complete a series of standardized tests (i.e. MAT or GRE, Praxis I and II, and a state literacy assessment) as well as a series of performance assessments at a Selection Day (i.e. mini-lesson, group discussion, interview, and writing

prompt). Some faculty saw the SU and state requirements as “minimum standards,” whereas other faculty and staff thought that the Selection Day process was more robust than grade point average (GPA) and standardized testing criteria. Still other faculty thought that neither process vetted effectively for the best teacher candidates. Thus, a significant question based on these findings is, Is it possible to vet for the most effective teacher candidates? And, if so, what is the metric?

Stakeholders’ opinions about the residency’s effectiveness in preparing better teachers who remained in LPS longer than their non-LTR counterparts were tentative. However, there were three promising aspects of the program that had manifested to date. One was that the LTR had built relationships between LPS and SU, which was a significant development for these stakeholders. These relationships had not existed previously, and this relationship-building had been an explicit intention of the LTR. Another promising finding was the impact of the program on the Coaches, or veteran LPS teachers. Staff at the Center for the Development of Education Talent estimated this impact as reaching approximately 50 teachers, many of whom had cited improved practices as a result of their participation in the LTR. However, these findings are anecdotal, and, thus, tentative. What appears to be promising, though, is the notion of cultivating veteran teachers for their roles as teacher educators. The LTR used the Santa Cruz New Teacher Center model of mentoring, and had purposefully invested in these veteran teachers through professional development. Finally, faculty and staff noted that they could learn from the vision and structure of the LTR. Some faculty thought that the urban, social justice focus of the program could inform the traditional SU teacher

preparation program. Other faculty saw the structure of the program as novel—for example, the compressed summer schedule was an element that Barbara cited as notable. However, the general consensus derived from these faculty and staff was that the LTR was an expensive program that had not yet proven to outperform traditional teacher preparation. Indeed, faculty saw few differences between traditional SU preservice teachers and Residents, and noted that a passion for working in urban schools was evident in students in both programs. Yet the LTR afforded faculty and staff the “luxury” of specialized teacher preparation for a particular urban district.

Discussion

The research presented here adds to the existing literature on the implementation of the clinical model as well as the research on UTR programs. Although there have been many calls for the implementation of the clinical model (Darling-Hammond, 2006; NCATE Blue Ribbon Panel, 2010; Sykes, Bird, & Kennedy, 2010; Van Roekel, 2011; Zeichner, 2010a; Zimpher & Howey, 2005), few studies have revealed how challenging it can be to implement this model and build relationships between institutions of higher education (IHEs) and school districts. Indeed, if teacher education as a field is aiming to build relationships with school districts and implement yearlong experiences for preservice teachers, then researchers and practitioners must explore best practices in this specific type of teacher preparation, including leadership practices. UTR programs, one model of teacher preparation program that is consistently implementing the clinical model, offer teacher preparation focused on a particular school district. However, the

benefits of the residency model are varied and inconclusive based on research to date—including the current study.

The complexities of the third space. Researchers have identified best practices in teacher education as those that provide quality coursework in content and pedagogical knowledge (Berry, 2001); provide well-supervised, intensive field experiences (Berry, 2001; Darling-Hammond, 2006) tie coursework to clinical work (Darling-Hammond); and build relationships between IHEs and diverse school districts (Darling-Hammond). The National Council for the Accreditation of Teacher Education (NCATE) Blue Ribbon Panel (2010) laid out ten steps for the implementation of the clinical model, but these recommendations remain abstract rather than practical and lack empirical testing. For example, they suggest steps such as focusing on student learning and preparing teachers who are content-area experts as well as innovators, collaborators, and problem solvers. The National Education Association (NEA) has similarly vowed to take steps to implement the clinical model, including working more closely with IHEs to build residency programs and develop clinical faculty. These reports, however, are just that: frameworks and structures for implementing the clinical model without actual data about how this implementation is playing out in the field.

The current study demonstrates the complexities of implementing not only the clinical model of teacher preparation, but a “third space” (Zeichner, 2010a) program, specifically, that attempts to bring the community into teacher preparation. Miller and Hafner (2008) conveyed how issues of power can be problematic in these partnerships, and the current study adds to this literature by demonstrating how these hybrid spaces

also create opportunities for overlap among program elements. Moreover, organizational barriers must be considered in these partnerships per the findings of this study. Indeed, the data gathered for this study were culled only from faculty and staff at SU and the Center for the Development of Education Talent—also affiliated with SU. The fact that the third partner, LPS, would not participate in this study further illuminates the difficulties of building third space partnerships. SU faculty and staff at the Center for the Development of Education Talent, at times, felt as though they were not working together coherently. One manifestation of this was the lack of agreement regarding the admissions process. Although there was a clear vision within the LTR of what teacher preparation for Lewistown required, this did not extend to the recruitment and candidate selection process.

Other programs have fostered cohesiveness by delineating and ascribing to particular philosophies of teacher education. Matsko and Hammerness (2013) recently reported on the specialized teacher preparation at the University of Chicago Urban Teacher Education (UTEP) program, another UTR. Although the program was focused on preparing teachers for Chicago Public Schools (CPS), the teacher education faculty and staff were bound by their adherence to inquiry and constructivism. These two themes were reinforced through UTEP assignments, such as a school study project and an interactive read-aloud project. Matsko and Hammerness advocated, “[W]e need to push for new understandings about how teacher education defines for itself and for aspiring teachers *what* kind of knowledge must be attended to and *how* such knowledge can be experienced, such that specifics of those urban settings are addressed” (original emphasis;

p. 10). Thus, teacher education programs, including specialized programs such as UTRs, may benefit from clearly defining their vision of teacher education.

Implementing a developmental approach to teacher education. The LTR's focus on feedback and improvement, however, will likely facilitate the growth that is needed. Indeed, it seemed significant that the LTR leadership was open to stakeholders' suggestions—including SU faculty, LTR staff, Coaches, and LPS administration—and aimed to grow the LTR. In another study of a clinical teacher preparation program, Martin, Snow, and Torrez (2011) conveyed how they communicated with stakeholders in their program. They used multiple methods to facilitate relationships including meetings, “In essence, meetings provided a vehicle for moving toward coordination of purpose and action” (p. 306). The LTR holds meetings both within stakeholder groups, and across these groups, in order to build shared understandings. For example, methods faculty at SU meet with Coaches in order to ensure alignment among their instruction and these meetings, therefore, facilitated communication. Additionally, staff at the Center for the Development of Education Talent met with Coaches regularly as part of their professional development. Thus, communication regularly occurred within and across groups in the LTR. Martin et al. noted that building these relationships required, “an embracing of complexity and uncertainty in social contexts rather than control and power” (p. 308). Thus, the LTR's developmental approach to building relationships within the partnership seems to be a supportive practice in implementing the clinical model of teacher preparation, and navigating uncertain, new territory in this field.

Ensuring parity in the relationships in a third space teacher preparation program is critical, but difficult. Miller and Hafner (2008) used a Freirean dialogical framework in order to evaluate a university-school-community partnership, University/Neighborhood Partners (UNP). Although the partnership ascribed to and enacted many aspects of Freirean ideology including humility, faith in humankind, hope, and critical thinking, the UNP ultimately fell short in serving the community in which it was located, and in successfully enacting some of these tenets. Community members still felt disempowered in the relationship, and were intimidated by the university professionals in the partnership. Based on these findings, the authors advocated that university-school-community partnerships should:

(a) be built on community-identified assets and needs, (b) be guided by strategically representative leadership, (c) remain aware of and rooted in historical contexts, (d) address issues at systemic levels, (e) act on clear and realistic goals and expectations, and (f) create environments where mutual participation is maximized. (p. 101)

The LTR appears to be enacting many of these recommendations, including serving LPS through preparing the teachers it needs; creating a leadership team that includes staff from all three stakeholders in the partnership; considering local and historical contexts as part of preparation; seeking feedback in order to address programmatic issues; and attempting to ensure parity in the partnership. However, the program may also benefit from clarifying its goals and expectations for Residents. Other third space programs may find these guidelines helpful in implementing their own

programs. Perhaps most importantly for these programs, issues of power must be attended to in the third space in order to enact real change in a community, which is the goal of the LTR. One way in which the program addressed issues of power and equity was in the Selection Day process in which LPS faculty were paired up with SU faculty in order to evaluate candidates. The LTR also served LPS by recruiting and preparing the teachers it needed.

Vetting for “quality” teacher education candidates. Faculty and staff also conveyed varying perspectives on different elements of the program. For example, the participants in this study disagreed about how to vet for the best candidates, and what qualities made a great Resident. Some faculty and staff placed stock in vetting for grade point average (GPA) and standardized test cut scores, while others felt that prior experiences in an urban setting and non-cognitive abilities were important. For example, Michael thought that those Residents who came to the program with urban experiences, and an understanding of this setting, made the best candidates. Sarah wanted to find those candidates who eschewed deficit assumptions, and who wanted to lift a city up from within, without threatening the system. Some faculty and staff also felt that the performance activities used at the Selection Day, which sought to get at candidates’ ability to communicate, teach, and lead, were important.

In fact, research has supported that all of the abilities cited by faculty and staff above are important in candidates. In their survey study of math teachers in New York City, Rockoff, Jacob, Kane, and Staiger (2011) found that students learned best from a teacher who had majored in their subject area. Conscientiousness, general teacher

efficacy (i.e. belief in teachers' abilities generally to influence student learning), and personal efficacy (i.e. beliefs about one's own ability to influence student learning) provided mild support (i.e. $p = 0.32, 0.52, \text{ and } 0.15$ respectively) for the notion that teachers' personalities and attitudes are related to teacher effectiveness. Teachers' likelihood to remain in the district was predicted by general efficacy scores. Finally, the authors found that non-cognitive skills (i.e., personality traits) had significant, positive relationships with administrator evaluations and retention within a particular school, whereas cognitive skills were related to retention in the district at large. Other research has found that preservice teacher commitment to urban education contributes to teacher retention (Taylor & Frankenberg, 2005) and that preservice teachers with previous urban experiences expressed individual and structural socially just teaching orientations after their first year as teachers of record (Whipp, 2005). Thus, there is some evidence that depth of content-area knowledge, previous urban experiences, commitment to urban education, and personal attributes and attitudes are important in developing teachers who foster student growth, enact socially just pedagogical practices, and remain in a district—all of which are major goals of the LTR, but more work needs to be done in these areas. Specifically, relationships between previous urban experiences and commitment to urban education should be explored further via quantitative methods—particularly in specialized programs such as UTRs. Those programs that aim to produce teachers who are socially just or enact critical pedagogy or advocacy may benefit from exploring relationships between this disposition and the ability to enact social justice in the classroom. This latter question could be explored via mixed methods.

However, in order to effectively select candidates, desired outcomes must be selected first in order to determine which qualities to vet for. For example, content knowledge and cognitive abilities may foster student learning, but non-cognitive abilities may contribute to teacher retention. Programs such as the LTR that desire all of these outcomes will thus need to vet for these particular attributes during candidate selection. In their survey study of 1,000 preservice teachers in an urban district, Ronfeldt, Reininger, and Kwok (2013) found that teacher retention was also tied to candidates' demographic characteristics. Latino and Hispanic teachers professed a stronger desire to work with underserved student populations compared to White teachers. Similarly, those teachers who professed a stronger commitment to urban teaching had stronger preferences to teach underserved students before and after their student teaching experiences. Those teachers with a lower combined family income, at least one dependent, and who had attended high school in that district planned to stay significantly longer than other teachers. The authors concluded that any decisions regarding investments in recruitment or preparation should be based on desired outcomes.

The potential of the residency model. The current study also provides new insight into UTR programs at large. From previous literature, several truths about UTR programs can be distilled. First of all, UTRs provide front-to-back support for Residents including yearlong apprenticeships in urban schools with master teachers as well as ongoing induction support (Urban Teacher Residency United Network, 2006). They also aim to closely tie theory to practice through coursework and clinical experiences. In doing so, these programs are attempting to fulfill the calls for teacher preparation reform

set out by the Holmes Group (1986) that have been recently rekindled by many others (Darling-Hammond, 2006; NCATE Blue Ribbon Panel, 2010; Sykes, Bird, & Kennedy, 2010; Van Roekel, 2011; Zeichner, 2010a; Zimpher & Howey, 2005). In particular, the Holmes Group (1986) called for a differentiated teaching force, and the LTR has added to the narrative of clinical teacher preparation by investing in veteran teachers through providing in-depth professional development for teachers in this role.

However, UTR programs are meeting other needs of teacher education and school districts specifically, such as fostering student learning, aiding in teacher recruitment, reducing teacher attrition, and developing specialized teacher preparation. Early research on these programs has found that math teachers prepared in one UTR program surpassed their peers and veteran colleagues in student learning after their fourth year of teaching (Papay, West, Fullerton, & Kane, 2012). Moreover, graduates of this program fulfilled other needs in the district, including recruiting more math and science teachers, bringing more teachers of color to the district, and retaining Residency graduates even beyond their initial commitment to the school district. Boggess (2008) studied the Boston Teacher Residency (BTR) and Academy for Urban School Leadership (AUSL) in Chicago from a policy perspective, and found that these programs allowed mayors to “home grow” (p. 42) their own teachers for their respective districts in an attempt to close achievement gaps. In their work, Taylor, Klein, Onore, Strom, and Abrams (2012) concluded that the Montclair Newark Urban Teacher Residency was a space to enact inquiry practices for Residents, demonstrating the benefits of specialized teacher preparation.

Although the results of the current study did not reveal conclusively how the LTR fostered student learning through teacher preparation, it did illuminate the advantages that this model of teacher preparation has provided to SU and LPS. One benefit of the LTR for Lewistown was that it built relationships between SU and LPS, which was a significant development for these entities. However, other findings were more tempered. Only two cohorts of Residents had graduated from the program at the time of this study, and faculty and staff seemed wary to tout differences between the preservice teachers in the traditional SU program and the Residents. The participants in this study saw few differences between the two groups, and some felt as though disposition determined the best urban teachers and that this disposition was present in preservice teachers in both programs. Indeed, SU faculty were proud of their traditional program and felt that SU, despite its status as a research-intensive university, still valued teacher preparation. The LTR seemed to be a true partnership between a school district and an IHE, and SU leadership were adamant that they were committed to the LTR, and were staffing the program with tenured and tenure-track faculty rather than “adjuncting it out.” This compares to the BTR, which was set up to compete with IHEs and relied on adjuncts for instruction (Bogges, 2008). Thus, it seems as though even within UTR programs, there is variation in the implementation of this model. For Lewistown, it appeared that having a traditional teacher education program and the LTR met the needs of teacher hopefuls in providing multiple, diverse paths to licensure.

The LTR’s innovation in implementing a new model of teacher preparation was something that both faculty and staff admired and thought could be emulated. Because

SU identified as an urban university, many faculty hoped that the social justice vision of the LTR would become the mission of the traditional program as well. Moreover, other faculty saw the yearlong structure and summer course offerings as models of structure which could be appropriated for their needs in the traditional program. Overall, faculty concluded that the LTR “shakes things up a bit” and was an innovation in teacher education that they could learn from.

Implications for Practice

The current study offers new insight into the implementation of the clinical model of teacher education. Specifically, the largest contribution of this study is the portrayal of the complexities of implementing the clinical model and the importance of a developmental and open approach in its implementation. One implication for practice based on these findings is the importance of a clear, programmatic vision of candidate selection and teacher education within a program (Matsko & Hammerness, 2013; Miller & Hafner, 2008). Although LTR faculty and staff were committed to social justice and teacher preparation for Lewistown, and, in this regard, implemented a coherent, specialized teacher education program, these stakeholders also professed various beliefs about effective urban teacher candidates. Other programs wishing to implement their own clinical model should make their vision of effective teaching clear, so that it is initiated in the recruitment stages and executed throughout the program—including induction support where applicable.

Similarly, in vetting candidates for a clinical program it must be clear what the desired outcomes of the program are. Faculty and staff at the LTR cited disposition,

cognitive ability, and content knowledge as desirable qualities for the candidates, and retention as the desirable outcome for their graduates. As Ronfeldt et al. (2013) noted, although all of these criteria have been shown to be effective at varying levels for various goals, choosing the “right” candidates for a program should depend on the desired outcomes. Therefore, programmatic vision applies to the recruitment, selection, and admission process as well as vision, curriculum, and instruction. This vision could also be applied in induction support where appropriate.

Although a steadfast vision of effective teaching is important to implementation of the clinical model, being open to improvement is significant as well. The LTR program is a model for development and this study conveys the initial and ongoing growth of the program as well as the importance of leadership that reinforces this developmental environment. Other teacher education faculty and staff implementing clinical programs should also be prepared for the uncertainty and complexity that comes with innovations, and approach their own programs as constant works in progress. Like the LTR has demonstrated, it is important to have systems for garnering feedback in place in order to foster this growth via stakeholder input. Regular meetings among faculty, staff, Residents, and Coaches are one method for gathering feedback, as are informal and formal evaluation instruments. Due to the restricted schedules of school personnel, new, asynchronous and synchronous forums designed to facilitate interaction among stakeholders—such as Google Hangout and Skype—could be considered as methods for furthering collaboration as well.

Finally, until research unearths more conclusions about the efficacy of the clinical and or residency models of teacher education, a “*portfolio of pathways*” (original emphasis; Berry et al., 2008, p. 10) to teacher licensure may be the best option for districts that are looking to implement the clinical or residency model of teacher education. This case study of the LTR demonstrated the expense that accompanies a residency program implementing best practices in teacher education from recruitment through induction (i.e. approximately \$50,000/Resident). The effects of these supports, however, have not been uncovered and calls for implementation of the residency model broadly (e.g. Duncan, 2009) should be tempered until cost-benefit and cost-effectiveness analyses are conducted. Indeed, Hess (2010) noted that residencies may only be appropriate for “high touch” educational situations, such as urban schools. Thus, it may be wise to offer both traditional teacher preparation programs alongside residency or clinical models in order to allow for experimentation and comparison among programs—much like the LTR has done. These programs, however, should be tied to colleges of education and the LTR exemplifies a program in which university faculty are committed to teacher education. Zeichner (2010a) cited systems of faculty promotion and tenure as potential inhibitors to implementation of third space programs because these systems do not value the work of faculty in teacher education programs. The LTR is a model for its commitment to serving both LPS and the Residents enrolled in the program and is ripe as a research-and-development setting for comparative effects of different pathways to licensure.

Implications for Research

The current study, as well as new research on other specialized teacher preparation programs (e.g. Mastko & Hammerness, 2013) and UTR programs (e.g. Papay et al., 2012), have contributed to the literature on teacher preparation by conveying the effects of new innovations in the field on students, preservice teachers, veteran teachers, faculty, and staff. However, more quantitative, qualitative, and mixed methods studies should also explore the impact of UTR graduates on student learning and achievement. Papay et al.'s (2012) study provided an initial foray into this question, but the small sample size (n=50) limited the authors' contribution. Moreover, that study was only conducted at the Boston Teacher Residency when, at the time of this writing, there were 17 members of the partner consortium of residencies, providing ample opportunities for research on these programs. Thus, more investigations that study the effects of UTR graduates on student learning and achievement could be conducted at these sites. It is wise, however, to be wary of large studies that promise generalizability, and some researchers have advised the importance of replication over generalizability (e.g. Cohen, 1994). Context is important in these studies, and comparisons within districts may be most appropriate. Moreover, aside from students' test scores as indicators of their learning, other statistical relationships could be explored including correlations between program graduates and high school dropout rates and student attendance rates which are school-level issues that many urban districts struggle with. Perspectives about residency graduates could be explored, including the perspectives of stakeholders such as students, parents, and administrators—particularly since the former are often underrepresented in the education research literature (Huston, 2005). Much like Papay et al. (2012), future

investigations could also explore what recruitment issues UTR programs are aiming to resolve as well (i.e. recruiting more candidates of color).

The findings presented here suggest that teacher practice in LPS may have been impacted by the LTR, yet this question warrants further investigation. Specifically, researchers could explore how student learning is impacted when they learn from veteran teachers who have participated in an UTR program. Residents could also reflect on how they have learned from Coaches, in order to determine best practices for mentoring in UTR programs via qualitative methods. Researchers could also explore how UTR programs influence veteran teachers' beliefs and practices as a result of coaching a Resident during his/her residency year. Indeed, the LTR is one of the few programs that has invested in its veteran teachers through professional development and the effects of these investments should be explored as well.

As the field of teacher education faces calls for broad implementation of the clinical model (Darling-Hammond, 2006; NCATE Blue Ribbon Panel, 2010; Sykes, Bird, & Kennedy, 2010; Van Roekel, 2011; Zeichner, 2010a; Zimpher & Howey, 2005), researchers should capitalize on this opportunity to research in depth the efficacy of yearlong experiences on preservice teachers. Specifically, comparative studies that explore a number of variables (e. g. preservice teacher self-efficacy and student learning) and topics (e. g. stakeholder perceptions of preservice teachers) should be conducted in order to understand what benefits yearlong apprenticeships provide both to preservice teachers and the field over and above traditional teacher education programs, including the effects on teacher retention.

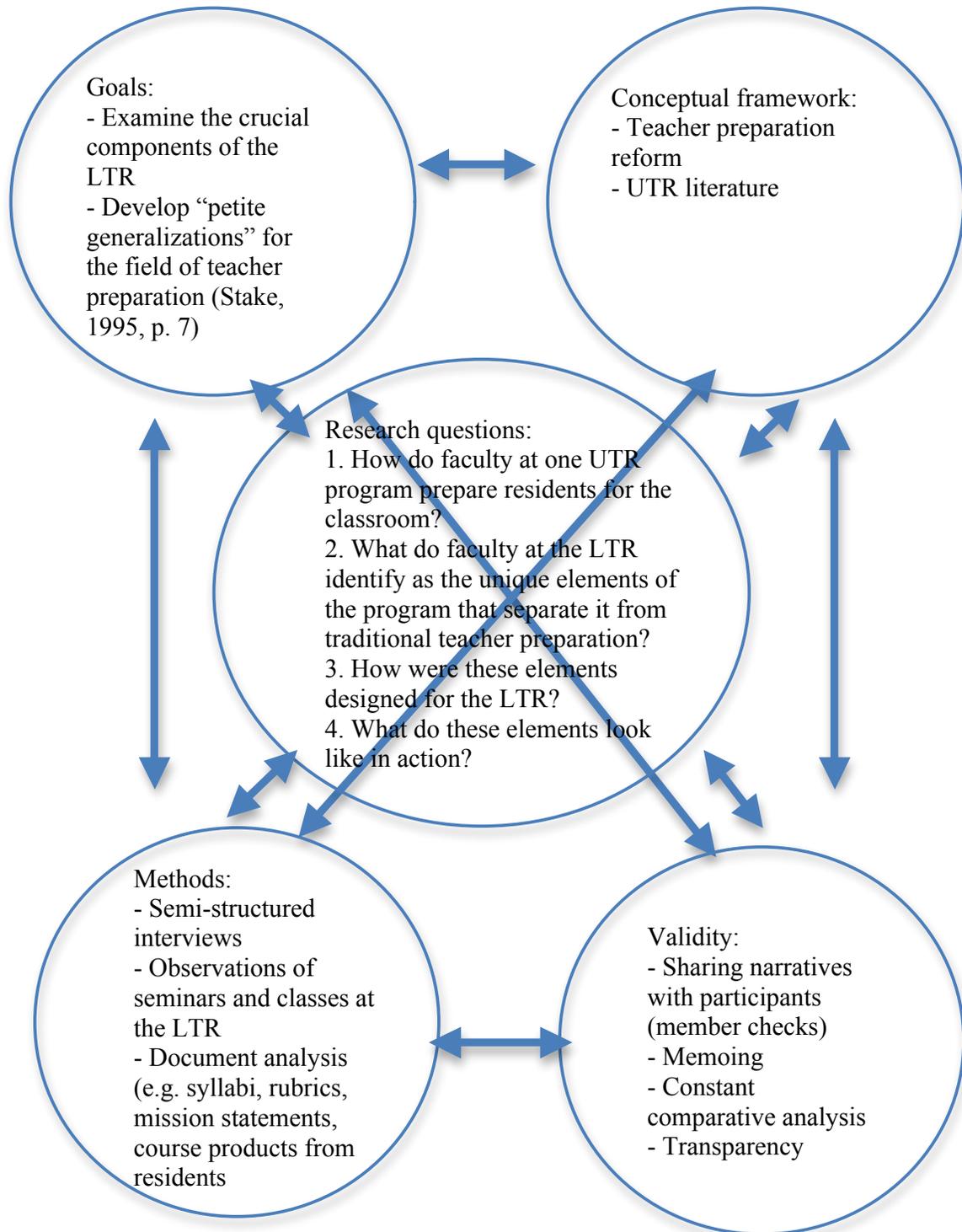
Recruitment and selection in teacher education is complex, and desired outcomes may be tied to particular candidate selection criteria (Ronfeldt et al., 2013). Future studies should continue to explore this relationship, and how the recruitment and selection criteria relate to Residents' achievement of the program's goals. For example, LTR faculty and staff professed a desire for candidates who would commit to Lewistown, but who were also gifted communicators and knowledgeable of their content. All of these criteria needed to be vetted for in the selection process, as well as candidates' motivations for teaching in Lewistown specifically. This is complex work, and should be explored through mixed methods approaches. For example, candidate ratings on particular constructs from Selection Days could be tied to their future accomplishments in the classroom (i.e. student learning). Moreover, residency graduates could reflect on their own opinions about the efficacy of this process and how it may or may not connect to their ability as teachers.

However, all of the suggested studies require researcher access to stakeholders including students, preservice teachers, veteran teachers, and administrators. The field of teacher education, program stakeholders, and school districts do not benefit when new knowledge cannot be generated. In fact, progress cannot be made in teacher education, and the implementation of new programs tied to school districts, without research of some type. Although the current study adds to the existing literature on the implementation of a new clinical model and the benefits of the residency model, it is abbreviated because it does not include the perspective of district stakeholders. School districts and researchers must also build relationships, and work together to help one

another on the shared agenda of equal access to high quality teaching for all students, and high quality, informative research on teacher education.

Colleges of education must respond to the neo-liberal and neo-conservative attacks on teacher preparation (Zeichner, 2010b). Indeed, the recent National Council on Teacher Quality report (2013) is just one permutation of these assaults on traditional teacher education. Much like Darling-Hammond (2006) noted, the field of teacher education has identified best practices in teacher preparation (pp. 302-303) and teacher educators must begin to implement these practices. Colleges of education must respond to this challenge by creating their own portfolios of pathways to teacher licensure, and their own portfolios of research on teacher preparation. As the needs of American children shift because of changing demographics, so must teacher education change its methods to respond to these needs. Colleges of Education must remain connected to school districts in order to better understand modern challenges in education. UTR programs, including the LTR, are one response to this call for innovation in teacher preparation. How teacher educators and education researchers adapt and respond may ultimately determine the fate of university-based teacher education.

Appendix A: Interactive design map for a study of faculty methods in an urban teacher residency program



Appendix B: Research question chart

Research Question	Method of Data Collection
How do faculty at one UTR program prepare residents for the classroom?	Interviews, observations, document analysis
What do faculty identify as the unique elements of the LTR that separate it from traditional teacher preparation programs?	Interviews
How were these elements designed for the LTR?	Interviews
What do these elements look like in action?	Observations

Appendix C: Interview guide

1. Tell me a little bit about your background and how you ended up at SU.
2. Why did you decide to teach in the LTR?
3. What do you see as the unique features of the LTR that separate it from traditional teacher preparation?
4. What is your role within the LTR?
5. How do you design your class and/or seminar/family study project for the residency?
6. How do the residents you work with compare to traditional preservice teachers at SU?
7. What are your thoughts on the candidate selection process?
8. How does the cohort aspect of the program contribute to the overall residency experience? Specifically, does the requirement to live in the loft apartments contribute to the camaraderie of the cohort?
9. Have you worked with and/or met any of the CRCs? What are your thoughts on these individuals?
10. What are your thoughts on the residency in general? The partnership with LPS?
11. What are your thoughts on the partner consortium of urban teacher residencies?
12. If applicable: How have you seen the residency change during the first three years?
13. Demographic information: Doctoral work, years teaching in other programs, age, etc.

Appendix D: Theme matrix

LTR Faculty or Staff Member Name	Cohort model is appropriate for Residency	Lack of coherence in the LTR	Social justice	Trouble with dual-admission process	Ongoing development	Residents' views of themselves are inflated	Critical pedagogy	Residency hasn't proven itself yet	Selective Day is robust	Issues with mini-lesson preparation	Residency model has its place in teacher preparation	The LTR builds relationships with LPS	Residency can inform traditional teacher preparation
Patrick	X	X	X		X	X	X		X		X		X
Michael	X	X		X	X	X			X		X		
Susan	X						X	X					
Sarah	X	X	X	X	X			X	X				
Lori	X				X			X	X				
James	X	X	X						X	X			X
Jessica	X	X	X				X			X			X
Erica			X				X						
Diana	X	X	X	X	X	X		X		X	X	X	
Barbara	X	X			X					X		X	X
Lauren						X			X				X

Appendix E: Collaborative Reflection Log

COLLABORATIVE REFLECTION LOG

Resident/Teacher: _____ Coach: _____ Supervisor: _____ Date: _____
 Check one: _____ Meeting with Resident/Teacher/Coach _____ Meeting with Resident/Teacher/Supervisor _____ Meeting with Resident/Teacher/Coach/Supervisor _____

What's Working: 	Current Focus—Challenges—Concerns:
Resident's Next Steps: 	Coach's Next Steps:

Revised 6/2012

Next Meeting Date: _____ **Focus:** _____

Standard 1: Creating and Maintaining a Positive and Safe Learning Environment
 Standard 2: Planning for Instruction
 Standard 3: Engaging and Supporting Students in Learning
 Standard 4: Assessing Student Learning
 Standard 5: Developing as a Professional
 Standard 6: Advocating for social justice and equity and developing family and community]

Adapted from New Teacher Center, Santa Cruz, California

Appendix F: Standard 6: Advocating for Social Justice and Equity and Developing Family and Community Relationships

M	F	Key Elements	Beginning (Awareness, articulation, identification)	Acceptable (Puts into practice, uses, implements, reflects)	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)
			1 2	3 4	5 6
SEPT.		a. Recognizes that communities possess funds of knowledge and resources that support learning.	Is aware of the presence and negative impact of deficit models on identity, instruction and learning.	Cultivates deep understanding of community networks and resources, emerging social justice issues, and non-deficit conceptual models of learners and learning.	Constructs community-based learning projects related to discipline specific issues and opportunities. Empowers students as problem solvers.
JAN.		b. Builds relationships with students' families, significant community others who are important to students in and outside of school life.	Communicates with students' families on issues related to students' academic performance and/or behavior.	Develops open communication with students' families and significant community others. Communicates both positive and negative information.	Welcomes open, two-way communications with students' families and significant community others. Uses information obtained in communications to inform instruction and classroom interactions.
SEPT.		c. Committed to excellence, equity and high expectations for all students.	Begins to be aware of how access and expectations relate to (mis)understandings across social categories such as race, gender, and sexual orientation.	Consciously attempts to implement instructional strategies that: value learners' uniqueness, meet learners at their current performance levels, and challenge them in ways that are rigorous and attainable.	Regularly invites students to explore their diversity in instructionally meaningful ways. Regularly scaffolds student learning from local and out-of-school practices to high quality disciplinary practices. Cultivates a "warm demander" disposition.
NOV.		d. Use cultural competence to create safe, respectful learning environments.	Acknowledges the limitations of a colorblind approach to teaching and learning and begins to recognize alternatives.	Understands the ways in which teachers' own cultural identities affects teaching and learning. Seeks knowledge of students' culture as a means to teach effectively.	Fosters a classroom environment in which students become increasingly self-aware about their own cultural identity construction and knowledgeable about and respectful of the cultures of others
JAN.		e. Become advocates for	Recognizes that urban teachers have a	Participates in social justice communities	Identifies and acts on issues relevant to school

	students and social justice issues that affect communities.	legitimate role as advocates.	and activities.	and/or community. Integrates social justice/critical pedagogy into instruction.
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Appendix G: Gradual Release Calendar

**Gradual Release Calendar
2012-2013**

Notes for Coaches and Residents

Month	Resident Expectations
August	<p>14, 15, 16 Coach Training. August 27 – School opening. Coaches and Residents meet to:</p> <ol style="list-style-type: none"> 1. Get acquainted, set up classroom. 2. Discuss overview of curriculum for calendar year as possible. 3. Assist with familiarity of state standards and blueprints. See "Assessment of Student Learning" handout. (Assessment of student learning is a broad area, not limited to state standards; when appropriate, consult the LPS pacing charts). 4. Discuss classroom management basics, especially personal styles, classroom rules and procedures. 5. Familiarize Resident with school policies. 6. Discuss the co-teaching concept and what that might look like in the first few weeks of school. Ensure an appropriate balance between observations of the Coach and other teachers, early teaching opportunities, and support for individual students and Residents. 7. Discuss required time to get to school. 8. Schedule weekly meetings after school that take Resident's SU course work into consideration. 9. Discuss the proper procedures for reporting absences. Review LPS school policies as well as the LTR Handbook. 10. Introduce Resident to faculty, staff, administrators, et al. Walk the building together. 11. Remember to introduce your Resident as your co-teacher. 12. Residents are to participate in all faculty and staff meetings, parent conferences, and

	LPS professional development activities unless they conflict with their SU classes.
September	<ol style="list-style-type: none"> 1. Residents can be in charge of a small daily activity, like the warm up. (Exceptions will have to be made when the Resident is observing other teachers or is out of the building observing another level (middle or high school). 2. For Residents: Review state standards and blueprints. Examine software for analyzing assessment data. See "Assessing Student Learning" handout. 3. Coaches- See "Assessing Student Learning" handout. If you are unfamiliar with some things, help the Resident locate someone in the building who can help. 4. Have Residents take 2-4 hours a week to see other teachers in and outside of your subject area for the first month or two of school. 5. By Oct. 5th, Residents are to implement each of the following for at least 2 periods. This may or may not be part of their 4 consecutive days of solo teaching. <ol style="list-style-type: none"> a. Direct Instruction: 5-15 minutes (Explanations, Demonstrations, Anticipatory Sets, or Advance Organizers). b. Cooperative Learning Activity – A half hour to 1.5 hours. Please check for heterogeneous grouping, face to face interaction, mutual goals, mutual resources, student social skills, helping students discuss their groups' productivity). c. Differentiated Instruction- This may be a single student, or tiered activities, or assignment choices all students are given to master objectives. d. Hands-on Activity. e. Analysis of teacher-made assessment. 6. Residents begin planning for the 3 consecutive days of solo teaching at least 2 classes. (A consecutive day means consecutive class meetings).

October	<ol style="list-style-type: none"> 1. Three consecutive days of teaching at least 2 periods due by Oct. 5th. Coaches need to be out of the classroom, (but in close proximity, in case of an emergency), except when collecting data of the Resident's instructional practice. 2. Prepare for 4 consecutive days of solo teaching at least 3 classes by Oct. 20th. 3. Coaches - Meet with methods faculty to clarify mutual expectations. 4. Residents are to utilize 2 strategies from TEDU 562, Reading in Content. 5. Prepare for visitors. Middle and high school Residents will host each other. Set dates for late October and plan with Dr. Davis in the Friday seminar. A copy of the plan will need to be approved by Dr. Martin. She will secure approval from site principals. Only then can you move forward.
November	<ol style="list-style-type: none"> 1. Prepare for 4 consecutive days of solo teaching at least 3 classes by Thanksgiving. Coaches are expected to be out of the room, but in close proximity, (in case of an emergency) except when collecting data of the Resident's instructional practice. 2. Discuss upcoming 8-10 hour unit for at least 2 classes by LPS winter break.
December	<ol style="list-style-type: none"> 1. Prepare for and solo teach an 8-10 hour unit for at least 2 periods by LPS winter break. While you have the bulk of the responsibility for the unit, your Coach can co-teach some of the unit, if appropriate. Lesson plans are due to the Coaches at least 3 working days before the unit begins. Revisions are to be in the Residents' hands at least 2 working days before the unit begins. 2. December 8th, last day of SU classes. Dec. 10-14, SU finals week. Residents are to be at school sites on Fridays when SU is not in session. 3. December 18th, last day of LPS classes before Winter Break.
Spring	

2013	
January	<ol style="list-style-type: none"> 1. Assume total, on-going responsibility for one class after LPS winter break, January 3rd. Residents should review, revise and reinforce their classroom management plans in consultation with Coaches. 2. Lesson plans are due to the Coaches by Wed. for the following week. Revisions are due back to the Residents on Thursday afternoon. Final revised lesson plans for the week are due Monday morning before classes begin. (School policies about department heads or others being in this loop are to be adhered to by backing up these due dates as needed). 3. Lesson plans are to include Fridays, as though written for a substitute. 4. Residents are to schedule two days to visit other site schools (middle and high schools) before March 1st. Coaches will cover for them on these days. 5. By January 21st, the Residents are to assume responsibility for another class.
February	<ol style="list-style-type: none"> 1. By February 4th, Residents are to assume responsibility for a third class. 2. By February 15th, Residents are to assume responsibility for a fourth class.
March	<ol style="list-style-type: none"> 1. By March 4th, Residents are to assume responsibility for the full load of the coach if this does not violate the two preparations guideline of the SU Handbook. The Resident, Coach or University Supervisor may request that the Resident take on less than a full load if they deem that the Resident needs more time for reflection and planning. The final decisions regarding less than a full load will be made by the University Supervisor in consultation with the Coach.
April	<ol style="list-style-type: none"> 1. Residents are to continue with the full load until the LPS Spring Break. 2. After the LPS Spring Break, Residents and Coaches are to co-plan and co-teach all classes.

	The Residents will still take the lead teacher role unless there is a solid rationale to do it differently.
May	<ol style="list-style-type: none"> 1. The LTR Friday Seminar continues throughout the LPS semester. When the seminar does not meet, Residents are to be at their school sites. 2. May 10th, SU Graduation Reception 3. May 11th, SU Graduation Ceremonies
June	<ol style="list-style-type: none"> 1. Co-teach through LPS Semester

Coach Guidelines and Expectations

The role of a supportive coach is critical in making a successful transition from co-teaching to assuming full responsibility. The Coach must carefully balance time in the classroom gathering data using the New Teacher Center tools with independent teaching time for the Residents.

Before assuming the full load, Coaches are to assist in safeguarding planning and reflection time for the Residents; they will never again have that opportunity.

Leaving the classroom for extended periods of time enables the Residents to experience all of the responsibilities that teaching entails and is vital to their professional growth. For many master teachers, relinquishing control to this extent is difficult. Rest assured, Coaches are expected to be easily accessible in the event of an emergency. Finally, Coaches are to collect data and facilitate coaching conversations daily. After Residents assume responsibility for multiple classes, the data should be collected from a variety of classes over each week.

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CURRICULUM VITAE

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