Exploring the Impact of an Urban Teacher Education Program

on Teachers' Professional Practices

by

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ABSTRACT

The majority of the teacher preparation programs in the US adhere to a traditional curriculum that includes foundational work, liberal arts classes, methods courses, and student teaching (Boyer & Baptiste, 1996; Kozleski, Gonzalez, Atkinson, Lacy, & Mruczek, 2013). Unfortunately, this approach rarely provides student teachers with opportunities to explore the role that culture plays in identity, learning, and community building—activities that are considered hallmarks of culturally responsive teaching (Artiles & Kozleski, 2007). To address this issue, Urban Teacher Education Program (UTEP) was created in 2010. UTEP was a one-year program designed to better prepare teachers currently in the classroom to work with children who have been marginalized. The present study examined the opportunities that UTEP provided for teachers to interrogate their own thinking about issues related to (1) identity, (2) culture, (3) learning, and (4) assessment, and the impact it has had on their professional practices in urban settings four years later. To understand if the teachers' experiences in UTEP were transformative and sustained this study addressed one primary question: In what ways have teachers professional practices changed as a result of being in UTEP? Using a grounded theory (Glaser & Strauss, 1967) lens, the study used a constant comparative method (Strauss and Corbin, 1990) in which codes were developed, categorized, and analyzed to identify themes. The teachers were interviewed, their classroom teaching practices were observed, and their applied projects (archived documents) were examined. Thematic analysis (Riessman, 2008) was used for the applied projects to categorize themes during each semester across all participants. The study revealed that as a result of

UTEP all five teachers' made a transformation in their thinking, which is still maintained today and continues to impact their professional practices.

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CHAPTER 1: INTRODUCTION

It was through my educational and professional experience that I realized a huge disconnect between what I learned in my undergraduate teacher preparation program and what I needed to know to be an effective teacher in an urban setting. I attended a small private university in the southwest and participated in a teacher preparation program that followed what Boyer and Baptiste (1996) refer to as a traditional curriculum that included liberal arts courses, methods courses, foundational work, and student teaching. However, shortly after graduation, I discovered that while this program provided me with a solid foundation, it did not necessarily provide me the skills needed to work with a diverse student population.

As a teacher educator, I am interested in pre-service teacher education; in particular, the instructional design of teacher education programs that prepare teachers to work in urban settings. I have worked in a number of initial teacher certification programs and it is through these experiences that I discovered that pre-service teachers— who are primarily white, middle class females—are not being adequately prepared to work with children in urban schools. As Marilyn Cochran-Smith (2004) confirms, 80% to 93% of the current teacher education students is white females. In addition, the statistics on the racial composition of teachers are astounding. Almost half of the schools in the United States do not have a teacher of color on staff. Ninety percent of the teaching force in K-12 education is white (National Collaborative on Diversity of the Teaching Force, 2004). As a result of my work in teacher preparation, my epistemological beliefs have been shaped and steered me to a particular area of study in teacher education. I believe teacher education programs need to provide pre-service teachers with opportunities to

think deeply about how their background and beliefs impact their teaching with students who come from different backgrounds than their own.

One of my first teaching assignments was at 36th Street Elementary School in south central Los Angeles, now known as the Birdielee V. Bright Elementary School. It was the epitome of an urban school with 100% minority enrollment, primarily compromised of African-American and Hispanic students. I was assigned to teach a modified bilingual first grade class. I immediately questioned how effective I would be working in this environment since I did not speak Spanish and my students were English Language Learners (ELL). Being a new teacher I was ecstatic about the opportunity to teach and excited by the challenges of this type of position so I accepted it. But there were a series of events during my initial week, including comforting one of my students that witnessed his father gun downed in a gang-related shooting, made me realize how poorly-equipped I was to deal with the complexities of this position. After my first week of teaching, I concluded I had two options: (1) resign, or (2) become conversant with my students and their specific cultural backgrounds.

I pride myself on not giving up on things easily, so I elected my second choice and made it a priority to get to know my students, their families, and the community to better understand the "unfamiliar" in order to meet the needs of my students. As my students were teaching me Spanish, I was teaching them English. We were learning from each other about each other. My students were eager to teach me Spanish and taught me to say "Cómo se dice en español," which in English means "how do you say . . . in Spanish." So as I would say, Como se dice "book" in español, my students would say

"libro." In a sense, we created a community of learning in which teaching and learning was reciprocated.

Much of what I learned in my teacher preparation program did not prepare me for my experience working in this urban school setting. It was not surprising that my feeling of being ill prepared was supported by research (Banks, Obiakor, & Algozzine, 2013; Darling-Hammond, 2002; Rubin, 2007). I worked with students who were immune to the sound of gunshots and police helicopters hovering overhead or who regularly witnessed drug solicitation and horrific acts of violence. School was a safe place for my students and I knew that I needed to communicate with them if we were going to accomplish anything. I was not worried about just speaking English in my classroom: I was worried about bridging the communication gap. Whether I needed to speak Spanish or English did not matter. What mattered was that my students were learning and educating me about what it means to work with children who come from a very different background than my own. The education I received in south central Los Angeles far outweighed my undergraduate education. Not only did I receive an education in my placement, I also received one about the community. I was unaware that history was being made right in front of me as I witnessed an urban unrest.

I was teaching in south central Los Angeles in 1992 when the Rodney King riots (also known as the Los Angeles riots) occurred, just over five blocks from my school. The riots, lootings, and assaults were a result of the public's outrage to the acquittal of four white police officers who mercilessly beat an African American man named Rodney King. Mr. King led the police on a high speed chase and was eventually pulled over by the police. The police officers insisted that Mr. King resisted arrest so they beat him

severely with their batons. An onlooker videotaped the incident and it did not take long

for the video to go viral and make headlines around the world. The National Guard was

called in to control the upheaval and schools and businesses were closed for five days.

During this time, 53 people lost their lives and over 2,000 people were injured.

As I drove to school on the sixth day, it felt as if I was driving through a war

zone. Businesses were burned down and the National Guard was patrolling the area. All I

could think about was how the riots affected my students and their families. When I

pulled in to the parking lot, security guards were everywhere. Two of the guards had to

unchain the gate to let me in. I entered the gym to pick my students up for class and some

of them expressed how amazed they were that I returned to school. When one of my

students said that he didn't think I would come back, I asked him why. He said that he

was afraid for me since I had white skin. I replied that my skin is not "white" but

"blanca." We all got a chuckle out of my response and then started business as usual.

As a young, naïve, novice teacher, it was not until a couple years later that I fully

understood the significance of the Rodney King Riots or realized the impact my

experience teaching in south central Los Angeles had on my professional and educational

trajectory. In spite of my lack of knowledge about working in urban schools, I did not

lack the motivation to learn about my students and the environment in which I was

teaching. My motivation to learn about my students and where they come from drove my

research agenda. I wanted to know what aspects of a teacher education program assisted

teachers in working with children who came from very different backgrounds than their

own. In essence what worked and what did teachers wish they learned in their teacher

preparation programs? I suspected that the teachers found some material and experiences

helpful in their teacher preparation program, but I believed that teachers, like me, felt as if they were not adequately prepared to work in a global society.

Urban Teacher Education Program (UTEP): Brief Overview

As a result of my experience in south central Los Angeles, I knew early on in my doctoral program the area of research I wanted to study. Specifically, I was concerned with preparing new teachers and helping current teachers to work with students who come from different backgrounds than their own. One influential experience for me as a doctoral student was my participation on a research team that developed the Urban Teacher Education Program (UTEP)—MA program in Special Education. UTEP was a one-year program designed to better prepare teachers currently in the classroom—which we referred to as teacher residents—to work with children who have been marginalized. The program designers elected to use the term "resident" to signal a different model of teacher preparation. Based on the medical model of a doctor earning a degree and then doing a residency to perfect skills in a "real" situation, UTEP sought to not only transmit theories of educational practice but to place residents in "real" classrooms for a substantial amount of time working with highly qualified mentors. The mentors were selected by the school administrators and met the school districts criterion for a master teacher.

It was during my extensive work with the UTEP teacher residents that confirmed my epistemological beliefs and solidified my focus of study in teacher education. This experience convinced me that teacher education programs need to provide pre-service teachers with opportunities to think deeply about where they come from, what do they believe, and how do these beliefs impact their interaction with children who come from

different backgrounds than their own. In this vein, one of the primary goals of UTEP was to provide opportunities for teacher residents to interrogate their own thinking about working with children who come from different backgrounds and diverse abilities, a process described as teacher inquiry.

Teacher Inquiry

When I use the term teacher inquiry, I refer to the definition used by Dana and Yendol-Silva (2003) that states "Teacher inquiry is as a systematic, intentional study of one's own professional practice" (p. 5). This definition implies the need for pre-service teachers to examine their own practices and interrogate their own beliefs and assumptions about working with students in urban settings. When the UTEP teacher residents engaged in teacher inquiry they took charge of constructing their own knowledge by putting on their research hats. During the seminar courses, the UTEP teacher residents were provided with current literature that allowed the teacher residents to dig deeper in to issues pertaining to the program's four themes: identity, culture, learning, and assessment. The residents gathered data about an issue related to one of the themes, analyzed it, discussed their findings, and interrogated their own thinking. Opportunities to openly discuss the course readings were provided and weekly reflections were required. The weekly reflections proved to be extremely beneficial since some students were not comfortable talking openly about some of the issues. One student's reflection, which was written at the end of the program, provides us with hope that through a community-based program that provides teachers with spaces to contemplate issues related to teaching in urban schools can be a powerful, life-altering experience. Specifically, the student noted:

> …the end result of this year long journey in the MA program has been truly
> transformative for me personally and professionally. Reflecting back on this

process, in the beginning I was very uncomfortable about some of our discussions and readings that challenged my own beliefs and made me question why I thought what I did. But through this journey it was beneficial for me to talk with my peers about issues during the semester that enabled me to step outside my comfort zone and reconsider what I originally believed. My prior experience is very different from the children I work with, so I have to get to know my students and their families and the community they live in. This is the most valuable thing I am taking away from the program.

By doing action research, discussing the uncomfortable, and gaining new insights, the teacher residents developed new understandings of the challenges of working with students in urban schools. Since the teacher residents took ownership of the new knowledge they constructed, they were actually making advancements in their professional growth. As Dana and Yendol-Silva (2003) suggested, when pre-service teachers discovered new information that could enrich their teaching practices, they were more inclined to implement changes in their classrooms that would enhance their students' learning.

As a member of the research team who assisted with the design of the UTEP program, I wondered if the teacher residents developed any new understandings of issues related to the program's four themes—identity, culture, learning, and assessment (described in more detail below)—and whether this impacted their classroom practice like Dana and Yendol-Silva (2003) found in their study. It was with this vantage point in mind that I decided to investigate how the UTEP teacher residents perceive that their teaching practices have changed as a result of their experience in the program. This document describes a qualitative study designed to follow up on an original study published by Kozleski and her colleagues, which focused on the immediate rather than the long term impact of the UTEP program (Kozleski et al., 2013). I share the justification for restructuring teacher education programs to provide spaces for critical

reflection, describe UTEP, outline the study's methods, analysis of data, discuss my

findings, and implications for future research.

CHAPTER 2: LITERATURE REVIEW

Preparing Pre-service Teachers for Teaching in Urban Schools

Marilyn Cochran-Smith (2004) informed us that 80% to 93% of the current

teacher education students were white females. So this meant that a large number of

white pre-service teachers would work with students of a different cultural background

from their own (Sleeter, 2001). It was clear that the student population was becoming

more diverse, but the teaching force is not. Only a few culturally linguistic diverse

teachers joined the teaching profession, which was predominately white (Banks et al.,

2013). This was problematic because there was a significant disconnect between the

socio-cultural backgrounds of minority students and low income students and their white,

middle class teachers. As a result of this disconnect, researchers noted the following

problems: miscommunication, cultural conflict, ineffective teaching that results in dismal

academic achievement, lowered teacher expectations, teacher's negative racial attitudes

and beliefs about racially and socially-economically diverse students, and low motivation

amongst students and teachers (Bennett, 1999; Hollins, 1995; Ladson-Billings, 1994).

Some of the research argued that many white pre-service teachers entered their

teacher preparation programs with negative preconceived beliefs about children who had

different backgrounds than their own (Dana, 1992; Schultz, Neyhart, & Reck, 1996). For

example, Schultz et al. (1996) found that pre-service teachers were naive and had

stereotypical views about urban children; such as believing that urban children brought

attitudes into the classroom that interfered with their learning. Another study conducted

by Dana (1992) followed five, white, middle class pre-service teachers in their field

experience that took place in an urban setting. What Dana discovered was that the pre-

service teachers had expectations and made value judgments that were based on their prior personal experiences, which were different from those of their students. Additionally, the pre-service teachers referred to their students in negative terms, such as deprived or bad.

Unfortunately we have not made much progress in bridging the cultural gap between teachers and students. Current research findings were similar to those of Dana (1992) and Schultz et al. (1996), which occurred approximately two decades ago. For instance, Watson (2011) conducted a study that looked at how teachers define urban and suburban. Watson interviewed 16 novice teachers that participated in a university Teacher Education Program (TEP) which was a one-year Master's program with a focus of preparing teachers for the challenges faced in urban education. The data revealed that the teachers' beliefs and values about their students, and their behaviors towards them, influenced the teachers' when they measured how urban a student was. All the teachers in the study defined "urban" as teaching students of color. It was clear that a student's skin color was factored in to the teachers' expectations, preparation, and overall satisfaction of their teaching assignment. The study found that if students were more culturally "suburban" (as defined by the teachers) then the teachers had positive expectations about them; but the more culturally urban the students were, the more negative expectations teachers had about them.

The cultural difference that the teachers made between urban and suburban was an important discovery in Watson's (2011) study. Watson suggested that teachers "wanted to teach students of color but only if they had the perceived cultural resources of middle class, white students" (p. 31). As a result, Watson suggested restructuring our

teacher preparation programs to include teacher inquiry. Teacher preparation programs

needed to provide our teacher candidates with opportunities to examine who they were,

where they came from, what they believed, and how these beliefs impacted their

interaction with children who came from different backgrounds than their own. Lenski,

Crumpler, Stallworth, and Crawford (2005) argued that teacher preparation programs

shouldn't just focus on helping teacher candidates develop an awareness of cultures in

high needs schools. Instead, these programs should strive to help their teacher candidates

develop and maintain habits of mind that enable them to value their students' cultures

and, in turn, acknowledge the need to consider those cultures in their teaching practices.

By focusing on inquiry and developing a strong sense of community, it was more

probable that teacher candidates would feel empowered to make student-centered

decisions and to change the traditional cultures of teaching (Dana & Yendol-Silva, 2003;

Mule, 2006).

Most of the teacher preparation programs in the US adhered to a traditional

curriculum that included foundational work, liberal arts classes, methods courses, and

student teaching (Boyer & Baptiste, 1996; Kozleski et al. 2013). Unfortunately, this

approach rarely provided teacher candidates with opportunities to explore the role that

culture plays in identity, learning, and community building during their own teaching and

learning, which Artiles and Kozleski (2007) considered the hallmarks of culturally

responsive teaching. When I discuss culturally responsive teaching, I am referring to

Geneva Gay's (2002) definition is which she describes

> Using the cultural characteristics, experiences, and perspectives of ethnically
> diverse students as conduits for teaching them more effectively. It is based on the
> assumption that when academic knowledge and skills are situated within the lived

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experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly (p. 106)

These traditional programs focused on education through a technical lens. They presented pre-service teachers with knowledge about teaching through their coursework and field experience, but much of what they learned did not prepare them to work in a global and culturally diverse society (Cross, 2003; Kozleski et al. 2013). It was evident from some research that the traditional teacher education programs or the business as usual approach to teacher preparation, had not been effective in bridging the cultural gap that existed between white, middle class teachers and their students of color. Sleeter (2001) concurred that if we continued to conduct business as usual in teacher education we were simply widening the gap between students and teachers.

To complicate matters, research indicated that many pre-service teachers only want to teach students who were like them (Hollins & Guzman, 2005; Watson, 2011). So what precisely does this mean? I think we can interpret this information to mean that pre-service teachers felt more comfortable teaching children who came from similar backgrounds like theirs. It made sense that pre-service teachers wanted to teach in familiar territory, but in reality this was not the case for many of our teachers. We already learned from Sleeter (2001) that a large number of white pre-service teachers would work with students of a different cultural background, so it was imperative that our pre-service teachers had opportunities working in unfamiliar territories. In order for pre-service teachers to fully understand the culture and community in an urban school, they needed to be immersed in this environment so they could gain an accurate depiction of what it was like to teach in an urban setting (Singer, Catapano, & Huisman, S. 2010).

The literature informed us that white teachers tended to leave schools when there is a higher Black and Latino student population (Hanushek, Kain, & Rivkin, 2004; Johnson, Berg, & Donaldson, 2005; Watson, 2013). Some of this attrition can be linked to the lack of resources available in many high minority schools, but it was apparent that more attention needed to be devoted to how the teacher-student cultural gap might influence where teachers decided to teach. Ultimately, we wanted to retain teachers, so if pre-service teachers embraced the unfamiliar and learned about their students and school community, then they are more likely to stay in the teaching profession.

If we continued to send teachers into urban classrooms without preparing them for the different needs of urban youth we were what Gutierrez et al. (2002) referred to as participating in "demographic denial" (p. 340). As a result, teacher educators needed to reevaluate current practices to better prepare teachers to work in diverse settings. As Hollins and Guzman (2005) pointed out, the challenge was providing a quality education for all students.

UTEP: A Detailed Look

The Urban Teacher Preparation Program (UTEP) was a Master of Arts program in Special Education with a focus on teacher leadership for inclusive education in urban contexts. By inclusive education I referred to the definition by Waitoller and Kozleski (2013).

> We define inclusive education drawing from Fraser's (1997, 2008) three-dimensional conceptualization of social justice. Inclusive education should be based on redistributing quality educational opportunities for all students (dimension of redistribution), recognizing and valuing all students' differences (dimension of recognition), and on creating spaces for families and students to participate in the decisions that affect their learning trajectories (dimension of representation) (p. 27).

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The program consisted of four semesters spanning a year (summer, fall, spring, summer) and was designed to better prepare in-service teachers to teach in an urban school setting by reducing the cultural gap between teachers and their students who come from very different backgrounds. Students were selected to participate in the program because they perceived that their respective initial teacher preparation programs did not prepare them to work in urban schools. The program immersed students—labeled by the program as teacher residents—in the teaching profession by immersing them in an urban school and having them work closely with their assigned mentor teacher. In UTEP, urban schools were defined as those schools that were situated in (a) compactly populated, diverse, primarily minority-majority neighborhoods; (b) communities with limited access to financial resources, jobs, health care, transportation, physical safety and modernized facilities; and (c) familial cultures within communities that were historically marginalized by the dominant cultures within the United States (Anyon, 1997; Buendia, 2010; Kozleski & Smith, 2009).

UTEP program was patterned after teaching hospitals where medical students refine their skills in "real life" situations in a structured learning environment by participating in a comprehensive residency under the close supervision of highly qualified and experienced mentors (Goodlad, 1990; Holmes Group, 1995). Similar to a residency in the field of medicine, UTEP placed teacher residents in "real" classrooms for a substantial amount of time, more than 800 hours, and provided them access to highly qualified mentors. The mentor teachers in UTEP were carefully selected by the school administrators and met the school districts criterion for a master teacher. The overall learning environment in the UTEP was called a Professional Learning School (PLS).

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Professional Learning School

Ideally, as Waitoller and Kozleski (2013) suggested, a PLS provided the context

for teachers to become "career long learners, equipped with the ability of honing their

practice as students challenge them to understand more about the complex relationships

between identity, culture, engagement, ability, content, context, and skill development

and mastery" (p. 9). To support teachers in achieving this goal, a PLS created an

environment where children, families, teachers, school leaders, and researchers—all the

stakeholders—worked collaboratively to develop and refine various approaches to

teaching and learning in hopes to resolve the challenges faced by students in urban

schools. It was through this type of participation that new teachers experienced a

transformation in understanding, which led to a change in their identities, and in turn

prepared them to participate in a community of practice (Lave & Wenger, 1991). A PLS

encouraged teacher residents to move beyond an awareness of their students' cultures and

instead delve deeper into who their students really were to gain "an understanding of

valuing of students' cultures and recognition of the need to consider those cultures in

teaching practices" (Lenski et al., 2005, p.86).

UTEP incorporated four components of a PLS (see Figure 1), professional

learning, teacher development, continuous improvement of culturally responsive

curriculum, and inquiry on equity in schools (Agosta, Graetz, Mastropieri, & Scruggs,

2004). In UTEP a PLS was conceptualized by combining elements of a professional

development school (PDS) and a professional learning community (PLC). By adopting

the features of PDS, which concentrated on the school district and university partnership;

implementing staff development to bridge theory and practice; and using the component

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of a PLC that shared the vision of change and continual improvement (Hoffman,

Dahlman, & Zierdt, 2009), the UTEP PLS was formed. The PLS was designed to foster

collaboration amongst all parties involved to reach a common goal, that is, ways to

improve student outcomes. The four components of a PLS are described in more detail

below.

   Professional learning. With professional leaning, a wide range of stakeholders—

from teacher residents, mentor teachers, site coordinators, and site professors—

collaborated to design and engage in professional learning about the problems of practice

that occur in classrooms in their partner schools. This helped convey the idea that

learning was a community endeavor and that classrooms were ideally situated to support

professional growth. Ideally, as a school embraced a professional learning model, the

entire faculty engaged in learning projects that improved outcomes for students. Ideally,

all participating teachers engaged in collaborative learning with their colleagues. By

observing each other teach, planning curriculum together, reviewing and assessing

student work, professional learning could transform teacher practice and, in turn, improve

student outcomes.

- Co-teach 800+ hours
- 2/3 of the coursework is classroom based

Teacher Development

Inclusive Teaching and Learning

- Work with a variety of students
- Design Culturally Responsive Curriculum

- Develop collaboration and coaching skills
- Become a teacher leader for instructional design

Embedded Professional Learning

Research and Inquiry on Equity in Schooling

- Actively participate in action research
- Obtain in-depth understanding in areas of interest

Figure 1. Components of a PLS

Teacher development. When you combined professional learning with professional development, you had teacher residents and other faculty developing their knowledge base about new and emerging practices together. This collaborative venture could take on many forms including teacher residents and faculty taking courses together, co-teaching, creating reading groups, or meeting regularly on a particular topic. Overall, collaborative opportunities were provided and encouraged to help teacher residents and faculty dig deeper into a particular area like leadership or curriculum.

Continuous improvement of culturally responsive and inclusive curriculum. The teacher residents' were not only acquiring knowledge about ethnic and cultural diversity in the program, but they also practiced culturally responsive practices by incorporating what they learned about their students' cultures into their instructional strategies and curriculum (Gay, 2002). Teacher residents gained knowledge about creating curriculum and lessons that provided students with a variety of entry points, so

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all their students could find a way to connect and participate in the lessons. To make sure

the curriculum met the needs of diverse learners it was crucial that the teacher residents'

learned about universal designs for learning (UDL) to gain knowledge about using

multiple strategies, activities, resources, technologies, and assessments (Rose & Meyer,

2002, 2006; Rose, Meyer, & Hitchcock, 2005).

Wu (2010) explained that UDL is

the shared vision that general and special education teachers have a key role to
play in constructing inclusive and meaningful learning environments for all
students through multiple means of knowledge presentation, engagement in
learning and action, and expression. This vision can only be translated into
practice when teachers cross the departmental or curriculum bridges between
special and general education and truly collaborate to design many-sizes-for-all
UDL-based curricula (p.10).

UTEP adopted this shared vision and incorporated UDL into the curriculum and

emphasized collaborative teaching.

Inquiry on equity in schooling. The teacher residents examined their own

practices and interrogated their own beliefs and assumptions about working with students

in urban settings. It was important to the faculty working in UTEP to have the teacher

residents' understand the importance of being life-long learners. To reinforce this

practice, the program emphasized the need for teachers to understand teaching and

learning as inquiry that requires on going action research on their own practice as well as

ongoing professional learning about advances in their field (Hudspith & Jenkins, 2001).

In the seminar courses, the UTEP teacher residents read and discussed current

literature that allowed them to dig deeper in to issues pertaining to the program's four

themes: identity, culture, learning, and assessment. The teacher residents gathered data

about issues related to the themes, analyzed it, discussed their findings in the seminar course, and interrogated their own thinking about the topic(s).

Admissions and Faculty

UTEP adopted the university's admissions criteria. Prospective students needed to meet specific requirements for admissions including having a Baccalaureate degree, meeting a minimum undergraduate grade point average, submitting three letters of recommendation, and providing a letter of intent. The letters of recommendation and letter of intent were viewed through the lens offered by Levine (2006), who suggested that teacher preparation programs should recruit and admit those students with the capacity and motivation to become successful teachers, where success is measured by positive student learning outcomes. Those students with letters of recommendation and letter of intent that suggested they had the capacity and motivation for success were admitted if they met the other criteria.

Levine (2006) identified faculty composition as another critical factor impacting the quality of a teacher education program. Ideally, the faculty were productive scholars and skilled practitioners with expertise aligned with the program's curriculum and goals as well as the needs of public schools including the students and their families. Faculty were selected to participate in UTEP based upon their willingness to approach it as an opportunity to engage in ongoing inquiry with other faculty, to build and sustain a professional community, to increase student learning through the study of instruction and curriculum, and to provide a nurturing environment for preparing teachers for successful careers.

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The Curriculum

Levine (2006) also offered nine criteria that he used to judge the quality of teacher preparation programs in the US. Three of his criteria were used to guide the design of the UTEP curriculum including curricular coherence, curricular balance, and critical importance. First, Levine identified curricular coherence as critical for program quality. This was a well-organized knowledge base that was congruent with the program's purpose and targeted outcomes. Another criterion, curricular balance, argued for balancing the instruction a program offers in the context of university classrooms with the need for student teachers to work in schools alongside successful practitioners (Cochran-Smith, 2003). The last criterion, critical importance, focused on ensuring that teacher education programs support accessible, high quality, and useful research. At every step in the design process, these three criteria were used to shape the UTEP curriculum.

The curriculum was also designed to convey the importance of evidence-based practice. There was substantial research evidence indicating that individual teachers improved student achievement when they used specific evidenced-based practices (Nourgaret, Scruggs, & Mastropieri, 2005). UTEP explicitly integrated evidenced-based content into the curriculum and conveyed this practice to the teacher residents so they could appreciate which curricular elements can be impacted by evidence-based content. For instance, the practicum and seminar courses that teacher residents took each semester allowed them to see how theory, research, and practice work together. Teacher residents in these courses were taught how to incorporate evidence-based practice into their classrooms and conducted action research.

The UTEP curriculum was also shaped by the belief that the teacher residents should learn to critically consider their own thinking and reflect on their beliefs about working with children drawn from diverse urban settings. To help accomplish this goal, UTEP developed four themes that teacher residents needed to reflect on each semester including: (1) identity, (2) culture, (3) learning and (4) assessment (see Figure 2). The program provided opportunities for teacher residents to be immersed in an urban school setting while thinking critically about issues surrounding these four themes. The goal was to encourage the teacher residents to critically reflect on their own thinking in regards to creating learning spaces for students with diverse backgrounds, skills, interests, and abilities (Kozleski & Waitoller, 2010). The critical reflection component was aligned with the work of Howard (2003) who proposed that critical reflection was an attempt "to look at reflection within moral, political, and ethical contexts of teaching" (p. 197). Every semester, teacher residents were required to take a seminar course that promoted teacher inquiry. During this course, teacher residents read pieces from current literature, openly discussed them, and engaged in critical reflection in an effort to gain a deeper understanding of the issues they encapsulated.

Problem based assessments (PBAs). Problem Based Assessments (PBAs) were created that corresponded to the UTEP standards, content knowledge, and concurrent practices in the schools. These PBAs formed an assessment system that evaluated teacher residents' developing knowledge based on courses, seminars, online learning, and ongoing discussions, as well as students' performance in the PLS schools. As teacher residents progressed through the program, they were introduced to PBAs and were provided scaffolding guidance to successfully complete the assessments each semester.

The PBAs were designed so that residents would demonstrate their learning around the four themes that grounded the program: (1) Identity, (2) Culture; (3) Learning; (4) Assessment (see Appendix A for course descriptions). These themes were incorporated in the curriculum across four semesters. Figure 2 provides an overview of the project's key components, which is followed by a description of each semester and the PBAs that were embedded in each one.

The Curriculum
12 Months

Semester 1: Identity	• Autobiography • Student Case Studies
Semester 2: Culture	• Community Assets Mapping • Family Case Studies
Semester 3: Learning	• RTI case study • PBIS intervention
Semester 4: Assessment	• Progress Monitoring • Identification • Intervention Planning

| 3 days of Classroom Practice | Applied Project | Online Course |
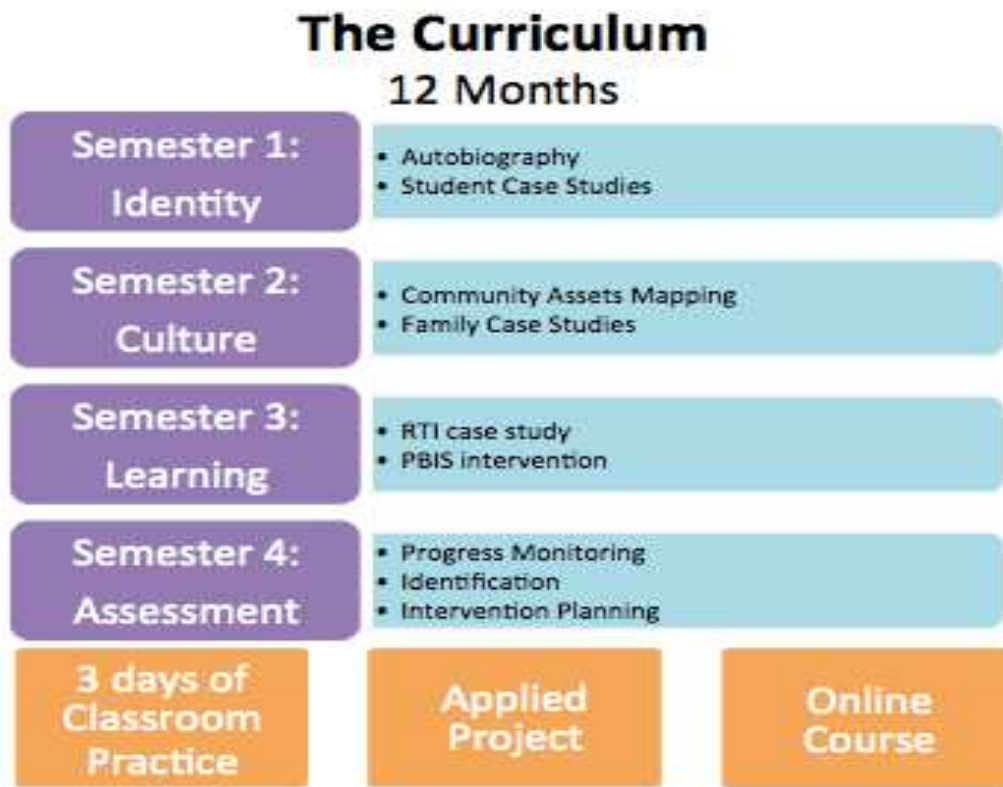
Figure 2. The UTEP Curriculum

The coursework in the UTEP program was designed to engage teacher residents in critical learning and analysis of both theory and instructional methodology. The emphasis on theory was intended to provide candidates with a solid foundation to support their decision making regarding the selection, implementation and adaptation of

instructional methods based on the ever-changing needs of their students. Coursework was aligned to support the development of knowledge and skills necessary for students to complete their PBAs and their applied projects. (See Appendix B for a seminar course syllabus).

Semester 1: Identity. During the first semester in UTEP, teacher residents developed an understanding of the cultural histories and traditions that they bring with them to teaching. They became aware of the values and beliefs that filtered their understanding and capacity to teach others. Teacher residents embraced the cultural work of teaching and learning and, in doing so, were expected to reshape their own normative assumptions about social, cultural, and intellectual capital. As reflective teachers, graduates from UTEP were expected to develop a set of dispositions and habits that would shape their identities as learners, writers, and readers, engaged in self and peer-assessment, inquiry, and cultural observers and mediators as lifelong practices.

In the practicum course there was a focus on collaborative teaching (Friend & Cook, 2006; Mastropieri et al., 2005) which brought general and special education teachers together to work collaboratively to provide quality instruction to students with various needs. This collaboration was a crucial skill set necessary for teachers to have when working in response to intervention environments (RtI) (Fuchs & Fuchs, 2001; Mastriopieri & Scruggs, 2005; Speece, Case, & Molloy, 2003; Vaughn & Fuchs, 2003). Since collaboration was crucial in co-teaching, the teacher residents were afforded this opportunity in their practicum course (Please see Appendix C). The co-teaching component in the practicum was adapted from the work of Sands, Kozleski, & French (2000).

In terms of PBAs, teacher residents completed a written identity autobiography that defined and explored the concept of teacher identity from a cultural historical perspective. For this assignment, teacher residents used readings and personal experiences to explore their own culture and beliefs and how those experiences shaped their expectations of their role as teacher, their aspirations as a new professional, and their commitment to working with children in urban settings. At the end of semester one the teacher residents had to present their identity autobiography in their seminar class.

Semester 2: Culture. In the Culture semester, teacher residents began to understand that schools were places of cultural work in which the cultures of students, families, teachers, and administrators who worked and studied there interacted with the cultures of schooling. Cultures were negotiated in and through everyday practices among people and policies that were intended to emancipate and empower. Teacher residents sought to understand the types of knowledge that children bring with them to school and to learn ways to bridge home and school cultures, to help ensure that students and teachers alike learn and transform through these interactions (González, Moll, & Amanti, 2005). UTEP's curriculum was grounded in culturally responsive teaching and learning. It was designed to convey to the teacher residents the importance of leveraging the assets that students from culturally and linguistically diverse backgrounds brought to school when they structured and implemented the curriculum in their own classrooms (Artiles & Kozleski, 2007; Cochran-Smith, 2004; Kalyanpur & Harry, 2004).

With regard to PBAs, through the completion of three case studies the teacher residents' interviewed three separate students, and were expected to discover their students' personal cultures including evidence of specific cultural frameworks such as

religion, socio-economics, family structure, friendships, and community support. As the teacher residents were really getting to know these students, the information they collected gave them a better understanding about using the data to develop more culturally responsive lessons and curriculum. Towards the end of the semester, teacher residents researched the community assets available within a five-mile radius of their school site and created a brochure with the data they collected. This constituted their community assets map assignment.

Semester 3: Learning. During the learning semester, teacher residents learned to create and lead learning environments that were conducive to positive social interaction, active engagement in learning, and self-motivation. The teacher residents' became knowledgeable about evidence based practices. The levels of positive behavior supports (PBS) were introduced for a school-wide approach to preventative measures, for culturally responsive behavioral competence and socialization as well as school-wide mental health services, and supports (Adelman & Taylor, 2005; Rutherford, Quinn, & Mathur, 2004; Sugai & Horner, 2002). Skills in differentiating and early intervening (Harry & Klingner, 2006; Mastropieri et al., 2006), which were essential for each student to be academically and socially successful, were also practiced and refined during this semester.

In terms of PBAs during semester 3, teacher residents researched and discussed their site's school-wide RtI approach for academic and behavioral interventions, and created a three-part BIP including Primary, Secondary, and Tertiary intervention (Sailor, Dunlap, Sugai, & Horner, 2009). For this assignment the teacher residents were required to attend three Intervention Team (IT) meetings at their school. **Part 1:** Primary Class-

wide Behavior Management Plan was created and implemented. **Part 2:** Secondary Behavior Intervention Plan: teacher residents' selected three students they were concerned about to observe more in-depth than at the primary level and write-up case studies on each student. **Part 3:** Tertiary Behavior Intervention Plan: teachers chose one of the three students from their secondary case studies and implemented that student's BIP for two weeks (10 school days).

  Semester 4: Assessment. In the final semester, teacher residents learned about the importance of using assessment as a tool for end-beginning year planning and instruction. Residents learned to integrate standards-based formative and summative assessments on multiple levels and for various purposes to design the most appropriate instruction materials and methods to meet the developing needs of every student.

  With the current P-12 educational climate's emphasis on accountability and achievement of state curriculum standards, practicing teachers must be able to understand and use standards-based assessment. In particular, they need to use this information to inform their teaching practice as well as develop assessment and individual education program planning skills for RtI and traditional special education assessment processes (Fuchs, Fuchs, & Stecker 2010; Quenemon et al., 2003). So it was during the assessment semester that the teacher residents gained experience implementing RtI (Mastropieri et al., 2005). Since evidence-based practices for teaching in core content areas such as literacy (Klingner, Vaughn, & Boardman, 2007; Speece & Ritchey, 2005; Vaughn et al., 2006; Vaughn & Linan-Thompson, 2004), and science and math instruction (Fuchs et al., 2006; Montague & Jitendra, 2006) can be seen as preventative in Tier 1 and 2 of RtI. It was generally considered good practice for special and general education teachers to

work together in the classroom to ensure that personalized interventions were incorporated into daily classroom experiences, particularly those interventions with increasing levels of support. The UTEP curriculum stressed the importance of these assessment issues.

With regard to PBAs for semester 3, teacher residents submitted three separate student case studies with a complete description of student supports and experience in Tiered interventions. The teachers' had to select students for the case studies that represented each RtI Tier (i.e. one student at Tier 1, one student at Tier 2, and one student at Tier 3). The case studies included an ABC gathering method, results charts/graphs, objective description of targeted behavior (observable and measurable), and replacement behavior and results. In addition, by the end of the third week of semester 4, residents were required to revisit their identity autobiography PBA from semester one to determine if there were changes in their teacher practices over the last four semesters.

Master's applied project. Each of the program's four semesters allotted time for the teachers to focus on their research, writing, and complete a quarter of their applied project. The applied project was based on multiple state and federal teaching standards that were analyzed and used to create the PBAs in UTEP. The PBAs from each semester constituted the students' applied project. To graduate from UTEP all teacher residents' must pass both the written and presentation portions of their applied project (Please see Appendix D for an example of a PPT presentation).

Evaluation of UTEP's Impact

Initial Study: Examining Concurrent Impact

The research conducted by Kozleski et al. (2013) reported the findings of a qualitative study that was conducted during an 18-month period focusing on the concurrent impact of the UTEP program. The study followed the experiences of nine teacher residents, their clinical teachers, site coordinators, site professors, and principals in three professional learning schools located in an urban school district during their participation in the program. The study examined the tensions that occurred in teacher preparation when theory interconnected with the context-bound realities of daily life in schools and the politics that come in to play which restrict the opportunities for inclusive education. The data revealed three themes that emerged as teacher residents negotiated their understanding of and commitment for inclusive education: (a) critical reflection as an emergent practice, (b) whose learning, and (c) the trouble with behavior. Ultimately the study showed that despite the tensions that arose in the three themes, the teacher residents did make advances in their teaching that provided more opportunities for inclusive education to be practiced at the three PLSs. This study was designed as a follow up to Kozleski et al. (2013).

Present Study: Examining Sustained Impact

As a lead participant in the initial study and a member of the program development team, I was very curious to learn if the teacher residents have made any additional, long-term changes in their teaching practice as a result of UTEP and how they have maintained what they learned from the program. I returned to two of our partner

schools four years after the teacher residents graduated from the UTEP to discover what long-term changes, if any, have occurred.

A criticism leveled at current teacher preparation programs is that they often prepare their graduates to simply perpetuate the dominant culture, practices, and knowledge (Kozleski & Waitoller, 2010). By focusing on technical skills rather than skills needed for reflection, graduates of these programs are often poorly equipped to examine how adopting this dominant cultural lens may continue the inequities found in urban classrooms. In contrast, the UTEP was designed to help its graduates become aware of and critically examine ways in which the dominant culture, practices and knowledge impact the classroom, and to explore ways of making the classroom more inclusive to all cultures on an ongoing basis.

One of the primary ways in which the UTEP attempted to accomplish this goal was by exposing students to a diverse set of cultural and socioeconomic settings. In these diverse settings, teacher residents worked closely with their clinical teachers to reflect on their role in creating inclusive and participatory classrooms. Teacher residents were encouraged to consider ways of including their students' culture into everyday educational practice including the curriculum. To understand the impact that UTEP had on the teachers' practices, this study was designed to address the following question: In what ways have teachers professional practices changed as a result of being in UTEP? To address this question, I interviewed the teacher residents, observed them in their classroom teaching and interacting with their students, and analyzed their applied projects/archived documents.

CHAPTER 3: METHOD

Participants and School Sites

In the fall of 2014, I returned to two of the three elementary schools from the original study: Coppermine and Zuni. The participants included in the study were five former graduates of UTEP. There were two teachers at Coppermine: one Latina and one white female. At Zuni, there were three teachers: two white females and one Latina teacher. In the Kozleski et al. (2013) initial study, nine teacher residents were included and they were spread out across three schools. When I contacted Coppermine and Zuni Elementary Schools at the outset of this study, I found that only five teachers from the original study were available to participate in this follow up. The other four had either relocated out of state or were unable to participate. All five of the teachers were from the same cohort (cohort 1) and entered UTEP so they could better meet the needs of all their students in an urban setting (Please see Table 1 below for participant information). In the following section I describe the demographics of the two schools that I worked with. The demographics were represented in the schools in 2010 when the UTEP program originated and when the research team from the initial study began collecting data.

Table 1.

Participants

Participants	Race	Years Teaching Up to 2015	Spoken Language	School Teaching Assignments
Kim	White	11	English	**Zuni**: General Education
Nina	White	15	English	**Coppermine**: Special Education – Self Contained
Debbie	Latina	7	English	**Coppermine**: General Education
Noelle	White	9	English and	**Zuni**:

			Spanish	Special Education
Breanne	Latina	5	English and Spanish	**Zuni**: General Education

The two elementary schools I worked with are located in the Grass Valley School District (GVSD). The GVSD serviced 21 schools with approximately 12,000 students. The 21 schools in the GVSD consisted of 14 elementary schools that ranged from grades kindergarten through five, a developmental special needs school, four middle schools that served grades six through eight, and a K-8 traditional school. The GVSD was an urban district and was located in one of the largest metropolitan areas in the US. Unfortunately, GVSD did not meet their annual yearly progress goals for several consecutive years prior to the conception of UTEP in 2010. In response, GVSD was under a great deal of pressure from the state department of education and the district to meet the increasing number of accountability demands (Kozleski et al., 2013).

Coppermine was located in a low-income neighborhood with a large number of Latino and Yaqui students. When UTEP started, Latino students comprised 60% of the 750 students in Coppermine, while students with Yaqui background comprised 22% of the total enrollment. African American students comprised 9% while students from Asian background comprised less than one percent, and White students compromised 8% of Coppermine's student enrollment. ELLs accounted for 46% of the school population compared to the state average of 16%, and 94% of ELLs report Spanish as their home language. Furthermore, 84% of the families whose students attended Coppermine qualified for the free/reduced lunch program.

Zuni elementary school was located in a working class neighborhood and it had a long history of being a neighborhood school. This meant that all students attending Zuni

were not bussed to the school; they walked since they lived in the neighborhood. There

were 852 students enrolled at Zuni from which 74% came from a Hispanic background

and 17% came from an African-American background. Only 4% of the population of the

school came from a White background, 3% from a Native American background, and 2%

were Asian/Pacific Islander. English language learners compose 59% of the school

population, and students eligible for the free or reduced-price lunch program made up

89% of Zuni's student population.

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Data Sources

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There were three sources of data used in this study: semi-structured interviews, an

observational tool that included field notes, and archived documents (the participants'

applied projects). The data sources and their purpose are captured in Table 2.

Table 2.

Data Sources and Their Purpose

Data Sources	Purpose
Semi-Structured Interviews	Shared participants' beliefs about the changes that have occurred in their professional practices. The interview questions focused on the semester themes; identity, culture, learning and assessment
Observational tool with field notes	Demonstrated changes in teachers' professional practices in; curriculum, pedagogy, assessment, classroom management, and classroom design. Provided clarification for what I saw during my observation/visit
Applied Projects	Identified themes during each semester across all participants in the areas of identity, culture, learning and assessment

I elected to use semi-structured interviews since I wanted to capture the teachers' perceptions and opinions regarding aspects of UTEP and if necessary, probe them for more information and clarification. Semi-structured interviews were typically conducted in conjunction with observations, and the questions were predetermined questions that were open-ended (Dicicco-Bloom & Crabtree, 2006).

The most convenient time for the teachers to be interviewed was after school. All the teachers consented to being recorded during the interview process and I also took notes. The interview questions (see Appendix E) for this study were designed to have the teachers reflect on their experience in UTEP, share what they learned from the program, and what they had implemented in their classrooms. I created five questions that I felt would capture information from each semester to show changes in the teachers' professional practices. After observing the teachers in their natural environment and taking notes, I felt it was important for me to get their perspectives recorded in their own words. Glesne and Peshkin (1992) discussed the significance of interviewing by having "the opportunity to learn about what you cannot see and to explore alternative explanations of what you do see is the special strength of interviewing in qualitative inquiry" (p. 65).

The main purpose for conducting participant observations was to gain a better understanding of the teachers' practices in their natural setting. An observational tool was created that also included field notes (see Appendix F). This tool was used during my classroom observations and visits so I could watch a teacher's instructional lesson, observe the interaction between the students and teacher, and record what I saw. This method was less intrusive since the teachers' did what they normally do in their natural

environment without being disturbed by the researcher. The observational tool was designed using some of the components from the original studies field notes form. The tool showed that the teachers' practices fell in one of the following stages; early, developing, or transforming, in the following categories: curriculum, pedagogy, assessment, classroom management, and classroom design. The *early* stage indicated learning about and planning for practice has become important to the teacher. The *developing* stage was when practice was reflected in teacher planning and instruction. The *transforming* stage meant the teachers' thinking and work reflected a depth of the knowledge, skills, and values needed to live in a pluralistic society.

To gain additional information about the teacher residents' experience in UTEP, I examined the teachers applied projects. I wanted to learn if the teachers' narratives provided more detailed information about their trials and tribulations during the program. The applied project included multiple state and federal teaching standards that were analyzed and used to create the PBAs, which followed the semester themes of identity, culture, learning, and assessment. When completed, the PBAs constituted the teacher residents' applied project. Unlike other programs where students complete a project or thesis at the end of their program, UTEP teacher residents completed a portion of their PBAs each semester. Part of the applied project required the teachers to reflect after each semester and discuss their experience. In essence the applied projects were narratives of the teachers' journey throughout the program that would contain information about changes, if any, which occurred in their professional practices. Since the applied projects were completed in 2010, I was curious about any changes that occurred and if these changes were still being maintained today.

Procedure

The procedure consisted of three phrases. During Phase 1 (summer 2014), the teachers applied projects were analyzed using thematic analysis. I examined the projects and identified themes from each semester—identity, culture, learning, and assessment—across all participants. These themes would later be compared to the thematic outcomes found in the interview and observational data. In addition, I worked with the school district during this phase to secure support in visiting the teachers' classrooms in Phase 2. After I received district approval, I contacted the teachers to confirm their participation in classroom observations and interviews.

In Phase 2 (fall 2014) I conducted participant observations and semi-structured interviews while simultaneously coding and analyzing the data. I interviewed the teachers, took notes, and recorded their responses. The interview questions were created in hopes to capture pertinent information from each semester, including the PBAs that were measured. I included code words and phrases that I listed under each question that I listened for in the interviews (see Appendix E). These codes were later used to develop themes. In addition, I included elaboration and clarification probes that were asked when I needed to clarity on a topic.

I spent three days (Monday through Wednesday) from 8:00 a.m. until 3:30 p.m., at each school site observing the teachers' professional practices. The following week on Monday and Tuesday, I returned to the school to conduct member checks and interview the participants. At the beginning of September I made informal visits to the school sites to spend a day with the teachers and their students. I wanted the students to get to know me since I would be returning later in the semester to collect data. By visiting the

participants' and their students earlier, I did not have to spend much time during my data collection week getting to know them or the classroom dynamics. Since there were multiple teachers at each school site, I would observe one teacher while the other was at a "special" (i.e. music, physical education) and then vice versa. Using this approach allowed me to maximize my time at the school while collecting data.

Since I collected and analyzed data simultaneously throughout the entire study (Kolb & Hanley-Maxwell, 2003) in phase 3 (spring 2015) I categorized the data collected and coded during Phases 1 and 2 into emerging themes. I then used the thematic data to compare the teachers' professional practices to the participants' applied projects. This comparison allowed me to see what changes, if any, occurred between their experiences in the program three years ago and how they were currently engaged in their professional practices.

Data Analysis

As previously noted, there were three sources of data for this study: semi-structured interviews, observational tool with notes, and archived documents from UTEP program (participants' applied projects). Using a Grounded Theory lens, I applied the constant comparative method to code and analyze the data at the same time to develop concepts (Taylor & Bogdan, 1998). Grounded theory was developed by Glaser and Strauss (1967). It was an approach in which theory emerged through qualitative data analysis. When researchers used grounded theory they utilized a variety of platforms to gather, categorize, and refine the data (Strauss & Corbin, 1990). In order to develop grounded theory, the literature reported that making constant comparisons and applying theoretical sampling was required (Creswell, 2007; Strauss & Corbin, 1990; Taylor &

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Bogdan, 1998). The constant comparative method "combines systematic data collection, coding, and analysis with theoretical sampling in order to generate theory that is integrated, close to the data, and expressed in a form clear enough for further testing" (Conrad et al., 1993, p. 280). As a result of using the constant comparative method, the data revealed emerging themes from the interviews, observational tool/notes, and applied projects that allowed me to examine what makes the data different and/or similar.

Riessman (2008) delineated four main methodological approaches to narrative analysis: thematic, structural, dialogic/performance, and visual. I used thematic analysis in my study since I focused on the content of the teachers' narratives and not how the narrative was written. This form of analysis was close to grounded theory but kept the story intact and often used prior theoretical concepts. Thematic meanings and understanding the 'point' of the narrative were emphasized over language and form. Thematic coding involved identifying passages of text that were related by a common theme and cataloging them into categories to discover thematic ideas. I created a thematic coding sheet that I utilized for the applied projects to organize the data (see Appendix G).

Confidentiality

Confidentiality was maintained by using pseudonyms for the district, schools, and participants' names. An information letter (see Appendix H) was created that explains the purpose of my study and the teachers' role as participants in the study. All of my notes, recordings, and additional materials for the study are kept in a locked file. Teachers were reminded that their participation is strictly voluntary, and that they can withdrawal at any time. In addition, the letter reassures the teachers that their job would not be affected by their participation.

Researcher Biases

My involvement with UTEP over the years required me to play three different roles: (1) coordinator (2) instructor, and (3) researcher. As Maxwell (2013) noted, it was not about "eliminating a researcher's theories, beliefs, and personal lens" (p.124); it was about the researcher being cognizant of their values and beliefs and how they may influence the outcome of the study. Since I had an existing professional relationship with the participants, I was not exactly sure how this might impact my study. When I collected and analyzed my data, I kept several questions in mind: Will the teachers tell me things that they thought I wanted to hear? Or are they genuinely being honest about their experience in UTEP? Some of the teacher residents in UTEP I had worked with in both their undergraduate and graduate teacher preparation programs, so I needed to make a conscious effort to monitor myself regularly to ensure that my subjectivity did not influence the outcomes of the study. However, due to the various roles I played in UTEP I developed a positive working relationship with the teachers' so they were comfortable with me and my presence in their classrooms.

CHAPTER 4: FINDINGS

My ultimate goal in conducting this study was to explore the sustained impact of UTEP on teachers' professional practices. After numerous years of working in teacher education programs, I am still perplexed by the fact that as educators, we are preparing teacher candidates for the teaching profession, but there is still a lack of research that addresses the effectiveness of teacher preparation programs (Grant, 2006). We need to find out what transpires when our teacher candidates begin their teaching careers. As Grant (2006) contends, "[w]e need to know what happens when they come face to face with students, families, and communities beyond student teaching and implement that which they learned through the programs we design" (p. 298). I am pleased to report that my research findings support that UTEP impacted the participants' professional teaching practices in a variety of ways.

By exploring the impact the program had on teachers' professional practices, if any, I needed to answer my research question: In what ways have teachers professional practices changed as a result of being in UTEP? The following results demonstrate that the program, in some way, impacted all five teachers' professional practices. In this section I share the results from my data sources to support the impact that UTEP continues to have on the teachers' professional practices and discuss the themes that emerged through the data. I elected to organize this chapter by taking a closer look at each of the data sources: interviews, observational tool and notes, the participants' applied projects (archived data), and my interpretation of the findings.

Interview Findings

All five teachers signed a consent form to have their interviews recorded and I also took notes during them. Any information that was recorded but not captured in my notes was later added to my documentation so I had a thorough account of what the teachers' comments. The interview questions were designed to address each semester theme: identity, culture, learning, and assessment. This was done in an attempt to identify which aspects of the program, if any, impacted the teachers' professional practices. In addition, I wanted to capture any additional thoughts the teachers might have, so one of the questions was designed to give the teachers an opportunity to share additional information. During the interviews I did ask the teachers to expand on or clarify their response by following up with probe questions (Kvale, 1996), which are included in the interview protocol. While I conducted the interviews, I listened for key phrases or key words that could later be used to code and categorize the data.

When I first entered graduate school I thought codes and themes were synonymous. It was not until I conducted research in UTEP that I fully understood the difference between the two. As Saldana (2008) makes it clear, codes and themes are not synonymous. Saldana states that "[a] theme is an outcome of coding, categorization, and analytic reflection, not something that is, in itself, coded. . ." (p. 13). So it was through my analysis process that the codes ultimately developed themes.

Question 1

When the teachers were asked how they view their identity in a multi-cultural, urban setting, some of the responses supported the notion that they benefitted from having time over the course of a semester to interrogate their own thinking about where

they come from has altered their identity. Nina explained, "I used to think my kids were brought up like me, but now I think about where my students are coming from to be supportive of their different needs…I want my students to bring their culture into the classroom" (Nina, interview, 2014). I followed up with Nina and asked her what she meant by "brought up like me." She replied, "I thought my students had similar experiences to me growing up." One potential inference from this is that it was during Nina's experience in the program that her thinking shifted and she no longer believes that her students are raised like she was. As a result of Nina's experience in UTEP, she thinks about where her students come from now so she can support their learning and meet their diverse needs.

Kim has recognized that she is continuing to learn about who she is. As Kim continues to learn more about her identity, she actively supports her students doing the same. "I am continuing to learn about my identity so I can assist my students in learning about who they are. I love learning about different cultures!" (Kim, interview, 2014). When I asked Kim what she meant by "continuing to learn," she said that "our identity is always changing." It was clear that Kim was still learning about her identity and was excited to learn about her students. It has been four years since Kim began the urban teacher preparation program, so I believe it is safe to assume that Kim's recognition that identity is not static and continues to evolve was influenced by her experience in UTEP.

Breanne also addressed her identity and shared how it had changed since learning about her own heritage as a result of her involvement with the program. Breanne spoke about her Latino heritage as being a huge part of her identity. She shared, "I am a Latina. I know what it is like to feel marginalized so I want all my students to be comfortable

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with who they are and where they come from" (Breanne, interview, 2014). Since Breanne alluded to having experiences in which she felt marginalized, I probed her more by asking Breanne if she could provide an example of her being marginalized. Breanne did not hesitate to provide a recent example. She shared, "I had difficulty with a teacher on staff. People referred to it as a personality conflict, but it was more than that, I knew the teacher had issues with me being Latina and felt that I was less than her." As a result of Breanne feeling she has been marginalized, she makes every attempt to have her students respect individual differences in her classroom. "I rearrange my students' desk every week to make sure they work with different peers. This helps students learn more about each other and respect different viewpoints." I wanted to clarify what Breanne meant by viewpoints so I shared with her that I was confused about what she means and Breanne elaborated and said, "Viewpoints as in different beliefs."

Debbie and Noelle both discussed the same theme: multicultural material. These teachers discussed utilizing more multicultural material in their classroom to meet the needs of their students. Debbie and Noelle try to actively use multicultural material as much as possible. "I try to incorporate multicultural material across all subjects" (Debbie, interview, 2014). Noelle stated that she "uses a variety of materials with her students that they can relate to" (Noelle, interview, 2014). I asked Debbie what she meant by multicultural material and she stated that she uses a variety of books and examples that represent different cultures. After I probed Noelle and had her give an example of material her students respond to, she discussed how she uses activities and topics that her students are interested in.

Question 2

Question two elicited responses that shed more light on the ways in which the teachers' thinking has transformed. Engaging in reflective practices on a regular basis allowed the teachers to gain a better understanding of their students and their families. As the teacher residents' learned more about their own culture and their students' and families' culture, they learned about culturally responsive practices to assist them in creating a more inclusive, engaging, and meaningful learning environment.

When asked the question "In what ways do you feel better prepared to work with students who come from different backgrounds than your own?" Nina reiterated what she stated previously about initially thinking that her students were raised like she was and recognizes now that is not the case. "I am more empathic . . . just because parents are not helping with homework does not mean they do not care. . .I am more understanding of different cultures and belief systems" (Nina, interview, 2014). Noelle echoed Nina's thinking and shared that she keeps the book that was utilized in the culture semester on hand as a resource. "I refer back to the book we used in the culture semester to develop cross cultural competency. I understand that there are other cultural norms" (Noelle, interview, 2014). Kim, who we learned earlier likes learning about other cultures stated, "I just don't focus on myself and my culture, and I encourage my students to talk about their cultures" (Kim, interview, 2014). I asked Kim if she could provide an example of when students talk about their culture and she explained that she wants her students to share about their families customs whenever possible. Along these same lines, Breanne strives to create a classroom climate in which her students share their different viewpoints. "All of my students are different, by this I mean they have different

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viewpoints that they bring to school. We share these viewpoints with each other"
(Breanne, interview, 2014).

In this question I was hoping more teachers would discuss the community assets map (key phrase) that was created during the culture semester because I received glowing feedback from the teachers that worked on their maps when they originally participated in UTEP's seminar class. Debbie was the only one who discussed this exercise. "I learned so much about the community surrounding our school from the community assets map assignment" (Debbie, interview, 2014). I followed up with Debbie and probed her for more information. "What did you learn about the community?" Debbie immediately responded and said she could not believe all the resources that were in the community. It is worth noting that in the applied project section, Debbie describes a variety of community resources that she learned about that can assist her students and their families. It was not until question five that another teacher spoke about the community assets map assignment. However, in the applied projects more teachers discussed the benefits of learning about the school community.

Question 3

This question, "[e]xplain how your learning and assessment practices honor your identity and your students' cultures," produced more code words and phrases than any other question. The learning and assessment semesters had technical elements included in them that the teachers found beneficial. The technical component was important to the teachers since there will be times in their career that they will need to know how to effectively administer assessments to address students learning needs. Both the schools that participated in the study have implemented RtI. Kim stated "We use RtI and I think

this approach is fairer for all my students" (Kim, interview, 2014). When I shared with Kim that I was not sure what she meant, she responded that she likes that students are placed in different tiers to assist them before they are tested for special education. I believe it is fair to say that Kim would agree with Noelle when she discussed RtI as being a proactive approach. Noelle also shared that she utilizes Positive Behavior Intervention Support (PBIS). "In my position now as a special education teacher I am using PBIS and working with the RtI team before a student is referred to special education for testing" (Noelle, interview, 2014). Debbie talked about how she differentiates her lessons, but noted that she was unable to do so on state or district mandated test. "The state or district mandated testing does not allow this. I don't have a choice! I gotta test. I do differentiate my lessons" (Debbie, interview, 2014). I wanted Debbie to expand on the subject of assessments, so I asked if she could share what she does in the case of non-mandated tests. Debbie indicated that her classroom assessments were derived from the curriculum and she helped her students through the assessments. Debbie explained that she provides additional instruction and examples if she needs to so her students do not get frustrated during the assessments.

Nina and Breanne talked about using culturally responsive teaching strategies. Nina incorporates her students' cultures into her teaching. "I use topics or pictures from students' culture in assessment and learning practices" (Nina, interview, 2014). Nina's response left me uncertain of what she precisely meant so I asked her to provide examples of a topic and pictures. In response, Nina talked about how she uses pictures of diverse groups and topics that her students can relate to, such as movies, books, etc. I found Breanne's response to be the most reflective since she discusses multiple entry

points for her students which is align to UDL. "I use other learning strategies besides lecturing to reach my students. I need multiple entry points for my students. I am reflecting on my own learning and making allowances for other learning strategies for my students" (Breanne, interview, 2014). I asked Breanne what she meant by reflecting on her own learning and she explained that she benefits from learning more about her own students and reflecting on learning strategies that work. "Not every strategy works for each student so I need to use a variety of strategies to reach all my students."

Question 4

Three of the responses to question four suggested that the teachers had shifted their thinking from all about "me" to all about "them," and them included both students and their families. When asked how she viewed her students' cultures, Debbie reported, "I respect my students and their families. I get to know them" (Debbie, interview, 2014). Breanne indicated that she respected all the different cultural norms that students bring into the classroom, "students don't have to make eye contact with me. I respect their cultural norms. There are varied cultures in the classroom and I appreciate all my students and their families" (Breanne, interview, 2014). Kim shared that she prefers to work in an urban setting because she wants to learn about different cultures. "I love learning about other cultures, so I prefer working in a diverse setting. I am more sensitive to my students' and family's needs because of cultural differences" (Kim, interview, 2014). I asked Kim to clarify what she meant by cultural differences and Kim responded that there more than one way to do things. Noelle views her students' cultures as "unique, different and special" (Noelle, interview, 2014). She also voiced that she advocates for "accepting difference and learning about one another." Nina has realized the importance

of bringing her students' cultures into the classroom. "My students' cultures are a very important part of them. Understanding my students helps me relate to them and use things to motivate them and keep them engaged" (Nina, interview, 2014).

Question 5

Question five was created to provide the teachers with an opportunity to share additional information about other components of the program that was not addressed in questions 1 through 4. The teachers were asked, "Is there anything else you took away from your Master's program that has impacted your teaching practices in an urban setting?" And the teachers' responses to this question provided additional suggestive evidence that some aspects of UTEP had impacted their professional teaching practices. It was apparent that question five was the one the teachers were most comfortable addressing. Maybe this was due to the interview session coming to a close or that the teachers felt that they had the option to share additional information, but regardless, all the teachers wanted to share final thoughts.

Debbie, who is a general education teacher, spoke about how the special education components of the program were the most helpful for her professional practice. "I really liked the special education aspects of the program. This really helped me to try different strategies" (Debbie, interview, 2014). Debbie also shared that she loved her co-teaching experience in UTEP. Noelle also expressed how she enjoyed co-teaching. Noelle, who has taught general education in the past and is now a special education teacher, also appreciated the assessment semester. "I liked having the opportunity to co-teach. I liked the technical component of the assessment semester because we actually learned how to assess students. Now I know how to assess my students in special

education" (Noelle, interview, 2014). When discussing the co-teaching component of UTEP, I had Debbie and Noelle expand on their co-teaching and both teachers would love to be co-teaching now but there is a lack of support from administration at both schools.

When I asked Kim to respond to question five, she let out a big sigh (it was captured on the recorder), "I don't get easily frustrated anymore because I am more sensitive to students' needs and patient with them" (Kim, interview, 2014). I followed up with Kim by asking, "so you got easily frustrated in the past?" and she explained that in the past she grouped all her students together, now she thinks about each student and their individual needs.

Breanne referred back to the culture semester and how learning about the school community through the community assets map assignment was particularly valuable. By using examples from the community in her classroom, Breanne shared that she now able to make learning more meaningful for her students. "I use examples from the community that are relevant and meaningful for my students. Try to make learning more meaningful for students' by incorporating real life and cultural examples" (Breanne, interview, 2014). In Nina's response below it is clear that prior to her experience in UTEP she viewed her parents through a deficit lens:

> I am more empathetic now and non-judgmental. I use to think Oh! The parents aren't taking care of their child, but I don't think that way anymore. I want to understand my students' situations and this makes me a better teacher. I thought I was understanding before, but I was judgmental. (Nina, interview, 2014)

Observations

Early in the fall semester of 2014, I made informal visits to each teacher's class to spend a day getting to know her students and then I met with each teacher afterschool to

discuss her participation in the study. I also received each teacher's daily schedule so I could begin organizing the formal observations. I spent three full days—Monday, Tuesday and Wednesday—at each school site observing teachers' lessons and their interactions with their students. The following week, on Monday and Tuesday, I returned to the schools to interview the other teachers and conduct member checks. Prior to the interview session I was able to conduct member checks in regards to my observational notes and have the teachers either agree or disagree with what I captured in my notes. In addition, after the interviews, I went back over the notes I had taken with the interviewees to check the completeness and accuracy of the information to add credibility to the study (Creswell, 2007).

In the original study conducted by Kozleski, et al. (2013), we created a field notes form and observational tools that were used during teacher observations and classroom visits. I took elements from both the fields note form and observational tools that were relevant to this study and revised the material to create an observational tool (please see Appendix F). I took field notes on what I observed in the following areas: curriculum, pedagogy, assessment, classroom management, and classroom design. The observational tools in the original study listed teachers' professional practices under one of three phrases: early, developing, and transforming. Since I wanted to learn if the teachers' professional practices were transforming as a result of their experience in UTEP, I focused on the transforming descriptors for each of the five areas.

UTEP implemented research based teaching and learning practices in each of the five areas to better prepare teachers for working in a pluralistic world. Replicating the analysis process I utilized for the interview data, I identified key phrases and words from

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the transforming phase of the observational tool in UTEP. The data was coded, categorized, and analyzed to produce thematic outcomes. I arranged this section by listing the areas that were observed and their transforming descriptors, and then describing the relevant aspects of my observations with the teachers.

Curriculum

In UTEP, teachers had opportunities to think about how identity and culture influence teaching and learning, and to implement research-based curricula. The program incorporated curricular elements that would assist in the development of highly qualified teachers. The practicum and seminar courses that teacher residents took each semester allowed them to see how theory, research, and practice work together. Teachers learned how to incorporate evidence-based practice in their classrooms.

All the teachers in the study followed the district-adopted curriculum. The curriculum is research based and scripted. Utilizing a scripted curriculum leaves little to no room for deviation; however, I observed that all five teachers deviated from the script in order to make allowances for students learning (i.e. providing additional examples, making connections to students prior knowledge, and including information that students can relate to). Some teachers even supplemented their lessons with material that they felt was more relevant and meaningful for their students as opposed to exclusively using the material from the district's curriculum.

Prior to my observation with Debbie, I asked to see the curriculum. Debbie informed me that the curriculum is new and aligned with the common core standards. Debbie shared her frustration about the district changing the curriculum regularly and said the new curriculum is too scripted. "The curriculum is so scripted. The students can

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only use a pencil for the writing program and no crayons for their pictures, but I let my first graders use crayons anyways" (Debbie, observation, 2014). When I observed Debbie's math lesson on closed shapes, she used her required curriculum, but taught the lesson by having her students join her on the floor and use mini white boards and work in pairs. Debbie explains to me that the script does not say to use white boards, but she utilizes them and manipulatives as much as possible so her students follow along. It was clear that the students enjoyed using the white boards and working with a partner. Every student was writing on their board, collaborating with their partner, and engaged in the lesson.

When I observed Breanne's lesson on fractions, she shared with me that her students have a math journal and write down everything that she does on the doc cam. Breanne also follows the required curriculum for math but expressed her concern about how confusing the curriculum can be. "The new math curriculum is really confusing at times so I just use my own examples and model what the students need to do" (Breanne, observation, 2014). During the lesson when Breanne was following her script and explained what a fraction is, the students looked perplexed. Breanne announced, "Quick change. The model in the book is too confusing, so I am going to make a change. Everyone look up at me." Breanne turned off the doc cam, pushed it aside and demonstrated fractions by using paper and markers. After Breanne showed her students a few examples of fractions by folding the paper in to sections and shading areas of it, it was clear the students were starting to grasp the concept. Breanne did not think that all the students were ready to move on to work independently so she asked every student to get out a piece of paper. Breanne wrote some fractions on the white board that the

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students had to show their answer by using their paper and crayons. After Breanne instructed the students to work on solving some problems independently, she walked up to me to and said, "I have to do a lot of quick changes with this curriculum to assist my students."

Another math lesson I observed was in Nina's classroom. Nina teaches in a self-contained classroom and maintains a caseload of seven students (K-2nd) with the support of two Instructional Assistants (IA). Nina has worked with her IAs for two years and told me numerous times how much she appreciates them. Nina's math lesson was a review of counting by fives. The lesson took place on the floor in which everyone sat in a circle. The IAs sat by students who needed assistance sitting up. Since the class was running behind schedule the lesson was brief. Nina started singing to get the students attention and then the students chimed and finished the song with her. After the song, Nina called on students to repeat numbers after her. She incorporated counting by fives into a song. When Nina called on a student he/she would have to state the number that the class left off on. For example 5, 10, 15, 20, etc…incorporating music (singing) in to this lesson was definitely effective and kept the students engaged. I followed up with Nina after my observation and asked her about the math curriculum since I did not see evidence of one. Nina exclaimed that she follows the scripted curriculum, but sometimes supplements her lessons with activities and strategies that she has learned about through researching the internet. It was encouraging to learn that Nina is including supplemental material in her lessons that she has researched to be successful.

Noelle, who teaches special education, works with the general education teachers to meet her students IEP goals. She also uses the same curriculum used in the general

education classes but makes the necessary modifications for her students. Since Noelle, Kim, and Breanne are at the same school and share some of the same students they have continued to engage in collaborative practices to meet their students learning needs.

Pedagogy

When looking for a transformation in the teachers' pedagogy, I wanted to observe the teachers' utilizing pedagogical practices that included regular reflection, anti-bias practices, positive perspectives on parents and families of culturally and linguistically diverse students, and a variety of teaching strategies to actively engage students. For the strategies that were implemented for student engagement, I was hoping there would be a connection to a variety of different learning styles; including cooperative, peer, audio-visual presentations, lecture, discussions, inquiry, etc. . .and I did observe teachers making this connection.

When I observed one of Breanne's writing lessons her students were preparing to research an animal of their choice and write a report. There was also a project component to this writing assignment in which students could draw a picture of their animal, create a brochure, organize information on a poster, or construct a diorama. Breanne began her lesson by reviewing information about a research paper. She went over all the requirements of the assignment and then the students had time to research and write. Students checked out library books on their selected animal and read their books to collect data. As the students were writing, Breanne noticed that some students were disengaged because they were having difficulty with organizing a paragraph. She called these students to the back table and asked them to just to make a list of their information opposed to writing a paragraph. Breanne shared that at a later time she will help the

students turn their lists in to paragraphs. The students returned to their desks and were more motivated to write a list of information. As the students continued to research their topics and share exciting information about what they discovered with the peers at their table, Breanne passed out a letter for her students to take home. At the conclusion of Breanne's lesson, I asked for a copy of the letter that the students were taking home. Breanne gave me a copy and explained that for any assignment that requires the student to do some work at home, she sends a note explaining the assignment so her families are kept in the loop.

Noelle advocates for as many of her students as possible to be in the general education classroom, but reminded me at her school some students are pulled out to work with her in her classroom. I observed a short history lesson with Noelle and her 5th grade student. Basically, Noelle was assisting the student in finding information in his textbook to address his questions on the Boston Tea Party. The student was asking Noelle additional information about the Boston Tea Party and if Noelle did not know the answer she and the student researched the question using their iPads (as a resource teacher, both teacher and students had iPads). After Noelle's lesson she shared with me that the student she was working with usually stays in the general education classroom, but his teacher said he was having a really off day and asked if she could work in her classroom or the hall with him. Noelle selected to work in her classroom today. "Even though the student is supposed to be in an inclusive setting, I have to work with him in the hall or my classroom a lot, not very inclusive, right?" During my observation I did not detect that the student was having "a really off day," so I told Noelle that I must have missed something. Noelle exclaimed that I did not miss anything and she believes the teacher

doesn't like him because of the way she treats him. I followed up with Noelle and asked how the collaboration is with the student's teacher and she said, "It isn't the same type of collaborative relationship I have with other teachers. When I collaborate with her it is more like listening to what she thinks is best." I believe that the collaborative practices Noelle has with Breanne and Kim are indeed collaborative, unlike the collaboration with the student's teacher that seems one sided.

When I observed Nina's reading lesson, she began her lesson with a read aloud. All of her students and her two IAs joined her on the "reading rug". It was obvious that the students had assigned spots on the floor and the IAs were assigned particular students to assist. The story was about rhyming words. As Nina read the story, she would stop occasionally and ask the students what were the rhyming words in the sentence. The students were eager to be called on Nina let each student respond who wanted to. After the story was finished the students worked at three different tables. Nina was using a scripted program to teach a phonemic awareness lesson at her table and the other two tables had activities that each student worked on with the instructional assistants (IAs). One IA was reviewing letters and words with the students and the other IA was assisting the students in creating a word chain using their high frequency words. The word chain table was a huge hit since the students were able to use glue, scissors, and markers to make their chains.

As I walked around the classroom and visited each table, I asked the IA who was assisting with the word chains where the concept came from and she informed me that Nina found it in an educational magazine. When I sat at each table and observed the students and teachers I felt as if I was observing a community of learners (Rogoff, 1994).

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Both the students and teachers are active learners in their classroom community. As Rogoff notes,

> The children and adults together are active in structuring shared endeavors, with adults responsible for guiding the overall process and children learning to participate in the management of their own learning and involvement. Children coordinate with other children and with adults, contributing to the direction of the endeavor, with overall orientation and leadership provided by adults but with some leadership provided at times by children (p. 213).

At the tables where the IAs were facilitating the activity, the students did not have to sit and work quietly. They were permitted to talk with their neighbor, share their work, and assist each other. As the teachers were learning from their students, the students' were learning from them.

Debbie and Kim teach first grade at two different schools. Despite teaching in different contexts, both teachers share similarities in their pedagogy. When you initially walk in to their classrooms, you would think there was a great deal of chaos. But, on the contrary, it was more like organized chaos that was aligned with the lesson. Students work together at different stations to complete activities and share their learning with one another. There was a great deal of student talking going on but it was educational conversation. In essence the talking was part of the students' learning and promotes a community of learners opposed to passive participants.

I was able to observe a reading lesson by both teachers. In Kim and Debbie's classrooms, the reading objectives were listed on the board and the students stated the objective prior to the lesson. Not only do the students' state the objective in Kim's room, but they also shared in their own words what the objective meant to them. After the objective was reviewed both teachers instruct their reading lessons by utilizing the scripted curriculum. After the whole group lesson, students rotated stations/centers while

a small group of students work with the teachers. I was amazed that in both classrooms, the students who were not working in the small group with the teacher did not interrupt the teacher. The students' went to centers/stations that had activities the pertained to concepts that students' have learned and that they could work on independently or collaboratively. The students had freedom to walk around from station to station and converse with each other about what they are doing. There were students sitting on the floor working and at tables. It was clear that the students had a choice where to work, just as long as they were working.

Since I had a chance to touch base with Kim right after my observation, I asked her if the teachers could implement activities and other material in their lessons that they felt would benefit their students. Kim expressed that teachers have to follow the curriculum but they have more leeway in how they can implement the activities pertaining to their lessons. Kim explained that if her students were not reaching their benchmarks or showing progress on the state mandated tests, her teaching would be scrutinized. I interpreted what Kim shared to mean that it was more of teacher preference to have students complete activities; because Debbie was not comfortable with a perfectly quite room, she wanted her students to talk and assist one another in the learning process. When I walked around Debbie's room during my observation, she made sure that I knew she wanted her classroom to feel like a community. I sensed that she felt the need to justify her classroom environment because the students were talking about their learning and I observed this was not the case in the other first grade classroom adjoined to her classroom. Kim and Breanne also practice this approach of promoting conversations of learning in their classrooms. Just as I experienced in Nina's room, an environment

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supporting a community of learners, I also felt that way in Debbie, Kim, and Breanne's rooms.

Assessment

In terms of assessment, the teachers learned in UTEP about the importance of using assessment information to inform their instructional practices. Whether it was at the beginning or end of the year, the teachers were taught to use assessment information to design their lessons to improve student outcomes. Against this background, I was hoping to observe teachers using assessments to provide opportunities for students to demonstrate new learning in multiple ways and by building on their own cultural knowledge.

The state mandated test is administered annually in April and, as a result, the teachers start preparing for it as early as September. The teachers at Zuni were constantly reminded about the pressures of the state mandated tests by the graphs posted for each teacher with their students' progress on the state assessments posted on the walls throughout the school. As a result, I suspect some of the teachers placed added pressure on their students to perform well since the testing results were so visibly displayed.

During my observations I only observed informal assessments. These assessments were in the form of activities, assignments, and exit tickets. At the end of Breanne's math lesson on fractions, she gave each student an exit ticket (strip of paper) and they had to solve the problem on the ticket. Once the students solved the problem on their ticket they presented it to Breanne so they could exit the classroom and head out to recess. As I walked with Breanne outside to recess I asked her about the exit tickets. Breanne shared with me that she uses exit tickets on a regular basis because they are a quick way to get a

handle on if her students understood the lesson. She reviews the exit tickets and then organizes math groups for the following day's lesson based on the outcomes of the exit tickets. If students appear to share to same misunderstanding or misconception that needs to be remedied, they are put in the same group so Breanne can assist them more efficiently during independent work time.

In Nina's reading lesson, she had a table/station organized for the students to create a word chain that consisted of the students' high frequency words. The premise behind high frequency words is that these words are the most commonly used words in printed text so students should know them by the end of the school year. Since each grade level has their own set of high frequency words, Nina, as a K-2 teacher, had students' working on different word lists. Nina and her IAs reviewed the word chains with her students and once they demonstrated that they knew the current words on their chains, they would add more word links to their chains.

Debbie checked her students understanding of "closed shapes" by having her students draw one on their white board and show it to her. After Debbie checked all the students white boards it was clear that there were still a few students who were still not grasping the concept. In response, Debbie took the white boards of these students and called them back to the instructional table to provide additional instruction while the remainder of the students did their independent work.

It was very evident that the assessments in all five observations were focused on providing formative assessment information for improving learning and teaching. The teachers assessed how well their students were learning what they were teaching. I also

noticed the assessment information being used to make modifications in their learning environments.

Classroom Management and Design

All five teachers had their classroom rules posted in their rooms. The classroom rules were also aligned with the school's general expectations of their students. I observed a great deal of student engagement during the observations and since the students were engaged, there were not major discipline issues. Clearly, the classroom management plans were intended to minimize down time, maintain student discipline/behavior, and maximize student engagement in the material. The teachers reinforced positive behavior and utilized effective strategies to redirect off-task behaviors. Reinforcement of school-wide norms and use of school-wide routines was evident.

The classrooms had anchor charts on the wall to support student work and reflect establishment of rituals and routines as well as student work. Each classroom was configured so the students were able to move around the room freely and access materials (i.e. books, manipulatives, and school supplies). It was evident that some teachers were practicing elements of UDL by providing their students with a variety of strategies to match their learning styles, allowing students to show what they learned in multiple ways, and honing in on students' interest and utilizing that information in lessons to increase student engagement (Rose & Meyer, 2002, 2006; Rose, Meyer, & Hitchcock, 2005).

Applied Project

Each semester the teacher residents were able to complete a portion of their applied project by addressing the PBAs included for that semester. These PBAs followed the semester themes of identity, culture, learning, and assessment and, once completed, constituted the students' applied projects. In essence the applied projects were an account of the teachers' stories of their trials and tribulations while in UTEP. I wanted to analyze their stories and identify themes that occurred across all the participants. The teacher residents completed their applied projects in December of 2010 and I wanted to compare the old data to the new data from 2014 that I collected through observations and interviews. I wanted to learn what practices, if any, have the teachers' still maintained from UTEP. In the section below I will share some of the teachers' stories for each of semester. I was not surprised to find that there was more information in the area of identity and culture than there was for Learning and assessment.

Identity

An examination of the students' applied projects make it very clear that during the identity semester all five teachers' experienced a change in their identity as captured in their identity autobiography. When the teachers had the opportunity to critically reflect on who they are and where they came from, four teachers realized that their experiences had been very different than those of their students. One teacher felt as if her experiences were more similar to their students than different. Even though similarities did exist for Breanne, all of the teachers felt that they had a shift in their identity. Breanne discusses how UTEP validated some of her ideas. "The program helped validate ideas and thoughts I have had over the years and helped put a name to things. Through practice and

reflection, I have learned how to be an increasingly more conscious practitioner"
(Breanne, archived documents, 2010).

Even though Breanne expressed in her project that the neighborhood she grew up in was similar to the one she teaches in, through UTEP's practice and reflection activities, she gained additional insights that made her a more conscious practitioner. Breanne made a clear distinction between the teachers she had when she was a student and her experiences as a teacher. "Seeing the children's faces in my classroom take me back to my own childhood except that looking back at them is a teacher similar background, with brown skin like theirs and who speaks and understands their home language" (Breanne, archived documents, 2010).

Debbie, Nina, and Noelle shared in their applied projects that by the end of the program they were able to see the influence that their respective personal identities had on teaching and learning. Debbie stated, "I have a new view of how personal identity plays a part in everything you do. All the experiences you have created the person that you are" (Debbie, archived documents, 2010). Nina shared that her identity was influenced by all her experience in the identity semester. "For one thing, my identity and the identity of others is something I now think about. I realize how it strongly influences everything we do. When we understand how we're all different but still connected, we build strong relationships" (Nina, archived documents, 2010).

Nina elaborated on the benefits of knowing the identities of others. "As a teacher in an urban school, it has been very effective in enhancing my social and cultural development to understand not only my identity but the identities of everyone in my school community." After Noelle had time to reflect on her family history and personal

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experiences, she realized that these two components shaped her assumption of what good teaching is and alludes to her assumption being incorrect. "In exploring and understanding my identity, I have learned about myself and my role as a teacher. I am more conscious of my preconceived notions and how my actions in the classroom influence my students" (Noelle, archived documents, 2010).

Kim made a profound discovery when she was asked during the program to consider whether she was afforded certain privileges as a member of the dominant culture that are not granted to groups outside of it. "Knowing that I am a privileged person before I even walk into my classroom plays a part in how I conduct myself with students who are from different cultures and backgrounds" (Kim, archived documents, 2010). Kim conveyed that returning to school has not only helped her become a better teacher, but it has also been instrumental in influencing her identity and planning for her students. "The socio-economic class and cultural needs are very diverse and vastly different from my own. I am becoming much more socially and culturally aware of the students' I am teaching and the ways I can best help them" (Kim, archived documents, 2010).

In UTEP, there was emphasis placed on bridging the gap between home and school to help increase student success. Teachers addressed this issue by learning more about their students and their families. All the teachers in the present study mention in their applied project that they reached out to their families more by making communication a priority. It was in Breanne's narration of her journey in UTEP that she shared a particularly poignant comment that beautifully captures the importance of reflecting on our identity and the identity of others.

> The point of biographical examination of oneself is to understand the ways in
> which we perceive things. It is to help teachers realize that everyone comes with a

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particular cultural construct from which they have assembled their own unique experiences. This is powerful. Understanding one's own identity and validating the perspectives of others, that are based on their experiences, helps create an understanding of students and their families which bridges the gap between home and school. It makes for more effective and meaningful teaching. (Breanne, archived documents, 2010)

Culture

Each teacher completed three case studies on three different students. The

teachers interviewed the three students to learn more about them, their families, and their

cultures. By doing this exercise the teachers learned a lot about these students. Kim

shared that through the case studies she learned about the students' different cultures and

their experiences, which has helped her to better meet her students' needs. "Talking to

my student's I learned that the better I understand their culture and their experiences the

better teacher I will become and the more our classroom will be a community of inclusive

leaners" (Kim, archived documents, 2010). Debbie also learned about her students'

different cultures.

> From these studies I learned, that I need to be aware of the different cultures that are in my class, and that attend our school. Each culture shares some similarities, but they also have many differences. As an educator I need to know a little bit about each culture, so that I can create a positive classroom environment that is open to all cultures. (Debbie, archived documents, 2010)

Noelle appreciated the opportunity she had to explore her own culture and learn

more about her students' cultures through the case studies. In addition, Noelle talked

about how student learning is more meaningful when it is linked to real life and her

students' backgrounds. Noelle and Breanne agreed that they have become aware of the

importance of implementing more culturally responsive teaching practices.

> By understanding my own culture and those of my students, I have been able to develop a more positive classroom environment in which students and teacher alike appreciate and accept one another. Learning is more meaningful when it is

connected to real life and cultural experiences and students feel more comfortable taking risks. I am able to implement more culturally responsive teaching practices in which I take students' prior knowledge and backgrounds into account. (Noelle, archived documents, 2010)

Teachers need to know their own identity and understand the cultural lenses with which they view their students and their families in order to facilitate student success. This is a vital first step in becoming a more culturally competent teacher and using more culturally responsive practices. (Breanne, archived documents, 2010)

Nina revealed that she was not practicing culturally responsive practices in her classroom prior to her involvement in UTEP. Nina candidly shared that she could be very judgmental. She was basically using a negative lens when viewing some of her families as having a lack of involvement in their child's education. As a result of her experience in UTEP, Nina felt more culturally aware.

Before beginning this program I was admittedly not culturally responsive. I was taking my own norms and values as being the norms and values all people should have. At times I could be very judgmental towards my students' families. I couldn't understand why some families didn't put a lot of importance in school. I at least felt that they didn't place a lot of value on education because I didn't see a lot of family involvement with their children's education. I now take into consideration the individual families and their individual cultures. (Nina, archived documents, 2010)

According to the applied projects, most of the teachers' appreciated learning about the community surrounding their school during the culture semester. The teachers worked in teams to research the community assets available within a 5-mile radius of their school site and created a handbook that included a physical map showing the location of each asset, a description of offerings, and contact information. It is safe to say that all the teachers were amazed at all the resources that were in their school's community. Noelle was excited to share in her applied project that the community assets

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map that her team created during the program as a class activity ended up actually being used by the school as a resource that was distributed to families.

Learning and Assessment

I decided to combine learning and assessment into one section since they both included technical components. In the learning semester the teacher residents' discussed the implementation of RtI as a school wide intervention approach at both schools. The teachers' narratives in the learning semester read like a report and provided me with technical information about how their school implements RtI.

To make learning relevant and meaningful for the teacher residents' they were able to discuss their school's RtI approach for academic and behavioral supports in their applied projects. The teacher residents' shared information about their schools RtI team, universal screening plan, progress monitoring, and academic interventions that are in place for tier one, two and three. The teachers' did create BIPs in their learning practicum course and then that information was used later on in their case studies for the assessment semester.

For Coppermine and Zuni's school wide approach to RtI they put into practice a universal screening plan that they used to identify any students who are struggling at the beginning of the year. To ensure that appropriate supports could be provided for these students, the teachers' created case studies about three different students who fell into each tier of RtI. In addition, during this semester the teacher residents' revisited their identity autobiography from semester one and identified any changes that occurred, if any, during their year long journey. For the case studies, the teachers had to select a student that fell in Tier 1, 2, and 3 of RtI, and required academic and behavior supports.

This assignment required the teachers to build on information they learned in semester three in the practicum course about BIPs and incorporate new information from semester four.

Progress monitoring is a vital part of RtI and can be used to monitor all students, not just students with exceptionalities (Fuchs & Fuchs, 2008). All five of the teachers discussed the importance of the progress monitoring tools in their applied projects. In the area of reading both schools use Curriculum Based Measurements (CBM) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to track their students' progress. In math, both schools utilized the common formative assessments (CFA) for their grade level to track their students' math progress. Basically the information provided by all the teachers in their applied projects regarding the RtI component for their case studies was virtually the same. Both school sites have an identified RtI team, use DIBELS for universal screening, and adopted the same progress monitoring tools in each grade level. Since RtI is relatively new at Kim's school she expressed how valuable it was for her to learn more about the approach. She noted:

> Learning about the RTI process has been a valuable tool and a great learning experience. It has made me more conscious of the data that I keep for my students and how I should interpret that data. At my current place of employment we are just beginning to implement the RTI, so it has been great learning so much about the process. (Kim, archived documentation, 2010)

Brianne shared her frustration about interpreting all the data and then making sense of what it all means. "The many test scores were challenging to interpret and even more challenging to explain in a manner that parents would understand" (Breanne, archived document, 2014). Noelle, who teaches special education, discussed how she discovered the power of RtI in placing students' in the least restrictive environment

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through progress monitoring and assessment. "In the past, before RtI, students were identified and immediately referred for special education when they truly did not belong there. With interventions in place we can better support our students in their appropriate goals" (Noelle, archived document, 2014).

I was curious to learn if the teachers discovered anything new about themselves as they revisited their identity autobiography from semester one. Kim and Breanne both recognize the importance of reflective practices. When Kim reflected on the beginning of her journey in UTEP, she talked about how having the opportunities to reflect on who she is and how this process helped her open up her eyes to the teacher and person she would like to become. By exploring her own identity, Kim learned about strategies that would allow her to meet a variety of her students' needs, "I feel better equipped to meet the needs of the diverse student population in my room, culturally, academically, and socially" (Kim, archived documents, 2010). Breanne wrote about the act of reflection being the most powerful tool she has learned in UTEP. "Reflecting carefully is molding me into a more conscious practitioner" (Breanne, archived documents, 2010). Breanne also discussed that she learned not to use a deficit lens when viewing her students, families, and culture because she feel this is a dangerous way of thinking that can lead a person down a path in which lower expectations are set for students and a cop out for not accepting responsibility to give all students a high quality education.

When Noelle reexamined her identity autobiography for her applied project, she realized that she did not thoroughly discuss her role as a collaborator. As she noted, this is a very important role to her and she believes that it is important for general and special educators to collaborate in order to help students become more successful. "The success

of my students and myself as their teacher are dependent upon my ability to collaborate and work with others. Special education and general education cannot be two separate islands. We must work together towards education as a continent" (Noelle, archived documents, 2010). Through Noelle's experience in collaborating with her co-teacher she felt that there was not a division between the general education teacher and the special education teacher. Noelle refers to this experience as two professional who were working together to teach all students in the least restrictive environment.

Nina would certainly agree with Noelle that collaboration amongst educators is valuable to students' success. "The program's emphasis on inclusive practices has impressed upon me the importance of all educators collaborating for the benefit of student achievement" (Nina, archived documents, 2010).

The data from the study supports that the most significant theme that emerged was the transformation in all five of the teachers' thinking about their professional practices, and how this transformation is still being sustained in a number of aspects of their professional teaching practices. In the next chapter more evidence is shared about the transformation in the teachers' thinking by discussing three reoccurring themes that surfaced and support this transformation.

CHAPTER 5: DISCUSSION

As an educator focused on teacher preparation, I am passionate about teacher preparation programs including opportunities for pre-service teachers to think about what it means to work with children from backgrounds that differ from their own and affording them authentic experiences in urban schools. I believe it is vital to student and teacher success to ensure that teacher residents interrogate their own thinking about who they are, where they come from, and how this background impacts their teaching practices working with children in urban schools. This study provides evidence that participation in UTEP, a program that shares these values, resulted in sustained, meaningful change in teachers' practices as a result of their experience in UTEP. In particular, the most significant change that took place in all the teachers was the transformation in their thinking. Whether it was thinking about issues pertaining to identity, culture, learning, and/or assessment, UTEP provided the teachers with opportunities to interrogate their own thinking and, ultimately, making an impact on the way they think about their teaching practices years later.

The data from this study reinforces a similar finding from the original study that was conducted concurrently with the UTEP program (Kozleski et al., 2013). We found that with increased opportunities to engage in critically reflective practices, the teachers began to understand their students and recognized areas of their teaching practices that needed to be addressed to make learning more equitable. This finding also holds true in the present study. In this chapter, I focus my discussion on the significant theme that emerged, a transformation in the teachers' thinking, and three reoccurring themes: (1)

learning about me, (2) learning about them (students and their families), and (3) using evidence-based practices.

Recurring Theme 1: Learning About Me

Looking across the teachers' applied projects completed in 2010 and the recent data from the interviews and observations conducted for the present study, provides evidence that during the teachers original participation in UTEP that a transformation in their thinking took place and, importantly, this transformation has been sustained over time. The teachers' stories captured in their applied projects made it clear that learning about their own identity and the identity of others influenced their teaching practices and the way they interact with their students and their families. As noted earlier, Debbie, Nina, and Noelle discussed that by the end of the program they were able to see the influence that their personal identities had on teaching and learning and, as a result, were able to think more meaningfully about their identity and the identity of others. Breanne shared about the power of reflecting and practicing what she learned in the program and how it in turn made her a more "conscious practitioner." Kim made a discovery about herself and shared that she is a privileged person. Kim now thinks about the privileges she has experienced in her lifetime as well as the privileges others, like her students, have not received and this has impacted how she interacts with them.

Even four years later, the interview and observational data show that the transformation in the teachers' thinking about issues regarding identity, culture, learning, and assessment has been maintained and corroborates the data found in the archived documents from 2010. The data shows that prior to their experience in UTEP, some teacher residents had preconceived ideas about their students and their families that they

no longer have. Nina admitted that she thought she understood her students and their families in the past but discovered she was judgmental. It was during her experience in UTEP that she became more empathetic and now resists the urge to race to the conclusion that her students' families do not care. Kim shared that she is continuing to learn about her identity and encourages her students to learn about theirs too. Breanne learned about how her own heritage as a Latina has influenced her identity. Breanne shared an experience in which she felt marginalized, and resulted in her making a conscious effort to have her students learn more about each other and respect their individual differences.

The data from the interviews and classroom observations in this study revealed that teachers felt the pressure to follow the scripted curriculum and therefore were torn between using supplemental material to better meet their students' needs and adhering to the district's curriculum. This discovery verifies and extends what Kozleski et al. (2013) found in the original study. Despite being torn, this study provides evidence that some teachers were still able to supplement their lessons with more relevant material to enhance their students' learning. Whether it was in the form of utilizing other resources, incorporating learning tools, or creating a variety of activities to show what students had learned, the teachers in this study displayed signs of making adjustments to meet their students' needs. We learned from Breanne that she does not hesitate to make a "quick change" from the scripted curriculum and use other resources to help her students' learn a concept if it appears that they are struggling to learn it. Debbie shared that she incorporates learning tools (manipulatives, mini white boards) while Nina explained to

me during her math observation that she continues to rely on additional research to help inform her about current evidence based practices to use with her students.

Reoccurring Theme 2: Learning About Them (Students and their Families)

Under this reoccurring theme there were three key words that surfaced across this study's participants: respect, appreciation, and acceptance. After learning about who they are and where they come from and how that impacts their teaching, the teachers began to understand the importance of learning about their students and their families. The data shows that the teachers are making the unfamiliar familiar by learning all they can about who they are working with and the community that surrounds them. The evidence collected in this study indicates that not only are the teachers getting to know their students, but they are also getting to know their families in an attempt to bridge the gap between home and school. Cooper (2007) agrees with this argument by providing us with research that supports the effectiveness of community based experiences. Cooper describes how community based experiences allow middle-class pre-service teachers to learn about the cultural strengths of their students and families. The teachers all shared the belief that as a result of their participation in UTEP, they now view cultural difference as an asset. They respect their students and their families, appreciate the cultural difference in their classrooms, and promote acceptance by getting to know each other.

Whether it is learning about the identities and/or cultures of their students and their families, the teachers that participated in this study are taking a more comprehensive approach to support student learning in their classrooms. The data also implies that the graduates of UTEP are cognizant of the benefit of learning about their school community and how this can be accomplished by constructing a community assets map. The

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participants in this study were amazed at how much they learned about the school community when constructing their maps. The teachers discovered a wide range of resources that were available in the area surrounding the school and how valuable it was to have this information on hand so that they can share it with their families.

The data also revealed that some of the teachers went beyond the scripted curriculum to incorporate more material in their lessons in order to make it more multi-cultural and relevant. For example the teachers informed me that they were using diverse pictures and books that included their students' cultural background, incorporating examples in instruction that represented different cultures, and relying on activities and topics that captured their students' interests. By incorporating information from their students' backgrounds, the participating teachers demonstrated a commitment to implementing culturally responsive lessons. This was particularly true of Nina who admitted that she was not culturally responsive prior to her experience in UTEP. The fact that I observed her utilizing diverse books and pictures in assessment and learning that represent her students' cultures was an indication that she is moving in the right direction. I hope the teachers continue to move forward and begin to view culturally responsive teaching through a more critical lens.

As stated previously, when I refer to culturally responsive teaching, I am referring to the work of Gay (2002). So when teachers are using a critical lens to view cultural responsive teaching they consider the prior experiences and a performance preferences of diverse learners and incorporate this information into the curriculum and their teaching to make learning more relevant and effective. By using a critical lens, teachers' are adhering to Gay's (2002) definition of culturally responsive teaching. The evidence from this study

shows that Breanne, for instance, is now using a more critical lens when viewing culture competence and culturally responsive practices by encouraging her fellow teachers to explore their own identity and to be aware of the cultural lenses they use to view their students and their families. Breanne feels that being cognizant of this will help teachers become more culturally competent and responsive.

Reoccurring Theme 3: Using Evidence-Based Practices

For this reoccurring theme, the following key words emerged: RtI, PBIS, collaborative teaching, and UDL. The data supports that contention that the participating teachers benefitted from learning about evidence-based content during UTEP. During UTEP, teachers gained experience creating case studies of students and implementing academic and behavioral supports for them. The data gathered for this study indicates that the participating teachers found this practice very helpful. Since both of the schools included in the study had implemented a school wide approach to RtI and Positive Behavior Supports, the teachers found learning about these evidence-based approaches relevant and meaningful and the data confirms this. It was clear from this study's data that the teachers were practicing UDL in their classrooms albeit not necessarily connecting what they are doing as UDL because they were not always using UDL terminology.

The data tells us that the some of the teachers are using multiple means of representation, expression, and engagement in their teaching practices (Rose & Meyer, 2002, 2006; Rose, Meyer, & Hitchcock, 2005), but referring to it in other terms like, a variety of material, additional instruction and examples, and keeping students on track. The data from the interviews shows that Debbie, a general education teacher, found the

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evidence-based practices for special education to be the most helpful for her professional

practice. Debbie learned different strategies to use with children with special needs and

discovered that these strategies also worked with her students in general education. The

data supports that the technical aspects of assessment are helpful. Noelle, who is a special

education teacher, appreciated the technical aspects of learning about assessments

because she feels better equipped to assess her students.

The teacher residents had an opportunity to engage in collaborative teaching (co-

teaching) in UTEP and the data shows that some of the teachers found this to be a

positive component of the program. By working with two teachers in UTEP, a general

education teacher and a special education one, the UTEP teacher residents observed how

they each brought their respective knowledge to the table and worked collaboratively to

meet students' needs. During UTEP, the teacher residents recognized how beneficial it

was to observe this collaboration. While UTEP afforded the teacher residents a glimpse at

the benefits of co-teaching, unfortunately in practice this was not possible. For example,

we learn from this study that some of the teachers expressed a desire for administrational

support for co-teaching at their school since it was not in place at the time of this study.

Even though the teachers are not currently practicing co-teaching, the data reveals that

some teachers are still engaging in collaborative practices to meet the needs of their

students.

It is apparent that the data from this study supports the finding that all the

participants' made a transformation in their thinking that has impacted aspects of their

professional practices in some way. The transformation in the teachers' thinking has

made them more cognizant of who they are and how that impacts their professional

practices. I have witnessed the participants' challenge their own beliefs about what it means to work with children in urban settings. Witnessing a shift in the teachers' thinking has been the most rewarding aspect of my involvement in UTEP. The teachers' recognize the importance of learning about their students and their families to better meet their students learning needs. The spaces that UTEP provided for the teachers' to engage in reflective practices and interrogate their thinking about issues pertaining to urban schools has influenced their professional practices. The way the teachers' think about their teaching practices, their students and their families, and evidence best practices, was altered in UTEP and is still sustained today.

Implications

It has been noted previously that white, middle class, female teachers who work in urban schools have very different backgrounds than their students and this mismatch can no longer be ignored. Ukpokodu (2004) discusses this mismatch between teachers and students and informs us that often teachers will lower their expectations for their students. Since we already know that the odds are high that children of color will spend most of their educational experience working primarily with a white teaching force, it is essential that we reexamine how we structure a student's field experience.

Teacher preparation programs need to address the "demographic denial" (Gutierrez et al., p. 340) and prepare preservice teachers to work in urban schools and meet the diverse needs of students in these settings. The work of Singer, Catapano, and Huisman (2010) remind us that we need to advocate for redesigning teacher preparation programs to provide experiences for preservice teachers that depict the realities of urban schools in order for them to truly understand the culture and the community in which

they will be working in. The goal should be to retain teachers, so if preservice teachers learn about unfamiliar territory and get to know their students and school community, then we are more likely to keep them in the profession.

Limitations

The data from this study indicates that spaces provided for teachers' to interrogate their own thinking about what it means to work with children from different backgrounds than their own can have a positive impact on their profession practices. In light of this discovery, I did encounter some issues that I will address in future research. I regret not including interview questions that address what the teachers wish they knew more about and what support do they need today in their classrooms to continue reflecting deeply about their teaching practices and inclusive education. For the teacher observations, I wanted to observe a transformation in all the teachers' teaching practices. I was not given as much time as I originally wanted to observe the teachers. I requested 5 consecutive days, but because of scheduling conflicts, I was lucky to observe each teacher for 3 days. Some of the transformational descriptors listed on the observational tool/form were hard to identify. For example, when focusing on assessment, I was looking for the teacher to use multiple assessment methods to account for different ways of learning and provide opportunities for students to demonstrate new learning by building on their own cultural knowledge. What I was looking for in a transformation did not seem to be fair given I had 3 days to observe. It would have been interesting to see if there would be a transformation over time by observing numerous lessons.

In spite of some of the challenges I encountered with the data sources, the data from the study sheds light on this issue by bringing attention to reflective opportunities

that were effective in UTEP and research that supports my argument to include critical reflective practices in the design of teacher education and development.

Conclusion

The research in the last decade gives us hope about the future of teacher education by revealing a new perspective on programmatic designs. This study's findings reinforce Milner's (2011) research, which maintains that courses can be designed in teacher preparation programs to provide pre-service teachers with learning spaces to assist them in developing the foundation and understanding that is essential when teaching in diverse settings. Milner advocates that "courses need to be developed that focus on the reality of these schools, the diversity as well as the homogeneity that are present within them, and on the knowledge and understanding necessary to meet the needs of all students" (p. 345).

Some programs have successfully been restructured to meet the needs of all students by integrating special and general education in to one program (Pugach, Blanton, & Correa, 2011). By having an integrated program that promotes teacher inquiry, teachers are presented with opportunities to explore the role culture plays in teaching and learning. With an inquiry stance and sense of community, teacher candidates are likely to feel empowered to make decisions for their students and to change the traditional cultures of teaching (Dana & Yendol-Silva, 2003; Mule, 2006).

Future research should continue to explore UTEP's legacy and how its individual teacher residents continue to respond to this unique program. It should carefully explore how the program encouraged the graduates to examine and re-examine their responsivity

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in the classroom as well as the ways in which they learned to be creators and mediators of student learning.

  The research supports that spaces can be designed for preservice teachers to engage in reflective practices and think deeply about issues pertaining to urban schools. By creating these spaces in teacher preparation the "demographic denial" is being addressed and preservice teachers are better prepared to work in urban settings. My hope is that all teacher preparation programs will include spaces for preservice teachers to engage in critical reflection about what it means to teach children who come from different backgrounds than their own. Once teacher education programs restructure their programmatic designs to include this feature, the unfamiliar will become familiar and teachers will more likely stay in the profession.

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APPENDIX A

COURSE DESCRIPTIONS FOR UTEP

Course Descriptions for UTEP

SPE 577 Inclusive Teaching and Learning (3 credit hours)

Course description: Develops successful learning environments for students using evidence-based instructional approaches, collaborative teaching models, and culturally responsive practices.

SPE 582 Research and Evaluation in Special Education (3 credit hours)

Course description: Introduces interpreting research. Specific research techniques with a focus on classroom research.

SPE 591 Methods of Teaching Students with Diverse Abilities (3 credit hours)

Course description: This class explores the nature of learning and its sociocultural roots. Students leave this course with a strong background in understand cognition, sociocultural views of learning and the practices that teachers can incorporate into their lessons to improve learning outcomes for their students.

SPE 574 Educational Evaluation of Exceptional Children (3 credit hours)

Course description: Design and statistical considerations of normative and criterion-referenced tests. Collection, recording, and analysis of data from formative evaluation. Emphasis on using assessment to inform instruction.

SPE 580 Practicum (4 credit hours each semester for a program total of 16 credit hours)

Course description: Structured practical experience in a professional program, co-teaching with a clinical teacher, supervised by a site professor and site coordinator with whom the student works closely.

SPE 599 Thesis (2 credit hours each semester for a program total of 8 credit hours)

Course description: Supervised research focused on preparation of thesis, including literature review, research, data collection and analysis, and writing. Compilation through completion of semester by semester performance based assessments (PBAs).

APPENDIX B

IDENTITY APPLIED PROJECT SYLLABUS

SPE 593: IDENTITY AND PRACTICE IN INCLUSIVE EDUCATION – APPLIED PROJECT

Semester here

Line number here

Instructor:			
Phone:		Cell Phone:	
E-Mail:		E-Mail:	
Meets:	Online only – in person sessions as needed		

COURSE DESCRIPTION

Over the time you spend in the one-year UTEP program, four themes will be explored: identity, culture, learning, and assessment. Each semester will focus on one of the four themes in a deep examination. The first theme, identity, will be considered in three courses the first semester of the UTEP program: thesis, residency, and a stand-alone course. This thesis course explores the concept of individual and professional identity as it pertains to the everyday educational experiences in schools. Three components will frame your experience: (1) building theoretical understanding, (2) applying knowledge and understanding to practice, and (3) demonstrate capacity through performance.

STUDENT LEARNING OUTCOMES

Upon completion of the course, students will be able to:
- Explore their own identity and understand the important role their identity plays in the classroom
- Engage in dialogue about identity with others
- Explain how students and teachers enact and negotiate identities in the classroom
- Describe how classroom and school actions are interpreted through an identity lens

COURSE FORMAT

This is an online course. Class sessions will run from Sunday at 12am to Saturday at 11:59pm.

Netiquette

The word netiquette refers to rules of conduct for the online environment. The rules are very similar to face-to-face rules of etiquette.
- Think before you post a message. Be sure it is correct, sensitive, and respectful. If you are irritated or angry, hold off, save your reply to a draft folder, and reread and possibly edit it later.
- Avoid the use of profanity and slang in the online classroom.
- Be careful about the tone of your messages. Tone is conveyed not only by the words you use, but also by the use of exclamation points, all capital letters, and emoticons (symbols for smiles, frowns, etc.). For example, the use of all capital letters (all caps) is usually interpreted online as shouting.
- Stay on the topic. If you want to discuss something personal or off the topic, take your discussion to the "Parking Lot" discussion board.

- Use subject lines that reflect the topic.
- *Please be aware of the power of the written word when you participate in the on-line discussions!* Comments that are funny in a face-to-face context can take on an entirely different meaning when presented in a unilateral, written forum. Please reread and edit your comments carefully before submitting them to ensure that you are clearly communicating what you intend. When commenting on another person's posting, please refrain from using evaluative language.

REQUIRED COURSE TEXTS, MATERIALS AND RESOURCES

Course materials and communications will be distributed through the BLACKBOARD system. Everyone must have access to that system.

EXPECTATIONS

Faculty Expectations	Student Expectations
Be well-prepared.	Be well-prepared.
Ensure that activities are designed to support student learning.	Complete activities on time.
Ensure that we give sufficient feedback so that you can improve your performance.	Participate in online discussions.
Ensure that you know how to get in touch with us if you need support outside of our class meeting times.	Ask questions.
Listen.	Listen to your colleagues.
No excuses.	No excuses.
Spend time reading beyond the texts for this class.	Spend time reading beyond the course assignments.
Make sure that the online climate encourages dialogue and questioning.	Take responsibility for what you don't understand or for activities that aren't clear to you. Ask us to clarify.
Provide assistance to meet the learning needs that students have.	Let me know if you need some assistance that I haven't anticipated.
Evaluate products fairly and assign a grade based on merit.	Find a buddy in the class (or someone who took the class previously) with whom you can collaborate.

TENTATIVE COURSE CALENDAR

Week	Topic	Reading(s) Due	Assignment(s) Due
Week 1	Introduction to the Course	• Review Syllabus • Learn BlackBoard Structure	Discussion Board: after reviewing the syllabus and Blackboard site, what questions/concerns do you have? Please post your response on week 1 Discussion Board.
Week 2	Personal Identity: Who am I?	Kennedy-White, K., Zion, S., & Kozleski, E. (2005) *Cultural identity and teaching.* Tempe, AZ: National Institute for Urban School Improvement. Palmer, P. (1997). *The heart of a teacher: Identity and integrity in teaching. Change,* 29(6), 14-21.	Journal Entry
Week 3	How identity influences pedagogy	Hooks, B. (2000). Introduction. *Teaching to Transgress.* New York: Routledge. • Read Chapters 1, 2 & 3	Personal Educational Experience Paper
Week 4	Professional identity as a teacher	Hoffman-Kipp, P. (2008). Actualizing democracy: The praxis of teacher identity construction. *Teacher Education Quarterly,* 35(3), 151-64.	Journal Entry
Week 5	How a teacher's personal and professional identity impacts the classroom	Ellwood, C. (2008). Questions of classroom identity: What can be learned from codeswitching in classroom peer group talk? *The Modern Language Journal, 92,* 538-556.	Learning About Your Own History
Week 6	Identities in collaboration	Brown, D. F. (2002). *Becoming a successful urban teacher.* Portsmouth, NH; Westerville, OH: Heinemann and National Middle School Association. • Read Chapter 10	Journal Entry
Week 7	Student identities	Fitch, F. (2003). Inclusion, exclusion, and ideology: Special education students' changing sense of self. *The Urban Review,* 35(3), 233-252.	Observation and Reflection Paper #1
Week 8	How students' identities influence their schooling/classroom experiences	Houlette, M. Gaertner, S. Johnson, K. Banker, B., & Rick, B. (2004). Developing a more inclusive social identity: An elementary school intervention. *Journal of Social Issues, 60* (1), 35-55.	Journal Entry

Week	Topic	Reading(s) Due	Assignment(s) Due
Week 9	Impact of teacher's identity on his/her students	Milner, H. R. (2010). *Culture, Curriculum, and Identity in Education* (1st ed.). New York: Palgrave Macmillan. • Read Chapter 1	Observation and Reflection Paper #2
Week 10	Building a theory of identity	Stets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly, 63*(3), 224-237.	Journal Entry
Week 11	Societal construction of teacher identity	Ochs, E. (1993). Constructing social identity: A language socialization perspective. *Research on Language and Social Interaction, 26*, 287-306.	Observation and Reflection Paper #3
Week 12	Understanding family identities	Caspe, M. (2003). How teachers come to understand families. *School Community Journal, 13*(1), 115-131.	Journal Entry Submit your Identity Autobiography for feedback
Week 13	Changing identities	Murray, D. E. (2010). Changing stripes – Chameleon or tiger? In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 164-169). New York, NY: Routledge. Wilson, E., & Deaney, R. (2010). Changing career and changing identity: How do teacher career changers exercise agency in identity construction? *Social Psychology of Education, 13*(2), 169 - 183.	Incorporate the feedback into your Identity Autobiography paper
Week 14	The importance of reflection	Howard, T.C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory into Practice, 42*(3), 195-202.	Identity Autobiography
Week 15	Putting it all together	No readings. Be prepared to share your digital stories with the class.	Identity Autobiography-personal reflections about the process: Blackboard discussion

COURSE ASSIGNMENTS

Type	Assignment Name	Assignment Description	Score/Points
Theory building	Talking it out	During each class session on line (which will run from Sunday at 12 am to Saturday at 11:59 pm), we will build our understanding of the concepts through the following activities: • 5 journal entries (please see course schedule for assigned weeks). The format is attached. • Discussion board leaders: you will be assigned a partner and the week in which you are responsible for the discussion topic and questions for the group—the discussion will be based on the reading(s) for the week. • Respond substantively at least twice to your peers every week on the discussion boards	10 points per class (14 classes)
Practice	Observation and Reflection Mini-Papers (3)	Choose three (3) incidents that you directly observed during your time at a PLS. These can be from your district in-service, school site in-service, grade-level meetings, classrooms, playground, cafeteria, etc.... You may choose from teacher-student, teacher-teacher, or teacher-administration interactions (see if you can get one of each!). Each mini-paper will focus on one of the interactions. The first ½ of the paper will describe the interaction and the second ½ will explore your personal reflection on this interaction from a socio-cultural perspective (i.e. Part 1: what did you observe; Part 2: how have the readings, discussions, activities that you have participated in this session influenced your perspective on the observation). You may use these observations as the basis for those you need to deeply explore in your Identity Autobiography. Please follow APA format for your paper.	30 points (10 points each)

Performance	Performance Based Assessment #1: Identity Autobiography	At the end of session 1, teacher candidates will complete a written identity autobiography that has six components: • Defines and explores the concept of teacher identity from a cultural historical perspective. • Uses readings and personal experiences **(incidents and observations from mini paper assignment)** to explore your own culture and beliefs and how those experiences shape your expectations of your role as teacher, your aspirations as a new professional, and your commitment to working with children in urban settings. • Draws from your professional learning school	40 points
		experiences and describes at least three incidents/vignettes in which you identify how cultural identity informed and shaped interactions between teachers and their students, among teachers, or among administrators and teachers **(you may use the incidents you observed for your mini paper assignment).** • Reflects on how these observations, understanding of identity, and the urban context intersect and inform your social and cultural development as a teacher. • An analysis of how your identity has been influenced through your experiences this semester. • Personal model of Identity NOTE: Autobiography must be 10-15 pages, double-spaced, 12 point font, and conform to APA style guidelines. Autobiography rubric can be found in Appendix A.	
	Presentation of Identity Autobiography	Prepare a power point presentation to share on our Bb site about your identity exploration this semester.	40 points

GRADING SCALE

	Theory Building	Performance	Practice
A	139-140	79-80	29-30
A-	133-138	76-78	28
B+	126-132	72-75	26-27
B	119-125	68-71	25
B-	112-118	64-67	23-24
C	<112	<64	<23

PARTICIPATION

Participation (e.g., discussion, activities, and assignments) is expected. Moreover, lack of online engagement negatively affects the colleagues with whom you interact, work, and learn. This is particularly important in an online community as interaction is built into discussion board posting, virtual
class meetings, and other activities online. If you fail to participate early and often, you will affect others'
ability to engage in the content and community and you will lose points in theory building. Over the semester this means that you must earn 140 theory building points to earn an A. This underscores the
importance of participation and engagement online.

GRADE APPEALS

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at

COURSE/INSTRUCTOR EVALUATION

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality.

TEACHER'S COLLEGE POLICIES

STUDENT CONDUCT

ACADEMIC INTEGRITY/PLAGIARISM
The policy states, "The highest standards of academic integrity are expected of all students. The failure of

any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities." For more information see

Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. "Plagiarism" means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Plagiarism and cheating on assignments may result in failing this class, suspension, or expulsion. "All forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty and plagiarism" are prohibited conduct as outlined in the *Student Code of Conduct* and will be taken very seriously. To further review the Code, please refer to the following Website: Copies of the *Student Code of Conduct* can also be obtained on the first floor of the Student Services Building.

HARASSMENT
The policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. If you feel you are being harassed for these reasons, contact Student Life:

ELECTRONIC COMMUNICATION
Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct and in the University's Computer, Internet, and Electronic Communications Policy.

Accommodations
DISABILITY ACCOMMODATIONS FOR STUDENTS
Students who feel they may need disability accommodation(s) in class should obtain the necessary information from the Disability Resource Center on campus
It is the student's responsibility to make the first contact with the DRC. Instructors may provide accommodations only as specified by the DRC documentation.

RELIGIOUS ACCOMMODATIONS FOR STUDENTS
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance, but must make arrangements for making up tests/assignments within a reasonable time as determined by the instructor.

MILITARY PERSONNEL STATEMENT
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see

JOURNAL ENTRY FORMAT

Name:_____ Date: _____

Reading(s):_____

Please address the following prompts fully:

- Summarize the key ideas in the reading(s). What did it say? You may wish to use a visual representation such as a graphic organizer.
- What is your perception and/or interpretation of the reading(s)? What did it mean to you?
- How might you apply the content to your classroom (now or in the future)?
- What questions remain for you? What might you discuss on our discussion boards?

WEEK THREE ASSIGNMENT

Personal Educational Experience Paper

Directions: Think about your educational experience in elementary and middle school, and address the following questions: What do you remember about your early educational experiences? Did you like school? What was your favorite part of school? Did you have difficulty in any of your classes? Are your memories of your early educational experiences positive, neutral, or negative? How might your experiences inform your work with your future students? When you have gathered and recollected this information, type an informative 2-3 page paper detailing your early educational experiences. Please follow APA format for your paper.

Scoring Rubric: The following characteristics determine the success of the response in meeting the needs of the audience and fulfilling the writing purpose.

Component	Score of 10	Score of 8	Score of 6	Score of 4
Clarity	Unified with smooth transitions, a clear and logical progression of ideas, and an effective introduction and closing	Generally unified with some transitions, a clear progression of ideas, and an introduction and closing.	Minimally unified and may lack transitions or an introduction or closing.	Lacks unity.
Details	Sufficient, specific, and relevant details that are fully elaborated.	Specific details but may be insufficient, irrelevant, or not fully elaborated.	Some specific details but may be insufficient, irrelevant, and/or not elaborated.	No or few specific details that are minimally elaborated
Sentence Structure	Consistently complete sentences with appropriate variety in length and structure.	Generally incomplete sentences with sufficient variety in length and structure.	Some sentence formation errors and a lack of sentence variety.	Frequent and severe sentence formation errors and/or a lack of sentence variety.
Voice and Style	A consistent style with precise and vivid word choice.	Some style and generally precise word choice.	Sometimes general and repetitive word choice.	Often general, repetitive, and/or confusing word choice.
Mechanics	Few, if any, errors in standard written English that do not interfere with understanding.	Some errors in standard written English that rarely interfere with understanding.	Several kinds of errors in standard written English that interfere with understanding.	Frequent and severe errors in standard written English that interfere with understanding.

WEEK FIVE ASSIGNMENT

Learning About Your Own History

Directions: Pt. 1: Create a family tree where you go back at least 3 generations (your great-grandparents). For each person you will need names as well as birth and death dates and places. Occupations, religions, marriage dates and places, other children/siblings (in addition to your direct line), places and dates of where they lived, military/service records, immigration, etc… are all encouraged! A wonderful resource is www.ancestry.com. Here, you can look up (and often find) this information and create a family tree which is easy to print. They also allow you to add stories and pictures.

Pt. 2: Analyze the information you found in creating your family tree. What does this tell you about the culture you belong to? Its beliefs, practices, values? Next, think about the things you and your family celebrate: i.e. national and religious holidays. To what extent are they celebrated? What traditions does your family have about them (for example, opening 1 present on Christmas Eve and the rest on Christmas morning or everyone at the Thanksgiving table saying one thing they are thankful for this year before eating). How important is the holiday? Is it important that everyone be together? To what extent do you decorate for the celebration and are there any traditions there? **Write a 2-3 page** paper discussing these findings. The first ½ should focus on what you've learned about your culture based on your family tree and the second ½ should focus on your celebrations, traditions, beliefs and cultural practices. Please follow the APA format for your paper:

Scoring Rubric: The following characteristics determine the success of the response in meeting the needs of the audience and fulfilling the writing purpose.

Component	Score of 10	Score of 8	Score of 6	Score of 4
Family Tree	All generations are represented with complete names, birth and death (where applicable) places and dates. All formatted and typed.	At least 80% of information complete.	At least 60% of information complete.	Less than 50% of information or not typed/formatted correctly.
Reflection	Clear descriptions and thorough analysis of family tree and celebrations and how these have shaped the cultural views of the writer. Direct links of beliefs, influences, practices, values, etc… to specific members of the tree.	Clear descriptions and thorough analysis of family tree and celebrations and how these have shaped the cultural views of the writer. Links are unclear, inadequate, or non-existent.	At times, descriptions and analysis are unclear and/or superficial. Links are unclear, inadequate, or non-existent.	Descriptions and analysis are unclear and/or superficial. Links are unclear, inadequate, or non-existent.

Sentence Structure	Consistently complete sentences with appropriate variety in length and structure.	Generally incomplete sentences with sufficient variety in length and structure.	Some sentence formation errors and a lack of sentence variety.	Frequent and severe sentence formation errors and/or a lack of sentence variety.
Voice and Style	A consistent style with precise and vivid word choice.	Some style and generally precise word choice.	Sometimes general and repetitive word choice.	Often general, repetitive, and/or confusing word choice.
Mechanics	Few, if any, errors in standard written English that do not interfere with understanding.	Some errors in standard written English that rarely interfere with understanding.	Several kinds of errors in standard written English that interfere with understanding.	Frequent and severe errors in standard written English that interfere with understanding.

WEEKS SEVEN, NINE AND ELEVEN ASSIGNMENTS

Observation and Reflection Mini-Papers

Directions: Choose three (3) incidents that you directly observed during your time at a PLS. These can be from your district in-service, school site in-service, grade-level meetings, classrooms, playground, cafeteria, etc.... You may choose from teacher-student, teacher-teacher, or teacher-administration interactions (see if you can get one of each!). Each mini-paper will focus on one of the interactions. The first ½ of the paper will describe the interaction and the second ½ will explore your personal reflection on this interaction from a socio-cultural perspective (i.e. Part 1: what did you observe; Part 2: how have the readings, discussions, activities that you have participated in this session influenced your perspective on the observation). You may use these observations as the basis for those you need to deeply explore in your Identity Autobiography. Please follow APA format for your paper:

Scoring Rubric: The following characteristics determine the success of the response in meeting the needs of the audience and fulfilling the writing purpose.

Component	Score of 10	Score of 8	Score of 6	Score of 4
Observation	Sufficient, specific, and relevant details that are fully elaborated. Reader can "see" the interactions as though present.	Specific details but may be insufficient, irrelevant, or not fully elaborated.	Some specific details but may be insufficient, irrelevant, and/or not elaborated.	No or few specific details that are minimally elaborated

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Reflection	Direct references to readings/discussions/activities support a clear description of the socio-cultural influences that were obvious in the interaction.	Strong evidence of writer's socio-cultural knowledge though not directly referenced.	Some evidence of writer's socio-cultural knowledge.	Lacks evidence that writer understands socio-cultural influences on identity and/or can directly use that knowledge as a lens through which to view interactions.
Sentence Structure	Consistently complete sentences with appropriate variety in length and structure.	Generally incomplete sentences with sufficient variety in length and structure.	Some sentence formation errors and a lack of sentence variety.	Frequent and severe sentence formation errors and/or a lack of sentence variety.
Voice and Style	A consistent style with precise and vivid word choice.	Some style and generally precise word choice.	Sometimes general and repetitive word choice.	Often general, repetitive, and/or confusing word choice.
Mechanics	Few, if any, errors in standard written English that do not interfere with understanding.	Some errors in standard written English that rarely interfere with understanding.	Several kinds of errors in standard written English that interfere with understanding.	Frequent and severe errors in standard written English that interfere with understanding.

WEEK FOURTEEN ASSIGNMENT
IDENTITY AUTOBIOGRAPHY RUBRIC

Component	Description	Developing	Proficient	Exceeding Expectations
Points Definition:		20	30	40
Defines and explores the concept of teacher identity from a cultural historical perspective.	Include a clear definition of identity in your own words that references and synthesizes the work of scholars in the field. Describe what you think this definition means and how it	Understanding of the importance of culture on how teaching and learning is constructed in classrooms is present in the paper.	A clear description of identity and culture reference and interpret the literature accurately setting the stage for analyzing personal history and its influence on observations and	Complexity undergirds the writer's interpretation signaling the multi-faceted and often conflicting tensions that emerge as identity is explored.

Component	Description	Developing	Proficient	Exceeding Expectations
Points		**20**	**30**	**40**
	plays out in the classroom.		behavior in the classroom.	
Personalization: Uses readings and personal experiences to explore your own culture and beliefs and how those experiences shape your expectations of your role as teacher, your aspirations as a new professional, and your commitment to working with children in urban settings.	Identify and describe any major influences and turning points that have shaped your views of your professional role which have prompted reflection and change in your thinking.	Includes readings OR personal experiences but does not relate them and/or examine deeply those experiences and clearly show direct links to current beliefs about roles, aspirations, and commitments.	Readings and personal experiences are included and deeply examined. Clear and understandable connections are drawn between readings and experiences to current beliefs about roles, aspirations, and commitments.	Interweaves descriptions of significant influences on your identity as a teacher in urban settings, e.g., students, other teachers, colleagues, theories, authors, etc. in your life that have which have strengthened you to create respect and rapport in classrooms by establishing a culture for learning as well as knowledge of how to manage classroom procedures, student behavior and physical space.
Vignettes: Draws from your learning school experiences and describes at least three vignettes in which you identify how cultural identity informed and	Describe three to four specific scenarios that you exemplars of the role of identity in schools. These scenarios may come from observation in the classrooms, conversations with fellow teacher candidates,	• Fewer than three scenarios. • superficial – descriptions given but not examined. • Scenarios come from the same setting (i.e. all faculty meetings or all lunch room).	• Scenarios are clear, compelling. • Scenarios are based on your direct observations and not another person's perspective (i.e. second-hand stories).	• In addition to Proficient standards, based on observational material are supported by interviews and/or readings. • Scenarios are insightful to both you and

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Component	Description	Developing	Proficient	Exceeding Expectations
Points		20	30	40
shaped interactions between teachers and their students, among teachers, or among administrators and teachers.	teachers, family members, students, and/or administrators. They might describe a faculty meeting, a lesson, a playground incident.		• Scenarios cover a range of students' cultural interactions with peers, teachers, family members, etc....	other professional members of your PLS (your colleagues).
Reflection: Reflects on observations, understanding of identity, and the urban context intersect and inform your social and cultural development as a teacher.	Include a clear definition of own words that references and synthesizes the work of scholars in the field. Describe what you think this definition means and how it plays out in the classroom.	Understanding of the importance of teaching and learning is constructed in classrooms is present in the paper.	A clear description of identity and to shaping identity. Interpreting the literature accurately. Setting the stage for analyzing personal history and its influence on observations and behavior in the classroom.	Complexity undergirds the interpretation signaling the multi-faceted and often conflicting tensions that emerge as identity is explored.
Analysis: An analysis of how your been influenced through your experiences this semester.	Your description should include how your views about member of the teaching profession, who understands how to provide opportunities for children from diverse urban settings to learn and develop, have changed over the course of this semester.	You make explicit links between experiences, your explore your own professional learning.	In addition, you link your own experience to references to literature (demonstrating how you link research and practice). You demonstrate an understanding of the cultural funds that children bring with them to school even when they may not	You explore differences and similarities own history and the histories of the students in your school. You link choices in *how* to teach with understanding of lives and cultures of others. You understand other cultural experiences as

Component	Description	Developing	Proficient	Exceeding Expectations
Points		20	30	40
			mirror your own.	differences not as deficiencies.
Model: Personal model of Identity	Conclude your description with a 1-page table or figure, outlining your current beliefs about your identity as related to your professional role. Use one of the models examined during the semester (or one you have studied on your own) to use as a foundation for your personal examinations.	Model is missing or incomplete. Model is not based on a research-based and professionally accepted model of identity.	Model is present and based on a research-based and professionally accepted model of identity but may be unclear and/or superficial.	Uses a well-researched and professionally accepted model of identity model and uses past experiences to demonstrate how this personal model of identity relates to your growth and understanding over this semester.
Authentic voice	Present yourself in a convincing, genuine manner. Disclose information in a way that reveals your growth and your current professional identity as an educator, who has deep understanding of the cultural histories and traditions you bring to teaching.	You are able to develop your paper using specific examples from practice.	You identify specific turning points or insights that made you conscious of the values and beliefs that filter your understanding and capacity to teach others.	Your paper reveals how you engage the cultural work of teaching and learning and offers insight about how you are reshaping your own personal normative assumptions about social, cultural, and intellectual capital.
Clarity and Style	Get your ideas across in a clear, engaging manner written to an audience of teachers.	• Unclear, boring, or merely technically correct. • Contains jargon and/or	• Write in compelling, technically correct style. • Use jargon-free, accessible	In addition to the use of technically proficient language and structure, your paper is engaging,

Component	Description	Developing	Proficient	Exceeding Expectations
Points		20	30	40
		inaccessible language. • Organization weak or missing. • Not written in narrative style. • Structure is unclear and/or incoherent	language. • Organize your narrative to follow a clear and coherent structure.	provocative, and thoughtful.
Mechanics	Report should look professional with a standard font, 1" margins, and double-spaced. APA format required.	Requirements not completely met or many misspellings, mechanical and/or grammatical errors.	Met requirements and few misspellings, mechanical and/or mechanical errors.	Exceeded requirements and no misspellings, mechanical or grammatical errors.

APPENDIX C

IDENTITY PRACTICUM SYLLABUS

SPE 580: IDENTITY AND PRACTICE IN INCLUSIVE EDUCATION – RESIDENCY/PRACTICUM

Semester here

Line number here

Instructor:			
Phone:		Cell Phone:	
E-Mail:		E-Mail:	
Meets:	3 full days/week at your PLS assignment and Online.		

COURSE OVERVIEW:

During this 4 credit hour course, you will be exposed to a variety of reading material and co-teaching experiences that will enable you to become successful with a variety of co-teaching strategies and examine your own, your colleagues', and your students' perceptions of co-teaching. This is an intensive, residency course designed to immerse you in the concepts of co-teaching and your role as an educator. To accomplish this, you will need to spend at least 3 full days each week in your assigned PLS classroom. Additionally, these residency hours will give you the opportunity to complete field-based assignments for your Thesis course.

STUDENT LEARNING OUTCOMES:

- Familiarize yourself with 5 strategies for co-teaching.
- Implement each co-teaching strategy a minimum of 2 times (once in your and once in your partner's classroom) for a total of 24 hours of co-teaching.
- Complete 360 hours of classroom teaching (8 hours/day; 3 days/week; 15 weeks/semester) [2 weekly hours of which will be co-teaching].
- Conduct research on students' perceptions of co-teaching.
- Present findings in a poster session at end of semester.

REQUIRED TEXT:

Sapon-Shevin, M. (2007). *Widening the Circle: the Power of Inclusive Classrooms.* Boston: Beacon Press.

⊞ COURSE ASSIGNMENTS:

Type	Assignment Name	Assignment Description	Score/Points
Theory building	*Scholarly Discourse*	During each week (which will run from Sunday at 12 am to Saturday at 11:59pm), you will reflect on your residency experiences and course readings through the following activities: • The first 8 weeks of class you will respond to analysis questions (see appendix) and choose 2 questions for each week to respond to. • Reflect on your 12 co-teaching lessons and post your reflection on our discussion board and respond to one of your peers comments. •	8 anaylsis questions (4 points each)= 32 pts. 12 co-teaching reflections and responding to a peer (9 points each)= 108 pts.
Practice	*Video recall interview*	As a way to reflect on your own teaching practices and how your identity impacts your teaching, you will video tape one co-teaching lesson and then review the lesson with your site professor	30 points
	Poster	• Using a 3-fold poster board (available at Michaels and office supply stores), create a poster showcasing your research results on co-teaching from the past semester. Be sure to include data from your **student surveys**, quotes from reflections, ideas from lesson plans, etc.... The object is for someone to be able to understand what you discovered about co-teaching without having to read a paper. We will set up everyone's posters on the last day and walk around and discuss them. Please see appendix for poster rubric and student survey form. • Student survey will be distributed in weeks **7 & 12**	20 points
	Co-teaching lessons	You will be co-teaching week 2-13 (12 lessons). However, your site professor will observe you three times throughout the semester using the observational tool. This tool encompasses the over-arching themes of the UPLSI program: culturally responsive pedagogy, planning, collaborating, including, equity, professionalism, and ethics. Please see appendix for lesson plan	3 observations (20 pts for each)=60 pts.

NOTE ON CO-TEACHING REQUIREMENT: By the second week of class you will be assigned a co-teaching partner and time for the semester. During odd weeks (3, 5, 7, 9, 11, and 13) you will co-

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teach in partner A's classroom.   During even weeks (2, 4, 6, 8, 10, and 12) you will co-teach in partner B's classroom. Each week you will have a two-hour block for your co-teaching.   During that time, you will have a substitute in your room (you'll need to leave lesson plans per site policy).   Each week, you will implement the assigned co-teaching strategy.   You will need to complete and submit the lesson plans for review.

GRADING SCALE

	Theory Building	Performance	Practice
A	140	79-80	28-30
A-	140	76-78	25-27
B+	135	72-75	22-24
B	130-134	68-71	19-21
B-	127-129	64-67	17-19
C	<127	<64	<17

COURSE OUTLINE

Week	Top	Materials	Activities
1	Introduction	Watch co-teaching PowerPoint.	• Read syllabus. • Complete and submit schedule. See appendix for Week 1 assignment.
2	Personal Perspectives	Florio-Ruane, S., & Williams, L. (2008). Uncovering Paths to Teaching: Teacher identity and the cultural arts of memory. *Teacher Education Quarterly*, 7-22.	• You will be assigned your co-teaching partner and time. Next week, you will implement co-teaching strategy #1. • Answer 2 of the Analysis questions for week 2 and post on our discussion board.
3	Personal Perspectives	Zeichner, K. (2005). Becoming a teacher educator: A personal perspective. *Teaching & Teacher Education, 21*, 117-124.	• Co-teacher A: Strategy #1 • Answer 2 of the Analysis questions for week 3 and post on our discussion board. • Complete co-teaching reflection form (see appendix) and place completed assignment in dropbox.
4	Influential Teacher	Keefe, J. W., & Jenkins, J. M. (2002). Personalized Instruction. *Phi Delta Kappan.*	• Co-teacher B: Strategy #2 • Answer 2 of the Analysis questions for week 4 and post on our discussion board. • Complete co-teaching reflection form (see appendix) and place completed assignment in dropbox.

5	Influential Teacher	Strahan, D., Smith, T., & McElrath, M. (2001). Profiles in Caring: Teachers Who Create Learning Communities in Their Classrooms. *Middle School Journal.*	• Co-teacher A: Strategy #3 • Answer 2 of the Analysis questions for week 5 and post on our discussion board. • Complete co-teaching reflection form (see appendix) and place completed assignment in dropbox.
6	Personal Model of Identity	Brown, D. F. (2002). *Becoming a successful urban teacher*. Portsmouth, NH; Westerville, OH: Heinemann and National Middle School Association. • Read Chapter 2	• Co-teacher B: Strategy #4 • Answer 2 of the Analysis questions for week 6 and post on our discussion board. • Complete co-teaching reflection form (see appendix) and place completed assignment in dropbox.
7	Personal Model of Identity	Brodsky-Chenfeld, M. (2004). Metaphors of Hope. *Phi Delta Kappan.*	• Co-teacher A: Strategy #5 • Answer 2 of the Analysis questions for week 7 and post on our discussion board • *Distribute student perspectives survey to students in classroom A. Compile and write-up data.* • Complete co-teaching reflection form (see appendix) and place completed assignment in dropbox.
8	Urban Education	Brown, D. F. (2002). *Becoming a successful urban teacher*. Portsmouth, NH; Westerville, OH: Heinemann and National Middle School Association. • Read Chapters 1 & 4	• Co-teacher B: Strategy #1 • Answer 2 of the Analysis questions for week 8 and post on our discussion board. • Complete co-teaching reflection form (see appendix) and place completed assignment in dropbox.
9	Urban Education	Sapon-Shevin, M. (2007). *Widening the Circle: the Power of Inclusive Classrooms*. Boston: Beacon Press. • Read Chapters 1 & 2	• Co-teacher A: Strategy #2 • Answer two of the questions on the Discussion Board and respond to two others. • Complete co-teaching reflection form (see appendix) and place completed assignment in dropbox.
10	Inclusive Education	Sapon-Shevin, M. (2007). *Widening the Circle: the Power of Inclusive Classrooms*. Boston: Beacon Press. • Read Chapter 3	• Co-teacher B: Strategy #3 • Answer two of the questions on the Discussion Board and respond to two others. • Complete co-teaching reflection form (see appendix)

			and place completed assignment in dropbox.
11	Inclusive Education	Sapon-Shevin, M. (2007). *Widening the Circle: the Power of Inclusive Classrooms.* Boston: Beacon Press. • Read Chapter 4	• Co-teacher A: Strategy #4 • Answer two of the questions on the Discussion Board and respond to two others. • Complete co-teaching reflection form (see appendix) and place completed assignment in dropbox.
12	Social Perspectives	Sapon-Shevin, M. (2007). *Widening the Circle: the Power of Inclusive Classrooms.* Boston: Beacon Press. • Read Chapter 5	• Co-teacher B: Strategy #5 • Answer two of the questions on the Discussion Board and respond to two others. • *Distribute student perspectives survey to students in classroom B.* Compile and write-up data. • Complete co-teaching reflection form (see appendix) and place completed assignment in dropbox.
13	Social Perspectives	Sapon-Shevin, M. (2007). *Widening the Circle: the Power of Inclusive Classrooms.* Boston: Beacon Press. • Read Chapters 6 & 7	• Co-teacher A: Strategy #? – This week, choose the strategy you had the most trouble with. • Complete co-teaching reflection form (see appendix) and place completed assignment in dropbox.
14	Putting it all together	Sapon-Shevin, M. (2007). *Widening the Circle: the Power of Inclusive Classrooms.* Boston: Beacon Press. • Read Chapter 8	• Co-teacher B: Strategy #? – This week, choose the strategy you had the most success with. • Complete co-teaching reflection form (see appendix) and place completed assignment in dropbox.
15	Presentations		• Poster session on co-teaching results.

ADDRESSED STANDARDS:

Professional Teacher Standard 2:
The teacher creates and maintains a learning climate that supports the development of students' abilities to meet academic standards. The performance assessment shall measure the extent to which the teacher:

2.1 Establishes and maintains standards of mutual respect
2.2 Displays effective classroom management
2.3 Encourages the student to demonstrate self-discipline and responsibility to self and others

2.4 Respects the individual differences among learners

2.5 Facilitates people working productively and cooperatively with each other

2.6 Provides a motivating learning environment

2.7 Promotes appropriate classroom participation

2.8 Listens thoroughly and responsively

2.9 Organizes materials, equipment, and other resources appropriately

2.10 Applies to daily practice the ethics of the profession

Professional Teacher Standard 6:

The teacher reviews and evaluates his or her overall performance and implements a professional development plan. The performance assessment shall measure the extent to which the teacher:

6.1 Reviews his or her practices and evaluates the influences of those practices on student growth and learning

6.2 Designs and continually adapts a professional development plan for improving instruction and student learning

6.3 Engages in activities that implement the professional development plan

6.4 Uses employer's documentation of his or her performance to develop a professional development plan

6.5 Pursues professional activities to support development as a learner and teacher.

WEEK TWO ANALYSIS QUESTIONS

1. Are mentoring programs for new teachers cost-effective? Explain why or why not.

2. What benefits do mentors draw from mentoring programs for new teachers?

3. Is it cost-effective for states to invest in short-term alternative certification programs for new teachers to meet teacher hiring needs? Explain why or why not.

4. The author offers four reasons for teacher attrition. Do you see any of these as more or less important? Explain. Would you add any to this list?

5. Depending on your intended grade level and subject area for your first year of teaching, describe your expectations of a mentoring program and your own personal ideal mentor.

WEEK THREE ANALYSIS QUESTIONS

1. As a teacher education student, how do you respond to the critics of pedagogy courses in this article?

2. Do you agree with the author's criticism of the role of teacher unions in the current system for teacher certification? Explain why or why not.

3. What do you think of the author's proposal for deregulating and decentralizing teacher hiring?

4. 4. Do you have your own proposal for revamping the current system for teacher certification, perhaps one that marries elements of the current system with elements of the author's proposal or your own brand-new ideas?

5. What might be the potential problems if the author's approach is adopted?

WEEK FOUR ANALYSIS QUESTIONS

1. Discuss the distinction between school "reform" and school "renewal." How does personalized instruction fit into the process of school "renewal?"
2. Discuss the dual teacher role in personalized instruction. How do these roles differ from more teacher-centered education approaches?
3. How does personalized instruction's focus on the assessment of developmental characteristics of students conflict with our current standards and high-stakes testing movement?
4. How could you translate the information discussed about the culture of collegiality into specific classroom norms and practices?
5. Discuss the pros and cons of both authentic assessments and standardized tests. Consider the viewpoints of both teachers and students.

WEEK FIVE ANALYSIS QUESTIONS

1. What are the advantages and potential problems of involving students in decision making?
2. How does Jay prevent problems from getting out of hand when students are given greater freedom?
3. Suggest some traditions and rituals that you could implement in your classroom to recognize and celebrate student accomplishments.
4. What elements of Betty's class environment could you apply to teacher a different subject?
5. Suggest ways to involve the community in your own teaching.

WEEK SIX ANALYSIS QUESTIONS

1. Based on all the evidence presented, what background do you think officials at the central office should have?
2. Why, do you believe, despite the strong case Grove makes, is the central office often the target of teacher criticism.
3. What ideas do you have for improving the communication and relations between the central office and teachers?
4. Consider what would happen if you taught in the district. Would you be pleased that so many decisions would be made for you? What would you do with the extra time you gain

from not being involved in certain decisions?

5. Compare and contrast the district in this article with what you have learned so far from participating in the district and site in-services for Tempe Elementary.

WEEK SEVEN ANALYSIS QUESTIONS

1. What is the ultimate benefit of the Town Meetings in Tom Tenerovich's classroom?
2. Would you use Town Meetings in your classroom? Why or why not? If so, in the same way or in a different way?
3. Why was it difficult for Cathy Arment to articulate the strategies or methods behind her caring and supportive classroom community?
4. What would you say in a new *Welcome to the Family* card for Dee Gibson to use next year?
5. Do you think Anne Price and Claudette Cole's consulting work with school administrators, teachers, and staff is necessary and important? Why or why not?

WEEK EIGHT ANALYSIS QUESTIONS

1. Can you think of any other environments in addition to personal and organizational that could affect a teacher's career cycle?
2. Brainstorm some actions that school administrators can take in order to create and maintain supportive and nurturing environments for teachers.
3. How do you think awareness of the teacher career cycle can help you if you find yourself in a negative career progression?
4. Why might some teachers be hesitant to seek or accept support for their personal needs or problems?

WEEK ONE ASSIGNMENT

DIRECTIONS: Complete and submit through Digital Dropbox.

Time	Subject	Location

SCHEDULE OF CO-TEACHING STRATEGIES

For each week, you will need to implement the assigned co-teaching strategy. On Tuesday, you need to send your lesson plan to your instructor (this should be written by both partners and can be submitted by either one – instructor only needs one copy per partnership). On Wednesday, implement the co-teaching lesson. On Friday, submit the reflection to your instructor (this should be written individually so that each person submits his/her own reflection).

Week	Partner's Room	Strategy
3	A	#1: One person teaches group, one person teaches individuals
4	B	#2: Re-Teaching
5	A	#3: Speak and Chart Teaching
6	B	#4: Tag Team Teaching
7	A	#5: Duet Teaching
8	B	#1: One person teaches group, one person teaches individuals
9	A	#2: Re-Teaching
10	B	#3: Speak and Chart Teaching
11	A	#4: Tag Team Teaching
12	B	#5: Duet Teaching
13	A	Re-try the strategy you had the most difficulty with.
14	B	Perfect the strategy you had the most success with.

CO-TEACHING REFLECTION

Name: _____   Date: _____

Co-Teaching Strategy: _____   Attempt: 1   2   3

Answer the following questions:

1. What went well?

2. What didn't go as you had planned?

3. What came up during the lesson that wasn't anticipated?

4. Were the materials available and appropriate?

5. Did I/we accomplish the goal(s) of this lesson?

6. If not, what were the barriers?

7. Was the lesson student centered?

8. What classroom management aspects were challenging?

9. What was your favorite aspect of this co-teaching strategy?

10. What was your least favorite aspect of this co-teaching strategy?   How could it be tweaked/improved upon for it to work for you?

POSTER SESSION

DIRECTIONS: Using a 3-fold poster board (available at Michaels and office supply stores), create a poster showcasing your research results on co-teaching from the past semester. Be sure to include data from your student surveys, quotes from reflections, ideas from lesson plans, etc.... The object is for someone to be able to understand what you discovered about co-teaching without having to read a paper. We will set up everyone's posters on the last day and walk around and discuss them. Posters will be graded as follows:

Component	Score of 20	Score of 15	Score of 10	Score of 5
Content	Sufficient, specific, and relevant details that are fully elaborated. Creator does an excellent job of determining which items should be text and which visuals.	Specific details but may be insufficient, irrelevant, or not fully elaborated. Some text would be better represented as visuals or vice versa.	Some specific details but may be insufficient, irrelevant, and/or not elaborated. Little evidence as to pre-planning of text vs. visual artifacts. Does not adequately portray research findings.	No or few specific details that are minimally elaborated. Creates more questions than answers.
Visual Appeal	Charts/graphs are clear, easily understandable and used in the most efficient and successful manner. They enhance the narrative, rather than take the place of one. Text is clear and easily readable. Overall look is clean, neat and well-thought-out.	Charts/graphs are clear, easily understandable and used in the most efficient and successful manner. Text is clear and easily readable. Overall look is clean, neat and shows some evidence of being pre-planned.	Blend of text and visuals is off. Text is not easily readable. Overall look does not convey the impression that the poster was pre-planned. Positioning of artifacts gives evidence that some thought was put into it before gluing.	No charts/graphs or only charts/graphs. Little or no evidence that the poster was pre-planned. Little or no clarity in positioning of artifacts.

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WEEKS SEVEN AND TWELVE ASSIGNMENTS

Student Perspectives Survey

DIRECTIONS: Distribute survey to each of your students. For each question, type out all student answers – beginning a new page for each questions. Analyze the answers and write-up an evaluation.

Directions: Please circle the answer that describes how you feel.

Question	Yes	Sometimes	No
1. I learn more with two teachers in the room.	Yes	Sometimes	No
2. Having two teachers in the classroom helps my questions get answered.	Yes	Sometimes	No
3. I would rather only have one teacher in the room.	Yes	Sometimes	No
4. The lessons are more interesting with two teachers.	Yes	Sometimes	No
5. When I have two teachers, I don't know who to listen to.	Yes	Sometimes	No

Thank you.

Directions: Please circle the answer that describes how you feel.

Question	Yes	Sometimes	No
1. I learn more with two teachers in the room.	Yes	Sometimes	No
2. Having two teachers in the classroom helps my questions get answered.	Yes	Sometimes	No
3. I would rather only have one teacher in the room.	Yes	Sometimes	No
4. The lessons are more interesting with two teachers.	Yes	Sometimes	No
5. When I have two teachers, I don't know who to listen to.	Yes	Sometimes	No

Thank you.

APPENDIX D

UTEP STUDENT PRESENTATION

Learning

- Dedication to students
- High expectations
- Authenticity and relevance
- Relatable and student-centered
- Differentiated instruction
- RTI
- Teacher reflection and instructional adjustments

Assessment

- Formal and informal
- Ongoing, frequent progress monitoring
- Authentic
- Valid
- Formative
- Significant implications for students and their families

Final Thoughts…

UPLSI has enabled me to be an agent of change by:

- Equipping me with tools to make education more equitable
- Challenging me to become a more conscious practitioner
- Providing me with ways to make school holistically beneficial

"When teachers work to make sure all of their students are learning, when they change how they teach in order to make this happen, when [teachers] believe all students deserve whatever efforts are needed to learn, students respond by learning more" (Diamond, J.B., 2008)

APPENDIX E

INTERVIEW QUESTIONS

Interview Questions

1. How do you view your identity in a multi-cultural, urban setting?

    a. Listen for: teacher inquiry-thinking about their beliefs and values and how they impact their professional practice. Critical reflexive practices.

2. In what ways do you feel more prepared to work with children who come from different backgrounds than your own?

    a. Listen for: cultural responsive teaching practices, encourage family participation, learn about students' cultures

3. Explain how you're learning and assessment practices honor your identity and your students' cultures.

    a. Listen for: differentiated Instruction, UDL, PBIS, RTI, progress monitoring

4. How do you view your students' cultures?

    a. Listen for: what students know and bring to school is the anchor for specific subject matter. "Funds of Knowledge".

5. Is there anything else you took away from your Master's program that has impacted your professional practices in an urban setting?

Elaboration and Clarification Probes

The following probes help to keep participants talking more about a subject. The probes are used to make sure that you've understood what the participant has just said. Pick the ones that fit the context.

- Give some examples of what you mean.
- You said it was helpful. Could you give some evidence of how it was helpful?
- WHY was that important?
- I didn't quite catch your full meaning. Please run that by me again.
- I'm not sure I understand what you mean. Could you say more about that?
- Or, rephrase the response as a question. I think I'm beginning to understand. Are you saying that…

APPENDIX F

OBSERVATIONAL TOOL/FIELD NOTES FORM

Observational Tool/Field Notes Form

Author		Date		School	
Who is being observed:		Grade Level		What should I know?	

Transforming
Teacher's thinking and work reflects a depth of the knowledge, skills, and values needed to live in a pluralistic society.

Curriculum	What do I observe?
Are the teachers incorporating evidence-based practice in their classrooms? Teachers create a curriculum that invites students to explore complex identities and consider racial group experiences, analyzes power, privilege and social stratification, represents a diverse range of people, and discusses history accurately and thoroughly.	

Pedagogy	What do I observe?
Teacher utilizes pedagogical practices that include an anti-bias pedagogy, positive perspectives on parents and families of culturally and linguistically diverse students. A variety of teaching strategies are being used to actively engage students and the strategies are connected to different learning styles; including cooperative, peer and project based learning, audio-visual presentations, lecture, discussions, and inquiry. The teacher reflects on his/her practice.	

Assessment	What do I observe?
Teacher uses multiple assessment methods to account for different ways of learning and provides opportunities for students to demonstrate new learning by building on their own cultural knowledge. Teacher uses assessment information during teaching to inform instructional practices.	*What is being assessed and how?*

Classroom Management	What do I observe?
The classroom rules, expectations and procedures minimize down time, maintain student discipline/behavior, and maximize student engagement in the material. The teacher reinforces positive behavior and utilizes effective strategies to redirect off-task behaviors. Reinforcement of school-wide norms and use of school-wide routines is evident.	*RTI* *BIP*

Classroom Design	What does it look like?
Anchor charts are on walls to support student work and to reflect establishment of rituals and routines; flexible arrangement of furniture; a variety of student work is displayed. Accommodations are in place to support all students.	*UDL*

APPENDIX G

APPLIED PROJECT- NARRATIVE ANALYSIS (THEMATIC APPROACH)

Applied Project- Narrative Analysis (Thematic Approach)

Name_____

Semester	Key Ideas	Quotes
IDENTITY	•	•
CULTURE		
LEARNING		
ASSESSMENT		

APPENDIX H

INFORMATION LETTER FOR PARTICIPANTS

Information Letter for Participants

Date

Dear _____ :

I am a graduate student under the direction of Professor _____ at the Teachers College. I am conducting a research study which will look at the opportunities students had to critically reflect about issues in identity, culture, learning and assessment--this pilot study will investigate if Teacher Residents have changed their teaching practice as a result of participating in UTEP.

I am inviting your participation, which will involve interviewing you one time for 30 minutes and observing one of your lessons for 30 minutes in the classroom. I will conduct one interview and one observation over the course of a semester. You have the right not to answer any question, and to stop the interview at any time. You also have to right to opt about of the observation.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty, for example it will not affect your employment as a teacher. You must be 18 or older to participate in the study.

As a result of participating in this study, you will learn if the UTEP-MA program has impacted your teaching practices and in what ways. All your responses to the interview will be analyzed to show if opportunities to think deeply about issues in identity, culture, learning and assessment, better prepare teachers to work with students in urban schools. There are no foreseeable risks or discomforts to your participation.

Your identity will be protected since pseudonyms will be used. Your responses to the questions will remain confidential. The results of this study may be used in reports, presentations, or publications but your name will not be used.

I would like to audiotape this interview. The interview will not be recorded without your permission. Please let me know if you do <u>not</u> want the interview to be taped; you also can change your mind after the interview starts, just let me know. The tapes will be held in a locked cabinet and will remain there for two years. After the two your time period, the tapes will be erased.

If you have any questions concerning the research study, please contact the research team at: _____and_____. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at _____. Please let me know if you wish to be part of the study.

Thank you!
Laura Atkinson

APPENDIX I

LETTER TO PARENTS

Letter to Parents

Greetings,

You may have heard from your child that our class is working on writing animal reports. The purpose of this report is to teach your child how to conduct research both from text and digital sources and to put it into a well-written essay.

The essay needs to be five paragraphs long. After I have met with individual students and we have edited and revised their essay, your child will word process it here at school.

In addition to the essay, your child will be required to produce a small project that goes with their essay. Since each child is different and their interests vary, I have allowed them to choose from a few different small projects. These are: a drawn picture, a brochure, a poster, or a diorama (shoe box scene). The project will be worked on at home and school. The project will be due in class on _____.

The focus is on writing and not the at home project so please do not feel the need to go and purchase items. I have asked students to try to use what they have at home.

I look forward to all the students' finished products!

Respectfully,