

PROFESSIONAL DEVELOPMENT SCHOOLS AND EFFECTIVE URBAN
TEACHERS: ARE TEACHER CANDIDATES DEVELOPING INTO “STAR
TEACHERS?”

SUBMITTED BY:

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Abstract

The purpose of this investigation was to determine if there was a difference in the internship experience and the development of effective urban teaching characteristics between student interns placed in an urban, Professional Development School and student teachers placed in an urban, non Professional Development School. Additionally, this study sought to determine if there was a relationship between the internship experience of the student interns and student teachers, and their development of effective urban teaching characteristics.

Two urban universities who have formed partnerships with neighboring urban school districts participated in this investigation. Specifically, 29 student interns, placed in an urban, Professional Development School, and 30 student teachers, placed in an urban, non Professional Development School served as the sample for this study.

Following a nonequivalent control group design, the student interns and student teachers were each administered two survey instruments. The Student Teaching Experience Survey, designed specifically for this investigation, was employed to determine whether, and in what ways, an urban, Professional Development School environment differed from an urban, non Professional Development School environment. Five subscores were measured using this instrument, including: (1) Commitment to the Profession, (2) Teaching for Real/Context Based Learning, (3) Reflective Practitioner, (4) Approach to Urban/At-Risk Students, and (5) Self Efficacy.

Using a Multivariate Analysis of Variance (MANOVA) procedure, and five Univariate Analyses of Variance (ANOVA) procedures, data from University A, Fall semester, revealed that the internship experience between the student interns and student

teachers differed on 3 of the 5 subscores measured on the Student Teaching Experience Survey. Additionally, statistical analyses conducted using data from University A, Spring semester, communicated that there was a significant difference when examining the 5 subscores simultaneously, but not when examining the 5 subscores individually. Data from University B, Spring semester, revealed that there was no significant difference in the internship experience between the student interns and student teachers.

The Urban Teacher Selection Interview, developed by Dr. Haberman, was used to determine if there was a significant difference between the student interns' and student teachers' development of urban teaching characteristics. It assessed ten effective urban teacher characteristics, including: (1) Persistence, (2) Protecting Children's Learning, (3) Connecting Theory and Practice, (4) Accountability for At-Risk, (5) Professional-Personal Approach, (6) Dealing with Mistakes, (7) The Bureaucracy, (8) Explanation of Teacher Success, (9) Explanation of Children's Success, and (10) Planning and Organization. Using an Analysis of Covariance (ANCOVA) statistical procedure, the results communicated that there was not a significant difference between the student interns and student teachers and their development of effective urban teaching characteristics, regardless of university and semester. However, the data did reveal that both student interns and student teachers experienced difficulty working with urban/at-risk students. This might suggest that more opportunities in the field to understand the characteristics and challenges of the urban learner are needed.

Three Pearson Product Moment Correlations were utilized to explore the possibility of a relationship between the internship experience and the development of effective urban teaching characteristics. These results revealed that there was not a significant

correlation, and suggests more concentrated efforts, as well as a developmental approach for preparing student interns for the urban environment, may be needed by colleges of education.