

# African American Pre-Service Teachers' Perspectives on Urban Education: An Exploration at an HBCU

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**Abstract** This paper aims to better understand African American pre-service teachers' perspectives on urban education. Over a 2-year period, pre-experience and post-experience surveys were conducted at a Historically Black University (HBCU) after pre-service teachers completed an urban education immersion course in order to frame their understanding of perspectives on urban education. Ultimately, the results indicate that the African American pre-service teachers' perceptions of urban teachers, urban administrators, and a career in urban education were statistically more positive after the immersion course, but their views of urban parents became more negative. These results provide further implications for teacher education programs.

**Keywords** Urban education · African American pre-service teachers · Teacher education · HBCU

## Introduction

Research has indicated that since the early 1990's, there are more teachers leaving the profession than entering the profession (Darling-Hammond 2003). It is

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estimated that 40 % of urban teachers leave during their first 3 years of teaching (Darling-Hammond 2003), and the attrition escalates in high-poverty urban schools. Generally, the turnover rate is 50 times higher in high-poverty schools compared to their counterparts (Darling-Hammond 2003; Frankenberg et al. 2010; Ingersoll 2001). Moreover, the profession of teaching is overly White and middle class, even in urban areas with large minority populations (Renzulli et al. 2011). There is generally a lack of teachers of color (i.e. Black, Asian, Latino/a) within the education profession.

In order to address teacher attrition in urban schools, researchers have analyzed pre-service teachers' perspectives on urban education during their teacher education training (Frankenberg et al. 2010; Gilbert 1997; Groulx 2001; Mason 1997). Most of the literature focuses on analyzing White, female pre-service teachers' perspectives on urban education. Specifically, the literature looks at the pre-service teachers' changing perspectives after urban field experiences. Researchers have tried to capture these perspectives through pre- and post-surveys and reflective writing, (Gilbert 1997; Groulx 2001; Kyles and Olafson 2008; Ladson-Billings 1991; Mason 1997), but this research is narrowly focused on the views of White pre-service teachers.

Our research looks at the missing voice of African American pre-service teachers in the literature. What are the views of African American pre-service teachers after an urban field experience? How do urban education courses impact teacher training for African American pre-service teachers? We aim to add the voice of African American pre-service teachers to the literature. In particular, this article describes our 2-year data collection of African American pre-service teachers at a Historically Black University (HBCU). We report on the results of a pre-experience and post-experience survey that examined participants' perceptions of urban education through: urban schools, urban teachers, urban students, urban parents, urban administrators, and their career trajectory in urban education.

## Urban Education Field Experiences for Pre-Service Teachers

Groulx (2001) found that if pre-service teachers have a positive urban field experience, they generate a favorable attitude toward urban teaching, while other research discovered that field experiences do not promote the development of a sense of efficacy among the pre-service teachers (Kyles and Olafson 2008). Researchers found that the White pre-service teachers opt to teach in schools where the demographics are similar to theirs and not in urban schools with students of color (Groulx 2001; Lankford et al. 2002). On the other hand, minority teachers tend to be more committed to urban areas (Villegas and Irvine 2010).

Currently, of the African Americans that do choose to go into teaching, over half earn their bachelor's degrees from HBCUs (Irvine and Fenwick 2009), and, as such, HBCUs play a major role in diversifying the overwhelmingly White and middle class teaching force. Yet, while 90 % of the teaching population is White, only 6 % is African American and this number is in steep decline (Roberts and Irvine 2009; U.S. Bureau of Labor Statistics 2008). Moreover, only 1 % of all teachers are

African American men (Lewis 2006). Various sources of this shortage have been identified, including economic, social, and cultural factors (Gordon 2000; Lewis 2006; Sells-Duhon et al. 1996). There continues to be an issue with attracting and retaining African American teachers, and other teachers of color, (Achinstein et al. 2010) into teacher education programs.

In this study, we look at African American pre-service teachers at an HBCU in order to frame their understanding and perspectives toward urban education. Since the literature overwhelmingly analyzes White pre-service teachers' perspectives on urban education, we aim to add the voice of African American prospective teachers into the literature. This study aims to attend to the gap in research on pre-service African American teachers by investigating the following research questions: (a) What are the previous perspectives of African American pre-service teachers concerning urban education prior to taking an urban education course?; (b) Do the African American pre-service teachers' perspectives on urban education positively change after completing an immersion urban education course?

### **The Theory of Experience and Education in Urban Immersion Courses**

Our theoretical framework for this study revolves around the concept of Dewey's (1938) theory of experience and education. Dewey contends that the traditional means of learning occurs through the "acquisition of what already is incorporated in books and in the heads of elders" (1938, p. 5), which we argue is still found in teacher education programs today. Thus, Dewey states that educators need to provide valuable experiences for their students during the learning process. These experiences revolve around the principles of continuity and interaction. Continuity means "every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after" (p. 27), while the interaction between past experiences will influence their present experience. The theory of experience and education is important for teacher education programs. Pre-service teachers need to reflect on their past experiences and perceptions prior to going into classrooms and schools. Field experiences feed into the notion of the theory of experience and education, as Dewey argues, because experience is social and involves "contact and communication" (p. 32). Time and experiences spent in the classroom are what will help to grow a pre-service teacher into an effective classroom teacher, just as traditional approaches to learning (strict book knowledge only) would impede that process.

The theory of experience and education was the premise for the creation of the two urban immersion courses discussed in this article. The courses, created by the first author, were implemented with the idea that pre-service teachers need more hands-on experience in schools. They needed interactions that built upon and/or challenged their current understandings of urban education. Prior to the construction of these courses, the pre-service teachers in this program only had 20 h per semester observing in a school (field). There were two field courses required before the pre-service teachers' student teaching experience. Thus, they only received 40 h within the field during their teacher-training program. Building on Dewey's theory, the

creation of immersion courses seemed necessary in order to develop the pre-service teachers' continuity and interaction. The immersion courses were defined as hours that exceeded 20 h of field time and would provide a well-rounded experience.

Moreover, the pre-service teachers at this HBCU only had previous field experiences in rural or suburban settings. Although the majority of the pre-service teachers came from urban settings and planned to teach after graduation in urban settings, there was no urban field experience for them in the program. Considering Dewey's notions of continuity and interaction, an urban field experience was needed to diversify their learning and teacher training. With the addition of the two urban immersion courses, the pre-service teachers then had experiences in urban, rural, and suburban settings. This diversification of schools and students added to their prior knowledge, while modifying their experience within their future classroom. Using Dewey's framework, the following describes the two urban immersion courses and their design to provide experience in the teacher education program.

### Foundations of Urban Education

The Foundations of Urban Education course was designed to provide a framework understanding of urban education and place it into context. Essentially, the course provided exposure to issues that impact the urban schools. The pre-service teachers explored the various factors that confront and challenge urban schools, i.e. financial, social, and political. In addition, the course examined the impact of the urban context on students, teachers, and the community. The course was designed, with the following principle objectives, in order for pre-service teachers to: (1) describe urban education and its importance within the educational field; (2) examine, describe and explain their perspective on teaching within an urban context; (3) compare and contrast past and present political influences and historical backgrounds of urban education; (4) explain the relationship between the urban student and the teacher; and (5) demonstrate and articulate their approach to building, managing, and maintaining a positive and productive classroom environments in an urban setting.

The pre-service teachers would meet with the instructor (first author) for a 3 h course once a week. During this course time, they read and dialogued on macro-perspective issues in urban education (i.e. history, politics, funding, urban education in the media, etc.). Then, the pre-service teachers spent one full day each week in an urban school. The school building itself had two schools in one. The first and second floor was a school named Simmons Middle School,<sup>1</sup> which held fifth through eighth grades. The third floor, Fitzpatrick High School, housed the traditional ninth through twelfth grades.

During the first half of their day, the pre-service teachers assisted a cooperating teacher in a classroom according to their certification area (elementary majors were placed in a classroom in Simmons and secondary majors were placed in Fitzpatrick). The second half of the day, the pre-service teachers conducted a

<sup>1</sup> The name of the school is a pseudonym in order to ensure anonymity.

service-learning project with a tenth grade Introduction to Education class in Fitzpatrick.

The pre-service teachers worked in partnership with a non-profit educational organization called City Academies. The pre-service teachers were divided into small groups (pairs or trios) and each group was responsible for five to six students in the class. The lessons focused on instructing these high school students on how to teach elementary students about literacy. They guided them through lesson planning, literacy, and developmentally appropriate learning. City Academies then set up a partnership with the neighborhood elementary school, where the tenth grade students taught literacy to second and third grade students and were supported by their pre-service teacher leaders. The high school students taught three lessons to the elementary students over the course of the semester. In total, the pre-service teachers completed 40-h in the field.

The course utilized Dewey's notion of continuity (1938) because the course added layers to their perspectives of their experiences over time. The pre-service teachers had three roles. In the college classroom, they were students applying their current experiences to theories in urban education. They then shifted from being a student to a pre-service teacher through classroom observation. Further, they shifted from pre-service teacher to mentor teacher for the high school students. The continuity of the course was fluid in order to add richness to their experiences through the multiple iterations of interactions within the field.

### Urban Seminar

The Urban Seminar was a course that was in partnership with a large urban school system and sixteen universities in the state. The course was structured as a 2-week field experience for pre-service teachers, where they gained 80-h of field experience. The principle objectives of this course aligned with items two through five listed above.

The pre-service teachers lived on a neighboring college campus in the urban area. They spent 2 weeks in a classroom connected to their certification area, elementary or secondary education. All of the pre-service teachers were dispersed to schools all over the city, so not one pre-service teacher from the HBCU was at the same school. The pre-service teachers assisted their cooperating teacher, conducted small group lessons, or taught whole-group lessons over the course of the 80-h. After each day in the field experience, the pre-service teachers came back to the campus to participate in various professional development workshops (i.e. special topics workshops, guest speakers, etc.). After the professional development workshops, the pre-service teachers had class with their professor (the first author) in order to debrief their current experiences. Over the weekend, the pre-service teachers conducted a service-learning project within the community assisting various non-profit educational organizations in need. Then, the pre-service teachers ran a children's festival for children and families in the community. This course provided interactions with urban students, urban teachers, non-profit employees, and community members, as encouraged by Deweyan principles (Dewey 1938). The various interactions and

immersion experience tried to provide continuity by working with urban students inside and outside of the classroom.

Ultimately, the design of this research study revolved around Dewey's theory of experience and education, as it aimed to understand pre-service teachers' past experiences and how the interaction of their field experience influenced their perspectives on urban education. The methodological approach looked at the continuity and interaction of the pre-service teachers' experiences through pre-experience and post-experience survey collection.

## Methodology

### The Participants

The study took place at one HBCU in Pennsylvania. Pennsylvania was chosen since the state issues 20,000 teaching certifications annually, and most of the teacher candidates start their careers in surrounding areas outside Pennsylvania (Associated Press 2010). Further, this HBCU graduates the largest number of African American pre-service teachers in the state with an average of 10–15 graduates per year.

This study analyzed 37 African American pre-service teachers over four semesters during the course of 2 years (2008–2010). The participants ranged from freshmen to seniors who were a mix of Early Childhood, Elementary, and Secondary majors (Table 1). The pre-service teachers took either the Foundations of Urban Education or Urban Seminar course.

### Research Instrument

A pre-experience survey (known here as pre-survey) was administered to the participants 1-week prior to them taking their selected urban immersion course. The pre-survey had 79 items (See [Appendix](#)) collecting demographic information, the pre-service teachers' educational backgrounds, and their perspectives on urban education ranging across six variables: urban schools, urban students, urban teachers, urban administrators, urban parents, and thoughts on their career trajectory concerning urban schools (See pre-experience and post-experience surveys at the end of the article). A post-experience survey (known here as post-survey) was administered to the pre-service teachers on the last day of the fieldwork and coursework. The post-survey had 40 items (See [Appendix](#)) and only consisted of the six variables concerning urban education. These same items matched the pre-survey to see if and how the participants' views changed concerning urban education. The survey itself used a 5-point Likert Type scale representing "Strongly agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree" options. All of the items in the scale were performed from 1 to 5, with a lower score indicating a more positive view of urban education with less aversion to urban education. We define aversion as the "act of turning away from," (Merriam-Webster Dictionary 2012) and in this case, having a negative view of urban education.

**Table 1** Distribution of demographics of HBCU pre-service teachers

Demographic factors (N = 37)	n (%)
Certification area	
Secondary certification	9 (24.3)
Elementary certification	20 (54.0)
Early childhood certification	5 (13.5)
K-12 certification (i.e. physical education)	3 (8.1)
Gender	
Males	9 (24.3)
Females	28 (75.6)
Class year	
Freshmen	1 (2.7)
Sophomore	4 (10.8)
Junior	13 (35.1)
Senior	19 (51.3)
Race/Ethnicity <sup>a</sup>	
African American/African	34 (91.8)
Latino/a (non-white)	1 (2.7)
Bi-/Multi-racial	1 (2.7)
No response	1 (2.7)
Educational background	
Urban area	26 (70.2)
Suburban area	10 (27.0)
Rural area	1 (2.7)
Type of schooling	
Public	30 (81.0)
Private	7 (18.9)

<sup>a</sup> Some students were bi- and multi-racial, and we indicated their racial identification by their choice of categorizing in another racial group or no response at all

The pre- and post-surveys were all administered in a pencil and paper format. The surveys were collected and distributed by the instructor of the course. In this case, the instructor is the first author of the article. The survey looked at courses done by the same instructor in order to sustain reliability ensuring that the course content and instruction was consistent among participants.

## Data Analysis

The data obtained from the pre- and post-surveys were analyzed through SPSS 17.0 program package. A paired *t* test was used to examine whether there was a significant difference in the African American pre-service teachers' perspectives before and after the completion of an urban immersion course. Specifically, the paired *t* test analyzed the variables of urban schools, urban teachers, urban administrators, urban parents, and their perceived career trajectory in urban education.

## Limitations

There are some limitations to this study that need to be mentioned. First, the study is based on students that opted to take either urban immersion course as an elective. The students who self-selected into these courses may have already had a positive disposition toward urban education. Second, since the first author was the instructor and distributed the instrument, there could be some bias since the instructor was also the researcher. Lastly, there is a limitation in terms of the small number of respondents to the survey. This limitation is due to the nature of the profession with only 6 % African Americans in the teaching field (Roberts and Irvine 2009; U.S. Bureau of Labor Statistics 2008). Thus, although 37 participants are low for a quantitative study, the number is relatively high compared to the graduating number of African American pre-service teachers in the state.

## Findings

Total scores were calculated for the pre- and post-survey responses. Total Score Pre-Survey (TS.Pre) and Total Score Post-Survey (TS.Post) were then analyzed with a paired *t* test to see if there was any general significance in the African American pre-service teachers' perspectives before and after taking the course. The TS.Pre ( $M = 110.6$ ,  $SD = 10.9$ ) to TS.Post ( $M = 102.6$ ,  $SD = 13.5$ ) indicated that there was a statistical significance after the immersion course, with the pre-service teachers indicating a decrease with any aversions toward urban education ( $t = 2.75$ ,  $df = 22$ ,  $p = .012$ ), thus indicating an increase in positive perceptions of urban education. The eta-squared statistic (.173) indicated a large effect size.

Then, a series of paired *t* tests were used to see where the statistical significance concerning urban education was in relation to the six variables: urban schools, urban students, urban teachers, urban administrators, urban parents, and career trajectory. There was no statistical significance of the African American pre-service teachers' perspectives concerning urban schools and urban students after the immersion course. However, there were differences in the perceptions concerning urban teachers, urban administrators, urban parents, and career trajectory (Table 2).

**Table 2** Paired *t* tests for pre-experience and post-experience survey variables

Variable	M (SD) Pre-survey	M (SD) Post-survey	<i>t</i>	df	<i>p</i>
Urban schools	37.70 (2.67)	35.88 (8.04)	1.18	26	.24
Urban students	9.92 (1.24)	9.42 (2.00)	1.15	27	.26
Urban teachers	18.24 (2.21)	15.96 (2.83)	3.17	28	.004*
Urban administrators	8.93 (1.03)	7.61 (.32)	3.97	30	.000*
Urban parents	9.03 (1.56)	9.86 (1.70)	-2.15	28	.040*
Career trajectory	22.53 (4.43)	16.43 (3.53)	7.90	29	.000*

\*  $p < .05$



The pre- and post-survey for urban schools indicated that the African American pre-service teachers' had less of an aversion to urban teachers ( $t = 3.17$ ,  $df = 28$ ,  $p = .004$ ) after completing the urban education course. The eta-squared statistic (.218) indicated a large effect size. Thus, with a 1–5 Likert-scale, the pre-service teachers gained a more positive perspective of urban teachers as indicated with 21.8 % of the variance attributed to the urban education course. The African American pre-service teachers' views of urban administrators ( $t = 3.97$ ,  $df = 30$ ,  $p = .000$ ) also signified a statistical significance of developing less of an aversion to urban administrators. The eta-squared statistic (.304) determined a large effect size with 30.4 % of the variance was accounted for by the urban immersion course. Moreover, the prospective teachers' perceptions of a career trajectory in urban education ( $t = 7.9$ ,  $df = 29$ ,  $p = .000$ ) were statistically significant. The pre-service teachers had less of an aversion to teaching in urban schools after their immersion course. The eta-squared statistic (.634) indicated a large effect size with 63.4 % of the variance was accounted for by the urban education course.

On the other hand, there was a reverse statistical significance indicated by the urban parents variable. The pre-service teachers signified that they had more of an aversion to urban parents ( $t = -2.15$ ,  $df = 28$ ,  $p = .040$ ) after their urban immersion course. The eta-squared statistic (.112) indicated a large effect size that the pre-service teachers had a more negative perspective on urban parents after their urban immersion course.

## Conclusion

We hypothesized that there would be a change of perspective with urban schools and urban students, but both variables showed no statistical significance. Interestingly, there were two themes that have emerged from the data. First, African American pre-service teachers had strengthened perceptions on a future career in urban education after their urban immersion experience. Second, the urban immersion course negatively skewed the pre-service teachers' perspectives on urban parents.

In terms of the first theme, the results suggest the need for more urban immersion courses within teacher education programs. The connection of experience and education (Dewey 1938) seems to strengthen African American pre-service teachers' concept of a career in urban education. This is extremely important since there is such a high demand for, not only African American teachers, but teachers of color within the urban classroom. The teaching population needs to be representative of the student body, especially in urban schools, as there is a growing racial, ethnic, and linguistic diversity among the urban student population (Banks et al. 2005; Haberman 1996).

According to Deweyan principals, the African American pre-service teachers came into the course with their prior experiences. Thus, there is a lack of control with what teachers bring to the learning experience and what students actually learn (Schmidt 2006). In this case, there is no guarantee that all pre-service teachers

would foresee a future career in urban education, but it is important for teacher education programs to provide an opportunity for an experience. This allows for the strengthening of continuity and interaction (Dewey 1938) within their teacher education programs.

It is also important to note that some of the social elements within the urban immersion courses had the African American pre-service teachers develop a more negative perception of parents, as indicated in the second theme. The study does not indicate whether these influences on urban parents came from their lead instructor (first author), cooperating teachers, interactions, or lack thereof, with urban parents, or all of the above. The research demonstrates that there is a shift in perception, but it does not clarify why the shifts have occurred.

An implementation of a qualitative component to this study would help to provide the more micro-perspective that is needed in order to analyze these positive and negative perceptions. The recommendations for future research would be to conduct interviews to understand why the change in perceptions. Why do the pre-service teachers feel committed to a career trajectory in urban education? What types of interactions with teachers, students, and parents occurred during the urban immersion courses? The qualitative component is needed so that teacher educators can create field courses with a deeper understanding of pre-service teachers' experience and needs.

Further, the quantitative findings of the research also argue that the perceptions of parents should be addressed from a programmatic standpoint. The two courses, Foundation of Urban Education and Urban Seminar, did not address parents in the readings and discussions. It is evident that there needs to be some attention, in terms of readings and course topics, focused on parents. One recommendation is for the urban immersion courses to implement a family engagement project while in the field, in order to build stronger connections to the parents and the community. A family engagement project would be a structured project, designed by the pre-service teacher, to connect the parents, teachers (cooperative teacher and pre-service teacher), students, and the classroom or school. The urban immersion courses need to ensure that there is an interaction of experience (Dewey 1938) happening with parents while in the field. By having family engagement projects, this will help scaffold the experience the African American pre-service teachers have with urban parents.

Overall, the urban immersion course reached its objective of trying to expose African American pre-service teachers to the urban classroom in order to attract them to urban education. On the other hand, the course may have created some collateral damage by not attending to continuity and interaction (Dewey 1938) with their experiences with urban parents. Moving forward, it is important for these particular courses, and other urban immersion courses in teacher education programs, to be cognizant of the importance of implementing an experience of interaction between pre-service teachers and urban parents.

## Appendix

### Urban Education Pre-Experience Survey

#### Basic Information:

Name \_\_\_\_\_ Student I.D. # \_\_\_\_\_

Major \_\_\_\_\_ Minor (if applicable) \_\_\_\_\_

Classification/Year \_\_\_\_\_ Age \_\_\_\_\_ Ethnicity \_\_\_\_\_

What city and state did you spend most of your life? \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_

What is the name of the last high school you attended? \_\_\_\_\_

Where is the high school located? \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_

The high school was in a:  
-urban area                      -suburban area                      -rural area

The high school was:  
-public                      -private

#### Directions: Circle the answer that applies

1. I am the first person in my family to attend college                      Yes                      No
2. I would consider the economic status of my family as:                      a. Upper class                      b. middle class                      c. lower class
3. My family speaks a language other than English in the home                      Yes                      No
4. I am a first generation American Citizen                      Yes                      No
5. I am taking this course as:                      -requirement                      -elective
6. I am taking this course because I am interested in it                      Yes                      No

#### Directions: Please write in your answers below

7. What do you expect to get out of this course?
  
  
  
8. What do you expect of me from this course?
  
  
  
9. What do you expect of yourself from this course?

#### Directions: Circle the answer that applies

10. I have taken other courses related to issues in cultural diversity                      Yes                      No
11. I have taken other courses related to issues of public policy                      Yes                      No
12. Issues of public policy are interesting to me                      Yes                      No
13. I am knowledgeable about diverse students in the classroom                      Yes                      No
14. I am interested in learning about diverse students in the classroom                      Yes                      No
15. I am knowledgeable about school funding                      Yes                      No
16. I am interested in learning about school funding                      Yes                      No

17. I am knowledgeable about classroom management	Yes	No
18. I am interested in learning about classroom management	Yes	No
19. I am knowledgeable about English Language Learners	Yes	No
20. I am interested in learning about English Language Learners	Yes	No
21. I am knowledgeable about Special Education and accommodations	Yes	No
22. I am interested in learning about Special Education and accommodations	Yes	No
23. I am knowledgeable about the achievement gap	Yes	No
24. I am interested in learning about the achievement gap	Yes	No

**Directions: Please write in your answers below**

25. In your own words, how would you define the term “Urban”?

26. What are your thoughts about urban schools?

**Directions: Please read the statement below. On a scale from 1 to 5, please rate your thoughts on the statement. Circle the area to the left of the number of your choice.**

	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
27. Urban schools are organized	1	2	3	4	5
28. Urban schools have discipline problems	1	2	3	4	5
29. Urban schools are diverse	1	2	3	4	5
30. Urban schools are safe	1	2	3	4	5
31. Urban schools have a large minority student body	1	2	3	4	5
32. Urban students are academically motivated	1	2	3	4	5
33. Urban schools don't have the resources for students to be academically successful	1	2	3	4	5
34. Urban schools have plenty of resources	1	2	3	4	5
35. Urban students come from stable homes	1	2	3	4	5
36. Urban students are unmotivated	1	2	3	4	5
37. Urban teachers are positive role models for their students	1	2	3	4	5
38. Urban administrators ( i.e. principals) are positive role models for students	1	2	3	4	5
39. Urban teachers are unmotivated	1	2	3	4	5
40. Urban teachers are dedicated to their students	1	2	3	4	5
41. Urban teachers are not able to relate to their students	1	2	3	4	5
42. Urban administrators are dedicated to students	1	2	3	4	5
43. Urban administrators are unmotivated	1	2	3	4	5

44. Urban parents are actively involved in their child’s education	1	2	3	4	5
45. Urban parents are suspicious of the education system	1	2	3	4	5
46. Urban parents are not involved in their child’s education	1	2	3	4	5
47. Teachers generally work in the setting they grew up in (urban, rural, suburban)	1	2	3	4	5
48. Urban schools are nice places to learn and teach	1	2	3	4	5
49. Urban teachers and suburban/rural teachers have equal amount of education	1	2	3	4	5
50. Urban schools are bad places to learn and teach	1	2	3	4	5
51. Urban teachers are more professionally prepared than suburban/rural teachers	1	2	3	4	5
52. Urban schools offer the same opportunities to students as other suburban/rural schools	1	2	3	4	5
53. Urban schools offer less opportunities to students as suburban/rural schools	1	2	3	4	5
54. Student achievement is primarily determined by their socio-economic background	1	2	3	4	5
55. Urban schools prepare students for college	1	2	3	4	5
56. Urban schools inadequately prepare students for college	1	2	3	4	5
57. I am interested in pursuing a career in urban education	1	2	3	4	5
58. I am interested in pursuing a career in urban public policy	1	2	3	4	5
59. I plan to work in an urban area long-term	1	2	3	4	5
60. I plan to work in urban area temporarily	1	2	3	4	5
61. I plan to work with schools or education indirectly (e.g., after-school programs, social work, counseling) after graduation	1	2	3	4	5
62. I plan to work with youth outside of the school setting	1	2	3	4	5
63. I do not plan to work with schools or education in general after graduation	1	2	3	4	5
64. I do not plan to work with urban schools or students	1	2	3	4	5

**Directions: Circle all answers that apply**

65. I have had past experience working with children in:  
 -summer camps    -daycare centers    -babysitting    -substitute teaching    -tutoring    -academic programs  
 -other (please specify) \_\_\_\_\_

66. I have past experiences working with:  
 -Urban youth    -Suburban youth    -Rural youth  
 -African American youth    -Asian American youth    -Caucasian youth    -Latino youth  
 -birth-4 years    -5-10 years    -11-14 years    -15-18 years    -19+

**Directions: Please read the statement below. On a scale from 1 to 5, please rate your thoughts on the statement. Circle the area to the left of the number of your choice.**

	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree		
67. I enjoyed my experience at my high school			1	2	3	4	5
68. I would considered the high school I attended well resourced			1	2	3	4	5
69. I always had books available in my high school classes			1	2	3	4	5
70. My high school always had extra-curricular activities (i.e. sport teams, clubs, etc.)			1	2	3	4	5

71. My high school offered at least one field trip per year	Yes	No
72. The majority of the students in my high school went to college	Yes	No
73. My high school had college prep courses	Yes	No
74. My high school prepared me for college	Yes	No
75. The majority of the students in my high school came from the same racial and socioeconomic background	Yes	No

**Directions: Write your answers below based on a scale from 1-10, 1 being the worst and 10 being the best**

- 76. On a scale from 1-10, how would you rate your overall academic experience in high school \_\_\_\_\_
- 77. On a scale from 1-10, how would you rate your social experience in high school \_\_\_\_\_
- 78. On a scale from 1-10, how would you rate the overall quality of the teachers in your high school \_\_\_\_\_
- 79. On a scale from 1-10, how would you rate the overall quality of the administrators in your high school \_\_\_\_\_

**Urban Education Post-Experience Survey**

**Basic Information:**

Name \_\_\_\_\_ Student I.D. # \_\_\_\_\_

**Directions: Please write in your answers below** \_\_\_\_\_

- 1. In your own words, how would you define the term “Urban”?
  
  
  
  
- 2. What are your thoughts about urban schools?

**Directions: Please read the statement below. On a scale from 1 to 5, please rate your thoughts on the statement. Circle the area to the left of the number of your choice.**

	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
3. Urban schools are organized	1	2	3	4	5
4. Urban schools have discipline problems	1	2	3	4	5
5. Urban schools are diverse	1	2	3	4	5
6. Urban schools are safe	1	2	3	4	5
7. Urban schools have a large minority student body	1	2	3	4	5
8. Urban students are academically motivated	1	2	3	4	5
9. Urban schools don't have the resources for students to be academically successful	1	2	3	4	5
10. Urban schools have plenty of resources	1	2	3	4	5
11. Urban students come from stable homes	1	2	3	4	5
12. Urban students are unmotivated	1	2	3	4	5
13. Urban teachers are positive role models for their students	1	2	3	4	5
14. Urban administrators ( i.e. principals) are positive role models for students	1	2	3	4	5
15. Urban teachers are unmotivated	1	2	3	4	5

16. Urban teachers are dedicated to their students	1	2	3	4	5
17. Urban teachers are not able to relate to their students	1	2	3	4	5
18. Urban administrators are dedicated to students	1	2	3	4	5
19. Urban administrators are unmotivated	1	2	3	4	5
20. Urban parents are actively involved in their child's education	1	2	3	4	5
21. Urban parents are suspicious of the education system	1	2	3	4	5
22. Urban parents are not involved in their child's education	1	2	3	4	5
23. Teachers generally work in the setting they grew up in (urban, rural, suburban)	1	2	3	4	5
24. Urban schools are nice places to learn and teach	1	2	3	4	5
25. Urban teachers and suburban/rural teachers have equal amount of education	1	2	3	4	5
26. Urban schools are bad places to learn and teach	1	2	3	4	5
27. Urban teachers are more professionally prepared than suburban/rural teachers	1	2	3	4	5
28. Urban schools offer the same opportunities to students as other suburban/rural schools	1	2	3	4	5
29. Urban schools offer less opportunities to students as suburban/rural schools	1	2	3	4	5
30. Student achievement is primarily determined by their socio-economic background	1	2	3	4	5
31. Urban schools prepare students for college	1	2	3	4	5
32. Urban schools inadequately prepare students for college	1	2	3	4	5
33. I am interested in pursuing a career in urban education	1	2	3	4	5
34. I am interested in pursuing a career in urban public policy	1	2	3	4	5
35. I plan to work in an urban area long-term	1	2	3	4	5
36. I plan to work in urban area temporarily	1	2	3	4	5
37. I plan to work with schools or education indirectly (e.g., after-school programs, social work, counseling) after graduation	1	2	3	4	5
38. I plan to work with youth outside of the school setting	1	2	3	4	5
39. I do not plan to work with schools or education in general after graduation	1	2	3	4	5
40. I do not plan to work with urban schools or students	1	2	3	4	5

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