A POST-MODERN TEACHER EDUCATOR: A PHENOMENOLOGICAL STUDY OF
TEACHER EDUCATORS WITH SIGNIFICANT EXPERIENCE IN HIGH-NEEDS,
HIGH-MINORITY URBAN SCHOOLS

by

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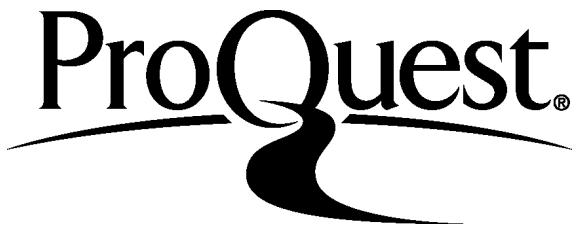
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ABSTRACT

DERRICK EUGENE ROBINSON. A post-modern teacher educator: a phenomenological study of teacher educators with significant experience in high-needs, high-minority urban schools (Under the direction of DR. CHANCE W. LEWIS)

Four decades of university-based teacher education reform has failed to yield favorable outcomes in teacher effectiveness in P-12 schools. A rising tide of reform and criticism from governmental agencies and neo-liberal reformers has resulted in one-dimensional, structural approaches to impacting teacher effectiveness, based on the assumption that teacher effectiveness is universal across all school contexts. This study suggests that for university-based teacher education programs to impact teacher effectiveness, particularly in high-needs, high-minority schools, they must: a) define teacher effectiveness, b) contextualize the impact of high-needs, high-minority schools on teacher effectiveness, and c) provide the knowledge, structure and disposition to be effective teachers in the high-needs, high-minority context. To meet this task, this study boldly employs a post-modern theoretical positioning of the university-based teacher educator, one with professional experience or service in high-needs, high-minority schools, as the leading change agent in impacting teacher effectiveness in high-needs, high-minority schools.

Through a qualitative research design, this study utilizes phenomenology to uncover the lived experiences of qualifying teacher educators, those with experience and service in high-needs, high-minority schools, to define teacher effectiveness, effective teacher characteristics, and the uniqueness of the high-needs, high-minority urban school context. Through semi-structured, open-ended interviews, the lived experiences of

qualifying teacher educators were gathered and analyzed using the Stevick-Colaizzi-Keen method of analysis to describe the shared experience of teacher effectiveness in high-needs, high-minority urban schools.

Findings suggest three themes that align respectively with each research question. When determining the effectiveness of teacher educators for preparation of pre-service teachers to enter high-needs, high-minority schools, *dispositions matter*. When conceiving teacher effectiveness within high-needs, high-minority urban schools, *responsiveness matters*. When reflecting on what makes the high-needs, high-minority urban learning environment different from what is thought of as the traditional school environment, findings suggest that *people matter*. What emerges as the composite experience of effectiveness in the high-needs, high-minority urban schools, is the significance of the *counter-narrative* focus.

DEDICATION

This dissertation is dedicated to the students of Suitland High School, Friendship Collegiate Academy, West Charlotte High School, Ridge Road Middle School, and North Mecklenburg High School. I wanted to come to the classroom/school every day to impress you. Your brilliance and personality drive me to write, think, and research. I also dedicate this work to the many great teachers that I have come to know as friends. It is your work that drives me to be a better steward of our profession.

This work, and my life's work to come, is dedicated to the spiritual presence of my grandparents, Bishop Felix Robinson, Esther Robinson, Rudy Yarborough, and Minnie Yarborough. On days when I have had nothing left to give, the feeling that you each are watching over me has given me energy and focus. I dedicate this work also to my parents, Mr. David Robinson and Emma Darlene Robinson, my children, Christopher and Aliyah Robinson, my in-laws, Mr. James and Judy Sellman, and my wife, Mrs. Jacqueline Robinson. If I am anything, it is because you all are everything to me.

Finally, this work is dedicated to Mr. Anthony McGuire, my Tenth-Grade English teacher, Mrs. Barbara Driggins, my high school Black Cultural Alliance sponsor, and Ms. Melanie Caldwell, my teaching mentor. Each of you is responsible for guiding and directing me at pivotal times in my life. Your expectations of me, and your dedication to teaching students like me, drives this dissertation.

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that inspired me to infuse and integrate social theories into this work. Thank you for inspiring me to stand upon the shoulders of my ancestors and the lineage of greatness.

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CHAPTER 1: INTRODUCTION

Introduction

University-based teacher education programs have historically been allowed to

remain one-dimensional in both structure and ideology despite the outcomes of their

graduates, changing demographics in P-12 schools, and neo-liberalized competition

(Amrein-Beardsley, Barnett, & Ganesh, 2013; Friedrich, 2014; Ladson-Billings, 2005;

Haberman, 2004). The work of teacher education graduates who predominantly occupy

teaching positions in P-12 schools, if evaluated by students who immediately enter 2- and

4-year colleges after in-cohort high school graduation, indicate a higher success rate for

those who are White and female (U.S. Department of Education, 2012a). Demographic

data on college enrollment suggests Whites and females enter higher education at an

8.5% and 11.2% higher rate than African Americans and males, respectively (U.S.

Department of Education, 2012a). A demographic survey of teachers, those who prepare

students for desirable feeder patterns, reveal that 84% of the teaching workforce is both

White and female, respectively (Feistritzer, 2011). Therefore, there is a match between

those who teach and those most likely to immediately enter college. A survey of teacher

educators, those who prepare teachers, indicates that 78% of full-time faculty in

professional education programs are White and becoming increasing more female (American Association of Colleges of Teacher Education, 2010, Ladson-Billings, 2005). These assertions indicate a cyclical pattern of white and female teacher educators who teach white and female pre-service teachers that employ an ideology and pedagogy that, as data suggests, primarily benefits white and female P-12 students (Ladson-Billings, 2005). Moreover, this cyclical pattern reveals a flaw in the universal design of university-based teacher education, which supports the foundation for this study.

The foundation of this study can be characterized in three steps. First, university-based teacher education programs should be designed in a situated context that the pre-service teacher will encounter. A university-based teacher education program that is situated near a school district with high concentrations of high-needs schools should train teachers to be effective in the context of those schools. To accomplish this, a situated definition of effective teaching for high-needs, high-minority urban schools must be established. This foundational aspect is important as the concerns of teacher effectiveness, primarily in high-needs, high-minority urban schools has created a climate where neoliberal alternate routes to teacher certification and other reform alternatives have challenged the legitimacy of university-based teacher education (Friedrich, 2014; Zeichner, 2010). Second, the universal notion of an effective teacher educator must be deconstructed and replaced with a contextual essential characterization of an effective teacher educator. Effective teaching of pre-service teachers who will enter high-needs schools must be informed by the essential experiences of those who have significant knowledge of the dispositions and ideologies of that learning context (Haberman, 2010; Hill-Jackson & Lewis, 2010). Third, the universal narrative of the P-12 learning

environment must be deconstructed and informed by the contextual features of particular learning environments. University-based teacher education programs situated in school districts with high concentrations of high-needs schools, must know how this learning environment is unique from other environments. This foundational aspect of this study is important as its failure has created harmful ideologies, deficit-based discourses, and theories on achievement that impact teaching and learning (Dworin & Bomer, 2008; Nieto, 2005; Zyngier, 2012). This study seeks to inform the situated qualities that make effective teaching through the essential features uncovered through the shared experiences of teacher educators that have significant historical and/or current experiences in high-needs schools.

This chapter opens by setting the stage, particularly in the macro-political environment, of how university-based teacher education has found itself under scrutiny and competition. Additionally, the opening of this chapter quickly points to the teacher educator, characterized as university faculty that teach and prepare pre-service teachers for entrance into P-12 schools, as important, but rarely explored, participants in the quality of teacher preparation (Goodwin, Smith, Souto-Manning, Cheruvu, Tan, Reed, & Tavares, 2014). The chapter's theoretical framework signals the study's departure from structural, universal narrative of university-based teacher education toward a critical post-modern reconstruction of the teacher educator and the impact of their lived experiences. This chapter ultimately frames the approach for the study through the three research questions that will serve as a guide through the remaining chapters.

Statement of the Problem

Teacher education programs, and thereby teacher educators, are presently being scrutinized and de-professionalized in the discourse of teacher effectiveness (Amrein-Beardsley, Barnett, & Ganesh, 2013; Friedrich, 2014; Goodwin et al., 2014). While education reformers are asserting that extensive teacher training adds little value to teacher effectiveness, university-based teacher educators are asserting that teacher effectiveness is impacted by other external factors beyond the control of the university (Amrein-Beardsley et al., 2013; Gimbert, Bol, & Wallace, 2007; National Council on Teacher Quality, 2014). This problem has created a space for alternative programs to enter in as legitimate market-based staffing models. The New Teacher Project (2012), a program that offers an alternate route to the teaching profession, believes that it can effectively prepare teachers to enter schools with a five-week training. The New Teacher Project (2012) suggests two ideas: a) the first year of teaching is most important to the development of effective teaching, and b) most teachers peak in effectiveness between their third and fifth year of teaching. The problem in this logic is that this purported peak is occurring at the same time that 42-50% of teachers are leaving the profession (Darling-Hammond, 2010; Ingersoll, Merrill, & May, 2014; Merrow, 1999). The limited presence of the teacher educator from teacher effectiveness literature is easily done because teacher education, and certification, has adopted a one-size-fits-all philosophy that assumes that a certified teacher is effective regardless of the school setting or the learning behavior of the student (Eckert, 2013; Farris-Watkins, 2002; Haberman, 1994; Talbert-Johnson, 2006).

Purpose of the Study

The purpose of the this study is to offer a tool for recruiting and developing teacher educators who can prepare effective teachers to enter high-needs, high-minority urban schools. This study also offers a counter-narrative of teacher effectiveness based on the shared experiences of teacher educators with significant experiences in high-needs, high-minority urban schools. This counter-narrative challenges the legitimation of the meta-narrative of teacher effectiveness (Lyotard, 1979/2010). This study also provides teacher educator agency for defining and contextualizing teacher effectiveness in the current policy discussion of teacher education reform. This study will provide a critical post-modern reconstruction of teacher effectiveness and the effective teacher educator. Significant experience, as used in this study, implies more than five years of teaching experience or direct professional service, as a teacher educator, in high-needs, high-minority urban schools. This study characterizes high-needs, high-minority urban schools as public P-12 schools that are greater than fifty percent disadvantaged minority, usually African American and Hispanic, and greater than forty percent free and reduced lunch (Eckert, 2013; U.S. Department of Education, nd; U.S. Department of Education, 2012b). The crisis of teacher quality and retention in high-needs schools is ultimately a crisis of training and preparation in the dispositions needed for this unique learning environment (Brown, 2009; Hill-Jackson & Lewis, 2010). This study seeks to define, and ultimately produce a set of essential qualities, experiences, and features to assess, what would make an effective teacher educator. This study is needed to recruit, develop, and evaluate potential candidates for university-based teacher education programs that prepare pre-service teachers to enter high-needs schools. In an era of increased accountability and

competition, providing a post-modern phenomenological examination into effective teacher education, based on the experiences of a unique set of teacher educators, helps to connect teacher educator input to teacher quality output.

Research Questions

To reconstruct the role of the teacher educator, this study accesses the lived experiences of teacher educators that have significant experience in high-needs public schools. To gather meaning in the situated construction of the teacher educator, this study asks:

1. What are the essential characteristics of an effective teacher educator for high-needs, high-minority urban schools?

2. What is an effective teacher for high-needs, high-minority urban schools as conceived by teacher educators with significant experiences in these schools?

3. What makes the high-needs, high-minority learning environment different from the traditional school environment?

Expected Outcomes

The researcher has three basic expected outcomes from the study. The first expected outcome is the characterization of essential features of an effective teacher in high-needs, high-minority urban schools. The researcher expects to gather significant personal and professional descriptors of effective teachers, supported with examples, stories, or scenarios, based on participant experiences. The second expected outcome is the characterization of essential qualities, experiences, and features of an effective teacher educator that develop pre-service teachers for high-needs schools. Utilizing the lived experiences of participants that serve, or have served, in both high-needs schools

and university-based teacher education programs, the researcher expects to discover the ability of the teacher educator to impact pre-service teacher ideologies with key knowledge and practices. The collection of significant statements and common discourse should supply the researcher with the challenges and opportunities of teacher educators to shape ideology and professional identity. The final expected outcome of this study is the discovery of rich, personal discourse on the unique experiences in high-needs schools. Through stories, scenarios, and examples, the researcher expects to collect data that provides a critical lens of the differences between high-needs and traditional learning environments. In particular, the researcher expects to uncover if race, community, socioeconomic status and expectations make this environment unique.

Theoretical Framework

This study is situated between two foundational social theories: a) Post-Modernism and b) Critical Theory, with Critical Race Theory as an extension. The assertion that teacher educators with significant lived experiences in high-needs, high-minority urban schools can greater impact pre-service teachers who will enter these learning environments makes it necessary to provide a framework that supports providing a counter-narrative to the meta-narrative of universal effectiveness. The suggestion of a counter-narrative is supported by a post-modern critical perspective that is informed by affirmation of race. The post-modernist perspective, as a challenge to dominant standards of universal knowledge, justifies an agency-based focus that validates the knowledge produced in, and for, a situated environment such as the high-needs, high-minority urban school (Bennett-deMarrais & LeCompte, 1998). Supported with critical theory, this post-modern study provides an assessment on how education, as dominant structures,

institutionalize actions, dispositions, and discourses within schools. In providing a counter-narrative, this study extends the post-modern critical perspective to include critical race theory as a guide to affirming asset-based perspectives of the high-needs, high-minority urban learning environment to reconstruct actions, dispositions, and discourses. Within these theoretical approaches, several theoretical/conceptual subsets emerge to support the study.

Post-Modernism

This study adopts post-modern thought to challenge the meta-narrative of teacher effectiveness and to reconstruct university-based teacher education for situated settings. Post-modernism asserts the belief "that dominant groups have controlled not only access to knowledge, but the standards by which knowledge is judged valuable and legitimate" (Bennett-deMarrias & LeCompte, 1998, p. 35). In teacher education programs, even when the structure of the program opens up to issues of diversity, it is prevailing ideologies that neutralize the content in hegemonic ways, mediate cultural homogeneity, and enforce universal standards that maintain the status quo of the dominant groups (Gorski, Davis, & Reiter, 2012; Philip & Benin, 2014). Post-modernism, through discourse, promotes the reconstruction of power relations and agency that was once thought to be primary control of hegemonic structures (Fairclough, 2015; Foucault, 2000; Romer, 2011). Power, whether hidden or visible, is everywhere in social relations (Foucault, 2000; Romer, 2011). In post-modern thought, power is non-directional, situated, and produces new social orders (Foucault, 2000; Romer, 2011), Critical discourse, according to Fairclough (2015), supports post-modern analyses of power through the examination of discourse in multi-modal forms. In university-based teacher

education programs, post-modern applications of power and discourse has the potential to reconstruct the social order created by hegemonic ideologies. This study offers a post-modern view of the teacher educator in which their power, derived from their lived experiences in high-needs schools.

Critical Theory

Central to this study is the utilization of critical theory as a framework for understanding the problem. Emerging from the Frankfurt School in the 1930's, critical theory, as a social theory movement, seeks to examine structures within a society "in which dominant socioeconomic groups exploit and oppress subordinate groups" (Bennett deMarrias & LeCompte, 1998, p. 27). Critical theory borrows from Marx's assertion of economic domination and expands it to include cultural and linguistic domination (Bennett deMarrias & LeCompte, 1998). Multiple theorists have contributed significantly to the understanding of critical theory. Where Gramsci (1929/2010) skillfully posits the idea of institutions as *superstructures* that exercise hegemony to socialize morality, conduct, and choice, Habarmas (1970/2010), through analyzing hegemony within communication and language systems, skillfully notes that social action is controlled by the flow of information which, when imbalanced, creates a repressive society (Bennett deMarrias & LeCompte, 1998). The scholarship of Berger and Luckmann (1966/2010) provides a framework for analyzing the ways in which human actions and patterns become both internalized and externalized through habitualization and institutionalization. The institution of education, through the lens of critical theory, has the power to construct and control what is known, valued, and believed for both student and teacher. The actions, dispositions, and discourses of teachers, which may be shaped

by their personal institutional experience of education, may also shape the institutional experience of students.

Critical Race Theory. While critical theory is a major theoretical framework for this study, it is critical race theory that provides a targeted pathway for framing the urban learning environment. Conceptually articulated through Derrick Bell, critical race theory posits that race, thereby racism, is socially constructed to advance the interests of white dominance (Delgado & Stefancic, 2007). Although coined and popularized through the 1960s as a legal and social assessment of society, the principles of critical race theory are strongly connected to the institution of education through the scholarship of Ladson-Billings (1998) and Ladson-Billings and Tate (1995). Both works skillfully acknowledge the significant role that white dominance, and the centrality of race, plays in scripting curriculum as property, deficit-based *othering* of marginalized minority students, and the pervasive myth of color-blindness and meritocracy to explain outcomes that ignore both physical and intellectual opportunity imbalances (Ladson-Billings & Tate, 1995; Ladson-Billings, 1998). Where critical theory emphasizes the agency of individuals to "structure their own destiny…to ameliorate the oppressive nature of the institution", critical race theorists in education emphasizes *naming one's own reality* by activating the voices of marginalized groups through their stories to balance communication (Bennett-deMarrias & LeCompte, 1998, p. 32; Ladson-Billings & Tate, 1995). Critical race theory in education counters the deficit-based meta-narrative of marginalized minority students with a culturally responsive pedagogy that affirms the existence of students (Gay, 2010; Ladson-Billings, 1998). This study affirms the scholarly assertion of Ladson-Billings (1998) and Milner (2008) that critical race theory in education is both epistemological

and counter-pedagogical which suggests a new way of teaching and a new way of training teachers to be effective.

Overview of Context and Methods

This study employs a qualitative design with a phenomenological focus. The overall goal in the design is to determine, through the experiences of its participants, the essential characteristics of an effective teacher educator needed to prepare pre-service teachers for high-needs schools. The sample population for this study will be acquired through criterion sampling procedures, utilizing snowball techniques to acquire the desired set of participants. The criterion sample, as noted in the delimitations and methodology, is a university-based teacher educator with significant historical and current experience in urban schools that can be classified as high-needs schools.

This study seeks to interview current university-based teacher educators who self-report to have either taught in high-needs, high-minority urban schools for at least five years or have committed at least five or more years of direct professional service to urban high-needs schools. The university-based teacher educator is noted as a professor in a college of education that teaches an education-related course to pre-service teachers. Those with direct service in represent teacher educators who self-report that they have performed service acts inside the high-needs, high-minority urban schools that have permitted them interaction with students, teachers and school administrators. This sample is qualified to provide insights, descriptors, examples, stories and scenarios that define teacher effectiveness in high-needs, high-minority urban schools and highlight factors that make these schools, as a phenomenon, unique from the traditional idea of schools. Additionally, their experience in both the high-needs, high-minority urban school and

teacher education provides insight for a critical post-modern reconstruction of teacher educator effectiveness for preparing pre-service teachers for entrance into these schools.

The data collection process will consist of conducting 1 hour, semi-structured interviews that will be transcribed, coded and categorized by meaning units, using Atlas ti software (Creswell, 2013). These meaning units will be entered into a spreadsheet where significant statements, frequent descriptors of effective teacher educators, and common lived experiences will be recorded and analyzed. Through the use of critical discourse analysis, the data collected will also be utilized to determine if there are unique power dynamics in the shared participant experiences in high-needs schools.

Significance of Study

This study is significant for three key reasons. First, unlike other studies done on university-based teacher education programs, this study seeks to focus on essential experiences of teacher educators with significant experiences in high-needs schools to define effective teaching for that situated context. When it comes to high-needs schools, however, research notes that these schools are frequently staffed by lesser qualified, non-certified, or alternatively certified staff (Darling-Hammond, 2010; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005; Yonezawa, Jones, & Singer, 2011). Second, this study is significant in that utilizes the shared lived experiences of teacher educators that have significant connections to high-needs schools to determine essential characteristics needed to teach and prepare pre-service teachers for this unique learning environment. Haberman (2010) notes that public discourse on school quality focuses primarily on the school district and rarely considers the training of ineffective teachers and principals. Moreover, university-based teacher education reform normally consists of external

structural quantitative measurements that rarely account for the agency of the teacher educator (Amrein-Beardsley et al., 2014). This study adopts a post-structural/post-modern theoretical approach designed to deconstruct and reconstruct university-based teacher education through importing the discourse and power of the teacher educator (Derrida, 1967; Fairclough, 2015; Foucault, 2000; Posner, 2011; Romer, 2011). Finally, this study is significant in that challenges the universal given of university-based teacher education through examining the discourses of power and ideology that makes the experiences in the high-needs learning environment unique (Baker & Rimm-Kaufman, 2014; Brown, 2009; Eckert, 2013; Friedrich, 2014). Through critical discourse analysis, this study seeks to share meaning derived from stories, scenarios, and examples from participants to promote the recommendation of situated and contextual framing of teacher effectiveness.

Background and Role of the Researcher

In alignment with the discourse of critical race theory and culturally relevant pedagogy, it should be noted that the use of the concept *high-needs, high-minority urban schools* as deficit-based discourse that does not represent the ideology and disposition of the researcher. The concept *high-needs, high-minority urban schools* is borrowed from the policy discourse of the U.S Department of Education (2012b) and used to focus on school situations that meet the criteria of at least 50% historically marginalized minority and at least 40% eligibility for free and reduced lunch. With an assets-based ideology, the researcher writes with a perspective that students of color in America, particularly those who emerge from a history of structural marginalization, are capable learners that possess a unique perspective that should be respected and affirmed as valuable. Having research

and eyewitness knowledge of students of color in urban school settings, the researcher rejects any discourse that asserts deficit-based thinking.

At the time of this writing, the researcher is working as an assistant principal in his twenty-second year in public education. Of these 22 years, the first 15 years were in the capacity of a secondary school social studies and business education teacher while last 6 years were in the role of school administrator. Additionally, twenty of the twenty-one years were situated in urban school settings where at least 47% of more of the students were on free and reduced lunch. This professional career has placed the researcher in intimate contact with the communities and schools for which this study has targeted. It is the firm opinion of the researcher that urban schools are uniquely different, in opportunities and challenges, from schools in other demographic and socioeconomic settings. It is also the firm opinion that much of the discourse of school reform has enacted code words such as *urban*, *achievement gap*, and *school discipline* that have placed blame for the faults within American education on the hands of the students and families in urban school settings.

It is, however, the opinion of the researcher that a set of consistent, connected and committed teachers, trained with students of color in mind, can be the difference in education for those families, communities, and schools. As an experienced teacher and school administrator in urban schools, the researcher has held the belief that it is particular teacher dispositions and the ability to develop the social relationships that enable enhance effective teaching. The development of those dispositions, and the frequency with which teachers with those qualities appear in these settings, have been unpredictable and non-systematic. Therefore, the research focus of the writer has been

keenly set on teacher education as the center for developing the disposition and ideologies that can increase the likelihood of the effective teaching in high-needs, high-minority urban schools. However, this focus rests on the assumption that there are teacher educators that are prepared to lead pre-service teachers through this experience. While the researcher does have the experience of working in high-needs, high-minority urban schools, what he lacks is the knowledge of teacher education programs from the perspective of the faculty and the extensive experience and research on preparing teachers. What drives the researcher to this particular focus is the desire to know the essential characteristics of a teacher educator that are needed to develop pre-service teachers to effective teach in high-needs schools. For the researcher, the only group that can address this focus will be the teacher educator that has lived experiences in both environments.

<div align="center">Definition of Terms</div>

The terminology used in the discussion of teacher education can be very confusing. Often, there are key terms that are used interchangeably. For the purpose of clarity in this study, the following terms have been defined and supported within the research:

Alternate Routes to Teacher Certification. Outside university-based programs designed to attract people who would not normally go into the teaching profession, offer a quick and condensed pathway to teaching, and remedy staffing vacancies in critical subject areas and hard-to-staff schools (Friedrich, 2014)

Critical Discourse Analysis. The study of language as a social process to examine power relations, ideologies, and policies (Fairclough, 2015).

Disadvantaged Minority. A student that represents a historically disadvantaged group, such as African American and/or Hispanic (U.S. Department of Education, 2012b).

High-minority Schools. Schools were at least 50 percent of the students are characterized as a disadvantaged minority (U.S. Department of Education, 2012b).

High-needs Schools. Schools where at least 40 percent of students are eligible for free or reduced lunch (Eckert, 2013; U.S. Department of Education, nd; U.S. Department of Education, 2012b).

Ideology. The concepts, languages, and practices that stabilizes a particular form of power and reconciles the subordination of others to maintain a social order (Philip & Benin, 2014).

Pre-Service Teacher. University students enrolled in a teacher education program with the intent to become certified P-12 classroom teachers (Bales & Saffold, 2011).

Structure. The formal unity of ideas, forms, meanings, institutions, or organizations based on an orientation towards a center, a history or acceptance of universal truth (Derrida, 1966).

Teacher Disposition. The habits of mind, attitudes, and beliefs that become evident through teacher behavior and activity (Hill-Jackson & Lewis, 2010).

Teacher Educator Program. University-based programs designed to provide a traditional route to certification and entrance into the teaching profession (Amrein-Beardsley, Barnett, Ganesh, 2013).

Teacher Educator. University faculty that teach and prepare pre-service teachers for entrance into P-12 schools (Goodwin, Smith, Souto-Manning, Cheruvu, Tan, Reed, & Tavares, 2014).

Urban. School districts classified as *urban intensive*, *urban emergent*, or *urban characteristic*, as determined by population density and outside environmental challenges such as housing, poverty, transportation, and scarcity of resources (Milner, 2012).

Delimitations and Limitations

Delimitations

This study was delimited by the following characteristics:

1. Participant Population: Being unaware of the number of available participants, the study expanded the profile of participants to include teacher educators that have, or have had, significant experience or service in schools characterized as high-minority and high-needs.

2. This seeks to focus on university-based teacher education programs that are situated in districts where there is a reasonable likelihood that pre-service teachers may be recruited to teach in high-needs schools.

Limitations

This study is limited with by the following characteristics:

1. This study does not directly address the factors, ideologies and profiles of people who become teacher educators.

2. This study is limited to teacher educators that have experience, current or historical, in high-needs schools.

Assumptions

This study makes the following assumptions:

1. The subjects, by way of their dual experience, have perspectives that are not typical of other university-based teacher educators.

2. The subjects' professional and personal knowledge of both environments qualify them to suggest characteristics of an effective teacher educator.

3. The qualities of university-based teacher educators has direct influence on the ideological and pedagogical development of pre-service teachers.

Organization of Study

This study will consist of five chapters. Chapter one contains an introduction that provides the general context and purpose of conceptualizing teacher education in the macro-political environment of accountability and neoliberal competition, a theoretical framework for presenting a post-modern construction of the teacher educator, a set of research questions that will guide the study, delimitations, limitations, assumptions, definition of key terms, and significance of the study. Chapter two provides review of literature that paints the picture of university-based teacher education that ultimately leads to the effectiveness of the teacher educator. Chapter three outlines the methodology utilized for the study. Chapter four provides the results of the study used to answer the research questions. Chapter five presents the findings, summary, and recommendations for future study.

CHAPTER 2: REVIEW OF RELATED LITERATURE

This study provides a critical examination and reconstruction of teacher effectiveness in high-needs, high-minority urban schools informed by the experiences of teacher educators. The teacher educators in this study have either personal teaching experience or direct service in high-needs, high-minority urban schools. This review of literature examines the essential concepts, agents, and complexities that surround the discussion of teacher effectiveness.

Teacher effectiveness is an elusive phenomena characterized by many fluid concepts and agents (Stronge, 2007). This literature review examines the complexity of defining teacher effectiveness, contextualizing teacher effectiveness within high-needs, high-minority urban schools, and determining the impact of university-based teacher education programs on building the capacity for effectiveness among pre-service teachers. This review of literature also explores the complexity of positioning teacher effectiveness as either a universal or contextual phenomena. The introduction and discussion of the high-needs, high-minority urban school and learner promotes a post-modern construction of teacher effectiveness. Teacher effectiveness, and its characteristics, is then situated upon interactions and perceptions of the high-needs, high-

minority urban environment Moreover, the examination of the teacher educator and the pre-service teacher as additional agents in the literature serve to enrich the discussion of teacher effectiveness by extending the concept of teacher effectiveness to the university-based teacher education program.

This literature review is organized as a journey from broad concepts and research over the past four decades and moves toward specific situational complexities of recent and trending discussions on the subject of teacher effectiveness. This study organizes the literature into three interdependent sections: a) *defining teacher effectiveness*, b) *contextualizing teacher effectiveness*, and c) *producing effectiveness* for the high-needs, high-minority urban context. Each section of the literature review is informed by guiding discourses that organize the literature within their respective sections.

In *Defining Teacher Effectiveness*, this study explores accountability discourse proposed in literature on teacher education reform using *Kingdon's policy streams metaphor*. Under this guiding principle, teacher effectiveness is defined through the challenge of constructing accountability policies based on feedback and focusing events in P-12 schools. Lewis and Young (2013) effectively apply Kingdon's policy streams metaphor highlight problems, politics and policies that create policy windows for teacher education reform, visually depicted in Figure 1. These *streams*, as noted in Lewis and Young (2013) and Birkland (2010), are: a) *problem stream*, b) *politics stream*, and c) *policy stream*. The problem stream, expressed as indicators of magnitude, feedback from performance, and focusing events that gain public attention, provide the public with a view of issues surrounding teacher effectiveness. The feedback and indicators that rapidly increase the tides in the education reform problem stream are often only minimally

connected to teacher education and effectiveness. For example, recent observations of the

National Academies (2010) aggressively frames lowered GDP, trade deficits,

international competition, and other macro-economic indicators as problems generated

from the lack of production of quality math and science teachers in the United States.

Figure 1: Kingdon's policy streams metaphor
Figure 1. A general representation on the convergence of problems, policies, and policies that create policy windows for programmatic change. Adapted from Lewis, W.D. & Young, T.V (2013). The politics of accountability: Teacher education policy. Educational Policy, 27(2), 190-216 and Birkland, T.A. (2011). An introduction to the policy process: Theories, concepts, and models of public policy making (3rd Ed.). New York: M.E. Sharpe, Inc.

The politics stream, which is characterized by the organization of political forces,

converge with the problem stream to capitalize on high magnitude indicators, feedback,

and focusing events through the production of national reports (Lewis & Young, 2013).

National reports, such as *A Nation at Risk* (1983), *What Matters Most: Teaching for*

America's Future (1996), *Rising above the Gathering Storm* (2005), *Rising above the*

gathering storm, revisited: Rapidly approaching category 5 (2010), have strategically

correlated drastic disparities in test scores and literacy rates to the national economy and

global competition to send the message to the public that education, and thereby teacher effectiveness and teacher education, is in peril (National Commission on Teaching and America's Future, 1996; National Committee on Excellence in Education, 1983; The National Academies, 2007, 2010).

Political organizations such as National Committee on Excellence in Education, National Commission on Teaching and America's Future, and the National Academies, through successfully gauging the national mood, converge with the policy stream to enact policy alternatives, as solutions to problems in teacher effectiveness and teacher education (Lewis & Young, 2013). Through the reports generated from these political organizations, policy alternatives, such as the Higher Education Act (1998), No Child Left Behind (2001), the reauthorization of Higher Education Act (2008) and the American Reinvestment and Recovery Act (2009), and policy think tanks, such as the Carnegie Forum, The Holmes Group, the Center for Educational Renewal, and the Stanford Center for Assessment, Learning, and Equity emerge to define and address teacher effectiveness (Amrein-Beardsley et al., 2013; Gratch, 1992; Lewis & Young, 2013; Sato, 2014; The National Academies, 2007; U.S. Department of Education, 2002/2009). It is important to note that, under Kingdon's policy streams metaphor, the emergenece of policy windows are random, as they are often dependent upon multiple spheres of influence and public mood (Birkland, 2011).

The integration of two concepts, *institutionalization* and *action systems*, as captured in the work of Parsons (1937/2010) and Berger and Luckmann (1966/2010), form the guiding principle for *Contextualizing Teacher Effectiveness*. The theoretical writings of Parsons (1937/2010) effectively describes a four part action system where the

agent, or *actor*, works in pursuit of a goal, or *end*. Parsons (1937/2010) strategically

frames the actions of the agent to be understood within a *situation* that consists of

elements within the agent's control, the *means*, and elements outside of the agent's

control, the *conditions*. Figure 2 provides a visual depiction of the situational differences

created by conditions and means. The selection of an action, or inaction as an act, is

contingent upon a knowledge or selective factor, posited as a *normative orientation*

(Parsons, 1937/2010; von Mises, 1949/1996). The behaviors of teachers and learners, as

agents within the high-needs, high-minority urban school situation, can then be

understood as a product of their knowledge of the means available to them in pursuit of

their goal. The work of Berger and Luckmann (1966/2010) suggests that when actions

become patterned, or *habitualized*, these actions economize effort and reduce the need to

reason. As habitualized, generally internalized, actions become shared and understood by

external actors, they become *institutionalized*, or standardized (Berger & Luckmann,

1966/2010). Institutions, as both a shared history and product, serve to control human

behavior by predetermining patterns of conduct and conditions beyond control of the

agent's direct control (Berger & Luckmann, 1966/2010; Parsons, 1937/2010). The high-

needs, high-minority school, as an institution, contextualizes teacher effectiveness

through impacting conditions for learner identity development, teacher ideology, and

pedagogical practice.
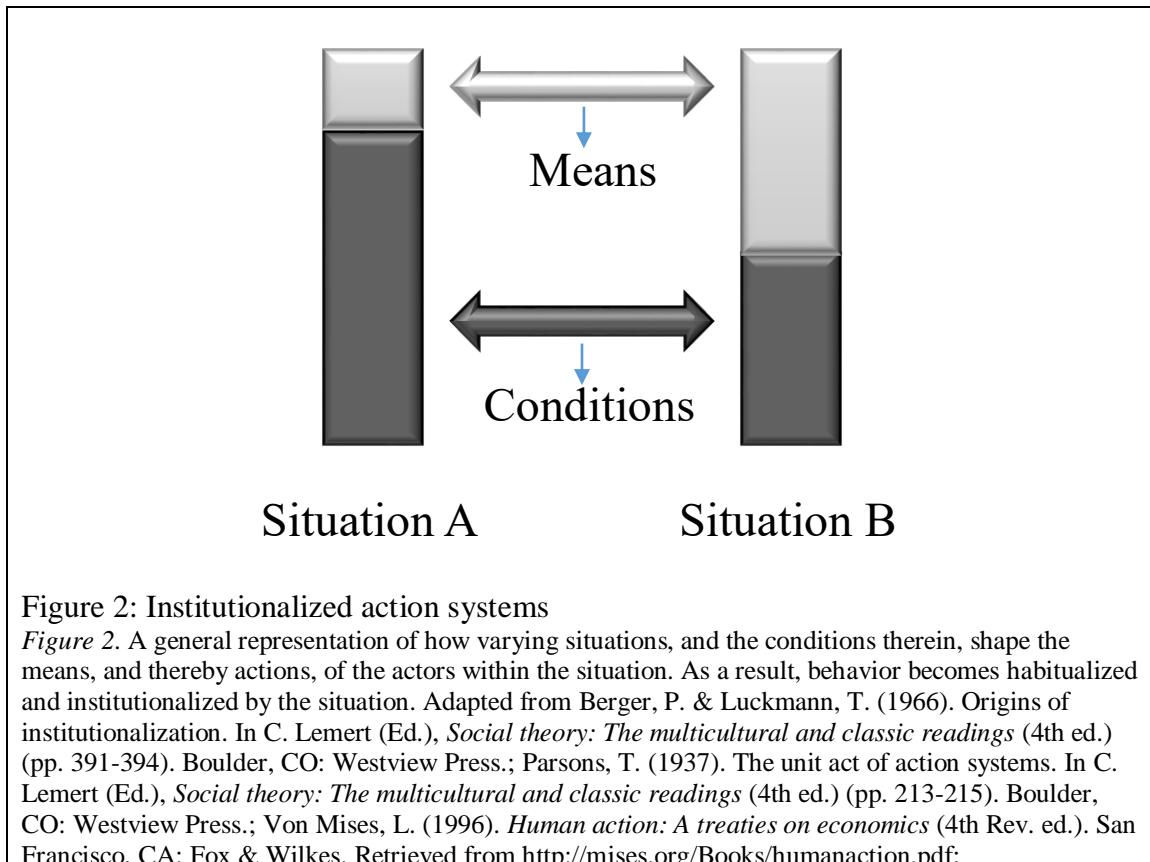
Figure 2: Institutionalized action systems

Figure 2. A general representation of how varying situations, and the conditions therein, shape the means, and thereby actions, of the actors within the situation. As a result, behavior becomes habitualized and institutionalized by the situation. Adapted from Berger, P. & Luckmann, T. (1966). Origins of institutionalization. In C. Lemert (Ed.), *Social theory: The multicultural and classic readings* (4th ed.) (pp. 391-394). Boulder, CO: Westview Press.; Parsons, T. (1937). The unit act of action systems. In C. Lemert (Ed.), *Social theory: The multicultural and classic readings* (4th ed.) (pp. 213-215). Boulder, CO: Westview Press.; Von Mises, L. (1996). *Human action: A treaties on economics* (4th Rev. ed.). San Francisco, CA: Fox & Wilkes. Retrieved from http://mises.org/Books/humanaction.pdf;

While defining and contextualizing teacher effectiveness, this review of literature also focuses on the practice of *Producing Teacher Effectiveness*. Guiding this discourse on producing teacher effectiveness is the idea of *post-modern delegitimation*, as a convergence of the writings posited by Lyotard (1979/2010) and Derrida (1966/2010). In critique of the singular grand narrative, Lyotard (1979/2010) and Derrida (1966/2010) position post-modern delegitimation as a shift in focus from the *ends* to the *means* of knowledge production. Where the singular grand narrative would assert the truth claim

that means to teacher effectiveness is known and legitimated, Lyotard (1979/2010) succinctly notes that grand narrative claims legitimate itself through citing its own presupposed knowledge as support. Further, the acceptance of the grand narrative relieves teacher educators of the responsibility of knowledge production and renders research to that which supports its legitimation (Lyotard, 1979/2010). Teacher effectiveness, under the lens of post-modern delegitimation, is not recognized as a transcendental signified phenomena (Derrida 1966/2010). Rather, this guiding discourse permits more active engagement in the means by which teacher effectiveness is to be understood. Figure 3 provides a visual depiction of the impact of context, or contextual knowledge, between knowledge, structure, and dispositions and truth narratives of schools. The production of contextual knowledge, integration of collaborative structures, and critical examination of pre-service teacher dispositions positions the university-based teacher education program, and the teacher educator, with the opportunity to continually define, contextualize, and produce teacher effectiveness.

Figure 3: Post-modern deligitimation
Figure 3. A general representation describing the impact of contextual knowledge of schools on countering the single grand narrative of teacher effectiveness. Adapted from Derrida, J. (1966). The decentering event in social thought. In C. Lemert (Ed.), *Social theory: The multicultural and classic readings* (4th ed.) (pp. 413-417). Boulder, CO: Westview Press. Lyotard, J.F. (1979). The postmodern condition. In C. Lemert (Ed.), *Social theory: The multicultural and classic readings* (4th ed.) (pp. 465-469). Boulder, CO: Westview Press.

The construction of this literature review is designed to address the guiding question: *How can university-based teacher education programs impact teacher effectiveness in high-needs, high-minority schools*? The guiding question will be addressed at the conclusion of each section and utilized to transition into the forthcoming section and, ultimately, the methodology.

Defining Teacher Effectiveness

For the past four decades, the concern and discourse over teacher effectiveness has led to discussions of accountability within university-based teacher education

programs for the production of effective teachers in P-12 schools (Aubusson & Schuck, 2013; Cochran-Smith, Piazza, & Power, 2013; Lewis & Young, 2013). The belief that teacher quality directly impacts the quality of school P-12 school systems has been repeatedly asserted in literature and research reports (Darling-Hammond, 2010; Haberman, 2010; Higher Education Opportunity Act, 2008; McKinsey & Company, 2007; U.S. Department of Education, 2009). As the historical and current primary source for supplying at least 69% of P-12 school teachers annually, the discussion of teacher quality, and thereby teacher effectiveness, is naturally extended to the university-based teacher education program (Goodlad, 1994; Haberman, 2010; U.S. Department of Education, 2013). The complexity of accountability, however, lies within the task of defining teacher effectiveness (Amrein-Beardsley, Barnett, & Ganesh, 2013; Silva Mangiante, 2011). The process of discovering how the university-based teacher education program impacts teacher effectiveness begins with identifying the agents, motivations, and their respective definitions of teacher effectiveness as a phenomena.

The Agents

As part of the politics stream, the agents defining teacher effectiveness represent formal and informal organizations, think tanks, and government agencies (Lewis & Young, 2013). Where state governments, federal agencies, and university-based teacher education researchers have long-standing histories on teacher education reform, social entrepreneurs and think tanks generally arise as a result of problem stream feedback that signals an opportunity for a policy window (Lewis & Young, 2013). In this review of literature, the agents are organized as external, governmental, and university-based agencies.

External Agencies. Policy entrepreneurs, those organizations that emerge in the politics stream to offer policy stream alternatives, have sought both regulatory and deregulatory reform in teacher education to address the call for accountability in P-12 teacher effectiveness (Aubusson & Schuck, 2013; Cochran-Smith, 2001; Cochran-Smith, Piazza, & Power, 2013; Lewis & Young, 2011). Broadly, the past four decades of teacher education reform have been regulatory in nature with a drive toward standardization of practices and process. For example, the Carnegie Forum on Education and the Economy formed in 1986 as a politics stream task force to eventually National Board for Professional Teaching Standards, NBPTS (Gratch, 1992; Harris & Sass, 2009; National Board for Professional Teaching Standards, n.d.). The task force, comprised of policymakers, teachers, business leaders, and teacher associations, offered an elevated level of certification distinction, the *nationally board certified teacher*, which states and districts may encourage current teachers to pursue with merit based pay incentives (Harris & Sass, 2009; National Board for Professional Teaching Standards, n.d.). For university-based teacher education programs, NBPTS represented an indirect challenge to its ability to produce effective teachers that would eventually evolve to a more direct challenge under edTPA, a reform initiative developed under the Stanford Center for Assessment, Learning, and Equity, SCALE (Sato, 2014). Recent literature suggest three key external agencies seeking to evaluate university-based teacher education programs ability to impact teacher effectiveness in P-12 schools: a) the *Stanford Center for Assessment, Learning, and Equity*, or SCALE, b) the Obama Administration's *Our Future, Our Teachers*, and c) *National Council on Teacher Quality*.

Where the National Center for Education and the Economy proposed standardization of teacher quality primarily for existing, or in-service, teachers, the California Commission for Teaching Credentialing, in partnership with the Educational Testing Service, brought the standardization of teacher quality to pre-service teachers, and thereby, teacher education (Sato, 2014). On the foundation of the 1998 legislation which created the California Teacher Performance Assessment, CalTPA, the two organizations created the Performance Assessment for California, PACT, at Stanford University (Sato, 2014). Borrowing from the model and design of the NBPTS, the PACT portfolio, as Sato (2014) succinctly details, measures similar performance activities of pre-service teachers with the exception of written exam and writing on the teaching profession. With endorsement from the AACTE, the Stanford Center for Assessment, Learning, and Equity, in partnership with Pearson Incorporated, has evolved the work from PACT into edTPA, a national standardized performance assessment for states to measure pre-service teacher competence (Denton, 2013). SCALE, under the discourses of teacher performance assessment and standardization, recognizes the development of pre-service teachers as impactful to the problem stream feedback of the misalignment between teacher education, teacher actions, and P-12 student outcomes (Cochran-Smith, Piazza, & Power, 2013; Denton, 2013; Sato, 2014).

As the Stanford Center for Assessment, Learning, and Equity has entered the politics stream to address teacher education accountability and teacher effectiveness, so has the Presidential Administration of Barack Obama and the National Council on Teacher Quality, with *Our Teachers, Our Future* and *Teacher Prep Review*, respectively. Like edTPA, both Our Teachers, Our Future and Teacher Prep Review adopt the neo-

liberal discourse of human capital to propose standardized models for evaluating teacher education programs and the pre-service teachers that they produce (Cochran-Smith et al., 2013).

On the premise that teacher education programs have failed in the preparation of quality teachers, *Our Future, Our Teachers*, organized under the Obama Administration, proposes federal assistance to work with states to identify and rank teacher education programs (Cochran-Smith et al., 2013; U.S Department of Education, 2011). In Louisiana, North Carolina, and Tennessee, problem stream feedback systems have been developed to identify teacher education programs from which most effective teachers graduate (U.S. Department of Education, 2011). Our Future, Our Teachers, as a policy stream alternative, suggests a three category system for identifying programs based on the outcomes of their graduates: a) Value-added growth model based on K-12 student achievement, b) job placement and retention rates, and c) surveys of graduates and their principals (U.S. Department of Education, 2011). With the legislative support of Title II of the Higher Education Opportunity Act of 2008, states are expected to regulate the standards for licensing based on performance assessments, withdraw from teacher education programs that are persistently low-performing, and approve programs, including alternate routes to certification, that meet the standards adopted by the states. Our Future, Our Teachers, under the discourse of value-added growth and student achievement, seeks to identify effective teacher programs by tracing student achievement back to the teacher education program of the respective teacher (Cochran-Smith et al., 2013; U.S. Department of Education, 2011).

While similar in promoting a neo-liberal-based reform ideology, the Teacher Prep Review departs slightly from edTPA and Our Future, Our Teachers in that it focuses on evaluating the internal structures of teacher education programs (Cochran-Smith et al., 2013). Formed through a partnership between the private advocacy group, the *National Council on Teacher Quality*, and the privately-owned publication, *U.S News and World Report*, the Teacher Prep Review conducts surveys of teacher education programs and ranks them according to 19 standards determined by NCTQ's review panel (Imig, Wiseman, & Imig, 2011; National Council on Teacher Quality, 2014). The Teacher Prep Review, borrowing its model from the 1910 Carnegie Foundation's *Flexnor Report* which evaluated medical schools, seeks to rank and, ultimately, grade teacher preparation programs based on a standardized understanding of effectiveness (Cochran-Smith et al., 2013; Imig et al., 2011; National Council on Teacher Quality, n.d). The writings of Haberman (2010), with regards to grading programs as a means of accountability, forewarned the present actions of the Teacher Prep Review. Where edTPA and Our Future, Our Teachers propose policy stream alternatives based on feedback from the problem stream, the Teacher Prep Review positions itself, as succinctly suggested by Cochran-Smith et al. (2013), as a provider of feedback to *education consumers*, future pre-service teachers or local districts seeking to hire teachers.

Governmental Agencies. Government agencies, as politics stream organizations, are informed by focusing events and indicators in the problem stream, such as local, state and national testing performance or global competition to use their regulatory controls to enact change (Cochran-Smith, 2001; Lewis & Young, 2013). Governmental agencies, recognized as federal, state, and local education agencies, are also informed by focusing

events created from other government agencies. Cochran-Smith et al. (2013) and Darling-Hammond (2010) both effectively note how states like Louisiana, North Carolina, and Connecticut were able to impact student achievement and become models for federal legislation. Likewise, Lewis and Young (2013) and Cochran-Smith et al. (2013) also note how federal legislation can become focusing events for state and local events. Observing the national mood, governmental agencies of all levels are empowered as regulatory agencies, through their legislative and budgetary actions, to support policy alternatives to improve teacher effectiveness (Darling-Hammond, 2010; Lewis & Young, 2013; Ziechner, 2010). Under the discourse of teacher certification and highly qualified, governmental agencies utilize their regulatory powers to impact teacher effectiveness by controlling entry into the profession (U.S. Department of Education, 2002/2009).

University-Based Agencies. Teacher effectiveness and teacher education accountability initiatives are not exclusive to policy entrepreneurs, external think tanks and government agencies. In general, university-based teacher education agents have called for self-regulation amidst the external attempts at regulating their practices while, simultaneously, deregulating their necessity as a pathway to the teaching profession (Ziechner, 2010). University-based agents are consortiums, researchers, and university-based reformers focused on the ways in which teacher education programs produce knowledge, structure, and dispositions to impact teacher effectiveness (Amrein-Beardsley et al., 2013; Darling-Hammond, 2006a, 2006b; Goodwin, Souto-Manning, Cheruvu, Tan, Reed, & Taveras, 2014; Haberman, 2010). University-based agents have had at least four decades of literature of enacting policy alternatives ranging from the *centers of pedagogy* to *professional development schools* based on problem stream feedback such as the 1983

A Nation at Risk report (Goodlad, 1994; Gratch, 1992; Holmes Group, 1986). In recent literature, the reauthorization of the Higher Education Act of 2008 has served as a problem stream focusing event that has increased the urgency of university-based teacher education agents to act on impending challenges to their integrity. The research of Amrein-Beardsley et al. (2013), Darling-Hammond (2006), Haberman (2010), and Zeichner (2010) each effectively suggest that agents within the university-based teacher education have worked to set active agendas for teacher education accountability. University-based agents, under the discourse of social justice and professionalism, seek self-regulatory policy alternative to impact teacher effectiveness in P-12 schools (Amrein-Beardsley, et al., 2013; Zeichner, 2010).

Motivation to Define Teacher Effectiveness

The motivation to define teacher effectiveness, particularly the motivation to connect P-12 student achievement and teacher education to teacher effectiveness, has activated external, governmental, and university-based agents to seek regulatory, deregulatory, and self-regulatory measures to respectively govern the barriers between teacher education and student outcomes (Cochran-Smith, 2001). The motivation to define teacher effectiveness, whether born out of growing distrust in the quality of graduates of teacher education programs or the magnitude of problem indicators and feedback such as teacher turnover and student achievement, has prompted federal, state, and district level agents to examine the interrelation of teacher activity and student outcomes (Lewis & Young, 2013). This review of literature recognizes three general motivations to define teacher effectiveness: a) social entrepreneurship and market-based reform, b) global competition and nationalization, and c) professionalism and social justice.

Social Entrepreneurship and Market-based Reform. As policy windows open on the issue of teacher effectiveness, social entrepreneurs are encouraged to present policy alternatives to policymakers at the local, state and federal levels (Lewis & Young, 2013). Heavily incentivized by neo-liberal market-based reform to recognize the funding opportunities, social entrepreneurs eagerly present policy alternatives in areas where teacher education and teacher effectiveness can be commodified (Zeichner, 2010). The work of Darling-Hammond (2010), Cochran-Smith et al. (2013), Haberman (2010), and Zeichner (2010) each suggest that commodification in teacher education and teacher effectiveness exists at teacher supply, teacher initial credentialing, teacher evaluation, and teacher education evaluation spaces. Closely aligned to these areas of commodification, social entrepreneurs appear to appear to produce policy alternatives in alternative routes to certification (Clark, Chiang, Silva, McConnell, Sonnenfield, Erbe, & Puma, 2013; Zeichner, 2010), standardized performance assessment (Denton, 2013; Sato, 2014), value-added evaluation models (Cochran-Smith et al., 2013; U.S. Department of Education, 2011), and university-based teacher education program evaluation (National Council on Teacher Quality, n.d.). As the national mood on teacher quality and effectiveness supports the assertion that university-based teacher education is not accountable for the teachers it produces, social entrepreneurs, as politics stream organizations, will emerge to offer policy alternatives (Lewis & Young, 2013; Zeichner, 2010).

Market-based reform in education, as strongly aligned with macro-economic neo-liberal policy, deregulates barriers to entry into education and allows for external agencies to impose regulations and alternatives outside of those traditionally entrusted

with educational policies (Wiggan & Hutchinson, 2009). The presence of social

entrepreneurs, in the neo-liberal tradition, reduces the role of government to that of

incentivizing the adoption of policy alternatives (Wiggan & Hutchinson, 2009; Zeichner,

2010). The adoption of edTPA by states, as critically noted by Denton (2013), is

rewarded through the access of funds from the *Race to the Top* program of the Obama

Administration. Additionally, Our Future, Our Teachers is incentivized to states through

$48.6 billion in federal funding for the data systems and another $400 million in

additional data systems grants which will allow school districts to streamline recruiting

and hiring practices to teacher education programs that meet state standards (U.S.

Department of Education, 2011). Zeichner (2010) effectively blends state defunding of P-

12 and higher education, calls for increased accountability of teacher education, and neo-

liberal incentives to deregulate teacher education to suggest that states are effectively

coerced into accepting the policy alternatives offered by social entrepreneurs.

The motivation to control, and define, accountability for teacher effectiveness is

readily observed at the barriers to entry to the profession. Where regulatory reform

proponents have sought to increase or standardize barriers to the profession, deregulatory

reform proponents have sought to relax the barriers to entry with market-based initiatives,

such as alternate routes to certification (Cochran Smith, 2001; Hargreaves, 2012). While

some politics stream organizations, such as edTPA, Our Future, Our Teachers, and the

NCTQ, have proposed tight regulations on the structure and evaluations of university-

based teacher education programs, other organizations have been fueled by the motive of

profit to prepare deregulatory proposals for alternatives to teacher education. Zeichner

(2010) and Denton (2013) each offer a critical assessment on how the spirit of neo-liberal

reform has entered into the realm of teacher development and teacher assessment. As both No Child Left Behind (2001), which frames its *highly qualified teacher* in language that does not explicitly require university-based teacher education, and Race to the Top (2009), which explicitly details alternate routes to certification as a qualifying condition, incentivize states through federal funding, organizations such as Teach for America, iTeach, and The New Teacher Project have emerged to offer P-12 schools a supply teachers that are completely separate from the traditional university-based teacher education program (iTeach, n.d.; Zeichner, 2010).

In addition to teacher education routes, neo-liberal education reform has also been incentivized to deregulate certification testing for initial entry into the teaching profession. Zeichner (2010) succinctly connects the nearly $40 million in federal in 2001 to the formation of the *American Board for the Certification of Teaching Excellence*, ABCTE, a one year online teacher certification and testing program (American Board for the Certification of Teaching Excellence, n.d.). Through the Pearson Corporation, which also provides credentialing examinations for edTPA, the ABCTE (n.d) offers to certify candidates in teaching areas irrespective of their undergraduate degree and, in many states, irrespective of their grade point average. The literature on the success of neo-liberal deregulation at impacting teacher effectiveness has proven inconclusive. At best, as shown through the research of Darling-Hammond et al. (2005) and Clark et al. (2013), programs such as Teach for America have high attrition rates, low certification rates, and generally perform at, or below, the levels of university-based certified teachers when using the standardized achievement scores of their students.

Globalization and Nationalization. Addressing teacher effectiveness through reform in teacher education has not been exclusively an American agenda. Darling-Hammond (2010) and Ingersoll (2007) skillfully note the profound reform that South Korea, Finland, and Singapore made within 30 years through strategic human capital investment in education that included a retooling of teacher education. Song (2008) highlights the paradigm shift that China, the world's largest producer of teachers, has made in teacher education to firmly enter into the world economy. Moving from an *examination-oriented* to a *future-oriented* teacher education, Song (2008) effectively merges China's entrance into the World Trade Organization and the proliferation of technology in the information age as focusing events that prompted national education reform that included retooling teacher education. With a focus on innovation, creativity and problem-solving, framed as high quality teaching, China, South Korea, Finland, and Singapore made teacher education a national agenda (Darling-Hammond, 2010; Ingersoll, 2007; Song, 2008). The aforementioned countries remained in relative obscurity on the discussion of international education reform until the 2000 publication of the *Program for International Student Assessment*, the first of its kind, revealed Finland as a leader by international standards (Salburg, 2011). Subsequent results from PISA, as a focusing event, showed consistent success for Finland and the introduction of Singapore, as educational leader, in 2009 (National Center for Education Statistics, n.d). Motivated by the desire to remain globally competitive, Cochran-Smith et al. (2013) and Zeichner (2010) effectively posit that American external agency reformers have integrated *human capital theory*, *knowledge economy*, and *globally competitive workforce* into its discourse on teacher effectiveness.

While Wang, Odell, Klecka, Spalding, and Lin (2010) acknowledge teacher effectiveness through teacher education reform as an international trend, American teacher education reform presents a unique complexity with its volume of teacher education programs and varying pathways to the teaching profession. Where teacher education reform initiatives operate under the thought of a singular conception of teacher quality and effectiveness, research has consistently noted wide variability among programs and designs of American university-based education programs (Goldhaber & Cowan, 2014; Goodlad, 1994; Wang, Lin, Spalding, Klecka, & Odell, 2011). Of the more than 2,400 teacher preparation programs reviewed annually by the National Council on Teacher Quality, approximately 800 institutions are recognized by the American Association of Colleges for Teacher Education and 670 institutions are fully accredited by the National Council for the Accreditation of Teacher Education (American Association of Colleges for Teacher Education, n.d; National Council for the Accreditation of Teacher Education, n.d; National Council on Teacher Quality, n.d.). As the aforementioned accountability organizations have historically concerned itself with self-accreditation, the challenge of connecting teacher effectiveness to university-based teacher education programs, in a standardized way, remains elusive (Amrein-Beardsley, Barnett, & Ganesh, 2013). Sato (2014), U.S. Department of Education (2011), and the National Council on Teacher Quality (n.d.), in response to such variability, each respectively frame SCALE, Our Futures, Our Teachers, and National Council on Teacher Quality as standardizing external agencies.

Professionalism and Social Justice. Adding to the multiplicity of motivations to define teacher effectiveness are self-regulatory reform proponents who seek, as part of

their professional integrity, the opportunity to collaborate and thwart the *technicist view* of education as a semi-profession (Amrein-Beardsley, Barnett, & Ganesh, 2013). For the past four decades, university-based teacher education agents have called for self-regulation amidst the external attempts at regulating their practices while, simultaneously, deregulating their necessity as a pathway to the teaching profession (Ziechner, 2010). In recent literature, the reauthorization of the Higher Education Act (2008) has served as a problem stream focusing event that has increased the urgency of university-based teacher education agents to act on impending challenges to their integrity. The research of Amrein-Beardsley et al. (2013), Darling-Hammond (2006), Haberman (2010), and Zeichner (2010) each effectively suggest that agents within the university-based teacher education have worked to set active agendas for teacher education accountability.

Where external discourse on accountability and teacher effectiveness has often relied on student achievement through testing, Zeichner (2010) and Amrein-Beardsley et al. (2013) strategically insert *social justice* and *professionalism* into the discourse of accountability. Through invoking social justice as an agenda for university-based teacher education, the development of teachers with a disposition to promote diversity, inclusion, and multiculturalism is included in the discussion of effective teachers who ensure high quality education for all P-12 students (Haberman, 2010; Zeichner, 2010). Darling-Hammond (2006) and Hill-Jackson and Lewis (2010) extend the reasoning for social justice education in the assertion that successful teacher education programs prepare teachers that are able to incorporate knowledge of their learners and their social context into their teaching practices. The assertion of an agenda supported by social justice as a form of teacher effectiveness training motivates the university-based teacher education

programs to position themselves as mediators of pre-service teacher identity and the

habits of mind that is learned and unlearned (Cochran-Smith, 2003; Hill-Jackson &

Lewis, 2010).

Positing professionalism into the discourse of accountability and teacher

effectiveness, Zeichner (2010) and Amrein-Beardsley et al. (2013) skillfully note the

need and ability of university-based teacher education programs to control the quality of

their program, engage more collaboratively with P-12 school districts, and accept the

charge of policymaking through their research. Wang et al. (2010) and Darling-

Hammond (2006) extend professionalism as a motivating factor in defining teacher

effectiveness in the assertion that it is the university-based teacher education program,

through collaborative partnerships in P-12 schools, which activate teacher educators and

pre-service teachers as agents in the politics stream and as producers in the policy stream.

The motivation for this level of professionalism in teacher effectiveness is encapsulated

in Haberman's (2010) argument that teacher educators often find themselves preparing

pre-service teachers to teach in a place for which they have never been.

Multiple Definitions of Teacher Effectiveness

As varying agents gather with a multiplicity of motivations for defining teacher

effectiveness, multiple approaches to defining teacher effectiveness emerge within the

literature. Kennedy (2008) effectively affirms that defining teacher quality, and thereby

effectiveness, is a ubiquitous concept that depends on the agent and their motivation for

its utilization. A review of the policy alternatives of the agents within the discussion of

teacher effectiveness provide at least four approaches to defining teacher effectiveness: a)

value-added approach; b) credentialing approach, c) internal factors approach; and d)

performance approach.

Value-Added Approach. In the discourse of accountability and teacher

education reform, teacher effectiveness has been essentially defined as student

achievement, most notably standardized test scores (Rockoff & Speroni, 2011; Stronge,

Ward, & Grant, 2011). Noted as value-added, or outcomes-based, this approach to

defining teacher effectiveness is being heralded in states like Louisiana as a means by

which university-based teacher education programs are to be evaluated (Cochran-Smith

et al., 2013). Both external and government agencies, despite differing motivations, have

noted the value-added approach to teacher effectiveness in the discourse of objectivity,

measurability, and standardization (Cochran-Smith, 2005; Rockoff & Speroni, 2011). In

the most recent decades, major legislation has promoted an evolution in the value-added

approach. Where No Child Left Behind (2001) promoted a value-added approach that

looked directly at the outcomes of standardized test scores to measure annual goals, Race

to the Top (2008) legislation evolved the value-added approach to include student growth

models to determine teacher effectively developed students beyond expected growth

(Silva-Mangiante, 2011).

Literature scrutinizing the value-added approach, and its ability to determine

effectiveness, has increased since Race to the Top (2008). Our Future, Our Teachers, as a

policy alternative, has come under scrutiny with a particular criticism on the use of value-

added assessments (Cochran-Smith et al., 2013). Corcoran and Goldhaber (2013)

repeatedly assert that value-added assessments, as a whole, is in its infancy and offers, as

a measure of teacher effectiveness, little direct information that can improve teaching

practices. Munoz, Prather, and Stronge (2011), in a study measuring teacher effectiveness using a value-added methodology, notes that teacher-level characteristics, such as experience, education, sex, and race, account for 32-39% of the variance on teacher effectiveness, when defined by test scores. Using value-added assessments, which Corcoran and Goldhaber (2013) suggests are only moderately reliable to evaluate teachers, may produce, as asserted by Silva-Mangiante (2011), more incentives for existing and pre-service teachers to seek high-performing schools for employment. The use of value-added assessments as a means of extending accountability to teacher education programs ultimately only works to de-professionalize teacher education through assigning responsibility without clear guidelines for improvement or control of K-12 outcomes (Cochran-Smith et al., 2013).

Credentialing Approach. In the discourse of No Child Left Behind (2001), which signified a *highly qualified teacher* as a teacher with a four year degree, state-granted certification, and subject-area knowledge, teacher effectiveness is loosely defined as a set of credentials earned through as set of certifying activities (Kennedy, 2008; Silva-Mangiante, 2011). The credentialing approach has been used for initial state teacher certification, normally education requirements and entrance exams, and nationalized certification, generally offered to certified teachers presently in the profession (Cochran-Smith, 2001; Harris & Sass, 2009).

For more than four decades, states have used teacher entrance exams such as the National Teacher Examination, now the Praxis, or their own state teaching entrance exam as a definition of effectiveness for teachers entering the profession (Cochran-Smith, 2001). Usage of entrance exams as a regulatory barrier, particularly through setting

passing scores, allowed states to control the certification process and extend their agency over teacher quality. The entrance exam itself, in the Durkheim tradition, performs a functional task of allowing the state to set a level of effectiveness by which labor is morally divided (Durkheim, 1893/2010). Those who achieve the distinction of *the certified teacher* are united by a *common solidarity* and *occupational morality* to be an effective teacher (Durkheim, 1893/2010).

Entrance testing as a measure of effectiveness, however, has come under scrutiny through national focusing events and greater research. Cochran-Smith (2001) and Fowler (2001) strategically assessed the impact of the 1998 Massachusetts teacher exam failure as a focusing event to widening the policy window for the reauthorization of the Higher Education Act of 1998. The significant failure rate of university-based teacher education graduates, from multiple programs, signaled incongruence between what states expect as minimum effectiveness to teach and the training in teacher education programs. Where reformers and policymakers targeted the credibility and professionalism of the university-based teacher education program, researchers questioned the validity of entrance exams. Fowler (2001) effectively dissects teacher entrance exams and their failure to account for verbal ability, a quality also suggested by Stronge (2007), as a factor in teacher effectiveness. Research further suggests that between teacher entrance testing and performance in teacher program, as indicated by grade point average, entrance testing was less predictive of teacher competence (D'Agostino & Powers, 2009; Darling-Hammond, 2010; Fowler, 2001; Haberman, 2004; Stronge, 2007). Certification status, not distinctly entrance exam scores, along with factors that P-12 agents cannot directly regulate, such as competitiveness of teacher education program, and pre-service teacher

SAT scores, particularly in math, have also been identified as strong predictors of teacher effectiveness (Darling-Hammond, 2010).

Governmental agencies have long been aided by external agencies such as the 1986 Carnegie Forum on Education and the Economy's, now the National Center for Education and the Economy, *National Board for Professional Teaching Standards*, *NBPTS*, in promoting teacher effectiveness through standardized teacher certification and credentialing (Harris & Sass, 2009; National Board for Professional Teaching Standards, n.d.). Operating within the *politics stream*, NBPTS organized as a task force to address teacher performance on the national level, based on the feedback provided by the 1983 *A Nation at Risk* report (Lewis & Young, 2013; National Board for Professional Teaching Standards, n.d; Sato, 2014). The *national boards*, as it has come to be known, requires its candidates to produce a portfolio of varying performance measures, classroom videos, student work samples, written journal on teaching practices and the profession, and a written exam (Harris & Sass, 2009; Sato, 2014). Borrowing heavily from NBPTS, Denton (2013) and Sato (2014) position edTPA as the nationalized credentialing and assessment liaison between edTPA adopted states and their respective university-based teacher education programs.

Leveled credentialing as a measure of effectiveness has come under scrutiny through greater research. Harris and Sass (2009) provide quantitative research to suggest that nationally board certified teacher is no more different in effectiveness, as measured in student achievement, than the non-nationally board certified teacher. Moreover, research suggests that nationally board certified teachers are less productive after receiving the distinction (Harris & Sass, 2009). While NBPTS, as asserted by Darling-

Hammond (2010), has been showcased as having direct impact on student achievement, what Harris and Sass (2009) tactically expose is that, when controlling for non-random sorting of teachers and students, claims of effectiveness are not supported. Applying a similar quantitative scrutiny to edTPA, Denton (2013) critically examined the top and bottom scoring pre-service teachers to assert that success on edTPA is based on strategies that have little to no connection to theory or practice in education. Teaching in more affluent schools or knowing the correct strategies for assessment, as implied by Harris and Sass (2009) and Denton (2013), impacts defining teacher effectiveness under the credentialing approaches of NBPTS or edTPA, respectively.

    Internal Factors Approach. Unlike the value-added and credentialing approach, which attempt to connect teacher effectiveness to external focusing events to call for accountability of the university-based teacher program, the Internal Factors approach examines the elements of the university-based teacher program to define teacher effectiveness (Cochran-Smith et al., 2013; Darling-Hammond, 2006b; National Council on Teacher Quality, 2014). Under the assumption that effective teacher education programs produce effective teachers, the internal factors approach examines a variety of factors within the university-based teacher education programs ranging from required text books to types of clinical experiences (Darling-Hammond, 2006b; National Council on Teacher Quality, 2014). Strategies or designs within the internal factors approach, based on an examination of literature provided by the National Council on Teacher Quality (2014) and Darling-Hammond (2006b), suggests wide variability within this approach to defining teacher effectiveness. This variability can best be described as *internal standardized factors* and *internal performance factors*. Where the National Council on

Teacher Quality (2014) seeks to grade teacher education programs based on a set of pre-determined standards, Darling-Hammond (2006b) examines programs that have been proven to be successful, based on extensive mixed-methods research, and seeks to find the performance factors among the selected programs. The National Council on Teacher Quality (2014), through its annual Teacher Prep Review, successfully coordinates an evaluation of over 1,600 teacher education programs based on nineteen standards it believes produce effective teachers. Darling-Hammond (2009), unlike the work of the National Council on Teacher Quality (2014), effectively considers the policies, relationships, and resources in order to successfully provide context to the internal factors performed in each program.

The use of the Teacher Prep Review as valid feedback to call for teacher education reform, and to inform *education consumers*, has earned harsh critiques of its motives and methodology. Cochran-Smith et al. (2013) and Paulson and Merchant (2012) effectively note that, although the Teacher Prep Review standards are based on claims of expert analysis and years of research, the proposed standards and research has never been subjected to peer review or vetted by the professional community of education researchers. Moreover, Imig et al. (2011) add the poignant point that the methodology for the Teacher Prep Review standards were never publicized, a point of contention that was immediately challenged by critics after its first publication in 2011. The National Council on Teaching Quality (2013), in its 2013 Teacher Prep Review publication, detailed its methodology which included a brief rationale for the development of its standards. In revealing its methodology, the NCTQ Teacher Prep Review (2013) exposed that six of its standards, *English language learners*, *struggling readers*, *classroom management*, *lesson*

planning, *outcomes* and *evidence of effectiveness*, are not based on any research study, but rather *research consensus* (National Council on Teacher Quality, 2013). Fuller (2014) effectively details the absence of diversity from the discussion of standards, the limited research to support the standards, and the adoption of an input-based methodology that ignores outcomes as issues that question the motives of the National Council on Teacher Quality. Fuller's (2014) analysis is further supported by Cochran-Smith et al.'s (2013) observation that many who sit on its boards have historically been harsh critics of university based teacher education programs, including the NCTQ president Kate Walsh. Skepticism over the trustworthiness of standards, and their development, and concern over the ideological stance of the leaders within the National Council on Teacher Quality is compounded by concerns that there is an absence of local teacher educator input into content and knowledge development, which Cochran-Smith et al. (2013) suggests as the de-professionalization of teacher education.

As internal performance factors, as posited by Darling-Hammond (2006b), have identified features of successful university-based teacher education programs, literature is still limited in proposing an agreed-upon knowledge, skill set or disposition that defines teacher effectiveness (Haberman, 2010; Wang et al., 2011). Wang et al. (2011) readily notes that little correlation has yet to be found between teacher education coursework and field experiences. However, Wang et al. (2011) also note that small case studies have supported the implementation of critical pedagogy and critical race theory as core performance practices that impact pre-service teacher dispositions.

Guiding Question and Teacher Effectiveness Definition

The integration of literature on teacher effectiveness suggests that for every agent the politics stream, there is an identified motivation and approach to defining teacher effectiveness. Controlling the definition of teacher effectiveness, and thereby control its discourse, permits the agent to the ability to promote policy alternatives when the problem streams impact the national mood (Lewis & Young, 2013). Determining how university-based teacher education programs can impact teacher effectiveness in high-needs, high-minority schools begins with defining teacher effectiveness with a combination of research and *craft knowledge* gained from practice (Haberman, 2010). The literature of Darling-Hammond (2006b), as supported by Haberman (2010) and Wang et al. (2011), supports the consideration that effectiveness is not the same in every context. Therefore, impacting teacher effectiveness in high-needs, high-minority urban schools from position of the university-based teacher education program requires individuals with *craft knowledge* of both contexts (Haberman, 2010).

Contextualizing Teacher Effectiveness in High-needs, High-minority Urban Schools

The integration of social theories posited by Berger and Luckmann (1966/2010) and Parsons (1937/2010) positions the school site, a product with a shared history, as the *situation* through which the institution of education facilitates teaching and learning. Schools serve the institution of education through creating the situation where *habitualized* behaviors become patterned, or institutionalized (Berger & Luckmann, 1966/2010; Parsons, 1937/2010). Each school situation, as a varying mix of conditions and means, inspires a different set of actions based on the knowledge of the teachers and learners as agents (Parsons, 1937/2010). The high-needs, high-minority urban school, as a learning environment and a collection of ideologies and instructional practices, provides

a context that impacts the goal of defining and operationalizing teacher effectiveness (Haberman, 1994, 2004, 2010; Parsons, 1937/2010; Silva-Mangiante, 2011; Stronge et al., 2011). Teacher effectiveness, in the context of the high-needs, high-minority urban school, must consider the identity development of the learner, collective and individual ideologies of teachers, and the pedagogical practices of the context (Abbate-Vaughn, 2004; Ford & Whiting, 2010; Hill-Jackson, 2010; Ladson-Billings, 2009; Milner, 2010).

Identity Development of the High-needs, High-minority Urban Learner

The school situation, in addition to family and community, has a significant impact on the development of the academic self-concept, or scholar identity, of the leaner (Ghazvini, 2011; Whiting, 2006). Recent research notes that the development of academic self-concept determines how the learner evaluates themselves, and those whom they identify with, as achievers in school (Green, Liem, Martin, Colmar, Marsh & McInerny, 2012; Guay, Ratelle, Roy, & Litalien, 2010). For the learner in the high-needs, high-minority urban context, identity development becomes a complex consideration of racial centrality, academic self-concept, internal motivation, and support (Byrd & Chavous, 2011; Ford & Whiting, 2010; Graham & Anderson, 2008; Wright, 2011).

Identity Development in Context. Nasir, McLaughlin, and Jones (2009) make the poignant observation that general research on academic identity and achievement often fails to consider the context in which the learner, particular the African American learner, must negotiate. Leading scholarship on racial/ethnic identity development in schools form the basis of Nasir's et al. (2009) added assertion that the centrality of race can be either conflictive or facilitative of a strong academic self-concept (Byrd & Chavous, 2011; Chavous, Bernat, Schmeelk-Cone, Caldwell, Cone-Wood, & Zimmerman, 2003;

Fordham & Ogbu, 1986; Sellars, Chavous, & Cooke, 1998). Supporting the seminal research of Davidson (1996) and Carter (2005), Nasir et al. (2009) decisively notes that the ways in which the learner positions themselves within the school situation and their ethnic identity can impact their academic achievement. The scholarship of Carter (2005) posits three categories that classifies the learner's positioning within the school context: a) cultural mainstreamers, b) cultural straddlers, and c) noncompliant believers. Carter's (2005) organization of the high-needs, high-minority urban learner suggests that learners either emphasize and extol the virtues of dominant society as a mainstreamer, challenge the social and cultural codes of the school context as noncompliant believers, or seek to balance dominant codes and their authentic racial identity as straddlers. While Carter (2005) and Nasir et al. (2009) acknowledge the importance and complexity of the learner's positioning within the school context, they each note the learner's positive view of the importance of education irrespective of their position.

The scholarship of Allen, Scott, and Lewis (2013) intensifies the scrutiny of the school context, as a set of conditions, which impact the actions of learner. Applying the lens of Critical Race Theory, Allen et al. (2013) uncover the impact of racial micro-aggressions that permeate the high-needs, high-minority urban learning environment and its ability to impact the actions, or inactions, of the learner. An environment riddled with micro-insults, subtle invalidations, deficit-based perspectives of students, a pedagogy of poverty, and hyper criminalization, scholarship assert that urban learners are tasked with developing a healthy racial and ethnic identity and aspire to the ideas of educational attainment (Allen et. al., 2013; Byrd & Chavous; 2011; Carter, 2005; Haberman, 2010; Rios, 2011). Byrd and Chavous (2011) successfully integrates the work of Allen et al.

(2013) with the work of Davidson (1986) and Sellars et al. (1998) in their assertion that the school context can be either promotive or inhibitive of the connection between a strong racial/ethnic identity and a positive academic self-concept. When the school context is promotive, or culturally affirming, the centrality of race and academic achievement are bound together to form a positive *scholar identity* (Allen et al., 2013; Byrd & Chavous, 2011, Sellers et al., 1998; Whiting, 2006). Likewise, when the school context is inhibitive, culturally discouraging, the lessened centrality of race positions the learner to seek mainstream affirmation, reject mainstream values and codes, or struggle to balance *otherization* (Allen et al., 2013; Byrd & Chavous, 2011, Carter, 2005; Sellers et al., 1998; Wright, 2011). Faced with a school context that is inhibitive towards merging racial identity and academic identity, research suggests that the high-needs, high-minority urban learner faces the conflict of adopting a persona of *racelessness* in an environment that essentializes *acting Black* and *acting White* (Ford, Grantham, & Whiting, 2008; Ford & Whiting, 2010; Graham & Anderson, 2008; Wright, 2011).

Internal Agency. As the school provides the conditions of the situation, the selection of actions, or means, of the learner is dependent upon the learner's normative orientation, the knowledge and congruence between identity beliefs and meanings associated with their racial identity (Byrd & Chavous, 2011; Parsons, 1937). Byrd and Chavous' (2011) positioning of the racial identity-context congruence approach fills the gap between the role of the academic context and the shaping of the learner's intrinsic motivation, as observed by the actions and expressions of the learner. Utilizing a mixed methods design, Byrd and Chavious (2011) found positive correlations between intrinsic motivation and teacher/staff climate ($r = .21$, $p < .005$) and grades ($r = .22$, $p < .005$).

Conversely, the research of Byrd and Chavous (2011) suggests a negative correlation in peer climate and reports of racial discrimination (r=-.22, p<.001). The research of Byrd and Chavous (2011) is supported by current and seminal findings that a sense of competence and the connection with *significant others*, such as teachers, coaches, and non-parental adults, provide social variables that impact learner scholar identity and resiliency (Allen et al., 2013; Graham & Anderson, 2008; Prince-Embury, 2011; Whiting, 2006).

Wright (2011), in alignment with the work of Bonner, Lewis, Bowman-Perrott, Hill-Jackson and James (2009) and Ford et al. (2008), successfully shifts the focus of academic racial identity towards an asset-based study of successful students who maintain a health racial ethnic identity, HREI. Wright's (2011) tactical research finds that successful African American students actively resist the notion of acting White and acting Black, associate their racial identity with a discourse of strength and confidence, and demonstrate an awareness of what it means to be African American. Concurrent with the work of Wright (2011), Graham and Anderson (2008) note three themes that emerge from the study of successful students with a healthy racial ethnic identity. First, Graham and Anderson (2008) find in these learners the belief that *school is for me*, a perception that school is essential and that their success is the product of their hard work and desire. Another theme found in the work of Graham and Anderson (2008) is the strong *sense of heritage*, which aligns to Whiting's (2006) articulation of racial identity and pride in the scholar identity model. *Guidance*, Graham and Anderson's (2008) final theme, emerges and aligns with research on resiliency (Prince-Embury, 2011) and the scholar identity model (Whiting, 2006).

The focus on studying internal agency, as the means of actors within the school situation, is supported by general theories of resiliency and social capital applied to learners. Understood as a relationship between conditions and means, the normative orientation, as an expression of internal agency, of a student is improved when school conditions are favorable and student means are plentiful and culturally affirming (Graham & Anderson, 2008; Morris, 2004; Parsons, 1937; Whiting, 2006). Prince-Embury (2011), in espousing the components of student resiliency, effectively develops three themes: a) sense of mastery, b) sense of relatedness, and c) emotional reactivity. Morris (2004), in studying the conditions of successful predominantly African American P-12 schools, notes how schools can increase social capital, through cultural bonding with families and serving as pillars of strength, to improve the conditions and means of its leaners. As students develop as sense of mastery, they are intrinsically motivated to believe that academic achievement is a direct extension of their effort and see themselves as achievers (Graham & Anderson, 2008; Prince-Embury, 2011). The work of Graham and Anderson (2008), Morris (2004), and Wright (2011) combine to support the notion that a sense of relatedness, framed by Prince-Embury (2011) as a profound relationship with a non-parental adult, in the school situation can impact the resiliency and identity of the learner. Embedded in the construction of the scholar identity model, Whiting's (2006) strategic framing of the willingness to make sacrifices and internal locus of control tailors Prince-Embury's (2011) observation of emotional reactivity as a theme to resiliency among the high-needs, high-minority urban learner. Framed as the ability to regulate emotions and adapt to challenges, emotional reactivity becomes a scholar identity trait that permits the learner to remain optimistic during challenges and embrace struggle as a

necessary part of pursuing worthwhile goals (Prince-Embury, 2011; Whiting, 2006). The development of internal agency, supported by conditions and relationships within the school, may also increase the recruitment and retention of high-needs, high-minority students in academically gifted programs (Bonner et al., 2009).

African American Gifted Education. Perhaps the most poignant example of the relationships between conditions of the school context and means of the high-needs, urban learner is the gross underrepresentation of African American students in academically gifted programs. Ford (1995), Bonner (2000), and Ford and Whiting (2010) have noted at least three decades where the African American students, when comparing their percent of school representation to their representation in gifted education programs nationwide, were underrepresented by greater than 50 percent. According to the United States Department of Education (2012c), of the students who scored in the top half of their class in the 5th grade Math in 2004, 60.3% of the white students and 25.8% of the Black students continued on to take Algebra in the 8th grade in 2007. The relative gap between White and Black students within the three year period suggests serious implications for access to college preparatory coursework in their secondary trajectory for Black students. This three year *disappearance* of Black students suggests a symptomatic set of conditions in the school situation which patterns, or institutionalizes, the means of the learner and limits their normative orientation, or internal agency (Berger & Luckmann, 1966/2010; Parsons, 1937). The notion that scholastic achievement is tantamount to *acting White* is a signal to an inhibited normative orientation that may account for why underachievement of the Black learner, even within gifted programs, is observed (Ford et al., 2008).

The research on African American underrepresentation in gifted programs suggests a three-staged effort of identifying, recruiting, and retaining gifted learners to correct this trend of underachievement (Bonner, 2000; Moore, Ford, & Milner, 2005; Ford & Whiting, 2010). In noting the challenge of identification, Bonner et al. (2009) and Ford (1995) effectively expose the flaws of unqualified, and possibly biased, teacher referrals and one-dimensional assessments, through the form of standardized testing to define giftedness. Recent literature from Allen et al. (2013) suggests that the same deficit-model perspective of schools posited by Ford (1993) is compounded by micro-aggressions that toughen the conditions and opportunities for identifying gifted learning behaviors. In recruiting and retaining high-needs, high-minority urban learners, Ford and Whiting (2010) purposefully suggests a multicultural re-approach to the schooling context. Applying the Nigrescence theory, which targets the racial socialization of the learner, Ford and Whiting (2010) propose targeted multicultural counseling, curriculum and instruction, and teacher training to improve school conditions and normative orientation for the learner. This application is supported by Nasir et al.'s (2009) assertion that the simple adoption of a Eurocentric orientation, reminiscent of Carter's (2005) cultural mainstreaming, has shown lowered academic achievement and self-esteem among high-needs, high-minority urban learners. The retaining effort, as aided by the scholarship of Bonner et al. (2009) and Callahan and Grantham (2009), must also consider the high-needs, high-minority urban learner as a *millennial learner*. Understanding how the high-needs, high-minority urban learner, as a millennial learner, processes information, engages in technology and digital expression, and immerses themselves into hip-hop culture, will be paramount in embracing the learner and

increasing the resiliency to remain in gifted programs (Baker, Staiano, & Calvert, 2011; Bonner et.al, 2009; Callahan & Grantham, 2009).

Ideology in Action

The actions of teachers, as both conditions and means, occupy a complex and peculiar position in the context of the school situation (Parsons, 1937). As with all actors, their habitualized behaviors become institutionalized patterns; however, their position, as transmitter of knowledge, makes their actions a main part of the institutional condition of the school situation (Berger & Luckmann, 1966/2010). Therefore, their action, or inaction, shapes the conditions of the school and impacts the means, and ultimately the normative orientation, of the learner (Berger & Luckmann, 1966/2010; Parsons, 1937). As an actor, however, it is important to uncover their normative orientation, which is guided by an *ideology*, their ideas and assumptions about the nature of knowledge and people, and evidenced through their *disposition*, their values, perceptions and habits of mind (Hill-Jackson, 2010; Schoffner, Sedberry, Alsup, & Johnson, 2014). The examination of the high-needs, high-minority urban contextual impact on teacher effectiveness involves a review of two general ideologies, reproductive and transformative, and their impact of their discourses on teacher effectiveness.

Reproductive Ideology. The work of Bennett-deMarrias and LeCompte (1998) effectively frames reproductive theory as a functionalist view of education that promotes ideology of the dominant group and establishes, through practice and expectation, a hierarchy of social class. Reproductive theory, as a tool for the preservation of the dominant group and social order holds, as firmly postulated by Giroux (2001) and Tao Han (2013), the position of positivist rationality, meritocracy, and universalized truth

claims to support teaching and learning practices. Tao Han (2013) and Zygnier (2012) posit that teacher beliefs may derive from their learning experiences and advantages afforded from a larger structural design. Under the belief of individualism, meritocracy, and objectivity, the high-needs, high-minority urban context becomes problematic as teachers employ a hidden curriculum of dominant culture that invalidates and *otherizes* the identity of the learner (Allen et al., 2013; Bennett-deMarrias & LeCompte, 1998; Tao Han, 2013).

Tao Han (2013) thoroughly extends this observation of teacher reproductive ideology to the pre-service teacher experience. Joining Zygnier (2012), Tao Han (2013) effectively bring to light the recalcitrant beliefs that escape interrogation during the teacher education experience. Both Zygnier (2012) and Tao Han (2013) provide both mixed-methods and case study research, respectively, to note: a) deeply held deficit conceptions of culturally, linguistically, and economically diverse students, b) resistance to challenges to worldviews, and c) unwillingness to interrogate their own biases and subjectivity. Silverman (2010) supports the observations of Zygnier (2012) and Tao Han (2013) in providing a quantitative study noting that pre-service teachers position themselves toward *advocacy*, implying limited commitment, rather than *responsibility*, implying a sense of obligation, for the learning outcomes of diverse populations. Moreover, both Silverman (2010) and Tao Han (2013) note that pre-service teachers, particularly White middle-class females, develop very broad, abstract conceptualization of diversity that enable them to avoid direct acknowledgement of the high-needs, high-minority urban school context. Gay (2010) makes the profound assertion that even when pre-service teachers make proclamations of their commitment to diversity, they can

neither provide deeper articulation nor provide examples on how diversity appears in practice. Entering into the high-needs, high-minority urban context with a limited sense of responsibility, heightened sense of objectivity, and an unwillingness to consider differing worldviews, the reproductive ideological actions may only work to harden the conditions of the school and limit teacher effectiveness (Bennett-deMarrias & LeCompte, 1998; Schoffner et al., 2014; Silverman, 2010; Tao Han, 2013).

Transformative Ideology. The belief and practice of social justice, as found in transformative ideologies, suggests an active, emancipatory approach to teaching and learning in the high-needs, high-minority urban context (Bennett-deMarrias & LeCompte, 1998). Emerging from critical theory and the educational contributions of Freire's (1970) critical consciousness, Ladson-Billings' (1995) culturally relevant pedagogy, and Giroux's (2001) extension of radical pedagogy, social justice ideology, as a tool for social transformation, seeks to challenge status quo system that encourages hegemonic domination (Bennett-deMarrias & LeCompte, 1998; Hill-Jackson & Lewis, 2010). Abbate-Vaughn (2004) effectively extends the concept of social justice ideology in an ethnographic study that classified the actions of a group of teachers as *efforts*. Aligned with Haberman's (2004) assessments of star teachers and their obsession with generating effort, Abbate-Vaughn's (2004) effort group of teachers found ways to include learner backgrounds and strengths into lessons and encouraged learners to question the relevancy of knowledge. The scholarship of Abbate-Vaughn (2004), Giroux (2001) and Hill-Jackson and Lewis (2010) suggests that teacher actions, as evidenced through the dispositions of a social justice ideology, can form an alliance with the learner by improving the conditions of the school situation rather than hardening the conditions.

Integrating social justice ideology into the preparation of the pre-service teacher as a counter ideology to combat low expectation and status quo practices, as posited by the earlier work of Sleeter (1996, 2001), presents a unique challenge to White pre-service teachers. Sleeter (2001) and Abbate-Vaughn (2004) make the poignant observation that white pre-service teachers bring ideologies shaped by personal experiences and are less likely to commit to social justice ideology. Galman, Pica-Smith, and Rosenberger (2010) extend and characterize this observation through a qualitative study that noted silent resistance, non-engagement, and the privileging of *white comfort* on issues of social justice. Integrating the recommendations of Gay (2010), Haberman (1994, 2010) and Hill-Jackson and Lewis (2010), university-based teacher education programs should advance social justice habits of mind through: a) the immersion of cultural diversity throughout curriculum and as stand-alone coursework, b) employing critical reflection to rethink basic truth claims and assumptions, and c) purposefully recruit future teachers with a pre-disposition for social justice.

Singular vs. Contextual Discourses. The critical difference between the reproductive and transformative ideologies lies within the discourse of singular or contextual assumptions of teacher effectiveness (Abbate-Vaughn, 2004; Bennett-deMarrais & LeCompte, 1998). Where the singular assumption of teacher effectiveness frames an authoritative discourse shaped by structural conceptions of *universality*, *teacher-centered*, and *ability*, contextual assumptions of teacher effectiveness frames a responsive discourse informed by post-modern conceptions of *relevancy*, *student-centered*, and *effort* (Abbate-Vaughn, 2004; Bennett-deMarrais & LeCompte, 1998; Decker & Rimm-Kaufman, 2008; Haberman, 2004; Hill-Jackson, 2010; Ladson-Billings,

1995; Vetter, Meyers, & Hester, 2014). Through the integrated research of Abbate-Vaughn (2004) and Vetter et al. (2014), authoritative discourses are decisively characterized by standardized textbook work, the equation of quiet classrooms to learning classrooms, and the positioning of the teacher as the unchallenged authority. The authoritative discourse makes the assumption that all students achieve, and thereby all teachers should teach, the same way despite research that quantitatively suggest that student-level and teacher-level characteristics are statistically significant to value-added teacher effectiveness outcomes (Munoz, Prather, & Stronge, 2011). The responsiveness discourse, as understood through the immersion of scholarship provided by Abbate-Vaughn (2004), Friere (1970), Shoffner et al. (2014) and Vetter et al. (2014), frames teaching as negotiated and flexible, sensitivity to community and cultural context, and inclusiveness of learner in classroom experiences. As supported by the guiding principles of Parsons (1937/2010), social actions of the learner and teacher, and thereby the assumption of teacher effectiveness, is contextualized by the high-needs, high-minority urban school situation, as a combination of conditions and means.

Guiding Question and the High-needs, High-minority Context

The contextualization of the high-needs, high-minority urban school situation, as a complex set of conditions and means, implies that teacher effectiveness must consider the actors and their respective normative orientations. For the university-based teacher education program to impact teacher effectiveness in high-needs, high-minority urban schools, there must be purposeful interrogation and inspection of teacher ideology and disposition with an abundance of counter-narratives during the pre-service experience (Hill-Jackson & Lewis, 2010; Tao Han, 2013). Those counter-narratives must be

supported by research that frames the high-needs, high-minority urban learner from an asset-based perspective that embraces their context and identity development (Allen et al., 2013; Nasir, 2009). Silverman (2010) adds that university-based teacher education programs must pay closer attention to discourse between teacher educators and pre-service teachers with respect to the construction of diversity and more extensive research and practice working with diverse populations to build a greater sense of responsibility. To that end, the university-based teacher education program must develop a programmatic response to producing knowledge that brings the pre-service teacher into more authentic contact with their dispositions and its impact on effectiveness within the context of the high-needs, high-minority urban school (Gay, 2010; Haberman, 2010; Hill-Jackson & Lewis, 2010).

<div align="center">Producing Teacher Effectiveness</div>

Scrutinized as broken, irrelevant, and disconnected from outcomes, university-based teacher education programs continually face charges of reform and overhaul from both politics stream governmental and external agencies (Dillon & Silva, 2011; Lewis & Young, 2013). Armed primarily with a singular conception of teacher effectiveness, each politics stream organization positions its policy stream alternative as ends-based knowledge and truth. However, recognizing the presence of multiple conceptions and contexts that impact teacher effectiveness, *post-modern delegitimation* positions knowledge, and its production, as means-based activity that arrives at a fluid conception of teacher effectiveness (Derrida, 1966/2010; Lyotard, 1979/2010). Positioning knowledge as means-based assumes that the truth of teacher effectiveness is not yet known, but dependent upon active engagement in the production of agreed upon

knowledge (Haberman, 2010; Wang et al., 2010). For the university-based teacher education program to impact teacher effectiveness in high-needs, high-minority urban schools, such programs must become producers of specific knowledge, employ a design that connects theory to contextual practice, and foster teacher dispositions that serve the specific needs of the high-needs, high-minority context (Cochran-Smith, 2009; Darling-Hammond, 2006a,b; Goodwin et al., 2014; Goodwin & Kosnik, 2013; Haberman, 1994, 2010; Rigoni, Pugach, Longwell-Grice, & Ford, 2013).

Teacher Educators as Knowledge Producers

The integrated scholarship of Cochran-Smith (2009), Goodwin et al. (2014) and Wang et al. (2010) constructs an effective three-stage process that positions teacher educators and the university-based teacher education program as a producer of knowledge on teacher effectiveness. Where Goodwin et al. (2014) provides quantitative research that reveal high correlations between teacher educator experience and perceived importance of conducting research (r=.71, p<.01), Wang, Spalding, Odell, Klecka, and Lin (2010) decisively asserts the need for teacher educators to boldly engage in the politics stream to articulate their images and conceptions of teaching and teacher education. These works are supported by Cochran-Smith's (2009) call for a *culture of evidence* to address authentic, situational questions within teaching and teacher education supported with localized research. Together, this approach to knowledge production informs practice by offering agreed upon knowledge that is current and contextual.

Framing Knowledge. As a center for knowledge acquisition and development, the university research community has effectively tasked the university-based teacher education program with ensuring that pre-service teachers develop knowledge of

learners, practices, and subject matter (Darling-Hammond, 2006a; Goodwin et al., 2014; Haberman, 2010). Haberman (2010) strategically empowers teacher education programs by positioning them as having a significant role in providing new knowledge, as sets of practices, concepts, theories, and behaviors, to be effective in real world, contextual environments. Goodwin et al. (2014) extends this claim with the assertion that effective teacher educators provide theoretical context of schooling, opportunities for experiences and reflections, and connections of practice to larger social issues. The integration of pedagogical, content, cultural, and practitioner knowledge implies intentional structural design of the university-based teacher education program to ensure the acquisition of the various knowledge experiences (Bales & Saffold, 2011; Darling-Hammond, 2006a).

Recent literature produced by Goodwin et al. (2014) and Goodwin and Kosnik (2013) positions the university-based teacher educator as paramount to impacting three knowledge types over five distinct knowledge domains. Positing *knowledge-for-practice*, *knowledge-in-practice*, and *knowledge-of-practice* as essential knowledge types, Goodwin's et al. (2014) knowledge-of-practice, specifically places the teacher educator and pre-service teacher in an inquiry-based setting where knowledge is investigated and constructed. With supporting literature from Haberman (2010) and Cochran-Smith (2009), the notion of knowledge-of-practice represents an inquiry-based, real-world model that abandons the notion of preset, universal knowledge. Goodwin and Kosnik (2013), noting *personal knowledge*, *contextual knowledge*, *pedagogical knowledge*, *sociological knowledge*, and *social knowledge* as distinct knowledge domains of effective teacher educators, effectively position contextual and sociological knowledge as domains that influence the production of localized knowledge for unique learning situations, such

as the high-needs, high-minority urban school. Supported through the literature of leading scholars Darling-Hammond (2006a), Haberman (2010), and Ladson-Billings (2009), contextual and sociological knowledge involves the conceptualization of teacher effectiveness through the integration of knowing the learner, the content, and the teaching skills to bridge the two. Integrating both the types and domains of knowledge necessitates a post-modern delegitimized approach to knowledge that supports an abandonment of universal truth claims to knowledge, and thereby teacher effectiveness, in support of current and ongoing conceptualization (Derrida, 1966/2010; Lyotard, 1979/2010).

Producing Current and Ongoing Knowledge. The challenges and missions facing university-based teacher education programs to have a greater role in impacting teacher effectiveness in P-12 schools has been relatively constant over the last four decades. Haberman (1994, 2010) concisely resolves, as a mission, that teacher educators should impact pre-service teachers with their scholarship and knowledge developed through their personal experiences and research. Where the work of Goodlad (1994) frames challenges as missions of teacher education nearly four decades ago, Futrell (2010) and Ziechner, Payne, and Brayko (2015) notes their continued challenges in the 21st century. As Goodlad (1994) notes the *stewardship of schools*, the preparation of teachers that embrace schooling as a larger macro issue, as a key mission of teacher education, Futrell (2010) suggests that the a key challenge of teacher education programs remains to redefine schooling in both teacher education and P-12 education. The present call for teaching quality and preparation for diverse P-12 schools from the work of Milner (2010) and Futrell (2010), is reminiscent of Goodlad's (1994) call for teacher education to accept the mission of a *nurturing pedagogy* and to prepare individuals to "transcend narcissism

and ignorance" (p. 37). Where Goodlad (1994) notes the mission of teacher education to prepare individuals to promote *democratic ideals* through teaching, contemporary literature extends this challenge to ensure programmatic design based on a democratized approach that emphasizes a social re-constructivist and inquiry approach (Cochran-Smith, 2009; Futrell, 2010; Zeichner et al., 2015). The challenges and missions of the university-based teacher education program rests in their ability to influence knowledge, structure, and disposition in order to define teacher effectiveness and schooling, prepare teachers for diverse P-12 schools, remove singular framework to teacher education philosophy, and model a democratized approach to education.

Design Elements of Effective Teacher Education

Haberman (2010) and Darling-Hammond (2006a), while each effectively echoing a postmodern deligimated that positions the teacher educator as an agent in knowledge development, effectively note the general construction of knowledge in the P-12 school is a product of the state, with limited to no influence from the university-based teacher education program. With state, and often neo-liberalized, control of what Darling-Hammond (2006a) characterizes as *curriculum construction*, the research generated from the university-based teacher education is challenged to find spaces in which to impact the very teacher effectiveness in P-12 schools by which it is to be judged. Haberman (2010) posits a transformative suggestion that the university-based teacher education program, specifically the teacher educator with the program, become the research and professional development extension of P-12 schools. The study of multiple model teacher education programs, as provided by Darling-Hammond (2006b), note that while each program was distinct in approach and design, they contain commonalities in their commitment to

equity and social justice as evidenced through connections to P-12 schools, their integration of coursework and clinical experiences, and their commitment to organization and collaboration. What has been observed in recent literature of effective education design is a resurfacing of calls to programmatic reforms posited by university-based agents' decades earlier.

Professional Development School Labs. Recognizing that a pre-service teacher's learning and development extended into their service as a teacher, Gratch (1992) notes that research from Goodlad's (1990) *Teachers of our Nation's Schools* and the Holmes Group's (1986) *Tomorrow's Schools of Education* suggests a collaborative role for teacher education programs and P-12 schools through the centers of pedagogy and the professional development schools. In addition to proposing an extension of the study of pre-service teachers to focus deeper on content and pedagogy, the Holmes Group (1986, 1990) strongly suggests the creation of *professional development schools* as a means to join the university-based teacher education program and the P-12 school district. In recent literature, a resurgence of the professional development schools, as promoted by the Holmes Group decades earlier, has been endorsed for its potential to increase engagement between university-based teacher education programs and local P-12 schools (Damore, Kapustka, & McDevitt, 2011; Trachtman, 2007). Bales and Saffold (2011), in the tradition of the Holmes Group (1986), strategically positions professional development schools as an extension of teacher education to improve reasoning, cultural, and interactional skills for pre-service teachers. Damore et al. (2011) compliments the research of Bales and Saffold (2011) in asserting that, particularly in professional

development schools targeted for urban school districts, the model meets the national recommendations suggested for high-quality teacher education.

Goodlad (1994), through the Center for Educational Renewal, strategically frames a model for *centers of pedagogy*, as both a philosophy and physical setting, in which university departments, colleges of education, and school districts converge to impact teacher practices. The research of Darling-Hammond (2006a, 2006b) effectively highlights the impact of Goodlad's (1990, 1994) centers of pedagogy and its foundational contribution to the effective teacher education models. With an emphasis on clear structures for implementing reform, improving teacher effectiveness through deeper pedagogical and content training, calls for fundamental realignment of teacher education, and an emphasis on promoting professionalism, literature on teacher education reform indicates an awareness and agency from within university-based teacher education as early as the 1980s (Gratch, 1992). Both the foundational works of the Holmes Group (1986) and Goodlad (1990, 1994), and their respective resurgence in recent literature and practice, support the positioning of the university-based teacher education programs as producers of knowledge as a means toward conceptualizing teacher effectiveness.

Integrated Clinical and Coursework Experiences. Both historical and contemporary research note the importance of program structure in the maintenance of effective teacher education programs (Bales & Saffold, 2011; Darling-Hammond, 2000, 2006a, 2006b; Goodlad, 1994; Haberman, 2010; Holmes Group, 1986; Malinen, Väisänen, & Savolainen, 2012; Wang et al., 2010). Where Goodlad (1994), Darling-Hammond (2000) and Malinen, Väisänen, and Savolainen (2012) promote the extending of the teacher education programs to five years, the Holmes Group (1986), Bales and

Saffold (2011), Haberman (2010), and Wang et al. (2010) assert the need for teacher

education programs to offer more intensive and controlled clinical experiences,

fieldwork, and pedagogical connections to P-12 teaching practices. Darling-Hammond

(2006b) integrates a study of several model teacher education programs to demonstrate

how intentional designs for extended clinical experiences, case-based instruction, school-

to-university partnerships, and lab school models produce effective teacher graduates.

The findings of Darling-Hammond (2006b) are foundational to the work of Bales and

Saffold (2011), which explores case-based instruction as a tool to strengthen teacher

reasoning skills, and of Goodwin and Kosnik (2013), which encompasses social justice

and equity teaching as *sociological knowledge* central to teacher education programs.

Zeichner et al. (2015), citing the community-based field experience programs of the Ohio

State University with Mt. Olivet community and church and the University of

Washington's community-based organization partnerships, extend the field and clinical

experience to include spaces where pre-service teachers can learn the context of the

schools they may teach. The university-based teacher education program, through

targeted and intentional clinical experiences integrated into coursework, can ensure

structures that expand knowledge production as a means of contextualizing teacher

effectiveness (Darling-Hammond, 2006b; Zeichner et al., 2015).

Partnerships and Consortiums. In the effort to employ self-regulatory

accountability for teacher effectiveness among university-based teacher education

programs, four decades of accountability literature suggests an early and active role of

university-based consortiums and think tanks (Goodlad, 1994; Gratch, 1992; Holmes

Group, 1986). Gratch (1992) enumerates multiple teacher education consortiums,

including *Project 30*, the *Renaissance Group*, *The Holmes Group*, and the *Center for Educational Renewal*, that are almost exclusively comprised of university deans, professors and academic officers. These organizations represented collective efforts to improve teacher educator practices, strengthen pre-service teacher pedagogical knowledge, support the professionalization of teacher education, and develop partnerships between universities and P-12 schools (Goodlad, 1994; Holmes Group, 1986).

In the last decade, the tradition of awareness and agency from within university-based teacher education programs has continued to promote a platform of accountability through self-regulation. Like the university-based teacher education programs agents before them, recent agents and consortiums agree that teacher education reform is necessary; however, they disagree with the method and intentions of external organizations and their strict standardized, value-added approach (Amrein-Beardsley et al., 2013; Valli & Rennert-Aleiv, 2000). Amrein-Beardsley et al. (2013) effectively note where both the *California State University Center for Teacher Quality*, a consortium of 23 university systems, and the *Ohio Teacher Quality Partnership*, a consortium of 50 colleges and universities, each supplements value-added P-12 state test scores with alternative measures of student learning, qualitative surveys, and teacher performance assessments to determine program effectiveness. The university-based teacher education efforts indicate that, while accepting value-added models, their expertise as professionals provides them with a knowledge of a wider range of data inputs that measure teacher effectiveness (Amrein-Beardsley et al., 2013; Valli & Rennert-Aleiv, 2000).

Recent literature on university-based teacher education program organizational efforts indicate the capacity and desire to define and control their structural responsiveness towards addressing teacher effectiveness. The *Teacher Preparation Research and Evaluation Project*, T-PREP, a consortium of deans and teacher educators from Arizona State University, Northern Arizona University, and the University of Arizona, and 30 educational leaders with the state of Arizona, gathered to develop their own set of imperatives necessary for evaluating teacher education programs which included defining effective teacher education and choosing appropriate data collection methods for evaluation (Amrein-Beardsley et al., 2013). Amrein-Beardsley et al. (2013), through the study of its T-PREP consortium, purposefully provides an example of university-based teacher education leaders using active agency to determine the programmatic structure, ideal pre-service teacher candidate, and relationship to external partners needed to frame an effective teacher education program. Such agency, as indicated by the increased efforts at collaboration within and beyond university-based teacher education, indicates the willingness and capacity to meet teacher education reform demands through self-regulation.

Critical Teacher Identity and Disposition

The combined research of Feistritzer (2011), Gay (2010), Hill-Jackson and Lewis (2010), and Ladson-Billings (2005) paint the picture of teacher education as White, middle-class, increasingly female, and Eurocentric in orientation. The Eurocentric ideology, unless acted upon by external factors, becomes the privileged identity, and thereby singular grand narrative, of teacher education which confirms the identity and disposition of its predominantly white pre-service teacher population (Derrida,

1966/2010; Galman, Pica-Smith, & Rosenberger, 2010; Gay, 2010; Lyotard, 1979/2010; Philip & Benin, 2014). As P-12 student demographics are trending increasingly more diverse and minority, as Gay (2010) decisively alerts, the maintenance of white hegemonic privilege in teacher education and pre-service teacher development becomes more detrimental to teacher effectiveness. The production of new knowledge and the integration of targeted structures, may not effectively occur if continually guided by an ideology and disposition that assumes White hegemony as the singular reproductive truth (Gorski et al., 2012; Ladson-Billings, 2005; Philip & Benin, 2014).

Mediating Pre-service Teacher Ideology. Ng (2003) strongly suggests, through research, that deconstructing pre-service teacher predispositions is paramount to any other training offered in the university-based teacher education program. The development of a critical identity and disposition for producing teacher effectiveness, Galman et al. (2010) and Philip and Benin (2014) provide grounded theory and case study research, respectively, that effectively place white racial identity, and its ability to guide interactions, at the intersection of program structure and teaching practice. In mediating the hegemonic ideologies that pre-service teachers bring to the university-based teacher education program, which go unchallenged and confirmed by programs, Czop-Assaf and McMunn-Dooley (2010) and Philip and Benin (2014) resolve that programs intentionally interrogate racism, deconstruct colorblindness rhetoric, and increase contact with diverse populations in equalized environments. Galman et al. (2010) extend this resolution through their recommendation of an anti-racist pedagogy to combat White racial knowledge and its tendency to gloss over talks of race to maintain the comfort of the privileged. Under the guiding principles of post-modern delegitimation

and the research of Czop-Assaf and McMunn-Dooley (2010), Galman et al. (2010) and Philip and Benin (2014), mediating pre-service teacher ideology means the purposeful and intentional deconstruction of singular conceptions of teaching and learning practices, of diverse student populations, and personal and historical thought processes in order to develop and foster a critical identity.

Fostering Critical Identity. Through critical reflection and careful observation of discourse through interaction and practices, Hill-Jackson and Lewis (2010) resolve that pre-service disposition can become more critically informed towards social justice. The work of Cummins and Asempapa (2013) and Villegas (2007) suggest that teacher responsiveness, particularly to diverse populations, can be fostered through structured, experiential opportunities to build upon critical dispositional traits. Villegas (2007) and Hill-Jackson and Lewis (2010) extends this importance in asserting that even pre-service teachers with a desire to work in diverse school situations are less likely translate desire to practice without the provision of structured opportunities to develop critical identity. Opportunities for teacher educators to uncover harmful ideologies and foster critical identities and dispositions that are generally concealed are evidenced in pre-service teacher work products, interactions in community-based organization field experiences, and dialogues about teaching practices (Cummins & Asempapa, 2013; Hill-Jackson & Lewis, 2010; Villegas, 2007). Haberman (2010) boldly adds that in order for pre-service teachers to develop effective dispositions and identities to teach in diverse schools, they must be taught by teacher educators with prerequisite knowledge of the dispositions necessary for success in that school context. Following the reasoning of Haberman (2010), teacher educators themselves must continually foster their own critical identity

through current and ongoing opportunities to refine responsive traits and knowledge that inform teacher effectiveness.

Guiding Question and Producing Teacher Effectiveness

The integrated literature in this section characterizes *producing teacher effectiveness* as the conscious act of positioning teacher educators as knowledge producers in dynamic program structures that provide pre-service teachers with opportunities to develop critical identities. Positioning the university-based teacher educator as a producer of knowledge allows the current and ongoing research of the university-based agent to boldly enter the policy stream with alternatives steeped in practice for contextual learning environments (Goodwin et al. 2014; Wang et al., 2010). The revitalization of the professional development schools (The Holmes Group, 1986) and centers of pedagogy (Goodlad, 1990, 1994), as elements found in effective teacher education programs allows the university-based teacher education program to extend its influence on teacher effectiveness by building a proximal relationship with P-12 schools and other universities (Amrein-Beardsley et al., 2013; Damore et al., 2011; Darling-Hammond, 2006b). As an intersection between knowledge production and programmatic structure, the development of critical identities and dispositions enables teacher educators and pre-service teachers to move from theory to practice in context (Haberman, 2010; Hill-Jackson & Lewis, 2010; Villegas, 2007). Towards the goal of impacting teacher effectiveness, the university-based teacher education program should actively recruit and foster the agency of teacher educators that possess the personal and/or professional contextual knowledge of both the university program and the high-needs, high-minority urban school.

A Case for Methodology

This review of literature suggests, as its primary goals, that the university-based teacher education program: a) work to define teacher effectiveness in P-12 schools with research, b) consider the school's situation, as conditions and means, as contextualizing factors in effectiveness, and c) provide dynamic structures that positions teacher educators as producers of effective knowledge and dispositions. The literature leaves the university-based teacher education program with the challenge of identifying a special kind of teacher educator. That teacher educator, in alignment with the review of literature, must be able to produce and articulate knowledge that is informed by the context of the high-needs, high-minority urban school and the dispositional and pedagogical needs of the pre-service teacher.

CHAPTER 3: METHOD

Introduction

The purpose of this study was to provide a critical post-modern examination of teacher effectiveness based on the lived experiences of teacher educators with significant current and/or historical connections to high-needs, high-minority urban schools. The research questions of this study asked the participants to share their experiences and perspectives on high-needs, high-minority urban schools as a unique environment, and characteristics of effective teachers in the high-needs, high-minority urban context, and the essential characteristics of effective teacher educators in the preparation of pre-service teachers that enter high-needs, high-minority urban schools. The data for this study was obtained through the stories, examples and descriptors provided in interview sessions with the participants. Through the data of this specific group of participants, we are able to reconstruct teacher effectiveness for teachers and teacher educators that service high-needs, high-minority urban schools.

Phenomenology guided the design of this study. From the seminal work of Husserl (1912-1929), phenomenology allows the reader to perceive or see concepts normally though of as conscious entities, such as effectiveness. This methodological

design allowed this study to gather the lived experiences of the participants, analyze significant statements, and explore issues of power, ideology, and positioning (Fairclough, 2015; Husserl, 1912-1929). Interview protocols, informed and refined by pilot studies, elicited the foundational experiences of the individual participant. Participant responses were analyzed and integrated into shared experiences, organized to create essential characteristics to address the research questions, and balanced with research literature in subsequent chapters.

This chapter begins with an overview of phenomenology as a research design. An overview of the population and sample for the study is discussed to provide an accurate description, and rationale for selection, of the participants. A plan for a limited pilot study is detailed in this chapter to give the researcher an opportunity to test the interview protocols for rigor and appropriateness. This chapter concludes with a discussion of the data collection and analysis procedures and protocols, as well as a discussion of rigor of the research instrument.

Design

This study is informed by a phenomenological research design. With philosophical origins that trace to Kant and Hegal, the use of phenomenology suggests that our depth of meaning of high-needs, high-minority urban schools, as an object, is informed through conscious experiences (Creswell, 2013; Dreyfus & Wrathall, 2006; Greonewald, 2004). With seminal contributions from Husserl, van Manen, and Moustakas, phenomenology has developed into a research approach that studies the lived experiences of participants to derive meaning of an object, studied as a phenomena (Creswell, 2013; Husserl, 1912-1929). This study's research design employs

phenomenology to focus on the descriptions of high-needs, high-minority urban schools by the participants, teacher educators with historical and/or current experiences in these schools. The design of this study is guided by the systematic approach detailed by Clark Moustakas' (1994) *Phenomenological Research Methods* (Moerer-Urdahl & Creswell, 2004; Moustakas, 1994).

Phenomenology, informed by the Stevick- Colaizzi-Keen method of analysis, permitted this study to determine the *what* and *how* of participant experiences and derive both an individual and composite experience of effective teacher educators for high-needs, high-minority under schools (Creswell, 2013; Moustakas, 1994). This design not only uncovers the concrete experiences of the phenomena, the *what*, but also the reflective feelings, thoughts and emotions of the experiences, the *how*, that the phenomena supplied (Moustakas, 1994)

Population

Gay, Mills, and Airasian (2012) describe population, specifically target population, as "the group of interest to the researcher" for which results would be generalized (p. 130). This study describes the target population as university-based teacher educators and the National Council for Accreditation of Teacher Education, NCATE, accredited institutions in the United States that have historical and/or current experience in high-needs, high-minority urban schools. The accessible population, according to Gay, Mills, and Airasian (2012), describes the group for which the researcher can gain realistic availability. The accessible population, for which a sample will be drawn, consists of qualifying university-based teacher educators derived from a

network/snowball process. The concept of qualifying is used to mean those university-based teacher educators that meet the criterion of focus for the study.

Sample

In this study, criterion sampling was the first sampling technique for selection of participants. Phenomenology assumes that the participant selected for the study meet at least one key criterion for selection, they must have experienced the phenomenon (Creswell, 2013; Moustakas, 1994). To better identify participants who meet that key criterion, several qualifying criterion were satisfied. The accessible population is identified as current college professors that: a) teach education-related courses at a NCATE accredited university, b) have documented research and publications in urban education, teacher preparation, critical race theory, culturally relevant pedagogy, social justice, or post-modernism, and c) have P-12 classroom experience, or combination of teaching or leadership, or direct professional service, through providing instructional or administrative support, to high-needs, high-minority urban schools for five or more years, respectively. The review of literature, through suggesting the high-needs, high-minority urban school as contextually important to the phenomena of teacher effectiveness and positioning the university-based teacher educator as a producer of knowledge, provides substantial usefulness for the criterion used in this study.

The first criteria was purposefully stated to differentiate this participant from teacher educators from community college or alternative certification program. This criteria was needed to keep the data applicable and consistent with the literature that addresses university-based teacher education programs. The second criteria was designed to provide evidence that the participant has produced scholarship in the primary areas of

interest of this study. This criteria added an additional support for the selection of the participant. Since the literature on teaching in urban schools often notes the importance of disposition and ideology, the scholarly writings of participants offered the opportunity examine the participant through their work. The third criteria was informed by seminal research that asserts that a gap in teacher education is found in the mismatch between teacher educator experiences and the environments for which they are training teachers to enter (Haberman, 2010). Further, this criteria was informed by research that suggests that many ill-prepared teachers leave the profession within five years (Darling-Hammond, 2010; Haberman, 2010; Ingersoll, Merrill, & May, 2014). The third criteria also included direct service, as an option, to permit the instructional or administrative support of teacher educators to qualify as experience in high-needs, high-minority urban schools. This option was supported by literature that suggests that teacher educators possess the personal, contextual, sociological, pedagogical, and social knowledge of the impact of practices on P-12 environments (Goodwin & Kosnik, 2013; Haberman, 1994, 2010).

The qualifying participant must be a university-based teacher educator at an NCATE accredited school. It was expected that the participant is a teacher in a college of education; however, a professor teaching an education-related course, such as *teaching methods*, does meet the criteria for consideration. It is important to note what is meant by the terms *experience* and *direct service* in the context of qualifying criteria. The term *experience* is used in this study to mean that the participant has acted in the capacity of a classroom teacher. Work experience as a school administrator, assistant principal, is included if in combination with actual teaching experience. The goal was to ensure that the participant has had direct contact with students in a classroom and possible ability to

observe other teachers within the classroom. This researcher chose five of experience because, according to research, nearly 50% of teachers leave within five years (Darling-Hammond, 2010; Haberman, 2010; Ingersoll, Merrill, & May, 2014). The term *direct service* is used in this study to mean that the participant has worked in direct partnership with a high-needs, high-minority urban school with the purpose of observing and providing support for school instructional improvement. In that service capacity, the qualifying participant is expected to have had direct interaction with classroom teachers, administration, parents, and/or students. The qualifying participant was expected to have no less than five years of cumulative service in high-needs, high-minority urban schools. The service does not have to be at a particular school, but the schools must all qualify as urban high-needs, as defined in this study. This study uses five years of service as a parameter to ensure that the participant has had a wealth of experiences with which to answer the interview questions. These qualifying criterion was self-reported by each participant.

This study only selected participants from its accessible population. To meet the desired number of participants for the study, network/snowball sampling will be employed as a technique (Creswell, 2013; Glesne, 2011). Those who met the criterion and consent to participation in the study, were selected. Consent to participation in the study, according to the examples suggested by Moustakas (1994), included an acknowledgment of the following: a) availability for an estimated one hour interview, b) audio recording of interview, c) possible follow-up interview for validation purposes, and d) notification of intent to use data for study. At each activity of the study, the participant

was reminded of the purpose of the study, potential benefits of the study, and the confidentiality of the study.

Contextualizing The Urban Setting

The setting for which the participants reflect and share their experiences is the high-needs, high-minority urban schools. The language *high-needs, high-minority* is taken from the U.S Department of Education (2012b) to denote schools that have at least 40 percent or more of its students that are eligible for free or reduced lunch and have at least 50 percent or more of its students that can be classified as a member of a disadvantaged minority group. The high-needs, high-minority phrase is joined with the term *urban* to note a specific type of every urban school. This study does not make the assertion that every urban school is a high-needs, high minority school. The urban setting, as used in this study, is informed by the seminal work of Milner (2012). Milner (2012) frames three contextualized urban settings: a) urban intensive, b) urban emergent, and c) urban characteristic. Where each urban setting is characterized by challenges of housing, poverty, transportation and resource scarcity, the three settings vary in level of population density, with urban intensive settings representing high density metropolitan areas. Participants in this study referred to areas that areas that were primarily urban intensive.

Data Collection and Procedures

The Interview Process

The primary instrument for data collection in this study was the participant interview. The interview process consists of scheduling and conducting the participant interview and possible follow-up interviews. Upon signing the informed consent document, the researcher scheduled the interview with the participant. The interview site,

date and time was reserved for the participant's convenience and at a place where they are comfortable and free to end the interview, in accordance with the informed consent process. Participants were informed that the interview may take at least an hour, will be audio recorded for the purpose of transcription and analysis, and used for published research. This study employs a semi-structured, open-ended interview style for its primary data collection. This style is informed by the establishment of interview protocols based on the research questions of the study and principles of phenomenology (Creswell, 2013; Moerer-Urdahl & Creswell, 2004; Moustakas, 1994). The interview style creates opportunities for phenomenological reduction of personalized reflections on the experiences in high-needs schools. Based on the interview data, the researcher made provisions to do follow-up interviews with select participants where the purpose is to critically examine significant statements with participants and solicit the views of participants on findings within the data (Creswell, 2013).

Interview Protocols

To begin assembling questions for the primary interview, the researcher developed a set of interview protocols. The protocols begin with a *warming-up process* for the participant. Since the goal was to make the participant comfortable enough to talk, the researcher opened up with a general script, based on the researcher bias of the study and the purpose for having the participant, as an agent, in the study. The interview questions were organized based on the research questions of this study. The three research question topics, teacher effectiveness, teacher educator effectiveness, and the high-needs, high-minority urban learning environment, form the main categories of the protocols. Within each main category are three general subcategories that drive the nature

of the interview questions. The three subcategories are: a) *descriptors*, b) *experiences*,

and c) *interrelations*. The interview protocols are shared in Table 1.

Table 1: Interview protocols

Research Question	Sub-Category	Theoretical Framework[a]	Question
Research Question 1	Descriptors	PM	1. In terms of attitudes and ideologies, what descriptors would you use to characterize an effective teacher educator for pre-service teachers who enter urban schools? Can you provide an example or explanation of each?
	Descriptors	PM	2. In terms of knowledge and skills of teaching, what descriptors would you use to characterize an effective teacher educator for pre-service teachers who enter urban schools? Can you provide an example or explanation of each?
	Descriptors	CRT	3. Describe the importance of preparing teachers to identify the role of an oppressive society and its impact on urban schools.
	Experiences	CRT	1. Provide an experience when you witnessed a teacher educator providing a counter-narrative to teacher candidates about urban schools?
	Experiences	CRT	2. Provide an experience where you have witnessed a teacher educator providing a destructive narrative of urban schools?
	Experiences	CRT	3. Tell me a story or scenario where the discussion or practice of effective teacher education and urban schools converge
	Interrelations	PM	1. Do you believe the university-based teacher education program is doing their job in preparing pre-service teachers for urban schools? Why?
	Interrelations	CRT	2. How are accountability policies such as edTPA impacting your ability to teach cultural responsive dispositions to pre-service teachers?
	Interrelations	CRP	3. What challenges do pre-service teacher dispositions/behaviors present to preparing them to be culturally responsive? Provide an example/story.
	Interrelations	PM	4. What challenges does (whiteness) colleague dispositions pose for you? Provide an example/story. What lessons or thinking do you have to un-teach out of pre-service teachers?
	Interrelations	CRP	5. How do you know that you are producing culturally responsive teachers? Describe your personal impact on pre-service teachers.

	Opening	PM	If you could dream up an ideal teacher for your child, what would they look like?
	Opening	PM	What three personal qualities make a teacher effective?
	Descriptors	PM	1. In terms of attitudes and ideologies, what descriptors that you would use to characterize an effective teacher for urban schools? Can you provide an example or explanation of each?
Research Question 2	Experiences	CRP	1. What experience convinces you that a teacher is effective in terms of instructional delivery, interpersonal skills, and classroom management?
	Experiences	CRP	2. Can you provide me with an example, scenario, or story of effective teaching in terms of instructional delivery, interpersonal skills, and classroom management?
	Interrelations	PM	1. How do you think P-12 policies and procedures, such as standardized testing or zero tolerance, have impacted teacher effectiveness?
	Interrelations	CRT	2. What has been your experiences in how policies has either positively or negatively impacted urban schools?
	Interrelations	PM	3. What have been some policies and practices at the school site-level that impact teacher effectiveness?
	Opening	CRT	Based on your experience, what is your portrayal of the urban school?
	Opening	CRT	How would you describe students in the urban environment?
	Descriptors	PM	1. What are some descriptors that come to mind when you think of non-urban schools? What makes the non-urban learning environment unique?
	Descriptors	CRT	2. What are some descriptors that come to mind when you think of urban schools? What makes this learning environment unique?
Research Question 3	Experiences	CRT	1. Share with me a story or example of collaboration between teachers and students urban learning environments.
	Experiences	CRT	2. What firsthand experiences can you say are different between urban and non-urban schools in areas of support, morale, expectations, or climate? For example, teacher-to-teacher, teacher-to-student, teacher-to-administrator, or student-to-administrator?
	Interrelations	PM	1. Gloria Ladson-Billings describes six types of teacher behavior patterns: Conductors, Coaches, Tutors, General contractors, Custodians, and referral agents. Martin Haberman describes: Stars and Failures. Jorgelina Abbate-Vaughn describes three types of teacher ideologies: Quiets, Academics, and Efforts. Who did we miss? Where do you see yourself?

Interrelations	PM	2. Provide an example of the various types of ideologies that you've encountered among students in urban schools?
Interrelations	PM	3. Provide an example of the various types of ideologies that you've encountered among administrators in urban schools?
Interrelations	PM	4. Describe a clash in ideology between teachers and a) students, b) administrators, or c) other teachers within the urban school. What was the clash? What was the outcome? What did it teach you?

Note. ᵃThe acronyms within the theoretical framework column represent the following: PM= Post-Modernism; CRT= Critical Race Theory; CRP= Culturally Relevant Pedagogy.

The *descriptors* category prompts the participant to supply descriptive words or ideas associated with an effective teacher, for example. Followed by open-ended questions, the participant is encouraged to elaborate on the descriptor and provide stories or scenarios to clarify the descriptor. The experiences category contains questions that prompt the participant to recall and share experiences, such as success stories in urban high-needs schools, for example. Questions such as *share with me a story or example of collaboration between teachers and students high-needs learning environment* encourage the participant to recall lived experiences in the urban high-needs school learning environment. The *interrelations* category was used to uncover the participant's experiences and insight on power relations and dispositions in person-to-person, person-to-institution, inter-institutional, and intrapersonal dynamics. Prompts such as *how do you know that you are producing effective teachers* or *describe your impact in relation to the institutional impact of your school* asks the participant to examine and reflect on dynamics that impact teacher educator effectiveness, for example.

Pilot Study

A pilot study was conducted for the purpose of refining and assessing the research design and interview questions. According to Glesne (2011), the pilot study not only

offers the opportunity to learn about the interview questions and research design, it also satisfies "the need to learn how to be present in that [interview] setting" (p. 56). The pilot study participant was selected based on their scholarship and alignment to the research study. The pilot study participant met each of the criterion required for the study and their scholarship places them as ideal for informing the interview protocols. The researcher, in alignment with the suggestion of Glesne (2011), ensured the participant of the intentions of, and their role within, the pilot study. The feedback gleaned from the pilot study participant was used to refine questions to resolve ambiguity in several questions, rank and consolidate questions in order of importance, and provide examples to ensure that the participant understands the intent of the question. The pilot study participant also provided greater insight on aligning each interview question to the theoretical framework. The pilot study also permitted the researcher the experience of conducting the phenomenological interview and the practice of positioning the participant as a *co-researcher* of the phenomenon (Moustakas, 1994).

The Bracketing Interview

According to Moustakas (1994), *Epoche*, the practice of suspending researcher bias, judgment, and opinions from the study, is a core process in the methodology of phenomenology. In this study, the researcher chooses to practice Epoche through the bracketing interview. The researcher, in effort to make their perspectives transparent in the study, has solicited a colleague familiar with the study to administer the participant interview process to the researcher. Rolls and Relf (2006) frames the bracketing interview as a means "to avoid collusion, and to hold tension between the personal material of the researcher and the data" (p. 303).

The Epoche

The use of a theoretical framework in this study was employed to assist me in suspending myself in the research. I reference post-modern thought as an explanation of my assessment of the need to move away from a singular, universal narrative of effectiveness that I see as harmful to teacher preparation and to the high-needs, high-minority urban learning environment. In framing my interview questions, the use of post-modern thought helped me to distance myself from the structural views of effectiveness. Post-modern thought and critical theory helped me to unpack my views of *me versus the system*. My belief is that effectiveness based on the assumption that the conditions of all schools are the same, and that all students should learn in the same way, is inherently hegemonic. I believe that a singular view of effectiveness favors the dominant group for which the effectiveness model was designed. Once that group becomes the standard for evaluating effectiveness, other groups who do not match the standards are viewed as having deficits. My integration of critical race theory not only helped me to avoid deficit-based language in forming writing, it allowed me to be see how singular views of urban schools, based on an effectiveness model that was not made with them in mind, help to exacerbate deficit thinking of students in urban schools.

Of the twenty-two years that I have spent in secondary education, I spent one of those years teaching at a school that was not characterized as a high-needs, high-minority urban school. My classes were predominantly White and Asian and were considered to be the wealthy school within this suburban district. Based upon my end of year test scores, I would be considered a highly effective teacher. However, I felt ineffective and useless to

them. My strategies, classroom teaching style, and management was oftentimes unnecessary and misunderstood. While I had great rapport with my students, I still felt that I did not know them. For me, there was something missing that I could not articulate. My experience there forced me to believe that teaching and learning is synergistic union of teachers and students. I unpack my feelings and experiences within critical race theory under the understanding that the centrality of race left me as the *other* that was playing on their property. I am an urban teacher.

This study allowed me to encounter the things that I could not know. While I have the perspective of a former teacher and school administrator in high-needs, high-minority urban schools, I do not have the insight that can be gained from the being a teacher educator with experiences in high-needs, high-minority urban schools. The participants have a perspective that cannot speak from. I did not seek to prove anything. I could only hope that they would see effectiveness as a contextual. My task was to accept their experiences and descriptors of effectiveness for teacher educators and teachers in high-needs, high-minority urban schools. I am most fortunate that my understandings of effectiveness grew as a result of their voices in this study.

Collection of Data

Informed consent was obtained as research candidates that meet the sample profile. At the time of consent, interview dates were scheduled and the professional survey was emailed to the participant. The audio recorded interviews were styled as conversations between the participants and the researcher. Minimal notes were taken during the process in order to add to the setting of an informal conversation. Interview data for each participant was transcribed into written text for the purpose of analysis.

Data Analysis and Procedures

The process of data analysis was guided by the modified Stevick-Colaizzi-Keen method of analysis of phenomenological data, as described by Moustakas (1994). This process was conducted in four steps: a) transcription, b) horizonalization, c) textural and structural descriptions, and d) composite textural-structural description. In beginning the transcription process, Groenewald (2004) suggests multiple reviews of the audio data in order to become familiar with the responses of each participant. Upon completion of the primary interview, the researcher scheduled one day per interview as a *reviewing day* in which the data was reviewed in its entirety multiple times. Due to the anticipated volume and length of the interviews, transcription services were employed to transcribe the audio recording. The transcribed interview data was then entered into Atlas ti software. This process was repeated for each interview.

Under the modified Stevick-Colaizzi-Keen analytic method, transcribed data was horizonalized, listing non-repetitive significant statements and then clustered into themes, meaning units, within each research question (Creswell, 2013; Moustakas, 1994). The themes, in alignment with thematic analysis, are induced from the data that emerges from the participants experiences (Ezzy, 2002). The themes, aligned to their respective research questions, were then used to develop a textural and structural descriptions of the phenomenon as it relates to the research questions (Moustakas, 1994). This phenomenological reduction process, according to Moustakas (1994), was done for each participant in order to derive the commonality of their experiences and, ultimately, reduced by the development of composite textural-structural description to derive the

shared meaning of teacher educator effectiveness, teacher effectiveness, and the situated experience of the urban high-needs school.

Ethical Considerations

To conduct this study, the researcher completed the proper forms and received the proper permissions from the Institutional Review Board (IRB) to conduct research with human subjects. With IRB approval for the study, obtained informed consent from all participants involved in the study. The informed consent detailed the nature of the study, expectations of the participants, potential benefits of the study, commitment to confidentiality, and plans for reciprocity. Moreover, participants were also assured of their rights to discontinue participation in the study at any time. Prior to signing for consent, participants were informed of the nature and use of audio recording during the interviews. The purpose of the audio-recording was to provide added analysis to the discourse and also to relieve the researcher from the need to take memo notes, enabling a more conversational interview setting. Participants were also assured that, in accordance to the University's Policy Statement #306, all raw data would be locked and secured for five years after publication (University of North Carolina at Charlotte, n.d).

Limitations

There were several limitations recognized in the design of the study. The first limitation was the reliance on self-reporting. The degree and extent of experience and service for participation in the study was primarily dependent upon the self-reporting of the study. The researcher has limited means of verifying the nature or quality of the participant's experience and service. Moreover, the researcher was dependent on the participant positioning themselves as effective in their experience or service. Another

recognized limitation was the reliance on snowball sampling. The researcher entered this study with limited knowledge of qualifying participants for the sample. To adjust to the limitation, the researcher extended the qualifying criteria to include professors not directly in a university-based college of education, but still considered part of teacher education through teaching courses, such as *teaching methods* coursework for specific subjects.

<div align="center">Assumptions</div>

The implementation for this research design was based on several key assumptions. The first assumption was that ideology, as found in the literature review, is important to effectiveness. This study assumes, that through the phenomenological process, participants will be able to articulate the importance of ideology through their lived experiences in urban high-needs schools. The next assumption of the research design was that effectiveness in the situated context of urban high-needs schools can be qualified by the experiences, stories, and examples of the participants. To support this assumption, the researcher also assumed that expertise of participant has been gained through their experience, service and reflection. Finally, this research design assumed that the participant has the ability to connect their experiences and recollections to their present practices. This assumption insists that such lived experiences were significant enough to inform their practices and interrelations with their university and their pre-service teachers.

<div align="center">Summary</div>

This chapter has introduced the guiding methodology for a critical post-modern reconstruction of teacher educator effectiveness in the situated context of urban high-

needs schools. The study has identified its sample population through the use of criterion and snowball sampling. Through phenomenology as a research design the researcher identified data collection and analysis tools to address the research questions of the study. This chapter concludes with an organizational plan for presenting results and a review of ethical procedures for the study. The findings of the study are detailed in the forthcoming chapter.

CHAPTER 4: FINDINGS

Overview of Study

Purpose

This study examined the shared experiences of teacher educators to provide a counter-narrative to the universal idea of teacher effectiveness in high-needs, high-minority urban schools. In alignment with the qualifications of the study, each of the nine participants are current professors in education at NCATE accredited schools, have a proven research record in topics related to urban education, and have had five or more years of teaching experience in high-needs, high-minority urban schools. In alignment with the goal of determining how university-based teacher education programs can impact teacher effectiveness in high-needs, high-minority urban schools, as detailed in Chapter Two, this study utilized the voice of teacher educators, supported by the literature, for the purpose of defining, contextualizing, and producing teacher and teacher educator effectiveness. Through Phenomenology, this study offers a tool for recruiting and developing teacher educators who can prepare effective teachers for high-needs, high-minority urban environments.

Research Questions

This study poses three research questions: a) What are the essential characteristics of an effective teacher educator for high-needs, high-minority urban schools?, b) What is an effective teacher for high-needs, high-minority urban schools as conceived by teacher educators with significant experiences in these schools?, and c) What makes the high-needs, high-minority urban learning environment different from the traditional school environment? Each question was answered texturally, as experienced through significant stories and examples, and structurally, as reflective facts on the experience, in order to derive a textural-structural meaning, as suggested by Moustakas (1994).

Research Question 1, which explores characteristics of effective teacher educators that prepare pre-service teachers for high-needs, high-minority urban schools, was designed to capture the challenges and triumphs of teacher educators in navigating the academy and utilizing their learned experiences to impact the effectiveness of future teachers. Participants shared their characterizations and examples of effectiveness working with pre-service teachers. Additionally, participants also shared stories that captured their unique position in the academy.

Research Question 2, which explores the characteristics of effective teachers in high-needs, high-minority urban schools, is answered through reflection into the responsive qualities that are necessary to be effective in P-12 urban settings. Participants shared reflective descriptions of effective teachers that they have encountered, personal qualities that they had to develop to be impactful, and firsthand knowledge of the teaching experience in high-needs, high-minority urban schools. The questions related to this specific research question prompted stories and examples of matching theory to practice.

Research Question 3, which seeks participant portrayal and assessment of the uniqueness of the high-needs, high-minority urban learning environment, is answered through the asset-based perspectives of the urban learning environment as a unique situation. As each situation, as posited by Parsons (1937/2010) and von Mises (1949/1996), is a composite of conditions, actors, and means, participants were asked to provide their reflections on the condition, people, and actions that make the urban learning environment uniquely different from what is thought of as non-urban.

Organization of Chapter

This chapter is organized by the three research questions expressed in Chapter One which seeks to uncover: a) the effective teacher educator for high-needs, high-minority urban teacher preparation, b) the effective teacher in a high-needs, high-minority urban school and c) the uniqueness of the high-needs, high-minority urban learning environment. The data collected is organized by the descriptors, experiences, and interrelations of each research question and its alignment to Post-Modernism, Critical Race Theory, and Culturally Responsive Pedagogy, as a theoretical framework. The data is analyzed using the Stevick-Colaizzi-Keen method of phenomenological analysis. The use of this method of phenomenological analysis allowed the researcher to review and horizonalize transcribed data, organize data into themes, gather textural-structural meanings, and determine the shared experiences of the participants.

Within each section, organized by research question, this chapter reveals the emerging themes, and significant statements aligned within, that were generated from the data analyzed. The themes that emerged are used to synthesize textural and structural descriptions into a textural-structural meaning that provides the shared experience of the

participants in relation to each research question. This chapter then concludes with the synthesis of each textural-structural meaning that provides a composite textural-structural meaning to provide the composite shared experience of teacher educator effectiveness in impacting teacher effectiveness in high-needs, high-minority urban schools.

<p align="center">Participant Profile</p>

The participants in this study each brought uniqueness and depth to the understanding of teacher educator effectiveness, teacher effectiveness, and the framing of the urban learning environment. The location of their experiences cover major regions of the United States and all levels of P-12 and teacher education instruction. In the spirit of critical race theory, as expressed through Ladson-Billings and Tate (1995), this study extends the concept of *naming* to capture and align the voices of the participants with the scholars that their work, personality, and contribution exemplify. The names of the participants are de-identified and replaced with pseudonyms of leading scholars and voices that are invoked in the mind of the researcher during these impactful conversations. The participants were named after Dr. Asa Hilliard, Dr. Jacqueline Jordan Irvine, Dr. Lisa Delpit, Dr. Joyce King, Dr. Sonia Nieto, Dr. Patricia Larke, Dr. Gloria Ladson-Billings, Dr. Henry Giroux, and Dr. Barbara Sizemore. In many cases, these names resonate as friends, colleagues, and mentors of the participants. For the researcher, these names symbolize an alignment of the participants with the great scholars in education, social justice, and research. As this study positioned the participant interview as conversations, the findings of this study are written through their voice using the first names of their pseudonyms.

The Participants

Asa. A professor of more than 25 years in teacher education at both a historically black college and university and a predominantly white institution in a major metropolitan city in the Southeastern United States. Asa brings a wealth of scholarship and service to this study. Asa has taught 14 years in one of the most renowned urban high schools in the nation. As a former high school math teacher in a major metropolitan city in the Southeastern United States, Asa is filled with significant stories of successes, anti-deficit models, and counter-narratives working with high-needs, high-minority students.

Jacqueline. With five years of elementary teaching experience, Jacqueline has taught high-needs, high-minority urban learners in two major U.S. cities in the Northeast and Mid-Atlantic. Jacqueline is currently a professor of elementary education at a historically black college and university in the Southeastern United States. As a professor ingrained in hip-hop pedagogy, Jacqueline exemplifies a focus on the authentic voice of minority elementary learners.

Lisa. Lisa entered this study with a combined ten years of university teaching experience with a focus on elementary and early childhood education. A current professor in an urban emerging city in the Southeastern United States, Lisa also taught primary grades in high-needs, high-minority schools within the same region. Informed by her wealth of experience in coordinating clinical teaching and field experiences, Lisa brings significant stories involving her work with pre-service teachers to examine their discourses surrounding the urban teaching experience.

Joyce. Joyce has over ten years of classroom teaching experience, with a focus on social studies, in the urban settings of both the Northeastern and the Western United

States. Joyce is currently a professor of social studies education at a university located in a major metropolitan city in the Southeastern United States. The value of Joyce's contribution, as evidenced in her scholarly work and discussion within this study, is evidenced in her passion and commitment to culturally relevant pedagogy and preparing teachers for cultural diversity.

Sonia. Sonia enters into this study with six years of urban school teaching experience in primary grades K-3. Sonia currently is a professor of teacher education with a focus on reading and literacy at a historically black college and university in the Southeastern United States. Sonia brings to this study a firm focus on anti-deficit teaching for students classified as low socioeconomic and multilingual black and brown children in the United States.

Patricia. Patricia, at the time of this study, is a professor of teacher education at a university in the Midwestern region of the United States. Patricia has taught math for twelve years in both middle and high school in major metropolitan cities in the Midwest and Southeast region of the United States. Patricia's P-12 teaching experience is one rooted in variety and diversity of backgrounds. Although teaching primarily in high-needs, high-minority urban schools, Patricia's poise and perspective are also informed by her experiences teaching in a predominately black private school. As evidenced in this study, Patricia adds a unique perspective on the creativity and mission of teaching in urban settings.

Gloria. Gloria entered into teaching through a well-known alternative certification program. Gloria has served urban schools as a teacher, administrator, and teacher coach for twelve years in two cities in the Mid-Atlantic region of the United States. As with her

mentor, Gloria's focus on critical race theory becomes evident in her scholarly work and contribution to this study. Gloria's teacher education experience has allowed her to teach at a historically black college and university and serve as a researcher in urban education at a predominately white institution, both in the Northeast United States. At the time of this study, Gloria is a professor of teacher education at a university in the Mid-Atlantic region of the United States.

Henry. Henry enters this study with five years of P-12 teaching experience in mathematics at an urban high school in a major metropolitan city in the Southeastern United States. Combined with an additional twelve years of experience in mathematics teacher education at a university in the same region, Henry adds an additional focus on the impact of structure and privilege to teacher educator effectiveness, and teacher effectiveness, in high-needs, high-minority urban schools. Henry's post-modern perspective, positioned by a personal acknowledgment of his own privilege, drives the concept of *othering* to the study of effectiveness.

Barbara. Barbara's energy, honesty, and wisdom is informed by more than fourteen years of teaching in high-needs, high-minority urban schools in the Western region of the United States. As a distinguished professor, author, and highly requested speaker on issues of diversity, race, and education, Barbara provides sharp assessments on the realities and hopes of urban schools nationwide. As evidenced in her scholarly work and contribution to this study, Barbara offers poignant examples, stories, and experiences that capture the challenges and triumphs of effectively navigating teacher education and the urban school settings. Barbara, at the time of this study, has served in

teacher education for over seventeen years and is currently an endowed professor at a historically black college and university in the Southeastern region of the United States.

Themes

The analysis of data revealed several themes within each research question posed in the study. The themes range from the *effective qualities* of teacher educators to the *means* of effective teachers within the high-needs, high-minority urban learning environment. Each thematic unit clusters significant meaning units that emerge from significant statements provided by the participants. These meaning units, ranging from *effective dispositions* to *community engagement*, contain the integrated textural stories and structural reflections of the phenomenon of teacher educator, and teacher, effectiveness in the high-needs, high-minority environment.

The Effective Teacher Educator

Research question 1, which asks *What are the essential characteristics of an effective teacher educator for high-needs, high-minority urban schools?*, seeks to collect the descriptions, experiences, and interrelations of teacher educators that prepare teachers to enter into high-needs, high-minority urban schools. Through the voice of the participants, each with knowledge of both the university-based teacher education program and teaching in high-needs, high-minority urban schools, three significant themes emerged: a) *Effective Qualities*, b) *Battling Dispositions*, and c) *Producing Successes*.

Effective Qualities

In examining the first research question, which seeks the essential characteristics of an effective teacher educator in the preparation of pre-service teachers to enter high-

needs, high-minority urban schools, the focus on *effective qualities* continually emerged from the statements of the participants. Participants detailed and described the actions, attitudes, and ideologies that they have acquired or witnessed that can best describe teacher educator effectiveness. Through their discussion, as displayed in Figure 4, three meaning units emerged to support the theme of *effective qualities*: a) *Effective Dispositions*, b) *Focused Wisdom*, and c) *Being Culturally Relevant*.

Figure 4: The effective teacher educator: Effective qualities
Figure 4. A general representation of the connection of themes, meaning units and elements from left to right, respectively.
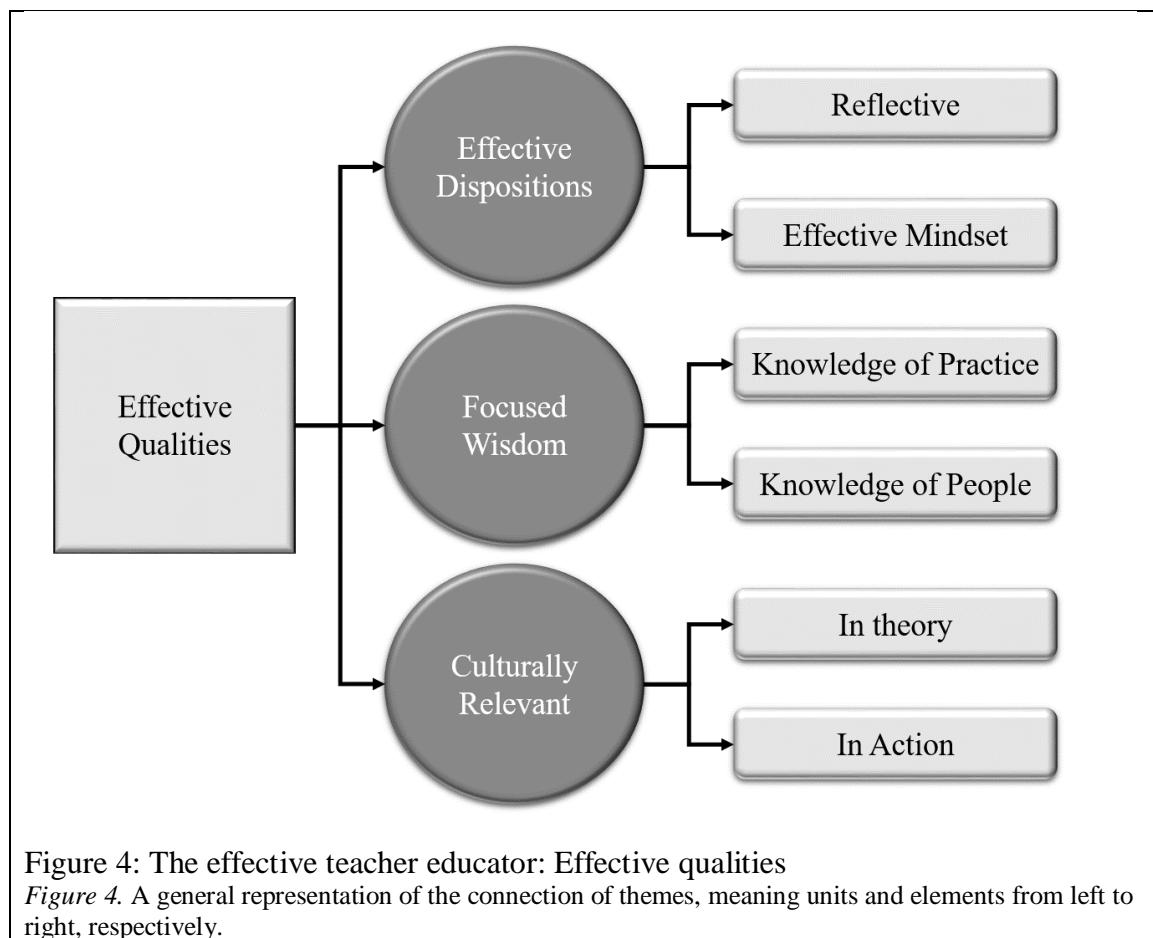
Effective Disposition. When the participants describe the attitudes, ideologies, and practices of effective teacher educators, *effective dispositions* emerged as a meaning

unit supported by two elements: a) *reflection* and b) the *effective mindset*. Participants

report the willingness to be reflective and transparent, in both practices and experiences,

to be key elements in teacher educator effectiveness. When characterizing an effective

teacher educator, Joyce quickly noted "you have to understand the practice, the practice

of teaching. A good teacher educator understands what it means, the practice of teaching

itself." Joyce extends the idea of understanding the teaching practice to become a

reflective practitioner through continually assessing the success of the intended message.

On being reflective of teaching practices, Joyce adds:

> …being very reflective; I think that's very important because a lot of times you
>
> think, "Oh, I got it across. They got the message," but then you have to go back
>
> and reflect on what you have taught and what you have said, and how it relates to
>
> your students and their environments, so the teacher educator has to be reflective,
>
> as well.

Gloria emphasizes the importance of reflection and consideration of the dispositions of

pre-service teachers in a story she tells about a pre-service teacher that answered a

question with their biases rather than an observation of the facts presented before them.

In discussing the school to prison pipeline, Gloria displayed school discipline data from

an urban school district and asked "What is the data telling you?" To that question, a pre-

service teacher replied, "that all the black students have emotional problems." Reflection,

and reflective teacher practices noted from both Joyce and Gloria, requires that the

effective teacher educator constantly considers how their practices interacts with their

students. Reflection, to the effective teacher educator, is not only a process of thinking

back on practices, but also a practice of modeling the effective teaching they desire of their future teachers. To reflect, or mirror, according to Henry, means that:

> You have to reflect the very things that you say, so if I'm a teacher educator and I'm handling them, I'm trying to create them to have these open classrooms, but yet my classroom is very closed and structured? There's a big disconnect there. I have to "reflect." My actions have to reflect the very ways that I'm asking them to think about the world and think about children.

Reflection, as a characteristic of effective teacher educators, is also encouraged and practiced by the students in their classrooms. Participants emphasize the role of creating the classroom as a space where students are able to self-reflect. Sonia captures this experience, as she reflects on her classroom practices:

> I really have to get my students to first self-reflect on themselves and their experiences. They do different projects where they're looking at their discourses and if it was able to transition into mainstream easily or, if it wasn't, then what did they have to do. I really get my student teachers to, first, reflect on themselves.

Sonia recalls a recent story with her classroom where she engaged pre-service teacher discourse surrounding a national news event where a Muslim student was arrested for having a clock in school that assumed to be a bomb. Through engaging conversations and uncovering discourse, Sonia enables self-reflection to determine "how [discourse] looks in current events, and then looking at how it will look into the curriculum."

The quality of reflectiveness is a necessary compliment to the transparency that the participants report is necessary to displaying effective dispositions. Where Jacqueline

states "transparent, is open-minded and is real", Henry also adds that transparency requires the teacher educator be "willing to allow the difference and their uncomfortableness with the difference in the room to be a part of the learning experience for everyone." Through Jacqueline and Henry, transparency is comprised of two concurrent practices: a) *transparency as real*, and b) *transparency as open*.

The notion of *transparency as real* is encapsulated in Barbara's assertion that effective teacher educators themselves are in touch with "the realities of children, particularly of urban schools, high-poverty schools and predominantly black and predominantly Latino schools" and are willing to share these realities. Jacqueline expresses the *transparency as real* practices as "transparent in the sense that [teacher educators] openly share their own experiences. That's crucial because those experiences are not always pretty", yet they are necessary and the effective teacher educator must be "willing to share in the ugly times as well as the good times." Jaqueline recalls a story that sharpened her perspective on the home-school connection. She shares:

> I've had parents who were totally frustrated and just didn't know what to do. I remember having a parent stand outside my door. I was telling her about, that I needed her help with her son. He was going to be struggling in class. She just threw her hands up. She just said, "What do you want me to do?" I remember in that moment thinking, "I want you to fix it." As a teacher educator now, and I learned that from years ago, that I was able to see in that moment that this parent was so frustrated and how important, that moment taught me how important the home-school connection is.

In sharing the realities of teaching in high-needs, high-minority urban schools, it is necessary, as suggested by Asa and Patricia, to deconstruct deficit-based, destructive schemas within the receiver of the *transparency as real* practice. Patricia notes that some pre-service teachers enter with very narrow conceptions of school and diversity which forms how they construct reality. Patricia remarks, of the field experiences provided by her department in which her pre-service students spent time in low-income black communities, that "this kind of thing can be dangerous if you're not careful to help [students] deconstruct what they're seeing and what they're learning, what they're doing." Asa adds the story of conducting a three-year study in which pre-service teachers were participating in open talks about diversity and compiling their thoughts through reflection papers and journals. When reviewing the journals, Asa states that "we found that they retrogressed. With all of that, they retrogressed."

As Jacqueline notes the *transparency as real* practice of effective teacher educators, Henry compliments Jacqueline with the notion of *transparency as open*. Transparency as open, as captured through the statements of participants suggests that the effective teacher educator is one who creates an open and safe space for pre-service teacher growth, self-reflection, and exploration. Lisa describes experiences in guiding students through videos of classroom practices where she would "pause and talk about what just happened here, what did you see?" in order to engage students in real-time reflection and exploration of ideas. Lisa further elaborates on pre and post experience discussions of urban school field experiences. In pre-experience discussions, Lisa recalls, "we would begin by having discussions about what [the experience] would be like." During post-experience discussions, Lisa describes an environment where:

> Allow them to be honest about what they really saw, what may have scared them, what may have surprised them, what shocked them but having open discussions where they were allowed to be honest about how they truly felt and letting them know that it was a safe space to say how you feel.

The effective teacher educator, as described by Lisa would take this opportunity to help pre-service teachers understand "reasons why students may have blurted out or maybe some of the reasons why some teachers were successful in working with urban students when others weren't." Gloria complements this approach with what she frames as narrative feedback. Rather than just giving grades, Gloria provides narrative feedback on student work and then provides space for individual conferences with her students. Such feedback and conferences allow greater opportunities to gauge individual ideas. As Gloria states, "I get to talk to them about 'Hey, you said this, what are the implications of this, what about this, this, this and this?' Then we get to have a conversation about it." Recognizing the importance of the *transparency as open* practice as a reflective quality in cultivating an effective disposition is enhanced by what Henry describes as the experience of being *othered*. The effective teacher educator that prepares pre-service teachers for high-needs, high-minority urban schools, as Henry notes, is one that:

> …has been *othered* sometime in [their] life for just a brief moment. I think that sense of all of a sudden understanding what otherness means and how otherness operates within children…. […develops] the openness then to be able to think of different possibilities.

As implied from participants, the perspective of being *othered*, increases their understanding of, what Barbara asserts as, "the realities of the children who have been historically under-served by schools."

Evident in the voices of the participants, the effective teacher educator has is a continual focus on P-12 learners, particularly high-needs, high-minority urban learners, that their pre-service students will serve. This focus is the *effective mindset*. Barbara styles the effective mindset as the right mindset as it focuses on "not be basing their pedagogy on stereotypes …. […but, being] very familiar with the research and literature on culturally relevant education and on the schooling experiences of students of color." When asked to add descriptors of effective teacher educators for the preparation of pre-service teachers to enter into high-needs, high-minority urban schools, participants construct a mindset characterized by *inspiring*, *commitment*, *experience*, *love*, and *awareness*. Joyce makes it very clear that:

> …you can teach them the pedagogy, you can teach them the content, you can teach them the methods, but you really have to inspire them to be a great teacher or a teacher that is able to go above and beyond just the status quo, so to speak, I think that's what it requires of [an effective] teacher educator.

When participants described commitment, their commitment to their pre-service teachers was rooted in their commitment to P-12 learners and the experiences of urban schools. Asa, speaking on commitment, frames the effective mindset of "understanding, not being naïve about what it means to be in there, understanding what they're up against."

In addition the being committed, the effective mindset is grounded in experiences that can be shared with their pre-service students. Experience, as acknowledged by Lisa,

"is important, working in urban schools yourself so that you're preparing students for exactly what to expect." Patricia adds that "I think an effective teacher educator would be one that has experience in teaching… it helps to have a little bit of a variety of experiences." Patricia further describes a scenario where teaching "in one suburban classroom for 15 years… can be dangerous if we believe that that gives you a broad enough perspective." While experience in the environment would be an assumed quality of teacher education, Barbara quickly notes that a "problem with education, as you well know, is that a lot of the people who are training teachers are not qualified" with respect to preparing teachers for urban schools. Participants suggest that the having the firsthand experience, as captured by the voice of Lisa, provides pre-service teachers "an opportunity again to experience [high-needs, high-minority urban schools] before going in or to prepare them about what would be there."

The effective mindset, as captured by participants, is also characterized by love and awareness. The love of the P-12 urban learner, their uniqueness, and the mission of preparing teachers to love their future students is evident in the voices of the participants. Henry frames love as a quality that enables the teacher educator, and future teacher, to "understand that your way is not the right way…[and your job is to] engage in not trying to 'fix' their way of living or of loving or thinking, but try to help them think smarter, be smarter in their way." Recognizing and preparing pre-service teachers to love the uniqueness of urban learners, according to participants, means also being aware of the multiplicity of perspectives that pre-service teachers bring to the classroom. That awareness, as found in the voice of Lisa, suggests that "an effective teacher educator is aware of the misconceptions that teacher candidates may have about going into urban

schools and is doing the front work to prepare them for what they will encounter." To do the front work, as mentioned by Lisa, means developing a disposition that is informed by reflection and an effective mindset.

Focused Wisdom. As participants discussed both discussed the technical qualities, particularly knowledge and skills of teaching, of being an effective teacher educator, *focused wisdom* emerged as a meaning unit in the study. Focused wisdom, as discovered within the voices of the participants, is supported by two elements: a) *knowledge of practice*, and b) *knowledge of people*.

Knowledge of practice, as voiced by the participants, is active engagement in new research, knowledge and delivery of content, and design of classroom and activities. Participants echoed the importance of understanding their practices and the research that it is built upon. Joyce describes an effective teacher educator as one who is "is very knowledgeable in updates on the latest research and theory involved in the teaching of teachers." Sonia, in addressing knowledge of practice, extends the acquisition of knowledge into practice in suggesting that effective teacher educators continually say, "this is what the research says, let's look and let's practice, let's go to the [pre-service teachers] so they can translate their theories into how it's going to look when they're actually teaching." Where Patricia proclaims that as an effective teacher educator, "you need to know your content well", Gloria firmly states that, for effective teacher educators, "…my expectation is that you would have professional knowledge." Gloria elaborates further that it is reasonable to assume that:

> …math people know math content, know the basics about the math field, know
> how to teach, how to prepare our students to think. Not just to do the math, but to

think like a math teacher, so that they can look for issues and things like that that may come up with the students so they can help them understand the math However, Gloria strongly asserts "I expect people first and foremost to be content rich. [However] if all the teacher educator is…is content rich…that is a severely lacking educator." Henry notes that, with regards to professional knowledge, that the most important characteristic of an effective teacher educator is that the "design [of] her or his classroom environment, her or his syllabus should be reflective of the things that we're wanting [pre-service teachers] to practice." The findings of the participants suggest that that the effective teacher educator has a wisdom informed by practices in research, a thorough command of content, and an intentionality of design and delivery.

In addition to possessing a knowledge of practice, participant voices suggest that the effective teacher educator, who prepare of pre-service teachers to be effective in high-needs, high-minority urban schools, must also possess a strong knowledge of people. The *people*, from the findings of participants, are the learners in the high-needs, high-minority learning environment. The voices of Barbara and Patricia, respectively, suggests that the effective teacher educator is "in touch with the realities of the children" and has "to be someone who believes in ... children." Patricia also suggested the effective teacher educator has a healthy knowledge of people, asserting that an effective teacher educator is not someone who decided to "leave K-12 because the landscape is so bad that…you don't really like kids anymore, or that you can't really tolerate it anymore." Knowledge of people, as expressed in the findings from Henry and Gloria, is "focused on the child" and "values the people in urban environments."

Knowledge of people, according to participants, is enhanced by the effective teacher educators valuing of the experience of the urban environment. Henry's mantra of "relationships, relationships, relationships" aligns with Sonia's assessment that effective teacher educators know the "variables…and the best way to conduct yourself based on your environment." Together, they reinforce Asa and Joyce's respective emphasis that "you have to have the experience" in order to be equipped for "find[ing] a way to connect content" to the lives of children. Therefore, knowledge of practice and knowledge of people provides the teacher educator with a focused wisdom that enhances their effective qualities.

Culturally Relevant. Adding to the construction of the effective teacher educator for the preparation of pre-service teachers who enter high-needs, high-minority urban schools, participants made strong connections between effective qualities and the notion of being *culturally relevant*. Participants provided the unwavering assertion that cultural relevance is only achieved through the integration of two elements: a) *relevance in theory* and b) *relevance in action*. For the participants, the effective teacher educator is synonymous with the culturally relevant teacher educator.

To be effective in developing pre-service teachers for high-needs, high-minority urban schools, participants' voices imply that having a theoretical understanding and foundation in culturally relevant pedagogy is a factor that extends knowledge beyond content. As noted through Gloria, being content rich is only effective if the teacher educator also has "a knowledge of culturally relevant and/or responsive pedagogy." Where Gloria adds that "I expect the [effective teacher educator] to be knowledgeable about people of color", Barbara notes that they "need to be very familiar with the

research and literature on culturally relevant education and on the schooling experiences of students of color." The findings from Joyce extends the voices of Gloria and Barbara, suggesting that "being able to pull from this diversity makes [the effective teacher educator's] teaching so much better and so much more unique." The infusion of a culturally relevant and responsive theoretical foundation distinguishes the effective teacher educator for high-needs, high-minority urban school teacher preparation from other teacher educators. Sonia notes that effective teacher educators impart upon their students an emphasis on "learning how to identify cultural assets" and knowing the "inherent biases" within their content.

For participants, being culturally relevant moves beyond knowing theory and extends into action. Joyce asserts that, in action, the culturally relevant teacher educator positions themselves as an "agent of social justice…always working for positive changes within the field of education itself, improvements in education itself." Joyce extends this assertion, noting:

> I don't think it's enough for me to just teach teachers and work with them, but also, I feel it is important, because I have this position, that I can go out and be a change educator. I can work in the community and I …can help impact even not necessarily the students that I'm teaching, but also the greater community, the parents and teachers within my community at large.

Joyce acknowledges what other participants voice as a call to action to work on behalf of the urban communities that they desire their pre-service teachers to serve. In describing the actions of the culturally relevant teacher educator, Gloria and Patricia note that their actions indicate a stance that is "anti-racist" and "asset-based", respectively. Gloria adds

that the culturally relevant teacher educator is able to "look at the advantages, the benefits, [and] the value that come with urban spaces."

When addressing the high-needs, high-minority urban schools and environments among those who have limited, or deficit-based, experiences, Gloria notes that the culturally relevant teacher educator has "counter-narratives, actually, of the prevailing discourse." Asa recalls the lessons of her mentor in which he would not "allow me or anyone in his presence to think about black kids in a deficit way." Asa, as discovered through our conversation, was filled with counter-narratives that destroy the notion that children in high-needs, high-minority urban schools could not achieve. In our short conversation, Asa tells stories of Nichelle, a former student that came back thank her stating that "You know, I'm at [Prestigious University] and all of that stuff you taught me…we're doing the same thing at [Prestigious University], and I know everything" and of students at her urban school that were engaging technology and robotics competitions at prestigious technology-focused universities. Jacqueline tells stories of students like Corey, her third-grade student whom other teachers wanted to test for special education, who later on went to a prestigious undergraduate and graduate school.

When addressing structures and policies, participants quickly note that culturally relevant teacher educators address the structures that shape people, rather than people. Through the voice of Henry, we find that the culturally relevant teacher educator has "an agenda against structures that create whiteness that constantly create white supremacy…[against] patriarchy that constantly creates privileging of the male figure." Sonia adds that when addressing policies, such as edTPA, the culturally relevant teacher educator inquires "Is there a section in there that has critical thinking? Is there a section

in the lesson plan that has culturally relevant pedagogy?" For the participants, it is not enough to just know culturally relevant and responsive practices, the effective teacher educator exhibits qualities that demonstrate their actions upon their theoretical foundation.

Battling Dispositions

In addition to the theme of *effective qualities*, the awareness of *battling dispositions* emerged as a powerful theme in the practice of becoming and remaining as an effective teacher educator in the preparation of pre-service teachers to enter high-needs, high-minority urban schools. As displayed in Figure 5, the statements and stories of the participants produce two meaning units which suggest a pedagogical battle on dual fronts: a) a structural battle within the institution as represented by *colleague disposition*, and b) a battle within the pre-existing *pre-service teachers dispositions* towards their work and urban schools. As poignantly noted by Asa, "I don't want to say it's a war, but it's almost like going into battle. I guess you know that. You have to be committed, and committed to winning the war."

Figure 5: The effective teacher educator: Battling dispositions

Figure 5. A general representation of the connection of themes, meaning units and elements from left to right, respectively.
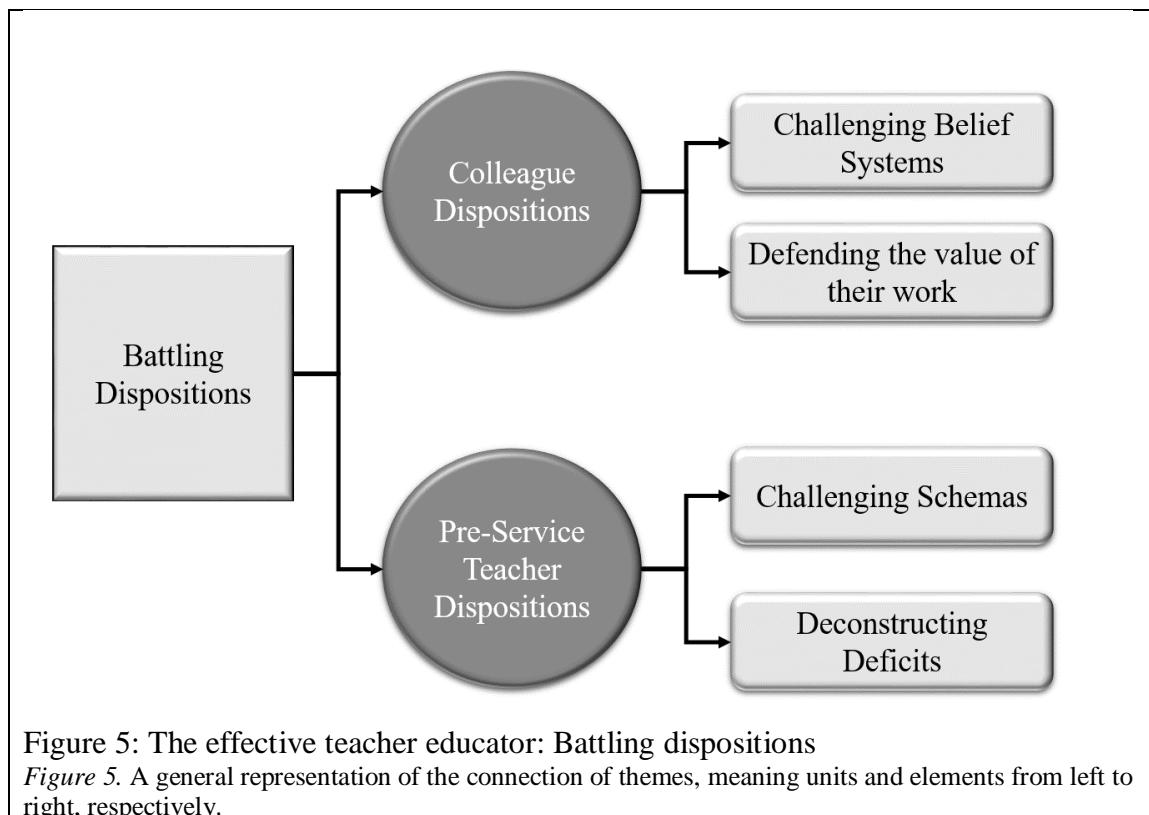
Colleague Dispositions. Participants, in discussing their position within the academy, frequently note the challenge they endure, and strength they must develop, in navigating the dispositions of colleagues, often framed as representative of the institution. In expressing the challenges and strength, participant voices are organized into two integrated elements: a) *challenging structures and beliefs* and b) *defending the value of work.*

In examining the dispositions of colleagues, participants often framed their colleague dispositions as representative of the institution suggesting that their colleagues' practices were more sanctioned by the institution than their own. Through the voices of Barbara, Joyce, and Gloria, the challenges to their practices can be both subtle and overt. Barbara, who holds a high position within the academy, notes that "what I find is people

are not going to say it in [your] presence. They're too fearful to say it because most people want to do the liberal, politically correct stuff." However, Barbara does recall earlier experiences within the academy that convinces her that "in higher-ed concerning white colleagues, no matter how good my work is, no matter if I out-publish, no matter if I out-present my colleagues, many of them still think they're superior to me." Both Jacqueline and Joyce echo the notion that their pedagogical approach and research agenda is often marginalized by their colleagues. Jacqueline, who draws from her hip-hop pedagogical perspective, often encounters colleagues who assume that "that you can do hip-hop in the classroom, that you can do culturally relevant pedagogy, that is something that you can turn on." Joyce notes that her counter-narrative focus on African American teacher and student resiliency is often challenged by her colleagues who interrogate the credibility of her research literature. Concerning the credibility of research, Joyce summarizes encounters with colleagues:

> It's like, "Oh, well, what other studies," and they ask me who am I pulling from to validate my work. If I say somebody like, "Oh, I pulled from Tyrone Johnson."
>
> "Well, why don't you pull from someone like Walter Whitman?"

Perhaps the most challenging story voiced through a participant is that of Gloria's direct challenge of her practices in her review from a tenured faculty member. After a complaint from a pre-service teacher in her evaluation that Gloria was "spend[ing] all [their] time making white teachers feel bad", Gloria recalls:

> The tenured faculty reviewing me told me that they want me to explain why I approach my work from a critical race perspective, and that has been a point of contention. When I read it I thought they wanted me to explain to my students

why I do it, and I was like "I already explain to my students," and so the chair

says "No, I want you to explain to us." I'm like "That doesn't sound like you want

me to explain, that sounds like you want me to defend."

Gloria assesses this experience as "a ridiculous disposition rooted in … privilege as a tenured faculty, but also the ignorance of … whiteness." These challenges to practices, as expressed through participants, indicate how colleague dispositions can easily reflect institutional dispositions. Challenges to pedagogical approach are also captured in the voice of Barbara who notes that "I have gotten push-back where people have actually tried to pressure me to take the multicultural works off of the syllabus and to stop having conversations about race and equity and diversity issues."

Barbara extends the assertion, to which the voice of Henry is aligned, that the whiteness disposition is not tied to exclusively to race. Noting that "about challenges about whiteness, I have found that there's a whole different set of challenges when you're dealing with black folk. Highly educated black folk", Barbara suggests that the harmful disposition of whiteness is an ideology that can find their ways into the thinking ad practices of members of marginalized populations. Henry adds his encounters with very accomplished black professionals that "almost talk like white people about black children." Henry's assessment of these experiences are that:

When I'm working with these professionals, I would say a lot of them are

African-American, black professionals, so what's very interesting, most of them

have done such a nice job of negotiating the hegemony of whiteness within their

undergraduate and graduate programs and even working within large urban school

districts.

Participants see the subtle colleague dispositions that directly challenge post-modern thought and effective teacher education for high-needs, high-minority urban schools. This challenge, according to Jacqueline and Henry is found often in the single narrative of language. Jacqueline notes a stifling finding that:

> It's how folk approach language. I have a lot of colleagues who are still stuck in this mindset that there's a right way to speak and there's a wrong way to speak. I find that that is, that's stifled. I don't think they realize that it's stifled education in P-12 often times, because when you tell a child that they're speaking wrong, that they speak proper English, they're speaking wrong. You're telling them that their culture is wrong, right?

In deconstructing the power dynamics of language use, Henry readily points out that "these are not things that show your genius. These are the things that we value as a culture and give you entrée" into the middle class. This entrée, according to participants, is cloaked in the notion that anything or anyone that does not represent of support grand narratives of whiteness is less valid. When bringing successful African American teachers in to speak to pre-service teachers, Joyce recalls that "things that were said to me was like, 'Why are you having those teachers come in?'" Barbara extends the voice of Joyce to speak to some underlying fears of whiteness. Barbara recalls, in her story of *baggage*, an encounter where:

> An older white woman who had recently retired, she had taught emotionally behaviorally disturbed students in, I think it was Minnesota. I met her on a plane and we had a wonderful talk. She said, "Here's the problem. When white educators see you, they think you have baggage as a black woman and baggage

counts, so they can't get beyond their stereotypes about you to even hear what you have to say," They believe that [white] women [scholars], just because they're white, have less baggage. They don't have an ax to grind and they're more credible.

Henry adds to this sentiment, that:

I get to do a whole lot of things that if I was a black female or black man could not do because all of the sudden you become the angry black male and you'll have some kind of ideology.

Finding strength within these experiences within the academy is captured in the voice of Lisa who posits that "it meant, for me, pulling back and recognizing just as I do with my students, where my colleagues were in their thinking" and that "a lot of them were at very beginning stages when it came to learning about being culturally responsive and even acknowledging that they had white privilege." Participants also found strength in finding mentors and advice, outside of their institution to guide them through these challenges. Gloria, Barbara, and Asa each mention often speaking with their mentors, who are leading scholars in education, for support navigating the structures of the academy. Lisa and Patricia bring strength in noting that not all academies operate and think the same. They each have found institutions that sought out, and are supportive of, their approach and pedagogical perspectives.

Pre-Service Teacher Disposition. While finding the strength to navigate the challenges of colleague dispositions within the academy, participants also note an equal battle found within the dispositions that pre-service teachers bring to the classroom with

regards to urban schools. The challenge of pre-service dispositions, as participants assert, is organized into two elements: a) *challenging schemas* and b) *deconstructing deficits*.

When considering the pre-service teacher experiences that they bring to the classroom, Sonia acknowledges that effective teacher educators understand that "teachers are people so they're going to come into the classroom with their own perceptions, their own experiences, and whether we notice it or not, they're teaching based on what they believe in." Having their own experiences of teaching, life, behavioral expectations, shape what Patricia categorizes as their "schema." Patricia finds that that schemas can be dangerous as they not only frame how people organize information, but they also create a filter that only allow a single narrative to fit. Patricia provides the example that:

> If your schema says that black is bad or black is negative or whatever, and you see something in these environments that…do not match up with what you're doing or with how you grew up, then you kind of try to filter that into your own schema and say, "This is why." It kind of helps to justify some of the negative stereotypes that you've had about this group.

Therefore, the work of effective teacher educator, as Joyce suggests, is to find a way to "change their mindset." Joyce notes that many of her pre-service teachers "are really excited about the content. They love the content. They just feel like all of their students are going to love it just as much as them." While the love of content is a good teaching quality, Joyce finds, in pre-service teacher field experiences, that when they fail to connect the content and make it resonate with children, "they automatically think that they don't care; they don't want to learn." The schema of that style of pre-service teacher is that any student that the only explanation for student non-engagement is apathy. Lisa

recounts a story of how pre-determined resistance, schemas, and assumptions resulted in a parent calling the dean of the college of education:

>…a student one time…had her parents call first the dean and then the chancellor to avoid having to go to the urban school placement, which was a requirement. In their mind they had heard about that school on the news and they did not want their child, did not feel it was a safe school for their child, to go in and be placed in [those schools].

Participant stories and accounts point to the power of schemas and the deficit thinking that derives from them. Lisa recalls a story showcasing how schemas and deficits impact teaching practices:

>…one of the things that I do is to give my students books for their classroom libraries, they're all excited about building classroom libraries. I give them a selection of textbooks and classroom picture books and purposefully including some that aren't culturally responsive or have cultural bias in them. Students will go back and take those books after we've talked about how important it is to make sure you're integrating, you're reading books that show students of color or show diverse families and then they go back to Snow White and the Seven Dwarfs or they go back to these books that have the two-parent families with a white mom, white dad, two kids and a dog because that's what reminds them of themselves.

Therefore, participants each find that the task of the effective teacher educator is to create situations that place pre-service teachers in positions where the teacher educator can help deconstruct the schemas, discourses, and dispositions.

Challenging schemas are not exclusive to the practice of classroom teaching dispositions. Participants find, as Lisa suggests, that many pre-service teachers express a pre-determined "reluctance, resistance, and hesitation" at the thought of urban schools. Lisa, in working with students in their field placement experiences, recalls that "students would say 'I'm glad I got that urban school out of the way, now I can go to a *regular* school' or they didn't see the urban school as being, in their words, normal." Gloria recounts a conversation between two students within her presence:

> They were having a conversation about "I don't want to teach in urban schools." Sometimes I think that they think I can't hear. I hear everything, my hearing is good. I heard her say "I don't want to teach in urban schools," and then the other one says "Don't let Dr. [Gloria] know that."

As pre-service resistance can come in quiet discourses, Barbara recalls a moment when pre-service teacher resistance could not be politely contained:

> So, there's resistance and there's resistance. They all come in with their agenda. Some hide it a little better than others. I had one white student who told me, "All this multicultural stuff is upsetting me, and I don't think you should be doing this." She went off on me. I was so afraid I wasn't going to get tenured, I was going to get a bad evaluation.

Moreover, participants make the equal assertion challenges the legitimacy being instructed by anyone who does not match their schema of credible scholars. Barbara and Asa equally note the observation of pre-service teacher's profile of a legitimate scholar. When engaging in talks of diversity, Asa recalls:

This was the hardest part for me, [is] to try to talk to white [students] about diversity, because they're looking at me differently. They needed a white person who could tell them about what you've [the black teacher educator] seen and have those real honest, open conversations.

Barbara adds, in her experiences, that "the sad thing is that the students are going to be more likely to listen to somebody who is out of touch just because their skin might be white." This notion of racialized schemas, which also permeates pre-service teachers across racial lines, is also noticed among Henry, who adds "Again, it's because I'm white, and I'm now, I even have a beard. I look like the academic when I walk into the room and I have a diverse student body."

Producing Successes

From the experiences of the participants, an awareness of the challenge to *produce successes* is a theme that emerges from the findings. The theme of producing successes is significant in the practices of being an effective teacher educator with a focus on preparing pre-service teachers for high-needs, high-minority urban schools as the pressure to defend the value of their work appears to distinguish their journey from the journey of their colleagues. From this theme, as displayed in Figure 6, two meaning units emerge: a) *Uncertainty*, and b) *Seeing Connections*.

Figure 6: The effective teacher educator: Producing success
Figure 6. A general representation of the connection of themes, meaning units and elements from left to right, respectively.
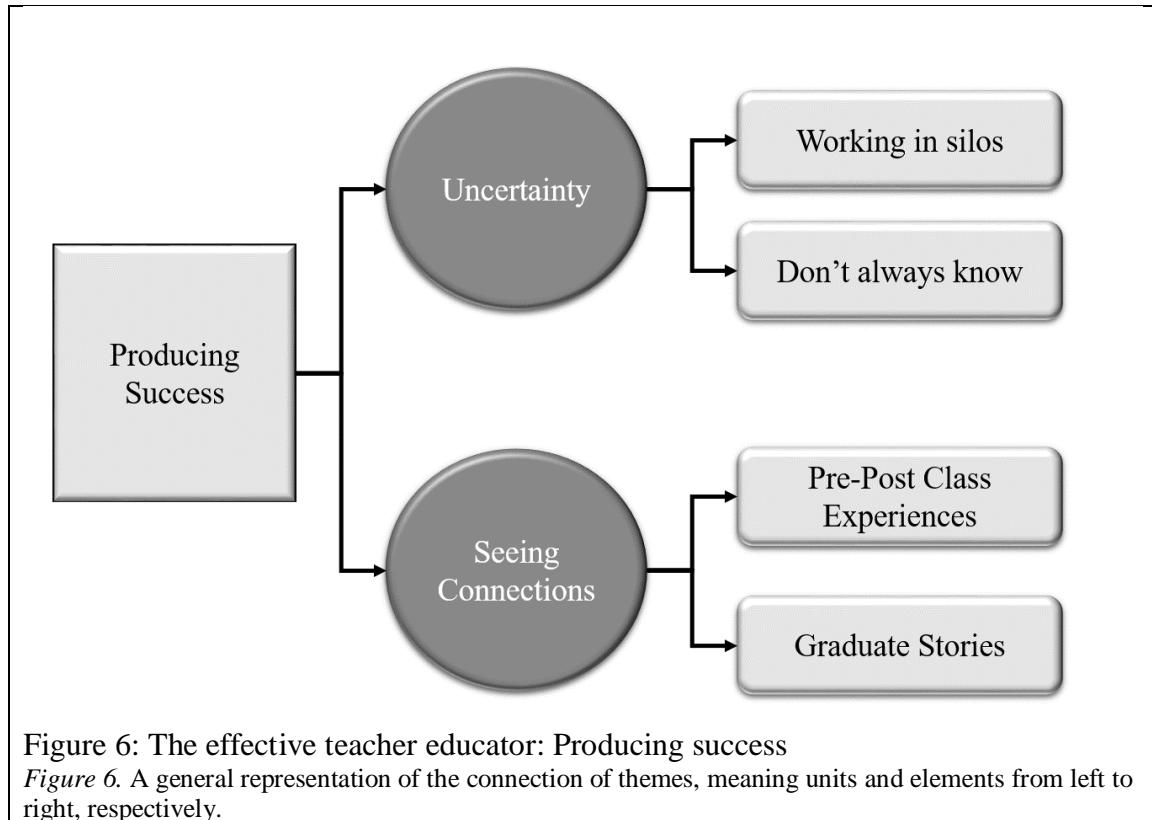
Uncertainty. When considering the production of success, or knowing that their practices guarantee effective teaching in high-needs, high-minority schools, participants note that there still remains uncertainty to the level of impact that their practice, or any practice in teacher education, produces effective culturally responsive teachers.

When asked about the certainty of impact in producing culturally responsive teachers, Asa finds that "we don't always know." As a general practice, Asa notes, "we almost work in silos. We talk to each other and we understand each other's positions, but to actually have witnessed them in that process is a different situation." Therefore, it can be unclear as to whether their practices, or the practices of their colleagues, are producing the successes that are desired. Barbara's assessment of the uncertainty, however, leads to possibilities to discover:

A lot of times you don't know it, unless you're going to do some longitudinal work and follow up with those individuals, observe what they're doing in the classroom and collect data, including from their students

While the challenge of being able to detail, with complete accuracy, the production of success exists for all teacher educators, it appears to drive the participants and, by association, the effective teacher educator to reflect upon the experiences of seeing successes within their students.

Seeing Connections. Despite feelings of uncertainty, participants quickly draw from multiple examples where they have seen the production of successful teachers and the direct impact of their practice on the dispositions and thinking of their students. Asa readily points to one of her former students that was a National Teacher of the Year Presidential Awardee, and she points out countless names of former students that have become recognized as effective teachers. At the time of our conversation, Asa speaks of a recent finding:

…just about a week ago a young man wrote to me. His name is Terrance Bright. I just received an e-mail, he said, "I just wanted to let you know that I am the Teacher of the Year in Atlanta Public Schools," He said, "But I just wanted you to know how much of an impact you made on me."

Asa adds a story of Phillip, a former student that she joined in presenting at a national math conference. Phillip led the presentation while Asa proudly rejoiced in:

…looking at one of my graduates come back and show the power of what he's doing with our kids, with a predominantly white audience, and probably all of them teach black kids…. he got a few people sitting back telling how much they

loved it and how much they liked the way he showed the engagement, and how you could come at it from multiple perspectives for our kids…

Lisa joins Asa in rejoicing in producing successes as she notes "I have had positive experiences where students invite me to the classroom once they become teachers and go in and see some of the things that they're doing and that always makes me really, really excited."

Participants also reflected on moments within the classroom, or field experience, where they were able to see immediate impacts of their instruction. These observations, according to participants, become most evident when witnessing students deconstruct material and observed situations with a critical perspective. Sonia recalls the impact of a digital book study had on her students. She recounts:

I had a research study that was connected to a class that I was teaching. The research study was about digital book clubs and it was focusing on reading culturally relevant texts to a third, fourth, or fifth grader with using iPads and other digital tools…. [One student] noticed that just because we're reading the same book, but based on your experiences, you're going to connect with it differently. I said, number one, that's perfect….Also, it broadens the whole idea about culturally relevant pedagogy. Just because they're both black, it doesn't mean we're both going to connect to the book in the same way. It's based on our experiences and how we're going to connect to the text.

Sonia continues:

Another student said that how she realized that CRP is broader than just race. It's about their interests, it's about their experiences, and it's about them having to be

connected to the text that they're reading and how important it is. It's not that the

student can't read, it's not that the student doesn't want to read, it's just that they

need something that they can connect to. I thought that was very powerful.

Stories of discovery were not exclusive to pre-service teachers of effective teacher

educators. The effective teacher educator also has moments when students allow them to

discover the power of their impact. Patricia details a discovery of the pre and post impact

of her classroom while on a summer group field experience at an urban school. Patricia

describes a summer experience where she accompanied two groups of students, one who

had taken her class the previous semester and another who had never had her as a

professor. When debriefing about their experiences, it was then that Patricia discovered:

The students who had had me before, when we debriefed about the

experiences…All of them were able to quickly say, "This is because of the

inequity here, or the misconceptions, or bias, or racism, or discrimination." All

these things, they were able to quickly say based on what I had taught

them…[The] other group of students, none of them made those types of

connections at all. None of them…

Patricia also found moments of discovery from colleagues who notice the benefit of her

instruction. Recalling an encounter with another professor, Patricia shares:

I have another professor in the department who said that she's talked to her

students. She did a lesson a few weeks ago and she thought that she was going to

have to break certain things down, to help them understand some issues of bias

and racism. She didn't have to say anything. Immediately after she turned off the

video or whatever it was, they were like, "This is because of this." It was all kids

who I had taught before.

What is experienced by the participants are the moments where evidence of success is

very visible because what they are teaching, the perspectives that they are sharing, the

experiences and stories that they are providing are not singular in narrative to what is

thought of as the P-12 teacher experience. Their focus and practice on the variety of

students in urban settings, on critical post-modern conceptions of schools, and on

dispositions and mindsets needed for success, makes their approach unique, new, and

observable.

Shared Experience of Teacher Educator Effectiveness

Dispositions Matter. Research Question 1 seeks to describe, through participant

voice, the essential characteristics of an effective teacher educator that prepares pre-

service teachers for high-needs, high-minority urban schools. Through their reflection

and experiences, the essential characteristics of effective teacher educators are organized

into one shared understanding, *dispositions matter*. Participants note that effective teacher

educators have effective qualities that are rooted in their disposition, wisdom gained from

their unique experiences, and focus on relevancy. Additionally, participants share the

delicate environment that effective teacher educators must find the strength to navigate.

Battling the challenges of legitimacy from students, colleagues, and the academy in

general, effective teacher educators must develop poise under pressure and rely upon

their knowledge, research and outcomes. To remain effective, participant voices suggest

that teacher educators are able to see and experience connections of their work to practice

in a field where outcomes are generally difficult to know or measure. What emerges

constantly throughout participant feedback is the notion that *dispositions matter*. Through

the shared experiences of participants, dispositions impact the quality and focus of

instruction, the ability to survive both subtle and direct challenges to practices, and see

the successes of their work.

While in the university-based teacher education environment, it is the disposition

of the teacher educator that builds effectiveness with the pre-service teacher. In the

development of pre-service teachers to effectively enter high-needs, high-minority urban

schools, the disposition of the teacher educator serves as a model for effectiveness. The

ability of the teacher educator to demonstrate reflective practices, transparency and the

knowledge of people and practices helps to build productive habits of mind before

entering in the P-12 service. Moreover, early exposure to asset-based thinking, culturally

relevant teaching, and counter-narratives, as characteristics of effective teacher educators,

will help pre-service teachers to interrogate their own dispositions towards teaching in

high-needs, high-minority urban schools. Participants note that exposure to effective

teacher educators, those informed by research and personal experience in high-needs,

high-minority urban schools, has yielded observations of success in pre-service teachers

from the university into P-12 practice.

<p align="center">The Effective Teacher</p>

Research question 2, which asks *What is an effective teacher for high-needs, high-minority urban schools as conceived by teacher educators with significant experiences in these schools?*, seeks to collect the descriptions, experiences, and interrelations of present

teacher educators in their reflection on the P-12 teaching experience and their work with

current teachers as they navigate high-needs, high-minority urban schools. Through the

voice of the participants, each with knowledge of teaching dispositions, instructional delivery, and structure of high-needs, high-minority urban schools, three significant themes emerged: a) *Responsiveness*, b) *Impactfulness* and c) *Steadfastness*.

Responsiveness

In examining the second research question, which seeks the essential characteristics of an effective teacher as conceived by teacher educators with significant experience in high-needs, high-minority urban schools, the focus on *responsiveness* continually emerged from the statements and stories of the participants. Participants, through reflective facts and firsthand accounts, detail the attitudes, ideologies, styles, and actions of effective teachers in the high-needs, high-minority urban learning classroom. Through the voices of the participants, as displayed in Figure 7, three distinct meaning units emerged: a) *Learner Responsiveness*, b) *Community Responsiveness*, and c) *Style Responsiveness*.
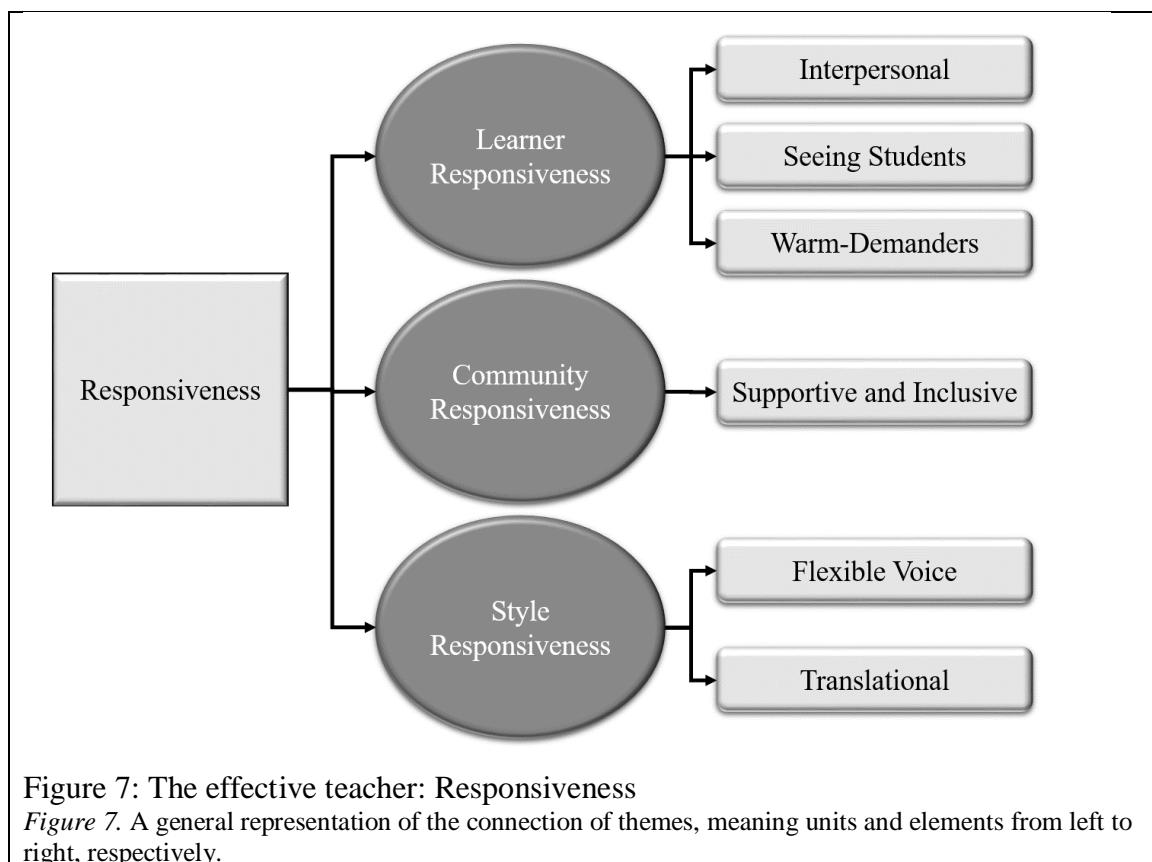
Figure 7: The effective teacher: Responsiveness
Figure 7. A general representation of the connection of themes, meaning units and elements from left to right, respectively.

Learner Responsiveness. The effective teacher for students in high-needs, high-minority urban schools, according to participants, is responsive to the learners in their care. Participants, in their assessments of the learner responsiveness, conceive the effective teacher as one who considers the personal and human needs of the students as equal to the scholastic needs. Learner responsiveness, as conceived by participants, is supported by three elements: a) *interpersonal*, b) *seeing students*, and c) being *warm demanders*.

Participants, when asked questions that describe the effective teacher for high-needs, high-minority urban schools, shared significant interpersonal descriptors of that support the meaning of learner responsiveness. Participants immediately described a

person that was *kind*, *caring*, and *loving* towards children. Joyce posits that the effective teacher has to be "kind and caring…because being kind and caring means that you understand and you accept people for who they are and what they are." The kind and caring descriptor, for participants, directly connects with their description of love. Where Jacqueline notes that the effective teacher is "kind. That person would be loving. Not afraid to give my child a hug, especially if they're having a bad day or just to let them know, 'Hey, it's good to see you.'", Henry suggests that "If you don't love them, you're never able to go into that space." Patricia recounts a moment when she visited an elementary class and observed the interactions within the classroom:

> I was just in a classroom, I think it was last week, where I thought I would love if this person was my child's teacher. I don't really think that very often, but this particular teacher, I just felt like every kid in that class could feel their love for them. The class, it wasn't like she loved them and they just ran around crazy or did whatever they wanted. They were well-behaved.

Patricia's observation also suggests that a loving atmosphere does not sacrifice order and behavior.

In addition to kind, caring, and loving, participants also describe an effective teacher for high-needs, high-minority urban schools as one who is *knowing*. The conception of knowing, as described by participants involves the ability to understand and relate to the individual inner workings of their children. Sonia captures the conception of knowing most effectively through stating that "I want them to know about my child as far as their likes, their dislikes, are they morning person, are they not a morning person, what kind of books do they like to read." Knowing children, as

described by Asa, enables the effective teacher to relate and commit to the development of children's lives. Asa notes that the effective teacher is someone who can "relate to in [children's] lives, someone who has excelled, [and] someone who is committed to them and someone who knows how to move them forward."

Knowing is also introspective. Teachers with differing backgrounds, can also be effective teachers, when there is a willingness to know and relate to students. Henry suggests that "one thing that is paramount is that you have to admit your racial difference." Henry notes a study of successful white teachers of black children in mathematics, where he concludes:

> If you get up there and pretend as though there's no difference between you and your black children, or you and your brown children, or that there's no difference between, you have a very diverse classroom and you have white children, brown children, black children, and you want to pretend so they're all the same and that you're the same and that we can throw race out of the window, you're going to fail.

Asa recalls experiences where "I have met white women who could work with black boys and just shock me how they could handle them and really be compassionate and could move them forward" which suggests that the willingness to know and exhibit compassion combats racial differences.

Knowing is also reciprocal. Through knowing students, and exhibiting the compassion and commitment therein, effective teachers build relationships where the students begin to know that they are loved. Gloria firmly captures this point in stating that an effective teacher is "somebody my child knew every day, was looking for him, wanted

him to be there, [and] loved him." The reciprocal relationship of knowing students is extended by Barbara's conclusion that effective teachers are ones that simply adhere to the "golden rule." Barbara concludes that the "overarching characteristic [of an effective teacher is] to do everything within his or her power to treat my children in the same way that he or she would want his or her own children to be treated."

Closely related to the interpersonal skills of loving, caring, kindness, and knowing, participants conceive the effective teacher educator for high-needs, high-minority urban schools as one who has the ability of *seeing students*. Asa extends the concept of knowing students personally into seeing students as learners. Asa finds that effective teachers know "that our kids are smart and can do." Asa extends this through adding "You've got to know that, not just believe it…then, instilling in them…that you know they have it." Through Asa's voice, it is gathered that beyond belief, there is knowing and that knowing requires seeing. To truly know, the effective teacher sees intelligence within their students. Barbara adds to this understanding that effective teachers "see that child as a human being who deserves the best that you can offer." Barbara tells a personal story of her sixth-grade teacher that saw that she was upset about the health condition of her family member and made provisions for her. Of that teacher, she recounts that she was a teacher "who cared, who saw beyond the stereotype, who had formed a relationship and knew me well enough to know what was going on, not only in my personal life but when I needed to go to the office." From the voices of Asa, Jaqueline, and Gloria, it is evident that effective teachers that plan with their students in mind. Asa captures this level of responsiveness in noting that when she planned lessons and activities, she shares her feelings in that moment, stating:

"Okay, it can be better. It can be better; I can do this better. I can reach this kid; I can reach that kid. I've got to figure it out. I've got to figure it out." I went home at night thinking about those children. I saw their faces; I knew who they were. I knew what they said. I knew what they didn't say

Of the effective teacher in high-needs, high-minority urban schools, Jacqueline suggests that, in seeing students, the effective teacher is "culturally responsive. Who's willing to integrate who my children are and what my children believe into the classroom experience." Gloria shares a personal story of effectiveness that emerged from an experience of planning instruction for students with extreme accommodations and varying levels of ability within an 11th grade classroom. As the instruction lead to very deep connections for students to the topic, Gloria assesses the experience as:

That's when I felt successful, not just when I was managing the class, not even when I had good relationships, but when I had enough time and space to actually think about each of my students as learners, and also think about the task and the skills and what I was trying to help them access the materials

Seeing high-needs, high-minority students as learners and deserving of their best, participants stress that effective teachers hold high standards for students by creating a climate, culture and rapport conducive to learning.

In conceiving the responsive nature of the effective teacher, Gloria describes them as a warm-demander. Gloria, in speaking of the effective teacher for teaching her child, requires that the teacher "loved him, but never let up on him. Always demanded that he learn the material…that he was with it." Participants suggest that the effective teacher, as

a warm-demander, builds a constructive learning environment that combines soft skills and accountability for all students. Lisa notes in her observation of classrooms, that:

> When I walk into a classroom and I see the climate, the culture, the relationship, the rapport that the teacher has built with the students, to me that's always a big indicator about how successful that student is… Are the children accountable? Is it a shared environment?

Jacqueline recalls a classroom visit where the climate reflected the delivery, interpersonal skills, and management of an effective teacher. She the experience as:

> That they had bought into it. They were all engaged. They were all interacting. They were all excited about their one opportunity, the lesson was…it was building on various points of multiple intelligences… Verbal linguistic. It was bodily/kinesthetic. It was interpersonal. It gave them to opportunity to support and applaud one another…. [It] was an excellent lesson because she did so much of those soft skills were being taught as well as just the content, the actual vocabulary lesson was just a small part of the lesson that was being taught.

In conceiving the characteristics of effective teachers for high-needs, high-minority urban schools, learner responsiveness, detailed as interpersonal, seeing students, and being a warm demanders, is a shared meaning unit of among the participants.

Community Responsiveness. The effective teacher for students in high-needs, high-minority urban schools, according to participants, is responsive to the communities that they serve. Participants, in their assessments of the learner responsiveness, conceive the effective teacher as one who considers both parent and community at large as sources of cultural capital. Community responsiveness, as conceived by participants, is supported

by actions that are supportive and inclusive of the community in which high-needs, high-minority urban students live.

For the participants, creating a learning environment that includes the parent as a stakeholder in the instructional development is shared finding of effective teachers. While involving parents as stakeholders is commonly used rhetoric in schools, Jacqueline and Lisa share their depictions on how effective teachers bring rhetoric to practice. Jacqueline, in describing the ideal effective teacher for her child, notes that they would be "supportive, willing to work with me. Open door policy is open to working with inviting families into the classroom and parents into the classroom to help tutor, do all kinds of things." Lisa shares a personal story that symbolizes the effort to include parents as active and engaged in their child's progress. In working with a student that was repeating the 1st grade, Lisa, as the student's new teacher, decided to meet and co-plan with the parent. She recounts the experience:

> One of the things that I did at the beginning of the year with him was there with the parents was to have an interview with them, to sit down with the mom and say tell me about your child. What do you think went well, what didn't go well, what do you do at home that works, [and] what hasn't worked [?] just to get a feel for the parent and the child. Again beginning to build relationships from day one.

Participants expressed that involving parents as stakeholders, increasing community responsiveness sets effective teachers apart in high-needs, high-minority urban schools. Henry notes that:

> I always go back to I've never seen a parent who did not love their child. I have seen many parents that did not know how to advocate for their children within a

schooling structure, and it just makes sense because guess what, if they are a

parent who's living in poverty, more times than not, they did not negotiate the

school thing well either

Effective teachers understand that no matter what level of resistance there is between

home and school, Sonia affirms, "you have to have a connection with the students and the

parents that you're serving… you have to know how to work with your parents" to build

trust with them. Joyce extends this understanding to high actions of effective teachers

with regards to community responsiveness. Joyce recounts two effective teachers, stating

that the "exceptional teachers that I refer to, they're engaged in their community too.

These are people that I've met outside, not only in the school setting but outside, at

various community functions, at various community or educational settings."

Style Responsiveness. The effective teacher for students in high-needs, high-

minority urban schools, according to participants, is also responsive in style and delivery.

Through the voices of participants, the style responsive teacher is effective in that they do

not subscribe to one style of instructional delivery. Rather, participants, in their

assessments of the style responsiveness, conceive the effective teacher as one who crafts

an instructional delivery style that works for their children. Style responsiveness, as

conceived by participants, is supported by two elements: a) *flexibility* and b) *translational*

approach.

In describing the instructional approaches of effective teachers, participants

placed heavy emphasis on the ability to be flexible and adaptive to student needs. Lisa's

description of an effective teacher as "flexible and willing to adapt their instruction" is

complimented by Asa's story of the trapezoid. Asa's story of the trapezoid involves her

deciding to take a different approach to explaining the trapezoid to test their thinking. As students were grappling with the instruction, Charles, her student, volunteered another way to explain the trapezoid. Asa took the Charles' proposal and allowed him to take over the class. As Asa reflects upon the moment:

> I almost went through the floor. [He] came up and gave the most powerful mathematical proof that I've seen from a kid. That was powerful, and when I describe that to people today, they know it's powerful. I said [to myself], "This came from a kid in my classroom, who I had no idea where he was going with it, and he proved, I mean proved mathematically, without having any previous knowledge other than the knowledge we had on triangles, that he could tell you how he could get that trapezoid."

Asa's story of being flexible and sharing the voice within the room is aligned with Henry's assertion of the effective teacher's "willingness to always make yourself the student."

Flexibility in instructional delivery, as described by Patricia, also means that effective teaching is not singular in approach. Patricia points to personal observation two very effective teachers in high-needs, high-minority urban schools with different teaching styles. Patricia notes of the two teachers:

> One is predominantly lecture, pretty strict with his management. This is the one who was closing the achievement gap in the district in his subject area. The other teacher I'm thinking of….she basically treats them like adults. She was very lax about management. She wasn't going to get into any kind of battles with you, and she wasn't going to let the classroom get out of control crazy…

Patricia also adds:

> Both had the respect of every student in the school. They had the respect of their kids. I don't think that anyone had a higher failure rate because of the way they did things. They both came on Saturdays, they both came in on the weekend to help their kids. They both had plenty of kids who would show up to try and handle their business

The flexibility in styles expresses the idea the effective teachers plan and teach with their students in mind. As Henry states, the effective teacher is "focused on the child, where the child is, [and] what she or he is intellectually [to] constantly be strengthening that intellect."

The effective teacher in high-needs, high-minority schools, as conceived by the participants, has a translational approach in delivery bridging the material to what the learner knows and reasons. Jacqueline, in discussing how the "right way to speak" can be insulting and divisive, recalls a moment when she witnessed a colleague teaching standard while also effectively validating her student's colloquial discourse. She recounts that moment:

> She talks about it in a sense of just being multiple languages, speak multiple languages. She said, "What would you say if I walk in a room?" I say, "What's up?" Then, "How do you translate that?" "How are you doing Mrs. Bradley?" She had them translating. She talked about it as if they were going from English to Spanish. She was validating their own language. I thought that was an awesome activity and particularly as far as linguistics were concerned.

Being translational, according to Barbara and Sonia, also suggests that the effective

teachers bridge content into meaningful information that makes learning fun and

interesting. Where Barbara suggests that effective teachers "makes the curriculum

interesting", Sonia extends this notion through her desire that "a teacher that makes

learning fun, and I want a teacher that pushes my student to think critically." The

effective teacher for high-needs, high-minority urban learners also knows that

intelligence is measured in, as Henry states, "a multiplicity of ways." Therefore, effective

teachers find ways to translate material through multiple intelligences and cultural

experiences. As supported by Jacqueline, her ideal effective teacher would be:

> Artsy, my children, my oldest is an actress and my youngest is a pianist and a
>
> dancer. I think having the arts infused into education daily is important. Someone
>
> that infused music, whether it's song or dance or instruments or drama into their
>
> instruction would be essential

The findings derived the voices of the participants each point to the importance of being

responsive to the needs of the learners and communities that they are charged to serve.

Impactfulness

In addition to the theme of *responsiveness*, participants placed significant

emphasis on conceiving the effective teacher as one who seeks to make their practice

impactful. The conception of *impactfulness*, through the voices of the participants, is

characterized by stories and descriptions ranging from extending learning beyond the

classroom to studying of their own teaching practices. For the participants, becoming an

impact seeker and a *reflective planner* emerges as meaning units in the quest to achieve

impactfulness. Figure 8 provides a visual connection of the theme of impactfullness to its meaning units and elements.

Figure 8: The effective teacher: Impactfulness
Figure 8. A general representation of the connection of themes, meaning units and elements from left to right, respectively.
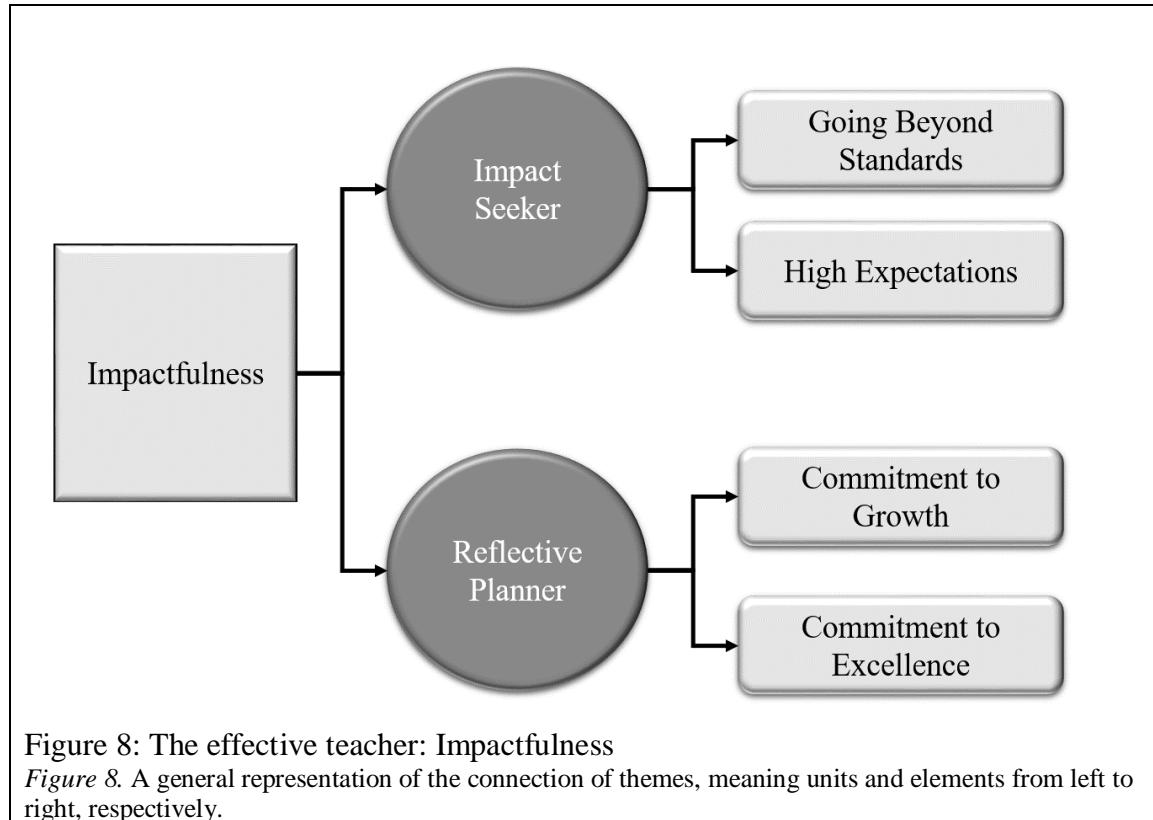
Impact Seeker. The participants frame the effective teacher in high-needs, high-minority urban schools as an impact seeker. Through the voice of Joyce, we find that to be an effective teacher "you have to know [how to] be impactful. You want the impact of positive change. Personally, I want to change the world. I want to be impactful positively, so I think teachers that are exceptional, effective, do that." The desire of effective teachers to be impactful is highlighted in the supporting elements of: a) *going beyond standards* and b) holding *high expectations*.

The effective teacher increases impact, according to Sonia, through going beyond the standards. When asked, from her present perspective, what advice would she give herself as a new teacher, Sonia reflects and posits "I would tell myself that it is okay to go beyond the standard, whatever the standard is at the school. It's okay to push it." Lisa adds to this understanding of going beyond standards in recalling recent observations of effective teacher qualities, where she notes "they all did things both in school, outside of school to build relationships with the students and to show that they care." Where Patricia speaks of two effective teachers, with varying styles, that conducted school sessions on Saturdays, Asa recalls moments with teams of dedicated and committed teachers that:

> We could say, "We need this for our kids. We've got to have this for our kids," and so we did some things, as a team we did things. We did so many of them…. We would have school on Saturday morning to work on deficiencies and deficits, and … we would open up school. We weren't getting paid but we did it, and on Saturday morning from 9 to 12 we had over 70 kids to show up, parents dropping off 70 kids to get help in math. We weren't paid. That's the dedication we gave to our kids.

To going beyond the standard, according to the voices of participants, requires both ability and willingness to become an effective teacher. Ability and willingness are captured in the voice of Sonia who states "that first it's very important to know the concept that you're teaching. Going beyond that, you have to know how to teach it." Jacqueline extends this understanding of impact seeking in her assertion of effective teachers:

> Being willing to inconvenience [themselves] a little bit. That's the big thing in urban ed[ucation]. I found out we have to be willing to inconvenience ourselves because it's an inconvenience for me to do all of this stuff for the students. It's an inconvenience for me. Am I there to be convenient? Is it really about my convenience or is it about the students' success?

Jacqueline's assertion of *being willing to inconvenience ourselves* was introduced to other participants. Lisa describes Jacqueline's assertion as being willing to:

> …take a stand when it's not popular, being willing to put in the extra hours that it takes to find a book about, I don't know, something that your students may be interested in…. it means being willing to step outside of the typical expectations of being a teacher and doing whatever it takes to make sure students are successful

Joyce recalls a story where a student, Travis, confided in her that he had committed an undesirable act that, in combination with his past actions, would have seriously complicated his future. Utilizing her resources and networks, Joyce was able to help Travis navigate his situation and stay on track to complete school and move forward. Joyce reflects on the moment:

> I knew that if I had [not helped], that probably would have been his last chance and he would have ended up at the ranch or in *juvie* [juvenile detention], so I decided to do something different, and so it worked. I don't know what his life is like now, but I know I saw him complete high school and go on to continue his education

Seeking impact, according to the voices of the participants, is also an effective teacher quality driven by their high expectations of themselves and their students. Through the findings of Joyce and Lisa, the effective teacher sets "high expectations for students." Those high expectations, as advanced by Lisa, drives their boldness to act on behalf of their student needs. Lisa tells a story where she confronted the demands of policy and chose to act in the best interests of her students. She reflects on the experience:

> My expectations as a classroom teacher obviously were to meet the needs of all of the students. In order to do that I had to, in my mind, individualize my instruction. I was in a school where, at the time, they were mandating the type of programs that were being used so it was a scripted reading and math program where I was expected to be on page 19 at 9:30 in the morning because that's where my colleague next door was. I flat out refused to do it and this is as a first-year teacher and beginning teacher. I closed my door and did my thing and brought in books and things that I thought were more beneficial to my students. ….I still had positive outcomes at the end.

The willingness to go beyond the standard and hold high expectations, for the participants, reflects the confidence and commitment that effective teachers have to be impactful.

Reflective Planner. Participants note that effective teachers in high-needs, high-minority urban schools are highly engaged in reflective planning. Reflective planning, as derived from the voices of the participants, highlighted by two elements in teaching and serving students: a) *commitment to growth* and b) *commitment to excellence*.

The reflective planning of effective teachers demonstrates their commitment becoming better at reaching their children through their practices. Asa, reflecting on her planning process, recalls that "I had studied [my] teaching. You have to understand, I studied, and I didn't believe I just came in there with these automatic skills." Studying her teaching practices, as Asa phrases it, also involved learning from colleagues and students. In alignment with Henry's notion of being willing to be the student, Asa recounts, "I had to study our kids… I went to [colleague] classrooms because these were solid teachers. I was seeking knowledge. I was seeking how to be better." Gloria recounts that the "times when I felt really effective. They always had to do with planning….when I started planning in such a way that it encouraged my students to be more independent."

Being a reflective planner, according to participants, is also demonstrated through a commitment to excellence in teaching. Participants each express the importance of being knowledgeable of their craft, content, and delivery. As Lisa and Joyce, respectively, posit that, for a child of theirs, she desires "someone who's knowledgeable on their content" and "know their content well", Gloria equally affirms, "I would want a teacher who was thorough, who knew his or her content." Jacqueline extends this affirmation of excellence in teaching to include that an effective teacher's reflective planning is driven by the awareness that they are both "smart and smart enough to know when they don't know."

Steadfastness

Where the themes of *responsiveness* and *impactfulness* characterized the effective teacher in the classroom, participant conversation and stories suggests steadfastness as a theme to characterize personal and interpersonal survival in the high-needs, high-

minority urban learning structural environment. Participants share stories and accounts ranging from adjusting to leadership and policy to avoiding burnout. From their accounts, the theme of *steadfastness* is supported by two meaning units: a) *navigating the Structure*, and b) *finding Balance*. Figure 9 provides a visual connection of the theme of steadfastness to its meaning units and elements.
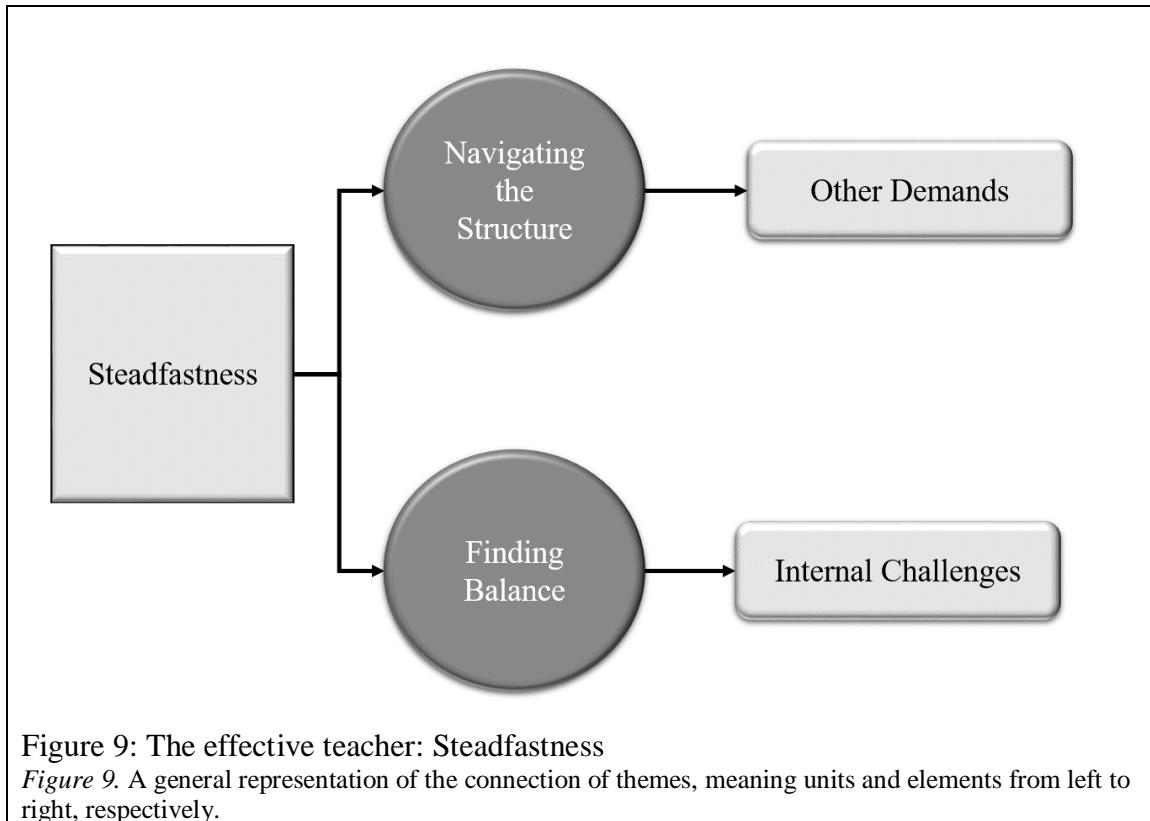
Figure 9: The effective teacher: Steadfastness
Figure 9. A general representation of the connection of themes, meaning units and elements from left to right, respectively.

Navigating the Structure. For effective teachers, participants note the importance of developing the interpersonal skills, confidence, and poise to navigate the policies and people in the high-needs high-minority urban schools. Navigating the structure means that the effective teacher, as suggested by Sonia, knows how to "work with your students,

you have to know how to work with your parents, you have to know how to work with administration." Participants suggest, by virtue of the structural pressures that challenge high-needs, high-minority urban schools, that there are various types of leaders in these schools. Whether there are "administrators who are open and willing to meet their teachers where they are", as noted by Lisa, or, as asserted by Gloria, "administrators [who] run the teachers off by having mindsets that are adversarial", effective teachers learn to navigate through that and persevere for their craft and children.

For effective teachers, navigating the structure also means persevering through site-level and district level policies that impact the teaching process. Where Lisa notes the impact of excessive paperwork and emails rendered upon teachers, Barbara recounts district initiatives that reflect mandated, and often unproven, scripted programs that forced upon teachers. Barbara tells a story of

> …policies, where the district adopts programs, where [it is required,] that everybody has to use the same uniform program, which makes [no] sense. I know, for example, in [one school district], when they adopted [Closed Investigations], it was really disastrous for low-income kids and black kids who hated that boring stuff…. It ended up, over time, becoming a huge scandal that [Closed Investigations] had failed in terms of the [test] scores.

Effective teachers, as implied by Lisa, are able to navigate the structure boldly through their production of results and by strategically knowing how to "take risk and stand up for those children that don't have a voice and to be that voice for those children, even when you may know more than what your administrators know."

Finding Balance. Participants also note that while teaching in high-needs, high-minority urban schools can be challenging, effective teachers are able to find balance and affirmation of their purpose. When asked the provide advice, from their present perspective to their former selves as a new teacher, participants offer significant thoughts that help to maintain effectiveness. Patricia readily advises that, to be an effective teacher, "to enjoy what you're doing, and [students] will enjoy what you're doing." Joyce follows that effective teachers learn to not "take every single thing personally… you should take part of it to heart because you care and you want to do your best", but, as she reminds, they are teenagers. Sonia adds that in becoming an effective teacher, "I would tell myself that it is okay to go beyond the standard, whatever the standard is at the school. It's okay to push it." In recalling the multitude of experiences and the need for flexibility, Henry asserts that to be effective in the high-needs, high-minority environment, it is necessary to "always remain open to different possibilities." Henry's story of discovery with his AP students represent the different possibilities in which to increase your perspective towards student possibility. While discussing the economic impact of federal housing in an AP math class, Henry, as a new teacher, was quickly introduced to the reality that some of his students lived in federal housing. As Henry recalls the experience:

> Eight of them told me otherwise through this conversation. It taught me "why did
> I think that beautiful, bright kids who are all into academics can only come from
> wealth?" It taught me that the problematic nature of my middle class-ness, I knew
> that brightness came from black children as equally as white children. I could not
> think that brightness came equally from children who had been in poverty or

impoverished spaces in their experiences could be brilliant as well. Using that

example for my [pre-service teacher's] sake, [I say] "it's constantly the

assumptions that we bring to our teaching that will always get us in trouble."

For the participants, the effective teacher for high-needs, high-minority urban schools, in

being responsive and impactful to their learners, community, and profession, is also

steadfast in successfully navigating site and district level policies to remain focused on

their mission.

Shared Experience of Teacher Effectiveness

Responsiveness Matters. Research Question 2 seeks to describe, through

participant voice, an effective teacher for high-needs, high-minority urban schools as

conceived by teacher educators with significant experiences in these schools. Through the

stories, accounts, and descriptions of participants, findings indicate that *Responsiveness

Matters*. The effective teacher educator, according to participants, is responsive to their

learners and community and, therefore, adopts a style that works to support student

needs. The responsive quality of effective teachers, as described by participants, is the

product of impact seeking behaviors that result from ability and willingness to plan,

reflect, and move instruction beyond the standards. In the face of policies and

administrations that attempt to script or conform instruction to a single narrative,

participants note that effective teachers learn to strategically navigate their environment

to preserve the integrity of their profession and the learning experiences of their students.

In practicing responsiveness to their learners, their craft and the environment, participants

conclude that effective teachers find steadfastness and personal balance. Within the

voices and conceptions of the participants, as teacher educators with significant

experiences in high-needs, high-minority urban schools, it is reasoned that the shared experience of effective teacher educators supports the assertion that *responsiveness matters*.

<p align="center">The High-needs, High-minority Learning Environment</p>

Research question 3, which asks *What makes the high-needs, high-minority urban learning environment different from the traditional school environment?*, seeks to collect the descriptions, experiences, and interrelations that capture the uniqueness of the situation characterized as the high-needs, high-minority urban schools. Through the voice of the participants, each with comparative perception of the urban and the non-urban learning environment, three significant themes emerged: a) Conditions, b) Actors, and c) Means. The findings of the research closely model the framework of actions systems, as espoused by Parsons (1937/2010) and von Mises (1949/1966). As a guiding thought for research question 3, it should be noted of the inverse relationship between conditions and means of the actors. When conditions are heightened, or increased in difficulty, the means of the actors become limited or decreased in ability. Likewise, when conditions are relaxed, the means for actors become more plentiful and less constrained. In high-needs, high-minority urban learning environments, this relationship directly impacts the level of responsiveness needed to maintain teacher effectiveness.

Conditions

In examining the final research question, which seeks describe what makes the high-needs, high-minority urban learning environment unique from what is thought of as the traditional learning environment, the focus on the *conditions* continually emerged from participant conversation as a theme to interrogate. Participant accounts note

conditions as both human resource needs that make the environment unique and physical

resource allocations that convey varying structural priorities concerning the learning

environment. In comparatively examining the theme of conditions, two meaning units

emerge from participant voices: a) emphasis on *diversity*, and b) stability of *facilities*.

Figure 10 provides a visual connection of the theme of conditions to its meaning units

and elements.

Figure 10: The high-needs high-minority urban environment: Conditions
Figure 10. A general representation of the connection of themes, meaning units and elements from left to right, respectively.
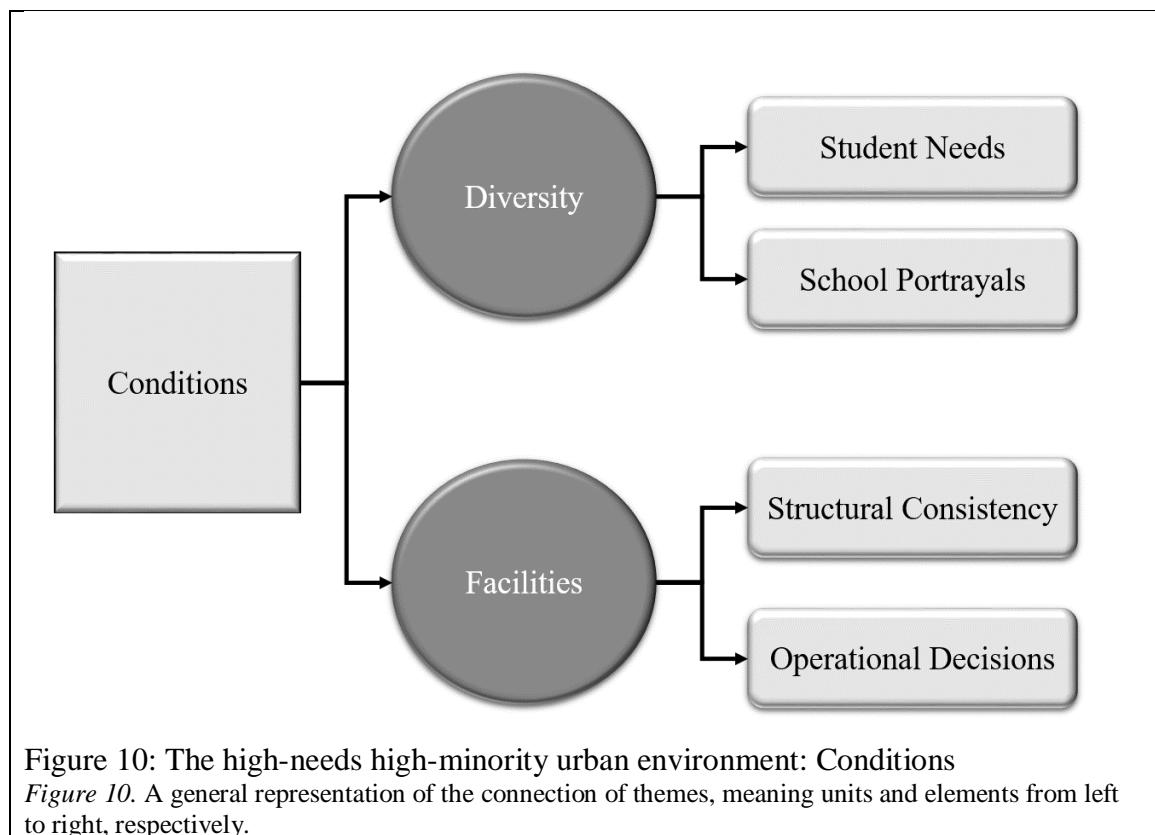
Diversity. Participants note that, in comparison to what is thought of as non-urban

schools, the high-needs, high-minority urban schools are diverse in two elements: a)

student needs and b) school portrayals. Participants drew a quick distinction between

what is commonly connoted as the urban school and their personal portrayal of the urban school. When asked to provide their portrayal, participants, as exemplified by Joyce, inquired further "Based on my experience? How do I see the urban school? What do I see?" Participants distinguish their portrayals as a challenge to the portrayals they hear, often from those who have never been there. Where outsiders portray the high-needs, high-minority urban school as "violen[t], run down, schools where teachers don't care, where students don't care, where parents don't care" and "failing… riddled with ineffective teachers and a lack of supplies and black and brown children from dysfunctional homes", as stated by Lisa and Patricia, respectively, the participants paint a picture of a vibrant, colorful place with a wide range of needs, perspectives, and possibilities.

Participants voiced observations of the wide range of students and student needs in urban schools as compared the idea of non-urban school. Jaqueline, when asked how she would describe the students in urban schools to a person that has never been, she explains:

> …you're going to have a range of students. That's the first thing I'll tell them is that there is no one type…. [Some are] higher up on the socioeconomic spectrum… [There are] two-parent households who don't have the resources. Mommy and daddy are struggling. [You'll have] single-parent households, single mother or single father households. Those students could vary. Those students could be doing well. [Then there may be] single family household where Mom is struggling or Dad is really struggling.

Jacqueline's assessment of the diversity aligns with Sonia's assertion that "I would say varying in academic needs, varying in social needs." In comparison to non-urban schools, Sonia quickly notes that non-urban schools "still have needs but it's drastically different."

Participants also saw the school as an extension of a diverse area. Seeing the school as part of a community with a range of perspectives, Joyce describes her portrayal:

When I think about urban schools and my experience of urban schools, I really think about diversity. I really think about teaching being so much more than just content, right? It becomes more about also relationships. It becomes more about perspectives. It becomes more about understanding others. It becomes more about community.

Sonia, when reflecting on the urban school, posits "When I think about the urban school, I think about a school that is located in a central metropolitan city. One that is very busy and vibrant. I think about basically majority having diverse population racially, linguistically, economically."

Participants also challenge the outside portrayal of high-needs, high-minority urban schools by asserting that, as Barbara does:

…it depends on what urban school you're talking about because research has shown that there are a lot of high-performing, high-minority, high performing schools in this country… and more research needs to be done, even though there is research out there to show what those schools are doing well and why they are working.

Gloria also highlights the lack of equal portrayal of high-needs, high-minority urban schools by noting that in "rural [schools], this can be a mixture of races, but they're poor

whites and poor blacks and poor people of every racial background. We just don't see them all portrayed equally." They skewed portrayals of high-needs, high-minority urban schools, according to participants, poses a challenge for them as teacher educators. Joyce voices her task in challenging the portrayals with her experiences. Joyce notes that "I think about the perspectives that people have about urban schools, and I think about the perspectives that I give my [pre-service teachers]. I try to help [pre-service teachers] challenge the single story or the single perspective."

Facilities. As Gloria notes, that "I…separate the facilities from the [students and dedicated people]", participants voice their observations of the facility comparisons of high-needs, high-minority urban schools are often lacking in comparison to what is thought of as non-urban schools. The facilities, as gathered from participant conversation, can be characterized as the integration of two elements: a) *structural consistency* and b) *operational decisions*.

For participants, the facilities are impacted by structural consistency. Both Lisa and Jacqueline provide insight on a myth on material resource-deprived schools. Lisa in recalling her experience in Title I schools posits:

> …honestly in my experience in working in Title I schools, we actually had more resources because those schools had been given federal resources and also local resources from businesses and from the school district. A lot of times the urban schools had more but that's not the perception that people believe when they go into schools

Jacqueline notes that "When I say resources, I mean human resources and financial resources" to which Joyce adds that the human and financial resources are more of a problem of access to information than capacity. Joyce notes that

> …what I've found to be true is that when I've gone to certain schools and I was like, "You don't have this? Oh, wow, there's a grant you [can] go write. Didn't you know about this grant? You can write this and you can get all of this stuff that they've got up there because they wrote the same grant and got that money." That's what I'm talking about…access to information.

Structural facilities, as Henry points out, is a product of "teacher morale and teacher turnover" and "stable leadership." The lack of stability, as Henry points out means that some schools are constantly starting over which impacts the Joyce and Jacqueline emphasis on human and financial resources.

Participants also note the processes, or operational decisions, as impacting the facilities of high-needs, high-minority urban environment. Gloria and Joyce make the poignant observation that high-needs, high-minority urban schools are more criminalized than what is thought of as the traditional school. Gloria, when thinking of the traditional school, asserts:

> I think of very open spaces, I think of wide hallways with tall ceilings, big windows that aren't frosted and don't have bars on them…. I think that they don't have metal detectors, and I think they're so much less policed. They're just as loud, but nobody's trying to make them walk down the hallway on a line of tape, you know what I mean, with one hand on their lip and the other hand behind their back like they're criminals.

Joyce adds to the observation of criminalization, noting that:

> a lot of times the urban schools have the setting of this idea of criminalization of schools, when we have all these kids wearing uniforms and they all walk quietly down to lunch, and they've got silent lunch, and all this crazy stuff.

For participants, the conditions of high-needs, high-minority urban schools can represent a paradoxical portrayal. Participants, in their portrayal, see a diverse, vibrant place with colorful people, varying perspectives, and possibilities. However, they also see a place where the structural consistency and operational decisions impact the outer perceptions of the high-needs, high-minority urban learning environment. For participants, effectiveness in this environment is captured by Gloria's notion of separating the facilities from the people.

Actors

In addition to the theme of *conditions*, the theme of *actors* emerged within participant conversations about the uniqueness of the high-needs, high-minority urban learning environment. Through stories and reflective statements, participants paint a comparatively colorful picture of contributing actors within urban learning environments. In the focus on the theme of the actors, three meaning units, as distinct *actors*, emerge within the findings: a) *Students*, b) *Leaders*, and c) *Teachers*. A visual representation of the theme of actors and its corresponding meaning units and elements are displayed in Figure 11.

Figure 11: The high-needs high-minority urban environment: Actors
Figure 11. A general representation of the connection of themes, meaning units and elements from left to right, respectively.
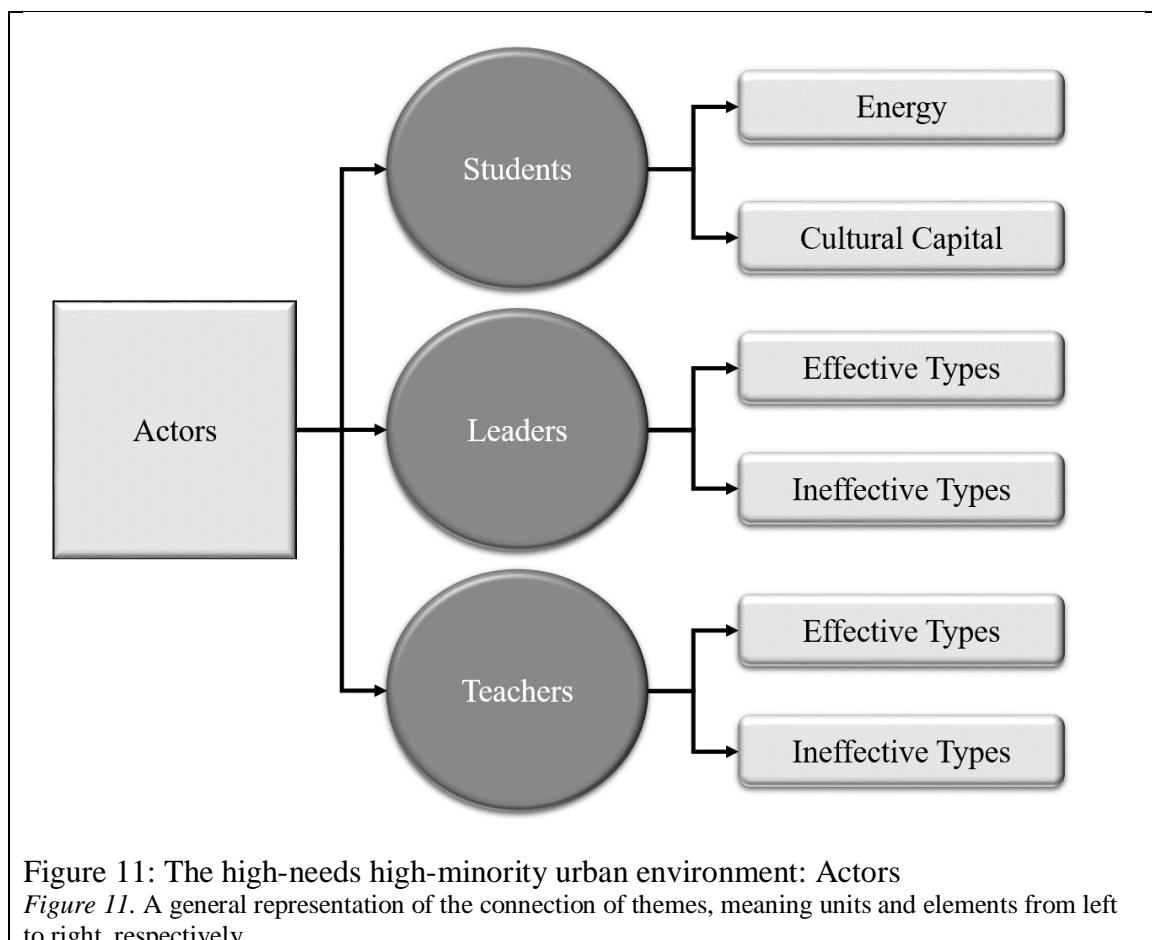
Students. The high-needs, high-minority urban learning environment, for the participants, is made unique by it students. The findings that emerge on *students as actors* are significant as they align with critical race theory's promotion of an asset-based perspective of students. In providing a framing of the students from first-hand knowledge, participants create a counter-narrative that separates the people from the facilities. Findings from participant reflection and stories indicate *energy* and *cultural capital* as elements that best capture students as actors in the high-needs, high-minority urban learning environment.

When asked to provide descriptors that make the high-needs, high-minority urban learning environment unique, Lisa readily asserts that, "The children themselves and you can't forgo the energy and excitement that the kids bring to the table and personality." Gloria affirms the reflections of Lisa, noting that students "in urban schools tend to be very much full of life ….They're already, I think, hyper excited about a lot of things." Gloria and Patricia, respectively, affirm that students are "looking for somebody to give them a reason for that thing to be school and learning" and, that as teachers, "you kind of have to earn the right for your kids to listen to you. You have to work a little harder, and I think it makes you a lot better", which suggests the establishment of a relationship.

Jacqueline and Henry note that it is this energy extends into the cultural capital that creates opportunities to bring forth the intelligence and brilliance of students. In Jacqueline's assessment, we are offered the understanding that "I think that something else people miss is the children, the passion in the [children], the power in those children." Jacqueline extends this, stating that people often miss that "so many of them are so brilliant. They're so smart, [but] because they're intelligence [may not] fit into the box… It's not standard, classical intelligence, then it's overlooked instead of being utilized and translated." Through the voice of Henry, we observe that the job of effective teachers is recognizing and "pulling out the brilliance out of every child because every child has brilliance."

When asked to recall the first student that comes to mind, participants quickly tell stories of students with a wide range of endearing qualities. Where Gloria speaks of William, her self-proclaimed favorite student, whom she described as "tough and sweet", Asa recalls the story of the Charles' and his innovative way of teaching the Trapezoid.

Lisa recounts her experiences assisting a student teacher with Samantha, a "very bright student, that by the way, that didn't reflect in [her] grades because she wasn't always able to put forth that effort" because of frequent outbursts. Through building a rapport with Samantha, Lisa notes that the student teacher was able to substantially improve Samantha's behavior. Barbara reflects on a story of being protected by a student who wasn't in her class, but heard she had been disrespected. Barbara recounts:

> I was walking to the little theater on campus and somebody called my name and I looked up and I saw a gang member. I could tell he had on their uniform. The white T-Shirt, the jeans, shaved head. He's coming toward me. I'm like, "Oh, god, what now?" He said, "Mrs. Sizemore, you don't know me, but my name is such and such, and I heard what happened to you. I heard you want to leave this school and a lot of people are very upset about it." He said, "I'm going to handle it for you."….He said, "I'm going to come check on you every week and you're going to tell me that you had no more threats, no more harassment."

In assessing students as actors, participants note their ability to make the high-needs, high-minority urban learning environment unique and affirming. Their energy and cultural capital, as Henry notes their internal "brilliance", brings what Gloria asserts as "a lot of possibility" to the learning environment, despite the conditions.

Leaders. While their influence on structural and operational elements of the high-needs, high-minority urban school makes school leadership part of the conditions, participants indicate that leaders also serve as actors in its unique school climate. When asked to reflect and describe the various leaders that make the high-needs, high-minority urban learning environment unique, participants began to create typologies of leaders

within two distinct elements: a) *effective types*, and b) *ineffective types*. Lisa and Patricia describe the effectiveness of leaders as their responsiveness to building capacity in others. As Lisa notes, these effective leaders have "this contagious energy about wanting the children to do well. He did it in a way that was the teachers almost felt like if they weren't a part of this they were missing out." Lisa's description of this interrelation between leaders and teachers is supported in Patricia's reflection that effective leaders "made us believe. Once we believed, we saw ourselves doing great things, like great results with … kids."

Effective leader types, as described by participants, were praised for their belief and value of children, their charisma and energy, their investment in their teachers, and their ability to create a turnaround. The *believer leader*, as reflected by Patricia, "communicate this belief and these high expectations…. they just believe in the kids and they believed anything was possible with those kids that we were teaching." As Lisa reflects on the "contagious energy" of the *charismatic leader*, she notes the leader's ability to identify, galvanize, and win key people within the school. Lisa recalls the charismatic leader's technique of:

> …identifying those teachers that other teachers listen to and those were his cheerleaders for lack of better word. He started there and it was this ripple effect from year one to year two to year three and it made such a drastic change.

As charismatic leaders have the ability to win the hearts and minds of their teachers, *capacity leaders*, as suggested by Sonia and Asa, are able to provide an opportunity for growth and development for their teachers. Sonia recalls her capacity leader as being "there for you because you were serving the children" and "would give us really good

workshops, really good professional development based on our needs." Recognizing the needs of teachers, as Sonia recalls, can also mean, as Asa recounts, trusting staff enough to assume a supportive role and allow teachers to be leaders. In detailing how the Saturday School program emerged at her school, Asa reflects:

…we had a principal that was dedicated. I believed in the leadership at that school. The leadership is so very important, and Mr. Dunn, we could talk to him and we could work with him. We could say, "We need this for our kids. We've got to have this for our kids," and so we did some things, as a team…we did things.

The *turnaround leader*, as described by participants, are able to utilize beliefs, charisma, and capacity building to impact schools on a large scale. As Barbara notes that "if you have a leader who is a turnaround leader, then all kinds of wonderful, phenomenal things can be going on", Sonia regards her turnaround leaders noting that "everything they did, it was best for everybody at the school, the children, and the teachers." When reflecting on "truly effective teacher leaders", Joyce captures their actions as "administrators that I see that will come to the local church and talk about something that's happening in their schools."

The high-needs, high-minority urban learning environment can also be uniquely impacted by ineffective leader types. Ineffective leader types were noted by participants for their aggressive and overbearing approach, exclusionary decision-making, and lack of trust within teachers. Gloria notes that "the *Joe Clark image* is alive and well. I also think that that kills people…[it's] too much." Joyce echoes the observation of the Joe Clark image described by Gloria in her account of the Master Chief Sergeant. In Joyce's observation:

> I always refer to this one school, the administrator as the Master Chief Sergeant. He runs his school like it's a military boot camp….The teachers, they've got to fall in line and the students have to fall in line. It's really about discipline and management and following routines, following procedures. Somewhere along there the learning takes place, but I'm not sure how effective the learning is because they're always focused on the discipline and the management….

As Gloria and Joyce capture the Joe Clark image, Lisa and Sonia identify the leader, often found in the high-needs, high-minority urban environment, which makes decisions in near exclusion of those for which the decisions are carried into action. The *Top Down Leader*, as expressed by Sonia, assumes the stance that "this is what you're going to do because this is the way the county says it's going to be." Sonia's assessment suggests that the top-down leader, in a high-needs, high-minority urban environment, makes decisions under the stress of having little control. The top-down leader, in an environment where responsiveness is needed, is ineffective in garnering buy-in from their teachers even when they propose potentially successful ideas. As Lisa accounts her experiences with top-down leaders:

> They actually had good ideas and good things they wanted to bring to the table, but because there was no teacher buy-in the teacher voice was left out of the equation and it was the administrator and their administrative team

In very close comparison to the top-down leaders, are leaders who feel compelled to closely monitor the professionals in their schools. The *Micromanagers*, as identified by Gloria, are those leaders that want to know everything that their teacher are doing. Gloria tells a story of a micromanaging principal that she labels as the *queen of the school*:

One of the principals I'm working with now for my students' field experience in spring has told me she wants ...my students tell me if they've seen or heard crazy things from teachers in classrooms, she wants me to tell her. It's disrespectful to [her] teachers to use my students in that way… I know she's concerned about what's happening in her school, but you can't micromanage it at the same time.

Gloria further notes that, of the queen of the school micromanager types, "weren't yellers, they weren't screamers … You cross them, and it's over." Joyce adds to Gloria's assessment of the micromanager type through adding the *thumb-on-my-teacher* micromanager. The thumb-on-my-teacher micromanager, as Joyce recalls, are the "type of administrators that are so focused on teachers, like, 'what are you doing, what are you doing, how are teaching, what are you teaching?'."

The type of leader, as both condition and actor, impacts the climate of the high-needs, high-minority urban learning environment. The ability of leaders to relax or heighten the conditions of the learning environment alters the means by which teachers can be effective. The willingness of teachers to develop a Saturday school, as described by Asa, or to inconvenience themselves in the belief of the student's ability, as gathered from Jacqueline and Patricia, are all impacted by the conditions enabled by leaders.

Teachers. In the high-needs, high-minority urban learning environment, the teacher also has a dual role as both condition and actor. The mobility, morale, and turnover of teachers, as indicated by the voice of Henry, implies that teacher consistency is a condition that directly impacts the continuity of learning in the high-needs, high-minority urban learning environment. Participants were given a teacher typology prompt, displayed in Table 2, which displayed teacher types from Ladson-Billings (2009),

Haberman (2004), and Abbate-Vaughn (2004). The participants were asked to review the prompt prior to the interview and be prepared to discuss teacher types that were missing from the prompt. In discussing *teachers as actors*, the participants provided a typology of the types of teachers found in high-needs, high-minority urban schools. These typologies of teachers were organized, like leaders, into two distinct elements: a) *effective types* and b) *ineffective types*.

Table 2: Teacher typology prompt

Scholar	Typology	Description
Ladson-Billings[a]	Conductors	• Believes students are capable of excellence • Assumes responsibility for ensuring excellence
	Coaches	• Believes students are capable of excellence • Share responsibility with parents, community, and students
	Tutors	• Believes students can improve • It is students responsibility to improve
	General Contractors	• Believes improvement is possible • Shifts responsibility to other resources
	Custodians	• Does not believe much can be done to help students • Does not seek resources for students
	Referral Agents	• Does not believe much can be done to help students • Shifts responsibility to other personnel (Special Education)
Haberman[b]	Stars	• Believe success is effort, regardless of background • Commitment to eliciting, fostering, and rewarding effort
	Quitters	• Believes that there is a "general intelligence factor" • See removing students as best solution for ideal teaching situation
Abbate-Vaughn[c]	Quiets	• A good classroom is a quiet classroom • Textbook/worksheet used to resolve discipline
	Academics	• Knowing Shakespeare/traditional curriculum is ticket to college

	• Addresses behavior by contrasting it to college-bound behavior
Efforts	• Questioning relevancy of knowledge is acceptable
	• Includes student background and strengths in lesson

Note. The literature to support the typologies are derived from the following sources:
[a]Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.
[b]Haberman, M. (2004). *Star Teachers*. Houston, Texas: The Haberman Foundation
[c]Abbatte-Vaughn, J. (2004). The things the carry: Ideology in an urban teacher professional community. *The Urban Review, 36*(4), 227-249

When reflecting on effective teacher types observed in the high-needs, high-minority urban schools, participants described teachers driven by their belief and knowledge of children and their commitment to excellence and equity, shown in Table 3. Belief and knowledge of children, as voiced by Asa, Jaqueline, and Henry, suggest that effective teachers are invested in the lives of their students and make the extra effort to bridge the classroom to the culture of children. Modeling the effective teacher after her mentor, Asa describes the *Anti-Deficit teacher* as teachers who "always look for the best, the shining examples… put the success stories out there." The belief and continual praise of shining examples, as described by Asa, comes from the ability maintain an affirming view students and their ability. Jacqueline adds to Asa's anti-deficit teacher through proposing the *Cultural Pedagogue*, as a type of effective teacher found in the high-needs, high-minority urban learning environment. The cultural pedagogue, as posited by Jacqueline, is:

> …that teacher who knows who their students, who knows who his or her students are and integrate students' cultural background into the curriculum. I think that's an important type of teacher who's willing to go wherever his or her students are and bring that into the classroom. The cultural pedagogue.

Henry adds to the element of *love* to the effective teacher type in his assertion of the *Love Pedagogy*. The *Loves*, as envisioned by Henry, realize that:

> There should be someplace that, even if it's just for one hour a day, when they come into your classroom, that they know that they are loved and they're loved for who they are, what they are, what they have to contribute

In practice as a teacher educator, Henry further states:

> If you're not capable of loving your children, you need … I tell my students, "If you're not capable of loving your children, you need to get … out of the school building because you're going to do harm to children," and I say it just like that.

Asa's voice aligns with Henry and Jacqueline, respectively, in noting that "it's those teachers, that dedication, that commitment and that belief and expectation in knowing that our kids" bring "brilliance" and "cultural capital" to the classroom.

Joyce, Lisa, and Barbara contribute their voice to describing effective teachers in high-needs, high-minority urban learning environments by their commitment to excellence and equity for their students. Joyce, when examining the prompt in Table 2, detailed an observation of the *Conductor/Coach*, which merges two types of teachers asserted by Ladson-Billings (2009). These conductor/coaches, as observed by Joyce, join personal responsibility for student excellence with parent, community, and student responsibility. The positioning of personal and shared responsibility is also aligned with Lisa's assessment of the *Warm-Demander* as an observable effective teacher type in the high-needs, high-minority urban learning environment. Lisa recalls her personal alignment to the warm-demander as "I have high expectations for my students even now,

but I also spend a lot of time building rapport with my students." Lisa, as a warm-demander, extends this practice to her present role in teacher educations, noting that:

> I'll often even now have students that come by just to talk, sometimes they need to unload…sometimes they want to share things that are going well in the classroom and in their own personal lives. I'm doing the same thing with them so they know that I have high expectations for them but I'm going to come across in a caring way.

Barbara employs the *golden rule* to encompass the descriptions of both Joyce and Lisa into a simple description of effective teaching with a commitment to excellence and equity. The *Golden Rulers*, as voiced through Barbara, are teachers who are 'willing to treat these students and deliver to them what they would want their own loved ones to have." Barbara extends her assertion of the golden ruler teacher:

> Yes, having high expectations is important. Being willing to give extra help. Being fair. Making the curriculum interesting and relevant. Having good, strong classroom management skills. Forming positive relationships. All that's important, but, at the end of the day, do you view and treat my children in the same way that you would want your loved ones treated.

The high-needs, high-minority urban learning environment, through the voice of the participants, is made affirming and unique by the beliefs and commitments of the effective teacher types. These effective teacher types, as actors in the learning environment, help to ease the conditions for their students within the classrooms.

Table 3: Teacher typology findings

Participant	Typology	Description
Asa	Anti-Deficits	• "always look for the best, the shining examples, and so it's not having that deficit thinking"
Jacqueline	Cultural Pedagogues	• "That teacher who knows who their students, who knows who his or her students are and integrate students' cultural background into the curriculum"
Lisa	Warm-Demanders	• "have high expectations for students…but also spend a lot of time building rapport with students"
Joyce	Conductor/Coaches	• Believes in students and merges shared and personal responsibility
Sonia	Overwhelmeds	• "really had great intentions of becoming a teacher… but they're just so overwhelmed that they don't know where to begin"
Patricia	Escapers	• "the teacher who believes that succeed means leaving your community"
Gloria	Saviors	• "think the children have potential, but only if [they] are in the middle of it"
Henry	Loves	• [Classroom] should be someplace that …they know that they are loved and they're loved for who they are, what they are, what they have to contribute"
Barbara	Golden Rulers	• "willing to treat these students and deliver to them what they would want their own loved ones to have"

Note. The descriptions provided in this table are derived from the interview prompt that asks who was missing from the teacher typology prompt provided in Research Question 3, Interrelations, Question 1.

The high-needs, high-minority urban learning environment, through the voice of participants, is made challenging through the ineffective teacher types that increase, or strain, the conditions of the classroom. When reflecting on the ineffective teacher types present in an urban learning environment, participants attribute the observation of ineffectiveness to either: a) the presence of *deficit-based thinking* or b) the *lack of preparation*. Patricia and Gloria each describe the ineffective teacher type that advances

deficit-based thinking in seemingly sincere ways. Through the voice of Patricia, we find the *Escaper* teacher. The escaper teacher, as framed by Patricia, is "the teacher who believes that succeed means leaving your community." As a teacher educator, Patricia uses her observation to inform her pre-service teachers. Patricia shares:

> I think it's especially important in urban schools because too often we present education as a way for you to get out. What I try to communicate to my future teachers is that if you force your students to make that choice between their people and this college that they know nothing about, they will choose their people. You have to find a way to help kids see college as a way to help their people, support their people. Not something to escape from [their people].

The assessment of the escaper teacher, by Patricia, is aligned with Gloria's assessment of the *Savior* teacher, as an ineffective teacher type in high-needs, high-minority urban learning environment. The savior teacher, through the voice of Gloria, advances a deficit-based model that is "adversarial, antagonistic to the child's environment." Gloria assesses savior's mindset as "a weird thing where they tend to think the students are capable, but only under a specific set of conditions… children have potential, but only if you are in the middle of it." Each of these ineffective typologies represents harm because they may often seem sincere, but as Gloria concludes, they are often "an improper understanding of [their] role in this child's life."

Sonia adds to the typology of ineffective teacher types in her assessment of the *Overwhelmed* teacher. The overwhelmed teacher, as Sonia reflects, is:

> …the teacher who really had great intentions of becoming a teacher, really wanted to have a community of learners and be involved in the educational

process and have the lessons centered on the student, but they're just so
overwhelmed that they don't know where to begin, they don't know where to start,
and they don't know who to trust either.

Sonia recalls a story of becoming a mentor to a first-year teacher that found her after a
professional development. Sonia recalls:

When I met her, it was literally two or three months into the school year, and
everybody left the workshop and she's still in the auditorium. She was literally
crying about the things that she had experienced within the first three months of
school.

Sonia explains how she helped the overwhelmed teacher to find balance in both
professional and personal life. Sonia aligns that experience with her practice in teacher
education to ensure that her pre-service teachers are properly prepared and realistic about
their future experiences. Sonia notes:

When I teach my students, I always tell them how it was when I was teaching,
[and] these are the stories that I'm still hearing. I don't want them to ever feel like
they didn't know, like I didn't know that this was how it was going to be. It's one
thing to hear it and it's another thing to experience it…I hope when they
experience it that they know, that they're not totally taken by surprise.

Just as leaders, the type of teacher, as both condition and actor, impacts the climate of the
high-needs, high-minority urban learning environment. The ability of teachers to be
effective, as voiced by participants, is attributed to their responsive approach to the
students they serve. Where teachers are responsive and exhibit the effective typologies
observed by participants, the conditions of the high-needs, high-minority urban learning

environment are eased and increase the means of students as actors. Likewise, where teachers are deficit-based, and exhibit the ineffective typologies observed by participants, the conditions of the high-needs, high-minority urban learning environment become restrictive to the means of students as actors.

Means

Where the themes of *conditions* and *actors* detail the comparative resources and people that make the high-needs, high-minority urban learning environment unique, participant accounts of the thoughts, actions, and resourcefulness of effective teachers within the urban learning environment supports the theme of *means* within this study. While contrasting the urban and conceptually non-urban learning environment, participant stories and descriptions create two distinct types of teachers: a) the urban teacher, and b) the non-urban teacher. The notion of the *urban* and *non-urban teacher* is not exclusively tied to the environment. There are non-urban teachers in urban learning environments. From the stories and experiences of the participants, *non-urban teachers*, when in high-needs, high-minority urban learning environments, become synonymous with *ineffective* teachers. Likewise, urban teachers in the high-needs, high-minority urban learning environment become synonymous with *effective* teachers. From the theme of *means*, as found within the voices of the participants, two meaning units emerge: a) *Creativity*, and b) *Community Engagement*. The connection of the theme of means to its meaning units and elements are displayed in Figure 12.

Figure 12: The high-needs high-minority urban environment: Means
Figure 12. A general representation of the connection of themes, meaning units and elements from left to right, respectively.
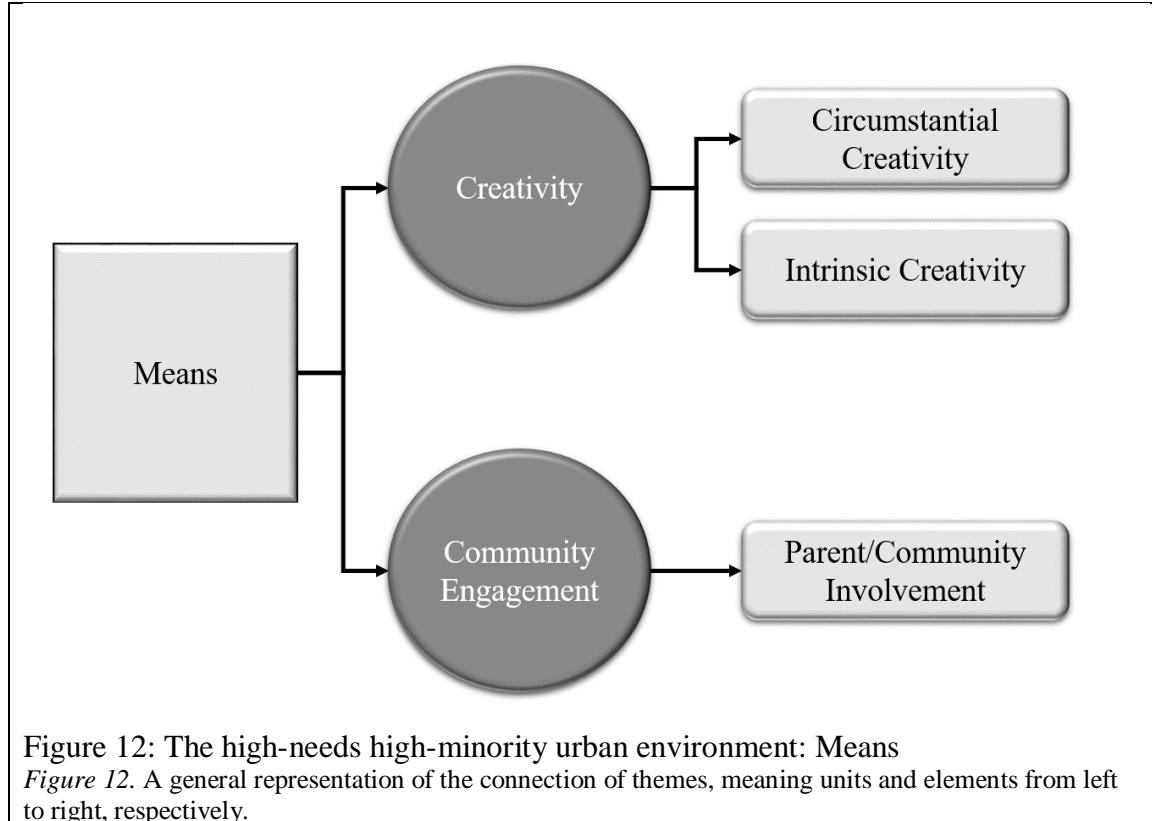
Creativity. When considering the means of effective teachers in the high-needs high-minority urban schools, participants place significant value on the concept of creativity. Through their depictions of the thoughts, actions, and resourcefulness of effective teachers in high-needs, high-minority urban learning environments, participant findings indicate two complimentary elements of creativity: a) *circumstantial* and b) *intrinsic*.

Circumstantial creativity, as found in the descriptions of the participants, is the product of the responsiveness of effective teachers to the conditions of the learning environment. When asked about her portrayal of the urban school, Patricia immediately notes that "I think that they have some of the best teachers I've ever seen. I think part of that is because they have [to be]." When compared to non-urban learning environments,

the observations of Joyce suggests that "I also see teacher creativity, but I think it's, I guess, more rigid, in the sense that the creativity is often much more so challenged." Speaking of the circumstantial conditions or urban schools, Joyce notes that "in our urban schools we've got [a lot] going on, so we've got to find creative ways to address all of … these things." When asked about the limited creativity of non-urban teachers, Joyce accounts for this in noting that "I'm not going to say the curriculum limits them, but their own personality and their own way of thinking about teaching limits them." Joyce's assertion is supported by a story told by Patricia of an inflexible teacher. Patricia recalls:

> When we're meeting, the veteran teacher and she's the grade level [leader], she's saying, "This is what the county tells us to do and we're going to do it but then this is what we have to do because these are the students that we're dealing with and this is not going to be enough.… we're going to have to do a whole bunch of different things, not just what the district gave us." The new teacher, she said, "I'm not going to do all that stuff. If the county said that this is what we have to do, then that means that the county is right. This is what we have to do."

Patricia continues:

> She did what she did and then we did what we had to do, and then we did more. When the scores came out, the end of the year benchmarking and all that stuff came out, her class was the one with the least growth. It didn't work for her.

The observations and assessments of Joyce and Patricia further support the notion that circumstantial creativity separates effective from ineffective teachers.

Complimentary to circumstantial creativity, the voices of participants suggest the high-needs, high-minority urban learning environment is made unique by the *intrinsic*

creativity of its effective teachers. What intrinsically drives the creativity of effective teachers, as noted by participants, is the feeling of comfort and affirmation within the high-needs, high-minority urban learning environment. Lisa captures intrinsic creativity in her personal declaration that:

> I always feel at home whenever I'm in an urban school setting and able to see what the children are capable of doing, especially when they have educators that have the high expectations for them. I've seen a lot of people, people being teachers, educators in urban schools because they want to be there, and that's so important. The children themselves and you can't forgo the energy and excitement that the kids bring to the table and personality.

Asa, in recalling the actions of her team of teachers, adds to Lisa's depiction of the intrinsic creativity and dedication of effective teachers. Asa recalls that:

> I was working with a team of dedicated and committed teachers. They were solid, committed, and dedicated to those students and we were a team, so I wasn't working in a silo. We didn't accept them as not knowing and not capable. We [viewed] it as, "Somebody didn't do what they were supposed to do with these kids, and we're going to change that." We worked weekends. We worked together on math systems. We worked together after school, before school.

Creativity, as a means of effective teachers, makes the high-needs, high-minority urban learning environment unique from what is thought of as the traditional learning environment. Joyce, in expressing creativity as a means in the high-needs, high-minority urban learning environment, notes that "teaching can be colorful in urban settings… you pull from this, you pull from that, you include this, you engage in that. I think the urban

school allows you to be much more colorful." In the urban learning environment, effective teachers find ways to be creative. Their creativity is driven by circumstance and intrinsic motivation and dedication to that they call home.

Community Engagement. Participants, in capturing what makes the high-needs, high-minority urban learning environment different from what is thought of as the traditional learning environment, note the varying depiction of community engagement. Community engagement as a means, as voiced by participants, requires opening up to new ways of viewing parental engagement and community resources. Participants make the sharp distinction between parental involvement and the Parent Teacher Association, PTA. While Jacqueline acknowledges that the PTA in the high-needs, high-minority urban learning environment can be drastically different in "cultural makeup and composition", Lisa asserts that parental involvement is a myth. Lisa shares personal experiences where "a lot of times, at least in one of the Title I schools that I worked in, local businesses would allow their employees to have an hour a week to come in and read with children in the school." For increased parental involvement in the high-needs, high-minority urban learning environment, Henry suggests that "parental involvement has to look different. It has to be orchestrated differently." Henry further adds that, with regards to the PTA, "we've created a structure only for one type of family" which suggests the need for more responsiveness to the variety of family structures and community members. Jacqueline, in discussing community resources, aligns with Henry's notion of re-thinking the concept of involvement. Jacqueline voices the underutilization of community in noting that "often times there are people, small business owners, big

mama, there are people in those communities who have a wealth of knowledge to share but they're underutilized as well. They're not brought into the building to share."

Shared Experience of High-needs, High-minority Urban Learning Environment

People Matter. Research question 3 seeks to discover, through participant voice, what makes the high-needs, high-minority urban learning environment different from the traditional school environment. Through their reflection and experiences, the uniqueness of the high-needs, high-minority urban learning environment can be organized into one shared understanding, *people matter.* As Gloria notes, it is necessary to "separate the people from the facilities" which suggests separating the multiplicity of types of learners from the singular depiction of high-needs, high-minority urban schools. Participants note that the students as actors bring an energy and cultural capital to the learning environment that demands teacher effectiveness. Additionally, participants share that leaders and teachers operate as both conditions and actors in impacting the means available to students, teachers, and community in the high-needs, high-minority urban learning environment. What emerges constantly throughout participant feedback is the notion that *people matter.* Through the shared experiences of participants, what makes the high-needs, high-minority urban learning environment unique from what is thought of as the traditional learning environment is the diverse interaction of conditions, actors, and means.

The Counter-narrative Phenomenon

Throughout the findings from the participants was a continual focus on what it means to effectively prepare teachers for, and be effective as a teacher in high-needs, high-minority urban schools. Participants, through their accounts, readily distinguish

active commitment in the high-needs, high-minority urban school, as opposed to passively existing in, or hearing of, the environment. Participants provide reflective facts, eyewitness observations, and compelling stories that suggest, as Gloria notes "counter-narratives" of the high-needs, high-minority urban school. From their accounts, aligned with the respective research questions, the importance of dispositions, responsiveness, and people emerge as shared experiences in teacher educator effectiveness, teacher effectiveness, and the high-needs, high-minority urban learning environment, respectively.

Textural Description of Counter-narratives

Moustakas (1994) frames textural descriptions in phenomenology as assessing the *how* the phenomenon is experienced. For the participants, teacher educator effectiveness is experienced as a set of dispositions created by the significant experiences that they share with an audience that often has little experience in high-needs, high-minority urban schools. These dispositions are supported by their knowledge of research and the high-needs, high-minority urban learning environment, which provide them with counter-narratives to support their pedagogy. The experience of pre-service and institutional dispositions are felt as a battle of both polite and hostile pushback to their pedagogy. However, as they tell stories of parents calling university deans to avoid urban field experiences and direct challenges to their work and theoretical framework from colleagues, they also share the feeling of affirmation in seeing the success of cultural responsiveness within students in book studies and field experience post-discussions. Their effectiveness, bound within their disposition, is experienced as the ability to create and model a counter-narrative to teaching in the high-needs, high-minority urban school.

Effective teaching in the high-needs, high-minority urban school is conceived by the participants as an act of responsiveness. Effective teaching, as a responsive act, is experienced as honoring student discourse, adapting instructional delivery to meet student needs, and reflective planning on teaching strategies to ensure impact. The participants conceive the *effective teacher* in high-needs, high-minority urban school as the *urban teacher*. Their stories suggest that, while there are multiple teacher types, there are two general categories of teachers found within the high-needs, high-minority urban school: a) the urban teacher and b) the non-urban teacher. Participant experiences within P-12 schools counter the prevailing external narrative of the high-needs, high-minority urban school which suggests entire schools of ineffective teachers.

In assessing the conditions, actors, and means of the high-needs, high-minority urban schools, participants experience a feeling of richness, vibrancy, and possibility that counters the notion of deplorable conditions and inadequate resources. While participants acknowledge that many conditions that strain the urban learning environment, their experiences allow them to separate the facilities from the people. In making this distinction, participants experience the high-needs, high-minority urban learning environment as two realities: a) effective, and b) ineffective. In the effective learning environment, participants experience a wide range of diversity among students, supportive and charismatic turnaround leaders, and anti-deficit based loving teachers that exhibit a creativity that ease conditions for learners. Participants also experience a reality where conditions are strained by unstable structural and operational decision-making, ineffective teachers plagued by harmful dispositions and limited preparation, and resistance to responsive approaches to students and community. Through the participant

experience of varying realities, we are provided a counter-narrative to the prevailing singular narrative of high-needs, high-minority urban schools.

Structural Description of Counter-narratives

Where Moustakas (1994) frames textural descriptions as the *how* phenomenon is experienced, structural descriptions integrate the *what*, or reflective facts, of the phenomenon. In reflecting on effective teacher educators that prepare pre-service teachers for high-needs, high-minority urban schools, participants produce elements of dispositional effectiveness that model the skills needed for P-12 schools. Participants note that effective teacher educators are reflective, have knowledge of practice and people, and exhibit cultural relevancy. Participants experience the practice of effective teacher educators as a counter-narrative to general teacher educator. They insist that the focus of these effective teacher educators differ in their focus on the P-12 student and in their integration of culturally relevant pedagogy into content knowledge. Participants experience effective teacher educator practices as a focus on providing experiences to pre-service teachers to counteract schemas and dispositions that are not responsive to the needs of children.

Participants describe the conception of responsiveness within effective teachers as interpersonal, humanizing, flexible and impactful towards students and community. They reflect on effective teachers as kind, loving, smart, and reflective in their approach planning and approach to children. They position the actions of effective teachers as a bold commitment to students as individual and describe moments when they resist the standardized practices that negatively impact their students. Participants conceive effective teachers as providing a counter-narrative to the assumption that teachers in

high-needs, high-minority schools are not active, dedicated, or engaged with regards to their students.

In examining the conditions, actors, and means of the high-needs, high-minority learning environment, participants detail the practices, images, and characters that shape the experience. While asserting that there are no singular portrayals of the urban learning environment, participants communicate disdain for the observed criminalization practices such as walking students in a line with their fingers on their mouths. Participants provide counter-narratives that also detail a range of family and socio-economic structures which support students, varied typologies of teachers and leaders that impact the conditions of the schools, and the circumstances and motivations that result in creative teaching.

The Composite Experience

Through the voices of teacher educators with significant experiences in high-needs, high-minority urban schools, there emerges a counter-narrative on effectiveness. The affirming qualities of the people within the high-needs, high-minority urban learning environment are made visible through the responsiveness of effective teachers who are prepared by effective teacher educators that understand the significance of dispositions towards urban schools. Where the singular narrative of teacher education places emphasis on content-rich experiences, the shared experiences of the participants produce a counter-narrative that adds dispositions as an integrated complement to content-rich experiences. As the singular narrative of effective teaching emphasizes an adherence to scripted instructional designs to produce effectiveness, participants conceive counter-narratives grounded in responsiveness as a quality of effective teachers in the high-needs, high-minority urban school. Where the singular narrative frames a deficit portrayal of the high-

needs, high-minority urban learning environment as resource-deprived and apathetic, participants produce a counter-narrative that describes a diverse space of vibrant individuals with many conditions, actors, and means. The counter-narrative, as a composite experience of the participants, is framed two elements: a) *counter-narrative as knowledge and action*, and b) *counter-narrative as an integrated theoretical construct*.

Counter-narrative as Knowledge and Action. As found in the voices of the participants, the counter-narrative is captured as both knowledge and action. When describing attributes of effective teacher educators and effective teachers for the high-needs, high-minority urban school, participant experiences speak to a knowledge that is informed by the integration of research and personal experience. Participants all share the necessity that the effective teacher educators and effective teachers be grounded in their professional knowledge of teaching and content. Yet, as Gloria suggests, the possession of content knowledge alone leaves the teacher as "severely lacking." Therefore, the *counter-narrative of knowledge* must be accompanied by action. Knowledge of dispositions, responsiveness, and people are actualized by the actions of effective teacher educators and effective teachers.

When describing effectiveness in the context of the high-needs, high-minority urban learning environment, the *counter-narrative as action* is demonstrated through the examples and stories that speak to qualities of kindness, caring, knowing, seeing, committing, reflecting, and planning with the high-needs, high-minority urban learner in mind. Where the singular universal narrative of effectiveness focuses on the outputs of value-added testing, credentials, and structural factors approach, a counter-narrative of

effectiveness turns the focus onto the inputs of dispositions, responsiveness, and people that compromise that impact the high-needs, high-minority urban schools.

Counter-narrative as an Integrated Theoretical Construct. The counter-narrative, as a composite experience, integrates the theoretical frameworks of post-modernism, critical theory, and critical race theory, as explained in this study. The counter-narrative experience, as an extension of post-modern thought, rejects the singular narrative of schools. Participants share depictions of urban schools that are varying, yet distinct from what is thought of as the traditional school. The counter-narrative experience, as articulated through the participants, also rejects a singular narrative of students in high-needs, high-minority urban schools. The experiences of the participants affirm a wide range of diverse students, colorful personalities, and multiplicity of brilliance within the students in the high-needs, high-minority learning environment.

Through participant assertions that draw a sharp contrast between the structure and people of the high-needs, high-minority urban learning environment, the counter-narrative experience embraces critical theorists' assertions of individual agency, as teacher educators, teachers, and students, over structures, as curriculum, buildings, and conditions. Participants, through their counter-narrative experience, readily identify hegemonic structures that prove ineffective in the high-needs, high-minority urban learning environment. The structuring of the Parent Teacher Association meetings, as asserted by Henry, represent a singular view of parent involvement. Likewise, the definition of effectiveness through a singular approach, such as standardized testing, represents a structural approach that doesn't include the agency of people in contextual environments.

The counter-narrative experience also integrates the tenets of critical race theory to reject the singular narrative of effectiveness. Present throughout the reflections and descriptions of participants is a consistent asset-based perspective of the learner in the high-needs, high-minority urban learning environment. Participants speak with an affirmation of the cultural capital that is brought to the classroom by the high-needs, high-minority urban learner. Participants also note the centrality of race in both the university-based teacher education program and the high-needs, high-minority urban schools. Whether challenging the scholarship of research on cultural responsiveness, resistance to gain field experiences in urban schools, or structural policing of high-needs, high-minority urban environments, participants find race to have an overt and covert presence in the discussion of effectiveness. However, while the singular, often output-based, narrative of effectiveness adopts a colorblind approach to race, the counter-narrative experience frames the asset-based perspective as synonymous with the discussion of effectiveness in high-needs, high-minority urban schools.

Overall, what rings true, through the voices of participants, is the insistence that effective teacher educators and effective teachers must possess a counter-narrative approach towards high-needs, high-minority urban schools. The composite shared experience of effectiveness in high-needs, high-minority schools is the *counter-narrative*. As the guiding question, which drives the research questions of this study, asks *how can university-based teacher educations programs impact teacher effectiveness in high-needs, high-minority urban schools*, the answer is found through counter-narratives that are grounded in dispositions, responsiveness, and people in urban spaces.

The Phenomena of Effectiveness

The phenomena of effectiveness, as experienced by the participants in this study, creates the foundation of an *effectiveness framework* for studying high-needs, high-minority urban learning environments. Through each research question, participants capture and describe the phenomena for teacher educator effectiveness and teacher effectiveness in the context of the high-needs, high-minority urban learning environment. This study adds three phenomena that form the effectiveness framework: a) Teacher educator emphasis on the students within in the high-needs, high-minority context, b) Teacher willingness to inconvenience themselves, and c) the cognitive separation of people from the buildings.

Effective teacher educators, as observed through the participants, placed their emphasis and focus on the students in the high-needs, high-minority context. Through conversation, experiences, and stories, their focus continually emphasizes the students that their pre-service teachers will one day meet. The focus on the urban learner drives the themes of effective qualities, battling dispositions, and cultural relevancy of effective teacher educators. Effective teachers in high-needs, high-minority urban schools, as conceived by teacher educators with significant experiences in these schools are willing to inconvenience themselves. Participants repeatedly note the commitment and high expectations that effective teachers place on themselves to go beyond the expectations of a standard teacher. The willingness to inconvenience themselves drives the themes of responsiveness, impactfulness, and steadfastness in the effective teacher. Effectiveness in the high-needs, high-minority urban learning environment is also framed in the ability of the agent to separate the people from the building. Noting that even as the school building

may suffer structural neglect, that observation does not speak to the energy and creativity found in the people in the urban school setting. Moreover, separating the people from the building also positions the observer to analyze facilities as structural decisions that impact the conditions and means of the actors in the high-needs high-minority urban learning environment.

The effectiveness framework that emerges from this study fills a void in the prevailing discourses of effectiveness in education policy reform and the role of the university-based teacher education. The three phenomena that form the effectiveness framework present an input-based, value-added contribution to the study of effectiveness. The effectiveness framework adds the *what* and *how* human agency impacts effectiveness for high-needs, high-minority urban schools. Based on these findings, recommendations and future implications of this study will be proposed in Chapter Five.

CHAPTER 5: RECOMMENDATIONS AND IMPLICATIONS

Introduction

Chapter five is organized into four sections: a) comparison to literature, b) contributions to the field, c) recommendations, and d) future possibilities for research. This chapter begins with a comparison of findings to literature to determine if, and how, the data extends the findings of literature to make new contributions to the field of education. The contributions of the field then explore the findings in the study and their extension of the topic of effectiveness in university-based teacher education and P-12 education. This chapter proposes five key recommendations to support the advancement of the shared experiences of the participants into concrete actions for research and practice in the university-based teacher education program. This study concludes with an agenda for future research and action to extend and refine the effectiveness discussion for the research community and the practitioners in teacher education.

The present policies of effectiveness in P-12 schools and university-based teacher education programs are problematic for two specific reasons: a) they assume a universal narrative of effectiveness, and b) they are almost exclusively outcome-based. Despite substantial research and literature that suggests that schools are contextually different, the

discourse of teacher educator effectiveness, and thereby teacher effectiveness, remains resolute in asserting singular models of effectiveness based on standardization (Cochran-Smith et al., 2013; Munoz et al., 2011; Rockoff & Speroni, 2011; Stronge et al., 2011; Tao Han, 2013). Moreover, the reliance upon outcome-based approaches to effectiveness such as value-added models and credentialing, provide little input into the dispositions and responsiveness of teachers, or of their respective teacher educators.

Through the shared experiences of teacher educators with significant experiences in high needs, high-minority urban schools, this study offers a counter-narrative to the meta-narrative of effectiveness. This study provides contextual inputs to effectiveness aligned with the work of Haberman (2010) to suggest that effectiveness is informed by those with research and craft knowledge of the contextual environment of the high needs, high-minority urban school. Ultimately, the purpose of the study is to provide a tool for recruiting and developing teacher educators who can prepare effective teachers to enter high needs, high-minority urban schools.

This study opens with an assessment of the problem that universal meta-narratives pose upon the university-based teacher education program and the high needs, high-minority learning context. Through a theoretical framework informed by post-modernism, critical theory and, more specifically, critical race theory, Chapter one establishes three research questions that frame the focus of the study a) *What are the essential characteristics of an effective teacher educator for high needs, high-minority urban schools?*, b) *What is an effective teacher for high needs, high-minority urban schools as conceived by teacher educators with significant experiences in these schools?*, and c) *What makes the high needs, high-minority learning environment different from the*

traditional school environment? Chapter two organizes literature based upon defining, contextualizing, and producing effectiveness to address the guiding question, *how can university-based teacher education programs impact the effectiveness of high needs, high-minority urban schools*? As chapter two concludes with the suggestion that university-based teacher education programs can best impact effectiveness in high needs, high-minority urban schools through teacher educators who are informed by their research and craft knowledge (Haberman, 2010), Chapter three proposes phenomenology as the research methodology to discover the shared experiences of nine teacher educators with significant experiences in high needs, high-minority urban schools. The findings of these participants, as detailed in Chapter four, are integrated into themes and meaning units and organized by research question. The data derived from interviews of the participants are reduced to a composite shared experience of effectiveness for the high needs, high-minority urban school.

<div align="center">Comparison to Literature</div>

The findings of this study, when compared to the literature, provides both new direction and affirmation on the topic of effectiveness. Where literature suggests multiple definitions of universal teacher effectiveness, findings suggest a set of effective dispositions and qualities that are responsive to the context of the learning environment. As the literature focuses on an *output-based approach* to determining teacher effectiveness, findings from the study support *an input-based approach* for university-based teacher education programs to impact teacher effectiveness. The importance of dispositions and responsiveness, as suggested in the findings, are supported in the literature that addresses contextual ideologies and pedagogies needed for high needs,

high-minority urban schools. Where literature proposes knowledge production, design, and critical identity development to impact the effectiveness of the university-based teacher education program, the findings provide a blueprint to extend the focus of effectiveness to include the critical disposition of the teacher educator.

Constructing a Definition of Effectiveness

Inputs vs. Outputs. Where the literature on defining effectiveness provides an outputs-based approach based upon universality and standardization, the findings suggest an inputs-based approach to defining effectiveness based upon dispositions and responsiveness to contexts. Four decades of teacher effectiveness and accountability reform has created a policy stream that is driven by standardized, universal measures to define effectiveness (Aubusson & Schuck, 2013; Cochran-Smith, 2001; Cochran-Smith, et al., 2013; Gratch, 1992; Harris & Sass, 2009; Lewis & Young, 2011). Whether the use of value-added or credentialing definitions of teacher effectiveness is employed, the universal, outputs-approach to defining effectiveness has remained constant among external and state agencies. The internal factors approach, characterized by NCTQ, while appearing to apply scrutiny to the input of teacher education programs, still adopts a universal, outputs-based approach to defining effectiveness through university-based teacher education programs (Cochran-Smith et al., 2013; Fuller, 2014).

Teacher Educator as Input. The inputs-based approach, suggested in the findings, proposes that effectiveness is defined by internal qualities displayed through teacher dispositions and responsiveness. Effectiveness through dispositions and responsiveness, as found in the study, is developed through exposure to research, literature, and experiences that are grounded in theoretical frameworks of post-modern thought, critical

theory, and critical race theory, with a focus on the practices of culturally relevant pedagogy. Findings from this study suggest that this approach is best achieved through teacher educators that have the research focus, on the aforementioned frameworks and practices, experiences within the high needs, high-minority urban schools. Where the internal factors approach of the NCTQ attempts to explore the design of the university-based teacher education program, the input-based approach of this study begins its focus on the dispositions and experiences of the teacher educator.

Opportunity for New Direction. Despite refutation from research provided by Cochoran-Smith (2005), Munoz et al. (2011), and Rockoff and Speroni (2011), the value-added model has dominated the legislation of No Child Left Behind (2001) and Race to the Top (2008). The credentialing approach to effectiveness, from the NBTPS to edTPA, has also dominated governmental agencies who believe that teachers, and pre-service teachers, can prove effectiveness through the successful completion of universal entrance exams, performance tasks, and written assignments (Denton, 2013; Harris & Sass, 2009; Lewis & Young, 2013; National Board for Professional Teaching Standards, n.d; Sato, 2014). What remains true of the literature, is that outputs-based approach, when considering school context, has failed to support claims of effectiveness (Cocoran & Goldhaber, 2013; Denton, 2013, Harris & Sass, 2009; Silva-Mangiante, 2011). The inputs-based approach, as suggested by the findings, offers to move the definition of effectiveness into a new direction that contextualizes the actors, means, and conditions that impact the learning environment.

Contextualizing Effectiveness in High Needs, High-minority Urban Schools

      Asset-Based Perspectives. In contextualizing effectiveness in the high needs, high-minority urban learning environment, there is significant convergence and support of the findings of this study within the literature. Where the findings from participants provide a narrative of brilliance, vibrancy, resiliency, and agency among the learners of in high needs, high-minority urban schools, the work of Bonner et al. (2009), Ford et al. (2008), Graham and Anderson (2008), Whiting (2006), and Wright (2011) support an asset-based perspective of students and their identity as learners in the high needs, high-minority urban learning environment. This convergence in the literature supports the counter-narrative shared experience of the participants.

      Responsiveness. The findings of this study also converge with the literature to suggest that the relationships between the actors and conditions have the power to enhance or destroy the effectiveness within the high needs, high-minority urban learning context. Findings from the study place emphasis on learner responsiveness as the willingness to know students interpersonally, see students beyond stereotypes, maintain high expectations of students, and accept students' cultural capital as important in the classroom. Where Nasir et al. (2009) assert that general research often fails to consider context that the learner negotiates, researchers grounded in social justice and cultural responsiveness repeatedly note the importance of relationships with non-parental adults within the school building with helping students develop their learner identity (Byrd & Chavous, 2011; Wright, 2011; Graham & Anderson, 2008).

      Findings in the study and literature equally support the notion that teachers and leaders, as actors, shape the conditions of the high needs, high-minority urban learning

environment. Findings in the study suggest a difference between the *urban teacher* and the *non-urban teacher* within the high needs, high-minority urban learning environment. These findings are supported by the work of Abbate-Vaughn (2004), Allen et al. (2013), Bennett-deMarrias and LeCompte (1998), Giroux (2001), Hill-Jackson and Lewis (2010), Tao Han (2013), and Zygnier (2012) which suggests that both reproductive and transformative ideologies of teachers, and their respective discourses, directly impact the high needs, high-minority urban learning environment. Where Allen et al. (2013), Bennett-deMarrias and LeCompte (1998), Tao Han (2013), and Zygnier (2012) note the impact of microaggressions, deeply held deficit conceptions, and authoritative discourse on hardening the conditions of the high needs, high-minority urban learning environment, transformative ideologies, as expressed through Giroux (2001), Ladson-Billings (1995), and Hill-Jackson and Lewis (2010), employ social justice, culturally relevant pedagogy, and responsive discourses that create more inclusive conditions.

Producing Effectiveness

Framing Contextual Knowledge. The findings of study affirm and extend the literature's suggestion that university-based teacher education should lead in producing knowledge of learners, practices, and subject matter (Darling-Hammond, 2006a; Goodwin et al., 2014). Where Goodwin extends the framing of knowledge through asserting that effective teacher educators provide theoretical context to schooling, experiences, and larger social issues, the findings affirm and extend the literature with shared experiences of the high needs, high-minority urban learning environment. Through the findings of this study, Cochran-Smith's (2009) call for a *culture of evidence* is found in the situational stories, characterizations, and reflections of the university-

based teacher education and high needs, high-minority urban school experience. The findings, in detailing authentic experiences and conceptions of effectiveness in needs, high-minority urban schools, boldly reject the singular narrative that knowledge of effectiveness is known and universal. Where the literature proposes that teacher educators have the capacity to serve as knowledge producers, the findings of this study demonstrate how the shared experiences of teacher educators can impact the contextual knowledge of effectiveness.

Mediating Dispositions. The work of Hill-Jackson and Lewis (2010), Haberman (2010), and Silverman (2010) provide significant support to the findings of the study in their suggestions that the university-based teacher education program work closely to produce counter-narratives that help to mediate pre-service teacher dispositions prior to entry into the high needs, high-minority urban learning environment. Where the findings emphasize the effective teacher educators' focused wisdom that emerges from a knowledge of people and practice, the work of Hill-Jackson and Lewis (2010) recommends the positioning of teacher educators as providers of innovative diverse experiences to encourage reflective discourse in order to discover dispositions.

As the findings of the study note, the dispositional challenges to the research of culturally relevant pedagogy, critical race theory, and urban schools within colleagues and the university, Silverman (2010) supports more extensive research from teacher educators with respect to diversity, pre-service teacher discourse, and diversity. Ultimately, the findings define the effective teacher educator, for the preparation of pre-service teachers to enter high needs high-minority urban schools, as teacher educators with the effective qualities of experience, research, and reflection. These findings have

aligned with the work of Haberman (2010) which suggests that effective teacher educators with contextual knowledge of the urban learning environment are best able to prepare pre-service teachers to have the disposition to function as successful teachers within high needs, high-minority urban schools.

Contributions to the Field

This study, and future research that emerges from its model, has the potential to make significant contributions to the conception of effectiveness in university-based teacher education programs and P-12 public schools. The findings, and its emphasis on the counter-narratives, dispositions, and responsiveness, asserts an inputs-based approach that increases the agency of the university-based teacher educator, their research, and their contextual knowledge.

Counter-Narrative Focus

The counter-narrative focus, asserted through the findings of this study, refutes the singular narrative of a universal knowledge of effectiveness. Effectiveness, as experienced in the study, is a contextual relationship based upon knowledge of the people within the learning environment and the disposition and responsiveness of the educator. The counter-narrative focus supports the inputs-based approach to impacting effectiveness in that it doesn't assume that all knowledge is known or universal (Lyotard, 1979/2010). Where the output-based approach assumes that all inputs are universal, the findings situate the counter-narrative focus as a pedagogical strategy that impacts the dispositional and responsive practices. For example, value-added testing, as an output-based approach, is a valuable measure of effectiveness only if it is assumed that all teacher educators, teachers, students, contexts, and their respective knowledge are the

universal. The counter-narrative focus, however, examines effectiveness as a contextual; therefore, effectiveness in high needs, high-minority urban schools will require different, but not inferior, inputs than dissimilar learning environments.

Present models of measuring effectiveness, particularly the value added model, only measure post-success, success after the potentially ineffective teaching has been done. Credentialing, as a measure of effectiveness, only examines content and core knowledge, at best, from a universal perspective. The problems in these approaches, as indicated by Silva-Mangiante (2011) and the findings of this study, is that they provide incentive for pre-service teachers to resist entering high-needs, high-minority urban schools. The counter-narrative focus contributes to the field by turning attention to the actual qualities and experiences of success and affirmation. The counter-narrative focus informs future practitioners of the actions and means of effective teachers and the diversity and talents of students in the high-needs, high-minority urban learning environment. The counter-narrative focus also contributes to the field through informing universities and P-12 school districts of research supported qualities within future and present practitioners that can be enhanced through target professional development, hiring decisions, and recruiting efforts.

Dispositional Focus

The findings of this study align the research on dispositions to the discussion of effectiveness, particularly in the university-based teacher education program. This study strengthens the importance of interrogating dispositions in the university-based teacher education program. The findings of the study assign university-based teacher education program the task of considering the dispositions of teacher educators, pre-service

teachers, and the institution itself. In alignment with the work of Darling-Hammond (2006b), the findings support the formation of a vision and mission that incorporates a commitment to effective dispositions. The findings contribute to the discussion of effectiveness through naming effective dispositions as practices of reflectiveness, transparency, *othering* of oneself, and commitment to the multiplicity of P-12 students that pre-service teachers will serve.

Where the outputs-based approach does not consider the habits, actions, and discourses of teacher educators, the dispositional focus informs the university-based teacher education program of these qualities and experiences that are conceived to be effective. What the dispositional focus offers that is missing from the discussion of teacher educator effectiveness is the identification of habits, actions, and discourses that develop contextual responsiveness within pre-service teachers that may enter into the high-needs, high-minority urban learning environment. The dispositional focus contributes targeted set of research-based qualities that can inform the hiring, professional development, and service experiences of the university-based teacher education program. In the effort to better connect theory to practice, the dispositional focus also contributes a deeper inspection on teacher educator research and practices for preparing pre-service teachers to enter high-needs, high-minority urban schools.

Responsive Focus

The findings of this study integrate the practices of culturally relevant and responsive pedagogy to the discussion of effectiveness. Responsiveness, as found in this study, contextualizes the actions of effective teachers. The elements of the learner, community, and style responsiveness are input-based contributions to the discussion of

effectiveness. The responsiveness focus within the findings of the study also contributes a general distinction between the urban teacher and the non-urban teacher within the high needs, high-minority urban school. The effective teacher, the urban teacher within the high needs, high-minority urban learning environment, demonstrates responsiveness through their creativity in teaching approaches, adaptation to the learner and the learner's experiences, and asset-based approach towards the learner and the learner's cultural capital.

Where outputs-based approach offers test scores and teaching credentials as its conception of effectiveness, an inputs-based approach, informed by a responsive focus, contributes a set of contextual teacher activities to characterize an effective teacher in high-needs, high-minority urban schools. What the responsive focus offers that is missing from the discussion of P-12 teacher effectiveness is the identification of descriptors that apply to the contextual environment of the high-needs, high-minority urban school. Having a framework for P-12 teacher effectiveness, informed by a responsive focus, enhances the recruiting and placement practices of school districts and principals that staff high-needs, high-minority urban schools. This additional layer of analysis can contribute to both a general atmosphere of asset-based perspectives and reduced teacher attrition in high-needs, high-minority urban schools. Moreover, the knowledge of responsive teacher characteristics can inform a more targeted set of professional development for teachers within high-needs, high-minority urban schools in need of culturally relevant and responsive practices.

Recommendations

Based on the findings of this study, several recommendations are offered to ensure that the research community and the university-based teacher education program remains steadfast in engaging the topic of effectiveness and its contextual discourses. The following recommendations emerged directly from the data of the study and have been formulated into areas: a) *recommendations for research*, and b) *recommendations for practice*.

Recommendations for Research

The research community within, and in support of, the university-based teacher education program can impact the narrative on effectiveness. Through ongoing research that supports an inputs-based, contextual understanding of teacher educator effectiveness, there exist opportunities to pave new pathways in teacher education research and studies that affirm its impact on P-12 teacher effectiveness.

Recommendation One. *Explore new pathways for teacher education research that place greater emphasis on dispositional and reflective practices.* Based on the findings of the study, it is reasonable to conclude that new pathways in teacher education research should be explored with a greater focus on dispositions and reflective practices. Dispositional research should seek to discover:

- How dispositions are constructed and reconstructed within the university-based teacher education experience. Findings suggest that dispositions impact the approach and habits of mind that teacher educators pass along to their pre-service teachers. The university-based teacher education program needs to know how teacher educator experiences shape their dispositions. Additionally, the

university-based teacher education program needs to access and implement research-based practices that can help reconstruct teacher educator dispositions.

- How dispositions can impact teacher effectiveness in practice. Beyond periodic teacher evaluations and reviews, the university-based teacher education programs need current and ongoing research to discover how the dispositions of teacher educators impact the quality and climate of the teacher education program. Further, targeted research on dispositions can also inform the university-based teacher education program on how to detect and reconstruct dispositions as an institution.

- Whether teacher dispositions can be linked to achievement. As external agencies continually seek to link P-12 student performance to teacher education, in the name of accountability and effectiveness, the university-based teacher education program must take greater action in defining and impacting their own practices. In the discussion of effectiveness, dispositional research presents an opportunity to determine how teacher educators can impact pre-service teacher willingness and responsiveness for entering high-needs, high-minority urban schools.

Complimentary to dispositional research, it is also recommended that a greater research focus on reflective teacher practices in teacher education and P-12 teaching is explored to provide models on how effective teacher educators and effective teachers think, rethink, and execute their pedagogical approaches. Reflective research should seek to discover:

- The meaning of reflective practices and reflective planning in teacher education and P-12 education. Findings in this study suggest that reflective planning is important to effective teaching in both the university-based teacher education

program and in high-needs, high-minority urban school settings. It is suggested that reflective practices and planning impacts a teacher's ability to adapt to circumstances and changes within research and practice. The failure to use reflective practices and planning, as suggested in the findings, can result in the use of antiquated models of teaching that are incongruent with the realities of the high-needs, high-minority urban schools.

- How reflective practices and reflective planning impacts effectiveness as an inputs-based approach. As an inputs-based approach implies intentionally teaching and training reflective practices and planning to teacher educators and pre-service teachers, it is recommended that both qualitative and quantitative research inform the creation of impactful training experiences. Findings of the study demonstrate reflective practices and planning that were either byproducts of personal attributes or of influential mentoring.

- How reflective habits of mind are formed, practiced, and maintained over time. It is recommended that research seek to demonstrate the processes and experiences that nurture reflective habits. Informed by such research, university-based teacher education programs may also be able to address burnout and stagnation among teacher educators and pre-service teachers once in practice.

The findings of the study placed great emphasis on the dispositions and reflective practices as elements supporting the effectiveness of both university-based teacher educators and P-12 teachers. The production of research on these topics, as aspects of effectiveness, permits new pathways and possibilities for the university-based research community to impact the narratives of effectiveness.

Recommendation Two. *Perform longitudinal studies that study the effectiveness of culturally relevant and responsive pedagogical practices from the university through P-12 practices.* When asked *how do you know that you are producing culturally responsive teachers? Describe your personal impact on pre-service teachers*, findings indicated a heavy reliance upon informal ways of knowing. Participants told stories of their various students that came immediately to mind and of their practices beyond the university-based teacher education program. Participants also remarked, of teacher education in general, that there is no concrete way to really know. Barbara, a participant in the study, actually provides the recommendation to perform a longitudinal study to examine the impact of culturally responsive training. The recommended longitudinal study should:

- Study application of theory to practice over time. As current teacher education reform, such as the National Council on Teacher Quality (2014), assumes that P-12 performance is a product of the university-based teacher education program, the programs will be compelled to produce research to support its practices. Producing longitudinal studies that support effective practices, as suggested in the findings, will show the impact the teacher education experience.

- Examine in-service teacher knowledge of culturally responsive practices over time. It is recommended that research provide a basis for extending the learning experiences of pre-service teachers once in practice. Findings of the study suggests that effective teachers in high-needs, high-minority urban schools are ongoing learners. Therefore, it is recommended that longitudinal studies may

demonstrate a need for extended research-based professional development among in-service teachers.

- Examine artifacts and documents that support responsive and impactful practices over time. As research identifies culturally relevant and responsive pedagogy within practices, it will be supported by the examination of evidence of best practices. It is recommended that the use of artifacts and documents that indicate actual use of culturally relevant and responsive pedagogy can provide clear outcomes related to its implementation. The quality and availability of artifacts and documents can also help the reconstruction of effectiveness as a concept.

- Provide future practices to extend the effectiveness of culturally responsive teacher education within practicing teachers. The recommendation of a longitudinal study, and its artifacts, can support the infusion of culturally relevant and responsive pedagogy as an integrated curricula practice. The ability of a longitudinal study, focused on culturally relevant and responsive pedagogy, can provide the counter-narrative of effectiveness in the high-needs, high-minority urban school.

The recommendation to conduct longitudinal studies on the effectiveness and impact of culturally relevant and responsive pedagogical training, as indicated in the findings, provides the research community with research to support input-based practices to provide counter-narratives on effectiveness and, simultaneously, demonstrate the impact of culturally relevant and responsive pedagogy from theory to practice.

Recommendations for Practice

As new pathways and studies emerge from the research community to support counter-narratives on effectiveness in high needs, high-minority urban schools, provisions for new practices must emerge. The findings suggest that inputs-based approaches should be informed by the shared experiences of responsiveness and dispositions. In practice, recommendations are suggested to enrich the curriculum and field-based experiences.

Recommendation One. *Explore new pathways for teacher education practice integrating responsiveness into the constructed curriculum.* Based on the findings of the study, effective teaching in high needs, high-minority urban schools is characterized as learner responsiveness, community responsiveness, and style responsiveness. Findings suggest:

- Integrating culturally relevant and responsive pedagogical perspectives within the curriculum focus. Findings in the study suggest that culturally relevant and responsive pedagogy has useful application across all content areas. It is recommended that as research brings out best practices, curriculum writers and teacher educators begin to fully engage and inform their practices and the practices within their programs.

- Providing contextual experiences that connect the curriculum content with high needs, high-minority urban schools, and learners. Findings in the study suggest that the high-needs, high-minority urban context has impact on the creativity of P-12 classroom instruction. It is recommended that the university-based teacher education program seek ways to allow the research and craft knowledge of

teacher educators with significant experience in high-needs, high-minority urban schools to inform programmatic practices.

- Supporting contextual experiences with an asset-based perspective that separates facilities from the people in high needs, high-minority urban schools. Findings in the study suggest that effective teacher educators and effective teachers are culturally relevant and display asset-based perspectives of learners in the high-needs, high-minority urban learning environment. The asset-based perspective of learners in the high-needs, high-minority urban learning environment is aligned both culturally relevant and responsive pedagogy and critical race theory and, according to the findings in the study, significantly impacts effective practices.

Careful execution of this recommendation implies heavy reliance on research and curriculum practice that emerges from those with craft knowledge and research in the context of the high needs, high-minority urban school.

Recommendation Two. *Provide guided teacher educator experiences that support the development of culturally responsive dispositional approaches to teacher education*. Recommending an integration of responsiveness into the constructed curriculum of the university-based teacher education program implies that the teacher educator possesses the disposition, or the willingness to be developed in the disposition, of responsiveness. Findings construct effective qualities as grounded in asset-based dispositions, wisdom that emerges from experiences knowledge of profession and people, and the knowledge of cultural relevancy in both theory and action. To provide guided teacher educator experiences, this study recommends:

- Considering dispositions when recruiting and hiring teacher educators. It is recommended that the development of a framework for effective dispositions be implemented to assist in the recruiting and hiring of effective teacher educators. It is further recommended that university-based teacher education programs develop their research-based effective dispositions framework with the high-needs, high-minority urban context in mind.

- Assessing and supplementing teacher educator dispositions with contextual research and field experiences to support practice. Many hopeful teacher educators may enter the university with potential for effective dispositions but may not have the extensive research and craft knowledge at this stage in their development. It is recommended that the university-based teacher education programs supply research opportunities and field experiences for them to gain research and craft knowledge to place them on the pathway towards effectiveness.

- Repositioning the conception of *service* to include significant experiences in high needs, high-minority urban schools. Findings in the study suggest a common lack of commitment to service that involves high-needs, high-minority urban schools. It is recommended that an inclusion of direct work with high-needs, high-minority students, teachers, and administrators become prioritized as *service* within the university-based teacher education program.

- Provision of targeted professional development and research incentives for studies related to social justice, culturally relevant pedagogy, critical race theory, and urban education. For the university-based teacher education program to guide the commitment and practices that support teacher educator dispositions and pre-

service teacher responsiveness, they must demonstrate commitment to the

effectiveness that they desire among its actors. It is recommended that this

commitment include targeted research-based professional development, field

experiences, and research within the high-needs, high-minority urban learning

environment as a part of the evaluation and tenure process.

Providing this recommendation means also monitoring the integrity of the products and

experiences produced within it to ensure that deficit-based, hegemonic schemas do not

guide the outcomes of the experiences.

Recommendation Three. *Provide guided cultural experiences for pre-service*

teachers that support the development of culturally responsive dispositional approaches

to teaching. Findings in the study support the notion that preparing pre-service teachers to

be effective in high needs, high-minority urban schools requires providing multiple,

careful opportunities to experience the environment before going in for actual practice.

To maximize impact from the multiple, careful opportunities, this study recommends:

- Considering dispositions when recruiting and enrolling pre-service teachers into
  university-based teacher education programs. As with recruiting and hiring
  teacher educators, it is recommended that the development of a framework for
  effective dispositions be implemented to assist in the recruiting and enrolling of
  pre-service teachers. It is further recommended, as mentioned for teacher
  educators, that university-based teacher education programs develop their
  research-based effective dispositions framework with the high-needs, high-
  minority urban context in mind.

- Providing theoretical foundations, transparent research, and open discussions on diversity, resiliency, and achievement in high needs, high-minority urban schools. To continually interrogate and develop effective dispositions and responsiveness within pre-service teachers, the university-based teacher education program must support the theoretical frameworks, research and discourse that effective teacher educators use to inform pre-service teachers of the assets and realities of the high-needs, high-minority urban schools. It is recommended that the counter-narrative focus guide the ethos of the university-based teacher education program to prevent harmful dispositions and singular narratives from finding refuge.

- Providing school and community-based field experiences and mentoring for pre-service teachers. It is recommended that the field and mentoring experience be examined to ensure an asset-based transmission of the high-needs, high-minority urban schools. The provision of a multi-contextual set of field and mentoring experiences, can help the appreciation of the range of diversity, as evidenced by the findings in the study, within the high-needs, high-minority urban learning environment. Extending the experiences into the varying communities that comprise urban settings, under asset-based guidance, can help to dispel societal myths formed by deficit-based thinking.

- Including pre-service teachers in research efforts to produce counter-narratives in research. To enhance the commitment to the counter-narrative experience, it is highly recommended that pre-service teachers are included in the production of new research and knowledge on effectiveness in high-needs, high-minority urban schools. This recommendation has multi-layered benefits. First, it introduces and

immerses the pre-service teacher into the practices of research and research-based

decisions. As the findings in the study suggest that effective teachers are ongoing

learners, including pre-service teachers in research begins the habit of knowing

and seeking research. Next, this recommendation also joins the pre-service

teacher in the process of naming effectiveness in the high-needs, high-minority

urban learning context. Finally, the experience of producing new knowledge on

effectiveness in high-needs, high-minority urban schools binds them to the

counter-narrative experience and shapes the responsiveness of their future craft

knowledge.

The findings in this study align with the research of Hill-Jackson and Lewis (2010) which

note that dispositions can be difficult to detect, especially within an abstract environment.

The guided experiences in schools and communities should help to develop and practice

asset-based dispositions. These experiences must be careful planned and supported with

sound research, as the findings suggest, to prevent harmfully, deficit-based schemas from

falsely interpreting observations.

<div align="center">Future Possibilities of Research</div>

The model of this study examines the effectiveness of an actor, in this study the

teacher educator, and the impact of their experiences within high needs, high-minority

urban schools on the development of effective teachers for high needs, high-minority

schools, as a location. This model creates multiple streams of future research. As a study

of effectiveness, this study can be extended to quantitative products that offer a

prescriptive assessment of potential teacher educators and teachers.

Replication of study

When rejecting the universal narrative of effectiveness, this study has the ability to be replicated in both location and actor. The simple substitution of the location leads to multiple extensions of the study and creates new pathways for research. Equally, the substitution of the actor, within the same setting, provides a new framing and richness of the study of the location.

Suburban Schools. In much the same way that this study examines teacher educator effectiveness in preparing pre-service teachers for high needs, high-minority urban schools, a similar study can be conducted for suburban schools. The rejection of the universal narrative of effectiveness means that the suburban school setting is yet another school context in which the conditions impact the means of the actors within. As with the high needs, high-minority urban school, the suburban learning context has a set of dispositions and responsiveness that are informed by teacher educators with significant experiences within those settings. Moreover, this model, when aligned with the work of Milner (2012), can be extended to explore urban characteristic schools in suburban settings.

Rural Schools. As suggested for suburban schools, the model for this study can be replicated for rural schools. When rejecting the universal narrative of effectiveness, we accept the notion that the context of rural schools is impacted by the conditions, means and actors within the rural learning environment. As with other settings, the necessary dispositions and responsiveness to impact effectiveness can be informed by the shared experiences of teacher educators with significant experiences within rural settings. Further, as with the suburban replication, the model can be replicated for urban characteristic schools in rural settings (Milner, 2012).

Phenomenological Study of Students in Urban Schools. When adjusting the actors within the settings, this model can be replicated to discover new findings within the same setting. The model of this study can also examine student effectiveness within high needs, high-minority urban schools. As with teachers, being an effective student in the high needs, high-minority urban school learning context has a set of dispositions and responsiveness that are informed by successful students with significant experiences within those settings. This replication may explore the shared experiences of college students that emerge from, or present high achieving students currently in, high needs, high-minority urban schools.

Phenomenological Study of Leaders in Urban Schools. The model of this study can also adjust the actors to examine effective leadership in high needs, high-minority urban schools. The findings of this study also note typologies of effective and ineffective leaders from the perspectives of teacher educators with significant experiences in, high needs, high-minority urban schools. Rejecting the universal narrative of effectiveness also means that the high needs, high-minority urban school context has dispositions and responsiveness that impact effective leadership. The critical examination of the shared experiences leader educators, those who prepare school leaders, with significant experiences in, high needs, high-minority urban schools would add an additional dimension to the study of effectiveness.

Quantitative Products

The purpose of this study is to provide a tool for recruiting and developing teacher educators who can prepare effective teachers to enter high needs, high-minority urban schools. To further that purpose and to support the recommendations of the study, future

possibilities of the research are enhanced with the creation of quantitative tools to evaluate the inputs of effectiveness. This study identifies two quantitative scales: a) an Effective Teacher Educator Scale, and b) an Effective Teacher Scale.

Effective Teacher Educator Scale. Utilizing the shared experiences, themes, meaning units, and elements of the study, a quantitative scale can be constructed to measure the dispositions, cultural relevancy, application of theory to practice, knowledge of practice and people, and reflectiveness as a potentially effective teacher educator. The scale should consist of questions, statements, scenarios and responses, and stories with potential outcomes for which respondents must select likelihood on a 5-point Likert scale. Constructed and tested for reliability and validity, the effectiveness scale can be used by university-based teacher education search committees to inform hiring and targeted professional development decisions for recruiting and developing effective teacher educators.

Effective Teacher Scale. As with the effective teacher educator scale, the effective teacher scale can be composed of questions, statements, scenarios and responses, and stories with potential outcomes developed from the findings of the study on the shared conceptions of effective teachers in high-needs, high-minority urban schools. Through a 5-point Likert scale, measures of potential effectiveness can be utilized by school districts and principals as a tool to inform hiring practices and professional development plans for future and current teachers. Such quantitative tools represent how the university-based research community can provide research to impact input-based approaches to the contextual understanding of effectiveness.

Summary and Conclusion

Based on the findings and their relation to the guiding question of the literature, *how can university-based teacher education programs impact effectiveness in high needs, high-minority urban schools?*, it is concluded that:

- Effectiveness is not a singular, universal narrative. An outputs-based approach, predicted on the accepting of a singular narrative to effectiveness, will only be successful for those who have personal narratives for which the universal narrative is aligned towards. An inputs-based approach allows contextual knowledge to impact the discussion of effectiveness with perspectives informed by post-modernism, critical theory, and critical race theory. The university-based teacher education program, based on the findings, should embrace post-modernism, critical theory, and critical race theory as theoretical frameworks to enhance the discussion of dispositions, responsiveness, and asset-based thinking towards the high needs, high-minority urban learners.

- Teacher educators with research and craft knowledge of the high needs high-minority urban school context are most optimal to provide inputs on the discussion of effectiveness. As concluded from the findings, greater emphasis should be placed on the research and shared experiences of this specific group of teacher educators. Moreover, university-based teacher education programs should recruit, develop curriculum, and provide professional development for teacher educators based upon the inputs of effectiveness derived from these teacher educators.

- The counter-narrative approach to effectiveness should serve as the guide for the university-based teacher education program's effort to impact teacher effectiveness in high needs, high-minority urban schools. The university-based teacher education program, in adopting the counter-narrative approach, must first agree that the development of effective teachers for high needs, high-minority urban schools is a worthwhile goal. To that end, the adoption of the counter-narrative approach also requires a focus on the dispositions that contribute to teacher educator effectiveness in the preparation of pre-service teachers to enter high needs, high-minority urban schools.

The purpose of this study is to provide a tool for recruiting and developing teacher educators who can prepare effective teachers to enter high needs, high-minority urban schools. To move the study towards that purpose, three research questions were established. Based on the findings in relation to the research questions, it is concluded that:

- Dispositions Matter. In answering the first research question, *what are the essential characteristics of an effective teacher educator for high needs, high-minority urban schools,* findings support the focus on effective dispositions and habits of mind of the teacher educator. Teacher educators that have knowledge and experience with the practices, theories, and people within the high needs, high-minority urban environment are most poised to become effective in preparing pre-service teachers for similar environments.

- Responsiveness Matters. In addressing the research question, *what is an effective teacher for high needs, high-minority urban schools as conceived by teacher*

educators with significant experiences in these schools, findings support the conception of a responsive teacher as an effective teacher. The P-12 teacher that is informed by the research and practices of culturally relevant and responsive pedagogy is most optimally prepared to be effective in the high needs, high-minority urban learning environment. Their capacity and willingness to be creative, adaptive, and asset-based positions them to be effective with students, families, and colleagues.

- People Matter. In considering the research question, *what makes the high needs, high-minority learning environment different from the traditional school environment,* findings support the necessity of separating the people in the high needs, high-minority urban learning environment from the facilities therein. The shared experience that people matter is at the core of the notion of asset-based thinking. The findings frame the people within the high needs, high-minority urban learning environment as a vibrant, highly diverse, tough and sweet, smart, protective, and yearning for reasons to care. The effective teachers who encounter them know, according to the findings from Patricia, that they must earn the right for [students] to listen to you.

This study is significant in that it provides a new pathway to address the topic of effectiveness. Through a phenomenological approach to effectiveness, this study provides a way for university-based teacher education programs, through the research and knowledge of its unique teacher educators, to impact the policy debate on effectiveness and accountability. Through the theoretical lens of post-modernism, critical theory, and critical race theory, this study presents solutions and future research possibilities

supported by findings from teacher educators, as suggested through Haberman (2010), grounded in research and craft knowledge of the high needs, high-minority urban learning environment.

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