



Out of the Classroom, into the Field: Towards Re-Framing Field Experiences in Urban Settings

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ABSTRACT

Much empirical work has contributed to understanding, defining, and re-framing teacher educator programs. Nevertheless, persistent areas of concern regarding the teacher preparation models include clinical and field experiences. This article argues that student interns are prepared to teach subject matter, yet they require intentional, scaled support to apply best practices in urban school settings with Black children. The study explores the perceptions of pre-service instructional interns regarding their experiences in a large metropolitan school district. Utilizing a case study narrative inquiry research design, the researchers collected qualitative interview data. The article discusses the need to improve transitions from college course work to internship experiences to enhance pre-service teacher clinical experiences in urban school settings. Further recommendations are put forward to encourage preparing pre-service interns to become engaged professionals for urban schools.

Keywords: Clinical and Field Experiences, Pre-Service Teachers, Urban Schools, Qualitative Inquiry

INTRODUCTION

Teacher preparation programs are crucial to the professional preparation of prospective teachers (Hollins, 2019). The training process involves the study of theory and the application of knowledge. However, the teaching preparation field faces challenges; one such challenge is that of time spent in classroom practice. Pre-service instructors are generally highly knowledgeable; however, high attrition rates contribute to increased turnover (Carver-Thomas & Darling-Hammond, 2017). Turnover is not a specific result of lack of preparation. In many cases, students can expect to receive three years of training in the college classroom. Nevertheless, the amount of time traditionally set aside for theoretical training is far greater than that allowed for field and clinical training (Stronge, 2018; Hollins, 2019). For instance, it is not uncommon for some student teachers to practice 1 semester in the field. In contrast, most programs, such as those at the University of Central Florida, provide approximately 2 semesters for field and clinical training (Clinical and Field Experiences College of Community Innovation and Education, n.d.).

Another area of concern is teacher preparation for work in diverse environments. Teaching preparation programs are of course tasked with ensuring that student teachers are equipped with the tools to successfully educate their future students. However, as classrooms become more diverse—and students' needs more robust—instructors' levels of preparedness are enlarged. To meet these challenges, the College of Community Innovation and Education at the University of Central Florida (UCF) work to train teachers who are prepared to teach in any environment. This commitment to professionally prepare teachers for work with diverse student populations is not only important, but vital, as there is a growing demand for great teachers in urban schools. It is clear, however, that the scope of the work to prepare teachers in this way requires the compounded efforts of teacher educators and school systems (Darling-Hammond, 2005). Nonetheless, it is increasingly complicated to collaborate to address challenges associated with the systems, colleges, and practicing classrooms that prepare instructors for the schools. Often overemphasized, though extremely important, is one's teaching disposition; underemphasized is the capacity of pre-service instructors to develop agency in the field (Noguera, 2015).

Given the stated dilemma, this article focuses on pre-service teachers who intern in urban schools. The researchers' task was to derive the dual benefit of gaining an understanding of interns' experiences in the field and identifying types of support needed both to advance the profession and prepare an instructional workforce ready to teach in urban schools.

Comparatively, pre-service interns in this study served at schools with a high percentage of Black learners. Accordingly, this study examines the following questions; 1) What are the experiences of pre-service teachers interning at Urban Schools? 2) How can colleges of education, in-service, and pre-service teachers collaborate to transform internship experiences for teacher educator programs that include attention to urban schools and their populations?

BACKGROUND

Current State of Teacher Preparation Programs

Fullan (2014) posits, “Teacher development must be conceptualized much more thoroughly than it has been” (p.6). He notes, overall preparation programs need improvements to train and produce successful teachers. Colleges of Education have responded to such critiques in the form of curricula modifications. Seemingly, the goal of changes which occurred in teacher educator programs sought to ensure that graduates are well equipped to meet and balance current demands of teaching. The repository of literature indicates improvements vacillating within three contemporary domains of study: teacher education (Ado, 2016), school leadership (Pont, Noursche & Moorman, 2008), and pre-service instructional development (Leland, 2013; Hollins, 2019).

The National Center for Educational Statistics (2018) revealed an increased enrollment of diverse student learners in public schools. With the growth of diverse students, preparation programs worked to address the dispositions of pre-service teachers regarding diversity (McVee, Brock, Pennington; 2018; Solbue, Helleve & Smith, 2017; White, Brown, Viator, Byrne & Richezza, 2017). Currently, educator programs produce teachers who are keenly aware of theoretical knowledge yet are ill-equipped to apply practitioner knowledge, especially within student bodies that are increasingly diverse.

Milner, Tenore and Laughter (2008), highlighted the importance of teacher preparation programs, particularly as it pertains to diverse student learners. Their analysis of teacher educator programs is understood through such key areas as teacher knowledge, development, practice, and implementation. These tenets were grounded in a foundation of equity and social justice (Sleeter, 2017). While the population of students is increasingly diverse, the growth of diversity among professionals in the field of teaching lags far behind this trend (Sleeter, 2017, Bowsher, Sparks, & Hoyer, 2018; Emden, 2016).

Contextualized discussions regarding how pre-service teachers are being taught is a frequent discussion point (Gorski, Davis & Reiter, 2012) particularly as it relates to multicultural education. McDonald (2008) noted some preparation programs highlight a focus on multiculturalism and social justice support in their mission statements, syllabi, and other class materials. However, these programs did not achieve implementation fidelity with respect to their multicultural strategies. Researchers claimed that, instead of the diversity or multicultural preparation and competency that was envisioned, what is implemented instead are courses that focus on tolerance. In addition, several studies revealed that pre-service teacher candidates felt uncomfortable engaging in diversity discussions and therefore avoided those topics in the classroom (Gorski, Davis & Reiter, 2012; McDonald, 2008).

Another mounting concern is the lack of courses intended to address diversity (Alismail, 2016). There is a lack of a “balanced menu of courses” that sufficiently provide pre-service teachers the expertise to acquire and assimilate the knowledge necessary to effectively engage with diverse student populations found in today’s classrooms (Gurin, Dey, Hurtado & Gurin, 2002; Otten, 2003). The connections among course content, candidate placement, and real-life experiences are not considered when placing teacher candidates (Darling-Hammond, 2014). As such, pre-service teachers might enter the class lacking the skills necessary to meet the needs of diverse student learners; clinical and field experiences might serve as a conduit for connecting theory and application. Ultimately, there exists a perceivable gap between the practical aspects and the theoretical foundations of effective teacher preparation (Banks, 2015; Valenzuela, 2017).

Urban Schools

While, in some cases, the distinction might be unclear, urban schools are often described by physical location and a city’s population (NCES, 2006). As the twenty-first century progresses, these words and the associated ideas have taken on negative connotations (Lippman, Burns & McArthur, 1996; Haberman, 2004). The term “urban,” for example, often infers a place inhabited by minorities of low socio-economic status whose children receive insufficient quality education from underqualified educators. The reasons are often attributed to poverty, limited English proficiency, and family issues that plague the home. Some researchers note that those elements are significant keys that impact the urban school condition (Lippman, Burns & McArthur, 1996).

Researchers found high teacher attrition after five years, often citing discipline issues and lack of classroom management skills as factors associated with teacher departure (NEA, 2018). Furthermore, increasingly

impoverished student populations in urban schools require help from teachers who can empathize and make a commitment to helping the students succeed (Freedman, & Appleman, 2009). Guin (2004) agrees that there is a dire need for committed teachers in these classrooms; however, a shortage of such teachers in urban areas exists. These teachers require focused training and support to ensure they can both persevere and grow into educators able to mold the underserved students in urban schools (Darling-Hammond, 1999; Freedman & Appleman, 2009)

RESEARCH METHOD

As a result of the exploratory nature of this study the researchers have elected to approach the research qualitatively. Specifically, a case study design was implemented and useful for studying multiple participants experiencing the same event (Yin, 2017). The chief objective of the study is to gain insight on the state of pre-service teacher interns teaching at urban schools. That is, the case study design allowed for a deep analysis to produce a robust discussion concerning pre-service teaching experiences, and activities, as it pertained to working with students in urban environments (Merriam, 2009; Schramm; 1971; Yin, 2003). The data primarily collected for this study included semi-structured interviews as it allowed for powerful dialogic exchanges and offered participants to share their perspectives without any recourse. Furthermore, the overarching motivation for the case study is the need to prepare teachers who are able to reach and teach students irrespective of a given school's geographic location or its students' socioeconomic background is critically important to the teaching profession (Wilkerson, Chapman, Bennett, & Carroll, 2019).

Positionality

The sensibilities of academics in the field of education are shaped by a confluence of experiences. Also critical to the academic work of public scholars in education is one's proximity to practices that might impact the research process, principally the analyzation of data. The researchers of this study are scholars in the field of education. One researcher is a practicing high school teacher with experience teaching in urban schools, while another is an assistant director in student services at a post-secondary institution. The remaining two researchers are faculty members in educator programs at Minority Serving Institutions. Each member of the research team is positioned in work that endeavors to transform the field of education and collectively they have knowledge and experience in secondary and post-secondary

settings as administrators, secondary teachers, or faculty in teacher educator programs.

With respect to positionality, the authors are concerned with the way in which urban children's learning experiences are framed around their perceived deficiencies and believe that students' socioeconomic status should not determine their ability to succeed. At the same time, caution should be exercised to avoid diminishing the good intentions of pre-service teachers due to their lack of experience teaching in urban schools. Rather, this study aims to explore ways in which pre-service teaching professionals can be empowered to engineer the success of all students, particularly those who learn in urban settings. With this goal in mind, the research team has taken steps to identify and insulate its members' individual perspectives to keep them from biasing the findings of this study. As a part of this effort, each researcher contributed to the process in a specific way. The lead researcher partnered with the three team members to form a group that would meet to discuss, review, and analyze data. The authors affirm that the data was examined by trained, researchers who were otherwise uninvolved with the study. Furthermore, potential bias stemming from researchers' personal experiences was minimized through the effort to ensure that no participant of the study was a current or former student of any of the researchers. Finally, in addition to undergoing the rigorous review process noted above, the authors' consent to conduct the study was granted by the university's Institutional Review Board.

Data Collection

The data collection process for the study included interviews; selected participants were interviewed four times over the course of an academic semester, in addition to a pre-semester and post-semester focus group meeting (Morgan, Kruger, & Scannell 1998). Informed by participants, the interviews were held at an agreed upon meeting space. Each interview session ranged from 60 to 90 minutes. Additionally, participants journaled experiences and shared their journal entries weekly. Furthermore, interview questions were semi-structured and opened ended. In order to validate the participants' responses, the researchers employed a form of member checking in which participants were invited to review their interview transcripts to clarify statements and/or make corrections. The interview meetings helped to establish a more contextualized understanding of the participants' experiences interning in urban schools.

Participants

At the University of Central Florida, pre-service instructors are prepared through the College of Community Education and Innovation’s rigorous course offerings and through robust field experiences. The institution is situated within a large metropolitan geographic location and serves 11 school districts. Within the last three years the college has made an intentional shift to coordinate its field experiences and internship opportunities to better serve urban schools. As such, this study’s research team employed purposeful sampling to select study participants (Lavrakas, 2008 & Patton, 2002). Purposeful sampling is primarily used to identify and select participants who would have knowledge of the phenomenon under examination by the researchers (Creswell, 2003).

The Director of Clinical and Field Experiences was the informant who helped to identify potential participants (Creswell, 1998). Data reported herein originated from seven pre-service instructional interns (five female and two male) enrolled in internship hours. Criteria for selection included the following: senior level, College of Education degree-seeking students, service as full-time interns at urban schools. Over the course of a full academic semester, researchers for this study interviewed a group of pre-service instructional interns. Table 1 represent research participants. Finally, for the purposes of this study, to protect the identity of the participants, all names presented herein are pseudonyms.

Table 1.

Out of the Classroom into the field Participants 2018			
Gender	Measure	Institutional Type	Professional Status
Female	semi-structured interview	Urban K-12	Pre-Service Teacher
Female	semi-structured interview	Urban K-12	Pre-Service Teacher
Female	semi-structured interview	Urban K-12	Pre-Service Teacher
Female	semi-structured interview	Urban K-12	Pre-Service Teacher
Female	semi-structured interview	Urban K-12	Pre-Service Teacher
Male	semi-structured interview	Urban K-12	Pre-Service Teacher
Male	semi-structured interview	Urban K-12	Pre-Service Teacher

Site Description

The interns selected for this study worked in urban schools within a large metropolitan school district located in the southeastern United States. Roberto County (pseudonym) School District (RCSD) has a population of more than 200,000 students and is home to one of the state’s largest concentration of urban schools. Moreover, 90% of the urban school populations are comprised of Black children. It is important to establish that the interns were assigned to five different schools of the same type of school; each site was located in an urban community within the same school district.

DATA ANALYSIS

All collected interview data was descriptively coded (Miles, Huberman & Saldana, 2014) utilizing an inductive analytical approach. Data was transcribed, coded, and themed according to labels connected to “inferential information” (Huberman & Miles, 1994). The coded patterns of participant experiences allowed for a comparison of data that brought about three themed groupings. Part of the researcher’s approach, however, included analysis of the data in narrative form. Miles, Huberman, and Saldana (2014) argued narratives or stories are a key analytical approach concerning interpretations of narrative data. Cognizant of possible ethical concerns, researchers utilized the following measures of trustworthiness: member checking, cogitation of field notes, reflexivity, and debriefing (Creswell, 2003).

FINDINGS

The presentation of findings includes study interview data that has been deconstructed into themes and reconstructed into narratives. The authors utilized exemplars of participant’s stories, to reflect on their knowledge, and skills associated with answering the research questions.

Finding #1: Differences in classroom climate and professional modeling contribute to interns’ beliefs on teaching in urban schools.

The interns’ beliefs were reflected by a confluence of factors discussed by the group; these included professional actualization, student interactions, and veteran teacher support. Below is the coding scheme for beliefs.

Category: Beliefs

Subcategory 1: Pre-Service Instructor’s beliefs of student

Code: Aspirational

Code: Deficient

Code: Combative
Code: Unbalanced
Code: Clear Expectations
Code: Positive

As the interns discussed their work, they recalled their experiences as well as personal perspectives that enhanced the knowledge derived from their training and education. One intern, Jackie, was a 21 year old college senior scheduled to graduate at the end of the spring semester, and who was actively searching for teaching positions. Jackie grew up in a middle class suburban family. Unlike the students at the school where she interned, Jackie lived in an affluent beachside town. When asked what motivated her to work in the field of education, she reminisced about her favorite teacher: "I always knew I wanted to be a teacher. Mrs. Coats made a great impression on me. She always seemed like she was having fun teaching and since I was having fun learning I thought one day I would grow up to be like her." Jackie's college work mirrored her previous academic accomplishments as a good student in K-12. Throughout her teacher preparation process, Jackie's desire to teach remained strong. However, during her final internship placement, her perception regarding teaching shifted. She now believed that the students were immature and that they squandered their opportunity to learn. Jackie's thoughts were captured in the following story:

It was me with the substitute which doesn't seem overwhelming especially because my class is only 15 students. But it gets out of control very quickly. I'm sure you've seen it too. But um they love to talk. These kids love to talk. They love to have conversations. So I told them one day. Some of them were talking. I was trying to teach and they were talking. I just stopped. They looked up at me. I said I would never interrupt your conversation because you know that is not polite. So I will let you finish. When you are done I hope that you will not interrupt my conversation. I was kind of assuming that they would like stop. One girl was like okay Miss we're almost done. Then she went back and kept talking. Which I mean I know that she knew better. She just thought it was funny.

Jackie's story illustrates recurring beliefs, frustration, shared by several of the interns. Each came to the discussion dedicated to the profession of teaching. Several; of the interns used some form of personal inspiration to fuel their professional passion, yet the conflicts that arose during their hands-on experiences either dismantled or substantiated their beliefs about the profession. Also salient is the degree to which expressions of frustration

regarding a perceived lack of professional support stimulated a waning commitment to teaching. Like the other interns, Jackie struggled without success to fix some of the classroom concerns she faced. Jackie further lamented that her students were different from her and shared beliefs that differed from her own; she imagined a completely different response from the students when she offered to wait while they completed their individual conversations.

I am assuming that a lot of them do not have that example at home and they don't know what is appropriate socially. Because I noticed too a lot of the times I just assume that yea a kid knows that if I ask you do something like come in the classroom and get your work out that kind of means quietly and not a lot of talking. However, they don't know that and when you point it out (the students say) you meant no talking? "I am so sorry I will fix that." Sometimes they don't (fix it).

Jackie's story prompted the other interns to share their own experiences. Rachel acquired the desire to teach because of being a summer camp counselor. "Seeing the reactions of my campers, and it was an overnight camp, when I would read and share campfire thrills was amazing, it was so much fun. When I got to college the only thing I wanted to study was literature and teaching so here I am." Rachel learned earlier on that her "struggling students" could easily become distracted from their work. Nevertheless, Rachel believed in seeing her students grow through goal-setting. "I like to set small goals. One of the goals for this week was to actually help them keep their bell work page." Rachel explained that setting goals and sharing positive feedback with high school students worked better than she initially expected. With the help and guidance of her supervising teacher, Rachel developed and implemented a plan to engage her students in learning. The results of her plan unfolded successfully as evidenced in the portrayal of her shared remarks.

My supervising teacher and I (noticed) today during our first period (class) all of the students were participating. We felt so great afterwards. We like to help prompt our students. I think it is called probing or whatever. But we use things like you're doing so well. Especially if they are normally off task. But (today) they were actually on task. We will notice that.

Jackie and Rachel were interning at urban schools, and both expressed a desire to teach. Rachel's story differs from Jackie's, as she was

able to positively address concerns experienced in the class. Additionally, she modeled best practices under the guidance of a mentoring teacher. The other participants enjoyed Rachel's story, yet many of them seem to provide follow up responses indicating that their own experiences left them with sentiments more similar to those expressed by Jackie. When queried on experiences regarding working in urban schools the pre-service instructors conveyed and clarified their beliefs about the students and the teachers that they work with. Jackie explained:

But these students are experiencing things that you know I know personally I couldn't imagine facing at my age right now or some days students will be like yelling at a teacher and it will be really bad and the next day they will be fine and they will be laughing with the teacher...I think these kids they don't get any attention at home.

Despite some stories detailing experiences regarding beliefs, not all interns' experiences shaped positive beliefs about teaching in the classroom. Moreover, although all pre-service participants initially expressed enthusiasm about the teaching profession, Jackie's experiences were emblematic of concerns that can arise during field experiences. As in Rachel's case her supervising teacher created an environment whereby beliefs could be structured to enhance her understanding of how to overcome challenges.

Finding #2: Focused support on classroom students shaped interns' dexterity.

The study's second theme is support. The pre-service teacher interns understood that they were working with a diverse population of students. Some of the participants shared stories intended to illustrate their instructional skills, particularly with respect to enhancing their students' academic achievement. Participants shared stories that reflected both their affirmation of student's academic abilities and their understanding that they must sometimes serve as an extra layer of support for students. Below is the coding scheme for support.

Category: Support

Subcategory: Pre-Service Instructor's support as it relates to interacting with students

Code: Care

Code: Understanding

Code: Respect

Code: Concern

Code: Assist

Rosa was the only woman of color among the study's participants, and she was also considerably older than her peers. As such, she had also accumulated varied life experiences before coming into the profession of teaching. For example, she had already become a parent by the time she graduated from high school. Then, she married and had a second child by the time she became a second-grade pre-service instructor. Her narrative introduces the second theme regarding the experiences of pre-service teachers: interns serving as pillars of support for students. Rosa led many of the group discussions in presenting alternative perspectives regarding teaching in urban, Title I schools. Beyond seeing the students as at risk, she viewed teaching as a profession that imposed the responsibility for helping and developing all students. As indicated by Rosa's contribution to the dialogue, teaching was dependent on a teacher's disposition.

You have to stay cheerful....you just have to. When (they) come to school you have to get on their level and say not only am I your teacher but I am your friend. You know I think a lot of them just need that moment to interact with someone else other than a parent or classmate that actually wants to listen (to) them and hear what they have to say. To get with them on a more personal level.

The participant's response reflected the code concern. Rosa, along with the other participants, shared how she leveraged support to enhance student learning. For example Larry interjected that showing concern could include "Just asking a kid how was your day those three words or four words could go far; you have to care about them." Jackie also agreed that teachers must "give an extra layer of support."

Support was seen by participants of the study through the prism of understanding the environment in which the students live; such an understanding serves as an anchor for developing practices to advance students' learning. Rosa seemed to view the kids as learners without respect to their family dynamic or their economic standing. Her experiences encouraged other participants to share and offer stories of support to demonstrate ways in which they connected with their students. The examples of support focused less on academic achievement and more on in-classroom social interactions. Nevertheless, participants expressed that they felt a sense of accomplishment regarding their ability to connect with the students they taught. The participants' stories also indicated barriers that they might experience during their internship teaching roles.

Findings 3: Barriers to internship development were exacerbated by lack of supervising teacher offering professional direction.

The interns' discussion of classroom experiences were filled with reports of obstacles. The barriers described by the pre-service instructional professionals included how to deconstruct the good and bad practices of in-service teachers and working with parents. Below is the coding scheme for barriers.

Category: Barriers

Subcategory: Pre-Service Instructor's brilliance as it relates to interacting with students

Code: Behavioral Concerns

Code: Insufficient Parent Support

Code: Academic Disruptions

Code: Stymied Curriculum

Code: Home Environments

Code: Professional Decorum

Jonathan recalled a time when he was trying to determine the best way to implement structure in his class. He observed veteran teachers, but noticed that some displayed work habits that were inconsistent with his formal training. Upon reflection, Jonathan realized that it was not the first time he had witnessed surprising behavior on the part of experienced educators. Although Jonathan had entered the university unsure of what he would major in, a fraternity service project at his former high school led him to consider the promise of teaching. At the same time, Jonathan worried about this career's long-term prospects, as he had noted the apparent lack of interest the profession held for some of the teachers he encountered. In fact, Jonathan subsequently learned that the model of preparation within the context of urban school challenges was to earn "teaching stripes and get out of the classroom" and he recalled interactions with his supervising teacher that illustrated a perceived lack of professional decorum.

My teacher, she has two jobs now. She is leaving out of education and going into gospel singing. It consumes her. She will talk about her travels all the time. I'm like calm down we are still teaching right now. I understand that she is happy about her side job. But I feel she should really focus on doing her work as a teacher while we are

at school. She is like I am not going to be here next year. But I'm like we are here now. We need to work with the kids now.

In this instance, Jonathan attempted to reconcile the job expectations with the job realities. Ultimately, he came to see his work as important and struggled with how to react to the complexities of a supervising teacher whose ambitions no longer conformed to his conception of education professionals. The researchers learned that their study's participants agreed that some veteran teachers were not model professionals. For example, one participant reported that teachers "don't care" or that they "allow kids to suffer because they are preoccupied with other things." Such responses led to an imperative: Rather than seeing the promise of their work through other professionals, the interns were frustrated with the lack of focus veteran teachers exhibited. Interns also expressed barriers they discovered in attempts to work with their students' parents. Jonathan, for example, was surprised to be questioned about building relationships with student's parents: "I haven't even met any of the parents. So I wouldn't know what to do." In the resulting conversation, interns described frustration about their lack of knowledge about how to reach some parents as well as concerns about some parent's reactions to a call from a teacher. Some of the interns believed that students would be excessively punished.

I have kids that get beat when they go home. I know that. They are going to get beat with something. I'm almost afraid to make a call. To me it means that maybe I condone vicious punishment.

In this example, the construct of barriers is represented by narratives that are often associated with urban communities. In relation to the experiences calling for support that the interns shared, what is absent is an informed perspective which speaks to funds of knowledge upon which pre-service interns and professional educators alike might draw (González, Moll, & Amanti, 2006). The juxtaposition of intern frustrations with a real or perceived lack of in-service teacher support exacerbates conceptions of barriers. As such we see the emergence of paradigms which generated interns

distancing themselves from the profession.

DISCUSSION

This study's authors examined and sought to understand the experiences of pre-service teacher interns. Specifically, the researchers wanted to know what could be learned from pre-service teachers who interned at urban schools and how the interns' experiences could be interpreted in ways that would prove useful to enhance the field and clinical experiences requirement in the teacher educator program. This study's discussion of intern narratives takes place within a unique framework. Its findings provide an understanding of the implications regarding future work in the field of education, particularly the process of preparing urban school teachers. Already aware of teacher preparation programs' role as a starting point for launching a career as a scholastic instructor, the authors learned how the internship experiences helped pre-service instructors embody the full responsibilities of teaching.

Researchers consistently note that teaching in diverse or urban environments requires developing experiences where novice teachers can acquire skills that produce a deeper understanding of their work (Ladson Billings, 1994; Leland, 2013; Hollins, 2019). For example, Rachel reported that students in her class tend to be off task. She noted that with the support of her mentoring teacher she was able to practice a process that promoted student learning. Finally, she speculated that she could continue to facilitate a learning environment through practicing small goal setting skills with her students. Hollins (2019) emphasizes support and practice as frames for acculturating pre-service teacher into teaching in urban schools. In Rachel's case, her mentoring teacher helped her understand how to overcome challenges in the classroom by building practice with the theoretical knowledge Rachel already possessed; as Hollins (2019) contends, guided practice supports the success of novice teachers in urban settings.

Yet the results of our study contradict Noguera (2015) who encourages the art of agency as well as working together to achieve success. For example, Jonathan reported that his supervising teacher was not a true partner in cultivating his teaching ability. He argued that the supervising teacher was preoccupied with exiting the profession in search of a new line of work in entertainment. He also lamented that the administration failed to provide support to teachers. Finally, he postulated that improper or lax support may negatively influence teachers to flee from urban schools. As Noguera (2015) argues, the success is a collective effort which depends on working together to achieve goals. In Johnathan's case, the different aims

among him and his supervising teacher made it difficult to manage best practices associated with teaching. This interpretation of the data might be criticized by veteran teachers, who might argue that their perspective was only provided through the narratives of pre-service teachers. My explanation accounts for pre-service teachers experiences but does not explain the experiences of the teachers that work with the interns.

Ultimately, what is of major concern are the learners, Black students who attend the school of the pre-service teacher internship site. Interns will become teachers, as such every effort must be made to ensure their experiences position's them to provide outstanding teacher as that is what is needed in urban schools with large Black student populations. Additionally, these findings have important implications associated with area of field and clinical experiences; particularly as it relates to proving comparable professional development for urban school teachers.

CONCLUSION

Darling-Hammond (2015) contends that, given the enormity of the task that lies ahead for those who enter the teacher profession, there is evidence to suggest that collaboration is key. However, collaboration is rarely contextualized as a component of the preparation of pre-service teachers, nor of their transition into the field working alongside supervising instructors in the classroom. For this reason, it is recommended that teacher training programs do more to enhance the transition from the classroom into the field. Furthermore, this study indicates that reinforced transitions from the classroom to the field will work to inform a program's clinical and field experiences so that the novice teacher is supported in urban schools.

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