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Teachers' reflections on their professional development school clinical internship experience: a case study of novice teachers

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**TEACHERS' PERCEPTIONS OF THEIR PROFESSIONAL DEVELOPMENT
SCHOOL CLINICAL INTERNSHIP EXPERIENCE:
A CASE STUDY OF NOVICE TEACHERS WORKING IN
HIGH-NEEDS, URBAN CHARACTERISTIC ENVIRONMENTS**

by

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Dedications

This work is dedicated to my family…

To my children, Joella & Reid. May you see the value of hard work and persistence, and love learning as much as I do. You are the reason for everything I do and I hope that this work inspires you to one day pursue your own dreams, no matter how big.

To my husband Sean, who has supported and understood this journey every step of the way. For motivating me to finish, pushing me when I needed it, and believing in me when I may not have believed in myself.

To my Mom, who showed me that women can excel in their field without sacrificing family. You managed to do it all and are my role model. I only hope to live up to the bar you set.

To the rest of my family and friends who believed in me and my work…

Thank you and I love you!

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Abstract

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The following dissertation is a case study delving into the experiences of former interns who completed their clinical practice in a Professional Development School (PDS) and how their teacher preparation impacted their beliefs and practices during their initial in-service years as full-time teachers. The emphasis of this project were the perceptions of two Chelsea PDS former interns whom have successfully completed their internships and are engaged in full-time teaching as second and fourth year educators. Also central to the research agenda was an examination of the impact of the experience within a Professional Development School, based upon the Professional Development School Standards (NCATE, 2001). By investigating the perceptions of these teachers, this study provides insight into how the PDS clinical practice experience impacts the beliefs and practices of teachers. It was found that the experiences of the clinical interns during their clinical internship at a Professional Development School have a lasting impact on their current dispositions and practices once in the field, and contribute to their persistence as educators in the high-needs, urban characteristic context. The themes of leadership, learning community, and dedication were identified across the cases, as well as the importance of the role of the cooperating teacher. Implications of this research and areas for future research are also discussed.

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Chapter 1

Introduction

The following dissertation is a case study delving into the experiences of former interns who completed their clinical practice in a Professional Development School (PDS) and how their teacher preparation impacted their beliefs and practices during their initial in-service years as full-time teachers. This study looked at two teacher participants who completed their clinical internship at an award winning Professional Development School (PDS) characterized by a high-need, urban characteristic population and are currently novice educators within high-needs public school environments. The emphasis of this project are the perceptions of two Chelsea PDS former interns whom have successfully completed their internships and are engaged in full-time teaching as second and fourth year educators. Also central to the research agenda is an examination of the impact of the experience within a Professional Development School, specifically focusing on the core tenets of vision, inquiry, collaboration, diversity, as well as ongoing professional development. One of the findings was to validate the relationship between experiences in their full-time teaching position and their pre-service training in the PDS setting. By investigating the perceptions of these teachers, this study provided insight into how the PDS clinical practice experience impacts the beliefs and practices of teachers.

This case study serves to contribute to the growing body of knowledge regarding how universities and P-12 counterparts can more effectively improve their mutual and concurrent goals in the development of teachers equipped to meet the challenges of the high-needs, urban characteristic public school setting. This research model employs Seidman's (2006) three-interview method, as well as observations and material artifact

analysis of the Chelsea PDS former interns who are currently employed at two high-needs, urban characteristic schools. This study examines the perceptions of teacher preparation at a high-need, urban characteristic school environment, as it is understood by those who were directly impacted by the experience.

Background

Chelsea Elementary Professional Development School[1] (PDS) is a K-5 public school serving approximately four hundred students. The school is one of about twenty schools in a large, east coast school district. Although rurally situated geographically, the location holds many urban characteristics. The population of the school is one that is characterized as high-needs, with 80% of the population classified as economically disadvantaged. Another challenge facing the school is that approximately 40% of the students are English Language Learners (ELL).Student mobility rates are also high when compared to other area schools. Chelsea has maintained a Professional Development School partnership for over a decade, although the relationship with the university partner and support networks has changed throughout the years. With so many years invested into the PDS model, reflective practice and inquiry are essential to determine in what ways the partnership is succeeding in preparing teachers to meet future job demands, and also determine ways that teacher preparation can improve, especially in relationship to preparing teachers for high-needs, urban characteristic settings.

There was a need to assess the effectiveness of the of PDS clinical practice experience, specifically Chelsea Elementary Professional Development School (PDS) model in its ability to adequately prepare entry-ready teachers' ready to persist in the field and take on the challenges of the high-needs urban characteristic school

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[1] Chelsea Elementary is fictitious name.

environment. It is important to see if Chelsea PDS is preparing teacher candidates to meet the current demands of the profession, and how novice teachers are managing these demands within the context of high-needs, urban characteristic public schools. Moreover, reflective practice and deliberate inquiry are set forth as essential elements of the partnership; therefore research is necessary to analyze progress towards these mutual goals. If we continue to believe that teachers engaged in a PDS clinical internship experience are offered the best model for teacher education without reflecting on how these teachers are performing once employed as full-time practitioners, then we are ignoring the inquiry-based nature of the partnership and the ultimate goal of student achievement. Given the current challenges facing educators, particularly those working in high-needs, urban characteristic settings, it is imperative to reflect on how teachers are prepared to enter the field, and how prepared novice teachers feel in the face of challenges. This reflective practice is important to allow the Chelsea PDS partnership to evaluate the effectiveness and illustrate strengths and opportunities for growth within the current model. My project begins to fill the void of information regarding teachers' experiences after they have completed their clinical internship and are working in the field, particularly experiences related to the urban characteristic, high-needs public school environment. I seek to address the problems facing new teachers in the field and build knowledge as to how Chelsea Professional Development School model prepares teachers, in ways that are successful as well as areas that are in need of improvement.

Problem Statement

Educators are faced with many challenges. Numerous reform efforts are calling for more effective teaching practices and consequently, more effective teachers (National

Council for Accreditation of Teacher Education, 2010). This issue is compounded by the problem of teacher attrition, with nearly 40% of teachers leaving their workplace within the first five years (Shernoff, Maríñez-Lora, Frazier, Jakobsons, Atkins, & Bonner, 2011). Those numbers are elevated in high-needs districts where overcrowding, poverty, and challenging student populations make teaching difficult even for experienced practitioners. Adequately preparing pre-service teachers to meet the growing demands of the field is a well-documented problem (Levine, 2006; National Council for Accreditation of Teacher Education, 2010; Taymans, Tindle, Freund, Ortiz, & Harris, 2012). Professional Development School partnerships attempt to address these challenges for both pre-service and in-service practitioners.

The Professional Development School (PDS) model consists of a partnership between a university and P-12 partner school based on the notion of a "teaching hospital." The vision of the partnership is to not only prepare future educators, but also increase the capacity of in-service professionals through ongoing collaboration, professional development, and inquiry, while maintaining a focus on student achievement (Teitel, 2003). The Professional Development School model has been praised for the promotion of educational change and preparation of teachers equipped to take on the challenges facing educators today (Darling-Hammond & Bransford, 2005). However, PDS literature has not demonstrated that this model is adequately preparing teachers to face the challenge of persisting once working full time in high-needs, urban characteristic environments. This case study documents the reflections of the PDS clinical interns once engaged as full-time practitioners in high-needs, urban characteristic environments. Research has focused on teacher candidates in the clinical practice; however, this study

will focus on those teacher candidates after they have entered their field as full-time teachers.

Purpose

The purpose of this case study is to describe the experiences and perceptions of the Chelsea Professional Development School (PDS) former clinical interns currently working in urban characteristic, high-needs environments. The sample includes two teachers who have completed their clinical practice within Chelsea PDS and are currently second and fourth year teachers within high-needs, urban characteristic public school environments. The intent of this research is to describe the experiences of the clinical interns after they have entered the field as full time teachers. Data for this case study includes Seidman's (2006) Three-Interview Series approach, material artifacts, and observations.

Research has demonstrated that a Professional Development School clinical internship provides many opportunities to support the growth of pre-service practitioners (Castle, Fox & Souder, 2006; Latham & Vogt, 2007); however, little attention has been paid to the impact the PDS clinical experience has on the teachers once working independently in the field. This research seeks to understand and report the ways in which the teachers believe their training in a Professional Development School has impacted their practices as full-time teacher.

Theoretical Frameworks

Constructivism. The theoretical framework of constructivism figures prominently in this research. Constructivism focuses on the meaning-making and socially situated realities that exist within individuals (Guba & Lincoln, 1989). Therefore,

investigating how the participants perceive and make meaning of their experiences is central to this work (Creswell, 2009). This approach coalesces with case study research, specifically in the field of education (Laframboise, & Shea, 2009). Constructivist researchers, therefore acknowledge that there exist multiple realities, and set forth not to define a universal reality, but to construct a clearer interpretation that can withstand scrutiny and skeptics (Stake, 1995). Moreover, case study research carries the "burden of clarifying descriptions and sophisticating interpretations" (Stake, 1995, p.102), providing robust descriptions as to allow the reader to create their own interpretation. In this study, I use constructivism to explain the Chelsea PDS clinical practice experience as a socially constructed process. The goal then, is to understand how the participants view their clinical practice experience in light of their current experiences in their work environment. The beliefs and perceptions of the Chelsea PDS former interns influence their current practices as educators. These perceptions, therefore, are central to understanding the impact of the Chelsea PDS clinical practice experience.

     Phenomenology. In addition to the framework of constructivism, phenomenology also figures prominently as a research paradigm for this project. Phenomenology is the study of conscious experiences of a subject (Cohen, Manion & Morrison, 2007). Phenomenology can be used to study experiences in a number of fields. Specifically, comparing the experiences of the participants to elucidate commonalities is advanced by Gallagher and Brosted Sorensen (2006), who believe that asking participants to focus on their own experiences is more powerful than asking participants to fit their experiences within predetermined categories. In this way, comparing the descriptions of an experience allows for commonalities to emerge. The phenomenological approach was

utilized using Seidman's (2006) Three-Interview series, as later described in the

methodology chapter of this dissertation.

Research Questions

Designing the research question appropriately is critical in order to establish the

boundaries of what will be studied. This is essential because "it is impossible for any

investigator to cover all aspects of a problem" (Corbin & Strauss, 2008, p. 25). Since the

nature of qualitative research is evolving, the nature of the inquiry evolved over time as

necessitated by the research process (Stake, 2005). Although there are many pertinent

questions to be studied that pertain to former PDS clinical interns, the following

questions are central to this case study:

1. In what ways do the teachers perceive and describe their clinical internship

experience at Chelsea Professional Development School?

2. What is the relationship, if any, between teachers completing clinical practice

experience at Chelsea Professional Development School and their ability to

persist as educators in the high-needs, urban characteristic public school

environment?

Significance of the Study

Teaching in today's public school environment is complex, fraught with

challenges and mandates that threaten practitioners' ability to succeed and persist in this

ever-changing field. The changing dynamics of education are compounded in high-needs,

urban characteristic settings, where the public school system is under scrutiny from the

community, state, and federal governments (Shernoff, Maríñez-Lora, Frazier, Jakobsons,

Atkins, & Bonner, 2011). Stakes for public schools have never been higher, as the threat

of privatization becomes a reality for many failing districts. Preparing teachers to adequately face these challenges is the burden of teacher education programs, with the clinical internship serving as the hallmark experience to prepare future teachers. Moreover, given the time, energy, and resources necessary to sustain Professional Development School Partnerships, it is critical to determine the current status of the model at Chelsea PDS, as perceived by the former interns. With the educational climate focused on learning outcomes and achievement for students, it is time that Chelsea PDS reflect upon the learning outcomes and achievement of their adult learners, the clinical internship former interns. This population is most appropriate to reflect the status of the partnership and relate in which ways they felt prepared to persist in this most difficult profession.

Definitions

The following terms are used throughout the discourse of this project; therefore it is critical to provide a clear definition of each term as to promote a shared understanding of the relevant ideas as they pertain to Chelsea Professional Development School and this study.

- PDS: A Professional Development School (PDS) is a collaboratively planned and implemented partnership between a university and P-12 partner with the purpose of teacher learning, both pre-service and in-service. The focus of a PDS is based upon five standards: Learning Community, Accountability, Collaboration, Equity, and Structure. Although Professional Development School model may involve multiple school sites, districts or even statewide collaborations, this project inquires into Chelsea PDS, a singular K-5 elementary PDS site.

- Clinical Intern: A student completing a teacher preparation program who participates in a cohort engaged in a clinical practice experience in a Professional Development School. The internship involves an intensive semester-long teaching experience, where interns engage in full-time teaching, co-teaching and observations, as well as connections with the larger school community, including planning and participating in parent events and conferences. Cohorts groups at Chelsea PDS are typically made up of eight interns, but have been as small as four, and as large as thirteen in the past five years.

- Cooperating Teacher: A cooperating teacher is a tenured, certified teacher in the PDS who is responsible for working with a designated intern for the purpose of mutual growth, collaboration, and inquiry. The cooperating teacher mentors the intern and works with the university supervisor to provide the intern support and guidance throughout the clinical practice experience. The cooperating teacher also observes and provides feedback to the intern throughout the experience, as well as collaborates with the university supervisor on both the formative and summative evaluations.

- High-need: A high-need school is a site where a minimum 60% of the student population or receive free or reduced lunch. A high-need status can also be determined when a minimum of 30% of the population falls below the poverty line. The poverty line at this time is a yearly income of $23,550 or less for a family of four (Health and Human Services Department, 2013).

- Urban Characteristic: An urban characteristic school is one that shares many qualities and challenges of an urban metropolitan environment, but whose physical setting may not be considered urban.

Summary

There is a clear and demonstrated need as to why investigating the perspectives of Chelsea Professional Development School former interns is critical to understanding the impact of the clinical internship experience. This chapter outlined the rationale for research in this study, as well as the purpose, research questions, and significance of this project. In the next chapter, I will provide a review of current literature related to this inquiry in support of examining this important topic.

Chapter 2

Literature Review

The need for qualified and effective teachers in high-needs school environments is not a new topic in education, nor has it been ignored by current literature (Stairs & Donnell, 2010). Overwhelmingly, the extant literature describes the characteristics of these schools, as well as the challenges facing those who persist in the field to teach in high needs settings. One way educational reforms have attempted to address the current needs of students is to bridge the divide between higher education and public schools through Professional Development School partnerships. Literature related to Professional Development Schools is also robust, and provides varying perspectives on the outcomes of such partnerships. This chapter examines the literature related to high-needs, urban characteristic teaching environments as well as Professional Development Schools. The purpose of this review is to establish a context for understanding the importance of coupling high-needs educational environments within the context of the Professional Development School model, and indicate areas in need of further research and attention.

Research on high-needs educational environments have a variety of foci, from teacher cultural competencies and diversity of faculty, to outside influences of poverty and racial discrimination (Stairs & Donnell, 2010; Lewis, 2003; Valenzuela, 1999; Tatum, 1997). The literature abounds with the current realities facing these at-risk students, but less often discussed is the connection between teacher preparation programs, specifically the clinical internship experience, and teacher preparedness to persist in the high-needs urban characteristic environment. Furthermore, although Professional Development School partnerships are largely situated in high-needs, urban

characteristic public school environments, the connectivity of research between the two is sparse. Little attention has been paid to the successfulness of teachers once in the field, the internalization and capacity of novice teachers, and their demonstration of the central tenets of the partnership. Instead research has focused on the development of and context of the work within the Professional Development Schools during clinical internships (Levin & Rock, 2003; Button, Ponticell, & Johnson, 1996; Barksdale-Ladd, 1994). Therefore, former interns perceptions and reflections are critical to increase the PDS body of knowledge.

Beginning with the literature related to high-needs, urban characteristic educational settings this chapter presents current scholarship related to Professional Development Schools. Specific areas in need of additional research are identified, as well as the divergent beliefs regarding the future of Professional Development School partnerships.

Urban Characteristic School Environments

Currently, the word "urban" is used to describe a multitude of ideas surrounding education and schools (Anderson & Stillman, 2013). The connotation of urban for some is restricted to a geographical location, whereas for others, urban denotes the racial and socioeconomic status of the community. Milner (2012) describes need for development of a shared knowledge and definition of urban education, one that compliments what is known as urban in surrounding fields, and has developed a useful framework for the classification of urban schools for the purpose of research and conceptualization. Therefore, for the purpose of this review of relevant literature as well as research I submit Milner's (2012) definition of the context to be examined as "urban characteristic,"

lacking the population of urban schools in major geographic cities, but nonetheless

presented with such urban contexts and challenges. The specific challenges facing urban

characteristic districts will be further discussed in the literature discourse.

Why is it important to understand the context of urban characteristic schools?

Simply put, for the students. Factors of students' environment have been demonstrated

as central to student outcomes (Stairs & Donnell, 2010). Specifically, scholars have

argued that the majority of families challenged with poor environmental conditions are

those in urban characteristic, high-needs contexts, and that those conditions result in a

multitude of health concerns and environmental hazards (Fuller-Rowell, Evans & Ong,

2012; Munin, 2012; Noguera & Wells, 2011).Although these challenges and societal

context in which students live cannot be altered by the schools, it is critical for educators

to have a developed understanding of how factors such as poverty influence outcomes.

The unique context of high-needs, urban characteristic schools cannot be ignored, and

warrants further research as to better support the educational success of its students

(Noguera & Wells, 2011).

School dependent students. Students within the high-needs, urban characteristic

environment often are categorized as school dependent. Such school dependent students

rely heavily upon the support of the faculty within the school, whereas other students are

potentially successful regardless of the support offered within the educational context

(Milner, 2012). Because school dependent students are so reliant on schools to provide

quality educational services in all aspects of student growth, the focus on preparing

teachers equipped to be highly effective within the specific context of high needs, urban

characteristic schools is essential (Anderson & Stillman, 2013). "There is no issue more

important to improving urban education-particularly the instructional practice of teachers in urban classrooms- than the preparation of teachers" (Milner, 2012, p. 700). Currently however, that is not the reality for students within the urban characteristic context, with research demonstrating that students are taught by less qualified teachers, and attrition rates nearly double those of non-urban districts (Freedman & Appleman, 2009).Therefore, research that is reflective of teacher preparation practices is not only necessary, but also essential to better prepare teachers to enter into such an important role in students' lives. Milner (2012) also argues for a need to examine clinical internship experiences in relationship to actual practices as teachers enter the urban characteristic teaching environment. Although much literature has focused on clinical internship experiences (Barksdale-Ladd, 1994; Button, Ponticell, & Johnson, 1996; Levin & Rock, 2003) the connection to relevancy in practices is an area that warrants further attention.

Cultural incongruence. Although each environment presents its own unique populations and challenges, the specific challenges faced by students in an urban characteristic school environment are well documented (Delpit,2006; Tatum, 2005; Lewis, 2003; Valenzuela, 1999; Tatum, 1997). Urban characteristic schools have less access to high quality education and often fewer resources than their more affluent counterparts (Hanushek & Rivkin, 2010). Although issues of staffing and finances make academic success a challenge for student populations, at the forefront of these challenges is the incongruence between the cultural norms and values of the teachers and the cultural norms and values of the students they teach (Delpit, 2006; Valenzuela, 1999). Namely, the teachers are predominantly white and the students are increasingly non-white (Milner, 2008). This clash of cultures can be described as a double standard of schools; schools

expect students to make sense of the educational culture, when education is not giving

value to the students' cultures (Noddings, 1992). Furthermore, scholars contend that that

succeeding in school means that students must abandon their original culture

(DeMatthews & Mawhinny, 2014; Lewis, 2003; Valenzuela, 1999). There is a

demonstrated need to find common ground and build capacity of educators to meet the

needs of their diverse student population. "At its core, education is a process that occurs,

by and large, through the interactions between teacher and student, and we must

recognize that for children of all races and ethnicities to be successful, these interactions

must be beneficial and productive for the student" (DeMatthews, & Mawhinny, 2014,

p.112). This is not to suggest that educators and student backgrounds need to be aligned

for student success. However, it is imperative in these situations that teachers "possess

the knowledge, attitudes, dispositions, and beliefs necessary to meet the needs of their

students" (Milner, 2008, p. 336).

This cross-cultural divide can manifest itself in multiple ways in the classroom;

through stereotyping students and their families, through a difference in communication

styles, and through behavioral expectations and consequences. Perhaps most damaging in

this cultural divide has been the over-classification of historically marginalized

populations in segregated special education programs, specifically African Americans

(National Center for Education Statistics, 2007).

Scholarship designed to bridge the divide and help teachers understand the

differences in culture, particularly the culture of poverty (Payne, 2005) unfortunately can

often lead to further stereotyping of already marginalized populations. Delpit (2006)

argues that through this process of indoctrination, teachers are taught about the

deficiencies of students rather than their potential for success, later creating a rationale in urban schools that explains away student failure as a function of their status. This approach is often referred to as a deficit model, a method for understanding marginalized students from a perspective of what they *cannot* do and understand, rather than focusing on their strengths. "Teacher education usually focuses on research that links failure and socioeconomic status, failure and cultural difference, and failure and single parent households. It is hard to believe that these children can possibly be successful after their teachers have been so thoroughly exposed to so much negative indoctrination" (Delpit, 2006, p.172). Furthermore, scholars argue that this cultural bias manifests itself and is "ingrained and deeply imbedded in the policies, practices, procedures, and institutionalized systems of teacher education (Milner, 2008, p.332). Therefore, researchers advocate for understanding and integrating the students' cultural capital into the classroom environment, as well as explicitly teach the cultural tools that will enable future student success (Delpit, 2006; Lewis, 2003) without forcing students to choose between their home and school. Developing the leadership within the school community that can address issues of equity and diversity is not an easy feat, as the challenges of changing school culture are well documented (DeMatthews & Mawhinny, 2014; Theoharis, 2007).

　　　　Interest convergence. Further complicating issues of the cultural divide is the demonstrated inequities within the educational system that often prevent progress for minority social groups. Change toward a more equitable environment is easily pontificated but does not have the same manifestation within the actual policies and practices of schools. Scholars argue that progress toward equitable outcomes for students

is hindered by the issue of interest convergence (Milner, 2008; Leigh, 2003; Lopez, 2003). Interest convergence is the notion that equity "will be pursued and advanced when they converge with the interests, needs, expectations, and ideologies of Whites" (Milner, 2008, p.333). Social justice in education is more challenging when changes toward more equitable outcomes threaten existing policies, positions, and ultimately the privileges enjoyed by the majority. It is also astoundingly clear that what educators are facing today is "not an achievement gap, but rather an opportunity gap for urban students, that has led to our "education debt" owed (Ladson-Billings, 2006).

Teaching and learning in the high-needs urban characteristic environment has clearly demonstrated challenges for teachers, both experienced and novice. Therefore, it is critical to understand how new educators are navigating this climate of cultural incongruence and dealing with issues of social justice in the urban characteristic environment. This is no easy feat, as the challenges of changing school culture are well documented (DeMatthews & Mawhinny, 2014; Theoharis, 2007).

Professional Development Schools

Becoming a teacher today is much more complex than at any point in history. American teacher education is a far cry away from the early 1800s, where teachers (male only) were elected by the local government to serve as educators based upon the perception of their moral worthiness, and a prerequisite of reading and writing (Angus, Mirel & Thomas B. Fordham Foundation, 2001). It was not until midcentury that teacher training developed in the United States, with Henry Bernard and Horace Mann influencing the development of teacher training schools. Women began to enter the profession in this way, training at "normal schools" due to their exclusion at universities.

Teacher certification through examination became the norm by the beginning of the 20th century (Angus, et. al, 2001). Through the development of the National Council for the Accreditation of Teacher Education (NCATE), standardization of teacher education began to take control away from individual organizations, and create common requirements. Currently, teacher education is comprised of "four main elements: general academic education, subject area specialization, and professional courses followed by a student teaching or intern experience" (Angus et. al, 2001, p. 11). Of primary importance to this inquiry is the further creation and development of the Professional Development School (PDS) to meet the challenge of preparing teachers. The following section includes a brief historical overview and features of this reform model in teacher education.

Historical context. A Professional Development School (PDS) is a K-12 school that maintains a reciprocal relationship with a university partner for the purpose of developing both pre-service and in-service educators. The PDS model was brought to higher education in 1990 by the Holmes Partnership, a consortium comprised of over 100 research institutions (Leonard, Lovelace-Taylor, Sanford-DeShields & Spearman, 2004). The vision of the Holmes Partnership was to guide the partners through establishing a culture of lifelong learners, learning community, high expectations, professional development, site-based inquiry, and progressive organizational structure (NAPDS, 2008). The mission of this reform group has withstood the text of time and by 2009 the PDS model has expanded to over 125 universities and exceeds 600 P-12 sites in the United States (Teitel, 1998).

Professional development schools and equity. The development of the Professional Development School partnership as a reform model, evolved from a

response to the report from the National Commission of Excellence in Education (1983) entitled, *A Nation at Risk.* The report chastised educational institutions in the United States, citing lack of rigor, poor teacher preparation and increased dropout rates as reasons why the country could no longer compete globally (Ravitch, 2010). This pivotal report became the springboard for educational leaders to develop models to improve the current education system, and the Holmes Partnership, funded by the Rockefeller Corporation and the Carnegie Foundation, was comprised of education deans and academic officials with a vision for the future of education (Ferrara, 2014).

The Holmes Partnership, which is largely responsible for creating the Professional Development School model, situated itself among those concerned with the school reform, particularly through a vision for equity for all students. In, *Tomorrow's Schools,* the Holmes Partnership (1986) describes the ways in which the partnerships within PDS models are committed to equitable outcomes for all students and overcoming the reality that higher social class is synonymous with increased opportunities in education. Specifically, the publication cites PDS schools as committed to "overcoming the educational and social barriers raised by an unequal society" (p. 7). Additionally, the document purports that the PDSs will "engage in social and political action to acquire additional resources and to press the claims for justice in the larger society" (p. 33). Clearly, the development of the PDS and issues of equity are linked together through the vision of the partnership. Stairs & Donnell (2010) echo this sentiment by establishing that PDS partners can serve as a setting that is reflective and responsible to the social, demographic, and economic realities facing schools today. Since *Tomorrow's Schools* publication in 1986, partnerships have largely developed in high-needs school districts

(Valli, Cooper & Frankes, 1997). Scholars who have addressed the essential elements of the PDS speak of establishing equitable outcomes for students and developing professionals equipped to deal with the current issues facing educators today (Cozza, 2010; Taymans, Tindle, Freund, Ortiz, & Harris, 2012). Yet, questions regarding the model remain unanswered, with research needed to examine the strengths and weaknesses of the model through prioritizing the perspectives of former clinical interns at a PDS experiencing the current challenges of the field.

Professional development school standards. The five Professional Development School standards were created as a means to provide structure, accountability, and opportunities for the PDS partnerships. Although there are many ways to examine the partnership in light of the standards of the PDS, for the purpose of this work, I am interested in the ways that "the standards can provide a critical framework for conducting and evaluating research that addresses the questions of what outcomes are associated with PDS partnerships" (NCATE, 2001, p. 2). In this way the standards provide a common ground when discussing the work of the partnership. The following sections provide an overview of each standard in ways that demonstrate the relationship of the tenets within each standard as they specifically relate to the clinical practice experience outcomes.

Standard I: learning community. The first standard, learning community, develops the idea that the PDS partners "share a common vision of teaching and learning grounded in research and practitioner knowledge" (NCATE, 2001, p. 9).When fully realized, this learning community can support both practitioner and student growth. Development of a clear mission and vision for teaching is particularly salient within the urban education context, where research has demonstrated that a sense of mission

contributes to persistence to teach in such schools, particularly when developed through the teacher preparation program (Freedman & Appleman, 2009).The clinical interns within the PDS therefore should develop learning relationships with not only their cooperating teacher, but also their school colleagues, with shared purpose of vision and sense of mission. Inquiry is another important element of this standard, with members routinely using inquiry to drive instructional decisions and problem-solve to meet the needs of students. Furthermore, to promote the vision of teaching and learning for the PDS, current research and best-practices are integrated in the decision-making processes, as to promote positive change.

Standard II: accountability and quality assurance. The second standard, as it relates to outcomes for clinical practice interns, develops the notion of professional responsibility, accountability, and reflective practice. Specifically, the standard promotes the idea that partners continuously "revise their teaching and learning approaches by testing new ideas and questioning current norms and practices as they impact individual P-12 student achievement" (NCATE, 2001, p. 12). In this way, each person engaged in the partnership is responsible for developing assessments aimed at gathering a clear understanding of a problem, interpreting results on how their practice as an individual contributes to the current situation, and revising those practices as to better meet the needs of the learners. Furthermore, inquiry and reflective practice are two indicators of improved teaching outcomes for urban educators, with research demonstrating positive outcomes for teachers that continuously engage in inquiry (Freedman & Appleman, 2009).This cycle of inquiry and change is at the core of the vision for the PDS environment, with teachers continuously striving to better meet the needs of the students;

while holding themselves accountable to meet compliance of the district, state and national policies.

Standard III: collaboration. The nature of this standard as it related to the clinical practice experience is to provide a focus on the collaborative nature of the work within schools towards increasing student achievement, as well as providing recognition of the contributions of each collaborator. For the practitioner, collaboration involves not only seeking professional development opportunities to further support student learners, but also sharing their work and knowledge, thereby building the capacity of the team. "PDS partners use their shared work to improve outcomes for P-12 students, faculty, and other professionals" (NCATE, 2001, p.13). Researchers suggest that collegial connections and frequent interactions with peers in the work setting is a predictor of remaining in the profession (Kardos, Johnson, & Peske, Kauffman, & Liu, 2001). Moreover, learning to develop relationships within the school community is vital for new teachers working in high-needs contexts (Shernoff, Marińez-Lora, Frazier, Jokobsons & Atkins, 2011). Therefore, the PDS is imagined as an integrated community of novice and seasoned educators working together and learning from one another. The nature of collaboration and partnership also includes community and parent involvement, with a demonstrated focus on the idea that interdependent practices improve student outcomes.

Standard IV: diversity and equity. The focus on equity is one at the heart of the PDS partnership, as evidenced in *Tomorrow's Schools* (Holmes Partnership, 1986). The focus as it relates to outcomes for clinical practice interns is promoting equitable opportunities for students through data analysis and portion of differentiated practices designed to meet diverse learners' needs. "PDS partners and candidates are able to teach

from multicultural and global perspectives that draw on the histories, experiences, and diverse cultural backgrounds of all people" (NCATE, 2001, p. 14). Embracing students' cultures and backgrounds into planning for learning is a central tenet of the PDS work. Research demonstrates that cultural and racial awareness and insight as well as critical reflection on issues of equity are critical in the preparation and of urban teachers (Milner, 2006). This understanding and appreciation of differences also is demonstrated by practitioners through diverse classroom lessons and assessments, keeping individual needs in mind. Collaboration with the surrounding community is another way that the PDS partners can facilitate a partnership and appreciation of the role of the family and community in student learning.

Standard V: structures, resources and roles. Although the structure of the PDS and the roles within the partnership do not directly relate to the clinical practice interns, the way the partners develop and demonstrate those roles can potentially impact the experience. The vision of the PDS partnership is ideally "integrated into core values, culture and, in general, is 'woven into the fabric' of the partner institutions" (NCATE, 2001, p.15). The aforementioned other four PDS standards and the implications for the vision of teaching and learning is demonstrated through the partnership's commitment to being a Professional Development School in more than just name, but through the culture of the school. Each standard contributes to the nature of the partnership; the overall experience and lasting impact of each standard is at the heart of this research.

Professional Development School Effectiveness

Preparing professionals. Scholarship has demonstrated that the Professional Development School model produces better prepared teachers than traditional or

alternative clinical internship experience models in relationship to instruction, management and assessment (Castle, Fox & Souder, 2006; Cozza, 2010; Taymans, Tindle, Freund, Ortiz, & Harris, 2012). Such established differences are critical in a field where management and instruction are undoubtedly the most difficult for new teachers to achieve. Furthermore, if former interns from the PDS model bring forth a more comprehensive knowledge-base than a novice teacher from a traditional or alternative placement, they are more likely to succeed in face of their job demands once working as practitioners. Research has demonstrated that student learning gains are impacted by teacher experience; therefore, the PDS experience has the potential to increase student gains when compared to novice teachers from a non-PDS placement (Castle, Fox & Souder, 2006; Stairs & Donnell, 2010).

Teacher attrition and the Professional Development School. While teacher quality is central to this research, the connection between teacher attrition and high needs, urban characteristic contexts cannot be ignored. Compared to other professions, teachers leave the field at a much higher rate (Stairs & Donnell, 2010). Of those who leave the profession, newer teachers leave much more frequently, roughly 25% in the first year, and about half within five years (Ingersoll, 2003). The number of teachers leaving high-needs schools is double that of schools that are not as in need. Research related to teacher attrition and the PDS urban characteristic clinical experiences has demonstrated mixed findings. Ronfeldt (2012) argues that learning to teach in what he terms "difficult to staff" schools does not prepare teachers to persist in similar settings. Moreover, Ronfeldt (2012) asserts that teachers who learn to teach in an "easy to staff school" demonstrate a

persistence and increase in achievement, even when teaching in a "difficult to staff" environment (p. 20).

However, research focused specifically on PDS experiences preparing teachers in an urban environment has demonstrated higher rates of persistence in the field of education when compared to non-PDS counterparts (Hunter-Quartz, 2003). Furthermore, a longitudinal study of both PDS and non-PDS former interns demonstrate that a PDS experience significantly affects persistence in the field of education (Latham & Vogt, 2007). Clearly, questions remain related to new teacher successfulness in the high-needs school environment. The implications from future research potentially can change outcomes for teachers within the Professional Development School model, as well as students in urban contexts.

Professional Development Schools Critique

Although much of the Professional Development School literature demonstrates the positive outcomes from the partnership, the model is not without critique. In addition to the structural challenges of time and staffing, critics describe a myriad of potential roadblocks to success, including clash of institutional cultures, competing agendas and a lack of time, trust and energy needed from stakeholders to collect the pertinent documentation of outcomes to name a few (Metcalf-Turner & Fischetti, 1996; Sironik and Goodlad, 1988;Yendol-Silva & Dana, 2004; Valli, Cooper & Frankes, 1997). Therefore, not all scholars are convinced that the PDS model presents a realistic and transformative option for school reform (Stallings & Kowalski, 1990). Thus, this is why critics feel as though the promises of the Holmes Group have yet to be fulfilled through the PDS model (Valli et al., 1997). Considering the immense time and energy both K-12

and higher education partners dedicate to the model, stakeholders often find themselves questioning if the outcomes are beneficial and worth the effort. Clearly, further research is needed to evaluate the productivity and ability of the partnerships to promote lasting change and serve as models for teacher preparation programs.

Summary

The lack of literature pertaining to Professional Development School former interns supports the need for further research in this area. Furthermore, the unique environment of the high-needs, urban characteristic school is in need of further inquiry as to promote the achievement of teachers within these settings, with the ultimate goal of improving student achievement. This review of literature demonstrated that clear need for further research. In the next chapter, I will present the methodology for this case study.

Chapter 3

Methodology

The nature of this study and research questions for this inquiry called for

implementation of a qualitative approach. A main purpose of this research design is to

understand the ways in which the participants understand their situations through deep

attentiveness to the holistic context (Miles & Huberman, 1994). More specifically, a

phenomenological case study approach was the most appropriate methodology to use to

answer the research questions based on critical features. As Yin (2009) defines case study

research, I desired to understand a contemporary phenomenon in depth, but had no

control over the behavioral events. There are multiple factors to consider when designing

case study research, and in this chapter I address each of them, including research design,

sampling strategy, data collection, data analysis, as well as ethical considerations.

Research Design

This case study examined educators working within the high-needs, urban

characteristic public school environment and documents their perceptions of their

Chelsea Professional Development clinical internship experience. As the researcher, I

was interested in the perceptions of these teachers, and the essence of their experiences

both as a part of Chelsea PDS and in their current work environment. To that end, my

goal was to accurately capture and represent each teacher's perspective accurately and

with fidelity. Creswell (2007) describes case study research as examination of a

'bounded system' in which the researcher can explore. The bounded system for this

research was educators who completed their clinical internship within the Chelsea

Professional Development School. Multiple- case study research was appropriate for a

number of reasons. Examining each teacher's experience as a single case allows for description of each case, honoring the unique experiences of each teacher, while the cross-case analysis allows a look at the bigger picture of the clinical internship experience at Chelsea Professional Development School. Yin (2009) asserts that case study research is engaged in answering "what" and "how" research questions related to experiences. Through in-depth interviews, observations, and artifact collection, this study examines the multiple contexts of two novice teachers' experiences in an effort to answer questions of that nature.

Another reason a case study approach was best suited for this study is the nature of data analysis. Such methodological reduction (Creswell, 2009) allows for clustering of data to develop themes and connect participants' experiences through a systematic analysis. Additionally, this case study research allowed the focus on a specific organization that is of interest to me as the researcher (Yin, 2009). Determining points of similarities across teachers' experiences was necessary to answer the research questions, and a case study best allowed for such an analysis. Through examination of these educators' current context I garnered the ways in which their experiences as part of the Chelsea Professional Development School clinical internship have shaped their current beliefs, practices, and perceptions in their current work environment. To that end, the following research questions were developed:

1. In what ways do the teachers perceive and describe their clinical internship experience at Chelsea Professional Development School?

2. What is the relationship, if any, between teachers completing clinical practice experience at Chelsea Professional Development School and their ability to

persist as educators in the high-needs, urban characteristic public school environment?

According to Yin (2009), creation of propositions is an important component of case study research design. Propositions create a focus for the inquiry and promote relevant data collection through examining specifics within the focus of the study (Yin, 2009). My first proposition for this study was that the clinical internship experience at Chelsea Professional Development School has impacted the former intern's beliefs and practices in their current work environment. Furthermore, I contend that their ability to persist given the documented challenges of teaching in high-needs, urban characteristic public schools is related to their preparation during clinical internship.

The Study of Perception

Central to this research project is the collection and interpretation of the perceptions of Chelsea PDS former interns. Listening to and gathering a person's perceptions can tell more about the person's culture, beliefs and actions than they can even realize. Therefore, the spoken language is a central tool to social cognition (Holtgraves & Kashima, 2007). Language in relationship to social cognition is a "tool for meaning making and meaning exchange" (p. 73) in social interaction. This process involves the speaker intentionally conveying a meaning or message to the recipient, making communication an active process for both parties (Grice, 1989). Eliciting a person's emotions is not without consequence, with scholars arguing that the act of communicating one's beliefs alters those very beliefs (Holtgraves & Kashima, 2007; Liberman, 2007). Although it can be argued that collecting perceptions by nature alters those perceptions, it is nonetheless critical to research subjective experiences, because

from a psychological perspective, those experiences *are* reality (Echterhoff, Higgins & Levine, 2009). Reality "refers to people's subjective perception of something as being real and truthful, not to whether something can be corroborated as real or truthful from an external (scientific) perspective" (Echterhoff et. al, 2009, p. 497). Therefore, the study of perceptions is the study of reality.

This case study privileges the perceptions of the Chelsea Professional Development School former interns with purpose. The collective perceptions and shared experiences of the teachers whom completed clinical internship at Chelsea are valid; they represent the reality of the teacher preparation at the PDS. The study of teachers' perceptions has proven to be a valuable way to impact educational practices (Echterhoff, Higgins & Levine, 2009). The primary purpose of perspective taking is to see and appreciate an event or situation, as experienced by others. In scholarship that has studied perception, it is determined that perceptions determine behavior (Susuwele- Banda, 2005; Cillessen & Lafontana, 2002). Those behaviors of the Chelsea PDS former interns have a direct impact on their teaching. Therefore, allowing the former interns' voices to be heard will provide a more nuanced understanding of the clinical internship experience at Chelsea PDS, as well as how their perceptions related to their clinical internship have translated into behaviors as teachers in urban characteristic schools.

Researcher Identity

The background information and beliefs of a researcher engaging in qualitative data collection and analysis is pertinent, because as the researcher, I am the primary instrument for data collection (Lincoln & Guba, 1985; Miles & Huberman, 1994).

Therefore, it is important for me to disclose my personal qualifications as to inform the reader of potential bias.

Research begins with reflective queries which can evolve into the need to know. My reflective queries were initiated when I began to work with interns placed in my Professional Development School. Additionally, as a former intern who completed my clinical internship experience at Chelsea PDS. I believe that my experiences during my clinical internship experience have strongly influenced my current practices, for a variety of reasons. During my tenure at Chelsea, I became increasingly involved in working with the University partner, and through participation at the national PDS conferences, I came to reflect upon the time and resources required to sustain these partnerships. Over the past five years, through budget woes, staff turnover, and the ever-increasing workload placed upon teachers, I wonder if the partnership that exists between Chelsea and the partner institution is as strong as it once was in the past. Additionally, I think about all the pre-service teachers Chelsea PDS has engaged over the years and wonder if they felt prepared to enter the field and persist given the challenges facing teachers today; specifically teachers working within high-needs, urban characteristic schools. Arguably, much has changed in the decade in which I taught. As an educational leader, I believe it is important to engage in reflective practice and inquiry as to see where improvements can be made. I believe that through this inquiry, new insights gleaned from the data will help to create a clearer picture of the impact of the Chelsea PDS model.

Beliefs

My experiences and involvement with the Professional Development School model have led to my tendency to believe that the Chelsea PDS model potentially can

offer teacher candidates a more comprehensive experience than a placement in a traditional setting. The environment within a PDS is one that I experienced to be collaborative and welcoming to both staff and pre-service teachers. I assume that the standards that serve as a vision for a PDS (Learning Community, Accountability, Collaboration, Equity and Diversity, and Structure) are present within Chelsea PDS as well as the other schools that are part of the PDS network. I am very aware that this perception is based upon my experiences working within Chelsea PDS. During the past few years however, my beliefs have been challenged, and I found myself questioning whether Chelsea Professional Development School truly functions as a "teaching hospital" as is the purpose of a PDS. This questioning of my own point of view led me to conduct research to determine if the interns perceive that their experience within Chelsea PDS prepared them to enter and persist in this challenging profession.

My experiences have influenced how I approached this project because I purposely gave up my Professional Development School responsibilities at Chelsea PDS in order to conduct my research. I am fully aware that my point of view regarding the benefits of a PDS is not necessarily shared by others. I feel as though I am much more open-minded as to what investigation revealed than I would have been a few years ago. Furthermore, personal circumstances over the past few years have kept me out of my work environment for a prolonged period of time, providing distance not only from influencing the environment, but also distance from the positional responsibilities I previously held. Although previously immersed in the environment, I believe the separation I have now will allowed clearer perspective, while still affording the insider knowledge associated with the role of participant observer (Yin, 2009).

Worldview

It is also important to identify the worldview approach that I assume, as it guided my actions and beliefs as I approach my work and make meaning of my experiences (Guba, 1990). This particular project I approached with a social constructivist worldview, which closely aligns with my desire to understand better the world in which I work (Creswell, 2007). The objective of the research was to represent the complexity of the participants' views and understandings, and rely on their construction of meanings to inform the data collection. Because the participants and the way they position themselves within their educational context is critical, my research questions were broad and general as to allow participants to shape and construct their own meanings of their experiences. The subjectivity of the participants and their views allowed me to focus on the relationships and social negotiation among them. My intent was to better understand the new teachers' perceptions and perspective regarding their experience and interpret those ideas. Also aligned with the social constructivist worldview is the understanding that my positioning and background had an impact on the data collection and analysis, and the social interactions between me and the participants impacted their decisions and positioning as well (Guba, 1990). I feel that acknowledging my worldview in the research helps my reader understand how to interpret my work.

Sampling

The sampling for this study was purposive and evolving, as is the nature of case study research (Miles & Huberman, 1994). The individuals and sites for this inquiry were chosen "because they can inform an understanding of the research problem and central phenomenon in the study" (Creswell, 2007, p. 124). The sampling employed for this

research was a criterion sample. A criterion sample includes the participation of individuals who meet a specific set of characteristics in order to be considered for inclusion in the study. Ensuring that all participants meet the criterion allows for comparison and provides quality assurance (Patton, 1990).

Participants

The process of finding participants for this study was situated on the criterion of the project. To be considered for participation the candidates need to have the following characteristics: a) Completed their clinical internship experience within the Chelsea Professional Development School while attending Jersey University[2], b) Currently employed full time as a second, third or fourth year educator within a high-needs, urban characteristic public school. This study also was focused on the typical case, so participants with extreme situations or circumstances may not be selected for participation in the study. Extreme situations or circumstances may include a illness or accident that interrupted the clinical practice experience for a portion of time, a candidate who was placed on a remediation plan, received less than an 'A' for the final grade, change in cooperating teacher or placement, or other unforeseen interruptions to the experience.

Identifying the pool of participants for this study began by obtaining a list of the clinical interns at Chelsea PDS over the past seven years. This comprehensive list of names was provided by Jersey University after satisfying the requirements of the IRB. From this list of names, I then used the state pension website to look up each candidate by name. Names that did not show up in the pension system were then excluded from the study; public school teachers have pensions, therefore anyone not in the pension system

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[2] Jersey University is a fictitious name.

is not a public school teacher at this time and does not meet the criteria. The pension website also listed the number of years in the pension system; any teacher with more than four years of service was excluded. From that data, I then looked up the remaining eligible candidates by using the district data collected from the pension website. The district data provided the work email addresses for the remaining Chelsea PDS former interns. Those remaining teachers were sent an introductory email explaining the goals of my research project (Yin, 2009). From those emails, there were four potential participants. Of the four potential participants, one was currently employed at Chelsea PDS, and a personal invitation was extended. All participants were then given a follow-up phone call to explain the research and discuss the informed consent process. Of the four potential participants, two were unable to continue their involvement in the project. One of the potential participants was engaged in a graduate internship and did not feel she had the time to commit to this study and the other participant who currently works at Chelsea PDS did not feel comfortable sharing her perceptions while working as a non-tenured teacher in the school. Since only two participants were willing to participate in the study, the research began, however, follow-up emails and reaching out to other potential participants continued for another two weeks, with no additional participants interested in the study at that point in time.

Great attention was paid to fulfill all requirements of Rowan University's Internal Review Board (IRB). To that end, written informed consent was obtained from each participant, permission to visit their school site was obtained from the participants' principals, and each person's identity is protected throughout the study. The two participants were given the pseudonyms Alison and Bethany; those names will be used throughout the course of this project. Participants were made aware that their participation was strictly voluntary and they were free to leave the study at any point and

time they wished to do so. I provided a clear and written explanation to participants as to my process of data collection and storage both during and following the study. Below is a description of each participant.

Table 1

Participant Characteristics

Alison	Bethany
2nd year teacher- 2nd grade Currently at Rush Elementary School - Same district as Chelsea - High needs, urban characteristic Internship- 4th grade at Chelsea PDS White Female- 20s	4th year teacher- 7th grade math Currently at Dell Middle School - Different School District than Chelsea - High-needs, urban characteristic Internship- Bilingual K White female- 20s

Settings

The settings for this case study were the two high-needs, urban characteristic schools that employed the former Chelsea Professional Development School[3] interns, Alison and Bethany. For this research, I was not concerned with the elements of the teachers' current work context; rather, focusing on how the participants navigate and experience their environments in light of their experiences during their Chelsea PDS

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[3] Chelsea, Rush and Dell school names are all fictitious.

clinical internship experience. It is important, however, to provide a description of not only Chelsea PDS, but also each participant's setting as it relates to their current teaching experience as an urban characteristic educator.

Chelsea Elementary PDS. Chelsea Professional Development School is a high-needs, urban characteristic elementary school in New Jersey. Chelsea's enrollment for the 2013-2014 school year was approximately 350 students in grades K-5. Of those students, about 15% are classified as a Student with a Disability, approximately 75% are considered Economically Disadvantaged and approximately 33% of the school population are Limited English Proficient students. Of the school's population, about 60% are Hispanic, 20% are White and 20% are Black. Chelsea Elementary school academic performance is average when compared to its peers, and the student growth performance is very high when compared to schools with similar populations. Additionally, Chelsea PDS met approximately 40% of the performance targets for Academic Achievement, and zero targets for College and Career Readiness (New Jersey Department of Education, 2014).

Rush Elementary. Alison teaches second grade at Rush Elementary, a high-needs, urban characteristic school in the same district as Chelsea PDS. Rush's enrollment for the 2013-2014 school year was about 550 students in grades K-5. Of those students, approximately 15% are classified as a Student with a Disability, approximately 60% are Economically Disadvantaged students and 5% are considered Limited English Proficient students with Spanish as the primary language for those students. Of the school's population, approximately 45% of the school population is White, 20% are Black and 20% are Hispanic.

Rush Elementary school's academic performance is high when compared to schools of similar populations, and the student growth performance is very high when compared to its peers. Additionally, Rush Elementary met 100% of its performance targets for the 2013-2014 school year, which is the most recent data available. However, the school has about a 15% chronic absenteeism, compared to the target of 6%. The school day is approximately 6 ½ hours, with 5 ½ hours of instructional time. The student suspension rate was less than 5%, and no students were expelled in the 2013-2014 school year. Additionally, the staff to student ratio was approximately 1:15 (New Jersey Department of Education, 2014).

Dell Middle School. Bethany teaches seventh grade mathematics at Dell Middle School, a high-needs, urban characteristic school that is close to a large metropolitan city environment. Dell's enrollment for the 2013-2014 school year was approximately 700 students in grades 5-8. Of those students about 14% are classified as a Student with a Disability, approximately 80% are Economically Disadvantaged students and about 5% are considered Limited English Proficient students, with Spanish as the primary language for those students. Of the school's population, approximately 45% are Black, 35% are Hispanic and 20% are White.

Dell Middle's school academic performance is high when compared to its peers, and the student growth performance is average when compared to schools of similar populations. Additionally, Dell Middle did not meet either the Academic Achievement or College and Career Readiness targets in the school performance area. Dell Middle School did meet the targets for student growth in both Math and Language Arts in the year 2013-2014, the most recent data available. The school has a 10% rate of chronic

absenteeism, compared to a state target of 6%. The school day is approximately 7 hours long, with about 6 hours on instructional time. Dell Elementary has about a 15% student suspension rate, with zero expulsions. Furthermore, the student to staff ratio is approximately 1:10 (New Jersey Department of Education, 2014).

Data Collection

Data collection involves the planning and gathering of the information necessary to answer the proposed research questions. There are multiple forms of data collection, in ways that continuously evolve, but each can be categorized into one of four groups; observations, interviews, material artifacts and audiovisual materials (Creswell, 2007). Of the four groups, three of these ways are critical methods of data collection in relationship to this study: interviews, observations, and material artifacts. The rationale and description of each method is included in this section.

Interviews. Although this case study project involved multiple methods of data collection to answer the research questions of primary importance to this inquiry is interviewing the selected participants. "Language is more than a means of communication about reality; it is a tool for constructing reality" (Spradley, 1979, p. 17). The interviews for this project were face-to-face and semi-constructed (Miles & Huberman, 1994), following the three-interview series developed by Seidman (2006). Conducting interviews was a critical and appropriate method of data collection in order to understand the ways teachers make meaning and reflect upon their experiences (Seidman, 2006), not only during clinical internship, but also once working in their permanent position. Since the focus of the interviews is perceptions, opinions, and attitudes, I

believe that semi-structured topical interviewing was the best approach for the desired outcome (Glesne, 1999).

Seidman's three-interview series. The three-interview series is a framework for the phenomenological approach to qualitative research that allows for open-ended, yet focused questioning that allows the participant to reflect upon the deeper meanings related to their experience being studied (Seidman, 2006). "Interviewing provides access to the context of people's behavior and thereby provides a way for researchers to understand the meaning of that behavior" (Seidman, 2006,p.10). In the interview series, each of the three interviews has a particular focus, and builds upon the knowledge of the previous. The first interview focused on the participant's background and history as related to the experience of clinical internship, specifically building gain an understanding of the emotional relationship between the participant and the experience (Petitmengin, 2006). The second interview focused on the specific experience (clinical internship at Chelsea Professional Development School) that is being studied. The third interview is focused on the participant's reflections on their clinical practice experience in relationship to their current work context. Seidman (2006) recommends that each interview should last no longer than 90 minutes in length, and be separated by a time period of no more than one week, and this format was followed. This process allowed for development of a rapport between myself and the participants through multiple meetings, as well as provided a richness of data necessary to understand the experience. "These characteristics contribute to the validity of the interview" (Bolling, 2012, p.1770) as well as allow for triangulation of data (Vasil, 2013).

The three interviews were conducted at a mutually agreed upon location, and an informed consent form was used prior to data collection. Each interview was audio-recorded and transcribed by me. Since I was examining multiple cases looking forward to a cross-case comparison some standardization of protocol was necessary to enable such a comparison during data analysis (Miles & Huberman, 1994). However, there also needed to be some flexibility within the protocol to allow for the participants' social contexts to influence data collection, as aligned by the social constructivist worldview (Creswell, 2007). This was particularly important given that the current work setting for each participant differed. The interview protocol was structured so that I am asked the same questions of all participants, but flexible enough to allow various probes to responses in order to gain a full understanding of each person's experience (Miles & Huberman, 1994; Yin, 2009). Structuring this process was intentional, following Maxwell's (2005) advice that "structured approaches can help to ensure the comparability of data across individuals, times, settings, and researchers, and are the particularly useful in answering…questions that deal with *differences* between things" (p. 80). Since the focus of the study prioritizes a comparison of specific practices, dispositions, and beliefs, such an approach was necessary.

Rapport

There are a number of ways I built rapport and trust with the participants for this study. One advantage I had as the researcher is being involved in the cultural scene, "which is essential to build trust with participants" (Spradley, 1979, p. 48). I believe the teachers were more trusting of me because I am part of their cultural scene, as a fellow educator. Researcher transparency in the research agenda was another way I built trust

between myself and the participants. Ensuring that I was forthcoming with the rationale for my research was of utmost importance to this study. Moreover, as part of the interview process, specifically with the first interview and initial conversations, I incorporated friendly conversation in an effort to make the interview seem "less like an interrogation and more like an informal talk" (Spradley, 1979, p. 59). In these ways I feel confident that I developed a friendly and professional rapport with the participants of this study, without revealing too much of my personal background and beliefs as to sway their answers or confidence in the nature of my inquiry. I noticed that with each interaction, the participations grew more comfortable and the interviews felt more informal; the participants' responses were perceived as genuine and unfiltered.

Observations

In addition to conducting semi-structured interviews with the participants, observations of the teachers working in their classroom were also be conducted at each site at least once during the study, for no less than six hours. An observation protocol was employed to collect both descriptive and reflective field notes (Bogdan & Biklen, 1992). Although the observations are not be the primary source of data for this case study, the information collected during the fieldwork is used to compare the espoused beliefs of each participant with their theory-in-use (Argyris & Schon, 1974), as well as demonstrate the ways in which the participants negotiate their current work contexts, classroom interactions, environment, and interactions with peers. It is therefore a critical element of this study to determine that the information collected in the interviews is trustworthy, and that the experiences described by the participants in relationship to how they navigate their current context matches what is observable in their work setting.

Material Artifacts

The documents collected for analysis in this study were identified as those that made conceptual sense and purposefully sampled. In this way, material culture is an important component to this project for a number of reasons. Primarily, it provides greater insight into the social constructs of the participants, and can potentially portray the values and beliefs of an individual or organization (Hodder, 1994). Additionally, material artifacts can support other methods of data collection and allow for triangulation (Rapley, 2007). Moreover, material culture can corroborate or contradict the claims made by participants and allow further comparison of espoused beliefs and theory-in-use (Argyris & Schon, 1974). To that end, the collection of material culture was ongoing throughout this project and includes relevant documents such as, teacher-created assignments, photographs of the participants physical classroom environment, school produced flyers, letters home, parent communication logs, classroom organizational aids, personal and organizational documents, and other artifacts that potentially provided information to support the answering of the research question. These artifacts were collected both by researcher request, and through participants volunteering artifacts related to our interview conversations.

Ethical Issues

No matter the research, there will be ethical issues that need to be identified and addressed prior to, during, and following a project in order to protect the participants (Creswell, 2007). To that end, this project was submitted to the Internal Review Board of the University for approval prior to conducting any research. Furthermore, specific steps were taken throughout the study to ensure the protection of participants. Informed

consent forms were distributed and collected for each participant prior to conducting any interviews or observations. Additionally, the participants were made aware of their right to leave the study at any time and were asked to review the transcripts from their interviews for accuracy. The protection and storage of data was also considered as to protect the confidentiality and anonymity of each participant. The recordings and field notes do not contain any identifying information and remained secure throughout the duration of this research. Pseudonyms are used for the participants and the sites, so that the privacy of the individuals is maintained.

Validity

Multiple steps were taken throughout the course of this study to address potential issues of validity, credibility, and trustworthiness relating to data collection. Primarily, all observations and interviews were conducted using a protocol to ensure getting a comparably measured response from each participant (Miles & Huberman, 1994). In addition to designing protocols to use for data collection, said protocols were pilot tested by a non-participant in similar settings whom met the same criteria as the sample. Additionally, the interview protocols were analyzed to connect each question to a specific research question. This way, all research questions can be addressed within the interview protocol, without extraneous information.

Moreover, there were multiple steps that were taken throughout the course of data analysis to ensure validity of the findings. The understanding of validation of one's findings is much disputed among qualitative researchers (Creswell, 2007), so it is important to define what validity means to this study. Validation, in this study, is the process in which I utilize specific strategies to document the accuracy of the work. First

and foremost, engaging with the participant over a substantial period of time was the first way I ensure validity of this study. During the course of the project, I was able to establish relationships with the teachers over multiple interactions through the observations and interviews as to build trust and allow them to feel comfortable talking to me (Lincoln & Guba, 1985). Additionally, the use of multiple sources of data through both interviews and observations allows for triangulation of data to ensure that evidence is corroborated.

I believe that my background and experience related to Professional Development Schools and the clinical internship experience prove that I am a valid and reliable researcher-as-instrument for this project (Miles & Huberman, 1994). My experience as a clinical intern within a PDS and also as a cooperating teacher provides me a unique perspective that familiarizes me with both the phenomenon and the setting under study. Additionally, I believe that in my previous qualitative research that captured teachers' perceptions, I was able to demonstrate good investigative skills of an interviewer, making the participant feel comfortable, drawing out responses, and avoiding premature closure (Miles & Huberman, 1994).

Triangulation

Triangulation of data is critical to substantiate the themes that emerge from data. To that end, I employed multiple methods of data collection as a means to triangulate, or cross-reference, the data that is collected (Maxwell, 2005). For example, by conducting observations of the participants in their work settings, I was able to determine if their espoused theory promulgated in the interviews aligned with their theory-in-use (Argyris & Schon, 1979). In addition to the multiple methods of data collection, Yin (2009)

recommends keeping a case study database. This database includes all protocols, data

transcripts and other information in its entirety, so that another researcher could replicate

my work using the design. Creating such a database is important not only for the

organization and cohesion of my records, but also to ensure trustworthiness of the

conclusions that were made from the data.

In addition to saturation and triangulation strategies, it is important to have an

external check of the research. Throughout this process, I engaged a fellow doctoral

candidate in this capacity to serve as a what Lincoln and Guba (1985) term "devil's

advocate" to ensure that my methods, analysis, and literature are addressing all potential

rival explanations and potential problems within the design of the study.

Trustworthiness

To attain trustworthiness in my study, it was critical to thoroughly examine rival

explanations for my findings (Yin, 2009). The process of exploring alternative

explanations for what I have discovered is important for this study because I had

propositions in my mind as to what I believed were the context for the experiences within

the Chelsea Professional Development School setting. Truly understanding that there

may be alternative reasons for what occurred is important so that trustworthiness is

attained and researcher bias does not influence the findings in this work. The research

revealed many surprising experiences that led to further thinking and exploring other

explanations. In addition, documentation and exhaustive efforts to provide an audit trail

(Krathwohl & Smith, 2005; Miles & Huberman, 1994) were employed. An audit trail

ensures that the conclusions from the work are replicable, and that others would come to

the same conclusion when presented with the data.

Data Analysis

The methods of data analysis for this case study are integrated throughout the data collection. There are various reasons why analyzing data while in the field was productive to the goals of this study. Early data analysis informed future data collection and illuminated any flaws in the protocol at a time where changes can be made to the instruments (Miles & Huberman, 1994). To that end, multiple strategies were employed to analyze and organize data throughout the research project. Primarily, I utilized a research journal (both in notes and electronically) to capture the main details of each meeting or encounter during the research to document salient points and themes that emerge. Journaling allowed for greater reflection and reflexivity (Ortlipp, 2008). These notes served as an early form of coding the important ideas that emerged throughout the fieldwork and proved helpful to determine future inquiry and exploration, as well as illustrated personal bias and assumptions. This means of illuminating my thinking about the research in turn allowed the participants own realities to be more accurately represented.

This research study analyzed the data in two different, yet complementary ways. To answer the first research question and describe the perceptions of the experiences at Chelsea Professional Development School a phenomenological approach to the case study was employed. This approach centered on the development of a complete description of how the phenomenon was experienced by each participant (Creswell, 2007). For each case, a robust description of the participants' experiences, perceptions and engagement while at Chelsea Professional Development School is presented, followed by the salient ways the PDS standards were experienced by each individual

during the clinical internship. It was important to this research study that the cases not remain isolated, so that the emerging themes related to the standards are addressed. To that end, a cross-case analysis was utilized to determine the ways in which the experiences of the participants converged and diverged from one another. This analysis, which also was created through the lens of the PDS standards, provides a structure to discuss the relationship between the clinical experience and persistence one engaged in full-time classroom teaching. Utilizing a cross-case synthesis (Yin, 2009) allowed me to "probe whether different groups of cases appear to share some similarity and deserve to be considered instances of the same type of general case" (p. 160). This approach raises the typology of individual cases, and enables comparison of each case.

Provisional coding. The process of coding is one of "disassembling and reassembling the data" (Ezzy, 2002, p. 94). In this way, the process of understanding and representing the data to present the story of each case is at the heart of the data analysis process. The process of provisional coding "establishes a predetermined start list set of codes prior to fieldwork" (Miles & Huberman, 1994, p. 58). These sets of codes were generated from elements from each of the first four Professional Development School Standards. These initial codes were modified as the qualitative data were analyzed, to allow for the data to develop through the lens of the PDS standards. These concepts that were the lens for this study also allowed for the exploration of "possible interrelationships related to the phenomenon" (Saldańa, 2009, p. 121).

In Vivo coding. In addition to Provisional Coding, In Vivo coding was a relevant and important coding method utilized to uncover the emerging themes from the data. Using multiple analytic approaches to coding is an effective means to "enhance

accountability and the depth and breadth of findings" (Saldańa, 2009, p. 47). The use of InVivo coding was important as this study sought to "prioritize and honor the participant's voice" (p. 75). Words and phrases from the interview data allowed the preservation of the "participants' meaning of their views and actions" (Charmaz, 2006, p. 55). Through the InVivo coding, the emerging themes presented in the cross-case analysis were gleaned from the data.

Constant comparison method. A constant comparison method was employed throughout data collection to collect emerging themes throughout the course of this study. "Qualitative research is generally characterized by the simultaneous collection and analysis of data, whereby both mutually shape each other" (Sandelowski, 2000, p. 338). Although I began the analysis of pre-existing codes that relate to the research questions, the analysis also evolved in relationship to the emerging themes. The emerging themes of each participant are presented within the context of the Professional Development School Standards, in the ways the participants have embedded each standard to varying degrees in their current work.

Summary

In this chapter I addressed the methodology for this study, including research design, sampling strategy, data collection, data analysis, as well as ethical considerations. The next three chapters present the findings of the research, presented as individual cases in chapters four and five, followed by a cross-case analysis in chapter six. Chapter seven presents the implications and conclusions of this research case study.

Chapter 4

Individual Case Analysis

Introduction

The purpose of this case study was to contribute to the growing body of knowledge regarding how universities and P-12 counterparts can more effectively improve their mutual and concurrent goals in the development of teachers by examining the experiences and perceptions of former interns of the Chelsea Professional Development School (PDS) who are currently working in urban characteristic, high needs environments. The study also addressed the need to understand how clinical interns experience their clinical practice environment and apply those experiences once working as a novice teacher in the field. To that end, this study addressed the following research questions:

1. In what ways do the teachers perceive and describe their clinical internship experience at Chelsea Professional Development School?

2. What is the relationship, if any, between teachers completing clinical practice experience at Chelsea Professional Development School and their ability to persist as educators in the high-needs, urban characteristic public school environment?

The following two sections report the findings of data gathered in an effort to answer the first research question. Chapters four is designed to describe each Chelsea Professional Development School former intern's perceptions and description of their experiences. Each of these two sections present the data from the individual case

analysis, using the codes developed from the tenets from the first four Professional

Development School Standards (NCATE, 2001)[4].

These four standards were used a framework to explore the clinical internship experience.

The findings in chapters four relate each former intern's unique experience with the

Learning Community, Accountability, Collaboration, and Diversity and Equity of the

clinical internship experience at Chelsea Professional Development School. In this way,

the standards provide a structure for collecting and disseminating each teacher's

perspective in relationship to their clinical internship experience.

Alison

Of the potential participants contacted, Alison was the first to respond, with a

"whatever you need" attitude. Throughout the study, Alison was prompt with her

responses to setting up interviews, observations, and answering follow-up questions.

Although I quickly realize how much responsibility Alison is currently carrying, both

personally and professionally, she did not seem to consider our interviews an

inconvenience. Alison appeared reserved at first, but soon opened up to me about her

perceptions and experiences in education.

Alison is a second-year early elementary teacher who chose the profession

because she thought "it was fun and you can be creative and impact others' lives, and I

would remember my elementary school teachers, you know, I just wanted to impact them

[students] and help them at such a young age." Alison was very involved in her schooling

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[4] The decision to include only four out of five of the PDS standards was a conscious one, as earlier
described. It was decided that the "Structures, Resources, and Roles" as outlined by the partner institutions
were integrated into the clinical experience among the other standards, and did not directly related to the
perceptions of the experience for the clinical interns. For the purpose of this study, the fifth standard was
not coded and analyzed in the same manner, but examples of how the structure, resources and roles are
evident in the findings.

from a young age and can remember the teachers in her school serving as a support system for her, particularly during a time of family tragedy. She speaks of an act of kindness her second grade teacher performed six years after Alison had been her student, "She wrote me a handwritten letter, I still have it to this day… so she made that connection with me and she kept in touch with me and it just stands out." Throughout schooling, Alison was very involved; her plethora of activities included multiple sports, theater, and "anything and everything I could have the time for."

Leadership in school was also important to Alison; she served as her senior class president among other positions. In this role, she developed a close relationship to the senior class advisor, Mrs. Anderson, a physical education teacher she describes as "dedicated" with "so many extras she was doing and she would donate so much of her time to education and being such a nice teacher. She was friendly to everyone. You would never hear her yell. She was popular as a teacher."

Post-Secondary Education

Positive experiences with teachers at both the elementary and secondary levels encouraged Alison to pursue a college education, but the path to the classroom was not always clear. When Alison graduated high school, she was unsure if she wanted to become a teacher or a lawyer. Declaring an undecided major, Alison began her journey on campus at Jersey University, after feeling pressured by others to leave home for her degree. "I felt the pressure of being the class president and being involved in so much and 'You're just going to go to a county college?'" However, after a semester, Alison returned to community college to relieve financial pressure and participate in a college program that would pay for her education. Alison describes her participation with the

program: "If you have good grades, good attendance, good behavior, we'll [the program] pay for you to get your associates at the county college completely free. You just pay your books, and then if you succeed there and have a certain GPA, I want to say 3.5 or higher, they would pay for ½ the tuition or $3500 a semester for you to go to any college in the state for two years." After a lot of deliberation and conversations with her high school senior advisor and mentor, Alison decided to major in education over political science. Alison was "forced" to pick a dual major at Jersey University and decided upon American Studies because "I felt like it was, not easy, but something I would succeed in. And with elementary you teach everything, so this way it gave me a background of a little bit of everything."

Alison lived off-campus with a few other education majors during her time at Jersey University and continued her involvement on-campus through a number of activities, which included elementary education club, intramural sports, the education honor society, and as a class representative for the Student Government Organization. "And with that it was nice because we got a leadership trip. I had to apply and we were given a five day stay at [another University] for a leadership conference." Alison recalls her roommates serving as a system of support during her education as "three of us were education majors, which was really nice, so we could all relate with field experiences, although they were high school and I was elementary."

Field Experiences

Alison describes her coursework and experiences leading up to clinical practices as a "variety." Alison specifically recalls a field experience at a nearby urban school which "was interesting. It was a very poor school, it seemed dangerous, and there were

bars on the windows. It wasn't a school where I thought that I would feel comfortable teaching in, so that kinda ruled that out for me." Alison's other field experience took place in a much more affluent environment where "they had a lot of funding, they had a lot of resources" but "as far as the teaching, I don't remember getting a chance to teach." Alison's penultimate field experience was in a first grade classroom at another local school with a rural, middle class population. Alison describes the impact of this experience:

> I was in Moray Township in a first grade classroom and she [the classroom teacher] was wonderful. The teacher was a wealth of knowledge, I was with, um, another girl, we shared the classroom and she actually stayed there to student teach because it was such a great experience and classroom. She (the classroom teacher) must have spent so much time preparing for her lessons. She would often have, every time we went there it was something new that you could tell she spent a whole lot of time on, and I still keep in contact with her to this day. So that was a good experience.

In addition to her field experiences leading up to her clinical internship, Alison also recalls an education course that she felt was particularly memorable. When asked what about the course stands out, Alison replies:

> I think it was the teaching, that she used a lot of manipulatives and she had variety. It's almost like she had a hook for every lesson that we would come to her and she was really focused on teaching us, um, differentiation. And that wasn't the class name, but she would always come in with this whole cart of objects and resources and she would email us with so many extras, she was a really dedicated teacher. I have even taken her again because of it. She would have videos to show us actual children learning in their environment and she was just kind of down to earth. She was realistic in education, like, but also fun. Even though it was an 8am class and it was long, she made it fun.

Going into her clinical internship experience, Alison felt as though she had a realistic expectation of the students and their abilities, as well as the expectations of the profession. She was surprised, however, by the challenges of the profession. Alison expected it to be "different" from how it is, relating that she "thought it would be easy…

less work... less stressful" and more of "a 9-4, where you go in at 9 and leave at 4." Her experiences during clinical internship, as described later in this chapter, changed that perception.

Clinical Internship

Chelsea Professional Development School. Alison did not have knowledge of Professional Development Schools prior to her clinical internship at Chelsea PDS, nor was Chelsea her original choice for placement. Through involvement with the education honor society, Alison was approached by the Jersey University faculty liaison at Chelsea with an offer to participate in a pilot honor's clinical internship program. Alison recalls her choice to change her placement request to Chelsea as "a bigger opportunity to get a job from it because it was a bigger district, and the program would look good on my resume. So I agreed to do my student teaching at Chelsea." Although Alison thought that an honor's clinical internship would be a good opportunity, she was not fully informed about the expectations or criteria for the program. As Alison remembers, "You had to be in [the honors society] to say that you were an honor's student but there wasn't major criteria, she [the liaison] said that she wanted students who she knew would go above and beyond." Alison originally requested an early elementary placement, but was placed in upper elementary, she believes because "only certain teachers . . . wanted student teachers."

Professional Development Schools

Alison admits that she had no knowledge of the Professional Development School (PDS) model prior to interning at Chelsea PDS, but feels that through her experiences she understands their purpose to a greater extent:

I now know that Professional Development Schools work closely with universities to prepare the students for teaching, and I think Professional Development Schools focus more on preparing the college student more than other schools because they have requirements that they have to fulfill. And I noticed with professional development schools that they do *extra*…we had to do a lesson study on top of all the regular student teaching requirements. And I'm thankful for that because it was extra practice and extra learning for me. I also know that Professional Development Schools have conferences, and if you sign up you can go to learn more from educators in the nation, and I feel like teachers in the building of Professional Development Schools are more aware of student teachers, and their requirements, and how to help them.

First Impressions

When Alison began her clinical internship at Chelsea she remembers she "felt welcomed. A lot of teachers introduced themselves, welcomed me into their classrooms if I wanted to observe them." She relates this experience to the experiences of clinical interns in her current work environment:

I felt more welcomed as a student teacher at Chelsea, than the student teachers are welcomed at my current school, because the teachers are more aware of the program, and aware that they are getting student teachers so often. Compared to the school I work at which is not a Professional Development School and rarely gets student teachers, and if we do get them a lot of teachers don't even know who they are, why they're there… I know I just saw a student teacher this week in my school and I don't know that they felt welcomed like I did at Chelsea… and I think it has to do with how teachers are prepared and ready for a lot of students in the building.

Although Alison describes the school environment as welcoming and friendly, one of her more memorable experiences was her first encounter with her cooperating teacher. After some confusion with her placement and a last minute change of cooperating teacher unbeknownst to Alison, she remembers that she reached out to try and meet her cooperating teacher prior to the start of the year. However, with scheduling conflicts, her first day in the building wasn't until the in-service for teachers at the start of the school year. Alison recalls this memorable first impression of meeting her cooperating teacher:

So the kids weren't there and I was, uh, I was waiting outside the classroom that I was going to be student teaching in and I didn't want to go in before the teacher was. It was about 9 o'clock and I was getting nervous. A teacher starts walking down the hallway… and it happened to be her, and I didn't know until the time. She introduced herself and she said to me…she made me feel intimidated and nervous, she said, she pretty much said if I wasn't going to be a good student teacher than I wasn't going to be in her class for long.

Despite a rather memorable introduction to her cooperating teacher, Alison remembers that although "it wasn't as welcoming as I thought it would be" she knew "it wouldn't be a problem because I know that I overachieve and would do whatever it took to get her approval."

Classroom Environment

Alison completed her clinical internship in a class; we had all races in our class, boys and girls, high and low economic n upper elementary classroom of approximately twenty students. "It was a very diverse needs." Alison describes the class environment as "very structured," with the cooperating teacher knowing what she expected from the children and having "high consequences if they did not follow her rules and expectations" in the classroom. When asked to follow up with examples of the "high consequences" Alison describes that "she would immediately speak to them, um, give them lunch detentions, call parents" and talked about the cooperating teacher's consistency among her expectations for the students, recalling that "there wasn't ever a time where she allowed someone to do something and then the next day not." Although Alison remembers her days in the classroom as "one subject right into the next" without a lot of "down time" one daily activity that stands out was the classroom morning meeting. Alison describes this routine:

We would start our day with a morning activity… and I know [the principal] was really big on every morning you had your class sit together as like a warm-up, a welcome, and we always tried to think of fun activities, and we would write a

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message on the board, um, and read it together. Sometimes we would focus on a skill we were learning, other times it was just a fun activity that had something to do with the season or holiday… I thought it was nice for the students. I think it's more memorable for them and it gives them a chance to get to know each other better, and start the day with something more fun.

The first part of this chapter focused on providing a robust description of Alison's experiences leading up to and during her clinical internship experience at Chelsea Professional Development School. The next sections focus on Alison's perceptions and descriptions of her experiences as related to the first four Professional Development School standards: Learning Community, Accountability and Quality Assurance, Collaboration, and Equity and Diversity (NCATE, 2001).

Standard 1: Learning Community

Relationships formed. Over the course of the study, Alison talked at length about the relationships formed at Chelsea PDS, particularly the impact of the relationship between herself and the cooperating teacher, a person whom she still keeps in contact with today. "She still to this day will text or call me on holidays, randomly check in." I asked Alison to talk more about that relationship, starting with a description of her cooperating teacher:

> An incredible teacher. Very knowledgeable and hard-working. Someone who doesn't leave school often, you know, she would always get her work done before anything fun-related… And um, I specifically remember her being bilingual and using that resource to speak with parents. She communicated well with others but was very clear on what she wanted in general, a real strict teacher.

Alison also named her cooperating teacher as the person she would turn to when facing a problem during her clinical internship, to solicit feedback about her progress, and as the primary observer of her work. A mutual relationship built over time, after Alison proved:

I wanted to be a teacher and I was going to be as helpful as I could to her, she started to approve of me and give me more responsibilities and make decisions. But she was always there to give her suggestion just so I was always learning… she didn't sugarcoat anything. She spent a lot of time observing me and trying to make my experience better.

The amount of time Alison spent with her cooperating teacher, both during the school-day and after hours made a strong impression on Alison, an experience that she feels was unique and speaks to the dedication of this cooperating teacher. Alison talks about this commitment of time to her internship:

We would work through lunch and our entire lunch period would be discussing the morning and then preparing ourselves for the afternoon... and we often spent a lot of time after school together, we got to know each other well because teaching, student teaching was my #1 priority and teaching was her #1 priority so we would work together for many hours after school daily, and neither of us would often leave early. I remember one night, we stayed and worked until 12:30 at night on a Friday night …I learned how to be a good teacher, a *dedicated* teacher. She taught me that these children need a good teacher in their life and they need someone who's going to be dedicated and not come in, you know, throw the lesson together and then leave."

This type of commitment throughout her clinical internship was not without its cost to Alison, and she also talked about the toll the high expectations took on her personal life. Although she believes that her own high expectations played a role, "the pressure of having to do well for her cooperating teacher" in order to maintain a positive relationship impacted her experience as well:

It was very time consuming, um, I wanted to get the best experience that I could and be prepared for interviews and my own classroom, that I did nothing throughout those four months. I had no social life; all I did was work on projects for my classroom and on Jersey University assignments. And I didn't find that balance and it caused other issues in my life at that time, that I bounced back from and figured out and fixed… but during that time I wanted to succeed so bad that I gave up everything else.

When talking to Alison about the other relationships she formed while at Chelsea Professional Development School, she believes the strongest formed were made during

after school hours. Specifically she talks about the relationship she developed with the building principal, because "she would be there late hours like I would be. So there was that extra communication. Because during the school day everyone's so busy you barely get to talk to each other and see each other." Alison speaks of the other grade level teachers in the same way. "There were a few other teachers who were here [at Chelsea] a lot of after school hours like I was so I would often have time to say "hello" or see how their day was, get to know them better."

Alison talked at length, and at multiple times throughout the course of the study, about how welcomed she felt as part of the Chelsea PDS community, and how that feeling of being part of the school community has endured. "I *still* feel welcomed walking into Chelsea…it was a learning community. In every classroom the children felt welcomed, and there were opportunities for students to mingle…there were a lot of activities, not just academic, to make children well-rounded." Alison even goes so far to say that she "still wouldn't mind being transferred there" because of the "relationships with coworkers" as well as the "academics and hard work."

Inquiry through lesson study. Among those relationships discussed were the relationships between Alison and the other clinical interns. Although each intern was situated in their own classroom experience, Alison talks about the use of a lesson study research project as a unifying factor of their experience. The lesson study was an additional requirement of both the in-service and pre-service teachers at Chelsea school the year that Alison completed her internship. As Alison describes lesson study, "Each teacher would be participating in and two students [interns] were required to teach the

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same lesson in two classrooms and then talk about it and discuss how you could improve the lesson for the next time you taught it."

As a result of piloting the lesson study implementation, Alison and her cohort of clinical interns presented at the National Professional Development Schools conference help in New Orleans. Despite the involvement with lesson study as inquiry, Alison did not feel as though the lesson study explicitly impacted her teaching or preparation for interviews, although she did express throughout the discourse that she was "thankful for that (lesson study) because it was extra practice and extra learning." Alison also believes that the experience built relationships among the cohort members because "we all roomed together and spent the whole four days doing everything together as if we were lifelong friends." Those relationships between cohort members have not had the same sustenance as the relationship with her cooperating teacher; the cohort members do not remain in touch "more than the social media 'hello.'"

Vision. When describing her experiences at Chelsea PDS as a clinical intern, Alison communicates her understanding that those experiences were different at a Professional Development School because of the way "the teachers are prepared and ready" to work with interns, as well as conveying that this type of environment differs from other schools that work with clinical interns, namely, her current work environment. Alison also speaks of the morning meeting routine as something "the principal was really big on" and part of the culture of the school. School wide practices, such as the morning meeting, contribute to the clinical interns' understanding the vision of the school.

However, through relating her experiences with the internship, Alison speaks of many classroom practices, specifically discipline practices, that were in direct opposition

to the "school's vision." For example, Alison talks about the "high consequences" for students who misbehaved, and gives "lunch detentions" as a consequence for students who did not meet the high expectations, a practice that was not allowed at the school, unbeknownst to Alison.

Standard 2: Accountability and Quality Assurance

Professional responsibility. Throughout the study, Alison clearly demonstrated a strong notion of professional responsibility felt towards meeting students' needs. In addition to the copious amounts of time spent before and after school during her clinical internship, she also remembers additional responsibilities during her PDS internship. "I think it [PDS] has higher standards, and I would expect the teachers, the student teachers, to be more responsible for more in the classroom and around the school." In addition to the lesson study, Alison remembers her cohort had the responsibility for planning a school-wide parent event.

> We were given the full responsibility where we had to figure out what we were going to do with all the children brought to the parent outreach program night, and that's huge now that I think about it because student teachers at my school aren't given any extra responsibilities. They're in their classroom…that's the only place I find them. I don't ever see them coming to after school programs, or um, hosting fundraisers or anything extra. And I think that that opportunity was given to us here.

Accountability. Promoting new ideas and questioning norms was not often part of Alison's experience as a clinical intern at Chelsea PDS. As she recalls, the first month of school "I did not have a strong role in the classroom, um, it was more watching what she was doing and getting familiar with the classroom environment." Alison eventually became responsible for one subject at a time, until she was teaching all subjects. Alison in her clinical internship environment does remember having some autonomy in how to

approach teaching a lesson and trying a new idea. When discussing how she came up

with her ideas for lessons, Alison recalled that her cooperating teacher would tell her

"this is what you're teaching tomorrow" and "she would suggest what to do but then

leave it up to me to pick it, and research myself for the lessons each day or each week."

However, student grading was never Alison's full responsibility. As she remembers "I

did not have access to her (the cooperating teacher's) grade book." When asked why, she

replied,

> I think because she is 100% responsible for the grades that are put in and how
> things are graded, it is *her* classroom you know, it wasn't mine, although she did
> make me feel very welcomed and comfortable. Although ultimately it was on her
> if something was messed up, so I think she was nervous giving me that
> responsibility knowing she would have to check everything I did to feel
> comfortable with her job.

In addition to the extra responsibilities that were part of Alison's clinical

internship experience, much of the extra time spent in the classroom was spent analyzing

student work. As she recalls, the cooperating teacher "spent so much time analyzing

student work and achievement that she knew her students so well… she would grade

every single assignment… everything would get a specific grade on it." Over time, after

Alison had "proved herself" to her cooperating teacher, she was also responsible for

sharing this type of work of thorough analysis.

Reflective practice. Alison spend copious amounts of time during her clinical

internship working with her cooperating teacher, and the majority of that time was spent

planning, analyzing work, and reflecting, all towards the purpose of improving student

outcomes. Alison talked about her own struggle to make new subject matter accessible to

the students, while learning it herself. She remembers that "teaching math was difficult. I

had to re-teach myself every night, just because I hadn't done that kind of math in so long

and it was nerve wracking because then I'd have to go up in front of them (students) and sound professional when I had just taught myself the night before." Her cooperating teacher spent a lot of time "observing me and trying to make my experience better" and Alison remembers "she would bring up anything that she thought I could do better or compliment me on anything I could do well." The open communication and discourse about the lessons taught allowed Alison get really "comfortable" teaching in the classroom as the year progressed.

Standard 3: Collaboration

Professional development. Although during Alison's clinical internship she participated in many professional development sessions, she cannot recall one that she perceives as having a significant impact or being memorable. As she recalls, "I remember doing a brown bag lunch but I don't think we did them often with our supervisor. I think one time she set it up for us, and we had a speaker… I guess it was the brown bag but I cannot specifically remember what it was to teach us about." Much of Alison's experience focused on her work with her cooperating teacher, but in talking about opportunities for Professional Development in the school she feels "that opportunities were given. Knowing what I know now I think I would have done more that what I did, but I think that they're definitely offered to the student teachers."

Sharing work/knowledge. However limited or forgettable the professional development opportunities were to Alison during her clinical practice, she does discuss the collaborations that she was a part of during her clinical internship. Alison credits her cooperating teacher with the vast amount of impact on her professional growth during her clinical internship, and was proud to relate that she contributed to her cooperating

teacher's growth in helping her "get to know her smartboard better. Her mimeo is what she was using, and she wasn't using it much, and I wanted to be more hands-on and interactive."

In addition to collaborating with her cooperating teacher, Alison recalls working with the other grade level teacher whom she would "rely on her for projects or advice. She did a lot of the pintrest projects that I was into and I would get ideas from her…" In addition to her grade level partner, Alison recalls sharing ideas with her Jersey University supervisor, "She was helping me understand the lesson study, and prepare for our presentation at our Professional Development conference."

One particular event that stands out to Alison was working with her clinical intern cohort and other staff to plan a school wide parent outreach event.

> Guidance and the social worker wanted the parents in the cafeteria to talk to them about the new state standards, so we were asked to come up with anything we wanted to entertain the children, and we decided to create a school wide scavenger hunt. And we hid different, we typed up different papers and we hid different things throughout the building, and the kids had to find the clue, and figure out what it meant and go to that area of the building. Then they would find their next clue, and that was maybe 10-12 different clues. And then we went into one of the classrooms and did additional activities.

Parent involvement. In addition to planning the parent outreach program activity for students, Alison remembers other ways parents were involved in education at Chelsea PDS. She specifically recalls how her cooperating teacher would communicate:

> Really well with the children's parents, so that they knew what the child was doing in the classroom…parents were required to sign agendas, also they would have to help and make sure their child's homework got done and or any projects that were assigned. Parents were invited to the parent outreach program at night or any of the other events that were going on.

There was one parent who stands out to Alison from her experience as very involved. Alison talks about a mom from the classroom who worked in social work and

"contacted us to let us know that there were programs out there to help families in need."
Alison remembers getting to know this parent through conversations before school when she would drop off her daughter, and also participation as a speaker at one of the parent outreach program nights. Even with the involvement of parents, the classroom collaboration was more of a one-way street, the cooperating teacher "communicated well with others but was very clear on what she wanted."

Standard 4: Diversity and Equity

Data analysis. Throughout the study, Alison recalls her experiences at Chelsea PDS, the time and dedication she put into her clinical internship and the relationship she built with her cooperating teacher. Much of the additional time Alison speaks of was spent planning for instruction. This planning was built upon the data analysis she engaged in with her cooperating teacher. Every assignment, every piece of class work was graded in order to "know where their weak and strong points were." This work of analyzing student work and lessons went further than Alison expected, but she was willing "to do whatever it took to get her approval." This data analysis was part of Alison's professional responsibilities, and was a priority during her clinical internship.

Differentiated practices. One aspect of understanding and using data in the classroom is the use of differentiated practices. Alison recalls that "it is stressed so often that students are of different learning abilities and different needs that the teacher is required to do that throughout their day and throughout their lessons and homework." Alison recalls differentiation in her cooperating teacher's lessons as "she would scaffold questions throughout every lesson, she knew, you know, what students should be offered harder work and she would create different work sometimes depending on the student."

Alison recalls modifications of the classroom environment for one student in particular, in that, "he had certain manipulatives that he had to use in the classroom like a cushion he could choose to fit on, that would help keep in focus."

Student background/culture. The classroom environment that Alison completed her clinical experience in was described by Alison as "a very diverse class, we had all races in our class, boys and girls, high and low economic needs." To address such diversity in the class and school Alison remembers "there was a multicultural night or something to educate families and visitors on people's backgrounds." Apart from those activities, acknowledging diversity "wasn't a main focus in the classroom" in Alison's experience.

Alison does remember classroom and school activities aimed at helping parents in need. She recalls that at the parent outreach program nights there was a free dinner offered to families, and also her cooperating teacher created classroom activities to give students experiences that would not have them otherwise. One particular example was a thanksgiving feast put on in the classroom.

> I remember for thanksgiving, we did a thanksgiving feast where (the cooperating teacher) made a turkey and there was food brought in for different students. And it was really nice because some students don't get the opportunity to have an entire thanksgiving feast. And it was a lot of work on the teacher to make a whole turkey and all of the sides brought in… it was a really a team effort for us to put that on.

Summary

Alison is a self-described overachiever who dedicated herself to gaining the approval of her cooperating teacher during her clinical internship, at times to the detriment of her life outside of school. Some of Alison's key perceptions of her clinical internship experience at Chelsea Professional Development School include:

- Alison believes that Chelsea PDS was well equipped to engage and prepared interns because the school has a long history of working with pre-service teachers; there is awareness that clinical interns are part of the school community.

Alison commended the structures in place at Chelsea PDS that served to include the interns in the learning community. Some examples include: engaging in a lesson study, cohort activities such as "Brown Bag" lunches, planning of a parent event by the interns, as well as the general dispositions of the staff toward the interns. "Welcomed" was a word Alison uses frequently when talking about how she felt as an intern at Chelsea. Alison believes she was exposed to "extra learning" and given "more responsibility" than a student in a traditional internship experience. Alison's experiences at Chelsea are indicative of the support provided to pre-service teachers as part of the first PDS standard: Learning Community (NCATE, 2001).

- Alison relates that the most impactful relationship of her clinical experience was undoubtedly with her cooperating teacher.

The cooperating teacher's high expectations, model of dedication, and strong personality made it difficult at times to live up to such high standards, but Alison made it her sole goal to gain approval and increase her responsibility in the classroom. The release of control and sharing of responsibilities came to Alison only after she had proven herself capable. There were times when her cooperating teacher's vision of teaching and working with an intern were in opposition to the vision of teaching and learning at Chelsea PDS, however, Alison strove to gain the

approval of her cooperating teacher at all costs. Alison believes that this sense of urgency and dedication has had a lasting impact on her teaching. This sense of accountability reflects the second PDS standard: Accountability and Quality Assurance (NCATE, 2001). The use of reflective practice, ongoing data analysis and self-critique for the purpose of student achievement was embodied by Alison's cooperating teacher, and Alison believes these dispositions have become engrained in her as well.

- Relationships with other interns, administrators, and teachers, grew through conversations about teaching and learning that took place after the official school day ended.

Alison developed the disposition that the school day does not end at the final bell; rather she feels that connections and sharing took place predominantly after school. Alison saw after-school hours as the norm at Chelsea PDS, ingrained in the culture of the school. Specifically the discourse and communication between Alison and her cooperating teacher, as well as the building administrator she feels most impacted her growth as a reflective practitioner. This idea is particularly germane in the high-needs, urban characteristic school environment. The professional networking Alison engaged in while at Chelsea PDS is reflective of PDS standard three: Collaboration, with stakeholders conversing about and working toward the goal of student achievement (NCATE, 2001).

- Alison did not have opportunities to experience the full responsibility of managing a classroom community.

Alison's role over time encompassed many aspects of teaching and learning, but there were a few key areas that her cooperating teacher did not fully share. Specifically, Alison had limited experiences with the gradebook management, parent communication for her classroom families, as well as differentiating instruction. Alison, with as much time and energy spent in her clinical internship classroom, was frequently reminded that the classroom was that of her cooperating teacher; some roles and responsibilities were perceived as too important to allow Alison to complete independently even after Alison had "proven herself." Alison, in her description of her experiences at Chelsea PDS does not describe engaging with issues of parent involvement and differentiation to meet diverse student needs as at the forefront of the Chelsea PDS environment. This does not mean that Alison did not experience working with parents and students of diverse needs and cultures within her clinical internship, only that these experiences were not explicitly described in the data collection. The notion of social justice as promoted by the PDS standard four: Equity and Diversity, was not described by Alison as an integral part of her work as a clinical intern. Development of cultural awareness is a critical disposition for the preparation of teachers in the high-needs, urban characteristic environment.

This section focused on the experiences and perceptions of Alison. The next section will provide the description of Bethany's experiences as a clinical intern at Chelsea Professional Development School, as they are related to the Professional Development School standards (NCATE, 2001).

Bethany

Introduction

Bethany is a confident Caucasian woman in her late 20s, who will not go unnoticed; her personality could be described as "larger than life." Bethany was quick to respond to my email searching for Chelsea PDS former interns, much like Alison with a "whatever you need" attitude, but conflicting schedules left us playing phone tag for a week before getting to talk. Bethany's involvement in her school and difference of work hours made it more difficult to find time to meet, but Bethany was willing to reschedule times and days, and even allowed me to come interview at her house in the evening. Bethany is very easygoing and friendly, very forthcoming and honest about her experiences, and in her own words is the type of person who "doesn't sugarcoat anything." This was refreshing for me as a researcher; Bethany told it like it was, and I did not worry about her censoring herself or telling me what she thought I would want to hear.

Bethany is a fourth year middle school math teacher, and although is very happy as an educator, did not pick the profession herself. She tells me the story of how she became a teacher:

> My mom was a high school teacher for 30 years and…I don't know. To be honest my mom kinda picked my profession (*laughs*). I didn't really have a direction and one Christmas she let me know that I got into Jersey University and I was in the Math/Science program.

Unbeknownst to Bethany, her mom had applied to Jersey University on her behalf and "did everything for me." College for Bethany was not ever an "option" in her family; her brothers both hold doctoral degrees and excellence in education was expected. She remembers that she "was grounded if I did not have an A or B… my parents would take

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everything." Bethany's upper class family lived in a town of similar demographics, and she was involved in many activities growing up, including: gymnastics, cheerleading, field hockey, sign language club, S.A.D.D., multicultural club, and executive board of her school's student council. Bethany remembers her favorite teacher in school, Miss Doran, as having an impact on the type of teacher she is today:

> Miss Doran, I had her when she was student teaching, when I was in 7th grade… I loved her. I loved everything about her…she was open. Some teachers I feel like baby you, or um, don't tell you…I feel like I live in a real world and I feel like some people sweet talk and she didn't, and I like that.

School was not always easy for Bethany, who tells me she has ADD, and did not seek treatment because "I just knew I had it, my dad had it, my parents would not medicate so there was no point in going (to a doctor)." She remembers having to work hard to get good grades and was often told that she "had potential", but was doing just enough to "get by." Bethany held many jobs growing up, including working at Home Depot, a small family deli, camp counselor, and mother's helper. However, she believes that her position as a nanny for five years solidified her desire to work in education. I asked her to tell me more about that experience:

> It was every day after class, I would go there. I would go to parent/teacher
>
> conferences, so not only did I see it from the end of a teacher, I learned about the
>
> other end, so like what *I* would want to hear…There's four kids, and they were all
>
> two years apart. There was a lot going on when I was there, the one was an infant,
>
> one was 2, 4, and 6. So there was a lot going on, you know, activities,
>
> schoolwork… I took the one to get her ears pierced, I told the one about the birds
>
> and the bees. I taught the two boys how to potty train, so I did a lot, you know.

Post-Secondary Education

Bethany worked in her position as a nanny throughout her time at Jersey University. Her first year at school she lived at home so her mom could, "watch me for the first year, to make sure I could successfully go through college, she [Bethany's mom] applied at Jersey University so I could live at home." After the first year at home, Bethany moved on campus, where she spent a lot of her free time involved in her sorority. Bethany's other on-campus activities included the republican club and intramural sports.

In the courses leading up to her field experiences, Bethany's most memorable course was a math course in which she struggled. She "had to take it three times with a tutor and my mom" [a math teacher]. Bethany also expresses frustration with one of her education courses that she failed because the professor "didn't like the topic I picked, even though I had it approved, so I did not like that. So I had to repeat that class… then I retook the class with another teacher, turned in the same assignment, and I ended up getting an A in the class." Bethany continued to nanny during college, and her experiences in that position solidified the idea of working with children as a profession.

Field Experiences

Bethany recalls her first field experience though Jersey University at a nearby urban school in what is considered a dangerous town, and remembers that "there was a fight on the playground as soon as we pulled up on the bus." This was a very different environment for Bethany, who grew up in a small, upper-class education setting. As she explains,

> Oh yeah, it was different…it was different… coming from [her hometown], where you didn't talk, like, we didn't talk, we didn't curse, you weren't allowed

to say… we were very prim and proper (*laughs*), and coming to that where it's slang and the way they dress. It was, it was like different… it was like a different world. And that's why they said they picked it, they wanted to like culture shock people… and it was!

When I asked Bethany what she learned from that experience, she talks about learning "a different lifestyle" and expresses the only way to understand that type of urban environment is to go and witness it in person. As she states, "You know, watching TV or watching movies are not the same as going into a school in [the urban city]."

After a first field experience in an urban city, Bethany completed her second field experience in another urban characteristic school setting in a self-contained special education classroom for children with behavioral disorders. As she remembers, it "was crazy" and that "one time there was an issue and the teacher actually needed our help, because she couldn't contain [the student] herself because the other kids started going off."

Bethany's last field experience prior to her clinical internship was at her alma mater, teaching 8th grade math. She was fortunate enough to work with her favorite teacher from high school, in an environment that was familiar to her from having been there for four years.

Going into her clinical internship, Bethany thought she had a good idea of what teaching was like,

> Just from seeing my mom, um, I knew there were prep periods and I knew you had to do lesson plans and I knew you had to do grading. Um, I don't think I knew it was going to be as stressful as it is, or as upsetting as it is…or I would care as much as I do…. As emotionally draining … (*laughs*).

Clinical Internship

Bethany completed her clinical internship at Chelsea PDS in an early elementary bilingual classroom. There were four other interns in her cohort at Chelsea. Bethany did not know anything about Chelsea PDS before her assignment, and did not specifically request the school. She talks about the confusion in the process of her placement:

> There was a paper that we had to fill out…and to be honest, um, when I applied to Jersey University, it used to be the cert was K-8 for elementary and then they changed it after I got in to K-5, and I actually wanted middle school. And we were told that if you want K to 1st, you don't get that, you get the older grades, and if you put that then they give you the other one. So I put that, I did K-1 because I thought I wouldn't get that . . . and I got it (*laughs*).

Professional Development Schools

Bethany did not have any prior knowledge of Professional Development Schools prior to completing her internship, and compared to other schools Bethany doesn't "think it's any different." Bethany did not know what a Professional Development School was, or how it would be different from any other school. When I read Bethany the definition of a PDS, she still did not think Chelsea was any different from a non-PDS school environment, saying "not really… to be honest, I really didn't notice a difference."

First Impressions

Bethany recalls her first impression of Chelsea PDS was at a "department meeting, well not a department meeting but an in-service, and I loved that everyone had uniforms to wear, and Megan [cooperating teacher] was so friendly, and she had a t-shirt [for me] to wear, and I loved it…she was the best, and her friend too… They were just so nice and friendly." Thinking back to that first day, Bethany also recalls her first impression of a school administrator as being "a little cold" but overall having "a nice

friendly meeting." Bethany remembers the actual school building as having low ceilings and it being "confusing…like a maze."

Classroom Environment

Bethany's clinical internship classroom was comprised of about "twenty-something" students and remembers that "we would get more [students] in the spring, especially the farm season, same thing I had when I was younger, and then sometimes they would have to leave, like if it was too cold and they didn't have housing they'd have to go back to Puerto Rico, or back to Mexico. And they don't tell you, they just go…" Although Bethany did not speak Spanish, her placement was in a bilingual classroom; all of the children's primary language was Spanish. Bethany talks about this difference:

> It was hard. I didn't know anything, and some of the kids didn't speak any English… so it was really hard, so luckily the aide knew it. And one time the aide was out and I was there and Megan had some kind of training, and I had no sub. So I was like… it was… "Good luck! (*laughs)*

Bethany talks about the classroom makeup at the time, "We had the highest of the Spanish speakers, and [the other teacher] had low, like the more Spanish speaking." Bethany's class was the stronger in the English language, but nonetheless, the language barrier existed between her and the students. Bethany describes to me a typical day in her early elementary bilingual classroom:

> I remember them coming into the classroom, they hung up their stuff into their cubbies, they were the cutest little things. They just loved me! I remember they called me Miss [nickname]… they were so cute. They sat on the carpet, to go through, the time, the date, the weather. We'd sit at the table… and then we would do reading, we would do words, we would do centers… and then there was naptime, so like they went to a special and they'd come back and then I think we'd maybe do like a writing. They would draw a picture, and we'd write or highlight and then at the bottom they'd have to trace it. And then we'd do centers, and then they'd clean up and pack up and then go home.

Standard 1: Learning Community

      Relationships formed. Bethany's strongest relationship developed throughout her clinical internship was with her cooperating teacher, Megan, a person whom she describes as, "The best!" She expanded this description by adding that Megan was,

> So friendly, she just was so willing to work with me, um, she gave me a lot of good advice and it was just… things you don't learn in school, like how to interact with other teachers, or what's right to say, what's not right to say, like I feel like they should teach you "teacher laws" or something, you know what I mean? What you should say about your students in front of people… you can't talk about this kid in front of this person, or this and this… she just taught me so much that I didn't learn in school.

      Bethany names Megan as the person she would turn to when solving a problem, planning for instruction, and collaborating on lessons. In addition to Megan, Bethany recalls Megan's friend who "every Friday we got lunch together" and talks about going to them to "check in" and find out what "we needed to pick up or maybe do more, focus on more." Bethany talks about how challenging it was for her to leave Megan and the class at the end of her clinical internship, and tells me that she stayed until Christmas break even though her experience "ended around Thanksgiving, and I stayed all the way through 'till the last day 'till Christmas because I just enjoyed being there."

      Bethany talks about spending much of her time working with her cooperating teacher and meeting with her "face to face, we were very close…like every Friday was pizza day…in the mornings we would sit and chat, afterschool…" Although there are many characteristics Bethany admired about Megan, she feels that Megan's honesty is what connected her, their personalities were aligned. Bethany remembers Megan telling her, "you write like you speak…it's not good at all" and also that Megan "said from day one, I tried reading to them [the class] and she told me 'You don't have the voice, you

have a middle school voice, you are destined for middle school. You don't have it!'"
(*laughs*). This open and honest relationship between Bethany and Megan is what Bethany valued the most about her clinical internship.

Inquiry. Unlike Alison, Bethany's cohort did not engage in an ongoing inquiry project during their clinical internship experience. Bethany does mention a pilot uniform program for the students, noting that the school staff "were trying to see if it was going to work or not." Although inquiry plays a strong role in Bethany's current work environment, throughout the study does not make a connection with any methods of inquiry while at Chelsea Professional Development School.

Vision. One of the first stories that Bethany tells me about her time at Chelsea PDS is that she remembers that "You're not supposed to say 'do not run' at Chelsea… it's 'at Chelsea elementary school we walk in the hallways'… I remember that…(*laughs*) Oh, that was funny!" What Bethany is referring to was a school-wide language model for behavioral expectations, one that she did not feel connected to during her clinical experience. Bethany gives other examples of times where she, and her cooperating teacher, disagreed with the school's vision for teaching and learning. As Bethany remembers,

> I thought it was weird on Halloween, Halloween is not celebrated… well we weren't supposed to have parties. And I was told that I should do it anyway [by Megan], and so I made cupcakes. And Megan wasn't supposed to be there… Megan was not coming in but she said I should make them anyway. Anyway, [an administrator] went room to room looking for anyone who made stuff. And luckily I had put them [the cupcakes] in shoeboxes . . . so they couldn't tell . . . and I was so nervous.

This experience sticks out in Bethany's mind, and as she recalls she was "very intimidated" by the administration and "that's what sticks out for me." The disconnect

between Megan's directives to Bethany and the administration's vision for the school environment left Bethany in an uncomfortable situation, as she puts it, "I remember being scared.

Standard 2: Accountability and Quality Assurance

Professional responsibility. Bethany recalls her responsibilities at Chelsea PDS as being a part of her classroom environment. In addition to spending time during lunch and after school with her cooperating teacher, Bethany talked about the challenges of interning in an elementary environment compared to her current teaching assignment. "I remember it had to be harder than what I do now because it's every subject." Apart from the challenge of being responsible for every subject, Bethany was given a lot of responsibility during her internship. In her opinion, at times she was given too much responsibility. She talks about Megan leaving the classroom at various times to receive training in a new assessment program. As a result Bethany recalls that "some things I had to do myself with the aide, and there wasn't a sub in there…yeah… which I didn't think was right." Bethany tells me that this was the one aspect of her clinical experience she would change for future interns, to "put a sub there… A student teacher shouldn't be left by herself (*laughs*), but I guess it does say a lot about me though… I was *that* good!"

Accountability. Bethany remembers her cooperating teacher Megan starting a new testing tool at the time of her internship, and training for the testing, which Bethany was not involved in but as she recalls, Megan "wasn't there a bunch of times" because of the training. Although Bethany can recall getting together with Megan to come up with ideas for lessons, planning for instruction was mainly still Megan's responsibility. As Bethany explains,

She [Megan] had just been doing it for a while; I think she already had things set up… So it was kinda already the curriculum set up by the standards and us just going through them, and us checking off the skills per kid.

In comparing her job responsibilities and obligations to other classrooms at the school, Bethany felt she had a more difficult time relating because she felt her clinical internship assignment,

Was different from other grades. Like it wasn't as many things to grade, as many things to write, as many things to make…especially being bilingual because it's not as… rigorous I guess is the right word. We're working on sounds, letters, where in the other grades they're already starting to work on forming the sentence that they need, you know.

Reflective practice. Throughout the study, Bethany recalls times where she would talk to her cooperating teacher, reflecting on the work in the classroom. Bethany recalls the use of reflective practice throughout the course of her clinical internship to plan for future lessons. Bethany feels as though Megan utilized her colleagues in this way as well, in that her cooperating teacher,

Talked a lot to the other teachers when we were planning, just seeing where we were compared to where they were, and even talking to the grade above. Talking to her friend and seeing what they were lacking compared to what we were doing and comparing what we needed to pick up or maybe do more, focus more on.

In addition to collaborating and seeking feedback from other teachers, Bethany and Megan would put aside time each day to reflect on whether or not the children understood the lesson, and "if not enough reached it [the objective] then we would kind of go back over it and do it again the next day."

Standard 3: Collaboration

Professional development. Bethany does not remember much about her opportunities for professional development outside of the classroom during her clinical internship. She recalls working on planning a parent night at the school, "we did one, as

student teachers, we had to present something but I don't remember what it was." In terms of her own professional development, Bethany remembers a professional development session on Smartboards as being memorable "because I didn't have one before, like, I didn't know about it before."

Sharing work/knowledge. Bethany's experiences in her clinical internship as she related throughout the study are very isolated to her classroom and her cooperating teacher, Megan. The collaborations of sharing work and knowledge were limited to the work Bethany and Megan did together. Bethany talks about working with Megan to put on a Thanksgiving dinner for the children in the class, and talks about collaborating with Megan for a particularly exciting lesson. Bethany describes their process of working together:

> It was kind of together, yeah… like "Alright, what can we do for voting?" And I think one of us was eating it [peanut butter and jelly] . . . and "What do they like?" And of course, all kids love food…So we made all kinds of peanut butter sandwiches: PB and fluff, PB and jam, and like banana…and they had to vote… but they could go back, they could go try it for a second time and see, 'Is this really my favorite one?' and now that they tried every one they could go back, and they voted their favorite sandwich. And I thought that was pretty cool.

This collaboration and sharing of ideas did extend at times to the greater community, like when Bethany had her "friend come in, she was a nurse, um, so we could get some kind of community in there. So we were talking about the spreading of germs, so we did like the glitter where you shake hands, we did that in the classroom."

Parent involvement. With a language barrier between herself and the parents of the students in the class, Bethany did not have much interaction with the families of the students during her clinical internship. When asked about the role of the parents in the class, Bethany replies "there wasn't really… and I remember trying." She relates that Megan also had a difficult time involving parents at Chelsea PDS because "a lot of them

worked…there's the oldest girl takes care of the rest of the family while the parents work a lot, a lot of hours." Bethany remembers seeing other parents involved in the school, at parent events and other activities but "not many of our kids came."

Standard 4: Diversity and Equity

Data analysis. Bethany worked in an early elementary classroom, which at the time had more informal means of assessment and data collection. Bethany remembers that Megan would "have like, the post-it notes of what kids are getting it and what aren't. So if not enough kids reached that point we would continue it the next day."

Student background/culture. Bethany discussed the cultural difference between herself and the students in her classroom. Besides the obvious language barrier, she talks about how the students "being Hispanic, they were very open" and the classroom as being "just loving…warm, just very, just loving…" Her connection with the students she felt was very strong, as "some were crying when I left."

Bethany relates many times throughout the course of the study, that learning about how "to love" the children impacted her the most during her experience, particularly caring for students in need. She recalls a particularly poignant situation:

> I remember [a student] coming in without a coat. And it was freezing out. And Megan and I went out and bought a coat. Like, 'We need to do something for this girl.' And that, like I said, that was my first time *really* noticing it . . .I didn't grow up in that kind of situation, or know really people who needed it.

Because Bethany and her cooperating teacher were cognizant of the needs of the students in the classroom, they went out of their way to give the class experiences they may not have otherwise:

> I just feel like Megan did the best that she could for these kids. They didn't ever see, or ever have Thanksgiving before, so we had Thanksgiving dinner in there. We did, um, different little holidays that we could in there, we would try to… we would do stuff.

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Although Megan and Bethany tried to give the students experiences they may not have at home, Bethany also learned to be sensitive to the cultural diversity of the students in her classroom. Thinking back to celebrating Halloween in school, "I didn't know that some people don't celebrate Halloween" and now those differences are something that she keeps "in mind." This was impactful for Bethany because as she puts it "I grew up in a very cookie cutter situation, I feel like I didn't realize that before."

Summary

Bethany is a straight-forward, honest, and comedic person, who "lives in the real world" and has no use for "sweet talk." She admires others in education that also approach students with honesty, care, and commitment. Bethany talks openly about her clinical internship at Chelsea, and her experience with a grade level and students who were "a different world" from her current teaching assignment. Some of Bethany's key perceptions of her clinical internship experience at Chelsea Professional Development School include:

- Bethany feels she developed a strong sense of compassion towards underprivileged youth.

Bethany experienced a vastly different home environment from the majority of the children in both her current and clinical internship environment. She was impacted by the "love" shown by her cooperating teacher towards high-needs students, and became passionate about working with students who "need" her. Bethany describes classroom experiences during her clinical internship designed to give her bilingual students opportunities they may not have at home, like Thanksgiving dinner. Bethany developed a nuanced understanding of cultural differences and learned cultural sensitivity through her

work at Chelsea PDS, and now keeps "in mind" that students may have different values and beliefs than what she "grew up in." Understanding how different families have various cultures has led Bethany to think about dominant cultural celebrations, particularly surrounding the celebration of holidays, when she is working with diverse student populations. Experiencing the struggles of a high-needs population and her cooperating teacher's responsiveness to that population has left a lasting impression on Bethany. Such cultural awareness and disposition toward equitable outcomes is the goal of PDS standard four: Diversity and Equity (NCATE, 2001).

- The relationship that had the most impact on Bethany's experience was that of her cooperating teacher.

Most of Bethany's memories revolve around her experiences with Megan. Bethany talks of other school professionals only when prompted and with limited recollections. She tells me that they were isolated because her grade level was "different from other grades…especially being bilingual…it was mostly me and Megan to be honest." Although she has great difficulty remembering names of other people in the building, she speaks at great detail and clarity about her experiences with Megan, a teacher she tells me she "still talks about all the time." The collaboration between Megan and Bethany provided a forum to share work and knowledge within their specialization, one that was minimally expanded to include other bilingual teachers.

- Bethany experienced conflict between the values and beliefs of her cooperating teacher and the school administration.

Some of Bethany's more prominent recollections from her clinical internship are examples of times where what Megan told her to do were at odds with the administration's directives. The Halloween cupcakes, for example, illustrate that completing visions for teaching and learning exist at Chelsea Professional Development School, which in Bethany's experience made for situations of uneasiness and even fear. The first PDS standard, Learning Community, purports the idea that the school members have a shared vision for the learning environment (NCATE, 2001). From Bethany's perspective, the vision of the administration was at odds with the vision of her cooperating teacher.

- Bethany does not recognize a clear difference between a Professional Development School model of clinical internship and a traditional placement.

Bethany's experiences, as she describes them, appear to be somewhat isolated to working with her cooperating teacher, for reasons that are unclear. Bethany does not have recollection of observing other teachers at Chelsea Professional Development School, or engaging in inquiry. Bethany's experiences working with her cohort are limited to assisting with a parent night at the school and attending a workshop on Smartboards. In this way, Bethany's description of her clinical internship has many qualities expected of a more traditional placement. Bethany discusses her cooperating teacher engaging in both professional development (for a new bilingual assessment) and inquiry (piloting a uniform program), but Bethany's role in those activities was described as limited. These recollections were surprising, given the PDS standards and requirements for the clinical interns as part of the cohort. Bethany's description of her experiences call into question whether the vision of the partnership is

engrained in the culture of the school (NCATE, 2001) as described by the standards,

as well as the consistency of experience for the clinical interns.

This section focused on the perceptions and descriptions of Bethany as related to her clinical internship experience at Chelsea Professional Development School. Here is a chart that revisits the key perceptions of each participant.

Table 2

Summary of Key Perceptions

Alison	Bethany
• Alison believes that Chelsea PDS was well equipped to engage and prepare interns because the school has a long history of working with pre-service teachers; there is awareness that clinical interns are part of the school community.	• Bethany feels she developed a strong sense of compassion towards underprivileged youth.
• Alison relates that the most impactful relationship of her clinical experience was undoubtedly with her cooperating teacher.	• The relationship that had the most impact on Bethany's experience was that of her cooperating teacher.
• Relationships with other interns, administrators, and teachers, grew through conversations about teaching and learning that took place after the official school day ended.	• Bethany experienced conflict between the values and beliefs of her cooperating teacher and the school administration.
• Alison did not have opportunities to experience the full responsibility of managing a classroom community.	• Bethany does not recognize a clear difference between a Professional Development School model of clinical internship and a traditional placement.

Chapter Five presents a cross-case analysis of both teachers, presenting the emerging themes as gleaned from the observations, interviews and material artifacts. This chapter illustrates the overlapping discourses of the Chelsea Professional Development School former interns, and relates the second research question: What is the relationship, if any, between teachers completing clinical internship experience at Chelsea Professional Development School and their ability to persist as educators in the high-needs, urban characteristic public school environment?

Chapter 5

Cross-Case Analysis

Examining the clinical experiences of Alison and Bethany as individuals is a critical step in understanding how each teacher perceives and describes their unique clinical internship experience at Chelsea Professional Development School. Exploring the commonalities of these two teachers is also important as to gain a more in-depth understanding of their preparedness to succeed once in the high-needs, urban characteristic public school environment. A cross-case analysis can "probe whether different groups of cases appear to share some similarities" (Yin, 2009, p.160). It is important to attend to the connectedness of the teachers' experiences and make the important knowledge gleaned explicit (Stake, 2006). In this chapter, I present a cross-case analysis of the two teachers, using the questions that guided the course of this study, as well as present the emerging themes as a result of the research. This study addressed the following research questions:

1. In what ways do the teachers perceive and describe their clinical internship experience at Chelsea Professional Development School?

2. What is the relationship, if any, between teachers completing clinical practice experience at Chelsea Professional Development School and their ability to persist as educators in the high-needs, urban characteristic public school environment?

The previous chapter focused on the first research question and provided the findings of each former intern's perceptions of their clinical internship experience. This chapter focuses on the educators' current work environment, and addresses the second

research question. The emerging themes developed throughout the course of the project reflect the interviews, observations, researcher notes, and material artifacts I collected over time. This chapter is situated to present a description of the teachers' practices and dispositions in their current position as classroom teachers in high-needs, urban characteristic environments, using the framework of the first four Professional Development School Standards (NCATE,2001). These findings are a reflection of their preparation as teachers, in ways that relate both directly and indirectly to their clinical internship experiences at Chelsea Professional Development School. Although both teachers have many outstanding qualities, some standards are embodied in the practices and dispositions of the former interns in a more prevalent way.

Standard 1: Learning Community

The term "Learning Community" as referenced in the Professional Development School standards, relates to the development of a "common vision" that supports student growth through relationship building (NCATE, 2001, p. 9). In the context of Professional Development Schools, there are various ways to experience this standard; at the level of the partnership, within the school context, and among the individual classrooms. Although the standard emphasizes the importance of developing a school professional learning community, it is also important to do develop the disposition for "individual teachers to apply the same principles and concepts to create learning communities in their classrooms"(DuFour, DuFour & Eaker, 2008). For the purpose of this study, the classroom environments of the PDS former interns were the focus to glean from the data ways the participants demonstrated the standard.

The importance of developing a learning community in the classroom is well documented (DuFour, DuFour, & Eaker, 2008; Some, 1996; Sergiovanni, 1994). "Classrooms can and should, function as communities where individual students support one another, draw strength from one another…the best schools and classrooms foster a sense of community" (DuFour, DuFour, & Eaker, 2008, p. 284). Alison and Bethany demonstrated throughout the course of the study that they have built a strong sense of learning community within their current classrooms. The reflections and perceptions they described in the interviews were then supported through observations of the classroom and material artifacts. The aspects that distinguished these classrooms as learning communities are classroom culture and students taking responsibility for their own learning environment. There exist relationships between the classroom cultures experienced at Chelsea PDS and the classroom cultures developed in each teacher's current work environment.

Classroom culture. Bethany's current work environment is fraught with many challenges among competing student populations. She talks with me about the competing gangs present at the school and students "jumping" other students, as well as issues between different races. When I ask Bethany if these tensions have impacted her classroom she tells me, "Nope. I…everyone is treated equal, and I make sure right away… like, 'We are gentlemen, gentlemen in the room. We are ladies in the room. There's no difference.' I don't allow there to be differences." Through observation, it seems as though Bethany has a clearly established relationship of trust among her students; trust that other teachers have a difficult time developing. Bethany "prides

herself" on her own classroom environment, an environment that others have

acknowledged as well:

> So like, the kids know I am consistent, I am fair, and I'm honest… those are what I live by I feel like, so the kids know that…And it was funny, this girl, she's one of the other team teachers and she's actually really good friends with our principal and the principal would complain to her, 'Can you actually get out of your seat and teach? Like, why are you always sitting down with your ELMO?' and she's like, 'Well you know, I don't trust any of the kids to sit at the table.' And she [the principal] was like, 'Well I've seen Bethany's room, and she always has kids at her computer…maybe you should start observing Bethany's classroom, like, that's the way it should be done.
> In fact, Bethany has served as a model classroom for other teachers who are

struggling with classroom management. Her consistency, fairness, and honesty are

qualities she believes are necessary to develop a strong rapport in the classroom, qualities

she admired in her cooperating teacher, Megan. Although Bethany's classroom is highly

structured, I observed the students to be happy; they were smiling, laughing, joking,

while still respectful towards one another. This was in stark contrast to the environment

in the hallways, during a fire drill and at lunch in the cafeteria, where students were much

more disrespectful of one another. Bethany supports the positive learning environment

throughout her lessons, for example, while students are working on an independent math

assignment, Bethany walks around to conference with individual students and announces,

"I see a lot of right answers- you guys are doing a great job!" She often calls the kids

"buddy", and when a student is struggling she encourages them to "phone a friend" for

help.

Alison also has developed a classroom culture of respect for others and support in

learning. Alison routinely calls her students "friends" when speaking to the class, and

speaks with calm, soothing voice. Throughout my time observing Alison, she does not

ever raise her voice, even when dealing with challenging student behavior. Alison talks to

her class using "we" as opposed to "you" phrases, such as: "It's ok. We're learning so it's ok if we take some extra time." The student-created "Our Classroom Promise" is displayed in the classroom, the students' handwriting and signatures demonstrate their role in establishing the norms for the class environment. Alison revisits these norms as needed to provide students with the expectations for their behavior. Here, she explains the expectations for a partner reading assignment: "I'm trusting you to pick a good partner and stay on task. If someone picks you as a partner, and you were hoping for someone else are we going to sigh?" After the students respond that they won't, Alison goes on to remind the class about their expectations for respecting others in the classroom, and working together for a task.

Student ownership of the learning environment. In the classroom, Alison's students are often observed taking control of their own learning, and collaborating with others to promote their peer's learning as well. The class culture was noted as one where students are comfortable enough to give suggestions to other students, taking responsibility for other's learning. For example, while partner reading, one boy is observed giving his partner an unsolicited "mini-lesson" about reading with expression. Another student, seeing that a peer is upset, goes over to her and offers the child her toy to hold to "make her feel better." At another point in the day, a student notices their partner wiggling at their seat. They tell the student, "You need to use the bathroom" and encourage the child to raise their hand to tell the teacher.

In addition to the students caring for each other in the classroom, the students are also observed as having choices in their learning; they take a class vote to pick the review activity they would like to play, and when finished with their work, they have choices as

to which activity to work on quietly at their desk. Alison's students are routinely responsible for many jobs throughout the classroom, as well as managing their classroom environment. For example, at the end of the day the "paper helpers" pick up the graded assignments off of Alison's desk and distribute them to the other students, a routine they are familiar with, as they need no prompting from Alison, who is working one-on-one with another student. This type of structure and familiarity of expectations is akin to the way Alison describes the "highly structured environment" of her cooperating teacher.

Bethany's students were also observed as being responsible for their learning environment. Each class, I observed Bethany asking a student to choose someone to be in charge of the computer for the period. Once chosen, the student in charge sits at the teacher's desk for the entire period. This student follows along with Bethany's presentation and is responsible for the technology, with little prompting from Bethany. Students take turns and routinely are in charge of calling on a friend to answer the next question, as well as working with a partner to check their work. Bethany tells me that some of her co-workers "don't trust any of the kids" but that she can because "they know…they touch something [they shouldn't] it's like, you're done." Bethany believes that her consistency, fairness, and follow-through enable her to build and sustain a trusting classroom environment; she "doesn't allow" the problems that other teachers face in her classroom.

Both teachers demonstrate an understanding that the students are important partners in the learning environment, and a mutual respect is developed as a result of that teacher disposition. The teacher language routinely used, "buddies" and "friends" for example, is similar to the language used by teachers at Chelsea PDS. Although Bethany

in her interviews joked about the exceedingly strong focus on responsive language at Chelsea, it seems as though she is using such language in her current work environment to build rapport with her students. Alison, although she did not explicitly connect her current dispositions towards communicating with her class to her clinical internship experience, appears to have internalized a responsive communication style of interacting with her class. Moreover, the teachers fostered a sense of ownership of the classroom environment that facilitates trust and mutual respect. These dispositions toward teaching and learning indicate a developed understanding of learning community. Both participants described Chelsea PDS as a "learning community" and described their experiences as not only focused on the academics, but also the social and emotional growth of the students.

Standard 2: Accountability and Quality Assurance

The second PDS standard promotes the continual evolving nature of teaching and learning, with partners using reflective practice, and testing new ideas to improve student achievement (NCATE, 2001). The teachers express a desire to use meaningful curriculum but the mandates of their districts they feel are reflective of the unfair expectations placed on their students. In this way the "questioning of current norms and practices" (NCATE, 2001, p.12) was not as developed in Bethany and Alison's classrooms. There was however, a strong focus on the stress experienced via the district and state mandates these teachers face as they work in their school contexts. "It is no wonder that teachers are often frustrated and complain that they can no longer exert their professional knowledge, judgment, and creativity under these strenuous conditions… for many, the only way to get unstuck…is to leave the profession altogether" (Eslinger,

2014, p. 210). In this way, the participants struggled with persistence in the high-needs, urban characteristic public school environment due to the increasing bureaucratic control of standardization of teaching in urban schools, limiting teacher choice (Au, 2010). However limiting the current institutional environment, both Alison and Bethany routinely use assessment and reflective practice in their own classrooms to reflect on their own practice and plan for future instruction.

Professional responsibility. Bethany feels the stress of this responsibility that "they (the state) expect everyone to pass and they want everyone to pass" and the burden of unrealistic expectations. "I look like the jerk because (the student) is failing my class… but my grades always reflect what the standardized tests are going to show… always." Her current teaching assignment is "a different world" than she experienced at Chelsea PDS, one that in terms of testing and accountability, she feels bares no relation. From an early elementary bilingual classroom to a 7th grade math classroom are just too far apart in her mind to compare.

Although Bethany wants to "throw out" the students' testing requirements, she is taking steps to meet what she feels are unrealistic requirements through collaboration with the other grade level teacher,

> I want to throw them out (the tests), but right now what we're doing is we're taking mine and (teacher's name), who's the other 7th grade math teacher, and we're going to compare them. We're going question by question and comparing them with the standard that matches it.

Alison also feels the responsibility of preparing her students to take the standardized tests, and if she could change anything about her current work it would be "the testing. I feel bad that the students have to take the PARCC… I took the PARCC

practice test and *I* thought it was hard… We do practice all the time but I think we could

be doing so much more, enjoyable things that they should be doing."

Alison spoke at various times about the district's copious amount of

standardization and assessment required, even at the early elementary level. She

describes the assessments:

> The district prepared tests that I assess my students with, I have to use them. So it's great that it's already there for me but at the same time I don't like it because it takes up so much of my time with them. And I *have* to give the tests that the district gives me. But when I can squeeze in other short assessments, I do.
> Alison is in a unique situation where the works in the same district Chelsea

Professional Development School and the assessment requirements are similar to those

she experienced while completing her clinical internship. She talks about the importance

of providing students with timely feedback in relation to their assessments,

> I grade all my assessments within the same...sometimes day, within the same week. I don't let anything linger, because if, and this is what I actually learned from Chelsea, my cooperating teacher, what's the point of giving an assessment and then giving it back a week later when you've moved on to learning and mastering something else? You want them to, if their homework is wrong, to see it the next day while it's fresh in their mind when they actually did their homework assignment or test.
> Alison was observed to practice this same philosophy regarding assessments in

her classroom. Students were passing out graded work at the end of the day, Alison was

meeting with individual students to conference regarding their work, and these processes

were a part of their routines in the classroom. Alison keeps impeccable anecdotal notes

on her students; for example, on her guided reading table is a notebook with each student,

the reading behaviors they exhibit with the date and teacher reflection.

Reflective practice. Although Alison has little opportunity to create her own

assessments, she is reflective about the assessments in relation to student achievement.

She describes this process with an example:

With that quiz I did yesterday when I gave the students the 3D object, I saw a lot of the students were confused with bases. Because faces and bases are so similar and confusing, I confuse myself, so I had to re-teach it. And I noticed a lot of students were confused- with which one's a face, which one's a base, are they even the same thing? And I found a new manipulative that I was able to use to show them, and they were still model 3D shapes, but they had green sides for where they were bases. So they were able to see a visual which I got from the deaf-Ed teacher down the hallway and I think re-teaching it clarified a lot to them. Bethany also routinely questions her own practices and seeks to improve

outcomes for her students. In our conversations, Bethany illustrated an example of how

reflecting on her own practices was important to improve student outcomes:

I gave a quiz, and it was like, it couldn't have been easier…And you know, I would say like 30 kids did exceptional. Hundreds, all A's and B's, and then the rest just bombed it…there was no in-between…there was some, just *disconnect*. Um, so I went back at the problems and I took the quiz myself, and I think it was just like the wording of the problems…some of the wording was a little different… and I think some of them (the kids who failed) were Spanish speakers, like, I knew what it meant, but I was like, 'well maybe they didn't grow up knowing it…' so than I gave it to them today, a different practice with it. Just changing the type of the setup, and they did so much better today.
Although Bethany does not explicitly relate this awareness to her time at Chelsea

PDS, she has developed awareness that the Spanish speaking population in her classroom

would likely had a difficult time due to the wording on an assessment that was created by

a textbook publisher, and reworded that assessment to meet the needs of her students.

Given that Bethany completed her clinical internship in a bilingual classroom, she

appears to have internalized the understanding that ELL students can struggle often due

to the structure of the assignment (Valenzuela, 1999).

Alison and Bethany both appear stressed as a result of what Eslinger (2014) terms

"deprofessionalization," the loss of "professional autonomy and freedom to decide and

implement what and how to teach in their classrooms"(p. 214). This is a challenge facing

the high-needs, urban characteristic teachers that warrants further attention.

Standard 3: Collaboration

Collaboration in the context of the Professional Development School standards (NCATE, 2001) indicates the interconnectivity of roles within the school environment, and the need to work together to improve student outcomes. Working together and sharing knowledge requires stakeholders to embed themselves in the school community in meaningful ways that extend beyond individual classroom environments. Both participants overwhelmingly have engaged within the greater school community to provide leadership, promoting inquiry, as well as working to build a strong school culture of achievement. This development of relationships is a critical attribute to enable persistence in the high-needs, urban characteristic environment (Shernoff, Merinez-Lora, Frazier, Jokobsons & Atkins, 2011), and both participants are demonstrating engagement and leadership within this larger school context.

Leadership. Another commonality demonstrated by both Alison and Bethany was their demonstrated leadership within their current school communities. Both teachers serve on multiple school leadership teams, volunteer to participate in piloting new programs, and have a desire to participate in the larger conversations regarding the teaching and learning in their current work environments. This leadership capacity, particularly as a novice educator, is a strength shared by both women. "Although experience and the research clearly support the notion of teachers as leaders, the reality is that many teachers are reluctant to play that role" (Blankstein, 2004, p.192). Neither Bethany nor Alison is reluctant to take on leadership roles in their schools; in fact, both have sought out opportunities to volunteer.

School leadership teams. Although Alison is only a second year teacher, she has

already situated herself in a leadership position in her school, where she regularly shares

ideas and collaborates with her peers. Alison volunteered for the School Planning Team

and tells me "it's nice because if you're on the team you may be given more opportunities

to have PD" and "there's more opportunities and I feel like you're respected as a teacher

because you're putting in more time trying to improve your school." Alison believes her

experiences at Chelsea Professional Development School have allowed her the

knowledge and resources to bring new ideas to her building. She tells me about a specific

example:

> The school planning team plans the events that the whole school is doing. I know
> actually this is related to Chelsea because at our recent SPT [School Planning
> Team] meeting the principal wanted someone to be in charge of planning a skit
> for the end of the year, for the teachers to be on stage and perform for the
> students…So it was quiet, no one had volunteered yet, and I thought of Chelsea,
> 'Oh, Mrs. M does that, and I loved it and I was a part of it and I could reach out to
> her if I had questions.' And so I volunteered myself and now I'm coming up with
> a summer skit for the teachers, and that was because of my experience at Chelsea,
> because if I hadn't had that experience, I wouldn't really know… be able to
> visualize what she really wanted.

Bethany demonstrates a similar desire to be involved in the larger school

leadership context, and talks to me of her plans to pursue her administrative degree in the

future. Bethany has participated in the leadership group driving the decisions behind a

new PBSIS (Positive Behavior Support In Schools) initiative as well as her school

leadership team. She talks to me during an interview about her decision to volunteer for

the group:

> We have a leadership committee to solve problems. And I went to my principal
> and I was like, 'I volunteer, but I'm only going to do it if I'm the leader of the
> leaders.' And she (the principal) was like, 'Well, I would expect nothing less'
> (*laughs).*

Piloting new ideas. In addition to participating in leadership roles on school committees, both Bethany and Alison have taken a role in piloting new initiatives in their school. During the course of the study, Bethany was one of a few teachers who were piloting a standards-based grading system, and as she describes, "I volunteer to pilot everything. I like to be in charge of things and I like to know everything before anyone else does." This grading system pilot turned out to be very complex and time consuming. Bethany was responsible for assigning each math problem that was graded, (class work, homework, tests and quizzes) to a standard, and input the students' grades in relation to the standard. During each math class, the students were working on their worksheet, which next to each number had an assigned standard. I asked Bethany about the guidance she received and support in assigning the standards and she informed me that it was her sole responsibility to assign standards and decide the grading for the new system.

Alison also plays a big part in developing new programs in her current work environment. In addition to her involvement on the school leadership team, Alison is on the character education committee, a group that meets before or after school to develop lesson plans related to character education. This group is in the process of developing a database of lessons "filed by grade level and character trait so that if you teach something and you want to share" there will be existing resources to support that objective. Alison shows me an example of a lesson she added to the database and tells me about it:

> It's something simple, like this worksheet and at the top there's like a large blank box and on the bottom there's lines and the kids have to draw a picture of how they show responsibility at home, and then write a sentence or two or more, a paragraph depending on the grade level, about what they're doing and why it's important to be responsible.

School culture. Bethany has taken on multiple leadership roles within her current

school environment, but perhaps the most rewarding in her opinion has been her

development of an annual community outreach called "Dell's Closet." Bethany created

Dell's Closet, a charity drive,

> where everyone donates stuff to me… (*laughs)* in the back of my room…I discuss in my room how we can all help others, no matter who we are its always good to help each other out, whether we have no money, we have lots of money we have some money, it's always good to do good, to help others…. Everyone gives all… and I have my kids stay after (school) and we sort it and we fold it and I think it was December 4th, everyone from the community comes and they can take whatever they need. And it was nice because I had my kids, and they were like 'Can *I* bring clothes in for people?' and I was like, 'Yeah! Bring clothes in…you can give whatever you have' and it's nice because they want to give stuff to other people.

Bethany relates that understanding the needs of the community and volunteering

to promote others was impacted through her experiences with Megan, her cooperating

teacher at Chelsea PDS. Bethany tells me in our conversations that her experience during

her clinical practice was the first time she really noticed the needs of the students,

because growing up she did not experience people in high-need situations. She has

developed a belief that "I feel like Megan is the same way I am, like you treat everyone

the way you would want to be treated." This attitude has created a culture of promoting

the common good and supporting others within Bethany's classroom as well as her

school.

Alison has also been an integral part of developing programs to support a strong

school culture. When visiting her school, she shows me a school-wide bulletin board she

created called "Have you filled a Rush pail today?" She tells me about the purpose for the board, which is displayed at the intersection of the hallways, a prominent location:

> Every time someone compliments a classmate, (they write it) on the paper and submits it in that little bucket, a straw goes into that classroom's cup. And the point is you want to see which classroom is showing the most personal pride and complementing each other on their character traits…and they're announced on morning announcements…it's a sense of building the learning community, making people feel proud of people.

Standard 4: Diversity and Equity

Understanding of students as individuals with unique backgrounds, needs, and experiences is a central tenet of the fourth Professional Development School standard (NCATE, 2001). Furthermore, awareness of student culture and challenges facing the high-needs, urban characteristic populations is not enough; teachers need to able to go beyond the awareness to responsiveness and inclusiveness of the cultures and experiences of students (Milner, 2006). Arguably, teachers of students in high-needs, urban characteristic public school environments need to demonstrate a disposition towards understanding diversity and equity that surpasses what is expected of a teacher in a less disadvantaged environment. The participants demonstrated a capacity for understanding their students as individuals facing challenges that could potentially inhibit student success. In response, the participants dedicated themselves to student achievement, through time spent working with students and developing a classroom environment conducive to learning.

Dedication to the classroom environment. Bethany, before applying for her current position, worked as a long-term substitute in a more affluent district, one with a reputation for high academic achievement. She describes the difference: "I feel like I had connections with the kids (in the affluent district), but they don't *need* you. They don't

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need someone to be there for them, they have that at home. They have the support system that they need." Because the students in high-needs urban characteristic environments are more school dependent (Milner, 2006) the teachers have to be prepared to do "whatever to takes" to promote achievement.

Throughout both teachers' clinical internship experiences, a strong model of dedication was demonstrated by the cooperating teachers, and that same dedication to the profession is overwhelmingly evident in both teacher's current work environment. Anyone who walked into Alison's classroom would immediately take notice of the amount of time she puts into her learning environment. This year, Alison has chosen an "Under the Sea" theme for the room; each center, area, material, and wall display is cleverly decorated to match this theme. Some examples are an "O-fish-ally 2nd grade" bulletin board, "Cruising Along" reading strategy display, "Reading Island" reading center with each book leveled and displayed in the bookshelf with a corresponding sea turtle emblem. There is a sand pail "Digging for Help" student job chart, ocean themed "Anchor Words" word wall and "Dive Into Good Character" vision board. A beach themed cozy area complete with beach chairs and umbrella is set up for children to relax while reading. Alison's room is uncluttered, up to date with the material students are learning, and is very inviting. The amount of time needed to update and maintain this elaborate classroom environment extends far and above the contractual school day. Alison attributes her understanding of the time needed to attend to the profession to her experience at Chelsea Professional Development School. "I know that I spend a lot of time after school here, and I know that there are other teachers who do too, but I feel like at Chelsea there were a lot of teachers who spend more time before or after school

working in the school." Alison discusses what she feels was her most valuable lesson

learned during her clinical internship:

> I want to say dedication. I spent so much time with my cooperating teacher, and you know, if I could describe her in a word it would be dedicated, because she puts her students above *a lot* of things in life …You know, I've seen some teachers, they just don't put as much effort into their job and I had my cooperating teacher who showed me that she cared so much. She put so much effort into their learning and put so much time on their work and after school, she taught me that I want that. She saw her students rise, and improve. Some of them go from 'below' level to 'on,' or even exceeding higher, so it makes me what that same feeling for myself.

Bethany's classroom environment, while not an underwater adventure, was also

organized, up to date and conveyed her dedication to the learning environment. Before

the students arrived for the day, Bethany had all the materials prepared and ready to go,

so that transitions between classes were seamless, and time spent during each math period

was dedicated to the instruction. The objectives for each class were displayed on a board,

and updated for each group. Although Bethany's school environment is very dark, her

classroom is light, decorated, and organized. Student work is displayed on a clothesline

that Bethany added, and inspirational quotes adorn the wall. Like Alison, Bethany

operates with a "do whatever it takes" mentality in relation to all the extra hours she

spends in the building.

Relationships with students as individuals. Bethany, although her official

position is a 7th grade math teacher, was observed to serve in many additional capacities

for her students, and even students of the school who were not in her class. One morning,

as class was yet to begin, a student, who was not in Bethany's class, came into her room

asking for writing materials for the day, which Bethany provided. In her building she has

developed a reputation as being someone students can turn to; students were observed

stopping and talking to her, coming to her with problems at home and asking for help.

Bethany's peers are also aware of this connection. During Bethany's prep period, another

teacher came to her to let her know a student in ISS [in-school suspension] was not

completing his assigned work. Bethany gave up her time to go speak to the student, get

him the materials he needed to start his work, and checked back on him later in the period

to see his progress. When it was reported to her by another teacher that the student had

not completed his work properly, Bethany went to the student and spoke to him about

staying after school. She asked the student, "Do you have plans after school?" When the

student replied no, she told him "Well you do now." This was not an isolated incident in

displaying Bethany's care for her students, throughout the course of a day; Bethany

interacts and checks-in with many of her students beyond the academic level. In

interviews, she described to me the impact of her relationship with another student in her

class, a boy named Anthony.

> I feel like I affect students. Just right now I have this kid, Anthony, who everyone calls like my best friend, he's like my right hip, he follows me everywhere, and this poor child, he just… his mom has glaucoma and doesn't go out after dark and doesn't drive. And his dad tells him he's a piece of crap…just rips him apart. But like, he is excited to come to school and see *me*…and his face just lights up, you know what I mean? He's a happy person. And I feel like me coming to school makes him want to come to school. So even if I'm sick, I'm like 'I can make it. I'm going to school. I got to get to school. I'm going to get there'…and he stays after school with me every day.
>
> Bethany also talks to me about trying to find a male role model for Anthony, and

has reached out to her brother to possibly serve as Anthony's mentor. Bethany got

Anthony involved in a boys-to-men club at the school, and tells me that "I'm going to

help him put his tie on, because they have to wear ties." Bethany relates her frustrations

in trying to find help for students like Anthony, and her determination to help them

succeed. "We're going to meet every day this week, next week, until he brings his grade

up." Bethany going above and beyond to support her students is very common throughout

our conversations and observations. During the 3rd period class, a student tells Bethany

that his friends were teasing him because she was cheering too loud for him at his

basketball game, to which she responds that the boys were happy she showed up and tells

the boy, "You did a great job."Bethany is observed going out of her way for a number of

her students, catching them in the hallway to remind them to stay after school with her to

review for their math test.

Bethany talks to me about how her experiences working with the students at

Chelsea during her clinical internship have prepared her for her dedication needed to

succeed with her current school population. Bethany openly talks about many areas from

her clinical internship which she feels just "are a different world" from her current work

environment, due to the large difference in grade level, but that the lesson she learned

that impacted her most was her cooperating teacher's modeling to "show them love" and

"realize you might not always get parental help. You kinda gotta do what you have to

do." In her current work environment Bethany has taken that to heart, demonstrating a

dedication to the students that she is committed and dedicated to developing them not just

academically, but also socially and emotionally. This disposition indicates an

understanding of the differentiation needed to enable students to succeed in the high-

needs, urban characteristic environment, "drawing on the histories, experiences, and

diverse cultural backgrounds of all people" (NCATE, 2001, p.14).

Alison also was observed to demonstrate a similar attitude towards working with

her students, going above and beyond to meet their needs, not only academically, but also

socially and emotionally. One example of this dedication is shown through Alison's

support of a student in her class who recently suffered the tragic loss of a parent. Over

winter break, when school was not in session, Alison kept in contact with the surviving

parent to see how she could best support the family, even volunteering and bringing

dinner to the family. She allowed the child a forum to speak to the other students in the

class about their loss, with coordination and permission from the child's family. Alison

recently babysat the children of the family afterschool voluntarily, so the surviving parent

could have a night out to relax. The relationship Alison develops with her students was a

catalyst for these types of discussions, because as she believes "if you don't feel

comfortable [in class], you're not going to share things with others and get to know

others and let yourself make friends. So you have to make the student feel welcomed and

comfortable learning." In this example, Alison is clearly willing to go above and beyond

to support the whole child, demonstrating her dedication to students. Because Alison

views her students as individuals, she embraces the need to provide varying degrees of

support to her students and their families.

Interestingly, Alison and Bethany struggled in the interviews to provide a

definition of equity. Alison talked about equity in terms of owning a home and Bethany

related equity to money. Yet both teachers display a nuanced understanding of equity in

their classroom practices, giving students what they needed in a way that acknowledged

that different students need varying levels of support, academically, socially, and

emotionally, to be successful.

Summary

By understanding the ways in which Bethany and Alison connect their current work

environments to their experiences at Chelsea Professional Development School as

clinical interns, we can begin to understand the relationship between the clinical internship at Chelsea and the ability of novice teachers to persist in the high-needs, urban characteristic, public school environment. Both teachers demonstrated strong dispositions towards leadership, dedication, and building classroom learning community, while describing the frustrations faced with increasing standardization of testing and instruction.

- In each of their respective classrooms, Bethany and Alison have built and sustain a culture of a classroom learning community.

Both teachers' students take responsibility for their classroom environment and are involved in their own learning. Students make decisions and work collaboratively to support one another, building a classroom culture of respect and ownership.

- Alison and Bethany both experience challenging work environments where the curriculum and assessments are highly regimented.

The teachers do not currently experience the professional autonomy to drive the instruction in their classrooms. The curriculum, pacing, and assessments are controlled by their school district and driven by standardized testing requirements.

- Alison and Bethany have sought out leadership positions within their school setting.

Both teachers demonstrate a desire to participate in the larger school community, volunteering for leadership teams and taking on additional responsibility to their already packed schedules. They have piloted new programs and put themselves out there to try new ideas. They are working to strengthen the school culture of their current work environment.

- Both teachers experienced a strong model of dedication from their cooperating teacher, and that dedication has transferred into their current disposition as educators.

Alison and Bethany consistently go above and beyond their peers in the amount of after-school hours spent working on their classroom environment and mentoring students. They have developed dispositions to do "whatever it takes" for their students, which proves very time consuming.

This chapter presented the cross-case analysis of the current work environments of Alison and Bethany to explore the relationship between a clinical internship experience at Chelsea Professional Development School and the ability to persist as an educator in the high-needs, urban characteristic public school environment. Using the first four PDS standards (NCATE, 2001) as a lens to view the dispositions and practices of the PDS former interns, the themes of leadership, dedication, learning community emerged as ways the former interns are enabled to persist given the documented challenges of their work environment.

In the next chapter, I summarize the major conclusions of this study and discuss the implications for the future development of the Professional Development School clinical internship model at Chelsea PDS. Finally, I suggest methodological implications for future inquiry about the experiences of clinical interns at Professional Development Schools.

Chapter 6

Conclusion and Implications

The purpose of this case study was to describe the experiences and perceptions of the Chelsea Professional Development School (PDS) former interns currently working in, high-needs, urban characteristic environments. This study sought to determine the relationships, beliefs and behaviors experienced during the clinical internship at Chelsea PDS that have a lasting impact on clinical interns. The participants invited were Chelsea PDS former interns currently working as novice teachers in high-needs, urban characteristic public schools. Furthermore, by representing the perspectives of the former interns in relationship to their current work environment, important implications for preparing clinical interns at Chelsea Professional Development School emerged. The research questions that guided this study were:

1. In what ways do the teachers perceive and describe their clinical internship experience at Chelsea Professional Development School?

2. What qualities, if any, do the Chelsea PDS former interns demonstrate that enable them to persist as educators in the high-needs, urban characteristic public school environment?

The experiences and perceptions of Alison and Bethany represent the voices of novice teachers who are former clinical interns from Chelsea Professional Development School. While the partnership has used self-study, inquiry, teacher surveys, and professional development opportunities to gain insight into the status of the partnership, providing the perspective of the former clinical interns puts that work into a real-life context. The following conclusions were developed by revisiting the research questions

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for this study, to provide agency for current and future interns of Chelsea Professional Development School. This chapter summarizes and interprets the findings of this study as well as discusses implications for continued research on this topic.

How do the Chelsea Professional Development School former interns perceive and describe their clinical internship experience?

Alison and Bethany both perceive their experience at Chelsea PDS as a positive entry into the world of education. Most of Alison and Bethany's recollections regarding their internship situated around the relationship and personalities of their cooperating teachers. The personality and teaching practices of their cooperating teachers were the central focus of their recollections. These descriptions illuminate the importance of the role of the cooperating teacher in the clinical internship experience; an importance that has been characterized by current literature (Koerner, Rust & Baumgartner, 2002). Understanding the importance of the role of the cooperating teacher has important implications for the Chelsea Professional Development School partnership. Cooperating teachers have always been viewed as a critical component of the PDS, yet the experiences of the Chelsea PDS former interns highlight research that asserts that "cooperating teachers are the most powerful influence on the quality of the student teaching experience and often shape what student teachers learn by the way they mentor" (Weiss & Weiss, 2001, p. 134).

Alison recalled a few other relationships within the school built after-hours, while Bethany remembered very little about the other school personnel. Although the relationships between the former interns and their clinical internship cohort members were not sustained after the experience, both participants found the groups to be

supportive and helpful during their time together at Chelsea PDS. The school administration had the second most important relationship for each of the participants, but with different perspectives. Alison built a relationship with the administration through her after-school hours in the building, while Bethany experienced the administration as intimidating and "scary." Bethany found herself at times put in conflict when the vision of the administration was at odds with the vision of her cooperating teacher. Bethany's experience calls into question the promoted shared vision of teaching and learning at Chelsea Professional Development School. Although Chelsea has established a vision that articulates the standards, the "shared vision emerge over time as a result of action, reflection, and collective meaning based on collective experiences" (DuFour, DuFour & Eaker, 1999). Given the conflict between the espoused vision of the school as a whole, and the beliefs of Bethany's cooperating teacher, further inquiry is necessary to understand the conflict of competing beliefs, particularly related to celebrations at the school.

Alison and Bethany had exceedingly dissimilar clinical internship requirements and responsibilities, although they completed their internships within three years of one another. Bethany "would have liked to have seen other classrooms" and does not recall having a chance to observe other teachers or collaborate with others outside of her immediate teaching environment, which were requirements of the internship at the time. Bethany also expressed frustration at being left alone with the aide in the classroom at times, and does not recall participating in inquiry during her internship. Alison expressed that she experienced a much different program with the Honor's clinical internship cohort; she participated in a semester long lesson study with other interns and colleagues

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and was afforded the opportunity to present the findings of their inquiry at the national Professional Development Conference. For this reason, among others, Alison was able to articulate the purpose and mission of a Professional Development School partnership, while Bethany "really didn't notice a difference" between a PDS and a traditional clinical internship placement. Although no two clinical internship experiences are the same, consistent implementation of the required elements of the program are important as to provide interns exposure and interaction with the tenets of the PDS standards (NCATE, 2001).

What qualities, if any, do the Chelsea PDS former interns demonstrate that enable them to persist as educators in the high-needs, urban characteristic public school environment?

Alison and Bethany both demonstrated qualities associated with successful teaching in the high-needs, urban characteristic environment. Primarily, both teachers demonstrate an understanding of the dedication necessary to promote achievement in the given context. This dedication is of time, both to the educational environment and also to meeting the needs of their students. Additionally, the two teachers demonstrated a cohesive classroom environment whereas the student engaged as a learning community, providing structure, ownership, and classroom management necessary to persist in the high-needs, urban characteristic environment (DuFour, DuFour & Eaker, 1999).

The participants exhibit a disposition towards strong dedication to their profession and classrooms. This finding is in agreement with the research that demonstrates that a Professional Development School clinical internship experience significantly affects persistence in the field of education (Latham & Vogt, 2007), particularly research related

to the persistence of PDS former interns teaching in the high-needs, urban characteristic environment (Hunter-Quartz, 2003). This study contradicts the findings of Ronfeldt (2012), who argued that clinical internship experiences in the high-needs, urban characteristic context does not better prepare teachers to persist in similar settings once in the field.

Recommendations for Chelsea Professional Development School

As the challenges of teaching in the high-needs, urban characteristic environment become more complex, it is necessary to develop the novice teachers' capacity to persist and succeed in the classroom. Effective teacher preparation with an in-depth understanding of issues related to cultural diversity and equity must become a dominant theme of the professional development school partnerships, not only in name, but also in practice. The challenge is to build the capacity of the Chelsea PDS partnership as to strengthen their ability to develop pre-service teachers. We need to rethink the current support given to cooperating teachers in the Chelsea PDS environment. Knowing that the clinical interns are impacted the most by the leadership and dispositions of their cooperating teacher, we then need to take very seriously the teachers selected to serve as models for future teachers. Professional development for cooperating teachers that is ongoing and reflective of the PDS standards is necessary to engage the cooperating teachers in the PDS environment. Inquiry and reflective practice need be an important focus within that ongoing engagement.

When the partners at Chelsea PDS are engaged in a meaningful way, the clinical interns have the opportunity to experience a consistent internship program. We need to rethink the experiences provided to the clinical interns, and work on building the interns

connections with other staff in the building. Consistently engaging the interns with grade level peers and other staff will foster collaboration in the school and also allow the interns to experience other models of education. Given that the interns will most likely not teach the same grade level as taught in their clinical internship, it is necessary to expose the interns to many levels of development, through inquiry, observations, and other formal collaborations, on a consistent basis. Both teachers in this study work in a different grade level than the one the completed their internship, and each expressed a desire to experience other grades during the internship.

Before Chelsea Professional Development School can effectively prepare pre-service teachers for the challenges of teaching in the high-needs, urban characteristic environment, the school must first examine its own culture. It is recommended that the school engage in a self-study to examine the current culture and beliefs of the staff. In both cases, there were examples of disconnect between the vision of the school leadership and the vision of the cooperating teachers. There have been many changes throughout Chelsea's tenure as a PDS, and further inquiry is necessary to determine a clear vision for teaching and learning that is embraced by leadership as well as staff.

Recommendations for Professional Development School Partnerships

As the issues related to teaching and learning in the high-needs, urban characteristic environment become more known, the PDS partnerships must develop the capacity to prepare teachers for this specific context. Building the capacity of the partner schools necessitates ongoing professional development and engagement of the university and partners schools in more meaningful ways. Providing ongoing coursework with a focus on equity and diversity is needed at the partner schools, particularly for the

cooperating teachers. A systematic means of evaluating the partnership's status on an annual basis is also necessary to provide the interns with a consistent experience. Engaging the partner schools in the work of the university is also critical to bridge the real-world problems faced by teachers in these contexts, with the research-based practices of the institutions.

The Professional Development School partnerships need to understand the importance of the role of the cooperating teacher, and provide support for those in this critical role. Developing a network of support and collaboration for the teachers is a crucial step to improving the experience for clinical interns. When the cooperating teachers have a forum, either within their own partnership, or as a network of partners, teachers can help one another solve problems and engage in reflection. This network would allow for varying perspectives to be brought to light and would facilitate conversation regarding the shared role. The need for inclusion at a greater level in partnership with higher education has also been noted in current literature (Clarke, Triggs & Nielsen, 2014). Greater inclusion of cooperating teachers in the university partnership can also serve as a means to unify the experiences of the clinical interns in regards to programming, so that all pre-service teachers can engage in similar ways during their experience.

Suggestions for Future Research

Based on the data collected in this study, it is apparent that more research is needed to further understand the role of the cooperating teacher. This research developed an understanding of the perspectives of the PDS former interns, and through the research the importance of the cooperating teacher emerged. Research that examines the

development and perspectives cooperating teachers is important as to ascertain how cooperating teachers view their role and in what ways, if any, the Professional Development School partnership supports and develops cooperating teachers. One specific suggestion for future research would be to design a study to determine the ways in which cooperating teachers participate in developing the clinical interns, using the 11 categories of participation developed by Clarke, Triggs & Nielsen (2014). These categories are: Teachers of Children, Abiders of Change, Gleaners of Knowledge, Advocates of the Practical, Agents of Socialization, Conveners of Relation, Purveyors of Context, Supporters of Reflection, Modelers of Practice, Gatekeepers of the Profession, and Providers of Feedback (Clarke et. al, 2014). Using this existing model as a framework to examine the extent cooperating teachers demonstrate these categories would provide critical feedback to the PDS partnership.

If we are to understand that the dispositions and leadership of the cooperating teacher has a lasting impact on clinical interns, then those selected for that crucial role need to have a developed understanding and engagement with the PDS standards. In particular, the relationship of the Professional Development School standards to student achievement outcomes in the high-needs, urban characteristic school context needs further attention.

Based on the findings from Alison and Bethany's cases, the role of inquiry in the clinical internship warrants further investigation in relationship to the Professional Development School model. If we are to understand that a cycle of continuous inquiry is necessary to enable teachers of high-needs urban schools persist in their environment, than those experiences can be fully developed for pre-service teachers. Engaging with

others professionally towards shared goals is vital for new teachers, particularly those tasked with working in high-needs, urban characteristic environments (Shernoff, Mariñez-Lora, Frazier, Jokobsons & Atkins, 2011).

In designing this study, I underestimated the imposition a qualitative study would be on novice teachers, particularly those working in challenging school environments. Many of the eligible participants felt as though they just did not have the time to spend hours being interviewed; their work was too overwhelming and time consuming. Examining novice teachers is in itself problematic, new teachers are "finding their way" in the profession, and having a researcher come in to examine what are newly developed classrooms can be threatening or intimidating. It would be helpful to examine these perspectives using quantitative methods to encourage greater participation. Using a survey, for example, would eliminate the apprehension of the face-to-face interactions and also allow for a greater number of participants based on the shorter time commitment. Although the findings may not be as in-depth as this study, the data could be coupled with those themes that emerged from this research to provide a broader picture of the experiences of the Chelsea Professional Development School former interns.

Another design to approach this research would be ethnography. "An ethnography is appropriate if the needs are to describe how a culture group works and to explore the beliefs, language, behaviors, and issues such as power, resistance and dominance" (Creswell, 2007, p.70). An ethnographic approach would allow the researcher to describe how Chelsea Professional Development School functions through a description and interpretation of this culture-sharing group (Creswell, 2007). Since the culture of the

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school, specifically the practices of the teachers within that group has a demonstrated impact on the clinical internship, the culture warrants further investigation.

Strengths and Limitations

The use of multiple data sources was a demonstrated strength of this multiple case study. Engagement with the participants through the series of three interviews prior to observation of the work environment allowed for the development of a rapport, and led to further understanding of the teachers' dispositions in their current environment. The collection of material artifacts provided further evidence to validate the participants' communication regarding their work in high-needs, urban characteristic schools. Furthermore, experiencing the teachers in their current environment allowed an understanding of the culture of their current school. Another strength of the study was the researcher's experience with Chelsea Professional Development School (PDS) and knowledge of the cooperating teachers. Although engagement with Chelsea PDS was a consideration at the start of the study, there were many times the insider knowledge of the culture, personnel, and programming of the school allowed further discussion and insight.

The study had limitations as well. This study privileges the perceptions of two former clinical interns from Chelsea Professional Development School (PDS) who are currently teaching as full-time classroom teachers at high-needs, urban characteristic public schools. Because each clinical intern has their own unique experience, various perceptions were developed as a result of personal interactions over a specific time. The nature of schooling and clinical internship requirements is evolving; therefore the experience of these two teachers is different from experiences of other clinical interns at Chelsea PDS. It would be dangerous to make generalizations regarding all clinical interns

at Chelsea PDS; each experience is unique. However, we can glean from the data important themes to be used for future inquiry and begin to understand a fuller picture of the PDS model at Chelsea, as well as the roles of cooperating teachers and other stakeholders in developing new teachers. It is also important to note that both participants were white females in their late 20s, with similar socioeconomic backgrounds. Although a more diverse sample was desired, due to time and criterion, a more broad range of participants were not accessible.

Summary and Conclusion

I was interested in conducting this research based on my own experiences as both an intern and cooperating teacher at Chelsea Professional Development School. This qualitative case study explored the experiences and perceptions of the Chelsea Professional Development School former interns. I was deeply interested in understanding the experiences of the Chelsea PDS former interns both during and following the clinical internship experience. While existing research does detail Professional Development School partnerships, the lasting impact of completing an internship at a professional development school had not been adequately explored. It was proposed that the current dispositions and practices of the Chelsea PDS former interns working in high-needs, urban characteristic schools had a relationship with their clinical internship experience. The literature implied that the ability of novice teachers to persist in the high-needs, urban characteristic context was influenced by teacher dispositions. According to the participants, their engagement as a clinical intern at Chelsea PDS had an impact on their current practices and beliefs as novice educators in the high-needs, urban characteristic public school environment. While individual themes varied, the data

demonstrated that the Chelsea PDS former interns exhibit a strong sense of dedication, dispositions towards school leadership through collaboration, and demonstrated capacity to build a community of learners in their current work environments.

It is critical that Chelsea Professional Development School, as well as other PDS partners, dedicate themselves to developing the capacity of their own teachers to serve as models and mentors for clinical interns, given the importance of this role. The development of the cooperating teachers needs to be strategic and involve both the school and university partners. This study affirmed the value of the role of the cooperating teacher, and illuminated the need to provide ongoing inquiry and support to the PDS partners at Chelsea, specifically the cooperating teachers. This study has implications for future research related to Chelsea Professional Development School former interns as well as current partners.

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Appendix A

Interview Protocol 1

Date: _____   Interviewer: _____

Place: _____Interviewee:_____

Time: _____

Introduction: I want to start by thanking you for your time and participation in this study. Today's interview is the first in a three-part series of interviews designed to gain a better understanding of your background and experiences both as a clinical intern and also in your current position. For this first interview, I will ask you questions to find out about what led you to teaching and your background. Before we begin, do you have any questions for me?

Questions:

What led you to become a teacher?

     Is anyone else in your family an educator?

     Involved in working with children?

What kinds of activities did you participate in growing up?

     Hobbies?

     Interests?

     Talents?

How would you describe your family?

     Members?

     Education?

     Occupations?

     How do they feel about your chosen profession?

Tell me about your experiences in school growing up.

(*make sure to ask about each school make-up, size- demographics)

     Elementary

     Middle

High

Can you think of an (Elementary, Middle and High) teacher who stands out to you from each school? What is memorable about them?

Before and during college, what jobs have you held? Tell me about your responsibilities at each.

     Tell me about your decision to apply to X college?

     Was education your initial major?

Tell me about your college experience.

     Where did you live?

     What, if any, activities were you involved in? .

How would you describe your teacher education experiences/coursework leading up to your clinical internship?

     Describe the most memorable teaching course? What stands out about it?

     Tell me about your practicum experiences? (Location, grade, school, etc.)

Before you entered the classroom, what did you think teaching would be like?

     What did you think the students would be like?

     How is it the same/different?

What is your teaching philosophy?

Did you have any questions for me, or other information you think might be important for me to know about your life leading up to your clinical experience?

Thank you so much for your time and for sharing your life with me. I assure you that all your responses are completely confidential. If you have any information or questions after this interview is over, please do not hesitate to contact me at (856) ***-****.

Interview Protocol 2

Date: _____   Interviewer: _____

Place: _____   Interviewee:_____ _____

Time: _____

Introduction: I want to start by thanking you for your time and participation in this study. Today's interview is the second in a three-part series of interviews designed to gain a better understanding of your background and experiences both as a clinical intern and also in your current position. For this second interview, I will ask you questions about your clinical practice experience at Chelsea PDS . Before we begin, do you have any questions for me?

Tell me about your clinical practice school.
        (Dates, Placement, Cohort members)
What was the process for your placement at Chelsea PDS?

What did you know about Chelsea PDS before going in?

What was your first impression of Chelsea?

What, if anything, did you know about Professional Development Schools before you came?

How do you think a PDS is different from other schools?
        Does your experience at Chelsea fit in with what you believe is the mission of a PDS?
        Can you think of an example that demonstrates this?

Describe a typical day in your classroom during your clinical experience.

Tell me about the students in your class during your clinical experience?

Before your clinical internship, how much experience did you have working with students like the ones you worked with at Chelsea…
        grade, demographics, socioeconomic status, behavior

(*If you had no experience, what were your initial thoughts? Did they change over time? Can you think of a story that demonstrates this?)

(*If you had experience with this population, compare your past experiences with those at Chelsea? Can you think of a story that demonstrates this?)

How is student diversity acknowledged at Chelsea? (both classroom and schoolwide)
Is there a student that stands out to you from your experience? Tell me about them.

What was the role of parents in your classroom? In the school?
Is there a parent that stands out to you from your experience? Tell me about them.

What kind of activities do you remember participating in your classroom during your clinical experience?
　　　What came easily to you? Why do you think that is?
　　　What was the most difficult?

What kind of activities do you remember participating in outside of your classroom during your clinical internship?

Tell me about an experience that sticks out in your mind from your clinical practice experience?
　　　What makes this so memorable?

Tell me about your cooperating teacher. How would you describe them to someone who has never met them before.
　　　Did they have other clinical interns before? How many?
　　　How did you decide to share responsibility? (shared decision making?)
　　　In what ways did they communicate with you about your work?
　　　Something that stands out to you
　　　What you learned from them
　　　Something you learned not to do from them
　　　How they planned for instruction
　　　How they identified and solved problems

Where did you turn to when you faced a challenge?

Can you tell me about a time when your cooperating teacher changed the way you thought about something?

Describe to me the interaction you had with other people at your school.
　　　other cohort members
　　　other staff members
　　　administration

Can you think of a time when you contributed to another staff member's professional growth?
　　　cooperating teacher or another staff

Tell me about the role of your supervisor during your clinical experience.

What was the most challenging part of your clinical practice?

What do you think of when you hear the term "urban" school?

Does Chelsea fit in with your image of an urban school? (What do you mean by that?)

What do you think of when you hear "high-needs" school?

Does Chelsea fit in with your image of an high-needs school? (What do you mean by that?)

In what ways, if any, does Chelsea PDS promote equity for all students? Can you think of a story that demonstrates your answer?

Overall, how would you describe your clinical practice experience at Chelsea PDS?

Thank you so much for your time and for sharing your life with me. I assure you that all your responses are completely confidential. If you have any additional information or questions after this interview is over, please do not hesitate to contact me at 856-***-****.

Appendix C

Interview Protocol 3

Date: _____   Interviewer: _____

Place: _____   Interviewee:___ _____

Time: _____

Introduction: I want to start by thanking you for your time and participation in this study. Today's interview is the last in a three-part series of interviews designed to gain a better understanding of your background and experiences both as a clinical intern and also in your current position. For this third interview, I will ask you questions about your clinical practice experience at Chelsea PDS in relationship to your current work. Before we begin, do you have any questions for me?

Learning Community:

Tell me about your current work environment.
How is it similar to Chelsea PDS?
How is it different?
What does the term learning community mean to you?
Reflecting on your time at Chelsea PDS, do you think it was a learning community? Why or why not?
What methods of inquiry did you engage in when you were at Chelsea?
What methods of inquiry do use in your current work environment?
Did your clinical practice experience at Chelsea influence the ways you solve problems in your work? How so?

What professional development opportunities have you participated in at your current school?
Have you sought additional PD opportunities outside of what your school provides?

Accountability:

What do you believe influences your instructional practices?

Where do you get your ideas for lesson plans?

How do you know if a lesson is a success?

How do you know if a lesson is not a success? What do you do in those situations?

Tell me about assessment in your classroom.
What types of assessment do you use?
What do you do with the results?
Can you tell me about a time when you used inquiry to solve a problem in your classroom?
What do you think of when you hear the term reflective practice?
Can you think of a time when you used reflective practice to solve a problem you faced in school?

Collaboration:
Tell me about your relationship with your current colleagues.
In what ways, if any, do you collaborate with other teachers?
How do you collaborate with parents in your classroom?
What similarities in collaboration do you see between Chelsea and your current school? Differences?

Equity:
What does equity mean to you?
How do you address the issue of equity in your classroom?
Can you think of an example that illustrates this?
Did your experiences at Chelsea impact how you address equity in your classroom? If so, how?

Diversity:
How do you address diversity in your classroom?
Can you think of an example that illustrates this?
Did your experiences at Chelsea impact how you address diversity in your classroom? If so, how?

If you could, what would you change about your school?

What do you think is the most challenging part of your job?

What do think was the most valuable lesson you learned during your time at Chelsea that has helped you in your current work environment?

Do you think your clinical practice experience prepared you for your current job in relationship to….

        Working with others

Teaching in the classroom

Classroom management

Problem-solving

Working with parents

Overcoming challenges "high-needs" populations

Think about your current challenges of your work environment. What do you wish you had been better prepared for? (examples)

Since graduating, have you pursued additional coursework or programs? Do you plan to in the future?

Overall, how would you say Chelsea PDS has impacted you as a teacher?

Do you feel as though you were adequately prepared at Chelsea to work in an urban, high-needs school?

If there was an aspect of your clinical experience you could change or improve for future interns, what would it be?

Thank you so much for your time and for sharing your life with me. I assure you that all your responses are completely confidential. If you have any additional information or questions after this interview is over, please do not hesitate to contact me at or at 856-***-****.

Appendix D

Observation Protocol

Observation of: _____ Date:_____
Time:_____

Time	Location of Activity	Activity Description	Descriptive Notes	Reflective Notes
Time	Location of Activity	Activity Description	Descriptive Notes	Reflective Notes

Time	Location of Activity	Activity Description	Descriptive Notes	Reflective Notes

Time	Location of Activity	Activity Description	Descriptive Notes	Reflective Notes

Time	Location of Activity	Activity Description	Descriptive Notes	Reflective Notes
Time	Location of Activity	Activity Description	Descriptive Notes	Reflective Notes

Drawing of classroom layout (attach pictures of the physical environment)

Appendix E

Informed Consent

CONSENT TO TAKE PART IN A RESEARCH STUDY

TITLE OF STUDY: TEACHERS' REFLECTIONS ON THEIR PROFESSIONAL DEVELOPMENT SCHOOL CLINICAL INTERNSHIP EXPERIENCE: A CASE STUDY OF NOVICE TEACHERS

Principal Investigator: Lindsay McCarron, Doctoral Student, Educational Leadership, Rowan University

This consent form is part of an informed consent process for a research study and it will provide information that will help you to decide whether you wish to volunteer for this research study. It will help you to understand what the study is about and what will happen in the course of the study.

If you have questions at any time during the research study, you should feel free to ask them and expect to be given answers that you completely understand.

After all of your questions have been answered, if you still wish to take part in the study, you will be asked to sign this informed consent form.

SPONSOR OF THE STUDY: Dr. Valarie Lee, Associate Professor, Rowan University

Why is this study being done?
I am interested in the experiences of teachers once working full-time in high-needs schools, and want to learn more about the impact of the clinical internship experience in a Professional Development School. I hope that the information gathered will be used to improve the practices in the PDS and better prepare teachers for success in the classroom.

Why have you been asked to take part in this study?
You have been asked to participate in this study because you meet the multiple criteria of completing your clinical internship experience at a Professional Development School and are currently working as a full-time second or third year teacher in an urban characteristic high-needs public school.

Who may take part in this study? And who may not?
This study is open to full-time teachers who are in their second or third year of teaching within an urban characteristic high-needs public school in New Jersey. Additionally, these teachers must have completed their clinical internship within a specific Professional Development School. Those who do not meet the multiple criteria are not eligible to participate in the study.

How long will the study take and how many subjects will participate?

This study will take no less than three months and no longer than six months. The number of participants will be limited by the criteria and will include no more than four teachers.

What will you be asked to do if you take part in this research study?
If you choose to participate in this study, you will be asked to complete a series of three 60-90 minute one-on-one interviews with the researcher, either face to face or via technology, whatever is more convenient for you. There may be follow-up conversations as necessary to clarify or add to information learned from the interviews. In addition to interviews, you agree to allow the researcher to observe at least once in your workplace environment with both you and your school's permission, and to collect material documents that are relevant to this study with your approval. Interviews will be tape-recorded and transcribed.

What are the risks and/or discomforts you might experience if you take part in this study?
By taking part in this study, I am asking you to share information about your personal and professional experiences related to your clinical internship, current work environment, and perceptions about teaching in general. I am asking for a commitment of time for interviewing, as well as allowing me to observe you in your work environment.

Are there any benefits for you if you choose to take part in this research study?
While there is no compensation or direct benefit for taking part in this study, the information provided can potentially improve the clinical practice experience at the Professional Development School and benefit future teachers, both pre-service and in-service.

What are your alternatives if you don't want to take part in this study?
Participation in this study is completely voluntary and can be revoked at any time.

How will you know if new information is learned that may affect whether you are willing to stay in this research study?

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your job in any way. You may stop participating in the study at any time that you wish. I will give you an opportunity at the end of the interview/discussion to review your transcript, and you can ask to modify or remove portions of those, if you do not agree with my notes or if I did not understand you correctly.

Will there be any cost to you to take part in this study?
There are no costs to you associated with this study.

How will information about you be kept private or confidential?
All identifying information will be changed and concealed to keep your identity confidential. Also, all data, transcripts and documents will be kept in a secure location during and after the research project. Data collected will not contain any identifying information. Material artifacts collected will have any identifying data eliminated. When writing about this project, pseudonyms will be used for all participants, locations and other possibly identifiable features.

What will happen if you do not wish to take part in the study or if you later decide not to stay in the study?
You are free to leave this study, or withdraw consent at any point in time with no penalty or consequences.

Who can you call if you have any questions?
If at any time you have any questions about this study, feel free to contact me:

Lindsay McCarron
Doctoral Student, Educational Leadership
Rowan University
lindsaydmccarron@gmail.com
(856)906-2068

What are your rights if you decide to take part in this research study?

You have the right to ask questions about any part of the study at any time. You should not sign this form unless you have had a chance to ask questions and have been given answers to all of your questions.

If you have any questions about your rights as a research subject, you may contact the Vice-President for Research at:

Rowan University Institutional Review Board for the Protection of Human Subjects.
Office of Research
James Hall – 3rd Floor
Glassboro, NJ 08028-1701
Tel: 856-256-5150

AGREEMENT TO PARTICIPATE

I have read this entire form, or it has been read to me, and I believe that I understand what has been discussed. All of my questions about this form or this study have been answered.

Subject Name:

Subject Signature: Date:

Give my consent to allow audio taping of my interview sessions for the sole purpose of transcription and analysis.

Subject Signature: _____ Date:_____

Signature of Investigator/Individual Obtaining Consent:

To the best of my ability, I have explained and discussed the full contents of the study including all of the information contained in this consent form. All questions of the research subject and those of his/her parent or legal guardian have been accurately answered.

Investigator/Person Obtaining Consent:_____

Signature:_____ Date: _____