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**The Influence of John Goodlad's Legacy: Developing a School-University Partnership in an Urban School District**

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Abstract: This case-in-point article discusses how two elementary education faculty (assistant professors) and one second grade elementary teacher collaborated to develop a school-university partnership in an urban school district. This school-university partnership draws on the critical work of John Goodlad, whose work in educational renewal through teacher education has been a guide on how to bring about ways to better prepare teachers to serve diverse students in today's public schools. In this article, we show how John Goodlad's (1994) Postulates, which set the tone for educational renewal, are used in the development of a school-university partnership in a local urban school district that is focused on equity and diversity.

**KEYWORDS:** school-university partnership, teacher education, urban education, postulates

**NAPDS NINE ESSENTIALS ADDRESSED:**

2. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;
4. A shared commitment to innovative and reflective practice by all participants;
8. Work by college/university faculty and P–12 faculty in formal roles across institutional settings

During a conversation with faculty colleagues about teacher candidates completing clinical practice in urban schools, a colleague stated, "That's a great idea as long as the teacher candidates get experience in other areas; they don't need an urban-urban experience." Stating that teacher candidates "don't need an urban-urban experience" implied too much experience in urban schools was not of value to teacher preparation. This statement could be considered problematic when research shows that 84 % of the teaching force is White, monolingual females with no experience working with students who attend urban schools, the majority of whom are students of color (Festritzer, 2011; Milner & Laughter, 2015). This statement also reveals the deficit lens in which urban schools and the students who attend such schools are often perceived. Frequently associated with school failure and struggling communities, the authors of this article bring a focus to the value that partnerships in urban school environments offer.

This Case-in-Point describes the process two university faculty and one elementary teacher underwent in developing a school-university partnership aimed at renewing perspectives of teaching in urban schools. In this article, we draw on the critical work of John Goodlad, whose work in educational renewal through teacher education serves as guide on how to bring about ways to better prepare teachers to serve students in today's public schools. We show how John Goodlad's (1994) Postulate 8 (*Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching.*) was used in the development of a school-university partnership focused on equity and diversity in an urban school district.

While the term *urban* is frequently used as a euphemism for Black, Brown, and poor students (Howard & Milner, 2014), we use the term urban to describe the city in which the partnership was created. The city school district has historically serviced a high percentage of students from lower socioeconomic backgrounds and has become increasingly more racially diverse since the turn of the century. Research demonstrates many misconceptions contribute to negative perceptions of urban schools and students, including student behavior (Baker, 2013), safety issues, depilated buildings (Hampton et al., 2008), and accountability (Freedman & Appleman, 2009). Unfortunately, teacher education programs include limited information about the historical and socio-political contexts of urban schools (Milner, 2013) and culturally-relevant pedagogies (Emdin, 2016). Circulating deficit perspectives and misunderstandings of teaching in urban environments can lead to urban schools being overlooked in teacher preparation. Within our teacher preparation program, we sought to reframe "urban as obstacle" to "urban as valuable." We recognize the unique characteristics of urban schooling and argue that teacher preparation immersed in urban school settings is of importance to teacher candidates, higher-education, and school districts. These experiences are valuable because of the racial and socioeconomic diversity that is often present in urban schools. These urban spaces provide teacher candidates with experiences that can be considered instrumental to their professional development. It is under these notions that we sought to cultivate a university-school partnership in an urban city.

We define a university-school partnership as a reciprocal relationship between the university and school district (Conner, 2010). Ultimately, our goal is to create a partnership where we support teachers and principals while teacher candidates learn from teachers who teach with an equity-focus (defined in this article as equal educational results for all students). As we began the planning process for this school-university partnership, we realized that renewing an existing teacher education system is not work that can solely be done by two faculty. Therefore,

we began working closely with approximately twenty-five elementary teachers in four elementary schools in the school district. Over half of the elementary teachers shared feedback instrumental in developing the school-university partnership.

Throughout the planning process, a second-grade elementary teacher, Mrs. Kay Green in one of the clinical sites has been instrumental in providing ideas and feedback on how to make this school-university partnership one that benefits teacher candidates, students, and classroom teachers. Mrs. Green has been teaching in the partnership district for more than 20 years and is also a parent whose children attended school in the district. Working collaboratively, Mrs. Green offered us both the perspective of a parent and teacher as we formed the school-university partnership. The next section will discuss John Goodlad's notion of educational renewal and Goodlad's (1994) Postulate 8 that influenced this school-university partnership.

### **The Influence of John Goodlad's Notion of Educational Renewal and Postulates**

Educational renewal is an effort to challenge teacher educators to equip teacher candidates with the knowledge, skills, and training necessary to be effective practitioners (Center for Educational Renewal (CER), n.d.). John Goodlad (1994) defined educational renewal as a collaborative process in which "colleges and universities, the traditional producers of teachers, join schools, the recipients of the products, as equal partners in the simultaneous renewal of schooling and the education of educators" (p. 2). Goodlad (1994) used a set of Twenty Postulates as a means to prepare teachers to teach *ALL* children, but specifically those in high-need schools. This school-university partnership focused on one of the Twenty Postulates to bring issues of equity and diversity to the foreground of teacher education and form a collaborative partnership between teacher educators, elementary classroom teachers, and teacher candidates.

As per Goodlad's (1994) Postulate 8, he argued that teacher education programs "must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching" (p.81). With Postulate 8 in mind, we considered the purpose of the school-university partnership and research involving teacher preparation in urban schools. Research on education program graduates and novice teachers indicate that many often feel ill-prepared and reluctant to teach in urban schools (Ronfeldt, Reininger, & Kwok, 2013; Siwatu, 2011; Watson, 2011). In response, many teacher education licensure programs redesigned course work, clinical experiences, and mentoring in hopes of better preparing teacher candidates to be effective in urban schools (Freedman & Apple, 2009; Quartz et al., 2008). Research demonstrates successful clinical-based experiences in urban classrooms focus on critically reflecting upon stereotypical attitudes towards students living in poverty and students of color (Freedman & Apple, 2009). Additionally, an emphasis on self-efficacy in preservice teacher education has been found to increase latter teacher effectiveness in urban educational environments (Anderson & Stillman, 2013; Hill, Friedland, & Phelps, 2012).

This research was pivotal in helping us plan extensive clinical-based opportunities to move teacher candidates beyond organized knowledge (Postulate 8). We determined that clinical experience and coursework would center equity and culturally-relevant pedagogies. Wanting to "provide extensive opportunities for future teachers to move beyond being students" (Goodlad, Postulate 8), we developed four core principles that defined the school-university partnership:

- (1) Teachers are critical reflective practitioners
- (2) Teachers educate through critical lenses

(3) Teachers cultivate equity practices

(4) Teachers are change agents

We adopted these four core principles in the teacher coursework. Table 1 describes how the core principles relate to our teacher education preparation.

<b>Table 1</b>			
<i>Urban School-University Partnership Core Principles and their Purpose</i>			
<b>1. Teachers are critical reflective practitioners</b>	<b>2. Teachers educate through critical lenses</b>	<b>3. Teachers cultivate equity practices</b>	<b>4. Teachers are change agents.</b>
Teacher candidates will unpack their worldviews which shapes their perspectives of and interactions with students from diverse backgrounds.	Teacher candidates will approach students, families, and communities through asset-based lenses, using cultural practices as a basis for learning.	Teacher candidates will provide equitable learning experiences that authentically engage students through innovative and resourceful practices.	Teacher candidates will understand the social nature of learning, recognizing systemic inequities and engaging communities to foster change.

Goodlad's Postulate 8 which mentions the relevance of, "...future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teachings" (p.81) was illustrated in how we added a focus on equity and urban schools to the content we taught. We made sure that every course discussion, reading, and assignment were centered around the core principles and connected to the teacher candidates' clinical practice. Our teacher education program places over three hundred students into classrooms each semester. Oftentimes because of the need for placements, there is not a considerable amount of thought on whether the placements are in diverse classrooms or if teacher candidates are going to see a model of how to create equitable learning environments. While we are not suggesting that just placing teacher candidates in urban school settings will provide these candidates with what they need to teach students from diverse backgrounds, we are suggesting that placing students with effective teachers and providing strong mentoring and faculty support cultivates a greater understanding of how to effectively teach students from racially and economically diverse backgrounds.

The purpose of developing this school-university partnership was to ensure that students who attend urban schools are getting equitable access to effective teachers who are prepared to work in these often-diverse classrooms. It is our hope as faculty that the teacher candidates we teach will be prepared to become effective teachers in diverse urban classrooms. In our courses, we were intentional in our teaching about equity, social justice, and diversity. We used readings, class discussions, mentoring through cooperating teachers, and clinical practice in urban schools to help teacher candidates gain experience that will prepare them for not only urban classrooms, but any classroom serving racially, economically, or culturally diverse students. The partnership that was developed by the faculty and urban school district used the work of John Goodlad as a

foundation to build a school-university partnership that is focused on creating equitable learning environments. The next section provides an overview of both the university and school district.

**Overview of the University and School District**

The predominantly White institution that is being discussed in this article has a total enrollment of nearly 22,000 students. The university is recognized as the largest preparer of teachers in its state and among the largest in the nation. One out of seven teachers in the state have graduated from this institution. Recent trends in teacher shortages indicate a high need for teachers in large metropolitan areas and urban cities across the state, particularly in districts with high percentages of students from low-income and minoritized backgrounds. Therefore, offering teacher candidates coursework that focuses on equity and clinical practice in urban schools is not only a benefit to teacher candidates, but also the students they will one day teach.

The urban school district is located in the central region of the state. The location of this district is unique because it is an industrial city in the middle of a rural context. The total population of the city is nearly 72,000. The school district serves approximately 8,900 students. The district has one pre-kindergarten program, eleven K-6 elementary schools, four K-8 schools, two middle schools, two high-schools, and two alternative education programs. The district reports that 46% of the student population are Black, 37% are White, 12% are multiracial, and 4% are Hispanic. The school-university partnership consists of four schools that are all considered Title I, defined as more than 40% of the student population receives free or reduced lunch (U.S. Department of Education, n.d.). Table 2 provides a description of each of the schools in the school-university partnership. From STEM, to project-based learning, to trauma-informed, the four selected schools offer a range of approaches to teaching and learning for teacher candidates to explore. The diverse approaches to schooling was an asset to the teacher candidates, as they were able to immerse themselves in four learning environments that centered the students they served. The next section discusses the details of how we developed the school-university partnership.

Table 2				
<i>Description of the Four School Sites in the School-University Partnership</i>				
School	School Site #1	School Site #2	School Site #3	School Site #4
<b>School Label</b>	Neighborhood School/Title I	Trauma-Informed/ Title I	Project Based Learning	STEM/Title I
<b>Student Enrollment</b>	265	213	466	293
<b>Student Demographics</b>	White (38.9%) Black (45.3%) Hispanic (2.3%) Two or More Races (13.2%)	White (28%) Black (61%) Hispanic (2%) Two or More Races (9%)	White (62%) Black (24%) Hispanic (2%) Two or More Races (12%)	White (11%) Black (79%) Hispanic (1%) Two or More Races (9%)

	Students receiving free or reduced lunch (76.6%) English Learners (0%) With Disabilities (18%) Homeless (5%)	Students receiving free or reduced lunch (85%) English Learners (0%) With Disabilities (18%) Homeless (3%)	Students receiving free or reduced lunch (47%) English Learners (0%) With Disabilities (14%) Homeless (0%)	Students receiving free or reduced lunch (88%) English Learners (0%) With Disabilities (11%) Homeless (3%)
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### Developing the School-University Partnership

John Goodlad (1988) proposed school-university partnerships have two components: (1) opportunities for those engaged in the work at all levels to “infuse their efforts with the expertise of others engaged in similar work” and (2) “continuous infusion of both relevant knowledge and alternative (indeed, countervailing) ideas for practice stemming from inequity” (p. 10). The authors were influenced by these two components and Goodlad’s Postulate 8 (1994) as we began developing a school-university partnership. The beginning stages of the development process included attending several meetings with the university department chair and elementary coordinator about the development of a school-university partnership in an urban school district centered around equity and diversity. Based on the discussions from the meeting we began brainstorming what needed to be done to establish the partnership. We considered how to engage teacher candidates and ensure they are gaining relevant knowledge on how to be successful teachers when working with diverse learners in urban schools. We understand that providing teacher candidates with clinical practice in diverse classrooms is not enough to prepare them for the realities of urban schools. However, research has found that some educators attributed their teacher education programs and clinical experiences as key components in developing their desire to work with **all** students and improve educational equity in schools (Freedman & Appleman, 2009). This is evidence that teacher candidates being provided with coursework about urban schools, diversity, and equity, along with clinical experiences in urban schools is important. Therefore, we see this collaborative school-university partnership as necessary because it provides teacher candidates with meaningful coursework and effective clinical practice in diverse urban classrooms.

As previously mentioned, we visited schools in the urban district, met with principals and teachers at these schools, and observed teachers. Two of the schools were schools that the university had been placing students at for their junior year clinical. The other two schools were schools that we chose to reach out to because of their racial and socioeconomic demographics. We invited the principals of the schools whose school goals aligned with partnership goals to a meeting. During this meeting, we discussed our vision for a school-university partnership. The principals shared their vision and ways they could collaborate to develop this partnership. After meeting with the principals, we reached out to the teachers that we observed and invited them to participate in the partnership. All of the invited teachers accepted the invitation to have teacher candidates and teacher educators in their classrooms.

We decided the school-university partnership would take place as a cohort. Teacher candidates would begin the first semester in the education program. Teacher candidates would register for three courses (*Elementary Education Practices & Issues, Elementary Education*

*Literacy I, and Elementary Education Clinical I*). These are required courses for elementary education majors, but were redesigned to focus on cultivating effective practices in an urban context (Table 3). Dr. Bertrand would teach *Elementary Education Practices & Issues*, Dr. Quast would teach *Elementary Education Literacy I*, and the two of us would co-teach the *Elementary Education Clinical I* course. Because this was the start of the school-university partnership, we needed to recruit teacher candidates to voluntarily participate in the partnership/cohort. We attended a meeting for upcoming juniors held by the department elementary coordinator the semester before the partnership/cohort was to begin. During this meeting we discussed with teacher candidates the vision for the school-university partnership and asked for student participation. More than 50 teacher candidates signed up for the cohort, however, only the first 32 candidates were accepted due to limited space in the designated courses and clinical sites.

We met before the cohort began to plan how the course content would include an intense focus on equity and diversity, how the syllabus and assignments would be redesigned, and how we would provide teacher candidates with learning opportunities during their clinical practice focused on equity and diversity. In order to make sure we were considering multiple perspectives, we shared our ideas with colleagues, principals, and elementary teachers for feedback. As we shared our ideas for developing the partnership and supporting teacher candidates in the classroom, Mrs. Green was helpful in providing insight on how to support teacher candidates. In addition, she was helpful in how the university and schools involved in the partnership can support one another. After taking into consideration the feedback and ideas of colleagues, principals, and elementary teachers, we finalized our course syllabus and assignments. Examples of how assignments connected with each core principle can be found in Table 3.

Table 3	
<i>Examples of How the Assignments Support the Learning of the Core Principles</i>	
<b>Becoming Critical Reflective Practitioners</b>	<p><b>Photovoice Project: Seeing Urban and Reframing Urban</b></p> <p><b>Part 1:</b> In this project, teacher candidates reflect on their perceptions of their clinical community. During their first two weeks at clinical, they take photographs that represent their thoughts, feelings, and experiences. They present a selection of these photos with accompanying reflections in a <i>photovoice</i> gallery display.</p> <p><b>Part 2:</b> After 10 weeks in the cohort, teacher candidates reflect on their initial perceptions captured in Part 1 of <i>photovoice</i> projects that have helped them grow and develop as educators. They then share their current perspective by changing paragraphs or adding different photographs.</p>
<b>Educating through Critical Lenses</b>	<p><b>Case Study Assignment: Learning about Self &amp; Students</b></p> <p><i>Who is the student?</i> Describe the student in terms of: Funds of Knowledge, cultural background, demographic information, and labels/ roles/ interests/ identity in the classroom (teacher and peers)</p> <p><b>Course 1:</b> <i>How are they taught and assessed?</i> What types of assessment data were used to make decisions about the student? How accurately do these assessments reflect what you have learned about this student?</p> <p><i>How are they guided in his/her behavior?</i> What types of classroom strategies/ behavior management practices are used with this student and to what effect? How accurately do you feel these behavior management decisions reflect what you have learned about each</p>

	student? <b>Course 2:</b> Explore students' literacy & linguistic practices as well the school's. How do they intersect? How do the school's literacy practices reflect students' literacy practices? How is the literacy curriculum (dis)empowering for the student?
<b>Cultivating Equity Practices</b>	<b><i>The Lesson Plan: Engaging &amp; Empowering Learning Experience</i></b> Teacher candidates create literacy lesson plans based on a diverse text. Teacher candidates use these diverse texts to engage students and begin conversations that include race, class, (dis)ability, sexuality, or gender. The lesson demonstrates equity, social justice, and culturally relevant pedagogy.
<b>Building Teachers that are Change Agents</b>	<b><i>Teachers as Change Agents Project</i></b> The goal of this assignment is to develop reciprocal partnerships with our clinical partnership schools. This means that we find ways to give back to the schools we learn from. Collaborating with school staff and/or community members, clinical groups will design and carry-out a project that aims to fulfill a need for the partnership school. Examples of project include: Making digital voice recordings of books for a grade-level (or various grade levels); creating short parental videos on "the new math" approach, planning and running a family literacy, math, or science night; designing a new lunch procedural system and assessing it for its effectiveness; or using the university connection to explore a new instructional practice and presenting it at a staff PD.

In addition to finalizing the course syllabus and assignments, we began finalizing placements for teacher candidates. Being this was the first time that candidates were in a classroom for a semester-long clinical placement, we decided to place two students in each classroom for extra support. Teachers were provided with an overview of the cohort and school-university partnership and course assignment descriptions. Teacher candidates were responsible for meeting with their clinical teachers within the first week of their clinical practice to discuss goals, expectations, and assignments.

Teacher candidates attended our two courses, along with their other required courses two days out of the week and were at their clinical site two full days out of the week. This provided them with the opportunity to apply what they were learning in their courses to their clinical classrooms. It was important that we were supporting both the teacher candidates and elementary teachers involved in this partnership, therefore we checked-in with teachers via email bi-weekly and visited clinical sites two times per month. During the clinical site visits, we observed, co-taught, and supported teacher candidates and the teachers as needed. Because the teacher candidates were enrolled in our clinical course, we scheduled half-day meetings with all of the teacher candidates twice a month during their clinical practice to have class meetings that focused activities around the core principles, strategies for teaching diverse learners, and ways to create equitable learning environments.

Allowing the teacher candidates, the opportunity to be emerged in these urban classrooms the first semester of their education program provided them a strong educational foundation. Mrs. Green had two teacher candidates in her second-grade classroom and witnessed the growth and development of the teacher candidates. According to Mrs. Green, the school university partnership benefited the teacher candidates she had placed in her classroom by allowing the candidates to develop engaging and culturally responsive lessons plans, to work one-on-one with students, and to teach mini-lessons to students in an urban classroom.

At the end of the semester, the faculty met with the teacher candidates to discuss what worked well and what could have been done better with the school-university partnership and

cohort. All of the teacher candidates expressed how beneficial this experience was for them and how much they gained from the course and being in the urban classrooms. For instance, one student expressed, "My K-12 schooling, there was zero diversity, and I knew that as a teacher, that would not reflect the students I was working with, so I thought I needed more exposure to diverse students and community. Participating in this cohort has prepared me for any opportunity that may come my way as a teacher." The student and teacher feedback has been positive and has proven how valuable school-university partnerships in urban schools are to both teacher candidates and teachers.

### **Conclusion**

Goodlad (1994) argued in Postulate 8 that teacher education programs "must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching" (p.81). This Case-in-Point article shares how two faculty and a second-grade elementary teacher have taken the initial steps to establish a school-university partnership within an urban school district. Our broad goal is to reframe urban education, so that it will be perceived as an asset in teacher preparation programs. In our first year developing the partnership, we concentrated on redesigning course content and establishing new clinical sites. Equity-focused courses provided space for students to unpack their biases and misconceptions. Through opportunities to work in urban classrooms, students applied coursework alongside cooperating teachers that have been successful experiences working with racially and economically diverse students.

Recognizing that establishing a successful partnership is a process, our next goal is to further cultivate reciprocal relationships with cooperating teachers and schools. We find communication and supporting cooperating teachers to be imperative. Teacher candidates' practices and philosophies are heavily influenced by their interactions with their cooperating teachers (Hamman, Oliveraz, & Lesley, 2006). To cultivate deeper relationships with cooperating teachers, we plan to offer monthly professional learning opportunities via videoconferencing. These professional learning opportunities will consist of collaborative learning in which we explore with teachers how to enact culturally-relevant pedagogies.

In addition to offering monthly professional learning opportunities, we will schedule bi-monthly meetings with principals to discuss what is working, what needs improvement, and what support is needed in regards to the school-university partnership. We will use the information discussed in the meetings as a guide to continue to build the partnership. While we believe the assignments, course readings, course discussions, and clinical experiences are impactful and help teacher candidates gain strategies and knowledge on how to create equitable learning environments in urban schools, we recognize there is much room for improvement. Therefore, we will also engage small group conferences with teacher candidates on a monthly basis during our scheduled class time to discuss their experiences in class, at their clinical sites, and their perceptions of urban schooling. These will also be opportunities to gain insight on whether students are learning and experiencing what they need to be prepared for diverse urban classrooms.

It is our hope that sharing the development of this school-university partnership, as well as future plans for this partnership, will encourage other faculty to develop partnerships with

urban schools. Goodlad's legacy has been influential in the development of this school-university partnership and hopefully his legacy will continue to renew teacher education.

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