

Urban Teacher World: Teacher Recruitment from Theory to Practice

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Abstract

Background: The University of Wisconsin-Milwaukee's (UWM) Urban Teacher World Pre-College Academy works with American high school students to explore what it means to be an educator in the urban context. High school students from underrepresented groups reside at the UWM campus to work with university faculty, staff and students to explore careers in education. In so doing, the participants experience education beyond the traditional classroom.

Aims: One of the School of Education's recruitment initiatives, this program encourages students of color to explore potential careers in education. Twenty-one high school students read, wrote plays, created multimedia art, and performed together to investigate what it means to be an educator in the 21st century. Attendees identified potential careers and university majors leading to occupations in the field of education.

Arguments: Through close mentoring relationships between high school students, college students, and university faculty and staff, pre-college programs attract underrepresented people to the field education. These relationships support underrepresented people to identify as successful college attendees. Given the teacher shortage and the lack of success to recruit people of color to the ranks of professional educators, pre-college programs are another route universities should consider.

Conclusion: This collaboration addressed the School of Education's goal of increasing the diversity of its student body and thereby increasing the diversity of the teaching profession.

Keywords: Minority teacher recruitment, pre-college programs, careers in education.

城市教師的世界：招聘教師——從理論到實踐

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摘要

背景：威斯康星大學密爾沃基分校 [UWM] 的城市教師世界大學預備學院，探索美國高中學生如何理解教育工作者在市區範圍內服務。從代表性不足群體出來的高中生暫住UWM大學校園，由教授、職員和大學生引導探索教育作為職業，與會者所經驗的超越了傳統的課堂教育。

目的：這是教育學院其中一個的招生計劃，鼓勵少數族裔學生探索教育作為未來職業的可能性。二十一位高中學生閱讀、寫作劇本及製造多媒體藝術，並共同探討作為一個21世紀教育工作者有什麼含意；與會者尋索在大學主修何種專業，會引導往教育領域的職業。

論據：通過由教授、職員和大學生密切指導的關係，大學預備學院課程能吸引代表性不足群體出來的高中生們到教育領域的職業。這些關係能協助界定代表性不足群體成功入讀大學的參加者，由於師資短缺和未能成功招募少數族裔的教育專業隊伍，大學預備學院課程是另一條應考慮的途徑。

結論：這項合作涉及增加教育學院學生種族多元化的目標，從而提高教學專業隊伍種族多元化。

關鍵詞：招募少數族裔教師、大學預備學院課程、教育專業

Background

Across the globe, countries are struggling to attract and recruit qualified teachers. According to Vegas (2009), “Developing countries in Africa, Asia, and Latin America are struggling, just as the world’s industrialized countries are, to fill classrooms with qualified teachers” (p.220). Australia and New Zealand have intentional initiatives to attract and recruit teachers to improve the quality of early childhood education (Fenech, Waniganayake & Fleet 2009). In the United Kingdom, teacher recruitment and retention are “considerable challenges,” with the employment of teachers for urban areas being particularly difficult: “[reports] show that teachers in London have less teaching experience than those in England as a whole” (Bubb & Porritt 2008 35). Research indicates a need for people from linguistically and culturally diverse backgrounds to become teachers (Baber 1995; Boutte 1999; Sleeter 2001; Nieto 2003; Burbank et al. 2005; Villegas & Lucas 2002). Whether or not this need is to provide role models to students from minority communities to succeed academically, ensure more culturally relevant instruction, establish the home-school connection, or support champions for equity issues that have not been addressed (Haberman 1988, Banks 1993, Gay 2002; Hollins 1995; Ladson-Billings 1995, Clewell & Villegas 1998, Villegas 1997; Morris 2004), there seems to be a challenge globally to recruit teachers, in general, and people of color, in particular, to teach. In the United States, the lack of diversity in the teaching force is considered a grievous problem: as the nation’s schools become more diverse, the teaching force becomes less diverse, thus, raising questions of equity (Landis et. al. 2007). While nearly 33% of school-age children are cultural minorities in the United States, only 16% of the teaching force

is (Burbank, Bates & Schrum 2009). Although attracting and recruiting people of color to teaching is “an area of special importance,” it has been noted that “... we need representation in all of the professions from all the racial and cultural groups. The teaching profession is no exception” (Post & Woessner, 1987, p.203). Despite the need to diversify the teaching force, the immediate need seems to be to recruit people from urban communities to stay in urban communities and teach there. Research continues to indicate the importance of attracting low-income and minority students to the teaching profession (Education Commission of the States 2005).

For schools of education, access and retention of students of color is particularly pertinent. To meet that need, schools of education must focus their efforts on improving methods to attract qualified individuals to the teaching professions. In particular, there is a critical need to recruit teachers of color for urban school districts. To meet this need, school districts and schools of education have resorted to a number of recruitment strategies. Some of these strategies have been linked to educating traditional-aged undergraduates (18-22 year olds) for a career in education, while other strategies have targeted non-traditional populations: alternative teaching licensure programs, links with two-year colleges, and programs for paraprofessionals. One relatively unique strategy involves working with high school students who may be interested in pursuing a career in urban education, which include the Urban Teaching Academy Program in Broward County Florida, the College of New

Jersey's Urban Teacher Academy, in addition to the University of Wisconsin-Milwaukee's Urban Teacher World Pre-College Academy (UTW).

UTW addresses goals to target and recruit students from underrepresented groups to a four-year college, in general, and to education, specifically. UTW targets students of color entering the 10th grade, because this grade level is a critical time in their development to explore disciplines that may lead them to the field of education. This exploration happens while the participants in UTW read a work of fiction together, write a performance piece, create multimedia art, and attend workshops and lectures to investigate what it means to be an educator in the 21st century. Participants identify potential careers and university majors leading to occupations in the field of education. In doing so, they learn that four year colleges, in general, and the University of Wisconsin-Milwaukee (UWM), in particular, is a welcoming environment for underrepresented groups; a place that encourages students of color to succeed at the university level by completing their educations.

Studies of at-risk students (Tinto 1990; Longwell-Grice & Longwell-Grice 2008) have cited the crucial link between student retention occurring through faculty contact. In recognizing this need, UTW employs faculty members along with university students of color as mentors/facilitators. This close proximity of successful faculty from underrepresented groups, working with successful university students of color who in turn are working with high school students of color on a daily basis, provides a much needed modeling relationship at UWM that speaks to encouraging attendance to the university and redefining it as a place of support for nontraditional college attendees.

Since its inception in 2000, UTW, a state funded

initiative, has worked with over 200 students of color in the Milwaukee area. Focusing on language arts education, theater education, science education, and museum education, the academy is a hands-on, active experience that has students read a book together and create a performance piece to share with their families and community, underscoring that fields of education have moved from the transmission model to the constructivist model. This paper discusses the organization of the academy in 2008 as a replicable initiative that would benefit schools across the globe as they struggle to attract and recruit qualified teachers.

Aims or Focus of Discussion

One of UWM's School of Education's (SOE) goals is to increase the diversity of teachers, administrators, counselors and other educators, particularly in large urban school systems where the majority of students have diverse cultural and racial backgrounds. Today's PK-12 generation is the largest and most racially and culturally diverse in history, but individuals from this generation are not seeking careers in education. Education is still a career path dominated by white suburban females (Zumwalt and Craig, 2005).

Since 2000, UTW has hosted students entering the 10th grade from underrepresented groups as they explore career possibilities in education. By encouraging students from racial and ethnic minorities to identify careers in education, the UTW program addresses the SOE's mission to increase the number of minorities entering the field of education. The goal of this program is and has been to have urban high school students (1) explore careers in education; (2) develop a familiarity with the UWM campus to underscore that UWM is a place that welcomes and

supports students of color as they pursue degrees here; and (3) build confidence through improved reading, writing, and decision making skills that would lead students from underrepresented groups to understand they can be successful in college. By focusing on these objectives, the organizers of UTW created a replicable student support program that recruits students of color and encourages them as they prepare to attend, remain in and graduate from college, specifically in careers in education.

In creating a replicable program, the organizers felt it necessary to gauge whether or not UTW was meeting its goals. At the end of the program, an informal survey (see Appendix B) was administered to the program participants to determine whether the program met its goals. Arguments, comments, suggestions, and conclusions stem from analyzing the results of this informal survey.

Arguments/comments/suggestions

Exploring careers in education

Early in the program, the student-participants (SPs) attended a Career Development Workshop. The SPs took a career inventory, designed to show them how their hobbies and interests could lead to careers in education. After completing the inventory and identifying careers to research, SPs spent the next two weeks researching their careers by exploring the Internet and interviewing faculty and staff on campus to learn more about the career each SP selected. At the end of the two weeks, SPs developed DVDs about their career of choice. This project combined research skills with technology skills as a sustained investigation of a career in education.

To assist the SPs in their research, specific careers in education were highlighted during the two weeks of UTW through field trips and workshops

(see Appendix A). SPs explored English education by participating in reading and writing workshops which led to the community performance piece and creation of a “Playbill” (see Appendix D). A trip on an historic schooner on Lake Michigan provided aspects of science education. A visit to the local art museum provided a model to understand teaching in museum education. A trip to the local theater, a comedy improvisational troupe, and workshops that developed the performance piece demonstrated the possibilities of a career in theatre education. SPs toured the library and participated in workshops in reading and writing circles to explore careers in information studies, while media education was woven throughout all the workshops. These hands-on experiences reinforced that education is not merely sitting in a classroom listening to a lecturer.

Faculty facilitators came from the School of Education, the School of Information Studies and the School of the Arts. Led by professionals in their respective fields, SPs engaged in activities specific to university majors leading to careers in education. The purpose of having leaders in their education fields work with the SPs was to support the bridge for at-risk students to faculty early in their experiences to support their success (Tinto 1990; Longwell-Grice & Longwell-Grice 2008). Mentoring relations occurred at a variety of levels. University students (USs) were hired to work with the SPs during the day and in the evening. USs supervised the SPs and talked to them throughout the two weeks about preparing for potential careers in education and the steps necessary to achieve that goal. Another level of mentoring happened when the faculty running the workshops, modeled being successful educators and taught the SPs the academic skills they would need to be successful

educators. A third level of mentoring occurred when the staff that was responsible for the administration of UTW contacted the participants on a monthly basis throughout the course of the academic year that followed the conclusion of the academy.

In the informal, follow-up survey administered at the conclusion of UTW, 15 of the SPs identified that they understood the variety of careers available to them in the field of education.

Accessing UWM and learning the campus as a welcoming place

Participants were recruited by the UWM School of Education Office of Academic Services (OAS) in conjunction with the school counselor offices at the various high schools in the Milwaukee Public Schools (MPS). The OAS additionally worked with student teachers (STs) in English Education who were placed in Milwaukee high schools. SPs were recruited by the STs from the students in their classes. One SP mentioned to the OAS staff, “I came to this program because my 9th grade English teacher wanted me to.” Once applicants submitted their initial application, which only indicated their interest in the program, they were then contacted to submit their high school transcripts and write an essay that described a positive learning experience they had had in the past. The transcripts confirmed that the applicants were on reduced lunch and, hence, eligible for the UTW. The essay was used to gauge their level of interest in the academy.

Throughout UTW, OAS staff intentionally hired program staff, guest speakers, and faculty facilitators who were from underrepresented groups with an expertise in their area and who had been successful at UWM. This choice of staff modeled for the SPs that UWM is a welcoming place where people of color

can be successful.

To illustrate the university experience, UTW’s orientation looked to educate the parents as well as the children to the college experience by having the participants dropped off at the residence halls, where the SPs would live for the next weeks, as if they were beginning their first day at a university. In retrospect, it may have seemed presumptive on the part of the OAS staff that the parents had not attended college; however, this assumption appears accurate since all SPs were on free or reduced lunch, an indicator of poverty and first-generation status for students attending public school in the United States. To further replicate the university experience, all SPs were assigned roommates from different MPS high schools. There were 20 students from 8 different MPS high schools.

After the participants moved into their suites, the OAS staff held a two-hour orientation for the parents/guardians and the children regarding program expectations, schedules, and other campus logistics. A portion of the orientation explained what the participants needed to do to apply and be accepted to college, such as which courses to take, how to study for and take standardized higher education acceptance tests - basic information that many children whose parents had attended college would already know. After the parents left, the UTW staff met with students to review the rules and policies for living and studying on campus. A campus tour was conducted by an US who was majoring in education. Additionally, ice breakers were held during this evening because the participants did not know each other.

Every meal was held in the residence hall cafeteria, allowing the participants the same experience that all college students have had

negotiating the food line, getting up on time, and making sure they punctually attended their activities. Workshops were held on different parts of campus to familiarize them with the campus.

In the informal survey administered at the conclusion of UTW, 16 SPs said that the pre-college academy increased their desire to attend college. One SP commented, “I think this program is an eye opening experience for me and I really enjoyed attending [it]. I also think that the opportunity for students to actually do something like this is wonderful. It helps you understand that life after high school can be great.” Another SP wrote, “The reason I came to this [academy] is so I can get a touch of college life. When I leave, I will be a better person. Now I want to go college even more.”

Building confidence through improved reading, writing, and decision making

From day one of UTW, the SPs were structured to read and write about a book that would be the basis of their performance piece. Early on, the SPs shared their reading histories and choices, theatre experiences they might have had, movies and TV shows they watched to focus their preferences and tastes to select a book to develop into a performance piece. The SPs browsed a number of pre-selected titles (see Appendix C), selected by the English education and library science faculty, which were known to interest urban adolescents, were award winners, and had protagonists from diverse and multicultural settings.

The SPs selected one text to read together using a book selection screening device to find the most appealing story. The SPs met daily the first week for an hour in the mornings to read quietly in order to finish the book in time to create a performance piece during the second week. SPs also met in the

afternoons the first week for about an hour with the English education and library science faculty to discuss and write about the book. These activities became the basis of the performance piece’s script. The writing activities helped the SPs predict the story’s outcomes, understand character motivations, and focus on the themes explored by the author.

Meeting with theatre faculty, SPs developed the script for the performance piece. SPs also wrote their autobiographies to include in the “Playbill” (see Appendix D). Other writing activities included writing up their research about the field in education they each examined, developing interview questions for a professional in that research field, and creating monologues for the DVDs they created on their research topics.

Decision making and critical thinking skills were interwoven throughout UTW. In addition to selecting a text for the performance piece, they made decisions about what aspect of education they wanted to investigate over the next two weeks. The most dramatic decisions had to be made when writing the performance piece in deciding which scenes to include in the script, how to write the script, which characters needed to be included in the play, which scenes needed to be dramatized, and who of the SPs would take on the roles of writers, actors, and production staff.

On an emotional level, there were many choices that had to be made just for the SPs to agree to get involved in the workshops and activities. For urban children, many of the activities took them out of their comfort zones: being on campus, on a boat, at a ball game, at a museum, in a theatre, and, even, just reading a book. All of these experiences were new to most of the participants. For example, the OAS staff learned that *The First Part Last* was the first

book many of the SPs had ever owned much less read through. Therefore, frequently the SPs had no idea what their participation in an activity actually involved. The level in which the SPs participated in an activity reflected their decision making choices. For example, everyone had to decide to board the boat but SPs chose different levels of involvement: some sat and observed once on the boat while others joined in to actively steer it, hoist its sails, and participate in its story making. As urban high school students, most of the SPs were non-swimmers so simply agreeing to board the boat was a risk. The SPs who actively participated in sailing the boat stretched in ways that surprised the organizers and the SPs. For urban teenagers, who were developing cultural capital, the SPs had to make decisions as to what risks to take and were worth taking. One SP wrote, "I came to [UTW] because I heard it would help me sharpen some of my skills."

In the informal survey administered at the conclusion of UTW, the 16 SPs who responded felt that UTW would make them more successful in school. One SP observed, "I enjoyed this book. It's not like it's dealing with me but I have a lot of responsibilities coming in my life, too." Another SP wrote, "The reason why I came to this program is to see what college was like... I want to go to college when I graduate from high school."

Conclusion

UWM's UTW is a successful pre-college program that invites and recruits urban high school students to consider careers in education. A replicable initiative that addresses the global teacher shortage, UTW's three goals are (1) to explore careers in education; (2) to develop a familiarity with the UWM campus; and (3) to build confidence through improved academic

skills that lead urban students to identify as college attendees.

UTW's strength stems from its academic focus and not from its residential experience. Therefore, for future academies, the organizers decided to discontinue the residential component and focus more specifically on the academic experience by funding more opportunities for the participants to meet experts in their education fields.

To provide a more in-depth assessment of the academy, the organizers recognize the need to do more formalized evaluation beyond simply surveying the student participants. One possibility is a long term study that tracks participants to see if they completed high school and attended college. A study such as this would require considerable funding and staffing but would result in a more complete picture of UTW meeting its goals. To date, the academy has hired two UTW graduates who have entered the UWM teacher education program, which leads the organizers to believe there are other success stories among the UTW graduates waiting to be discovered.

UTW brings high school students into a mentoring relationship with faculty and staff on a college campus, creating relationships that will attract and recruit them into the field of education. Participants who have gone through UTW gained a unique knowledge of the workings of urban schools, both as students and as researchers, that will help them become successful future educators. The global teacher shortage makes UTW essential as it specifically supports students from urban contexts to envision teaching in their own communities.

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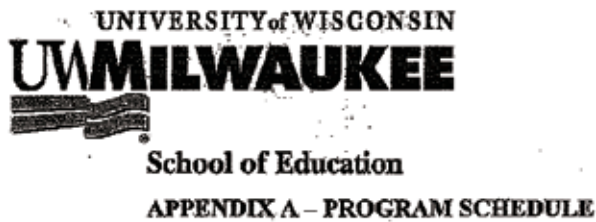
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Sunday, June 15, 2008	Program Orientation	
Monday, June 16, 2008	8:00am-9:00am	Breakfast
	9:00am-10:00am	Program Orientation
	10:00am-Noon	Trip to Bookstore
	Noon-1pm	Lunch
	1:00pm-3pm	Career Development Workshop
	3:00am-5pm	Campus Tour
	5pm-6pm	Dinner
	6pm-10pm	Evening Activities/Reading Time
Tuesday, June 17, 2008	8:00am-9am	Breakfast
	9:00am-Noon	Trip to Milwaukee Art Museum
	Noon-1pm	Lunch
	1:00pm-4pm	Media Work
	4pm-5pm	Writing Workshop
	5pm-6pm	Dinner
	6pm-10pm	Trip to Miller Park
Wednesday, June 18, 2008	8am-9am	Breakfast
	9:00am-10am	Reading Time
	10:00am-Noon	Lunch
	1pm-3pm	Library Tour
	3:00pm-4:30pm	Reading Workshop
	4:30pm-5:30pm	Dinner
	5:30pm-8pm	Trip to Discovery World Schooner
Thursday, June 19, 2008	8:00am-9:00am	Breakfast
	9:00am-10am	Reading Time
	10am-Noon	Media Work
	Noon-1pm	Lunch
	1pm-2pm	Reading Time
	2pm-5pm	Writing Workshops
	5pm-6pm	Dinner
	6pm-9pm	Trip to Comedy Sports
	9pm-10pm	Reading Time

Friday, June 20, 2008	8:00am-9:00am	Breakfast
	9:00am-10am	Reading Time
	10am-Noon	Media Work
	Noon-1pm	Lunch
	1pm-2pm	Reading Time
	2pm-5pm	Writing Workshops
	5pm-6pm	Dinner
	6pm-8pm	No Evening Activities
Monday, June 23, 2008	8:00am-9:00am	Breakfast
	9:00am-Noon	Trip to Theatre
	Noon-1pm	Lunch
	1:00pm-4pm	Theatre Workshop
	5pm-6pm	Dinner
	6pm-8pm	Evening Activities
	8pm-10pm	Rehearsal
Tuesday, June 24, 2008	8am-9am	Breakfast
	9am-Noon	Panel Presentation
	Noon-1pm	Lunch
	1pm-4pm	Work with designated group
	4pm-5pm	Free Time
	5pm-6pm	Dinner
	6pm-8pm	Rehearsal
	8pm-10pm	Free Time
Wednesday, June 25, 2008	8am-9am	Breakfast
	9:00am-Noon	Panel Presentation
	10:00am-Noon	Lunch
	1pm-5pm	Work with designated group
	5pm-6pm	Dinner
	6pm-10pm	Rehearsal
Thursday, June 26, 2008	8am-9am	Breakfast
	9am-Noon	Second Career Workshop
	Noon-1pm	Lunch
	1pm-5pm	Work with designated group
	5pm-6pm	Dinner
	6pm-9pm	Rehearsal
Friday, June 27, 2008	8am-9am	Breakfast
	9am-Noon	Rewrites and Walk-Through
	Noon-1pm	Lunch
	1pm-5pm	Program Evaluation & Rehearsal
	5pm-6pm	Dinner (for family and guests)
	6pm-8pm	Production

Pre-college Scholarship Program Student Evaluation
School Of Education
Urban Teacher World-Milwaukee
June 16-27, 2008

<i>Questions</i>	<i>Definitely Yes</i>	<i>Somewhat</i>	<i>No</i>
1.Do you feel this program was a good experience?	12	5	0
2.Do you feel that participation in this program increased your desire to attend college?(1-No response)	10	6	0
3.Did this program help you to understand why you need to earn good grades?	9	6	2
4.Do you feel this program will help you to be more successful in school?	8	8	1
5.Did this program give you more ideas about careers?	10	5	2
6.Do you feel that attending precollege programs on other campuses would help you in selecting a college?	13	4	0
7.Are you interested in participating in other precollege programs?	11	4	2
8.Would you recommend this program to a friend?	14	3	0

Comments: “I think that they should try things different as in making the room more better and have someone to watch both girls and boy so that no one would do anything wrong.”

“1.More night security. 2.More day resting time. 3.Checks during night to make sure everyone is in their room.”

“I had fun.”

“I enjoyed the program. It was fairly fun. The only thing that I would recommend is that the classes would be a little more lively. They were pretty cool but if they were a little more upbeat they would probably be better.”

“I think you should interview people before you let em in.”

“This was a great program and a great experience to be in. Thanks. Love you guys.”

“Is this program also to help us get scholarships for college? Get a different lunch. Everything was Greeeattt!!!=D”

“No I don’t have comments or suggestions.”

Appendix C

Urban Teacher World Book List

University of Wisconsin-Milwaukee

School of Education

Spinelli's Maniac Magee
Myer's Fallen Angels
Grimes' Bronx Masquerade
Johnson' The First Part Last
Myer's Monster
Crowe's Mississippi Trial, 1955

Appendix D

Cast and crew biographies

My name is Eladio Rivera III. I'm 15 years old. I attend Ronald Reagan College Preparatory High School. I came here because Felipe told me about the program, and he said it would be a good experience for me. He was right. We read one of the best books I've read in my entire life. The book was so down to Earth, and it broke so many stereotypes. But yea, I want to send a shout out to my mom and dad, and the rest of the family. I love you all. Role: Bobby & Writer.

Jello, my mane is Eddiza Valadez. I attend Ronald Wilson Regan High School. I am a sophomore and I'm 15 years old. I attend this program because of the help of Mrs. Stein and Felipe. My counselor said it was going to be a fun and new experience. So I decided to come and try something new. I loved the book *The First Part Last* because it is a realistic book on what goes on in real life. I really recommend this book for teens and older adults. Le qulero darlas gracias a mi familia especialmente a mi zorromas y corazonsin y mis primas Sasha y Nay-Nay. Ohhh, y tambien a mi herrnana Nu-Nu love you sis. Role: Nia & Writer.

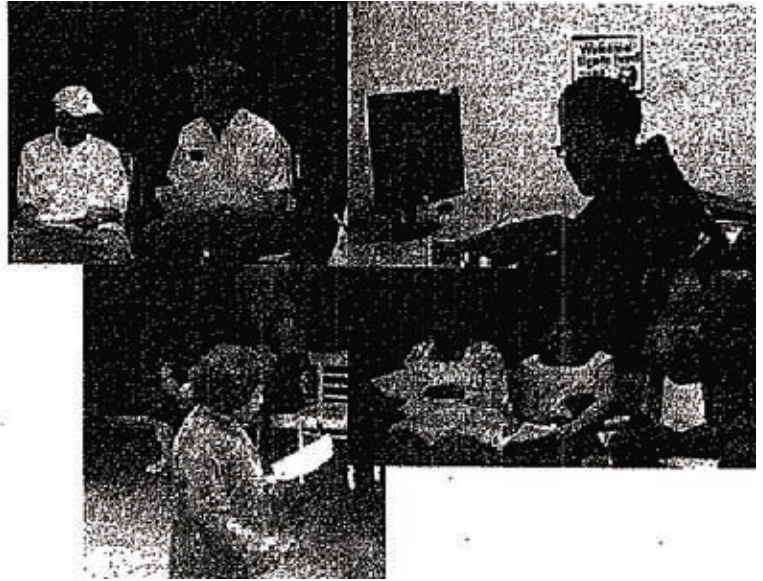
My name is Kamaron Perkins and I attend Riverside University High School. I am 15 years old. I came to this camp because I heard it would help me sharpen some of my skills. In the play, I am Speaker 4, J.L., and the art director. I think this is a very nice book, because it is about a boy around my age. I would like to give a shout out to my mom, my stepfather, and my grandma, because they encouraged me to come and I really enjoyed myself. Roles: Speaker Four & J.L.

My name is James Bynum. I am 14 years old and going into the 9th grade. The high school I am going to is called Hill. The reason why I came to this program is to see what college was like. And to stay out of trouble. I want to go to college when I graduate from high school. The book we read was called *The First Part Last*. What I liked about the book was how a 16-year-old boy took care of his daughter and that this happen everyday to people. I want to give a shout out to my mom, uncle, grandmother, and brother. Roles: Party Guest & Props.

Hello, my name is Sequoia Baker. I attend Riverside University High School. I came to the Urban. Teacher World program because to me, it sounded interesting. I really enjoyed the book we read. In the book *The First Part Last*, Bobby, a

teenage boy, endures the hardships of raising a child on his own. The book has many turns and an amazing ending. I really enjoyed the Urban Teaching World program. Roles: Social Worker & Playbill.

Hello, thank you for coming tonight. My name is Helen Johnson. I'm 17 years old, and I attend Custer High School. I enjoyed this book. It's not like it's dealing with me but I have a lot of responsibilities coming in my like, too. I want to give a shout out to my mother, Carla Bellamy, my uncle, Robert, my little sister and brother, Alisha & Alonzo for coming to support me and show me much love. Roles: Speaker Three, Mary, Party Guest & Writer.



Actors and their roles:

Alaini Burrell.....	Speaker One, Dr. Victor, Mrs. Wilkens, Party Guest.
Eddiza Valadez.....	Nia.
James Bynum.....	Speaker Two, Party Guest.
Helen Johnson.....	Speaker Three, Mary, Party Guest.
Arianna Fleming.....	Speaker Three, Mary, Party Guest.
Kameron Perkins.....	Speaker Four (Narrator), J-L.
Eladio Rivera.....	Booby.
Dorlan Letherwood.....	K-boy.
Robert Longwell-Grice.....	Just Frank.
Chandani Williams-Vance.....	Fred, Preacher.
Lamonerious Jones.....	Choir Director, Party Guest.
Lloyd Robinson.....	Doctor, Police Officer.
Triminisha Washington.....	Coco.
Sequola Baker.....	Social Worker.
Tarron Middleton.....	Mr. Wilkens.

Cast and crew biographies

Hello, my name is Tarron Middleton and I attend Destiny High School. I came to this program because I thought I would better myself, and it would look good on a resume. I think the book was good, the way Bobby handled the situation. I'm 14 years old. I would like to give a shout out to everyone who had something to do with this program and to my family and two boys, Derrick and Antwan. Role: Mr. Wilkins and camera.

Hi, my name is Lamontious Jones. I attend Custer High School, and the reason I came to this program is that I wanted to do something new and meet new people-which turned out to be great. We all got together and picked out this book to read, which was really cool, called *The First Part Last*. I am a 15-year-old male. I would like to give a shout out to all family and friends. Roles: Fred, Preacher and Writer.

Hello everyone and thank you for coming. My name is Trimanisha Washington. I'm 7 years old and I go to Pulaski High School. I like this book because it showed us about responsibility and love. I want to give a shout out to the actors for doing such a wonderful job. I also want to thank my mother, April, and my little sister, Taeja, for coming up here to showing me love. Last but not least, I want to thank the rest of the audience for coming and watching our play. Have a great night. Role: Coco.

My name is Dorian Letherwood, and I go to Marshall High School. I came to the program to see more people, more places in Milwaukee. I thought the book was very inspiring. I also would like to make a shout out to my whole family. Role: K-boy.

My name is Chandani Williams-Vance. I attend Washington High School. I am going to be a sophomore this year. I play basketball at Washington,

and I play on the varsity this year. The reason why I came to this program is because my coach, Wendy, told me about it and asked me to come-more like I had to go thought that the book we read was a good book, and the book was based on real situations about teen pregnancy. Most black teen fathers don't have to take care of their children, but unfortunately, this father does. I am 15 years old, waiting to become 16 soon. I want to give a shout out to everybody at UWM who let us come to UWM for two weeks to stay at the dorms. All the staff members at UWM who helped us with the play and all and showed us new and different things. Also, my last shout out is to all my new friends that I met here at this summer program. Role: party guest, assistant music and lighting director.

My name is Lloyd Robinson. I attend Milwaukee Vincent High School. I am 15 years old. The reason I came to camp is so I can get a touch of the college life. When I leave, I will be a better person. Now I want to go to college even more. This is a good book for me, and I plan on coming back next year. Role: Doctor, Police Officer.

My name is Dezmond Leard. I currently attend Hamilton High School. I came to this program because my 9th grade English teacher wanted me to. My role in this play is lights, camera and director. I think the book *The First Part Last* was actually a good book. Role: Lights.

My name is Alaini Burrell. I attend CEO Leadership Academy. I am 14 years old. The reason I came to this program is because I thought that it would be fun to try something new. And, yes, it was fun to try. I learned that it's fun to try new things even if you don't want to. I thought the book was exciting. It taught me a lot. I would like to give shout outs to my friends who put this together, Arianna

“Ariel”, Eddiza “Eddi”, Dorian “Big Head” Lamont “Krutch”, Eladio “Monster”, Helen “Mamma Helen”, Tarron “Dark” and Dezmand “Dez”. Also, ENJOY THE PLAY!!!! Roles: Speaker One, Dr. Victor & Mrs. Wilkens.

My name is Arianna Fleming, but everybody at this camp calls me Ariel. I am currently going to Milwaukee’s High School of the arts. I came to this camp to meet new people and see new places. I thought the book was inspiring, because it talks about real life situations that have to deal with teen pregnancy. I want to give a shout out to my family and all my new friends at UWM. I LOVE YOU GUYS!!!! Roles: Speaker Three, Mary, Party Guest, Playbill & Writer.

Appendix E

Urban Teacher World gets MPS high schoolers exploring a future in education

A group of Milwaukee Public Schools sophomores recently got a chance to look at teaching as a career, explore the UWM campus, take a few field trips and enhance their academic skills.

This year’s Urban Teacher World, held on the UWM campus the last two weeks of June, had a number of new features, according to Felipe Rodriguez, program coordinator and outreach program manager in the School of Education’s Office of Academic Services.

For the first time in its seven-year history, the program’s students stayed on campus for the full two weeks, staying overnight in a dormitory and enjoying the use of campus recreational facilities like the Klotsche Center.

Program makes its theatrical debut

In the past, students had built Web sites or completed other multimedia projects. This year, the 17 students wrote, performed and videotaped a play based on “The First Part Last.” Angela Johnson’s award-winning young adult book about a teenage father. ([View the movie.](#))

“We wanted to enhance their reading and writing in a creative way,” says Barbara Logan, a coordinator of the program who also is a program specialist in the Office of Academic Services. “It’s also a chance for them to work with technology and video production,” adds Rodriguez.

The group’s first field trip was to Harry W. Schwartz Bookshop on Downer Avenue to select books from among those recommended by Donna Pasternak, an assistant professor of English Education. As a bonus, the students got to keep all the books, not just the one they chose for the screenplay. “They now have a collection of books to read on their own over the summer,” says Logan.

This year’s Urban Teacher World involved faculty from the School of Education, the Peck School of the Arts and the School of Information Studies. Laretta Henderson, an assistant professor in the School of Information Studies specializing in children’s literature, worked with Pasternak in facilitating the students’ reading circle discussions.

The reading circle discussions helped the students understand the book’s themes and find meaningful lines in the text to serve as the basis for the script. Michelle Lopez-Rios, assistant professor of Theatre, then worked with the students to take these themes and quotes from the text and develop a script. She then directed and staged the students’ performances.

Students could choose from a variety of experiences. In addition to writing, performing directing and videotaping the play, the students helped develop a sound track, wrote and designed the playbill and created a media montage for the opening.

Extracurricular exploration

In addition to creating the play for video, the Urban Teacher World students also took a variety of field trips around the Milwaukee area. Among the outings-Comedy Sports, the Milwaukee Art Museum, the Milwaukee Repertory, Miller Park and an evening sail on the Denis Sullivan, a Lake Michigan schooner.

Not all students who take part in Urban Teacher World will end up becoming teachers, says Rodriguez, but the program gives them ample opportunity to consider the profession. For example, a panel discussion featuring a teacher, administrator, counselor and education student provided students a glimpse of various aspects of the education

profession. Students took part in a American Sign Language workshop-UWM's School of Education has a strong Interpreter Training program.

Students explored other careers in education through a series of workshops. "We wanted them to be aware there are a variety of careers in education-teacher, administrator, museum educator, counselor, college faculty member," says Logan.

The students got plenty of free time to just relax and have fun on campus, enjoying swimming, dance classes and basketball at the Klotsche Center. Students interviewed noted the Klotsche Center was one of their favorite places on campus. "It's a great experience to stay on the campus, meet the faculty, talk to the deans and expand their horizons," says Rodriguez.

"We wanted to give them a lot of different opportunities that will encourage them to stay in school and continue their education as young adults," he adds.



An Urban Teacher World participant enjoys an excursion aboard the Denis Sullivan schooner.

欢迎订阅

2011 年

欢迎投稿

全国中文核心期刊

教育导刊

半月刊



追踪理论前沿 推介教改成果
反映广州特色 展现南粤风格
倡导教育创新 繁荣教育科学

《教育导刊》杂志创刊于 1983 年，是广州市教育局主管、广州市教育科学研究所主办的综合性教育理论刊物，国内外公开发行。《教育导刊》是全国中文核心期刊，同时是《中国期刊网》全文收录期刊、《中国学术期刊（光盘版）》全文收录期刊和《中国学术期刊综合评价数据库》统计来源期刊。

《教育导刊》主要面向基础教育、职业教育，涉及高等教育。她坚持“为教育行政决策服务，为教育教学改革实践服务，为繁荣教育科学研究服务”的方针，坚持做到学术性、应用性和可读性融为一体，是大、中、小学校干部教师，教育行政人员和教育教学研究人员的忠实朋友。

2011 年，《教育导刊》大 16 开、96 页出版，全年 24 期；每月分上半月刊（综合理论版）、下半月刊（幼儿教育版），全年各 12 期，可分版订阅。每册定价人民币 10 元（含包装费、邮费），或港币 30 元。全年分版订阅为综合理论版 / 幼儿教育版各人民币 120 元；港币 360 元。

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