Appendixes

Appendix A

Data Collection Timeline

	January 2011	*February 2011*	*March 2011*
Questionnaires			
Individual interviews			
Group interview			
Member checks			

Appendix B

Background Questionnaire

Your participation in this research study is voluntary. The information you provide will be stored in a locked office and password protected computer. Your name and other facts that might point to your identity will not appear in the presentation this study or published results.

Background Information

1. Name:
2. Age:
3. Hometown (city and state):

4. Education level and profession of your mother:
5. Education level and professions of your father:
6. Parental Income: Check the appropriate category
   □ Under $29,999/year
   □ Between 30,000 and 49,999/year
   □ Between $50,000 and $99,999/year
   □ Over $100,000/year

Questions:

7. Why do you want to enter the teaching profession?
8. Describe the K-12 schools you attended. Where were they located? What type of community did the majority of the students reside?

Elementary	Middle	High
Suburban	Suburban	Suburban
Rural	Rural	Rural
Urban	Urban	Urban
Majority Black	Majority Black	Majority Black
Majority White	Majority White	Majority White
Diverse	Diverse	Diverse
Middle or upper income	Middle or upper income	Middle or upper income
High poverty	High poverty	High poverty

9. Was there something unique about your schools or your presence within the schools? If so, please explain.
10. Describe the K-5 school you would like to teach in when you graduate from college. Where is it located? What type of community do your students reside?
    □ Suburban
    □ Rural
    □ Urban

    □ Majority Black
    □ Majority White
    □ Diverse

    □ Middle or upper income
    □ High poverty

11. What schools have you visited for field experience requirements in the teacher education program?
12. Do you believe you can be successful teacher in a high poverty urban school?
13. At what point did you become cognizant of the role of socio-economic status in children's schooling experiences.
14. Students living in poverty are capable of attaining the same level of academic achievement as students from middle income or wealthy households.
    _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree
15. My cultural background and lived experiences shape how I view myself, others, and impact who I am as a teacher.
    _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree
16. Students from middle income or wealthy households bring valuable out-of-school experiences and informal knowledge to the teaching and learning process.
    _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree
17. Students living in poverty bring valuable out-of-school experiences and informal knowledge to the teaching and learning process.
    _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree
18. A good teacher exhibits a warm, caring, and positive disposition regardless of a student's race, class, gender, religion, language, culture, sexual orientation, and all other characteristics.
    _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

Appendix C

Individual Interview Questions

1. Tell me about your childhood.
2. What types of extracurricular activities or organizations were you involved in?
3. Were you afforded opportunities because of your parent's income?

4. a. At any point in your childhood did you have the experience of living in a high poverty neighborhood?
   b. What experiences have you had working in a high poverty neighborhood?
   c. Did you visit relatives or attend church in a high poverty neighborhood?
   d. Have you participated in a community service project in a high poverty neighborhood?
5. If you answered yes to number 4, how did you feel after your experiences in the high poverty neighborhood?
6. Share a belief about teaching and learning in high poverty schools.
7. What does the term at-risk mean to you?
8. What might schools with at-risk students do to meet their needs?
9. Some people believe that Black middle and upper class preservice teachers are prepared to teach in high poverty urban schools because they most likely share the same skin color as their students. Do you agree or disagree and why?
10. Do you have the intrinsic will to educate all children regardless of their economic status? How do you know?
11. Some educators suggest that low income students learn better in an environment that is teacher-centered, emphasizes direct instruction, and seatwork. Do you agree or disagree with this position? Explain.
12. Some educators also suggest that low income and minority students do not bring valuable out-of-school experiences and informal knowledge to the teaching and learning process. Do you agree or disagree with this position? Explain.

APPENDIX D

Group Interview

Discussion prompt:
Ladson-Billings (2009) offered concrete examples and authentic statistics on the plight of Black urban children in today's schools. Black children continue to perform lower academically compared to White

peers, are three times more likely to drop out of school, and two times more likely to be suspended. Although Black students comprise 17 % of the total school population, they make up 41 % of the special education population. Additionally, one of every two Black children resides in poverty. A Black child is five times more likely to depend on public assistance, and if living in California is three times more likely to be murdered than admitted to the University of California (Ladson-Billings 2009). Similarly, Lomotey (1992) cited teacher attitudes as a contributing factor to the failing academic achievement of a large number of Black children as evidenced by standardized achievement tests, suspension rates, special education placement, and dropout rates.

1. Do you think you will be able to connect with students in a high poverty urban school?
2. What strategies would you use to connect with students in a high poverty urban school?
3. Do you think you will be able to connect to the parents of your students in a high poverty urban school?
4. What strategies would you use to connect to the parents of your students in a high poverty urban school?

APPENDIX E

Follow-Up Questionnaire

Your participation in this research study is voluntary. The information you provide will be stored in a locked office and password protected computer. Your name and other facts that might point to your identity will not appear in the presentation this study or published results.

Personal Information
1. Name:
2. Location of school where you taught during the 2011–2012 school year (city and state):
3. Describe the school where you taught during the 2011–2012 school year:

Elementary	Middle	High
☐ Suburban	☐ Suburban	☐ Suburban
☐ Rural	☐ Rural	☐ Rural
☐ Urban	☐ Urban	☐ Urban
☐ Majority Black	☐ Majority Black	☐ Majority Black
☐ Majority White	☐ Majority White	☐ Majority White
☐ Diverse	☐ Diverse	☐ Diverse
☐ Middle or upper income	☐ Middle or upper income	☐ Middle or upper income
☐ High poverty	☐ High poverty	☐ High poverty

Please rate the following statements:

4. Students living in poverty are capable of attaining the same level of academic achievement as students from middle income or wealthy households.

    _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

5. My cultural background and lived experiences shape how I view myself, others, and impact who I am as a teacher.

    _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

6. Students from middle income or wealthy households bring valuable out-of-school experiences and informal knowledge to the teaching and learning process.

    _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

7. Students living in poverty bring valuable out-of-school experiences and informal knowledge to the teaching and learning process.

    _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

8. A good teacher exhibits a warm, caring, and positive disposition regardless of a student's race, class, gender, religion, language, culture, sexual orientation, and all other characteristics.

    _____ Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree

Please answer the following questions thoroughly:

9. Some people believe that Black middle and upper class preservice teachers are prepared to teach in high poverty urban schools because they most likely share the same skin color as their students. Do you agree or disagree and why?

10. Do you have the intrinsic will to educate all children regardless of their economic status? How do you know?

11. Some educators suggest that low income and minority students do not bring valuable out-of-school experiences and informal knowledge to the teaching and learning process. Do you agree or disagree with this position? Explain.

12. Did you have difficulty connecting with students during your first year teaching? If yes, give an example of a challenging experience. If no, state why.

13. What strategies did you use to connect with students in a high poverty urban school?

14. Did you have difficulty connecting with parents of your students during your first year teaching? If yes, give an example of a challenging experience. If no, state why.

15. What strategies did you use to connect with parents of your students in a high poverty urban school?

16. Do you believe you are a successful teacher in a high poverty urban school?

17. Share an experience that occurred during your first year teaching that had an impact on your development as a novice teacher in a high poverty urban school.

18. Did you continue teaching at the same school during the 2012–2013 school year? If no, why?

19. How long do you aspire to work in a high poverty urban school?

20. Based upon your experiences teaching in a high poverty urban school after your matriculation through the college's teacher preparation program, what course assignments, program offerings, field experiences, or other understandings would have supported your transition into teaching in a high poverty urban school?

APPENDIX F

Coding Manual

Theme	Codes	Quotations
Preservice teachers prefer to teach in communities similar to their own school experiences	Similarity of education background and teacher preference • No experiences in high poverty school/communities, want to teach in middle or upper class school • Experience in high poverty schools/communities, want to teach in high poverty school • Negative case, does not meet either criteria	*Preservice Teachers' Personal School Experiences and Their Preferred Teaching Experiences* *Code: No experiences in high poverty schools/communities, want to teach in middle or upper class school* "I chose these groups because these are the things I am familiar with and what I know how to work with." – Bella (Background Q10) "Honestly, I feel the only way I can be successful is if I had total determination and access to many resources. So I guess you would say I am uncertain." On the background survey, Bella noted that she wants to teach in an urban elementary school with middle or upper income students." – Bella (Individual Q10) "Originally I wanted to teach students who went to school in circumstances like I was in because I never really had a role model who was African-American, at least not in school. But then someone said to me why would you focus just on one student when you could do the same thing for twenty students." – Catherine (Individual Q10) "I don't know, because I grew up in ..., but I lived in a neighborhood with all houses, all the houses were kept up. And, from kindergarten throughout my whole elementary school it was, it

Theme	*Codes*	*Quotations*
		was mixed. And then when it got to middle school that's when it stopped being mixed, so I don't really know if it was poverty or not. I want to teach in an elementary school located in a suburban community with students of diverse racial groups, and in a middle or upper income household." – Simone (Individual Q10)
		Code: Experience in high poverty schools/ communities, want to teach in high poverty school
		"If I had to I would teach in . . . a school setting where the students were upper class, but I would prefer to definitely be in a high poverty or middle class situation. They may not have at-home opportunities, but I feel like if you bring it to the classroom and expose it to them, they'll still be able to have the same academic achievement level that students whose parents can take them out to the various, I guess cultural capital places, you would go to." – Daphine (Individual Q10)
		"Most definitely. I have a passion for the urban setting school but, I mean I'm willing to teach everywhere and, and all races, whoever, but I really want to teach you know the students that I feel like I can make, I can really, really help and really, really need my help. You decided to take on teaching especially in the area you decide to teach in," and she is confident that she will make a difference." – Kimberly (Individual Q10)
		"I think that one of my biggest beliefs is that in high poverty neighborhoods and

Theme	Codes	Quotations
		schools, teachers have to be the biggest advocates for children. I believe that because most parents are working if not one, two jobs and they're working really late. And they may not have the time to give all of the support that the children need so they need to be able to get it from school. And then also we, high poverty schools might not have the resources that other schools may have, so it just goes to show that teachers really need to be on the ball and pushing the students and letting them know that they can do it no matter what life throws at them." – Faith (Individual Q10)
		"I know I can form lasting and impacting relationships that can have an effect on their education. As long as I put forth the effort and believe, my students will do well." – Layla (Individual Q10)
		"I guess one of the reasons why I want to be a teacher, because it's sad but at the same time it's like, what can I do to help? I think that the best way to reach the situation is to start with the younger generation. The reason why I want to work with elementary school children is I feel like I can catch them earlier in life. It won't leave; maybe it will break the generational poverty. Give them something to look forward, give them experience outside of the neighborhood. So I mean it's really sad because it's mostly when you think about poverty you really think about African Americans which is really sad because I'm an African American. And I can imagine what other races think when they think about poverty, so I feel like I mean as an African American and

Theme	Codes	Quotations
		as an educator I feel like it's my duty to help, help, help my children. Help the kids that look like me." – Kimberly (Individual Q4a)
		"The top three things to bring to the classroom are care, love and hope. I think that if you bring hope to a child's life, then the sky is the limit. And I really, really do believe that." – Kimberly (Individual Q6)
		Code: Negative case, does not meet either criteria
		There is not a quote correlated with this code. Carrington noted on background Q10 that she wanted to work in a high poverty school with middle and upper income students.
The majority of Black middle and upper class preservice teachers believe students from high poverty urban schools can achieve at the same level as students in middle and upper class schools, but are uncertain of the value their informal knowledge brings to the classroom	Achievement and value of experiences • High poverty students capable of academic achievement • High poverty students not capable of academic achievement • High poverty students have valuable out-of-school experiences and informal knowledge • High poverty students do not have valuable out-of-school experiences and informal knowledge	See Table 3 *Perceptions of Preservice Teachers* *Code: High poverty students have valuable out-of-school experiences and informal knowledge* "I believe that they do bring knowledge. It just may be a different type of knowledge. I've seen students where maybe I would relate a visit going to the zoo with talking about something. They may not relate it going to the zoo. They may say, you know, I've seen the dog catcher come run and catch the dogs and it may be a different type of experience but it's still relative to the learning so I disagree. I believe that every student has their own experiences that they can bring to the table. It may just not be what society deems a good experience." – Carrington (Individual Q12)

Theme	Codes	Quotations
Recognition of effective teaching strategies and best practices	Recognition of best practices and strategies • Range of instructional strategies • Culturally relevant pedagogy • Belief that all children can learn	*Code: Range of instructional strategies* "I don't believe in students walking down the hallway with their hands behind their back or sitting at their seat doing work all day long. I feel that they need to get up and interact with each other. It's part of learning and it's a part of life." – Carrington (Individual Q11) "I think a combination of those things or at least direct instruction with more hands on interactive work is better for our students in lower income situations." – Catherine (Individual Q11) "I disagree with that statement because I feel like that's a cop-out because these children are coming from high poverty areas, I feel like sometimes people think that they automatically have behavior issues so, we don't want them to move around the class too much because so and so may get into it with so and so. I feel like you have to bring hope to classrooms, and that's why I said hope before because if I'm going into the classroom with this mindset, then my students are going to feed off of that and they're going to give me back what I give them. So why would I have them sit, I don't want to listen to someone sit down and talk to me from 8:00 to 2:30. I want them to move around, I want the students to be, they're still children, they're in elementary school so you, this is not a college setting." Kimberly (Individual Q11) "I think some educators say that because they don't know how to necessarily deal with the behaviors of

Theme	Codes	Quotations
		low-income students. The behaviors that they pick up from home and bring into school, so they want to have them sit in their desk all day. I think that learning for these students need to be, needs to be interactive because they might not be being exposed to certain things outside of a classroom. So that's our opportunity as educators to expose them to as much as possible. And doing seatwork and direct instruction and having a teacher centered classroom is not the way to go about that." – Faith (Individual Q11) *Code: Students recognize culturally relevant pedagogy* "I think first the teacher needs to get to know her students and know what works best for them and then use that to structure the way, how her lessons and her classroom is run." – Layla, Individual (Individual Q11) "A really good strategy would be to read up on a lot of the teachers who have come from neighborhoods other than these schools and hear their success stories. I read a book about a teacher in California who didn't know what he was dealing with and yet he created his own reading program and now all of the students in that school and in that neighborhood want to come to his class." – Faith (Group Q2) "By seeing and experiencing the community that your students come from, you can see what type of backgrounds they are coming from, see the type of needs that they have in their neighborhoods, and you can try to understand or comprehend the

(continued)

Theme	Codes	Quotations
		differences that you will see between yourself and the students. I was just speaking to a couple teachers about students not having backpacks. They don't even have paper. So when they come to school and they are angry and they don't seem like they want to be there, as opposed to when I came to school and I was happy and excited to come to school, it can help you see why some of those differences may arise." – Carrington (Group Q2)
		"I think a lot of the same strategies apply regardless of if it's a high poverty area or a high income area. You have to spend time and go out of your way to make time to get to know your students. So if that means taking a few days when they first start in the school year to figure out what they are interested in, what gets them excited. And then using those things, that information that they tell you throughout the school year to get them involved." – Catherine (Group Q2)
		"more willing to talk to you about different needs or different things that are going on that may affect the student's learning inside and outside the classroom" – Daphine (Group Q4)
		"I would try to get to know them on a personal level as well, I would also make sure to talk to them in a language that is not threatening, and does not make them feel as if they are being talked down to. I would also ask them for suggestions on what they would like me to do to help their children learn so that they feel as if they are a part of their child's learning process." – Simone (Group Q4)

Theme	Codes	Quotations
		Code: Students recognize belief that all children can learn
		"I honestly believe that everybody can learn like regardless of their, you know, socio-economic status or whatever is going on at home. One belief that I have adopted from different schools that I have gotten to visit and interview with is called "there's no excuses." And it's just that it pushes the idea that no matter what's going on, like you as an individual, you can still learn. So, you know all the things that are going on at home, yes, they may factor how you learn, but they don't prevent you from learning." – Alyssa (Individual Q6)
Black middle and upper class preservice teachers have mixed feelings regarding their ability to connect with students and parents in high poverty urban schools	Ability to connect with students and parents • Common skin color = yes connection (Tally: 0) • Common skin color = no connection (Tally: 7) • Common skin color = two perspectives (Tally: 4) • Socioeconomic status and age	*Code: Common skin color = no connection* "If you haven't been exposed to what the children are exposed to in high poverty neighborhoods you're not going to understand where they're coming from. Just having the same skin color as someone doesn't make you connected with them at all. And I feel like if you've never been in a high poverty neighborhood, never volunteered there, never worked there, then you're not, you're most likely not going to understand your students. And not have the right resources to help them get to where they need to be." – Faith (Individual Q9) "Skin color doesn't make you, doesn't allow you to be relatable to someone else. To a certain extent it does, but that's not the whole spectrum. I think that in order to be relatable to a student regardless if they're Black or whatever

Theme	Codes	Quotations
		skin color they are, you need to put yourself in their shoes and try to imagine what they're experiencing and kind of humble yourself so that you can meet them where they are and get them to the next level."- Destiny (Individual Q9)
		"No. I know that there's a teacher that is in fourth grade and she is White and she is probably from the same type of neighborhood that I am from. I have spoken to her about her past and I think that we both can bring the same educational resources, educational ideas to the team, to the table. Some of the slang that I don't understand she doesn't understand either. It's not the way that I grew up. It's not the way that she grew up. But we're both here as teachers, not as friends, not as someone to relate to from outside of school. We're just both here to teach. So I don't think that that has anything to do with it." – Carrington (Individual Q9)
		"Socioeconomic status can change behavior and attitudes very much so and being both . . . having . . . being black and then teaching people who are black who might be from a different socioeconomic status is . . . they're two different worlds. "– Catherine (Individual Q9)
		"I would have to say I don't agree just because you are the same skin color as someone does not mean that you go through the same things as a whole. I feel like your exposure to both sides of the spectrum will enable you to be able to teach students who are in high poverty areas. But just to say that you all are the same skin color will afford you

Theme	Codes	Quotations
		to teach them and be effective is not true." – Layla (Individual Q9)
		"Well I don't think it's at every school, because I know some people at [name of college/university] which is a majority White institution and they don't do as much as we do as far as it concerns low economic status students or Black students." – Simone (Individual Q9)
		Code: Common skin color = two perspectives
		"I think it's just based on the experience of the person. Some people, coming from middle class families and situations may not be able to handle high poverty situations because it may not be something that they are used to, or they can relate to. " – Kimberly (Individual Q9)
		"For the most part I agree because I know firsthand when I've had Black teachers I'm more likely to connect with them. But then at the same time I feel just because your skin color is the same doesn't mean you have shared the same experiences. So it's not always like a one hundred percent kind of thing. But I think for the most part it does have an impact." – Alyssa (Individual Q9)
		"Oh, I definitely feel like they may have that one connection, we're both African American so they can talk about I guess the African American cultural aspect. But at the same time I feel like you never know like what a child has to go through unless you were in that same position. Like even myself I thought you know, I

Theme	Codes	Quotations
		may be able to connect with students because I grew up in the same type of area as them. But my student teaching has shown me that it's things that these kids have to deal with that you can never be on their level. I feel like the fact that I'm in college puts me at a different point in, like a point or different view from what a lot of these students deal with. So I feel like instead of saying I'm the same level as them, it's like I can tell them, like I was where you were and this is what I did to you know, better my situation. Or to give them the tools that they need to better their situations. I wouldn't say that I was on the same level as them because I just feel they deal with different things and deal with things that I didn't have to deal with just because I was afforded different opportunities than them. But I can see how people could get, draw that conclusion." – Daphine (Individual Q9) "I agree because from my experience the people who I know in education now have been Black middle and higher income. And they love working with urban and, you know, at risk children or in high poverty areas, just because they can give back. They see what these children don't have that they did have. I also disagree because not everybody can teach, so not everybody has that teaching quality to be an effective teacher especially working with students at risk." – Bella (Individual Q9) "I don't know. A little of both. I feel like as an African-American I feel like I could give back to my community. I could show my kids that I, too, came from a low income area but I graduated,

Theme	Codes	Quotations
		well I will be graduating from college and you can do it too. So it's not, I guess it's nice for kids to see someone that looks like them and they've been successful and maybe they will be encouraged and want to do the same. " – Melanie (Individual Q9)

Code: Socioeconomic and age connections

"don't have to just be made off of socioeconomic background decisions or choices, or even outcomes that you've had in your life. They can be based off of things that you may have in common, things that you like, things that you are interested in." Carrington, (Group Q1)

"I would just like to say that that's one of my biggest issues is that I feel like because parents look at me and they hear that my voice doesn't sound like theirs or I may not dress like them that I automatically think that I'm above them, that I know more about their child. And it really hurts sometimes because it's kind of like, "I'm coming to you for help. I need your help. We have to do this together. We have to work together. We have to form a connection so that we can help your child move further." And they just want to stop it at the ground. And I haven't had it happen very much at my student teaching. Mainly mostly because they don't . . . they know that I'm not the main teacher. But I'm really worried about it next year because the looks that I get from parents in the school, the sideways glances, all that type of stuff has already happened. And I'm really worried about being able to make a

Theme	Codes	Quotations
		connection. To know that I can talk to parents about what's happening in the classroom." – Carrington(Group Q3)
		"I can say that it's something I worry about as well because I've had parents come to me and say, "You just look so young, like, I can't believe you're teaching." Even though they're not much older than I am half the time. But, so I think it's kind of hard because sometimes they still look at me as a child when technically I would be the teacher in the situation. So I'm not saying I won't be able to connect. It would definitely just be a challenge." – Bella (Group Q3)
		"As nervous as I am about connecting with parents and them not understanding where I'm coming from or seeing me as an actual point of authority, I think I have learned a lot from my student teaching teacher who calls parents throughout the day." – Catherine (Group Q3)
		"students are students and children are children." – Kimberly (Group Q1)
		"The area in which a school is located does not determine one's ability to connect. In order to form a genuine relationship, you must show that you care and you must prove yourself trustworthy. There should not be any difference in one's ability to connect with students who attend schools in high poverty areas and with students who attend schools in affluent suburban areas." – Layla (Group Q1)
		"I think while sharing similar backgrounds with students helps, it's not the determining factor in one's

Theme	Codes	Quotations
		ability to connect with them. I'm great at building relationships with people and I think once you students realize you care about them; they are more willing to connect with them." – Alyssa (Group Q1)
		"Even though we have a common interest, which is their child, it's hard to connect with them when they don't make the initiative to come meet me or if I call they don't answer the phone, you know what I mean? So how am I supposed to connect with someone if I don't ever see them?" – Melanie Group Interview, Question #3
		"At first I was going say I don't think that it's necessary that I would connect with them, but that I would know how to deal with them. But that's not true. As I think about it, I feel like I would be able to connect with my student's parents because I've seen where they are and I understand where they're coming from. And once I communicate that to them and, you know, "I understand that you work two jobs. And I understand that you may be doing this, you may be doing that." You know, I've since seen that and I've been there before. I feel like it would open up a door for them to be, like, "Okay, well, she's not judging me. So let me try to do what I can to help my student . . . to help my child." – Faith (Group Q3)
		"I think that I will be able to connect with the parents. It is a serious situation but I feel like there's already a connection and the common denominator is the student. You have their best interest at heart. And

Theme	Codes	Quotations
		hopefully the parent has the child's best interest at heart. So with that being said, before a word's even spoken you can have your misconceptions before we talk but when we talk I need you to know that I'm here for your child. I'm not here for you, whether you like me or not, that's fine. But at the end of the day I'm going to give you respect. That's all I need from you." – Kimberly (Group Q3)
		"Parents will understand that I am there for not only their child, but for them as well. One's duty of teaching goes beyond the classroom in order to get the most significant and impactful results." – Alyssa (Group Q3)
Preparation from the teacher education program positively impacted the preservice teachers' view of high poverty urban schools	Program preparation • Students became advocates through coursework, activities, field experiences, and student teaching • Preparation provides connection	*Code: Students became advocates through coursework, activities, field experiences, and student teaching* "Going through the teacher education program, we are taught to have an urban education lens, so I've been very prepared through the program to do so." – Daphine (Group Q1) *Code: Preparation provides connection* "I think that I'll be able to connect with students in a high poverty urban school setting because we've been prepared throughout our matriculation. Students are students regardless of their socioeconomic status. You can find some way to connect with them." – Destiny (Group Q1) "Coming from this program, we're taught to work with children in high poverty neighborhoods. And I think that we'll be able to connect with them just fine." – Kimberly (Group Q1)

APPENDIX G

Coding Tree

This figure illustrates the Level I codes and their respective Level II codes that emerged from the background questionnaire, individual interview, and group interview.

Level One Codes   **Level Two Codes**

Similarity of education background and teacher preference	⟹	No experiences in high poverty school/communities, want to teach in middle or upper class school
		Experience in high poverty schools/communities, want to teach in high poverty school
		Negative case, does not meet either criteria

Achievement and Value of Experiences	⟹	High poverty students capable of academic achievement
		High poverty students not capable of academic achievement
		High poverty students have valuable out-of-school experiences and informal knowledge
		High poverty students do not have valuable out-of-school experiences and informal knowledge

Level One Codes

Level Two Codes

Recognition of best practices and strategies

→

Range of instructional strategies Culturally relevant pedagogy Belief that all children can learn

Ability to connect with students and parents

→

Common skin color = yes connection Common skin color = no connection Common skin color = two perspectives Socioeconomic status and age

Program Preparation

→

Students became advocates through coursework, activities, field experiences, and student teaching Preparation provides connection

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