

Preservice teachers' sense of preparedness and self-efficacy to teach in America's urban and suburban schools: Does context matter?

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Abstract: The researcher examined the influence that school contextual factors have on American preservice teachers' sense of preparedness to teach and culturally responsive teaching self-efficacy appraisals. The findings suggest that preservice teachers in this study felt more prepared and confident to teach in a suburban school compared to an urban school. Additionally, preservice teachers felt less prepared and confident to teach English Language Learners regardless of their enrolment in an urban or suburban school. This study has implications for the preparation of teachers who are self-efficacious in their ability to teach in both urban and suburban educational settings. © 2010 Elsevier Ltd. All rights reserved.

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