

“WHY ISN’T MY TEACHING GOOD ENOUGH?” THE JOURNEY OF URBAN CHARTER SCHOOL EDUCATORS SEEKING CERTIFICATION

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Charter school teachers around the country are increasingly entering university certification programs as the pressure of No Child Left Behind legislation grows. This creates an opportunity for institutions of higher education to meet the needs of these uncertified practicing teachers. Using Critical Race Theory as a guide, this ethnographic case study followed urban charter school educators from largely Afrocentric charter schools at the start of their certification process at a local university. Inquiry focused on an examination of their conceptualization about the certification process and how the process related to providing students with quality educational experiences. Findings indicate general dissatisfaction among charter school teachers regarding the appropriateness and benefits of the certification process to their non-traditional teaching and learning environments.