

Urban SAT Course Project

Expanding the Impacts of English Teacher Candidates' Urban SAT Course

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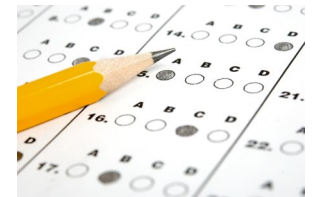
In 2011, Delaware's Race to the Top (RTTT) award monies began funding for all public high school juniors to take the SAT for free during the school day, funding that the State of Delaware has continued after RTTT concluded. This program is designed to make the SAT more accessible to Delaware youth and has been

an important part of the State's mission to increase students' college readiness. However, since no parallel funding has been earmarked to help under-resourced students prepare to take the SAT, there is concern that the initiative may not ultimately help the lower-income or potentially first-generation college students who stand to gain the most from this program.

In order to bridge the gap and assess factors that might affect students' success, English Education majors at the University of Delaware have been offering free, after-school SAT Verbal preparation courses to students at Howard High School of Technology in Wilmington, Delaware, since that time. The study also examined how the experience of teaching urban youth affects teacher candidates' perspectives on diversity.

What they found:

Students who **attended more** SAT course meetings showed **greater improvement in scores** from the PSAT to the SAT.



The course also improved students' **dispositions** toward the SAT and **valuing** of academics.

Students who attended more classes showed **increased self-efficacy and self-regulation**. Once class attendance alone was found not to reduce students' test anxiety levels, an **anxiety reduction component** was subsequently added to the SAT course.



English teacher candidates' **attitudes toward multiculturalism increased**, and their **racial biases decreased**.

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