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Understanding the Qualities of an Effective Fieldwork Experience and How it Relates to Pre-service Teachers' Feelings of Self-efficacy and Preparedness

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UNDERSTANDING THE QUALITIES OF AN EFFECTIVE FIELDWORK EXPERIENCE AND HOW IT RELATES TO PRE-SERVICE TEACHERS' FEELINGS OF SELF-EFFICACY AND PREPAREDNESS

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The dissertation of **Renata Olczak Filipowicz** entitled: *"Understanding the Qualities of an Effective Fieldwork Experience, and How it Relates to Pre-Service Teachers' Feelings of Self-Efficacy and Preparedness"* in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education and Human Services has been read and approved by the Committee:

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Abstract

The effectiveness of teacher-preparation programs to produce high-quality teachers has been an issue of concern for a long time. Teachers play a significant role in shaping students' academic achievement and social-emotional growth. Therefore, it is critical to focus on how teacher education programs, especially the field placement component, develop and support new educators. This explanatory mixed-methods study used a theoretical framework of Albert Bandura's Self-Efficacy Theory (1977) and Pierre Bourdieu's Cultural Capital Theory (1986) to examine the qualities of an effective practical residency experience and how it relates to pre-service teachers' feelings of self-efficacy and preparedness for teaching diverse students in inclusive school settings. By utilizing online satisfaction surveys and a self-efficacy survey, the research collected data from a pool of 84 pre-service teachers enrolled in a teacher-preparation program in a small, private northeastern university The surveys solicited information regarding the pre-service teachers' perceptions of the effectiveness of the fieldwork experience and their feelings of self-efficacy and preparedness. Qualitative and mixed-method analysis included interviews with three pre-service teachers. The analysis showed a positive relationship between the perceived effectiveness of the fieldwork experience and the pre-service teachers' feelings of self-efficacy and preparedness. The findings also indicated the importance of proper fieldwork placement with the support of cooperating teachers and the value of a hands-on approach in the process of learning to teach. The implications of this study highlight the importance of carefully selecting a cooperating teacher who serves as a support for the pre-service teacher. It is recommended to select cooperating teachers who are willing to participate and are trained in working with pre-service teachers and will gradually allow the pre-service teacher more active teaching opportunities. This study adds to the body of existing literature regarding the role of

fieldwork experience and its importance in developing pre-service teachers' self-efficacy and preparedness to teach.

Dedication

This dissertation study is dedicated to my dad, Ryszard Olczak, who was the force behind my pursuit of a doctoral degree, and my biggest cheerleader. Reflecting on how his face filled up with joy that summer night in Poland when I told him I got accepted into a doctoral program is what gave me strength to go on, even when I wanted to quit after losing him in February 2020. Tata, wherever you are, I hope you are happy and proud.

Renata Olczak Filipowicz

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CHAPTER 1

Introduction

Teachers are influential professionals who are responsible not only for their students' academic achievement but also their well-being in and out of the classroom (Adoniou, 2013; Jimerson & Haddock, 2015). Our world is full of stories about teachers who have touched students' lives in more than one way. Many of us remember that special teacher who made a lasting impression, saw something in us, inspired us, and helped us become who we are today. As a veteran teacher, I have seen many novice teachers struggle to meet the expectations of today's classroom. I have often witnessed new teachers' tears and seen them give up after just one year in the classroom. My experience reflects what has been reported in many research studies. The statistical data shows that 10% of novice teachers leave teaching within the first year (Gray & Taie, 2015). Overall, more than 44% of new teachers leave the profession within the first five years (Brown, 2020). Nearly one third of individuals leaving their school chose to leave the teaching profession altogether, seeking careers outside of education (Abitabile, 2020).

Undoubtedly, teaching is a multidimensional and complex responsibility that necessitates educators to use various strategies and practices to support all the students in the classroom and beyond (Adoniou, 2013; Jimerson & Haddock, 2015). The demands of today's education impacts novice teachers' performance and retention (Boyd et al., 2009). Research suggests that novice teachers are not prepared to effectively assume their professional responsibilities due to the inability of teacher-preparation programs to communicate essential pedagogical strategies and provide pre-service teacher with adequate practical application (Chelsey & Jordan, 2012; Pomerance et al., 2016; Walsh & Akhavan, 2018). Furthermore, the literature acknowledges the importance of student teaching in developing pre-service teachers'

feelings of self-efficacy and preparedness (Gatti, 2019; Perrow, 2013).

Moreover, the literature also recognizes the importance of high-quality student teaching placement (Bastian et al., 2021) and the match between the student teaching placement and the first job assignment in terms of student demographics (Goldhaber et al., 2017). Prospective teachers often view fieldwork placement as the most valuable component of the preparation program (Bastian et al., 2021), and yet, many pre-service teachers enter the profession with a distorted view of what teaching entails (de Jong et al., 2014). A study conducted by Colson et al. (2017) highlighted the importance of student teaching and suggested that a longer fieldwork placement leads to increased self-efficacy and preparedness. Therefore, it is safe to assume that the problem with attrition might be linked to insufficient preparation during the fieldwork component of teacher preparation.

Finally, past experiences are the foundation of how people view the world. Personal background and knowledge are contributing factors in pre-service teachers' perceptions of effectiveness and their feelings of self-efficacy and preparedness (MacLeod, 2018). Research acknowledges the importance of match between pre-service teacher background, fieldwork placement, and future employment (Aragon et al., 2014, Goldhaber et al., 2017), but not enough research examines the relationship between pre-service teacher demographics (specifically educational and socioeconomic background) and field placement as it relates to pre-service teachers' feelings of self-efficacy and preparedness.

Teacher Preparation, Self-Efficacy, and Pre-Service Teacher Background

Learning to teach is a process that involves the transfer of knowledge from a teacher to students. However, the transfer does not happen in a bubble and requires adequate time, an appropriate setting, and examples to deliver mastery. As explained by Perrow (2013), learning is

"a largely social enterprise and learning to teach is no exception; learning to teach is a process of practicing new ways of doing, thinking, and communicating rather than simply acquiring new knowledge and information" (p. 285). Learning and learning to teach must follow the same learning acquisition process: Pre-service teachers must be allowed time to assimilate and apply their learning. Student-teachers must be awarded ample time and opportunities to develop and practice their methodology, be provided with diverse exposure to internalize their craft, and have opportunities to make a positive impact in their school community (Perrow, 2013; Stigler & Hiebert, 1999). Moreover, the learning needs to ultimately prepare the pre-service teachers to assume the professional responsibility and assure their efficacy and preparedness, so it is important to examine how pre-service teacher demographics influence their perceptions of site effectiveness and how this relates to their feelings of self-efficacy and preparedness.

The disconnect between teacher preparation and practice is nothing new. Very little has been done to change the problem, and the retention of novice teachers is continuously low (Boyd et al., 2009). In fact, the issue has become more apparent in recent years as the expectations and professional demands constantly change (Farley et al., 2018). For example, the New York State Department of Education's (2019) *Educator Diversity Report* shows that New York City has a 16% novice teacher turnover, making it one of the highest in the nation. Moreover, the problem of teachers not feeling prepared still exists despite the extensive literature that addresses the insufficiency of teacher-preparation programs in preparing prospective teachers for the high demands of 21st-century classrooms. Therefore, it is vital to examine how factors such as teacher background and their preparation—specifically fieldwork placement—contribute to their feelings of preparedness and self-efficacy.

Although the relationship between the socioeconomic status (SES) of the individual and

the perception of self-efficacy is well documented (Boardman & Roberts, 2000; Han et al., 2015; Peske & Heycock, 2006), not enough research addresses the relationship between prospective teachers' background, their fieldwork placement, their feelings of self-efficacy, and preparedness to teach. According to Boardman and Roberts (2002), individuals with higher SES have access to better resources and therefore are more likely to experience mastery, hence developing higher levels of self-efficacy, whereas those with lower status often have a limited access to a high level of education (Han et al., 2015). Furthermore, the qualifications of teachers in the highest-poverty and highest-minority schools limit the exposure to masterly models so that individuals are often not able to determine the effectiveness of their educational experiences (Peske & Heycock, 2006).

Understanding the role of SES is crucial, because if pre-service teachers' backgrounds do not relate with the site or if the pre-service teachers are not able to culturally relate to their placement site, preparedness and self-efficacy could be limited. In addition, not enough research has examined how specific aspects of the school environment in which the future teacher is fulfilling the practical residency relate to their perceived self-efficacy and preparedness, consequently leading to their effectiveness and retention. In sum, perceived self-efficacy and preparedness play a fundamental role in teachers' professional achievements (Tait, 2008). Developing prospective teachers' self-efficacy is the most critical responsibility of a teacher-preparation program. Coursework and practical components such as student teaching have to expose teachers to meaningful models and practical applications that aim to build their confidence and ability to assume the professional responsibilities of the profession (Coffey, 2010; Lee & Kemple, 2014; Olson & Rao, 2016; Robertson-Kraft & Duckworth, 2014). Without adequate theoretical and practical preparation, prospective teachers' self-efficacy and

preparedness will be limited, which consequently will affect their ability to assure the academic achievement and well-being of their future students.

This study focused on how prospective teachers' demographic backgrounds impacted their views of the effectiveness of field placement in terms of their feelings of self-efficacy and preparedness. The following sections begin with the theoretical framework describing Bandura's (1977) Self-Efficacy Theory and Bourdieu's (1989) Theory of Cultural Capital.

Next, I provide a statement of the problem and purpose of the study. I then follow with research questions, methodology, and the explanation of data collection and analysis. The null and alternative hypotheses used in the study and the definition of key terms will follow. Lastly, I delineate the limitations, assumptions, and delimitations. I conclude the research with the significance and possible benefits of the study.

Problem Statement

The literature discusses several mechanisms that contribute to the disconnect between preparation and practice and self-efficacy. Factors that may play a role in pre-service teachers' feelings of preparedness include past experiences and social capital (Aragon et al., 2014; MacLeod, 2018), the perpetuation of ideas that do not relate to real applications (Perrow, 2013), and the cultural dynamics of the school in which prospective teachers complete the student-teaching requirements (Goldhaber et al., 2017). In 2014, Bali posited that pre-service teachers' own educational experience can influence their understanding of best teaching practices. SES and the quality of education pre-service teachers receive may impact their understanding of the effectiveness of the fieldwork experience. Although the research has clearly identified several gaps that contribute to pre-service teachers' insufficient preparation, not enough research has examined the placement of pre-service teachers and how the school environment and culture in

which the prospective teacher is completing the practical residency affects self-efficacy and preparedness. Although research has recognized some personal factors affecting pre-service teacher learning and efficacy, there is no research that examines how pre-service teachers' own socioeconomic and educational backgrounds relate to their rating of particular aspects of the field experience that they perceived as effective in contributing to their feelings of self-efficacy and preparedness.

Purpose of the Study

This two-phase, sequential, explanatory mixed-methods study aimed to determine what pre-service teachers viewed as impactful to their feelings of self-efficacy and preparedness in the student-teaching placement. The study also intended to determine if and how pre-service teachers' educational and socioeconomic backgrounds influenced their perceptions of effectiveness of the placement site. For my sample, I examined and analyzed how pre-service teachers of a private, Catholic institution rated their field experiences regarding self-efficacy and preparedness. The study also intended to determine if there is a relationship between variables such a pre-service teacher's educational background and SES and how they rate program effectiveness. Using the same variables of educational and socioeconomic background, the quantitative data were used to determine if there is any relationship between the rating of site effectiveness and pre-service teachers' feelings of self-efficacy and preparedness. The qualitative data provided further insights regarding specific factors that student-teachers considered most effective in strengthening self-efficacy and preparedness. The qualitative component also deepened the understanding of the effectiveness related to pre-service teachers' educational and socioeconomic background, specifically the type of schools they attended.

The quantitative data collected through Likert-type surveys informed the open-ended

questions for a qualitative part of the study. In the sequential explanatory method, the qualitative data enriched and further explained the quantitatively obtained data (Creswell & Creswell, 2018).

Research Questions

The overarching question of this study was as follows: What do pre-service teachers enrolled in a teacher-preparation program in a small Catholic University in the northeastern US identify as the qualities of an effective practical residency experience, and how does it relate to pre-service teachers' feelings of self-efficacy and preparedness?

The quantitative sub-questions for phase one were:

RQ1. How do field experience satisfaction ratings relate to pre-service teachers' levels of self-efficacy and preparedness to teach?

RQ2. Is there a relationship between pre-service teachers' educational and socioeconomic backgrounds and feelings of self-efficacy?

RQ3. Is there a relationship between feelings of preparedness and pre-service teacher perceptions of the effectiveness of the placement site?

The specific qualitative questions were:

RQ4. What specific site-related student-teaching experiences do pre-service teachers view as most effective?

RQ5. What specific experiences do pre-service teachers find most effective concerning their feelings of self-efficacy and preparedness?

a. How do pre-service teachers describe the level of opportunities they were given to teach actively?

RQ6. How do pre-service teachers explain their own educational and socioeconomic

background in relation to site effectiveness and their perceived feelings of self-efficacy and preparedness?

The integrative question that aimed to examine both quantitative and qualitative phases together was the following:

RQ7. How do the pre-service teachers' ratings of the fieldwork site and pre-service teacher background explain their feelings of self-efficacy and preparedness?

Theoretical/Conceptual Underpinnings for the Study

The theoretical framework of self-efficacy (Bandura, 1977) and social capital theory (Bourdieu, 1989) framed and guided this research. Self-efficacy theory addressed the mechanisms involved in developing self-efficacy or confidence in one's ability to teach. The theory of cultural capital (Bourdieu, 1989) focused on understanding how background, personal dispositions, and the structured context of preparation programs may play a role in shaping prospective teachers' feelings of self-efficacy and preparedness.

Bandura's self-efficacy theory defines one's confidence levels and belief in their ability to successfully complete tasks and deliver satisfactory results. This theory is central to Bandura's social cognitive theory, which suggests that people learn by observing, understanding, and duplicating behaviors. The quality of the observable models is connected to the learning outcomes of any individual. Self-efficacy is crucial for an individual to be successful. People with strong feelings of self-efficacy tend to feel good about their ability and preparedness (Bandura, 1977), are more resilient (McLennan, 2017), and can face and overcome challenges (Robertson-Kraft & Duckworth, 2014).

While the theory of self-efficacy addresses knowledge acquisition, Bourdieu's theory of social capital focuses on the structure of the preparation program in relation to prospective

teachers' individual demographics and personal dispositions. Bourdieu's theory suggests that people form their beliefs due to cultural realities and life experiences (Bourdieu, 1986). Every person is a resultant of values, societal constraints, and experiences; hence, prospective teachers' education background and SES may contribute to their perceived self-efficacy and preparedness and the way they understand and determine the effectiveness of the field experience. Very frequently, the views of prospective teachers are different from the beliefs of the institutions in which they train and work. Preparation programs must allow prospective teachers an opportunity to acknowledge and reflect upon their dispositions before they are willing to adjust them. By doing so, such a change in disposition will create an increased feeling of self-efficacy and preparedness (Borrero, 2016; Cross-Behm, 2016; Dell'Angelo & Seaton, 2016). As explained in greater detail in Chapter 2, both theories provided an understanding of the mechanisms, both personal and institutional, that take place while building one's self-efficacy.

Design and Methods

This study attempted to learn how student teachers rate the effectiveness of fieldwork placement as it pertains to their feelings of self-efficacy and preparedness, and how their personal demographics—in particular, SES and educational background—may affect that rating. This study utilized an explanatory, sequential mixed-method design that allows the possibility of understanding the problem with greater complexity than a quantitative or qualitative method alone (Onwuegbuzie, 2006; Ponterotto et al., 2013). An explanatory, sequential approach is the best because the quantitative data established a relationship between variables. As such, the quantitative data revealed how specific factors of placement relate to the rating the site receives from the pre-service teachers. The qualitative data explored how participants perceive and make sense of their fieldwork experience and offer a greater understanding of what particular aspects

of placement most impacted their feelings of self-efficacy and preparedness.

In this study, the quantitative data were collected first. The instruments included the student-teachers' exit and satisfaction surveys at the institution, which were administered after the completion of the fieldwork experience as well as the web-based teachers' self-efficacy survey. The quantitative data determined if the field experience ratings relate to the feeling of self-efficacy and preparedness prospective teachers have upon the completion of the fieldwork requirement. Data also determined what relationship, if any, there was between the rating of the site and participants' educational and socioeconomic backgrounds. The qualitative portion of the study was followed with semi-structured interviews with selected participants to gain a deeper understanding of the specific aspect of the quantitative data results related to feelings of self-efficacy and preparedness.

Research Site and Participants

The rationale behind the selection of the small, private northeastern university for the site of this study was the convenience of available pool of participants. In addition, the demographic data of the research site show that students are predominantly White; therefore, it was safe to assume that the demographic makeup of the pre-service teachers and the schools where they completed the practical requirement was different. The total number of undergraduate students is 516, of which 417 students are White. The graduate program shows the same trend of 211 of 217 students being White. The university cooperates with 51 public, charter, and parochial schools. The districts where university students complete their fieldwork are often demographically different. Although one of the largest school districts in which research site university students complete their student teaching is 73.4% White, pre-service teachers fulfil the practical requirements in districts where 92% of students are Black or Hispanic, or districts where 96% of

students are Black or Hispanic (New York State Education Department, 2022).

The participants were selected from the total population of undergraduate and graduate teacher-preparation students who completed the student-teaching requirement in Spring 2022. According to the information obtained from the Office of Fieldwork, there were 84 students in both programs who were enrolled in student teaching for the Spring 2022 semester. The desired sample of 70 participants for the quantitative phase of this study was calculated as 95% confidence and 5% margin of error. For the qualitative phase, participants were selected after the analysis of the quantitative data was complete. The non-random convenience sampling method was used to assure that a representative sample was obtained.

Limitations, Assumptions, and Design Controls

This study acknowledged potential limitations such as the sample size. I had to obtain participants' permission to use their satisfaction survey data and asked them to complete the self-efficacy surveys. Completing all the surveys might have been too much for some participants, which might have affected the sample size. In addition, the research was conducted only with participants from within the chosen university education program. As such, the specific context of sites in which the university students complete their fieldwork requirements might not be representative across all fieldwork sites, and this institution students may not be representative of all teacher candidates. Finally, the sample might not be diverse enough to reflect more heterogeneous institutions.

Assumptions

This sequential, explanatory mixed-method study assumes that the participants responded truthfully while evaluating the fieldwork experience and completing the teacher self-efficacy survey. The assumption of honesty in research is fundamental, as it reflects the validity and

reliability of the study findings. The assumption that a mixed-method design delivered a broader understanding of the problem must also be acknowledged.

Significance

This research contributed to understanding the positive and negative aspects of a placement site as rated by the student teachers. The study is also significant because it explored if pre-service teachers' perceived self-efficacy and preparedness relates to the effectiveness of the placement site. The study also determined if educational and socioeconomic background affect the pre-service teachers' ratings of the placement site and feelings of self-efficacy and preparedness. The significance of such findings is vital for teacher-preparation programs as they highlighted what aspects are effective in increasing a prospective teacher's self-efficacy and preparedness, which should ultimately lead to higher levels of professional success and retention. Moreover, the study aimed to determine any relationship between the demographics of prospective teachers and the feelings of self-efficacy and preparedness after the completion of the fieldwork experience. The results were expected to illuminate which facets of the fieldwork experience were not seen as contributing factors for prospective teachers' self-efficacy and preparedness. The less favorable results might provide a platform for discussion and improvements needed to maximize the benefits of fieldwork for future teachers' professional abilities. Last, the study's outcomes might be used to inform the policies and universal requirements for practical pre-service teacher experiences.

Conclusion

Pre-service teacher training has a fundamental impact on the self-efficacy and preparedness of the prospective teacher. The feeling of self-efficacy and preparedness leads to a teacher's ability to fulfill professional duties and requirements. This sequential, explanatory

study aimed to understand the effective student teaching placement as rated by students who completed the practical requirement. The study also examined if the socioeconomic and educational backgrounds of pre-service teachers impact their perceptions of fieldwork experience. The rating reflects the site effectiveness as related to pre-service teachers' perceived feelings of self-efficacy and preparedness.

The study attempted to explain the connection between prospective teachers' self-efficacy and fieldwork preparation using the existing literature, which is extensively discussed in Chapter 2.

Definition of Key Terms

Cooperating Teacher: Teachers with whom teacher candidates are placed during fieldwork and student teaching.

Cultural Capital: A collection of knowledge, behaviors, and skills that a person can use to manifest one's cultural competence (Bourdieu, 1986).

Demographics: The statistical characteristics of a population, such as age, education, and income.

Fieldwork: A connection of course content to practical application in classroom teaching.

Habitus: The formation of habits and dispositions that a person develops as a result of their life experiences (Bourdieu, 1986).

Preparedness: A state of being prepared for a particular situation, readiness.

Pre-service teacher: A student actively enrolled in a teacher-education program at a college or university.

Self-efficacy: One's belief in the capacity to succeed in a given situation (Bandura, 1977).

CHAPTER 2

LITERATURE REVIEW

Teaching in 21st-century schools is a multilayered and complex undertaking that requires educators to master a collection of strategies and practices going beyond the requirements of subject content. The high demands that schools place on teachers, especially in large urban areas such as New York City, affect novice teacher retention. Evidence suggests that novice teachers entering the profession through a variety of pathways are not prepared to effectively assume their professional responsibilities (Adoniou, 2013; Boyd et al., 2009; Chelsey & Jordan, 2012; Walsh & Akhavan, 2018). Furthermore, Pomerance et al. (2016) noted that the lack of teacher self-efficacy and effectiveness relates to the failure of teacher-preparation programs in communicating fundamental strategies and providing the pre-service teacher ample opportunities for practical application. The problem of attracting and sustaining effective teachers is troublesome, and scholars agree that widespread research is needed to look into possible gaps in teacher-preparation programs that contribute to difficulties in meeting the demands of the classroom and cause teacher attrition (Boyd et al., 2009).

The National Center of Education Statistics 2008-2009 Teacher Follow-up Survey of 4,250 teachers revealed that 2,600 (61.2%) were teaching at the school in which they initially started, 890 (20.9%) teachers were still teaching but in a different school, whereas 1,260 (29.6%) had left the profession. Data collected for the 2011–2012 survey showed a similar trend. Moreover, the attrition rate for teachers is 15.3% in high-poverty schools and 11.9% in low-poverty schools (Goldring et al., 2014). According to the New York State Department of Education's (2019) *Educator Diversity Report*, New York City has some of the highest turnover rates among traditional school districts statewide at 16%. In addition, New York City colleges

and universities had a significant decline of nearly 50% in teacher program enrollment from 2010 to 2017, and the percentage of students that completed the program fell 39% over the same period. A steady decline was taking place before the COVID-19 pandemic. According to the New York State United Teacher Union (2020), enrollment in state teacher education programs decreased by more than 53% over the past decade. The COVID-19 pandemic further exacerbated the problem, as colleges experienced a 19% drop in undergraduate enrollment and an 11% drop in graduate enrollment in teaching-preparation programs for the 2020–2021 school year (Goldberg, 2021). Furthermore, the pandemic has affected in-service teacher turnover, as nearly 25% of teachers have considered leaving the profession, which is a significant increase from the 16% before the pandemic (Zamarro et al., 2021). To understand the underlying foundation of this phenomenon, it is important to examine possible contributing factors.

The literature discusses several aspects that impact teacher effectiveness; one of them is self-efficacy. Albert Bandura delineated self-efficacy as individuals' belief in their capacity to succeed in a given situation. Bandura (1977) branded these beliefs as a determining factor of how people think, act, and feel. He stated that the development of self-efficacy depends on an opportunity to observe best practices that can then be understood and replicated. A study conducted by Tuchman and Isaaks (2011) revealed that formal and informal pre-service experiences relate to different aspects of pre-service teacher self-efficacy. In addition, Reynolds et al. (2016) completed a study indicating that pre-service teachers with longer and more meaningful opportunities for student teaching significantly increased their self-efficacy. It is also important to consider if a teacher candidate's personality or demographic background affects levels of preparedness and effectiveness. Personal characteristics could be a predictor of prospective teacher adaptability (Eryılmaz & Kara, 2017). For example, levels of extraversion

and neuroticism significantly predict levels of self-efficacy (Jamil et al., 2012). Öz (2016) contended that personality traits are essential factors in raising levels of self-efficacy and professional growth. Research shows that although personality is not a determining factor in future teacher effectiveness (Robertson-Kraft & Duckworth, 2014), past experiences are at the root of teacher candidates' understanding of themselves, so they are an essential factor in how pre-service teachers view both the students and communities they serve.

Bourdieu (1986) defined these experiential influences as cultural capital, which suggests one's background, dispositions, knowledge, credentials, and mannerisms that are passed from generation to generation, thus affecting one's perceptions and cultural understandings. MacLeod (2018) posited that cultural capital can be a contributing factor in hindering pre-service teacher effectiveness and self-efficacy. Aragon et al. (2014) conducted a quantitative correlation analysis that examined 113 pre-service teachers' beliefs and how they relate to their commitment to teach in urban schools. The results suggested that teachers' preferences and beliefs regarding multiculturalism and social justice were clear indicators for predicting where teachers wanted to teach. For example, pre-service teachers who did not value multicultural education and social justice preferred to teach in the suburbs; moreover, individuals who had inconsistent preferences about teaching in urban schools believed that it was less fitting to teach there.

The culture of the school in which pre-service teachers complete the practical part of their preparation program also impacts their feelings of preparedness and self-efficacy. Goldhaber et al. (2017) conducted a quantitative study consisting of 8,269 interns who completed student teaching in Washington State public schools and determined that pre-service teacher effectiveness is related to the context of the school culture where pre-service teachers completed their practical residency. The research suggested that student teaching should be completed in a

school that is a close match to pre-service teachers' future employment. Subsequently, a more recent case study conducted by Gatti in 2019 analyzed the process of learning to teach, which revealed the importance of residency-placement programs that expose future teachers to best practices, especially concerning social justice so they can effectively teach students from different cultural and socio-economic backgrounds.

Perhaps one of the most apparent flaws in pre-service preparation programs is the perpetuation of idealized and unrealistic classroom scenarios, where students, teachers, and administrators are assumed to be rational actors. To deepen the understanding of any specific factors associated with issues of a teacher's pre-service self-efficacy and preparedness, researchers explored the problem of the disconnect between pre-service teacher preparation and in-service teaching, particularly the gap between the ascribed best and actual practices. A self-study completed by Perrow (2013) supported the assertion that a prospective teacher's effectiveness and self-efficacy were related to best practices. The results suggested the gap between any best and actual practices lies within individual experiences, and if they are not allowed observation and practical application of best practices during their student-teaching placement, the shift in attitude will not occur.

Given the widespread disconnect between teacher preparation and practice, especially its practical component, I analyzed only the existing literature that supported an explanation of the problem as described thus far. I used Bandura's self-efficacy theory and Bourdieu's theory of social capital as a theoretical framework to address emerging themes, including the relationship between self-efficacy and preparedness, pre-service teachers' past experiences and demographics impacting the understanding of cultural capital, the importance of school culture, as well as any disconnects between theory and practice within teacher-preparation programs, particularly those

containing a practical component.

The purpose of this study was to examine and understand what factors in the student-teaching fieldwork placement student-teachers view as the most important in relation to their feelings of self-efficacy and preparedness and whether the pre-service teachers' demographic—particularly their education and socioeconomic backgrounds—influence their perceptions of program effectiveness. Therefore, I utilized Bandura's self-efficacy theory, which emphasizes the significance of personal beliefs in how one acts, feels, and thinks, and Bourdieu's theory of cultural capital that focuses on background and personal dispositions to answer the overarching question: What do pre-service teachers enrolled in a teacher-preparation program in a small, Catholic university in the northeastern US identify as the qualities of an effective practical residency experience, and how does it relate to pre-service teachers' feelings of self-efficacy and preparedness?

Theoretical Framework

Bandura introduced two theories that describe the behavior of individuals: social cognitive theory and self-efficacy theory. Social cognitive theory attempts to explain the significance of learning through observation and modeling and the constant interaction between behaviors, personal factors, and the environment. Although social cognitive theory refers to knowledge acquisition and suggests that people learn by observing, understanding, and replicating the behaviors, self-efficacy theory defines one's levels of confidence and the belief that one will successfully complete tasks that result in favorable outcomes. Therefore, self-efficacy theory is central to Bandura's social cognitive theory and is introduced in Bandura's (1977) seminal work, which asserted that self-efficacy has an impact on behavior and motivation. Self-efficacy theory also suggests self-efficacy can be developed by observing the

best behaviors and practices, social modeling, social influence, and psychological responses (Bandura, 1977, 1982, 1989). The theory emphasizes the importance of an individual's self-efficacy, as people with a stronger feeling of self-efficacy tend to view challenges as opportunities to master tasks rather than insurmountable challenges.

McLennan (2017) found that efficacious individuals tend to be more resilient and adaptive to changing circumstances, both of which are necessary skills for a successful teaching career. In addition, building a pre-service teacher's self-efficacy is crucial for classroom effectiveness (Schunk, 1989). A study conducted by Livingston and Borko in 1989 concurred with these findings, concluding that in order to develop self-efficacy and classroom effectiveness, teacher-preparation programs should expose future teachers to an adequate residency inclusive of best practices and meaningful feedback. Consequently, perceived self-efficacy directly impacts prospective teachers' behavior and could influence their overall effectiveness as well as their students' achievement.

In addition, the feeling of self-efficacy positively affects persistence and a pre-service teacher's ability to rise to professional challenges (Robertson-Kraft & Duckworth, 2014). Positive feelings of efficacy influence a teacher's effort, persistence, resilience, and willingness to try new strategies, as well as improves organization, planning, adaptability, and commitment to teaching (Tait, 2008). Exposing pre-service teachers to rigorous practical residency promotes the development of self-efficacy (Schunk, 1989). The more positive experiences pre-service teachers encounter, the more likely they are to develop higher levels of self-efficacy (Coffey, 2010; Lee & Kemple, 2014; Olson & Rao, 2016). Bandura's self-efficacy theory explains the importance of building a pre-service teacher's self-efficacy, as it prepares the teacher to adapt to realistic challenges within the classroom with empathy, perseverance, and persistence. The

application of self-efficacy theory suggests that self-efficacy and effectiveness occur only when pre-service teachers are exposed to best practices that take place in supportive learning environments. As such, teacher-preparation programs need to ensure the development of future teacher confidence through the exposure to a variety of experiences.

Bourdieu (1986) developed the idea of cultural capital to explain how power in society was transferred and social classes maintained. This theory suggests that people acquire skills, mannerisms, and taste by associating with a particular social class that exhibits the same forms of behaviors. Sharing these characteristics creates common identity and establishes one's position within the group.

In addition to cultural capital, Bourdieu (1986) coined the concept of *habitus*, which is the formation of habits and dispositions that individuals develop as a result of their life experiences. Bourdieu posited that as cultural capital is passed from one generation to the next, both teachers and students bring their cultural capital to the classroom and habitually use it to navigate through daily experiences. Very often, the cultural capital of teachers differs significantly from that of their students, which is why many pre-service teachers are reluctant to teach in urban schools. Further research shows that prospective teachers who wish to teach in the suburbs do not value diversity as highly as those teachers who prefer teaching in urban schools (Aragon et al., 2014).

Understanding the theory of cultural capital is crucial in developing prospective teachers. Cognizance of personal backgrounds and preconditions is important for teacher-preparation programs to create multiple possibilities for student-teachers to acknowledge how their own backgrounds influence the way they see and understand the world. Several major themes have emerged from the literature: the relationship between personality traits and teacher efficacy, past

experiences, school culture, cultural capital and cultural understandings, disconnect between theory and practice, and the importance of fieldwork placement in building pre-service teacher professional capacity. These themes are further examined to provide a better understanding of issues regarding teacher preparation and practice as well as ground them in the theoretical framework.

Major Themes

Background, Preparedness, and Self-Efficacy

Studies indicate a relationship between pre-service teachers' feelings of efficacy, preparedness, and adaptability. Unless people believe in their ability to succeed in a particular situation and achieve desired outcomes, they have little desire to persevere when difficulties occur, which directly impacts their resilience and adaptability (McLennan et al., 2017). Ample research is prevalent to determine that everyone has the potential to learn to be effective teachers if they are adequately prepared by the teaching programs (Schunk, 1989; Wiens & Ruday, 2014). However, a pre-service teacher's background is an important factor in building self-efficacy and preparedness. A 2018 study conducted by Corcoran and O'Flakerty examined if prior academic achievement and personality are predictors of teacher efficacy and concluded that although there was no relationship between teacher personality and self-efficacy, prior academic achievement was an important indicator. Han et al. (2015) noted that the student background—in particular the family educational background—might also influence pre-service teachers' perceived self-efficacy and preparedness due to access to better resources, stronger motivation, and the attainment of social capital.

Regardless of the motivating factors, people rely on the trust that they have the power to effect change by their actions. Moreover, a teacher's efficacy has a direct impact on student

performance and success (Schunk, 1991). Therefore, it is imperative that teacher-preparation programs ensure pre-service teachers are able to see and participate in rigorous activities during their practicum that promote and develop a sense of self-efficacy (Schunk, 1989).

Cultural Capital and Cross-Cultural Understandings

As in every aspect of life, people coming from different backgrounds bring their values, beliefs, and convictions to the table. The education system is not different in this regard and often perpetuates personal differences through classroom instruction, as many teachers are not well equipped to teach students from diverse backgrounds (Kumar & Lauermann, 2018). Pre-service teachers' personal experiences about teaching in general play a role in how they define good and bad teaching. Very often, students entering the field of teaching have not gained exposure to best practices as students (Perrow, 2013). In other words, pre-service teachers' own educational experience can hinder their understanding of best teaching practices and thereby influence their teaching behaviors (Balli, 2014). It is also imperative to recognize that many teachers enter into the teaching profession with a different understanding of what teaching entails. In many instances, pre-service teachers are interested in making a difference and building community by being role models instead of focusing on the reality of education, which is often reduced to raising test scores (Borrero, 2016). Because schools are graded on state and city test performance, many schools operate with scripted curricula and test preparation, which significantly limits a teacher's creative freedom and autonomy (Dresser, 2012).

A second problem within education is how teachers' preconceived ideas about different cultures can influence their practice in increasingly diverse schools (Delpit, 1998). Bourdieu (1986) referred to these predetermined and often false assumptions as cultural capital, which is the collection of knowledge, behaviors, and skills that a person can leverage to demonstrate

one's cultural competence. Teacher candidate experiences are often unrecognizable as the source of their preconceptions and cross-cultural understandings; therefore, they are often entirely ignored by the preparation programs (Cross-Behm, 2016). The opportunity to examine a pre-service teacher's own cultural understandings, especially in regard to urban schools, allows them to not only recognize and comprehend any preconceived notions but to also shift their perspectives, thus enhancing self-efficacy and preparedness (Dell'Angelo & Seaton, 2016). Last, research suggests that teacher-preparation programs should incorporate self-reflection as well as create a safe space for questioning and conversation, which includes elements of multicultural and urban educational concept in their curriculum (Beasley et al., 2014; Borrero, 2016).

Fieldwork Placement, School Culture, and Efficacy

Bandura's (1977) self-efficacy theory places a critical value on observing best practices and feedback that are necessary for behaviors to develop and become part of a person's repertoire to promote self-efficacy. Similarly, Livingston and Borko (1989) concluded that the adequate modeling of desired behaviors and meaningful feedback is essential in promoting pedagogical proficiency. Therefore, the school culture in which future teachers complete their practical residency cannot be overlooked in program curriculum, as every school culture is a unique combination of leadership, values, and human-to-human interactions. In short, school culture plays a vital role in teachers' attitudes and professional growth that, in turn, impacts student achievement. School leadership that works collaboratively with faculty, parents, and communities shows an increased level of student achievement (Ohlson et al., 2016).

A study by Krieg et al. (2020) highlighted the significance of school placement and a cohesive match between the pre-service teacher and cooperating teachers who assist in their development. They also concluded that the school context in which student teaching takes place

is a good predictor of future professional outcomes. Cooperating teachers can connect the theory learned during the coursework with practical application (McEntyre & Richards, 2018).

According to Aglazor (2017), student-teaching programs are intended to provide student teachers with well-designed opportunities to bridge theory and practice, and the quality of student teachers' fieldwork experiences is dependent on the relationship between their university supervisor and their cooperating teachers. This emphasizes the necessity for student-teachers to be paired with competent, well-informed university supervisors, as well as cooperating teachers who have "equally vital influence in aspiring teachers' professional growth and development" (p. 102). The interaction between pre-service teacher, mentor, and the supervising teacher has a tremendous impact on the development of pre-service teachers' professional identity (Nguyen & Yang, 2018). In addition, a meaningful placement that ties together theory and practice, thus allowing pre-service teachers to connect to the student's culture, will enhance pre-service teachers' feelings of preparedness (Olson & Rao, 2016). Moreover, the relationship between the field supervisor, cooperating teacher, and the pre-service teacher determines the quality of the field experience and the development of pre-service teacher professional identity. Similarity, Mpate et al. (2021) expressed that positive interactions between pre-service and cooperating teachers are beneficial during student-teaching experiences and added that social support is just as important as providing instructional support. Mentoring teachers are expected to provide instructional support by helping pre-service teachers plan and implement lessons by modeling appropriate teaching strategies. Also, providing pre-service teachers with social support that "engage in effective socializing, listening, observing, advising, counselling, encouraging and reflecting with pre-service teachers" helps to develop better relationships where pre-service and cooperating teachers interact freely and communicate their problems.

Although schools are only one component of a larger educational system, they frequently Run as their own enterprises. Not all schools are equally successful, and a simple Google search generates several school rankings, so student-teaching placement in higher functioning schools with strong teacher collaboration and supportive school culture raises teacher effectiveness (Ronfeldt, 2015). Pre-service teachers who learn to teach in well-functioning schools are more likely to be more effective, even if their future placement is in a more challenging environment (Ronfeldt, 2012). In addition, it is paramount to place student-teachers for their practical residency in schools with a strong collaboration and social justice focus that addresses diverse student needs and connect pre-service teachers with a supervising teacher "whose dispositions are reflective of those we wish to see in our future teachers" (Mills, 2013, p. 53) are paramount to the development of the pre-service teachers' self-efficacy and preparedness.

The Disconnect Between Theory and Practice

The disconnect between teacher-preparation programs and in-service teacher effectiveness is too common to overlook. Many teacher-preparation programs offer the idealistic philosophy and theory-based approach and concentrate their curricula on discussing and analyzing hypothetical conditions, whereas a teacher in the classroom has to adapt quickly depending on circumstances. The conceptual tools and theoretical knowledge about teaching methods, approaches, and best pedagogical practices are missing meaningful, real-life, practical applications (Ketter & Stoffel, 2008). In their retrospective evaluation of missing components in a preparation program, Chelsey and Jordan (2012) concurred. Participants of the study reported a lack of preparedness due to a preparation program based on ideal circumstances and unrealistic classroom scenarios. The researchers also reported inadequate content planning and classroom-management strategies that typically resulted in teaching difficulties.

Different pathways leading to teacher certification also reveal inconsistencies in program coursework and student-teaching requirements. Boyd et al. (2009) studied the structure of 16 institutions, 26 colleges, Teach for America, and New York City Teaching Fellows and not only found differences in coursework, practicum, and student-teaching requirements among them but also multiple pathways within one institution. The lack of consistency in programming leads to different levels of efficacy and preparedness among pre-service teachers. It is evident that some programs graduate much more prepared teachers than others. One might argue that some programs attract better candidates, which possibly explains the difference. It could also be credited to the structure and design of the program or the quality of the faculty. Many teacher-preparation programs rely on adjunct faculty; less than 50% of faculty who teach core educational courses are tenured (Boyd et al., 2008). The results of the study conducted by Darling-Hammond et al. (2005) suggested that although Teach for America recruits academically capable candidates from reputable educational institutions, the candidates do not outperform teachers from other pathways. It is also significant that many Teach for America alumni do not stay long enough in the system and often leave after two or three years of teaching, which makes any evaluation of self-efficacy and effectiveness difficult.

Another challenge identified in the literature lies within the practical components of teacher preparation, specifically time and length of the practicum. Practical application of learned theories and pedagogical concepts is crucial in building pre-service teacher self-efficacy and preparedness. In contrast, Garcia and Weiss (2019) identified a change in initial teaching certification requirements that negatively affected practical residency in performance assessment and program-supervised clinical experience, which decreased by 16.2 percentage points and 10.8 percentage points, respectively. Since program requirements for completion vary from one

institution to another, a prospective teacher can have different levels of exposure to practical applications of coursework. Some colleges and universities require students to complete observation hours during every semester and some might not; thus, the pre-service exposure to the reality of the classroom is inconsistent. Establishing requirements of any programs lie within local and state jurisdictions. Federal government involvement includes laws and policies such as the Higher Education Act that provide funding, accountability, and reporting requirements. However, some argue that federal input should be broadened to ensure that preparation programs are held to the same standards across the United States (Kuenzi, 2018).

Research illustrates that pre-service teachers who complete more hours in schools and other educational settings during their student teaching feel more prepared and able to deliver instruction and manage their classroom (Reynolds et al., 2016). A study conducted by Colson et al. (2017) concluded that pre-service teachers who completed a year-long term of student teaching had a higher sense of efficacy and preparedness in student engagement and classroom management. Only recently, in April 2019, the New York State Board of Regents adopted new requirements for student teaching, which will take effect in Fall 2022. At a minimum of 14 weeks, the new requirements would increase the student-teaching experience to be at least a full semester. The requirements also address the issue of minimum qualifications for cooperating teachers and university supervisors (New York State Education Department, 2019b).

Community-Based Learning Approach

To build pre-service teachers' self-efficacy and preparedness, teacher-preparation programs should provide practical experience grounded in specific community settings. Engaging pre-service teachers in a community-based fieldwork experience can offer opportunities for pre-service teachers to expand their own cultural capital and build self-efficacy

and preparedness (Gorlewski et al., 2021). A study conducted by Coffey (2010) asserted that encouraging pre-service teachers and their college instructor to engage in community service–based learning allowed both parties to collaborate and build relationships with students and understand diversity. Community-based learning is an educational approach that integrates community engagement with academic coursework to allow future teachers direct experience connecting real world and theory. In addition, the acquisition of teaching skills and pedagogy supported that immersion in the community allowed future teachers to develop knowledge about the community dynamics and enhanced their pedagogy and self-efficacy (Lee, 2018). Community-based learning also enhances prospective teachers' cross-cultural understandings and supports culturally responsive teaching (Farnsworth, 2010). Learning to teach is a combination of many elements that are intertwined and collaborative (Adoniou, 2013). Creating multiple possibilities for pre-service teachers to connect theory and practice, equally engage in the process of teaching and learning, and develop critical thinking will sequentially enhance their feelings of self-efficacy and preparedness (Cochran-Smith, 2000). Research also supports the importance of diversity-focused instruction. Community-based learning allows the pre-service teacher an opportunity to not only work with diverse students but also to learn and understand the community dynamics—in particular, those that are different from pre-service teachers' own demographic and socioeconomic backgrounds (Yuan, 2018). Fieldwork experiences should provide pre-service teachers with opportunities to engage in real partnership with the communities they serve in order to assure higher levels of self-efficacy and preparedness to teach (Adoniou, 2013; Lee, 2018; Yuan, 2018).

Current Realities and Future Directions

If preparation programs aim to graduate effective, culturally aware teachers, several

changes need to take place. To develop self-efficacy, a pre-service teacher has to be allowed to observe and duplicate best practices (Bandura, 1989). The process can neither be forceful nor quick, as the acquisition and assemblage of needed skills takes time. Moreover, placements that are limited in terms of time and exposure to good practices will neither empower pre-service teachers to assume the requirements of teaching nor equip them with the social capital needed to make a difference (Mills, 2013). It is critical there is an allotment of time for the practical application of learned concepts, theories, and methodology for improving pre-service teachers' self-efficacy and preparedness (Colson et al., 2017; Reynolds et al., 2016), which will ultimately result in a long-term benefit for students and learning communities.

Second, it is critical for preparation programs to recognize individual differences that teacher candidates bring, as cultural capital and backgrounds impact an individual's perceptions and actions (Sullivan, 2001). Therefore, preparation programs ultimately should inform teacher candidates how to realize, examine, understand, and surmount their preconceptions and cultural understandings so they may effectively serve their future students of all backgrounds once they are fully certified professionals (Aragon et al., 2014; Balli, 2014).

Last, in addition to preparation programs providing strategies and methodology for teacher candidates to learn why and how to differentiate programs, they must steer away from the one-size-fits-all mentality (Dixon et al., 2014). Instead, programs should strive to differentiate and cater instruction to the needs of pre-service teachers to maximize the benefits of the preparation (Decker & Rimm-Kaufman, 2018; Öz, 2016).

The ever-changing realities of public school education and the need for quick adaptation put another further strain on teacher-preparation programs. Farley et al. (2018) stated that the teacher "candidates must be prepared to enter a system that largely perceives teachers and

schools as the primary agents of change" (p. 5). In sum, pre-service teacher education has to prepare future teachers to think critically, reflect on their practice, and be able to engage with data to prepare them for the demands of accountability and student achievement.

Focus on Diversity and Social Justice

Although today's classrooms are diverse, the faculty in the majority of schools is very homogeneous (New York State Education Department, 2019a, 2019b). White females predominantly occupy teaching positions, and the preparation programs are no different. Eighty percent of New York State teachers, which is a little over 170,000, are White (New York State Education Department, 2019a). Diversifying the field of teaching is a task on its own. However, creating possibilities for understanding and acknowledging teacher and student cultural diversity is extremely important for the future of schools (Sleeter, 2001) and has to be addressed by the preparation programs. Besides the fact that programs have to connect the theory and idealistic approaches to real and practical application, they also have to incorporate strategies to explicitly teach in urban schools, including curricula and practical applications (Borrero, 2016). Although most of the literature states that student teaching should take place in schools that most closely resemble the population of students that pre-service teachers will be teaching in the future, some researchers argue that prospective teachers should be required to complete their student teaching in different school environments. Such practices lead to a better understanding of diversity and prove to be beneficial for pre-service teachers' cultural understanding and their building of relationships with diverse students (Miller & Miculec, 2014).

A final matter to consider is how the type of education that an individual receives plays a significant role in determining their economic status, which is directly associated with sociopolitical status and matters of social justice: "If schooling prepares people for jobs, and the

kind of job a person has determines her or his economic status, and therefore, power, then schooling is intimately related to that power" (Delpit, 1988, p. 283). Delpit noted that the quality of schooling prepares a person for a job and, in turn, places them in a certain financial bracket that will determine their economic status and arbitrate their power. Thus, society should strive to develop the best quality teachers who will in turn deliver best quality instructions to develop professionals of tomorrow. The only way to assure that is to provide student-teachers with learning processes that acknowledge pre-service teachers' cultural capital and promote growth of self-efficacy and preparedness.

Conclusion

The education system of 21st-century America is becoming more diverse, multicultural, and demanding. Each classroom needs to be led by teachers able to address student needs, prepare them for college, and juggle a multitude of other challenges within the teaching profession. Although politicians continuously come up with new laws and regulations to assure teacher accountability and student outcomes, it is up to American education programs to prepare candidates who enter with the necessary tools to navigate within an ever-changing learning environment (Farley et al., 2018). Although the research has clearly identified a multitude of loopholes that contributed to pre-service teachers being insufficiently prepared, particularly in matters of inclusion and diversity, the literature demonstrates a deficiency in preparation programs based on several mechanisms. First and foremost, the lack of consistency and unified expectations in regard to teacher training proves to be a significant issue of frustration as colleges, universities, and other institutions prepare their students differently, creating a variation in pre-service teacher content knowledge, skills, understandings, and preparedness (Ronfeldt, 2015). Second, preparation programs do not address pre-service teachers' personal traits, cultural

understanding, and cultural capital, which create substantial difficulties for future teachers to assume their professional responsibilities and address diverse student populations, particularly in urban schools. Moreover, understanding that not all schools perform the same and that learning occurs regardless of the quality of observable behaviors (Bandura, 1989). The school setting in which the learning occurs carries tremendous importance. Every action of the pre-service teacher is "framed by the settings in which they work, including the individuals who work there, the tools and curricular resources available to them, as well as the students who populate the classroom" (Grossman et al., 2012, p. 311). The literature recognizes the importance of student teaching for building pre-service teacher efficacy and preparedness. However, there has not been enough research on the disconnect between the ideals and theories taught in pre-service programs and the realities of the in-service teachers' professional life. Moreover, very little research has examined the placement of pre-service teachers and how the school environment and culture in which the prospective teacher is completing the practical residency affects their feelings of self-efficacy and preparedness. Finally, not enough research examined the possible relationship between pre-service teacher demographics, particularly education and socioeconomic backgrounds and pre-service teachers' perceptions of fieldwork experience, as these relate to their feelings of self-efficacy and preparedness. It is therefore imperative to understand the connection between teacher efficacy and preparation and how demographic background, cultural capital, and cross-cultural understandings are an integral part of the process. It is only in this way that American students will be able to receive an equitable education that addresses their individual needs and promotes achievement. Chapter 3 outlines the method and design of this study, as it examined what pre-service teachers identify as the qualities of an effective practical residency experience and how these relate to pre-service teachers' feelings of

self-efficacy and preparedness.

CHAPTER 3

RESEARCH DESIGN AND METHOD

This chapter details the methods and procedures of this study. The discussion is first on the literature review's major points focusing on gaps in the existing research. Then, I review the purpose statement and research questions and provide the description of the research, methodology, and applicable procedures and methods. This study aimed to analyze the relationship between pre-service teacher demographics, especially socioeconomic and educational background, the teacher-preparation program practical residency placement, and pre-service teachers' feelings of self-efficacy and preparedness. To fully understand the relationship between pre-service teachers' demographics and pre-service teachers' perceptions of field placement effectiveness, I used the mixed-method, sequential, explanatory design. This approach was best suited to answer the research questions. The last section of this chapter contains data-collection methods, study limitations, and ethical considerations.

The literature review established that the school culture in which pre-service teachers complete the practical part of their preparation program impacts pre-service teacher self-efficacy and preparedness. Goldhaber et al. (2017) determined that pre-service teachers' feelings of effectiveness and preparedness are related to the school culture's context where pre-service teachers completed their practical residency. The research suggested that student teaching should be completed in a school that is a close match to a pre-service teacher's future employment. Subsequently, a study conducted by Gatti in 2019 revealed the importance of residency-placement programs that expose future teachers to best practices, especially concerning social justice, so they can effectively teach students from different cultural and socio-economic backgrounds. A self-study completed by Perrow (2013) supported the assertion that the

prospective teachers' feelings of effectiveness and self-efficacy were related to best practices. The results suggested that the gap between any best and actual practices lies within the teachers' experiences, and if they are not allowed observation and practical application of best practices during their student-teaching placement, the shift in attitude will not occur. The literature also acknowledged the impact of prospective teachers' educational and socioeconomic backgrounds and their feelings of self-efficacy because higher SES allows individuals access to better resources (Boardman & Roberts, 2000).

Past experiences, which generate social capital, are the foundation of teacher candidates' understanding of themselves; therefore, they are essential in how pre-service teachers view the students. Fieldwork experience creates an opportunity for a student-teacher to engage in the practical application of learned theories and concepts as well as the possibility to interact with diverse communities. The quality of the placement is crucial for future teacher preparedness and self-efficacy. The literature also recognized the importance of student teaching for building pre-service teacher efficacy and preparedness. However, very little research has examined pre-service teachers' placement and how the school environment and culture in which the prospective teacher completes practical residency affects preparedness. Moreover, the research has not examined if pre-service teacher demographics—in particular, socioeconomic and education background—influence their perceptions of fieldwork effectiveness in relation to their feelings of self-efficacy and preparedness. Through the lens of Bandura's self-efficacy theory and Bourdieu's theory of social capital, I examined and analyzed the reported experiences. Both theories served as a point of reference to the methods and results of this study.

Purpose Statement

The purpose of this sequential, explanatory, mixed-methods study was to analyze how

pre-service teachers rate the effectiveness of their field experience in relation to their own self-efficacy and preparedness. The study also examined the relationship between students' demographics, particularly socioeconomic and educational background, and their perceptions of fieldwork effectiveness. The mixed-method approach allowed the analysis of the phenomenon from two perspectives. Although the quantitively collected data from pre-service teachers determined the qualities of the highly effective placement site and examined the relationship between variables, the qualitative data provided more in-depth understandings of how pre-service teachers perceive the specific factors of the site's effectiveness and how their opinion relates to their feelings of self-efficacy and preparedness.

Research Questions

The overarching question of this study was: What do pre-service teachers in a northeastern Dominican tradition teacher-preparation program identify as the qualities of an effective, practical residency experience, and how does it relate to pre-service teachers' feelings of self-efficacy and preparedness?

The quantitative sub-questions for phase one were:

RQ1. How do field experience satisfaction ratings relate to pre-service teachers' levels of self-efficacy and preparedness to teach?

RQ2. Is there a relationship between pre-service teachers' educational and socioeconomic backgrounds, feelings of self-efficacy?

RQ3. Is there a relationship between feeling of preparedness and pre-service teacher perceptions of the effectiveness of the placement site?

The specific qualitative questions were:

RQ4. What specific site-related student-experiences do pre-service teachers view as most

effective?

RQ5. What specific experiences do pre-service teachers find most effective concerning their feelings of self-efficacy and preparedness?

a. How do pre-service teachers describe the level of opportunities they were given to teach actively?

RQ6. How do pre-service teachers explain their own educational and socioeconomic background in relation to site effectiveness and their perceived feelings of self-efficacy and preparedness?

The integrative question that aimed to examine both quantitative and qualitative phases together was:

RQ7. How do the pre-service teachers' ratings of the fieldwork site and pre-service teacher background explain their feelings of self-efficacy and preparedness?

Methodology

Research Design

This study used a mixed-methods design, which allowed for collecting and analyzing both qualitative and quantitative data to understand the research problem with greater complexity, making the most of the strengths of both methods (Onwuegbuzie, 2006; Ponterotto et al., 2013). While in quantitative research, a researcher relies on numerical data (Creswell & Creswell, 2020) to establish a relationship between variables, qualitative research seeks to understand the human experience using observable scenarios and lived experiences of the participants. The rationale for selecting a mixed-method design relies on the assumption that neither qualitative nor quantitative data alone would provide an in-depth explanation of the problem. The mixed-method approach was intended to sufficiently analyze: (a) what factors

determine the placement site's level of effectiveness, (b) how student-teachers rate their field experience regarding their own self-efficacy and preparedness, and (c) how pre-service teachers' backgrounds relate to their perceptions of the fieldwork effectiveness.

The choice of the mixed-method design was appropriate because the goal of the study was to establish what particular factors relate to the highly effective rating a fieldwork site receives from pre-service teachers and how these factors translate to the pre-service teachers' feelings of self-efficacy and preparedness. This study also sought to understand what particular factors of the placement site experience pre-service teachers find most valuable and relatable to their self-efficacy and preparedness. Finally, the study aimed to determine any existing relationship between pre-service teachers' demographics, perceptions of site effectiveness, and feelings of self-efficacy and preparedness.

Designing mixed-method research requires a researcher to make several decisions regarding the position of quantitative and qualitative components. This study used a sequential, explanatory, mixed-methods design. In this study, the quantitative component leads and, in many instances, determines the qualitative part. Numerical data were collected first using (a) the satisfaction surveys that pre-service teachers complete after the fieldwork component of their preparation program and (b) web-based teachers' self-efficacy survey that included a demographic questionnaire. The quantitative data were used to determine the ranking of the fieldwork site and the pre-service teachers' feelings of self-efficacy and preparedness upon completion of the fieldwork. The qualitative data also examined the relationship between the demographics, site rating, and the feelings of self-efficacy and preparedness. The qualitative study followed a semi-structured interview of selected participants. The interviews allowed the participants to explain in greater detail their ratings and allow for a deeper understanding of their

personal experience. The rationale for selecting the sequential explanatory approach was that the quantitative phase was the explanatory component of the designs and, as such, provided a general answer to the research problem. It also quantified the qualities of the highly effective placement site, as rated by the pre-service teachers; established the relationship between the variables; and related the ranking to the pre-service teachers' demographics, feelings of preparedness, and self-efficacy. The qualitative data served as an additional lens for a deeper understanding of the phenomenon.

Worldview and Role of the Researcher

The principles that guided this research relate to the pragmatic paradigm typical of mixed-methods research. A pragmatist awards the possibility of choosing the best-fitting research methods from the variety of qualitative and quantitative methods. Both components are consonant and allow the researcher to fully address the research question to investigate and understand the research problem (Creswell & Creswell, 2018; Kaushik & Walsh, 2019). Since I wanted to understand the context in which prospective teachers learn to teach, and I was interested in seeing how the current context relates to the student-teachers' feeling of self-efficacy and preparedness, I conducted a mixed-method research, which fits best with the pragmatic worldview.

Due to the interpretative nature of qualitative research, it was essential to acknowledge that biases, personal convictions, and values might influence my interpretation of the collected data (Creswell & Creswell, 2018). I am in tune with my own positionality as a researcher in this particular study. This positionality stems from the fact that I have worked as an educator for over 22 years and have a long history of working with novice teachers. My professional experiences led me to formulate my opinion about the level of preparedness and efficacy that teacher

candidates acquire in their preparation programs. This opinion and my desire to learn more about this phenomenon led me to pursue a doctoral degree. I was aware of my biases, and I strived to the best of my ability to exclude them from the data analysis and interpretation. I took necessary steps to guarantee that this study anticipated all ethical issues.

Besides obtaining permission from the Institutional Review Board and participants prior to the research, I ensured that the data were appropriately collected, documented, and analyzed. Quantitative data were collected electronically and stored in my home computer in different, password-protected folders. During the interviews, I followed the interview protocol and refrained from making any comments regarding my teaching experience and maintained a neutral position.

To assure impartial interpretation, I also asked my committee and peers to audit my data analysis before writing the reports. While conducting interviews, I made sure to record and keep detailed notes and check for consistency and accuracy. I shared the findings with my participants to guarantee that my interpretation was accurate. Although my positionality may play a role in the process, I maintained my objectivity to the best of my knowledge and ability.

Population and Sampling

The target population in this study, for both quantitative and qualitative parts, were chosen university undergraduate and graduate students in the School of Education who were enrolled in their last year of the teacher-preparation program and completed their student-teaching requirement in Spring 2022.

Participants in this study were selected from the population of the university students enrolled in the teacher-preparation program who completed their fieldwork experience. There were 41 students enrolled in graduate and 5-year programs and 43 undergraduate students who

completed the fieldwork requirement in Spring 2022. The desired sample for the quantitative study was 70 participants. The number was calculated using the sample calculator with a 95% confidence level and a 5% margin of error. For the qualitative part, the participants were selected using the non-random convenience sampling method to make sure that a representative sample was obtained. The population of student-teachers who completed the pre-service teacher experience and rated the site as highly effective or ineffective were identified after the quantitative data were analyzed. I looked for the participants who rated the site high and those who rated the site low and their self-efficacy surveys disclosed high and low levels of self-efficacy and preparedness. Because this study sought to find the relationship between the rating of the site and the pre-service teachers' demographics variables, I also looked for participants whose high and low rating related to divergent forms of social capital. The purposeful sample was hand-picked based on the rating, other variables and prior agreement, and consent to the follow-up interviews. The pre-service teachers' names were written on a piece of paper, all of the papers were placed in a container, and the papers were individually pulled from the container until all 10 names were selected.

Data Collection

The first quantitative stage of the study focused on determining the qualities of the highly effective fieldwork site, as rated by the pre-service teachers who fulfilled the practical residency requirement of the teacher-preparation program. Preceding the data collection, I acquired permission from the Institutional Review Board to assure that I was protecting the rights of the participants. Second, I asked for permission and cooperation from the Office of Fieldwork at Molloy University to access students' exit and satisfaction surveys. I also obtained permission from the participants to use their personal information for the purpose of data comparison.

I utilized the two satisfaction surveys and the exit survey questionnaire that chosen university students complete after their fieldwork assignments: Teacher Candidate Evaluation of Cooperating Teacher (Appendix A), Teacher Candidate Evaluation of Field Supervisor (Appendix B), the Teacher Candidate Exit Survey (Appendix C), and the Teacher's self-efficacy Scale (Appendix D). The Teacher Candidate Evaluation of Cooperating Teacher uses a 4-point Likert-type scale to answer 13 questions. Teacher Candidate Evaluation of Field Supervisor uses a 4-point Liker Scale to answer 14 questions. The Teacher Self-Efficacy survey was created using Bandura's (2006) self-efficacy scale and included 22 items that asked participants about their demographics and feelings of self-efficacy and preparedness.

The surveys determined whether the high rating of the fieldwork site translates to pre-service teachers' feelings of self-efficacy and preparedness. The satisfaction surveys were obtained from the Office of Fieldwork via email. The teacher self-efficacy survey, delivered to the participants electronically using SurveyMonkey was utilized to establish the relationship between student-teachers' demographic and perceived fieldwork effectiveness.

Next, the qualitative component of this study focused on making sense of the quantitatively collected data and provided a deeper understanding of which specific factors identified in the quantitative component pre-service teachers view as most important in rating the site effectively and how identified factors relate to their feelings of self-efficacy and preparedness. I also explored the relationship between the demographics of the participants and the way they view the effectiveness of the fieldwork experience. The participants for the qualitative interviews were selected based on the quantitatively collected data results. I explained the purpose of the study to the participants in greater depth and assured them that their personal information would not be disclosed or shared.

For convenience purposes and in response to ongoing Covid precautions, all interviews were completed on Zoom. The interview protocol included several open-ended questions that focused on the specific factors such as the ability to manage students' needs and create and evaluate assessments that are related to a pre-service teachers' feelings of preparedness and self-efficacy. The protocol also included questions that examined the relationship between pre-service teachers' own cultural capital, the perceptions of the placement effectiveness, and their feelings of self-efficacy and preparedness (Appendix E).

Data Analysis

In the first quantitative phase of the study, data were imported and analyzed in SPSS to determine the relationship among variables. This phase focused on answering the first three research questions pertaining to field satisfaction, perceptions of the placement site effectiveness, and pre-service teachers' feelings of self-efficacy and preparedness (and if so, whether these feelings were influenced by pre-service teachers' backgrounds). The following statistical analysis were conducted: descriptive analysis of means and analysis of variance (ANOVA).

The second phase focused on answering the qualitative questions related to the specific fieldwork site experiences that pre-service teachers viewed as most valuable concerning their feelings of self-efficacy and preparedness and how pre-service teachers explained their own educational and socioeconomic background in relation to site effectiveness and their feelings of self-efficacy and preparedness. In this phase, I conducted interviews with selected participants via Zoom. The obtained data were examined and analyzed using Dedoose software for qualitative data analysis. This phase of research followed the five steps of data analysis required in qualitative research: transcribing data, coding, relating the codes to the emerging themes, linking themes, and narrating of the findings (Creswell & Creswell, 2018).

In the last phase of this mixed-methods study, data from both quantitative and qualitative components were integrated to answer the question, "How do the pre-service teachers' ratings of the fieldwork site and the pre-service teachers' backgrounds explain their feelings of self-efficacy and preparedness?" Data triangulation, using multiple methods of data collection and analyzing data from multiple perspectives, enhanced the credibility and validity of this study (Creswell & Creswell, 2018). Quantitative data provided statistics regarding the relation between variables such as demographics, site ratings, and feelings of self-efficacy and preparedness. Qualitative data obtained through semi-structured interviews afforded an explanation and a deeper understanding of data obtained in the quantitative phase. Connections between quantitative and qualitative data were interpreted and analyzed to establish how qualitative results enhanced and explained quantitative results.

Reliability and Validity

Mills and Gay (2016) defined *reliability* as the degree to which the instrument measures what it intended to measure. Reliability refers to the consistency of the results, whereas validity refers to the suitability of the test and the appropriate interpretation of results.

A quantitative researcher must carefully select the measures to pay attention to reliability and validity, therefore I used the satisfaction surveys the pre-service teachers complete every year and the teacher self-efficacy survey. The pre-service teacher satisfaction surveys were designed when the research site University Education program applied for accreditation, and to my knowledge, the surveys were not subjected to yearly updates and changes, which may lead to the collection of skewed data. The teacher satisfaction survey was available online and used by many researchers. However, to secure the reliability and validity of the findings, the qualitative interviews asked questions that allowed for deeper understandings and reassurance for the

survey-generated data.

Validity measures include content, construct, and concurrent and predictive validity (Beaudry & Miller, 2016). In this study, face validity measured the pre-service teachers' feelings of self-efficacy and preparedness related to the fieldwork site rating. Face validity is the extent to which a measurement process appears to measure the hypothesis. However, face validity is regarded as insufficient evidence if the measurement method is testing what is intended to, simply because it is based on people's perceptions about human behavior (Price et al., 2017). The content validity assesses whether a test represents all aspects of the construct in the study; it demonstrated the pre-service teachers' perspectives of how specific fieldwork factors relate to their preparedness and self-efficacy. Construct validity refers to the extent to which a measure addresses the theoretical concept and how the outcomes obtained by the measure correlate with relevant studies (Price et al., 2017). In this study, the quantitative findings correlated with the results of the qualitative phase of the research.

Trustworthiness in qualitative research is accomplished where there is consistency between the context of the study and collected and reported data (Creswell & Creswell, 2018). It is crucial to carefully document everything using multiple means such as note taking and recording of the interviews. Consistent, unbiased, and non-judgmental data recording and thorough checks for accuracy assured the reliability and validity of the findings. I used various strategies to safeguard the accuracy of my findings, such as data triangulation, feedback from the participants prior to publication, and a detailed narrative (Mills & Gay, 2016).

Ethical Issues

As a researcher, I am obligated to respect and protect the rights and values of the participants. It was important to assure participants that data collected during both quantitative

and qualitative phases were only used for the purpose of analysis, were not shared, and the results were coded to guarantee participants' privacy. In addition, I explained the importance and objectives of the study to the participants prior to each interview. Although participants granted their consent to be interviewed while completing the self-efficacy survey, I acquired their verbal consent to participate in the study as well as the permission to record the interviews. I also conveyed to participants the right to withdraw from the study at any time.

Limitations

This study acknowledged potential limitations while interpreting the results. One limitation that impeded my research was the sample size, especially for the qualitative part of the study. For the quantitative phase, I obtained participants' permission to use their data and asked them to complete the teacher self-efficacy survey, which was too overwhelming for some participants. This reduced my total number of participants.

The research was conducted only with participants from the education program of one institution and in the context of specific fieldwork sites in one geographic area, which might not represent all fieldwork sites. Moreover, students of the research site were not representative of teacher candidates in other preparation programs and the sample did not reflect the diversity that might be present in other educational institutions.

Conclusion

The literature analysis revealed a gap in research on the fieldwork placement of pre-service teachers and how the environment, culture, and dynamic of the placement site affect pre-service teachers' feelings of self-efficacy and preparedness. I used the sequential, explanatory, mixed-method design to gather the evidence and to understand the relationship between the placement site rating and the pre-service teachers' levels of self-efficacy and preparedness as

well as the relationship between the pre-service teachers' demographics and their perceptions of the site effectiveness.

Teacher training—specifically its practical component—is essential in building prospective teachers' self-efficacy and preparedness to teach. Understanding the program effectiveness as viewed by pre-service teachers is extremely important for teacher-preparation programs. The findings of this study contributed knowledge about what aspects of the fieldwork experience pre-service teachers view as essential in increasing self-efficacy and preparedness, which may lead to increased levels of teachers' professional success.

CHAPTER 4

RESULTS AND FINDINGS

This mixed-method study aimed to understand the qualities of the effective fieldwork experience perceived by pre-service teachers who completed their preparation program. The study also aimed to analyze if students' demographics—in particular, socioeconomic and educational background—factor in the pre-service teacher perceptions of fieldwork placement effectiveness as well as their feelings of self-efficacy and preparedness. Quantitative data analysis, as well as qualitative interviews, helped answer the questions of this study.

This chapter centers on the findings from (a) the quantitative data analysis, including characteristics of the participants, descriptive statistics, one-way ANOVA, and their findings; (b) the qualitative data analysis, including the narration of the interviews; and (c) the integrated mixed-methods section followed by a summary. In this explanatory, sequential, mixed-method research study, data were collected in two phases over three months. Quantitative data were collected and analyzed in Phase 1 and then Phase 2 data were collected through semi-structured interviews.

Phase 1 numerical data were collected using the secondary data, which consisted of the exit and evaluation surveys that pre-service teachers complete after the fieldwork component of their preparation program at a small, private university. The Office of Fieldwork collected the exit survey at the end of the spring semester of the 2021/2022 academic year from 84 participants enrolled in the graduate program and undergraduate and 5-year programs, 41 and 43, respectively.

The Cooperating Teacher and Fieldwork Supervisor evaluation surveys were collected from the same pool of participants. The responses to the three surveys were obtained from the

Office of Fieldwork via email. The purpose of these surveys was to gather necessary information about participants' satisfaction and the feeling of preparedness after completion of the fieldwork.

In the exit survey, participants responded to demographic questions and the extent of their satisfaction with statements posed using a 4-point Likert-type scale where responses were coded as follows: 1 = *very dissatisfied*, 2 = *dissatisfied*, 3 = *satisfied*, and 4 = *very satisfied*. Also, the extent of their agreement to statements posed using a 4-point Likert-type scale were coded to 1 = *disagree*, 2 = *tend to disagree*, 3 = *tend to agree*, and 4 = *agree*. Although the respondents answered all questions initially, as the survey progressed, the number of participants who responded to all questions—particularly those about their demographic background—declined and ultimately were answered by 69 respondents out of 84 total, which is a 82.15% response rate.

The Cooperating Teacher evaluation survey and the Field Supervisor evaluation survey asked participants to respond to several statements using a 4-point Likert-type scale coded as follows: 1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, and 4 = *strongly agree*.

Simultaneously, with the secondary data collection through the site, web-based teachers' self-efficacy survey data were collected. The survey was created and distributed in April 2022, using SurveyMonkey, to the same pool of participants. The link was set to be open for four weeks. I contacted the Office of Fieldwork and asked for assistance in distributing the survey; the survey was forwarded to the participants on April 22, 2022. Despite the assiduous support of the Office of Fieldwork, the surveys did not generate the desired number of responses after being made available. I also noticed that several participants were skipping questions. To combat the issue and increase the possibility of complete responses, I changed the setting for the survey, which resulted in the necessity of answering each question before moving to the next one.

Although this step aided the completion issue, the number of completed surveys remained low.

In an effort to obtain a sizable number of responses, several changes were implemented. The survey was changed to anonymous, and two $50 Amazon gift cards were to be raffled among those who completed the survey. The Office of Fieldwork sent several reminder emails to the graduates as well as to the fieldwork supervisors. The self-efficacy survey also remained open until the end of May. Even though I aimed to reach the same number of participants who responded to the Exit Survey (n = 69), in the end, 43 participants responded to the survey and only 84% (n = 36) were fully completed.

Participants were asked several demographic questions and the extent of their agreement to several statements using the 4-point Likert-type scale. I coded the responses as follows: 1 = *not at all true*, 2 = *barely true*, 3 = *moderately true*, and 4 = *exactly true*. The mean score could range from 1.0 to 4.0; higher mean scores reflect a higher feeling of self-efficacy. After the preliminary analysis of all numerical data, Phase 2 began. Initially, 26 out of 36 survey participants (72%) declared their willingness to be interviewed in the qualitative component of this study. However, ultimately, only 3 out of 26 participants (11%) completed the interview process.

The original data collection was designed to match participants' responses from the secondary data collection through the institution site and the self-efficacy surveys. However, unknow to me as the researcher, a new process was implemented at the institution during the semester of data collection, where participants did not have to include their names. Consequently, the two databases collected could not be matched by a participant. The quantitative and qualitative (QUAN→QUAL) data collected were utilized to answer the following research questions:

RQ1. How do field experience satisfaction ratings relate to pre-service teachers' levels of self-efficacy and preparedness to teach?

RQ2. Is there a relationship between pre-service teachers' educational and socioeconomic backgrounds and feelings of self-efficacy?

RQ3. Is there a relationship between feeling of preparedness and pre-service teacher perceptions of the effectiveness of the placement site?

RQ4. What specific site-related student experiences do pre-service teachers view as most effective?

RQ5. What specific experiences do pre-service teachers find most effective concerning their feelings of self-efficacy and preparedness?

a. How do pre-service teachers describe the level of opportunities they were given to teach actively?

RQ6. How do pre-service teachers explain their own educational and socioeconomic background in relation to site effectiveness and their perceived feelings of self-efficacy and preparedness?

RQ7. How do the pre-service teachers' ratings of the fieldwork site and pre-service teacher background explain their feelings of self-efficacy and preparedness?

The section below presents the analyses and results in relation to the research questions.

Demographic Characteristics of Participants

The Exit Survey and Self-Efficacy Survey required participants to answer several demographic questions. In both surveys, participants provided information regarding their gender, ethnicity, primary language, and proficiency in other languages. The Self-Efficacy Survey asked for participants' educational background, the level of their parent education, the

profession of their parents, parental income, the number of siblings, and the socioeconomic and ethnic makeup of the schools they attended. The summary of those results is presented in Table 4.1.

All the participants were students at a small, suburban, private university in the northwestern region of the US, enrolled in the teacher-preparation programs, and had completed their fieldwork requirements.

Of the 69 Exit Survey respondents who answered all the demographic questions, the majority were females, 91% (n = 62). In terms of race, 75% (n = 52) identified themselves as White, 13% (n = 13) as Hispanic or Latino/a, and 10% (n = 7) as Black or African American. For 47% (n = 32) of respondents, English is their primary language, whereas for 53% (n = 36), it was not. However, only 21% (n = 14) of respondents were proficient in a language other than English.

The Self-Efficacy Survey was designed to ask several questions pertaining to participants' feelings of effectiveness and competence and gather demographic information as well as participants' socioeconomic and educational background.

Among 36 Self-Efficacy Survey participants, 82% (n = 31) self-identified as White, 5% (n = 2) as Hispanic, and 5% (n = 2) as Black. The majority of participants, 48% (n = 18) were 25 years old and younger and had one sibling. All respondents 100% (n = 36) identified English as the primary language spoken at home. Regarding the socioeconomic background, participants were asked about their parents' income, which 47% (n = 17) respondents reported was between $100,000 and $200,000 a year. The SES was determined by parental income. In the survey, participants were asked to identify their parents' income by checking one of the following answers: under $29,999/year, between $30,000-$49,999/year, between $50,000-$99,999/year,

between $100,000-$149,999/year, between $150,000-$199,999/year, over $200,000/year. To assure accuracy and efficiency, as well as improve the significance, data were grouped into the following categories: under $100,000 (lower income), $100,000 to $200,000 (middle income), and above $200,000 (upper income).

Participants were also asked about the socioeconomic and demographic background of the schools they attended. A vast majority of respondents, 89% (n = 31), attended suburban schools where at all levels of education, the student population was mostly White: elementary school, 69% (n=25); middle school, 67% (n =25); and high school, 55% (n = 20), respectively. When asked about the socioeconomic background of the school participants attended, the responses were as follows: 60% (n = 21) responded that the majority of the elementary school students came from middle-income families, which was also true for the middle school level for 64% (n = 23) of the respondents. The socioeconomic background of the student population in high school was higher for 44% (n = 16) who reported upper income for most of the students.

Table 4.1

Demographic Characteristics of Participants by Data Set

Demographic Characteristic	Exit Survey Participants (*n* = 69)		SE Survey Participants (*n* = 36)		Interview Participants (*n* = 3)	
	N=68	%	*N*=36	%	*N*=3	%
Gender						
Female	62	91.2			2	66.6
Male	6	8.8			1	33.3
Age						
Under 25			18	51.4	1	33.3
25-30			8	22.9	1	33.3
Above 30			9	25.7	1	33.3
Ethnicity						
Black or African American	7	10.1	2	5.6		
Hispanic or Latino/a	9	13.0	2	5.6		
White (non-Hispanic)	52	75.4	31	86.1	2	66.6
Other	1	1.4	1	2.8	1	33.3
English as a primary language						
Yes	32	47.1	36	100	3	100
No	36	52.9				
Proficiency in a language other than English						
Yes	14	20.6				
No	54	79.4				
Siblings						
No siblings			12	33.3		

1	18	50.0
2	4	11.1
3	2	5.6
Parents' Income		
Under $100,000	10	27.8
$100,000-$ 200,000	17	47.2
Above $200,000	9	25.0
Socioeconomic Background		
Elementary school		
Lower (under $100,000)	5	14.3
Middle	21	60.0
Upper	9	25.7
Middle school		
Lower	4	11.1
Middle	23	63.9
Upper	9	25.0
High school		
Lower	5	13.9
Middle	13	36.1
Upper	16	44.4
Not sure	2	5.6
Demographic Background		
Elementary School		
Majority White	25	69.4
Diverse	10	27.8
Majority one race	1	2.8
Middle School		

Majority White	25	67.6
Diverse	12	42.4
Majority one race		
High School		
Majority White	20	55.6
Diverse	15	41.7
Majority one race	1	2.8

Data Analysis and Summary of Findings

This section contains data analysis and the summary of findings organized by the phase of data collection and guided by the questions that apply to each phase. Phase 1 is analyzed first with quantitative findings based on the Exit Survey and Evaluation Surveys of Cooperating Teacher and Field Supervisor, derived from the Office of the Fieldwork, and the Self-Efficacy Survey obtained via web-based platform. The data reflect only fully completed surveys: Exit (n = 84), Evaluation of the Cooperating Teacher (n = 102), Evaluation of Field Supervisor (n = 63), and Self-Efficacy Survey distributed to the same pool of participants but completed by a smaller number of respondent (n =36). Phase 2 followed with the findings from the qualitative data (n = 3) from the semi-structured interviews of three participants who completed all phases of this study.

Phase 1: Field Experience and Levels of Satisfaction

Research Question 1 guided the analysis of the results described below:

RQ1. How do field experience satisfaction ratings relate to pre-service teachers' levels of self-efficacy and preparedness to teach?

I assumed that there should be a relationship between the satisfaction ratings and pre-service teachers' levels of self-efficacy and preparedness to teach, and that the higher the levels of the satisfaction with the field experience, the higher the levels of self-efficacy and preparedness. The descriptive analysis of the mean scores helped answer this question. The mean scores were calculated using SPSS for the satisfaction ratings and field experience satisfaction. The self-efficacy levels were reported by answering 10 questions of the Self-Efficacy Survey completed by 36 respondents. The fieldwork satisfaction, derived from the Exit Survey questionnaire, was answered by 84 respondents. The analysis of means allowed me to draw

several conclusions. Most of the participants who responded to the Self-Efficacy survey hold a positive attitude toward their self-efficacy levels, but they show differences regarding specific pedagogical aspects (see Table 4.2). Self-efficacy levels were the highest (M = 3.92, SD = .28) regarding participants' ability to grow professionally over time in addressing their future students' needs and their capacity to positively influence students' academic and personal growth. The lowest self-efficacy (M = 3.31, SD = .66) was noted in reference to pre-service teacher capacity to teach all relevant content to all students, even the most challenging. In contrast, participants reported high levels of efficacy in their ability to put their own feelings aside to respond to students' needs (M = 3.86, SD = .35).

In terms of participants' satisfaction with the fieldwork experience as presented in Table 4.3, the analysis of mean scores shows less optimistic results. Student-teachers were most satisfied with their placement (M = 3.68, SD = .66) and the least satisfied with balance between the theory and practice (M = 3.42, SD = .59). Several participants were dissatisfied with some aspects of the field experience, rating it 1 on the 1-4 scale. The mean score was the same for the participants' satisfaction with their fieldwork experience prior to student teaching and coherence between theory (M = 3.50, SD = .58) and practice (M = 3.50, SD =.62).

Table 4.2

Self-Efficacy of Student-Teachers

Survey Question	*M*	*SD*
I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs.	3.92	.28
If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.	3.92	.28
I am confident in my ability to be responsive to my students' needs, even if I am having a bad day.	3.86	.35

I know that I can motivate my students to participate in innovative projects.	3.64	.49
When I try really hard, I am able to reach even the most difficult students.	3.58	.50
Even if I get disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.	3.58	.55
I am convinced that I can develop creative ways to cope with system constraints and continue to teach well.	3.65	.50
I know that I can maintain a positive relationship with my students' parents, even when tensions arise.	3.50	.50
I know that I can carry out innovative projects, even when I am opposed by skeptical colleagues.	3.50	.51
I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.	3.31	.67

Table 4.3

Field Satisfaction of Student-Teachers

How satisfied were you with the following aspect of your teacher-preparation program?	*M*	*SD*
Your student-teaching placement site(s)?	3.68	.66
Quality of field experience prior to student teaching?	3.50	.58
Coherence between your coursework and field experience prior to student teaching	3.50	.62
Balance between theory and practice in your program	3.46	.59

Research Question 2: Backgrounds and Feelings of Self-Efficacy

Research Question 2 directed the analysis of the results described below:

RQ2. Is there a relationship between pre-service teachers' educational and socioeconomic

backgrounds and feelings of self-efficacy?

The alternative hypothesis was made that there is a relationship between pre-service teachers' educational and economic background and feelings of self-efficacy; conversely, the null hypothesis was made that there is no relationship between pre-service teachers' educational and economic background and feelings of self-efficacy. As established through the literature review (Aragon et al., 2014; Boardman & Roberts, 2000; Goldhaber et al., 2017; Han et al., 2015; MacLeod, 2018; Perrow, 2013; Peske & Heycock, 2006; Stigler & Hiebert, 1999), the expectation was that a positive correlation would occur and the null hypothesis would be rejected. Several ANOVAs were used to test if the pre-service teachers' feelings of self-efficacy differ by socioeconomic and educational background.

Self-efficacy and Education of Parents

Due to the categorical nature of the independent variables, a series of ANOVAs was conducted instead of the regression analysis to determine the relationship between the variables. Table 4.4 shows the breakdown of the mean scores for pre-service teachers' feeling of self-efficacy in relation to parents' educational background. The analysis revealed that participants' feelings of self-efficacy did not differ significantly by the level of the father's education and mother's education.

Table 4.4

Mean, Standard Deviation, and Sample Size for Self-Efficacy Total by Education of the Father and Mother

	Father's Education			*Mother's Education*		
Combination	*M*	*SD*	*N*	*M*	*SD*	*N*
GED and below	36.56	2.39	16	36.45	3.53	11
Some college to BA	36.86	2.93	14	35.71	2.47	17

MA and above	35.20	3.70	5	37.62	2.39	8

Table 4.5 shows the results for each ANOVA that was analyzed for each predictor variable. The analysis does not show significant difference in feelings of self-efficacy between the groups, which means that the level of parental education does not explain participants' feelings of self-efficacy.

Table 4.5

Analysis of Variance Table for Self-Efficacy by Education of the Father and Mother

Independent Variable	*SS*	*df*	*F*	*p*
Father's Education	10.29	2	0.65	.528
Mother's Education	20.17	2	1.27	.294

An ANOVA was conducted to determine whether there were significant differences in the self-efficacy total score and the education of the father. The assumption of normality and homoscedasticity were met, with no outliers (see Appendix F). The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were not significant, $F(2, 32) = 0.65$, $p = .528$, indicating that the differences in self-efficacy among the levels of education of the father were all similar (Table 4.5). The main effect, education of the father, was not significant, $F(2, 32) = 0.65$, $p = .528$, indicating there were no significant differences of self-efficacy by education of the father levels. The means and standard deviations are presented in Table 4.4. There were no significant effects in the model. As a result, post-hoc comparisons were not conducted.

An ANOVA was conducted to determine whether there were significant differences in the self-efficacy total score by the education of the mother. The assumption of normality and homoscedasticity were met, with no outliers (see Appendix F). The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were not significant, $F(2, 33) = 1.27$, $p = .294$, indicating that the differences in the self-efficacy total score among the levels of education of the mother were all similar (Table 4.5). The main effect, education of the mother, was not significant, $F(2, 33) = 1.27$, $p = .294$, indicating there were no significant differences of the self-efficacy total score by the education of the mother levels. The means and standard deviations are presented in Table 4.4. There were no significant effects in the model. As a result, post-hoc comparisons were not conducted.

Self-Efficacy and Socioeconomic Background

The ANOVA analyses were used to investigate if participants' feelings of self-efficacy differ by the socioeconomic background of the schools they attended. Table 4.6 presents the mean scores for pre-service teachers' feelings of self-efficacy and the socioeconomic context of the schools they attended. The data analysis revealed that participants' feelings of self-efficacy was not significantly influenced by the socioeconomic background of schools they attended.

Table 4.6

Mean, Standard Deviation, and Sample Size for Self-Efficacy Total Score by Socioeconomic Background of the Elementary, Middle, and High School

	Elementary School			*Middle School*			*High School*		
Combination	*M*	*SD*	*N*	*M*	*SD*	*N*	*M*	*SD*	*N*
Lower	35.60	2.70	5	34.50	1.29	4	35.00	1.58	5
Middle	36.90	2.59	21	37.09	2.56	23	36.92	2.90	13

Upper	35.78	3.56	9	35.33	3.50	9	36.25	3.04	16
Not Sure							37.00	4.24	2

Table 4.7 demonstrates the results for each ANOVA that was analyzed for each predictor variable. The analysis does not show significant difference in feelings of self-efficacy between the groups, which means that the socioeconomic background of the schools that participants attended does not explain participants' feelings of self-efficacy.

Table 4.7

Analysis of Variance Table for Self-Efficacy by Economic Background of the Elementary, Middle and High School

Socioeconomic Background of the School	*SS*	*df*	*F*	*p*
Elementary School	12.01	2	0.73	.492
Middle School	35.48	2	2.37	.109
High School	14.38	3	0.57	.637

An ANOVA was conducted to determine whether there were significant differences in the self-efficacy total score by socioeconomic background of the elementary school. The assumption of normality and homoscedasticity were met, with no outliers (see Appendix F). The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were not significant, $F(2, 32) = 0.73$, $p = .492$, indicating that the differences in the self-efficacy total score among the levels of by socioeconomic background of the elementary school were all similar (Table 4.7). The main effect, by socioeconomic background of the elementary school, was not significant, $F(2, 32) = 0.73$, $p = .492$, indicating there were no significant differences of the self-efficacy total score by socioeconomic background of the elementary school levels. The

means and standard deviations are presented in Table 4.6. There were no significant effects in the model. As a result, post-hoc comparisons were not conducted.

An ANOVA was conducted to determine whether there were significant differences in the self-efficacy total score by socioeconomic background of the middle school. The assumption of normality and homoscedasticity were met, with no outliers (see Appendix F). The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were not significant, $F(2, 33) = 2.37$, $p = .109$, indicating that the differences in the self-efficacy total score among the levels of socioeconomic background of the middle school were all similar (Table 4.7). The main effect, socioeconomic background of the middle school, was not significant, $F(2, 33) = 2.37$, $p = .109$, indicating there were no significant differences of the self-efficacy total score by socioeconomic background of the middle school levels. The means and standard deviations are presented in Table 4.6. There were no significant effects in the model. As a result, post-hoc comparisons were not conducted.

An ANOVA was conducted to determine whether there were significant differences in the self-efficacy total score by socioeconomic background of the high school. The assumption of normality and homoscedasticity were met, with no outliers (see Appendix F). The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were not significant, $F(3, 32) = 0.57$, $p = .637$, indicating that the differences in the self-efficacy total score among the levels of socioeconomic background of the high school were all similar (Table 4.7). The main effect, socioeconomic background of the high school, was not significant, $F(3, 32) = 0.57$, $p = .637$, indicating there were no significant differences of the self-efficacy total score by socioeconomic background of the high school levels. The means and standard deviations are presented in Table 4.6. There were no significant effects in the model. As a result, post-hoc

comparisons were not conducted.

Research Question 3: Preparedness and Perceived Effectiveness

Research Question 3 asked the following: Is there a relationship between feelings of preparedness and student-teacher perceptions of the effectiveness of the placement site? The null hypothesis stated that there is no relationship between feelings of preparedness and student perceptions of the effectiveness of the placement site. The alternative hypothesis assumed that there is a relationship between feelings of preparedness and student perceptions of the effectiveness of the placement site. I anticipated rejection of the null hypothesis and acceptance of the alternative hypothesis. According to the literature review, there should be a positive relationship between feelings of preparedness and perceptions of the site effectiveness (Gatti, 2019; Perrow, 2013; Stigler & Hiebert, 1999). The descriptive analysis was run of the student-teacher satisfaction with the cooperating teacher and the field supervisor, as well as feelings of preparedness regarding basic teaching skills.

Cooperating Teacher and Field Supervisor Evaluations

The Teacher Candidate Evaluation of Cooperating Teacher (CT) and the Teacher Candidate Evaluation of the Field Supervisor (FS) was a 4-point Likert-type scale that consisted of 13 and 14 questions, respectively, asking participants for their level of agreement to the statements (see Appendix A and Appendix B). Although the number of questions in both surveys was similar, some of the questions were specific to either CT or FS. For example, the surveys asked participants to rate their FS regarding the effectiveness of weekly seminars and observations, which did not apply to the CT. Conversely, the survey asked respondents to evaluate their CT in the area concerning the similarity between methods and strategies they have been taught and the methods the CT was using, as well as the degree of freedom pre-service

teachers were given to try new resources and strategies in the CT classroom. The CT evaluation survey participants (n= 102) were generally satisfied with the cooperating teachers. The CTs were rated the highest for the knowledge in their content areas (M = 3.94, SD = .28) and lowest for the ways they communicated the expectations (M = 3.80, SD = .56) and meaningfully evaluated participants (M = 3.81, SD = .53). The FS evaluation participants (n = 63) showed high levels of satisfactions. Participants rated their FS the highest for their weekly seminars (M = 3.97, SD = .78). Respondents also rated the FS high on their mentorship regarding management and discipline issues (M = 3.94, SD = .25) and their helpfulness in assisting with issues (M = 3.92, SD = .28; see Table 4.8. Participants rated their FS the lowest in two areas: the FS knowledge regarding the content area of the pre-service teacher and the meaningful evaluation of pre-service teacher work (M = 3.86, SD = .47).

Exit Survey

The descriptive analysis of basic skills preparedness was run using responses from participants (n = 74) about the extent of agreement or disagreement with 46 statements on the exit survey (see Table 4.9).

Most participants felt confident that they received basic skills to teach; however, they reported low levels of preparedness in addressing students with special needs. The lowest preparedness concerned designing coherent instructions for the students with mental health needs (M = 3.47, SD = .82). Also important to note is that standard deviation indicates a variation in responses, which means the data are spread. Participants also reported low preparedness in designing instructions for gifted and talented students (M = 3.51, SD = .73) and English-language learners (M = 3.54, SD = .77). Data from the exit Survey support what was already observed while analyzing the self-efficacy Survey results, where participants felt less efficacious regarding

their capacity to teach all students (*M* = 3.31, *SD* = .66).

Conversely, participants felt the most prepared to plan lessons with clear learning objectives in mind (*M* = 3.86, *SD* = .48) and their own professional development, such as using colleagues' feedback to support their own professional growth (*M* = 3.83, *SD* = .41), collaborate with colleagues to improve students' performance (*M* = 3.82, *SD* = .43), and seek out learning opportunities that align with professional goals (*M* = 3.82, *SD* = .43). Similar results were also noted in the self-efficacy data, where participants felt strongly about their abilities to grow professionally and to positively influence students' personal and academic growth (*M* = 3.92, *SD* = .28).

Table 4.8

Evaluation of Cooperating Teacher and Field Supervisor

	Cooperating Teacher (n = 102)		Field Supervisor (n = 63)	
	M	*SD*	*M*	*SD*
Used methods and strategies similar to what we have been taught.	3.83	.51		
Assisted me in my growth as a professional teacher.	3.83	.47	3.90	.35
Worked to develop effective communication lines between us.	3.88	.43	3.89	.45
Clearly communicated expectations for me as a student-teacher.	3.80	.53	3.89	.44
Provided helpful feedback on a regular basis.	3.87	.41	3.87	.46
Evaluated my work in ways that were meaningful to me.	3.81	.56	3.86	.47
Allowed me the freedom to try new strategies/resources.	3.85	.43		
Knowledgeable in the content area(s) I was teaching.	3.94	.27	3.86	.47
Supported me when I tried different activities or strategies.	3.84	.50		
Helpful when I requested information or assistance.	3.86	.51	3.92	.28

Available to confer with me on a regular basis.	3.89	.37	3.87	.42
Knew and understood his/her responsibilities toward me.	3.85	.51	3.89	.51
Served as a good role model/mentor in management/discipline issues.	3.86	.47	3.94	.25
Observed me often enough to be helpful (as required by the university).			3.89	.41
Weekly seminars were informative and productive.			3.97	.18
Weekly seminars contributed to my professional growth and development.			3.87	.45

Table 4.9

Exit Survey Results

To what extent do you agree or disagree that your teacher-preparation program gave you the skills to do the following?	*n*=74	
	MS	*SD*
Demonstrate content-area understanding	3.65	.560
Effectively teach the subject matter in my licensure/certification area	3.70	.489
Select instructional strategies to align with NYS learning standards	3.76	.518
Design activities where students engage with the subject matter from a variety of perspectives	3.74	.498
Account for students' prior knowledge or experiences in instructional planning	3.80	.468
Design long-range instructional plans that meet curricular goals	3.72	.609
Regularly adjust instructional plans to meet student needs	3.76	.615
Plan lessons with clear learning objectives and goals in mind	3.86**	.478
Design and modify assessments to match learning objectives	3.70	.635
Provide students with meaningful feedback to guide next-step learning	3.64	.694
Engage students' self-assessment	3.68	.576
Understand how to use formative and summative assessments to support student learning	3.76	.518
Understand issues of reliability and validity in assessment	3.73	.604
Use multiple and appropriate types of assessment data to identify student learning needs	3.70	.635

Understand how to use digital and interactive technologies to achieve specific learning goals	3.76	.491
Engage students in using a range of technology tools to access, interpret, evaluate, and apply information	3.78	.504
Help students develop critical-thinking processes	3.73	.604
Help students develop skills to solve complex problems	3.69	.618
Understand how interdisciplinary themes connect to core subjects	3.68	.643
Know where and how to access resources to build global awareness and understanding	3.62	.635
Help students analyze multiple sources of evidence to draw sound conclusions	3.74	.525
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.76	.544
Plan differentiated instruction for a variety of learning needs	3.78	.481
Understand how students' learning is influenced by child/ adolescent development.	3.79	.442
Understand the needs of students from various socioeconomic backgrounds	3.81	.432
Design instruction for students with IEP and 504 plans	3.68	.601
Design instruction for students with mental health needs	3.47*	.822
Design instruction for students who are gifted and talented	3.51	.731
Design instruction for English-language learners	3.54	.768
Access resources, programs, and other school personnel to foster student learning	3.60	.664
Develop fair and unbiased assessments for all learners	3.74	.556

Clearly communicate expectations for appropriate student behavior	3.73	.608
Design instruction and learning tasks that connect core content to real-life experiences for students	3.75	.579
Use effective communication skills and strategies to convey ideas and information to students	3.77	.540
Help students work cooperatively to achieve learning goals	3.77	.513
Develop and maintain a classroom environment that promotes student engagement	3.80	.467
Respond appropriately to student behavior	3.76	.520
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.82	.457
Use classroom-management techniques that foster self-control and self-discipline among students	3.75	.499
Effectively organize the physical environment of the classroom for instruction	3.65	.699
Seek out learning opportunities that align with professional development goals	3.82	.425
Access the professional literature to expand knowledge about teaching and learning	3.80	.467
Actively engage with parent/guardian/advocate about issues affecting student learning	3.70	.571
Collaborate with teaching colleagues to improve student performance	3.82	.425
Use colleague feedback to support development as a teacher	3.83	.414
Uphold my legal responsibilities as a professional educator and student advocate	3.80	.496

Note. *indicates lowest scores. **indicates highest scores.

Qualitative Data Analysis and Results

Phase 2: Qualitative Interviews

The interviews were utilized to complete Phase 2 of the analysis. The questions were designed to help explain the results and further the understanding of the numeric data collected in Phase 1. Creswell and Creswell (2018) indicated that explanatory, sequential, mixed-method research design, where both methods of research are combined, allows the researcher to answer the research questions with added depth that neither of the methods alone would allow. It also permits the subjunction of limitations that quantitative and qualitative methods alone might encounter.

This phase intended to capture and understand site-specific experiences that helped participants perceive the site as effective. This phase also intended to understand individual elements of participants' own educational experience and background in relation to feelings of efficacy and preparedness.

The specific qualitative questions that guided this phase of the study were as follows:

RQ1. What specific site-related student experiences do pre-service teachers view as most effective?

RQ2. What specific experiences do pre-service teachers find most effective concerning their feelings of self-efficacy and preparedness?

a. How do pre-service teachers describe the level of opportunities they were given to teach actively?

RQ3. How do pre-service teachers explain their own educational and socioeconomic background concerning site effectiveness and their perceived feelings of self-efficacy and preparedness?

Description of Participants (n = 3)

Via SurveyMonkey, 26 participants had indicated their interest in being interviewed for the qualitative phase of the study. All the respondents were students who had completed their teacher-preparation program at the research site. Out of a pool of 26 participants who initially expressed interest in the interviews, 23 failed to respond. Consequently, I proceeded with interviewing three participants. All three participants were from a similar geographic location. They were between 22 and 32 years of age and consisted of two females (Anna and Danielle) and one male (Peter). Two participants identified themselves as White/Non-Hispanic, and the last participant preferred not to ascertain ethnicity. All three respondents were graduates of the teacher-preparation program at the site of research.

Qualitative Data Analysis and Results

Data analysis for this phase followed the process described in Chapter 3. The Zoom-recorded interviews were transcribed using the RevRecorder application and uploaded to Word documents. The transcripts were read several times to ensure accuracy with the recordings and interviewers' notes. Emerging patterns and codes were color-coded to organize the data. Following the presentation of narratives, the themes are to be discussed later in this chapter.

Presentation of Narratives

Using aliases to guarantee anonymity, I present the stories of three pre-service teachers: Anna, Danielle, and Peter. The following narratives describe the three individual-lived experiences, followed by the discussion and analysis of common themes.

Anna

Anna is a 32-years-old high school teaching assistant who has worked with students for the past three years. She also worked at summer camps, which allowed her to gain less formal experience and an understanding of what working with children entails. She describes her

educational journey as "wonderful." Being a daughter of a teacher, she grew up valuing education. She recalls how much she admired how her father's past students would come to the house to speak to him or people on the street would stop and converse with him. She stated, "I knew the impact he had on his students, and I really wanted to do the same." She went on to add that she had wonderful teachers and that she loved school because of them. Her own educational experience was the driving force behind her decision to become a teacher. She recognized that she was fortunate because her parents supported her academic and extracurricular activities. She played sports and participated in theater. She finds the discipline she learned in sports and the performing skills she acquired while doing theater are particularly useful in the classroom.

Anna stated that her family moved a lot. She attended a suburban elementary, middle, and high school. She described her elementary school as predominantly White and her middle school and high school as diverse. Students in all the schools she attended came from upper-middle income households. At one point, she was enrolled in a private school, which allowed her to experience both private and public education. She found herself liking private school much better than public school due to its structure and the support she received. Her parents supported her and allowed her to continue her education in a private school. Anna credits the fact that she is a well-rounded, open-minded person to her experiences growing up and the variety of jobs she held to make extra money. She said, "all those experiences growing up just opened me up to so many different worlds and people…and my parents who taught me to respect adults in the room. I believe a lot of kids today do not have that."

I asked Anna about her perceptions of how fieldwork experience prepared her to teach in the classroom. She answered that the preparation program taught her how to prepare lessons and interact with students and coworkers. She said she is walking away with a toolbox "and then

some" she can use in her practice. The fieldwork connected the theory learned in the classroom with a real-life application, but she added that her work in school allowed her to understand what the professors and cooperating teachers were talking about. She said she could see the "theoretical practices they were learning about play in motion in her classroom." The strategies she learned in the program that she found helpful were the reading-comprehension strategies that worked exceptionally well in the classroom and the graphic organizers. She added that the strategies were not foreign to her because she was already using them in the classroom, but she gained a deeper understanding and learned various strategies. She found the structure of the lesson plan she learned in the program extremely useful in that it provided in-depth, comprehensive planning. She said, "They train your brain to think, to think about all this stuff which gives you confidence and reassurance that you can handle any situation." In addition, she said that learning about different learning styles was also especially useful, but once again, she said her 23-year classroom experience allowed her to understand and apply the gained knowledge. She said that if she could, she would advise all future pre-service teachers to become teacher assistants prior to entering the program. She feels like this would allow them to make better use of the time in the program because of the exposure to real-life classroom dynamics. She also explained how the program prepared her to use data, plan, create student assessments, and differentiate instructions to meet student needs. She stated that the instructors, as well as the fieldwork, allowed her to learn the importance of supporting students not only academically but emotionally as well. Anna believes that, very often, emotional supports are far more important than academics because "students will not learn if they are mentally not there." The instructors exposed her to the importance of data analysis and its application in the classroom. Once again, she reiterated that she appreciated the instruction much more because she was already using data

in her classroom.

Regarding how the program prepared her to communicate with diverse parents, Anna said that the program instructors provided various scenarios of how to handle parents, de-escalate situations, and speak about difficult issues. She said that although the program did an excellent job exposing pre-service teachers to various situations, her experience in customer service gave her the hands-on opportunity to deal with different people. She also said that the same strategies could be applied to collaboration. She said it is essential to know that not all collaborations will be rewarding and successful. She frankly added, "It is hard to prepare for this; we can do group work until the cows come home, and we can keep on working together. I feel that your cooperating teacher and you are going to have chemistry or develop it organically over time."

Anna was pleased with the feedback she received from her instructors. She also appreciates the availability to connect, offer support, or address any issues and concerns. She especially appreciates her fieldwork supervisor and his concern about the well-being of his students. He was always ready to talk and bounce ideas, and his post-observation meetings were meticulous and meaningful.

When I asked Anna how her fieldwork experience was similar or different from her own educational experience, she indicated that it was similar because it felt like a community. The program created a sense of family where pre-service teachers were given time and space to come together. She said that although her cooperating teacher was not all what she had hoped he or she would be, her field supervisor was great and supportive. Anna's fieldwork experience was slightly different because she was doing it part-time. She could not afford not to work, and accommodations needed to be made to ensure that. The lack of connection with the cooperating

teacher was missing from the fieldwork. She said that the chemistry was not there. They kept their relationship cordial and professional, but she felt that having a good connection would be beneficial and authentic.

I asked Anna how she would describe her overall feelings of self-efficacy to teach; she replied that she felt she had all the necessary tools to be successful but quickly added that she was nervous about having her own classroom. Although she worked in summer camps and as a teacher assistant and knew "how to handle 28 kindergarteners," having her own classroom would be different. Her experience comes mainly from smaller classrooms where adults often outnumber the kids. She was excited and nervous at the same time, but she was confident she would be fine, and that the nervousness would pass after the first week.

Danielle

Danielle is a 22-year-old, full of positive energy, and the daughter of a teacher and technology specialist. She grew up in a moderate means household with her three siblings. English is her first language, and she attended urban elementary, middle, and high school with mostly a White, middle-income student population. She said she had a good life growing up. She felt lucky because when she and her siblings were small, her mom was a stay-at-home mom and spent a lot of time with them. She gained a whole new appreciation for her childhood because she saw the students' parents working hard to support their families, coming home so late, often too tired to spend time with their children. Danielle was involved in sports, dance, and many clubs, especially in high school. She said that her parents were always very supportive and continue to support her and her younger brother as they are finishing their education. She laughed that she and her brother still live at home.

Danielle is not new to teaching because she was a teaching assistant at the same school

where she completed her student teaching. She said that they liked her and asked her to stay. Prior to that, she was a substitute teaching assistant in another district. She also worked in various summer programs, including summer school in the district where she was subbing.

Danielle stated that she appreciated the fieldwork experience in her preparation program. She said that learning the theories, teaching strategies, and pedagogy was excellent, but she is, as she said, a "hands-on person; I need to see it." She also said that subbing and watching an experienced teacher in action allowed her the exposure and experience she needed to learn the craft. The program provided her with a theoretical foundation, and the fieldwork tied all the experiences together. She asked me if I knew the disposition the program has, and because I was not familiar with it, she quickly explained it. The program and the school believe that all children can learn. She said that disposition came to life in the fieldwork classrooms.

When I asked Danielle what techniques and strategies she learned in the program, she quickly responded: patience and catering to the needs of children. She stated that every child would not learn the same way, and teachers need to figure out ways to help them. Sometimes, it must be a hands-on opportunity; sometimes, they have to visually see or kinesthetically experience the learning. She said the theoretical and experiential component she was exposed to in the program was helpful for her. She said she appreciated her placements greatly, but one that stood out to her is special education, self-contained class placement. There, she was able to truly visualize, internalize, and correlate the children's learning disability with the IEP. She was able to take part in delivering instruction to optimize the learning experience of each child in the classroom.

Concerning the quality of feedback that she received from the instructors and cooperating teachers, she said that one of her cooperating teachers gave her precise feedback. She recalls the

situation that she was reading to the class. The coopering teacher pointed out that she was reading way too fast for the first graders and focused her attention on taking her time, looking around, and allowing children to process what they were listening to. The other cooperating teacher rarely said anything and limited the feedback to "Good job" or "Really good job." Danielle was frustrated with the laconic feedback because "What does 'good job' really mean? I would appreciate the detailed feedback on what worked and what did not so I could learn and improve."

When asked what she found deficient in her fieldwork experience, she explained that, overall, she was happy with the placement sites and the cooperating teachers. However, she would appreciate more hands-on teaching rather than guided reading groups, as she experienced mainly in her first placement. The second placement allowed her to "test the waters" more. Regarding how fieldwork prepared her to manage her professional responsibilities, such as planning, creating student assessments, grading, and providing feedback, Danielle felt it was a good learning experience that prepared her to assume the responsibilities. She spoke about time management in particular because she juggles several responsibilities. She is a student who is also an athlete and has a job. She feels that time management is an important life skill that she must use every day of her life to manage her responsibilities successfully. She added that being a team captain has also taught her to be responsible for her team, and she feels she can take that experience to the classroom as well because she will be accountable for her students and their success.

I asked Danielle how the fieldwork prepared her to analyze data and design data-driven instruction; she hesitantly said that her fieldwork experience did not help her in this area. When I asked about the program, she paused for a while; I encouraged her to speak the truth and assured

her about the confidentiality of our conversation; she took a deep breath and said no, the program did not teach her to do it either. When we spoke about differentiating instructions to meet the needs of the students, she felt confident in the level of preparation she had received during her coursework and could also see it in her fieldwork classes. Her instructors trained her to include differentiation in all her lesson plans to the point that it became second nature. Her confidence level changed when I asked if the program prepared her to manage different student behaviors. She laughed and said probably not. She said that she is genuinely fortunate because her experience in the classroom has been exceptionally smooth and she did not have to deal with out-of-ordinary behaviors. In her classes, instructors and other student-teachers were sharing horror stories about student behaviors. She said it is a scary thought and said that if presented with the situation, she would not know how to handle it. She also stated that she feels it is impossible to truly prepare for challenging behaviors just by talking about them. She recalls the situation in the other classroom "in the inclusion class, where they had this kid, and he would be throwing chairs. It got so out of hand. The teachers, at one point, had to get the principal involved because he would not listen to them. So, I look at them; they have been teaching for 30 years and have trouble. I probably would have trouble myself at that point."

In my next question, I asked Danielle how the program prepared her to engage in collaboration with other teachers. She quickly responded that she feels very well prepared for that because, in many of her classes, she was asked to develop unit plans with other pre-service teachers whose area of concentration and the age group of students they were training to teach were different from hers. They had to communicate and frequently put their differences aside to deliver a cohesive unit of study that, with minor adjustments, could be used by all of them.

My next question shifted the focus of the preparedness from collaboration with other

professionals to communicating with diverse parents. Danielle said she never had a problem speaking with others but mentioned one instructor whose class on multicultural diversity narrowed it down for her:

> The bottom line is you always have to be nice and professional. You cannot pick and choose who you will be nice to, and you cannot take things personally. You also need to be objective and refrain from any judgment. We frequently spoke in class about equality and equity and the fact that we are in the service business. We must be able to cater to everybody.

As our interview continued, I asked Danielle how she felt about her own educational experience prior to the program. She said some teachers she had were miserable, and she often asked herself why they were even teaching. Because she had classroom experience working as a teaching assistant before entering the program, she already had seen teachers who were different from the ones she had. She also clearly articulated that her motivation to enter the teacher-preparation program came from the notion that she did not want to be like the teachers she experienced. Because she had classroom experience working as a teaching assistant before entering the program, she already had seen teachers who were different from the ones she had. She also stated that her fieldwork was different from her own experience with education in the same aspect. The teachers she met were passionate about their work and genuinely liked the students. Also, because she was equipped with a theoretical foundation, she knew what to expect from her cooperating teachers, and she was not disappointed.

Danielle expressed that she feels confident in her ability to teach her future students, because both instructors, the courses she took, and her fieldwork allowed her to build on her previous classroom experience. She said she is realistic and understands that things may not

always go as planned, but the foundation she built in the preparation program is strong.

In closing, Danielle said she was shocked at how good her preparation program was compared to other top education programs her friends attended. She laughed that her professors prepared her so well in class via discussions, group work, and carefully created assignments that she did not have to study hard for the test; she just knew it. She also said she could not wait to have her first teaching job and apply everything she learned.

Peter

Peter is a 28-year-old softball coach. For many years, Peter was part of the Scouts BSA, formerly known as Boys Scouts, first as a scout and now as a scoutmaster. He comes from a home of modest means. Both of his parents ended their education with a high school diploma. Peter was born and raised in the suburbs, where he attended elementary, middle, and high school. He describes his school's student population as predominantly White, except for high school, which was more diverse. He is not sure about the socioeconomic background of the student population in his elementary and high school. He characterized the socioeconomic background of his middle school as upper-middle income.

When Peter was eight years old, his parents divorced, and each married into diverse families. He stated,

> I inherited two stepsisters and a gay stepbrother from my mom's remarriage, and three African American stepbrothers from my father's, all of whom were older than me, one of whom became my best friend. As a result of my parents' divorce, I frequently misbehaved as an adolescent. I was suspended from school a handful of times, forced to attend summer school, and expelled from high school, and I will leave it at that.

Despite some of the turmoil, Peter said his parents were incredibly supportive of him, especially

his father. Peter participated in after-school sports such as basketball and baseball, and his father coached most of the teams.

When I asked Peter how similar and different his experience was with education, he replied that it was very different because his middle and high school was primarily lecture-like instruction with minimal hands-on activities. He also recalls not receiving much support in school, like the one kids receive today. Their actions toward him were more punitive than supportive. He also stated that he does not want to remember most of his education journey.

When we began to talk about his fieldwork experience and how well he felt fieldwork prepared him to teach, he stated, "It was the single most helpful aspect of the teacher-preparation program. The ability to see experienced teachers teach and handle a variety of situations both in class and out of the classroom was immensely helpful." He said that although he was not wholly new to dealing with children, he felt that the fieldwork allowed him to see what goes on in the structured setting of the classroom. He found it far more helpful and valuable than the coursework, which led to the next question of his theoretical preparedness. Peter said that he was not sure why he needed to learn theories that, to some extent, he felt were outdated and not helpful in teaching. On the other hand, some theories were broad enough to remain functional such as one of his favorite frameworks, Vygotsky's zone of proximal development. Peter mentioned that because he worked with children, he could see the theoretical practices he learned about playing in motion as he coached his players. He said that for the same reason, he regards student teaching and fieldwork as the most helpful teaching experience.

I subsequently asked Peter what techniques and strategies he learned in the program that he finds useful for his teaching practice. He replied that he is a big fan of backward design for lesson planning. He finds this approach helpful in planning units of study. He explained further

that “Having the big picture in mind and designing lessons to achieve that resonates with me and my experience with kids, and it is relatable to sports. Your big picture is to win the game; every step in planning the strategies starts from there.” He also remarked on the most helpful classroom-management strategies and techniques he acquired during his fieldwork experience. Therefore, it was not surprising that Peter contributed the most helpful aspect of his fieldwork experience to watching his cooperating teacher interact with students, “Namely, seeing how she maintained instructional flow amidst a series of questions and interruptions and building and maintaining rapport with students.” He added that he believes there should be a “classroom management” course included in each teacher-prep program dedicated solely to the nuances of maintaining order and control over students.

Next, I asked if the instructors provided meaningful feedback and suggestions to grow and if anything was deficient. Peter responded that aside from a few disagreements, instructors gave valuable feedback. They were stringent about the content of each lesson meeting and achieving the learning objectives. Instructors were easily accessible to answer any questions. Peter added that in the midst of things, he did not find anything deficient; however, he noted the lack of connection between him and his cooperating teacher, which undermined the experience. As he said, “We were professional on all occasions, but it was sort of dry, if you know what I mean.”

When I asked Peter how well the program prepared him to use time efficiently in managing professional responsibilities, he said he believed it had prepared him well. However, he found that creating smaller assessments within the lesson was not covered to the extent he would have liked. He said that he knew what to do from the theoretical standpoint, but the practical application did not follow. He also said he could not say he felt confident and prepared

to do all that professional responsibilities entail. Then I asked Peter how he felt the program prepared him to analyze data and use it in designing instructions; he responded that although he was familiar with data and used it in his coaching practice, he deepened his understanding of it during the preparation program coursework. Peter also pointed out what was also great was that he could see it, to a certain extent, during the fieldwork.

Regarding how adequately the program prepared him to manage different students' needs, he responded that during the program, he explored not only the academic aspects of student learning but mental health as well. He thinks the program did an excellent job preparing pre-service teachers for various situations:

> The teaching program was helpful in learning about differentiation. My fieldwork did not reinforce such knowledge: I did not attend any PDs with my cooperating teacher that might have been helpful. I did not attend any IEP meetings that might have been helpful. I did not see or help with any individualized learning plans that might have been helpful. I did not see much differentiation in my cooperating teacher's lessons. I did not walk away from my fieldwork experience feeling prepared to manage classroom behavior nor differentiate instruction.

When we spoke about if the program prepared him to address diverse parents, he said that certain socioeconomic information taught during coursework helped him understand how one might communicate effectively with a diverse pool of parents; however, this was not reinforced in the fieldwork experience. During fieldwork, he never spoke to any parents.

When I asked Peter about his overall feeling about his level of self-efficacy to teach his future students, he confidently replied that his self-efficacy remains high; however, this is not only owed to the teaching program but rather a combination of all his experiences. He added that

he came to the program with experience in dealing with kids, which he found fundamental to his growth during the program.

We then spoke about how his own education prepared him for the program; he answered that he never took an educational course before entering the teaching program and going back to his own experience as a student, he felt he received a sturdy education and considered himself a well-rounded person. He met teachers who were more memorable than others and some whom he would rather die than go back to their classroom. All jokes aside, he believed his education prepared him well enough for this program.

We concluded the interview with Peter sharing his excitement to begin his teaching career. He was confident that although he did not feel prepared for every situation that might happen, his experience and the thorough education he received would help him to be successful.

Themes

The following three themes were identified through extensive analysis of the interview transcripts.

Theme 1. **The relationships between cooperating teachers and student-teachers matter.**

All participants stated that the relationship with their cooperating teacher matters and added that it is vital to have "chemistry" among them. Participants also indicated they want a hands-on experience by being more involved with the students and daily classroom tasks.

Theme 2. Student-teachers feel prepared with the practical knowledge needed to teach.

All participants stated that the program equipped them with the practical knowledge needed to be successful teachers. They shared feeling prepared to write lesson plans and work collaboratively with colleagues and diverse parents. Participants shared that they were able to make connections between theories learned in class and their practical experience in their

fieldwork placement. All participants shared positive attitudes toward the program when they were able to make a connection between what they learned and what they were able to put into practice.

Theme 3. The educational experience is the motivating force for pre-service teachers to become teachers, regardless of their student-teaching placement experience.

One participant, Ana, had wonderful teachers growing up, whereas another participant, Danielle, dreaded her teachers and wanted to become a teacher to be different from them. Peter mentioned having good and bad teachers but loved the interaction with the kids. All participants are excited to begin teaching.

In summary, the qualitative results focused on specific experiences that student-teachers viewed as most effective concerning their self-efficacy and preparedness, as well as how pre-service teachers' own educational and socioeconomic background relates to site effectiveness and perceived feelings of self-efficacy and preparedness.

All respondents conveyed that making connections between strategies learned in class and being applied in the field placement classroom was one of the most effective site-related experiences. Participants cited prior teaching experience as the foundation of their fieldwork experience because it allowed them to compare it to what they already knew and take from it what they needed, making their experience more valuable.

Integration of Findings: Mixed-Method Results

The goal of the study was to identify and understand to what extent pre-service teacher perceptions of the placement site effectiveness and their background explain their feelings of self-efficacy and preparedness. The data obtained through quantitative surveys and the results of the qualitative interviews were combined to answer this dissertation's mixed-method question*:*

How do the pre-service teachers' ratings of the fieldwork site and pre-service teacher background explain their feelings of self-efficacy and preparedness? This section describes the findings as directed by the explanatory, sequential, mixed-method design, where qualitative data (Phase 2) enriched and further explained numeric data of the quantitative results (Phase 1; Creswell & Creswell, 2018).

To initiate the integration process, I reviewed all quantitative data sets and matched the findings with the major themes that emerged through the qualitative analysis. Pre-service teacher statements from the interviews were used to substantiate the quantitative findings. The findings revealed through the integration analysis. Table 4.10 demonstrates how qualitative results enhance the quantitative findings and allow for the formulation integrative assumptions. This segment reports the findings of the integration analysis organized by the research questions and phases of the study.

Field Experience Satisfaction and Self-Efficacy

As delineated by Bandura (1977), self-efficacy is one's belief in the ability to complete tasks and successfully deliver satisfactory results. Because people learn by observing, understanding, and duplicating behaviors, the quality of the observable models is connected to the learning outcomes. Self-efficacy was connected to the levels of satisfaction with the fieldwork experience.

Table 4.10
Quantitative and Qualitative Integrative Analysis

Research Question	Quantitative Findings Phase 1	Qualitative Findings Phase 2	Mixed-Method Findings
Overarching RQ: How do pre-service teachers' ratings of the fieldwork site and pre-service teacher background explain their feelings of self-efficacy and preparedness			
Self-Efficacy			
RQ1: Field experience satisfaction and self-efficacy	Self-efficacy levels were the highest regarding participants' ability to grow professionally over time in addressing their future students' needs and their capacity to positively influence students' academic and personal growth. Participants reported high levels of efficacy in their ability to put their own feelings aside to respond to students' needs.	Peter: "…explored not only the academic aspects of student learning but the mental health as well. I think that they did decent job preparing us for variety of situations. The teaching program itself was helpful in learning about differentiation." Anna: "…all the professors did a really great job with focusing on not just academic, but the mental health of a student, which I think is sometimes even more important than the academic side, because the student's not going to do well." Danielle: "Catering to the needs of children. Not every child's going to learn the same way and you need to differentiate and you need to figure out ways that they could visually see it."	Participants felt confident in their ability to grow professionally particularly in supporting student growth as the program stressed the need to cater to student needs, both academic and personal. The program prepared pre-service teachers to understand that the students come first, and as a professional, they have ability to handle variety of situation and differentiate to meet the needs of students.
Field Satisfaction			

RQ1: Field experience satisfaction and self-efficacy *RQ3*: Preparedness and perceptions of fieldwork effectiveness *RQ4*: Site related experiences and site effectiveness	Majority of participants were satisfied with their placement.	Anna: "…fieldwork experience got me prepared. Just going over how to make the lesson, how to interact with students, how to interact with other teachers and coworkers or co-teachers. Yeah, I really feel that they gave me all the tools and then some, for me to use." Peter: "I do feel that the…fieldwork experience especially student teaching, was the single most helpful aspect of the teacher program." Danielle: "placement in the special ed self-contained was most helpful just because that, you have to really understand the child and correlate their learning disability and their IEP to help cater to their needs and to do everything you can for that child to get the best education."	Participants were generally happy with their placement site, as they were able to acquire necessary skills needed for their professional success. Fieldwork experience is effective in increasing the ability to practice teaching. Placements in specific programs and interaction with other teachers increases the efficacy. Participants felt fieldwork experience was one of the most helpful experiences of the preparation program.
Socioeconomic and educational background/feelings of self-efficacy			
RQ2: Relationship between backgrounds and feelings of self-efficacy *RQ6*: Relationship	Feelings of self-efficacy are not affected by the educational and socioeconomic background	Danielle: I've had some teachers growing up and they were miserable, and I'd ask myself, "Why are you a teacher?" Peter: "For me, middle and high school consisted mostly of lecture-style instruction – there was no backwards design, no image analysis that I can recall, but mostly rote learning and memorization."	Two out of three participants interviewed reported positive educational experience. Participants mentioned school community that felt like the extended family and how strong relationships with teachers made a difference in their educational experience.

between background, site effectiveness, and feelings of efficacy		Anna: "…school was a community, and I always loved the feeling that it gave me to have almost an extended family in some way, because I don't have a big family. I just loved how personable my teachers were, that I could go and speak to them about things that weren't just in the classroom and get their advice. And then even the same in college. I loved the connections that you can make with teachers and really good teachers. Danielle: "I was always involved in a sport or at dance. Yeah. I was lucky just to have my mom stay at home with me growing up. Because I know right now that's an issue, where parents are working and it's hard to take care of their child." Anna: "At school, I did sports. I did theater. I don't have siblings. So my parents always made sure to get me involved with anything and everything just to be a really well-rounded person."	All interviewed participants reported participating in extracurricular activities, which is an indicator of middle to high income.
Preparedness to Teach			
RQ3: Preparedness and perceptions of	Participants feel the most prepared to plan lessons with clear learning objectives in mind.	Peter: "Backwards design for lesson planning. I find this approach extremely helpful in planning units of study. Having the big picture in mind and designing lessons to achieve that resonates with me	Participants feel prepared to plan units of studies and lesson plans with the end goal and clear learning objective in mind.

fieldwork effectiveness *RQ5*: Specific experiences and feelings of self-efficacy	Participants feel most prepared to manage their own professional development such as using colleagues' feedback to support their own professional growth, collaborate with colleagues to improve students' performance, and seek out learning opportunities to align with professional goals.	and the experience I have with kids. I think the most useful classroom-management strategies and techniques were learned during fieldwork experience." Anna: "Lesson plans were very thorough, very in depth…Program trains your brain to think on your own, gives you confidence and reassurance that you are able to handle any situation." Danielle: "…we had to do group unit plans of each... And one I remember is that it wasn't just my grade level. I'm doing one through six with special ed and gen ed. And I had a girl who was 7 through 12 and then another girl who was a different concentration, what TESOL. And we had to all come together to put a unit plan by one unit topic. And then with my math concentration, her TESOL, and the other social studies, had to all come together to include it. And I think that's how you incorporate collaboration throughout each other, because you can't always choose who you're going to be working with." Danielle: "you were not allowed to do as much hands-on teaching, that would allow you to test the waters."	The program, in particular fieldwork experience, allowed pre-service teachers to learn useful strategies and techniques. Feeling of preparedness, as well as the understanding of the management of professional growth increased because of collaboration with other pre-service teachers.
	Majority of respondents were satisfied with their cooperating teachers but	Peter: "simply put, was watching my cooperating teacher interact with students,	

	reported lower levels of satisfaction concerning clear expectations.	namely, seeing how she maintained instructional flow amidst a series of questions and or interruptions; also, building and maintaining rapport with students. Me and my cooperating teacher didn't really connect…I think that the lack of that connection undermined the experience a little."	The hands-on approach that allows more interaction with students and parents is needed, as it allows for the opportunity to practice in a variety of real-life situations.
		Danielle: "Me and my cooperating teacher weren't very connected. We tied, and I always came is as a professional and…did too"	The placement is very important, but the relationship with the cooperating teacher is crucial to develop and practice pedagogy. If the relationship is not organic, the process of learning to teach is undermined.
	Majority of participants reported high levels of satisfaction regarding field supervisors.	Anna: "He provided me with really great feedback. He was really concerned about my well-being and how I was going to do in the classroom. He took the time to always meet and just connect about issues or just bounce different ideas off. I also love that he took the time after my observation to really go over things with me, how to make it better. What worked, I just thought he always presented information really professionally."	Field supervisors play a vital role in the fieldwork experience and provide necessary supports for the pre-service teacher.

This section aimed to answer the following integrative question: How do the student-teachers' ratings of the fieldwork site and student-teacher background explain their feelings of self-efficacy and preparedness? In particular, *RQ1*, *RQ3*, and *RQ4* explored the relationship between field experience satisfaction, perceived effectiveness of the placement site, and feelings of self-efficacy.

Using the results from (a) the Self-Efficacy Survey (Phase 1), (b) Exit Survey (Phase 1), and (c) the interviews (Phase 2), I integrated the findings to answer the integrative question. Both qualitative and quantitative findings indicated that fieldwork provided ample opportunities for pre-service teachers to develop and practice the necessary skills needed for their professional success, and respondents were confident in their ability to grow professionally.

Integrated results demonstrated that fieldwork experiences prepared pre-service teachers to understand the various needs of the students and allowed pre-service teachers to build the ability to differentiate and support student growth, both academic and personal. Qualitative results elaborated on the numerical findings and general satisfaction with the fieldwork experience. Interviews indicated that fieldwork experience was one of the most helpful experiences of the preparation program and placement in specific programs, and interactions with other teachers increased the pre-service teachers' self-efficacy. Participants also indicated that although the placement is very important, the organic relationship with the cooperating teacher is crucial to develop and practice pedagogy. Participants also mentioned the vital role that field supervisors play in the fieldwork experience by providing the necessary support for the student-teacher.

Socioeconomic and Educational Background and Feelings of Self-Efficacy

This section focuses on examining the relationship between pre-service teachers'

educational and socioeconomic backgrounds, perceived site effectiveness, and feelings of self-efficacy (*RQ2* and *RQ6*) to answer the integrative question.

The results from the Self-Efficacy Survey (Phase 1) and the interviews (Phase 2) were used to draw conclusions rooted in the integrated findings. The quantitative findings revealed no significant relationship between self-efficacy and the level of mother and father education. The findings also showed that self-efficacy is not affected by the socioeconomic background of the schools that pre-service teachers attended. Qualitative data showed that all participants came from middle to upper income and participated in extracurricular activities. One participant attended a private school; two out of three had a positive experience with their schooling.

Preparedness to Teach

People with strong feelings of self-efficacy are inclined to feel good about their ability and preparedness (Bandura, 1977), can face and overcome challenges (Robertson-Kraft & Duckworth, 2014), and are more resilient (McLennan, 2017).

The integrative question asked: How do the student-teachers' ratings of the fieldwork site and student-teacher background explain their feelings of self-efficacy and preparedness? This section examined the relationship between the field experience satisfaction ratings, effectiveness of specific experiences and feelings of self-efficacy, and preparedness to teach (*RQ1* and *RQ5*).

I utilized the results from (a) the Exit Survey (Phase 1), (b) Teacher Candidate Evaluation of Cooperating Teacher (Phase 1), (c) Teacher Candidate Evaluation of Field Supervisor (Phase 1), and (d) the interviews (Phase 2). The qualitative findings revealed that participants feel prepared to plan units of studies and lesson plans with the end goal and clear learning objective in mind, and the program, in particular fieldwork experience, allowed pre-service teachers to learn useful strategies and techniques. The quantitative findings were supported by qualitative

results, allowing for the integrative conclusion that feelings of preparedness, as well as the understanding of the management of professional growth, increased during the practical component of the program and was supported by collaboration with other student-teachers. The integrated finding also supports the importance of the match between the cooperating teacher, the field supervisor, and the pre-service teacher. Although the placement is very important, the development of an organic relationship with the cooperating teacher is crucial to build and practice pedagogy. In addition, the field supervisor plays a vital role in the fieldwork experience and provides the necessary support for the pre-service teacher.

Conclusion

As stated at the beginning of this chapter, the purpose of this study was to determine factors in the student-teaching placement that pre-service teachers view as impactful to their feelings of self-efficacy and preparedness. The study also intended to clarify if and how pre-service teachers' educational and socioeconomic backgrounds influence their perceptions of the effectiveness of the placement site. The final question of this study aimed to explore how the pre-service teachers' ratings of the fieldwork site and pre-service teacher background explain their feelings of self-efficacy and preparedness.

This chapter contains a detailed analysis of both phases of this research. The chosen sequential, explanatory research design helped build upon the quantitative findings with the qualitative data and ultimately integrate the findings to broaden the understanding of what pre-service teachers view as the most impactful to their feelings of efficacy and preparedness.

The qualitative findings supplemented the quantitative findings by showing that the majority of participants are satisfied with the fieldwork experience and feel prepared to assume their professional responsibilities. The integrative findings showed what particular site-related

experiences pre-service teachers named most important to the growth of their feelings of self-efficacy. The integrative findings also revealed the necessity of building an organic relationship between the pre-service teacher, cooperating teacher, and field supervisor. It is important to note that the quantitative results could only be partially supported by the qualitative findings due to the small sample size of the interview phase. Although generalizations cannot be made, qualitative data supported the quantitative findings.

CHAPTER 5

DISCUSSION

> Learning to teach is a process of practicing new ways of doing, thinking, and communicating rather than simply acquiring new knowledge and information. (Perrow, 2013, p. 285)

Teaching is a complex and demanding enterprise that requires teachers to master an array of strategies that go way beyond the contents of the subject they teach. New teachers face incredible challenges in today's classroom, as they are responsible for students' academic achievements and their well-being in and out of the classroom (Adoniu, 2013; Glanz, 2015; Jimerson & Haddock, 2015). Glanz (2015) emphasized the critical role a teacher plays in a child's life, as they have the privilege and honor to lead students and help them achieve academically, but even more importantly, in life success. Teachers impact students' lives, help them discover who they are, and help them create memories (Eisenbach & Kaywel, 2013).

It is critical to recognize that becoming a teacher is a learning process and, as such, should provide diverse opportunities for pre-service teacher to learn and internalize what is needed to function professionally in their future school communities (Perrow, 2013). Ultimately, teacher preparation is crucial to ensure the professional success of the prospective teacher and to safeguard the academic success of the students. As a veteran teacher, I have often seen novice teachers struggle to manage all their professional responsibilities. These experiences consequently paved the way for this dissertation.

Problem Statement

The literature is clear that teachers entering the profession are very often inadequately prepared, which could be attributed to the ideology of preparation programs that perpetuate ideas

that do not relate to real applications (Perrow, 2013), past experiences, and social capital (Aragon et al., 2014; MacLeod, 2018). In addition, the schools in which pre-service teachers complete the practical component of the preparation may play a role in pre-service teachers' preparedness and feelings of self-efficacy (Goldhaber et al., 2017). Furthermore, pre-service teachers' own educational experience can influence their understanding of best teaching practices. SES and the quality of education that pre-service teachers receive may impact their understanding of the effectiveness of the fieldwork experience (Bali, 2014). Consequently, the lack of self-efficacy and preparedness is a direct outcome of the preparation program's failure to convey the essential strategies and provide meaningful and adequate practical application.

The following pages of this chapter present a summary of the study, interpretation of findings, and conclusions drawn from the data presented in Chapter 4, as well as the implications, limitations, and recommendations for future research and practice.

Summary of the Study

As stated in Chapter 1, the purpose of this mixed-methods study was to examine the qualities of effective practical residency experience and how it relates to pre-service teachers' feelings of self-efficacy and preparedness. More specifically, the focus is on the relationship between pre-service teachers' feelings of self-efficacy and preparedness, pre-service teachers' demographics, their socioeconomic and educational background, and the program's practical residency placement. I used a mixed-method, sequential, explanatory design to understand the relationship between pre-service teachers' demographics and pre-service teachers' perceptions of field-placement effectiveness. This design allowed me to examine pre-service teachers' perceptions of fieldwork effectiveness, feelings of self-efficacy and preparedness, and their background, and to supplement these findings with their narratives.

Although the literature recognizes the importance of student teaching for building pre-service teacher efficacy and preparedness, very little research has examined pre-service teacher placement and how the school environment and culture in which the prospective teacher completes practical residency affect preparedness and if pre-service teacher demographics influence their perceptions of fieldwork effectiveness concerning their feelings of self-efficacy and preparedness. These factors informed the purpose and the selection of the population for this study and allowed me to address the gaps in the existing literature.

To thoroughly investigate the problem, I relied on a quantitative approach to determine relationships between variables and qualitative interviews to deepen the understanding of the numerical findings. Data were collected in two phases during the end of the second semester of the 2021/2022 academic year, from April 2022 to June 2022. The qualitative component (Phase 1) was conducted first through two-fold data collection: an Exit Survey, Teacher Candidate Evaluation of Cooperating Teacher, and Teacher Candidate evaluation of Field Supervisor, which was distributed and collected by the Office of Fieldwork at the chosen university; and Self-Efficacy Survey distributed to the participants electronically via SurveyMonkey in April 2022. The qualitative phase (Phase 2) consisted of three semi-structured interviews with pre-service teachers who completed their fieldwork to gain information that would allow for a more in-depth, comprehensive understanding of their perceptions of their self-efficacy and preparedness and effectiveness of the placement site.

To ensure the accuracy of my study, I used SPSS, Intellectus, and Dedoose to organize, analyze, and code my data. I also examined all consented recordings, transcripts, and my notes to substantiate the gathered information. I also worked closely with my committee chairs to ensure no discrepancies and issues with my reporting.

Although the initial study was designed to allow matching data between the secondary surveys and the Self-Efficacy Survey, a new procedure was implemented at the institution during the semester of data collection, where participants did not have to include their names, preventing two databases from being matched by the participant. In addition, the original design included a larger number of participants in Phase 2, but due to circumstances I later discuss in this chapter, a low number of respondents was obtained. Even though the results of the qualitative study cannot be applied to the larger population of the pre-service teacher, the data indicate trends that can be examined in future research.

Summary and Interpretation of Findings

Bandura's self-efficacy theory and Bourdieu's theory of cultural capital suggest that previous experience influences one's perceptions; hence, I assumed that pre-service teacher demographics—primarily educational and socioeconomic background—might influence the perceptions of program effectiveness, preparedness, and feelings of self-efficacy.

This section presents a summary of findings in order of the data collection and analysis typical for sequential, explanatory, mixed-method design and answer the research questions through the lenses of self-efficacy and social capital frameworks. I also illuminate how qualitative results enhanced the quantitative results.

Quantitative Findings

To accomplish the goal of this study and answer the research questions, I used the secondary data, which comprised of the Exit Survey and Teacher Candidate Evaluation of the Cooperating Teacher and Field Supervisors. The surveys were designed by the research site university education program when the program applied for accreditation. I also used the Teacher Efficacy Survey, which was available online and had been used by many researchers.

The surveys were administered to the same pool of participants and centered on three areas: (a) self-efficacy and fieldwork satisfaction, (b) background and self-efficacy, and (c) preparedness to teach. One-way ANOVA was run to determine the relationship among variables. A descriptive analysis of means was also utilized to determine central tendencies. The participants completed the Exit Survey (n = 84), the Teacher Candidate Evaluation of Cooperating Teacher (n = 102), the Teacher Candidate Evaluation of Field Supervisor (n = 69), and Self-Efficacy Survey (n = 36).

Analogous to prior studies on the importance of fieldwork in elevating pre-service teacher efficacy and preparedness to teach (Coffey, 2010; Gatti, 2019; Lee & Kemple, 2014; Martin & Mulvihill, 2019; Perrow, 2013), the findings of this study demonstrated that fieldwork experience was rated positively by participants and contributed to increased feelings of self-efficacy and preparedness among participants.

Unlike some prior studies that addressed the relationship between background and perceptions (Balli, 2014; Corcoran & O'Flakerty, 2018; Han et al., 2015), the study findings did not significantly support the relationship between pre-service teachers' backgrounds and their perceptions of fieldwork effectiveness.

Quantitative descriptive findings revealed that pre-service teachers felt prepared to assume their professional responsibilities. Pre-service teacher evaluation of the fieldwork experience showed satisfaction with the placement and credited preparedness and high feeling of self-efficacy to a combination of theory and practice. General preparedness was evident; however, there were differences in how prepared pre-service teachers felt for specific aspects of teaching. Quantitative data also showed no significant relationship between the feelings of self-efficacy and preparedness, how pre-service teachers rate their fieldwork placement, and their

educational and socioeconomic background.

Qualitative Findings

To allow for a comprehensive understanding of quantitative results, the qualitative interviews of pre-service teachers (*n = 3*) were conducted and analyzed. This phase was crucial, because it allowed for an inside look into which specific experiences were important to pre-service teachers' development and influenced their perceived preparedness and feelings of self-efficacy. Data analysis allowed me to formulate three themes: (a) the relationships between cooperating teachers and student-teachers matter; (b) student-teachers feel prepared with the practical knowledge needed to teach; and (c) educational experience is the driving force for pre-service teachers to become teachers, regardless of their student-teaching placement experience.

The results indicated that pre-service teachers were satisfied with their fieldwork experience. Respondents expressed that making connections between strategies learned in class and the ability to apply them during the fieldwork was one of the most effective site-related experiences. Similar to prior studies (Evans et al., 2021; Tuchman & Issaks, 2011), participants cited prior teaching experience as an essential factor of their fieldwork experience because it allowed them to take from the program what they needed and compare it to what they had already experienced while working with students.

Mixed Method

The integration of findings led to several conclusions. Even though the conclusions cannot be considered significant due to several issues discussed later in this chapter, I increased my understanding of how student-teachers view their fieldwork experience as it relates to their preparedness and self-efficacy. The integrated findings, connected to the research question, are viewed through the following variables: (a) self-efficacy and fieldwork satisfaction, (b)

socioeconomic and educational background and self-efficacy, and (c) preparedness to teach.

Self-Efficacy and Fieldwork Satisfaction

Research Question 1 asked, how do field experience satisfaction ratings relate to student teachers' levels of self-efficacy and preparedness to teach? I assumed that pre-service teachers' self-efficacy levels would positively affect the field satisfaction ratings. The higher the ratings, the higher the levels of self-efficacy and preparedness. Bandura (1977) asserted that the level of self-efficacy could be used to determine how successfully one will perform in any given situation. The development of self-efficacy is critical for a pre-service teacher to be able to function well in a professional setting. This view is also supported by Bourdieu's (1986) theory of habitus, the formation of behaviors and dispositions that a person develops as the result of one's experience. Exposing pre-service teachers to constructive fieldwork is crucial to their learning.

This study supports and expands on what the literature discussed regarding the importance of fieldwork in increasing pre-service teachers' levels of preparedness and self-efficacy (Krieg et al., 2016; Livingston & Borko, 1989; Mills, 2013; Olson & Rao, 2015). Positive fieldwork experience directly relates to higher levels of self-efficacy and preparedness and is attributed to its effectiveness in increasing teaching ability. The findings of this study add to the existing literature that fieldwork experience is often perceived as the most important component of teacher-preparation programs. Moreover, the study showed the areas of the fieldwork experience that were the most valuable to pre-service teachers' self-efficacy and professional preparedness. Findings showed the highest levels of efficacy in pre-service teacher abilities to grow professionally over time, especially in supporting students' growth as well as pre-service teachers' ability to put their own feelings aside to efficiently respond to the needs of

students.

Research Question 3 asked, is there a relationship between the feeling of preparedness and pre-service teachers' perceptions of the effectiveness of the placement site? I assumed that a positive relationship would occur and that pre-service teachers' feelings of self-efficacy and preparedness would grow concurrently with the perceptions of the effectiveness of the placement site. The findings confirmed my hypothesis, and the data have shown that the general feeling of preparedness correlates with a pre-service teacher's rating of the effectiveness of the placement site. The integrative analysis supports prior literature (Lee & Kemple, 2014; Olson & Rao, 2016) and delivers precise results that fieldwork experience is a fundamental factor in increasing the ability to practice teaching.

Research Question 4 examined, what specific site-related student-teaching experiences did pre-service teachers view as most effective? Bandura's (1977) self-efficacy theory places significant importance on observing best practices and receiving meaningful feedback that guides the development of desired behaviors that will become one's "second nature" in order to foster self-efficacy. The integrative analysis of the results demonstrated that the placement in specific programs, such as special education and the interaction with other teachers, increased preparedness and efficacy to address the specific needs of students in the classroom. The fieldwork experience was crucial for pre-service teachers' professional growth; a hands-on approach that allowed for natural interaction with students and parents was considered one of the most important aspects of the student-teaching experience. However, the results have shown that pre-service teachers would want to see more of the hands-on approach in their fieldwork journey.

The integrative analysis also showed that although pre-service teachers value the

placement site, they mentioned the importance of specific factors, such as the role of the cooperating teacher and the field supervisor in the fieldwork experience. Organic, caring, and professional relationship with both was cited by pre-service teachers as essential in the development and practice of pedagogy. Moreover, it was mentioned as one of the most valuable site-related experiences in practical preparation. Overall, findings of this study support and expand on the existing literature that thoroughly described the significance of good fieldwork experience for the development of professional efficacy and preparedness (Gatti, 2019; Goldhaber et al., 2017; Rondfeldt, 2015) by providing information about what pre-service teachers view as most valuable for their professional development.

In Chapter 2, I extensively discussed the importance of self-efficacy and the necessary factors needed in its acquisition and sustainability. This study supports the importance of self-efficacy in the professional development of pre-service teachers. It highlights the importance of fieldwork experience that exposes student-teachers to the reality of the classroom and provides opportunities to practice teaching in various practical settings.

Socioeconomic and educational background and self-efficacy

Research Question 2 asked, is there a relationship between pre-service teachers' educational and socioeconomic backgrounds and feelings of self-efficacy? I hypothesized that there should be a relationship between pre-service teacher background and self-efficacy. According to Bourdieu's (1986) theory of social capital, people are a direct outcome of their experiences and habits acquired growing up in a particular setting within the group. I assumed that people from affluent families were exposed to different educational and extracurricular realities than those from less fortunate families, resulting in higher levels of self-efficacy. The literature explored the importance of one's social capital when exploring personal preferences

(Aragon et al., 2014) and attributed it as a possible hindering factor of pre-service teachers' self-efficacy and preparedness (MacLeod, 2018).

In the quantitative data analysis, it was surprising that no significant relationship was found between the SES of all schools that student-teachers attended (elementary, middle, and high school) and the education level of their parents. However, qualitative data analysis revealed that although participants were not speaking directly about their SES, they participated in extracurricular activities, came from middle- to upper-income families, and attended public and private schools.

Research Question 6 examined how pre-service teachers explain their own educational and socioeconomic background in relation to site effectiveness and their perceived feelings of self-efficacy and preparedness. Based on the literature review and the theoretical frameworks used in this study, I assumed that the pre-service teacher background and lived experiences would influence their perspective of the effectiveness of the placement site and their feelings of self-efficacy and preparedness. According to Bandura (1977, 1989), self-efficacy is built while observing, understanding, and replicating behaviors and impacts how an individual will act and perceive situations. In addition, the literature also discussed the importance of backgrounds and preconditions any individual carries with them as the result of their upbringing and exposure to characteristics of the social settings that they grew up in (Balli, 2014; Bourdieu, 1989; Corcoran & O'Flakerty, 2018; Han et al., 2015; MacLeod, 2008).

It was surprising that the results of the quantitative phase did not support the assumption and showed no significant influence of educational or socioeconomic background on how pre-service teachers perceive site effectiveness or their feelings of self-efficacy and preparedness. However, the qualitative data revealed that pre-service teachers' own prior educational

experience could be a motivator for entering the teacher-preparation program. Two participants mentioned positive learning experiences and teachers who made a difference for them. One participant mentioned negative educational experiences and miserable teachers who made the experience worse. However, they all talked about their educational experience as a motivator to become a teacher, whether to be like the teachers they had or become the teacher they wished to have had.

Participants spoke about the supportive environment they grew up in, particularly from their parents, who encouraged academics and extracurricular activities such as sports, clubs, and performing arts. Participants also reported that having a stay-at-home parent was crucial for their upbringing, as it is not typical for many children today. The sense of community that was part of the educational experience for some participants was found in the fieldwork experience, which they believe strengthened their feelings of self-efficacy and preparedness. Overall, the integrative data analysis results do not entirely eliminate the possibility of a connection between the educational and socioeconomic background and perceived effectiveness of the placement site, as well as the feelings of self-efficacy and preparedness.

Preparedness to Teach

Research Question 5 investigated, what specific experiences do pre-service teachers find most effective concerning their feelings of self-efficacy and preparedness? Furthermore, a sub-question asked, how do pre-service teachers describe the level of opportunities they were given to teach actively?

One of the problems with teacher-preparation programs examined by previous literature is the evident disconnect between the ideals and realities of the classroom. The perpetuation of unrealistic scenarios often leads to discrepancies in understanding ascribed and actual practices

in real-life situations that occur in the classroom (Clark & Newberry, 2019; Perrow, 2013). The integrative results analysis revealed that pre-service teachers felt prepared to teach primarily in planning the units of studies and lessons with a clear objective due to the extensive opportunities they were given to learn and practice during the coursework and practical residency. Pre-service teachers felt well prepared to understand and manage their professional growth because they were exposed to collaboration with other colleagues not only to improve their performance in the classroom but also to seek opportunities to achieve their professional goals. Pre-service teachers reported that working with other pre-service teachers who were trained to work in different certificate areas contributed to their self-efficacy and preparedness, because it allowed them to look at the same task from different perspectives.

The integrative analysis also determined that even though most participants felt prepared to teach, they indicated slight dissatisfaction with the number of opportunities they were given to engage in hands-on teaching, which would allow more interactions with students and to practice real-life situations. In addition, participants mentioned that they would like to be given more opportunities to engage in another aspect of the profession, such as interactions with parents.

The literature is clear about the importance of real-life preparation for student-teachers (Coffey, 2010; Gatti, 2019; Goldhaber et al., 2017; Lee & Kemple, 2014; Martin & Mulvihill, 2019; Perrow, 2013; Rondfeldt, 2015). This study not only supports what the literature discussed but also provides additional understanding of what pre-service teachers view as necessary to developing their own professional self-efficacy and preparedness. The study also notes what student-teachers would like to experience and learn during their preparation programs, such as adding behavior management and modification class to the program curriculum.

Integrative Question 6 aimed to examine both quantitative and qualitative phases together

and asked, how do the pre-service teachers' ratings of the fieldwork site and pre-service teacher background explain their feelings of self-efficacy and preparedness? The significance of teacher preparation, both theoretical and practical, has been discussed extensively. Researchers highlighted the alarming reality that teachers entering the profession are not prepared to teach (Adoniu, 2013; Boyd et al., 2009; Pomerance et al., 2016; Walch & Akhavan, 2018) and claimed that the lack of new teachers' preparedness is not the novice teacher problem but the failure of a preparation program. Also, research has shown that teacher-preparation programs are frequently setting up prospective teachers for failure due to a disconnect between theory and practice and not exposing student-teachers to best practices (Coffey, 2010; Lee & Kemple, 2014; Olson & Rao, 2016; Perrow, 2013). The current study expanded on the previous research by utilizing the mixed-method methodology, which connected pre-service teachers' feelings of self-efficacy and preparedness, their perceptions of the effectiveness of the practical residency placement, and the most valuable experiences that allowed them to elevate their efficacy and preparedness.

The overarching question of this study was, what do pre-service teachers in a small, northeastern Catholic teacher-preparation program identify as the qualities of an effective practical residency experience, and how does it relate to pre-service teachers' feelings of self-efficacy and preparedness? The results of this study confirmed and expanded the understanding of an effective preparation program, particularly the practical residency. Pre-service teachers were able to explain the most valuable fieldwork experiences that related to their feelings of self-efficacy and preparedness to teach. They also described what they felt was deficient in the process, such as insufficient opportunities for active teaching and engagement in other professional responsibilities.

Even though the results are not showing the significant importance of student educational

and socioeconomic backgrounds in determining the effectiveness of the placement site and contributions to the feelings of self-efficacy and preparedness, I believe that because all my participants came from middle- and upper-income upbringings, they were exposed to similar experiences. Therefore, it is impossible to generalize to what extent background influences the perception. What is important to note is that this study added another layer of understanding of what an effective preparation program should look like from the pre-service teacher perspective.

Contribution to Theory

This research study utilized a mixed-method design to explore the qualities of an effective practical residency experience and how it relates to pre-service teachers' feelings of self-efficacy and preparedness. As documented in Chapter 2, there have been several studies regarding insufficient teacher preparation (Boyd et al., 2009), self-efficacy and preparedness (Wiens & Ruday, 2014), and the role of fieldwork placement in raising pre-service teacher efficacy (Corcoran & O'Flakerty, 2018). I believe this dissertation study has added a new element to the literature on factors of adequate fieldwork preparation. The outcomes of this study were examined through the lenses of the theoretical frameworks of self-efficacy and social capital. Both theories focus on building self-efficacy and preparedness while providing meaningful observations and practice and acknowledging individual preconditions.

Fieldwork should bridge the theoretical training that the pre-service teachers acquired in their courses and the necessary practical experience they need to be successful teachers upon their graduation. Self-efficacy theory was introduced by Bandura in 1977 and indicated that self-efficacy is developed through the observation of best practices, is socially influenced, and has a direct impact on one's motivation and behaviors. The interviewed participants shared that they were happy with their fieldwork experiences, particularly with the varied placements, but they

were disappointed with the limited opportunities to apply best practices they learned during their coursework and observed being implemented by their cooperating teacher. Participants also mentioned that a more hands-on approach would allow them to practice teaching actively and participate in other elements of teaching, such as speaking to the parents or attending IEP meetings, which would be beneficial to their self-efficacy and preparedness.

While self-efficacy theory centered on the acquisition of desired behaviors, Bourdieu's (1989) theory of cultural capital focused on societal and cultural constraints any individual is bound to acquire while growing up in a specific setting within a particular group. Furthermore, every person is a result of values, societal constraints, and experiences; hence, educational background and SES may contribute to perceived feelings of self-efficacy and preparedness (Bourdieu, 1986). Cultural capital is essential to understand, as it explains the role of one's background and how it impacts how people perceive the world. This study analyzed the relationship between pre-service teachers' self-efficacy and the education level of their parents, their socioeconomic standing, as well as the socioeconomic makeup of the schools that participants attended. Although interviewed participants did not make explicit connections to these variables, they all came from middle- to upper-income families and attended schools where the majority of students came from the same socio-economic background. In addition, they all had participated in extracurricular activities and had parents who supported them academically and socially. It could be argued that because of the resources that the participants had at their disposal due socio-economic standings and the fact that they were afforded a variety of opportunities to participate in extracurricular activities, this allowed them to acquire higher levels of feelings of efficacy than those who grew up in less fortunate circumstances. Because cultural capital is developed primarily through an individual's initial learning and is

unconsciously influenced by the environment and subtleties of the social group they are a part of, very frequently this capital is not realized (Bourdieu, 1989; Huang, 2019).

The results of this study support the existing literature regarding the need for practical fieldwork experience that connects theory and practice and provides opportunities to practice teaching. However, the study adds information about what effective fieldwork experience looks like. It highlights factors that pre-service teachers view as most important regarding their self-efficacy and preparedness—for example, placement in a different educational setting that provides an opportunity to see and practice addressing different educational and emotional needs of students. The results also explained what pre-service teachers would like to see more of or add to their practical experience and coursework. In addition to Bandura's (1977) self-efficacy theory and Bourdieu's theory of cultural capital, I believe that this issue is worth examining through a different lens, perhaps the ethics of care theory (Noddings, 2012), which highlights reciprocal relationships between people based on mutual respect, genuine conversation, and intent for action.

According to Noddings (2012), caring relations are one of the pillars of pedagogy. Teachers are taught to listen to establish trust and a feeling of cooperation in their classrooms. The same is true for new teachers. Williams (2010) asserted that circumstances are crucial mechanisms of change; therefore, if new teachers are not met with a caring, supportive environment, even the strongest feelings of self-efficacy and preparedness will fade. Schools must strive to provide support for all relationships, not only between teachers and students: "Caring is not just a warm, fuzzy feeling that makes people kind and likable. Caring implies a continuous search for competence" (Noddings, 1995, p. 24). Moreover, the ethics of care emphasizes the importance of care that is independent from a friendly relationship. Noddings

(1995) suggested that care will take place when one is listening attentively to others' needs, with a clear intention to help.

Regarding the school setting, Noddings (2005) suggested that caring relationships between the teacher and student must be attentive and based on the caring teacher listening to student needs and responding to fulfill those needs. Pre-service teachers need to be cared for by their cooperating teachers in order to grow professionally, regardless of their social capital and the depth of the relationship between the two. Consequently, in conjunction with the theory of care, Bandura's theory of self-efficacy better supports pre-service teachers and allows them to sustain and expand their self-efficacy and preparedness, ultimately assuring their pedagogical success.

Although the impact of pre-service teachers' educational and socioeconomic backgrounds did not fully support the literature, and although interviewed participants were not representative of the population of pre-service teachers in other preparation programs, they all reported similar educational experiences and socioeconomic backgrounds. Perhaps examining different variables and a larger, more diverse sample would deliver more substantial results.

I believe that my dissertation would be beneficial for educators and researchers who explore the field of teacher preparation, as it adds another dimension to the understanding of the effectiveness of the fieldwork experience in rising pre-service teachers' feelings of self-efficacy and preparedness to teach as identified by the pre-service teachers' learning to teach in a small, Catholic, northeastern university teacher-preparation program.

Limitations, Delimitation, and Recommendations for Future Studies

Several limitations to this study should be acknowledged and inform future research.

Inability to Link Data

One of the primary limitations of this study was the inability to connect data sets, as the institutional regulations for students' exit surveys had changed to anonymous, no longer requiring students to fill out their names. Although the Self-Efficacy Survey was designed to ask participants several demographic questions, including their name, due to the low response rate and the fact that I could no longer match the participants in all data sets, the provision was made to not require participants to reveal their names. Working with three numerical data sets that could not speak to one another limited my ability for data analysis and significant conclusions. To combat such issues, my recommendation for future researchers is to determine if the institution is planning any changes regarding the requirements of the evaluations. Perhaps assigning a code to each participant that could be used for all parts of data collection would also alleviate such issue.

Demographics and Sample Size

Another limitation of this study was the demographics of the sample size of pre-service teachers that participated in this research and the number of participants who completed the qualitative interviews. The demographic limitation that impacted this study was the higher female-to-male ratio of pre-service teachers. The chosen university's female student population enrolled in the education program is disproportionately higher than male students (75.7% to 24.3%, respectively; College Factual, 2022), which is reflective of national trends regarding education.

As of 2022, there were over 3.8 million teachers currently employed in the United States (Zippia, 2023). Female teachers dominate the field and represent 74.3% of the population, while only 25.7% are men. Thus, the recruitment of males for teacher-preparation programs might

address this issue.

The number of participants that completed the interviews also limited this study. While completing the Self-Efficacy Survey, 26 participants declared their interest in participating in the qualitative interviews. However, because the participants of this study were pre-service teachers that completed their teacher-preparation program, as well as the timing of the interviews, which fell right at the end of the spring semester, a very small sample was obtained. Although the information gathered through the interviews was important, the sample size did not allow for validation and generalizability of findings. Because the sample size limited this study, I recommend that future researchers consider longer recruitment times, particularly regarding the timing of the data collection. Because the participants were in the ending stages of their preparation program and in the middle of finals week, perhaps conducting the study earlier could potentially generate a larger sample size.

Homogeneity

The last limitation that must be mentioned is that both the participants and the researcher were students of the same institution. The location of this research was selected using the non-random convenience sampling method to ensure that a representative sample would be obtained. The fact that all participants were from the same institution limits the generalizations that could be made, regardless of the sample size. It is safe to assume that not all institutions and not all preparation programs function precisely in the same way, and their population does not reflect the same makeup as the participants of this study. Therefore, the recommendation for future research is to expand the study to include diverse preparation programs.

Implications

This study generated several implications that could inform practice, policy, and research.

The premise of this analysis was to examine and understand factors of effective fieldwork experience and how the perception of its effectiveness explains pre-service teachers' feelings of self-efficacy and perceived preparedness. The quantitative data examined the relationship between variables and delivered exciting findings that were grouped into three categories: (a) self-efficacy and fieldwork satisfaction, (b) self-efficacy and educational and socioeconomic backgrounds, and (c) preparedness. The findings showed that higher feelings of self-efficacy and preparedness corresponded with higher fieldwork satisfaction but did not support the relationship between pre-service teacher background, perceived site effectiveness, and feelings of self-efficacy and preparedness. The quantitative results delivered more in-depth understandings and allowed for more comprehensive conclusions about specific aspects of the preparation and how these factors contributed to elevating pre-service teachers' feelings of self-efficacy and preparedness. The findings of this study can offer insight into program effectiveness and potential curriculum adjustments, especially in preparation for working with students with disabilities and emphasizing an inclusive education.

Practice

The results of the study show the impact of pre-service teachers' relationships with their fieldwork placement cooperating teacher and their perceived feelings of self-efficacy and preparedness. Some participants emphasized the importance of an organic, supportive relationship with their cooperating teachers. Hoa Thi and Yang (2018) stressed the importance of a match between a pre-service teacher and a cooperating teacher and remarked that the pre-service teachers were happy with their cooperating teacher because she provided "emotional support" (p. 639). Mpate et al. (2021) concurred and pointed out that social support entails "engaging in effective socializing, listening, observing, advising, counseling, encouraging and

reflecting with pre-service teachers" (p. 33). Unfortunately, the match is dependent on the teacher's scheduling availability. I believe that it is fundamental that the cooperating teachers agree and want to participate in the program. More importantly, the cooperating teacher needs to slowly immerse the pre-service teacher into the practical reality of the classroom and other professional responsibilities, like a gradual release model where the pre-service teacher takes over the class by the end of the semester while the cooperating teacher supervises.

It is also essential that the student-teacher is exposed and welcomed to participate in activities and responsibilities in which the cooperating teacher is engaged. One participant, Peter, mentioned that he did not attend any professional development that his cooperating teacher attended, even though it "would have been helpful." To ensure the quality of the experience, I propose to provide incentives for cooperating teachers, such as free college credits upon the completion of mandatory college courses or seminars in preparation for hosting student-teachers. Providing the cooperating teacher with Continuing Teacher and Leader Education CTLE) credits, or other state specific credits, would also be a good way of inciting teachers to work with pre-service teachers. Providing pre-service teacher with valuable and meaningful fieldwork experience is a direct result of collaboration between the teacher-preparation program and the host school and hence needs to involve all parties and allocate the obligations equally. It means that fieldwork supervisors must be more selective and intentional when pairing cooperating teachers with student-teachers and principals, facilitating opportunities for meetings and collaboration between fieldwork supervisors, cooperating teachers, and student-teachers. Following Noddings' theory of care, I recommend that cooperating teachers host student-teachers with the ethics of care in mind to benefit pre-service teacher professional development and support self-efficacy and preparedness.

Policy

The importance of fieldwork has been discussed in many studies (Ghatti, 2019; Goldhaber et al., 2017; Perrow, 2013; Schunk, 1989). This dissertation confirms and expands the understanding of successful fieldwork experience. A healthy balance between theory and practice is fundamental to the development and professional capacity of pre-service teachers. Participants of this study emphasized the importance of fieldwork, citing it as one of the most valuable experiences of the whole preparation program. Participants also mentioned the need to expand the fieldwork experience, which would include more opportunities to actively put into practice what was learned in the coursework. Practicing teaching and all that teaching in the real world implies, has to be an integral part of the process of learning to teach. In fact, more extended fieldwork could result in higher self-efficacy and preparedness (Reynolds et al., 2016; Tuchman & Isaaks, 2011). Given the constantly changing realities of today's classroom and the constant need for teachers to adapt to changing requirements and student needs, "real" practical residency is more important than ever. Preparation must include exposure to a real-life situation that occurs in the classroom; hence, participants recommended that a classroom management course be added to the teacher-preparation program. I believe that classroom management is fundamental and comes before academics. If the classroom is not managed for unwanted behaviors, the learning will be destabilized for all students (Alcruz & Schroeder, 2022; Schonert-Reichl, 2017; Sieberer-Nagler, 2016). During my career in public education, I witnessed teachers, particularly novice teachers, struggling with managing students' behaviors and frequently getting discouraged, frustrated, and ultimately leaving teaching. Therefore, I recommend classroom management courses to be an integral part of teacher-preparation programs.

Research

According to Martin and Mulvihill (2019), “Teacher self-efficacy is a complex topic” (p. 1). Bandura (1977) indicated that anticipated outcomes are contingent on how one feels they will perform in any given situation. Participants in this dissertation study reported feeling prepared to assume their professional responsibilities. However, research clearly shows that the number of teachers leaving the teaching field has increased from 4,108 in 2014–15 to 5,341 in the 2028–19 school year. The trends are even more alarming for novice teachers. Of the 372.826 teachers, 25% leave within the first year and 33% in one to two years (Tran & Smith, 2022). Therefore, a pre-service teacher’s feelings of self-efficacy do not support Bandura’s (1977) theory on a larger scale, and more needs to be done to support teacher efficacy and teacher retention. Teacher-preparation programs are designed to provide student-teachers with an opportunity to develop their competence in the classroom (Aglazor, 2017), but Martin and Mulvihill (2019) argued that assessments should routinely be collected to ensure the accuracy of self-efficacy estimates. The results of this study are significant, because if pre-service teachers have high self-efficacy and do not have a tangible assessment to support their confidence, more novice teachers may continue to leave the profession. In addition, frequently, the constructs in which teachers begin their professional career after the completion of a preparation program might not promote the enhancement of self-efficacy but rather its diminishment (Alibakhshi et al. 2020; Moè et al., 2010). Therefore, it is possible that self-efficacy alone is not enough to predict future success, as various factors play a role in how novice teachers are developed. As mentioned, the ethic of care should play an essential role in developing and sustaining teachers.

Conclusion

The emphasis of this research was to analyze what pre-service teachers in a small,

northeastern Catholic teacher-preparation program identify as the qualities of an effective practical residency experience and how it relates to pre-service teachers' feelings of self-efficacy and preparedness. The findings indicate that more needs to be done to adequately prepare pre-service teachers. The findings also generated results that provide an understanding of what an effective fieldwork experience is and how it translates to pre-service teachers' feelings of self-efficacy and preparedness.

Without the addition of a more supportive environment that connects theory and practice, preparation programs will continue to insufficiently prepare teachers for the difficult realities of the classroom. Programs must ensure that they provide pre-service teachers during and after preparation programs with what teachers need to elevate preparedness and self-efficacy. In this research study, participants expressed general happiness with fieldwork experience but mentioned that a more hands-on approach, such as adding behavior-management guidance as well as the organic relationship with cooperating teachers, would make the fieldwork experience much more valuable. Teacher-preparation programs should consider the results of this study when developing future preparation programs for pre-service teachers because United States is amidst one of the most significant educational crises in recent history. Not only do we have an issue with teacher retention but also with enrollment into teacher-preparation programs. The number of teacher-education program completers has declined annually, dropping from 2,060 in 2014–15 to 1,642 in the 2018–19 school year nationwide (Tran & Smith, 2022). Given the crisis, it is more important than ever to prepare teachers to teach and equip them with an array of strategies needed to function in the classroom.

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Appendix A

Molloy College

1000 Hempstead Ave., PO Box 5002, Rockville Centre, NY 11571-5002
Division of Education
Field Placement Office
T: 516-323-3138
F: 516-323-3168
www.molloy.edu

Teacher Candidate Evaluation of Cooperating Teacher

Name of Cooperating Teacher:_____

District/School:_____Grade Level/Subject_____

Circle the number showing the agreement or disagreement you have with each statement.

After you have completed this evaluation, please drop it off in the Field Office (room K213)

Performance Scale:
(1 = Strongly Disagree to 4 = Strongly Agree)

1. Used methods and strategies similar to what we have been taught	1 2 3 4
2. Assisted me in my growth as a professional teacher.	1 2 3 4
3. Worked to develop effective communication lines between us.	1 2 3 4
4. Clearly communicated expectations for me as student teacher.	1 2 3 4
5. Provided helpful feedback on a regular basis.	1 2 3 4
6. Evaluated my work in ways that were meaningful to me.	1 2 3 4
7. Allowed me the freedom to try new strategies/resources.	1 2 3 4
8. Knowledgeable in the content area(s) I was teaching.	1 2 3 4
9. Supported me when I tried different activities or strategies.	1 2 3 4
10. Helpful when I requested information or assistance.	1 2 3 4
11. Available to confer with me on a regular basis.	1 2 3 4

12. Knew and understood his/her responsibilities toward me. 1 2 3 4

13. Served as a good role model/mentor in management/discipline issues. 1 2 3 4

Comments:

Signature:_____ Date:_____

Appendix B

Molloy College

1000 Hempstead Ave., PO Box 5002, Rockville Centre, NY 11571-5002
Division of Education
Field Placement Office
T: 516-323-3138
F: 516-323-3168
www.molloy.edu

Teacher Candidate Evaluation of Field Supervisor

Field Supervisor:_____ Program:_____

Circle the number showing the agreement or disagreement you have with each statement.

After you have completed this evaluation, please drop it off in the Field Office (room K213)

Performance Scale:
(1 = Strongly Disagree to 4 = Strongly Agree N/A=non-applicable)

1. Assisted me in my growth as a professional teacher	1 2 3 4 N/A
2. Worked to develop effective communication lines between us.	1 2 3 4 N/A
3. Clearly communicated expectations for me as a student in the field.	1 2 3 4 N/A
4. Provided helpful feedback on a regular basis	1 2 3 4 N/A
5. Evaluated my work in ways that were meaningful to me.	1 2 3 4 N/A
6. Knowledgeable in the content area(s) I was teaching.	1 2 3 4 N/A
7. Helpful when I requested information or assistance.	1 2 3 4 N/A
8. Available to confer with me on a regular basis.	1 2 3 4 N/A
9. Knew and understood his/her responsibilities toward me.	1 2 3 4 N/A
10. Served as a good role model/mentor in management/discipline issues.	1 2 3 4 N/A
11. Observed me often enough to be helpful. (as required by Molloy)	1 2 3 4 N/A
12. Weekly seminars were informative and productive (student teachers only).	1 2 3 4 N/A

13. Weekly seminars contributed to my professional growth and development. 1 2 3 4 N/A
(Student teachers only)

14. I recommend this person to serve as a field supervisor in the future. 1 2 3 4 N/A

Comments:

Signature:_____ Date:_____

Appendix C

Teacher Candidate Exit Survey

TEACHER CANDIDATE EXIT SURVEY 2021 (Sample)
Description:
Date Created: 3/1/2022 11:00:59 AM
Date Range: 3/1/2022 12:00:00 AM - 3/2/2022 11:59:00 PM
Total Respondents: 0

Q1. First Name		
Count		Percent
0	0.00%	
0	Respondents	

Q2. Last Name		
Count		Percent
0	0.00%	
0	Respondents	

Q3. Maiden Name		
Count		Percent
0	0.00%	
0	Respondents	

Q4. Personal email address (i.e. enail that you will be checking most frequently after graduation):		
Count		Percent
0	0.00%	
0	Respondents	

Q5. Mailing address after graduation:		
Count		Percent
0	0.00%	
0	Respondents	

Q6. FOR WHAT GRADUATE LICENSURE/CERTIFICATION AREA DID YOU PREPARE TO TEACH AT MOLLOY COLLEGE?		
Count	Percent	
0	0.00%	CHILDHOOD/ EARLY CHILDHOOD
0	0.00%	CHILDHOOD
0	0.00%	CHILDHOOD/ SPECIAL EDUCATION
0	0.00%	CHILDHOOD/ TESOL
0	0.00%	ADOLESCENT BIOLOGY
0	0.00%	ADOLESCENT BIOLOGY/ SPECIAL EDUCATION
0	0.00%	ADOLESCENT BIOLOGY/TESOL
0	0.00%	ADOLESCENT ENGLISH
0	0.00%	ADOLESCENT ENGLISH/ SPECIAL EDUCATION
0	0.00%	ADOLESCENT ENGLISH/ TESOL
0	0.00%	ADOLESCENT MATHEMATICS
0	0.00%	ADOLESCENT MATHEMATICS/ SPECIAL EDUCATION
0	0.00%	ADOLESCENT MATHEMATICS/ TESOL
0	0.00%	ADOLESCENT SOCIAL STUDIES
0	0.00%	ADOLESCENT SOCIAL STUDIES/ SPECIAL EDUCATION
0	0.00%	ADOLESCENT SOCIAL STUDIES/ TESOL
0	0.00%	ADOLESCENT SPANISH
0	0.00%	ADOLESCENT SPANISH/ SPECIAL EDUCATION
0	0.00%	ADOLESCENT SPANISH/ TESOL
0	0.00%	ADVANCED IN CONTENT/ INITIAL IN SPECIAL EDUCATION
0	0.00%	ADVANCED IN CONTENT/INITIAL IN TESOL
0	0.00%	OTHER, SPECIFY
0	Respondents	

Q7. HOW SATISFIED WERE YOU WITH THE FOLLOWING ASPECTS OF YOUR TEACHER PREPARATION PROGRAM? - Advising for education program requirements		
Count	Percent	
0	0.00%	VERY DISSATISFIED
0	0.00%	DISSATISFIED
0	0.00%	SATISFIED
0	0.00%	VERY SATISFIED
0	Respondents	

Q8. HOW SATISFIED WERE YOU WITH THE FOLLOWING ASPECTS OF YOUR TEACHER PREPARATION PROGRAM? - Quality of instruction in your teacher preparation courses			
Count	Percent		
0	0.00%		VERY DISSATISFIED
0	0.00%		DISSATISFIED
0	0.00%		SATISFIED
0	0.00%		VERY SATISFIED
0	Respondents		

Q9. HOW SATISFIED WERE YOU WITH THE FOLLOWING ASPECTS OF YOUR TEACHER PREPARATION PROGRAM? - Balance between theory and practice in your program			
Count	Percent		
0	0.00%		VERY DISSATISFIED
0	0.00%		DISSATISFIED
0	0.00%		SATISFIED
0	0.00%		VERY SATISFIED
0	Respondents		

Q10. HOW SATISFIED WERE YOU WITH THE FOLLOWING ASPECTS OF YOUR TEACHER PREPARATION PROGRAM? - Integration of technology throughout your program			
Count	Percent		
0	0.00%		VERY DISSATISFIED
0	0.00%		DISSATISFIED
0	0.00%		SATISFIED
0	0.00%		VERY SATISFIED
0	Respondents		

Q11. HOW SATISFIED WERE YOU WITH THE FOLLOWING ASPECTS OF YOUR TEACHER PREPARATION PROGRAM? - Integration of diversity throughout your program			
Count	Percent		
0	0.00%		VERY DISSATISFIED
0	0.00%		DISSATISFIED
0	0.00%		SATISFIED
0	0.00%		VERY SATISFIED
0	Respondents		

Q12. HOW SATISFIED WERE YOU WITH THE FOLLOWING ASPECTS OF YOUR TEACHER PREPARATION PROGRAM? - Coherence between your coursework and field experiences prior to student teaching			
Count	Percent		
0	0.00%		VERY DISSATISFIED
0	0.00%		DISSATISFIED
0	0.00%		SATISFIED
0	0.00%		VERY SATISFIED
0	Respondents		

Q13. HOW SATISFIED WERE YOU WITH THE FOLLOWING ASPECTS OF YOUR TEACHER PREPARATION PROGRAM? - Quality of field experiences prior to student teaching		
Count	Percent	
0	0.00%	VERY DISSATISFIED
0	0.00%	DISSATISFIED
0	0.00%	SATISFIED
0	0.00%	VERY SATISFIED
0	Respondents	

Q14. HOW SATISFIED WERE YOU WITH THE FOLLOWING ASPECTS OF YOUR TEACHER PREPARATION PROGRAM? - Your student teaching placement site(s)		
Count	Percent	
0	0.00%	VERY DISSATISFIED
0	0.00%	DISSATISFIED
0	0.00%	SATISFIED
0	0.00%	VERY SATISFIED
0	Respondents	

Q15. Would you recommend your teacher education program to other prospective teachers?		
Count	Percent	
0	0.00%	Definitely Yes
0	0.00%	Probably Yes
0	0.00%	If yes, specify why?
0	0.00%	Probably No
0	0.00%	Definitely No
0	0.00%	If No, specify why?
0	Respondents	

Q16. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Demonstrate content area understanding		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q17. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Effectively teach the subject matter in my licensure/ certification area		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q18. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Select instructional strategies to align with NYS learning standards		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q19. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Design activities where students engage with subject matter from a variety of perspectives		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q20. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Account for students' prior knowledge or experiences in instructional planning		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q21. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Design long-range instructional plans which meet curricular goals		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q22. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Regularly adjust instructional plans to meet students' needs		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q23. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Plan lessons with clear learning objectives/ goals in mind			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q24. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Design and modify assessments to match learning objectives			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q25. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Provide students with meaningful feedback to guide next steps in learning			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q26. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Engage students in self-assessment			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q27. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Understand how to use formative and summative assessments to support student learning			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q28. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Understand issues of reliability and validity in assessment		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q29. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Use multiple and appropriate types of assessment data to identify student learning needs		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q30. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Understand how to use digital and interactive technologies to achieve specific learning goals		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q31. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Engage students in using a range of technology tools to access, interpret, evaluate, and apply information		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q32. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Help students develop critical thinking processes		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q33. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Help students develop skills to solve complex problems			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q34. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Understand how interdisciplinary themes connect to core subjects			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q35. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Know where and ho to access resources to build global awareness and understanding			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q36. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Help students analyze multiple sources of evidence to draw sound conclusions			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q37. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Effectively teach students from culturally and ethnically diverse backgrounds and communities			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q38. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Plan differentiated instruction for a variety of learning needs		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q39. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Understand how students' learning is influenced by child/ adolescent development		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q40. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Understand the needs of students from various socioeconomic backgrounds		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q41. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Design instruction for students with IEP and 504 plans		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q42. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Design instruction for students with mental health needs		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q43. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Design instruction for students who are gifted and talented		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q44. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Design instruction for English language learners		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q45. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Access resources, programs, and other school personnel to foster student learning		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q46. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Develop fair and unbiased assessments for all learners		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q47. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Clearly communicate expectations for appropriate student behavior		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q48. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Use effective communication skills and strategies to convey ideas and information to students		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q49. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Design instruction and learning tasks that connect core content to real-life experiences for students		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q50. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Help students work cooperatively to achieve learning goals		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q51. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Develop and maintain a classroom environment that promotes student engagement		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q52. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Respond appropriately to student behavior		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q53. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q54. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Use classroom management techniques that foster self-control and self-discipline among students			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q55. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Effectively organize the physical environment of the classroom for instruction			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q56. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Seek out learning opportunities that align with professional development goals			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q57. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Access the professional literature to expand knowledge about teaching and learning			
Count	Percent		
0	0.00%		DISAGREE
0	0.00%		TEND TO DISAGREE
0	0.00%		TEND TO AGREE
0	0.00%		AGREE
0	Respondents		

Q58. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Actively engage with parent/ guardian/ advocate about issues affecting student learning		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q59. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Collaborate with teaching colleagues to improve student performance		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q60. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Use colleague feedback to support development as a teacher		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q61. TO WHAT EXTENT DO YOU AGREE OR DISAGREE THAT YOUR TEACHER PREPARATION PROGRAM GAVE YOU THE BASIC SKILLS TO DO THE FOLLOWING? - Uphold my legal responsibilities as a professional educator and student advocate		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q62. MY FIELD SUPERVISOR... - Was available when I needed help		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q63. MY FIELD SUPERVISOR... - Acted as a liaison between me		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q64. MY FIELD SUPERVISOR... - Offered constructive feedback on my teaching		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q65. MY FIELD SUPERVISOR... - Helped understand my roles and responsibilities as a student teacher		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q66. MY FIELD SUPERVISOR... - Helped me develop as a reflective practitioner		
Count	Percent	
0	0.00%	DISAGREE
0	0.00%	TEND TO DISAGREE
0	0.00%	TEND TO AGREE
0	0.00%	AGREE
0	Respondents	

Q67. TO THE BEST OF YOUR KNOWLEDGE, HOW MANY TIMES DID YOUR FIELD SUPERVISOR VISIT YOUR TEACHING CLASSROOM WHEN YOU WERE ACTIVELY TEACHING?		
Count	Percent	
0	0.00%	0
0	0.00%	1-2
0	0.00%	3-4
0	0.00%	5-6
0	0.00%	7-8
0	0.00%	9-10
0	0.00%	More than 10
0	Respondents	

Q68. TO THE BEST OF YOUR KNOWLEDGE, HOW MANY TIMES DID YOU DISCUSS YOUR STUDENT TEACHING IN ONE-ON-ONE CONFERENCES WITH YOUR FIELD SUPERVISOR? INCLUDE/ COUNT CONVERSATIONS LONGER THAN 10 MINUTES.			
Count	Percent		
0	0.00%		0
0	0.00%		1-2
0	0.00%		3-4
0	0.00%		5-6
0	0.00%		7-8
0	0.00%		9-10
0	0.00%		More than 10
0	Respondents		

Q69. Besides your field supervisor, did anyone else from Molloy College visit you at your student teaching site?			
Count	Percent		
0	0.00%		Yes
0	0.00%		No
0	Respondents		

Q70. If yes, check all that apply:			
Count	Percent		
0	0.00%		Other field supervisor
0	0.00%		College's field director
0	0.00%		Teacher education faculty
0	0.00%		Content faculty
0	0.00%		Other faculty
0	0.00%		Graduate student
0	0.00%		Fellow teacher candidate
0	0.00%		Other (please specify):
0	Respondents		

Q71. If you experienced significant challenges during your student teaching, did you receive the help you needed?			
Count	Percent		
0	0.00%		Yes
0	0.00%		No
0	0.00%		Does not apply
0	Respondents		

Q72. Cooperating Teacher/Co-teacher (the teacher in an educational setting who works with, helps, and advises the teacher candidate) Please respond based on your most recent student teaching placement. My cooperating teacher/co-teacher... - Provided adequate opportunities for me to observe the classroom			
Count	Percent		
0	0.00%		Disagree
0	0.00%		Tend to Disagree
0	0.00%		Tend to Agree
0	0.00%		Agree
0	Respondents		

Q73. Cooperating Teacher/Co-teacher (the teacher in an educational setting who works with, helps, and advises the teacher candidate) Please respond based on your most recent student teaching placement. My cooperating teacher/co-teacher... - Provided adequate time for planning			
Count	Percent		
0	0.00%		Disagree
0	0.00%		Tend to Disagree
0	0.00%		Tend to Agree
0	0.00%		Agree
0	Respondents		

Q74. Cooperating Teacher/Co-teacher (the teacher in an educational setting who works with, helps, and advises the teacher candidate) Please respond based on your most recent student teaching placement. My cooperating teacher/co-teacher... - Helped me with classroom management			
Count	Percent		
0	0.00%		Disagree
0	0.00%		Tend to Disagree
0	0.00%		Tend to Agree
0	0.00%		Agree
0	Respondents		

Q75. Cooperating Teacher/Co-teacher (the teacher in an educational setting who works with, helps, and advises the teacher candidate) Please respond based on your most recent student teaching placement. My cooperating teacher/co-teacher... - Made me feel welcome			
Count	Percent		
0	0.00%		Disagree
0	0.00%		Tend to Disagree
0	0.00%		Tend to Agree
0	0.00%		Agree
0	Respondents		

Q76. Cooperating Teacher/Co-teacher (the teacher in an educational setting who works with, helps, and advises the teacher candidate) Please respond based on your most recent student teaching placement. My cooperating teacher/co-teacher... - Gave me constructive feedback on my teaching			
Count	Percent		
0	0.00%		Disagree
0	0.00%		Tend to Disagree
0	0.00%		Tend to Agree
0	0.00%		Agree
0	Respondents		

Q77. Cooperating Teacher/Co-teacher (the teacher in an educational setting who works with, helps, and advises the teacher candidate) Please respond based on your most recent student teaching placement. My cooperating teacher/co-teacher... - Let me experiment with my own teaching ideas			
Count	Percent		
0	0.00%		Disagree
0	0.00%		Tend to Disagree
0	0.00%		Tend to Agree
0	0.00%		Agree
0	Respondents		

Q78. Cooperating Teacher/Co-teacher (the teacher in an educational setting who works with, helps, and advises the teacher candidate) Please respond based on your most recent student teaching placement. My cooperating teacher/co-teacher... - Included me in parent-teacher conferences, school meetings, and other professional experiences		
Count	Percent	
0	0.00%	Disagree
0	0.00%	Tend to Disagree
0	0.00%	Tend to Agree
0	0.00%	Agree
0	Respondents	

Q79. Cooperating Teacher/Co-teacher (the teacher in an educational setting who works with, helps, and advises the teacher candidate) Please respond based on your most recent student teaching placement. My cooperating teacher/co-teacher... - Shared ideas and materials		
Count	Percent	
0	0.00%	Disagree
0	0.00%	Tend to Disagree
0	0.00%	Tend to Agree
0	0.00%	Agree
0	Respondents	

Q80. Cooperating Teacher/Co-teacher (the teacher in an educational setting who works with, helps, and advises the teacher candidate) Please respond based on your most recent student teaching placement. My cooperating teacher/co-teacher... - Helped me develop as a reflective practitioner		
Count	Percent	
0	0.00%	Disagree
0	0.00%	Tend to Disagree
0	0.00%	Tend to Agree
0	0.00%	Agree
0	Respondents	

Q81. Cooperating Teacher/Co-teacher (the teacher in an educational setting who works with, helps, and advises the teacher candidate) Please respond based on your most recent student teaching placement. My cooperating teacher/co-teacher... - Helped me plan differentiated instruction for a variety of learning needs		
Count	Percent	
0	0.00%	Disagree
0	0.00%	Tend to Disagree
0	0.00%	Tend to Agree
0	0.00%	Agree
0	Respondents	

Q82. Cooperating Teacher/Co-teacher (the teacher in an educational setting who works with, helps, and advises the teacher candidate) Please respond based on your most recent student teaching placement. My cooperating teacher/co-teacher... - Helped me use student data to inform instruction		
Count	Percent	
0	0.00%	Disagree
0	0.00%	Tend to Disagree
0	0.00%	Tend to Agree
0	0.00%	Agree
0	Respondents	

Q83. How long do you plan to teach?		
Count	Percent	
0	0.00%	1-2 years
0	0.00%	3-5 years
0	0.00%	6-10 years
0	0.00%	11 or more years
0	0.00%	I do not plan to teach
0	Respondents	

Q84. Where would you consider teaching (geographical location)? Mark all that apply.		
Count	Percent	
0	0.00%	Nassau County
0	0.00%	Suffolk County
0	0.00%	NYC - Bronx
0	0.00%	NYC - Brooklyn
0	0.00%	NYC - Manhattan
0	0.00%	NYC - Queens
0	0.00%	NYC - Staten Island
0	0.00%	New Jersey State
0	0.00%	Connecticut State
0	0.00%	Pennsylvania State
0	0.00%	Other, specify...
0	Respondents	

Q85. Where would you consider teaching (type of school)? Mark all that apply.		
Count	Percent	
0	0.00%	Parochial
0	0.00%	Charter
0	0.00%	Private
0	0.00%	Public
0	Respondents	

Q86. Where would you consider teaching (school level)? Mark all that apply.		
Count	Percent	
0	0.00%	Pre-K
0	0.00%	Elementary
0	0.00%	Middle
0	0.00%	High School
0	0.00%	Adult Education
0	Respondents	

Q87. What is your gender?		
Count	Percent	
0	0.00%	Male
0	0.00%	Female
0	Respondents	

Q88. What is your race/ethnicity? Mark ALL that apply.		
Count	Percent	
0	0.00%	American Indian or Alaska Native
0	0.00%	Asian
0	0.00%	Black or African American
0	0.00%	Hispanic or Latino/a
0	0.00%	Native Hawaiian or Pacific Islander
0	0.00%	White (not Hispanic)
0	0.00%	Other, please specify...
0	Respondents	

Q89. Is English your primary language?		
Count	Percent	
0	0.00%	Yes
0	0.00%	No
0	Respondents	

Q90. Are you proficient in a language other than English?		
Count	Percent	
0	0.00%	Yes
0	0.00%	No
0	Respondents	

Appendix D

Teacher Self-Efficacy Survey

The purpose of this study will be to examine how a diverse group of pre-service teachers feel about the effectiveness of their fieldwork experience as it relates to their feelings of self-efficacy and preparedness. Your participation in this research study is voluntary. Your information will be used for data analysis only and will not appear in presentation of this study.

Background Information

1. Name:

1. Age:

2. Gender:

3. Hometown (city and state):

4. Ethnicity/Cultural background:

5. Education level and profession of your mother:

6. Education level and professions of your father:

7. Parental Income:

Under $29,999/year
Between $30,000-$49,999/year
Between $50,000-$99,999/year
Between $100,000-$149,999/year
Between $150,000-$199,999 /year
Over $200,000/year

8. What is the first language you speak at home?

9. Do you have siblings? How many?

10. Describe the K-12 schools you attended.

Elementary	Middle	High School
Suburban Rural Urban Diverse Majority One race Middle and upper income Poverty	Suburban Rural Urban Diverse Majority One race Middle and upper income Poverty	Suburban Rural Urban Diverse Majority One race Middle and upper income Poverty

11. I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.
    (1) not at all true (2) barely true (3) moderately true (4) exactly true

12. I know that I can maintain a positive relationship with parents even when tensions arise.

    (1) not at all true (2) barely true (3) moderately true (4) exactly true

13. When I try really hard, I am able to reach even the most difficult students.

    (1) not at all true (2) barely true (3) moderately true (4) exactly true

14. I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students‘ needs.

    (1) not at all true (2) barely true (3) moderately true (4) exactly true

15. Even if I get disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.

    (1) not at all true (2) barely true (3) moderately true (4) exactly true

16. I am confident in my ability to be responsive to my students‘ needs even if I am having a bad day.

    (1) not at all true (2) barely true (3) moderately true (4) exactly true

17. If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.

    (1) not at all true (2) barely true (3) moderately true (4) exactly true

18. I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well.

    (1) not at all true (2) barely true (3) moderately true (4) exactly true

19. I know that I can motivate my students to participate in innovative projects.

    (1) not at all true (2) barely true (3) moderately true (4) exactly true

20. I know that I can carry out innovative projects even when I am opposed by skeptical colleagues.

(1) not at all true (2) barely true (3) moderately true (4) exactly true

Appendix E

Interview Protocol

For all respondents: The study will be explained to the participant by the researcher, the researcher will also assure the confidentiality of the interview as the information gathered during the interview will be used for the purpose of the study. Participants will be informed that the interview will take approximately 30 minutes of their time. The researcher will ask for verbal assent to participate and for the interview to be audiotaped.

Brief Project Description: The purpose of this study will be to examine how a diverse group of pre-service teachers feel about the effectiveness of their fieldwork experience. The practical component of the teacher preparation program is designed to prepare students to become licensed teachers by providing both theory and practice within the subject area and grade levels.

I. Introduction

1. Can you start by stating your name, age, current job position (if any), and experience in education?
   Probe: What has influenced your choice of profession?

II. Perception of teacher preparation

2. How do you feel about your fieldwork experience?
   Probe: Did the fieldwork experience prepare you to teach in the classroom? Explain.

3. How do you feel about your theoretical preparedness?
   Probe: Did the fieldwork help connect the learning theories from your preparation program to their practical application? Explain.

4. What techniques or strategies that you learned in the program have you found helpful in your teaching practice?

5. What student-teacher experience did you find most helpful and why?

6. Did your instructors provide you with meaningful feedback and suggestions to grow?

7. What elements do you believe were deficient?

III. Perception of preparedness

8. Did your fieldwork prepare you to manage time in terms of your professional responsibilities?
   Probe: Do you feel you are prepared to plan, create student assessments, grade and provide feedback?

9. Do you feel that the program adequately prepared you to manage different student needs, both academic and socio-emotional?

10. How do you feel about your program preparing you to collaborate with other teachers effectively?

11. How do you feel about the program preparing you to communicate with diverse parents? Explain.

12. What is your overall feeling about your level of self -efficacy to teach your future students? Explain.

Demographics

13. How do you feel about your own education experience prior to this program
    Probe: How has your education prepared you for this program?

14. What was your life like growing up?

15. To what extend did your parents support your education
    Probe: Were you able to engage in extracurricular activities, Explain?

16. How was your fieldwork experience similar to and different from your own past experience with education?

Grand Tour:

Is there anything I should have asked that I did not ask? Is there anything you want to add to what you said?

Appendix F

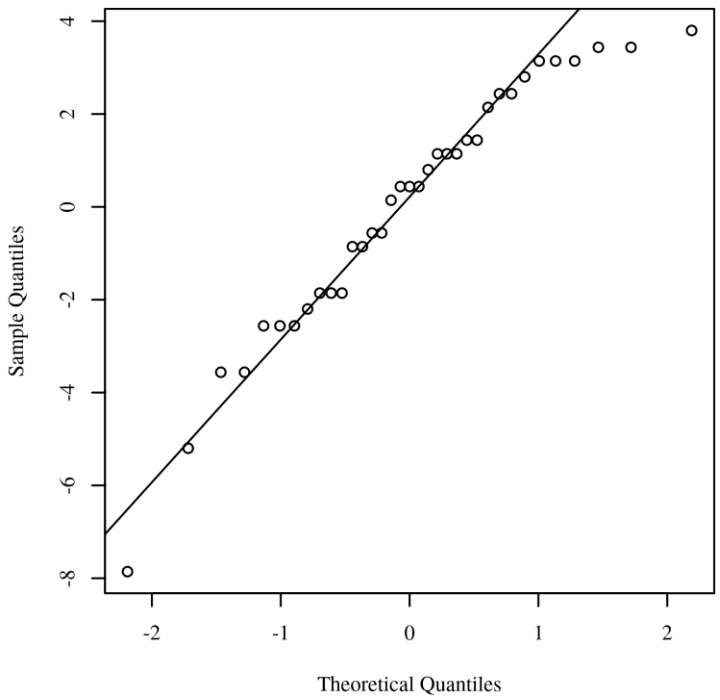
Statistical Analyses

Self-Efficacy total score and Education of the Father

The assumption of normality was assessed by plotting the quantiles of the model residuals against the quantiles of a Chi-square distribution, also called a Q-Q scatterplot (DeCarlo, 1997). For the assumption of normality to be met, the quantiles of the residuals must not strongly deviate from the theoretical quantiles. Strong deviations could indicate that the parameter estimates are unreliable. Figure 1 presents a Q-Q scatterplot of model residuals.

Figure 1

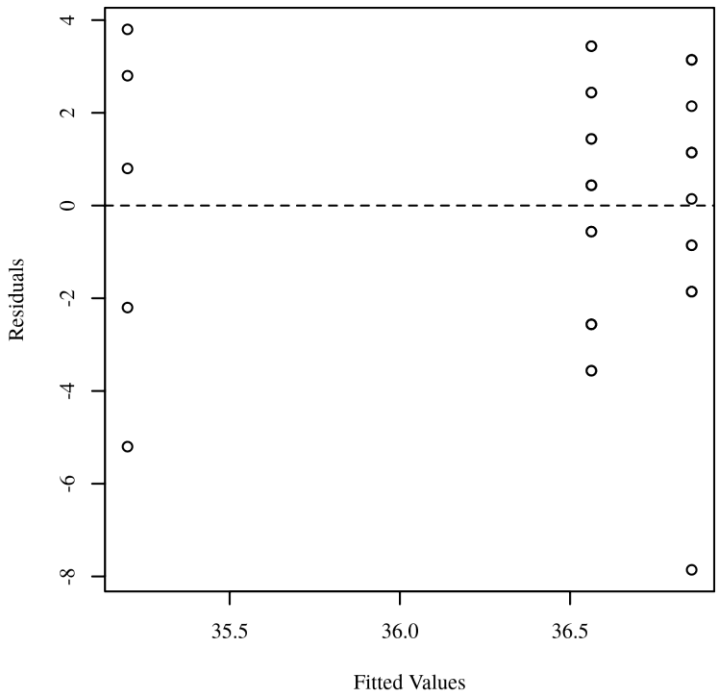
Q-Q scatterplot for normality of the residuals for the regression model.



Homoscedasticity was evaluated by plotting the residuals against the predicted values (Bates et al., 2014; Field, 2017; Osborne & Walters, 2002). The assumption of homoscedasticity is met if the points appear randomly distributed with a mean of zero and no apparent curvature. Figure 2 presents a scatterplot of predicted values and model residuals.

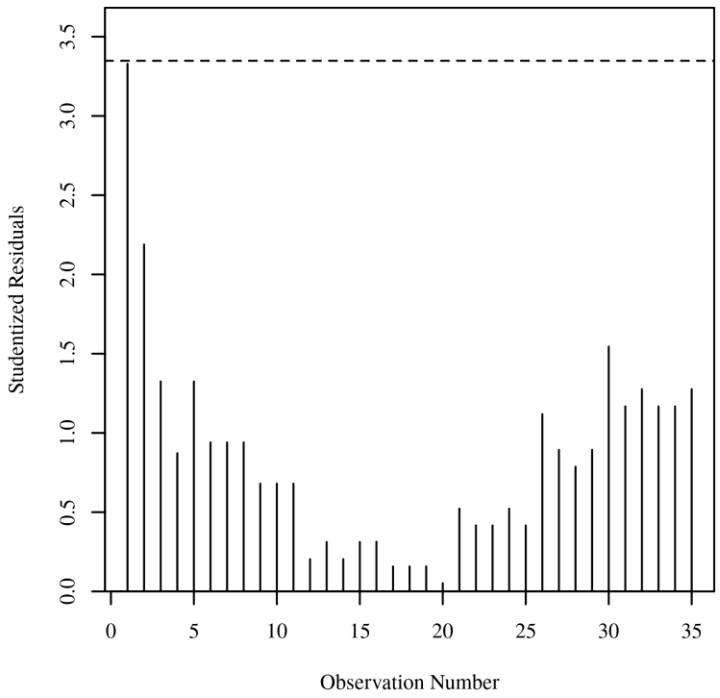
Figure 2

Residuals scatterplot testing homoscedasticity



Outliers. To identify influential points, Studentized residuals were calculated and the absolute values were plotted against the observation numbers (Field, 2017; Pituch & Stevens, 2015). Studentized residuals are calculated by dividing the model residuals by the estimated residual standard deviation. An observation with a Studentized residual greater than 3.35 in absolute value, the 0.999 quantile of a *t* distribution with 34 degrees of freedom, was considered to have significant influence on the results of the model. Figure 3 presents the Studentized residuals plot of the observations. Observation numbers are specified next to each point with a Studentized residual greater than 3.35.

Figure 3
Studentized residuals plot for outlier detection

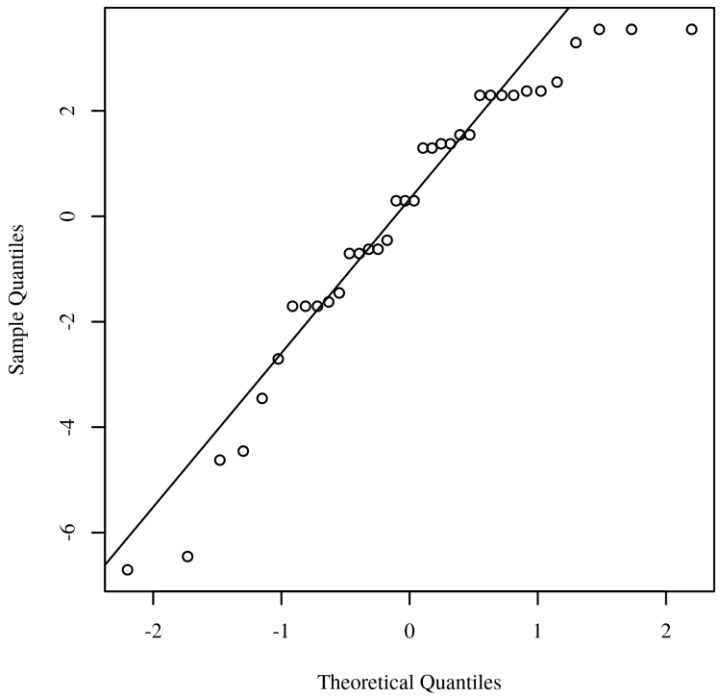


Self-Efficacy total score and Education of the Mother

The assumption of normality was assessed by plotting the quantiles of the model residuals against the quantiles of a Chi-square distribution, also called a Q-Q scatterplot (DeCarlo, 1997). For the assumption of normality to be met, the quantiles of the residuals must not strongly deviate from the theoretical quantiles. Strong deviations could indicate that the parameter estimates are unreliable. Figure 4 presents a Q-Q scatterplot of model residuals.

Figure 4

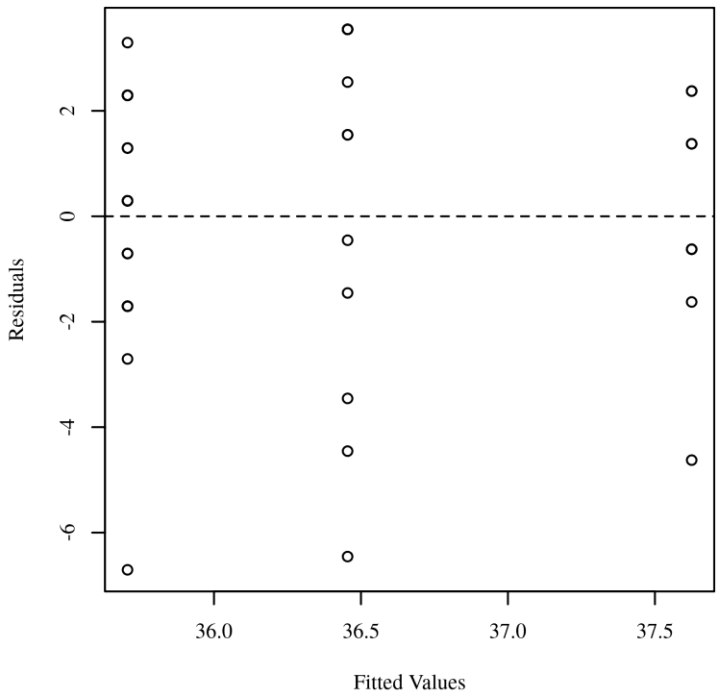
Q-Q scatterplot for normality of the residuals for the regression model.



Homoscedasticity was evaluated by plotting the residuals against the predicted values (Bates et al., 2014; Field, 2017; Osborne & Walters, 2002). The assumption of homoscedasticity is met if the points appear randomly distributed with a mean of zero and no apparent curvature. Figure 5 presents a scatterplot of predicted values and model residuals.

Figure 5

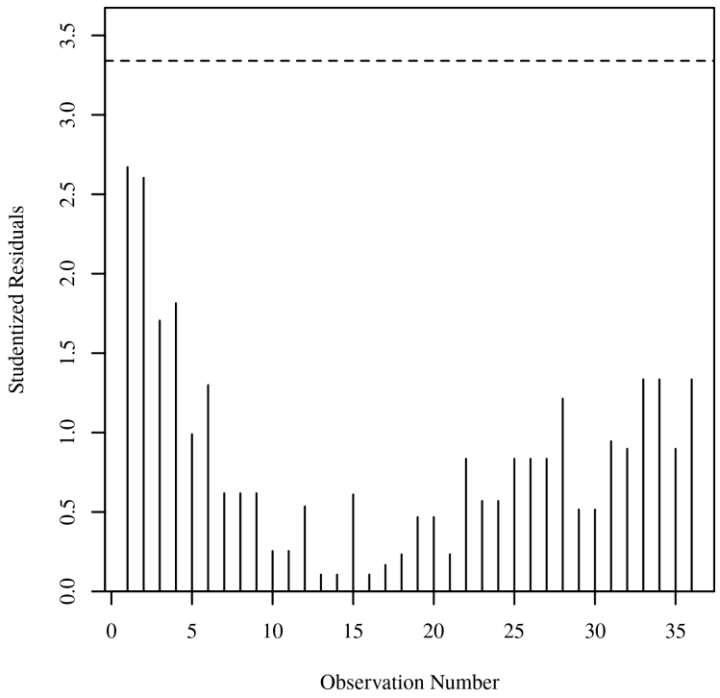
Residuals scatterplot testing homoscedasticity



Outliers. To identify influential points, Studentized residuals were calculated, and the absolute values were plotted against the observation numbers (Field, 2017; Pituch & Stevens, 2015). Studentized residuals are calculated by dividing the model residuals by the estimated residual standard deviation. An observation with a Studentized residual greater than 3.34 in absolute value, the 0.999 quantile of a *t* distribution with 35 degrees of freedom, was considered to have significant influence on the results of the model. Figure 6 presents the Studentized residuals plot of the observations. Observation numbers are specified next to each point with a Studentized residual greater than 3.34.

Figure 6

Studentized residuals plot for outlier detection

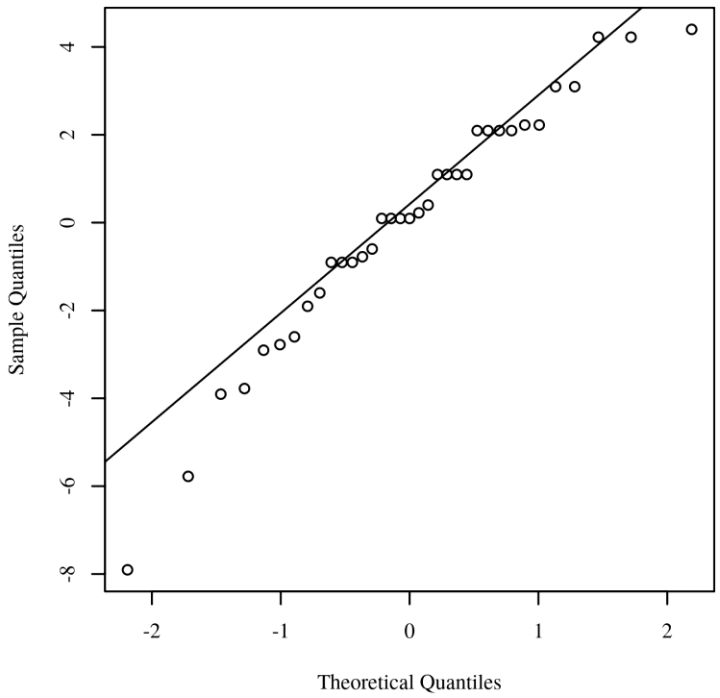


Self-Efficacy total score and by socioeconomic Background of the Elementary School

The assumption of normality was assessed by plotting the quantiles of the model residuals against the quantiles of a Chi-square distribution, also called a Q-Q scatterplot (DeCarlo, 1997). For the assumption of normality to be met, the quantiles of the residuals must not strongly deviate from the theoretical quantiles. Strong deviations could indicate that the parameter estimates are unreliable. Figure 10 presents a Q-Q scatterplot of model residuals.

Figure 10

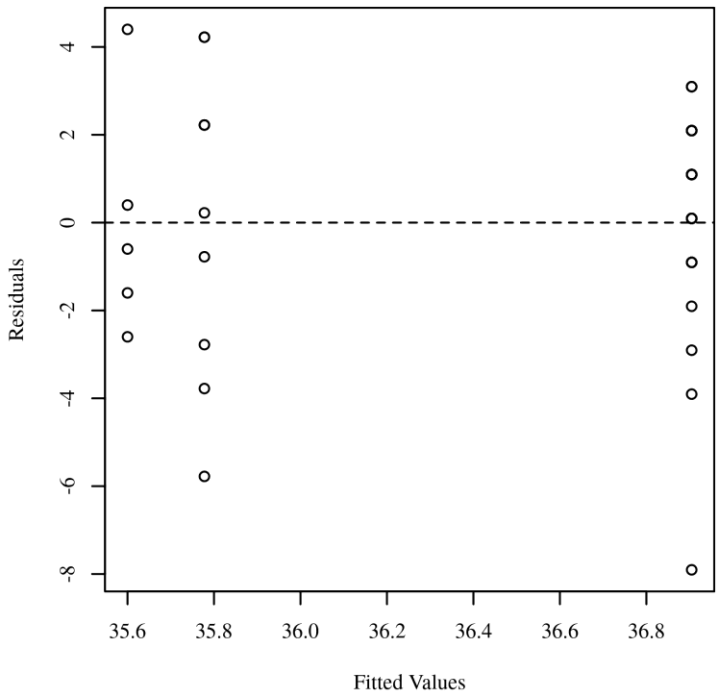
Q-Q scatterplot for normality of the residuals for the regression model.



Homoscedasticity was evaluated by plotting the residuals against the predicted values (Bates et al., 2014; Field, 2017; Osborne & Walters, 2002). The assumption of homoscedasticity is met if the points appear randomly distributed with a mean of zero and no apparent curvature. Figure 11 presents a scatterplot of predicted values and model residuals.

Figure 11

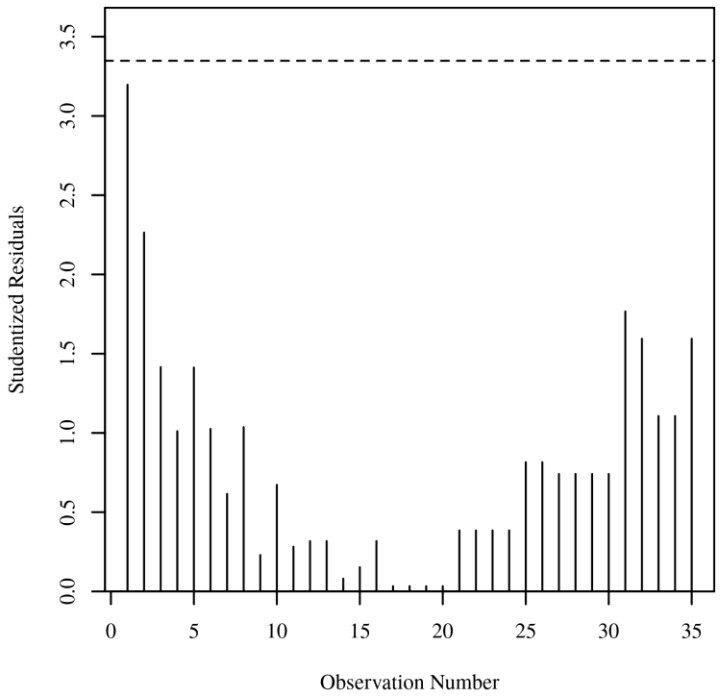
Residuals scatterplot testing homoscedasticity



Outliers. To identify influential points, Studentized residuals were calculated and the absolute values were plotted against the observation numbers (Field, 2017; Pituch & Stevens, 2015). Studentized residuals are calculated by dividing the model residuals by the estimated residual standard deviation. An observation with a Studentized residual greater than 3.35 in absolute value, the 0.999 quantile of a *t* distribution with 34 degrees of freedom, was considered to have significant influence on the results of the model. Figure 12 presents the Studentized residuals plot of the observations. Observation numbers are specified next to each point with a Studentized residual greater than 3.35.

Figure 12

Studentized residuals plot for outlier detection

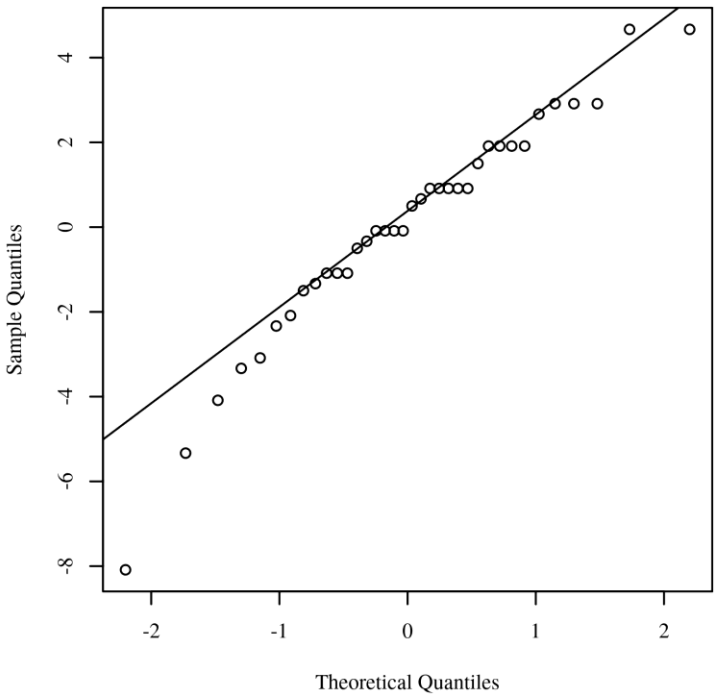


Self-Efficacy total score and by socioeconomic Background of the Middle School

The assumption of normality was assessed by plotting the quantiles of the model residuals against the quantiles of a Chi-square distribution, also called a Q-Q scatterplot (DeCarlo, 1997). For the assumption of normality to be met, the quantiles of the residuals must not strongly deviate from the theoretical quantiles. Strong deviations could indicate that the parameter estimates are unreliable. Figure 16 presents a Q-Q scatterplot of model residuals.

Figure 16

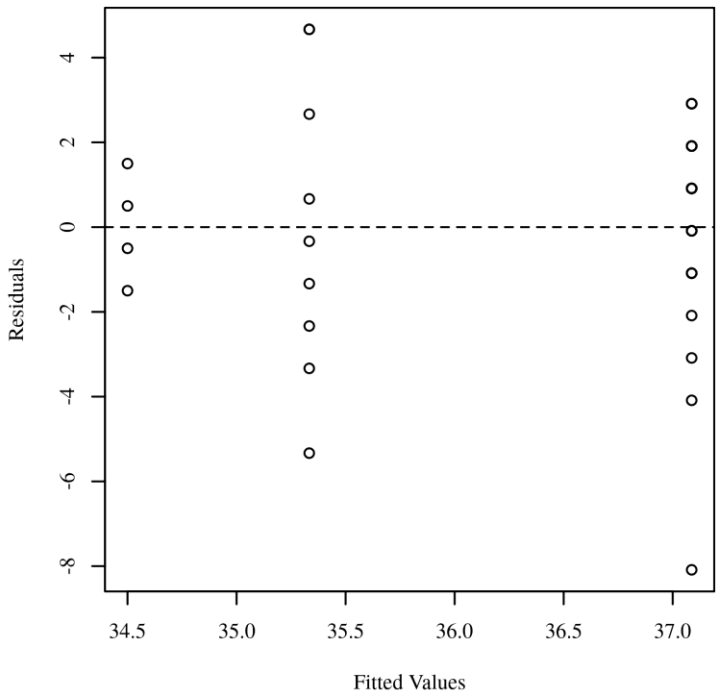
Q-Q scatterplot for normality of the residuals for the regression model.



Homoscedasticity was evaluated by plotting the residuals against the predicted values (Bates et al., 2014; Field, 2017; Osborne & Walters, 2002). The assumption of homoscedasticity is met if the points appear randomly distributed with a mean of zero and no apparent curvature. Figure 17 presents a scatterplot of predicted values and model residuals.

Figure 17

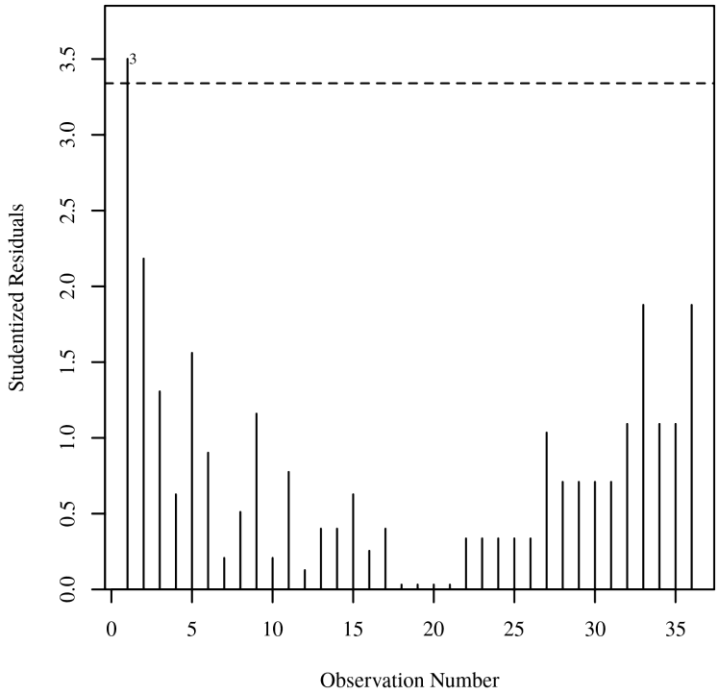
Residuals scatterplot testing homoscedasticity



Outliers. To identify influential points, Studentized residuals were calculated, and the absolute values were plotted against the observation numbers (Field, 2017; Pituch & Stevens, 2015). Studentized residuals are calculated by dividing the model residuals by the estimated residual standard deviation. An observation with a Studentized residual greater than 3.34 in absolute value, the 0.999 quantile of a *t* distribution with 35 degrees of freedom, was considered to have significant influence on the results of the model. Figure 18 presents the Studentized residuals plot of the observations. Observation numbers are specified next to each point with a Studentized residual greater than 3.34.

Figure 18

Studentized residuals plot for outlier detection

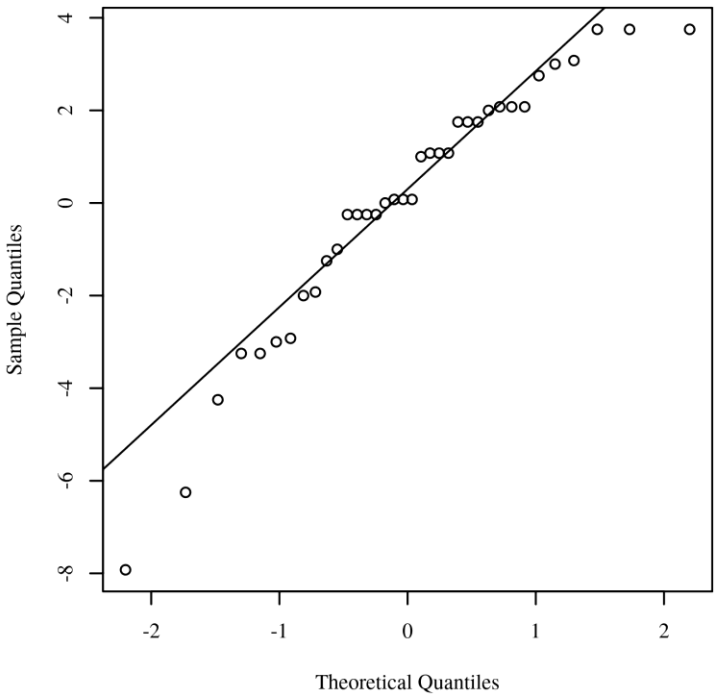


Self-Efficacy total score and by socioeconomic Background of the High School

The assumption of normality was assessed by plotting the quantiles of the model residuals against the quantiles of a Chi-square distribution, also called a Q-Q scatterplot (DeCarlo, 1997). For the assumption of normality to be met, the quantiles of the residuals must not strongly deviate from the theoretical quantiles. Strong deviations could indicate that the parameter estimates are unreliable. Figure 19 presents a Q-Q scatterplot of model residuals.

Figure 19

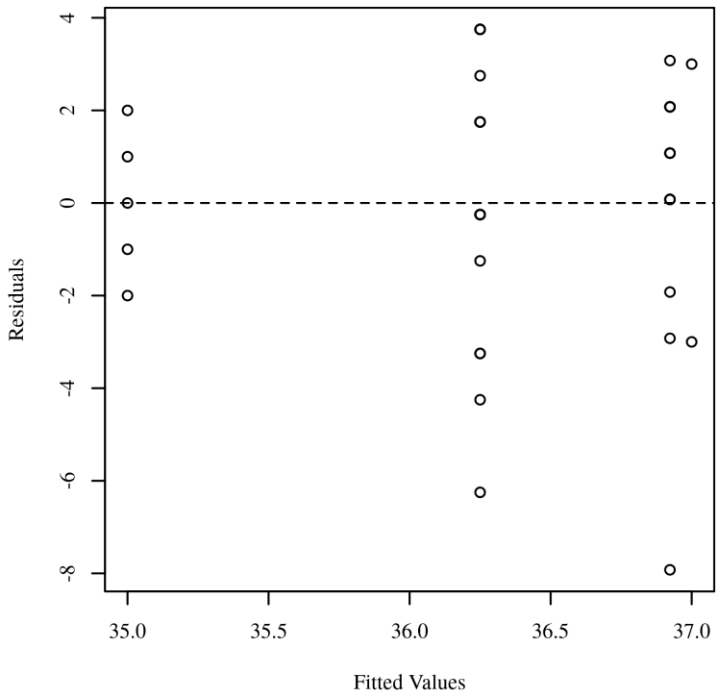
Q-Q scatterplot for normality of the residuals for the regression model.



Homoscedasticity was evaluated by plotting the residuals against the predicted values (Bates et al., 2014; Field, 2017; Osborne & Walters, 2002). The assumption of homoscedasticity is met if the points appear randomly distributed with a mean of zero and no apparent curvature. Figure 20 presents a scatterplot of predicted values and model residuals.

Figure 20

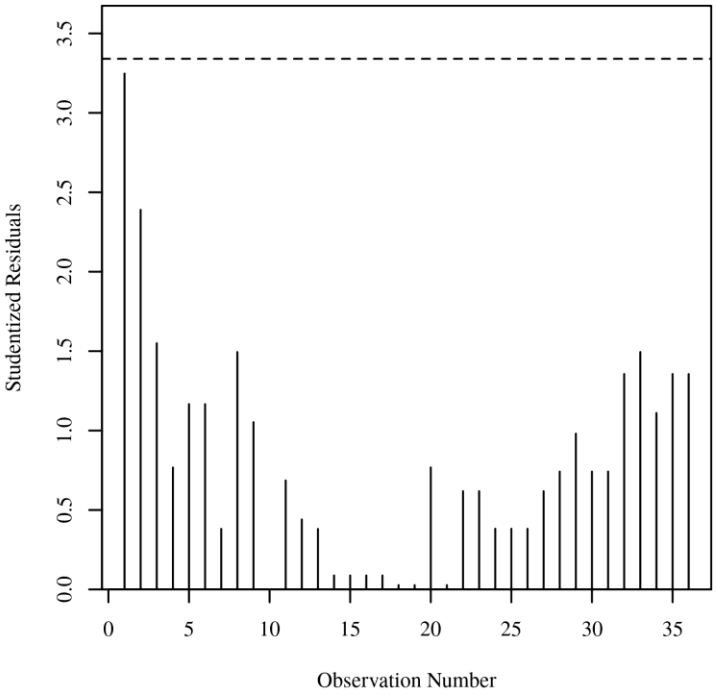
Residuals scatterplot testing homoscedasticity



Outliers. To identify influential points, Studentized residuals were calculated, and the absolute values were plotted against the observation numbers (Field, 2017; Pituch & Stevens, 2015). Studentized residuals are calculated by dividing the model residuals by the estimated residual standard deviation. An observation with a Studentized residual greater than 3.34 in absolute value, the 0.999 quantile of a *t* distribution with 35 degrees of freedom, was considered to have significant influence on the results of the model. Figure 21 presents the Studentized residuals plot of the observations. Observation numbers are specified next to each point with a Studentized residual greater than 3.34.

Figure 21

Studentized residuals plot for outlier detection


Studentized Residuals
0.0
0.5
1.0
1.5
2.0
2.5
3.0
3.5
0
5
10
15
20
25
30
35
Observation Number

Appendix G

Institution Review Board Approval Letter

Molloy College

1000 Hempstead Ave., PO Box 5002, Rockville Center, NY 11571-5002
www.molloy.edu

Kathleen Maurer Smith, Ph.D.
Dean, Graduate Academic Affairs T: 516.323.3801
F: 516.323.3398
E: ksmith@molloy.edu

DATE:	April 8, 2022
TO:	Renata Filipowicz
FROM:	Molloy College IRB
PROJECT TITLE:	[1882256-1] Understanding the Qualities of an Effective Fieldwork Experience, and How Does it Relate to Student-Teachers' Feelings of Self- Efficacy and Preparedness.
REFERENCE #:	
SUBMISSION TYPE:	New Project
ACTION:	APPROVED
APPROVAL DATE:	April 8, 2022
EXPIRATION DATE:	April 7, 2023
REVIEW TYPE:	Expedited Review
REVIEW CATEGORY:	Expedited review category # *7*

Thank you for your submission of New Project materials for this project. The Molloy College IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

You may proceed with your project.

This submission has received Expedited Review based on applicable federal regulations.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and

UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a MINIMAL RISK project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this

procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of April 7, 2023.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Patricia Eckardt at 516-323-3711 or peckardt@molloy.edu. Please include your project title and reference number in all correspondence with this committee.

Sincerely,

Patricia Eckardt, Ph.D., RN, FAAN
Chair, Molloy College Institutional Review Board

This letter has been issued in accordance with all applicable regulations, and a copy is retained within Molloy College IRB's records.