

CULTIVATING EFFICACIOUS TEACHERS: A CASE STUDY OF THE IMPACT OF
SOCIALIZATION ON SELF-EFFICACY BELIEF DEVELOPMENT

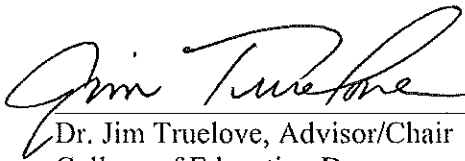
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CULTIVATING EFFICACIOUS TEACHERS: A CASE STUDY OF
SOCIALIZATION'S IMPACT ON SELF-EFFICACY BELIEF DEVELOPMENT

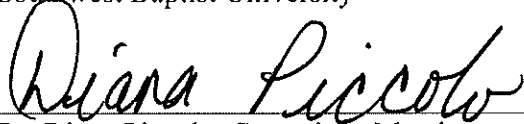
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CULTIVATING EFFICACIOUS TEACHERS: A CASE STUDY OF
SOCIALIZATION'S IMPACT ON SELF-EFFICACY BELIEF DEVELOPMENT

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Presented to
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Doctor of Education

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ABSTRACT

Education preparation institutions have long sought the most effective preparation practices for preparing tomorrow's educators. Unfortunately, understanding best practices in teacher preparation is fraught with ambiguity. Key facets of instruction on theory and clinical experience are understood to be necessary elements of preparation, and research indicates self-efficacy beliefs cultivated during these experiences may have one of the most significant influences on teacher effectiveness and willingness to remain in the profession. Recent efforts to improve teacher preparation practices have called universities to place focus on enhancing clinical experiences of preservice teachers. Efforts to meet this call have resulted in little data furthering understanding of enhanced clinical experiences on self-efficacy belief development. In this case study, the researcher analyzed a new preparation program employing an immersive, yearlong clinical experience. The researcher sought to understand if socialization into communities of practice during the experience influenced development of preservice teacher self-efficacy beliefs. The researcher analyzed the level of participant socialization and its influence on efficacy source experiences specifically. Additionally, the researcher analyzed if socialization facet variances across intern responses may have affected socialization. Findings indicated efficacy source experiences are linked to individuals' level of socialization. Efficacy source experiences changed as participant socialization levels changed. Less socialized participants perceived experiences differently and experienced a lack of feedback from mentors. The researcher also found acting community of practice members to have control over socialization facets, resulting in varying levels of socialization amongst participants.

CHAPTER ONE

INTRODUCTION

According to a recent Organisation for Economic Co-operation and Development (OECD, 2012a) report on international education, teachers in the United States spend more time teaching than teachers in nearly any other country. The average elementary teacher spends 1,100 hours per year teaching, while secondary educators teach for an average of 1,050 to 1,070 hours. Both statistics approach twice that of other higher performing countries. Nearly 7.3% of the country's gross domestic profit is allocated to education funding at all levels, an amount well above the international average of 6.2% (OECD, 2012b). Ironically, it would seem an above average per student expenditure has not translated to greater student learning. The United States continues to be behind much of the world in academic performance (OECD, 2012b).

With internationally publicized OECD (2012b) statistics troubling The United States and its policymakers yearly, a continued focus has been placed on increasing student achievement. Education policies regularly make their way across the federal and state congressional floors aimed at increasing student performance, such as increasing classroom resources for low-performing schools and nationalizing standards (U.S. Department of Education, 2009). Of these, few have garnered as much enthusiasm as increasing the quality of teachers (Hightower et al., 2011; Wallender, 2014). Research suggests that the effectiveness of a teacher is the most critical factor in impacting student learning (National Council for Accreditation of Teacher Education [NCATE], 2010). NCATE (2010) reported, "No-in-school intervention has a greater impact on student learning than an effective teacher" (p. 1). Unfortunately, creating schools filled with

effective teachers is a multifaceted and ambiguous endeavor facing challenges in both production and retention (Darling-Hammond, 2008; 2010; Spencer, Detrich, & Slocum, 2012). While Taylor and Tyler (2012) specifically focused on teacher evaluation as a prevalent model for increasing teacher effectiveness with existing educators in recent years, creating and retaining high-quality and effective new teachers may be the new frontier for increasing student learning.

Placing and keeping high-quality educators in front of all the nation's students is no easy task. Our nation faces many limiting factors in this endeavor. Teacher attrition, shortages, equity in teacher quality, and under confident and unprepared beginning teachers continue to burden this process (Darling-Hammond, 2010). With teacher preparation left to teacher colleges around the country, higher education institutions have the burdensome task of reevaluating their practices.

NCATE (2006), in *What Makes a Teacher Effective?*, reported "Well prepared teachers outperform those who are not prepared" (p. 3). Inherently, identifying how to best prepare and retain qualified and effective beginning educators has great merit increasing teacher effectiveness and naturally student learning (Goldhaber & Cowan 2014). Unfortunately, much adversity is encountered when articulating exactly how best to prepare these teachers (Papay, West, Fullerton, & Kane, 2012). Retaining beginning teachers is another obstacle in this endeavor (Goldring, Taie, & Riddles, 2014). Enhancing the clinical experience for beginning teachers is an option on which teacher colleges across the nation are focusing (Watts & Levine, 2010).

The theory-practice gap is one of the most relevant issues in teacher preparation programs driving this movement (Darling-Hammond, 2010; Gardiner & Salmon, 2014).

Current research supports that extended and strengthened field experiences promote more competent and efficacious teachers, as well as present a viable solution for improving teacher preparation as a whole. Research findings have also identified participants in extended or strengthened clinical experiences demonstrate better relationships with their mentors, knowledge of school policies and procedures, and confidence and competence in relation to teaching (Marcum-Dietrich, Dreon, & Mahoney, 2013; Ross & Lignugaris-Kraft, 2015; Spooner, Flowers, Lambert, & Algozzine, 2008).

The NCATE's (2010) report, *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers*, called on higher education institutions across the country to make sweeping reforms, stating the following:

The education of teachers in the United States needs to be turned upside down. To prepare effective teachers for 21st century classrooms, teacher education must shift away from a norm, which emphasizes academic preparation and course work loosely linked to school-based experiences. Rather, it must move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses. (p. ii)

Furthermore, NCATE (2010) reported that the necessary changes were to be grounded in partnerships between higher education institutions and school districts, with shared decision-making and an emphasis on accountability measured by student performance.

Theoretical Framework

Bandura (1997) portrayed self-efficacy as “people’s beliefs in their capabilities to produce desired effects by their actions” (p. vii). Though easily perceived as the same thing as self-esteem, it is not. Self-efficacy deals with one’s ability to judge their abilities

and capabilities. In contrast, self-esteem focuses on an individual's perception of their self-worth or value. Bandura suggested that people have the ability to "exercise influence over what they do" (p. 3), and that an individual's self-efficacy may be the key factor in their ability to exercise that influence. Bandura devised that inefficacious people who do not believe that they can produce a desired result will likely not, as they will never attempt to do it at all. Contrariwise, efficacious individuals are prompt to seize opportunity. They act in accordance with their perception of their capability.

While Bandura (1997) defined a construct holding great weight for success and productivity, he provided further insight into its creation. Bandura proposed that self-efficacy is malleable. It can be changed. Bandura defined four key sources of self-efficacy: enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states. These sources refer to an individual's opportunity to see tasks modeled by another, receive feedback from others on tasks, and personally master experiences while operating within a specified physiological and mental state. Each source works in concert with one another to create efficacy within an individual's development of efficacy.

In addition to Bandura's theory of efficacy, a second theory exists as a guide in this study. Lave and Wenger (1992) presented legitimate peripheral participation (LPPT) theory as a social learning theory in which individuals learn by means of socialization into a community of practice via active and legitimate participation in the community. In this theory, a critical aspect of the learning process is access to the community of practice. Smith (2009) suggested that communities of practice are:

people who engage in a process of collective learning in a shared domain of human endeavor: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a clique of pupils defining their identity in school, a network of surgeons exploring novel techniques, a gathering of first-time managers helping each other cope. (p. 11)

In summation, Smith defined the community of practice, as “groups of people who share and concern or passion for something they do and learn how to do it better as they interact regularly” (p. 12). Smith further suggested three specific elements that must exist for a community of practice to be present: a domain, a community, and a practice. The community must share a specific domain of interest, share in engaging activities and discussions within their community, and be practitioners of a specific practice sharing, “a repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice” (Smith, 2009, p. 5). Schools inherently represent a working community of practice.

Lave and Wenger (1992) proposed LPPT as a means of newcomers becoming participants and eventually members of a community of practice. In their theory, they proposed that learning does not exist separate from socialization into the community. A learner must become “a full participant, a member, and kind of person” (Lave & Wenger, 1992, p. 53) within the community of practice. Furthermore, Lave and Wenger argued, “Activities, tasks, functions, and understandings do not exist in isolation” (p. 53). In this argument, they suggested that the validity of many of the tasks new learners perform hinges on the opportunity to perform them as a legitimate participant in the community. Access to the community as a legitimate participant becomes paramount with this theory.

Additionally, Lave and Wenger presented their theory through the lens of apprenticeship, but were careful to distinguish their theory from the age-old practice. Apprenticeship suggests merely learning by doing; LPPT is a much broader concept, embodying learning across the community by means of socialization into the community of practice in which learning between the master and the apprentice is only a small piece. Learning occurs laterally as well, across the community as the participant interacts within it.

Lave and Wenger (1992) detailed that for LPPT to be a possibility, newcomers must have full access to the community and be seen as a legitimate participant or member. Access to “ongoing activity, old-timers, and other members of the community; and to information, resources, and opportunities for participation” (Lave & Wenger, 1992, p. 101) must exist. Participants must be legitimate participants in a manner in which they are immersed to the degree that they can move from peripheral participant to full participant. Lave and Wenger provided that peripheral participants begin with short and simple tasks and progressively take on more responsibility. While the simple tasks are key, as socialization into the community occurs, a deeper sense of value and intrinsic reward exists. As participants move toward full participation, the process “involves not just a greater commitment of time, intensified effort, and more and broader responsibilities within the community, and more difficult and risky tasks, but, more significantly, and increasing sense of identity as a master practitioner” (Lave & Wenger, 1992, p. 111). The linchpin in Lave and Wenger’s theory is access coupled with the correct intent. LPPT is contingent upon access to the community of practice and intent for the participant to move from peripheral participant to full or central participant by means of socialization into the community. For LPPT to be implemented successfully,

participants must engage as legitimate participants with the ultimate goal of developing an identity as a full participant within the community. Lave and Wenger proposed that learning that fails to place focus on socialization into a community of practice lacks value and meaning, consequently leading to a lack of cultural identity and applicable knowledge. The researcher also argued that legitimacy is contingent on acceptance as a member of the community of practice.

Problem Statement

The effective preparation of teachers has long been a worthy endeavor of universities, as the effectiveness of the classroom teacher is touted to be the Number 1 influence on the achievement of students (NCATE, 2010). For over a century, schools and universities have sought to provide preservice teachers with the most effective preparation programs employing the highest quality clinical experiences. Ironically, the search for what defines the perfect clinical experience has yet to be concluded. It is known that cultivating self-efficacy beliefs within teachers is a necessary and important target for the clinical experience, and that opportunities for practice, intentional observation, and effective feedback are critical to its development (Bandura, 1977; 1997). It is also known that value exists in providing preservice teachers the opportunity to socialize into a community of practice by acting as a legitimate participant. Unfortunately, research on clinical experience is ambiguous, and we do not have a clear understanding of the best methods for preparing teachers during the clinical experience. Additionally, no research exists analyzing the value of socialization processes in a community of practice and its impact on teachers' sense of efficacy. This study sought to identify how processes involved in socialization into a community of practice impacted

self-efficacy belief development, leading to a better understanding of best practices in teacher preparation.

Purpose of Study

A higher education institution, in its endeavor to redesign its teacher preparation program, has created a new teacher preparation model employing LPPT and supporting NCATE's (2010) call to action. NCATE's report warrants increased clinical practice opportunities and university/public school partnerships in teacher preparation programs. As part of this process, an evaluation of the effectiveness of this form of immersed clinical experience is necessary, as both a measure of the idea's value for teacher preparation, and as a request by NCATE to understand the implications of this practice. This study looked through the lens of efficacy, or "people's beliefs in their capabilities to produce desired effects by their actions" (Bandura, 1997, p. vii) to evaluate this new practice, as well as contribute to the existing body of knowledge surrounding the value of LPPT in creating efficacious teachers.

As Papay et al. (2012) contended, it is unclear as to the best way to prepare and retain quality teachers. The purpose of this study was to identify whether acting as legitimate participants in a community of practice led to preservice teachers who were more efficacious. Does socialization into a community of practice impact the development of teachers' sense of efficacy? Additionally, what facets of the experience lead to differences in teacher sense of efficacy? This case study attempted to clarify the practices in a teacher preparation journey that affected the efficacy of preservice teachers.

Research Questions

1. How does socialization into a community of practice impact self-efficacy source experiences?
2. What differences, if any, exist between self-efficacy source experiences of peripheral participants and full participants in a community of practice?
3. What legitimate peripheral participation theory facets of the clinical experience affected the process of socialization from peripheral participant to full participant?

Limitations/Delimitations/Assumptions

While the researcher's intent was to provide clear and usable data for future use by teacher preparation programs, it was realized that limiting factors might have affected the data attained. Though the researcher made every attempt to eliminate effects of external variables through delimiting the study, it should be recognized that limitations existed. Educational research is a difficult field of study and thus, limitations are inherent.

Limitations. The following were limitations noted to the study.-

1. Participants in the yearlong internship program entered voluntarily. It is not known whether individual dispositions of participants were similar or different, affecting interactions and experiences.
2. The researcher was an administrator in one of the buildings housing intern participants of District A. It was not known if interviewees would respond honestly to questions as a result of the researcher's connection to the program.
3. Participants in the yearlong internship were located at six different public school campuses near the higher education institution. It was not known if

individual differences in practice at the different campuses existed or would affect participant experiences.

Delimitations. The following were delimitations to the study.

1. This study focused on senior year, consisting of a fall-spring duration, preservice elementary educators during the 2016-2017 school year at a local university; therefore results may not be generalized to other universities and areas of teaching.
2. The study was limited to 10 yearlong internship participants and their Master Teachers, formerly known as cooperating teachers. The sample size was limited to one elementary program at a local higher education institution and may not be generalized.

Assumptions. The following were assumptions within the study.

1. It was assumed that participants responded honestly and to the best of their ability to questionnaires and focus group interview questions.

Design Controls

This qualitative case study focused on 10 senior, preservice teachers in the second year of a yearlong, course embedded teacher preparation program and their 10 Master Teachers acting as the cooperating teachers for the interns. This case study utilized qualitative methods of data collection including focus group interviews of Interns and Master Teachers and journaling. The researcher was an administrator on one of the campuses during the study and served as a Master =Teacher during the 2015-2016 school year. An outside transcription service was used during the analysis of interview recordings to increase accuracy and prevent bias.

Definition of Key Terms

Apprentice- A preservice teacher participating in a clinical experience or internship referred to as an apprenticeship (Henderson, 2015).

Clinical Experience- Experience in which the P-12 preservice educator is engaged in a real-world classroom setting as a direct participant in the teaching and learning process under the supervision of a mentor teacher.

Intern- A preservice teacher participating in the clinical experience of the Teacher Internship Academy (IA) program or other teacher preparation model in which the clinical experience is referred to as an internship.

Master/Mentor Teacher- The on-site teacher under whom a preservice teacher teaches and receives direct mentorship during clinical experiences.

*Professional Development School (PDS)-*An educational campus dedicated to preparing preservice teachers and P-12 students, which is produced through a partnership between a teacher preparation program and a P-12 school. Both professional and student learning are cultivated in an inquiry-rich environment in a real school setting, with a focus on teaching and learning (NCATE, 2001).

Resident- Preservice teaching participant in the clinical experience of a teacher preparation program in which the clinical experience is defined as a residency.

Teacher College- Term adopted in the early 20th century, replacing the term *normal school*, referring to higher education institutions dedicated to preparing teachers (Ogren, 2005).

Teacher Internship Academy (IA)- A program replacing the traditional 16-week student teaching experience with a year-long, course-embedded experience, designed and

developed by Missouri State University and piloted in the 2015-2016 school year. In the school year 2016-2017, it was the second year of implementation.

Urban Teacher Residency (UTR)- Teacher preparation program in which year-long internships with embedded coursework prepare teachers under the direct supervision of a mentor in an urban school district. Preservice teacher participants are compensated during the clinical experience with UTRs (Berry, Montgomery, & Snyder, 2008).

Summary

The field of education faces great challenges in preparing and retaining effective teachers. Higher education may bear the burden of creating the positive changes necessary. Creating more efficacious teachers ready for the realities of the practice holds great promise in this area. Theory supports the notion that increased clinical experience in preservice teacher preparation may yield desired results. The intent of this study was to identify if the process of socialization had an impact on self-efficacy source experiences.

Chapter Two of this paper will review the literature surrounding teacher sense of efficacy, its impact, its creation, and its relation to the teacher preparation process. Relevant information will also be provided about alternative models of teacher preparation and their link to LPPT. In Chapter Three, a description of methods will be described for selection of participants as well as a description of the study's design, instrumentation, and methods for data analysis. Chapter Four will provide a presentation of the findings. Chapter Five will summarize the findings of this study, articulate the researcher's perceived implications of the findings, and describe the significance for higher education institutions and future studies.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

Substantial research exists in the area of teacher preparation and teacher efficacy beliefs (Al-Awidi & Alghazo, 2012; Aydin & Boz, 2010; Bautista, 2011; Can, 2015; Gaffney, Housley Gaffney, Usher, & Mamaril, 2013; Goh & Matthews, 2011; Lin, 2016; Tatar & Buldur, 2013; Yoo, 2016). Though research on each topic exists separately, there is little research connecting teacher preparation to the creation of teacher efficacy, specifically regarding the effect of increased or enhanced clinical experience. No research links socialization within a community of practice to efficacy beliefs. Chapter Two will review the literature surrounding each topic in an effort to frame each area in a manner so that connections can be drawn. This chapter will provide information on teacher efficacy, the detriments of its absence, how it is created, and the role of teacher preparation programs in its development. Models of teacher preparation will be discussed with a clear focus on those with enhanced and extended clinical experiences guiding readers to consider the potential value of an immersive experience.

Efficacy in the Teaching Profession

With efficacy as a measure of an individual's likeliness to successfully perform a task, this concept is relevant to the teaching profession. Woolfolk (2007) defined teachers' sense of efficacy as "a teacher's belief that he or she can reach even difficult students to help them learn" (p. 334). Walter (2015) suggested that self-efficacy is an accurate predictor of teaching skills. Data from his study of preservice teachers supported a significantly stronger correlation between self-efficacy and teaching skills than

traditionally used cognitive measures of entrance into the teaching field. Furthermore, Woolfolk Hoy (2000) found that teacher preparation program experiences have a direct impact on teacher efficacy beliefs.

According to NCATE (2010), creating and retaining highly effective educators is a key facet in changing America's education system, and university programs can have a direct impact on the process. A focused effort on understanding the intricacies of what makes a highly effective educator is paramount (Yoo, 2016). Bandura (1977) provided foundational theory that suggested teacher educators need to solicit outcomes with an intentional focus on maximizing teacher self-efficacy (McDonnough & Matkins, 2010). Bandura's (1977) findings revealed that an individual's efficacy expectations directly impact the intensity and persistence of his/her efforts. "Efficacy expectations determine how much effort people will expend and how long they will persist in the face of obstacles and aversive experiences. The stronger the perceived efficacy, the more active the efforts" (Bandura, 1977, p. 194). Research conducted by Lin (2016) provided similar support for this theory, as computing majors with higher degrees of self-efficacy showed greater degrees of persistence than those who were less efficacious. Furthermore, efficacious teachers demonstrate higher degrees of competence, having more student-centered lessons, higher levels of student engagement, increased levels of praise, and decreased burnout (Filatov & Pill, 2015). The belief in one's own effectiveness impacts whether an individual will even try to succeed in daily challenges (Bandura, 1977). Woolfolk Hoy's (2000) indication of teachers' sense of efficacy as a key factor in teacher effectiveness resonates with Bandura's (1977) notion of effort and persistence being a byproduct of its existence.

Attrition in the Absence of Efficacy

Knowing that efficacy influences teacher effectiveness, it is also important to consider the significance of its absence. One of the greatest obstacles related to the absence of efficacy is attrition (Aloe, Amo, & Shanahan, 2014; Darling-Hammond, 2003; Pearman & Lefever-Davis, 2012; Swanson, 2010, 2012). Teacher attrition has long been problematic for the U.S educational system, with statistics revealing that one third to one half of all teachers leave the profession in the first 5 years (Ingersoll, 2001). A recent NCTQ (2014) report revealed little change as teachers are continuing to leave the profession at staggering rates, with 20% attrition in the first 3 years of teaching. Furthermore, research indicates that the majority of the teachers leaving report a more manageable workload and better working conditions at their new jobs (NCTQ, 2014). Teachers entering the profession better prepared for the nature of the work might contribute to their remaining in the profession.

In a unique and comprehensive study conducted by Ronfeldt, Loeb, and Wyckoff (2013), the researchers retrieved data on more than 625,000 New York fourth- and fifth-grade students to identify the relationship between teacher turnover and student performance. Results of the study portrayed a bleak situation for U.S. education, as data revealed a strong negative relationship between teacher turnover and student performance with Ronfeldt et al. asserting, “Teacher turnover has a significant and negative effect on student achievement” (p. 17). Furthermore, findings depicted that the impact on students goes beyond the walls of the classroom in which the turnover occurs. “Turnover has a broader, harmful influence on student achievements since it can reach beyond just those students of teachers who left or of those that replaced them” (Ronfeldt et al., 2013, p. 18).

Like Lave and Wenger's (1992) proposal that learning occurs laterally across members of an organization, it appears that turnover may act in the same manner.

With Ronfeldt et al. (2013) confirming what policymakers and experts have assumed, it is clear that teacher turnover is an obstacle in education. In another landmark study, Goldhaber and Cowan (2014) took the issue further by identifying that institutes of higher education have a direct impact on the attrition of teachers. Goldhaber and Cowan identified that significant statistical differences occurred between the attrition rates of graduates of different teacher preparation programs. It should be noted that these preparation programs are of a traditional nature and do not include alternative certification routes, which shortcut the system and often result in high attrition rates (Swanson, 2012). Attrition rates between the traditional university certification programs were as much as 40%-50% in variance between the top-performing and bottom-performing programs (Goldhaber & Cowan, 2014). Differences in efficacy development could have been a factor.

Goldhaber and Cowan (2014) predicted that attrition is one of the most effective measures of preservice preparation programs. Ironically, of 48 states reporting their measurements for teacher preparation program effectiveness, none reported measurement of attrition (U.S. Department of Education, Office of Postsecondary Education, 2011). Measuring preservice programs on student outcomes alone does not take into consideration variables such as the difference in knowledge between new and veteran teachers, teacher turnover effects on student achievement (Ronfeldt et al., 2013), and differences in school placement. Furthermore, Goldhaber and Cowan stated, "Even modest differences in effectiveness across programs compensate for more substantial

differences in attrition” (p. 459). While findings suggest that the university has a significant impact on teachers’ willingness to either leave the profession or stay, they do not support that programs have a significant impact on teacher effectiveness. Goldhaber and Cowan suggested that policymakers focus on making significant changes to teacher preparation and not simply on reorganizing existing programs. This supported Darling-Hammond’s (2003) suggestion that teacher preparation must be a focus in order to improve high teacher turnover rates.

With Ronfeldt et al. (2013) as well as Goldhaber and Cowan (2014) having proposed attrition as a key factor in student achievement and a measure of university programs’ success, identifying the fundamental cause of teacher attrition is essential. Numerous studies support the claim that teacher efficacy is a key facet impacting teacher attrition (Aloe et al., 2014; Darling-Hammond, 2003; Pearman & Lefever-Davis, 2012; Swanson, 2010, 2012). Furthermore, Pearman and Lefever-Davis (2012) suggested declining teacher efficacy can begin as early as the practicum experience. Aloe et al. (2014) echoed these findings in a study of classroom management when she identified self-efficacy issues occurring in preservice teachers’ student teaching experiences.

In a study of foreign language teachers on their degree of efficacy related to attrition, Swanson (2010) suggested that teacher efficacy has a direct impact on teacher attrition. Furthermore, Aloe et al. (2014) identified that statistically significant data supported a relationship between self-efficacy and teacher burnout, a leading cause of teacher attrition. Findings from Aloe et al. (2014) suggest burnout occurring as early as student teaching, this is supported by Swanson’s (2012) work suggesting that creating a sense of efficacy in teachers is an essential component of teacher preparation. Swanson

(2012) explained that one's perception of their teaching ability has a large impact on their decision to enter and stay within the teaching profession. With efficacy as a major determining factor in teacher attrition, institutes of higher education must make this a focus. Pearman and Lefever-Davis (2012) suggested that university preparation programs make changes to support preservice teachers in the areas that cause a lack of self-efficacy such as classroom management, creating a foundation for Darling-Hammond's (2003) suggestion that teacher preparation is at the root of teacher attrition.

Creating Efficacious Teachers

Research indicates that teachers' sense of efficacy not only impacts teacher effectiveness, but their career paths as well, indicating that universities ought to give consideration to its development in the preparation process (McDonnough & Matkins, 2010; Swanson, 2012; Woolfolk Hoy, 2000). Ample literature exists to portray university-learning experience as directly related to the self-efficacy beliefs of preservice and in-service teachers. Experiences during teacher preparation programs are directly linked to increased and decreased efficacy of preservice teachers (Al-Awidi & Alghazo, 2012; Aydin & Boz, 2010; Bautista, 2011; Bergman & Morphew, 2015; Can, 2015; Dorel, Kearney, & Garza, 2016; Filatov & Pill, 2015; Goh & Matthews, 2011; Isiksal-Bostan, 2015; McDonnough & Matkins, 2010; Palmer, 2011; Tschannen-Moran & McMaster, 2010; Tuchman & Isaacs, 2011; Yoo, 2016). These findings directly supported Bandura's (1997) claim, that self-efficacy is most malleable in the early years of teaching. Understanding what facets of teacher education lead to increased efficacy is key as universities seek to develop highly efficacious teacher candidates. Changes in the

teacher preparation process may be key in increasing teacher self-efficacy (Krysher, Robinson, & Edwards, 2015).

It is imperative that a deep understanding of teacher preparation's role in the efficacy creation process be developed. "Since preservice teachers are tomorrow's in-service teachers, teacher education programs have a critical role in shaping preservice teachers' efficacy beliefs" (Isiksal-Bostan, 2015, p. 2087). McDonnough and Matkins' (2010) study of science teachers' efficacy beliefs and their connection to teachers' ability to connect research and practice revealed a direct and significant correlation. Teachers with higher degrees of self-efficacy more easily connect research and practice in the classroom. Furthermore, the study revealed that universities with programs designed to address efficacy developed students with higher degrees of self-efficacy, leading to the proposal that assessment of effective teacher education programs should include self-efficacy as a measure. Bergman and Morphey (2015) further stressed the significance of self-efficacy in teacher preparation as their study of coursework's effect on efficacy belief's revealed a significant impact when courses were carefully designed to include efficacy sources. Berman and Morphey concluded that university program design and planning should be driven by the application of self-efficacy theory, with special attention given to its sources supporting Lin's (2016) belief that Bandura's (1977) sources are essential elements when designing effective instruction. Bautista (2011) found that addressing a variety of efficacy sources in early childhood preparation programs was superior to coursework focused solely on content or specific techniques. While it might be expected that a focus on developing efficacy of teacher candidates is commonplace across university teacher preparation programs, Tuchman and Isaacs'

(2011) study of preparation programs proposed this is not the case. Utilizing the Teacher Sense of Efficacy Scale (TSES), Tuchman and Isaacs' data revealed that while teacher preparation programs tend to address efficacy related to instructional responsibility, no association was found when connecting teacher preparation practices to other measures of efficacy, such as student engagement and classroom management.

It is clear that teacher efficacy is a malleable construct, and that efficacy beliefs are a significant factor in teacher performance (Bandura, 1997; Tschannen-Moran & Hoy, 2001). Goh and Matthews (2011) concluded after their study of Malaysian students' perceptions of their teacher preparation experience that teachers must be exposed to a variety of assignments and experiences. Specific experiences must be present in teacher development and opportunities must exist for mastery experiences, feedback, exposure to modeling, and opportunities to simply teach more (Palmer, 2011). Can (2015) went as far as to suggest that the teaching profession must focus on the development of teaching efficacy beliefs if continued learning is to be possible. The task of developing programs inclusive of efficacy development is not simple and no program will be the same. Each university has a unique set of needs and goals leading to no perfect solution for any one program (Bergman & Morphew, 2015). Additionally, programs focusing on the development of efficacy should remain cognizant of good teaching practice, recognizing adult learning techniques such as metacognitive opportunities. For efficacious teachers to be developed, teachers must be provided the opportunity to reflect on their efficacy beliefs (Yoo, 2016). Reflection is only possible if preparation programs provide the knowledge of practice, theory, learners, and content necessary to make efficacy judgments (Can, 2015).

Research on efficacy sources within teacher development exists to some extent, though it is sparse and inconclusive. In Tschannen-Moran and McMaster's (2010) study of professional development programs, analysis of differing formats related to efficacy sources was a specific focus. Four programs were analyzed that utilized Bandura's proposed sources of efficacy in different measures. Programs ranged from application of a single source of efficacy to application of all four. Supporting Bandura's (1977) theory, the program applying all four sources of efficacy was revealed to impact teacher efficacy beliefs the most significantly. Yoo (2016) conducted a related study with online training programs specifically applying Bandura's sources of efficacy. Efficacy was found to be significantly impacted when the four sources were applied, with participant interviews specifically attributing their beliefs to each of the Bandura's (1977) sources. Wolf, Foster, and Birkenholz (2010) also found that mastery experiences, vicarious experiences, and verbal persuasion all had an impact on the self-efficacy of new teachers but found no significance.

Though findings support that efficacy sources are an important facet for developing efficacy beliefs, it is important to note that application of theory may be accompanied by some ambiguity. Bautista (2011) found that numerous experiences both related and unrelated to efficacy sources could contribute to an increase in efficacy beliefs. Tschannen-Moran and McMaster (2010) found that one group of teachers receiving mere lecture on reading instruction demonstrated a greater increase in efficacy beliefs than groups receiving experiences including multiple sources of efficacy. Furthermore, data from the same study revealed that application of efficacy sources did not have a significant impact on efficacy beliefs when applied in large group settings,

suggesting that experiences should be personalized and individualized. Tuchman and Isaacs (2011) subscribed to this reality as data from their study of formal and informal experiences on preservice teacher efficacy beliefs suggested that quality of experience and not simply its occurrence impact efficacy. In some cases, efficacy source-based experiences even led to a decrease in efficacy beliefs when quality was lacking. Tuchman and Isaacs' (2011) and Tschannen-Moran and McMaster's (2010) findings supported Bandura's (1977) proposal that efficacy must be created by powerful and intentional instruction, as well as Bergman and Morphew's (2015) findings that source-related experiences must be purposefully planned.

Though efficacy sources are generally linked to an increase in efficacy, Al-Awidi and Alghazo (2012) also found that all sources might not be equal. Data from their study of student teaching experiences on efficacy beliefs and technology integration revealed that participants rarely report physiological and emotional states as a factor in their efficacy beliefs, while the other sources such as mastery and vicarious experiences are reported regularly. Numerous studies have shown that while the inclusion of sources in teacher development are key, differing sources may have differing impacts on efficacy beliefs (Aydin & Boz, 2010; Bandura, 1977; Can, 2015; Gaffney et al., 2013; Palmer, 2011; Tatar & Buldur, 2013; Tschannen-Moran & McMaster, 2010). Bandura (1997) suggested that the sources of efficacy function complimentary to each other.

Mastery experiences. Albert Bandura's (1977) theory of performance accomplishment, later termed enactive mastery experience, references the source of efficacy that he deemed to be the most impactful. Enactive mastery experiences refer to "overcoming obstacles through perseverant effort" (Bandura, 1997, p. 80). While student

teaching and clinical experience may be the traditional setting for preservice teachers to participate in enactive mastery experiences, the scope of the construct is much further reaching. Any experience in which an individual independently overcomes a difficult task through personal experience falls within the construct. Palmer's (2011) and Tuchman and Isaacs' (2011) findings provided data supporting that out-of-school experiences can have a direct impact on efficacy beliefs as much as experiences present within teacher preparation programs. Increases in efficacy beliefs were found to be related to experiences such as childcare experience prior to college. It is important to note that enactive mastery experiences operate as both positive and negative influences on efficacy beliefs (Aydin & Boz, 2010; Bandura, 1977; Isiksal-Bostan, 2015; Wolf et al., 2010; Woolfolk Hoy, 2000; Yoo, 2016).

Enactive mastery experiences are defined by successfully overcoming an obstacle, which leads to an increase in efficacy, while experiences in which one fails to overcome an obstacle lead to a decrease in efficacy (Bandura, 1997). In addition, successes requiring little effort result in a smaller impact on efficacy than those requiring a great deal of effort (Bandura, 1977, 1997). Application of this theory provides insight for Wolf's et al.'s (2010) finding that student teaching mastery experiences had the greatest negative impact on preservice teachers' efficacy beliefs. Woolfolk (2007) recognized the significance of this, stressing that the quality of mastery experiences in teaching is directly related to the outcome. Woolfolk (2007) stated "efficacy grows from real success with real students" (p. 334). Though efficacy may be created through positive enactive mastery experiences such as Flores' (2015) study of preservice science teachers leading to an increase in efficacy beliefs, it may also diminish as negative experiences are

sustained. Yoo (2016) found that teachers recognizing stagnant or diminishing student performance related to application of professional learning experiences had a decrease in efficacy beliefs. Likewise, Isiksal-Bostan's (2015) study of mathematics teachers' efficacy beliefs found that 19 out of 30 participants reported diminishing self-efficacy beliefs as a result of classroom management struggles and 13 reported a similar decrease as a result of struggles with parent communication, further supporting the theory that negative mastery experiences correlate directly with a decrease in efficacy beliefs.

Bandura's (1997) suggestion that enactive mastery experiences are the most impactful source on efficacy beliefs is regularly supported by findings in the field of teacher preparation (Aydin & Boz, 2010; Can, 2015; Filatov & Pill, 2015; Lin, 2016; Tatar & Buldur, 2013; Tuchman & Isaacs, 2011). Darling-Hammond's (2003) call for teacher preparation to be enhanced by clinical experiences was not unfounded. Krysher et al. (2015) found that teachers who were given the greatest opportunity to teach in the preparation program demonstrated the highest level of efficacy. In both qualitative interview and quantitative surveys across disciplines, it has been regularly found that mastery experiences have a direct and positive impact on self-efficacy beliefs (Aydin & Boz, 2010; Can, 2015; Lin, 2016; Tatar & Buldur, 2013). Consequently, preservice teachers desire to have additional clinical practice experience as part of their teacher preparation programs (Filatov & Pill, 2015). Tuchman and Isaacs (2011) also found teacher licensure to be unrelated to self-efficacy beliefs, but years of experience to have a positive impact on them.

Though Bandura (1997) communicated mastery experiences as one-dimensional, including only enactive mastery experience, an additional component to the theory of

mastery experience was recently proposed (Palmer, 2011). In Palmer's (2011) work, he suggested that mastery experience includes an additional component of cognitive mastery. Cognitive mastery references "when teachers perceive success in understanding science concepts or pedagogical concepts" (Palmer, 2011, p. 579). If a teacher is provided instruction or receives information leading to an increased cognitive understanding of a topic, their efficacy beliefs may be positively impacted. This theory is not unsupported as findings by Tschannen-Moran and McMaster (2010) and Can (2015) both supported Palmer's (2011) theory and findings. Tschannen-Moran and McMaster (2010) found that teachers only receiving verbal information on a new instructional reading model had a greater increase in efficacy beliefs than those receiving experiences from multiple efficacy sources. Can (2015) had similar findings after all preservice teachers in his study reported that they believed they could become effective teachers by simply studying more about teaching. Palmer (2011) reported that 92% of teachers mentioned cognitive mastery as a source of efficacy while few mentioned enactive mastery experiences. Bandura's (1997) theory stands in opposition to these findings as enactive mastery experience is touted to be the most significant factor impacting efficacy beliefs. One might consider that beliefs and reality may sometimes not be the same. Though Tschannen-Moran and McMaster (2010) found teachers receiving only cognitive mastery experience had a significant increase in efficacy beliefs, teachers receiving all four sources of efficacy experiences had a significantly higher rate of fidelity with implementation of the new practice than those only receiving the cognitive mastery experience. This finding suggested that teachers may believe that they are more efficacious, though a lack of mastery experience may have led them to a false reality.

Gaffney et al. (2013) found that some students did not like mastery experiences and preferred lecture-based classes to clinical experience. Gaffney et al. hypothesized that enactive mastery experiences are likely perceived as more challenging, leading to this finding.

It is important to note that cognitive mastery experiences and enactive mastery experiences may function in cooperation with each other rather than as stand-alone sources. Though Palmer's (2011) findings presented cognitive mastery as more significant than enactive mastery, Can's (2015) findings revealed that participants attribute their successes to application of cognitive mastery knowledge during enactive mastery experiences, suggesting that the two work in concert with each other. Goh and Matthews (2011) referenced this phenomenon when they identified that student teachers were often unable to draw upon their knowledge from cognitive mastery experiences when faced with an enactive master situation. This further supports that the two are linked and may not lead to a true increase in effective practice without working together. In addition, Palmer (2011) suggested that efficacy beliefs may erode over time, leading one to question if cognitive mastery experiences are as powerful as enactive mastery experiences in terms of longevity.

Vicarious experiences. Bandura (1997) theorized that while enactive mastery experiences are a powerful component in creating efficacious teachers, other elements exist. The opportunity to see others model an activity, referenced by Bandura as a vicarious experience, is key in the development of one's efficacy beliefs. Bandura explained that models provide the individual with a frame of reference by which to judge their own success. One may not know they have successfully completed a task if no

benchmark exists against which to measure the task. If a teacher has not seen what a successfully taught lesson looks like, it may be difficult to assess if they have successfully taught a lesson. Furthermore, if a teacher has not seen a successfully managed classroom, they have no reference to what a well-managed classroom looks like. Filatov and Pill (2015) noted that inefficacious teachers routinely referred to a lack of knowledge of teaching tasks to be performed.

Like mastery experiences, Bandura (1977) suggested that vicarious experiences can also result in both positive and negative influences on efficacy beliefs. Observing a strong or proficient model will likely lead to an increase in efficacy beliefs, while observing an ineffective model may lead to a decrease. Furthermore, Bandura maintained that seeing others perform activities that an individual perceives as threatening without negative consequences can lead to a perception of potential success upon further efforts in that area. Bandura did note, though, that vicarious experiences are less dependable an increasing efficacy beliefs than enactive mastery experiences.

Vicarious experience models can consist of many different individuals in the teacher preparation program. Cooperating teachers, professors, university supervisors, and peers may all be seen as effective models (Al-Awidi & Alghazo, 2012; Palmer, 2011). Palmer (2011) found that preservice teachers observing other preservice teachers had a significant positive impact on efficacy beliefs. Additionally, Can (2015) found that participants reported observing professors putting theory into practice in a real-world setting positively impacted their efficacy beliefs. Consequently, Can also found that preservice teachers who observed ineffective classroom teachers were often negatively impacted by the experience, losing confidence in their abilities. Ironically, some

preservice teachers actually gained confidence from the same experience, believing that they were more proficient than the teacher being observed. Ultimately, research provides support for the significance of an effective model in teacher preparation. As research stresses the significance of a model's impact on preservice teachers' efficacy beliefs, good role models should be carefully selected for preservice teachers to observe (Aydin & Boz, 2010).

Verbal persuasion. While seeing a successfully modeled task and experiencing it personally are largely attributed to creating efficacy beliefs, they do not stand-alone. Verbal persuasion exists as a complementary facet to the previous sources. Verbal persuasion refers to “feedback and encouragement from other people, indicating that one has the capability to perform the task” (Palmer, 2011, p. 580). It is the most commonly applied source of efficacy because of its ease of use and accessibility (Bandura, 1977). Though it is commonplace in teacher preparation, it is not the most significant source of efficacy. Simply informing the individual that they are capable of success does not mean that they believe it. Furthermore, feedback separate from experience is ineffective, and verbal persuasion should accompany vicarious and mastery experiences to be most effective (Bandura, 1977; McDonnough & Matkins, 2010).

Like vicarious and mastery experiences, verbal persuasion can have both positive and negative effects on efficacy beliefs (Bandura, 1977; Gaffney et al., 2013). Positive feedback may bolster efficacy beliefs while negative can diminish them. In a study of physics education students, Gaffney et al. (2013) found that a professor's positive and negative feedback to students had the power to both increase and decrease efficacy beliefs amongst students. Similarly, Filatov and Pill (2015) concluded that teachers with

higher levels of feedback during student teaching developed the highest levels of self-efficacy. Like elementary and physics students, computing students responded similarly to verbal persuasion in Lin's (2016) study of efficacy beliefs amongst computing students. Ironically, computing students reported that verbal persuasion was the greatest factor influencing their efficacy beliefs. In a study conducted by McDonnough and Matkins (2010), practicums at two different universities were analyzed with a focus on feedback. Findings revealed that practicum experiences without course-embedded feedback actually resulted in a decrease in efficacy beliefs and the university experience coupled with feedback led to an increase, agreeing with Darling-Hammond's (2003) idea that a sink-or-swim student teaching experience may result in inefficacious teachers rather than efficacious ones. These ideas indicate mastery experiences separate from verbal persuasion may be of no value in teacher preparation (McDonnough & Matkins, 2010). Consequently, while findings support the significance of verbal persuasion with preservice teachers, Tschannen-Moran and Hoy (2001) found that verbal persuasion did not significantly impact the efficacy beliefs of more experienced teachers.

Like models in vicarious experience, the perceived credibility of the persuader is a significant factor in verbal persuasion. If a persuader is viewed as credible, the impact on efficacy is greater than feedback from a persuader perceived as lacking credibility (Bandura, 1977). Universities must be in search of effective mentors for preparing teachers (Can, 2015; McDonnough & Matkins, 2010). Additionally, universities must find ways to provide students with high-quality context and content-focused supervisor support.

Physiological and emotional states. An individual's state of physical well-being and stress level can be key factors impacting efficacy beliefs. Becoming highly aroused by fear of a situation negatively impacts performance, as does feeling physically inadequate. Bandura's (1977) original theory limited the fourth source of efficacy beliefs to emotions alone, but later included physiological states when he changed the fourth source from emotional arousal to physiological and affective states. Bandura noted that people under stress are less likely to anticipate success than relaxed individuals. Furthermore, he noted that stress-related fears and deficits are often interdependent. Those who avoid things often impede their own development and further decrease their level of efficacy. Thus, Bandura concluded that by enhancing physical well-being and decreasing stress individuals may increase their levels of efficacy (Bandura, 1977, 1997).

Preservice teachers are not immune to the impact of physiological and affective states when developing efficacy (Can, 2015; Gaffney et al., 2013; Goh & Matthews, 2011; Tatar & Buldur, 2013). Agreeing with Bandura's (1997) theory, Tatar and Buldur (2013) found that science teachers' efficacy regarding alternative assessment was significantly related to positive classroom environments, feedback, and collaboration. Decreased stress and increased positive feelings contributed to physiological and emotional states. Can (2015) identified that preservice science teachers reported shyness, emotions, and nervousness as key factors in their lack of confidence. Likewise, in Gaffney's et al. (2013), study of preservice physics students in active learning classrooms, they found that condescending instructors created environments in which efficacy decreased. Preservice preparation programs must work to alleviate stresses and promote the physical well-being of teachers. This could be related to findings of efficacy

decreasing during the first year of teaching as modeled instruction and feedback cease to be present (Woolfolk Hoy, 2000). An emotional support network would be a wise addition to student teaching experiences and preparation models (Goh & Matthews, 2011).

The State of Teacher Preparation

With research suggesting efficacy as a strong measure of teacher proficiency (Tschannen-Moran & Hoy, 2001), the current nature of teacher preparation and its influence on the construct must be considered (Yoo, 2016). The preparation of teachers has traditionally rested in two distinct categories, that of instruction on theory and that of instruction on practice (Committee on the Study of Teacher Preparation Programs in the United States & National Research Council [CSTPP & NRC], 2010; Darling-Hammond, 2006; Zeichner, 2010). Additionally, studies by Tschannen-Moran and McMaster (2010) and Goh and Matthews (2011) indicated efficacy source experiences as a potential bridge between theory and practice. While this common structure has existed for nearly a century, current research and reports question the current effectiveness of accepted teacher preparation methods (Bullough, 2014). In the most recent report by the National Council on Teacher Quality (NCTQ, 2014), only 17 of 1,668 teacher preparation institutions in America are meeting the top ranking standards set forth by NCTQ. Findings such as this certainly promote the question as to whether or not current practices in teacher preparation programs are effective.

To understand the nature of such programs, one must consider the role and responsibility of teacher preparation programs. Cochran-Smith and Villegas (2015) suggested that learning to teach is a complex and difficult endeavor that must occur over

an extended period of time with much support from mentors and opportunity for experience. Darling-Hammond (2006) provided insight into the complexity of training teachers, providing that preparation programs are responsible for helping preservice teachers to “understand deeply a wide array of things about learning, social and cultural contexts, and teaching and be able to enact these understandings in complex classrooms serving increasingly diverse students” (p. 302). Hollins (2011) added that preparation programs must “support learners in developing academic skills, deep content knowledge, and disciple specific practices requiring deep knowledge of the learning process, especially theoretical perspectives on learning” (p. 398). Bullough (2014) suggested that the complexities of the teaching profession may very well surpass that of the medical profession in many instances, as teachers consistently engage in highly unpredictable situations requiring a deep knowledge of applicable theory. DeMonte (2016) concluded that recent shifts in preparation practices to a focus on activity-based learning are beginning to mirror that of the medical profession. Ultimately, the complexity and multifaceted nature of teaching reiterates the difficult task held by university preparation programs.

Ultimately, the responsibility of all teacher preparation programs is to prepare preservice educators to take charge of their classroom and manage established educational programs within it (Darling-Hammond, 2006). Traditionally, universities have established programs that provide theoretical knowledge at the university followed by a brief stint of application in a clinical experience setting (CSTPP & NRC, 2010; Darling-Hammond, 2006; Zeichner, 2010). These traditional models have historically been defined by front-loaded, theory-based coursework provided by professors isolated

from experience (Darling-Hammond, 2006; Zeichner, 2010). Preservice teachers have the expectation of learning the theories while at the university and maintaining that learning through the application stage in the clinical classroom setting (Zeichner, 2010). CSTPP and NRC (2010) described university coursework as “loosely categorized and covering the foundations of education” (p. 50). Courses typically cover “history of education, educational psychology, measurement and assessment, educational foundations, multiculturalism and diversity, theories of learning, classroom management, special education, and reading” (CSTPP & NRC, 2010, p. 47).

In addition to theory-based instruction, the other side of teacher preparation has traditionally been the field experience (CSTPP & NRC, 2010; Darling-Hammond, 2006; Zeichner, 2010). This experience has traditionally been brief, and at the conclusion of a heavily theory-based preparation program (Darling-Hammond, 2006). University supervisors supervise field experiences and occasionally provide pre- and post conference guidance for lessons and evaluate teaching moments (Gelfuso, Parker, & Dennis, 2015). Darling-Hammond (2006) suggested that the university has often haphazardly established these experiences with the cooperating school, while supervision of the happenings within the experiences has been minimal. Furthermore, it is suggested that preservice teachers often feel disconnected from their theoretical instruction and lack the competence to apply the theory in the classroom, suggesting that opportunities to develop efficacy beliefs may be lacking. Gelfuso et al. (2015) depicted traditional teacher preparation of embracing a technical-rational perspective that assumes preservice teachers can acquire theory from coursework and somehow have the competence to apply it in the classroom. This theory counters constructivist theories of learning promoted by

Dewey's (1938) and Bandura's (1977) research on promoting teacher efficacy. This might potentially explain Cochran-Smith et al.'s (2015) description of the coursework to fieldwork transition as being disheartening for many participants.

In addition to the theory-practice disconnect that seems to exist, research is limited on the actual nature of most clinical experiences, including the length of time that preservice teachers engage in them (CSTPP & NRC, 2010). In a study by CSTPP and NRC (2010), findings revealed that roughly 60% of teachers reported student teaching for a semester and 20% for less than a semester. With mastery experience being promoted by Bandura (1977) as the most impactful source of efficacy, leaving clinical experience for a mere moment at the end of preparation programs should be somewhat alarming. Additionally, even though some programs are working to create more impactful and longer field experiences, there has continued to be a disconnect between coursework and placement (Zeichner, 2010).

Darling-Hammond (2006) speculated that the gap between theory and practice in teacher preparation programs could very well be the Achilles heel of teacher preparation. Zeichner (2010) supported this sentiment, suggesting that if university preparation programs do not change quickly, they may very well be replaced in the near future by alternative certification programs (Zeichner, 2010). Zeichner suggested that universities must find ways to promote opportunities to apply course-based theories in the classroom with relevant and timely feedback. Bandura's (1977) verbal persuasion source of efficacy was supportive of this suggestion. Ball and Forzani (2009) asserted that clinically based experiences should even be the central focus of preparation programs around which everything is built. This aligns with Dewey's (1938) constructivist theory

of learning that is often promoted as best practice to preservice teachers in preparation programs (Darling-Hammond, 2006).

Darling-Hammond (2010) argued that university coursework will never measure up to experience and further stated, “It is impractical to expect to prepare teachers for schools as they should be if teachers are constrained to learn in settings that typify the problems of schools as they have been” (p. 42). Furthering this argument is research supporting that varying amounts of university coursework have little to no effect on overall teacher effectiveness once in the classroom (Constantine et al., 2009). In a comparative study by Constantine et al. (2009) of nearly 200 educators prepared traditionally and alternatively, time spent in university courses had no statistical significance when linked to student performance. For aspiring teachers, change has been on the horizon for several years, as teacher education researchers have been in active pursuit of solutions. Currently, alternative solutions to the traditional, characteristically disconnected model of teacher preparation are actively being engaged in across the globe. A primary focus of these programs is closing the theory-practice gap by enhancing the clinical experience (Cochran-Smith et al., 2015).

Closing the theory-practice gap. Bandura’s (1977) construct of efficacy portrays mastery experience as the most influential factor in its development; thus mastery experiences may be the most promising avenue for teacher preparation reform aimed at closing the theory-practice gap. The shift of our society from one of industrialization to knowledge has produced an ever-increasing focus by policymakers on education, and in recent years, that focus has narrowed to the quality of teachers (Cochran-Smith et al., 2015). Cochran-Smith et al. (2015) further suggested that a

society focused on knowledge demands a population of critically thinking problem solvers. It is no surprise that the focus of much teacher preparation reform is on a movement to a constructivist model of learning theory (Cochran-Smith et al., 2015; Gelfuso et al., 2015). Ironically, universities have long promoted this style of teaching for teacher candidates, while not adhering to it themselves (Darling-Hammond, 2006).

As new models of teacher preparation arise, researchers have established benchmark characteristics that are critical for change (Bullough, 2014; Cochran-Smith et al., 2015; Darling-Hammond, 2006; Gelfuso et al., 2015; Hollins, 2011; Zeichner, 2010). Suggested characteristics are similar in theme across research. Partnerships between universities and schools are a defining characteristic, with enhanced clinical experiences following. In order for teachers to have the opportunity to apply theories of education, they must have an increased opportunity to try it in the classroom (Bullough, 2014; Cochran-Smith et al., 2015; Darling-Hammond, 2006; Gelfuso et al., 2015; Hollins, 2011; Zeichner, 2010). According to Bullough (2014), “curiosity-driven inquiry, especially conducted in partnership between universities and schools” (p. 193) is a cornerstone of these programs. Hollins (2011) advocated that these partnerships should promote the opportunity to become part of the professional community at schools and allow for the socialization into the community of practice promoted by Lave and Wenger (1992) in their theory of LPPT. Darling-Hammond (2006) pointed out that partnerships must be characterized by closely supervised clinical experiences and intentionally integrated coursework, promoting Gelfuso et al.’s (2015) call for preservice teachers to engage regularly in experience accompanied by reflective opportunities with a knowledgeable mentor. This aligned directly with Bandura’s (1977) promotion of verbal

persuasion as an efficacy source and should theoretically create more efficacious teachers. Furthermore, Hollins' (2011) alignment with the theory of LPPT (Lave & Wenger, 1992) was a critical element in the shift to more effective and significant clinical experience.

The significance of clinical experience. Clinical experiences as a method to effectively prepare educators is rooted in much theory. Dewey, Vygotsky, Piaget, and Lewin, all well-known theorists central to learning theory, argued that experience is an essential element in the learning process. Works done by Kolb (1984) on experiential learning theory and Lave and Wenger (1992) on situated learning theory not only brought together ideas from each of these historical researchers, but supported Bandura's (1997) efficacy research, providing the foundation for a shift from teacher preparation programs weak in clinical experience to programs with a focus on immersive practices.

Lave and Wenger (1992) in their situated learning theory, a social practice theory, explained that learning is an inherently social experience. Learners acquire knowledge and skills specific to a given community or organization by active participation within it. This participatory experience is known as LPPT, referring to one's participation in a community from a peripheral standpoint. One does not have to be the center of the community, but simply a participant (Lave & Wenger, 1992).

The idea of participation in a specific setting has roots in the historical idea of apprenticeship. In order to differentiate the theory from differing ideas of apprenticeship throughout history though, this theory is referred to as situated learning. Situated learning is of a far more complex nature than simply learning by doing or the traditional idea of

apprenticeship. When a learner learns within a community, they are not the only benefactor, but learning takes place across the community (Lave & Wenger, 1992).

Lave and Wenger (1992) suggested that “general knowledge only has power in specific circumstances” (p. 33). Knowledge is essentially worthless without the ability to apply it in specific situations and Bandura (1997) and Woolfolk Hoy (2000) also argued in their promotion of the value of efficacy. Actors with the knowledge of how to act, but who have never actually acted, do not understand how to apply their knowledge. Therefore, the knowledge is of little merit (Lave & Wenger, 1992). Furthermore, situated learning is in opposition to much of what is accepted in teacher preparation with a focus that must shift from “the individual as learner to learning as participation in the social world” (Lave & Wenger, 1992, p. 43).

Peripheral participation is far more than traditional apprenticeship (Lave & Wenger, 1992). Often times, the act of apprenticeship is seen as actively observing a master in order to replicate their practice. It is far more than that. Lave and Wenger (1992) suggested that “Mastery resides not in the master but in the organization of the community of practice of which the master is a part” (p. 94). Effects of LPPT go far beyond mere observation and imitation. The apprentice not only observes practice, but also absorbs the culture under which the practice occurs. This level of immersion is key as a means to combat the absorption of poor practice that might occur with observation of a poor mentor alone (Cochran-Smith & Villegas, 2015; Gelfuso et al., 2015). Participants begin to understand the intricacies of the community, how to talk, walk, react, and understand the events around them (Lave & Wenger, 1992).

In addition to cultivating a rich and accurate understanding of the community of practice, Lave and Wenger (1992) suggested that learning within LPPT not only occurs between the master and the apprentice, but between apprentices and other members of the community. A program defined by immersion has the power to grow not only the intended participant, but also the community at large. Learning is actually enhanced in the environment of circulation amongst peers. The participant not only takes on the culture within which they are operating, but also makes contributions to the existing community. The participant contributes to the growth of the community as a whole, while simultaneously growing by learning the practice. Lave and Wenger concluded that becoming part of a community is not simply about learning narrow tasks and skills, but is more complex and involves active participation to truly become a full participant and master of the trade. Bandura's (1997) construct of efficacy is ironically dependent on the same foundational element.

Situated learning theory is limited by the single factor of access, much like Bandura's (1997) theory of efficacy. In order for the development of efficacy to occur, one must have immersive access to the community. Incoming participants must have access to the tools, technology, and body of existing knowledge that the community holds. In order for situated learning theory and the cultivation of efficacy to be possible, structures must be in place to allow participants access to the community of practice (Bandura, 1997; Lave & Wenger, 1992).

Though much change in the direction of reform toward constructivist models is occurring in teacher education and is grounded in theories such as efficacy (Bandura, 1997), constructivism (Dewey, 1938), and LPPT (Lave & Wenger, 1992), it is not

without skepticism. Various progressive models of teacher preparation such as professional development schools (PDSs), Urban Teacher Residencies (UTRs), and extended and enhanced clinical experiences have been scrutinized for their lack of credible research and bias toward public school expertise (Breault, 2014). In a review of over 300 studies on PDSs, Breault (2014) found 52% were not quality research and only 17 took into account the perspectives of university faculty. Additionally, Von Hippel, Bellows, Osborne, Lincove, and Mills (2016) found in their study of teacher preparation programs' impact on student achievement that preparation programs have a minimal impact. One standard deviation (SD) in teacher preparation program quality predicted just a .03 SD increase in math scores and a .02 SD in reading scores. Furthermore, Breault and Breault (2012) found that of the 300 studies on PDSs, fewer than 10 looked at student achievement data as a measurement of success. An additional element impacting the credibility of new constructivist-based models of preparation is the impact of the site-based classroom teacher. Cochran-Smith et al. (2015) found that view of cooperating teachers in preparation programs often contradicted the views and theories promoted by the university. Gelfuso et al. (2015) and Cochran-Smith et al. (2015) both found that this could be detrimental to the learning of preservice teachers as they began to place value on imitation of the teacher over sound theory. This further promotes the necessity of a close and communicative partnership in new models of preparation.

Enhanced Clinical Experience Models

Research since the 1970s has supported significance of clinical experience as a critical component of professional learning (Philpott, 2014). Kolb's (1984) experiential learning theory clearly identified experience as a vital piece of the professional learning,

while Bandura's (1997) theory of efficacy and Lave and Wenger's (1992) theory of LPPT relied on the same key facet. Furthermore, Lave and Wenger's (1992) work promoted the benefits that experience within the organizational setting has on learning as a social experience. Philpott (2014), in his synthesis of major professional learning theories, concluded that all of the major theories surrounding professional learning are rooted in the clinical experience. In reference to learning theory, the value of experience in learning precedes professional learning theories by nearly half a century with the work of John Dewey (1938) on progressive education and the power of experience.

In an NCATE (2010) report, higher education leaders prompted institutions of higher education to turn their practices upside down and may have reinvigorated the focus on alternative models and richer clinical experiences in teacher preparation, but alternative models of teacher preparation with variations of the clinical experience are not new, and are commonplace throughout the world (Wang, Coleman, Coley, & Phelps, 2003). Furthermore, numerous schools within the United States were already demonstrating their grasp of the significance of alternative models prior to NCATE's call for reform (NCATE, 2010; Watts & Levine, 2010). Alternative approaches to teacher preparation with an enhanced clinical experience are a focus of higher education institutions and vary in design. Three categories of preparation programs exist in current research that are tailored more closely to incorporate immersive experiences than traditional preparation models. Professional development schools, teacher residencies, and an assortment of increased clinical experience models presently serve as representatives of immersive practices. Research in each of these categories is insufficient and inconclusive.

As one begins to look at extending and enhancing the clinical experience, program variations inherently step closer to immersive practices more closely aligned with Lave and Wenger's (1992) call for LPPT within a community of practice. It becomes important to analyze the intricacies of existing studies with extended and enhanced clinical experiences to understand the implications of existing data for making a shift to more immersive experiences. While models such as PDSs and residencies focus on partnerships, many institutions have or are simply turning to a more rigorous approach to the clinical experience by extending the amount of time preservice teachers spend in the classroom (Watts & Levine 2010). Darling-Hammond (2006) provided evidence that the top teacher preparation models in the country require a minimum of 30 weeks of clinical experience supporting this shift. These experiences have different names depending upon the institution and design of the program, but all focus on an increased opportunity for authentic experience and immersion in Lave and Wenger's (1992) community of practice. Residency, internship, and apprenticeship are each used to refer to the extended clinical experience, though the details of programs vary (Hemmerich, Hoepner, & Samelson, 2015; Henderson, 2015; Ross & Lignugaris-Kraft, 2015). Research suggests that the movement to increasingly clinically driven teacher preparation models is a positive shift (Boysen, 2015; Brown, 2015; Marcum-Dietrich et al., 2013; Papay et al., 2012; Ross & Lignugaris-Kraft, 2015).

Studies conducted on the effectiveness of extended clinical experience through extended student teaching are limited, as most research has reported a focus on residency models and PDSs, or on the entirety of preparation programs, lacking a specific focus on clinical experience. Four studies exist in current literature with a focus on time in clinical

experience and program effectiveness. Addison (2010) and Boysen (2015) both conducted studies focused solely on the extended student teaching experience and its impact on teacher preparedness. In Addison's quantitative study of time in student teaching and efficacy beliefs, an intentional focus was placed on the number of weeks spent in student teaching and the level of reported efficacy in Tschannen-Moran and Hoy's (2001) domains of student engagement, instructional practices, and classroom management. Addison found that length of student teaching had little to no effect on the efficacy of beginning teachers. It should be noted that while the study was conducted with teachers throughout the state, teacher participants were actively teaching. Teachers who had already left the profession within the first 5 years were not included, a potentially significant number according to NCTQ (2014). Furthermore, Addison identified the majority of teachers responding to be 30 years of age or older, possibly indicating they were nontraditional teachers who may have developed a sense of efficacy in a previous career. To some degree, Boysen (2015) agreed with Addison's (2010) findings, noting that teachers participating in a yearlong student teaching experience versus a traditional experience reported the same struggles during their first year of teaching. Conversely, Boysen reported teachers engaged in an extended student teaching experience have a higher degree of confidence in themselves and their teaching abilities. While confidence and efficacy are separate constructs, these findings are not without significance.

In a later study conducted by Dorel et al. (2016), general teacher efficacy and personal teacher efficacy measures were gathered with a specific focus on time involved in clinical experiences. Snapshots of efficacy beliefs were taken longitudinally at four

points in preservice teachers' journeys with participant numbers varying between 75 and 154. Findings revealed that efficacy beliefs initially began high and dropped drastically after the first semester of field experience. Efficacy beliefs rebounded during the third semester and remained consistent throughout the end of the program. These findings again provide strong evidence that time participating in Lave and Wenger's (1992) community of practice is critical in the preparation journey. Spooner et al. (2008) conducted a study that compared yearlong student teaching participants to traditional, one-semester participants, with a focus on mentor/mentee relationships, knowledge of school policies and procedures, and confidence in teaching abilities. Findings of the study revealed that yearlong participants had statistically greater relationships with mentors and knowledge of school policies, but did not report statistically significant differences related to perceptions of teaching ability (Spooner et al., 2008). This supported Addison's (2010) finding of no significance related to time student teaching and beliefs in teaching ability. It is important to note that while mixed data exist related to length of student teaching and measures of program success, programs measured by Spooner et al. (2008), Dorel et al. (2016), and Boysen (2015) involved programs with student teaching experiences characterized by embedded university coursework removing participants from the classroom regularly. Lave and Wenger (1992) stressed the significance of situated learning in which participants are actively and authentically engaged in the community of practice. While these studies identified data related to programs more closely aligned with Lave and Wenger's theory, they do not represent full enactment of the theory over the extended period.

Professional development schools. Von Hippel et al. (2016) presented data indicating differences in teacher preparation programs have little impact on student achievement, but numerous studies indicate differences are not without merit, especially when considering PDSs (Breault, 2014; Buzza, Kotsopoulos, Mueller, and Johnston 2010; Cozza, 2010; Sandoval-Lucero et al., 2011). Sandoval-Lucero et al. (2011) concluded that perceptions of teacher candidates vary significantly between traditional, residency-based, and PDS model programs. With teacher sense of efficacy as a key indicator of teacher success (Tschannen-Moran & Hoy 2001), perceptual data related to preservice teachers hold merit in the consideration of program effectiveness. Professional development schools, an idea coined by The Holmes Group (1986), may continue to offer a solution to the theory-practice gap that has plagued teacher preparation programs for years.

PDSs operate with the mission of offering preservice teachers and mentors alike the opportunity to develop more effective practice. The idea developed by The Holmes Group (1986) continues to gain momentum as NCATE (2010) in recent years has continued to charge universities with developing more effective partnerships with P-12 schools. Subsequently, The National Association for Professional Development Schools (NAPDS) continues to promote the idea nation-wide to a group of over 1,000 participating schools in the U.S. alone (Van Scoy & Eldridge, 2012; Darling-Hammond, 2006). While the agenda to increase the prevalence of PDSs has continued to maintain momentum, it is not without scrutiny. Breault and Breault (2012) were critical of the programs, touting that the research supporting the model was not adequate to justify its prevalence.

Two separate sets of standards currently define and guide university and school partnerships in the development and sustainment of a PDS model. NCATE (2001) and The National Association for Professional Development Schools (2008) have slightly varying standards and definitions, but four key aspects of their standards unite the organizations. Van Scoy and Eldridge (2012) identified that “deliberate and planned partnerships, comprehensive clinical preparation, high standards for all, and data-driven practice” (p. 8) are primary guiding principles of both. Ultimately, the PDS model of preparation can be defined by school and university partnerships that focus on distinctly enhanced clinical experience for teacher candidates (Van Scoy & Eldridge, 2012). With a focus on deliberate and planned partnerships distinctly tailored for enhanced clinical experience, the PDS model supports Lave and Wenger’s (1992) and Bandura’s (1997) call for experience-based learning. Mastery experiences and immersion within a community of practice inherently become present in the PDS model. Buzza et al. (2010) suggested that the overall intent of this model of preparation is to create stronger connections between the university experience and clinical experience. Sandoval-Lucero et al. (2011) explained that the model allows for preservice teachers to take advantage of the opportunity for application of knowledge in the classroom and continued reflection. Bandura’s (1997) suggested source of mastery experience is a key piece of efficacy development.

Epstein and Willhite (2015) provided that PDSs not only seek to develop the skills of preservice teachers during the partnership, but also mentor teachers as well. This is unique to Lave and Wenger’s (1992) proposal that learning occurs laterally during the LPPT experience. Additionally, a primary factor promoting PDSs as necessity is the

historical competition of university-based and school-based knowledge in teacher preparation (Buzza et al., 2010). Fortunately Van Scoy and Eldridge (2012) suggested that in the new PDS models, school-based knowledge is seen as equally valuable to university-based knowledge. Ultimately, PDSs take on the challenge of enhancing the clinical experience of preservice teachers and bridging the theory practice gap in teacher preparation through school and university partnerships.

While the idea of school and university partnerships might seem simple and fundamental, it is a goal defined by complexity. Breault (2014) pointed out that in the creation of a PDS partnership, “two cultures—each with its own discourse and ways or organizing practices and representations- find themselves in a new, shared context” (p. 23). Supporting this observation, Colwell, MacIsaac, Tichenor, Heins, and Piechura (2014) in their study of principal perceptions of PDS partnerships identified that collaboration and communication between each member of the partnership is vital to success. As Van Scoy and Eldridge (2012) emphasized, both organizations guiding the development of PDSs make it clear that universities and schools must be committed and share in the vision of the program. Cozza (2010) echoed that a shared vision is pivotal to success and further indicated a desire to work together and collaborate must precede the PDS. If school and universities are not intentional in their collaboration and careful implementation of PDS standards, there will likely be difficulty experienced in the process (Colwell et al., 2014).

While the establishment of a PDS might be an arduous task, research on the effectiveness of PDSs portrays an overall positive disposition toward the shift in practice, though not without critics (Akkerman & Bruining, 2016; Buzza et al., 2010; Cozza, 2010;

Reynolds, Ross, & Rakow, 2002; Epstein & Willhite, 2015; Swars & Dooley, 2010; Sandoval-Lucero et al., 2011; Watson, Miller, Johnston, & Rutledge, 2006). In a study conducted by Watson et al. (2006), 45 principals were surveyed gathering perceptions related to 19 different competencies of PDS graduates compared to non-PDS graduates. In all 19 of the areas surveyed, statistically significant differences in favor of PDS graduates were found. Knowledge of theory, content, and assessment were among a few of the indicators. Additionally, skills such as classroom management and professionalism were examined. Shifting focus from principal perspective to candidates, Sandoval-Lucero et al. (2011) examined the perceptions of in-service teachers related to their preparation paths. Perceptions of traditional, PDS, and residency graduates were analyzed related to their preparedness and intent to continue teaching. Findings revealed that PDS graduates were more confident in their abilities to implement varieties of instructional strategies as well as differentiate instruction. PDS teachers also reported a greater level of proficiency related to applying theory in classroom settings. Ironically, Buzza et al. (2010) found this not to be true in his study of a Canadian PDS model. While most of these findings were in rather strong support of PDSs, studies by Reynolds et al. (2002) and Young and Herner-Patnode (2011) of PDS and non-PDS graduates concluded not all comparisons of differing program participants are as informative. In a study of nearly 100 graduate interviews of PDS and non-PDS in-service teachers, Reynolds et al. (2002) found that there was virtually no difference in levels of professional attrition. Additionally, teacher effectiveness was found related to individual traits and showed a very weak connection to programs. Countering this was the finding that PDS graduates were significantly more satisfied with their preparation than the non-PDS participants. In

Young and Herner-Patnode's (2011) study, no statistical significance was found when analyzing the impact of programs on teaching diverse students, though qualitative data did reveal a small positive difference in dispositions toward diverse students. Reynolds et al.'s (2002) study of different preparation paths had similar findings related to acceptance to diversity. Both studies found PDS programs to be only slightly better overall though.

Reaching beyond perception alone, three separate studies turned to efficacy measures in analyses of PDS performance, finding PDS models do indeed bear weight in the cultivation of efficacy beliefs (Buzza et al., 2010; Epstein & Willhite, 2015; Swars & Dooley, 2010). Buzza et al. (2010) surveyed and interviewed 69 PDS participants related to their experiences and professional competence. Findings revealed that PDS participants felt confident in their abilities to plan, prepare, and implement instruction to impact individual students and were ready to take on their own classroom. In addition, Epstein and Willhite (2015) found similar characteristics in early childhood PDS mentor participants. Mentor teachers participating in a PDS program also reported high levels of efficacy in the areas of classroom instruction and management as well as reporting that participation enhanced their opportunity to reflect on practice. Again, this finding correlated with Lave and Wenger's (1992) proposal that learning occurs laterally across the community of practice. Buzza et al.'s (2010) findings also revealed a statistically significant positive correlation between school and university connectedness and teachers' abilities to differentiate instruction for students and between collaboration with the school community and overall readiness to teach. LPPT theory suggests that this increased readiness is due to a greater degree of engagement in the community of

practice. Swars and Dooley (2010) examined efficacy beliefs of preservice science teachers in an individual PDS-based course and also found statistically significant impacts on efficacy beliefs. Qualitative data gathered in the study revealed that participants attributed much of their change in efficacy to mastery experiences, again supporting Bandura's (1997) proposal that mastery experiences are the most impactful source of efficacy.

Quantitative data supporting a distinct superiority of PDSs to traditional preparation programs is limited. Qualitative perceptual data promoting the PDS model is much more prevalent. Perceptual data consistently reveals the collaborative nature of the PDS model and the enhanced connections between university and school campuses (Buzza et al., 2010; Cozza, 2010; Reynolds et al., 2002). Unfortunately and ironically, the difficult task of developing an effective collaborative partnership and the lack of quality quantitative research are two facets that bring scrutiny and question to the PDS model. Researchers would like to see more concrete evidence of PDS effectiveness (Breault, 2014; Breault & Breault, 2012;).

Research suggests that the PDS partnerships between university and school campuses are difficult to establish and maintain (Akkerman & Bruining, 2016; Buzza et al., 2010; Colwell et al., 2014; Cozza, 2010). This is a major limiting factor in the prevalence and success of PDSs. Buzza et al. (2010) reported in their investigation of a Canadian PDS that poor communication between school and university was a critical limiting factor in the attainment of program goals such as bridging the theory-practice gap. Colwell et al. (2014) reported similar findings in their study of five different PDS partnerships with data revealing that major challenges were primarily a result of

ineffective implementation of PDS standards, with collaboration being a key neglected standard. Their data also revealed that district turnover, shifting goals, and limited finances were also challenges to PDS success. Akkerman and Bruining (2016) reported that PDS partnerships were “challenging not only technically, structurally, socially, and culturally but also personally” (p. 279), reflecting Cozza’s (2010) finding that even relationships and jealousy between mentor teachers and their partner teachers can become problematic in program facilitation, revealing the depth and breadth of potential problems. Akkerman and Bruining’s findings suggested that these nuances could potentially be a result of differences in program investment as those involved are much more engaged than those who are not. Akkerman and Bruining ultimately suggested that even a 5-year implementation plan for a PDS is an ambitious goal due to the complexity and difficulty of such programs. Breault (2014) suggested that an answer to these difficulties may be to create neutral campuses where schools and universities have equal investment.

In addition to being difficult to establish, Breault (2014) suggested that the data were simply not conclusive enough to support the widespread acceptance that school and university partnerships were the answer. In a meta-analysis of 75 PDS-focused studies, he found that most studies were often biased toward public school personnel over university faculty. Of the 75 studies, Breault found that 284 quotations existed sharing pK-12 teacher and administrator perspectives, 249 quotations were representative of preservice teachers, and only 90 quotations shared the perspective of university faculty. Additionally, he found that assumptions were often made in studies, such that pK-12 teacher experience is superior to university faculty perspective. Additionally Breault and

Breault (2012) presented in a study of more than 300 PDS-related publications that research has simply not been done well, with most being inconclusive. In fact, only 52% of studies could even be classified as research. Most that were considered research placed a distinct focus on narratives of preparation experiences and lacked quantitative and motivational evidence. Only four studies even examined student performance. Overall, while PDSs may be one of the closest representations of a preparation model accommodating immersion in Lave and Wenger's (1992) LPPT theory and Bandura's (1997) construct of efficacy sources, research on the effectiveness of the PDS model is mixed.

Residencies. Representative of similar facets of PDSs is the urban teacher residency or UTR. The UTR is perhaps one of the most well known models of enhanced and extended clinical experience in the United States. UTRs originated in Boston, Chicago, and Denver between 2002 and 2004 (Papay et al., 2012). These programs exist through partnerships between public schools and universities that engage the participant in a yearlong residency in the public school setting, while he/she finishes coursework that leads to both state certification and the attainment of a master's degree. Residents also pledge to remain with the district for a predetermined time period in exchange for tuition remittance and stipends (Berry et al., 2008; Papay et al., 2012). The design of these programs not only increases the clinical experience quality and time for participants, but addresses challenges faced by many universities. Urban Teacher Residencies provide universities with the opportunity to combat challenges such as limited time for preservice teachers in quality classrooms, shortages in certain subject areas, limited resources, and accountability related to teaching abilities (Berry et al., 2008). Residencies hold

significant merit in studying the effectiveness of situated learning practices as access is often the critical barrier in attaining LPPT (Lave & Wenger, 1992).

Unfortunately, research on effectiveness of UTRs is limited primarily to sparse studies with perceptual data from candidates participating in the programs, and little is known about the actual effectiveness. Research conducted by Beck (2014) revealed that UTRs sometimes lack coherence as the universities and schools work to prepare teachers, and Tricarico (2012) found the same tendencies. Tricarico noted that there was a disconnect between the intended university goals and outcomes attained, alluding to the idea that selection of the mentor teacher must be a careful practice. These findings echoed problems experienced in PDS partnerships (Breault & Breault, 2012; Colwell et al., 2014; Cozza, 2010; Van Scoy & Eldridge, 2012). Beck (2014) did note that programs focus on social justice, complementing NCATE's (2006) suggestion that UTRs have the potential to alleviate university obstacles related to minority recruitment. Furthermore, work completed by Jackson (2011) revealed that novice teachers prepared within the UTR demonstrated qualities of reflective practitioners, demonstrated quality pedagogical content knowledge, and were prepared to teach. These strengths may explain NCATE's (2008) finding that UTRs have a 90-95% retention rate of teachers. This figure matches the Boston Teacher Residency retention rate found by Papay et al. (2012).

Though positives for UTRs are present, findings of Papay et al. (2012) suggested the actual effects on student achievement were less significant. In one of the only quantitative studies available on UTRs, data derived from student test scores revealed that UTR residents were no more effective than traditionally prepared teachers in English Language Arts test results in first year of teaching. In addition, UTR residents actually

performed significantly below their traditionally prepared colleagues in math in the first year. The study did find that by the fifth year, UTR teachers overcame their deficits and outperformed their colleagues of equal seniority and veteran teachers. This could be related to Goldhaber, Liddle, and Theobald's (2013) suggestion that the university's impact on teacher performance diminishes within the first years of teaching. More research is needed to further understand these mixed results. It is promising that UTRs seem to help combat attrition. This could be tied to a closer connection to Lave and Wenger's (1992) LPPT within an authentic community of practice offered within residency models and/or to a greater opportunity to experience Bandura's (1997) sources of efficacy.

Residency programs are not restricted to urban districts alone. They are present, and becoming more so, in university programs across the country, existing in varying designs that share the commonality of increased clinical experience (Brown, 2015; Marcum-Dietrich et al., 2013; Ross & Lignugaris-Kraft, 2015; Watts & Levine 2010). For the purpose of this study, the residency and the internship are kept separate. In reviewing the literature, residencies generally carry with them aspects of compensation and commitment to a program while internships do not. Studies are still sparse in terms of residencies, but existing data generally support the movement to increased clinical experience. Teachers participating in these programs are increasingly prepared for the reality of the teaching profession, while some limitations are present (Brown, 2015; Ross & Lignugaris-Kraft, 2015; Marcum-Dietrich et al., 2013).

Extended clinical practice through the residency model has limited research to help us to understand implications for teacher preparation. Though research is limited,

studies that have been conducted to provide the initial support for a movement toward a shift in teacher preparation design. It is important to note that residency models vary greatly in design, but the extended clinical experience with higher degrees of LPPT is a foundational element throughout. Ross and Lignugaris-Kraft (2015) found that participants in an extended clinical experience demonstrated classroom competency that exceeded that of their peers and veteran teachers within the same district, supporting research conducted by Papay et al. (2012) on UTRs. In addition, while their research supported this finding in teachers at 5-five and beyond, Ross and Lignugaris-Kraft (2015) demonstrated similar findings in first-year teachers. After an intense clinical experience with much embedded training, teachers demonstrated higher levels of competency in student engagement, student interaction, and student time on task. Furthermore, administrators reported a similar perspective.

In Brown's (2015) study of a yearlong teacher residency, perceptions of participants were gathered to better understand both the positive nature of clinically based programs, and the struggle that may exist. Brown's findings revealed that participants reported numerous positive aspects. The extended clinical experience provided the preservice teacher with the opportunity to become part of, and understand, the educational community, suggesting that the residency model caters to Lave and Wenger's (1992) LPPT theory. The findings of Marcum-Dietrich et al. (2013) supported this idea as mentor teachers engaged in a science, technology, engineering, and math (STEM) residency reported their support for extended clinical experiences after noting that participants had the opportunity to develop their identity within the school community. Participants also gained a deeper understanding of school and classroom cultures, again

aligning with Lave and Wenger's (1992) LPPT. Learners engaged in LPPT are able to understand the intricacies of the community of practice in which they are engaged. Marcum-Dietrich et al. (2013) found that mentors reported residents were able to gain a deeper understanding of realities of the teaching profession. Residents had a better grasp of expectations of the teacher professions, the roller coaster nature of the school year, and the breadth of the profession, as well as the foundational needs of students. Additionally, Brown (2015) reasoned that students' and community's familiarity with the resident was a further advantage of extended clinical practice. Findings demonstrated that residents received a more complete experience than their traditionally prepared counterparts (Brown, 2015).

Mentors and administrators in both studies reported the two-way nature of the residency. The relationship that exists between the mentor and the resident is symbiotic in nature (Brown, 2015; Marcum-Dietrich et al., 2013). Mentors in the Marcum-Deitrich et al. (2013) study described the personal reflection that occurred as a mentor observed the resident in action, supporting Kolb's (1984) emphasis on reflection as an integral part of the learning process. LPPT in situated learning theory again adds to this, as Lave and Wenger (1992) maintained that learning occurs across the community, not simply within the mind of the individual resident.

Challenges to residency models are present, and despite the positive nature of reported data, two themes emerge. The length of time spent in the residency can present barriers for relationships between the mentor and resident and the mentor in relationship to personal life (Marcum-Deitrich et al., 2013; Brown, 2015). In addition, communication between universities and clinical placement campuses can be difficult to

manage (Brown, 2015; Papay et al., 2012; Marcum-Deitrich et al., 2013). PDSs regularly reported similar findings (Breault & Breault, 2012; Colwell et al., 2014; Cozza, 2010; Van Scoy & Eldridge, 2012). Brown (2015) reported that participants in a yearlong residency unanimously expressed concern in regard to potential conflict between the mentor and the resident. If conflict were to arise between the two participants, the results could be detrimental to students, the mentor, and the resident. Brown suggested that it is essential for universities and school districts to establish procedures addressing this issue prior to engagement in the process. Furthermore, Brown reported that the length of time and workload for preservice teachers in the program was exhaustive, as participants juggled the workload and their personal lives, suggesting that universities should work to lessen the coursework required during the residency.

Data provided across studies described communication as a barrier for residency programs (Brown, 2015; Papay et al., 2012; Marcum-Deitrich et al., 2013). Marcum-Deitrich et al. (2013) reported that mentor teachers felt undertrained to be effective mentors. Papay et al. (2012) supported this claim as they reasoned that a potential hole in Boston's UTR program was the quality of mentor under which a resident was placed. As Marcum-Deitrich et al. (2013) further described a singular placement in a mentor teacher's classroom for a full year limits the perspective of the participating candidate. It is essential that communication between the university and the school campus is substantial in regard to the program structure and expectations in order for mentor teachers to be effective in the process. This is a reverberating phenomenon between PDS and residency models of preparation (Brown, 2015; Papay et al., 2012; Marcum-Deitrich

et al., 2013; Breault & Breault, 2012; Colwell et al., 2014; Cozza, 2010; Van Scoy & Eldridge, 2012).

Summary

Teacher sense of efficacy is an element to consider when measuring the readiness of a beginning teacher, perhaps greater than cognitive measures. Self-efficacy of teachers has been shown to directly impact student motivation and achievement. Alternative preparation models offering greater opportunity to grow self-efficacy through increased and immersive clinical experience hold promise for improving teacher preparation programs. Chapter Three will describe the methods utilized for selection of participants as well as describe the study's design, instrumentation, and methods for data analysis. Chapter Four will provide a presentation of the findings. Chapter Five will summarize the findings of this study, articulate the researcher's perceived implications of the findings, and describe the significance for higher education institutions and future studies.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

The intent of this study was to explore the impact of the processes of socialization, specifically processes defined in Lave and Wenger's (1992) social learning theory of LPPT, on the development of self-efficacy beliefs in preservice teachers' clinical experience. Lave and Wenger suggested that socialization into a community of practice, such as the field of teaching, is an important part of joining any profession. Likewise, Woolfolk (2007) suggested that self-efficacy beliefs within teachers, or teachers' sense of efficacy, are a predictor of teaching success as defined by impact on student achievement, and numerous studies identified that an absence of teacher efficacy beliefs can lead to attrition (Aloe et al., 2014; Darling-Hammond, 2003; Pearman & Lefever-Davis, 2012; Swanson, 2010, 2012). Bandura (1997) identified self-efficacy beliefs are developed as a result of differing source-related experiences including mastery experiences, vicarious experiences, and verbal persuasion. Physiological and emotional states are also a factor in development (Bandura, 1997). Developing efficacious teachers ready for the teaching field is ambiguous at best, and no studies have sought to identify if the processes of socialization have an impact on self-efficacy belief development experiences during clinical experience.

The researcher elected to utilize a qualitative case study approach for conducting the study. Creswell (2007) described case study methodology as appropriate when inquiring into issues within a bounded system. Creswell explained that the researcher in a case study "explores a bounded system (a case) or multiple bounded systems (cases)

over time through detailed, in-depth data collection involving multiple sources of information” (p. 73). Case study methodology was appropriate for this investigation due to the unique nature of the research questions requiring a specific program with immersive experiences and characteristics to attain relevant data. In order to explore the link between socialization and self-efficacy development during clinical experience, the researcher needed a preparation program that provided an immersive experience within the necessary setting for socialization to occur. Additionally, the researcher needed to conduct analysis at great enough depths to understand the potentially intricate links between socialization and self-efficacy development. This form of analysis was dependent on the researcher’s ability to become intimately familiar with the experiences of program participants.

In order for the researcher to access data at the necessary depth required for analysis of the impact of socialization on self-efficacy development, qualitative case study methodology was the most appropriate selection. More specifically, Creswell (2007) described an instrumental case study as when the researcher “focuses on an issue of concern, and then selects one bounded case to illustrate the issue” (p. 74). The researcher sought to answer research questions related to socialization and its impact on self-efficacy development during clinical experience. The internship program at the southwest Missouri university provided a relevant, bounded setting and context for gathering data appropriate for answering the researcher questions. Additionally, few, if any, other preparation programs existed at the time of the study, providing an ideal setting and context for the research. The bounded nature of the internship program also provided an isolated context, allowing the researcher to identify specific socialization

facets that may or may not have impacted self-efficacy development experiences. As Yin (2003) stated, “You would use the case study method because you deliberately wanted to cover contextual conditions—believing that they might be highly pertinent to your phenomenon of study” (p.13). An analysis of additional programs outside of the specific program of study would have made isolating the specific facets related to socialization and their link to self-efficacy development highly ambiguous.

This case study utilized qualitative methodology to examine perceptual data related to self-efficacy source experiences with fully socialized and partially socialized preservice teachers, or full and peripheral participants (Lave & Wenger, 1992). The study considered the impact of socialization into a community of practice on self-efficacy source-related experiences, as well as explored whether differences existed in self-efficacy source experiences between the full and peripheral participants. What facets of the clinical experience may have impacted participants’ ability to fully socialize within the community of practice was also considered. To obtain meaningful data, the researcher utilized purposive sampling as a means to select individuals most relevant to research questions. Intern and Master Teacher interviews were combined with Intern journaling in an attempt to triangulate data related to the questions. Figure 1 provides the structure of triangulation.

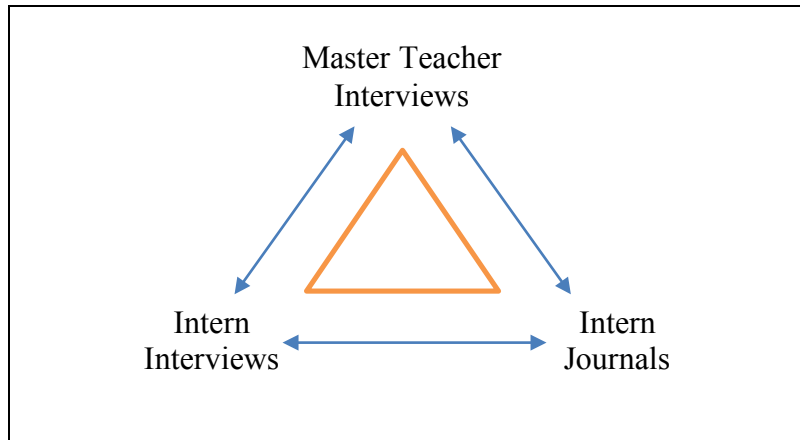


Figure 1. Data sources utilized by researcher for triangulation. Figure illustrates different qualitative methodologies utilized for triangulation of data. Each point of triangle represents separate data source.

To determine participants relevant to the study based on their journey through the process of socialization and self-efficacy belief development, the researcher first utilized a questionnaire to determine the level of socialization of Interns as closer to full or peripheral as defined by Lave and Wenger (1992). Lave and Wenger suggest that individuals become active members of a community of practice by the process of socialization from a peripheral participant, who takes on menial tasks and does not have full access to the members and resources of the community, to a full participant, who has equal responsibility to the old-timers of the community in addition to full access to the members and resources of the community of practice. The researcher identified determining facets of full or peripheral participation based on Lave and Wenger's theory of. After the two groups of Interns were identified, interviews were conducted with both intern groups and the Master Teachers of those Interns. Interview questions focused on the efficacy source experiences that emerged from research as well as facets that Lave and Wenger suggested in determining levels of socialization. This chapter provides descriptions of participants, the research setting, and the research design.

Participants

The participants in this study included members of a new teacher internship program at a southwest Missouri university. Participants represented multiple facets of the program including mentors known as Master Teachers and Interns selected by the researcher because of their participation in the program of focus. Interns were located at four local school districts surrounding the university, which defined the geographic extent of the study. There were 29 Interns enrolled in the program during the 2016-2017 school year. Differing numbers of interns were located at the local districts, with 16 in District A, four in District B, five in District C, and four in District D. Each housed TiRs who acted as the liaison between the university and district, as well as the acting instructor for the Interns during the same time frame. There were three TiRs at District A, and one at each of the other three districts for a total of six. Master Teachers were assigned as mentors within each district for each Intern, making a total of 29 Master Teachers in the program.

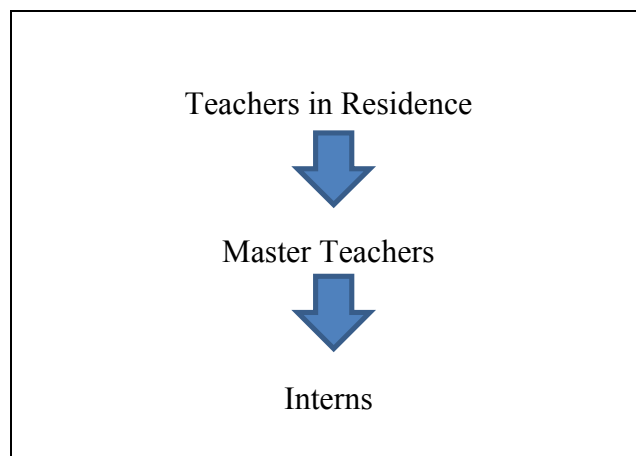


Figure 2. Internship Academy structure. This figure represents the hierarchical structure from Teachers in Residence to Interns. Arrows represent power structure as it flows from mentor to mentee.

In an effort to determine the impact of socialization on self-efficacy source experiences, Interns were separated into two groups based on being closer to full or peripheral participants as determined by responses to questionnaires. Data collected resulted in 18 interns being identified more closely with peripheral participants and 11 more closely with full participants. It is to be noted that Lave and Wenger (1992) suggested that no member of a community of practice may ever truly be a full participant with the nature of change and its requirement for continuous learning. Therefore, Interns considered to be closer to full participants were merely closer to indicators suggested by Lave and Wenger that defined a full participant such as full access to people and resources and the types of teaching and learning tasks they were asked to perform. These groups determined the delineation of focus groups for Master Teachers as well. The total number of participants in this study was 20: 10 Interns, and 10 Master Teachers.

Selection and Sampling

Purposive sampling was utilized as the best option for obtaining relevant data. Gay, Mills, and Airasian (2009) defined purposive sampling as “the process of selecting a sample that is believed to represent a given population” (p. 62). Due to the small size of the case study population, the purposive sample included a significant portion of the participants in the program for the 2016-2017 school year, helping to eliminate sampling errors referenced by Gay et al. as a potential pitfall of the sampling methodology. Interns within the program were representative of individuals participating in the socialization process and developing self-efficacy beliefs. Master Teachers had firsthand observational experience with Interns.

Research Setting

Research was conducted on the campuses of eight elementary schools in southwest Missouri and at the southwest Missouri university campus. Participants were located in eight different building campuses within the four districts, where they completed the journaling portion of the data collection. All participants were interviewed at the southwest Missouri university campus during focus group interviews. To provide anonymity to the districts, names of campuses were given as District A, District B, District C, and District D.

The researcher was an administrator at District A during the study. There was little knowledge of participants at Districts B, C, and D prior to the study. In order to prevent bias with District A participants, the researcher utilized an outside transcription service, member checking, and peer review methodology. Focus group interviews were held with full and partially socialized Intern participants at the university campus. Master Teacher interviews were also conducted in focus groups on the university campus. Criterion for the purposive samples of Interns and Master Teachers was participation in the internship program and response data from the Participant Selection Questionnaire (Appendix A).

Research Design

This case study utilized qualitative analysis to assess the perceptions of Interns and Master Teachers. As Gay et al. stated (2009), “Qualitative researchers collect descriptive—narrative and visional—nonnumerical data to gain insights into the phenomena of interest” (p. 366). Qualitative research involves collecting data that contributes to the understanding of a phenomenon (Gay et al., 2009). While Gay et al.

shared that many forms of data are acceptable in qualitative research, interviews, and journal responses, suggested data collection methods was the primary methodology selected by the researcher. The researcher conducted focus group interviews with the Intern and Master Teacher participant groups to obtain necessary data. The researcher utilized a questionnaire to determine if Interns were closer to identifying as full or peripheral participants prior to the interviews. Additionally, the researcher collected journal responses of Interns over a 2-week period to support triangulation of data and further ensure validity.

Interviews as defined by Gay et al. (2009) are “a purposeful interaction in which one person obtains information from another (p. 370).” The researcher utilized semi-structured interview techniques with each member or focus group during data collection. Gay et al. described a focus group interview as an interview involving multiple individuals. Questions were prepared in advance to elicit targeted information from participants. Gay et al. shared that selecting questions to elicit the desired information could be challenging, though a measure in ensuring validity. In order to address this challenge and design the most valid interview questions, the researcher reviewed interview questions for each group with a group of acting teachers to review and edit for clarity and accuracy.

In addition to focus group interviews, the researcher also collected journal responses from Interns over a 2-week period preceding interviews. Journal responses were defined by nine preselected prompts generated from research (Bandura, 1997; Lave & Wenger, 1992). The prompts elicited information related to self-efficacy source experiences and potential opportunities and barriers to the socialization process as

defined by Bandura and Lave and Wenger in their theories of self-efficacy belief development and LPPT. Interns were given 2 weeks to complete the responses in whatever order best fit their experiences directly prior to interviews. In an effort to ensure that question prompts would elicit the correct information from participants, the researcher provided the journaling protocol and prompts to acting educators in the field for review and suggestions prior to distribution. Questions were adjusted to elicit the desired information after review.

In order to establish initial focus groups of Interns and Master Teachers, the researcher first distributed an informed consent letter and the Participant Selection Questionnaire (Appendix A) to all Intern participants in the 2016-2017 program year. A university instructor at a spring seminar meeting allowed the researcher to distribute the questionnaire to the 29 Intern participants at the opening of their seminar session. Participation was optional, and the Interns completed the questionnaire as a way for the researcher to determine their viability for participation in the study. Twenty-five Interns elected to complete the questionnaire. Based on responses to the questionnaire, the researcher scored responses, providing a range of Interns from those more closely identified as peripherally socialized participants to those more closely identified as fully socialized participants. This data provided the range of Interns for selecting purposive samples for focus group interviews.

The researcher identified the five highest scoring Interns, suggesting closeness to full participation in their community of practice, and the five lowest scoring Interns, suggesting closeness to peripheral participation in their community of practice, to make up the focus groups for interviewing. The two five-member groups selected comprised

the Intern participant focus groups that participated in the interview process. Master Teachers of the five-member focus groups were selected based on their role as being the Master Teacher of an interviewee. The two five-member focus groups of Interns interviewed and two five-member focus groups of Master Teachers were interviewed, for a total of four focus group interviews conducted during the study.

Possible Intern interviewees and Master Teacher participants were notified of their potential participation by e-mail, which included Informed Consent. Interns received the Intern Informed Consent Letter (Appendix B) and Master Teachers received the Master Teacher Informed Consent Letter (Appendix C). Once consent to participate was obtained, the researcher provided a journaling e-mail from the researcher (Appendix D) before an outside researcher facilitated the remainder of the data collection process. The Journal E-mail from the Researcher (Appendix D) provided the guidelines for the journaling process, as well as described the function of the outside data collector for the remainder of the study. The outside data collector followed the researcher's e-mail with an e-mail providing journaling protocol and questions (Appendix E). Appendix F provides the journaling protocol and questions received by participants. This methodology was utilized as a means to prevent researcher influence on participant responses as much as possible. During the journaling window, the outside data collector provided Interns and Master Teachers with an e-mail requesting participation in upcoming focus group interviews (Appendixes G and H). Participants were also provided with the initial interview questions and protocol following setting up focus group meetings. Interns received the Intern Interview Protocol and Questions (Appendix I), and Master Teachers received Master Teacher Interview Protocol and Questions

(Appendix J). The outside data collector also provided check-in e-mails during this window (Appendix K).

The outside data collector conducted focus group interviews at a local restaurant for each intern participant group and master teacher participant group in an effort to provide a central location that would aid in attendance. Interviews were held in 60 to 90-minute intervals over the course of four evenings. All interviews were audio recorded and transcribed using online transcription software. Interviews were not conducted until all journals had been completed by Interns and collected by the outside data collector.

The researcher focused on ensuring validity of qualitative data throughout the process. By utilizing an outside data collector for conducting focus group interviews with differing groups and collecting journal responses, the researcher was able to triangulate the data. Gay et al. (2009) defined triangulation as “the use of multiple methods, data collection strategies, and data sources to get a more complete picture of what is being studied and to cross-check information” (p. 608). Additionally, the researcher utilized audio recordings, transcribed, anonymized, and read numerous times to identify all connections and unique facets. Audio recordings were transcribed by a digital service in order to ensure a greater degree of accuracy. The researcher also utilized peer debriefing found in the Peer Debriefing E-Mail (Appendix L) and member checks in the Member Check E-mail (Appendix M) during the process. Peer debriefing involved sharing thoughts and insights regarding anonymous data with a professional peer holding an Ed.D. at Campus A, and three professors with expertise in graduate level research holding Ph.Ds. at two outside universities during the process. This allowed the researcher to refine understanding and adjust analysis and conclusions. Member checks

allowed participants to review interview responses after transcription and prior to publication in order to ensure accuracy (Gay et al., 2009).

At the conclusion of the interview process, audio recordings were submitted to an online service for transcription. Data analysis was conducted using transcribed data from the service. Data were coded and themes were identified utilizing Creswell's (2003) generic methodology for qualitative analysis. The researcher identified common phrases, key words, and interesting reoccurrences and grouped them by similarity. The researcher then studied the categories for thematic connections. The researcher kept in mind research regarding self-efficacy sources of mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states throughout this process (Bandura, 1997). In addition, the facets of socialization known to characterize the socialization process such as responsibility, language, evolution of identity, and access remained at the forefront of analysis. The researcher took marginal notes and reviewed audio recordings multiple times. Themes were identified that focused on the four efficacy sources proposed by Bandura (1997) and the four facets of socialization defined by Lave and Wenger (1992).

Instrumentation

The intent of the researcher was to gain insight into the self-efficacy source experiences of Interns related to the socialization process. Gay et al. (2009) suggested, "The central focus of qualitative research is to provide an understanding of a social setting or activity as viewed from the perspective of the research participants" (p. 14). The researcher's intent was to understand the personal experiences of participants in the authentic setting of their classrooms and school buildings, thus qualitative research was a

viable and effective option. Seidman (2006) concluded that in-depth interviews are an effective tool for conducting qualitative research and deeply understanding the experience of others. “At the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning that they make of that experience” (Seidman, 2009, p. 9). Furthermore, Gay et al. (2009) suggested that time may limit a researcher’s ability to interview participants. They stated that questionnaires can be a viable solution to qualitative time limits when necessary. The researcher used a combination of questionnaires, interviews, and journal responses to understand the following research questions that guided the study:

1. How does socialization into a community of practice impact self-efficacy source experiences?
2. What differences, if any, exist between self-efficacy source experiences of peripheral participants and full participants in a community of practice?
3. What legitimate peripheral participation theory facets of the clinical experience affected the process of socialization from peripheral participant to full participant?

Questionnaires. The researcher elected to utilize a Likert scale-based Participant Selection Questionnaire (Appendix A) to determine initial interview and journaling groups for participation in the study. Questionnaire methodology was selected in an effort to select the most viable and meaningful participants for the study. The researcher needed insight into the state of socialization that Intern participants were in to establish full and peripheral participant focus groups. Interviewing Interns twice was an option that the researcher considered too labor intensive for respondents and would likely lead to

decreased participation in the study; thus the decision was made to use the questionnaire. The Participant Selection Questionnaire (Appendix A) was distributed to the 29 Interns 2 weeks before journaling began. A university supervisor allowed the researcher to distribute questionnaires and a final seminar meeting.

The researcher developed a predetermined point system to determine if participants were closer to full or peripheral participants in their community of practice ranging from a minimum score of -56 to a maximum score of 56. The minimum score represented Interns further from full participation in the community of practice while the maximum score represented those closest to being full participants. The numbers of -56 and 56 were arbitrary and obtained merely by assigning point values to the Likert scale questions ranging from -2 to 2 and having a total of 28 questions. The total of 28 questions was necessary to cover indicators suggested by Lave and Wenger (1992) to be representative of full or peripheral participants in a community of practice. The researcher utilized a 4-point Likert scale for each question, with possible scores ranging from -2 to 2. Questions were written opposite each other and scored in inverse to enhance the validity of responses. For example, a question asked about the level of access to people and resources was posed as both having full access and not having full access in order to prevent Interns from quickly answering questions in an inaccurate manner. Table 1 provides an example.

Table 1
Explanation of Scoring on Participant Selection Questionnaire

Scored (+ or -)	Question
<i>Full</i> (<i>f</i>) +	<p>I currently have an equivalent amount of responsibility as my Master Teacher when considering the responsibilities of the teaching profession.</p> <p>1- strongly disagree 2- disagree 3- agree 4- strongly agree</p> <p style="text-align: center;">-2 -1 +1 +2</p>
<i>Peripheral</i> (<i>p</i>) -	<p>I currently have less responsibility than my Master Teacher when considering the responsibilities of the teaching profession.</p> <p>11- strongly disagree 2- disagree 3- agree 4- strongly agree</p> <p style="text-align: center;">-2 -1 +1 +2</p>
<i>Full</i> (<i>f</i>) +	<p>My responsibilities for teaching and learning currently require and equivalent amount of time as the responsibilities of my Master Teacher.</p> <p>1- strongly disagree 2- disagree 3- agree 4- strongly agree</p> <p style="text-align: center;">-2 -1 +1 +2</p>
<i>Peripheral</i> (<i>p</i>) -	<p>My responsibilities for teaching and learning currently require less time than my Master Teacher.</p> <p>1- strongly disagree 2- disagree 3- agree 4- strongly agree</p> <p style="text-align: center;">-2 -1 +1 +2</p>

Note. Numbers represent scored value for responses.

Interns were distributed in numerical order from least to greatest based on responses, creating a range of participants for least socialized to most socialized. Five-member focus groups of full and peripheral participants were established based on these findings by selecting the five lowest scoring participants and the five highest scoring participants. Additionally, the researcher selected Master Teacher focus groups by selecting the Master Teachers of the focus group Interns. Thus, Master Teachers were grouped by being mentors of full or peripheral participants, creating a full participant Master Teacher group and a peripheral participant Master Teacher group. Master Teachers did not receive or participate in the questionnaire because it was not necessary

to determine their level of socialization for this study. Additionally, Master Teachers did not participate in the journaling process.

Interviews. Seidman (2006) suggested that interviews are an effective method for understanding the experience of individuals. Gay et al. (2009) identified that interviews allow researchers to obtain information outside of their observable scope. Semi-structured interviews were conducted by an outside data collector with two focus groups of Interns and two focus groups of Master Teachers. Gay et al. described structured interviews as the researcher having “a specified set of questions that elicits the same information from respondents” (p. 371). The researcher utilized semi-structured interview methodology in an effort to elicit the most relevant information to the identified research questions.

Interviews were conducted over a 2-week period. Focus group interviews with Interns were held on a Tuesday and Thursday evenings at a local restaurant. The two Intern groups each met for 60-90-minute interview sessions. Master Teacher focus groups met during the following week for the same period of time on Monday and Thursday nights. The outside data collector audio recorded all interviews and utilized online transcription software to transcribe the interviews. Transcriptions were submitted to interviewees following transcription for member checks. This allowed participants to review their statements and suggest edits to information to ensure accuracy. Interview question protocol guided each of the focus group interviews for Interns (Appendix I) and Master Teachers (Appendix J). Following final reception of corrected interview transcripts, the outside data collector removed all names and identifiers from the data and provided it to the researcher in anonymous format.

Journals. Gay et al. (2009) suggested that journal responses can provide the researcher with a unique look into the participants' world that cannot be accessed by other forms of qualitative data collection. The researcher's need to gather classroom experience-related data made journaling an effective and viable option for data collection. The researcher established journaling protocol and question prompts that guided the journaling of the five-member Intern groups over a 2-week period preceding focus group interviews.

Full and peripheral intern participants were provided with journaling protocol and prompts (Appendix F) after consent to participate was received. The researcher provided each participant with a personal Google Doc containing protocol and questions to be completed during the journaling window. Intern Participants were given a 2-week window to answer nine question prompts in the order of their choice. They were guided to provide in-depth responses related to their experiences relevant to the study as defined in the protocol. The outside data collector monitored the journaling process throughout the 2-week window providing check-in e-mails at the conclusion of the first week (Appendix K). Responses were added to interview transcriptions upon reception and the researcher worked through the process of coding the data and identifying themes.

Assuring Trustworthiness

The researcher made a focused and continuous effort during the data collection process to ensure that data were valid. The researcher utilized triangulation to ensure that data from multiple sources were available to corroborate evidence related to the research questions. Triangulation was achieved by soliciting interview data from differing sources with differing questions in addition to the collection of journal responses. Additionally,

to further ensure validity of the data collected, the researcher employed member checks, peer reviews, and an outside data collector.

Researcher bias. Johnson (1997) suggested that qualitative researchers have a responsibility to state potential biases clearly in an effort to prevent biases from impacting research. This process, coined reflexivity, allows qualitative researchers to become self-aware in an effort to control their biases (Johnson, 1997). As such, the researcher must provide accurate and complete information detailing experiences and connections to the area of study in an effort to validate collected data and conclusions.

The researcher was an administrator in District A at the time of the study. He was a graduate of the southwest Missouri university facilitating the new internship program. As a result of being a graduate of the university, he was aware of the program before its implementation in his district, and he held casual relationships with several members of the college of education at the university. In addition, holding the position of administrator, the researcher had interest in the area of teacher preparation by nature of the role of an educational leader.

During the time of the study, the researcher was an administrator in a building in District A that housed nine of the interns surveyed. He was involved in regular observation and discussion of instructional practices with many of the Interns' Master Teachers and the Interns themselves at times. The researcher did not have any relationship with Interns outside of the nine housed in his building, but the researcher did facilitate tours of his building in which outside Interns were present. The researcher did not have relationships with any Master Teachers outside of his district.

The researcher recognized that potential bias existed because of his role in the internship program and relationship with university faculty involved in the development and facilitation of the program. Additionally, the researcher recognized that the Interns' responses to interview questions could be affected by the researcher's relationship to the Interns. The following safeguards were established to protect against bias and ensure validity of the qualitative data attained.

Descriptive validity. As stated by Johnson (1997), "descriptive validity refers to the accuracy of the account" (p. 149). The researcher recognized that ensuring all accounts were reported accurately was critical to the study. In an effort to ensure accuracy, the researcher had the outside data collector audio record all interviews. Interviews were then transcribed by a third party digital transcription service. Furthermore, the outside data collector submitted transcriptions to interview participants to verify they were accurately recorded and transcribed. Interviewees were permitted to suggest edits to transcriptions in order to remove errors or provide further clarification to responses.

Interpretive validity. According to Johnson (1997), "interpretive validity refers to accurately portraying the meaning attached by participants to what is being studied by the researcher" (p. 149). The researcher used qualitative methodology defined by Creswell (2003) to code and identify themes within journals and transcriptions to make meaning of qualitative data. The researcher recognized that bias could potentially skew how he interpreted participant responses in journal entries and interview responses. In order to guard against bias, the researcher followed submission of transcriptions to participants with submitting the interpretations made by the researcher in the data

analysis section of the study. Participants were further allowed to provide feedback regarding the accuracy of the interpretations.

Theoretical validity. Johnson (1997) shared that the third form of validity that the researcher should remain cognizant of is theoretical validity. Johnson further suggested that extended fieldwork and peer review are methods for ensuring theoretical validity. In order to guard against bias, the researcher employed a peer review technique to ensure validity. Data that were coded and themed and were submitted to multiple peers holding doctoral level degrees with expertise in the area of qualitative research for review. The researcher followed the submission of the data with in-depth discussions with peers related to the identified themes and theories in which they were grounded. The researcher made adjustments as suggested by expert peers. Furthermore, the researcher also gathered data over an extended period of time, catering to the technique extended fieldwork to eliminate bias. The researcher gathered data in interview after having Interns participate in journaling over a 2-week period of time.

Data Analysis

Intern participants completed the Participant Selection Questionnaire (Appendix A) prior to establishment of focus groups. The researcher utilized data from questionnaire responses to group Intern participants as full or peripheral participant categories. As Lave and Wenger (1992) suggested, it may be true that no participant in a community of practice is ever truly a full participant, as communities of practice are ever changing and members are ever learning. The researcher took this into consideration when establishing protocol for defining groups. As such, the researcher elected to group participants as full and peripheral participants, noting that those considered full

participants were simply closer to being a fully socialized member of the community of practice than those deemed peripheral participants.

The researcher used a 4-point Likert scale for each question ranging from 1, *strongly disagree*, to 4, *strongly agree*. 2 represented *disagree*, and 3 *agree*. Responses were analyzed by allotting point values for each response. Questions were framed in a manner so that some were worth negative point values and others positive. The researcher developed a predetermined point system to determine if participants were full or peripheral participants in their community of practice ranging from a minimum score of -56 to a maximum score of 56. The minimum score represented Interns closest to peripheral participation while the maximum score represented those closest to being full participants in their community of practice. The researcher assigned point values ranging from -2 to 2 for the Likert scale questions. Questions were written opposite each other and scored in inverse to enhance the validity of responses. Interns were distributed in numerical order from least to greatest based on responses, creating a range of participants from least socialized to most socialized. This range of Interns was utilized to select focus group participants for interviews and journaling.

Seidman (2006) suggested that qualitative research must be made useable by organizing it before analysis can be made. He further suggested “to work most reliably with the words of participants, the researcher has to transform those spoken words into a written text to study” (Seidman, 2006, p. 114). The researcher audio recorded all conducted interviews and submitted them to a digital transcription service. Transcribed data were then distributed to appropriate interview participants for review in an effort to ensure validity through member checking. Transcribed data were adjusted based on the

responses of participants during member checking. Once the edited version of the readable data was obtained, the outside data collector provided the data to the researcher to identify themes that were present in the data.

The researcher first began as Seidman (2006) recommended by identifying predetermined, research-based broad categories that were present in the transcription. Once categories were identified, the researcher proceeded to look for “threads and patterns among the excerpts within those categories and for connections between the various categories that might be called themes” (Seidman, 2006, p. 125). The researcher proceeded to identify common phrases, key words, and interesting reoccurrences that were coded by similarity. The researcher kept in mind research regarding self-efficacy sources of mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states throughout this process (Bandura, 1997). In addition, the facets of socialization known to characterize the socialization process such as responsibility, language, evolution of identity, and access remained at the forefront of analysis. Once data were coded and themes were defined, connections and interrelations amongst themes were then identified.

Summary

The intent of this study was to understand the impact of the processes of socialization on self-efficacy source experiences during the clinical experience of preservice teachers. Chapter Three presented a description of the methodology contained in this study. Participants were selected based on their participation in the Internship Academy at a southwest Missouri University. Questionnaires were utilized to group Interns based on their degree of socialization as defined by Lave and Wenger (1992), and

Master Teachers were interviewed to gather perceptual data related to the self-efficacy source experiences of Interns. Interns were also interviewed related to self-efficacy source experiences. Questionnaires were distributed one month before interviews and interviews were conducted over a period of 2 weeks on the university and district campuses. Triangulation occurred by conducting interviews with three different groups using varying interview questions. Chapter Four will present the findings of this study, and Chapter Five will provide a summary of its implications and recommendations for further research.

CHAPTER FOUR

ANALYSIS OF DATA

Introduction

The purpose of this study was to identify if socialization into a community of practice, specifically that of public education, has an impact on the efficacy source experiences of preservice teachers. This study was guided by Bandura's (1997) self-efficacy theory and Lave and Wenger's (1992) theory of legitimate peripheral participation. The researcher sought to identify what link may exist between the two. It is known that cultivating self-efficacy beliefs in teachers is a necessary and important target for the clinical experience, and that opportunities for practice, intentional observation, and effective feedback are critical to its development. Additionally, it is known that value exists in providing preservice teachers the opportunity to socialize into a community of practice by acting as a legitimate participant. Unfortunately, research on clinical experience is ambiguous, and we do not have a clear understanding of the best methods for preparing teachers during the clinical experience. Additionally, no research exists analyzing the value of socialization processes in a community of practice and its impact on teachers' sense of efficacy. This study sought to identify how processes involved in socialization into a community of practice impacted self-efficacy belief development, leading to a better understanding of best practices in teacher preparation.

The following research questions guided this study:

1. How does socialization into a community of practice impact self-efficacy source experiences?

2. What differences, if any, exist between self-efficacy source experiences of peripheral participants and full participants in a community of practice?
3. What legitimate peripheral participation theory facets of the clinical experience affected the process of socialization from peripheral participant to full participant?

Research Context

In order for the researcher to gain insight into the defined research questions, a setting with an immersive clinical experience was necessary. A new internship program at the southwest Missouri university provided a relevant, bounded setting and context for gathering data appropriate for answering the research questions. Additionally, the researcher was unable to identify any other suitable setting for answering the research questions. The bounded nature of the internship program also provided an isolated context, allowing the researcher to identify specific socialization facets that may or may not have impacted self-efficacy development experiences. As Yin (2003) stated, “You would use the case study method because you deliberately wanted to cover contextual conditions—believing that they might be highly pertinent to your phenomenon of study” (p. 13).

The internship program being facilitated by the southwest Missouri university faculty was in Year 2 of operation. Intern participants during the 2016-2017 school year totaled 29. The 29 Interns were participants in a yearlong clinical experience, which immersed preservice teachers in the public school setting for the entirety of the school year. Interns participated in 20 days of coursework classified as seminar days by the university. Outside of the 20 seminar days, the Interns spent no other days out of the

classroom. Interns began in August with their mentor teacher and concluded their clinical experience at the end of the spring semester in May. Interns were located on the campuses of six local school districts surrounding the university campus.

Data Collection

In an effort to obtain the most relevant participants to the study and answer the identified research questions, the researcher distributed the Participant Selection Questionnaire (Appendix A) to all 29 university program interns during the spring semester of their experience. The intent of the questionnaire was to identify the degree of socialization each of the Interns were currently experiencing based on facets described in Lave and Wenger's (1992) description of LPPT. The researcher provided informed consent (Appendixes B and C) upon distribution of the questionnaire and ensured that participation was fully voluntary. Of the 29 Interns to which the questionnaire was distributed, 25 chose to complete the questionnaire. The researcher collected and analyzed questionnaires, which resulted in socialization scores ranging from 8-45. Figure 3 provides the range of scores provided by the interns.

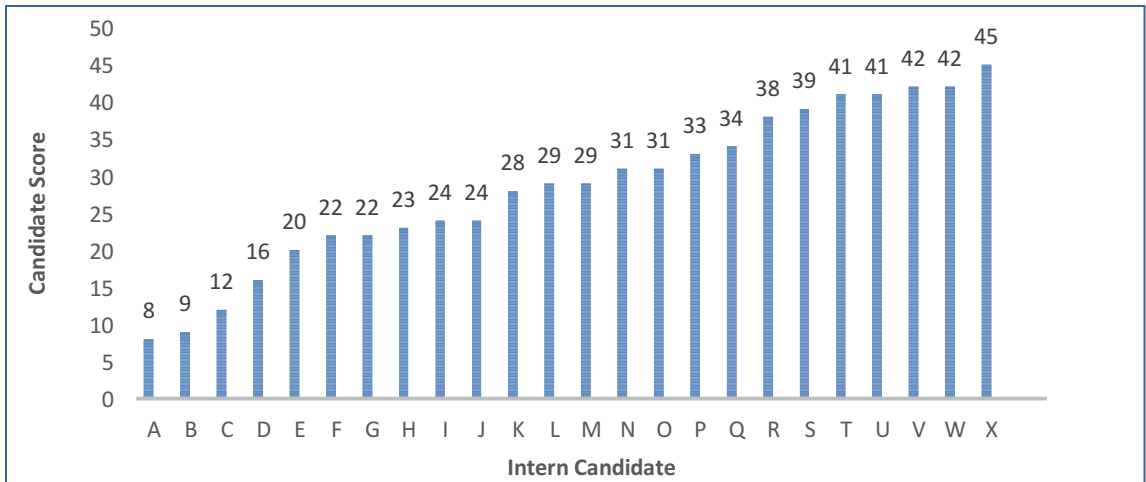


Figure 3. Intern response scores from participant selection questionnaire. Bars represent total score accumulated by study candidates relative to degree of socialization into community of practice. X-axis represents 24 respondents, and Y-axis represents scores reported by researcher.

The researcher selected the five lowest scoring candidates to represent the least socialized Interns to participate in the study and the five highest scoring candidates as representatives of the most socialized Interns to participate in the study. The researcher contacted each of the selected candidates to solicit participation. Candidates D and E declined participation in the study. Candidates A, B, C, and T, U, V, W, and X agreed to participate in the study. Due to declined participation by candidates D and E, the researcher solicited the participation of candidates F and G. Both consented to be participants in the study. The final group representative of the least socialized participants represented a range of scores from 8-22 and were deemed the peripheral group (P-Group). The final group representative of the most socialized participants represented a range of scores from 41-45 and were deemed the fully socialized group (F-Group). As noted by Lave and Wenger (1992), the researcher understood that no member of a community of practice might ever be fully socialized, as the nature of

communities are constantly changing. F-Group participants, though termed fully socialized, were merely the most socialized of the candidate group.

In order to ensure the most accurate and viable responses from participants, the researcher elected to remove himself from the role of data collector for the remainder of the study. The researcher identified an outside data collector who had no affiliation with the Intern program, university, or campuses housing the Interns. The outside data collector communicated via e-mail and Google Apps with participants. The outside data collector provided instruction for the remainder of the study to Intern participants and then provided Journaling Protocol and Question Prompts (Appendix F). During the 2-week journaling window, the data collector periodically monitored digital journals via Google Docs and provided reminder e-mails to Interns on the due date. Additionally, the data collector established the dates and locations of focus group interviews with Interns during this time.

The researcher contacted master teacher participants via e-mail for focus group interviews. Participation was based on serving as a Master Teacher to one of the selected Interns. The researcher received 100% consent to participate from selected Master Teacher participants. Once consent was obtained, the researcher provided date and time information for focus group interviews, and the outside data collector facilitated the remainder of the data collection and communication process.

All Intern participants completed their journaling on or before the provided due date. Additionally, all Intern participants were present and participated in the established focus group interviews. Master Teacher participants were all in attendance at their focus group interviews as well. The outside data collector hosted and facilitated focus group

interviews during the evenings following the journaling window. Focus group interviews ranged from 45-100 minutes in length. At the conclusion of each focus group interview, the data collector provided digital audio recordings of the interviews to Rev.com, an audio transcription service for transcription. Audio recordings were housed in the outside data collector's Google Cloud storage, which was password protected at all times.

The outside data collector anonymized Intern journal responses by removing names and identifying characteristics from the data. The anonymized journal data were provided to the researcher via Google sharing. Once digital transcription was provided by Rev.com to the outside data collector, it was submitted to participants for review as part of the member checking methodology mentioned by Creswell (2003). Three participants found minor errors in names matched to responses. Errors were corrected by participants and returned to the data collector. Upon reception of the corrected data, the outside data collector anonymized the data by removing names and identifying characteristics. The data collector provided the final anonymized data to the researcher via Google sharing. All data received by the researcher were fully anonymous.

Ensuring Trustworthiness

Creswell (2003) suggested that eight common strategies exist to ensure trustworthiness in qualitative data gathering and analysis. Of the eight provided, the researcher identified three methodologies to utilize during the data collection and analysis process. The researcher utilized triangulation, member checking, and peer debriefing in order to ensure trustworthiness with the qualitative data. In addition to Creswell's suggested methodologies, the researcher also elected to utilize an outside data collector for collection of interview and journal data. This was done in an effort to prevent any

influence that the researcher might have had on participant responses. The researcher was an administrator in one of the districts housing Interns during the study.

The researcher triangulated data from three sources in order to obtain data relevant to the research questions. Journal data were gathered from Interns via journaling questions, focus group interviews were conducted with peripheral and full participant Interns, and focus group interviews were conducted with the respective Master Teachers of peripheral and full participant Interns (Appendix J). Figure 4 provides representation of the data triangulation.

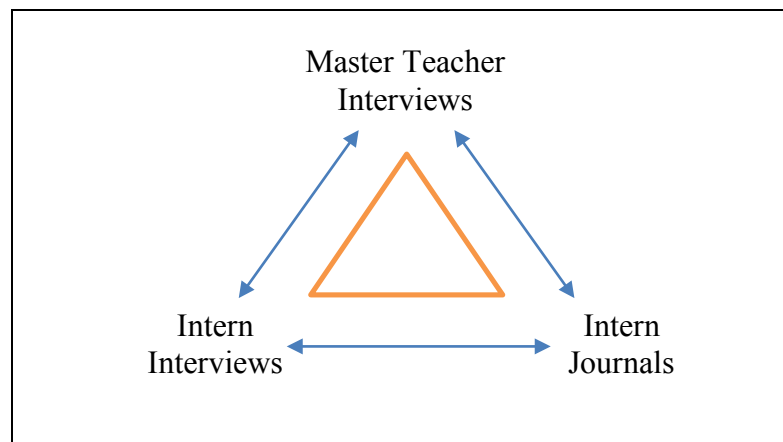


Figure 4. Data sources utilized by researcher for triangulation. Figure illustrates different qualitative methodologies utilized for triangulation of data. Each point of triangle represents separate data source.

Member checking was described by Creswell (2003) as providing gathered data to study participants for their verification of its accuracy. The researcher in this study had the outside data collector provide interview transcriptions to the respective participants from all interviews. Participants were provided with the opportunity to review transcribed data and provide feedback on its accuracy to the data collector. Two participants identified minor discrepancies in the names paired with responses transcribed

by the digital transcription service. Participants made corrections to the data and returned them to the data collector.

In addition to triangulation and member checking, the researcher also utilized Creswell’s (2003) peer debriefing methodology. Creswell described peer debriefing as the process of providing analyzed qualitative data to a peer who reviews and asks questions about the thoughts of the researcher. The researcher provided data with themes and subthemes identified to four peers during this process for review. Peers provided the researcher with questions and feedback to consider when completing the data analysis. The researcher made adjustments to the analysis and reconsidered subthemes based on the feedback provided by peers.

Process of Analysis

The researcher analyzed the fully anonymous journal and interview data using Creswell’s (2003) provided steps for qualitative analysis. Table 2 provides the process used by the researcher.

Table 2

Generic Description of Qualitative Data Analysis Process

Step	Description of Step
1- Organize and Prepare the Data	Transcribe, scan, sort, and arrange data.
2- Read Through all the Data	Gain a general sense of the data.
3- Detailed Analysis and Coding Generate Descriptions of Setting, Themes, and Categories	Code and organize data into chunks. Provide detailed descriptions of the identified themes and categories.
4- Advance how Description and Themes Will be Represented in Narrative	Present description of themes in a meaningful and understandable manner.
5- Interpret Meaning of Data	Present the researcher’s interpretation of the meaning of the data.

Note. Adapted from “*Research design: Qualitative, quantitative, and mixed methods approaches,*” by J. Creswell, 2003. Thousand Oaks, CA: Sage.

The researcher first began by organizing and preparing the data. The researcher sorted and organized journal data by question so that all member responses for each question were grouped together. Interview data were already organized in this manner. This form of organization was the most appropriate due to the researcher's question design being focused on predetermined themes. By organizing data in this fashion, the majority of theme responses were already located together.

Once the researcher had organized the data, an initial read through was conducted. The initial read through allowed the researcher to reflect on the overall meaning of the data as suggested by Creswell (2003). The researcher took notes in the margin throughout this reading as a means to record general thoughts during this phase. At the conclusion of the initial reading, the researcher began to consider what ideas had been repeated, and what themes were present in relation to predetermined themes that guided journal and interview questions.

The researcher conducted a second reading of the data in which the coding process was begun. The researcher designed study questions to elicit information in the area of eight predetermined themes. Four themes were generated for Bandura's (1977) social learning theory of self-efficacy and four from Lave and Wenger's (1992) theory of legitimate peripheral participation. Predetermined themes and their corresponding theory can be found in Table 3.

Table 3

Themes Predetermined by Researcher and Corresponding Theories

Theorist/Theory	Theme
Bandura (1977) Self-efficacy theory	Mastery Experiences Vicarious Experiences Verbal Persuasion Physiological and Emotional States
Lave and Wenger (1992) Legitimate peripheral participation theory	Responsibility Comparison Identity in Community of Practice Language and Jargon Acquisition Access Comparison

During the second reading, the researcher coded data with the eight themes. At the conclusion of this process, the researcher totaled the recurrences of each theme and included the number of recurrences in Table 5. Upon completion of this task, the researcher began a third reading. During the third reading, the researcher looked within each of the predetermined themes for unique characteristics and connections. The researcher identified subthemes within each theme and provided notation of each recurrence in the margins of the data. The researcher began to build an understanding during this process of the similarities and differences in subtheme recurrences between P-Group and F-Group participants.

Upon conclusion of the third reading, the researcher conducted fourth and fifth readings in an effort to better understand subtheme recurrences within each predetermined theme. The researcher began to identify statements made by participants that were representative of each subtheme. The researcher used the information found in the fourth and fifth reading to advance the narrative for analysis as described by Creswell (2003). In order to communicate anonymous Intern and Master Teacher identities throughout the narrative, the researcher used the aliases found in Table 4.

Table 4

Codes Assigned to Interns for Purpose of Identification in Data Analysis Narrative

Reference Code from Narrative	Participant
PIA	Peripheral Intern A
PIB	Peripheral Intern B
PIC	Peripheral Intern C
PID	Peripheral Intern D
PIE	Peripheral Intern E
FIA	Full Intern A
FIB	Full Intern B
FIC	Full Intern C
FID	Full Intern D
FIE	Full Intern E

Analysis of Research Question 1

Research Question 1 asked, “How does socialization into a community of practice impact self-efficacy source experiences?” The researcher asked open-ended questions in the form of Intern journal questions and Intern and Master Teacher focus group interviews. Questions 1 through 4 of the Intern Journal Protocol and Questions (Appendix F), the Intern Interview Protocol and Questions (Appendix I), and the Master Teacher Interview Protocol and Questions (Appendix J) addressed this research question. From the researcher’s analysis of journal and interview responses related to Research Question 1, four themes emerged from the data. Themes identified in the responses of F-Group and P-Group participants and their Master Teachers are identified in Table 5. All four themes were present in all 20 participant responses. The researcher proceeded to analyze data relevant to Research Question 1 by identifying connections and subthemes

within major themes. Subthemes are represented throughout analysis and have been disaggregated by participant and group.

Table 5

Number of Times Themes Recurred in Participant Interview and Journal Responses

Subtheme	Number of Recurrences in Response Data
Mastery Experiences	65
Vicarious Experiences	46
Verbal Persuasion Experiences	50
Physiological and Emotional State Experiences	42

During the theme identification process, the researcher coded mastery experiences as any time a success or failure within the classroom or larger community of practice was mentioned. Bandura (1997) communicated that mastery experiences can be both successes and failures. He stated, “a resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort” (Bandura, 1997, p. 80). The researcher identified 65 different instances in which an Intern or their Master Teacher made mention of a success or failure of the Intern within the community of practice. An example of a failure noted by a participant is found in Intern PIA’s mention of failure while attempting to manage student behavior: “Today I realized I had failed at persevering with a student who has been consistently displaying disrespectful behavior.” Intern PIB’s mention of success with student relationships provided an example of a statement representative of a successful mastery experience. PIB stated, “Something I have succeeded at in the classroom is building relationship with students.” This type of statement recurred often in the data.

The researcher coded various experiences throughout analysis of data that were deemed vicarious experiences. Bandura (1997) identified vicarious experiences as any experiences in which an individual observes someone modeling a behavior. The researcher identified 46 times in which Interns and their Master Teachers described the Intern observing behavior modeled by the Master Teacher. An example of this recurrence was represented in FIA's statement about observing their Master Teacher: Today I was able to watch my Master Teacher teach different lessons to the class, and complete duties of an educator including attending a meeting for a student who has anxiety, anger, and other various emotional disorders." Additionally, a Master Teacher response representative of this theme is represented in PMC's mention of Intern observation: "She saw me make a whole lot of mistakes throughout the day, so when she made one she was like oh, okay, that's just normal."

During analysis, the researcher identified 50 different recurrences that referenced instances of verbal feedback and coaching. According to Bandura (1997), verbal persuasion is representative of this finding and is one of the four sources of self-efficacy belief developments. The researcher found regular recurrences of statements that provided evidence of this source. Interns and Master teachers shared instances in which feedback and coaching occurred and did not occur between Master Teacher and Intern. The researcher coded both instances as a verbal persuasion experience. FIA's statement, "During a social studies lesson today, my Master teacher provided me with a great suggestion during reflection time post-lesson," communicated an example of this type of experience. PID provided an example of an experience where feedback and coaching were noted as negative or not present: "I talked before about feedback from my master

teacher, just always getting negative feedback, or no feedback at all.” This is a response representative of statements communicating a lack of feedback.

The final theme noted related to Research Question 1 was representative of Intern and Master Teacher responses communicating the impact of stress on performance. The researcher coded these experiences as physiological and emotional state experiences. Bandura (1997) shared, “In judging their capabilities, people rely partly on somatic information conveyed by physiological and emotional states” (p. 106). Bandura further communicated that stress and physical well-being are key indicators of this type of somatic information. Stress during the internship experience was mentioned 42 times by Intern participants and their Master Teachers. PIA’s statement that the pressure of needing a job was overwhelming, “I think the pressure of needing a job has been overwhelming right not,” and FID’s statement about attempting to balance the clinical experience and coursework, “That was a really hard balancing act, and I think it caused unwanted stress for me and my Master Teacher. And I know it probably played off in to the students and their behavior too,” are representative of physiological and emotional state experiences communicated throughout the data.

Mastery experiences. According to participants, mastery experiences, or instances in which Interns were able to fail and/or succeed at overcoming obstacles within the school and the teaching and learning experience (Bandura, 1997), were consistently present in responses. Interns and Master Teachers of peripheral participants as determined by the Participant Selection Questionnaire (Appendix A) scores of 8-22 (P-Group) and full participants with Participant Selection Questionnaire (Appendix A) scores of 41-15 (F-Group) mentioned mastery experiences numerous times during journal

and interview responses. The researcher further analyzed the data to determine what recurring characteristics or subthemes might be present within each theme. Within the mastery experience theme, the researcher identified four recurring subthemes in participant responses. Table 6 provides the number of recurrences of the four subthemes in P-Group and F-Group responses.

Table 6

Subthemes Within Mastery Experience Theme of P-Group and F-Group Participants and Their Master Teachers.

Subtheme	P-Group (8-22)	F-Group (41-45)
Learning and Growth Attributed to Persevering Through Failure	13	12
Curriculum/Pedagogy Failures and Successes	7	10
Student and Parent Management/Relationship Failures and Successes	26	3
Fear of Allowing Failure by Master Teacher	4	0

Note. Numbers represent recurrences of subthemes in responses.

In order to bring clarity to Research Question 1, the researcher further disaggregated subtheme response data by individual response occurrences within each participant group. Subthemes varied between P-Group and F-Group participants. Table 7 identifies the distribution of subthemes across participant responses. Though all themes found within the mastery experience theme are listed in each table, not all subthemes were identified in individual group responses. Variances existed between P-Group and F-Group subthemes. Notable variances will be discussed in the analysis of Research Question 2.

Table 7

Distribution of Subtheme Recurrences Within Mastery Experience Theme of P-Group and F-Group Participants and Their Master Teachers

P-Group										
Subtheme	PI A	PI B	PI C	PI D	PI E	PM A	PM B	PM C	PM D	PM E
Learning and Growth										
Attributed to Persevering Through Failure	2	2	2	2	2	1		1	1	
Curriculum/Pedagogy Failures and Successes	1	1	2	2	1					
Student and Parent Management/Relationship Failures and Successes	5	3	6	4	3	2		1	2	
Fear of Allowing Failure by Master Teacher						1	1	1	1	
F-Group										
Subtheme	FI A	FI B	FI C	FI D	FI E	FM A	FM B	FM C	FM D	FM E
Learning and Growth										
Attributed to Persevering Through Failure	2	2	1		3	2	1	1		
Curriculum/Pedagogy Failures and Successes	1	2	1	1	2	1	2			
Student and Parent Management/Relationship Failures and Successes	1			1				1		
Fear of Allowing Failure by Master Teacher										

Note. Numbers represent recurrences of subthemes in responses.

Mastery experiences contributed to meaningful learning and growth. Within the responses of P-Group and F-Group participants and their Master Teachers, Interns and Master Teachers repeatedly mentioned the value of their successes and failures and the contribution they made to their learning and growth. Within journal responses addressing the journaling questions (Appendix F) and focus group interview responses addressing interview questions (Appendices I and J), P-Group Interns and their Master Teachers noted 13 times that Interns grew from failures during the internship experiences and F-Group participants and their Master Teachers had 12 similar recurrences. Interns and Master Teachers saw failing and succeeding with obstacles as highly valuable experience that was difficult to attain in any other manner. PIA explained, “I was given the time to persevere and struggle with my own inadequacies and I learned what works best for me.” Master Teacher statements reiterated this sentiment as PMD shared that PID’s growth was as a result of failure: “I would say through failure she became successful” (PMD). Master Teacher FME saw persevering through failure as a reflective process in which Interns made growth: “I think just giving them the opportunities and letting them fail, and then giving them that feedback and talking through things was very effective.” Overall, Interns and Master Teachers provided numerous examples communicating the value of learning through their successes and failures. FIC’s reflection on mastery experience provides a representative summation to Intern and Master Teacher perspectives related to mastery experience:

This year I experienced a lot of failures... What I found was... I could correct most, if not all of my failures and grow from each of them. It was wonderful that I got to participate in student teaching/co-teaching for an entire year, because I

fully got to learn from my mistakes, and I have grown into a more well-prepared preservice teacher.

P-Group Interns focused on successes and failures with student and parent management. According to the participant responses within the mastery experience theme, successes and failures with the management of students and parents as well as relationships with the two groups arose often. The researcher identified 26 instances in which the subtheme was mentioned in P-Group responses and three from F-Group responses. Within these recurrences, the researcher identified five times in which Interns and Master Teachers noted successes with classroom management and 15 times in which failures were identified. P-Group Interns specifically communicated examples of struggles with whole class management and individual student management. PIA stated, “I realized that I had failed at persevering with a student who has been consistently displaying disrespectful behavior.” This type of statement was common throughout P-Group responses, communicating a specific focus on struggles and successes with the management of students. Two Intern responses discussed failures with parent communication and relationship management. Interns communicated making mistakes with parent communication and management that resulted in the need to work with their Master Teachers to communicate the failure and reach a solution.

The researcher also found P-Group responses mentioning successes and failures with student relationships to occur often in the data. Interns repeatedly communicated their successes with student relationships as one of their proudest and most rewarding accomplishments. PIB shared, “I feel that relationships have been a real success, at least for me, between my students and myself.” PIC shared her success: “My relationship with

my students. I loved all my kids and wanted to reach each of them... this led to great relationships.” Overall, there was a distinct and continued mention of student and parent management successes and failures throughout responses, communicating value with this form of experience.

Interns focused on successes and failures with curriculum and pedagogy. Intern and Master Teacher participants provided multiple responses detailing successes and failures with curriculum and pedagogy. The researcher found seven P-Group Intern response examples demonstrating struggles and successes with teaching and learning related to pedagogical practice or curriculum development and implementation. Ten instances were found in F-Group participant responses. Interns communicated experiences in which teaching and learning did not match their expectations during initial experiences. Attempts were made to teach students specific content, only to be met by immediate and unexpected failure. FIB shared an experience in which a math lesson failed unexpectedly: “I thought it was going to be the best lesson ever... It ended up being the biggest headache... It was just awful.” FIE shared a similar experience with an attempted paraphrasing lesson: “They were just copying and pasting... It just shows lack of experience... it really taught me a lot about preparedness and just thinking every little thing through.” Interns noted that with each failure and/or success related to curriculum and pedagogical practices, they learned and were able to shift their understanding and future practice.

P-Group Master Teachers noted being afraid of allowing Interns to fail. The researcher found one final subtheme to emerge in the response data of P-Group Intern and Master Teacher responses. Four times the researcher found mentions of Master

Teachers' inability to release classroom control and allow failure. Master Teachers shared their struggles with allowing someone else to have control in their classroom and the difficulty in allowing their Intern to fail when they were there to help prevent the failure. Master Teacher PMB shared, "I think one of the things I struggled with as a new mentor teacher for the last couple of years was allowing our Interns to fail." Master Teacher PMA stated, "It's hard, I'm a control freak... whenever my Intern would take over, and I saw the class management, I wanted to step in and fix them so they would pay attention." PMC alluded to the inability to release control due to MAP Test pressures "and then MAP testing hit, and I wanted to be the one preparing my kids and reviewing, so that was kind of a disadvantage to her." Intern responses within the P-Group interview data reiterated this finding as one Intern communicated a wish to have been able to teach more, but their Master Teacher was unable to give up the control to allow it.

Vicarious experiences. According to participants, vicarious experiences, or instances in which Interns were able to observe their Master Teacher engaged in the community of practice and teaching and learning, were consistently present in responses. Interns and Master Teachers of both P and F Groups noted vicarious experiences regularly during journal and interview responses. The researcher further analyzed the data to determine what recurring characteristics or subthemes might be present within each theme. Within the mastery experience theme, the researcher identified two recurring subthemes in participant responses. Table 8 provides the number of recurrences of the two subthemes in P-Group and F-Group responses.

Table 8

Subthemes Within Vicarious Experience Theme of P-Group and F-Group Participants and Their Master Teachers

Subtheme	P-Group (8-22)	F-Group (41-45)
Learning and Growth Attributed to Observation of Nonteaching Tasks and Duties	1	12
Learning and Growth Attributed to Observation of Teaching, Learning, and Student Management	19	9

Note. Numbers represent recurrences of subthemes in responses.

As with other themes in Research Question 1, the researcher further disaggregated subtheme response data by individual response occurrences within each participant group. Subthemes varied between P-Group and F-Group participants. Table 9 identifies distribution of subthemes in participant responses. Though all themes found within the vicarious experience theme are listed in each table, not all subthemes were identified in individual group responses. Variances existed between P-Group and F-Group subthemes. Notable variances will be discussed in the analysis of Research Question 2.

Table 9

Distribution of Subtheme Recurrences Within Vicarious Experience Theme of P-Group and F-Group Participants and Their Master Teachers

P-Group										
Subtheme	PIA	PIB	PIC	PID	PIE	PMA	PMB	PMC	PMD	PME
Learning and Growth Attributed to Observation of Nonteaching Tasks and Duties	1									
Learning and Growth Attributed to Observation of Teaching, Learning, and Student Management	3	2	4	2	2	1	1	1	1	2
F-Group										
Subtheme	FIA	FIB	FIC	FID	FIE	FMA	FMB	FMC	FMD	FME
Learning and Growth Attributed to Observation of Nonteaching Tasks and Duties	3		1	1	1	1	1	1	2	1
Learning and Growth Attributed to Observation of Teaching, Learning, and Student Management	2	1	1	1	1		1	1	1	

Note. Numbers represent recurrences of subthemes in responses.

Interns focused on the inherent value of observing teaching and learning.

Similar to the learning and growth subtheme identified by the researcher in the mastery experience theme, the researcher identified many responses within vicarious experience data that attributed observation-based experiences to learning and growth. Within these

responses, the researcher found P-Group responses to attribute growth to observation teaching, learning, and student management 19 times. F-Group participants made nine similar experience statements. Intern responses communicated that there was great value in the opportunity to observe an expert engaged in practice. Interns seeing Master Teachers engaged in the process of teaching lessons and managing students was invaluable to their growth. PIB shared the value of observing their Master Teacher engaged in facilitating lessons:

I observed my Master Teacher daily. His mini lessons run so smooth... students stay engaged the whole time... I took many mental notes of how to begin a mini lesson, how to keep it flowing smoothly, how to get students to work with an activity in a timely manner, and how to conclude the lesson.

This statement represents intern statements throughout the data. In addition, Interns reported vicarious experiences related to teaching, learning, and student management as valuable, because they provided a means to gage their own practices. FIA shared, “These experiences has given me a baseline to follow.”

F-Group Interns valued observation of nonteaching tasks and duties. An additional subtheme not present in P-Group responses arose as the researcher analyzed F-Group responses. While learning and growth were regularly attributed to the observation of teaching, learning, and student management, F-Group participants repeatedly identified the observation of nonteaching-related tasks and duties as an opportunity for learning and growth. The researcher identified 12 recurrences of this subtheme in the data. Interns shared nonteaching tasks and duties in which they observed their Master Teacher completing tasks outside of teaching and managing students. Example tasks

included attending 504 meetings, IEP meetings, staff meetings, and managing before- and after-school duties. F-Group participants seemed to place a high value on these experiences. FIA expressed thankfulness for the opportunity to see teaching responsibilities beyond the classroom:

I would not have been experienced, going to these meetings, and knowing about his 504 plans, and different things like that... I've seen the progression... we got to see like setting up classrooms and all of the time and effort that goes into that.

F-Group Master Teachers spent ample time touting the value of observing nonteaching experiences during the internship. FMP expressed the value of understanding what teaching requires beyond the classroom:

There's so many things, of tasks that you have to do in a given day. Watching and observing. That is the biggest value there is, understanding how the structure of your day happens. Or who you have to talk to. Or what responsibilities that you have, or you have put upon yourself.

These ideas were regularly represented throughout data in F-Group responses and their Master Teachers. While F-Group responses illuminated this finding, PIA responses aligned with the F-Group responses related to nonteaching tasks, presenting an outlier in the P-Group vicarious experience theme data.

Verbal persuasion experiences. According to participants, verbal persuasion experiences, or instances in which Interns were able to receive feedback and coaching from their Master Teacher, were consistently present in responses. Interns and Master Teachers from both P and F Groups mentioned verbal persuasion experiences 50 times during journal and interview responses. The researcher further analyzed the data to

determine what recurring characteristics or subthemes might be present within each theme. Within the verbal persuasion theme, the researcher identified four recurring subthemes in participant responses. Table 10 provides the number of recurrences of the two subthemes in P-Group and F-Group responses.

Table 10

Subthemes Within Verbal Persuasion Theme of P-Group and F-Group Participants and Their Master Teachers

Subtheme	P-Group (8-22)	F-Group (41-45)
Lack of Feedback Provided by Master Teacher	9	0
Intern/Master Teacher Relationship Issues	5	0
Constant and/or Consistent Feedback from Master Teacher	1	4
Verbal Persuasion Resulted in Learning and Growth	15	8

Note. Numbers represent recurrences of subthemes in responses.

Similar to previous themes in Research Question 1, the researcher further disaggregated subtheme response data by individual response recurrences within each participant group. Subthemes varied between P-Group and F-Group participants. Table 11 identifies the distribution of subthemes in participant responses. Though all themes found within the verbal persuasion theme are listed in each table, not all subthemes were identified in individual group responses. Variances existed between P-Group and F-Group subthemes. Notable variances will be discussed in the analysis of Research Question 2.

Table 11

Distribution of Subtheme Recurrences Within Verbal Persuasion Theme of P-Group and F-Group Participants and Their Master Teachers

Subtheme	P-Group									
	PIA	PIB	PIC	PID	PIE	PMA	PMB	PMC	PMD	PME
Lack of Feedback Provided by Master Teacher		1	1	3	1				3	
Constant and/or Consistent Feedback From Master Teacher				1						
Intern/Master Teacher Relationship Issues			1	1	1			1		1
Verbal Persuasion Resulted in Learning and Growth	3	4	2	1	1	2	2			
Subtheme	F-Group									
	FIA	FIB	FIC	FID	FIE	FMA	FMB	FMC	FMD	FME
Lack of Feedback Provided by Master Teacher										
Constant and/or Consistent Feedback From Master Teacher	1	1	1		1					
Intern/Master Teacher Relationship Issues										
Verbal Persuasion Resulted in Learning and Growth		2	2	2	2				1	

Note. Numbers represent recurrences of subthemes in responses.

P-Group Master Teachers did not provide sufficient feedback to their Interns.

Responses of P-Group participants and their Master Teachers related to verbal persuasion provided evidence that Master Teachers did not provide sufficient and/or effective verbal

feedback. Four of the five P-Group Interns mentioned that they did not receive sufficient feedback from their Master Teacher during the internship experience. Intern PID made three separate mentions of the subtheme. PID stated, “I talked before about getting feedback from my Master Teacher, just always getting negative feedback or not feedback at all” and “I would have loved to have had more feedback.” PIE reiterated this subtheme as Interns shared how they would have benefited from more feedback: “I think I would have benefited from more verbal feedback.” PIB shared a desire for more feedback as well and a concern for not having received sufficient feedback: “I don’t think my Master Teacher has given me enough.” Additionally, Master Teachers also noted uncertainty with how to provide effective feedback. Master Teacher PMD stated, “I don’t think she knew she was struggling, and I didn’t really know how to approach it, because I think she thought at that time she was doing okay,” indicating a lack of understanding with providing feedback. Master Teacher PME also shared that feedback and coaching were done through written notes rather than verbal conversations. Intern PIE noted this occurrence and shared that because of this they lacked verbal conversations: “I did get written feedback, and that was very helpful, but I just didn’t get those conversations.”

F-Group Interns and Master Teachers experienced relationship issues. The researcher also identified evidence of relationship struggles between P-Group Interns and their Master Teachers mentioned during verbal persuasion experiences in responses. Interns made three mentions of relationship issues with their Master Teacher and Master Teachers made two mentions. Intern statements alluding to relationship issues included PIC’s statement, “Sometimes if you don’t have that good relationship... what you feel like is a success turns into a failure because you’re not being validated,” as well as PID’s

statement “We just don’t get each other and don’t understand. Any feedback that’s ever had, she just doesn’t ever give me good feedback.” Master Teachers’ responses echoed these concerns. Master Teachers mentioned multiple times relationship barriers with their Intern were obstacles to providing effective feedback and coaching.

Feedback and coaching were valuable to the learning and growth of Interns. A dominant subtheme that was present in the responses on P-Group and F-Group Interns and their Master Teachers was that of learning and growth attributed to verbal feedback. The researcher found 15 recurrences of the subtheme in P-Group Intern and Master Teacher responses and 8 recurrences of the same subtheme in F-Group responses. Like mastery and vicarious experiences, nearly all participants shared the value of feedback and coaching related to learning growth. Participant responses consistently communicated that feedback and coaching created opportunities for Interns to reflect on experiences and make adjustments to practice. Interns heeded the advice of their mentors and grew from the experience, though at times, it was noted to be a difficult and uncomfortable experience. FIB’s statement summarized the subtheme well: “Feedback has been a key asset in my growth of my teaching skills and has built confidence in my teaching.”

F-Group Master Teachers provided constant and/or consistent feedback to their Interns. The researcher’s analysis of F-Group participant responses revealed a final subtheme rarely present in P-Group responses. Four of five F-Group Interns reported that their Master Teacher provided consistent or constant feedback throughout the internship experiences. Of the four, three used the word *constant* in their responses. F-Group participants seemed to find the amount of feedback provided by their Master Teacher to

be adequate. An example of a statement the researcher deemed constant and/or consistent was FIA's statement: "My Master Teacher is constantly providing me with positive verbal feedback that helps me grow as a teacher." FIB shared, "The constant feedback has been a key asset in my growth of my teaching skills and has built my confidence in my teaching." While the researcher found statements such as these to be a shared feeling amongst F-Group participants, the subtheme was only present once in P-Group Intern responses as PIA shared that they experienced several times in which meaningful feedback was received from the Master Teacher.

Physiological and emotional states. According to participants, physiological and emotional state experiences, or instances in which Interns experienced stress, mood, or physical health concerns, were consistently present in responses. Interns and Master Teachers of both P and F Groups mentioned physiological and emotional state experiences often during journal and interview responses. The researcher further analyzed the data to determine what recurring characteristics or subthemes might be present within each theme. Within the mastery experience theme, the researcher identified three recurring subthemes in participant responses. Table 12 provides the number of recurrences of the three subthemes in P-Group and F-Group responses.

Table 12

Subthemes Within Physiological and Emotional State Theme of P-Group and F-Group Participants and Their Master Teachers

Subtheme	P-Group (8-22)	F-Group (41-45)
Stress During the Internship Resulted in Decreased Performance	7	5
University Coursework Was a Stressor During the Internship	9	9
Stress Resulted in Learning and Growth	5	6

Note. Numbers represent recurrences of subthemes in responses.

Like previous themes in Research Question 1, the researcher further disaggregated subtheme response data by individual response occurrences within each participant group. Subthemes varied between P-Group and F-Group participants. Table 13 identifies the distribution of subthemes in participant responses. Though subthemes have varied within theme responses on the three previous themes within Research Questions 1, all subthemes identified within the responses of P-Group and F-Group participants are the same. Notable variances did not exist between P-Group and F-Group subthemes.

Table 13

Distribution of Subtheme Recurrences Within Physiological and Emotional State Theme of P-Group and F-Group Participants and Their Master Teachers

P-Group										
Subtheme	PIA	PIB	PIC	PID	PIE	PMA	PMB	PMC	PMD	PME
Stress During the Internship Resulted in Decreased Performance		2	3	1		1				
University Coursework Was a Stressor During the Internship	1	3	1	1		1	1			1
Stress Resulted in Learning and Growth	2	2			1					
F-Group										
Subtheme	FIA	FIB	FIC	FID	FIE	FMA	FMB	FMC	FMD	FME
Stress During the Internship Resulted in Decreased Performance	2	1		1	1					
University Coursework Was a Stressor During the Internship	1	2	2	2	2					
Stress Resulted in Learning and Growth	1	1	1	2	1					1

Note. Numbers represent recurrences of subthemes in responses.

Stress resulted in decreased teaching performance by Interns. Both P-Group and F-Group participants reported stress during the internship caused a decrease in performance in the classroom and the teaching and learning process. F-Group participants noted five times that stress caused similar issues in their experience. Interns struggled to balance stressors and the demands of teaching and learning in the classroom. Stress was attributed to causing struggles with classroom management, mood issues, and a lack of

sufficient planning for the following day's instruction. While these instances were present numerous times, multiple Interns noted that stress did not impact their performance negatively, and while heavy at times, was a positive experience. FIC reported, "There were many times I felt my performance was lacking as an Intern due to outside stress." PIC shared, "Stress affected my patience and grace for students and my teaching ability in the classroom." The researcher found no significant variances in P-Group or F-Group responses.

University coursework presented a significant stressor for Interns. P-Group and F-Group participants reported university coursework as a significant stressor during the internship experience. University coursework-related stress was reported 18 times. P-Group participants reported this subtheme nine times and F-Group participants reported it nine times as well. There were no distinct variances in the content of their responses. Interns and Master Teachers felt that coursework was a consistent stressor during the internship experience, and at times, coursework's unrelated focus in reference to experiences occurring in the classroom made the work even more troublesome. PID shared the burden of coursework well in the statement, "Trying to finish coursework while teaching lessons throughout the day and acting as a substitute was extremely stressful," Master Teachers shared in these feelings about stress causing experiences in similar responses. FME shared, "My Intern was a lot more stressed about the tasks that they were assigned than the actual teaching."

Stress resulted in learning and growth for Interns. The researcher found that all self-efficacy source experience themes contained the subtheme of learning and growth. P-Group and F-Group participants and their Master Teachers valued stress in the

classroom, despite the discomfort, and at times, lack of performance that it produced. Participants touted the value of stress in its preparation of Interns for the first year of their teaching career. Interns regularly made statements such as “I am so incredibly thankful that I was exposed to a myriad of stressors this year when I was enveloped in a safety net of support and grace” (PIA) and “Stress helped me to realize what my first year of teaching will be like. It was good to be exposed to stress during the internship” (FIB). The stressors endured during the internship experience were generally attributed to positive learning and growth throughout participant responses.

Summary of Research Question 1 findings. The researcher worked to identify significant themes that were present in collected data relevant to identified research questions. In reference to Research Question 1, the researcher identified four themes: mastery experiences, vicarious experience, verbal persuasion, and physiological and emotional states. The researcher proceeded to look at data included in each theme and identify connections and/or subthemes that may have existed. Findings were focused on the identification of these unique characteristics. Table 14 provides a summary of findings present within themes related to Research Question 1.

Table 14

Summary of Findings for Research Question 1 Organized by Efficacy Source Experiences

Code	Findings within Major Themes
ME	Mastery experiences contributed to learning and growth for both Intern groups.
ME	P-Group Interns focused heavily on successes and failures with student and parent management.
ME	Interns focused on successes and failures with curriculum and pedagogy.
ME	P-Group Master Teachers noted being afraid of allowing Intern failure.
VE	Interns focused on the inherent value of observing teaching and learning.
VE	F-Group Interns valued observation of nonteaching tasks and duties.
VP	P-Group Master Teachers did not provide sufficient feedback to their Interns.
VP	F-Group Interns and Master Teachers experienced relationship issues.
VP	Feedback and coaching were valuable to the learning and growth of Interns.
VP	F-Group Master Teachers provided constant and/or consistent feedback to their Interns.
PE	Stress experienced during internship resulted in decreased classroom performance of both Intern Groups.
PE	Interns found university coursework presented a significant stressor during the internship experience.
PE	Though Interns found stress to be burdensome, the experience and management of stress created positive learning and growth for both Intern groups.

Note. Note. ME = mastery experience; VE = vicarious experience; VP = verbal persuasion; PE = physiological and emotional states.

Analysis of Research Question 2

Research Question 2 asked, “What differences, if any, exist between self-efficacy source experiences of peripheral participants and full participants in a community of practice?” The researcher analyzed open-ended questions in the form of Intern journal questions and Intern and Master Teacher focus group interviews. Questions 1 through 4 of the Intern Journal Protocol and Questions (Appendix F), the Intern Interview Protocol and Questions (Appendix I), and the Master Teacher Interview Protocol and Questions (Appendix J) addressed this research question. From the researcher’s analysis of journal and interview responses related to Research Question 1, the four themes within the data related to efficacy source experiences were analyzed for notable differences. Each of the notable differences identified by the researcher were then described in detail by the researcher within the theme category. No differences were found between the physiological and emotional state responses of F-Group and P-Group participants.

Mastery experience differences. In analysis of P-Group and F-Group responses within the mastery experience theme, the researcher identified a notable difference in the types of successes and failures that were communicated by participants. Table 15 provides the number of times participants responded with differing instances of successes and failures.

Table 15

Noted Differences Between Subthemes Within Master Experience Theme of P-Group and F-Group Participants and Their Master Teachers

Subtheme	P-Group Participants	F-Group Participants
Curriculum/Pedagogy Failures and Successes	7	10
Student and Parent Management/Relationship Failures and Successes	26	3

Note. Numbers represent recurrences of subthemes in responses.

While both F-Group and P-Group participants specifically identified failures and success related to classroom and parent management and pedagogical successes, there were distinct differences in the number of times the different experiences were mentioned. Within the P-Group, management-related issues were mentioned 26 times. Within the F-Group, management-related issues were mentioned three times. Additionally, the tendency of F-Group participants to focus on pedagogical-related experiences over management-specific ones was also a defining characteristic. F-Group participants made mention of pedagogy specific 10 times as opposed to three mentions of management issues. P-Group participants mentioned pedagogical successes and failures seven times while mentioning management related experiences 26 times. It should also be noted that two P-Group participants made specific mentions of struggles with Master Teacher relationships. There were no mentions of relationship failures with Master Teachers from the F-Group Interns.

Notable differences were found between the types of experiences that Peripheral and Full Interns made mention of as growth creating opportunities. Both groups mentioned a variety of learning and growth moments. P-Group participants demonstrated a slightly greater diversity in the types of learning accomplished. F-Group participants

tended to focus the majority of their moments on pedagogical issues while P-Group participants leaned toward management and parent interaction. No distinct differences separated the learning and growth statements made by the two groups. The groups clearly noted failures as creating opportunity for growth. Reflecting on failure was touted to be a strong element of growth. An area to take note of is the perception of failure by the interns and master teachers. Within the P-Group Master Teachers, failure was mentioned three times as a difficult facet to allow.

Vicarious experience differences. Analysis of P-Group and F-Group responses with the vicarious experience theme revealed a notable difference in the types of observation-based experiences that were attributed to learning and growth during the internship. Table 16 provides the number of times participants responded with differing sources of learning and growth observations.

Table 16

Noted Differences Between Subthemes Within Vicarious Experience Theme of P-Group and F-Group Participants and Their Master Teachers

Subtheme	P-Group Participants	F-Group Participants
Learning and Growth Attributed to Observation of Nonteaching Tasks and Duties	1	12
Learning and Growth Attributed to Observation of Teaching, Learning, and Student Management	19	9

Note. Numbers represent recurrences of subthemes in responses.

Both P-Group Interns, F-Group Interns, and their respective Master Teachers made similar mentions of observation-based experiences in their responses. Both P-Group and F-Group participants made multiple mentions of teaching, learning, and classroom management-based observations that were valuable to their growth. There was

a variance in the number of mentions, with P-Group participants making mention of these experiences 20 times in comparison to nine mentions by F-Group participants. A defining difference between the vicarious experiences of the two groups was the mentioned value of nonteaching-related observation experiences. F-Group participants noted 13 times the value of observational experiences related to nonteaching tasks and duties. These statements included observation of tasks such as 504 meetings, IEP meetings, parent communication, and orientation nights. From the P-Group, nonteaching observations were only mentioned one time by Peripheral Intern A.

Verbal persuasion differences. Analysis of P-Group and F-Group responses with the verbal persuasion theme revealed significant differences in the amount of feedback that was received by P-Group and F-Group participants as well as the quality of relationships held between Interns and their Master teachers. Table 17 provides data illustrating these differences.

Table 17

Noted Differences Between Subthemes Within Verbal Persuasion Theme of P-Group and F-Group Participants and Their Master Teachers

Subtheme	P-Group Participants	F-Group Participants
Lack of Feedback Provided by Master Teacher	9	0
Constant and/or Consistent Feedback From Master Teacher	1	4
Intern/Master Teacher Relationship Issues	5	0

Note. Numbers represent recurrences of subthemes in responses.

The researcher found a notable difference in the responses of P-Group and F-Group participants and their respective Master Teachers within the subthemes related to

the amount of feedback given and received during the Intern experience. Four of five P-Group Interns reported a lack of sufficient feedback from their Master Teachers. In addition, P-Group Master Teachers reported struggling to provide effective feedback. In contrast, no F-Group Interns or their Master Teachers reported a lack of feedback or difficulty providing or receiving feedback. Four of five F-Group participants did, however, note that they were provided with constant or consistent feedback. The researcher also noted that despite the reports of lacking feedback within the F-Group, PIA did report receiving sufficient feedback from her Master Teacher in her journaling response.

In addition to the noted difference in feedback quantity between P-Group and F-Group participants and their Master Teachers, an additional area of contrast was found between the verbal persuasion experiences of F-Group Intern participants and P-Group participants. Three of five P-Group Intern participants reported that relationship issues between themselves and their Master Teachers contributed to struggles with feedback and communication between themselves and their Master Teacher. No F-Group Interns or their Master Teachers reported any issues with the relationships between Interns and Master Teachers.

Summary of Research Question 2 findings. The researcher worked to identify significant themes that were present in collected data relevant to identified research questions. In reference to Research Question 2, the researcher used the four identified efficacy source experience themes from Research from Research Question 1—mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states—to draw comparisons between P-Group and F-Group responses. The researcher

analyzed identified theme and subtheme data to understand differences. Table 18 provides a summary of findings related to Research Question 2.

Table 18

Summary of Differences Between P-Group and F-Group Intern Efficacy Source Experiences

Code	Identified Differences
ME	P-Group Interns experienced a significantly higher amount of parent and student management failures than F-Group Interns.
ME	P-Group Interns focused on management while F-Group Interns focused on teaching and learning.
VE	F-Group Interns valued observation of nonteaching tasks while P-Group Interns made little to no mention of them.
VP	P-Group Interns experienced a lack of feedback from Master Teachers while F-Group Interns received constant and/or consistent feedback.
VP	P-Group Interns and Master Teachers experienced relationship issues while F-Group Interns made no mention of them.

Note. ME = mastery experience; VE = vicarious experience; VP = verbal persuasion; PE = physiological and emotional states.

Analysis of Research Question 3

Research Question 3 asked, “What legitimate peripheral participation theory facets of the clinical experience affected the process of socialization from peripheral participant to full participant?” The researcher analyzed open-ended questions in the form of Intern journal questions and Intern and Master Teacher focus group interviews. Questions 5 through 9 of the Intern Journal Protocol (Appendix F), the Intern Interview Protocol and Questions (Appendix I), and the Master Teacher Interview Protocol and Questions (Appendix J) addressed this research question. From the researcher’s analysis of journal and interview responses related to Research Question 3, four themes emerged from the data. Themes identified in the responses of P-Group and F-Group participants and their Master Teachers are identified in Table 19. All four themes were present in all

20 participant responses. The researcher proceeded to analyze data relevant to Research Question 3 by identifying connections and subthemes within major themes. Subthemes are represented throughout analysis and have been disaggregated by participant and group.

Table 19

Number of Times Themes Recurred in Participant Interview and Journal Responses

Subtheme	Recurrences in Response Data
Responsibility Comparison	47
Intern Identity in Community of Practice	68
Language and Jargon Acquisition	24
Access Comparison	32

Note. Numbers represent recurrences of subthemes in responses.

During the theme identification process, the researcher identified the responsibility comparison theme as experiences noted in which the Intern or Master Teacher made a comparison of their level of responsibility. PIA’s notation of their equal level of responsibility to their Master Teacher, “I truly feel that I had an equal level of responsibility to my Master Teacher,” is representative of a comparison statement. Additionally, the researcher also included instances of inherent lack or responsibility in which the Intern or Master Teacher may not have made a direct comparison, but the responsibility difference was present in the statement. PIB’s statement communicating a lack of student responsibility provides an indirect representation of a responsibility difference being communicated: “The kids are a lot of my Master Teacher’s responsibility. I’ve tried to show my authority in the class, but at the end of the day the kids know that my Master Teacher is really the one who’s calling the shots.” The

researcher identified 47 recurrences of responsibility comparisons in the data. Lave and Wenger (1992) presented the level of responsibility held by members within a community of practice as a defining characteristic when considering one's degree of socialization.

Lave and Wenger (1992) also presented identity within a community of practice as a characteristic relevant to socialization. The researcher identified 68 instances in which Interns and/or their Master Teachers provided responses discussing identity-related issues. The researcher included statements in which Interns directly discussed their identity related to the culture, or the way business is conducted within the community of practice, such as FIA sharing that they have always felt as part of the culture of the school: "I always feel welcome and that I am a full participant in the culture of our school. Whether it is spirit days, staff meetings, or events for school, I have always been included in everything." In addition to this type of statement, the researcher also included indirect statements related to identity issues such as acceptance by community of practice members. Intern PID's discussion of not completely fitting into the community of practice yet is an example of these recurrences in the statement, "In faculty meetings, literacy meetings, quarterly math meetings, I still feel like I don't want to overstep my boundaries because it's not really my place yet."

Interns and Master Teachers made 24 different mentions related to the unique academic language and jargon experienced during their internship. Lave and Wenger (1992) provided that the acquisition of the unique language within a community of practice is another defining characteristic of socialization. The researcher identified these experiences as the language and jargon acquisition theme. FIE's sharing of evolution of

understanding with the language and jargon is representative of this type of statement: “At first I was not able to understand educational jargon.” FID mentioned not being accustomed to the unique language of the community when stating, “I experienced a lot of terminology that I was not at all familiar with.”

The researcher noted a fourth and final theme in the analysis of data related to Research Question 3. Thirty-two Intern and Master Teacher responses discussed Intern access to people, places, and resources within the school setting. Lave and Wenger (1992) provided that access to these facets is key to the socialization of any individual into a community of practice. Participant responses included statements related predominantly to building and resource access. FMC’s discussion of access to necessary resources for their Intern, minus building access, provides an exemplary statement for this theme: “They had everything that we have really, besides access to the building.”

Responsibility comparison. According to participants, responsibility comparison, or instances in which the level of responsibility between the Intern and Master Teacher were shown to vary, occurred regularly in responses. Interns and Master Teachers representing P and F Groups mentioned responsibility comparison experiences 47 times during journal and interview responses. The researcher further analyzed the data to determine what recurring characteristics or subthemes might be present within each theme. Within the responsibility comparison theme, the researcher identified three recurring subthemes in participant responses. Table 20 provides the number of recurrences of the two subthemes in P-Group and F-Group responses.

Table 20:

Recurring Subthemes Noted Within Responsibility Comparison Theme Responses of P-Group and F-Group Participants and Their Master Teachers

Subtheme	P-Group (8-22)	F-Group (41-45)
Equally Shared Responsibility	5	10
Less Responsibility	14	5
Evolution of Responsibility	2	8

Note. Numbers represent recurrences of subthemes in responses.

Like previous themes in Research Question 1, the researcher further disaggregated subtheme response data by individual response occurrences within each participant group. Subthemes varied between P-Group and F-Group participants. The researcher has provided Table 21 identifies the distribution of subthemes in participant responses. Though all themes found within the responsibility comparison theme are listed in each table, not all subthemes were identified in individual group responses.

Table 21

Distribution of Subtheme Recurrences Within Responsibility Comparison Theme of P-Group Participants and F-Group Participants and Their Master Teachers

Subtheme	P-Group									
	PIA	PIB	PIC	PID	PIE	PMA	PMB	PMC	PMD	PME
Equally Shared Responsibility	1		1	3						
Less Responsibility	1	2	4	2	3				1	1
Evolution of Responsibility	1									1
Subtheme	F-Group									
	FIA	FIB	FIC	FID	FIE	FMA	FMB	FMC	FMD	FME
Equally Shared Responsibility	1		2	1	1	1		2	1	1
Less Responsibility	1		1	1	2					
Evolution of Responsibility		1	3	1	2			1		

Note. Numbers represent recurrences of subthemes in responses.

Responsibility levels were generally less for P-Group Interns than F-Group

Interns. The researcher found that varying degrees of responsibility were present between group responses and individuals within groups. The researcher noted 34 times which responsibility comparisons were made between Intern and Master Teachers. Within responsibility comparison responses, instances of equivalent responsibility between Master Teacher and Intern and instances of less responsibility with Intern than Master Teacher were noted. P-Group participants made five mentions of having equal responsibility to their Master Teacher, but all five Interns reported at other times that they had less responsibility than their Master Teacher and often multiple times. Similar findings existed in F-Group response, but P-Group participants overwhelmingly made referred to having less responsibility than their Master Teachers when compared to F-Group participant responses.

The researcher found that responses for most Interns varied at different points during journal and interview responses. FIA reported similar responsibility to their master teacher within the classroom and school community, and even greater degrees of responsibility at times, but later reported lacking some responsibility with parent e-mail. Several Interns reported having equal responsibility, but made statements recognizing that the ultimate control of the classroom was in the hands of the Master Teacher: “It’s that teacher’s classroom. Her name is on the report card. I don’t think there’s ever a time where you’re like, this is my classroom, because it’s not” (FIB). When discussing who had more responsibility, PIC added, “Probably more her. It’s her classroom,” which echoed the idea communicated that regardless of responsibility, the classroom was ultimately the responsibility of the Master Teacher.

A notable variance that the researcher identified within the responsibility level variances were perspectives of Master Teachers of P-Group and F-Group. Four of five Master Teachers of F-Group Interns identified their Intern as being equally responsible as themselves within the community of practice. They intentionally allocated equal responsibility to their Intern. No P-Group Master Teachers reported this. Conversely, two P-Group Master Teachers reported their Intern having less responsibility while no F-Group Master teachers reported this. Master Teachers of P-Group participants generally saw themselves as holding more responsibility for the tasks within the school than their Interns. F-Group Master Teachers had a greater tendency to identify themselves as equals to their Interns and distribute responsibility as such. PMD shared how they withheld responsibility from the Intern, creating a variance in responsibility:

She felt like we were completely co-teaching all the time. But then the parent piece, that was my piece. I would let her read all the parent communication, and if she wanted to send something home I was totally fine with that. But with SeeSaw, I shared it with my principal, so without giving her my login she couldn't be on the SeeSaw, but she could see mine, or she could be on it as a student.

Like PMD, PME shared that while their Intern likely saw themselves as equally responsible, they weren't: "I don't think she knows... There was a lot of things that I was doing behind the scenes." F-Group Master Teachers made contrasting remarks that revealed a greater degree of responsibility equality both in reality and perception:

My intern's responsibilities were my responsibilities. Whatever duties I had, she did them along with me. Whatever clubs, or afterschool activities that I had, she did them as well. It was equal. It was not anything different than I didn't expect of

myself to do. She did them too and she did them with ... Never complained about it, or at least never said anything to me. (FMD)

F-Group Master teachers consistently confirmed this statement. They saw their Intern as an equal in reference to responsibility and acted accordingly.

F-Group Interns reported increasing levels of responsibility over time. Though the researcher found varying degrees of responsibility to be present within both P-Group and F-Group responses, Interns within the F-Group regularly reported an evolution of responsibility over time within the Internship. Evolution of responsibility was found eight times in F-Group responses. This subtheme was only present once in P-Group participant responses. F-Group Interns reported that their Master Teachers structured their responsibility within the classroom and community of practice to increase over time. Their responsibility moved from lower levels in the beginning to an equal level of responsibility later in the internship. FIC reported, “Toward the beginning of the year, my Master Teacher definitely had more responsibility because she was responsible for leading all subjects... as the year went on, I began taking over subjects a little at a time.” FIE reiterated FIC’s evolution of responsibility: “I was the same way, starting slow, and then gradually taking over more.” Interns reporting evolution of responsibility all shared that they were near equals to their Master Teacher during the latter parts of the internship experience. Additionally, some did report their Master Teacher’s gradual assumption of control as the internship experience drew to a close.

Identity. According to participants, identity, or instances in which the Interns and Master Teachers discussed the identity of the Intern within the community of practice, occurred regularly in responses. Interns and Master Teachers of both P and F

Groups mentioned identity experiences 68 times during journal and interview responses. The researcher further analyzed the data to determine what recurring characteristics or subthemes might be present within the theme. Within the identity theme, the researcher identified five recurring subthemes in participant responses. Table 22 provides the number of recurrences of the five subthemes in P-Group and F-Group responses.

Table 22

Recurring Subthemes Noted Within Identity Theme Responses of P-Group and F-Group Participants and Their Master Teachers

Subtheme	P-Group (8-22)	F-Group (41-45)
Failed to Build Relationships/Fit Into Community of Practice	11	0
Fully Participating Member of Community of Practice	5	18
Early Membership in Community of Practice/Welcomed as Full Member from Beginning	3	10
Hired Within Community of Practice	0	4
Evolution of Identity Over Time	3	6

Note. Numbers represent recurrences of subthemes in responses.

Like previous themes in Research Question 1, the researcher further disaggregated subtheme response data by individual response occurrences within each participant group. Subthemes varied between P-Group and F-Group participants. Table 23 identifies the distribution of subthemes in participant responses. Though all themes found within the identity theme are listed in each table, not all subthemes were identified in individual group responses.

Table 23

Distribution of Subtheme Recurrences Within Identity Theme of P-Group and F-Group Participants and Their Master Teachers

Subtheme	P-Group									
	PIA	PIB	PIC	PID	PIE	PMA	PMB	PMC	PMD	PME
Failed to Fit Into Community of Practice		1	4	1	2			1	1	1
Fully Participating Member of Community of Practice	2			2					1	
Early Membership in Community of Practice/ Welcomed as Full Member From Beginning	2			1						
Hired Within Community of Practice										
Evolution of Identity Over Time	1			1	1					
Subtheme	F-Group									
	FIA	FIB	FIC	FID	FIE	FMA	FMB	FMC	FMD	FME
Failed to Fit Into Community of Practice										
Fully Participating Member of Community of Practice	4	3	3	2	3			2		1
Early Membership in Community of Practice/ Welcomed as Full Member From Beginning	2	1	1	1	1	1	2		1	
Intern Hired Within Community of Practice						1	1	1	1	
Evolution of Identity Over Time	1	1	1	1		1		1		

Note. Numbers represent recurrences of subthemes in responses.

P-Group Interns struggled with relationships and being accepted into the community of practice. In analysis of response data, the researcher identified a notable subtheme that only existed in the responses of P-Group Interns and their Master Teachers. P-Group Interns and their Master Teachers reported 11 times that relationships were an issue for the Intern in the community of practice or that they were not fully participating members. F-Group Interns and their master teachers had no reports of this subtheme. Relationship issues between the Intern and the Master Teacher were reported, as well as between the Intern and other community of practice members.

When considering their identity within the community of practice, PIE shared that even at the conclusion of the internship experiences, she still did not feel comfortable with some members of the community of practice: “I still feel like there are teachers that I can’t call by their first name... maybe it’s just the way they act, or how they present themselves...” PIC provided further examples of their inability to fit into the community of practice and converse with everyone: “It’s just like here’s your room, here’s your grade level, don’t mix. I don’t feel like I know the specialist teachers. I don’t know the SPED teacher. I see my principal, and she’s really nice... but I don’t know her.”

As Interns reported an inability to become a fully functioning member of the community of practice, Master Teachers provided multiple responses communicating that their Interns did not fit into the building’s culture or community of practice: “I don’t think mine changed. I don’t think she fit the building” (PMC). When asked to consider whether or not her Intern was a member of the culture of the building, PMC replied with a prompt “no.” PME reported a similar experience with her her Intern, noting that they were an integral part of the classroom, but not of the entire community of practice. The

researcher found the overarching theme throughout the majority of P-Group participant responses that generally, P-Group Interns did not fully reach the point of identifying themselves as full members of the community of practice, even at the conclusion of an immersive yearlong experience. PID's statement offers a relevant summary of the subtheme: "I still don't feel like it's my place to step in. In faculty meetings, literacy meetings, quarterly math meetings, I still feel like I don't want to overstep my boundaries, because it's not really my place yet."

F-Group Interns became fully participating members of the community of practice. In contrast to findings of relationship issues and lack of identity within the community of practice, the researcher identified numerous statements in which Interns and Master Teachers identified Interns as fully participating members of the community of practice. While the subtheme was present in both P-Group and F-Group responses as well as their Master Teachers, five responses were present within the P-Group data and 18 within F-Group data. All F-Group Interns made multiple mentions of being a fully participating member of the community of practice while only two P-Group Interns provided similar responses.

F-Group Interns felt as though they were equals in their communities of practice. They were welcomed early on and became fully participating members with the progression of time. Interns reported being friends with community of practice members and being seen as a peer to other members. They felt included in everything that happened within the community of practice including events that went beyond the normal school day; "I made a lot of long lasting relationships there. I feel like it's my home away from home because I'm there all the time" (FIE). Others reported that their school

had become their family; “My team feels like my family at this point... As far as being a teacher, I feel like one of them” (FIC). Master Teachers of F-Group Master Teachers solidified this subtheme in their responses demonstrating agreement with Intern identity in the community of practice. Additionally, four F-Group participants were reported as being hired into their community of practice building and/or district by either themselves or their Master Teacher. It was also noted by the researcher that two members of the Group reported being fully participating members of the community of practice. Though PIA and PID both made these statements, PID also mentioned relationship issues and feeling comfortable with all members of the community and asserting themselves in previous interview responses.

Fully identifying Interns received early acceptance into the community of practice. Analysis of subtheme statements revealing full membership identity within the community of practice revealed an additional recurring subtheme. All Interns of P-Group and F-Groups reporting full participation within the community of practice also mentioned early acceptance and a welcoming community in the beginning stages of the Internship. No reports of this subtheme were made by Interns who had relationship issues or did not identify as full participating members of the community of practice. Examples of the welcoming environment and early membership can be found in the responses of Intern FIC and Master Teacher FMB.

I feel like at my school, we were always... there are interview at the very first staff meeting, Like, they are one of us, they are going to be here all year, and they were super welcoming, And it’s never really changed from that, If anything, it’s just gotten better. (FIC)

I think from the very beginning at our building, they were considered part of our team in everything that we did. They were invited. It wasn't like, "Okay, interns go sit over there. We're sitting over here." They were just all meshed together and made to feel like they were part of the staff. I had that mentality as well" (FMB)

The researcher found that communities of practice welcoming Interns early in their experience resulted in Interns who identified themselves as fully participating members of the community during the latter part of the experience in which they were interviewed.

Identity within the community of practice evolved over time. The researcher found a final subtheme present in the discussion of identity with the community of practice by Interns and their Master Teachers. The subtheme was present in P-Group and F-Group responses and their Master Teachers, though predominantly identified in F-Group responses. Participants reported that their identity within the community of practice evolved over time. Interns moved from the periphery of the community of practice to being a more fully participating member as more time was spent in the internship and the community of practice. FIC attributed her identity within the community of practice to the extended length of time in the internship; "Because I student taught at my school for a year, I was looked at the same way teachers were looked at and not just like a student teacher." FIC shared how being in the community of practice for an extended time helped Interns to identify themselves differently within the community:

I was always approached to see if I had any new ideas for something...I just can remember it forced you to find your voice within the school, even though they say you're part of the team. It takes time to really feel that way.

The researcher found that the attribution of time to increased and improved identity within the community of practice was a regular occurrence. Master Teachers agreed and provided responses in the support of time as a factor in identity evolution as well.

Language and jargon acquisition. According to participants, language and jargon acquisition, or instances in which the Interns and Master Teachers discussed the acquisition of the unique language in the educational community of practice, occurred regularly in responses. Twenty-four mentions were made during journal and interview responses. The researcher further analyzed the data to determine what recurring characteristics or subthemes might be present within the theme. Within the language and jargon acquisition theme, the researcher identified one recurring subtheme in participant responses. Table 24 provides the number of recurrences of the subtheme in P-Group and F-Group responses.

Table 24

Recurring Subthemes Noted Within Language and Jargon Acquisition Theme Responses of P-Group and F-Group Participants and Their Master Teachers

Subtheme	P-Group (8-22)	F-Group (41-45)
Evolution of Understanding	7	6

Note. Numbers represent recurrences of subthemes in responses.

Like previous themes in Research Question 1, the researcher further disaggregated subtheme response data by individual response occurrences within each participant group. Subthemes varied between P-Group and F-Group participants. Table

25 identifies the distribution of subthemes in participant responses. Though all themes found within the language and jargon acquisition theme are listed in each table, not all subthemes were identified in individual group responses.

Table 25

Distribution of Subtheme Recurrences Within Language and Jargon Acquisition Theme of P-Group and F-Group Participants and Their Master Teachers

		P-Group								
Subtheme	PIA	PIB	PIC	PID	PIE	PMA	PMB	PMC	PMD	PME
Evolution of Understanding	2	1		1	1	1			1	
		F-Group								
Subtheme	FIA	FIB	FIC	FID	FIE	FMA	FMB	FMC	FMD	FME
Evolution of Understanding	1		2	1	1			1		

Note. Numbers represent recurrences of subthemes in responses.

Intern understanding of language and jargon evolved over time. Experience related to the understanding and acquisition of educational language and jargon recurred in responses of both P-Group and F-Group Interns. Thirteen responses were relevant to this theme, with seven responses from P-Group participants and six from F-Group participants. The researcher found no distinct variances between responses. Interns and Master Teachers reported that Interns acquired the unique language and jargon used in the educational community over time.

Interns reported that time was of value during his experience and helped them to acquire and use the unique language of the community of practice, as well as be prepared for the use of the language in their future careers: “I have experienced academic language and educational jargon from day one. At the beginning of the year all the educational language and jargon was all new for me and being able to understand what it all meant took time” (PID). PIE reported, “As the school year continued, I was better able to not

only understand the academic language and jargon, but use it effectively in conversations.” Interns overwhelmingly identified that language acquisition was a result of time and immersion.

Access comparison. According to participants, access comparison, or instances in which the Interns and Master Teachers discussed Intern access to people, places, and resources within the community of practice, occurred regularly in responses. Recurrences of this type of response were found 32 times during journal and interview responses. The researcher further analyzed the data to determine what recurring characteristics or subthemes might be present within the theme. Within the language and jargon acquisition theme, the researcher identified three recurring subthemes in participant responses. Table 26 provides the number of recurrences of the three subthemes in P-Group and F-Group responses.

Table 26

Recurring Subthemes Noted Within Access Comparison Theme Responses of P-Group and F-Group Participants and Their Master Teachers

Subtheme	P-Group (8-22)	F-Group (41-45)
Equal Access	5	5
Lack of Building Access	4	4
Lack of Technology Account Access	0	4

Note. Numbers represent recurrences of subthemes in responses.

Like previous themes in Research Question 1, the researcher further disaggregated subtheme response data by individual response occurrences within each participant group. Subthemes varied between P-Group and F-Group participants. Table 27 identifies the distribution of subthemes in participant responses. Though all themes

found within the access comparison theme are listed in each table, not all subthemes were identified in individual group responses.

Table 27

Distribution of Subtheme Recurrences Within Access Comparison Theme of P-Group and F-Group Participants and Their Master Teachers

P-Group										
Subtheme	PIA	PIB	PIC	PID	PIE	PMA	PMB	PMC	PMD	PME
Equal Access	1			1		1	1		1	
Lack of Building Access	1	1			2					
Lack of Technology Account Access										
F-Group										
Subtheme	FIA	FIB	FIC	FID	FIE	FMA	FMB	FMC	FMD	FME
Equal Access	1		1	1	2					
Lack of Building Access	1			1	1		1			
Lack of Technology Account Access	1	2		1						

Note. Numbers represent recurrences of subthemes in responses.

Interns generally had equivalent access to their Master Teachers. The researcher identified that access to people, places, and resources was generally a nonissue for P-Group and F-Group participants. Participants made ten mentions of equal access to people, places, and resources, with five mentions from P-Group Interns and their Master Teachers and five from F-Group participants and their Master Teachers. Interns generally agreed that they were given sufficient access to anything they would need for teaching and learning in the classroom and function within the school setting: “I definitely had access to all the resources, people, and locations that my Master Teacher did” (PIC). Master Teachers shared that they attempted to make every necessary resource

for teaching and learning available to their Intern: “She could use anything that’s in my room, and she was comfortable to get in my desk, the closet, all the books on the shelf” (PMD).

Interns lacked building access. The researcher identified that lack of building access was a regularly mentioned issue regarding access to people, places, and resources. P-Group and F-Group Interns and their Master Teachers described the inability to access the building in the mornings as a burden and barrier. Interns described frustration with the inability to access the building in the mornings in order to prepare for the day. They were left to knock on windows and doors if they wanted to arrive and work before students entered the building.

One of the main things that I really dislike about my experience is that we don’t have a way to get into the building without a teacher opening the door for us... If we want to get there before 7:00 we have to sit out in the cold, standing by the door until another teacher will come and let us through the door. (PIE)

This frustration was found in the majority of participant responses. Interns and Master Teachers were also frustrated by the barrier that lack of building access presented when Interns were facilitating student activities beyond the school walls such as recess: “When I take the kids to recess duty, that’s kind of a pain sometimes” (FID). Master Teachers and Interns would have preferred Intern access to the building.

F-Group Interns lacked credentials to technology-based accounts. F-Group Interns mentioned frustration with their lack of access to technology accounts and district WIFI. Interns felt that it was burdensome for them to have to request their Master Teacher’s credentials for online and digital resources: “They have access to different

accounts, websites, profiles that us student teachers did not have access to. Though it was easily fixed with the sharing of account information, it still made it difficult sometimes when researching or preparing lessons” (FIB). Other Interns such as FIB mentioned frustrations with the inability to access accounts such as Discovery Education without shared credentials. FIB shared that this inconvenience resulted in not using the resources during instruction. It was apparent that all accounts were accessible upon request of credentials from the Master Teacher, but the inconvenience was burdensome.

Summary of Research Question 3 findings. The researcher worked to identify significant themes that were present in collected data relevant to identified research questions. In reference to Research Question 3, the researcher identified four themes: responsibility comparison, identity evolution, language and jargon acquisition, and access comparison. The researcher proceeded to look at data included in each theme and identify connections and/or subthemes that may have existed. Findings were focused on the identification of these unique characteristics. Table 28 provides a summary of findings present within themes related to Research Question 3.

Table 28

Summary of Findings for Research Question 3 Organized by Socialization Facets

Code	Findings within Major Themes
RC	Responsibilities were generally less of P-Group Interns than F-Group Interns.
RC	F-Group Interns reported increasing levels of responsibility over time.
IE	P-Group Interns struggled with relationships and being accepted into the community of practice.
IE	F-Group Interns became fully participating members of the community of practice.
IE	Fully identifying Interns received early acceptance into the community of practice.
IE	Identity within the community of practice evolved over time.
LJ	Intern understanding of language and jargon evolved over time.
AC	Interns generally had equivalent access to Master Teachers.
AC	Interns lacked building access.
AC	F-Group Interns lacked credentials to technology-based accounts.

Note. RC = responsibility comparison; IE = identity evolution; LJ = language and jargon acquisition; AC = access comparison.

Summary

The purpose of this qualitative study was to identify the impact that socialization may or may not have on self-efficacy source experiences. A second purpose included understanding what LPPT facets may or may not have affected the socialization of study participants into their community of practice. The researcher used Creswell's (2003) model for case study analysis to identify themes and subthemes found in qualitative data.

In Chapter 5, the researcher will present conclusions drawn from analysis of the data. Additionally, recommendations for further study related to self-efficacy development and socialization of teachers into the educational community of practice will be presented.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The intent of this study was to understand the potential impact of socialization on self-efficacy development, specifically its impact on self-efficacy source experiences including mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states. In addition to seeking this understanding, the researcher also sought to identify if facets included in the socialization process—level of responsibility, identity within the community of practice, language acquisition, and access to people, places, and resources—may or may not have impacted the socialization of preservice teachers in their respective campuses representing the setting for this case study.

Summary of Methods

In order to obtain relevant data necessary to answer proposed research questions, the researcher utilized case study methodology to better understand the impact of a new internship model of teacher preparation on preservice teacher development at a local university in southwest Missouri. The researcher identified 10 Interns to serve as study participants from the 29-member 2016-2017 cohort. Intern participants were selected for the study based on their responses to the Participant Selection Questionnaire (Appendix A). Five Interns were selected who scored the lowest on the questionnaire, suggesting a lower degree of socialization, and five were selected scoring the highest on the questionnaire, suggesting a greater degree of socialization. After selecting the Interns and obtaining their consent to participate, the researcher solicited consent for

participation of each of their Master Teachers who served as the mentor or cooperating teacher to Interns throughout the yearlong immersive preparation experience.

The researcher gathered data from three sources to triangulate data and ensure their trustworthiness. Data collected included journal and focus group interview responses from Interns and focus group interview responses from Master Teachers. All data solicited focused on the following research questions:

1. How does socialization into a community of practice impact self-efficacy source experiences?
2. What differences, if any, exist between self-efficacy source experiences of peripheral participants and full participants in a community of practice?
3. What legitimate peripheral participation theory facets of the clinical experience affected the process of socialization from peripheral participant to full participant?

In addition to triangulating data to ensure its trustworthiness, the researcher took steps to further guarantee their accuracy including the use of an outside data collector, member checking, and peer debriefing. Upon receipt of the final anonymous data from the outside data collector, analysis was conducted utilizing qualitative analysis methodology proposed by Creswell (2003). The researcher proceeded to draw conclusions from analysis in addition to implications for education and recommendations for further research.

Conclusions

Based on analysis of journal and focus group interview data from the 10 Intern participants and focus group data from the ten respective Master Teachers, the researcher

was able to draw meaningful conclusions from data relevant to each research question. The researcher found distinct differences between response characteristics of the Intern and Master Teacher groups as defined by their differing levels of socialization. Responses provided evidence of variance in efficacy source experiences corresponding to varying degrees of socialization, as well as evidence of differing experiences with socialization facets as defined by Lave and Wenger (1992), which often corresponded to Intern participant degrees of socialization as well. Conclusions were drawn by the researcher post analysis and organized by the research questions they address. The following conclusions serve to illuminate understanding of Research Questions 1 and 2:

1. Efficacy source experiences created valuable learning and growth opportunities for preservice teachers. Intern participants and their Master Teachers regularly reported the value of efficacy source experiences as defined by Bandura (1997). Every Intern and Master Teacher participant reported efficacy source experiences as being important to the learning and growth of preservice teachers during clinical experience. This finding indicates that value exists in tailoring clinical experiences to incorporate efficacy source experiences. Preservice teachers intentionally engaged in mastery, vicarious, and verbal persuasion experiences throughout clinical experience are more likely to experience learning and growth. Additionally, preservice teachers exposed to authentic stress levels representative of the community of practice in which they seek to enter in order to understand and prepare for membership within the community of practice are more likely to experience learning and growth as well. Intentionally engaging preservice

teachers in efficacy source experiences is likely to leverage greater degrees of learning and growth as they prepare to enter the teaching profession.

2. Socialization appears to be connected to efficacy source experiences of preservice teachers. The researcher found participant responses varied by groups organized by varying degrees of socialization into the community of practice. Experiences held by P-Group Interns, as defined by their lesser degree of socialization and their corresponding Master Teachers, were different than experiences reported by F-Group Interns, as defined by their greater degree of socialization and their corresponding Master Teachers. A lower level of socialization into the community of practice is linked to clinical experiences more likely to include negative Intern and Master Teacher relationship issues as well as lack of feedback from Master Teachers. Interns with greater degrees of socialization appear to have experienced no issues with lack of feedback and reported no relationship issues with their Master Teacher. The quality of efficacy source experiences is higher for Interns reporting higher levels of socialization and less for those reporting lesser degrees of socialization. The quality of self-efficacy source experiences is the primary element in the development of self-efficacy beliefs as reported by Bandura (1997). Varying degrees of experiences can both positively and negatively impact self-efficacy beliefs. Bandura suggested that negative source experiences could often result in declining self-efficacy beliefs in contrast to leveraging greater self-efficacy beliefs through positive source experiences. The researcher recognizes there is no way to determine if efficacy source

experiences may have resulted in lesser degrees of socialization, but a link is apparent.

3. Socialization appears to be connected to the amount of feedback a preservice teacher receives from their mentor. Interns reporting a lesser degree of socialization regularly reported a lack of feedback from their Master Teacher. Interns reporting greater degrees of socialization did not report similar experiences. The level of socialization of Interns is linked to the amount of feedback received by their Master Teacher or mentor. Noting the significance of verbal persuasion on self-efficacy development drawn in this study's conclusions and previous studies (Filatov & Pill, 2015; Gaffney et al., 2013), recognizing this feedback deficit is critical. Filatov and Pill (2015) identified feedback during student teaching having a direct impact on the self-efficacy beliefs of student teachers. Student teachers receiving greater levels of feedback from their mentors reported higher levels of self-efficacy. As with previous conclusions, the researcher recognizes there is no way to determine if poor verbal persuasion experiences may have contributed to the lesser degree of socialization, or if socialization contributed to waning levels of feedback. The researcher simply concludes that a link is present based on the data.
4. Socialization appears to be connected to preservice teacher/mentor relationships. Of the five Intern and Master Teacher pairs categorized by Interns having a lesser degree of socialization determined by the Participant Selection Questionnaire (Appendix A), three reported experiencing relationship issues during the internship experiences. Interns and Master Teachers discussed difficulty with

understanding each other and making connections in their relationships. Interns and Master Teachers of the more socialized group made no such reports of relationship issues. The degree of socialization of Interns is linked to their likelihood to experience relationship issues with their Master Teacher during the clinical experience. The likelihood of relationship barriers contributing to an inability to socialize into the community of practice is as likely as socialization's contribution to efficacy source experience variances. The researcher has no method of determining which was the cause, and which the effect.

5. Socialization appears to be connected to preservice teacher perceptions of efficacy source experiences. The researcher identified a significant variance in the source-related experiences perceived as valuable by the two Intern groups and their Master Teachers. While all Interns regularly reported the value of learning from mastery and vicarious experiences related to teaching and learning, there was a significantly higher number of responses from more socialized Interns valuing nonteaching experiences. Experiences regularly reported included participation and observation of experiences such as IEP meetings, 504 meetings, staff meetings, and management of before and after-school duties. Interns reporting greater degrees of socialization also perceived teaching- and learning-related experiences as valuable, similar to less socialized interns. More socialized Interns expanded their learning from efficacy source experiences to encompass a larger amount of the responsibilities expected of community of practice members. Fewer socialized Interns held a narrower view of learning and growth contributors within efficacy source experiences.

The researcher drew the following conclusions relevant to Research Question 3:

1. LPPT facets appear to be connected to varying degrees of preservice teacher socialization. The researcher identified two facets of LPPT in which variances existed between P-Group and F-Group Interns and their Master Teachers. Facet differences present were related to Intern responsibility levels within the community of practice and Intern ability to integrate or identify with the community of practice. Lave and Wenger (1992) suggested that membership within a community of practice can be measured by responsibility, identity relevant to culture, access, and the acquisition of the unique language of the community of practice. Significant variances warranting conclusions were not present between groups related to acquisition of the unique language and jargon of the educational community or access to its people, places, and/or resources.

Mentor perception and allocation of responsibility affected socialization of preservice teachers. P-Group Interns were not viewed as having the same level of responsibility as their Master Teachers. Master Teachers either intentionally or unintentionally withheld responsibility. Lave and Wenger (1992) contended that a defining characteristic of a fully socialized member of a community of practice is their equal level of responsibility for the happenings within it. It is unknown if Intern dispositions or competence affected responsibility distribution, allocation, or perception. Additionally, it is unknown if dispositions or beliefs held by Master Teachers may have contributed to this conclusion. However, the researcher concluded that withholding of and perception differences in

responsibility within the community of practice was a contributing factor to socialization variances between study participants.

Intern acceptance and integration into the community of practice affected socialization of preservice teachers. Lave and Wenger (1992) suggested that acceptance by the community of practice is a linchpin in the legitimization of social learning. Inherent to acceptance is the ability to establish base-level relationships foundational to necessary interactions facilitating acceptance. P-Group Interns regularly reported adversity when discussing their ability to be accepted into and build relationships with community of practice members including their Master Teachers. Near the conclusion of their yearlong internship experience during which time the study was conducted, four of five P-Group Interns and three of five Master Teachers reported this adversity with acceptance. In contrast, neither F-Group Interns nor their Master Teachers made any such reports. Additionally, all F-Group Interns reported identifying themselves as fully participating members of the community of practice in their clinical placements. Acceptance and integration into communities of practice was a contributing LPPT facet when considering the degree to which Interns socialized.

2. Communities of practice exercise control over socialization facets experienced by preservice teachers. The researcher identified that LPPT facets were often reported as being directly controlled by community of practice members within the clinical placement or the community of practice as a whole. F-Group Interns regularly reporting full membership within the community of practice and higher levels of socialization also reported that their community of practice welcomed

them as a fully participating member of the community from the beginning. The practice of welcoming newcomers to the community of practice immediately is inherently in the control of none other than the community of practice itself.

While strong partnerships between school and university staff may serve to affect this finding, the ultimate control will continue to lie in the hands of the community of practice occupying the clinical placement campus. In addition to control of early acceptance and welcoming of new community of practice members, community of practice members also solely control responsibility allocation and distribution. Master Teachers and their administrators exercise power to release and withdraw responsibility from Interns. With Lave and Wenger's (1992) suggestion of responsibility being directly linked to membership within a community of practice, consideration must be given to this power and responsibility in the preparation of preservice teachers.

3. Time is an element in the process of socialization of preservice teachers as language acquisition, responsibility, and identity are reported to evolve. Interns and their Master Teachers regularly reported language acquisition and proficiency evolving over time. They also reported responsibility and identity changing throughout the course of the internship. While Lave and Wenger (1992) never addressed the issue of time in LPPT, its presence is inherent in their propositions that responsibility and identity evolve as a member moves from peripheral to full participant. Movement and evolution are both contingent on the passing of time. Researchers have yet to agree on the value of time in the clinical experience. Darling-Hammond (2006) suggested that the best teacher preparation programs

provided greater lengths of time in clinical experience, while studies conducted by other researchers were far less conclusive and often ambiguous (Hemmerich et al., Henderson, 2015; Hoepner, & Samelson, 2015; Ross & Lignugaris-Kraft, 2015). Participants' recurring mention of change over time is evidence that time is a necessary and present facet affecting the process of socialization into the educational community of practice.

Educational Implications and Recommendations

Designing and sustaining effective teacher preparation programs is a worthy task fraught with ambiguity. Conclusions drawn from this study should continue to aid in the illumination of the ever-changing best practices of teacher preparation. While rooted in theory that is decades old, the intersection of Bandura's (1997) social learning theory of self-efficacy and Lave and Wenger's (1992) theory of legitimate peripheral participation is worthy of consideration. In today's climate of increasingly demanding preparation standards and a movement toward enhanced clinical experiences, greater understanding to guide changing practice is paramount. The understanding gained from this study holds implications for current practices and suggests direction for future research.

Based on the researcher's conclusions, several implications and recommendations can be made. The researcher identified that learning and growth are a notable result of efficacy source experiences. Woolfolk Hoy (2000) suggested that self-efficacy beliefs of teachers are a leading indicator of teachers' success. Additionally, multiple studies have provided that self-efficacy beliefs are malleable and can be encouraged in programs incorporating the appropriate experiences conducive to efficacy development as well as discouraged with poor experiences (Al-Awidi & Alghazo, 2012; Aydin & Boz, 2010;

Bautista, 2011; Bergman & Morpew, 2015; Can, 2015; Dorel et al., 2016; Filatov & Pill, 2015; Isiksal-Bostan, 2015; Goh & Matthews, 2011; McDonnough & Matkins, 2010; Palmer, 2011; Tschannen-Moran & McMaster, 2010; Tuchman & Isaacs, 2011; Yoo, 2016). Preparation programs should take note of these findings and consider the degree to which efficacy source experiences are intentionally present in preparation programs. Addressing efficacy beliefs holds potential for increasing teacher effectiveness and decreasing attrition.

In addition to directly designing programs to address efficacy source experiences, preparation programs should also consider the knowledge and training of mentor teachers related to facilitating efficacy source experiences. Though it is unclear as to the root of instances of poor verbal persuasion experiences in the study, lack of feedback is not beneficial to self-efficacy development. Mentor teachers should be fully trained on their roles as a mentor. Preparation programs should consider how mentor teachers are being prepared for the role they are serving.

The researcher concluded that facets of LPPT were directly linked to the level of socialization reported by Intern participants. LPTT facets including responsibility, Intern identity and acceptance in the community of practice, and access to people, places, and resources are fully controlled by community of practice members. If preparation programs hope to increase effectiveness by enhancing the clinical experience, consideration must be given to the community of practice in which preservice teachers are to be placed. Considerations should move beyond pedagogical practices and assess the community of practice's willingness to accept newcomers, as well as facilitate the

best opportunity to allow preservice teachers to fully integrate into their community of practice.

As a final recommendation, the researcher suggests that universities consider the amount of time provided for preservice teachers to engage in clinical experience. While the ideal amount of time may not presently be known, preparation programs must place a focus on their desired outcomes and the amount of time required to effectively attain them. Movement from a newcomer to the educational community of practice to active member is a multifaceted endeavor. Appropriately designing clinical experiences with time in mind is an important task.

Further Research

Based on the present study and the suggested connection between socialization and efficacy source experiences, the researcher recommends that further studies be conducted to determine the nature of the link between LPPT and self-efficacy source experience differences. Data obtained in the current study did not provide sufficient insight to determine if efficacy source experiences impeded socialization or visa versa. Developing a deeper understanding of this subtlety will offer preparation programs greater insight into effective program design accommodating of self-efficacy development.

In addition, related to the intersection of self-efficacy theory and LPPT, the researcher suggests further study be conducted to understand how preservice teacher dispositions and competence affect socialization into a community of practice. Based on the present study, it is unknown as to whether the dispositions of preservice teachers or their competence affected their ability to integrate into the community of practice, or be

the recipient of greater degrees of responsibility. A better understanding in this area will offer insight to preparation programs seeking to enhance their clinical experiences to facilitate greater degrees of socialization.

Lastly, the researcher suggests that longitudinal studies be conducted to better understand time's influence on efficacy source experiences as well as socialization. The present study was limited to one moment in time assessed across a range of participants. Studies following individual preservice teachers throughout their clinical experience may offer greater insight into the nature of socialization over time and eliminate external variables such as mentor and preservice teacher dispositional differences. More research in this area will produce understanding further directing preparation program design related to efficacy development and socialization into a community of practice.

Summary

The intent of this study was to better understand if socialization into a community of practice had an impact on the efficacy source experiences of preservice teachers. Efficacy source experiences included mastery, vicarious, and verbal persuasion experiences. Physiological and emotional states were also considered. Additionally, the researcher sought to understand if facets of the socialization process might have affected the socialization of preservice teachers into the educational community of practice. The researcher assessed the socialization facets of responsibility, identity in the community of practice, language acquisition, and access.

This case study analyzed the experiences of 10 preservice teachers and their mentor teachers near the conclusion of a yearlong, immersive clinical experience. The results of this study provided evidence supporting efficacy source experiences as highly

valuable to the learning and development of preservice teachers. Additionally, socialization into a community of practice and variances in efficacy source experience appear to be linked. The researcher found that lesser socialized preservice teachers were recipients of less feedback, and varying degrees of socialization resulted in differences in source experience perception. The study data also suggested that variances in facets of LPPT experienced by interns contributed to varying degrees of socialization across preservice teachers. Time was identified as a contributing factor in the process of socialization into the educational community of practice.

Findings of this study make an important contribution to the existing body of teacher preparation research. Currently little to no research exists analyzing connections between Bandura's (1977) theory of self-efficacy and Lave and Wenger's (1992) LPPT. This study provided initial insight relative to the convergence of these two theories. Findings suggested that a definitive link exists between socialization into a community of practice and quality of efficacy source experiences of preservice teachers. Additionally, LPPT facets appear to be controlled by individuals within communities of practice, suggesting malleability when desired. This study begins to illuminate understanding relative to the important facet of clinical experience in teacher preparation. Understanding gained through findings should push researchers to further study this important theoretical junction and begin to tailor clinical experiences to accommodate the processes of socialization and efficacy-belief development.

As preparation programs continue to seek incorporation of enhanced clinical experiences in an effort to leverage program effectiveness, this study provides insight into the processes of socialization and self-efficacy development during clinical

experience. Information gained from this study may provide institutional leaders with guidance as program design is considered. Additionally, this study may help to point researchers toward further meaningful and relevant studies in the area of self-efficacy development and socialization.

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APPENDICES

APPENDIX A

Participant Selection Questionnaire

Participant Selection Questionnaire

Name: _____ Phone: _____

E-mail: _____

The following questions are designed to gain insight into your current circumstance as an Internship Academy Participant. Information provided in this questionnaire will be used solely for the purpose of determining eligibility for participation in an upcoming study of the Internship Academy. Participating in this questionnaire is completely voluntary and you may choose not to participate or discontinue participation at any time during the process. There is no penalty for not participating or choosing not to answer all questions. All responses will be kept strictly confidential, are limited to the individual researcher, and will be destroyed after participant selection for the study has been completed. If you choose to participate, please provide responses to the following statements by placing an "X" near the response that most accurately describes your current condition as an Internship Academy participant.

1. I currently have an equivalent amount of responsibility as my Master Teacher when considering the responsibilities of the teaching profession. (*f*)
___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree
2. I currently have less responsibility than my Master Teacher when considering the responsibilities of the teaching profession. (*p*)

- ___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree
3. My responsibilities for teaching and learning currently require an equivalent amount of time as the responsibilities of my Master Teacher. (*f*)
- ___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree
4. My responsibilities for teaching and learning currently require less time than my Master Teacher. (*p*)
- ___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree
5. I currently hold an equivalent amount of responsibility for teaching and learning in the classroom as my Master Teacher. (*f*)
- ___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree
6. I currently hold less responsibility for teaching and learning in the classroom than my Master Teacher. (*p*)
- ___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree
7. The tasks and duties that I am currently responsible for are equally as important as the tasks and duties of my Master Teacher. (*f*)
- ___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree
8. The tasks and duties that I am currently responsible for are less important than the tasks and duties of my Master Teacher. (*p*)
- ___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree
9. My responsibilities for teaching and learning require an equivalent amount of effort as those of my Master Teacher. (*f*)
- ___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree
10. My responsibilities for teaching and learning require less effort than those of my Master Teacher. (*p*)
- ___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree
11. I identify myself as having mastered the fundamentals of teaching and learning. (*f*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

12. I identify myself as not yet having mastered the fundamentals of teaching and learning. (*p*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

13. I currently identify myself as a fully participating member in the educational community that I have been placed in. (*f*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

14. I currently identify myself as less than a fully participating in the educational community that I have been placed in. (*p*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

15. I feel that my identity has evolved from “newcomer” to the education profession to a fully participating member. (*f*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

16. I feel that my identity has not yet evolved to being a full member of the education profession. (*p*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

17. I fully understand the unique academic language and educational jargon of the teaching profession utilized by my Master Teacher and other members of the field of education. (*f*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

18. I do not fully understand all of the unique academic language and educational jargon of the teaching profession utilized by my Master Teacher and other members of the education profession. (*p*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

19. I fully understand the unique academic language and educational jargon used in the field of education to the degree that I can “talk the talk” without error. (*f*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

20. I do not fully understand the unique academic language and educational jargon used in the field of education, and I cannot fully “talk the talk” yet. (*p*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

21. I am fully part of the culture in my current clinical placement, or “the way we do business around here.” (*f*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

22. I am not fully part of the culture of my current clinical placement, or “the way we do business around here.” (*p*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

23. I am equally important to the culture of my current clinical placement, or “the way we do business around here,” when comparing myself to my Master Teacher. (*f*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

24. I am less important to the culture of my current clinical placement, or “the way we do business around here,” when comparing myself to my Master Teacher. (*p*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

25. I have full access to all resources, people, and locations necessary for me to be an effective educator. (*f*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

26. I lack access to all resources, people, and locations necessary for me to be an effective educator. (*p*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

27. I have equal access to all resources and people necessary for me to be as effective a teacher as my Master Teacher. (*f*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

28. I have less access to resources and people necessary for me to be as effective a teacher as my Master Teacher. (*p*)

___ 1- strongly disagree ___ 2- disagree ___ 3- agree ___ 4- strongly agree

APPENDIX B

Intern Informed Consent Letter

Dear Participant,

My name is Garrett Lowder, and I am the assistant principal at John Thomas School of Discovery and Inman Intermediate in Nixa, Missouri. I am currently a doctoral candidate with Southwest Baptist University and am conducting research regarding the connection between the socialization process and efficacy development of preservice teachers. The intent of this study is to increase understanding of how efficacy development experiences are impacted by the process of socialization into the teaching profession with a special focus on Missouri State University's Internship Academy.

I would like to invite you to participate in this study, as your role in the Internship Academy provides you with valuable insight. You have been purposefully selected because of your unique insight and role. This qualitative case study seeks to include participants from various roles of the 2016-2017 Missouri State Internship Academy including Interns and Master Teachers. As an Intern participant, you will be asked to participate in a focus group interview lasting no longer than 60 minutes and a journaling activity. If you elect to participate, please understand the following:

- Your participation is completely voluntary.
- You may choose to withdraw at any time.
- There is no penalty for not participating or choosing not to answer all questions. All responses are anonymous.
- No information identifying you individually or your district will be reported. Responses will be compiled and reported anonymously only.
- Your completion and submission of the questionnaire will indicate your consent to participate and for your responses to be included in the study.

This project has been reviewed by the Southwest Baptist University Research and Review Board for research and research-related activities involving human subjects (417) 326-1659. The committee believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights.

Please respond to this e-mail if you consent to participate. For questions about your participation or to receive a copy of the results of the study, please contact me by phone at 417-840-9686 or by e-mail at garrettlowder@nixaschools.net. Thank you for your time and consideration. **I look forward to hearing from you!**

Sincerely,
Garrett Lowder
John Thomas School of Discovery
Doctoral Candidate, Southwest Baptist University

APPENDIX C

Master Teacher Informed Consent Letter

Dear Participant,

My name is Garrett Lowder, and I am the Assistant Principal at John Thomas School of Discovery and Inman Intermediate in Nixa, Missouri. I am currently a doctoral candidate with Southwest Baptist University and am conducting research regarding the connection between the socialization process and efficacy development of preservice teachers. The intent of this study is to increase understanding of how efficacy development experiences are impacted by the process of socialization into the teaching profession with a special focus on Missouri State University's Internship Academy.

I would like to invite you to participate in this study, as your role in the Internship Academy provides you with valuable insight. You have been purposefully selected because of this unique insight and your supervisory role over an Intern participant in this study. This qualitative case study seeks to include participants from various roles of the 2016-2017 Missouri State Internship Academy including Interns and Master Teachers. As a Master Teacher participant, you will be asked to participate in one semi-structured focus group interview lasting no longer than 60 minutes. If you elect to participate, please understand the following:

- Your participation is completely voluntary.
- You may choose to withdraw at any time.
- There is no penalty for not participating or choosing not to answer all questions. All responses are anonymous.

- No information identifying you individually or your district will be collected, only demographic information used to aggregate results. Responses will be compiled and reported in aggregate only.
- Your completion and submission of the questionnaire will indicate your consent to participate and for your responses to be included in the study.

This project has been reviewed by the Southwest Baptist University Research and Review Board for research and research-related activities involving human subjects (417) 326-1659. The committee believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights.

Please respond to this e-mail if you consent to participate. For questions about your participation or to receive a copy of the results of the study, please contact me by phone at 417-840-9686 or by e-mail at garrettlowder@nixaschools.net. Thank you for your time and consideration. **I look forward to hearing from you!**

Sincerely,
Garrett Lowder
John Thomas School of Discovery
Doctoral Candidate, Southwest Baptist University

APPENDIX D

Journaling E-mail From Researcher

Dear Intern Participant,

Thank you for agreeing to participate in my study! As the first of two steps in participating in this study, you are being asked to complete a 2-week journaling response activity. During this stage of the study, I am asking that you respond to nine essay style questions over the 2-week period from Wednesday, April 19th to Wednesday, May 3rd. You may respond in any order, and at any time during the window. Journals will be shared via Google Docs, and can be completed by simply typing your answers under the question prompts provided. Please be thorough, honest, and complete in your responses. The information you provide is vital to the outcome of the study. The Google Doc for journaling will be provided to you by an outside data collector within the next 24 hours.

Please note. An OUTSIDE DATA COLLECTOR will be communicating with you throughout this process and will provide you with journaling protocol, etc. from this point forward. They will be managing the Google Docs and sharing that are to be used for journaling. The OUTSIDE DATA COLLECTOR will be monitoring responses as they are submitted, and will send reminder e-mails about journaling during the 2-week window. The OUTSIDE DATA COLLECTOR HAS NO CONNECTION TO MISSOURI STATE UNIVERSITY, THE INTERNSHIP ACADEMY, OR THE PARTICIPATING DISTRICTS. THEY WILL BE REMOVING YOUR NAMES FROM THE GOOGLE DOCS BEFORE SENDING THEM TO ME, THE RESEARCHER. MSU, YOUR COOPERATING DISTRICT, AND THE MYSELF WILL NEVER KNOW WHO SUBMITTED THE

RESPONSES. THEY WILL SIMPLY BE COMMUNICATED AS “INTERN 1”, “INTERN 2”, ETC. This is in an effort to allow you to be completely honest with your responses knowing that I am affiliated with one of the Internship Academy districts. I will have NO ACCESS to your responses before they are anonymized. PLEASE SHARE OPENLY ABOUT YOUR EXPERIENCES WHETHER NEGATIVE OR POSITIVE.

I appreciate your willingness to participate in this study and am thrilled to work with you. The second component of being a participant will be a focus group interview. I will be communicating with you regarding scheduling of this interview in the coming days. The interview will also be conducted by an outside interviewer who will have the interview anonymized during transcription before providing it to me. **Please look for a follow-up e-mail from the outside data collector in the next 24 hours, which will provide you with the protocol and question prompts.**

Thank you,
Garrett Lowder
John Thomas School of Discovery
Doctoral Candidate, Southwest Baptist University

APPENDIX E

Journaling E-mail From Outside Data Collector

Dear Intern Participant,

In the Google Doc that is shared below, you will find the protocol that will guide the 2-week journaling activity described by the researcher (Garrett Lowder) in the study: *Cultivating Efficacious Teachers: A Case Study of the Impact of Socialization of Self-Efficacy Belief Development* in his e-mail to you. **I am an outside data collector helping to gather data in this study and will be communicating with you during this leg of the journey.** My role is to facilitate the journaling process allowing your identity to remain unknown to the researcher when answering. I have no affiliation with Missouri State University, the Internship Academy, or any of your participating districts. **My role is simply to facilitate the collection of data, anonymize it, and return it to the researcher. The intent in this design is to allow you to feel comfortable answering all questions honestly and to the best of your ability. The researcher will at no point be able to connect your journaled answers to your identity.** I will also be facilitating the focus group interviews in the coming weeks to ensure the same is true for interview responses.

During this stage of the study, I am asking that you respond to **nine** essay style questions over the 2-week period from **Wednesday, April 19th to Wednesday, May 3rd**. You may respond in any order, and at any time during the window. Journals will be shared via Google Docs below, and can be completed by simply typing your answers under the question prompts provided. Please be thorough, honest, and complete in your responses. The information you provide is vital to the outcome of the study. At the conclusion of the journaling window, I will copy and paste all responses into a single document with no

names attached. I will then provide the anonymized copy of your responses to the researcher.

If you have any questions at all, please feel free to contact me at this e-mail address. I will periodically check in over the next 2 weeks. Best wishes, and thank you for your participation in this study!

[Jane Doe Journaling Protocol and Questions Linked Here](#)

Thank you,
Thomas O'Connor
Outside Data Collector

APPENDIX F

Journaling Protocol and Question Prompts

The following prompts are designed to gain insight into your experiences as an Internship Academy participant. Questions are specifically designed to elicit information related to self-efficacy source experiences as well as opportunities and barriers to socialization into the public education community. This journaling activity is designed to take place over a period of 2 weeks and should require no more than 30 minutes of response time per question. Your participation is greatly appreciated and will be highly valuable in understanding the impact of the Internship Academy experience.

All responses should consider events that occurred during the 2-week journaling window. Please do not reference experiences prior to the journaling experience. Questions may be responded to at any time during the 2-week window and in any order. **Please do not feel compelled to reference only positive experiences. The honesty and accuracy of your responses is paramount to the study. All responses will remain confidential. Please date each response.** If you cannot respond to a prompt because you did not have a relevant experience during the window, please state why you believe you may/may not have had the experience.

Answers to the prompts should be in essay form and provide as much depth as possible related to your personal experiences as an Intern during the journaling period. Please use the provided composition notebook for responses. Provide the prompt being responded to in the upper margin of the starting page along with time and date. Additionally, please start on a new page with each response.

Please remember that your privacy is very important. Data reported will not contain names of school districts or individuals. Fictitious names will be given to participants with no identifying characteristics being acknowledged.

Journaling Prompts:

1. Describe experiences in which you succeeded and failed at overcoming obstacles through perseverant effort. How did these experiences impact your learning and development as an educator?
2. Describe experiences in which you had the opportunity to observe your Master Teacher teaching or completing the duties of an educator. How did these experiences impact your learning and development as an educator?
3. Describe experiences in which your Master Teacher provided you verbal feedback and coaching. How did these experiences impact your learning and development as an educator?
4. Did you experience stress during this time period? If so, how did this stress affect your performance as an Intern? How did this stress impact your learning and development as an educator?
5. Describe experiences when you noticed similarities or differences in your level of responsibility and your Master Teacher's level of responsibility in the classroom and throughout the school community.
6. Describe experiences when your current identity within the school community created an opportunity or a barrier.
7. Describe how you experienced academic language or educational jargon. Were you able to understand it? Did your proficiency with academic language and educational jargon present opportunities or barriers?
8. Describe experiences when you felt that you were/were not a full participant in the culture of your school or, "the way we do business around here." Why or why not?
9. Describe experiences in which you felt your access to resources, people, or locations was similar or different than your Master Teacher. Did it create an opportunity or barrier?

APPENDIX G

Intern Interview Request E-mail

Dear Intern Participant,

Thank you for participating in this study and doing the journaling work that you are currently participating in! I am now asking you help me to schedule our semi-structured focus group interview that I had mentioned in our previous correspondence. My intent is to hold our focus group meeting at the Houlihans on Republic Road on the date that is most convenient for the group as decided by the responses to this e-mail. Drinks and appetizers will be provided during our meeting.

Similar to the management of your journaling responses, I will again be asking an outside data collector to facilitate the focus group interviews. The intent in this design is to eliminate any impact that my role in the Internship Academy might have on your responses. The outside interviewer will have your audio recorded responses anonymously transcribed. I will only receive the anonymous transcriptions and will at no point have access to any of the recorded interview session. As with the journaling responses, the outside interviewer has no affiliation with MSU, the Internship Academy, or your participating districts.

Attached to this e-mail you will find a copy of the Intern Interview Protocol and Questions. I understand that you are very busy; therefore this interview should last no longer than 60 minutes. During the interview the outside interviewer will ask you questions about your experiences in the Internship Academy as an Intern during the 2016-2017 school year. He will follow the interview protocol that is attached. Questions

are research-based and focus on the processes of socialization and efficacy source experiences. Please read the protocol and questions prior to the date of the interview to prepare your responses. Written preparation is not necessary.

I look forward to completing this final step in the study with you! Please respond with one of the following dates and times that will best fit your schedule, and I will get back to you with the confirmed date and a Google Calendar invite.

Thursday May 4th @ 5:00 pm

Monday May 8th @ 5:00 pm

Tuesday May 9th @ 6:00 pm

Sincerely,

Garrett Lowder

John Thomas School of Discovery

Doctoral Candidate, Southwest Baptist University

APPENDIX H

Master Teacher Interview Request E-mail

Dear Master Teacher Participant,

Thank you for agreeing to participate in this important study! As a result of your consent to participate, you will take part in a semi-structured focus group interview to gain deeper insight into your experiences as a Master Teacher in the Missouri State Internship Academy. My intent is to hold our focus group meeting at the Houlihans on Republic Road on the date that is most convenient for the group as decided by the responses to this e-mail. Drinks and appetizers will be provided during our meeting.

Attached to this e-mail you will find a copy of the Master Teacher Interview Protocol and Questions. I understand that you are very busy; therefore this interview should take no longer than 60 minutes. During the interview an outside data collector will ask you questions about your experiences in the Internship Academy related to your perceptions of the experiences of the Intern you supervised during the 2016-2017 school year. They will follow the interview protocol that is attached. Questions are research-based and focus on the processes of socialization and efficacy source experiences. Please read the protocol and questions prior to the date of the interview to prepare your responses. Written preparation is not necessary. The outside interviewer will keep your identity concealed from me at all times and is not affiliated with MSU, the IA, or your district.

Please note. An OUTSIDE INTERVIEWER will be conducting the interview. The OUTSIDE INTERVIEWER HAS NO CONNECTION TO MISSOURI STATE UNIVERSITY, THE INTERNSHIP ACADEMY, OR THE PARTICIPATING

DISTRICTS. THEY WILL HAVE THE INTERVIEW RECORDINGS ANONYMOUSLY TRANSCRIBED AND DELIVERED TO THE RESEARCHER. MSU, YOUR COOPERATING DISTRICT, AND THE MYSELF WILL NEVER KNOW WHO PROVIDED THE RESPONSES. THEY WILL SIMPLY BE COMMUNICATED AS “MASTER TEACHER 1”, “MASTER TEACHER 2”, ETC. This is in an effort to allow you to be completely honest with your responses knowing that I am affiliated with one of the Internship Academy districts. I will have NO ACCESS to your responses before they are anonymized. PLEASE SHARE OPENLY ABOUT YOUR EXPERIENCES WHETHER NEGATIVE OR POSITIVE.

I look forward to completing part of the study with you! Please respond with one of the following dates and times that will best fit your schedule, and I will get back to you with the confirmed date and a Google Calendar invite.

Thursday April 27th @ 5:00 pm

Monday May 1st @ 5:00 pm

Tuesday May 2nd @ 6:00 pm

Sincerely,

Garrett Lowder

John Thomas School of Discovery

Doctoral Candidate, Southwest Baptist University

APPENDIX I

Intern Interview Protocol and Questions

Instructions: Interview data will be audio recorded for digital transcription upon completion of interview. The interview should not exceed 60 minutes in length. Questions should be asked as provided in the interview protocol. Follow-up questions may be asked to clarify participant responses.

Introduction: Thank you for agreeing to participate in this interview. Your participation is greatly appreciated and will be invaluable in the researcher's attempt to answer guiding research questions. Confidentiality will be maintained as detailed in the consent form received prior to this interview. Do you have any questions before we begin the interview?

Guiding Research Questions:

1. How does socialization into a community of practice impact self-efficacy source experiences?
2. What differences, if any, exist between self-efficacy source experiences of peripheral participants and full participants in a community of practice?
3. What legitimate peripheral participation theory facets of the clinical experience affected the process of socialization from peripheral participant to full participant?

Interview Questions Derived from Literature:

1. How has failing/succeeding to overcome obstacles in the teaching-learning process through perseverant effort affected your learning and development as an educator? Example: Redesigning a failed lesson.
2. What value (positive/negative) has observing your Master Teacher had on your learning and development as an educator?
3. How have verbal feedback and coaching impacted (positive/negative) your learning and development as an educator?
4. How has the stress that accompanies being a professional educator impacted (positive/negative) your learning and development as an educator? Has physical well-being been an issue?
5. Describe your responsibilities in the classroom and school compared to your Master Teacher. Why are they alike or different?
6. Describe your current identity within the school community as compared to your identity when first beginning the internship. Has it changed? Has it remained stagnant? Do you feel that your identity has evolved? Do members of the school see you the same or differently?
7. Has your understanding of the day-to-day language and jargon used in education developed? Does this currently present opportunities or barriers in your day-to-day performance?
8. Do you currently identify yourself as being a part of the culture of your school, or “the way we do business around here”?
9. Do you have full access to the resources, people, and locations that Master Teachers and other members of the school community do?

Closing: Thank you for agreeing to participate in this interview. Again, your commitments to this study and responses to interview questions are certain to provide invaluable insight in answering the guiding research questions. As previously mentioned, confidentiality will be strictly maintained throughout the remainder of this process. As part of ensuring the validity of the descriptive data collected today, once data are transcribed, I will provide you with a copy of the transcription for you to review and edit as you see fit. Please feel free to contact me if you have any further questions. Thank you again for your participation.

APPENDIX J

Master Teacher Interview Protocol and Questions

Instructions: Interview data will be audio recorded for digital transcription upon completion of interview. The interview should not exceed 60 minutes in length. Questions should be asked as provided in the interview protocol. Follow-up questions may be asked to clarify participant responses.

Introduction: Thank you for agreeing to participate in this interview. Your participation is greatly appreciated and will be invaluable in the researcher's attempt to answer guiding research questions. Confidentiality will be maintained as detailed in the consent form received prior to this interview. Do you have any questions before we begin the interview?

Guiding Research Questions:

1. How does socialization into a community of practice impact self-efficacy source experiences?
2. What differences, if any, exist between self-efficacy source experiences of peripheral participants and full participants in a community of practice?
3. What legitimate peripheral participation theory facets of the clinical experience affected the process of socialization from peripheral participant to full participant?

Interview Questions Derived from Literature:

1. How has failing/succeeding to overcome obstacles in the teaching-learning process through perseverant effort affected the learning and development of your Intern? Example: Redesigning a failed lesson.
2. What value (positive/negative) has observing you teach and perform educational tasks and responsibilities had on the learning and development of your Intern?
3. How have verbal feedback and coaching from you impacted (positive/negative) the learning and development of your Intern?
4. How has the stress that accompanies being a professional educator impacted (positive/negative) the learning and development of your Intern? Has physical well-being been an issue?
5. Describe your Intern's responsibilities in the classroom and school compared to yours. Why are they alike or different?
6. Describe your Intern's current identity within the school community as compared to their identity when they first began the internship? Has it changed? Has it remained stagnant? Do you feel that their identity has evolved? Do members of the school see them the same or differently?
7. Has your Intern's understanding of the day-to-day language and jargon used in education developed? Does this currently present opportunities or barriers in their day-to-day performance?
8. Do you currently identify your Intern as being a part of the culture of your school, or "the way we do business around here"?
9. Does your Intern have full access to the resources, people, and locations that you and other members of the school community do?

Closing: Thank you for agreeing to participate in this interview. Again, your commitments to this study and responses to interview questions are certain to provide invaluable insight in answering the guiding research questions. As previously mentioned, confidentiality will be strictly maintained throughout the remainder of this process. As part of ensuring the validity of the descriptive data collected today, once data are transcribed, I will provide you with a copy of the transcription for you to review and edit as you see fit. Please feel free to contact me if you have any further questions. Thank you again for your participation.

APPENDIX K

Intern Journaling Check-In

Dear Intern Participant,

Please be reminded that today begins Week 2 of the journaling component of the study. I applaud you for continuing to develop your responses and making this study a success! Please feel free to contact me with any questions you might have regarding the journaling as we finish up the last half of this journey.

Thank you,

Thomas O'Connor
Outside Data Collector

APPENDIX L

Peer Debriefing E-mail

Dear Colleague,

I have a favor to ask of you. I know that you have a great deal of expertise regarding qualitative research due to your experience in conducting a qualitative study for your dissertation in 2012. So, as I continue to develop my study, *Cultivating Efficacious Teachers: A Case Study of the Impact of Socialization on Self-Efficacy Belief Development*, I am seeking your insight into my process and progress. I believe your expertise would be a great support in this endeavor.

As part of my study, I have currently solicited information from interview participants regarding their perceptions of experiences a local university's new Internship Academy. I identified four sources of self-efficacy development in my research and asked questions around those experiences. I interviewed groups of Interns that were grouped based on their degree of socialization into the teaching field. They were separated into groups identified as peripheral participants and full participants. I also interviewed the Master Teachers of the Interns and collected Intern journal entries to gain deeper insight into their experiences and potential barriers to the socialization process.

I have organized the data and coded it based on predetermined themes. You will find that I have also left my notes and thoughts in the margins. I was wondering if you would be able to take a look at the transcription and the themes that I have coded. Themes are color-coded and the corresponding color should match the data that are highlighted supporting the identified theme.

Thank you for your support with this and sharing your expertise. Your help is greatly appreciated as I work to develop the most accurate interpretation of the data possible. Please let me know if you have questions, or if you will be unable to help me out.

Sincerely,
Garrett Lowder
John Thomas School of Discovery
Doctoral Candidate, Southwest Baptist University

APPENDIX M

Member Check E-mail

Dear Participant,

Thank you again for agreeing to participate and taking part in this study. Your participation is greatly appreciated and valuable to this research and the field of teacher preparation. The descriptive data that you provided during your interview are invaluable to the pursuit of answers to the research questions.

The descriptive data that you provided during your interview were audio recorded and transcribed in an effort to prepare the data for analysis. It is important to the researcher to make every effort to ensure the accuracy of the information that I have collected before providing it to the researcher. In this endeavor, the researcher has elected to use member-checking methodology to ensure accuracy.

Attached you will find a copy of the transcribed interview data for your review. Please let me know if you see any errors in the transcription or find any part of your responses that need to be changed. This transcription will not be published, but will be used to identify emergent themes related to the research questions. Anonymity will be ensured throughout the process. I will remove your names before providing it to the researcher.

I appreciate your feedback with this information. Thank you again for aiding in the pursuit of attaining accurate and reliable information.

Sincerely,

Thomas O'Connor
Outside Data Collector