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**I SEE YOU DO THAT, BUT DO I THINK I CAN DO THAT?:
FIELDWORK AND SELF-EFFICACY**

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**Submitted in partial fulfillment of the requirements
for the degree of Master of Arts of the City College
of the City University of New York.**

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INTRODUCTION

Why this question?

“It’s like they throw a bunch of sticks at you and say ‘OK, make a cake.’” These words, as said to me by my sister, still rattle around my head anytime I think about the transition from art education teacher candidate to in-service art teacher. I was beyond nervous before I started student teaching while completing my undergraduate degree in Art Education at The City College of New York (CCNY). During my time in the CCNY art education undergraduate teaching program I learned about artists, mediums, techniques, writing the perfect lesson plan, and what different education theorists say about child development, and I still didn’t feel prepared for real students. I had the relevant pedagogical information but I felt I was missing the right type of experiences to build the confidence I needed to complete the countless tasks of an effective teacher. As someone who needs to learn by doing or experiencing a new skill I feared that I missed an important step or element in my fieldwork experiences.

But how could I have missed these types of experiences? I completed fieldwork as part of the CCNY art education program, as it is part of the New York state teacher certification process. I sat in various school settings across New York City, observing art teachers working with different age groups teaching in very different ways. I participated in discussions with classmates and professors, reflected on what I observed, wrote about students and teaching practices for research papers, and challenged my preconceived notions of what teaching can and should be. But there still seemed to be an element that I missed during my time observing others teach. The fact that I thought I missed an important element of fieldwork led me to lose confidence in my current and future abilities to ensure success for my future students.

The question I always had stuck in my head was, where was the disconnect happening? I believe that my coursework overall taught me many useful tools, in both my content and general education classes. It is possible that I did not seek out the correct types of fieldwork experiences. Or it is possible that there was a lack of a strong connection between what I was learning in my coursework and what I was seeing in my field experience, or perhaps it was just my personality to be nervous when beginning something new. It was clear to me, for my personal success, that having as many opportunities in a classroom with real students and observing teachers navigate the classroom, would be the best experiences for me to become as successful as possible.

Fieldwork is an important component in teacher education. It is the chance for teacher candidates to observe and/or partake in real-world practical learning while going through the generally more theoretical coursework (Hughes, 2009; Chiang, 2008; Loyens & Gijbels, 2008). Often, in popular culture, it seems like teaching is thought to be something anyone can do if they just have enough passion and interest. This is the foundational belief of many alternative certification programs in which teacher candidates enter the classroom after only six weeks of preparation. I assert, however, this is not actually true. What is needed is a skill set that includes a multitude of theoretical and practical knowledge. It takes time to learn and begin to have mastery in these skills. It is important for teacher candidates to be engaged in an environment where they can glean and test their attained knowledge. Just as medical students are given the opportunity to hone their skills during an internship with a resident advisor before operating on a patient. So to do teacher candidates need the opportunity to learn as they engage in real-world teaching (Hughes, 2009; Killeavy, 2006).

Unlike medical students, teachers are expected on their first day to assume all the same professional responsibilities as veteran teachers. Beginning teachers face a

number of struggles during their first few years of teaching. Some of the main struggles are related to working in communities or institutions where hierarchy, procedures, and efficiency are prioritized over student learning and success (Ayers, 2010). Novice teachers are held to the same expectations as veteran teachers for meeting state standards for their students. They are expected to have effective classroom management skills, the ability to affect student motivation, and develop appropriate assessment skills (Killeavy, 2006). This all must be done with little to no extra support or reduction of workload (Killeavy, 2006).

New teachers are forced to develop coping mechanisms to deal with obstacles and issues as opposed to utilizing best practices they learned in their teacher education program. The coping mechanisms often include reverting to traditional teaching practices and focusing on classroom management as opposed to curriculum, content, or pedagogy. The lack of support, professional development, and overwhelming workload leads to approximately one-third to one-half of new teachers in the United States to leave the profession within the first five years (Killeavy, 2006; Jamil, Downer, & Pianta, 2012). I argue that the inclusion of a strong and effective fieldwork experience will allow teacher candidates to learn and gain confidence in their teaching skills while still being directly supported by an experienced teacher.

Learning in the field is not only an important component to teacher education programs now, but in one form or another it has roots in the beginnings of teacher education programs (Capraro, Capraro, & Helfeldt, 2010). In the mid 1800's, teacher preparations program began as a pupil-teacher program, where thirteen year old children participated in a five year program to become a teacher. At the turn of the century, a person at the age of seventeen would have one year of in-service experience and then enter into a two year program in a training college. It wasn't until the 1950's

that teacher preparation programs began to look like the programs of today (Willis, 2007). Despite the seemingly young age of the teacher candidates in the early 1800's, this shows that one of the most important foundations in teacher education is real experience in a classroom to learn the practical skills needed when leading a classroom of your own. It is most important to fully experience and understand what actually occurs in a classroom with real students by participating and engaging in meaningful practice while sitting through teacher education courses.

What is the CCNY Art Education Program?

The CCNY art education program spans two departments, the School of Education and the art department in the Division of Humanities & the Arts. According to the art education department's website:

The Art Education program at City College of New York prepares students to be reflective artist-educators who can teach in multiple settings, including schools, community centers, museums, and alternative learning sites. Students gain a critical understanding of the social significance of art education as they develop the skills to actively contribute to the field through their creative and academic work. (Program Overview: Art Education at City College of New York, 2015)

It is clear from this description that this program strives to create a strong sense of the importance of art education in their teacher candidates and develop effective art educators for their future students. In my experience this is done by having strong, passionate art education professors who set high standards, provide invaluable resources (readings, websites, organization information), and create a sense of community among the students.

The program commitments set out a conceptual framework for the learning experiences teacher candidates will engage in throughout the coursework. The program seeks to prepare art educators to recognize the need for different teaching strategies for various students in various settings. The program also stresses the importance of being culturally, socially, and politically responsive and respectful; that creating and analyzing art is an empowering way to engage in the world around you; and that art educators are advocates for their students and the benefits of art education (Program Overview: Art Education at City College of New York, 2015).

In terms of field experiences, the art education department offers a wide range of opportunities. For fieldwork, art education students can complete the hours in a traditional school setting. However, it is also possible to complete fieldwork in museums, community centers and alternative learning sites. Graduate students have the opportunity to participate in teacher residencies at a public school where they work directly with a classroom teacher to develop and teach their own lesson plans. Graduate students also participate and teach in the City Art Lab, an after-school art program for New York City teens. There are internships at museums, schools and community art centers. Like all education programs, the culmination of the program a teacher candidate must complete a minimum of 300 hours of student teaching in Kindergarten - 12th grade school settings (Field Experience: Art Education at City College of New York, 2015).

While this research is looking at art teacher candidates completing a program for state certification with the goal of teaching in a traditional classroom setting, it is important to note that not all art educators fall into this category. According to a report by the State Education Agency Directors of Art Education (SEADAE) (2012), art educators can be grouped into three distinct groups, certified art educators, certified non-arts

educators and providers of supplemental arts instruction. This is an important factor because it is important to look at the broader picture of how art educators are trained to give context to the importance of fieldwork and self-efficacy for those engaged in the CCNY program.

Certified art teachers, such as those enrolled in the CCNY art education program, receive training in both art skills and pedagogical techniques. This is to ensure teachers have an understanding of art in a historically, critically and educationally appropriate manner. Art teacher candidates are required to take general education classes to learn about topics such as literacy, teaching students with special needs, general lesson planning, assessment, and other general education teaching techniques. They are also required to take specialized art making or art education classes. Typically, art teacher candidates have expertise in one particular art form with a broad understanding of other mediums and techniques. As a result of taking both general education classes and art education classes, art teacher candidates can make connections to incorporate various state standards into their future lesson plans (Richerme, 2007).

Certified non-art educators are general education teachers, usually elementary school teachers. These educators have a comprehensive knowledge of various subjects which allows for interdisciplinary teaching opportunities, including using art in various subjects. However, they generally have limited arts education training, if any. Certified non-art educators would not be able to provide an in-depth art education (Richerme, 2007). This is similar to the art education system in Australia, where primary school teachers are mandated to teach art. Lummis, Morris, & Paolino (2014) found that primary school teacher candidates who did not have the proper training, either coursework or any related fieldwork, did not have a high sense of self-efficacy for

teaching art. It's important for students to receive high quality education in all subjects, which means the teachers need to be trained well in that subject (Lummis, Morris, & Paolino, 2014). It would be hard to have confidence to teach a subject that you have little knowledge or training in.

Providers of supplemental arts instruction include teaching artists and artists working with community groups who are not certified teachers. These educators generally have an in depth knowledge of specific mediums or techniques. This knowledge could possibly give students a unique point of view on the relevance of art in commercial or vocational careers, as well as how the art work operates. However, these educators may not have knowledge or experience with aligning their lessons with state or national standards, or providing a systematic curriculum. They would not have the same training that a certified art teacher had and could be missing important pedagogical experience or knowledge (Richerme, 2007).

Fieldwork

Fieldwork is an important part of teacher education. This is confirmed by the Council for the Accreditation of Educator Preparation's (CAEP) rationale for fieldwork as a requirement for education programs. CAEP states the importance of fieldwork is exposing and engaging teacher candidates in hands-on learning to integrate and gain mastery over their theoretical and pedagogical learning with practical experiences (CAEP, n.d.). However, there is no definitive list of what mastery is or should look like. There is an emphasis on the importance of teacher candidates being able to learn in the field from practicing teachers while combining the knowledge they glean from their coursework, however it leaves the specific skill set to the education program, which should be aligned with the program's education conceptual framework.

The “Handbook of Fieldwork Experiences” (2012), written by the CCNY Office of Clinical Practices in the School of Education, outlines what a teacher candidate should expect to learn and accomplish during their fieldwork. Using the New York State Commission of Education’s definition, the Handbook states that fieldwork is “direct observation of teaching, participation in teaching or teaching itself that is related to the teacher education program” and “will provide the [teacher candidate] with the opportunity to view the entire scope of teaching and to develop the skills and self-confidence necessary to be an effective teacher” (Handbook of Fieldwork Experiences, 2012, 3). Specifically, fieldwork is a component of education courses that should allow teacher candidates to experience and observe teaching in a variety of settings that should expand on course readings and discussions. Education courses have a minimum required number of hours associated with course requirements, ranging from 8 - 45 hours, with a total required minimum of 100 hours to be completed before student teaching. Fieldwork can occur in any setting where teaching occurs, either in a traditional classroom setting or outside of a classroom setting, (i.e. a community group, museum, after-school program). However each course may ask teacher candidates to observe specific types of teaching. For example a course on early childhood development may require teacher candidates to observe in a preschool. These experiences should be incorporated into coursework through various tasks assigned by the course instructor that should help focus a teacher candidate’s observations. These assignments can include journal writing, observation reports on student behavior or teaching practices, research on the community and neighborhood, or a variety of other tasks (Handbook of Fieldwork Experiences, 2012).

While CAEP does not specifically list self-confidence as an important part of fieldwork, the CCNY handbook clearly does, as stated above. However, nowhere does

it say how participating in fieldwork as part of the teacher education program and coursework will actually increase a teacher candidate's confidence or self-efficacy, just that it should. It seems that the observation hours are a requirement to give teacher candidates time and opportunities to observe real world examples of the theory and teaching methods learned in their coursework. And by simply engaging in fieldwork, there was an assumption that the information learned in our coursework would be mirrored in our fieldwork observations.

However, from my perspective, that did not seem to always be the case. There was actually a very tenuous connection between the experiences we were supposed to have in our observations and what we were learning in our courses. In a few instances, professors did not even know that we needed to do fieldwork or it was simply not important to some professors. It is unclear, as to why this seemingly important requirement to our pre-service education, was over looked. The courses that had a tenuous connection to the fieldwork did not have much discussion about what we observed or have any reflection activities associated with our experiences.

As stated earlier, the art education program bridges the School of Education and the art department in the Division of Humanities and the Arts. Students are mandated to take classes that fall under both majors. I mainly saw a vague connection between coursework and fieldwork in my courses that were part of the School of Education. It is still unclear to me why there was such a vague connection between my coursework and my fieldwork, especially in the School of Education courses. I felt that my self-efficacy for teaching was not increased because of the tenuous connection. I observed some highly effective teachers and some less than effective teachers, which I believe both could have been learning opportunities. But those experiences did not have the scaffolding needed to frame what I was learning. Perhaps it was because those courses

were not geared towards art education, it was difficult to find meaningful connections. Professors for the general education courses often had little to no experience with art education and would not be able to give guidance on how to structure art lessons or teaching within the framework of their course. So, the fieldwork I was participating in often seemed unrelated to my coursework, which in turn was not useful in building self-efficacy to teach a well-rounded art lesson.

The component of fieldwork seems to be a highly personal endeavor. As teacher candidates come into programs with various skills and outside experience, they need to fill in the gaps, or create new knowledge, of many different aspects of teaching. For me, I had experience working with children, so I knew how to talk and relate to them. However, I did not have any experience formally teaching children nor did I have an educational theory framework to inform my interactions. Fieldwork, for my personal teaching journey, was not effective in increasing my self-efficacy because it did not give me the opportunities to expand in the areas I believed was lacking.

Research Question

I wondered about my fellow classmates' perception of their fieldwork and the connection to their confidence levels. Perhaps, this was just a personal and unique problem that no one else experienced. My fear was not that I didn't have the information to teach -- the art skills, art historical knowledge, or pedagogical information -- but during my time in the Art Education program I had not the most useful experiences to gain the confidence that I could effectively and successfully teach a group of students. This is what brought me to my research questions.

My research focuses on the effects of fieldwork and a CCNY art teacher candidate's self-efficacy. I am interested in finding out if my classmates have fears

similar to mine while working their way through the program. My questions are as follows:

- In what ways does the experience of fieldwork observations affect an art teacher candidate's self-efficacy?
- Sub questions:
 - Which types of fieldwork do art teacher candidates find most useful and why?
 - In what ways do art teacher candidates make connections between their fieldwork and coursework?
 - In what ways does the perception of the quality of the fieldwork affect a teacher candidate's sense of self-efficacy?

LITERATURE REVIEW

Teacher Self-Efficacy

In the seminal research done by psychologist Albert Bandura, self-efficacy is defined as “belief in one’s capacity to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, 3). A high level of self-efficacy allows people to see difficult tasks, or any subsequent failures, as learning opportunities. A person with a low sense of self-efficacy would feel defeated if faced with a task they may not be able to complete (Jamil, Downer, & Pianta, 2012). In relation to education, a teacher’s self-efficacy will affect the teacher’s performance in the classroom and as a result the academic outcomes of their students. Teacher self-efficacy is defined as “judgment of his or her capabilities to bring about desired outcomes of students’ engagement and learning, even among those students who may be difficult or unmotivated” (Tschannen-Moran, & Woolfolk Hoy, 2001, p. 783). So, where a general sense of self-efficacy focuses on a person’s own ability to set and complete tasks, a teacher’s self-efficacy is directly related to the progress of their students’ abilities. As a result of this aspect, a teacher’s self-efficacy is split into two separate dimensions, personal teacher efficacy (PTE) and general teacher efficacy (GTE). PTE is defined as a teacher’s own personal ability to affect student learning and achievement. GTE is defined as the idea that teaching in general can affect a student’s learning even in the face of external obstacles (Woodcock, 2011; Woolfolk-Hoy & Spero, 2005).

It is important to note that self-efficacy is not a measure of competence or actual performance. It is the level of confidence and the perception of how well a person believes they performed. While research does find that this has an impact on performance, in this case the effectiveness and dedication of a teacher, it is a belief in

one's self that is the focus of self-efficacy (Jamil, Downer, & Pianta, 2012, Pendergast, Garvis, & Keogh, 2011).

A teacher's perception of his/her ability to set and achieve goals and tasks for his/her students has a great impact on the students' successes (Woodcock, 2011; Woolfolk-Hoy & Spero, 2005, Cakiroglu, Cakiroglu, & Boon, 2005; Pendergast, Garvis, & Keogh, 2011). A higher level of teaching self-efficacy has also been correlated to a stronger work ethic and dedication to students, such as working longer with students who need the extra help or trying new teaching methods that support different student needs. For example a teacher with a high sense of self-efficacy will use more child-centered teaching methods while teachers with a lower sense of self-efficacy will use more teacher-directed methods (Swackhamer, Koellner, Basile, & Kimbrough, 2009). It has been found that a high perception of teacher self-efficacy impacts a student's progress because a teacher believes he/she can make a significant impact on their students' learning so will perpetuate high expectations and outcomes. They will be motivated to persevere and work through obstacles with and for students more often (Woodcock, 2011; Durgunoglu & Hughs, 2010; Pendergast, Garvis, & Keogh, 2011).

Some of the most powerful influences on teacher candidates' self-efficacy happen during the experiences during the training years (Woodcock, 2011; De La Torre Cruz & Arios, 2007; Woolfolk-Hoy & Spero, 2005; Pendergast, Garvis, & Keogh, 2011). However, the current research seems less cohesive about the decline or increase of self-efficacy as they gain more experience. Woodcock (2011) found that the level of self-efficacy does not increase over a teacher candidates' training program. Durgunoglu & Hughs (2010) and Woolfolk-Hoy & Spero (2005) have found that there is a drop in self-efficacy beliefs as teachers gain more experience, particularly in their first years, which accounts for the low retention rate. However, De La Torre Cruz and Arios (2007) found

that teachers with 15 years of experience have even greater self-efficacy than pre-service teachers.

Woolfolk-Hoy & Spero (2005) found that once a belief is established about a person's self-efficacy it becomes much harder to change that belief as time goes on. Because of this researchers have begun to focus on how to increase the self-efficacy of pre-service teachers (Swackhamer, Koellner, Basile, & Kimbrough, 2009). This is why there is an argument to ensure there are opportunities to increase a pre-service teacher's self-efficacy as much as possible during their training years. Some researchers argue that building it up as much as possible as they learn how to teach, will lead to having high self-efficacy as a beginning teacher. A high level of self-efficacy has been linked to a more successful completion of a novice teacher's first year teaching, greater job satisfaction, and a positive attitude about teaching in general. Research has focused on creating a strong foundation of self-efficacy during the training years to insure teacher candidates enter the field with as much confidence as possible (Woodcock, 2011; Jamil, Downer, & Pianta, 2012; Pendergast, Garvis, & Keogh, 2011).

While creating opportunities to increase self-efficacy during a teacher candidate's training is very important, there is one element that affects a person's level of self-efficacy, and that is their overall personality. Personality characteristics predispose people to view and react to events in specific ways (Jamil, Downer, & Pianta, 2012). The research of Jamil, Downer, & Pianta (2012) focuses on the impact of one's personality on his/her teacher self-efficacy. They found that teacher candidates that presented a high confidence level, those who were outgoing and social, reported a higher level of self-efficacy. And those who, in general, did not present as high a level of confidence, those who were more anxious, reported a lower level of self-efficacy. So, it is possible that even with the best fieldwork experience a person could still have a low

sense of self-efficacy. While it may not be possible to create a program that completely overrides a teacher candidate's personality traits, effective fieldwork and a strong connection with courses could help develop appropriate strategies to increase it (Jamil, Downer, & Pianta, 2012).

Importance of Practical Learning

As educational philosophies and theories can be applied to students of any age, some of the issues that teacher education programs contend with mirror those that teachers face in elementary, middle, and secondary education. William Ayers (2010), a school reform activist addresses his concerns regarding the issues behind becoming a successful and masterful teacher in his book *To Teach: the journey of a teacher*. Geared towards teacher candidates, Ayers (2010) discusses his experience in various aspects of teaching, for example how to include a more authentic and experiential learning process in curriculum development to beneficial assessment techniques. While this book's subtitle is *the journey of a teacher*, Ayers only touches on teacher education programs in a few pessimistic instances, seemingly glossing over what I assert is the actual beginning of a teaching journey. He believes that teacher education programs don't honor the reasons people become teachers; instead programs insist teacher candidates focus on research and theoretical methods of teaching instead of the "reality of teaching" (Ayers, 2010, 20). As stated earlier, teaching is not something one should simply jump into with little to no training. Even if teacher education programs have flaws, that is the beginning of the journey to educate their students.

Being a teacher himself, Ayers (2010) holds teaching in very high esteem, believing it is a heroic endeavor, going as far as comparing it to Homer's Odysseus. Paired with this lofty comparison he lays out myths the public at large, and even some

veteran teachers, have about teaching. These myths surround the personality of good teachers, teachers' infinite knowledge on all that they teach, and their ability to control any classroom they lead. The myth most relevant to my research is that teachers learn to teach in teacher education programs. Ayers (2010) states that teacher education programs are actually boring and possibly malevolent and teachers actually learn to teach only once they are teaching in a classroom. He maintains this bleak view of teacher education programs because of what he sees as too much focus on theory and teaching methods, not practical knowledge that one would learn when engaged in teaching. I assert that while he states his issue is with teacher education programs, he is actually more frustrated with the lack of a strong connection between coursework and fieldwork. He states "teaching is an eminently practical activity, best learned in the exercise of it and in thoughtful, disciplined, and sustained reflection that must accompany that" (Ayers, 2010, 24). An activity that should be conducted with peers and colleagues with more experience who can act as mentors to scaffold the new and challenging experiences a new teacher will face (Ayers, 2010). This sounds like what an effective fieldwork program should be and the best way to increase teacher candidates' belief that they can be an effective teacher.

However, Ayers's overall philosophy is very apropos to this research about the effect of fieldwork on a teacher candidate's self-efficacy. One of the main takeaways from his book is that the most authentic and beneficial learning comes from hands-on experiences where there are "sites for investigation rather than settled dogma, a series of challenges to engage" (Ayers, 2010, 5). Learning in any context is about asking questions, searching for answers, problem solving, and being exposed to first-hand accounts. For teacher candidates that is the purpose of fieldwork. It gives teacher candidates the opportunity to experience first-hand some of the elements of being a

teacher. Teacher candidates can observe classroom management techniques in practical applications, see how a teacher differentiates his/her lesson for various learning styles and abilities, and countless other tasks a teacher must do to ensure students' success.

During Ayers (2010) own struggles with creating a dynamic and experiential curriculum, he came to understand that his students were an integral part to creating the curriculum, not just receptacles for information. Working with his students to create a more dynamic curriculum became part of their education. The students were interested in figuring out what else they can learn about a subject, what tidbits of knowledge are hiding in firsthand accounts and hands on activities. Ayers (2010) came to understand that teachers cannot extol information to their students in a way that suggests a beginning and ending to knowledge. Knowledge is infinite and students need to have their hand in finding out the answers to their own questions (Ayers, 2010). Fieldwork is this hands-on experience for teacher candidates. They should be given opportunities to find answers to questions they want to ask. This power can give them the confidence needed to become a successful teacher.

If we expect so much from our beginning teachers, we must ensure that they are entering their careers as prepared as possible. This belief can manifest change in many parts of teacher education and training. Research has been done on the need for a more apprenticeship-like induction program for first year teachers (Killeavy, 2006; Henry & Lazzari, 2007; Capraro, Capraro & Heldfelt, 2010), or increasing the types of relationships between student teacher and cooperating teacher during the student teacher phase (Parkison, 2008), or simply ensuring that there is a strong connection between fieldwork and coursework. This research addresses even earlier building blocks to a teacher education, the aspect of fieldwork and how it affects self-efficacy.

High quality fieldwork/observed teaching

While this research is focused on the effect fieldwork has on a teacher candidate's self-efficacy, it is important to note the importance of the quality of the fieldwork and/or the teaching practices of the observed teacher as this has an effect on the impact of the teacher candidates' observations (Hughes, 2009). It seems only natural that if a teacher candidate engages in less effective fieldwork, it would be more of a struggle to build a higher sense of self-efficacy.

An important aspect of using fieldwork to its greatest potential is ensuring teacher candidates are prepared for fieldwork. Being prepared for fieldwork will increase the chance that teacher candidates will make the most of what they observe. While there is no one way for this to happen, teacher candidates must be trained in what to observe, how to analyze their observations, how to connect these observations to their coursework, and reflect on the impact it has on their own learning and prior knowledge (Hughes, 2009).

Participating in fieldwork is not solely about sitting in a classroom and observing the teacher and students. Teacher candidates must use that opportunity to reflect on what they observe, how it relates to their own thinking and beliefs about teaching, and how it relates to the concepts they are learning in their coursework. It can be seen as another resource or text for teacher candidates to dissect, analyze and create connections to other aspects of their learning. To ensure teacher candidates gets the most out of their fieldwork, there is evidence to support observing high quality teaching coupled with various forms of reflection, such as discussions with colleagues, teachers and professors, to greatly enhance the positive effect of fieldwork (Hughes, 2009; Penlington, 2008).

Contribution to the Field

Participating in fieldwork as a part of a teacher education program mirrors a prevalent trend in modern educational theory, the constructivist theory. Constructivism is a belief that students are agents of their own learning and should be given the power to discover and learn through personal inquiry (Gustavason, 2007). They should be exposed to real world problems, materials, and be a part in making decisions about their own learning. As stated earlier, Ayers (2010) writes that for students to engage in authentic differentiated learning, they must be exposed to questions, experiences, and hands on activities. He believes that to increase students' motivation and confidence they should be engaged in constructing their own knowledge and learning

During fieldwork, it is common for teacher candidates to do mostly observation and not teaching, which may fall short of an entirely experiential learning experience. However, I assert that being in a classroom with actual students where teaching is happening is more experiential than sitting in a college course discussing theoretical students, lesson plans, and classroom management issues. In my experience, it is rare for teacher candidates to not at least interact with students while they are working on a project or assignment. While this is not direct teaching it does give teacher candidates experience engaging with students and helping the students learn and work through problems. While engaging in the act of teaching would increase their understanding, experience, and most likely, their confidence, fieldwork should be seen as a primary source of learning to enhance the information gleaned from coursework.

However, experiential learning is not enough to learn and expand one's knowledge. Scaffolding must be put in place to allow for deeper understanding and connections with prior or new knowledge. Fieldwork for art teacher candidates is a similar idea. While professors and coursework can give art teacher candidates a

theoretical framework, pedagogy, and the necessary language needed to know how to teach, fieldwork can give art teacher candidates the opportunity for experiential learning.

Any research into how we train future teachers, no matter what the question is, boils down to a very simple, yet perhaps unanswerable, question: How do we train teacher candidates to be more effective teachers to ensure our students are successful? The reason this question is perhaps unanswerable is because teaching is a multifaceted job with many moving parts, with a significant few parts out of the control of teachers and their students. Teaching is “an intellectual, cultural, and contextual activity that requires skillful decisions about how to convey subject matter knowledge, apply pedagogical skills, develop human relationships, and both generate and utilize local knowledge” (Cochran-Smith, 2004, 298).

I assert that this topic will contribute to the field of art education because it will add to the research on the how to best prepare art teacher candidates to become highly effective teachers. From my experience, art teachers not only need to contend with the general issues of becoming a teacher, but we also often need to defend the importance of our chosen subject area. By ensuring that when we do enter the field, we have a high confidence level we will not only be better teachers for our students but, hopefully, ensure that we will be able to withstand the scrutiny that may come. There also seems to be a gap in the literature on specific research on the effect of fieldwork on art teacher candidates.

As stated earlier, teacher self-efficacy is defined as the confidence a teacher has in order for his or her students to accomplish set goals and tasks (Tschannen-Moran, & Woolfolk Hoy, 2001). However, there is also an element of teacher self-efficacy that lies in having mastery over the content you are teaching and the students you are teaching. A veteran teacher of 20 years in English may be very confident in teaching their subject.

However, if you asked him/her to teach a lesson in physics, it is entirely possible that his/her confidence level could drop drastically. The drop could solely be based on the fact that the English teacher has little to no experience or prior knowledge about physics (Tschannen-Moran, & Woolfolk Hoy, 2001; Bandura 2001; Jamil, Downer, & Pianta, 2012). Similarly, art education teacher candidates need to have mastery over their content area. This is not to say that they must know every art technique and material. It's sometimes more powerful to learn a skill alongside your students (Ayers, 2010). But they should have a working knowledge of various art technique and materials.

It is important to take a look at the larger picture of how art teachers are trained, because fieldwork is only a component of training programs. However, literature regarding art teacher training seems to be quite varied. There seems to be a huge push to not only have art teachers be trained in teaching art skills that are connected to state standards, but also that are also sensitive to the changing world around us. For example, "Queering Art Teacher Education" by Cosier & Sanders (2007) focuses on specific elements of how art teachers should teach about LGBTQ issues. There is also a significant amount of research on how specific programs are working towards changing the face of art education such as "Changing Teacher Preparation in Art Education" by Henry & Lazzari (2007) about the Georgia Systemic Teacher Education Program. There is a huge focus on how to teach art students but less of a focus on how we are training our teachers to become effective confident teachers. With so much debate around our curriculum, we must train our teachers to be confident in their abilities and their future students' abilities.

When the focus is on how art teacher candidates are trained the research seems to focus on specific programs at universities. This leads me to believe that art teacher training is highly specific to the educational philosophy of a particular university, and has

less universality across programs. For example, the art education program at CCNY, where many of the assignments, discussions, and readings revolved around social justice themes and progressive education. This may not have been the case in other art education programs either in New York City or across the country.

METHODOLOGY

Methods

For my research I used a mixed methods approach to explore individuals' experiences in how fieldwork affects self-efficacy. I used a survey to conduct a quantitative research method to gain an understanding of any overall trends in the beliefs the CCNY art education students had about their fieldwork. I further explored this research topic as a case study and narrative with a social-constructivist worldview, as outlined by by Cresswell (2008). Case studies and narrative research methods are explorations into people's participation, experience, and reactions to specific events and/or programs (Cresswell, 2008). These two strategies of inquiry were appropriate to use because of my interest in a subjective view of the CCNY art education teacher candidates' experiences with fieldwork.

Having a social-constructivist worldview was important to acknowledge for this research paper. The social-constructivist view is defined by Cresswell (2008) as a worldview in which researchers explore participants' subjective views and meanings of objects or events with which they interact. As stated before, I was interested in my classmates' views about their fieldwork experience. Fieldwork is a requirement for teacher education programs, however it is a personal endeavor because what a teacher candidate wants, or needs, to learn differs. This research is based on the interpretation of the participants' reactions to their experiences with fieldwork.

Data Collection

Survey

For this research, I began by emailing the 154 undergraduate and graduate art education students at CCNY a link to a 34 question survey. (See Appendix A for survey

questions.) The survey was created using the Google forms application, where my participants filled out the survey anonymously. The first 22 questions were written by me. These questions related to types of fieldwork teacher candidates engaged in, the variety of places and teachers they observed, and what they may have gleaned from their experiences.

The remaining 12 questions were the short form from the Teachers' Sense of Efficacy scale (TSES), which is also known the Ohio State Teacher Efficacy Scale, written by Tschannen-Moran & Woolfolk-Hoy (2001). This scale, a result of research conducted by Tschannen-Moran & Woolfolk-Hoy in 2001, has now become a standard in any research relating to self-efficacy of teacher candidates or in-service teachers. Their research sought to improve existing efficacy scales that were limited by various issues, such as the fluidity of a person's confidence level relating to personalities, context of teaching, and experience. The result of their research was a survey that addressed efficacy in three main components of teaching. These components are student engagement, instructional strategies, and classroom management. When scoring the survey these three components are broken up to individual scores. However, for surveying teacher candidates, the survey is not broken up into the three components and instead is scored as a single factor. Tschannen-Moran & Woolfolk-Hoy (2001), found that for teacher candidates scoring three separate components was not distinctive enough to warrant the separation as they have yet to take on teaching responsibilities. The TSES was revisited a few years later by Fives & Buehl (2009) to determine if it remained valid and if the results of Tschannen-Moran & Woolfolk-Hoy (2001) could be replicated. The TSES was found to still be a highly effective way of measuring teacher candidate and in-service teachers' sense of self efficacy.

Scoring this survey, using only one factor for teacher candidates, an average score of five would be considered neutral, neither confident nor not-confident. A score of nine would be very or extremely confident and a score of one would be not at all confident. (Tschannen-Moran & Woolfolk-Hoy, 2001; Fives, H., & Buehl, M. M, 2009)

Interviews

Since the survey was anonymous, the participants self-selected if they would like to be interviewed by me. Once they submitted their contact information, I contacted them to set up an in-person, one-on-one interview. We met in a mutually convenient location on the CCNY campus. I recorded the interviews, and subsequently transcribed the recordings. I asked approximately 15 questions during a 30 minute interview. These questions focused on the participants' personal experiences with their fieldwork, connections with coursework and their overall feeling about their experiences and the effect on their self-efficacy. (See Appendix B for interview questions.)

Participants

As stated in my introduction, my fieldwork experience led me to question the way in which fieldwork affects self-efficacy in art education students when that is the only experience one may have observing or engaging with teaching in a classroom. As a result, I decided to only use my classmates as my participants. While this was a convenience sample, my interest was rooted in how the experience in this particular program affected the confidence level of art teacher candidates.

I knew that some of the CCNY art education students, in particular the graduate students, were already teaching or had some teaching experience. My research focused on the effect fieldwork has on building self-efficacy in those who have not been

teaching so fieldwork was the main source of experiencing real world teaching. So, for this research, my participants were CCNY art education undergraduate and graduate students who had no teaching experience and had completed at least ten hours of fieldwork experience.

Interview Participants

As stated in the data collection section, those who filled out the survey self-selected to be interviewed by submitting their contact information. Three people chose to be interviewed by me. All three were graduate art education students and completed at least 30 hours of fieldwork. Their names are Gladiola, Sara, and Cassidy. All names have been changed to protect the identity of the participants. Participants chose their pseudonyms.

Gladiola

Gladiola was in her first semester of the CCNY art education program. She has a Bachelor's degree in fine arts from a university in upstate New York. She has worked in various places, including working at summer camps, which sparked her interest in becoming an art teacher. She hasn't had much experience with traditional teaching, other than visiting the classrooms of her parents, who were both teachers. She currently works as a substitute teacher at a daycare center.

Gladiola has completed 45 hours of fieldwork, connected with three courses – two art education courses and one general education course. She completed her fieldwork at four different locations for various amounts of time. She has spent a week at a high school, one day at an elementary school, an event at a museum and working on a case study with an elementary school child.

Sara

Sara was in her third semester of the art education program at CCNY. She has a Bachelor's degree in photography and creative writing from a college in New York City. She had not planned on teaching but had always been interested in how people learn and train to become teachers. After working in retail for two years, she decided she wanted a more meaningful career that involved art making, so she decided to become an art teacher.

Sara has completed approximately 50 hours of fieldwork connected with three courses - one art education course and two general education courses. She has completed her fieldwork in five different locations, visiting most places only once or twice. She completed her fieldwork at a public high school, a catholic high school, an elementary charter school, a public elementary school, and a public middle school.

Cassidy

Cassidy was in her second semester of the art education program at CCNY. She has a Bachelor's degree in printmaking from a university in Ohio. She used to teach preschool and realized she wanted to transition from a general classroom to art education, in particular working with older students.

Cassidy has completed about 70 hours of fieldwork connected to four courses – three art education courses and one general education course. She has completed her fieldwork in a high school, elementary school, and the preschool which she currently works in as an assistant teacher.

Limitations of this study

Limitations of this research are mostly based in the fluidity of a person's sense of efficacy and confidence in their abilities. As a result of the nature of this study, I only was able to measure a teacher candidate's self-efficacy at one point during their teacher education and participation in fieldwork. Their self-efficacy could possibly increase or decrease with the amount or types of experiences they may have in the future. I am capturing a moment in time, not a full picture of the effect fieldwork has on the participants.

Another limitation or element that is hard to account for is the personality of a teacher candidate. As stated earlier, personality has a huge impact on a person's level of confidence (Jamil, Downer, & Pianta, 2012). The overall confidence level of the participant could greatly affect their sense of self-efficacy when it comes to teaching. If someone, in general, is very confident in themselves they would most likely feel the same about teaching. On the other hand, if someone does not have a lot of confidence they may not feel confident about their teaching abilities. This could affect any experience they would have in their teaching training.

Analysis

Survey

As stated earlier, I created my survey using the Google forms application. This application provided a feature that aggregated the responses and created a summary of the data. For the 22 questions that I wrote, I used open coding to determine common aspects of fieldwork across the answers of all the participants. To analyze the 12 questions from the TSES survey, for each participant I added up the values from each

question and found the average. I then used those numbers to find the average of all the participants.

Interview

After transcribing the recordings from my interviews, I used open coding to find common elements among all three interviewees. I highlighted key points and compiled and organized these quotes into themes. Once the themes were determined I reexamined the transcription to find any related comments connecting themes to other more idiosyncratic experiences or comments from the interviewees.

FINDINGS

I received ten responses to my survey, with three people submitting information to be contacted for interviews. Two respondents were undergraduate students and eight were graduate students, with all respondents having completed at least 30 hours of fieldwork, observing at least three different teachers in schools.

Survey Results

As stated in the section on methodology, I was interested in any overall or general trends regarding fieldwork and self-efficacy for respondents. The majority of respondents believed that fieldwork, along with interactions with fellow classmates and professors were the most helpful aspects of the teacher education program in building their self-efficacy. 60% of respondents believed that less than 25% of their coursework was directly related to their fieldwork, but this did not affect their confidence level in becoming a teacher. The respondents engaged in observations and discussions with the teacher for the majority of their fieldwork, spending about only 25% of their time in a classroom interacting with students or helping the teacher with the preparation, teaching, or cleaning up after a lesson, with the remaining time only observing.

The average of all the scores of the TSES was 6.325, out of a possible 9. The lowest score was a 2 and the highest score was a 7.67. As stated before, a high score indicates a strong sense of self efficacy. The average score of 6.325 indicates a somewhat high sense of self-efficacy.

Interview Results

As stated above, I interviewed three people who submitted their contact information when completing the survey. Gladiola, Sara, and Cassidy were very

forthcoming and honest about their experiences with fieldwork. Gladiola and Sara both had low self-efficacy or confidence levels before entering the program. For both of them this was a result of not having any teaching experience. They were unsure of all the elements that went into becoming a teacher and then being an effective educator. However, being in the program, and especially participating in fieldwork, in general, has raised their confidence level. Gladiola said “I had this vision that teaching is going to be crazy and madness, and when I watched the teachers in their chaotic moments it didn’t seem as scary as I imagined it” (Interview, 4/19/20). While in general their confidence is now higher, there are certain elements that have worried them about having the right experience before they need to student teach or have their own classroom.

While Gladiola and Sara's confidence level has risen while going through the program, Cassidy's has fallen. Before entering the program she had a high confidence level, however now that she has finished two semesters, her confidence level is much lower. She attributes this to being confused about the guidelines for fieldwork and her belief that the program focuses too much on assessments and defending arts education. She believes these topics to be important but would like a stronger emphasis on creating lesson plans, learning or practicing art making techniques, and learning how to create a positive environment for future students.

As stated earlier, to find what elements of fieldwork affected the interviewees' sense of self-efficacy I used open coding to find three common themes among all the interviews. The three themes are - exposure to practical teaching techniques, time spent at fieldwork, and connection between the fieldwork and their coursework.

Exposure to practical teaching techniques

All three interviewees found fieldwork to be extremely helpful in gaining exposure and providing an opportunity to observe practical teaching techniques such as classroom management, interactions with students, and teaching methods. Observing teachers gave Gladiola, Sara, and Cassidy an opportunity to observe elements of teaching that they felt were not addressed as much in their graduate courses, which did affect their confidence level. They understood that it is nearly impossible to be prepared for every situation they may encounter as teachers, but not knowing how to manage a class or lead a discussion made them worried about their ability to do it in the future. By observing teachers manage their students' behavior or the way they talked to the students gave them more confidence.

Classroom management

Gladiola observed a teacher whose students were continuously focused, receptive, and engaged in the lesson. She observed that the students would mirror the energy and attitude of the teacher. Sara and Gladiola observed classrooms where the teacher would yell and talk down to the students as a way of trying to correct behavior. This did not seem like an effective tactic to either Gladiola or Sara, because they observed that the students would be more tense and unfocused when the teachers would yell at them. However, experiences like this allowed for learning what type of teaching techniques they would not like to use in their own classrooms. Observing how teachers handled classroom management was a source of confidence for both of them because it showed them ways to run a classroom well and be able to handle conflicts with the students in an effective way.

In many of Sara's observations she noted how many students were in the classroom, in particular the ratio of student to teacher/staff, and how that affected the classroom management. She observed that with a higher number of students in a classroom it was more difficult to keep the students focused.

This was a particularly important element for my interviewees to observe because they felt this was a difficult aspect to learn when sitting in a graduate school course. Sara stated that she is happy she can observe teachers manage their classroom "because we don't learn classroom management techniques or the psychology behind classroom management, in our program. We might talk about them but that's kind of something you have to learn about when you are actually doing at the job" (Interview, 4/21/2015). They all realize that often classroom management has a lot to do with the dynamic of the particular students in a classroom, so it would be difficult to teach that in a graduate course. Not having that instruction, however, had led to some lower confidence levels until they were able to see examples of techniques during their fieldwork.

Teacher student relationship

Gladiola and Cassidy all observed the importance of a strong and respectful relationship between teacher and students. In their experience it was closely tied to the classroom management, but they realized that it often did not stop there. They observed environments where students felt comfortable and safe enough that they would visit the art room during lunch or free periods. Teachers and students talked to each other with respect. They appreciated observing these types of relationships because it showed them that teachers can have a friendly attitude while still maintaining control over the classroom and their students.

Sara, on the other hand, observed teachers who were a little bit stricter, which she found to be very helpful. She found that a tough but fair attitude allowed for more structure when need be, and more openness and creativity when that was appropriate. She even got advice from one of the teachers she observed that as a newer teacher you should always be tough and strict the first part of the year to help figure out which of your student can follow the rules and which cannot, or which students need additional help. This advice gave Sara confidence in her future teaching because as a physically petite person, she feels she needs to be a bit tough for her students to respect and take her seriously.

Teaching methods

Gladiola, Sara, and Cassidy found fieldwork to be very helpful to see how a lesson actually unfolds during a class, in particular how to lead an effective and rich discussion. As with classroom management, this is not something easily taught in a graduate course. How a lesson progresses is very dependent on students' prior knowledge, their grasp on the current topic, and their participation. While a teacher should plan for as many outcomes as possible, it is hard for a teacher candidate to do so when presenting a lesson plan as an assignment for a course. All three interviewees observed how teachers led discussions that from an outside perspective seemed to flow very organically, even though it may have been all planned.

Cassidy and Sara noted how the teachers they observed how teachers encouraged the students to ask questions and how that determined where the lesson progressed. Cassidy stated,

I constantly saw kids asking questions, which means they are interested. They asked questions about how [the lesson] affects what we are doing in the long

run. If we are doing x and y, how does it make z. The questioning part will lead to more learning. (Interview, 4/30/2015)

This was very helpful for Cassidy, because she wants to have students question everything they are learning, not to be disrespectful, but to be engaged in what they are learning and why they are learning it. Sara noticed “how teachers lead discussions because those are kind of magical. Good teachers always have the right way of making learning experiences out of things students will ask during a discussion” (Interview, 4/20/2015). They both understood that this is a skill that will most likely be honed overtime once they are in the classroom working with real students.

Time spent at their fieldwork

All of the interviewees chose to visit multiple locations for their fieldwork requirements. This meant they did not spend an extended period of time at any one location. The most any one of them spent at one location was a week. Overall, they all believed that the more fieldwork they did, no matter how many locations they visited, the more confident they would become. However, they did see the advantage in observing in a place for an extended period of time. For Gladiola, one of the most influential experiences she had was when she was able to spend a week at one school. She stated,

I feel like it really helped me to see the lesson unfold and see how the kids interact from one day to the next. How the teacher interacts with them from one day to the next. So, I feel like being there for that chunk of time was beneficial. (Interview, 4/19/2015)

She noted that she got a better sense of why the teacher did certain things or why a lesson was progressing in a certain way when she was able to see a class multiple times.

Sara had difficulty finding a teacher that would allow her to observe more than once or twice. At the few places she was able to visit multiple times her opinions of how the class ran changed the more she visited the class. The more she observed a class the more she understood the reasons behind why the teacher ran the class a certain way, or implemented certain techniques and not others.

Connection between fieldwork and coursework

The connection between the fieldwork and coursework was a topic that was brought up many times by all three interviewees. This was to be expected, because fieldwork is a course requirement for many of the general and art education classes, as stated earlier. Overall, the interviewees believed that fieldwork was a great supplement to the information they were learning in their coursework. Gladiola stated “I think it definitely ties in to what we're learning in our courses. You see it firsthand. It's not just these ideas just floating around. It makes it real” (Interview, 4/19/2015). Sara had a similar sentiment.

Fieldwork was the shock of what it really is like in a school, as opposed to the concepts of what you are learning about in our courses, which sound nice but when you are dealing with people, it isn't quite so clean and perfect. It's a little messier and more interesting. (Interview, 4/20/2015)

It is clear that doing fieldwork was a great way to see the practical applications of what was being learned or discussed in the courses.

The way the professor handled the fieldwork component and related assignments had the most impact on the strength of the connection. The interviewees discussed two main elements pertaining to the connection between fieldwork, coursework, and the effects on their self-efficacy. The two elements are the introduction to fieldwork and course content related to fieldwork (assignments and discussions).

Introduction to fieldwork

From the beginning of their time in the program, the interviewees felt that the requirements and expectations for fieldwork were unclear. All three interviewees believed that they did not receive enough information from their professors about what was expected from them for their observations. Professors either did not know that the graduate students needed to do fieldwork or gave little to no instructions or guidelines on what the graduates should focus on when completing their fieldwork. They also did not think they received any in depth information to the fieldwork requirement in an orientation.

Sara and Cassidy were in one particular class together where the professor was new to the program and, according to them, not an effective educator. When asked if any guidelines were given out before they needed to start their fieldwork, Cassidy stated "I don't think so. Because the teacher who I had didn't know anything about the fieldwork so we never got guidelines or directions about it" (Interview, 4/30/2015). Having this as their introduction to fieldwork caused them to worry about the whole process and its effect on their teacher education.

Gladiola was also unsure of what the expectations were for fieldwork, in particular how the assignments for the courses would tie into what she observed. She

admits that this may have been because she did her fieldwork earlier than most people in the class.

I did my fieldwork really early, because I didn't have a job and I didn't know how busy I would be later on. So, for like the art class, we learned about the Blue Print and the edTPA lesson plan. But it kind of came a little after I did it, so I was able to reference that, in my mind. But I feel like it would have been nice to know about that while I was in there. (Interview, 4/19/2015)

Here we see a case of where the guidelines, directions, or contextual information may have been given at some point, but Gladiola had already completed her fieldwork and may have missed important connections.

Course content and fieldwork

All three interviewees had assignments that were based on their fieldwork experiences. It was unclear, however, how effective these assignments were to scaffold the interviewees fieldwork observations. For example, Gladiola had to do a case study on a student for a literacy class she was taking. Not only was it difficult to set-up time to work with an individual student, but the assignment as a whole was unclear. She stated,

The professor just gave us a stack of papers and said 'just do this'. But there was not enough direction to what we are actually supposed to be doing. She seems knowledgeable about the subject, but the fieldwork is just kind of confusing.

(Interview, 4/19/2015)

This is also another example of how the professor's actions affect the effectiveness of the assignment and the fieldwork. Gladiola continued to mention how the confusion around the assignment made her feel like the fieldwork she was doing was not as useful as some of her other fieldwork experiences.

In their experience, there were also not a lot of in-class discussions about what was being observed in the fieldwork. Cassidy and Gladiola both said that there have not really been any formal or continuous discussions in their courses about what they were observing in their fieldwork. Cassidy said that when the course discussion does turn to fieldwork observations, what she is seeing is not being discussed. She is worried that she is not having the right experiences or taking note of the correct teaching elements, which in turn lowers her confidence in her future teaching abilities.

DISCUSSION

This research sought to find the effect fieldwork has on the CCNY art education teacher candidates' teacher self-efficacy. I had interest in this topic because of my experience in the undergraduate art education program at CCNY. I did not have the confidence in my teacher abilities because I was unsure if I had the right experiences during my fieldwork observations. Since fieldwork should be a major component to the teacher education program, I wanted to research how my fellow classmates felt about their fieldwork experiences and the affect it had on their confidence level to be an effective teacher.

The literature I reviewed indicated the importance of fieldwork for teacher education as it is a way for teacher candidates to observe teaching in practice. One major thing that surprised me was the lack of research on the way art teachers are trained. There is a significant amount of research in to the importance of art education for children, the various ways art should be taught, and how it can help in all areas of life. However, there is not much insight into best practices for training those who will possibly make great strides in the future of art education.

The other thing that surprised me was it seems to be common or expected that beginning teachers struggle to get their bearings in the first few years, as researched by Killeavy (2006). But there does not seem to be much research in how to create wide spread change to the current teacher education programs to prevent much of the struggle beginning teachers may face.

My findings indicate that more focus needs to be placed on the fieldwork component in the CCNY education program, both for art education and general education. One of the major takeaways from my interviews was the effectiveness of fieldwork in increasing a student's self-efficacy was largely dependent on the professor

and the course. If the professor did not put much emphasis on the requirement, or explain what needed to be done for an assignment, it would lead to a more negative experience when completing fieldwork. I assert that if the opposite happened, if there was a thorough discussion of what needs to be done for fieldwork or related assignments, teacher candidates would glean much more from their fieldwork observations.

Another major takeaway was the importance of spending a significant amount of time in one place when doing student teaching. When the interviewees only visited a school or teacher once or twice, they did not seem to have a huge grasp on the reasons why teachers did certain things or whether or not the students' behavior was normal. When they visited schools multiple times, as Gladiola did when she spent a week at one school, they were able to see how a lesson unfolds over time and any connections between what a teacher does during one lesson to what they have planned for any subsequent lessons. It is hard to get an accurate picture when seeing anything just once. It is possible when observing a class only once to get a false sense of behavior issues, comprehension of material, and overall environment of a class.

Overall, the participation of art teacher candidates in fieldwork does seem to have a great effect on the teacher candidates' sense of self-efficacy, particularly when the observations are a positive experience and the professor gives clear and effective guidelines. Spending more time with a teacher to see how lessons unfold, how teachers manage a classroom, increases the positive effect. While it may be impossible to ensure that all the teachers the CCNY art education teacher candidates observe are effective teachers, it is possible to ensure that the connection to between the fieldwork and the courses be as strong as possible.

FURTHER RESEARCH

I believe my research is just a drop in the bucket in what can still be studied in the realm of fieldwork and self-efficacy for art teacher candidates. In particular, the research I performed could be enhanced if studied over time, following teacher candidates from the start of their time in an art education training program to the time they graduate. This would give more accurate insight into the way fieldwork affects self-efficacy over time, to see whether it steadily grows, falls, or fluctuates. It could also be researched how the self-efficacy of art teacher candidates in one program relate to those in another program.

Further research should also be done into creating a course or seminar that solely focuses on fieldwork that teacher candidates attend in conjunction with their regular courses. This seminar would provide more structure, guidelines, and opportunities for discussion about the observations teacher candidates are having in their fieldwork. This would be supplemental support to assignments teacher candidates are assigned in their other courses. This would also provide a space for teacher candidates to connect the content they are learning in their general education classes to any art related fieldwork.

CONCLUSION

Experience is said to be the best teacher. This may be a cliché we often hear, however in the field of teacher education it is believed that time spent observing a veteran teacher in a classroom while participating in a teacher education program is of the utmost importance (Hughes, 2009; Killeavy, 2006). While teacher candidates work their way through their program, fieldwork not only exposes them to the profession it challenges and improves their theoretical learning and understanding about teaching. Fieldwork gives teacher candidates a chance to learn in an environment that mirrors the conceptual learning from coursework (Hughes, 2009; Chiang, 2008; Loyens & Gijbels, 2008; Parkison, 2009).

My research into the topic of fieldwork and self-efficacy has strengthened my belief that to ensure success for our future students, the training of teachers needs to be highly effective. Training programs must include as many opportunities as possible for teacher candidates to learn practical skills alongside educational theories. Experiencing fieldwork that is relevant and connected to the information obtained in coursework will give teacher candidates the confidence to be a strong teacher. Strong, effective teachers will lead to successful students.

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Appendix A – Survey Questions

Are you a/an: *

- Undergraduate Student
- Graduate Student

How many hours of fieldwork have you completed? *

- less than 20
- 20-30
- 30-40
- 40+

In what type of locations have you done your fieldwork? *

- School
- Museum
- After-school
- Community Group
- Other:

How many different teachers have you observed? *

- 1-3
- 3-5
- More than 5

What were the age ranges of the students you observed? *

- Birth - 6 years old
- 7-11
- 11-14
- 14-18
- 18-21
- 21+

How helpful have the following areas of the teacher education program (art or general education) been on your confidence level? *

1 - Not very
helpful

2

3

4

5 - Very
helpful

Course
assignments

Assigned
readings

Presentations
(student led)

Fieldwork

Course
discussions

Interactions
with other
students in
the education

1 - Not very helpful

2

3

4

5 - Very helpful

program

Interactions with professors

What percentage of your coursework (assignments or discussions) is or was directly related to your fieldwork experiences? *

- 1-25%
- 25-50%
- 50-75%
- 75-100%

Does a connection between coursework and fieldwork make a difference in your confidence level in becoming a teacher? *

- Yes
- No
- Not sure

Thinking of all your fieldwork experiences to date, what percentage of your time was spent in the following ways? *

None of the time

25%

50%

75%

100%

Observation (no interaction with students)

Assisted teacher with preparing or cleaning for class

Assisted teacher with lesson

Interacted with students

Discussed observations with teacher

Did the teaching style of the teachers you observed affect your confidence level? *

- Yes, in a positive way
- Yes, in a negative way
- No
- Not sure

In regards to your observations during fieldwork, what reflective activities did you engage in? *

- Note taking or journaling
- Discussion with classmates
- Discussion with professors
- Discussion with observed teacher
- None
- Other:

Do you have a high level of general self-confidence? *

- Yes
- No
- Not sure

The following questions are designed to help gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. *

1 = Nothing	2	3 = Very Little	4	5 = Some influence	6	7 = Quite a bit	8	9 = A great deal
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How much
can you do to
control
disruptive
behavior in
the
classroom?

How much
can you do to
motivate
students who
show low
interest in
schoolwork?

How much
can you do to
get students
to believe
they can do
well in
school work?

How much
can you do to
help your
students
value
learning?

To what

1 = Nothing	2	3 = Very Little	4	5 = Some influence	6	7 = Quite a bit	8	9 = A great deal
----------------	---	-----------------------	---	--------------------------	---	-----------------------	---	------------------------

extent can
you craft
good
questions for
your
students?

How much
can you do to
get children
to follow
classroom
rules?

How much
can you do to
calm a
student who
is disruptive
or noisy?

How well
can you
establish a
classroom
management
system with
each group
of students?

How much
can you use a
variety of
assessment
strategies?

To what
extent can
you provide
an alternative
explanation
or example
when
students are
confused?

How much

Appendix B – Interview Questions

- General opinion on the fieldwork component. Summary of the places you did your fieldwork? Types of classes/teaching you observed? What was your role (more observant or interacted with the kids?)
- Most influential fieldwork experience? Why was it most influential?
- Observe teachers whose methods you agreed with, didn't agree with?
- Confidence level entering the program?
- What have you learned from fieldwork about yourself as a teacher? Tactics you want to employ, energy, anything from what you have seen.
- Learned more from courses or fieldwork? Strong connection between the two? Either through literature, assignments or discussions? Did the professors give any assignments?
- Has there been anything else about fieldwork that you feel has been really helpful in learning how to teach?
- Where do you plan to teach?
- Why do you think it is important to complete fieldwork in general, especially connected to a course?
- What other sort of post fieldwork activities have you done?
- Was there one aspect of the fieldwork that you felt yourself continuously taking notes about? Was there an element you were drawn to?
- What are your goals for your future fieldwork? Any plans to try to observe something different or stay with what you know works?
- What helps you increase your confidence level? In teaching? In general?
- Anything else you think I need to know?
- How do you feel about the difference between either the courses or professors in general, between the art education and general education? Do you feel like they treat the fieldwork differently?