Learning While Building: Enhancing Opportunities for Teacher Candidate Development Within Professional Development Schools Through Programmatic Analysis

Valerie Widdall
SUNY Cortland

Andrea Lachance
SUNY Cortland

John Livermore
Cazenovia College

This study investigated the impact of differing models of practicum placements on teacher candidates' (TC's) abilities to practice teaching skills and receive feedback on their teaching. Within the Professional Development School (PDS) model TCs were placed as cohorts in a single PDS site with at least one college faculty member assigned as a liaison, and within the Traditional model TCs were placed across a variety of schools without college faculty connected to the various school sites. Teacher candidates completed a survey with Likert scale and open-ended items to measure TCs' perceptions of how much time they spent teaching lessons and how much feedback they received on their teaching within each model. T-tests and ANOVAS were used to analyze the survey data, indicating TCs within the PDS model reported spending more time in schools and receiving greater feedback from host teachers than TCs in other models.

Introduction

For years, teacher educators have postulated about the importance of field experiences in shaping the quality of novice educators (Darling-Hammond, 2006b; Dewey, 1962; C. F. o. Education & Profession, 1986). As a result, much research has been conducted on the impact of field experience on teacher effectiveness. While no singular field experience model has been proven universal in all situations (Wilson, Floden, & Ferrini-Mundy, 2002), some characteristics of high quality field models, such as excellently trained mentors (Allen, 2003) and collaboration between college faculty and host schools, have shown positive results on teaching effectiveness (Capizzi, Wehby, & Sandmel, 2010; Darling-Hammond, 2010; McDonnough & Matkins, 2010; Scheeler, McKinnon, & Stout, 2012; Young, 1990).

The purpose of this research was to examine the relationship between field placement design and teacher candidates' (TC) ability to practice teaching and gain feedback from host teachers and college faculty on their teaching efforts. The research examined two different models of structuring early field experiences for TCs in order to ascertain how each model affected the amount of time a TC was able to practice teaching and gain feedback on those efforts. One field placement model was situated within Professional Development Schools (PDS) and the other field placement model use several school districts throughout the area without any formal agreement with schools. Literature on both clinically-rich teacher preparation and PDS partnerships informed the structure of this study.

Literature Review

In 2010, The National Council for Teacher Accreditation (NCATE) issued an executive summary stating:

> 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)

In this report, NCATE (2010) further called on teacher preparation programs to create clinical internships that took place in "school settings that are structured and staffed to support teacher learning *and* student achievement" (p. iii). NCATE (2010) urged programs to "require that candidates be supervised and mentored by effective practitioners, coaches, and clinical faculty" (p. iii), which could be more easily enacted within a Professional Development School.

While PDS is not new to teacher education, leaders such as those in the Holmes Group (1990) advocated for teacher preparation programs to develop sites where highly skilled mentor teachers guide novice teachers. Within a PDS, school and college personal work in collaboration to co-plan a clinically rich field experience where novice teachers learn and practice teaching (Darling-Hammond, 2006a). Research on highly developed PDSs suggest graduates of these field placement models feel more knowledgeable and prepared for teaching (Castle, Fox, & Fuhrman, 2009; Gettys, Ray, Rutledge, Puckett, & Stepanske, 1999). Gettys et al. (1999) studied the perception of stakeholders within PDS's such as teachers, professors, and TCs. In Gettys et

al. (1999) study, researchers aimed to measure perceptions of the PDS experience through a Likert survey that included thirty questions around four major topics: curriculum/planning, roles, university PDS partnerships, and perceptions. While Gettys et al. (1999) found varied responses on items within stakeholder groupings, overall "all groups expressed a value for students' exposure to realities of life in the classroom" (p. 17). Clearly those within a PDS model perceived their experiences as having more value through more applied experiences and all stakeholders found a mutual benefit.

In a similar study, Castle et al. (2009), studied differences in TCs at the point of licensure who learned in field models connected to PDS versus those who learned in field models that were not connected to a PDS. Using both quantitative and qualitative measures such as end of year evaluations, portfolio presentations and written reflections, researchers found TCs who participated in field models within a PDS showed greater reflective ability and demonstrated better connections between theory and practice (Castle et al., 2009). Likewise, Polizzi (2009), interviewed 14 PDS alumni and found the use of full immersion PDS to be transformative to novice educators. By immersing teaching candidates in an authentic field experience and by providing strong mentorship TCs believed they connected better to theoretical ideas and to real-life situations (Polizzi, 2009). In another study on the effects of TC's connections with pedagogy, McDonnough and Matkins (2010) found that TCs imbedded within a PDS versus those outside of a PDS, indicated greater gains in self-efficacy or perceived effectiveness of their own teaching, particularly when TCs had the opportunity to receive feedback from an expert teacher or college faculty member.

Much like other professions that require performance, practice without feedback is much like playing a sport without a coach; feedback from highly trained mentors is imperative to creating highly trained novice teachers. Research supports TCs' ability to practice teaching in that successful learning occurs when one is provided the opportunity to apply and refine what has been learned (Bransford, Brown, & Cocking, 2000). Ball and Cohen (1999), furthered this idea stating, "Professional education must be education for professional practice if it is to be either professionally responsible or usable" (p. 12). The ability to practice does not happen in isolation and a primary aim of PDS is to develop "*school practice* as well as the *individual practice* of new TCs" (Darling-Hammond, Hammerness, Grossman, Rust, & Shulman, 2005). Therefore, creating a PDS is more than defining a space where TCs can practice teaching; a

clinically rich PDS would also serve as a space to allow TCs to receive feedback on their teaching in order to improve their craft.

Numerous research studies demonstrate the positive effects of supervised field experience and mentor feedback on TC's development as novice teachers. Scheeler et al. (2012) studied the effects of immediate feedback on TC's development of specific teaching skills. In this study, college faculty used ear bud technology providing direct feedback to TCs while teaching. Comparing two groups of two students, they found students who received direct and "immediate feedback, delivered via webcam or Bluetooth technology, was successful in increasing" effective teaching behavior (Scheeler et al., 2012). Teacher candidates were able to immediately adjust their teaching based on feedback from their professors and the use of the earbud technology made these adjustments seamless with little distraction to student learning. Moreover, TCs were able to see the effects of the suggestions in real time rather than waiting for another opportunity to enact the specified suggestions.

In a separate study, Capizzi et al. (2010) studied three TCs in a graduate special education program to measure the impact of feedback on TC's effectiveness via analytical observations. Analytical observations were conducted via video technology. College supervisors systematically consulted with TCs while collaboratively watching their recorded lesson, in order to improve their analytical skills in relation to specific teaching qualities seen on video footage. By focusing TC's reflective practice while viewing the recorded lesson, Capizzi et al. (2010) found instruction improved because TCs had expert consultations. In both studies, the capacity to have highly trained mentors providing feedback was meaningful for the TC's growth as an educator.

From this review of the literature, it is clear a field placement model that allows TCs to practice teaching while being observed by mentors, receive feedback on that teaching from mentors, and reflect on that feedback to improve their practice is beneficial to the development of strong teaching skills. In addition, the literature seems to indicate that PDS structures often support this type of field placement model. Yet, because PDS structures differ from university to university and sometimes even differ within a university, further study of field placement models within different PDS structures is needed to better define the merits of each model (Darling-Hammond et al., 2005).

Research Context

In the spring of 2012, faculty in our large Childhood/Early Childhood Education (CECE) teacher preparation program began to consider how to implement some of NCATE's recommendations for developing more clinically based programs and began to focus specifically on how we structured early field experiences for our many candidates. Some of this consideration stemmed from the context in which this program operated. This program has always been large, with yearly enrollment averaging approximately 800 teacher candidates over the last five years. In addition, the institution is located in a largely rural area with only two medium sized cities about an hour from campus. This makes finding appropriate early field placements for our numerous TCs challenging, even in the best of times.

However, 2012 was not the "best of times." With the awarding of a federal Race to the Top grant in 2010, our state was in the midst of a major overhaul of the entire public education system. By 2012, P-12 schools were required by new state regulations to implement dramatic changes in curriculum and student testing. In addition, school districts were just beginning to implement newly mandated teacher evaluation systems, which by state regulations had to connect teacher effectiveness to their students' performance on standardized tests. As a result of the increased stakes for teachers related to student performance, the perennial challenge of placing a large number TCs in local schools became exponentially more difficult for our large CECE teacher preparation program. With so much on the line for themselves, their students, and their schools, both teachers and administrators were less willing to host TCs because of the need to focus solely on meeting new state standards for performance. Those schools and teachers who did agree to host TCs often wanted to limit how much direct teaching the TCs could do in these early field experiences so as not to negatively impact student performance on tests.

The issues faced by our school partners back in 2012 was only part of the motivation for faculty in our CECE program to revise our program's "traditional model" for early field experiences and make them more supportive of TC's learning. Because of the size of our TC population, our traditional model for making early field placements involved canvassing all our local districts throughout the region in hopes of recruiting as many individual teachers as possible to volunteer as host teachers for CECE practicum students. We then placed TCs with volunteer hosts, even though placements were often far from campus and individual teacher candidates in the same section of a field experience course had placements in a wide variety of

schools. Some TCs would be in very diverse, urban schools about an hour from campus while others would be in very small, non-diverse rural districts close to campus. In addition, because TCs were spread out over so many different schools, faculty were unable to supervise TCs in their placements. This meant faculty relied on TC's reflections and reports, along with some limited feedback from host teachers, to assess how TCs developed as teachers.

After much deliberation regarding the limitations of our traditional model for early field experiences and the constraints faced by school partners, CECE faculty decided to pilot an early field experience model where TCs were placed within Professional Development Schools (PDS). This decision to move towards a PDS model for early field experiences corresponded to research on PDS models, which suggested graduates of these models feel more knowledgeable and prepared for teaching (Castle et al., 2009; Gettys et al., 1999; Polizzi, 2009).

However, our pilot version of PDS differed from some other models of PDS discussed in the literature. In our version, we matched one section of a given early field placement course with one school. All of the TCs in that section were placed in that one school and the college faculty member teaching that course acted as a college liaison and supervisor for that host school. Having a faculty member directly supervising the practicum students in a given school alleviated some of the concerns school partners had with hosting TCs during a time of newly created high stakes accountability structures for districts. We found schools more open to hosting TCs knowing there was a clearer connection to the college and the college faculty member teaching that field experience course. In recognizing the primary difference between our traditional model and our new PDS model (see Table 1), we sought to investigate how each model impacted our TCs.

Participants/Setting

As discussed above, participants in this study were teacher candidates in a large (800 enrolled students) Childhood/Early Childhood Education teacher preparation program at a college located in a rural area where students are primarily white females who are either juniors or seniors. As described above, TCs were required to complete 50 hours of field experience in two different pedagogy courses referred to as Block I and Block II. In Block I, TCs were enrolled in five education courses at once and for most, this was their first experience in the field. During Block II, TCs were enrolled in only two education courses and this experience was

directly prior to student teaching. As we moved towards a PDS model for practicum, we sought to create models that utilized a cohort method for placements, which meant an entire class was placed in only one elementary school. Our existing Traditional model for field experiences utilized several schools and TCs were placed as far as 60 miles from campus, which severely limited college faculty members' ability to observe TCs in the field. For the most part, TCs in Traditional model placements were rarely physically supervised in the field and college faculty had little to no contact with host teachers or host schools. This isolating dynamic changed as PDS models were created in that the collaborative element between host schools and college faculty became a greater focus. In addition, because TCs were placed within one building the opportunity for faculty observation was greater.

Data collection began in the Fall of 2012 and Spring 2013 with only Block I TCs. During this collection year, we had two new PDS sites and each site absorbed one cohort of TCs a piece. The rest of our students were in Traditional sites. As data collection continued over several years, so did our expansion of PDS sites. By the Spring of 2016, our department created eight PDS sites where TCs were placed and each site had a different school culture making each PDS site unique. However, all TC responses were only identified as belonging to a PDS or not; individual differences between PDS sites was not analyzed.

Data collection continued to the Spring of 2016 with the exception of the Fall 2013/Spring 2014 semesters, which has subsequently not been included in data analysis. During this collection period of six semesters, we had 728 students take the field experiences courses under study and 236 students who completed the survey. See Table 1 for a breakdown on number of students placed within a PDS and number of those placed within a traditional field model. Because of the expansion of our PDS model, the number of TCs in PDS settings increased from 35 in Fall 2012 to 88 in Spring 2016, a percent increase of 151%, while those placed in the Traditional model decreased from 60 to 13, a percent decrease of 78%.

Table 1

Response Rate By Semester

	Respondents to Survey			Total Student Population			
Semester	PDS	Traditional	Total	PDS	Traditional	Total	Response Rate
Fall 2012	15	38	53	35	60	95	55%
Spring 2013	26	28	54	38	79	117	46%
Fall 2014	16	9	25	92	68	160	15%
Spring 2015	19	2	21	111	39	150	14%
Fall 2015	33	9	42	89	16	105	40%
Spring 2016	32	9	41	88	13	101	40%
Total	141	95	236	453	275	728	32%

Methods/Instrumentation and Variables Measured

To measure the frequency and ability for TCs to practice teaching within their placements and receive feedback on that teaching, an electronic survey tool was sent, via email, to all TCs participating in a practicum course. Teacher candidates then had the choice to complete the survey or not. This survey was administered during the last week of classes each semester, beginning in the fall of 2012. The survey prompts TCs to identify the field placement model in which they completed their hours and to estimate the amount of time spent practicing teaching and the amount of feedback received on their teaching. Teacher candidates were also asked to answer a variety of questions related to these issues using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). For example, Likert scale items related to observations of teaching and feedback received include the following:

1. Every time I led a lesson my host teacher observed my teaching.
2. Every time I led a lesson, my host teacher provided feedback on my teaching.
3. My college professor visited my host school during my practicum placement.
4. Every time I led a lesson my college professor(s) observed my teaching.
5. I received feedback on my teaching from my college professor(s), which helped me improve my teaching.

Additionally, TCs were prompted to provide descriptive data such as cohort section, major, grade level practicum was completed in, college grade point average, and previous pedagogical course work completed. Items prompted students to indicate the number of lessons completed as well as their total number of field placement hours completed during the semester. The survey included open-ended questions, prompting TCs to comment on previous teaching experience, specific skills gained from host teacher and college professor, and identifying specific activities and lessons completed during their practicum experience. All data was merged and imported into SPSS. Data was analyzed with SPSS using independent samples t-test and ANOVA.

Results

When data collection first began the Traditional model of placing TCs in the same section over a variety of schools dominated the practicum design. As noted above, over the past four years more TCs were moved into the PDS program and the number of TCs in Traditional practicums decreased significantly, which corresponded with our departmental decision to move more towards a PDS model for practicum placements. See figure 1 for distribution of placements over time.

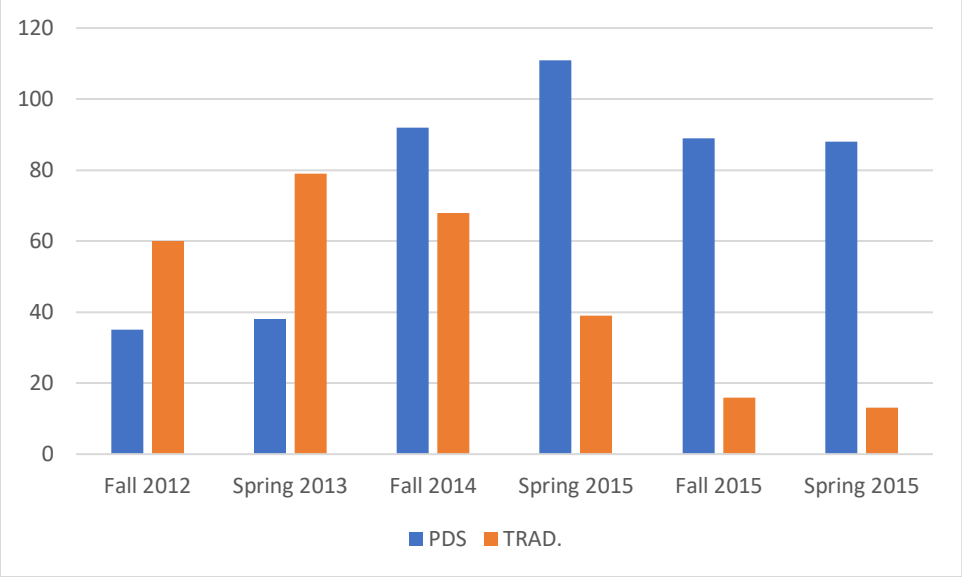

Figure 1: Total number of TC's placed into a PDS versus Traditional Model

Analysis of survey items showed varying effects of the different placement models on different aspects of the field experiences. For example, in regards to hours spent in the practicum placement, TCs in the PDS group indicated they spent more hours in their practicum schools than the TCs in the Traditional model. On average, the TC's within a PDS reported spending 60 hours whereas those in the Tradition model reported spending only 50 hours within the host classroom. A T-test was conducted to determine if this difference was significant and this data demonstrated that this difference was significant ($t = 5.448; p < 0.01$).

However, analysis of survey items related to the number of lessons TCs were able to execute within their placements was more mixed. While the data showed the PDS group in this sample taught more lessons, on average, than the Traditionally placed group ($PDS\ \mu = 2.31;$ $Traditional\ \mu = 2.5$) the difference was not significant ($t = 1.17, p = 0.311$). Moreover, in both models the number of lessons taught is minimal, with only 2.21 lessons taught on average over the course of the study.

In order to better understand this shift in number of lessons taught over time we created a means plot, (see figure 2). The trend analysis illustrated a decrease in the number of lessons TC's reported teaching in the PDS model over the course of the data collection period (M = 2.31). An ANOVA test was run to see if these differences were significant. The results showed a significant difference among the means ($F = 4.403; p = 0.01$). Post Hoc analysis indicated the Fall 2015 and Spring 2016 semesters had a significantly lower mean number of lessons taught in the PDS model than during the Fall 2012 semester.

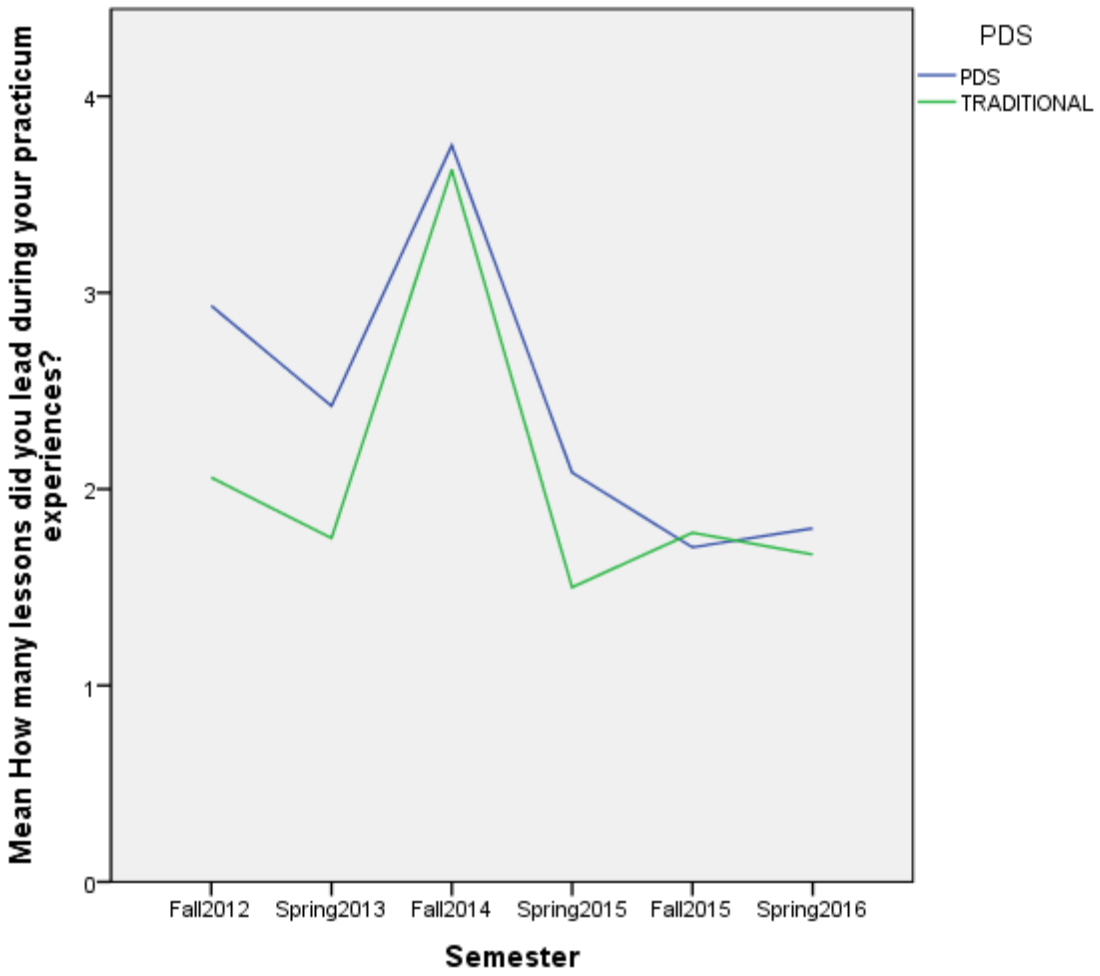

Figure 2: Average number of lessons taught by Teacher Candidates

A similar analysis was run to examine mean number of lessons taught by TCs in the Traditional model (M = 2. 5). In this case, the means plot indicated a declining trend, but it was not as substantial as the declining trend in the PDS model. Also, the ANOVA showed no significant differences between the means from the various semesters (*F = 1.759; p = 0.135*). Therefore, while both Traditional and PDS models experienced a decline in TC's ability to perform lessons, those within the PDS models experienced a greater decline over time.

To investigate TC's perceptions on how often they were observed while leading lessons, a T-test was used to determine if a significant difference existed between the two groups. Teacher candidates were asked to use a Likert scale to rate their agreement with the statement, "Every time I led a lesson my college professor(s) observed my teaching." Interestingly, the Traditional group indicated higher agreement with this statement than those in the PDS group

(TRAD. M = 2.82, PDS M = 2.50). However, this difference was not significant (*t = -1.629, p = 0.105*).

When the TCs were asked to indicate their agreement with the statement, "Every time I led a lesson, my host teacher observed my teaching," the results showed that, on average, the PDS group believed that they were observed by their host teacher more frequently than those in the Traditional model (PDS μ = 4.16; Traditional μ = 3.79). This difference was significant (*t = 2.773, p = 0. 06*) indicating that TCs within a PDS were being more closely monitored by host teachers than those within the Traditional design.

Additionally, when TCs were asked to indicate their agreement with the statement, "My college professor visited my host school during my practicum placement," the PDS group showed significantly higher agreement with this statement than the traditional group (TRAD. M = 2.23. PDS M = 3.65) (*t = 7.530, p < 0. 01*).

While analysis of some survey items suggested TCs in the PDS model perceived both professors and host teachers as more present than those in the Traditional model, analysis of items related to the quality of feedback TCs received suggested less positive perceptions. To measure the perceived quality of feedback received, the TCs were asked to rate their agreement with the statement, "I received feedback on my teaching from my college professor(s) which helped me improve my teaching." The analysis of this item suggested no significant difference between the responses from those in the PDS group versus the Traditional group (TRAD. M = 2.82. PDS M = 2.50) (*t = -0.468, p = 0.640*), suggesting that while TC's notice college professors' presence within the PDS models, they did not indicate feedback received from college professors improved their teaching.

Conversely, when TCs were asked to indicate their agreement with the statement, "Every time I led a lesson my host teacher provided feedback on my teaching," TCs within the PDS group indicated higher agreement than those in the Traditional group (TRAD M = 3.53, PDS M = 4. 1) and the difference was significant (*t = 2.758, p = 0. 06*). Therefore, TCs within a PDS perceived the feedback from their host teachers as more helpful than feedback from college faculty despite perceiving that they see college faculty more within the PDS model than those TCs participating in the Traditional model.

Scholarly Significance

The results of this analysis both challenge and support research on the value of PDS partnerships. As noted by Darling-Hammond et al. (2005), because PDS partnerships vary so much from school to school research on individual site practices is needed to further our understanding of best-practices in teacher education. This is especially true for teacher education programs moving towards a PDS model. While our results show, TC's within a PDS reported spending greater time in the classrooms as well as receiving more feedback from their host teacher than those in Traditional placements, analysis on the role of professor feedback, showed that the TCs in the PDS did not indicate that increased instructor presence was correlated with increased instructor feedback. These findings demonstrate the necessity of monitoring programmatic changes as well as the effects of field placement models on teacher candidates. Because research shows the value of PDS models on TC growth, the assumption that placing TCs within a PDS will instantly result a clinically-rich field experience is challenged by this research.

Moreover, the average number of lessons taught was no more than three in either model. If authentic field experiences increase TC's ability to transfer and learn teaching skills (Bransford et al., 2000) than both field models in this study do not provide the opportunity for the frequency and depth of teaching experience recommended by research. While this data may appear bleak there could be several reasons for this lull in practice. As mentioned previously the sweeping changes that altered k-6 classrooms could have hampered host teachers' allowance of novice teaching, particularly when student learning outcomes had high stake outcomes. For some TCs this was their first time in a classroom allowing for vast differences in teaching skills. In some instances, TC's reported leading ten lessons within our PDS sites demonstrating that some host teachers feel more comfortable allowing TCs to practice their skills. Finally, the design of the practicum experiences could have limited TC's ability to practice teaching. Because TCs went once a week, their ability to know the students well enough to engage in meaningful lesson planning and subsequent execution is limited.

The findings of this study are also significant both to the program under study and to other large teacher preparation programs. One of our primary goals in moving to a PDS model was to allow TCs more time in the field and more time practicing teaching. However, the results of our study indicate that while we have achieved the first part of that equation (more time in the

field), that has not led to increased time teaching. Without opportunity to teach more often, more time in the field is not necessarily better. If the opportunity to teach is not greater in our PDS placements than in other placement models, there may need to be a readjustment of our expectations of what is possible in these models. There may in fact be a limit as to how much host teachers in any model can allow for practice teaching by TCs due to accountability demands in schools. This is clearly a topic that faculty in our programs need to discuss with PDS partners.

The results of this study also suggest that the role of college faculty in providing formative feedback to candidates as they teach may not be as influenced by the structure of the field placements as initially presumed. Ideally, the cohort method of field placement within a PDS was supposed to allow more opportunity for faculty interaction in the field; yet, we are still not seeing a perceived difference from TCs in Traditional model versus those in the PDS model in terms of the number of observations or amount of feedback from college faculty, despite the fact that TCs in a PDS model indicate a greater awareness of the presence of faculty within the PDS schools. This finding is important in that research indicates positive effects of supervised field experience where mentor feedback is vital to the development of novice teachers (Capizzi et al., 2010; Scheeler et al., 2012). If the structure of a PDS does not affect TCs' perceptions of feedback from faculty, then the value of utilizing PDS partnerships is challenged. The reason for this could include the large number of TCs needed to be observed and the limited number of faculty as well as the distance of placements from campus making frequent visits difficult.

College faculty must also teach other courses or they may have commitments on campus that interfere with scheduling observations and sometimes TCs' teaching schedules coincide because of the large number of TCs assigned to each faculty, making observations of all TCs impossible. Again, this is a topic that our faculty and school partners need to examine and discuss. Clearly, we have been able to increase the presence of college faculty in schools in the PDS models but we will need to examine how that presence can be better structured so TCs experience more feedback and support from their instructors.

Another important finding of this study in regards to field placement design is the role host teachers play in helping TC's professional growth. Teacher Candidates within a PDS model perceived receiving more feedback from host teacher and perceived that feedback as more valuable than those TCs within a Traditional model. This data seems to reflect a more collaborative effort between college faculty and host teachers that has been fostered through our

move to a PDS model. By creating and defining spaces where host teachers feel both comfortable and valued in the growth of our TCs, we have subsequently increased the host teachers' role in mentoring our TCs. This movement aligns with best practices in teacher education (Castle et al., 2009; Gettys et al., 1999) and highlights an area we need to investigate further. In presenting the field work endeavor to our TCs as a collaborative effort between the PDS host teachers and the college faculty, host teachers within our PDS models are perceived by our TCs to be more involved in their growth as professionals than those host teachers of TCs placed within traditional models. This finding is promising for large teacher education programs where opportunity for faculty feedback is limited. Furthermore, these findings underscore the importance of understanding how feedback effects TC growth, which is an area that needs more exploration in teacher education.

Limitations

There are several limitations to this study. First, the response rate from our TCs was less than desirable. In some semesters, we had limited responses making it difficult to draw accurate conclusions from the data for a given semester. While we did combine the data for all semesters for this analysis, the overall survey response rate of 32% did limit some of our conclusions. In the future, we plan to use more incentives to increase the response rate to our surveys.

Another limitation is the varying contexts of the individual PDS sites under study. Some of our PDS sites were far more developed in terms of relationships between the college faculty and host teachers than others. The fact that different college faculty members were connected to different PDS sites is related to how these relationships developed. In some cases, college faculty were highly invested in spending time and energy in creating the relationships necessary to have a clinically rich PDS. In other cases, college faculty investment in the PDS site was more limited, particularly given the many demands on faculty time.

Compounding the variation in level and strength of PDS relationships is how long a school had been a PDS site. In our observations, schools that were PDS sites for several years had more time to develop stronger teacher-faculty relationships where teachers were better informed about the changing expectations for TCs in the field particularly in regards to allowing TCs to practice teaching and receive feedback from host teachers. In PDS sites that were in their nascent stages of development, the college faculty and the host teachers had not yet had the time

to build the rapport and trust that leads to productive relationships. By combining survey data across all PDS sites, we lost valuable information about the impact that the differences in individual school cultures and PDS relationships may have on TC's perceptions of the practicum experience.

A final limitation of this study is that in some senses, we were using this data as we collected it. Preliminary survey results were shared with faculty over the course of the study and this may have impacted the results. Due to some of the information we gathered from the surveys, some faculty made changes to their courses. For example, prior to beginning this research, it was not customary for college faculty to correspond regularly with host teachers. After hearing some of the feedback TCs provided through the survey, several faculty members realized they needed to increase their communication with host teachers. While the changes faculty made in their practice over the course of the study may not be necessarily large enough to impact our data, these changes could have some influence on TC's responses.

Conclusion

In conclusion, it is clear we still have much work and research to do to investigate the role each of our PDS sites plays in shaping our TCs and how college faculty and host teachers can best serve the needs of TC growth. As our own program moves forward in its development, we have decreased the Professor-TC ratio, which will hopefully allow all TCs to be observed and receive substantive and formative feedback on a regular basis by a college faculty member. We have revised our class times and structures to allow faculty to schedule weekly visits to students at our PDS sites throughout the semester as well as during a three-week immersion period where all TCs at the site are in the classroom for full days for three full weeks. This allows more opportunity for college faculty to be in the field and to interact with and observe TCs at the field site. We have also started to offer site-based classes and co-created curriculum with host school faculty.

Additionally, we have revised evaluations used by host teachers on TCs to be more specific on both the holistic nature of the experience as well as for their observations of TC's teaching individual lesson plans. Prior to this research, host teachers were only prompted to provide feedback on our TC's dispositions but were never required to observe and offer feedback on teaching skills when TCs were teaching lessons. Host teachers and college faculty are also

meeting regularly in some sites and we have created a PDS Advisory Council that has established goals and parameters on characteristics of well-developed PDS models. These changes are all aimed at creating clinically rich field experiences that serve the needs of all parties involved. As we continue our research we will look to analyze differences between PDS sites and focus our efforts on the role feedback plays in shaping TC's preparation for teaching.

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