What teacher preparation strategies are most effective in helping counselor education doctoral students develop teaching self-efficacy?

**CONCEPTUAL FRAMEWORK**

**INDEPENDENT VARIABLES**
- Formal Instruction in College Teaching
- Fieldwork in Teaching
- Supervision of Teaching

**DEPENDENT VARIABLE**
- Teaching Self-Efficacy

**RESEARCH QUESTIONS**

**COURSEWORK**
1. Is the self-reported amount of formal instruction in college teaching related to self-efficacy toward teaching scores in students enrolled in CACREP-accredited CES doctoral programs?

**FIELDWORK IN TEACHING**
2. Is the self-reported number of courses taught or co-taught related to self-efficacy toward teaching scores in students enrolled in CACREP-accredited CES doctoral programs?
3. How do CES doctoral students with no supervision of fieldwork in teaching differ in terms of self-efficacy toward teaching scores?

**SUPERVISION OF TEACHING**
4. How do CES doctoral students with weekly, bi-weekly, monthly, by appointment only, and in general no supervision of teaching differ in terms of self-efficacy toward teaching scores?
5. Is the perceived quality of supervision of teaching related to self-efficacy toward teaching scores in students enrolled in CACREP-accredited CES doctoral programs?

**COMBINED TEACHER PREPARATION STRATEGIES**
6. Is the combined and relative contribution of formal instruction in college teaching, fieldwork in teaching, and frequency and quality of supervision of teaching related to self-efficacy toward teaching scores in students enrolled in CACREP-accredited CES doctoral programs?

**DATA ANALYSES**

**DESCRIPTIVE STATISTICS**
- Measures of central tendency
- Dispersion of scores
- Tests of normality for all variables.

**INFERENTIAL STATISTICS**
- Linear Multiple Regression: RQ1, RQ2, RQ3, RQ6
- One-way ANOVA: RQ4a
- t-test: RQ4b, RQ5

**RESULTS**

(1) Coursework in college teaching can significantly linearly predict CES doctoral students’ self-efficacy toward teaching.

(2) Fieldwork in teaching can significantly linearly predict CES doctoral students’ self-efficacy toward teaching.

(3) There was no significant difference in CES doctoral students’ self-efficacy toward teaching scores between those with and without supervision of teaching.

(4a) There was no significant difference in CES doctoral students’ self-efficacy toward teaching scores between those with weekly, bi-weekly, monthly, by appointment only, and in general no supervision of teaching.

(4b) On average, CES doctoral students who did not receive weekly supervision of their teaching had a self-efficacy toward teaching score that was 9.76 lower than those who received weekly supervision of their teaching.

(5) The quality of supervision of teaching, as measured by the SSQ-A, can significantly linearly predict CES doctoral students’ self-efficacy toward teaching.

(6) The teaching preparation variables of interest (college teaching, fieldwork in teaching, and frequency and quality of supervision of teaching) can significantly linearly predict CES doctoral students’ self-efficacy toward teaching.