

**The Impact of edTPA on Physical Education Teacher Education Programs, University
Faculty, and Cooperating Teachers**

by

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A dissertation submitted to the Graduate Faculty of
Auburn University
in partial fulfillment of the
requirements for the Degree of
Doctor of Philosophy

Auburn, Alabama
August 8, 2020

Keywords: edTPA, consequential,
University faculty, cooperating teachers

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ABSTRACT

Empirical research on consequential edTPA implementation with university programs, teacher candidates, and cooperating teachers is plentiful in general education literature. However, to date no empirical literature exists on edTPA and physical education as a specific program area. The purpose of this study was to determine the impact of edTPA on physical education teacher education programs, the relationship between programmatic change and student performance, and the impact on cooperating teachers in the state of Alabama after consequential edTPA implementation. Participants were 11 university faculty and 13 cooperating teachers. Data collection included surveys, individual interviews, and programmatic edTPA mean scores for the 2018-2019 academic year. Survey data were analyzed to produce descriptive statistics and total curricular change within each program. A correlational analysis determined the relationship between programmatic change and subsequent student performance, and interview data generated qualitative themes.

Results indicated all programs made at least eight of the 18 curricular changes outlined in the survey and a positive correlation was found between programmatic change and subsequent student performance, although not significant ($r(6) = .64, p < .05$). Three themes emerged from university faculty interviews highlighting the importance of edTPA “Buy-In”, teaching to edTPA, and seeking support. Cooperating teacher survey results indicated 85% felt they should be an active supporter of teacher candidates’ edTPA work. Cooperating teacher interviews produced three themes including edTPA as “unrealistic”, the need for support, and edTPA as “a worthwhile assessment”. These findings suggest programmatic curricular change due to edTPA can be beneficial to physical education programs and cooperating teachers want to support teacher candidates during edTPA but do not know enough about edTPA to do so.

ACKNOWLEDGMENTS

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future (Jeremiah 29:11).

First, I want to thank my best friend and husband, Zac Grimes. Without your love and steadfast support, I would not have made it through this journey. You’ve reminded me almost every day that pressure turns coal into diamonds and I can definitively say I am now a diamond. I love you more than anything, Zac. Secondly, I want to thank my parents, Thad and Tina Richards. I inherited my work ethic from you both and I appreciate you instilling in me that quitting is never an option. Thank you from the bottom of my heart for praying and guiding me through this. Although she cannot read this, I want to acknowledge my sweet Frankie Jean, who was by my side every step of the way. I also want to thank my colleagues in Office 106, as you all provided words of encouragement and a helping hand whenever I needed it. To my dear friend Brenna Cosgrove, I do not know if I would have made it this far without you and I am so glad you were present every step of the way. Thank you for always listening, for being patient with me, and for being the Michael to my Dwight. I don’t think I would have survived without you.

I express my gratitude and appreciation to my committee. To my chair, Dr. Sheri Thornburg-Brock, thank you for always pushing me. You’ve taught me lessons that I will always carry with me, and for that I am forever thankful. To Dr. Hastie, it has been a treat to work under and alongside you while at Auburn University. I am grateful for your guidance and passion for physical education. To Drs. Russell and Buchanan, thank you both for your time and expertise during this process. I am thankful for you both. To Drs. Wang and Andrzejewski, I want to thank you for your outside support and perspectives, your time is much appreciated.

I also want to offer my deepest gratitude to each PETE university faculty member and cooperating teacher that participated in this study. During a world pandemic, they were all more than willing to allow me to collect my data, often accompanied by words of encouragement. I am most appreciative.

Lastly, to my Mary Glen. I hope that you read this one day and know through hard work, persistence, and a lot of prayer, anything in this world is possible. It is my dream that you too, will fervently pursue your passions, whatever they may be. I love you so much.

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CHAPTER 1 INTRODUCTION

Teacher preparation programs have been under constant change and scrutiny over the last decade, as teacher education has been in the cross-hairs of educational reform and policy mandates (Wiseman, 2012). The No Child Left Behind Act (NCLB) of 2001 followed by the Race to the Top (RTTT) initiative in 2012 primarily focused on teacher accountability that inevitably left state and federal pressures on teacher education. More specifically, within RTTT student achievement is linked to teacher education programs in hopes to support expansion if the programs create quality teachers (Wiseman, 2012). Undoubtedly, with such policies in place, teacher education stakeholders feel pressure to make immense and constant change to programs and curriculums. In light of more recent mandates declared by 18 states in regard to a relatively new performance-based assessment used by teacher education programs, another wave of change is making its way through teacher education programs (Cash, et al., 2019; Clayton, 2018; Ledwell & Oyler, 2016; Lys et al., 2014).

Created from the essence of the National Board for Professional Teaching Standards (NBTS) and the Performance Assessment of California Teachers (PACT), in 2013 the Stanford Center of Assessment and Learning (SCALE) was responsible for the conception and implementation of a new high-stakes performance assessment of teacher candidates to grant teacher certification. This certification is the Educative Teacher Performance Assessment (edTPA). edTPA is a support and assessment program partnered with Pearson Inc. and is comprised of 27 different subject areas covering Early Childhood, Elementary, Middle, and Secondary education. Due to the many facets of edTPA, students receive explicit requirements and guidelines to follow regarding their specific content area of study. Taking the steps to complete edTPA, students create portfolios over the course of student teaching that include

lesson plans, classroom videos, instructional and assessment material, student work samples, and commentaries of the artifacts provided by the teacher candidate. From a broader perspective of the assessment, three tasks are required to be fulfilled by the teacher candidates that represent a cycle of effective teaching. The tasks include Task 1 – Planning, which documents intended teaching, Task 2 - Instruction, which documents enacted teaching, and Task 3 – Assessment, which documents what impact the teacher candidate had on student learning (SCALE, 2013a). For assessment, each subject area has a program and state-specific benchmark to be met by the candidates. Highly qualified assessment scorers (Pearson, 2019) trained on edTPA assessment review, are chosen at random to assess candidate portfolios. Once the portfolios have been assessed, a numeric score is given to the candidates that completed the assessment. edTPA scores are also sent to coinciding state departments of education, in which scores are compared to individual state benchmarks to determine teacher certification. edTPA is the first nationally accessible teacher performance assessment, and proposes to meet the following outcomes through assessment (SCALE, 2013b):

- *Help candidates develop the confidence and skills they need to be successful in urban, suburban, and rural schools.*
- *Provide a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom.*
- *Measure candidates' ability to differentiate instruction for diverse learners, including English language learners and special education students.*
- *Inform teacher licensure and recruitment.*
- *Provide meaningful and consistent data that can be used to improve and update teacher preparation programs and renew program curriculum.*
- *Allow states, school districts, and teacher preparation programs to share a common framework for defining and measuring teaching performance.*
- *Create a body of evidence about teacher performance that will ultimately establish a national standard for relevant and rigorous practice that advances student learning.*

The edTPA assessment, if effectively performed and taught, claims teacher education quality will substantially improve (SCALE, 2013a).

The subject-specific, performance-based assessment known as edTPA has only been in existence since it became fully operational in 2013 with a subsequent two years of field testing with 12,000 teacher candidates (SCALE, 2013a). Due to its rise in popularity among state departments of education, edTPA is increasingly becoming a new focus in individual states as it is mandated, and as a result a wealth of research has ensued. Within the last seven years, scholars have sought to scrape the surface of edTPA by reflecting on beginning edTPA experiences and the underlying conception of edTPA (Hilderbrandt & Swanson, 2014; Nelson, et al., 2014; Proulx, 2014; Sato, 2014) as well as examining the effects of program implementation and curricular changes due to edTPA (Bartlett, Otis-Wilborn, & Peters, 2017; Chandler-Olcott & Fleming, 2017; Clayton, 2018; Fayne & Qian, 2016; Greenblatt & O'Hara, 2015; Jacobs, et al., 2015; Lachuk & Koellner, 2015; Ledwell & Oyler, 2016; Lys et al., 2014). Teacher candidate and cooperating teacher perceptions have also been investigated (Burns, et al., 2015; Butler, 2015; Kissau, Hart, & Algozzine, 2019; Mckenna & Box, 2014; Meuwissen & Choppin, 2015; Meuwissen, et al., 2015; Seymour, Burns, & Henry, 2018; Wittenbrink, 2013), in addition to forms of edTPA support and resources to better fulfill assessment requirements (Chandler-Olcott, Fleming, & Nieroda, 2016; Hildebrant & Swanson, 2014; Miller, et al., 2015; Suleiman & Byrd, 2016; Treadwell, Cameron, & Manson, 2017).

With edTPA becoming consequential in 2014 in three states (New York, California, and Minnesota), literature on teacher preparation program faculty perceptions and experiences began to emerge. This literature shows teacher education program faculty demonstrate mixed feelings toward edTPA because it resulted in vast change (Bartlett, Otis-Wilborn, & Peters, 2017). In

fact, Bartlett, Otis-Wilborn, and Peters (2017) reported embedding edTPA content into faculty courses infringed upon certain goals, objectives, and structures of the courses and/or programs. While change can be navigated around and may even produce higher edTPA scores (Ledwell & Oyler, 2016), when implementing edTPA, the university faculty felt they were living contradictions in their practices. In contrast, Ledwell and Oyler (2016) reported significant program improvement and teacher candidates feeling more prepared for the assessment through programmatic curricular change. Additionally, Jacobs et al., (2015) suggested embedding a pedagogical model within a methods course has the potential to significantly improve teacher candidate's beliefs concerning effectiveness.

Cooperating teachers play an integral role in the success of teacher candidates, especially during internship (Burns, et al., 2015). With the applied pressures of a relatively new consequential performance assessment, teacher candidates perceive the amount of guidance provided by cooperating teachers has an impact on their edTPA performance (Behney, 2016). Focusing specifically on cooperating teachers' perceptions and experiences, Meuwissen and Choppin (2015) demonstrated that often teacher candidates found cooperating teachers were unfamiliar with edTPA and were unable to provide adequate support. Additionally, Seymore, Burns, and Henry (2018) reported many cooperating teachers want to be a form of support for teacher candidates but were heavily conflicted on what type of support to offer, as they were unfamiliar with edTPA and what was considered permissible. Therefore, introducing and educating cooperating teachers on edTPA is important because of the pivotal role they play in the professional and skill development of teacher candidates (Ferber & Nilas, 2010).

The theoretical framework for this study is embedded in a Critical Practice Approach to educational policy analysis (Levinson, Sutton, and Winstead, 2009). This approach, instead of

focusing on concerns regarding implementation and whether policy meets the intended outcomes, observes the implementation process of policy that is appropriated or executed by multiple stakeholders within a local context (Braun, Maguire, & Ball, 2010; King Thorius & Maxcy, 2015). Levinson et al. (2009) described the actual text within the policy attempts to create a new normalcy through mandating the policy. For example, the text may provide discourse on “how things should or must be done, with corresponding inducements or punishments...” (Levinson et al., 2009, p. 770). The policy will define reality, demand orders for behavior, and may or may not allocate appropriate resources to navigate the policy context (Levinson et al., 2009). Sutton and Levinson (2001) suggest this type of action proposes educational policy in this context as an act of power by those who create it and by those who examine the policy and tailor it to their needs. In the case of this study, a policy mandating edTPA as consequential for teacher certification, including certification in physical education, in the state of Alabama was implemented in 2018 by the Alabama State Department of Education. It is likely the stakeholders were affected in some way by this policy mandate. The purpose of this study was to determine the impact edTPA on physical education teacher education programs, the relationship between programmatic change and student performance, and the impact on cooperating teachers in the state of Alabama after consequential edTPA implementation.

RESEARCH QUESTIONS

- A. What impact did the implementation of consequential edTPA have within physical education teacher education (PETE) programs?
- B. What is the relationship between the extent of programmatic change and subsequent student performance?
- C. What impact did the implementation of consequential edTPA have on cooperating teachers?

OPERATIONAL DEFINITIONS

Class A Teaching Certification: A valid professional educator certificate in a teaching field issued by the state of Alabama in an area, by a grade level, and at a degree level at the Master's level of education (ALSDE, 2018).

Class B Teaching Certification: A valid professional educator certificate in a teaching field issued by the state of Alabama in an area, by a grade level, and at a degree level at the Bachelor's level (ALSDE, 2018).

Consequential: Following as a result or effect of mandated educational policy (SCALE, 2013a).

Cooperating Teacher: teacher candidates' classroom mentor teacher during the student teaching internship required for teacher certification (Koerner, 1992).

edTPA: Educative teacher Performance Assessment is a student centered, subject specific multiple measure assessment of teaching. It is designed to be educative of effective teaching and student learning (SCALE, 2013a).

Level of Change: Three categories of curricular change - Category one represents change within a program where the course curriculum was still intact. Category two represents change within a program where minor course curriculum revisions occur. Category three represents change within a program where new course curriculum was created (Ledwell & Oyler, 2016).

PETE: Physical Education Teacher Education programs.

Physical Education: Education through movement (Pangrazi, 2007).

SCALE: Stanford Center for Assessment, Learning, and Equity is an assessment design team housed at Stanford University. This team provides technical consulting and support to schools that have committed to adopting performance-based assessments to evaluate student learning and measuring school performance (SCALE, 2019).

Teacher Candidate: An individual in a teacher preparation program prior to obtaining initial teaching licensure.

University Faculty: Employees of a division within a university comprising one subject area, or a number of related subject areas.

CHAPTER II Review of Literature

Measuring teacher effectiveness has been an on-going topic of conversation among educational stakeholders for decades (McKenzie & Lounsbury, 2014; O'Neil & Boyce, 2018; Rink, 1994; Rink, 2013; Werner & Rink, 1989). There is a strong relationship between effective teachers and student academic achievement (Englert, 1984), however many critics feel teachers are ill prepared when it comes to teaching their content area (Ball & Hill, 2008). To this end, periodically policymakers and government officials seeking to improve the quality of teacher effectiveness, mandate and amend certification criteria and assessments, which may create the need to alter how teachers are prepared.

Two things are certain in higher education: (1) Change is inevitable, and (2) Change is extremely difficult to navigate at this level of education (Lys et al., 2014). For effective program change to take place, faculty must be committed and willing to adopt new practices and change perspective from an individual mentality to a collective negotiated understanding of the need for change (Peck, et al., 2009; Schein, 1990; Tagg, 2012). When the Educative Teacher Performance Assessment (edTPA) was introduced to universities and later mandated as policy, change seemed to be unavoidable. In fact, rather than debate whether to change, universities seemed to focus more readily on how to implement aspects of edTPA. For example, research examining the integration of edTPA into teacher education programs has resulted in many different methods of implementation (Fayne & Qian, 2016; Greenblatt & O'Hara, 2015; Lys et al., 2014). Additionally, many different stakeholder perceptions of implementation have been documented (Clayton, 2018; Jacobs, et al., 2015; Lachuk & Koellner, 2015). In this chapter, I will trace the history of edTPA, define edTPA, discuss what edTPA resources are available to stakeholders, and most importantly present a literature review of empirical data on edTPA.

History of edTPA

In 1987, a task force of teachers and public servants was established to strengthen the nation's standards in teaching, as well as professionalizing the teaching workforce. This task force was later identified as the National Board for Professional Teaching Standards (NBPTS). The NBPTS created the National Board Standards and National Board Certification, a voluntary method of assessment and certification for certified teachers seeking an advanced teacher certification after three years' experience as a classroom teacher (NBPTS, 1987). While there were supplementary goals (i.e. providing high quality professional development for teachers), the NBPTS felt it could help identify the most proficient teachers in the United States. There was tremendous support behind the National Board Standards, as there were positive attributes tied to earning a teaching certificate through the National Board Certification. In addition to the possibility of higher salaries, teachers could anticipate new and exciting roles in their position along with a sense of pride and recognition of exemplary practice tied to their certification (Shapiro, 1993). Unfortunately, as the research on National Board Standards and National Board Certification assessment progressed, there were challenges that would likely outweigh the potential of the certification, as many researchers began questioning if accomplished teaching practice could be adequately measured. Researchers also recognized a favorable stance towards certain teaching approaches while not equally recognizing others, among additional problem areas (Serafini, 2002). Regardless, teachers with National Board Certification rebutted by defending the certification acknowledging the distinct changes in their teaching and professional lives due to the level of accountability the National Board Standards required (Serafini, 2002). The National Board Certification has proven to be an assessment process built on a foundation of the everyday work of teachers (Sato, Wei, & Darling-Hammond, 2008).

The National Board Certification assessment has been a guiding reference for many performance assessments for teachers over the years, including teacher candidates' performance assessments to qualify for teacher certification (Sato, 2014). Teaching portfolios were the method of assessment chosen by many institutions when permitted to establish their own stipulations and guidelines for certification. Educational stakeholders have, in recent years, chosen to opt out of teaching portfolios as a certification requirement and move toward a more standardized form of assessment with the same expectations for all students (Sato, 2014). For example, the Performance Assessment of California Teachers (PACT), was modeled after the National Board Certification assessment but tailored for initial certification of teacher candidates. The PACT, created in 2002, used multiple measures of performance including video recordings of the teacher candidates teaching in a classroom setting during student teaching, the teacher candidates providing an analysis on his/her teaching practice, and analysis of student work samples. The PACT performance tasks also evaluated teacher candidates' ability to plan and write lessons, deliver instruction, provide student engagement, assess student learning, and reflect on their own performance as a teacher (PACT, 2012).

Educational stakeholders recognized the growing popularity of PACT and a need for a consistent performance assessment for teacher candidates nationwide (Lys, L' Esperance, Dobson, & Bullock, 2014). Stanford Center for Assessment, Learning, and Equity (SCALE), the American Association of Colleges for Teacher Education (ACCTE), alongside many nationally invested teachers, joined to form what is now known as the Teacher Performance Assessment Consortium (TPAC) (Lys, L' Esperance, Dobson, & Bullock, 2014). TPAC created standards for initial teacher licensing (SCALE, 2013a) and in 2010 with PACT as a template, the consortium through SCALE created a new edition of the PACT called the Educative Teacher

Performance Assessment (edTPA). As a high-stakes performance assessment of teacher candidates, edTPA proposed to tailor to students nationwide, rather than only in the state of California (Darling-Hammond, 2012). edTPA was created and intended for an incoming teacher to gain licensure while also providing a uniform and impartial process of evaluation. More so, it is believed edTPA has the potential to substantially improve how teachers are prepared in teacher education programs, as well as significantly increase the level of preparedness in beginning teachers entering the field (Darling-Hammond, 2012).

Before edTPA was declared fully operational, the assessment was first field tested. Field-testing took place for two years, broken into two installments (2011-2012 & 2012-2013). The first field test included 7,000 teacher candidates in 21 states and the second field test included 4,500 teacher candidates from five states in the United States. Each field test performed studies to confirm content validity, job relevance, and construct validity of the assessments (SCALE, 2013a). Inter-rater reliability reported edTPA at a range of .83 to .92 among the grading panel (SCALE, 2013a). In 2013, after two years of field-testing with over 11,500 teacher candidates, edTPA became the first standards-based assessment for teacher candidates in the United States. Currently, 41 states have at least one university pilot testing edTPA. Of the 41 states, two are taking steps toward implementation statewide, and 18 states currently have a policy in place where edTPA serves as the main assessment for initial teacher licensure (SCALE, 2013a).

edTPA Defined

edTPA is a subject-specific standardized assessment based on performance of teacher candidates seeking certification (AACTE, 2019). Each edTPA assessment is content-specific, providing 27 different teaching content areas with its own assessment. Although the assessments are designed to evaluate teacher candidates in individual content areas, the structure and

foundation of the assessment remains the same for all subject areas. The foundation of edTPA is the opportunity for teacher candidates to demonstrate their content-specific skills and capabilities to effectively teach to ensure students are learning (AACTE, 2019). Due to the many facets of edTPA, students are given explicit requirements and guidelines to follow regarding their specific content area. To complete edTPA, students create portfolios over the course of internship that include lesson plans, classroom videos, instructional and assessment material, student work samples, and commentaries of the artifacts provided by the teacher candidate. From a broader perspective of the assessment, three tasks are required to be fulfilled by the teacher candidates that represent a cycle of effective teaching. The tasks include Task 1 – Planning, which documents intended teaching, Task 2 - Instruction, which documents enacted teaching, and Task 3 – Assessment, which documents what impact the teacher candidate had on student learning (SCALE, 2013a). As an exception, Elementary Education: Literacy with Mathematics and Elementary Education: Mathematics with Literacy edTPA assessments include four tasks, with the fourth task assessing students’ mathematics learning. Accompanying each task are five rubrics (15 – 20 total) and each rubric has five levels of scoring used to evaluate artifacts and commentaries within student portfolios (SCALE, 2013a). Highly qualified scorers (Pearson, 2019) trained on edTPA within specific content areas are chosen at random to evaluate teacher candidate portfolios. Once the portfolios have been evaluated, a numeric score is given to the candidates. edTPA scores are also sent to coinciding state departments of education to determine if individual state benchmarks for teacher certification have been met.

As the first nationally accessible teacher performance assessment, edTPA seeks to evaluate teacher candidates’ ability to teach effectively in an authentic setting, confirm classroom readiness through a uniformed assessment, provide differentiated instruction to

diverse learners, and provide data used to improve teacher preparation programs (SCALE, 2013a). Although this assessment of teacher performance is comprehensive and multifaceted, many resources are available to university faculty, teacher candidates, and cooperating teachers to meet the goals of edTPA.

edTPA Resources

With edTPA continuing to grow nationally, there are many edTPA resources stakeholders can utilize to maximize success on the assessment. Resources available for university faculty and teacher candidates include the edTPA Handbook, the ‘Making Good Choices’ document, and the edTPA website, which houses additional resources for technology support (SCALE, 2015; SCALE, 2018a; SCALE 2018b). Among the list of resources, Fabrikant et al. (2018) strongly recommended stakeholders utilize the edTPA Assessment Handbook as a resource for guidance while completing edTPA. All versions of the edTPA Assessment Handbook (SCALE, 2018a) contain a cornucopia of resources and websites readily available to university faculty and teacher candidates. For example, one resource provided by edTPA is the ‘Making Good Choices’ (SCALE, 2015) document. The edTPA Assessment handbook (SCALE, 2018a) suggests teacher candidates first read the ‘Making Good Choices’ (SCALE, 2015) document before beginning the first draft of their portfolio. The document serves as a reference for university faculty and teacher candidates to complete certain edTPA assessment components, as well as “key decision points” teacher candidates will encounter (SCALE, 2015). Another crucial resource for university faculty and teacher candidates is the edTPA website. The edTPA website provides many forms of support such as an article on how to better understand rubric level progressions, an “edTPA 101” seminar, as well as an edTPA “resource library” housing the most current forms of assessment materials. The edTPA website also provides resources for technology support for

university faculty and teacher candidates. A crucial component of edTPA is the video recording element. Specifically, Task 2 states: Instructing and Engaging Students in Learning, a video recording of the teacher candidates' interactions with students during instruction is required (SCALE, 2018b). The videos are between three and twenty minutes in length and demonstrate how teacher candidates initiate student engagement through the psychomotor domain and the teacher candidates' choice of one other learning domain (i.e., cognitive domain or affective domain) (SCALE, 2018b). The classroom video component of the assessment is not the only technological requirement of teacher candidates. Each university preparation program provides an online portal to house teacher candidates' complete portfolio. Essentially, the portfolio is electronic and "all evidence must be uploaded" (SCALE, 2018b). The edTPA website (SCALE, 2015) provides an abundance of resources to help teacher candidates with technological expectations associated with the assessment. For example, a service page titled, "Submitting the Assessment" provides a link with descriptive details for uploading edTPA via Pearson ePortfolio System, an Integrated edTPA Platform Provider System, or other commonly used portfolio systems. Within each link are guided directions, starting with "Confirm you have stored your work in a safe place", and followed by directions about where exactly within the system teacher candidates should submit the assessment portfolio. The edTPA website also provides a "Preparing Videos" resource, specifically to guide teacher candidates in compressing and exporting their videos to submit within portfolios, as well as including recommended video formats and settings for higher quality evidence (SCALE, 2018b).

Many accessible resources are available to university faculty and teacher candidates (Fabrikant et al., 2018; SCALE, 2015; SCALE, 2018a; SCALE, 2018b). With edTPA continuing

to increase in popularity and quickly becoming consequential in many states, these resources are crucial to stakeholders facing inevitable change with the implementation of edTPA.

Research on edTPA

For this section of chapter two, I will present the literature on edTPA beginning with edTPA program implementation at the university level, perceptions of teacher candidates during the implementation of edTPA, the role of cooperating teachers in edTPA, and edTPA specifically related to physical education.

edTPA Implementation at the University Level

Literature on edTPA implementation at the university level is extensive, encompasses numerous subject areas, varies in length of data collection, and ranges in specificity from application of singular edTPA tasks in program area methods courses to implementation within entire colleges and states. As a representative sample, studies have reported the potential for programmatic improvement due to edTPA implementation (Olson & Rao, 2017; Ledwell & Oyler, 2016), as well as reported on the negative perceptions related to the elimination of valued content, lack of communication in regard to expectations, and unrealistic expectations for the assessment (Bartlett, Otis-Wilborn, & Peters, 2017; Chandler-Olcott & Fleming, 2017; Lachuk & Koellner, 2015).

Exploring teacher preparation programs' responses to edTPA as a mandated teacher preparation assessment in the state of Illinois, Olson and Rao (2017) utilized document analysis to better understand the implementation of edTPA. Through the theoretical framework of politics of policy (Cochran-Smith, Piazza, & Power, 2013), "where the discourse around teacher education policies involved multiple actors with competing agendas" (Olson and Rao, 2017, p. 380), the researchers collected and analyzed data through document analysis. Document analysis

is a qualitative methodology in which documents are reviewed and analyzed for data as documents can provide reliable data within a specific context. Documents included university websites within the state of Illinois, specifically the teacher education programs and edTPA related pages, course syllabi, and other student support. Additionally, edTPA documents housed within the Illinois State Department of Education referring to the state mandate, policy information, and support materials. Academic journal articles with a strong edTPA implementation focus in the state of Illinois, policy briefs focusing on edTPA implementation within the state of Illinois, newspaper articles regarding edTPA implementation within the state of Illinois, and edTPA support documents such as retake guidelines, academic language supports, and edTPA workshop materials were collected and analyzed as well. Data analyses of the documents began with researchers briefly scanning all documents, reading each document thoroughly, and then interpreting the documents. After interpreting the documents, excerpts and quotes were extracted to code, theme and catalog the extracted quotes. Four themes emerged: edTPA Buy-in, Program Reflection, Student and Faculty Supports, and edTPA Critics: Policy resistance and focus on negative consequences of edTPA policy. The first theme, edTPA Buy-in suggested edTPA buy-in occurred among some stakeholders before it was mandated as a consequential assessment in the state of Illinois, as teacher educators and policy makers in the state found value in the assessment when reviewing edTPA implementation from other states. Teacher educators in the state of Illinois also found edTPA to be advantageous for teacher preparation programs as it identified strengths and areas that could use improvement within teacher preparation programs. Theme two, Program Reflection, reported edTPA to be a change catalyst for teacher preparation programs in the state of Illinois, as teacher educators within Illinois placed a strong focus on ways to support teacher candidates amongst the programmatic

change due to edTPA. Theme three, Student and Faculty Supports, reported benefits of faculty and teacher candidate edTPA workshops, hiring or appointing an edTPA coordinator within Colleges of Education, and preparation resources provided on university and the Illinois State Department of Education websites. Theme four: edTPA Critics: Policy resistance and focus on negative consequences of edTPA policy, highlighted the criticism of edTPA expressed by educational stakeholders in the state of Illinois. Criticisms such as teacher education being promoted as a business enterprise due to the amount of money edTPA costs, depersonalization of teacher education due to edTPA, and the potential negative impact of edTPA on teacher education. The researchers concluded edTPA implementation within teacher preparation programs within the state of Illinois was mostly viewed as beneficial, as the assessment at its best acts a standard that raises the bar for effective teaching. However, some educational stakeholders felt edTPA contributed to the depersonalization and corporate side of teacher education, as well as diminished the knowledge of localized teacher educators and teacher candidates.

On a larger scale, Ledwell and Oyler (2016) investigated university faculty perceptions within each program of an entire college of education at one university during the first year of consequential state mandated edTPA for initial teacher certification. This study had three purposes: (1) to determine if university faculty perceived edTPA as a gatekeeper into the teaching profession, (2) to determine whether the implementation of edTPA was responsible for curriculum change, and (3) to determine if university faculty analyses of edTPA influenced their use of the assessment. Ledwell and Oyler (2016), teacher educators within the College of Education in which this study was conducted, approached the edTPA consequential mandate through an “inquiry of stance” approach to learn about edTPA for their teacher education

program. This approach led the researchers to deeply inquire and learn about edTPA by turning to scholarly literature, participating in field testing of the assessment, and attending workshops on edTPA at conferences. From the investigation of edTPA during field-testing within their program, the researchers began to wonder how other teacher educators within their college were responding to edTPA, its consequential mandate, and the variability in program decisions being made. The college of education teacher education programs in which this study took place were housed in five different departments and were completely autonomous from one another and each teacher education program was responsible for determining how they would implement edTPA. Additionally, each department was provided funding for at least one graduate assistant (GA) to focus solely on edPTA. Data collection for this study included semi-structured individual interviews with 19 teacher educators from 12 programs within the university's College of Education and edTPA pass rates for each of the 12 programs. Interviews with university faculty from each of the 12 programs focused on edTPA as a gatekeeper into the teaching profession. At least one teacher educator from each program was interviewed once, and often the interviews led to the naming of another teacher educator within their program who could provide additional information. To analyze the data, multiple rounds of data analysis ensued. For the first round of data analysis, the researchers read and coded all interview transcripts to identify data on gatekeeping, curriculum change, and the perspective of edTPA by teacher educators within the teacher preparation programs. In the second round of data analysis, the researchers collated the coded data from each program and input the data in a template for organization. As the researchers were analyzing the interview data on program change, very different degrees of change across the teacher education programs were noted. From this stage, Ledwell and Oyler (2016) then decided to determine if change within the programs was linked to

how each program felt about edTPA and it being mandated as a consequential assessment. For the next round of data analysis, a template was created by the researchers to house the answers to the following questions asked of each program: (1) did edTPA cause program change (and how), (2) what did edTPA disclose to the programs (curricular gaps, curricular commitments, paradigmatic fit), and (3) what did teacher educators say edTPA taught candidates to do? Next, the researchers created an itemized inventory of programmatic changes that occurred within each program to fully capture any differences in degree of change. The researchers noticed that some programmatic changes that occurred were considered “lower level”, as there was no impact on the core curriculum of the program. Additionally, other programmatic change was observed and categorized as a high level of curricular change, or when greater curricular change was reported. Due to a large range in degree of curriculum change differences, Ledwell and Oyler (2016) ranked programmatic curriculum decisions into three weighted categories. The three categories included:

Level 1 changes: decisions that positioned edTPA work as external to the existing curriculum of the teacher education program; course curriculum remained intact;

Level 2 changes: revisions to the program curriculum that did not alter topic coverage; no new topics were added, but some topics were extended or deepened;

Level 3 changes: new content was added to program curricula, which meant that sometimes valued content was deleted (Ledwell & Oyler, 2016, p. 124).

From the three categories and the itemized inventory of programmatic curricular decisions reported, Ledwell and Oyler (2016) calculated a weighted curriculum change score to further observe the different programmatic curriculum changes while still accounting for differences in the degree of change. An example of how to calculate the weighted curriculum change score

based on the amount of Level 1, Level 2, or Level 3 changes is as follows: a program with one Level One change, two Level Two changes, and two Level Three changes would have a total weighted curriculum change score of 11.

$$(1 \times 1) + (2 \times 2) + (2 \times 3) = 11$$

To answer the first research question (Ledwell & Oyler, 2016), “does edTPA serve as a gatekeeper to the teacher profession”, the findings suggested edTPA, in fact did not serve as a gatekeeper to the profession for the college during the year this study was conducted (2014). Of the 235 students who submitted edTPA during this study, 92% passed, with rates of 100% in many certification areas. The only programs that performed below the 92% were the Early Childhood Education program (91%) and Special Education program (75%). On the other hand, interviews with university faculty indicated other gatekeeping practices that might have prevented weak candidates from entering the teaching profession. For example, at this university and within this College of Education, students who did not demonstrate proficiency in student teaching were not allowed to advance in the program until their teaching performance improved. In other cases, teacher candidates who did not perform “well” reported grades below a B- were not permitted to advance to methods courses. Other teacher candidates were “counseled out” of the program, as some teacher candidates did not feel the teaching profession was a good fit based on their strengths and interests.

To answer research question two, the results on the different levels of change and weighted curriculum change score within each of the 12 programs reported each program responded to the implementation of edTPA in many ways. Of the 12 programs, 10 reported Level 1 changes. Seven of the 10 program that reported Level 1 changes reported *only* Level 1 change, resulting in a weighted curriculum change score between 2 and 4. The programs that

implemented Level 1 changes reported those changes to be “semantic”, “superficial”, and “peripheral”. Interview data indicated the teacher educators within the programs that only reported Level 1 change also tried to steer clear of referring to edTPA to their students as they were trying to hide the illusion of change occurring. Two of the 12 programs that implemented Level 2 changes placed greater emphasis on lesson plans and were the only two programs to implement all three levels of change. Three of the 12 programs reported only Level 1 and Level 3 changes, resulting in one weighted curriculum change score of four and two weighted curriculum change scores of 10. Five of the 12 programs reported Level 3 change, which is the highest level of change. While not all five programs had positive perceptions of edTPA after fully integrating into their programs, the two programs that received the highest change score, which resulted in total edTPA integration into their programs at all three levels, proclaimed the change had significantly improved their programs. The weighted curriculum change scores for the two highest scoring programs were 17 and 22. Both programs noted the amount of change provided more support for the students to better plan, collect, and analyze for edTPA.

To address research question three, all participants interviewed reported the main focus of edTPA (planning, instruction, and assessment) aligned with their program curriculum. This meant some programs did not make major changes to their curriculum. However, two programs, K and L, made significant curriculum changes to their programs and reported having the highest weighted change scores. Programs K and L both reported program improvement in terms of assessment, as well as support for teacher candidates from heavily implementing edTPA into the student teaching seminars. Program L, the program with the highest weighted change score (22), also reported teacher candidates felt their student teaching seminar evolved into a test-preparation for edTPA. Other concerns expressed by university faculty included edTPA seemed

to be unrealistic to the actual teaching practices within teacher candidates' field placements, a lack of autonomy to place emphasis on student interest and needs to meet the requirements of the assessment, and edTPA was extremely regimented, as university faculty reported teacher candidates were essentially learning how to “jump through hoops” and “follow directions” (Ledwell & Oyler, 2016, p. 129).

Bartlett, Otis-Wilborn, and Peters (2017) investigated the experiences of special education teacher educators as key stakeholders during the “preparing effective teachers” policy process. Through a Critical Practice Approach, the purpose of the study was to provide perspective on the content area of special education edTPA during the implementation year. Critical Practice Approach (Levinson, Sutton, & Winstead, 2009) examines the process associated with the implementation, or appropriation, of policy by multiple actors (Braun, Maguire, & Ball, 2010). Participants consisted of 11 teacher educators from three higher education institutions. Data collection included one in-depth interview with each participant lasting one to two hours. The theoretical framework implemented was phenomenology, as phenomenology seeks to explore a specific phenomenon through perceptions of stakeholders within a situation (Moustakas, 1994). Results concluded all participants, in some way or another, appropriated the edTPA policy in their respective programs. Three themes emerged describing acts of appropriation within each higher education institute. The themes included embedding, co-opting, and reifying. Embedding occurred with all 11 participants and within each institution. The instructors implemented edTPA into their programs by incorporating (i.e. embedding) edTPA content or tasks into preexisting courses or structures. However, teacher educators felt embedding edTPA content into their courses infringed upon certain goals, objectives and structures of the courses and/or programs. The researchers classified these changes from

embedding as a representation of “creeping power” by edTPA. The theme co-opting is an extension of embedding, as it represents the leveraging of edTPA toward a purpose different from originally planned. The participants realized their courses took on different shapes due to the choice to embed edTPA material. Other key features, such as valued course content and experiences, the teacher educators prided themselves on were lost due to time seized by edTPA. Next, reifying, as a theme, can be defined as the process of making something complex concrete. This occurs more often in response to policy appropriation, as activities that start as informal practices become reified into a more formal procedure. For example, one of participants shared how their entire college was required to incorporate edTPA tasks into all course syllabi and further to indicate how the assignments in the syllabi aligned with rubrics from the assessment. The researchers determined that reifying policies could restrict college teacher education programs’ autonomy to meet the needs of program stakeholders. Lachuk and Koellner (2015) faces similar appropriation of an edTPA policy mandate within their teacher education program.

Lachuk and Koellner (2015) investigated, through a self-study, the immediate transition of edTPA into an elementary education higher education program sanctioned by state government officials. Lachuk and Koellner (2015) drew on Berry’s (2008) concepts of tensions through an interpretive framework lens to examine how an elementary education program was altered due to the drastic and immediate implementation of edTPA. Specifically, what tensions were experienced between their education program’s beliefs and practices, as well as how such tensions provided opportunities for growth within their teacher education program? Over one year of implementation of edTPA, Lachuk and Koellner (2015) described their personal experiences as faculty members incorporating edTPA into their elementary education program. Data collection for this study included reflective journals/notes and questioning their own

practice from observations of themselves and other university faculty within their program. The researchers devised an “action plan” to understand the new mandates of edTPA and to develop methods to support current and future teacher candidates. The researchers “retooled” or revised their program’s course curriculum and assessments based on the three edTPA performance-based tasks for elementary education (i.e., planning, teaching, literacy). Additionally, the researchers attended professional development workshops for teacher education faculty on edTPA, as well as participated in a series of online modules created specifically for teacher candidates to learn about edTPA to better understand the focus of edTPA from the perspective of the teacher candidates. Data were analyzed through acknowledging and coding of significant statements and experiences through the reflective journal/notes and visual observations, as well as constant comparison. The findings for this study, through a lens of tension associated with edTPA implementation, the researchers reported “living contradictions” in their practices as teacher educators, as they struggled with a balance of preparing teacher candidates to teach and strictly preparing the teacher candidates for edTPA. The researchers planned to utilize this information to formulate a better approach to edTPA in their program, communicate their realizations of this specific tension with faculty counterparts in the elementary education program, and revise professional learning materials specifically related to edTPA to better align with the courses they taught. The researchers noted the immediate implementation of edTPA helped improve courses, developed teacher candidates effectiveness, and would prove to be less of a need over time as the program faculty and teacher candidates become more familiar and have more experience with the assessment.

Similarly, Chandler-Olcott and Fleming (2017) examined multiple stakeholders’ perspectives regarding the inaugural implementation of edTPA over the span of one academic

school year within an English Education program at a private university in New York. Participants included seven teacher candidates, one university supervisor, and five mentor teachers that participated in individual interviews. For the purpose of organization, only university supervisor results will be included in this section. The foundational interview questions included: “Tell me what you know about edTPA”, and “What do you think is the purpose of edTPA?” Other questions related specifically to the participant group were asked as well. Embedded within the theory of situated learning, data were analyzed using constant comparison. The results regarding implementation perceptions of the participants reported three emerging themes: Purpose, Design, and Implementation. For theme one, Purpose, the university supervisor found one of the major objectives of edTPA to increase professionalism in the field, as edTPA requirements were a challenging requirement and associated with how respected professions receive their credentials. Additionally, the university supervisor felt another major objective of edTPA was gatekeeping, as the assessment seemed to filter out candidates who were unprepared to teach or had less dedication to the profession. For theme two, Design, the university faculty demonstrated being more knowledgeable of all the stakeholders on edTPA. For example, the university supervisor provided multiple trainings and workshops on introducing the assessment, how the assessment was completed, and the key components of edTPA. For theme three, Implementation, the most predominant implementation concern by the university supervisor was the lack of edTPA-related communication from both state department and education program, as she felt pertinent information regarding edTPA implementation was lost. Specifically, the scoring process and the requirements of edTPA were not communicated well, which left the university supervisor feeling like she did not support teacher candidates to the best of her ability. The lack of communication also left the university supervisor uncertain of

expectations by her program administration. For future implications, the researchers suggested strong communication between all stakeholders during the implementation of edTPA. The researchers also suggested with time, edTPA may benefit the teacher preparation programs that have implemented it, as it promotes quality teaching.

Although not empirically based, several other authors noted many higher education institutions feel mandated policy invoked by non-educators infringes upon the rights of educators and teacher candidates (Anderson and Zeichner, 2016; Greenblatt & O'Hara, 2015; Parkes & Powell, 2015). For example, in 2016, new teacher preparation regulations were mandated to hold teacher education programs accountable for preparing “effective teachers” by measuring their achievement outcomes (Anderson & Zeichner, 2016). Although intentions were good, a copious amount of change accompanied the policies. As a result of the “preparing effective teachers” policy, many states now refer to edTPA to fulfill the policy regulations despite empirical research voicing concern on the correlation between successful completion of the assessment and “readiness” as a teacher (Greenblatt & O'Hara, 2015). In addition, there are also questions regarding edTPA scoring procedure and its potential to measure teacher effectiveness (Parkes & Powell, 2015).

All studies reviewed in this section noted change was imminent with the consequent of edTPA (Bartlett, Otis-Wilborn, & Peters, 2017; Chandler-Olcott & Fleming, 2017; Lachuk & Koellner, 2015; Ledwell & Oyler, 2016; Olson & Rao 2017). Jacobs et al., (2015), Lachuk and Koellner (2015), and Ledwell and Oyler, (2016) provided insight on how to implement edTPA. For example, two teacher preparation programs documented an entire curriculum change when edTPA was implemented and reported significant program improvement (Ledwell and Oyler, 2016, Olson & Rao 2017). However, when edTPA was introduced as a representative of

authority, the perceptions surrounding the implementation of the assessment were more negative (Bartlett, Otis-Wilborn, & Peters, 2017; Chandler-Olcott & Fleming, 2017). Specifically, negative emotions regarding the assessment accrued when there was lack of communication between teacher education programs and the state department that mandated edTPA. With implementation, there was also the possibility of forfeiting valued course content and curricular autonomy.

Teacher Candidate Perceptions

University faculty perceptions have noted apprehension based on the amount of time and change with edTPA implementation (Chandler-Olcott & Fleming, 2017), and teacher candidate perceptions are not much different, if not more negative (Burns, et al., 2015; Butler, 2015; Heil & Berg, 2017; Meuwissen, et al., 2015; Wittenbrink, 2013). For example, teacher candidates have complained about the stress and anxiety that accompany high-risk certification assessments, documented teacher certification assessments negatively impacting their student teaching, as well as recognized certain assessment practices of edTPA lack alignment with teacher candidates' teaching beliefs and practices (Burns et al., 2015; Heil & Berg, 2017; Okhremtchouk et al., 2009). With many stakeholders contributing to the multifaceted nature of edTPA implementation, it is also important to examine literature focusing on the perceptions of teacher candidates.

Examining teacher candidates' perceptions of edTPA implementation, Jacobs et al., (2015) explored, via mixed methods, the possibility of implementing a singular task of edTPA within a mathematics methods course of 33 teacher candidates. The primary goal for the course was to develop beliefs and practices within the teacher candidates that aligned with the National Council of Teachers in Mathematics' Principals to Action (NCTM, 2014) as well as the

Common Core State Standards. The Cognitively Guided Instruction (CGI) model (Carpenter, Fennema, Franke, Levi, & Empson, 1999) was utilized, which is an instructional curriculum model focusing on the mathematical thinking of children. This specific model is intended to support the instructional decisions of teachers through the means of connecting the informal knowledge of children's mathematical thinking with formal mathematics (Jacobs et al., 2015). Over a 14-week semester, teacher candidates met two and a half hours one day a week, while teaching in a practicum setting two days a week. For this mathematics methods course, a mock version of Task Four was integrated to familiarize teacher candidates with the academic language and how the assessment will be evaluated. Task Four, only implemented in two edTPA content area assessments (Elementary Education: Literacy with Mathematics and Elementary Education: Mathematics with Literacy) focuses on the planning, implementation, and analyzation of elementary students' mathematical thinking. Specifically, the teacher candidates were instructed to provide prekindergarten through fifth grade students with opportunities to develop conceptual understanding, procedural fluency, and problem-solving skills. Data collection included course materials (assignments, daily writings, etc.), a two-dimensional 13 item teacher efficacy survey administered on the first and last day of the course, and semi-structured interviews with six participants randomly selected from the 33 teacher candidates at the end of the course. The focus of the interviews was to explore the teaching beliefs of the teacher candidates, explore the teacher candidates' experiences in the course, and their experiences with the mock edTPA Task implementation. Results indicated a significant increase ($p = .004$) in teacher effectiveness beliefs as the teacher candidates were more confident in their ability to implement and deliver effective mathematics instruction. The semi-structured interviews revealed the teacher candidates recognized the importance of assessing and understanding

students' mathematical knowledge prior to and during instruction, a characteristic of teaching effectiveness. The qualitative results also suggested what teacher candidates practiced within their own mathematical learning experiences was different than the effective teaching practice of allowing multiple solution strategies to be considered as an instructor. Jacob et al., (2015) concluded if an embedded pedagogical model, such as CGI, has a history of shifting pedagogical and efficacy beliefs, then edTPA can effectively integrate into a methods course without compromising the course material or dominating the course. The results from Jacobs et al., (2015) indicated a significant increase ($p = .004$) in teacher effectiveness beliefs by teacher candidates from the implementation of one edTPA task into a mathematics methods course.

Contrasting to Jacobs et al., (2015) work, Brown (2016), investigated the perceptions of 10 graduate level science teacher candidates to identify courses that helped candidates feel supported and rate readiness regarding edTPA tasks and displaying evidence of teaching practices. Each of the 10 participants enrolled in the early childhood practicum course, a required course for all teacher candidates nearing the end of coursework, participated in pre- and post-questionnaires. Teacher candidates completed the 39-item pre-questionnaire during the first practicum course meeting of the semester, and again as a post assessment on the last day of the practicum course. The questionnaire explored the perceptions of teacher candidates regarding coursework in the early childhood program, as well as their understanding of the expectations of edTPA. Results suggested teacher candidates perceived the support for edTPA during their preparation courses as moderate and felt more support could have been provided from instructors that aligned with the language and expectations of the assessment but also adhered to the national standards for Early Childhood Professional Programs. Only 20% of teacher candidates felt supported regarding edTPA preparation in Language and literacy courses for Birth through

Second Grade. Findings from this study also suggest while many assignments from courses in the program prepared the candidates for Tasks 1 and 2 of edTPA, the coursework did not appear to fully prepare them for the complete process of edTPA, including planning, instruction, and assessment. Specifically, in the course titled Children with Special Needs: Birth through Second Grade, 20% of participants felt supported to produce and administer assessments. Brown (2016) concluded that course instructors should provide teacher candidates, outside of student teaching, the opportunity to reflect and analyze teaching practices, as a method for evaluating the effectiveness of their teaching.

Heil and Berg (2017) investigated teacher candidates' perceptions during edTPA completion. Participants were seven (female = 6, male = 1) undergraduate music education majors enrolled in a one hour student teaching seminar course. Data collection included one focus group interview, emails between the students and instructor, teacher candidate seminar course field notes, a student constructed proposal project designed for teacher candidates to critique edTPA while actively participating in the assessment, and a survey. The survey on student perception of edTPA, developed by the School of Education, was conducted two weeks after edTPA submission. The survey data were analyzed to describe response means and standard deviations of each survey question. The results for all data collection and analysis were categorized into two themes: Positive Aspects and Negative Aspects. For the Positive Aspects theme, teacher candidates found significance in the three-part structure of edTPA (Planning, Instruction, and Assessment). Teacher candidates also found the edTPA project prior to the semester of submission, a project in which the participants were able to complete a practice round of edTPA, highly beneficial as it taught to the teacher candidates to practice essential components when completing edTPA, such as syntax and writing. Students were also familiar

with edTPA timelines and felt the requirements were clear and reasonable. As for the Negative Aspects themes, teacher candidates reported the assessment only represented a small fraction of their teaching and teaching ability. Teacher candidates were highly critical of the limited feedback provided by scorers, the limited amount of support during the assessment, and the usefulness of the assessment as the scorers had no knowledge of the candidates or their backgrounds, “which does not represent sufficient information for assessment purposes”. Overall, the teacher candidates were discouraged by edTPA, and felt it was not a true representation of their teaching. One teacher candidate shared, “we want to be good comprehensive teachers and build that in our students and...we couldn’t show that” (Heil & Berg, 2017, p. 188). Heil and Berg (2017) concluded overall teacher candidates held a negative perception regarding edTPA after consequentially completing the assessment and suggested music teacher educators be transparent in the common critiques and positive comments shared by past teacher candidates about edTPA, to provide a broader context of edTPA and clarify common misconceptions of the assessment.

Meuwissen et al., (2015) reported similar findings in an examination of teacher candidates’ perceptions and preparation for edTPA, immediately following edTPA completion. Teacher candidates ($n = 104$) completed a 14 item survey in the states of New York ($n = 84$) where edTPA was made consequential immediately in 2014, and Washington ($n = 20$), where edTPA was piloted and tested for 5 years. Data were analyzed by calculating frequencies within enumerated categories. For the open-ended survey questions, congruent responses were identified and synthesized into broader analytical categories. Results indicated 47% of teacher candidates did not find the goals of edTPA to be clear. A staggering 85% found edTPA to be an unfair assessment in measuring their teacher practices. Contrastingly, 43% of participants found

the goals of edTPA to be consistent with the goals of their teacher education program, with 46% reporting the goals of edTPA were consistent with their idea of good teaching.

Similarly, Clayton (2018) investigated the perspectives of teacher candidates after edTPA completion during the first two semesters of consequential implementation. Thirty-six teacher candidates within three teacher education programs at one university participated in an electronic survey consisting of 50 select-response questions and 2 open-ended questions. Six teacher candidates also participated in 60-minute interviews along with a review of their edTPA submission. The interview questions inquired about the nature of the teacher candidate's placements, edTPA experiences, relationships during student teaching, edTPA submission and scores, and personal learning from their experiences. Survey data were analyzed to produce descriptive statistics and interview data were analyzed through readings, re-grouping, and identifying themes to further identify emergent codes. Results indicated survey responses were generally positive about the teacher candidate experience. Eighty-one percent of candidates responded they felt well prepared, with 83% satisfied with the amount of teaching they completed. The interview data produced four themes to characterize how candidates perceived edTPA during student teaching: Reflective, educative, mandated, and subtractive experience. In theme one, Reflective, teacher candidates noted how edTPA opened their eyes and helped them better understand what was needed to continue professional growth as educators. Theme two: Educative, demonstrated participating in edTPA was a learning experience, as the teacher candidates were able to focus on the context of learning, take more interest in their students, and better understand the curriculum design. Theme three: Mandated, described how the teacher candidates recognized the "main focus" of edTPA was on "meeting the requirements" or just simply trying to "complete the assessment" (Clayton, 2018, p. 21). Teacher candidates reported

they were unable to become fully involved in the classroom or with teaching because they worried about completing the assessments and passing. Lastly, theme four: Subtractive experience, represented the amount of time edTPA took to complete. The teacher candidates felt their student teaching experience was lessened by the amount of time spent working on and worrying about edTPA. Additionally, teacher candidates felt working on edTPA was time taken away from other experiences perceived as more valuable when student teaching.

Previously outlined in detail in the university implementation section of this chapter, Chandler-Olcott and Fleming (2017) also interviewed seven teacher candidates. Results regarding implementation perceptions of teacher candidates reported three emerging themes: Purpose, Design, and Implementation. For theme one, teacher candidates reported similar findings as the university supervisor. Specifically, teacher candidates found edTPA to increase professionalism in the field as a major component of the assessment. Teacher candidates felt edTPA was difficult, selective, and carried prestige. For theme two, Design, teacher candidates reported to know more about the assessment than the five mentor teachers, yet less than the university supervisor. Additionally, the candidates interpreted the design of edTPA to reflect key aspects of the process, such as planning, instructing, and assessing, as well as the importance of differentiated instruction. In the third theme, Implementation, communication was an issue for teacher candidates as well. Due to a lack of communication regarding assessment requirements and the scoring process. Teacher candidates felt pertinent information on edTPA scoring was not adequately delivered to them, in which many mistakes might be avoided.

Overall, the literature examining teacher candidates' perceptions of edTPA implementation shows mixed results and indicates, regardless of when experiences and perceptions are measured, time is of the utmost importance as edTPA requires an abundance of

time to complete (Clayton, 2018). Further it is evident from the literature that teacher candidate's tend to feel more prepared, supported, and confident in their work when they experience comprehensive training in university programs and when they receive adequate communication regarding edTPA (Brown, 2017; Chandler-Olcott & Fleming, 2017, Jacobs et al., 2015).

Conversely, in some studies, teacher candidates found edTPA to be an unfair representation of their true teaching ability, as only a small portion of what occurred was represented (Meuwissen et al., 2015). Based on these results, future examination is certainly warranted.

Cooperating Teachers in edTPA

The relationship between the cooperating teacher and teacher candidate is one of the more influential factors for teacher candidates as they grow into their professional identity (Ferber & Nilas, 2010). The cooperating teacher plays a pivotal role in the professional development and skill development of teacher candidates, but unfortunately teacher candidates are sometimes placed with cooperating teachers who are not equipped to be in a mentor position (Grimmett & Ratzlaff, 1986). Often, cooperating teachers do not provide constructive feedback to teacher candidates out of fear of confrontation (Abell, Dillon, Hopkins, McInerny, & O'Brien, 1995; Edwards & Wilkins-Canter, 1997). There are also instances when the cooperating teacher and teacher candidate differ in teaching beliefs (Marks, 2007). After extensive training at the university level, teacher candidates are faced with the uncomfortable obstacle of tailoring their teaching style to match those of the cooperating teacher. When this occurs, teacher candidates can find themselves shifting teaching styles, abandoning what they learned from their university training (Marks, 2007). With edTPA extensively growing in popularity, stakeholders, including cooperating teachers, should be invested in the cultivation of effective teachers.

Meuwissen and Choppin (2015) investigated the perceptions of teacher candidates specifically regarding cooperating teachers. This research was conducted within the first consequential year for the state of New York. The researchers framed their work around a theory of preservice teachers' mediation of policy and practice within an accountability context. This framework incorporated three perspectives: a design perspective, a sociocultural perspective, and a policy context perspective (Wei & Pecheone, 2010). Although the larger study examined 104 teacher candidate's perceptions of edTPA via survey, 24 of those teacher candidates participated in semi-structured interviews for the specific purpose of identifying the cooperating teachers' roles in edTPA. Questions for the semi-structured interview were refined after initial analysis of the survey. For example, the survey presented a question regarding support in choosing specific artifacts for teacher candidate portfolios. As a result, an interview question was created to explore what it meant to be well-supported. Questions also explored types of support the teacher candidate received and if the supports were helpful during student teaching. Data analysis (Creswell, 2014) revealed a major theme of Candidates' Meditation of Support Tensions. Evidence to support this theme showed varied instances where the cooperating teacher was involved in the mediation of support while participating in edTPA. One scenario described a teacher candidate needing to implement a specific teaching practice to fulfill the requirements of the mandated test. The cooperating teacher was not very receptive to this idea, as this teaching practice did not align with the school's traditional practice. The teacher candidate responded, "Well, here's what they need to me do [for edTPA]" (Meuwissen & Chopin, 2015, p. 13). The cooperating teacher, although unwilling, agreed with "okay". Other candidates had quite the opposite experience with their cooperating teachers. One participant noted the stressors that accompanied the assessment and how supportive their cooperating teacher was amid the

pressure. The candidate stated, “I got free reign to do whatever I needed to do... ..My cooperating teachers were really great at listening to me about some of the struggles I would have” (Meuwissen & Chopin, 2015, p. 13). Unfortunately, in many cases, the cooperating teachers were unfamiliar with edTPA which led to a lack of support strategies for the teacher candidates. One of the components of edTPA is classroom video recording. At least three participants discussed ways in which cooperating teachers were an additional challenge when asked to assist in the recording segments of the assessment. One candidate explained the necessary importance of being filmed giving instruction, but the cooperating teacher felt it was more important to show the students working independently instead. Cooperating teachers were not prepared to oversee teacher candidates implement edTPA into their student teaching, as was made evident from the results. Meuwissen and Choppin (2015) indicated a need for investment in cooperating teachers when implementing edTPA and proposed even the simple act of introducing edTPA to cooperating teachers may have a positive impact on teacher candidate support.

Previously introduced in the university implementation and teacher candidate sections of this chapter, Chandler-Olcott and Fleming, (2017) also explored the perceptions of five cooperating teachers’ perspectives on edTPA implementation. The results for this study resulted in the emergence of three themes: Purpose, Design, and Implementation. For theme one, cooperating teachers expressed concern and distaste at the idea that a consequential teacher preparation assessment may persuade or keep teacher candidates from entering the teaching field, especially during a teacher shortage. The cooperating teachers reported perseverance and attention to detail as necessary to be a teacher but not sufficient enough to pass edTPA, which was a troubling thought for cooperating teachers. In theme two, Design, cooperating teachers had

the least amount of knowledge on the design of edTPA, as compared to the university supervisor and teacher candidates. However, cooperating teachers reported they were highly familiar with Task 2, the requirement to videotape the teacher candidate's instruction. The cooperating teachers also reported they were aware of the difficulty of the assessment, but were not familiar with the technicalities of the design of edTPA. In the third and final theme, Implementation, communication was a main concern for cooperating teachers during edTPA implementation. For instance, one of the university supervisors hosted an introduction to edTPA workshop on campus and only three of the eight cooperating teachers invited were able to make it. Cooperating teachers also expressed concern over the amount of pressure edTPA implementation had placed on teacher candidates. Chandler-Olcott and Fleming (2017) indicated cooperating teachers lacked knowledge on edTPA's purpose, design, and how it is implemented, which are all important qualities to know when a stakeholder of the assessment.

Burns, Henry, and Lindauer (2015) performed an action research study to examine the effectiveness of a "Loop" model for supporting teacher candidates in preparing and submitting edTPA. The participants were 58 undergraduate and graduate students seeking a teaching certificate for the state of New York within their university's College of Education. The participants were enrolled in various subject areas within their College of Education to include Adolescence Education, Childhood Education, Special Education, Early Childhood Education, and Physical Education. Each teacher candidate was matched with a cooperating teacher to fulfill student teaching requirements. This study implemented the "Loop" model to maximize candidate success when completing edTPA. The semester prior to student teaching included a course titled Pre-Student Teaching with a requirement of 50 practicum hours. The researchers' goal to implement the "Loop" model was to continue school and cooperating teacher placement after

completing the practicum course, which allowed the teacher candidates to remain with the same cooperating teacher during their student teaching. Partnerships between the university and public schools were established for the cooperating teachers and their schools to provide professional development training on edTPA. College faculty established PowerPoint presentations that identified and established a connection between edTPA and the Annual Professional Performance Review, the teacher evaluation the cooperating teachers used for their own teaching. These presentations were shared with the cooperating teachers at the beginning of the teaching semester. Each participant group (58 teacher candidates and 58 cooperating teachers) received two different surveys to gather perspectives on the implementation model at the end of the semester edTPA was completed. The teacher candidate survey consisted of 18 questions (11 Likert scale and 7 open-ended questions) to explore the impact of edTPA from the perspective of the teacher candidates. The cooperating teacher survey included 10 Likert scale questions with optional comments after each question. All survey results were quantified to determine the mean scores for each question. In addition, the qualitative components (comments from the survey) were analyzed to identify themes. Results for the teacher candidate survey indicated 87% of teacher candidates felt overwhelmed by edTPA. However, 67% of teacher candidates saw the relevance of edTPA in its contribution to professional development. Also, when asked about cooperating teacher support, teacher candidates reported that 67% felt supported by their cooperating teachers during edTPA, although 87% of teacher candidates felt more supported by their university supervisor. Results of the cooperating teacher survey indicated 74% of the cooperating teachers agreed or strongly agreed that cooperating teachers should be an active supporter of teacher candidates' edTPA work. Fifty-seven percent of cooperating teachers also felt they received enough information on edTPA to be a support for the teacher candidates.

However, many cooperating teachers remained confused and overwhelmed even after training. Burns, Henry, and Lindauer (2015) suggested cooperating teacher immersion in edTPA was beneficial as a form of support for teacher candidates. Additionally the authors recognized university faculty as more familiar with the assessment, which led to more support of teacher candidates and called for more cooperating teacher immersion with edTPA in other forms than just the “loop model”.

Kissau, Hart, and Algozzine (2019) recognized the role cooperating teachers played in development of teacher candidates. The researchers also recognized potential benefits of professional development for cooperating teachers and the potential benefit it may have on teacher candidate support and performance. To better support teacher candidates while completing edTPA, Kissau et al. (2019) hypothesized that performing a specific professional development for cooperating teachers on edTPA would result in more effective mentoring of teacher candidates. The researchers also hypothesized higher edTPA scores of teacher candidates placed with cooperating teachers who experienced professional development opposed to cooperating teachers who did not participate in professional development. Through purposeful sampling, 10 cooperating teachers agreed to participate in the study and were matched with 10 teacher candidates for the upcoming semester. Sixty teacher candidates were randomly selected to participate who were previously matched with cooperating teachers that had not been involved with edTPA professional development. Data collection included classroom observations, a 24 item Likert scale survey, semi-structured interviews, and edTPA scores. Twelve randomly selected cooperating teachers (6 involved in professional development and 6 not involved in professional development) were observed in the classroom and participated in semi-structured interviews. To evaluate edTPA scores, the scores of all teacher candidates who participated in

student teaching (n = 161) that semester were evaluated. Of those 161 teacher candidate participants, 144 portfolios were completed and 10 of the candidates were paired with cooperating teachers who had participated in the edTPA professional development. To measure the impact of professional development on the cooperating teacher participants, the researchers compared subscale scores on the observation tool using independent group *t* tests. Independent group *t* tests were used to analyze the survey data. Interview data were transcribed and coded for themes guided by a grounded theory approach. Results indicated the impact of professional development on cooperating teachers practice was not significantly different ($p < 0.1$) than cooperating teachers not trained with edTPA professional development via the classroom observation tool. Although there was not a significant difference, ratings on both lesson plans and classroom performance were higher for the cooperating teachers in the intervention group. The semi-structured interview data provided a more positive outlook as two themes emerged. Theme one noted cooperating teachers who participated in the professional development were able to provide teacher candidates with valuable feedback in relation to edTPA, whereas cooperating teachers that were not trained via the professional development were not able to do so. Theme two represents the cooperating teachers involved with professional development as understanding the “big picture”, as they were able to make specific connections to edTPA when referencing best practice. Cooperating teachers in the intervention group provided more guidance for their teacher candidate, as well as discussed in detail edTPA requirements and tasks to better serve teacher candidates. edTPA scores were not statistically significant between the intervention and control groups. Regardless, ratings on planning, instruction, and assessment, as well as the total and average assessment scores were higher for the intervention group as opposed to the control group. However again, there were no statistically significant differences.

Cooperating teachers play an integral role during student teaching for teacher candidates (Ferber & Nilas, 2010). With the consequenting of edTPA, literature on cooperating teachers and their roles during the completion of edTPA suggests cooperating teachers are unprepared to be a form of support for teacher candidates (Chandler-Olcott & Fleming, 2017; Kissau, Hart, & Algozzine, 2019; Meuwissen & Choppin, 2015) although a large population of cooperating teachers felt important to teacher candidates successfully completing edTPA (Burns, Henry, & Lindauer, 2015).

edTPA and Physical Education

Although four studies have included physical education majors when examining edTPA implementation (Davis & Wash, 2019; Martin, Klinkenborg, & Wetherington, 2018; Olson, O’Neil, & Sazama, 2019; Treadwell, Cameron & Manson, 2017), there is no empirical literature on edTPA and physical education as a specific program area. This is problematic due to the vast differences between physical education and other programs. In this section, I will explain the differences, as well as explore the existing literature regarding edTPA and physical education, albeit anecdotal and practical in nature.

SHAPE America (2019) defines physical education as means of “providing students with a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behavior for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence” (para. 1). Physical education is quite different from most other content areas and their respective programs. While similarities exist, the teaching/learning environment, curriculum, and acts of learning in physical education are very unlike those presented in a math, science, or English language arts (ELA) classroom. There are also stark differences in planning, providing instruction, and assessing students in physical

education. The edTPA assessment handbook for physical education acknowledged the difference between physical education and other content areas. According to the current Physical Education edTPA handbook (SCALE, 2018a), edTPA was designed to engage candidates in demonstrating understanding of teaching and student learning through authentic avenues that focus on the psychomotor, cognitive, and affective learning domains. These are major components of physical education determined by the SHAPE America standards and are intended to relate to movement patterns, performance concepts, and health-enhancing physical activity (SHAPE, 2019). Physical education scholars have begun to offer literature for physical education stakeholders that provide insight on practical strategies for physical education teacher education professionals and cooperating teachers concerning edTPA (Davis & Wash, 2019; Martin, Klinkenborg, & Wetherington, 2018; Olson, O'Neil, & Sazama, 2019; Treadwell, Cameron, & Manson, 2017).

The latest practical piece on physical education and edTPA by Olson, O'Neil, & Sazama (2019) offers a breakdown of the Planning for Instruction and Assessment task, the Purposeful Instruction task, and the Assessment and reflection task. Within each comprehensive analysis, the authors provide an in-depth description of each task with experience-based 'best practices' for how to succeed within each task. Additionally, for all three tasks the authors provide supplementary sections that include Written Commentary Suggestions per task, Planning Tips for Teacher Candidates to maximize time on assessment, and Planning Tips for Physical Education Teacher Education Faculty to maximize time on instruction of the assessment. Each task is also concluded with an outline of barriers that may be associated with each task, to help prevent the teacher candidate or university faculty member from making a mistake.

Similarly, Davis and Wash (2019) provide a narrative on edTPA and physical education/teacher education from their own experience as university faculty members preparing

teacher candidates for edTPA. This narrative is categorized by the three edTPA tasks. Within each section, the authors outline each task, followed with the associated rubric/s, and often an example of the program's most recent edTPA scores broken down by success rate for each rubric. The last section of the narrative provides a summary of the teacher candidate performance from the most recent cohort and steps taken to implement programmatic change if necessary.

Treadwell, Cameron, and Manson (2017) also offered specific tips for success when implementing edTPA into physical education teacher education programs. Through shared perspectives and tips from three physical education/teacher education professionals who serve as edTPA physical education national scorers, the researchers deliver advice for all stakeholders which fall into three categories: Organization, Procedures, and Understandings. The advice includes suggestions for teacher candidates to keep a binder, either physical or electronic, to collect all materials related to edTPA. The authors also suggest completing edTPA in the first half of student teaching, as well as having an "understanding" of Bloom's taxonomy as academic language within edTPA is evaluated throughout each task of edTPA. The next section offers suggestions to university faculty and cooperating teachers for providing support to teacher candidates. This section includes advice on the importance of communicating with administrators at the student teaching sites, as most administration are unaware of edTPA, and more importantly, may have a set curriculum they want physical educators to follow. This section also highlights the importance of the cooperating teacher role. The authors suggest the university faculty member and cooperating teacher should frequently discuss the purpose of edTPA, and the appropriate support the cooperating teacher can provide for the teacher candidate. The last section is directed toward university faculty and physical education/teacher education programs and what they can do to succeed with edTPA, such as performing a gap

analysis utilizing edTPA scores to identify areas that need improvement in regard to planning, instruction, and assessment, as well as creating an edTPA “boot camp” with intensive edTPA training for all stakeholders. Finally, the authors suggest university faculty utilize edTPA data to benefit their program. In addition to the sections written for each stakeholder, an itemized list of edTPA tips for teacher candidates, university faculty, and cooperating teachers is provided for further aid. With a dearth of literature regarding edTPA in physical education, this article is an oasis of practicality for those searching for suggestions on embracing edTPA in their physical education teacher education program.

The final article to date in relation to edTPA and physical education provides insight on one of the harder components of edTPA for physical education teacher candidates; academic language. Specifically, Martin, Klinkenborg, and Wetherington (2018), university faculty within physical education/teacher education programs, highlight how academic language is defined in edTPA and give examples of how to use academic language in relation to physical education. The authors begin by defining academic language, according to edTPA then provide the difference between academic languages in other content areas in comparison to academic language in physical education. For example, the authors highlight how intensity means something very different in physical education than it does in science. Within the academic language in Physical Education section, the authors provide examples of words with definitions, and how they are used in physical education that are considered to be categorized as academic language. Next, the authors discuss academic language demands composed of four elements: language function, vocabulary, syntax, and discourse, with detailed definitions, examples, and applications in physical education in relation to lesson objectives. Tables are provided and broken down by strategy (e.g., a word wall), a picture of the strategy in an elementary setting,

and a picture of the strategy in a secondary setting. The authors provide examples of strategies through academic language cards, diagrams or pictures for lesson plans, station or task cards, a graphic organizer, lesson debriefing questions, and peer modeling examples. Lastly, the authors provide a table for strategy and pictures highlighting examples of objectives (pathways and routes, leaping, balancing, and throwing) vocabulary, syntax, and discourse within academic language for physical education at the elementary and secondary levels.

To summarize, currently the literature base on edTPA and physical education specifically consists of four practitioner articles (Davis & Walsh, 2019; Martin, Klinkenborg, & Wetherington, 2018; Olson, O’Neil, & Sazama, 2019; Treadwell, Cameron, & Manson, 2017). Each article includes useful strategies for success on the physical education edTPA, successful tips for physical education stakeholders, and highlights components of edTPA academic language in physical education. It is evident based on the existing literature available to date, there is a need for research in this area to begin laying the foundation for professionals in the field. While there is a copious amount of empirical literature on edTPA in other content areas, currently no empirical articles exist on edTPA and physical education, with physical education as the main content area. With empirical data we can begin to understand the role stakeholders play in physical education edTPA implementation, different methods of edTPA implementation in physical education teacher education programs, and forms of support for stakeholders to better implement edTPA. To contribute to this gap in the literature, the purpose of this study was to determine what impact edTPA has on physical education teacher education programs, the relationship between programmatic change and student performance, and the impact on cooperating teachers in the state of Alabama after consequential edTPA implementation.

CHAPTER III METHODS

In this chapter I will introduce the participants, data collection instruments, and data analyses in which I answered all three research questions for this study. The research questions were: (1) What impact did the implementation of consequential edTPA have within physical education teacher education (PETE) programs; (2) What is the relationship between the extent of programmatic change and subsequent student performance; and (3) What impact did the implementation of consequential edTPA have on cooperating teachers?

Human Subjects Approval

Approval was requested from Auburn University Institutional Review Board for Research Involving Human Subjects (IRB) prior to recruitment for this study. The expedited research protocol submission (#19-528 EP 1912) was approved for use from 02/04/20 to 02/03/21 as per the regulations and protocol outlined by the IRB (Appendix A).

Participants

Physical education teacher education university faculty ($N = 18$) and cooperating teachers ($N = 20$) with a total of 38 participants were recruited from the state of Alabama for this research study. Due to Covid-19, my ability to contact university faculty and cooperating teachers directly was complicated, as all higher education institutions and public school systems in the state of Alabama were closed and overwhelmed with transitioning to online instruction for the Spring 2020 semester after IRB approval. Of the 38 university faculty and cooperating teachers contacted, 24 agreed to participate in the study: 11 (45.83%) physical education university faculty members; and 13 (54.16%) cooperating teachers.

University Faculty Recruitment Process

The selection criteria for university faculty in the recruitment process included faculty from universities located in the state of Alabama with a physical education certification program requiring consequential edTPA ($N = 18$). Due to edTPA becoming consequential to certification in the state of Alabama in the fall of 2018, all faculty from physical education teacher education programs in the state of Alabama were eligible to participate in this study. However, one university faculty member with the most involvement in edTPA per university was recruited to prevent duplicate program results. Based on the information provided on each institution's program website, five program coordinators, two program administrative assistants, and 11 university faculty members, representing all 18 potential universities were contacted via email regarding participation in the survey portion of this study (Appendix B). The recruitment email included a link to the edTPA Impact Perception of University Faculty online Qualtrics XM survey (Appendix C). Of the five program coordinators contacted, three forwarded the original email to the "PE program coordinator" and two responded with the email contact of the faculty member most heavily involved with edTPA in their university program, resulting in two university faculty agreeing to participate and completing the survey. The faculty member contacts provided by the two administrative assistants resulted in no additional participants. Nine of the 11 university faculty members emailed directly by the researcher agreed to participate in the study and completed the survey, resulting in a total of 11 university faculty overall from all recruitment contacts. The response rate for university faculty was 61%. The final question within the survey requested permission to be contacted for a follow-up individual interview. University faculty consented by entering preferred contact information in the space provided. If not willing to be contacted, the participants chose "no, I am not willing to be contacted for a follow-up interview". Of the 11 university faculty participants who completed the survey, seven (63.63%)

consented to contact for a follow-up interview. An additional recruitment email for a follow-up interview (Appendix D) was sent to the seven university faculty to obtain available times within a two-week period for interviews to take place at a time that best fit their schedule. Overall, seven university faculty consented and completed an individual follow-up interview.

Cooperating Teacher Recruitment Process

The selection criteria for cooperating teachers included physical education teachers within the state of Alabama who served as a cooperating teacher for a teacher candidate completing edTPA since it was mandated consequential in 2018. To determine the participant sample, university faculty participating in individual interviews provided the researcher with names and contact information for cooperating teachers who previously or concurrently supervised a teacher candidate completing edTPA. Based on this sample, a recruitment email (Appendix E) with a link to the edTPA Impact Perception of Cooperating Teachers online Qualtrics XM survey (Appendix F) was sent to 20 cooperating teachers. Of the 20 cooperating teachers recruited, 13 consented to participate in the study and completed the survey with the response of 65%. The last question within the survey contained a request to be contacted for a follow-up individual interview. Cooperating teachers entered preferred contact information in the space provided to consent. If not willing to be contacted, the participants chose “no, I am not willing to be contacted for a follow-up interview”. Of the 13 cooperating teacher participants that completed the survey, seven (53.84) agreed to be contacted for a follow-up interview. A recruitment email (Appendix G) for a follow-up interview was sent requesting available times within a two-week period for interviews to take place at a time that best fit their schedule. In total, seven cooperating teachers consented and completed individual follow up-interviews.

Data Collection

Data collection methods included surveys (Appendix C - edTPA Impact Perception of University Faculty; Appendix F - edTPA Impact Perception of Cooperating Teachers), individual interviews (Appendix H), and programmatic edTPA mean scores. Table 1 represents a block schedule format of data collection methods with university faculty members and cooperating teachers (Table 1).

Table 1

Data Collection Block Schedule

Data Collection	Date
Survey Delivery to University Faculty	March 30
Survey Follow-Up with University Faculty <i>Scheduling of Interviews</i>	March 30, April 1, 3, 6, 7
Survey Delivery to Cooperating Teachers	March 30, April 1, 3, 6, 7
Survey Follow-Up with Cooperating Teachers <i>Scheduling of Interviews</i>	April 2, 3, 6, 7, 8, 9
Individual Interviews with University Faculty	April 7, 8, 10, 14, 15, 20
Individual Interviews with Cooperating Teachers	April 8, 9, 10, 14, 16

Instruments

edTPA Impact Perception of University Faculty. To measure the degree of change within each physical education teacher education program, 11 university faculty completed the edTPA Impact Perception of University Faculty survey (Appendix C) via Qualtrics XM. A link to the survey was delivered through email correspondence, and the participants were asked to complete the survey in a 2 week time period. Ledwell and Oyler (2016) developed the edTPA Impact Perception of University Faculty survey to define ‘Levels of Change’ within a teacher education program. Although not explicitly evident to the survey participants by the questions included, the ultimate goal of this survey is to identify specific changes in curriculum according to one of three categories: 1) Course curriculum was kept intact; 2) Minor course curriculum

revisions took place; and 3) New course curriculum was created (Ledwell & Oyler, 2016). Level of Change is reported based on the amount of Level One, Level Two, and Level Three changes occurring within a program. The survey included 20 dichotomous yes or no response questions with the option for comments, in which 18 dichotomous questions were intended to measure Level of Change. Two questions were “free-enter” comment options. A panel of three university professors with over 60 years combined experience in the area of physical education teacher education reviewed the survey and established face validity and content validity. Upon validation, the researcher entered the original survey into Qualtrics XM for dissemination, with the addition of two questions: 1) Are you willing to be contacted for a follow-up interview?, and 2) What was the edTPA programmatic mean score within your program for the 2018-2019 academic year? Eight of the 11 participants that completed the survey reported a programmatic edTPA mean score for the 2018-2019 academic year.

edTPA Impact Perception of Cooperating Teachers. To investigate the impact of consequential edTPA implementation in the state of Alabama, 13 cooperating teachers completed the edTPA Impact Perception of Cooperating Teachers survey (Appendix F), previously validated by Seymour, Burns, & Henry, (2018). The researcher reconstructed the original survey in Qualtrics XM and delivered the link to the survey to cooperating teachers through email correspondence, with a request for completion within 2 weeks. The survey consisted of nine questions that ranged from 1 (*strongly disagree*) to 5 (*strongly agree*) and the option for additional comments. One final question was included in the survey indicating willingness to be contacted for a follow-up interview. Cooperating teachers were asked to enter preferred contact information or decline further participation.

Individual Interviews. Semi-structured individual interviews using stimulated recall techniques were conducted with seven university faculty and seven cooperating teachers. Interviews were scheduled following completion of the edTPA Impact Perception of University Faculty (Appendix C) or Cooperating Teacher surveys (Appendix F). The primary investigator conducted the interviews in Zoom video conference or phone call format, based on the preference of the participants, and interviews lasted between 30-120 minutes. Individual interview techniques were selected due to the potential sensitive nature of the material discussed and to encourage the participants to reflect openly about their experiences without fear of confidentiality concerns. Stimulated recall methods using survey responses were incorporated to encourage participants to reflect on pivotal edTPA experiences (Appendix H). Conversational prompts were utilized to probe more deeply into perspectives and to stimulate memories. All interviews were recorded as a Zoom recording or through the Voice Recording application that was downloaded onto the researcher's cell phone and was immediately transcribed verbatim.

Programmatic edTPA Mean Scores. Programmatic edTPA mean scores for physical education teacher education programs in the state of Alabama were requested through an additional question included on the edTPA Impact Perception of University Faculty survey (Appendix C). Specifically, the question stated, "What was the edTPA programmatic mean score within your program for the 2018-2019 academic year?" Mean scores for the 2018-2019 academic year were requested for two distinct reasons. First, 2018-2019 was the inaugural year edTPA was mandated as consequential in the state of Alabama. Second, programmatic edTPA mean scores are not available to the public until one academic year has passed, therefore 2019-2020 data would not be available until August 2021, outside of the timeline of this study. Eight

of the 11 university faculty completing the survey reported an edTPA programmatic mean score for their institution.

Data Analysis

The Impact Perception of University Faculty Surveys and Level of Change

The Impact Perception of University Faculty survey data (Appendix C) were converted and analyzed by item through the automated frequency report in Qualtrics XM and then copied into an Excel 2016 spreadsheet to produce descriptive statistics. In addition, survey comments reported were transferred to a Word 2016 document, then coded and itemized. Each participant that completed the survey was given a participant letter (A-K) to protect program and participant confidentiality and was documented in the Excel 2016 spreadsheet. To determine Level of Change for each program, the first 18 of the 22 Impact Perception of University Faculty survey (Appendix C) items were coded for the 11 university faculty who reported programmatic edTPA mean scores. Only 18 questions were coded for Level of Change as these questions represented the potential for curriculum change within each program. For example, questions 1-6 represented Level One change, questions 7-10 represented Level Two change, and questions 11-18 represented Level Three change. Based on three categories (Table 2), Level of Change data for 11 (A-K) programs were recorded in Figure 1, the Level of Curriculum Change by Program table, to represent the amount of change that took place within each level (Levels 1-3) for all 11 programs. If a participant answered Yes to questions 1-18 on the edTPA Impact Perception of University Faculty survey (Appendix C), a capital “X” was placed next to the coinciding question within either Levels One, Two, or Three.

Table 2

Level of Change Categories

Level One – Course Curriculum Kept Intact
<ul style="list-style-type: none">• Graduate assistant employed as edTPA support• edTPA graduate assistant meets with candidates• Created voluntary edTPA workshops• Created study halls/boot camps• Used video in student teaching more than before• Relabeled some course content to align with edTPA idioms
Level Two – Minor Course Curriculum Revisions
<ul style="list-style-type: none">• Integrated more focus on lesson plans• Integrated more focus on gradual lesson plan development• Integrates more focus on assessment practices• Changed course sequence
Level Three – New Course Curriculum Created
<ul style="list-style-type: none">• Created a new lesson plan format• Created a new student teaching evaluation• Integrated practice edTPA into a methods class• Added content: new focus on ELL, IEPs, and 504s• Re-designed teacher candidate seminar with edTPA at center• edTPA completion became a primary focus on student teaching• Program’s culminating assessment changed• Gave up valued content

Figure 1

Level of Curriculum Change by Program

	edTPA-Related Curriculum Changes	Program and Curriculum Changes										
		A	B	C	D	E	F	G	H	I	J	K
Level 1	GA employed as edTPA support	X	X					X				
	GA meets with TC as support	X						X				
	Created voluntary edTPA workshops	X	X	X	X	X	X	X	X	X		
	Created study halls/boot camps	X	X	X	X	X	X	X		X	X	X
	Used video more than before	X	X				X		X	X		X
	Relabeled some content to align with edTPA	X	X	X	X	X	X		X	X	X	X
Level 2	Integrated more focus on lesson planning	X	X	X	X		X	X	X	X		X
	Integrated more focus on gradual lesson plan development	X	X	X	X		X		X	X		X
	Integrated more focus on assessment practices	X	X	X	X	X	X	X	X	X	X	X
	Changed course sequence		X		X							
Level 3	Created new program lesson plan template	X	X	X	X	X	X	X	X	X		X
	Created new program student teaching evaluation		X		X		X		X	X	X	
	Integrated practice edTPA into a methods class or other content course	X		X			X	X		X	X	X
	Added content: new focus on ELL, IEPs, and 504s	X		X	X	X	X		X			
	Re-designed ST seminar with edTPA at center	X	X	X	X	X	X	X	X	X	X	
	edTPA completion became a primary focus of ST	X	X	X	X	X	X	X	X	X	X	X
	Program's culminating assessment changed				X	X		X	X		X	
	Gave up valued content	X							X			X
Total number of Curriculum Changes	15	13	11	13	9	12	11	13	12	8	10	
Weight of Change	30	25	24	29	20	28	23	33	25	17	14	
Programmatic Mean Scores (A-H)	46.0	40.8	42.6	39.0	38.0	N/A	42.0	43	N/A	N/A	N/A	

After the Level of Change was determined for each program, the total number of curriculum changes for each of the 11 programs (A-K) was reported and documented in Figure 1.

Additionally, a weighted curriculum change score was calculated and added to Figure 1. The goal for designing such a system was “to create a metric that allowed researchers to compare curriculum changes across programs while accounting for differences in degree” (Ledwell & Oyler, 2016). For example, a program with Levels of Change that represent one Level One change, two Level Two changes, and two Level Three changes would have a weighted curriculum change score of $11 = (1 \times 1) + (2 \times 2) + (2 \times 3)$.

Programmatic edTPA Mean Scores, Total Number of Curricular Changes, and Weighted Curriculum Change Scores

Eight (A-H) programmatic edTPA mean scores were reported and extracted from Question #22 of the edTPA Impact Perception survey (Appendix C) as documented in Figure 1. Among the eight (A-H) programmatic mean scores, the total number of curriculum changes for each program analyzed from programs A-H’s Level of Change, and the weight of curriculum change scores for programs A-H were transferred to an Excel spreadsheet document and statistically coded per category. After coding by category, data were entered into a file via SPSS 20 to determine if a correlational relationship exists between programmatic edTPA mean scores and total number of curricular changes, as well as programmatic edTPA mean scores and weighted curriculum change scores.

edTPA Impact Perception of Cooperating Teachers

Data from 13 cooperating teachers who completed the edTPA Impact Perception of Cooperating Teachers (Appendix F) survey were exported from Qualtrics XM and analyzed to determine descriptive statistics for each survey item, as well as frequency of each question

reported by each participant. Each participant that completed the survey was given a letter (A-M) to protect confidentiality. To determine descriptive statistics, the nine survey questions with five Likert-Scale categories (strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, and strongly agree) were converted and analyzed through the automated frequency report in Qualtrics XM and then copied into an Excel 2016 spreadsheet where they were coded for categories and confidentiality (A-M). The survey data were then entered into a file via SPSS 20 and analyzed to report mean scores, standard deviation, and frequency distribution of each survey question per participant.

Individual Interviews

Seven university faculty and seven cooperating teachers participated in individual follow-up interviews. The interviews were transcribed verbatim for analysis and each of the 14 interview participants were given pseudonyms for confidentiality (university faculty: Michael, Phyllis, Jim, Jan, Carol, Kelly, and Holly; cooperating teachers: Dwight, Toby, Creed, Pam, Erin, Angela, and Meredith). The lead researcher coded the experiences and perceptions of each participant through horizontalization (Moustakas, 1994) by reviewing the participant's survey used as a guide during the interview and concurrently following the interview script. Through the process of horizontalization, significant statements and sentences were acknowledged to provide an understanding of how the participants experienced consequential edTPA. Once saturation was reached for a participant, the researcher completed the process for the next participant, and so forth. This process continued to develop clusters of meaning from the significant statements within the transcripts (Moustakas, 1994). Since the study was based on a phenomenological paradigm, it was essential for the researcher to immerse herself in the data to appreciate and accurately portray the experiences of each participant. Open coding (Strauss, 1987) alongside

textural and structural description (Creswell and Poth, 2017) were used by the researcher to label concepts and develop categories to develop the theory of the results. Following preliminary coding procedures, the researcher used comparative theme analysis to compare the different experiences of the participants. The analysis concluded with central themes to represent the conventional construction of meanings from the participants (Saldana, 2016).

CHAPTER IV RESULTS

The purposes of this study were (1) to determine the impact of consequential edTPA implementation within physical education teacher education (PETE) programs, (2) to determine the relationship between the extent of programmatic change and subsequent student performance, and (3) to determine the impact of consequential edTPA implementation on cooperating teachers. In this chapter, the impact of consequential edTPA on PETE programs will be presented through descriptive statistics of the edTPA Impact Perception of University Faculty survey and qualitative analysis of university faculty interviews. Next, the relationship between the extent of programmatic change and subsequent student performance will be presented through analysis of amount of curricular change within programs, weighted curricular change scores, and programmatic edTPA mean scores. Lastly, the impact of consequential edTPA on cooperating teachers will be presented through descriptive statistics of the Impact Perception of Cooperating Teachers survey data and qualitative interview analysis.

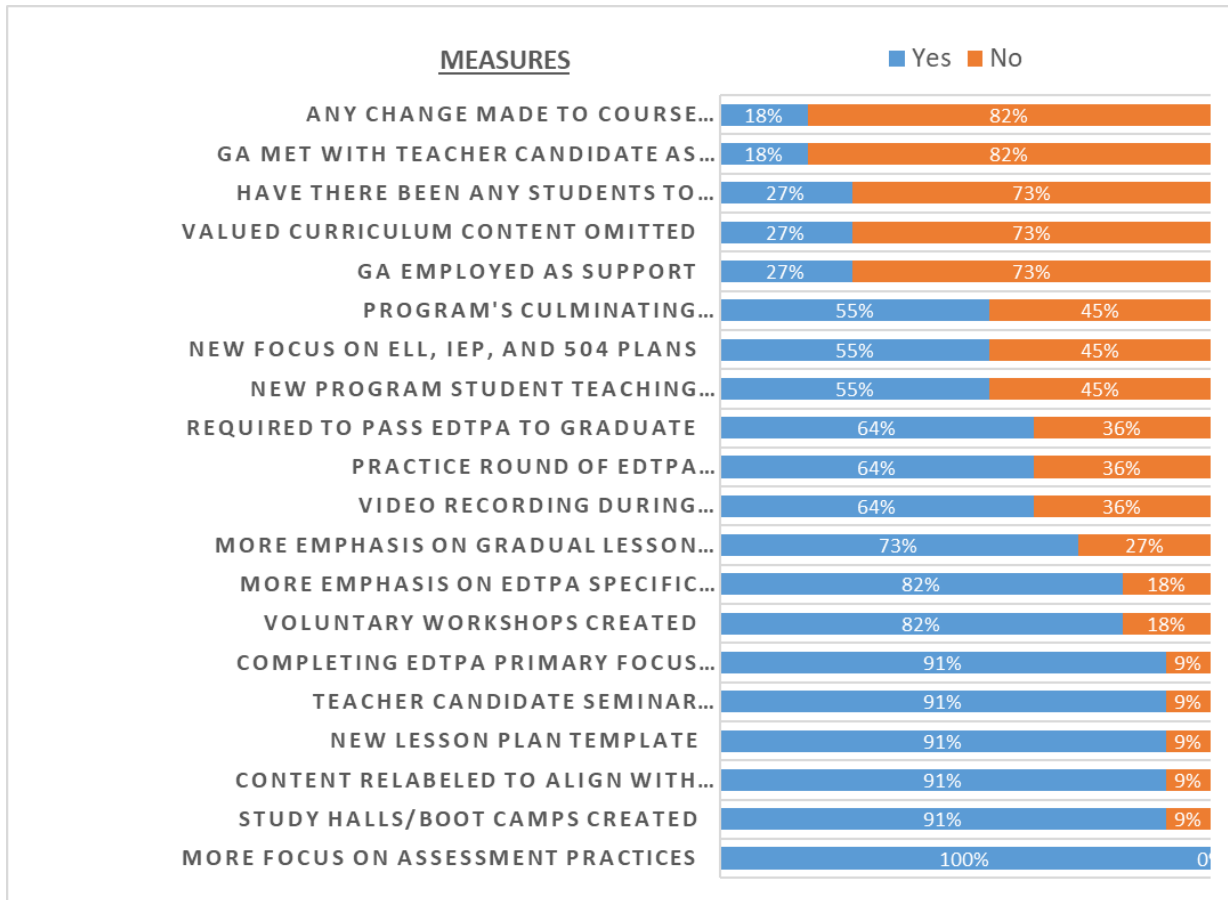
Impact of edTPA on PETE Programs

edTPA Impact Perception of University Faculty Survey

To identify the impact of consequential edTPA within PETE programs in the state of Alabama, one faculty member from all 18 institutions who prepared physical education teacher candidates during and after edTPA became consequential in the fall of 2018 were invited to participate in this study. Eleven university faculty consented and completed the edTPA Impact Perception of University Faculty survey (Appendix C) that consisted of 22 questions in total, as 18 of the questions were analyzed to report curriculum change. Descriptive results of the edTPA Impact Perception of University Faculty survey are presented by question and in the order they appeared on the survey in Figure 2.

Figure 2

Descriptive Statistics for edTPA Impact Perception of University Faculty Survey



Note: $N = 13$.

Twenty of the 22 Impact Perception of University Faculty survey (Appendix C) questions were dichotomous with yes or no answer options. Each question also provided a comment box for participants to add any information to their answer they found notable. Four of the 11 participants that completed the survey entered anonymous comments. This data is provided in Table 3 below.

Table 3

edTPA Impact Perception of University Faculty Survey Comments

Survey Question	Comments
GA employed as edTPA support	<ul style="list-style-type: none"> • “Not an option due to budget”

	<ul style="list-style-type: none"> • “Not something we can pay for right now”
Created study halls/boot camps	<ul style="list-style-type: none"> • “Ours are educative and more based on specific topics to help students”
Use video more than before	<ul style="list-style-type: none"> • “We’ve been doing this for a while, before edTPA”
Changed course sequence	<ul style="list-style-type: none"> • “We haven’t gotten to the point where this needs to happen” • “We reviewed the idea, but it didn’t seem necessary”
Re-designed ST seminar with edTPA at center	<ul style="list-style-type: none"> • “This [teacher candidate seminar] has been EXTREMELY helpful to students”
edTPA became a primary focus	<ul style="list-style-type: none"> • “This was and still is the goal for us”

Impact of edTPA on PETE Programs: University Faculty Interviews

Of the 11 university faculty who completed the edTPA Impact Perception of University Faculty survey, seven university faculty (Michael, Phyllis, Jim, Jan, Carol, Kelly, and Holly) agreed to participate in follow-up individual interviews. Based on the participants’ responses from the survey and conversational prompts by the researcher, stimulated recall methods were incorporated to encourage participants to reflect on pivotal memories or experiences related to programmatic change due to edTPA and reflect on forms of support received.

Qualitative analysis of university faculty interview data revealed three major themes edTPA “Buy-In”; Teaching to edTPA: “It’s Just Good Teaching”.; and edTPA Support for PETE Faculty: “On our own”.

edTPA “Buy-In”. The most dominant theme, edTPA “Buy-In”, was a common phrase used by all seven participants at some point during the interviews without being prompted, as the statement “buy-in” seemed to represent a sense of importance regarding the integration of consequential edTPA. For example, Phyllis, stated, “Buying-in to edTPA was one of the best

things we could have done.” To further solidify the importance of “buy-in” when integrating edTPA, Michael stated, “We can’t ‘buy-in’ to edTPA because the scoring is inconsistent.”

Michael, although demonstrating a negative perception of “buying-in” to edTPA, establishes that edTPA “buy-in” should occur but could not take place due to scoring inconsistencies. Five of the seven university faculty members (Phyllis, Jim, Carol, Kelly, and Holly) interviewed, specifically noted edTPA was beneficial to their teacher candidates and PETE programs.

Although not all participants could “buy-in” to edTPA as a beneficial assessment, impact on PETE programs was reported as a category of edTPA “Buy-In” consistently by five of the seven participants.

Within the theme of edTPA “Buy-In”, university faculty defined impact of PETE programs through the emergence of four identified sub-themes: Curricular change, reflection of personal teaching practices of university faculty members, edTPA serving as a gatekeeper into the profession, and improvement in quality of teacher candidates.

Curricular change commonly occurred within the PETE programs as reported by university faculty and influenced edTPA “Buy-In”. Kelly described her experience during the year edTPA was implemented within her program. She recalled her program’s apprehension due to the implementation of consequential edTPA, and stated through a confident smile, “We did not know how it would impact the program. We were afraid of the change it would bring but once we got our feet under us, we embedded what it offered into the curriculum.” In a similar statement regarding curriculum change, Jim reported, “It [edTPA] made us think about how we could do things differently and how is this going to produce a better product? We’ve simply embraced what it can offer us.” Holly, on the topic of change brought to her program by consequential edTPA, reported, “We’ve seen many changes within our PE program from the top

of the ladder to small things we change ourselves. Change isn't always good, but we like the direction edTPA is taking us." On the other hand, change due to edTPA implementation was not well-received by all participants, as reported by Jan who described the curriculum change as "unauthentic" and "taking away the teaching aspect and replacing it with a strong focus on writing." Michael made a similar statement, "It feels like every time our faculty meets, at least one person brings up where they feel important information is cut because of edTPA." It is clear from the responses of three participants, they believed curriculum change was beneficial to their program, which lead to edTPA "buy-in". It was also evident from two participant responses that edTPA "buy-in" did not occur due to their programs' dislike for the accompanying curriculum change.

Another sub-theme that emerged impacting edTPA "Buy-In" was personal reflections of teaching practices of university faculty members. When Phyllis was asked about her experiences with the implementation of edTPA, she stated, "There are parts of it that are still a bit of a struggle, especially for our students, but in implementation, I have seen it make us better teachers." Similarly, Holly described the components of edTPA as being partly responsible for her and her program's reflection on their own teaching practices, as she states:

I've seen it make me better and I've seen it make my colleagues better. I think that's because of the skills and the constructs from within the rubrics and the prompts and the mountains of writing. It [edTPA] has forced all of us really to take a more reflective look at what we're teaching and what we're planning.

Holly continued with a powerful statement regarding her program's administration, "Our current dean of the College [of Education] said if edTPA were to go away, it would still be something that he would want to look at to continue, regardless." Similarly, Kelly felt her personal teaching practices were reflected through edTPA implementation as she stated, "We as a program, never put much thought into including video analysis in our methods courses. Now that is a major part

of our program and we think it made us stronger.” Carol also reported her program recognized a benefit to reflection from edTPA components as she proudly stated, “Our program now takes pride in the fact that we have our students include in every lesson plan how to support various student learning needs.” It is evident from the responses of four participants that they believed personal and programmatic self-reflection teaching practices due to edTPA implementation led to their personal and programmatic “buy-in” of edTPA.

The third sub-theme of “Buy-In” that emerged from the interview data was the benefit of edTPA acting as a gatekeeper into programs and the physical education profession. Jan responded:

If there is only one good thing about edTPA, it is this...for all the future teachers who enter the PE profession looking to just coach and don't really put forth any effort into learning about how to truly teach, will never pass edTPA. And that is a fact.

Similarly, Carol felt the assessment would “thin the herd” within the physical education profession and that might be a positive aspect of edTPA implementation, as she stated, “It [edTPA] will cause a teacher shortage at some point for physical education and that will be a good thing because my hard-working students will get a job.” In contrast, the idea of edTPA as a gatekeeper into the profession was a reason for Michael and his program to not “buy-in” to edTPA, as he stated, “It's [edTPA] bad for our program. Students don't want to enter the PE program because they are afraid of the test and it costs way too much.” Although she was visibly adamant in her positive beliefs about edTPA, Holly shared the same sentiment concerning the students in her program being responsible for paying for edTPA. Holly stated, “The cost is a little outrageous when you consider everything else the students are responsible for paying for.” Phyllis, who also appeared to “buy-in” to edTPA, shared concerns on the price of edTPA as well by reporting, “Larger universities have the luxury of having their College of Education pay for

their students to take edTPA...at least once anyways. We can't afford that luxury, so our students have to pay for it." It is apparent from the interview data that participants believed edTPA served as a gatekeeper into the profession due to two main reasons including student level of commitment to teaching and cost of the assessment.

Improvement in quality of teacher candidates was the fourth sub-theme of "Buy-In" to emerge from interview data, as reported by four of the seven participants. Kelly reported, "edTPA practices, in general, and what all is involved that they're [SCALE] trying to espouse is really good." Carol concurred, "Our students typically struggle with a pen and paper standardized written test, so I have seen more success in the quality of their teaching since edTPA became consequential." When probed further about why she felt the teaching quality in her program's teacher candidates was improving, Carol offered, "Our program has always had a strong focus on learning and implementing the learning domains, especially in our lesson plans. It's been beneficial that edTPA requires the students to focus on them as well." Holly similarly reported, "There are parts of it [edTPA] that still are a little bit of a struggle for our students, but through implementation, I have seen the quality of the students that we have produced since it's been in place." Holly added, "We've had somewhat of a strong focus on assessment in PE in the past, which has really come to help our students now that they are having to go through edTPA." Phyllis noted how proud she felt of her teacher candidates while observing them during their student teaching internship:

I hope I am able to follow my students into when they get their first teaching job. They did so well during student teaching completing edTPA, I'd be willing to bet they are practicing the same components during their first year of teaching.

It is evident from the responses of four of the seven interview participants, they believed the implementation of edTPA was improving the quality of their teacher candidates, especially if edTPA components were already embedded in the program curriculum.

In summary, all seven university faculty reported the importance of “Buy-In” during consequential edTPA implementation. The theme, edTPA “Buy-In” evoked the emergence of four sub-themes: Curricular change, reflection of personal teaching practices of university faculty members, edTPA serving as a gatekeeper into the profession, and improvement in quality of teacher candidates.

Teaching to edTPA: “It’s Just Good Teaching”. The second theme that emerged through qualitative analysis of individual interviews was Teaching to edTPA: “It’s Just Good Teaching”. Within this theme, two distinct sub-themes emerged: Programmatic change through edTPA components and current program alignment with edTPA.

Programmatic change based on edTPA components was a reoccurring sub-theme during interviews. Six of the seven participants mentioned one of the two phrases, “teaching to the test” or “teaching to edTPA”, at least once in interviews, and five participants reported programmatic change through edTPA components, whether they interpreted it as teaching to the test or not. For example, when asked why her program felt it was necessary to make certain changes to the curriculum once edTPA was consequential, Kelly replied immediately, “I want you to know we don’t believe we teach to edTPA, necessarily. There is a fine line in teaching to the test and teaching the bones of it...teaching what the test really represents, which is what we do.” In contrast to Kelly’s statement insisting that her program does not teach to edTPA, Jim reported “Sometimes it’s okay to teach to the test if the test is worth teaching to. And edTPA has a lot of those qualities that make it worth it.” While both Kelly’s and Jim’s attitude on teaching to edTPA was starkly different, both participants agreed that program change was occurring due to edTPA implementation and the change was good. Carol felt her program did not necessarily teach to edTPA either, although she mentioned areas within the assessment that needed to be

addressed by her program. Carol stated, “After edTPA revealed some of the gaps that we overlooked, I knew that we had to figure out a better way to get them to think about some of those areas that we had overlooked as a program.” Similarly, Phyllis made a statement regarding programmatic change specifically related to lesson plans implemented to better assist teacher candidates in preparing for edTPA:

In the planning, we [faculty] provided more of an emphasis on assessment and academic language, which is a struggle just because they are words that aren’t familiar, and figuring out where those fit. And then preparing, like a blanket list of possible modifications or adaptations or extensions, and really trying to put it together more like a roadmap and an instructional plan. These things probably should have been happening already.

Holly also did not feel her program specifically “taught to the test” when edTPA was implemented, but she did note modifications to the curriculum where it was needed. Holly reported, “edTPA has a heavy focus on writing, and we had to change our focus from being so sport and activity specific to be more writing specific.” Holly then confidently finished her statement by smiling and declaring, “It’s making them apply what they [teacher candidates] know. Now they’re actually having to write it out, they’re learning and understanding more of what they do and we believe they are better teachers for it.” Based on the interview responses of five participants, they believed they were not directly teaching to edTPA for the sole purpose of scoring well on the assessment. Rather, the participants felt the program changes positively impacted their programs and teacher candidates.

The second sub-theme that emerged from Teaching to the Test: “It’s Just Good Teaching” was current program alignment with edTPA. Again, six of the seven participants mentioned the phrase “teaching to the test” or “teaching to edTPA” at least once in their interviews. Regarding this sub-theme, four participants believed their program was already aligned with the components and premise of edTPA and did not feel as if their program “taught

to the test” to just achieve passing scores. This was exemplified by Holly’s statement, “It’s more than just aligning with the assessment. It has more to do with aligning what our program believes is good teaching, and edTPA promotes good teaching.” Carol, claimed her program aligned with the components of edTPA, and viewed edTPA as a lens to give the curriculum a direction. Carol stated, “I guess the easiest way to explain is the content really hasn’t changed a whole lot. It’s just a gaze has been put on, as edTPA as a filter through which we [the program] provide context for the students.” Carol paused for a second to finish her thought and looked relieved when she concluded, “What we were previously teaching, it is parallel with what edTPA is doing. It just, you know what we were focused on was just out in the ether rather than focused. edTPA has now given us a focus.” Similarly, Kelly recounted that her program used edTPA as a guide for their curriculum through the lens of edTPA rubrics, to create a level of accountability for the teacher candidates. Kelly stated:

We use edTPA as sort of a challenge in our program. When we are preparing students for the assessment, I always let them know that they are great managers. I let them know they can 100% keep their students alive but being a manager of students isn’t great teaching. My students know if all they can do is manage, then they fall within a level two of most rubrics on the assessment. My challenge to them, when we do edTPA practice rounds and even when they perform the assessment, is to shoot for a level four or five on all of the rubrics. I teach them that these levels represent a higher level of teaching in other domains and demonstrates differentiated instruction. So, the goal, the expectation I set for them, is to score a four or five but in reality they may score a three. And a level three score is first year teaching ready.

Appearing to take a more middle ground stance without focusing on achieving passing scores, Jim reported his program promotes the constructs of edTPA as “good teaching” to his students, and if its perceived as “teaching to the test, then the test must be somewhat adequate.” Jim stated:

We try not to use edTPA as a ‘this is why we're doing something’. We try to replace that with ‘this is good teaching’. And so what I like about it is that the sound teaching practice, even if you feel like you're teaching the test, even if you start unpacking the

rubrics and really breaking apart the constructs of the prompts and of the rubrics, and if you are teaching to that test, then you're teaching them how to engage learners. You're teaching them how to plan assessments which is a struggle in our discipline but you're teaching them how to plan for questions and feedback that are appropriate. You're teaching them how to plan progression. I mean, so it's the things that you are teaching to the test is teaching them how to be good teachers.

Contrastingly, Jan did not hide hers or her program's dissatisfaction with consequential edTPA with statements such as "edTPA is just a game" and "all semantics". Jan suggested her program had not made any changes due to edTPA implementation but claimed to be "doing the things it's asking, as that's never been a problem." Jan, nor her program as she reported, felt as if edTPA aligned with their teaching beliefs and practices, stating:

It's [edTPA] just unauthentic. We have a problem teaching it. The excruciating level of detail that it wants you to include is more on the level of an in-service experienced teacher. We've heard several people say it is more like a national board certification process which is unfair for those just coming out of undergraduate.

In summary, the second qualitative theme, Teaching to the Test: "It's Just Good Teaching", manifested as two sub-themes: Programmatic change through edTPA components and current program alignment with edTPA. Although six of the seven university faculty interviewed used the phrases "teaching to the test" or "teaching to edTPA", most believed the components of edTPA promoted strong teaching practices and development of teacher candidates. While Jan was the only university faculty to adamantly oppose edTPA, the majority believed it made their program better by filling in gaps or confirming current programmatic decisions and practices.

edTPA Support for PETE Faculty: "On our own". The third and final theme that emerged through qualitative analysis of interviews with seven university faculty members was edTPA Support for PETE Faculty: "On our own". Within this theme, two sub-themes developed

to differentiate the sources of support for university faculty. These sub-themes were support from the program itself and support from the College of Education.

The first sub-theme to emerge, support from the program, was referred to frequently by six of the seven participants. Support from the program was defined as the support PETE university faculty members cultivated themselves or obtained from professional peers in physical education to learn about or implement edTPA into their programs. For example, when asked if her program was receiving any edTPA support, Phyllis curtly stated, “I really feel like we’re out there on our own...I just learn through the students as they ask me questions.” Similarly, Jan responded, “The support I received? Whatever little support the College of Ed. gave us at the beginning and whatever support we make for ourselves.” Phyllis and Jan were not the only participants to feel as if their program was the main source of edTPA support, as Holly reported a need to take matters into her own hands to learn more about edTPA, and felt attending conferences was a beneficial way to do that. Holly stated:

We feel a lot of support within our department. Our chair was like, whatever you need, we’ll provide. Of course, we have a certain amount of money to travel for conferences, but our chair was so good. He said, ‘I’ll find you the money if you want to go.’ And I was like, you know, I need to go to SHAPE [Society for Health and Physical Education conference], or attend as many conferences as I can so I can be prepared and just knowing we had his support to do that, to learn more by going to conferences, motivated us that much more.

Coinciding with support interdepartmentally, Michael also felt his department was where the majority of edTPA assistance came from as he stated, “Now, after two years, its more along the lines of we are helping each other out, instead of relying on outside sources.” Additionally, two participants reported their programs sought support from other PETE programs in neighboring states, as edTPA has been consequential there for five years. Carol, for example, when asked about the lesson plan template used within their program since edTPA has become

consequential, reported it was created from a template used by a PETE program at another university where edTPA was already consequential. Kelly also reported utilizing other PETE programs with consequential edTPA in place as resources. She stated:

We invited a university faculty member from another university where they perform edTPA really well and had been doing it for a while to come and speak to our department. We held four workshops for anyone in physical education who wanted to come.

It is evident that six of the seven participants from this study felt their own PETE programs were the main source of edTPA support. Specifically, support was cultivated through interaction with teacher candidates and answering their questions about edTPA, departmental administration and their willingness to aid faculty, or collaboration with other PETE programs already familiar with edTPA.

Support from the College of Education was the second sub-theme to emerge. Specifically, five university faculty reported their College of Education did provide support to their PETE program for edTPA implementation, however the trainings and workshops provided, were described as predominantly general overviews without connections to specific content areas. Michael reported, “All that was offered to us was training with the rest of the teacher preparation programs and it was just a basic overview of what edTPA was. After that, we basically had to figure it out on our own.” Coinciding with Michael’s statement, when asked about her experiences with edTPA before mandated as consequential, Phyllis explained:

Our College of Education put on these EdTPA trainings and I went to three of them! And let me tell you, for only three meetings to learn about edTPA, it was a lot of exposure for it not to be any help at all.

When asked about her edTPA experiences before it was made consequential, Kelly similarly and sarcastically stated, “Our program was invited and went to some little ‘trainings’ put on by our College of Ed. They were like, little how-to meetings about the assessment. They meant

nothing.” Kelly continued, “So, really we were just like, shocked that was all they provided us. So, we did the best we could that first semester.” Jan, reported lack-luster training on edTPA as well by stating:

Most of the trainings that were offered to us were just on general edTPA information. More so, about the tasks, what edTPA is, we were given a copy of the handbook, and went through the rubrics. We also viewed some videos and talked about, in general, what the scorers are supposed to look for. But these few trainings were broad, as the information was directed to everyone in the College of Education. It was definitely not discipline specific and it wasn’t helpful at all! We were frustrated!

Holly also reported disappointment concerning edTPA training:

Now that its [edTPA] consequential and we’ve had some time to adjust to it, our CoE will offer a faculty member of their choosing to come and speak with us about edTPA. For example, they will ask us how things are going with our program but that’s really it. And these faculty members they send as liaisons are not even from our background. They aren’t very helpful.

Carol reported her program received an extensive amount edTPA training from their College of Education prior to the consequenting of edTPA. She explained:

We were trained on edTPA for one whole academic year [before it was consequential]. We had two or three day-long seminars during the summer for all faculty. Then, our College of Education required all faculty to participate in 3 faculty boot camps in the fall of 2017. The boot camps were long and very detailed on what edTPA was, how it was scored, and what the contents of the assessment were. In the spring, we were required to attend workshops. They were four hours long and were more so about general information. Then for thirty minutes during the workshops we were able to break into our specialty area and watch a couple of videos of PE teacher candidates that had already participated in edTPA.

When asked how she or her program felt about their experiences with such extensive training on edTPA, Carol responded, “All of that training was fine and dandy. We learned a lot and it gave us a great starting point. I do feel like there should have been some other form of follow-up though, after it became consequential.”

It was evident from the perspectives of five of the university faculty that their College of Education did provide support for edTPA implementation, and in some cases very time intensive

training. However, university faculty pointed out the lack of discipline specific training concerning edTPA implementation, which rendered the training as an inadequate form of support. Additionally, the importance and absence of support after edTPA was mandated as consequential was noted.

Programmatic Change and Student Performance

The second purpose of this study was to determine the relationship between physical education teacher education (PETE) programmatic change and student performance. Specifically, the data analyzed included the number of curricular changes by program based on the edTPA Impact Perception of University Faculty survey (Appendix C), weighted scores by program based on the type of curricular change as defined by the Level of Change instrument (Ledwell and Oyler, 2016), and edTPA programmatic mean scores for the eight reporting institutions. Level of Change is determined by three categories: Level One - Course Curriculum Kept Intact, Level Two – Minor Course Curriculum Revisions, and Level Three – New Course Curriculum Created. In Table 4, each university faculty participant is represented with a letter (A-H) to maintain confidentiality.

Table 4

Level of Curriculum Change by Program with Programmatic edTPA Mean Scores

	edTPA-Related Curriculum Changes	Program and Curriculum Changes							
		A	B	C	D	E	F	G	H
Level 1	GA employed as edTPA support	X	X					X	
	GA meets with TC as support	X						X	
	Created voluntary edTPA workshops	X	X	X	X	X	X	X	X
	Created study halls/boot camps	X	X	X	X	X	X	X	
	Used video more than before	X	X				X		X
	Relabeled some content to align with edTPA	X	X	X	X	X	X		X
Level 2	Integrated more focus on lesson planning	X	X	X	X		X	X	X
	Integrated more focus on gradual	X	X	X	X		X		X

	lesson plan development								
	Integrated more focus on assessment practices	X	X	X	X	X	X	X	X
	Changed course sequence		X		X				
Level 3	Created new program lesson plan template	X	X	X	X	X	X	X	X
	Created new program student teaching evaluation		X		X		X		X
	Integrated practice edTPA into a methods class or other content course	X		X			X	X	
	Added content: new focus on ELL, IEPs, and 504s	X		X	X	X	X		X
	Re-designed ST seminar with edTPA at center	X	X	X	X	X	X	X	X
	edTPA completion became a primary focus of ST	X	X	X	X	X	X	X	X
	Program's culminating assessment changed				X	X		X	X
	Gave up content they valued	X							X
		Total number of Curriculum Changes	15	13	11	13	9	12	11
	Weight of Change	30	25	24	29	20	28	23	33
	Programmatic Mean Score	46.0	40.7	42.6	39.0	38.0	N/A	42.3	43.0

Level of Curriculum Change by Program. Results indicated all eight university faculty reported their program made at least three curricular changes at Levels One and Three and at least one curricular change was made at Level Two. Program A reported the most curriculum change with 15 total curriculum changes made, with six Level One changes, three Level Two changes, and six Level Three Changes. However, Program A was calculated to have the second highest weighted curriculum change score at 30. Programs B, D, and H reported 13 curriculum changes, with Program H calculated as the program with the highest weighted curriculum change score at 33. Program H reported three Level One changes, three Level Two changes, and seven Level Three changes. Program D recorded the third highest weighted curriculum change score at 29 with three Level One changes, four Level Two changes, and six Level Three changes. Program F reported a total of 12 curriculum changes and a weighted curriculum change score of 28 with four Level One changes, three Level Two Changes, and six Level Three changes.

Programs C and G reported 11 curriculum changes with weighted curriculum change scores of 24 and 23 respectively, as Program C had one more Level Two change than Program G. Program E, with the least amount of program change, reported nine curriculum changes with a weighted curriculum change score of 20 as a result of three Level One changes, one Level Two change, and five Level Three changes.

With the amount of curriculum changes made within each program and Levels of Change scores calculated, correlational analyses were used to examine the relationship between PETE programmatic mean scores and the amount of curriculum changes within each program, as well as programmatic mean scores and weight of curriculum change scores. Results indicated a positive correlation between programmatic mean scores and total amount of curriculum changes made within each program (Fig. 4), however the correlation measure was not significant, $r(6) = .64, p < .05$. Results also indicated a positive correlation between programmatic mean scores and weight of curriculum change scores (Fig. 5), however the correlation measure was not significant, $r(6) = .52, p < .05$. Overall, these results suggest there were positive correlations between both programmatic edTPA mean scores and total curriculum change and programmatic edTPA mean scores and the weighted curriculum change scores. However, the r values did not reach a level of significance due to a lack of participation.

Impact of edTPA on Cooperating Teachers

The third purpose of this study was to examine the impact of consequential edTPA implementation on cooperating teachers. In total, 13 cooperating teachers completed the edTPA Impact Perception of Cooperating Teacher survey (Appendix F) and seven cooperating teachers agreed to participate in follow-up individual interviews. Descriptive results of the edTPA Impact Perception of Cooperating Teachers survey will be presented, followed by results of the

qualitative analysis of individual interviews with cooperating teachers regarding the impact of edTPA implementation.

edTPA Impact Perception of Cooperating Teachers Survey

The edTPA Impact Perception of Cooperating Teachers survey (Appendix F) included 9 5-point Likert scale (strongly disagree, somewhat disagree, neither agree or disagree, somewhat agree, and strongly agree) statements and was completed by 13 physical education cooperating teachers. Percentages of the responses are presented in Table 5.

Table 5

Percentages of Responses on the edTPA Impact Perception of Cooperating Teacher Survey

Measures	Strongly Disagree	Somewhat Disagree	Neither	Somewhat Agree	Strongly Agree	<i>M</i> (<i>SD</i>)
Amount of time spent on edTPA appropriate	0	62	0	31	8	2.85 (1.21)
Relevance of edTPA to professional development	8	15	15	46	15	3.46 (1.33)
Student teacher overwhelmed by edTPA	0	0	23	23	54	4.31 (0.67)
edTPA work interfered with other responsibilities	15	8	15	31	31	3.54 (1.94)
Sufficient time in placement	0	23	8	62	8	3.54 (0.86)
Cooperating teacher as active supporter	0	0	15	54	31	4.15 (0.44)
Received enough edTPA info. To support teacher candidates	8	31	23	31	8	3 (1.23)
edTPA enhanced teaching experience for student	8	46	23	23	0	2.62 (0.85)
edTPA enhanced teaching experience for cooperating teacher	23	23	38	15	0	2.46 (1.02)

Note: N = 7

edTPA Impact on Cooperating Teachers: Individual Interviews

Seven cooperating teachers (Dwight, Toby, Creed, Pam, Erin, Angela, and Meredith) agreed to participate in follow-up individual interviews. Stimulated recall methods were incorporated based on the participants' responses from the edTPA Impact Perception of Cooperating Teachers survey and conversational prompts to encourage reflection on pivotal instances of change due to edTPA implementation, forms of support received, and memories or experiences when teacher candidates were completing edTPA. Qualitative analysis of interview data revealed three major themes, including Lack of Authenticity: "This is just unrealistic"; edTPA Support for Cooperating Teachers: "We supported ourselves"; and edTPA: "A worthwhile assessment".

Lack of Authenticity: "This is just unrealistic". The most dominant theme, Lack of Authenticity: "This is just unrealistic", was reported in every interview by all seven cooperating teachers, regardless if they valued edTPA to be a worthwhile assessment for teacher candidates. Dwight, noted the quality components of edTPA, however he felt the teacher candidates were still forfeiting important aspects of the student teaching process. Dwight stated:

It's [edTPA] covering a lot for teacher candidates, and these are really important things they need to be doing as a teacher. But, being a teacher is multifaceted and there are things edTPA does not have the teacher candidates focus on...important things.

Pam felt edTPA was too regimented for her teacher candidates and this is where some authenticity was lost for her. Pam reported:

It's just checking boxes with my students. They are so focused on checking the boxes and making sure they do whatever they need to pass the assessment, that they are losing sight of what's most important.

When probed further about what she considered important, Pam responded, "Getting them [teacher candidates] that knowledge and getting them that information about being personable.

There really isn't a personable side to edTPA." Similarly, Creed mentioned his elementary students picked up on the lack of personality that he felt accompanied edTPA with one teacher candidate. Creed stated, "The students could sense his rigidity with edTPA. They [students] feel it way more than anybody." Creed laughed and finished his last statement by saying, "They even started calling him [teacher candidate] a robot." Toby explained how his teacher candidate forfeited valuable teaching moments by stating, "It's [edTPA] just not authentic. One time my student was so distracted from making sure she was following edTPA when she could have been observing me and learning." When probed further about what he felt his teacher candidate missed by observing his teaching, Toby urgently responded:

Classroom management, for sure. It was the beginning of the school year and I wanted the teacher candidate to be familiarized with how we were running PE, and I specifically remember her missing some really important classroom management tactics we use.

Erin, also believed her teacher candidate lost authentic learning opportunities related to classroom management due to edTPA. Erin stated:

It was frustrating that classroom management wasn't a huge part of edTPA. She [teacher candidate] didn't get enough time with classroom management in elementary PE because she only had half of a semester with them. Especially when I know when she goes to the high school, they aren't gonna do much for her there.

In addition to concerns about forfeiting authentic classroom management experiences, two cooperating teachers noted concern about the video-recording component of edTPA being unrealistic in a physical education classroom setting and distracting from opportunities for other teaching experiences. Angela acknowledged videoing as the best way to demonstrate teaching for assessment, but a previous video-recording issue she encountered with a teacher candidate left her worried for her current teacher candidate. Angela explained:

I had this teacher candidate when edTPA was first mandated, and she almost did not pass due to one of her videos she had to turn in. There were 12 students in one video and 14 students in another and my teacher candidate almost did not pass because of the

inconsistent number of students in her video, so when my second teacher candidate came we spent more time with her videoing and making sure everything was perfect. And that took some of her valuable time she could have spent teaching.

Similarly, Meredith reported, “The authenticity was lost on me when I saw what it took to video-record. I am the only PE teacher at my school, so I’m having to record my teacher candidate, and manage the class at the same time.” Meredith angrily followed with, “And then in the video, you had to make sure that you had the same students every single time! It was just unrealistic to expect that out of a PE teacher and intern.

It was evident from the results that all seven participants found edTPA to lack authenticity as a method of assessing teacher candidates during internship. The cooperating teachers believed edTPA required the teacher candidates to be so regimented that other important aspects of teaching were lost.

edTPA Support for Cooperating Teachers: “We supported ourselves”. The second theme that emerged was edTPA Support for Cooperating Teachers: “We supported ourselves”. Five of the seven cooperating teachers reported they did not receive any information concerning edTPA, which limited the support they could provide teacher candidates. Angela recalled, “I knew she [teacher candidate] needed my help. I could tell. I was able to give her some advice on her teaching but I honestly didn’t know what they [edTPA] wanted.” Similarly, Meredith noted, “Sometimes my teacher candidate would ask me questions about edTPA, and I didn’t even know how to answer them.” Dwight said he was not aware of edTPA until his teacher candidate was expected to complete the assessment. Dwight stated, “I didn’t even know what edTPA was until my first intern who had to do it told me about it.” When asked to reflect on what he did to familiarize himself with edTPA, Dwight responded, “We sat down when she [teacher candidate] got here and I had her explain to me all she knew about it. And then, I went and looked it up

online to learn more about it myself.” When asked about correspondence with the university, program, or university faculty regarding edTPA, Dwight replied:

No, no one came to me or emailed me to tell me about it. But I will say, when I was trying to learn about it myself and learn through my teacher candidate, I would make a list of questions and have her call or email the university faculty in her program. I feel like I was able to do that because I graduated from that program too. Dr. Skarn and Dr. Halpert [university faculty] also came to observe with their classes a few times, so I was able to ask them questions about it then.

Similar to Dwight, Pam received her teacher candidate with the expectation to complete the consequential edTPA, so she attempted to learn as much about edTPA as she could. Pam stated, “Honestly it caused me a bit of anxiety when my student got here and I had no idea what she was talking about having to do.” When further probed about why she felt anxiety upon learning about edTPA she passionately responded:

I take being a cooperating teacher very seriously. I feel it is my responsibility to guide them and help them grow while they are here, and I felt that was impossible since I didn’t even know what they were doing to be a teacher these days. I started looking online but honestly, I learn by doing. So, I took note with the first teacher candidate I had that did edTPA and learned from her to help the second teacher candidate I had that came through.

Toby looked to the internet as well to learn more about the assessment. He stated, “I guess I could have emailed the professors at the university but I didn’t want to bother them. So, I just referred to a lot of YouTube videos on edTPA to support my teacher candidate.”

Two of the seven cooperating teachers reported receiving information regarding edTPA and its role of consequential assessment at the beginning of the semester before they had teacher candidates responsible for completing the assessment. Creed reported:

I was sent an initial email about edTPA at the beginning of the semester. The email was from a faculty member at the university and essentially told me what edTPA was and that it was now how teacher candidates became certified, but I didn’t hear anything else about it [edTPA] after that. I’d like to learn more about it [edTPA] though. Especially if I’m going to continue to be a cooperating teacher.

Erin also received an email from a university faculty member regarding what to expect with edTPA moving forward as a consequential assessment. Additionally, the same university faculty member who sent the initial email at the beginning of the semester visited Erin. She stated, “Dr. Schrute came to visit us a few weeks after internship started. She went over some things I could and couldn’t do to support my teacher candidate and left a print-out of what we went over.”

Although Erin received more information about edTPA than any other of the seven cooperating teachers interviewed, she still felt frustrated by the lack of support, and added, “I can’t help them [teacher candidates] if I don’t know how.”

All seven participants reported a desire to learn more about edTPA prior to receiving teacher candidates who had to perform and score well on the consequential assessment. When asked about future contact to learn more about edTPA, Dwight responded emphatically:

Oh yes! I actually had an idea of something I wanted suggest to Dr. Skarn or Dr. Halpert. If we could at least do just a 30-minute faculty meeting on what edTPA is and what we can and can’t do to support out teacher candidates during edTPA. That would be so helpful. We already sit in faculty meetings anyways, so it wouldn’t be anything extra.

Meredith added, “Having a tutorial or professional development, or something on edTPA, especially during the summer, would be so helpful.” Pam concurred, “I’d love any information about it. Maybe a professional development of some kind would be useful,” and Angela quickly responded, “Oh yes, I wish I had some knowledge on it, a workshop, something.” Toby humorously offered with a grin, “Anything would be better than having to figure it out from YouTube.”

Interview results provided evidence of lack of support for cooperating teachers concerning edTPA. The majority of cooperating teachers did not receive any information for implementation, yet had the expectation to provide guidance to teacher candidates completing consequential edTPA. All seven cooperating teachers expressed a clear desire to help teacher

candidates and learn more about edTPA, as shown by efforts to seek out information from professors, or more frequently, online. The strongest suggestion from cooperating teachers was training materials or workshops provided by university faculty.

edTPA: “A worthwhile assessment”. The third and final theme that emerged was edTPA as “A worthwhile assessment”. The cooperating teachers were divided on whether they believed edTPA was a worthwhile assessment, however worthwhile or not, all cooperating teachers discussed the merits of edTPA, or lack thereof, with fervent conviction. Four of the seven participants found edTPA to be a beneficial assessment to either their teacher candidates and/or to themselves as physical educators. Creed stated, “Its [edTPA] definitely a worthwhile assessment! It helps the teacher candidates and it helps me be a better teacher, too.” Dwight felt not only did the assessment benefit his teacher candidates, but also benefited his own teaching. He also believed edTPA held his teacher candidates to a higher teaching standard after consequential. Dwight stated:

It [edTPA] made them [teacher candidates] think about teaching on a deeper level than surface level teaching. Of course, classroom management was an issue at times but teaching effectively is more than managing a classroom. edTPA made them think of things they wouldn't necessarily think about. And it kept me sort of consistent as well. All teachers can get lazy at times, especially with this being my seventh year of teaching, but it [edTPA] kept me diligent in there are better ways to explore teaching. It helped me update things and expand things. I definitely think edTPA helped them a lot and it helped me a lot too.

Pam held the same sentiments as she spoke about accountability in teaching:

Sometimes you get teacher candidates who are just horrible. And you think, surely they won't pass internship but then you feel pressure to give them a good report anyways. So, edTPA really sort of takes the pressure off of the cooperating teacher and just lets the student learn how to teach by putting the pressure on them to pass, instead of on my to pass them.

Pam then referenced her latest teacher candidate in regard to edTPA being beneficial, as she stated, “...it made her think about what she was doing instead of trying to coast through

internship. She really had to think about how she was teaching and what she was saying and edTPA made her focus a little more.” Erin also reported that edTPA seemed to be beneficial, as it has the potential to serve as a gatekeeper into the profession. Erin stated:

I think it weeds out some students who are not really focused on teaching. They are trying to get a degree or whatever, so because it’s [edTPA] a little extra work for them, it sort of weeds out students who are not really cut out to teach.

Contrastingly, three of the seven participants did not find edTPA to be a worthwhile assessment to their teacher candidates or themselves, as Angela reported, “It’s [edTPA] just not worth anyone’s time.” When asked to elaborate, Angela stated she felt edTPA was too unrealistic to be beneficial to anyone, as “No one really teaches the way edTPA has you teach, just to pass the assessment.” Toby pointed out, “The reality of teaching physical education usually means you have to coach at some point or another, and edTPA doesn’t cover anything with coaching even though I think it’s important.” Additionally, Meredith stated:

It has been very difficult to be a cooperating teacher for a teacher candidate completing edTPA, especially since I am the only PE teacher at my school. It’s just unrealistic to expect great video-recordings with a certain number of students when I have so many students already to manage.

Based on interview responses, cooperating teachers had strong beliefs about edTPA. Although feelings were mixed, cooperating teachers who felt edTPA was worthwhile believed it was beneficial to teacher candidates and/or their personal teaching as physical educators. Contrarily, several cooperating teachers described edTPA as lacking a coaching element and unrealistic, particularly with large numbers of students.

CHAPTER V DISCUSSION

This study had 3 main research purposes. These purposes were to determine (1) the impact of consequential edTPA implementation within physical education teacher education (PETE) programs, (2) the relationship between the extent of programmatic change and subsequent student performance, and (3) the impact of consequential edTPA implementation on cooperating teachers.

Due to the lack of empirical data on physical education and edTPA, there is a need for research in this area to begin laying the foundation for professionals in the field. With empirical research we can begin to understand the role stakeholders play in physical education edTPA implementation, different methods of edTPA implementation in physical education teacher education programs (PETE), and forms of support for stakeholders to better implement edTPA. This study contributes to the gap in the literature by investigating the impact on stakeholders (university faculty, cooperating teachers) directly involved in the implementation of edTPA, specifically in the state of Alabama. Additionally, programmatic change resulting from edTPA was correlated with subsequent student performance (i.e., program mean scores) to better understand the effects of implementation of edTPA in PETE programs in state of Alabama. In this chapter, I will discuss the findings of this study in light of existing literature and implications related to the implementation of consequential edTPA.

Impact of edTPA on PETE Programs

According to SCALE (2013a), edTPA implementation intends to serve as a change agent to improve teacher preparation programs. Ledwell and Oyler (2016) investigated the impact of programmatic curricular change due to edTPA implementation within 12 teacher education programs based on interviews with university faculty, the Level of Change analysis, and

weighted curriculum change scores. Ledwell and Oyler (2016) found the more curriculum change implemented by teacher education programs, the more likely program improvement occurred. In the current study, utilizing the same data collection techniques with 11 PETE program faculty in the state of Alabama, results indicated all 11 programs made at least eight of the 18 curricular changes, with a minimum of four curricular changes per program occurring at Level Three. For example, 100% of participants reported their programs placed more emphasis on assessment practices due to edTPA. As reported in previous studies, assessments are one of the more problematic issues within physical education due to controversy surrounding student performance as an assessment (López-Pastor et al., 2013). Based on the results of the current study, assessments were made a top priority for PETE programs in the state of Alabama through edTPA implementation. Additionally, 91% of participants reported their PETE programs created edTPA study halls/boot camps, relabeled course content to align with edTPA, redesigned the teacher candidate seminar, and made completing edTPA the primary focus of student teaching. Aligned with Ledwell and Oyler (2016), according to anonymous survey comments, the PETE university faculty felt these curriculum changes were imperative for successful edTPA outcomes. Additionally, 91% of participants reported their PETE program adopted a new lesson plan template and 82% reported more emphasis on edTPA specific lesson plans. Planning, as one of the three edTPA tasks, requires teacher candidates to submit 3-5 lesson plans. Lesson plans play an integral role within edTPA preparation of teacher candidates, as lesson plans familiarize teacher candidates with academic language and components of the assessment (Clark-Gareka, 2015). Within the current study, based on anonymous survey comments, university faculty found lesson planning, especially edTPA lesson planning, to be a priority in successful edTPA completion. Further, similar to the findings of Olson and Rao (2017), 82% of PETE programs

created voluntary edTPA workshops for faculty and teacher candidates as a support. PETE programs (64%) reported more use of video recording and implementing at least one practice round of edTPA as a result of implementation. Over half (55%) of the programs in the current study used new student teaching evaluations more aligned with evaluating through an edTPA lens, devoted more of a focus on English Language Learners, IEP's and 504 plans in physical education settings, and changed culminating assessments within the program. These findings contrast the results of Tanguay (2020), reporting university faculty only placing emphasis on English Language Learners, IEP's and 504 plans, and not on new student teaching evaluation and culminating assessments. While major programmatic curricular change was reported, survey results indicated university faculty felt strongly about curricular changes that did not take place as well. For example, 73% of programs did not employ graduate assistants specific to edTPA support, and if graduate assistants were employed in such a position, they did not meet with teacher candidates (82%). According to two anonymous survey comments, hiring graduate assistants was expressed to be expensive and not a necessity to edTPA success. Eighty-two percent of PETE programs reported they did not change course sequence due to edTPA implementation. This was similar to the findings of Ledwell & Oyler (2016), reporting only two programs changed course sequence. Two university faculty expressed in anonymous survey comments this was not a change that would affect teacher candidate's ability to learn about edTPA, and was more so out of their hands as administration was responsible for this decision. Lastly, 73% of university faculty reported they did not omit valued curriculum content from their program, as one university faculty reported their curriculum was already aligned with edTPA before implementation.

From the 11 survey responses of the university faculty participants, seven participants agreed to participate in individual follow-up interviews. Three themes emerged: edTPA “Buy-In”, Teaching to edTPA: “It’s just good teaching” and edTPA Support for PETE Faculty: “On our own. The themes will be presented comprehensively relative to existing literature.

edTPA implementation literature reports positive perceptions due to an increase in teacher candidates’ belief to be more effective teachers and an improvement in teacher education programs due to curriculum change (Jacobs et al., 2015; Ledwell & Oyler, 2016). The theme edTPA “Buy-In” for the current study suggested curricular change commonly occurred and benefited the PETE programs. Jim reported, “It [edTPA] made us think about how we could do things differently and how is this going to produce a better product? We’ve simply embraced what it can offer us.” Similarly, Ledwell and Oyler (2016) found one teacher education program introduced a large quantity of curriculum change resulting in a significant improvement in the program. Jacobs et al., (2015), also noted a significant increase in teaching quality due to edTPA implementation and curriculum change in a mathematics methods course. In the current study, four university faculty specifically noted an improvement in teacher candidate teaching quality due to curriculum change within their programs. Representatively, Holly stated, “There are parts of it [edTPA] that still are a little bit of a struggle for our students, but through implementation, I have seen the quality of the students that we have produced since it’s been in place.” This study provides evidence in a physical education context that edTPA implementation can drive curriculum change and through change, has the potential to improve the teaching quality of teacher candidates.

In theme two, Teaching to edTPA: “It’s just good teaching”, five of the seven participants believed programmatic curricular change due to edTPA aligned with teaching practices that

would better their program, regardless if they interpreted it as teaching to the test or not. These findings were similar to Lachuk and Koellner (2015), as they restructured their program curriculum to align with edTPA because they believed in what the assessment represented. For example, within the current study, the participants felt unpacking the assessment components (rubrics, prompts, etc.) and teaching around edTPA would require teacher candidates to think critically about their own teaching. Additionally, four participants felt edTPA components were already embedded within their programs or their programs aligned with the premise of edTPA, which promoted a more positive perception of edTPA. For example, university faculty felt strongly about the importance of assessing students in a physical education setting, which aligns with edTPA's Task three. Similar to findings by López-Pastor et al., (2013), the university faculty felt teaching how to assess students in physical education was often overlooked by PETE programs. As a major component of edTPA, university faculty felt it was beneficial to their teacher candidates and programs that edTPA strongly emphasized the importance of assessing in physical education, as it sets a standard for accountability for university faculty to teach and for teacher candidates to effectively demonstrate.

For theme three, edTPA Support for PETE Faculty: "On our own", six of the seven participants reported they cultivated edTPA support themselves or obtained from professional peers in other PETE programs. Additionally, five of the seven participants reported a lack of edTPA support within their PETE programs from their College of Education, although general and brief overview trainings of edTPA were provided to them. Like Chandler-Olcott and Fleming (2017), Phyllis and Jan reported they were responsible for creating their own support within their PETE programs, as there was little communication from their College of Education. Similar to the findings of Petty, et al., (2019), interdepartmental support was beneficial to edTPA

morale for university faculty within the current study. Holly and Michael reported they felt a strong sense of support within their programs. Specifically, this support came from administration, as they were willing to cover costs for professional conferences on edTPA. The support from within the programs ultimately left the participants feeling eager and motivated to continue to learn about edTPA. Carol and Kelly reported cultivation of edTPA support within their program as they reached out to other PETE programs where edTPA was already consequential. For example, edTPA lesson plan templates were adopted for use and faculty from other programs were invited to speak at volunteer edTPA workshops. Additionally, five of the seven participants reported their College of Education provided edTPA support to their PETE program through trainings and workshops. Unlike the results of Olson and Rao (2017) who suggested benefits to edTPA faculty training, within the current study participants reported the support provided by the College of Education was a general overview of the assessment and lacked connection to physical education. Michael, Phyllis, Kelly, Jan, and Holly reported their Colleges of Education provided edTPA training for them but it was not useful as a form of support. The trainings were too broad to understand from a physical education vantage point, and because it was not more specific to physical education, it was not seen as a beneficial form of support. Additionally, Carol reported she experienced extensive edTPA training before the assessment was made consequential in the form of training and boot camps. Similar to the findings of Olson and Rao (2017) Carol reported the extensive training was beneficial, however, once edTPA was mandated there was no longer any support provided by Carol's College of Education.

Programmatic Change and Student Performance

Previous research on programmatic curricular change due to edTPA implementation suggests the more curricular change that occurs within a teacher education program, the more likely an improvement in teacher candidate performance is to occur (Jacobs et al., 2015; Ledwell and Oyler, 2016). Similar to Ledwell and Oyler (2016), for the present study curricular programmatic changes were documented and categorized based on the total number of curricular changes, categorized by Level of Change, and weighted curriculum change score for each program (A-H). Unlike Ledwell and Oyler (2016), programmatic edTPA mean scores were documented by the participants (A-H) within the current study and analyzed with the total number of curricular changes per program, as well as with the weighted curriculum change scores per program to determine if a relationship existed. Additionally, descriptive statistics for each statement were calculated. Results indicated a positive relationship between programmatic edTPA mean scores and total number of curriculum changes per program. A positive relationship was also demonstrated between programmatic edTPA mean scores and the weighted curriculum change scores per program. However, the correlation measure was not significant between programmatic edTPA mean scores and total number of curriculum change ($r(6) = .64, p < .05$), nor was the correlation measure significant between programmatic edTPA mean scores and weight of curriculum change scores ($r(6) = .52, p < .05$). These results confirm the more edTPA curricular change that occurs within physical education teacher education programs is likely to improve programmatic edTPA mean scores. For example, Programs A and H reported the most total curricular change within their programs, which lead to the two highest weighted curriculum change scores. However, Program A, the program with the most total curriculum change, reported with six Level One changes, three Level Two changes, and six Level Three Changes had the second highest weighted curriculum change score. Program H, the program with the

highest programmatic mean score and total curriculum change score, was tied for second place with Programs B and D with the second highest total curriculum change reported per program. From these results we can infer that while curriculum change at any level may improve teacher education programs, the more change that occurs at a deeper level of curriculum change, or Level Three change, has the potential to improve programmatic edTPA mean scores. Although a positive relationship was present between programmatic edTPA mean scores, total curriculum change per program, and weighted curriculum change scores per program, neither relationships reached significance $r(6) = .64, p < .05$; $r(6) = .52, p < .05$, potentially due to a small sample size.

Impact of edTPA on Cooperating Teachers

The relationship between the cooperating teacher and the teacher candidate is heavily influential for teacher candidates as they grow into and cultivate their professional identity (Ferber & Nilas, 2010). The role the cooperating teacher plays is pivotal in the professional development and skill development of teacher candidates, but often teacher candidates are placed with cooperating teachers who are not prepared to be in a mentor position (Grimmett & Ratzlaff, 1986). According to Burns, Henry, and Lindauer (2015), cooperating teachers want to be a support for teacher candidates during student teaching but are often left out of the loop with what is required of teacher candidates to successfully pass student teaching to become a certified physical educator. The results of the edTPA Impact Perception of Cooperating Teachers survey (Appendix F) of 13 participants and individual follow-up interviews with seven participants are consistent with these findings, as 85% of cooperating teachers reported they should be an active supporter of their teacher candidates' edTPA work. Furthermore, not only did the cooperating teachers feel like they should be an active support for their teacher candidates, but they also

wanted to be. However, five of the seven participants interviewed reported they did not receive any information or support on edTPA from the universities in which their teacher candidates attended. For example, Angela reported in her individual follow-up interview, “I knew she [teacher candidate] needed my help. I could tell. I was able to give her some advice on her teaching, but I honestly didn’t know what they [edTPA] wanted.” Meredith similarly reported, “Sometimes my teacher candidate would ask me questions about edTPA, and I didn’t even know how to answer them.” However, conflicting results from the survey responses indicate only 39% of the participants interviewed felt they did not receive enough information about edTPA to be able to support their teacher candidates on edTPA.

Due to the lack of information provided to them about edTPA, the cooperating teachers were forced to learn about edTPA on their own by searching for YouTube videos or having an open dialogue with their teacher candidates who were more knowledgeable on edTPA. Some cooperating teachers were even afraid to reach out to university faculty about edTPA, as they “did not want to bother them”. In addition, the cooperating teachers shared a desire to learn more about edTPA, as they suggested edTPA professional developments with university faculty, faculty meetings specific to edTPA, edTPA introductory tutorials, and edTPA workshops. These data are consistent with Kissau, Hart, and Algozzine (2019) who reported on edTPA professional development for cooperating teachers aided in providing teacher candidates with valuable feedback and understanding the “big picture” of edTPA to be a better form of support for teacher candidates. Implications for these findings suggest that university faculty provide cooperating teachers with information regarding edTPA, especially in the form of professional developments, workshops, or edTPA meetings. Because cooperating teachers are eager to be a support for teacher candidates and learn about edTPA, university faculty should be open to communication

with cooperating teachers and provide opportunities for them to gain valuable edTPA knowledge to assist teacher candidates while completing edTPA.

Similar to Burns, Henry, and Lindauer (2015), 61% of cooperating teachers felt edTPA was relevant to the development of teacher candidates, although all seven interview participants felt edTPA to be an unauthentic teacher assessment tool, regardless if they found the assessment valuable. Cooperating teachers felt that teacher candidates missed important aspects of the student teaching experience because they are hyper-focused on successfully completing edTPA. For example, classroom management was reported as an area of improvement for teacher candidates, as it is commonly not made a priority because of edTPA. Erin stated, “It was frustrating that classroom management wasn’t a huge part of edTPA.” In contrast to Burns, Henry, and Lindauer (2015) who found 52% of cooperating teachers felt the amount of time teacher candidates spent on edTPA was appropriate, within the current study, 62% of cooperating teachers did not feel the amount of time teacher candidates spent on edTPA was appropriate. Again, important aspects of the student teaching experience were forfeited due to edTPA, especially when the secondary placement setting was predictably not the best possible learning environment for teacher candidates as Erin stated:

She [teacher candidate] didn’t get enough time with classroom management in elementary PE because she only had half of a semester with them. Especially when I know when she goes to the high school, they aren’t gonna do much for her there.

Coinciding with the findings from Burns, Henry, and Lindauer (2015), cooperating teachers also described teacher candidates as too focused on passing edTPA, instead of the experience that accompanies student teaching. The cooperating teachers felt the student teaching experience brought out a more personable side of the teacher candidates that helped develop their own

personal style of teaching, but due to the regimented edTPA, teacher candidates missed this important aspect of their student teaching internship. Pam reported:

It's just checking boxes with my students. They are so focused on checking the boxes and making sure they do whatever they need to pass the assessment, that they are losing sight of what's most important.

Pam further reported, "Getting them [teacher candidates] that knowledge and getting them that information about being personable. There really isn't a personable side to edTPA." Cooperating teachers also found edTPA to be less authentic due to the required video-recording component, particularly for physical educators. Cooperating teachers felt it was unrealistic in a physical education setting to require teacher candidates to record only a certain number of students consistently. Angela reported one of her teacher candidates almost did not pass edTPA because too many students were in a video-recording:

...She almost did not pass due to one of her videos she had to turn in. There were 12 students in one video and 14 students in another and my student teacher almost did not pass because of the inconsistent number of students in her video, so when my second student teacher came we spent more time with her videoing and making sure everything was perfect. And that took some of her valuable time she could have spent teaching.

Other cooperating teachers felt edTPA lacked authenticity, especially in a physical education setting, as physical educators are often substantially outnumbered by students. While a teacher candidate can be helpful, edTPA disrupts the physical education setting. Meredith stated, "I am the only PE teacher at my school, so I'm having to record my student teacher, and manage the class at the same time." Based on these findings, university faculty may consider this information to further prepare cooperating teachers to house and support teacher candidates while completing edTPA.

Burns, Henry, and Lindauer (2015) reported that only 22% of teacher candidates believed edTPA enhanced their student teaching experience and 16% of cooperating teachers believed

edTPA enhanced their own experience as educators. In the present study, only cooperating teachers were surveyed for their perception of the impact of edTPA, but they reported similar findings, as 46% of cooperating teachers did not agree that edTPA enhanced the student teaching for them, as cooperating teachers and 54% of participants did not feel like edTPA enhanced the student teaching experience for teacher candidates. However, in contrast with Burns, Henry, and Lindauer (2015), of those cooperating teachers that did find edTPA to enhance the student teaching experience for them or their teacher candidates, accountability for teacher candidates and edTPA acting as a gatekeeper into the profession were reasons they believed edTPA to be beneficial. Cooperating teachers believed edTPA held teacher candidates to a higher standard, which led teacher candidates to think critically about their teaching. In addition, cooperating teachers reported it held them accountable as well, Dwight stated:

[edTPA] made them [teacher candidates] think about teaching on a deeper level than surface level teaching. Of course, classroom management was an issue at times but teaching effectively is more than managing a classroom. edTPA made them think of things they wouldn't necessarily think about. And it kept me sort of consistent as well. All teachers can get lazy at times, especially with this being my seventh year of teaching, but it [edTPA] kept me diligent in there are better ways to explore teaching. It helped me update things and expand things. I definitely think edTPA helped them a lot and it helped me a lot too.

It was also noted that one cooperating teacher felt edTPA served as a gatekeeper into the profession for those who are not focused on teaching physical education. Interestingly, the cooperating teacher that felt edTPA served as a gatekeeper into the profession recognized that sometimes students training to become physical educators are looking to attain an “easy degree” that will lead them into a coaching profession but edTPA may stop this from occurring, as Erin stated, “edTPA is a little extra work for them. It sort of weeds out students who are not really cut out to teach.”

Based on these findings, completing edTPA may lead teacher candidates to be more inclined to demonstrate effective teaching during student teaching. Additionally, cooperating teachers may be also inclined to evaluate their current state of teaching, to better support teacher candidates during edTPA completion. These findings also suggest that edTPA may serve as a gatekeeper into the physical education profession, as the assessment is focused solely on assessing quality teaching and not coaching. However, as indicated in this study, the gap between edTPA requirements and the day to day expectations of a physical educator may need to be further evaluated.

Recommendations for Future Research

As previously noted, there are no empirical data specifically examining physical education and edTPA. With no empirical literature, a dire need for future research exists as edTPA continues to grow in popularity and consequence. In this section, four recommendations for future research specifically relevant to physical education are presented.

Replication of this study in physical education is warranted to further analyze the relationship between programmatic curricular change and teacher candidate edTPA performance in Alabama, as well as other states. In the current study, all potential physical education certification programs in the state of Alabama were exhaustively recruited, however it is proposed that participation may have been adversely influenced as a result of the COVID-19 pandemic. A larger sample size may provide a more accurate representation of edTPA implementation in PETE programs, as well as correlation with teacher candidate performance. Additionally, future research utilizing programmatic edTPA mean scores as a measure of teacher candidate performance could benefit by delaying correlational examination until a period of time when all scores are publically available. Particularly, in the state of Alabama, edTPA scores are

made available as public knowledge by the Alabama State Department of Education in August after one full academic year has passed. Due to the timing of this study, and the relative newness of consequential edTPA in the state of Alabama, programmatic mean scores were only attainable from program faculty willing to divulge them. Although this proposed delayed timing is not ideal for analyzing the merits of programmatic change, a larger sample could provide significant results when comparing programmatic curriculum change and student outcome.

A clear result of the current study was the desire of physical education cooperating teachers in the state of Alabama to receive more information on edTPA in the form of professional development, workshops and edTPA introductory orientations. Further research is recommended related to the creation and delivery of edTPA learning resources in the form of professional development for cooperating teachers. Research on cooperating teachers in other content areas who participated in edTPA professional development reported cooperating teachers felt better prepared to support teacher candidates while completing edTPA and teacher candidates described cooperating teachers as a great form of support during edTPA completion (Kissau, Hart, & Algozzine, 2019). Providing the opportunity to participate in edTPA professional developments could similarly benefit physical education cooperating teachers with information on edTPA before teacher candidates begin student teaching, however this is yet to be investigated.

Another recommendation for future research on edTPA and physical education is to investigate physical education teacher candidate perceptions of edTPA implementation during and after edTPA completion. Data on teacher candidate experiences exist in numerous content areas (Burns et al, 2015; Butler, 2015; Heil & Berg, 2017; Meuwissen, et al., 2015; Wittenbrink, 2013), but is yet to be explored in physical education. Through the investigation of teacher

candidate perceptions of edTPA implementation in physical education, we may learn how to better prepare teacher candidates for edTPA and support them during completion of the assessment.

Lastly, it is recommended edTPA and physical education research not be limited to just the state of Alabama. While there is empirical literature on edTPA in states that have made the assessment consequential (Ledwell & Oyler, 2016; Meuwissen & Chopin, 2015), it would benefit the profession of physical education if research specifically on physical education and edTPA were conducted in multiple states where the assessment is consequential to gather a better understanding of the impact of edTPA on physical education teacher preparation programs and physical education stakeholders. With this research, we can begin to lay the foundation of how to improve the physical education profession through the vastly growing consequential teacher preparation assessment, edTPA.

Limitations

Sample size was considered a limitation in this study, as 13 university faculty and 11 cooperating teachers completed the edTPA Impact Perception of University Faculty and Cooperating Teacher surveys respectively (Appendix F & C). An additional 14 of the survey participants (university faculty = 7; cooperating teachers = 7) completed individual follow-up interviews. A larger sample size would provide the possibility of statistically significant results, as well as potentially a better understanding of the impact consequential edTPA had on PETE programs and cooperating teachers. It is the researcher's belief that participation was limited due to the COVID-19 pandemic, as all public education grade schools and universities were transitioning to remote instruction during data collection. It is also important to note as a limitation that programmatic edTPA mean scores for the 2018-2019 academic year were not

available to the public at the time of this study, and attaining programmatic edTPA mean scores to measure student performance was dependent upon the discretion of the university faculty members. This greatly reduced the number of programmatic mean scores (N=8), as opposed to a comprehensive list that would have been publically available in August 2020.

Conclusion

The current study contributes to our understanding of the impact of consequential edTPA on physical education teacher education. First, this study provides clear evidence of PETE programmatic curricular changes implemented in hopes to better prepare teacher candidates for edTPA completion in the state of Alabama. As previously mentioned, edTPA is intended to serve as a catalyst for change in teacher preparation programs (SCALE, 2013a). Most of the PETE programs in this study reported major curricular change. Additionally, we now have a better understanding of the impact of edTPA implementation on PETE university faculty, as most university faculty “bought-in” to edTPA as a teacher preparation assessment and found implementation could be beneficial. Secondly, this study provides evidence of a positive relationship between programmatic curricular change and edTPA teacher candidate performance. Although the relationships did not render statistical significance, it is important to note a trend of more programmatic curricular change resulting in greater teacher candidate performance. Lastly, this study provided evidence that physical education cooperating teachers felt they played an integral role as support for teacher candidates completing edTPA. Cooperating teachers desired to learn more about edTPA through professional developments, workshops, and edTPA introductory meetings to be a better form of support for teacher candidates, as they believed edTPA to have quality components beneficial to teacher candidates and themselves as physical educators. Future research could potentially provide a more solid understanding of how

consequential edTPA has impacted PETE programs and their stakeholders not only in the state of Alabama, but in all parts of the United States.

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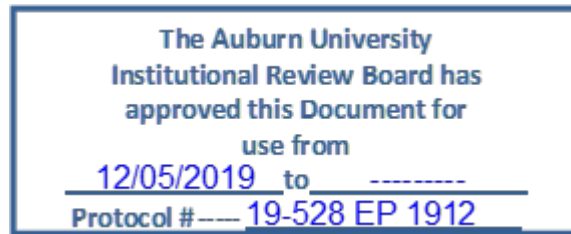
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APPENDICES

APPENDIX A: INFORMED CONSENT

**Qualtrics Informed Consent for a research study entitled
*Exploring the Experiences and Perceptions of PETE Programmatic Change After edTPA
Implementation***



You are invited to participate in a research study to explore physical education teacher education university faculty, cooperating teacher, and teacher candidate experiences and perceptions of the edTPA. The study is being conducted by Jessica Grimes, under the direction of Dr. Sheri Brock in the Auburn University School of Kinesiology. You were selected as a possible participant because you are/were a faculty within a physical education teacher education program during the 2018/2019 academic year and are age 19 or older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete a survey, which will take approximately 10 minutes, and participate in interviews that will last between 30 and 60 minutes. Additionally, participants will be asked to report their physical education teacher education programmatic mean edTPA score.

Are there any risks or discomforts? One potential risk being involved with this study is confidentiality. To minimize this risk, all survey, interview, and programmatic mean edTPA score data will be collected by Jessica Grimes and your name will be replaced with a unique identifier. Another potential risk is identifiable data associated with the interview audio recordings. The data will be recorded on a recording device that is not connected to the internet and will be transcribed immediately. Once transcribed, the data will be uploaded to Jessica Grimes' password protected encrypted computer.

Are there any benefits to yourself or others? If you participate in this study, you will have the opportunity to share your experiences with edTPA and physical education teacher education programs. Due to this data being some of the first of its kind, your experiences will help improve the edTPA implementation, teacher candidate experiences, university faculty experiences, and cooperating teacher experiences. We/I cannot promise you that you will receive any or all of the benefits described.

Will you receive compensation for participating? You will not be compensated for participating.

Are there any costs? There are no costs associated with your participation.

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the School of Kinesiology or Jessica Grimes.

Your privacy will be protected. Any information obtained in connection with this study will remain confidential. Information obtained through your participation may be presented at a professional meeting and published in a professional journal.

If you have questions about this study, please contact Jessica Grimes at jmr0101@auburn.edu.

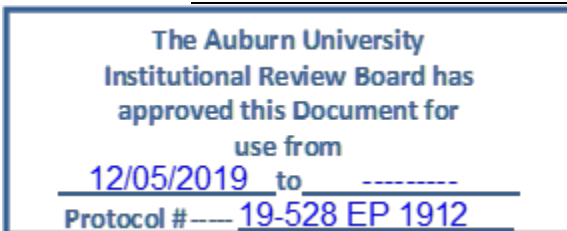
If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334)-844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. SELECTING "YES" AND TYPING YOUR NAME IN THE SPACE BELOW INDICATES YOUR WILLINGNESS TO PARTICIPATE.

Yes

No

Name: _____



APPENDIX B:

UNIVERSITY FACULTY RECRUITMENT SCRIPT

Dear _____, (university faculty)

I am a doctoral candidate in the School of Kinesiology at Auburn University. I would like to invite you to participate in my research study to explore physical education teacher education faculty, cooperating teacher, and teacher candidate experiences and perceptions of edTPA . You may participate (*or may not participate*) if you are/were a faculty member, cooperating teacher, or teacher candidate within the 2018-2019 academic year.

Participants will be asked to complete an online survey, which will take approximately 10 minutes, and participate in interviews that will last between 30 and 60 minutes. Additionally, participants will be asked to report their physical education teacher education programmatic mean edTPA score.

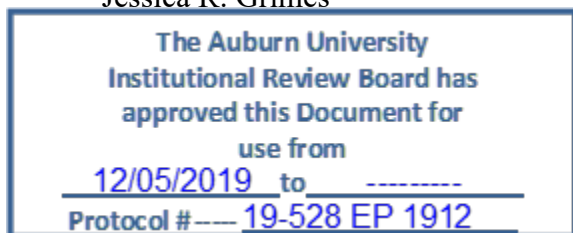
One potential risk being involved with this study is confidentiality. To minimize this risk, all survey, interview, and programmatic score data will be collected by Jessica Grimes and your name will be replaced with a unique identifier. Another potential risk is identifiable data associated with the interview audio recordings. The data will be recorded on a recording device that is not connected to the internet and will be transcribed immediately. Once transcribed, the data will be uploaded to Jessica Grimes' password protected encrypted computer.

If you would like to know more information about this study, an information letter can be obtained by contacting me via email at jmr0101@auburn.edu. If you decide to participate after reading the letter, you can access the survey from a link in the letter.

If you have any questions, please contact me at jmr0101@auburn.edu or my advisor, Dr. Sheri Brock, at brocksj@auburn.edu.

Thank you for your consideration,

Jessica R. Grimes



APPENDIX C

EDTPA IMPACT PERCEPTION OF UNIVERSITY FACULTY SURVEY

1. Since edTPA has been consequential, have graduate assistants been employed to be a form of edTPA support?

Y

N

Comments: _____

2. Did a graduate assistant meet with teacher candidates as a form of support?

Y

N

Comments: _____

3. Since edTPA has been consequential, have voluntary edTPA workshops been created?

Y

N

Comments: _____

4. Since edTPA has been consequential, have study halls/boot camps for edTPA preparation been created and/or implemented?

Y

N

Comments: _____

5. Has video recording during content or methods courses been used more since edTPA has been consequential?

Y

N

Comments: _____

6. Since edTPA has been consequential, has any content been relabeled to align with edTPA (e.g., changing assignment names, relabeling lesson plan sections).

Y

N

Comments: _____

7. Since edTPA has been consequential, has there been more emphasis on edTPA specific lesson planning?

Y

N

Comments: _____

8. Since edTPA has been consequential, has there been more emphasis placed on gradual lesson plan development throughout the curriculum?

Y

N

Comments: _____

9. Since edTPA has been consequential, has there been more focus on assessment practices in relation to edTPA?

Y

N

Comments: _____

10. Since edTPA has been consequential, has there been any change made to course sequence in your program? If yes, please describe in the comment box.

Y

N

Comments: _____

11. Since edTPA has been consequential, have new program lesson planning templates been created?

Y

N

Comments: _____

12. Since edTPA has been consequential, have new program student teaching evaluations been created?

Y

N

Comments: _____

13. Since edTPA has been consequential, has a practice round of edTPA been integrated into a methods course or another content course?

Y

N

Comments: _____

14. Since edTPA has been consequential, has there been as a new focus on English Language Learners (ELL), Individual Education Plans (IEP), and 504 plans? If yes, please describe in the comment box the format this new focus has taken place.

Y

N

Comments: _____

15. Since edTPA has been consequential, has the program teacher candidate seminar been re-designed with edTPA at the center?

Y

N

Comments: _____

16. Since edTPA has been consequential, has the completion of the edTPA become a primary focus of student teaching?

Y

N

Comments: _____

17. Since edTPA has been consequential, has the program's culminating assessment changed?

Y

N

Comments: _____

18. Since edTPA has been consequential, has valued content by the faculty/staff/teacher candidates been omitted to accommodate for edTPA?

Y

N

Comments: _____

19. Are the students in your program required to pass edTPA?

Y

N

Comments: _____

20. Have you had any students graduate without passing edTPA?

Y

N

Comments: _____

21. If yes, how many students have graduated without passing edTPA?

Write in a number: _____

22. What was the edTPA programmatic mean score within your program for the 2018-2019 academic year?

Blank Comment Box: _____

APPENDIX D

UNIVERSITY FACULTY FOLLOW-UP INTERVIEW RECRUITMENT EMAIL

Hello, my name is Jessica Grimes and I am a graduate teaching assistant at Auburn University with the School of Kinesiology. I am contacting you today because you stated on the recent online survey entitled **edTPA Impact Perception of University Faculty** that you were open to being contacted about possibly participating in one interview with me.

What will be involved if you participate? If you are still open to participating in the interview, I will set an interview time that best fits your schedule. During the interview, I will ask you questions about your perception and experiences as a Physical Education Teacher Education University faculty member after edTPA became consequential. The interview will last 30-60 minutes.

Lastly, do you have any further questions about the interview?

Are you still interested in participating? If so, please feel free to email me back so we can further schedule the interview.

Sincerely,

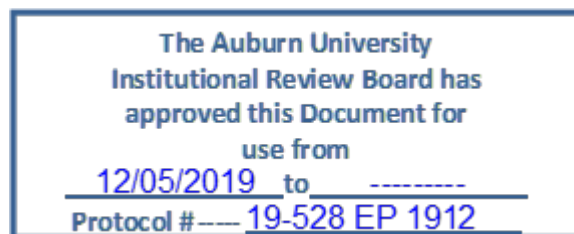
Jessica Grimes



APPENDIX E

COOPERATING TEACHER RECRUITMENT EMAIL

**Qualtrics Informed Consent for a research study entitled
*Exploring the Experiences and Perceptions of PETE Programmatic Change After edTPA
Implementation***



You are invited to participate in a research study to explore physical education teacher education university faculty, cooperating teacher, and teacher candidate experiences and perceptions of the edTPA. The study is being conducted by Jessica Grimes, under the direction of Dr. Sheri Brock in the Auburn University School of Kinesiology. You were selected as a possible participant because you are/were a cooperating teacher within a physical education teacher education program during the 2018/2019 academic year and are age 19 or older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete a survey, which will take approximately 10 minutes, and participate in interviews that will last between 30 and 60 minutes. Additionally, participants will be asked to report their physical education teacher education programmatic mean edTPA score.

Are there any risks or discomforts? One potential risk being involved with this study is confidentiality. To minimize this risk, all survey, interview, and programmatic mean edTPA score data will be collected by Jessica Grimes and your name will be replaced with a unique identifier. Another potential risk is identifiable data associated with the interview audio recordings. The data will be recorded on a recording device that is not connected to the internet and will be transcribed immediately. Once transcribed, the data will be uploaded to Jessica Grimes' password protected encrypted computer.

Are there any benefits to yourself or others? If you participate in this study, you will have the opportunity to share your experiences with edTPA and physical education teacher education programs. Due to this data being some of the first of its kind, your experiences will help improve the edTPA implementation, teacher candidate experiences, university faculty experiences, and cooperating teacher experiences. We/I cannot promise you that you will receive any or all of the benefits described.

Will you receive compensation for participating? You will not be compensated for participating.

Are there any costs? There are no costs associated with your participation.

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the School of Kinesiology or Jessica Grimes.

Your privacy will be protected. Any information obtained in connection with this study will remain confidential. Information obtained through your participation may be presented at a professional meeting and published in a professional journal.

If you have questions about this study, please contact Jessica Grimes at jmr0101@auburn.edu.

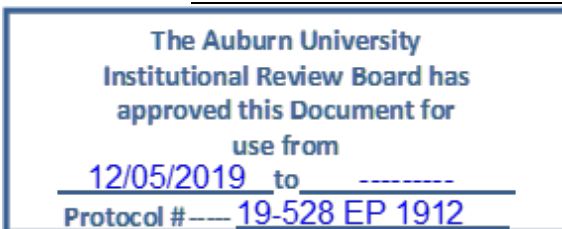
If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334)-844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. SELECTING "YES" AND TYPING YOUR NAME IN THE SPACE BELOW INDICATES YOUR WILLINGNESS TO PARTICIPATE.

Yes

No

Name: _____



APPENDIX F

EDTPA IMPACT PERCEPTION OF COOPERATING TEACHER SURVEY

Please rate your experience as a cooperating teacher responsible for the last complete semester of student teachers participating in edTPA.

1. The amount of time my student teacher spent on edTPA during student teaching was appropriate.

1-Strongly agree
2-Disagree
3-Neutral
4-Agree
5-Strongly Agree

Comments: _____

2. I see the relevance of edTPA to the student teacher's professional development.

1-Strongly agree
2-Disagree
3-Neutral
4-Agree
5-Strongly Agree

Comments: _____

3. My student teacher seemed overwhelmed by the edTPA work.

1-Strongly agree
2-Disagree
3-Neutral
4-Agree
5-Strongly Agree

Comments: _____

4. My student teacher's edTPA work interfered with other student teaching responsibilities.

1-Strongly agree
2-Disagree
3-Neutral
4-Agree
5-Strongly Agree

Comments: _____

5. There was sufficient time in the placement for the student teacher to successfully complete the edTPA.

1-Strongly agree

2-Disagree

3-Neutral

4-Agree

5-Strongly Agree

Comments: _____

6. A cooperating teacher should be an active supporter of a student teacher's edTPA work.

1-Strongly agree

2-Disagree

3-Neutral

4-Agree

5-Strongly Agree

Comments: _____

7. I received enough information about the edTPA to be able to support my student teacher's work on edTPA.

1-Strongly agree

2-Disagree

3-Neutral

4-Agree

5-Strongly Agree

Comments: _____

8. edTPA enhanced the student teaching experience for my student teacher.

1-Strongly agree

2-Disagree

3-Neutral

4-Agree

5-Strongly Agree

Comments: _____

9. edTPA enhanced the student teaching experience for me, as a cooperating teacher.

1-Strongly agree

2-Disagree

3-Neutral

4-Agree

5-Strongly Agree

Comments: _____

APPENDIX G

COOPERATING TEACHER FOLLOW-UP INTERVIEW RECRUITMENT EMAIL

Hello, my name is Jessica Grimes and I am a graduate teaching assistant at Auburn University with the School of Kinesiology. I am contacting you today because you stated on the recent online survey entitled **edTPA Impact Perception of Cooperating Teachers** that you were open to being contacted about possibly participating in one interview with me.

What will be involved if you participate? If you are still open to participating in the interview, I will set an interview time that best fits your schedule. During the interview, I will ask you questions about your perception and experiences as a Physical Education Teacher Education cooperating teacher after edTPA became consequential. The interview will last 30-60 minutes.

Lastly, do you have any further questions about the interview?

Are you still interested in participating? If so, please feel free to email me back so we can further schedule the interview.

Sincerely,

Jessica Grimes



APPENDIX H
INTERVIEW GUIDE

University Faculty Interview Script

1. How would you describe your experience with edTPA before or during the 2018-2019 academic year?
 - a. Do you feel like your experience with edTPA was the result of change within your PETE program? Why or why not?
2. Do you feel the edTPA was beneficial to you or your program? Why or why not?
 - a. Is there anything you wish could change about your program to make it more beneficial?
3. Has your opinion of the edTPA changed since completing it during the 2018-2019 academic year?
4. What are the types of support that your program provided to be an aid during edTPA?
 - a. Would you consider the support helpful? Why or why not?
5. Do you feel after the 2018-2019 academic year that your program produced effective teachers? Why or why not?

Cooperating Teacher Interview Script

6. How would you describe your experience with edTPA before or during the 2018-2019 academic year?
7. Were you aware of what edTPA was before the 2018-2019 academic year?
 - a. How did you learn about edTPA?
8. How would you describe the impact edTPA had on you, as a cooperating teacher?
 - a. How would you describe the impact edTPA had on your teacher candidate?
9. Do you feel like your teacher candidate was more an effective teacher after edTPA? Why or why not?
 - a. Do you feel the edTPA enhanced the student teaching experience for you, as a cooperating teacher? Why or why not?
10. Would you be open to learning more about edTPA before having another teacher candidate?