

EXPLORING HIGH STAKES EDTPA
IN PHYSICAL EDUCATION
TEACHER EDUCATION

by

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ABSTRACT

Educational reforms, such as the Educative Teacher Performance Assessment (edTPA) have affected not only classroom learning, but also curriculum and programs within teacher education institutions. Utilizing multiple case study design and action research to study the effects of edTPA, the focus of this research was to explore the perspectives of university physical education teacher education (PETE) faculty and changes made to PETE programs, examine and deconstruct PETE students' socialization experiences, and engage in action research to determine the condition of my position regarding edTPA implementation. Data were analyzed utilizing multiple qualitative techniques.

The purpose of the first study was to explore the extent of changes taking place within the context, structure, and culture of university PETE programs facilitating high stakes edTPA policy. Faculty reacted in three distinct ways to the process of change which were labelled: prevailers, conceders, or exceeders. The process of change appeared to be based upon an implementation continuum from isolation to internalization.

The second study examined and deconstructed socialization experiences relative to the edTPA process of pre-service teachers during their physical education teacher education (PETE) program and their induction year as a physical education teacher. The following themes were identified: (a) initial interactions and impetus for teaching—engaging and fun; (b) instruction in PETE—learning a ton; (c) internship—gauging, I'm stunned; (d) implementation of edTPA—raging, I'm done; (e) induction—waging has begun.

In the third study, I engaged in action research to facilitate edTPA implementation. Using self-study and action research, I analyzed the edTPA policy, reflected upon my teaching, and created edTPA learning activities. Results indicated that the edTPA policy has brought about dissention, taken away invention, and has led professors to subtract from their curricula.

University programs have a responsibility to prepare effective physical education teachers who use the best practices for teaching. edTPA has the potential to “box students in” to direct instruction. It is imperative for PETE faculty to reflect upon the impetus and impact of changes made to their programs in light of edTPA. PETE faculty must continue to advocate for and teach meaningful evidence- and research-based PE practices while negotiating preparations for edTPA.

DEDICATION

I would like to dedicate this dissertation to my parents, Ron and Lillian, who have provided unwavering support throughout my doctoral journey. A special thank you to my sister, Becky, for her encouragement and ability to make me laugh in stressful times. My family and friends were a constant reminder to me that God is always with me, will strengthen me, will help me, and will uphold me with His righteous right hand (Isaiah 41:10). Last, but not least, I could not have accomplished this dissertation without the love and support of my rescue dog, Buddy, who reminded me daily that “play breaks” are good for the mind and soul. We did it, Buddy!

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Chapter 1

PETE FACULTY'S PERSPECTIVES OF EDTPA: THE RANGE OF CHANGE

Abstract

Purpose: The purpose of this study was to explore the extent of changes taking place within the context, structure, and culture of university PETE programs facilitating high stakes edTPA

policy. **Method:** Utilizing a multiple-case study design framed by politics of policy and analytical dualism, eight PETE faculty from eight different programs who had direct involvement in the high stakes edTPA process were investigated. Data from semi-structured individual interviews, focus group interviews, and documents were interpretively analyzed.

Results: Faculty reacted in three distinct ways to the process of change which were labelled: prevailers, conceders, or exceeders. The process of change appeared to be based upon an implementation continuum from isolation to internalization. **Discussion/Conclusions:** University programs have a responsibility to prepare effective physical education teachers who use the best practices for teaching. It is imperative for PETE faculty to reflect upon the impetus and impact of changes made to their programs in light of edTPA.

Keywords: physical education teacher education, curriculum, politics of policy, reforms, analytical dualism

Introduction

Since the writing of *A Nation at Risk: The Imperative For Educational Reform. An Open Letter to the American People. A Report to the Nation and the Secretary of Education* (Gardner et al., 1983), there has been an increased focus on rigorous and measurable standards and expectations of colleges and universities. In this seminal letter, Gardner and colleagues (1983) provided recommendations intended to improve the preparation of teachers, and among them were recommendations for teacher education programs (TEP) to have high educational standards and for pre-service teachers to demonstrate an aptitude for teaching and competence in an academic discipline. Various educational reforms followed, such as the *No Child Left Behind* act of 2001, which enacted more high stakes standardized testing and teacher performance assessments, the adoption of *Common Core State Standards* with the enactment of *Race to the Top* (RTTT) in 2009, more state control of education with the enactment of *Every Student Succeeds Act* (ESSA), and more recently, the enactment of the *educative Teacher Performance Assessment* in 2013 (edTPA).

A number of scholars strongly advocated for a national performance assessment for beginning teachers to help improve their practices (e.g. Darling-Hammond, 2010; Gardner et al., 1983), while others, however, argued that such measures may not be necessary and, in fact, may only detract from quality teaching (Au, 2009, 2013; Carter & Lochte, 2017; Metzler, 2014). Educational reforms have affected not only classroom learning, but also curriculum and programs within teacher education institutions. Those who are farthest away from pre-service teacher candidates are now in control of making decisions about teacher credentialing. It is nonetheless clear that “the current educational terrain is the most convoluted and most contested that it has ever been” (Carter & Lochte, 2017, p. 2).

Experts at Stanford University and the Stanford Center for Assessment, Learning, and Equity (SCALE), along with leaders from the American Association of Colleges for Teacher Education (AACTE) have been leading an initiative for a common, standards- and performance-based assessment of teaching effectiveness. The edTPA is a high stakes assessment adopted by many universities and colleges for either program completion and/or certificate licensure. Pre-service teachers must prepare a portfolio of materials that demonstrates their ability to use educational theory and subject-matter content to lead and teach a diverse classroom of learners. This high stakes assessment is not only used for teacher licensure, but also acts to support state and national program accreditation and renewal. The edTPA assessment requires teacher preparation programs to use a project-based approach to learning which includes academic language and deep subject matter that is expected to be used in the classroom (edTPA, 2020).

edTPA in Higher Education and Physical Education Teacher Education (PETE)

Au (2009) notes that high stakes testing is restricting the way knowledge is structured by increasing the fear that having an unstructured environment will lead to automatic failure, causing teachers to rely more heavily on classroom management techniques. Assessments like edTPA are shaping higher education teacher education by turning the focus away from good teaching and, instead, making the focal point of seminars on the logistics of the right kinds of evidence that should be submitted (Au, 2013). Others believe that edTPA has the potential to encourage and reinforce effective teacher behaviors, but that the process of the policy increases stress and undue time-demands during student teaching (Ressler, King, & Nelson, 2017). Edmundson (2017) is most concerned about the harm that edTPA will have on social justice programs by reinforcing mainstream teaching and not allocating enough time in the curriculum to look at the roles of race, gender, ability, sexual orientation, and social class in classroom

interactions. Regardless of the opportunities presented within edTPA for curricular autonomy, Edmundson notes, “in a high stakes situation, ‘opportunities’ mean nothing—it’s what is scored that matters” (p. 149). Furthermore, some PETE faculty are punished by their institutions for disagreeing with and resisting edTPA due to the high stakes of the policy, making the climate of the PETE program a product of the policy (Edmundson).

SCALE and AACTE claim that the edTPA (2020) was not designed or enacted to take the place of current program curriculum, assessments, or faculty observations nor leads to standardization of curriculum (edTPA, 2020). Yet, Metzler (2014) raised concerns about the policy implementation of edTPA interfering with the current curriculum program already set in place. For example, some of the concerns include negative impact of edTPA on contemporary models-based practice in physical education and the structure of edTPA policy detaching the innovation from pre-service educators (p. 18). In physical education, a models-based approach to teaching or use of pedagogical models is an innovative and evidence-based way of teaching that helps align national standards, learning goals, teaching, and student engagement that could help break the cycle of non-teaching teachers (Sinelnikov & Hastie, 2016). Metzler (2014) presupposed, “asking the edTPA evaluators to recognize and approve innovative instructional plans, learning activities, and assessments in physical education lesson segments would greatly increase the risk for failing edTPA and jeopardizing our candidates’ initial certification license” (p. 18).

According to edTPA (2020), 41 states and the District of Columbia use the edTPA as a culminating teaching assessment in teacher education programs. Eighteen of those states require a passing score for either program completion or teacher certification. AACTE contends that

edTPA does not lead teacher education toward a standardized curriculum. Yet, nothing is known about what effects, if any, edTPA might have or have had on PETE programs across these states.

Recent literature offers recommendations on how to prepare for the physical education edTPA that include the implementation of PETE assignments that have improved candidate performance (Davis & Wash, 2019), providing tips for both candidates and PETE faculty in the areas of planning, instruction, and assessment (Olson, O’Neil, & Sazama, 2019; Treadwell, Cameron, & Manson, 2017), describing and explaining academic language (Martin, Klinkenborg, & Wetherington, 2018), and sequencing course work and field experiences (Seymour, Donnelly, & Lindauer, 2018). Heidorn (2014) even recommended techniques and experiences which can help pre-service teachers effectively plan, teach, and reflect in order to be better prepared to meet the demands and requirements of the edTPA assessment.

In contrast to literature that has offered preparation and support for edTPA, O’Brien and Robb (2017) have warned readers about the adverse effects on teacher education, student teachers, mentor teachers, and school children stemming from edTPA implementation. These authors offer ways in which teacher education can resist the impact and misuse of edTPA, can examine what is included and not included in the assessment, and can critically examine the advice PETE faculty give to teacher candidates. PETE programs have already begun the process of pragmatically redesigning their curriculum to assist and support students with edTPA topics, especially that of academic language (Lahey, 2017). This process needs to be well thought out since those who are specialists in their field may inadvertently skip over edTPA constructs because some of them have already become second nature (Zwiers, 2014). Furthermore, teacher educators who seek to align their programs with edTPA criteria struggle with sense-making and

operationalization of the edTPA reform since their views are shaped by their stance toward the edTPA (Ratner & Kolman, 2016).

There is a dearth of literature and lack of evidence on actual changes in PETE programs and faculty's attitudes toward edTPA as educational reforms continue in the United States. Therefore, the purpose of this study was to explore the extent of changes taking place within the context, structure, and culture of university PETE programs facilitating high stakes edTPA policy.

Conceptual Frameworks

Politics of Policy (Cochran-Smith, Piazza, & Power, 2013) and Analytical Dualism (Archer, 1996) framed the study. The Politics of Policy framework guided the researchers to understand how the beliefs and perspectives of edTPA influenced PETE faculty's impact and implementation of curricula and practice. The analytical dualism paradigm was used to understand the dynamics of context, structure, and culture.

The Politics of Policy

The Politics of Policy framework was developed by Cochran-Smith, Piazza, and Power (2013) in order to understand contemporary accountability and education policies in the United States. The framework consists of the following four aspects: (a) discourses and influences, (b) constructions of the problem of teacher education, (c) policy in practice, and (d) impact and implementation. Brief explanation of the framework and its facets follows below.

Discourses and *influences* have to do with larger political and economic conditions, agendas, ideologies, global influences, and trends that shape policy. The discourses and influences of edTPA within the Politics of Policy Framework (Cochran-Smith et al., 2013) are those of the neoliberal market-based reforms, including but not limited to the high stakes test edTPA.

Constructions of the problem of teacher education involves the major actors and influencers behind policies, as well as how problems and solutions are framed, stated and hidden agendas, and political strategies used to forward policies. *Policy in practice* is concerned with how policies are interpreted and remade in local contexts, especially in terms of individual and collective response, acceptance and resistance, and (un)intended consequences. *Impact and implementation* have to do with the outcomes of policies, particularly in terms of power relations, control, dominant/marginalized discourses and groups, and (dis)empowerment of practitioners.

Connecting the neoliberal discourse to teacher education, Cochran-Smith and colleagues (2013) sum up the essence of the policy with the following seven points: (a) American students must be global competitors; (b) K–12 schools have failed to meet productivity expectations regarding student performance; (c) teacher education programs have failed to meet productivity expectations regarding teacher performance that leads to student performance; (d) performance-tracking data systems that link students' test scores, teachers, and teachers' preparation programs are essential for increasing productivity; (e) teacher preparation programs must compete with one another; (f) the losers will either change by emulating the winners or be eliminated; and (g) university-based programs that resist these ideas reinforce the failure of the status quo.

Curriculum is constantly changing, and teachers are more involved in designing student-specific courses that promote the best practices for the select purposes of their programs. When reform programs/policies are implemented, however, teachers may adapt them based upon their individual beliefs, social interactions, or organizational structures through iterative refraction (Supovitz & Weinbaum, 2008). Assessment policies in which outcomes and products are at stake may be seen as lacking autonomy and professional responsibility, thereby resulting in teachers taking on the role of antagonist toward the values and beliefs that are espoused by the new policy

(Priestley, 2010; Supovitz & Weinbaum, 2008). Examinations of policy and curriculum change as discourse, however, paves the way for the social processes to be the ultimate determinate of whether change occurs (Simmons & MacLean, 2018).

Analytical Dualism

Analytical Dualism (Archer, 1996) is a paradigm that allows for individuals to separate the *context* into two systems: *structural* and *cultural*. Willmott (1999) writes that, “analytic dualism...recognizes the stratified nature of social reality, permitting analysis of socio-cultural change at any level” (p. 19). Decisions for change, then, are based upon both the structure and culture of the context, as well as the extent of individual teacher agency, which is realized through concrete contexts for action.

Viewing curriculum and policy using this paradigm allows the dynamics of *context*, *structure*, and *culture* to be categorized and labeled as either remaining constant (morphostatic forces) or changing (morphogenetic forces; Archer, 1982). *Structure* and *agency* are at work on different time scales, constraining or enabling the active agents to produce interactions at any given moment in time resulting in consequences whether they are intended or unintended. It is the structural and cultural factors that provide the context for action, but determinants of action and accomplishment are social decisions that rely upon human agency (Archer).

In his review of analytical dualism, Willmott (1999) acknowledges the symbiotic, connected but separate nature of structure and agency. Structure does not determine actions; actions are determined through the dialectic of interaction. However, structure places limits on what teachers can do. Willmott contends that “stringent structural conditioning is fundamentally not deterministic, for pupils, like teachers, resist” (p. 9). There is a recognition that analytical

dualism does not entail determinism because each level—personal agency, school, and educational system—is both autonomous and interdependent (Willmott).

Methods

A multiple-case study design was used in this study to explore phenomenon in a bounded context of PETE programs and edTPA implementation (Stake, 2013). Other advantages of multiple-case study design used for this study included the ability to understand the differences and similarities between each case and to analyze the data both within each situation and across situations (Yin, 2009).

Participants

The Institutional Review Board granted ethical approval and informed consent was obtained from all participants prior to the commencement of the study. Participants for this study were purposefully selected according the following criteria: (a) were members of PETE faculty; (b) had direct involvement in edTPA process; (c) were from different universities to ensure heterogeneity of university settings (Maxwell, 2013); and (d) had taught in a public school of education in a state that required an edTPA passing score for certification. Considering reported repercussions from institutions toward faculty opposed to edTPA (Edmundson, 2017), the participants were described in broad terms and pseudonyms were used to protect participants' identities. Eight participants took part in the study, four males and four females, ranging in age from 30-70, and having between 5-35 years teaching experience in PETE. Four faculty taught within programs where students studied in cohorts and four faculty taught within programs where they did not. Out of the eight universities represented in the study, three universities required students to successfully pass edTPA in order to graduate. Table 1 provides additional details about the participants.

Table 1 Participant Details and Categorization

	Carnegie Classification	Gender (Age Range)	Years in PETE	PETE Cohorts Yes/No	Tied to Graduation Yes/No	Focus Group
Prevailers						
Phineas	Doctoral Universities: High Research Activity	Male (40-50)	5-10	No	No	2
Winifred	Doctoral Universities: Very High Research Activity	Female (60-70)	10-15	Yes	Yes	3
Sebastian	Doctoral Universities: Very High Research Activity	Male (40-50)	20-25	Yes	Yes	1
Conceders						
Maude	Doctoral Universities: Very High Research Activity	Female (40-50)	20-25	Yes	No	1
Chester	Masters Colleges & Universities: Larger Programs	Male (50-60)	5-10	No	Yes	1
Harriet	Masters Colleges & Universities: Larger Programs	Female (30-40)	10-15	No	No	3
Exceeders						
Josephine	Doctoral/Professional Universities	Female (50-60)	10-15	No	No	2
Homer	Doctoral Universities: Very High Research Activity	Male (50-60)	30-35	Yes	No	2

Data Collection

Semi-structured individual interviews (8 x 60-90 min.), focus group interviews (3 x 60 min.), and documents served as data collection sources. The interview questions were grounded in the Policy of Change and Analytical Dualism conceptual frameworks (Archer, 1996; Cochran-Smith et al., 2013). The semi-structured interview questions focused on the participants’ missions of their programs, their perceptions about edTPA and its value, and changes to the structure and alignment of their curricula and courses and the impetus for such changes (Morgan, Krueger, &

Scannell, 1998). Focus groups were heterogeneous in university classification, gender, age, and cohort types to encourage open forum for ideas exchange.

The first author acted as moderator (Krueger & Casey, 2000) as she facilitated the conversation and posed probing questions to stimulate the discussion while taking notes and gathering information on observed characteristics (Greenbaum, 1988). Interviews were recorded with a digital voice recorder and transcribed verbatim. Notes and memos were written during interviews regarding tentative ideas, categories, and relationships between data and the framework. Similar to protocols used by Washburn and Sinelnikov (2016), *document collections* included content from university websites (course of study, syllabi from methods courses, edTPA links/supplementary materials, etc.) and other edTPA and curriculum artifacts supplied by participants.

Data Analysis and Trustworthiness

Interview data and focus group data were analyzed using a combination of inductive and deductive analysis and constant comparison (Lincoln & Guba, 1985; Patton, 2015). The first phase consisted of listening to the audio recordings of the interviews and reading the interview transcripts. The open coding technique (Corbin & Strauss, 2015) was used to label data segments and group them by category, examining both within and between categories based upon the reasons for change. Substantive categories (axial coding; Corbin & Strauss, 2015) were then developed inductively based upon the description of the participants' own concepts and beliefs, using their own meanings and understandings (Patton, 2015). The narrative structure and contextual relationships were deductively analyzed by creating matrices of the similarity and contiguity relations (Maxwell & Miller, 2008) pertaining to the Politics of Policy framework and Analytical Dualism and emerging constructs were analyzed both within and across settings.

The data from the interviews and focus groups were triangulated with the collection of documents from online sources and other artifacts (Lincoln & Guba, 1985). These data were analyzed in six phases (Nowell et al., 2017). Phase one consisted of familiarization with the data. During phase two, initial codes were generated for content related to PETE edTPA. Phases three and four consisted of searching for themes and subsequently having them vetted by team members. In the final two phases, the themes were defined and labelled and the report was produced.

Authors independently coded and then shared results with each other to ensure researcher triangulation. The researchers systematically solicited feedback from participants on the collected data and conclusions through member checking (Lincoln & Guba, 1985) by e-mailing the interview transcripts back to the participants and allowing them to offer additional information, clarifications, and/or retractions to prevent the participants' perspectives from being misinterpreted. Discrepant data and negative cases were identified and analyzed in order to assess the conclusions drawn and flaws in logic (Lincoln & Guba, 1985). Subjectivity and positionality were acknowledged by observing and reflecting on the researcher's "subjective I's" (Peshkin, 1988, p. 17). The reactivity was acknowledged by labeling subjectivities and realizing their potential limitations (Peshkin, 1988).

Results and Discussion

The Attitude of Change

The purpose of this multi-case qualitative study was to explore the extent of changes taking place within the context, structure, and culture of university PETE programs facilitating high stakes edTPA policy. Through the analysis we came to understand three categories of PETE faculty: *prevailers* (those who demonstrated a negative attitude and made few changes); *conceders* (those who demonstrated a neutral attitude and only made necessary changes); and

exceeders (those who demonstrated a positive attitude leading to thorough and focused change). Table 1 outlines the participants, their backgrounds, and categorical placements.

Prevailers. The “prevailers” made very few, if any, changes to their PETE programs as they viewed edTPA as a detraction and thus were considered to have a contextually negative attitude towards the implementation of edTPA. Three participants wanted edTPA to be short-lived so good teaching of teachers would continue to prevail. Phineas described edTPA as being “a pain” and “up to interpretation.” He “disagrees with the externals” and believes that it is a “worthless task for everyone.” Phineas also believes that edTPA “undermines” what he’s doing as professor and has “no lasting impact”. According to Phineas, it is “not necessary” and “irrelevant.” In like manner, Winifred “objects to the legislative mandate” and sees edTPA as having “zero potential to improve teaching.” Similar to Phineas, she “does not believe that edTPA has been effective” and, in fact, believes that edTPA has “drawn away from good teaching.” Similar to Winifred, Sebastian sees edTPA as being “a top-down approach that is forced on you.” The enactment of edTPA has not influenced Sebastian to change his program or teaching because he sees “no additional value for the program because it is already strong and robust.” He believes edTPA is a “hamper” for strong programs and just “another layer of bureaucracy.” For Sebastian, edTPA has left a “negative impact” and, for him, “may take away more than it contributes.” He believes that it “may force programs to think more” but that the “margin of improvement varies.” Document analysis demonstrated that no changes were made to PETE curriculum, curricular documents or syllabi by the prevailers. Their views of edTPA support previous research findings that argue edTPA may detract from quality teaching (Au, 2009, 2013; Carter & Lochte, 2017; Metzler, 2014).

Conceders. Three participants demonstrated a contextually neutral attitude toward edTPA implementation leading them to make only the necessary changes in order for students to successfully navigate the policy. Maude initially refused to teach to the test, which “goes against her philosophy for teaching.” She never thought about edTPA as a negative but rather as an “opportunity to really look at the program.” For her, edTPA “calls into focus areas that need more intense thought” and that she is “better off from having to look at edTPA as a program.” Ultimately, however, she commented that “edTPA is not a miracle CBD oil.”

Similar to Maude, Chester believes that edTPA “definitely has the potential to improve teaching” because “edTPA gives you focus.” He is “more implicit than explicit” in conveying this positivity to students, believing that “negativity could increase the drop-out rate.” Chester’s focus is on “becoming a good teacher, not passing one test.” He always “has it in the back of his mind.” According to Chester, “edTPA is relatively aligned with his beliefs and similar to National Boards, but ‘not worth it.’” He believes edTPA is like “putting together a master’s degree in undergrad.”

Harriet describes her attitude toward edTPA as a “love/hate relationship,” adding that “in theory, it’s a good thing.” Her focus was on the students and, therefore, she saw edTPA as “very, very helpful” in “actually allowing them to think.” She does feel, however, that “it’s a little bit of teaching to the test” but that it is “good to be able to show different things.” She continued by stating,

However, if they were in a situation where there were faculty members that weren’t really teaching them, like how to teach to the whole child and the whole school and really thinking and doing things with intention, then I think maybe edTPA is a good thing in those situations because it’s making people be more intentional with their instruction and with their planning and with assessments and really like teaching them how to be good teachers.

Harriet viewed edTPA as a given, articulating, “I just kind of view it as ‘it is what it is.’ It’s something we have to get through and it’s something we got to do until the state tells us we’re not doing it anymore.” Conceders’ attitudes of change were similar to sentiments reported previously (Ressler et al., 2017) as participants in our study believed that edTPA had the potential to encourage and reinforce effective teacher behaviors, but that the process of the policy increased stress and undue time-demands during student teaching.

Exceeders. On another end of the spectrum from the “prevailers,” two participants demonstrated a contextually positive attitude toward edTPA implementation leading to an aptness for change. Josephine was “angry at first” when the edTPA legislation was mandated, but the more she learned about it, the more she appreciated the value it could bring “if people will take it seriously.” She believes that edTPA is able move PE to a different level by forcing students be more intentional about their teaching. Josephine continued by stating that “thought and reflection yield respect and a decrease in marginalization.” She believes that in order to change culture, one has to be “loud and proud.”

Like Josephine, Homer was a skeptic at first. He does not believe that edTPA “blankets everything,” but he does think that “it’s just good teaching” and a better way of doing business. Homer embraced edTPA, stating that it is a “good exercise” and leads to more “sophisticated teaching” and “more awareness.” He suggests that edTPA “provides intricacies that you wouldn’t have experienced” and that it has “made teaching stronger.” Homer referred to edTPA as the “genesis of improving” which has “upped the ante.” Homer “wants [his] kids to get ‘picked’ [because] where they end up is critical...if you work with ‘Bubba’ it’s over.” This finding highlights previous research noting the potential mismatch between the role and culture of a K-12 school and that of a new teacher causing a dialectic that inhibits the integration of

innovative instruction acquired in PETE (Stran & Curtner-Smith, 2009). Homer works in a “competitive unit” that likes to set targets and to “truly push it.” These attitudes carry over to his views on teaching with edTPA wanting “his students to go the ‘best’ jobs and say, ‘I got this [high score] on edTPA.’” The exceeders’ attitudes of change align with the way Cochran-Smith and colleagues (2013) summed up the essence of the policy by desiring both his students and his program to be competitors. Thus, the exceeders’ attitudes and viewpoints support previous scholars who advocate that edTPA can improve teachers’ practices (Darling-Hammond, 2010; Gardner, 1983), yet the rationalization for change for some exceeders was extrinsic in nature (aimed at outcompeting others) rather than for the “good of teaching.”

The Process of Change

The above views, values, and political stances of the participants had a direct impact on the process and level of changes made to PETE programs after the enactment of edTPA as a high stakes assessment. Document analysis revealed that each higher education physical education program offered teaching and methodology classes under various names and/or descriptors: instructional strategies, methods of teaching, methods of physical education, teaching aspects of physical education, curriculum design and existing curriculum models, theories of instruction, and teaching styles and developmentally appropriate curriculum models.

The prevailers made very few to no changes to the structure and curriculum of their program. The conceders chose to narrow their focus of implementation and change while the exceeders strategically changed their programs in the attempt to produce the highest scoring edTPA takers. The results below represent the “policy in practice” aspect of The Politics of Policy conceptual framework and demonstrate the participants’ individual and collective

responses to edTPA. Table 2 represents the three distinct categories of PETE professors and the range of changes they have enacted due to the required implementation of edTPA.

Prevailers. The prevailers' responses suggest that they view the edTPA assessment as an 'isolated' practice that adds little to their current programs. While Winifred and Phineas believe that "it takes someone goal oriented and very focused" to complete edTPA, the test itself is very "generic" and it is "just another completely separate assessment model." Sebastian stated that students in his program are "doing absolutely more than what's required for edTPA" and, therefore, there is no reason to align current curriculum with edTPA.

These three PETE professors have chosen to interpolate edTPA into their current programs in lieu of changing any major aspects of their programs. Phineas stated, "I reviewed the lesson plan template and I actually put sections on the lesson plan that I highlighted in red...so I'm trying to tie the lesson plans as much as possible into edTPA content." He continued

So, we start to think about it a little bit like I write a paper and I'll think about what reviewers might come back with, you know, things like sample size, you know, your results are not detailed enough. You know, it's not embedded in the data. I'm starting to think about it that way...they won't look for what's there, they'll look for what's missing.

Phineas also stated that "we started talking about central focus and sub focus now instead of the lesson aims and the lesson objectives and stuff like that." He stated, "I use a lot of assignments where I've got detailed instructions and detailed rubrics. It's kind of similar." Winifred added a textbook to help with edTPA vocabulary and terminology. Her lesson plan format changed, and she embedded material such as vocabulary, terminology, and multiple assessments into preparation tasks in methods classes. Sebastian stated that his students "already do it" but that there is a "different shared technical language" with similar ideas but "different PE specific verbiage." While there have been no changes to curriculum, he has had to modify content in order to add the edTPA-specific technical language.

Table 2 Categorical Interactions Leading to a Process of Change

	<i>Structure</i>		<i>Culture</i>		<i>Agency</i>		<i>Process of Change</i>
<i>Prevailers</i> -Phineas -Winifred -Sebastian	Embedded practice Additional details Different verbiage	+	Adds a time element Detracts from good teaching Just another assessment	=	Does not teach to pass edTPA edTPA weakens the program No reason to align edTPA to course structure	→	Isolate Interpolate Invalidate
<i>Conceders</i> -Maude -Chester -Harriet	Explain differences Look for practical ways to incorporate Throw in theory and language	+	Keep them on track Practice everything Match teaching with edTPA	=	Focus on the positives It's all in the numbers Don't lose the heartbeat	→	Interact Intermediate Integrate Iterate
<i>Exceeders</i> -Homer -Josephine	Deconstruct the rubrics Provide concrete examples Model a gold standard	+	Couched in something bigger Content is not different Appreciate assessment and give it some thought	=	Willingness to research, study and learn Makes me more reflective Changes are for the better	→	Interpret Introduce Incorporate Illustrate Internalize

The prevailers have also shown evidence of invalidating the assessment. Phineas stated that he “does not teach to pass edTPA.” Winifred explained that the “changed focus” has “added stress to the internship” and “added a time element that has drawn away from good teaching.”

Sebastian's "focus remains the same" and he stated that there is "no reason to align because it might weaken the program." He has had to modify content and stated that "some pedagogical content was lost" in the process, further explaining that "time is not a renewable resource." The actions of the prevailers support Edmundson's (2017) concerns that edTPA will cause harm to programs by reinforcing mainstream teaching and not allocating enough time in the curriculum for various other instructional strategies.

Conceders. The conceders have attempted to *interact* with edTPA by making subtle changes to their curriculum where they see that there is need. Maude believes, "so as long as we try to keep everything positive and keep them on track and you know, focus on the positives, I think they have gotta be getting something out of it." Chester stated that "if numbers start looking bad, then time will be needed" but he has not "had to do much alignment yet." Harriet stated that her classes did not change, but the way she presented the material did.

The conceders chose to *intermediate* between their current curriculum and edTPA. Maude explained that her students couldn't make translation from practice to edTPA because students are conditioned to being "taught to the test," and since they "struggle thinking for themselves" she has had to "go through every single thing [and] practice everything." Chester explained that "supervisors have changed from generic to content-specific pedagogists; interns are now supervised by PETE faculty; supervision is now above and beyond." Harriet changed some of her teaching practices and subsequently stated, "since students are going to have to know this, we might as well practice it in class."

After intermediating and explaining the differences between the current curriculum and course structure, the conceders attempted to *integrate* the edTPA into their current practice. Maude has "spent a lot of time coordinating aspects of classes with edTPA, when to practice

what” and stated that it has been “a lot of work on the front end” trying to introduce students to edTPA and incorporating practice tasks in all classes. Maude stated, “we’ve obviously had to look at edTPA in depth, you know, and figure out how we’re gonna help these students be successful while also not losing sort of the, I guess, the heartbeat of the program.” Chester “throws in educational theory” and shows students “practical ways of inserting theory into their teaching and lesson plans;” he inserts it into classes “as he sees fit” and “addresses content as it comes up.” The edTPA assessment allowed Harriet to look more closely at assessment: “they were prepared for teaching [but] needed more assessment practice. I didn’t realize students were not grasping it.” By integrating edTPA into her assessment course, Harriet was able to highlight “how to make good assessments.” Harriet changed the language she used during teaching to better match up with the edTPA specific academic language. She also took the time to show her students the examples of rubrics and how they were written. Harriet noted that she focused on “adding different language things and being more specific.”

The concedes used an iterative process for including practice tasks related to edTPA. Maude chose to incorporate practice tasks in all PE specific courses including their instructional strategies course, assessment course, and advanced methods course in order to build on concepts. Chester believed that his students are beginning to realize that learning theories are important to good teaching. Chester is more focused on preparation and “getting students through” and believes that the iteration of practical examples of learning theories will help students be more apt to prove themselves. Through the edTPA process, Harriet realized that she “needed to incorporate academic language” and that “little details had to change.” The data from the concedes support scholars who believe that edTPA has potential to improve practices but increases stress and undue time-demands in the process (Ressler et al., 2017).

Exceeders. The exceeders demonstrated the most change out of all of the participants. They started by attempting to *interpret* the meaning of the edTPA to their students. Homer reminds his students that “edTPA looks at the teaching ACT” and instructs them to “not take massive risks” like using holistic models, because they are “setting you up for failure.” He contends that direct instruction satisfies what the test is looking for but its “couched in something way bigger.” Homer has researched and studied the edTPA policy in order to know the “worst scored rubric” so that he can tailor his instruction to improve his students’ performances on it. Josephine explains that the “content is not different; it just looks different—the wording is different.” She explains that it just “comes down to the nuts and bolts of it,” but “if you shoot from the hip, you won’t hit the target.”

The exceeders *introduce* the edTPA by trying to operationalize it within what they are already teaching. Homer’s focus is “getting myself to understand the nuances and navigations.” Homer made structural changes to courses, not “for performance” but rather to be “better professionals.” He “dumped” the assessment course and moved it earlier in the program and practiced “targeting rubrics where we scored low without shame.” Josephine restructured all of her PE courses and incorporated video and commentary. She included edTPA-specific terminology into all practice tasks and “focused on things we’re not used to doing.” Josephine realized that “it’s going to take some re-structuring but that’s where we grow in our program.”

The next step for the exceeders was to *incorporate* the “newly understood guidelines” into their own courses and curriculum. Homer developed a standardized lesson plan and has incorporated a 20-instructional strategies self-assessment in which students videotape their effective teaching behaviors and use a rubric to assess them. Homer gives his students “more experience at higher levels.” He states, “I now have more experience, examples, explanations,

models, practice writing, and tons and tons of field experiences.” He continued by stating that he spends a lot of time on learning segments of models-based practice for which there is a “good transfer.” Homer added surveys to his assessment to show how “knowing student differences” can help support what teachers do. Homer believes that assessments should be short and should be brought to the forefront and provides examples of assessment in class. He practices assessment with feedback and has made a big push on language functions making sure to demonstrate examples of discourse and syntax. Homer states that the “language component has been interesting” and “pragmatic”—you just have to do it. Josephine echoed this sentiment,

I never emphasized the assessment piece, task three, like I do now, but I have a better appreciation for the assessment piece. I want my PETE students to have that same appreciation because you can’t improve, you can’t get better if you don’t assess whether it’s your teaching or whether it’s your students. Nobody’s going to get better if you don’t assess.

Both Homer and Josephine take time to *illustrate* the edTPA standards for their students. Homer deconstructed the rubrics and the commentaries and made a goal for a 45-average edTPA score minimum for his students. Homer rewrote the manual completely, streamlining it, because the current manual is “convoluted, confusing and contradicting.” Homer explained, “through lots of attempts, I’ve managed, I think, to navigate what the differences are, so for an undergraduate student reading that, they’ve got the, like, not the dummies proof manual, but the pragmatic manual, I’ll call it.” He consistently models each component, showing examples and modeling a “gold standard” for effective teaching according to the rubrics. Josephine believes that her students are “more reflective and more intentional.” The edTPA helped her clearly see “what’s working—concrete examples, not abstract, helps us break it down.” Josephine stated,

I have incorporated a lot of the video aspect, a lot of the commentary aspect of edTPA into their assignments; I’m restructuring my methods course more so than any other course to include the whole task one, two, and three into that course for them to just kind

of understand about using the terminology and things like that that we're not used to doing.

Josephine also stated, "the outcomes are a little bit different because, at the end of the day, we need to get them certified."

The last action of the exceders was the way they attempted to *internalize* the mission and process of edTPA and put it in a positive light for both themselves as well as their students. Home enjoys learning about edTPA and does not see it as a "chore." He believes that "a good document seems to be a good teacher I would want to employ." Homer incorporates edTPA into his curriculum by telling students "you can handle it; look at it; you can already pass it." While it has indeed distracted him, he does not mind. Homer states that the "manual I made is very cool," and that the "changes to experiences [have been] for the better." Josephine tells her students,

If you will take the time to write down specific things of how they're going to be organized, where they're going to line up, where are they gonna kick from, where are they going to, you know, what's their target, who are they going to be partnered with, how are you going to manage? How much equipment do you have? And if you really give all of that some thought and then reflect on it afterwards, you're going to be a better teacher, and you're not going to be looked at like 'just the PE teacher'.

Josephine also stated, "I'm growing from it. I'm even thinking about how to do better with my planning and instruction and assessment in my kinesiology classes, not just in my master's PE courses. I think it makes me a more reflective person." The data from the exceders supports Au's (2009) findings that high stakes testing will shape higher education teacher education by making the focal point on the right kinds of evidence that should be submitted.

Conclusion

Our data suggest that PETE professors exhibit three types of attitudinal responses to edTPA implementation (prevailers, conceders, and exceders) that seem to have a significant relationship on their agency to effect change to their programs, curricula, and/or courses. The

process of change appeared to be based upon an implementation continuum from isolation (prevailers) to internalization (exceeders).

The prevailers, holding a contextually negative attitude toward edTPA, exerted their agency by refusing to align edTPA to course structure, viewing the policy as an assessment that weakens their already strong and robust program. For them, edTPA adds a time element to the culture of their program and draws away from good teaching. Therefore, the prevailers made minimal changes and chose only to embed practice and add additional details when needed.

The conceders, holding a contextually neutral attitude toward edTPA, exerted their agency by choosing to focus on the positives of the assessment while attempting to hold true to the “heartbeat” of their program. The conceders viewed change as necessary only if the numbers (edTPA scores) were low. The edTPA assessment added a tracking device to the culture of the conceders which allowed them to match their teaching with the requirements of edTPA. The conceders changed the structure of their programs by adding explanations and practical experiences and adding theory and language in their courses.

The exceeders, having a positive attitude toward edTPA, exerted their agency through a willingness to research, study, and learn the newly implemented high stakes policy. In the process of study, they became more reflective of their own teaching and viewed any changes made to their program for the better. The culture they promoted was one of appreciation for the edTPA assessment and realization that it was not forcing them to change their content, but rather they accepted edTPA as something they were already doing, with higher stakes involved. The exceeders’ structure changed the most, not out of necessity, but rather to add to and hone in on areas of growth. However, some exceeders rationalized their change with an extrinsic oriented aim of achieving the highest edTPA scores in the state.

edTPA is thought of as shaping higher education teacher education by turning the focus away from good teaching and, instead, making the focal point of seminars on the logistics of the “right kinds” of evidence that should be submitted (Au, 2013). The data in this study indicate that “good teaching” and “right kinds of evidence” can be perceived differently. For example, Josephine and Homer view the “right kinds of evidence” as being an *example of good teaching* and reinforce this to their students. In contrast, Phineas, Winifred, and Sebastian believe their students are already receiving a robust education in *good teaching* through the use of effective teaching behaviors and models-based instruction and do not intend to weaken their program by overly emphasizing the teaching act of direct instruction.

O’Brien and Robb (2017) warned readers of the impact of edTPA on teacher education and recommended that professors critically examine the advice they give to teacher candidates. The prevailers view edTPA as an impediment and another layer of bureaucracy. They advise students to just get through it. The conceders view edTPA as an opportunity to critically examine PETE program and advise students to focus on the best practices. The conceders are more implicit in their advice to students, believing negativity could lead to a higher drop-out rate. Exceeders view edTPA as having a major impact on teaching practices and exhibit “total buy-in”. They advise their students to take edTPA seriously and put forth a great amount of effort to do it well while at the same time to not stress about it because they should be well prepared.

University programs have a responsibility to prepare successful and effective physical education teachers who use the best practices for teaching in their field. Contrary to the intended design of edTPA by AACTE, results of this study demonstrate that PETE professors have used the edTPA guidelines as a standardized curriculum for the following reasons: (a) it is a high stakes assessment; (b) it represents a language that the PETE profession does not use and must

“teach to” for student comprehension; and (c) it inhibits the teaching of many research-driven models-based practices because it favors direct instruction to teaching and learning.

Although we were able to capture participants’ attitudes and beliefs using qualitative inquiry, results of this study were limited to participants’ honesty in their perceptions and practices at their institutions. The sample size of this study was limited and reflected PETE faculty views in programs located in states that employ edTPA. The results are of those participants who were willing to voluntarily share their views on a controversial subject. Future research should examine faculty’s perceptions from more PETE programs in order to contextualize various factors and their impact on PETE. It is also imperative to examine the facilitators and inhibitors to edTPA implementation that may act as the driving force and impetus behind changes. Finally, there is need to examine PETE pre-service teachers’ perspectives of edTPA and their influence on the induction year of teaching. This line of research will help the physical education profession develop a better understanding of the socialization experiences that affect their students’ teaching practices.

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CHAPTER II

JACK AND JILL WENT TO INSTILL: DID EDTPA CAUSE THEM TO FALTER?

Abstract

Purpose: This study examined and deconstructed socialization experiences relative to the edTPA process of pre-service teachers during their physical education teacher education (PETE) program and their induction year as a physical education teacher. **Method:** Utilizing a multiple case study design, we investigated two physical education teachers who were purposefully selected from a PETE program requiring a passing score on the edTPA for graduation and certification requirements. Interviews, stimulated recall, and documents served as data sources which were analyzed using constant comparison. **Results:** The following themes were identified: (1) initial interactions and impetus for teaching—engaging and fun; (2) instruction in PETE—learning a ton; (3) internship—gauging, I’m stunned; (4) implementation of edTPA—raging, I’m done; (5) induction—waging has begun. **Discussion/Conclusions:** Jack and Jill believed edTPA “boxed them in” to teaching with direct instruction, which caused them to question effective teaching strategies and models-based practice.

Keywords: physical education, pre-service training, policy, occupational socialization theory, social cognitive theory

Introduction

For many years, neo-liberal educational reforms and policies have been enacted, both on the federal and state levels, to help close the global and socio-economic gaps in teaching and practice. These privatized, corporatized, and standardized reforms amount “to a direct assault on the bedrock of public education that has been building over time and has accelerated under the guise of accountability” (Croft, Roberts, & Stenhouse, 2015, p. 82). As a result, public schools and schools of higher education are lacking funding and resources and students are experiencing a higher degree of stress (Croft et al., 2015).

Experts at Stanford University and the Stanford Center for Assessment, Learning, and Equity (SCALE) along with leaders from the American Association of Colleges for Teacher Education (AACTE) have been leading an initiative for a common, standards- and performance-based assessment of teaching effectiveness. This assessment, commonly known as the educative Teacher Performance Assessment (edTPA) is a high stakes assessment adopted by many universities and colleges for either program completion and/or certificate licensure. One of the main purposes of edTPA is to hold pre-service teachers accountable for effective teaching by assessing them on the implementation of educational theory, subject-matter content, and their ability to lead and teach a diverse classroom of learners. This high stakes assessment is not only used for teacher licensure, but also acts to support state and national program accreditation and renewal. According to edTPA (2020), the project-based learning assessment requires pre-service teachers to show they are college and career ready by demonstrating competencies in academic language and deep knowledge of subject matter. The edTPA is a high stakes pre-service teacher assessment consisting of three components of measurement: Task 1: Planning; Task 2: Instruction;

and Task 3: Assessment. Each component, or task, has associated rubrics to measure effective and quality teaching. Pedagogy scholars, however, have questioned the value of such high stakes testing altogether (Clayton, 2018; Edmondson, 2017; Kumashiro, 2010; Lewis & Young, 2013).

Initial research concerning pre-service teachers' perspectives of navigating edTPA's high stakes requirements in the state of New York revealed that "the edTPA may offer less a clear picture of a candidate's ability to be an effective teacher and more the candidate's capacity to negotiate these varied and sometimes conflicting experiences of the edTPA during student teaching" (Clayton, 2018, p. 117). Furthermore, the edTPA was indistinct relative to pre-service teachers' ability to teach and, in fact, hindered the potential for learning how to teach during student teaching. Additionally, "the distance of evaluators, the lack of individualized feedback, and constrained faculty assistance may impact the degree to which the assessment accurately assesses and assists student teachers" (Clayton, 2018, p. 119). These adverse findings were evident despite the fact that teacher candidates are often reluctant to speak about edTPA in a negative light because of the power differential, since edTPA ultimately decides their future as a teacher (Edmondson, 2017).

There has been a call to remain true to teacher education despite external accountability measures since less is more when it comes to simplifying and personalizing teacher education. For example, by focusing on management, task modifications, curricular proficiency, relationship building and exposure to school-wide physical activity promotion, Beighle (2018) contends that physical education teacher education (PETE) will not only meet external expectations but will uphold the core of the profession. External licensure requirements, such as the edTPA, have led many PETE students to drop out of the program due to the added

constraints and pressure from a high stakes assessment (Kumashiro, 2010; Lewis & Young, 2013). Other barriers such as the economy and recent recession, educational reform, and alternate routes to teacher certification have also contributed to the decline of PETE programs nationwide (Blankenship & Templin, 2016).

Retention in PETE has been shown to be supported when faculty members utilize constructivist learning pedagogies and develop a sense of belonging among PETE students (Kern, Ayers, Killian, & Woods, 2019). PETE faculty are currently working toward socializing students toward developing teaching orientations and filtering out any misconstrued notions of what they may have learned during their acculturation (Curtner-Smith, 2009). It is unclear what role, if any, high stakes assessment such as edTPA has in this process. Kern and colleagues (2019) identified four themes relating to PETE faculty's role in student retention:

- (a) student retention is part of the job, (b) student success is primary, student retention is secondary, (c) most barriers to retaining PETE students are external and tied to policy, and (d) lack of time and resources discourage PETE retention efforts. (p. 62)

Strong advising, relationships, and tutoring, however, were found to be facilitators in increased retention. Despite this, PETE program coordinators unanimously agreed that the rigor and cost of licensure (i.e., PRAXIS, edTPA) is definitely a barrier to retention rates, noting that students are just simply too overwhelmed (Kern et al., 2019). Penney (2013) contends that the boundaries established by pedagogy and policy should shape the curriculum and advocates that physical education teaching should rely upon creative thinking where students feel able and enabled. To this end, knowledge should be legitimate, with a strong emphasis on 'who' the knowledge is directed toward and 'how' it will be communicated. When advocating for the need for consensus among undergraduate programs, Trekell (1992) stated, "If we finally offered a consistent

curricular structure as to what knowledge, skills, and competencies we want for our students, we would be able to evaluate whether they are prepared to serve society in their future professional positions” (p. 131). The prevailing concern is that some teacher education programs may perceive edTPA as that consistent curricular structure and choose to focus solely on the high stakes assessment to guide pre-service teacher preparedness.

Initial strategies for successful completion of the edTPA in physical education have been disseminated, but most either fall into the realm of procedural understanding for the candidate (Olson, O’Neil, & Sazama, 2019), procedural understanding for the stakeholders (Treadwell, Cameron, & Manson, 2017), or procedural redesigns of internships (Seymour, Donnelly, & Lindauer, 2018). Other literature recommends techniques and experiences which can help pre-service teachers effectively plan, teach, and reflect during edTPA (Heidorn, 2014). However, pre-service teachers’ perceptions of the edTPA remain mixed as some perceive it to be reflective and educative while others view it as mandated and subtractive experience (Clayton, 2018). There is a dearth of literature as well as a vital need to better understand preservice teachers’ perspectives in order to provide better support and promote retention specifically in PETE.

The purpose of this study was to examine and deconstruct socialization experiences relative to the edTPA process of pre-service teachers during their physical education teacher education (PETE) program and their induction year as a teacher. Specifically, this study aimed to answer the following research questions: (a) In what ways do PETE pre-service teachers’ socialization experiences influence their conception of effective teaching? (b) In what ways do PETE pre-service teachers’ internship and required high stakes edTPA submission affect their perceptions of

the job of physical education teacher? (c) What effect do socialization experiences and previous edTPA implementation have on PE teachers during their induction?

Conceptual Frameworks

Conceptual frameworks for this study included occupational socialization and social cognitive theory. Brief background on each framework follows.

Occupational Socialization Theory

Lawson (1983a, 1983b) suggests that teachers are not passive entities, but agents of change, capable of using socialization strategies to shape the institution that seeks to shape them. It can then be assumed that socialization is problematic, enabling teachers to shape their own socialization by using innovative, custodial, or fence-sitting strategies. Humans socialize and learn through interactions that, for teachers, can be isolated into four phases: (a) acculturation, (b) professional socialization, (c) organizational socialization (Lawson, 1983a, 1983b), and (d) secondary professional socialization (Lee & Curtner-Smith, 2011), which are on a time-oriented continuum (Richards et al., 2014) and oftentimes occur simultaneously. Acculturation is a societal ideology established from birth to entrance into a physical education teacher education program (PETE) where dominant meanings take shape and values are adopted (Lawson, 1983a, 1983b; Richards et al., 2014). Professional socialization is established when students enter PETE and are taught the values or “shared technical culture” (Lortie, 1975) of the program with some experiencing secondary professional socialization during graduate studies (Lee & Curtner-Smith, 2011). Organizational socialization occurs when students assume the role of the teacher in K-12 schools and are expected to acquire the values of the organization (Lawson, 1983a; Richards, Templin, & Graber, 2014).

Some researchers believe that acculturation is paramount in shaping students' values and orientations before they enter PETE (Curtner-Smith, Hastie, & Kinchin, 2008; Dewar, 1989; Templin, Woodford, & Mulling, 1982; Zeichner & Gore, 1990) due to the apprenticeship of observation (Lortie, 1975), where students gain an impression of the role of physical educator by observing their own K-12 teachers and coaches (Lawson, 1983b). A student's subjective warrant (Lortie, 1975) however, is sometimes flawed, leading to a misrepresentation of the demands of a physical educator (Richards et al., 2014). Students who enter a teaching-oriented PETE program with a subjective theory facilitated by a coaching orientation will most likely resist the socialization efforts offered by PETE through instructional models and innovative instruction (Richards et al., 2014). The potential mismatch between the role and culture of a K-12 school and that of a new teacher during the organizational phase of socialization may also cause a dialectic that inhibits the integration of innovative instruction acquired in PETE (Richards, Pennington & Sinelnikov, 2019; Stran & Curtner-Smith, 2009).

The implications of this framework are therefore vast, due to the dialectical nature of socialization in all three phases and the perceived subjective theories students bring with them to the PETE program. The dialectical approach stems from recruits entering the PETE program with their own sense of agency (Templin, Padaruth, Sparkes, & Schempp, 2016). Thus, conflicts are bound to arise, yielding to Lawson's (1983a, 1983b) noted assumption that socialization is always problematic due to the interactions among humans (Pooley, 1975). Viewed critically, recruitment into physical education is not a neutral process as interpreted by structural-functionalists, but rather a process that is "historically produced and socially constructed," where "dominant meanings and values are negotiated and contested" (Dewar, 1989, p. 42). Recruits must be challenged by the

PETE program to change their professional identity and move to a broader view of education (Dowling, 2011). Because socialization is not value-laden, PETE must not assume that recruits will internally adopt the values of the program. Once a student exits PETE and enters the organizational role as teacher, a new culture is once again formed that will shape the student's value orientations toward teaching (Richards et al., 2019).

Social Cognitive Theory

Social Cognitive Theory (SCT; Bandura & Walters, 1977, Bandura, 1986) is a psychological model of behavior in which learning occurs through observation and imitation of a model. Models are those individuals who enact a behavioral stimulus that affects the actions of another. Modelling is described as the cognitive, behavioral and affective changes that occur as a result of observing models (Connolly, 2017; Schunk & Pajares, 2004). Models can exist in the form of a live model, verbal instructional model, or a symbolic model (Bandura & Walters, 1977). The power of the model lies in their expertise, experiences and successes.

One of the main focal points in SCT is that learning happens through the observation of others in a social context. Social Learning Theory considers the operant conditioning principles of attention, construction, and mental representations to guide behavior (Sigelman & Rider, 2006). Observational learning results from an imitative behavior not elicited by a known stimulus; if positive results ensue without adverse contingencies, the behavior is more probable to occur again (Bandura & Walters, 1977; Masia & Chase, 1997). Behaviors, therefore, are not enacted without the mediating effect of cognitive processing to determine whether or not the results will be positive. Mediating factors include the occurrence of four processes: attention

(distinct events), retention (symbolic rehearsal), motor reproduction (self-observation of reproduction), and motivation (self-reinforcement; Bandura & Walters, 1977).

There are currently six constructs to help guide this theory and to explain how goal-directed behavior is maintained through control and reinforcement: reciprocal determinism, behavioral capability, observational learning, reinforcements, expectations, and self-efficacy. The SCT, however, focuses mainly on the interaction of person, environment, and behavior, but does not account for resistance, predominate influence, past experiences, or motivation for learning. Occupational Socialization Theory (Lawson, 1983a, 1983b), as discussed above, accounts for these constructs through a dialectic approach to learning; thus, both frameworks were deemed as appropriate and complimentary prisms through which our study was construed.

Methods

The multiple-case study design was a “partnership” between the researcher and the participants in the “production of useful material” (Weiss, 1994, p. 119). We were not looking to quiz the preservice teachers on effective teaching behaviors, but rather to use an interpretive method that is “relational” (Tolman & Brydon-Miller, 2001, p. 5).

Participant Selection

The Institutional Review Board granted ethical approval and informed consent was obtained from all participants prior to the commencement of the study. Participants were purposefully selected to account for their ability to provide insights into the teaching and structure of edTPA implementation, challenge existing assumptions about the high stakes assessment, and allow the researchers to propose a practical course of action and open new directions for future research. Participants were selected according to the following criteria: (a) a participant was an

undergraduate student in a PETE program; (b) a participant attended a public school of education that required an edTPA passing score for graduation *and* teaching certification; (c) to ensure heterogeneity (Maxwell, 2013) participants were representative of both a passing score and failing initial score on edTPA; (d) upon graduation a participant was hired to teach the following school year; (e) to ensure heterogeneity each participant taught within different environments immediately following graduation.

Two participants took part in the study: one male and one female ranging in age from 20-30. Both participants completed the same PETE program. One participant did not pass the edTPA on the first submission and had to re-take it before graduating and another participant passed the edTPA on the first attempt. Both participants became PE teachers, one in a K-12 setting and another taught at a high school as well as becoming a high school coaching assistant in the same school in which he completed his internship.

Data Collection

Semi-structured *individual interviews* (4 x 60-75 minutes), *stimulated recall interviews* (2 x 45-60 minutes), and *document analysis* served as primary data collection sources. The semi-structured interview questions were grounded in Occupational Socialization (Lawson, 1983) and Social Cognitive (Bandura & Walters, 1977; Bandura, 1986) theories. Semi-structured interview questions focused on the participants' lived experiences in three phases of socialization; perceptions of effective teaching; perspectives of edTPA implementation; and impetus for curricular decisions during induction. Participants used both their edTPA lesson plans and instructional videos during stimulated-recall interviews (Lee, Landin, & Carter, 1992; Martinek & Griffith, 1994). The large number of the cues of stimuli allowed the participants to relive their

original situations with vividness and accuracy (Bloom, 1953; Lee et al., 1992). Peterson and Clark's (1978) recommendations provided the framework for the following sample stimulated recall questions: (a) What are you doing in this segment and why? (b) What were you noticing about the students? (c) How were the students responding? (d) Were you thinking of any alternative actions or strategies at that time? (e) Did any student reactions cause you to act differently than you had planned? and (f) What was your ultimate objective for today's lesson? Interviews were recorded with a digital voice recorder and transcribed verbatim. Notes and memos were written during each interview regarding tentative ideas, categories, and relationships between data and the framework. Similar to protocols used in Washburn and Sinelnikov (2016), *document collections* included content from university websites (course of study, syllabi from methods courses, edTPA links/supplementary materials, etc.).

Data Analysis and Trustworthiness

Interview data and stimulated recall data were analyzed using a constant comparison analysis that included both inductive and deductive analysis (Lincoln & Guba, 1985; Patton, 2015). The constant comparison method aided in the generation of inductive theory by highlighting the conditions and processes that surround the data. Phase one consisted of listening to the audio recordings of the interviews and reading the interview transcripts. The open coding technique (Corbin & Strauss, 2008) was used to label data segments and group them by category, examining both within and between categories. Organizational categories were made that placed the data within groups based upon the influences of role models and phases of occupational socialization. Substantive categories (axial coding; Strauss & Corbin, 1990) were then developed inductively based upon the description of the participants' own concepts and beliefs, using their

own meanings and understandings (Patton, 2015). The narrative structure and contextual relationships were deductively analyzed by creating matrices (Maxwell, 2013, p. 105) of the similarity and contiguity relations (Maxwell & Miller, 2008) pertaining to the constructs of the Social Cognitive Theory and Occupational Socialization.

Content of the online resources was analyzed in three phases. Phase one consisted of identifying the participating PETE preservice teachers' university websites using the school directory. During Phase two, the websites were reviewed for content related to PETE edTPA. In the final phase, the websites were analyzed using Hill and colleagues (2010) website checklist, documenting the extent of content, control, consistency, and corroboration relating to edTPA.

The data of the interviews and simulated recall session were triangulated with the collection of documents from online sources (Lincoln & Guba, 1985). Researcher triangulation occurred by having multiple researchers code the results and share in the analysis and to ensure there were no flaws in the logic. The researchers systematically solicited feedback from participants on the collected data and conclusions through member checking (Lincoln & Guba, 1985) by e-mailing the interview transcripts back to the participants and allowing them to offer additional information, clarifications, and/or retractions to prevent the participants' perspectives from being misinterpreted. Discrepant data and negative cases were identified and analyzed in order to assess the conclusions drawn (Lincoln & Guba, 1985). Subjectivity and positionality were acknowledged by observing and reflecting on researchers' "subjective I's" (Peshkin, 1988, p. 17). The reactivity was acknowledged by labeling subjectivities and realizing their potential limitations (Peshkin, 1988).

Results and Discussion

The purpose of this study was to examine and deconstruct socialization experiences relative to the edTPA process of pre-service teachers during their PETE program and their induction year as a teacher. Data pertaining to research questions were analyzed and grouped into five main categories, each with an underlying theme: (1) initial interactions and impetus for teaching—engaging and fun; (2) instruction in PETE—learning a ton; (3) internship—gauging, I’m stunned; (4) implementation of edTPA—raging, I’m done; (5) induction—waging has begun, with an additional two categories pertaining to the following: (6) interpretations of effective instruction and individual impressions; and (7) impact and improvements. The first research question aimed to explore the ways in which PETE pre-service teachers’ acculturation and professional socialization experiences have influenced their conception of effective teaching.

Initial Interactions and Impetus for Teaching—Engaging and Fun!

Jack described his physical education teachers during his acculturation period as having “maximum engagement” where they were “always doing planned activities.” During middle school Jack participated in a lot of sport education units which were his favorite part about PE because he was “part of a team.” He noted, “We didn’t have one of those teachers that just kind of sat back and let all the kids do whatever. They were engaged; whatever we were doing, they were doing.” Jack entered the PETE program with the mindset that he wanted to be a coach. He stated, “That’s all I wanted to do. I want to sit at a table all day, be paid; PE is the easiest thing—they sit back and roll the balls out.” He recollected of his experiences being “the shortest and smallest kid” in elementary PE: “There were a lot of opportunities that I was not available to be a part of PE. Like, I was honestly one of the last ones picked in basketball for obvious reasons.” Jack entered his

PETE program with a coaching orientation and did not have the intention or understanding of effective teaching.

Jill described her physical education experiences as “extremely fun.” She participated in “mass games” along with multiple different units where she remembered doing “teamwork stuff” such as sport education units and gymnastics. Jill stated, “I always enjoyed going to PE the most...our teachers had a lot of enthusiasm and we just had a lot of fun things.” As a child, going to camp shaped her experiences in wanting to do “fun activities” with kids all the time. Jill stated, “I just felt kind of nurturing towards them.” Unlike Jack, Jill wanted to engage with children and share her enthusiasm for activity. Jill entered the PETE program with a teaching orientation but did not realize how much time and effort was involved in the occupation.

The above evidence supports Placek and colleagues (1995) findings that there is an unplanned and unrecognized curriculum in the United States that places focus on traditional activities and playing sports and games. Both Jack and Jill’s views of PE were “shaped” before they entered PETE (Curtner-Smith et al., 2008; Dewar, 1989; Templin et al., 1982; Zeichner & Gore, 1990) due to the apprenticeship of observation (Lortie, 1975). Jack and Jill’s subjective warrant (Lortie, 1975) for the PE teacher was “participating with students in an enthusiastic and fun environment.” Their acculturation experiences misrepresented the demands of a physical educator (Richards et al., 2014).

Instruction in PETE—Learning a Ton!

Jack stated that it was “reality shock just straight up” when he entered the PETE program and that he really had to think about if “actually having to really engage” was what he really wanted to do. The growth he experienced through the PETE program, however, changed his views

from “just doing PE to coach” to “being motivated for waking up in the morning.” Jack stated, “We learned multiple teaching styles and methods and instructional ways that we had to adapt.

And I taught multiple ways up until or up to my internship.” He continued,

You have to do whatever works best for your students and, like I said, this teaching style might not work as well as it did for this class as it did the last. So, you have to know that, and you have to understand that you have to have it in your back pocket to pull it out when needed.

Similar to Jack, Jill began to internalize the values espoused in PETE and began to question her previous beliefs. She thought, “Oh my gosh, we should not be playing this. We should not be playing kickball this way. We should not be playing dodgeball every five minutes. I started to realize like all of the theories behind everything.” Jill continued,

When you’re teaching, there’s a whole ‘nother level where you’re like, there’s a theory behind why we have modifications and there’s a reason why we are extending tasks and making challenges and creating, you know, better experiences and having the different teaching styles.

Jill stated, “Being able to modify activities is key to students being able to participate and not feeling left out or being made fun of.” This is evidence that Jack and Jill’s PETE program successfully filtered out their misconstrued notions (Curtner-Smith, 2009) of believing PE was just about students “being engaged” and “having fun”. Jack and Jill were challenged by their PETE program to change their professional identity and move to a broader view of education (Dowling, 2011).

Jack felt like he was part of the “team” and did not feel like he had to be “quieted.” He realized that learning was a dialectic through the example that was shown by his own professors.

Jack commented,

Anytime we had questions, any professor, GA, whoever was available, some of them were by text and I wasn’t expecting that, we could literally email, text them at any point

and they would get back to us, ‘send me what you got, let’s look at it, let’s talk about it’ cause like I said before, you build trust with your students...and understanding we do that with our students, our GA’s and professors did that with us. It seemed like a family atmosphere.

Jill also mentioned that the structure of the PETE program, along with early field experiences, helped prepare her for the field of education:

I think the fact that we have such a great physical education program here to begin with. I mean, we were at a big school with a huge sporting atmosphere and there’s so many different schools, so I feel really lucky to be a part of it. I think that it’s probably one of the best since we get into the school so early on, um, I think edTPA needs to be fixed.

These findings emphasize previous research that found retention in PETE to be supported when faculty members utilize constructivist learning pedagogies and develop a sense of belonging among PETE students (Kern et al., 2019). At this point in time, Jack and Jill’s experiences in PETE allowed them to view physical education as a pathway for “creative thinking” where students feel “able and enabled” (Penney, 2013, p. 7).

The second research question of this study was to explore the ways in which pre-service teachers’ internship and high stakes’ edTPA submissions affected their perceptions of the job of physical education teacher.

Internship—Gauging, I’m Stunned!

Classroom management had an effect on Jack because it was the first time he was able to observe the management of 110 students in a class at one time with only one teacher. He commented that it was “surreal.” Jack received a lot of feedback from his cooperating teachers on how to “pay attention,” “manage the large class size,” and navigate “behavioral issues.” He learned from these experiences and realized:

Well, maybe that doesn't work; it's here, that's what they do, but maybe that wouldn't work for me, or maybe that does work for me. Maybe I could use that for my lessons in the future...so they gave me a lot of feedback when I talked.

Referring to his internship, Jack commented, "They know their students, they know what works and know what doesn't; so, you have to go off of that." On the other hand, Jack was apprehensive working with his cooperating teacher during edTPA because he did not trust that his cooperating teacher's feedback was congruent with the edTPA expectations.

Jack stated,

If I felt like if I didn't do something... 'cause there were a lot of times during my first placement where I'd go, 'I hated that,' and my cooperating teaching said, 'That was awesome. Don't worry about it. That was awesome.' It was like, if I don't do well enough, I don't graduate.

Similar to Jack, Jill commented that she learned teaching strategies from a teacher she shadowed as well as her cooperating teacher. Jill shadowed a PE teacher who mostly played one "mass activity" and commented, "When I have my own gym, and I think that if I was with younger kids, you know, I would stick to doing one activity and stick to one kind of unit for at least two weeks." Jill also mentioned watching her cooperating teacher teach one game to most of the grades and stated, "They had so much fun just doing that one game and he just added three or four challenges or activities that went along with that, and they were just moving the entire time, non-stop, engaged the entire time." That experience caused her to question the progression of tasks learned in PETE. Jill stated,

If you can get kids engaged in learning and physical activity right away and have them consistent that entire time, there's really no need to add two or three more activities. I think that I stressed so much about having two to four activities during that time period, but now I've seen how much time teachers really have to teach.

This evidence supports Clayton's (2018) assumption that "the edTPA may offer less a clear picture of a candidate's ability to be an effective teacher and more the candidate's capacity to negotiate these varied and sometimes conflicting experiences of the edTPA during student teaching" (p. 117). Jill saw her cooperating teacher as a "model" and sought to adopt the same qualities. Both Jack and Jill struggled with the conflicts that arose from the dialectic of their PETE program, cooperating teacher, and edTPA. Their socialization experiences became problematic (Lawson, 1983) because of the interaction that occurred between humans' experiences and settings (Pooley, 1975).

Implementation of edTPA—Raging, I'm Done!

Jack stated, "Gosh, I hate edTPA; I wouldn't wish it on my worst enemy." He stated that the edTPA made him "question" whether he was a good teacher or not and also frustrated him.

Jack commented,

I don't know if I'm going to be able to reach these expectations, so that was a big thing for me. Like I just tried to not worry about the stress, but it was so big and so heavy that I had to worry about it 'cause it was there; it was every day. So that's why I kind of reacted the way I did when [my professor] was like, 'Hey, you passed!'

Jill commented that she had very high heart palpitations the entire time period. She described her thinking as "dismantled" as she "over-thought the entire process". Jill stated,

It made me completely rethink the way that I was teaching...in a couple of years, I would have thought that I was doing a pretty good job, but now that I'm looking at the way that they're assessing, it just completely changed my mindset.

Even though Jack had developed the passion for teaching throughout the years spent in PETE, edTPA caused him to question his abilities, stating, "It made me really think, maybe I'm not as good of a teacher cause I can't even talk about it." Jack commented,

I'm not gonna say I wasn't prepared for it because we did a lot of similar stuff leading up to internship, but like when you realize how much you have to do, it kind of becomes overwhelming. You kind of feel like, I don't know if I can do all this because it feels like so much on top of it. You feel like you're neck deep in schoolwork...there were times where I had to get up, I'm like, I'm going to quit.

This finding supports Croft and colleagues (2015) notion that reforms in higher education are causing students to experience a higher degree of stress. The data from this study are consistent with previous literature that found external licensure requirements, such as the edTPA, contribute to PETE students dropping out of the program (Kumashiro, 2010; Lewis & Young, 2013) and are not perceived by preservice teachers as being useful or providing additional learning opportunities. Jack stated, "I don't really think I learned a lot more additionally from edTPA. It was just basically using what I learned from classes." Similar to Jack, Jill believed the university PETE program prepared her well for teaching physical education. Jill commented, "I just think that when it comes to PE in general, like we're already doing that. We were already doing it so there was no reason."

The edTPA specialized preparation and submission process, however, was difficult for Jack, stating that he "can't put it on paper to do something". Jack stated, "I'm better at seeing it on a board or seeing it in person and doing it." Jack commented on edTPA,

For some people, it can be a lot more difficult than others. It's a lot of planning. It's a lot of putting into words what you're doing, what you're talking about. You have to be really, really specific, like to a 'T'.

Similar to Jack, Jill believes "edTPA is forcing you to teach in a certain way...it was very boxed in there". Jill believed that edTPA was "generic" and "not very PE specific because it lacked assessing pre-service teachers' knowledge and use of pedagogical content knowledge." She stated, "They didn't necessarily ask about different teaching models and they didn't ask about, which is something that we've gone over heavily, and they didn't really ask about teaching styles." Jill was

also frustrated the most with the technicalities of it, describing the rubrics as “over the top” and “way too technical.” Jill understood the importance of vocabulary, but she did not think that there should have been a separate explanation for function, syntax, and discourse if she “had never been taught it before” and if she “had no idea what it was”. She continued, “You had to learn all the new vocabulary in order to explain to them what it is that you are already doing,” which highlights incongruency between edTPA and PETE program’s “technical language” (Lortie, 1975). Jill believed edTPA is like a “whole ‘nother artifact of its own” and believed her teaching before edTPA was more “amped up, consistent, and detail-oriented” than it is now. This evidence supports Clayton’s (2018) findings that suggested that not only the edTPA was indistinct relative to pre-service teachers’ ability to teach but, in fact, hindered the potential for learning how to teach during student teaching.

Both Jack and Jill struggled with assessing their large class sizes (over 100 students) for edTPA. Jack stated, “I felt myself kind of rushing myself, and that hurt too, so once those focus students were done with their checklist, I was like, next task.” Jill also stated, “Unfortunately, it took pretty much the whole class time just to assess those three focus students.” Jill continued,

It actually took me a couple more days to get it done. It took quite a lot of time and I actually had my cooperating teacher help me because I did not have enough hands or the time to assess all of my students correctly.

She stated, “I was concerned that I wasn’t going to be able to watch all of the other kids and then I wasn’t able to make sure that they were being safe and that they were doing the activity correctly.”

Jack and Jill were also mentally affected with the fact that their own professors were not allowed to have the “final say” in whether they were prepared to teach. Jack expressed,

It's just weird to me that some random stranger can tell me whether I'm a good teacher or not based off of one video or two videos instead of two years of long hours, long stressful hours, lesson planning, coding, all that, watching us teach, giving us feedback.

Jill also commented, "Like, you're failing teachers who have been in the program, who have passed other tests and exams and are being recommended for certification and yet we need more teachers in the world." Jill continued by mentioning the other assessments that are already in place:

And there shouldn't be people failing who have passed PRAXIS who have spent, I mean, I spent over hundreds and hundreds of dollars on PRAXIS. So, the fact that I was able to pass the PRAXIS tests but then I had to do this to make sure that I was a teacher is, you know, ridiculous to me.

Jack and Jill realized that the evaluators of edTPA are "distanced" from their teaching and do not provide individualized feedback which has impacted the degree to which the assessment is seen as "accurate" (Clayton, 2018, p. 119). This evidence also supports Kern and colleagues (2019) findings where PETE coordinators unanimously agreed that the rigor and cost of licensure (i.e., PRAXIS, edTPA) is a barrier to retention rates, noting that students are just simply too overwhelmed.

The third research question aimed to explore the effects that socialization experiences and previous edTPA implementation have on PE teachers during their induction.

Induction—Waging Has Begun!

Both Jack and Jill chose to observe the school's culture before enacting their own curricular and management plans. After graduating, Jack spent the first two months of the next semester substituting and assistant-coaching. While substituting, Jack mentioned, "I would just sit behind the table and just kind of be like an umpire behind the table pretty much." Jack was part of the coaching staff with his own assistant coach position. He stated, "So the first couple of weeks, I

just kind of sat back and kind of watched cause it's so new for me. It was a new school. It's a new area."

Similar to Jack, Jill opted to observe her colleague's teaching before attempting to implement her own curricula and management strategies. Jill stated, "In the first week that I was there, I ended up combining all my classes so that I could be with [the other PE teacher] in the gym so that I could see how he does his routines and everything." She continued, "I feel like because I'm just not a good planner ahead of time, I just needed that time to like ask my questions and to figure out how I wanted to teach." Jill decided to "just go off of" what her colleague was teaching. Jill commented,

[The students] definitely enjoy basketball and that's really hard for me to say no to cause I'm like, I want you guys to enjoy it, but you know, there's still learning that needs to happen. So, I've been back and forth. I've given them a week where I let them choose what activities they wanted to do with the equipment and then I said, okay, now we're going to do some learning.

Because Jill's focus was on the relationship with her students, she sought to understand PE from their point of view of only having PE once a week for 60 minutes and "just wanting to participate in activities." Jill found herself in a dilemma of wanting to play "mass activities" that the students enjoy yet realizing that they do not represent "effective teaching strategies".

Jill stated, "No one's telling me really what to grade on and what I'm supposed to be grading. So, I did give grades for the first time, which I decided to do based off of like participation, behavior, effort." She commented, "I mean, even the other PE teacher was kind of really lazy and he kinda just, he puts in those grades like the day before they're due. So, I don't know what he's really looking for." While Jill recognized the non-teaching practices of her colleague, in the absence of school specific guidelines on subject grading, she was not able to

transform her knowledge of assessment acquired in the PETE program and through the edTPA process to identify the problematic nature of including factors that are not directly related to student learning, such as dressing out, effort and participation into the grade calculation, a practice that too often prevails in PE (Rink, 2020).

Interpretations of Effective Instruction and Individual Impressions

Jack's perceptions of an effective teacher are informed by his students. He stated, "when you teach something, you have that moment of sitting back and watching them; if you see every student engaged, every student talking to one another about whatever they're doing, that's effective because everybody's engaged." Jack also stated that the cooperating teachers are huge in the aspect of effective teaching "because they've been there for 10...sometimes 20-25 years; they can give you feedback; they can help you; this worked, this didn't work, here's how we fix it; here's what you build on that." Jack believes effective teaching is just "common sense" if you want to get anything out of your students. He stated,

If you just let them do whatever, that not only is going to ruin your relationship with them, it's going to ruin your relationship with your coworkers; they're going to think you're lazy and you don't want to do anything.

Jack believes building a relationship is vital. He commented,

I feel like relating to my students has helped me do that a lot, because if we can connect on some type of page or build a relationship or a friendship that trusts me more so they understand when I'm telling them to do something, I want to do that.

Like Jack, Jill believes good teaching is "respecting what kinds of backgrounds the students come from". She realizes that not everyone is going to be athletic or interested in participating in physical activity but that she is able to "nurture their goals and their expectations." Jill believes good teachers should give students "choices and voices" and really go out of their way to help

students who are struggling. Jill stated, “As long as you’re talking to kids and getting to know them a little bit more and learning about them and what they like to do, then, I think it helps a lot.”

Impact and Improvement in PETE

Beighle (2018) encouraged PETE programs to remain true to teacher education despite external accountability measures since less is more when it comes to simplifying and personalizing teacher education. Jack and Jill’s PETE program remained true to the profession by focusing on the main areas of management, activity modification, proficiency with curriculum models, and relationship building. Jack realized that students need effective teaching in order to be successful commenting, “It’s not fair to the students if I show up, roll the balls out every day and sit there and do nothing. It’s not fair to them because they’re not learning anything.” Jack believes that edTPA is beneficial because it “makes you think a lot” which has allowed him to “stay on top of the game.” Jack stated, “If you B.S. it, you will either not pass or you will B.S. your entire career.” Jill believes that there is some benefit from edTPA, but that it is not necessarily needed. She described edTPA as a “tedious process” that made her “overthink a lot of the teaching aspects”. Jill admitted,

But for the most part, like I know that if I really paid attention to what I did in edTPA that I should be using it and that I could be using it as a guide, but it’s so different to this type of environment and the fact that these kids are just, they’re so different and their expectations are so different.

Jack and Jill believed the edTPA was beneficial in some aspects, but that it is not the only “guide” to effective teaching (Clayton, 2018). Contrary to Edmonson’s (2017) findings, Jack and Jill were not reluctant to speak about edTPA and voice their concerns because of the “family-type” atmosphere that was established during their PETE program.

Similar to previous research that recommends strategies for edTPA preparation (Heidorn, 2014; Olson et al., 2019; Seymour et al., 2018). Jack believed that having a “mock edTPA” or a “junior down version” of edTPA would have been helpful in preparing him for the stress of the test. He stated, “I felt like I wasn’t maybe as prepared for it ‘cause I wasn’t expecting what happened, what edTPA really was...that would have helped me out tremendously”. Jack’s recommendation for improving PETE suggests his desire to be “taught to the test” to ease his stress. Similar to Jack, Jill’s proposed changes reflected her own frustrations. Over the course of the PETE program, Jill struggled with effectively planning lessons that she believed were both structured and engaging. Jill commented,

I find myself doing the same activities over and over again and they’re just not engaging enough and they’re not fun or they’re not really targeted towards the skills...I feel like I’m stuck in a rut where like we need some more modernized games that we can do with the kids.

Jill’s proposed changes reflect her desires to learn more games and activities that are fun for students. Although Jill’s misconstrued notions from acculturation were successfully re-socialized during the course of her PETE program, the live models (Connolly, 2017; Schunk & Pajares, 2004) of the teacher she shadowed and her own cooperating teacher enacted a reinforced behavioral stimulus that caused her to question effective teaching strategies learned in PETE in favor of more modernized games.

Conclusions and Final Thoughts

The findings in this study suggest that Jack and Jill’s values, perceptions and behaviors were enacted due to the mediating effects that they deemed positive (Bandura & Walters, 1977). During the acculturation period, Jack’s PE teachers modeled teaching as an “engaging” and “participatory” structure in which teaching was “voluntary,” whereas Jill’s PE teachers modeled

teaching as an “enthusiastic time” to participate in “fun activities.” Jack and Jill were effectively re-socialized during their PETE program due to multiple early field experiences which allowed them to “rehearse and retain” management strategies, models-based practices, and teaching styles. Jack and Jill were then able to “self-observe” their new behaviors by using PETAI. Contrary to Richards and colleagues (2014) assumptions that PETE students with coaching orientations will resist the socialization efforts of innovative instruction during PETE, Jack internalized these values. During internship, however, both Jack and Jill observed teaching behaviors that reinforced what they experienced during acculturation. Jack modeled his cooperating teacher’s teaching strategies and behaviors during internship because he believed his cooperating teacher “knew what was best for his own students”. Jack was hesitant to reproduce the same behaviors because they were not in line with the behaviors taught in PETE nor the behavioral requirements espoused by edTPA. This caused Jack to question his professional socialization, viewing effective teaching as contingent upon one’s environment. Jill modeled some of her cooperating teacher’s activities and teaching strategies because she noticed the students “having so much fun, moving non-stop, and engaged the entire time”. This modeling reinforced her acculturation experiences once again, and she questioned the progression of learning tasks in favor of “consistent activity”. The enactment of edTPA put an even greater amount of stress on Jack and Jill because it added another high stakes player to the dialectic. Instead of reinforcing models-based practice that was discussed in PETE, edTPA “boxed them in” to teaching with direct instruction, which caused Jack and Jill to question the value of effective teaching behaviors, teaching styles and models-based practice. During the induction phase, both Jack and Jill chose to observe other teachers before enacting their own management strategies and models-based practice. This is corroborated by Clayton’s (2018)

findings that suggested edTPA was indistinct relative to pre-service teachers' ability to teach and contributed to the hinderance for learning how to teach during student teaching.

Jack and Jill were instructed in and received experience implementing innovative models-based practices during their PETE program; however, by the time they reached induction, both Jack and Jill became “fence-sitters,” second-guessing effective instructional strategies (Lawson, 1983a, 1983b). Jack and Jill's journeys are evidence of Stran and Curtner-Smith's (2009) findings that the potential mismatch between the role and culture of a K-12 school and that of a new teacher during the organizational phase of socialization may cause a dialectic that inhibits the integration of innovative instruction acquired in PETE.

Based on our findings, we argue that in order to retain innovative practices that are taught and developed in PETE, edTPA needs to be redesigned “out of the box” to reflect the core of models-based instruction. Recruits in PETE are currently being challenged to change their professional identity and move to a broader view of education (Dowling, 2011). The edTPA, however, caused Jack and Jill to “overthink” the entire process of teaching, causing them an overwhelming amount of stress. These findings also suggest that the PETE edTPA does not “reinforce” effective teaching behaviors, but rather acts as a subtractive experience (Clayton, 2018).

Future research should continue to follow PETE graduates of edTPA after their induction years to seek to understand the premise for their enacted instructional strategies. Although this study provides an overview of the socialization experiences of Jack and Jill, it does not come without limitations. The results can not be generalized to all PETE programs and to all teachers who have completed edTPA process. Document analysis in this study demonstrated that Jack and

Jill's PETE program made limited changes to their coursework in light of the enactment of edTPA. Examining experiences and perspectives of PE teachers who have completed PETE programs that made substantial curriculum changes to accommodate the high stakes assessment such as edTPA might be fruitful. Finally, further research is essential in order to determine the impact of edTPA on teacher educators and their espoused as well as enacted teaching practices.

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CHAPTER III

ACTION RESEARCH OF A D-PETE STUDENT IMMERSED IN EDTPA POLICY

Abstract

Purpose: Doctoral programs in PETE are influenced by policies, agendas, and practices within state institutions and educational departments, but many programs fail to address policy within D-PETE education. The purpose of this study was to engage in action research to facilitate edTPA implementation. **Method:** Using self-study and action research, I analyzed the edTPA policy, reflected upon my teaching, and created edTPA learning activities. Data sources included: autobiographical inquiry, systematic observation tool, exit survey, reflective journal, activity logs, critical friend discussions, and document collection. **Results:** The edTPA policy has brought about dissention, taken away invention, and has led professors to subtract from their curricula. Encouraging cooperating teachers to understand the policy, understanding pre-service teachers' value orientations, and orientating pre-service teachers to edTPA through observation instruments may improve facilitation. **Discussion/Conclusions:** PETE faculty must continue to advocate for and teach meaningful evidence- and research-based PE practices while negotiating preparations for edTPA.

Keywords: self-study, role socialization theory, critical policy discourse analysis frame, physical education teacher education, doctoral education

Introduction and Review of Literature

Experts at Stanford University and the Stanford Center for Assessment, Learning, and Equity (SCALE) along with leaders from the American Association of Colleges for Teacher Education (AACTE) have been leading an initiative for a common, standards- and performance-based assessment of teaching effectiveness. The edTPA, adopted by many states, universities and colleges for either program completion and/or certificate licensure, is a high stakes pre-service teacher assessment consisting of three components of measurement: planning, instruction, and assessment. One of the main purposes of edTPA is to hold pre-service teachers accountable for effective teaching by assessing them on the implementation of educational theory, subject-matter content, and their ability to lead and teach a diverse classroom of learners. The edTPA assessment requires teacher preparation programs to use a project-based approach to learning which includes academic language and deep subject matter that is expected to be used in the classroom (edTPA, 2020). However, some physical education teacher education (PETE) scholars voiced concerns about high stakes testing effectively narrowing the focus of quality and effective teaching (Metzler, 2014).

Traditionally, the PETE professoriate has many roles in which faculty are expected to engage including teaching, research, and leadership, thus currently, many teacher educators began to become involved, directly or indirectly, with edTPA facilitating and implementation (Baxter & Sinelnikov, 2020). PETE faculty serve as active agents in the operationalization of these policies, agendas and practices and have the autonomy to negotiate and challenge them (Boyce, Curtner-Smith, & Sinelnikov, 2016; Ward, 2016). Some universities also have the important job of training future teacher educators through their doctoral physical education

teacher education programs (D-PETE; Boyce & Rikard, 2011). D-PETE graduates, however, are often perceived as being unprepared to meet the demands of the professoriate (Woods, Karp, & Judd, 2011). Doctoral programming is seen as preparation for disciplinary stewardship (Woods et al., 2011) for teaching quality and effective future physical educators, first and foremost. When individuals begin their doctoral physical education teacher education journey, they are entering a phase of life known as secondary professional socialization in which fundamental transformative process can take place (Lee & Curtner-Smith, 2011). The outcomes of doctoral education in physical education teacher education (D-PETE) depend largely on the political and professional motives of the context as D-PETE is largely influenced by the policies, agendas, and practices within each state institution and educational department (Ward, 2016), which in many states now includes dealing with edTPA.

Unfortunately, many D-PETE programs are not addressing policy research in physical education amidst a call from scholars to do so (van der Mars, 2011; Richards & Sinelnikov, 2019). Due to full teaching loads of faculty and small doctoral programs, D-PETE coursework often lacks an emphasis on the design and evaluation of teacher education as well as teacher education policy (Ward, Parker, Sutherland, & Sinclair, 2011). In addition, there have been concerns that D-PETE students are unprepared in “navigating threats from other systems” such as state departments of education who set the standards for licensure and are untrained in the process of “exerting influence over other systems” (van der Mars, 2011, p. 191). D-PETE students, as future PETE professors, have a duty to be informed and educated on the policies and standards that affect how they will enact curriculum. They also have a duty to act as a steward in the field, advocating against policies that interfere with comprehensive and effective teacher

education (Bullough, 2014; Metzler, 2014). To that effect, scholars studying D-PETE are beginning to engage in action research to help bridge the culture gap between schools and universities (Arhar et al., 2013; Maksimović & Jelena, 2018). However, there is a need to identify viable conceptual frameworks that could bridge the gap between policy analysis, much needed in D-PETE (Richards & Sinelnikov, 2019; van der Mars, 2011), and secondary professional socialization experiences of D-PETE students (Lee & Curtner-Smith, 2011). The following brief descriptions of role socialization theory and critical policy discourse analysis frame provides an overview of theories that could serve as frameworks for policy research in secondary professional socialization.

Conceptual Frameworks

Role Socialization Theory

An individual's roles are socially constructed and contextually bound through the negotiations within particular settings. Because individuals' expectations of job requirements differ, people navigate their environments in different ways resulting in both conflicting expectations and outcomes of performance (Richards, 2015). The conflicts that arise cause the individuals as well as the institutional setting to experience dialectical exchanges resulting in each side being shaped by the other (Schempp & Graber, 1992). Occupational socialization theory (OST), developed by Lawson (1983a, 1983b), uses a dialectical approach to explain the socialization of individuals into physical education by way of their acculturation experiences, professional socialization, and organizational socialization. Richards (2015) contends that there are limits to the extent that OST can provide socialization explanations without accounting for the differences in individuals' definitions of the particular roles. The expectation of an

individual's specific actions can be explained using role theory. In short, role theory explains the social construction of the role of a PE teacher and occupational socialization explains the preparation for that role (Richards, Templin, & Graber, 2014). A comprehensive review of literature on teacher socialization in physical education can be read elsewhere (Richards, Pennington, & Sinelnikov, 2019).

Role socialization theory is based upon the internationalist strand of role theory which accounts for the dynamic and dialectical nature of socialization (Richards, 2015). Role theory is viewed using a theatre metaphor to explain how individuals (actors) possess patterns of behaviors (parts in script) that are written by culture (social structure) and shaped by adaptation (Stryker, 2001). An individual is constructed into a role by the temporal and contextual characteristics of the setting (Richards, 2015). Each setting is constructed wherein individuals possess both a status (pattern of behavior or position) and role (the way the status is enacted), which are guided by their role-sets (relationships within status; Merton, 1957). Richards and colleagues (2014) note that the main role-sets of physical education teachers are colleagues, administrators, children, and parents. Ideally, role-sets should share the same standard of behavior, referred to as role consensus, but varying socialization experiences often lead to expectations of performance from role-sets that are incompatible (Richards, 2015). Preparing teachers with a more accurate representation of the teaching experience, including navigating through interpersonal relationships and knowing the effects of role-sets, may reduce the likelihood of new teacher reality shock and washout in the profession (Richards, Templin, & Gaudreault, 2013).

Integrating role theory into OST framework provides a more holistic insight into understanding the physical education teacher occupation by taking into account both the socialization factors that influence physical educators as well as the social construction of the role and its resulting stressors (Richards, 2015; Richards & Hemphill, 2016) and therefore was deemed appropriate to serve as a framework for this study.

Critical Policy Discourse Analysis Frame

For this study, we also used aspects of the Critical Policy Discourse Analysis Frame (CPDAF). The CPDAF is a heuristic and analytical approach developed by Hyatt (2013) to encompass three distinct areas: doctoral pedagogies, educational policy analysis, and critical discursive approaches to analysis of text. The approach focuses “on encouraging awareness in doctoral students of the ways in which systems of power affect people by the meanings they construct and represent in policy texts and processes” (Hyatt, p. 843). Doctoral pedagogies are often characterized by an asymmetry of power relations between supervisor and student (Janks & Ivanic, 1992), but Hyatt (2005) proposes to use supervisory feedback as a catalyst for dialogue in order to “facilitate the process of induction into the academic discourse community through a notion of critical inclusion” (p. 339). Hyatt (2013) challenges D-PETE to “make a space for student engagement with policy and policy-making analysis, highlighting the danger and ease of appropriation by the rhetorical mechanisms and constructions of policy. This challenge involves the duality of creating simultaneous spaces for engagement and resistance” (p. 843). The significance of an analytical approach to policy analysis is its relevance to processes of social transformation and change within social analysis of discourse (Hyatt, 2013). The CPDAF

comprises two elements: (a) contextualization of policy—consisting of policy levers and drivers, and warrant; and (b) deconstructing policy—consisting of text and discourse.

Hyatt (2013) suggests analyzing policy by first examining the intended aims or goals taking into account that the policy is a process which is “value-laden and multidimensional, resulting in intended and unintended consequences” (p. 838). The next step of the heuristic and analytical approach is to scrutinize the drivers and levers of the policy, which are central in its contextual interpretation. The last step in contextualizing policy is to determine the warrant behind it.

The second part of the Critical Policy Discourse Analysis Frame is to deconstruct the policy through text and discourse by examining the elements of (1) modes of legitimation, (2) interdiscursivity and intertextuality, (3) evaluation, (4) presupposition/implication, and (5) lexico-grammatical construction. This approach is meant to “encourage the development of doctoral expertise as a reciprocal, collegial and communal set of practices [that] acknowledge and value the diversity of doctoral students and their potential for enhancing the learning processes and experiences of themselves and their peers” (Hyatt, 2013, p. 843).

Purpose of the Study

Answering scholars’ call (van der Mars, 2011; Richards & Sinelnikov, 2019) for policy analysis in D-PETE, this study is the first research to use role socialization theory and critical policy discourse analysis as conceptual frameworks used for policy research on edTPA in secondary professional socialization phase of a D-PETE student. The broad purposes of this study were to (a) understand the underlying impetus I, as a D-PETE student, had for curricular change through the process of self-study, and (b) engage in action research to facilitate edTPA

implementation. Self-study and action research guided me through a cyclical process to: (a) analyze the intended aims and goals of edTPA, (b) deconstruct the edTPA policy; (c) review the state of affairs at the state, university, and program level, (d) reflect upon course alignment with edTPA constructs, and (e) create learning activities for both my colleagues as well as our PETE students that enhance the understanding of edTPA.

Methodology and Methods

Self-Study in Action Research

Self-study is the interplay of practice and scholarship that is enacted in the reflexive inquiry of the highly complex nature of an individual and their context. Self-study provides a way for researchers to critically reflect upon their own complex and unique situations in order to understand one's actions for change and practice. It is about the insights and questioning in inquiry inasmuch as it is interpretive, interactive, and contextual, but at the same time, relevant for all involved in the context of practice (Ovens & Fletcher, 2014).

Findings of self-study have the potential to bring about undesirable results as well as alternative positions on theory, knowledge, and practice (Loughran, Hamilton, LaBoskey, & Russell, 2007). Practice, however, is contextually and culturally bound. Pinnegar and Hamilton (2009) explain 'practice' as the responsibilities, beliefs, and knowledge gleaned from all activities in a given profession. Self-study must be framed by the central notion of relationality since there are co-participants involved in 'practice' (Ovens, Hopper, & Butler, 2013). It is here that one must take into account the relationship of the inquirer to practice as well as the relationship of the inquirer to co-participants (Pinnegar & Hamilton, 2009). Self-study should be self-initiated and self-focused (LaBoskey, 2004) but the knowledge produced through reflection

in practice, empirical evidence, and differing viewpoints travels beyond the self (Loughran et al., 2007). Zeichner (2007), however, “rejects the dualism of research either contributing to greater theoretical understanding or to the improvement of practice and argues that self-study research should attempt to work on both goals simultaneously” (p. 36). The focus of self-study is on who the teacher is; whereas, the focus of action research is on “what the teacher does” (Samaras & Freese, 2009).

Action research helps implement reflective practice into education because it unites teaching, practice, and improvement, representing a cyclic process of learning, developing, acting and reflecting (Aspasia, Chrysoula, Panagiotis, & Georgios, 2017; Maksimović & Jelena, 2018). The purpose of action research is to collect information about how the school works, the quality of teaching, and students’ success (Mills, 2003). Action research is a flexible and creative process that caters to the participants by allowing for adaptations and alterations to preplanned activities (Maksimović & Jelena, 2018). Mills (2003) describes the following goals for action research: (a) review the state of affairs, (b) reflective practice development, (c) creating positive changes at school, and (d) and enhancing learning results.

This study explored the processes of my intersecting roles as a doctoral student, graduate teaching assistant, edTPA scorer, and student teaching supervisor as I sought to change the ways in which I taught in light of the high stakes edTPA assessment. Initially, my desire was to initiate and implement curricular change in order to better our pre-service teachers’ scores on the edTPA assessment. Before this could be accomplished, however, I sought to first challenge my current underlying beliefs and assumptions of edTPA through self-study. Once I was aware of my

positionality, I could then facilitate activities that would enhance the edTPA experience while still remaining true to the overall mission of our program.

Research Design

The Institutional Review Board granted ethical approval and informed consent was obtained from all participants prior to the commencement of the study. The design for this study was an amalgamation of self-study and action research. LaBoskey's (2004) five elements of self-study were used as a research guide: (a) the researcher was also the researched, (b) knowledge and understanding of edTPA policy and implementation were contextualized and deconstructed using a critical discursive approach, (c) at various points in the study, interactions occurred with a critical friend and supervisor, university PETE faculty, cooperating teachers, and PETE students, (d) multiple methods of data collection were used, and (e) findings were corroborated and disseminated. In addition, the action research process of inquiry was employed to examine edTPA implementation and improve and refine my actions for the betterment of the university program in which I instruct. This study used Mill's (2003) goals of action research framework which were to (a) review of the state of affairs of edTPA, (b) reflect upon my developmental practice, (c) create positive changes at my university, and (d) enhance the learning of both my students and my colleagues.

Participant and Setting

I am a 39-year old, Caucasian female with 12 years teaching experience in K-12 physical education and four years-experience teaching undergraduate kinesiology and PETE methods courses. In order to gain continuing education units and as a means of professional development, I scored physical education teacher portfolios for the National Board of Professional Teaching

Standards (NBPTS) for eight years. The training in and use of the NBPTS teaching rubrics provided a guideline in which to reflect upon my own teaching. Over the course of doctoral education, the D-PETE course of study included a heavy emphasis on research on teachers and research on teaching which caused me to further reflect upon my own teaching in preparation for collegiate instruction. As part of my graduate assistant teaching assignments, I taught undergraduate methods courses, including measurement and evaluation for the physical educator. In order to better support our current undergraduate PETE students and to better prepare myself as a future professor in the field, I became a trained scorer for physical education edTPA. My aim was to both assist my students as well as my colleagues in the interpretation of the policy by embedding instructional strategies that do not take away from our current curricular structure.

The setting for this study was a large public research university located in the southeastern United States. The main goal of the PETE program was to break the cycle of nonteaching PE teachers by challenging the beliefs of PETE students entering the program with coaching orientations. The core of the two-year PETE program consisted of content-specific courses and three methods courses accompanied with early field experiences which focused predominantly on the delivery of research-based pedagogical models (Kirk, 2013; Metzler, 2014), effective teaching behaviors, teaching styles (Mosston & Ashworth, 2008), and managerial practices. In addition, PETE students must have completed the PRAXIS core for admission to the teacher education program and must successfully pass the edTPA to both graduate and receive teacher certification.

Data Collection

Data collection methods included an autobiographical inquiry (Bullough, 2014; Sinelnikov & Hastie, 2010), PEdTPA observation instrument, an anonymous exit survey from an edTPA presentation given to physical education teachers on a city-wide professional development day; a reflective journal in which I recorded my experiences, thoughts, and feelings pertaining to edTPA in my professional life (Fletcher & Bullock, 2012; Fletcher & Casey, 2014); activity logs describing “congenerative dialogue” (Roth & Tobin, 2002) amongst pre-service teachers and PETE faculty; and document collection of assignments and surveys from pre-service teachers. I met with a critical friend (Fletcher, 2016) and colleague weekly to debrief and discuss my action plans. My critical friend and I, along with another professor, engaged in in-depth document analysis of edTPA policy, website statements, and legislations pertaining to edTPA in our state. Copious notes and memos were taken during and after each meeting, which served as data sources. The iterative data collection process took place over a course of two years.

Data Analysis and Trustworthiness

A practical iterative framework (Srivastava & Hopwood, 2009) was used as a reflexive process to “spark insight and develop meaning” (p. 76). This framework followed Patton’s (2002) earlier design that included a set of three categories used for triangulated reflexive inquiry throughout the research process: self-reflexivity, reflexivity about those studied, and reflexivity about the audience. Srivastava’s (2009) framework provided specific reference points and allowed me to explicitly engage with the data analysis process so that the notion of “I” was recognized within each question. Thus, the following questions served as the framework for data analysis:

Q1: What are the data telling me? (Explicitly engaging with theoretical, subjective, ontological, epistemological, and field understandings) Q2: What is it I want to know? (According to research objectives, questions, and theoretical points of interest) Q3: What is the dialectical relationship between what the data are telling me and what I want to know? (Refining the focus and linking back to research questions). (p. 78)

The data were integrated so that my overall focus was on a working conception (Lincoln & Guba, 1985) of how I viewed edTPA, how I could assist my students in their understanding of edTPA, and how I could engage in successful edTPA implementation without losing focus of my overall instructional mission. This was an iterative analysis that allowed me to identify ideas and relationships across emerging data patterns (Srivastava & Hopwood, 2009, p. 81).

Results

The following analysis represents the results of a combined cyclic process which consisted of three progressive phases. Cycle 1 consisted of analyzing the intended aims and goals of edTPA and then deconstruct the edTPA policy. Cycle 2 involved reviewing the state of affairs at the university level and program level and then reflecting upon course alignment with edTPA constructs. Cycle 3 required learning about PETE students' current knowledge base, developing activities to increase comprehension and practice of key edTPA components, and finally acting out those activities within the evaluation and assessment course I teach. Cycle 3 represents a complete cycle that connects back to Cycle 2 for further review and reflection (Mills, 2003). I utilized this process over the duration of two years to understand policy in greater detail and to equip our undergraduate PETE students with skills needed to not only pass the edTPA but to understand and utilize effective teaching behaviors while remaining true to innovative practices and models-based instruction. After each activity that was implemented, I reviewed the results

and reflected upon the strengths and weakness of the learning activity as well as my students' knowledge in order to continue the cycle of learning, developing, and acting.

Analyze and Deconstruct

In 2013, edTPA became fully operational as the first standards-based assessment nationally available in the United States. The intention of the edTPA was to develop a national performance standard that “intends to define and assess candidates’ ability to demonstrate proficiency with respect to the *core* of effective beginning teaching” (edTPA, 2020). This was a turning point for me as I realized that by focusing on the “core” effective teaching behaviors that are seen through direct instruction, our pre-service teachers will not be able to teach models-based instruction, such as sport education, during their internship because the teacher in these approaches has more of a supportive role rather than a traditional instructional role.

The goals of edTPA are to shift the definition of effective teaching and shift the business of teacher preparation by asking pre-service teachers to compile a portfolio that demonstrates their ability to demonstrate effective teaching. The records of practice are derived from planning, instruction, and assessment. Upon analyzing this goal, I immediately questioned if edTPA really had a focus on physical education teaching. If the focus of edTPA is to shift the definition from a focus on teachers to a focus on students, should we not choose a model of practice that is designed to work around our students’ needs? Physical education is unique in that it covers all three domains of learning: psychomotor, cognitive, and affective. Scholars have even advocated for more contemporary approaches to teaching physical education (Jewett, Bain, & Ennis, 1995; Siedentop, Hastie, & van der Mars, 2019) that better result in subject mastery and meaningful levels of student learning and engagement. One of those contemporary approaches is models-

based practice (Sinelnikov & Hastie, 2017), defined by Kirk (2013) as one that “identifies distinctive learning outcomes and shows how these might be best achieved through their tight alignment with teaching strategies and curriculum or subject matter” (p. 979).

At the university where the study took place, the curriculum included an emphasis on a variety of pedagogical models during pre-service teachers’ professional socialization (Lawson, 1983a, 1983b) such as sport education, teaching games for understanding, teaching social and personal responsibility among others. Sport education is one of the most researched and soundly justified pedagogical models (Kirk, 2013) that was developed to provide better sporting experiences for children in their physical education classes (Siedentop et al., 2019). It utilizes Mosston’s Spectrum of Teaching Styles (Mosston & Ashworth, 2008) as teaching strategies for achieving learning outcomes, which range from reproduction teaching styles (direct) to production teaching styles (indirect). The edTPA, however, has required pre-service teachers to spend most of their time analyzing direct instruction, which contradicts the most up-to-date practices on research of effective teaching in physical education. I have to question if this high stakes’ experience will filter out their knowledge of models-based practices acquired in PETE.

The edTPA rubrics represent five levels that are on a continuum: level 1: struggling candidate, not ready to teach; level 2: some skill but needs more practice to be teacher-of-record; level 3: acceptable level to begin teaching, early novice; level 4: solid foundation of knowledge and skills; and level 5: stellar candidate, highly accomplished beginner. The lower levels represent that the candidate is focused on the teacher and not the students and thereby sees the class as a whole, whereas the higher levels represent that the candidate has shifted their focus to their students with a focus on individuals. At this moment, I had a shift in my thinking. If we

want our students to be truly effective teachers with the *students* as their focus, we cannot discredit pedagogical models in favor of direct instruction.

Models-based practices include a set of teaching strategies that lead students to predetermined engagement and learning outcomes that are congruent with its foundation learning theory (Metzler, 2011). The edTPA is asking for students to demonstrate *specific* behaviors, instead of *explaining* how the managerial and instructional strategies *build upon* the procedural and *conditional* expertise they have acquired within PETE. Further analysis and deconstruction of edTPA documents and policies revealed that the assessment solicits demonstration of a core set of instructional skills which seems to impede students' processing of the advanced methods of instruction that we teach at our institution. edTPA (2020) posits that the assessment doesn't ask candidates to do anything that most are not already doing in their preparation programs, but it does ask for greater support for and demonstration of these skills that research and educators find are essential to student learning. Yet, some of these skills may be essential to student learning, while others may impede innovative, progressive, evidence-based and research supported ways of instructions in physical education such as the case with models-based practice.

Another outcome of edTPA is to provide a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom. Physical education classes, however, are extremely varied across the U.S. as frequency, duration, class sizes and requirements for physical education vary from state to state. One of the goals of edTPA (2020) is to improve student outcomes and in turn, to help candidates develop the confidence and skills they need to be successful in urban, suburban, and rural

schools. Pre-service teachers, however, may feel less confident showing evidence of these constructs while teaching over 100 students at a time as is the case in some states, so they must be very careful on their selection and analyzation of learning segments for edTPA.

Cycle 2: Review and Reflect

After I analyzed and deconstructed the edTPA policy, three themes were identified during processes of review and reflection: (a) the focus on the teaching act may lead professors to subtract; (b) it was meant to be a convention, but it has taken away invention; and (c) the intention is good but dissension has stood.

The focus on the teaching act may lead professors to subtract. The university administration in this study was supportive of edTPA and aspired for college be one of the top-scoring universities nation-wide. The onus was then placed on teacher education faculty to prepare, implement, support, and remediate students. One of our faculty members stated that there are three areas that are difficult to address within edTPA process: (a) there are program-specific aspects that are not taken into consideration; (b) the level of difficulty seems to be more for an experienced, in-service teacher; and (c) despite attempts of training reliable edTPA scorers, scoring consistency remains problematic. One faculty member also stated that “some of the generic assessments and state DOE [Department of Education] requirements have seemed to dilute the effectiveness of program-specific supervision and assessment.”

As program faculty and doctoral students involved in PETE instruction reviewed the PETE program and compared the constructs of edTPA to our curriculum and coursework, we believed that the alignment was strong, and our program was robust and did not need to be altered. Our students receive multiple opportunities to teach in a variety of early field

experiences that allow them to practice management routines while implementing models-based instruction. If we were to focus on the teaching act and core of edTPA by teaching to the test due to its high-stake's nature, our students would lose vital curricular knowledge in the process. If we were to fully embrace edTPA, our PETE program would need to subtract meaningful elements critical to teaching to allow for curricular space.

It was meant to be a convention, but it may take away invention. Another reason we chose not to change our structure or curriculum was because we wanted our students to remain innovative practitioners who think outside of the box. As noted above, the edTPA was enacted partially on the premise that students learn differently and strategies for teaching these students are changing. The edTPA, however, focuses on the teaching act requiring teacher candidates to demonstrate effective instructional strategies that can be shown in most cases by direct instruction when the psychomotor domain is of primary focus. By teaching to the test and making edTPA our focal point for effective instruction, we would be taking away the innovation of research-driven models-based practice that have been specifically designed to support the needs of students where they are. Why, then, should there be a conventional teaching method if all students are different? Yes, the edTPA denotes one kind of effective teaching, but it may stifle teaching innovation and other effective instructional methods.

The intention is good, but dissension has stood. The edTPA goals represent a good intention, but research has shown that not all PETE professors believe that changes need to be made, no matter how small (Baxter & Sinelnikov, 2020). I posed the following question to my professors:

What are your thoughts about changing the lesson plan template so that students can start thinking about the requirements of edTPA (which are actually not any different than what

we are already teaching them)? With the detailed template, I think it may help guide them in making connections to what they are teaching and thinking more about how they are teaching it and why.

Curricular and programmatic changes work best when there is an accord between faculty (Sinelnikov & Hastie, 2017), and some of the faculty did not see the value of making changes to conform to edTPA because it detracted from the crucial teaching parts—content and teaching methods. PETE faculty thought of edTPA as a detraction, taking valuable curricula space away from the program since pre-service teachers needed to be made aware of the specific edTPA requirements and as a contribution to pre-service teachers' high levels of stress and anxiety due to the assessment's consequences for certification. I then began to reflect more deeply about implementing edTPA within my measurement and evaluation class without detracting from curriculum and content.

Cycle 3: Learn, Develop, and Act

Following action research framework of reflection and creation of positive changes (Mills, 2003) in the implementation of edTPA without detracting from our PETE program's mission, I developed the following narrative: (a) cooperating teachers need to understand the requirements and constructs of edTPA so that they can better support our teacher candidates; (b) students need to understand how their own value orientations affect their outlook of the constructs of edTPA; and (c) students need to understand how to self-assess their own behaviors that are to be evidenced through their edTPA portfolio submissions. Three questions emerged from my previous studies and research in the D-PETE program in which I developed solutions and acted upon.

Is the cooperating teacher the underlying feature? Grounded in occupational socialization theory, I created an autobiographical poster in which I delved deeper into my own socialization experiences. Examining my own student teaching experiences and relevant literature (e.g., Franks & Krause, 2020; McEntyre, Baxter, & Richards, 2018), I realized the critical value of having a competent cooperating teacher for pre-service teachers. I began to think more deeply of the social models that had the greatest impact on my current views and orientation and started to research the effect that cooperating teachers have on pre-service teachers.

Thus, I began to *learn* about the triad of faculty, pre-service teachers and cooperating teachers (CTs) and developed recommendations for cooperating teachers during field experiences (McEntyre et al., 2018). Cooperating teachers are present and influential during a critical time in a recruit's professional socialization. While each party in the community of practice plays a role in the future of physical education, it is the CTs who are most able to offer support and assistance during this component of teacher education. Most CT's, however, lack knowledge about edTPA requirements, which is a very stressful component of student teaching (McEntyre, et al., 2018). Metzler (2014) concluded that special arrangements may need to be made to ensure pre-service teachers' success within the context of their student teaching placement. Internship placements, however, are limited and most of our pre-service teachers work within an environment consisting of large class sizes, which is not conducive to edTPA. With 12 years of Kindergarten-12th grade physical education teaching experience, I valued the opportunity to relate to our city physical educators while filling the knowledge gap between practice and the edTPA requirements.

In order to *develop* and *act* I proposed, developed and facilitated an edTPA in-service for the city physical education teachers on their professional development (PD) day. The purpose of PD was to educate cooperating teachers (current and future) on the purpose and requirements of edTPA. The agenda for the city PD day followed effective professional development guidelines (Sinelnikov, 2009, 2012) and consisted of the following: an edTPA orientation video; an article on culturally relevant pedagogy entitled, *Making Culturally Relevant Pedagogy Relevant to Aspiring Teachers* (Lynn, 2014); an article explaining edTPA tips for success entitled, *edTPA and Physical Education: Tips for Success for All Stakeholders* (Treadwell, Cameron, & Manson, 2017); an article on academic language entitled, *Highlighting edTPA Academic Language in Physical Education* (Martin, Klinkenborg, & Wetherington, 2018); two edTPA handouts from SCALE regarding guidelines for acceptable candidate support and *Teachers Who Support Teacher Candidates*; and the PEdTPA observation tool (Figure 1).

Upon completion of PD and an anonymous exit survey, a majority of teachers felt more confident supporting an intern completing edTPA, while their opinions about edTPA supporting students' growth and being a measure of teaching quality were mixed. A majority of teachers believed that edTPA interfered with student-teaching responsibilities and their opinions about edTPA covering all of the critical components of the student teaching process were mixed. Most teachers disagreed with the notion that edTPA supports the growth without interfering with student teaching responsibilities. Could cooperating teachers' view of edTPA vary because what they themselves value might be different? For example, might cooperating teachers with a disciplinary mastery orientation hold edTPA to a higher esteem because it represents a traditional style of teaching using direct instruction as the main method? In contrast, would teachers with

Figure 1 PEDTPA Instrument

Student Teacher: <input type="text"/>		
Cooperating Teacher: <input type="text"/>		
Teaching Concept: <input type="text"/>		
Lesson #: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>		
RUBRIC 6: Learning Environment		
Level <input type="checkbox"/> 1 Automatic	Disruptive behavior, safety problems , disrespectful interactions	
<input type="checkbox"/> 2	Physically safe learning environment with rules, routines, and expectations	
<input type="checkbox"/> 3	Positive, low-risk, emotionally safe; sufficient time on task	
<input type="checkbox"/> 4	Maximum time on task (students have own equipment and not waiting to participate)	
<input type="checkbox"/> 5	Level 4 AND Challenging tasks for all students	
RUBRIC 7: Engaging students in learning		
<input type="checkbox"/> 1	Tasks are superficially related	
<input type="checkbox"/> 2	Focus is only on psychomotor	
<input type="checkbox"/> 3	Focus is on P and C or A	
<input type="checkbox"/> 4	Connections are made between P and C or A	
<input type="checkbox"/> 5	Connections are made between P, C, AND A	
RUBRIC 8: Strengthening students' competencies		
Level <input type="checkbox"/> 1 Automatic	Monitoring w/o intervening; significant content inaccuracies	
<input type="checkbox"/> 2	Surface-level questions; feedback is general or vague	
<input type="checkbox"/> 3	Actively monitoring; corrective feedback to whole class or group in the P AND C or A domains	
<input type="checkbox"/> 4	Individual questions/feedback in the P AND C or A domains	
<input type="checkbox"/> 5	Facilitates differentiated ST to ST interactions in the P AND C or A domains (provides individual modifications and small group modifications)	
Assessments: Scales and Rubrics		
<input type="checkbox"/> Checklist	<input type="checkbox"/> Analytic Rubric	<input type="checkbox"/> Event Task
<input type="checkbox"/> Rating Scale	<input type="checkbox"/> Holistic Rubric	<input type="checkbox"/> Game Performance
RUBRIC 9: Subject-specific pedagogies		
Level <input type="checkbox"/> 1	Learning tasks are inappropriate	
<input type="checkbox"/> 2	Appropriate learning tasks that include instructional cues and prompts (identifies errors and misunderstandings)	
<input type="checkbox"/> 3	Includes explorations and demonstrations (describes specific strategies to respond)	
<input type="checkbox"/> 4	Tasks are differentiated for individuals or groups with similar learning needs	
<input type="checkbox"/> 5	Facilitates students' applications of their knowledge; students analyze their own and/or others' psychomotor skills	
LANGUAGE USE		
<input type="checkbox"/>	Function: Describe, analyze, evaluate, critique, explain, contrast, etc.	
<input type="checkbox"/>	Vocabulary: Subject-specific meanings, general academic, subject-specific words/symbols	
<input type="checkbox"/>	Discourse: Students respond to "function"	
<input type="checkbox"/>	Syntax: Organizing meaning, cues, and symbols	
Comments: <input type="text"/>		

either a social responsibility orientation or ecological integration orientation de-value edTPA because it represents a “boxed in” approach to teaching? Would cooperating teachers’ value orientation have an impact on how they mentor our pre-service during edTPA implementation? After reflection and discussions with a critical friend, I decided to act and further examine pre-service teachers’ value orientations to compare them with their views of the edTPA policy. The

reflective process would provide me with additional knowledge of pre-service teachers as I continue to espouse a models-based approach to teaching while preparing them for the summative assessment on direct instruction.

Are value orientations worth knowing? Catherine Ennis' critical work on value orientations (Ennis & Hooper, 1988) spurred my evolution as an action researcher accounting for the findings that value orientations of prospective physical education teachers influence the content they deliver and the ways in which they deliver that content in order to achieve their goals (Curtner-Smith, Baxter, & May, 2018). Due to acquiring this knowledge and understanding the impact that value orientations have on prospective physical education teachers, I was curious to find out if pre-service teachers' value orientations influenced how they view the high stakes edTPA assessment and the alignment with perceived views and goals of effective instruction.

Pre-service teachers in my course measured their value orientations using the value orientations inventory—short form (VOI-SF; Ennis & Hooper, 1988). It was interesting to note that pre-service teachers with a predominant discipline mastery orientation disagreed with requiring the edTPA in addition to other evaluative practices such as PRAXIS tests and individual observations and evaluations from PETE faculty. These students viewed the edTPA as “holding them back” from teaching and requiring them to be either “a perfect teacher” or not one at all. The students who prioritized disciplinary mastery were the most concerned with “mastering” the edTPA themselves, which caused them more stress and ultimately more negativity in their views. Others, who showed a predominant learning process orientation, recognized that key subject-matter is always changing. These students viewed teachers as

possessing “differences” in teaching approaches and planning, arguing that edTPA should not be required due to the “cultural barriers” between various regions and can “cause more harm than justice.” One student valued self-actualization and believed the focus of physical education should be on individual growth and development. This student did not believe effective teaching could be seen in the “written detail” that was required of edTPA. Another student valued social responsibility and was interested in both individual development as well as sociocultural goals. This student believed that edTPA “flows together” and is “a true identifier of the learning that has occurred in teacher education”.

Reflecting upon my students’ value orientations and their responses to edTPA, I again began to apply the knowledge that I had learned in D-PETE and pondered if giving my students more opportunities to openly discuss the analyzation of a PE teacher using the edTPA rubrics would help explain the embedded constructs within the policy. The edTPA may only require evidence of one form of teaching, but I believe our students need to think about teaching as a holistic approach that values many orientations, not just one.

What can improve edTPA explanations? After reviewing assessment strategies, instructional supports, and task progressions, I learned that the students thought it might be helpful to practice scoring a video, examining key constructs that edTPA scorers assess. Thus, I developed an instrument that pre-service teachers could use for feedback that was more user friendly than the 59-page edTPA handbook (edTPA, 2020). The Physical Educative Teacher Performance Assessment (PEdTPA; Figure 1) can be completed either by hand or via a phone or iPad by any observer such as cooperating teacher, faculty, peer or it can be used as a self-assessment instrument.

The observation instrument has all the keywords from the edTPA instruction rubrics as well as selection boxes for types of assessments used and academic language. The PEdTPA allowed my students to remain actively engaged in the learning process both with me and with their peers as we discussed the constructs that were visible to them and the ones in which were missing. During class, we highlighted key terms on the rubric such as *sufficient* time on task, *connections* being made between domains, the difference between *individual* and *small group modifications*, *differentiated interactions*, language use, and understanding the difference between rating scales, rubrics, and assessments. Every time either the students or I had a comment, I paused the video so that we could discuss and take notes. At the end of the video, they looked at their notes and scored the constructs on the observation instrument.

Incorporating this task into the assessment course allowed me to understand where students' misconceptions might lie. The learning took place by facilitating student interaction, discussing the rubric and by students constructing arguments in support of their assigned scores. Students were able to learn from one another as I facilitated their learning. For each rubric score in which students reached an agreement, I challenged them to think of ways the teacher could have scored higher, highlighted key words and constructs, and encouraged them to recognize academic language and assessment strategies. I was able to build upon my students' previous knowledge of systematic observation instruments, which allowed them to easily make the transfer to understanding the new constructs of edTPA. This process allowed me to fully engage in mentoring students, which is integral part of being a teacher educator and quality experiences within D-PETE programs (Richards & Sinelnikov, 2019). In summary, the use of a specific

PEdTPA observation instrument allowed students to be actively engaged in the assessment and self-assessment of teaching and further understanding of the edTPA rubrics and scoring systems.

Discussion and Final Thoughts

The broad purpose of this study was to (a) understand the underlying impetus I had for curricular change through the process of self-study, and (b) engage in action research to facilitate edTPA implementation. Srivastava's (2009) framework guided me in the analyzation of the edTPA policy which led me to inquire into our cooperating teachers' beliefs and our students' beliefs. As a D-PETE student, researching an area of study that is highly controversial presented many challenges. I was situated within the dual role of both D-PETE student and expert in the field of edTPA, and, in addition, our faculty's attitudinal responses to edTPA implementation (Baxter & Sinelnikov, 2020) were mixed, causing a dialectic to occur (Schempp & Graber, 1992). I did not have issues with any of the core teaching behaviors in which edTPA was testing. In fact, I agreed that all were important behaviors that our PETE students should have. Having had experience scoring portfolios for the national board of certified teachers, I was a proponent for standards-based assessments and advocated for their potential to improve and enhance teaching practice. My beliefs were both challenged and shaped by my professors as I engaged in a dialectic. I was constructed into the role of expert by becoming a physical education scorer for edTPA, but I was also constructed in the role of "student" by way of my D-PETE setting (Richards, 2015).

My advisor was a key asset who helped me to navigate the interpersonal relationships that I was experiencing. Through careful analyzation and reflection, we were able to shape each other's experiences through dialogue based upon my knowledge learned in D-PETE and my previous beliefs about standardized assessments. At times, I experienced role overload (Hindin,

2007) by trying to balance my studies as a D-PETE student, my classes as a graduate teaching assistant, and my new role as edTPA advisor to our students. I experienced inter-role stressors (Richards, 2015) as I thought of the impact my teaching would have on our program if our students did not pass the edTPA. Would I be blamed? Because of this, I found myself rank-ordering my roles (Stryker, 1968, 2001), placing “edTPA advisor” at the top of my responsibilities, knowing that this would benefit my program in the long-run and help to relieve the stress of both our PETE students as well as our program faculty who are attempting to navigate the high stakes edTPA in addition to their many other duties. My advisor was apt to keep me on track as he encouraged and supported me daily, which reinforces previous research of the importance of having supporting mentors (Ward, 2016; Richards & Sinelnikov, 2019). By utilizing the critical policy discourse analysis frame, I was able to analytically discuss the relationship of edTPA to the goals of our program by way of a critical discursive approach (Hyatt, 2013). I was able to simultaneously engage and resist features of the edTPA policy wherein I saw a disconnect with our current program and values.

Our department strives to teach the most researched and up-to-date teaching practices and we have worked hard to break the cycle of non-teaching teachers (Curtner-Smith, 2009) and introduce them to effective teaching and models-based practice. Our students have shown extreme growth and “buy-in” to these practices and my fear is that students will view the edTPA as the “end all” to effective teaching in physical education which may filter out the research-driven practices that we have worked so hard to instill.

I have learned that in the midst of teaching a robust curriculum that I must remind students that edTPA is only assessing one specific aspect of direct instruction. I have also learned that by

making edTPA relatable to their previous experiences working with the physical education teacher assessment instrument (PETAI), students were more inclined to share in a new dialectic of learning and processing the constructs that were required of edTPA (McCallister & Napper-Owen, 1999; Napper-Owen & McCallister, 2005). Instead of simply explaining and defining the rubrics, I created an opportunity for students to process their thoughts within an open forum which allowed for a greater understanding of the rubric level progressions.

I had a strong desire to learn more about the edTPA, to challenge my beliefs, and to assist pre-service teachers and colleagues in edTPA implementation. Although I see the value of standardized assessments to help improve traditional effective teaching behaviors, I believe that authentic assessments that are not based upon current research in our field, such as the edTPA, may hinder our students' growth that they have already acquired in our PETE program. There is evidence from this study that making cooperating teachers and pre-service teachers more knowledgeable of the constructs may help the ease and tensions involved with a high stakes assessment. However, understanding how cooperating teachers' and pre-service teachers' value orientations affect their views of edTPA will need further examinations. Future research might also consider if and how PETE professors' value orientations influence their instruction and delivery of preparation activities for edTPA. Although this research reported initial findings of PETE students' views about edTPA relative to their value orientations, further research is needed to uncover complexities in PETE students' perspectives and experiences submitting the edTPA and the influences that it has on their induction year. We, as PETE faculty, must continue to advocate for and teach meaningful evidence- and research-based physical education practices and methods while negotiating pre-service teachers' preparations for edTPA so that they will feel enabled to

navigate the extremely complex environment of physical education and not be entirely focused on the process of certification.

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APPENDIX A
IRB APPROVAL

September 30, 2019

Deborah Baxter
Department of Kinesiology
College of Education
Box 870312

Re: IRB # EX-19-CM-224: "High-stakes edTPA in Physical Education Teacher Education"

Dear Ms. Baxter,

The University of Alabama Institutional Review Board has granted approval for your proposed research. Your application has been given exempt approval according to 45 CFR part 46. Approval has been given under exempt review category 2 as outlined below:

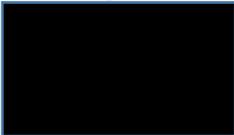
(2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

(iii) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

The approval for your application will lapse on September 29, 2020. If your research will continue beyond this date, please submit the annual report to the IRB as required by University policy before the lapse. Please note, any modifications made in research design, methodology, or procedures must be submitted to and approved by the IRB before implementation. Please submit a final report form when the study is complete.

Please use reproductions of the IRB approved informed consent form to obtain consent from your participants.

Sincerely,



MSM, CIM, CIP
Director & Research Compliance Officer

358 Rose Administration Building | Box 870127 | Tuscaloosa, AL 35487-0127
205-348-8461 | Fax 205-348-7189 | Toll Free 1-877-820-3066

PETE Faculty Informed Consent

Please read this informed consent carefully before you decide to participate in the study.

Consent Form Key Information:

- Participate in 1, 40-60-minute formal interview through Skype, Zoom, or by phone
- Participate in 1 40-60-minute focus group meeting through join.me
- No information collected that will connect identity with responses

Purpose of the research study: The purpose of the study is to (1) explore the extent that change has occurred within the context, structure, and culture of Alabama university physical education teacher education programs (PETE) and (2) identify Alabama university physical education teacher education faculty's perceptions of the inhibitors and facilitators in the implementation of edTPA.

What you will do in the study: I will use purposeful selection to invite PETE faculty from all public Alabama universities (20) that have PETE programs which are required to use the edTPA as a high-stakes assessment for teacher certification. Data collection methods will include one formal 60-minute interview through ZOOM, Skype, or by phone (primary), and one informal focus group interview through join.me. A semi-structured interview guide will be used in which participants will respond to questions regarding their perceptions of edTPA implementation and the extent of change that has occurred in their program. You can skip any question that makes you feel uncomfortable and you can stop the interview/survey at any time. Interviews will be recorded with a digital voice recorder or on-line recorder and transcribed verbatim.

Time required: The study will require about 2 hours of your time, separated into two different interview sessions.

Risks: While participating in the study, the risks for you are minimal but may include:

- Discomfort in responding to interview questions.
- You may feel like the interview and/or study are taking too much time
- Breach of confidentiality is a risk, but safeguards are in place to minimize this risk as outlined in the confidentiality section above.

Benefits: There are no direct benefits to you for participating in this research study. The study may help the Alabama PETE community through an increase in awareness of teaching/learning strategies that are beneficial in a high-stakes learning environment as well as the facilitators and inhibitors that influence success of both the faculty and the students. This study will be able to provide a testimony to the Alabama education commissioner and other state governing bodies on the effects of edTPA on instructional and curriculum change within physical education teacher education programs.

Confidentiality:

Data linked with identifying information:

Project Title: High-Stakes edTPA in Physical Education Teacher Education

Only the members of the research team will have access to the online data such as audio/video files of interviews and interview transcripts. This online data will be transferred from e-mail to a password-protected UA+Box drive and then immediately deleted from e-mail. Pseudonyms will be used to protect participants' identity and to promote confidentiality.

Data not linked to identifying information:

The information that you give in the study will be handled confidentially. Your name and other information that could be used to identify you will not be collected or linked to the data. Because of the nature of the data, it may be possible to deduce your identity; however, there will be no attempt to do so and your data will be reported in a way that will not identify you.

Confidentiality cannot be guaranteed:

Because of the nature of the data, I cannot guarantee your data will be confidential and it may be possible that others will know what you have reported.

Voluntary participation: Your participation in the study is completely voluntary.

Right to withdraw from the study: You have the right to withdraw from the study at any time without penalty. Your interview audio/video file will be destroyed should you decide to withdraw.

How to withdraw from the study:

If you want to withdraw from the study, tell the interviewer to stop the interview. There is no penalty for withdrawing. If you would like to withdraw after your materials have been submitted, please contact Deborah Baxter at dsbaxter@crimson.ua.edu or by cell phone at 256-606-1156.

Compensation/Reimbursement: You will receive no payment for participating in the study.

If you have questions about the study or need to report a study related issue please contact, contact:

Name of Principal Investigator: Deborah S. Baxter
Title: Graduate Teaching Assistant, Doctoral Candidate
Department Name: Department of Kinesiology
Telephone: (256) 606-1156
Email address: dsbaxter@crimson.ua.edu

Faculty Advisor's Name: Dr. Oleg Sinelnikov
Department Name: Department of Kinesiology
Telephone: (205) 348-8363
Email address: osinelnikov@ua.edu

Project Title: High-Stakes edTPA in Physical Education Teacher Education

If you have questions about your rights as a participant in a research study, would like to make suggestions or file complaints and concerns about the research study, please contact:

Ms. Tanta Myles, the University of Alabama Research Compliance Officer at (205)-348-8461 or toll-free at 1-877-820-3066. You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach Website at <http://ovpred.ua.edu/research-compliance/prco/>. You may email the Office for Research Compliance at rscompliance@research.ua.edu.

Agreement:

- I agree to participate in the research study described above.
- I do not agree to participate in the research study described above.
- I agree to video (audio, photograph) in the research study described above.
- I do not agree to video (audio, photograph) in the research study described above.

Signature of Research Participant

Date

Print Name of Research Participant

Signature of Investigator or other Person Obtaining Consent

Date

Print Name of Investigator or other Person Obtaining Consent

PETE Preservice Teachers Informed Consent

Please read this informed consent carefully before you decide to participate in the study.

Consent Form Key Information:

- Participate in 1, 40-60-minute formal interview through Skype, Zoom, or by phone
- Participate in 1 40-60-minute stimulated recall session through join.me
- Submit Unit Plan and Assessments used for edTPA to be used in stimulated recall session
- No information collected that will connect identity with responses

Purpose of the research study: The purpose of the study is to identify physical education teacher education (PETE) students' (1) conceptions of 'effective teaching' in light of edTPA, (2) ease or tensions in constructing and teaching a unit plan for edTPA, and (3) perceptions of instructional support for the high-stakes assessment.

What you will do in the study: By selecting all universities in the state, I will achieve a strong level of representativeness of the current PETE preservice teachers in Alabama. Data collection methods will include one formal 60-minute interview through Skype or by phone (primary), and one 60-minute stimulated recall interview through join.me to discuss your unit plan selection and pedagogical procedures. Interviews will be recorded with a digital voice recorder or on-line recorder and transcribed verbatim. A semi-structured interview guide will be used in which participants will respond to questions regarding their perceptions of edTPA implementation.

Time required: The study will require about 2 hours of your time, separated into two different interview sessions.

Risks: While participating in the study, the risks for you are minimal but may include:

- Discomfort in responding to interview questions.
- You may feel like the interview and/or study are taking too much time
- Breach of confidentiality is a risk, but safeguards are in place to minimize this risk as outlined in the confidentiality section above.

Benefits: There are no direct benefits to you for participating in this research study. The study may help the Alabama PETE community through an increase in awareness of teaching/learning strategies that are beneficial in a high-stakes learning environment as well as the facilitators and inhibitors that influence success of both the faculty and the students. This study will be able to provide a testimony to the Alabama education commissioner and other state governing bodies on the effects of edTPA on instructional and curriculum change within physical education teacher education programs.

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The information that you give in the study will be handled confidentially. Your name and other information that could be used to identify you will not be collected or linked to the data. Because of the nature of the data, it may be possible to deduce your identity; however, there will be no attempt to do so and your data will be reported in a way that will not identify you.

Confidentiality cannot be guaranteed:

Because of the nature of the data, I cannot guarantee your data will be confidential and it may be possible that others will know what you have reported.

Voluntary participation: Your participation in the study is completely voluntary.

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How to withdraw from the study:

If you want to withdraw from the study, tell the interviewer to stop the interview. There is no penalty for withdrawing. If you would like to withdraw after your materials have been submitted, please contact Deborah Baxter at dsbaxter@crimson.ua.edu or by cell phone at 256-606-1156.

Compensation/Reimbursement: You will receive no payment for participating in the study.

If you have questions about the study or need to report a study related issue please contact, contact:

Name of Principal Investigator: Deborah S. Baxter
Title: Graduate Teaching Assistant, Doctoral Candidate
Department Name: Department of Kinesiology
Telephone: (256) 606-1156
Email address: dsbaxter@crimson.ua.edu

Faculty Advisor's Name: Dr. Oleg Sinelnikov
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Agreement:

- I agree to participate in the research study described above.
- I do not agree to participate in the research study described above.
- I agree to video (audio, photograph) in the research study described above.
- I do not agree to video (audio, photograph) in the research study described above.

Signature of Research Participant Date

Print Name of Research Participant

Signature of Investigator or other Person Obtaining Consent Date

Print Name of Investigator or other Person Obtaining Consent