

Information for the November 17, 2017 TeachingWorks Journal Club Meeting

We will discuss the following two articles in this meeting:

1. Evans, C.M. (2017). Predictive validity and impact of CAEP standard 3.2: Results from one master's-level teacher preparation program. *Journal of Teacher Education*, 68(4): 363-376.
2. Goldhaber, D., Cowan, J., and R. Theobald (2017). Evaluating prospective teachers: Testing the predictive validity of the edTPA. *Journal of Teacher Education*, 68(4): 377-393.

In addition, bibliographic information is below for other relevant articles published in the following journals between August 15, 2016 and October 15, 2017.¹

Action in Teacher Education
American Educational Research Journal
Educational Evaluation and Policy Analysis
Elementary School Journal
Equity and Excellence in Education
Journal of Education for Teaching: International Research and Pedagogy
Journal of Teacher Education
New Educator
Teachers College Record
Teaching and Teacher Education
Urban Review

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Aspfors, J. and G. Eklund (2017). Explicit and implicit perspectives on research-based teacher education: Newly qualified teachers' experiences in Finland. *Journal of Education for Teaching*, 43(4): 400-413.

Much of the international debate and research on teacher education has centred on how the preparation of teachers should be organised. In contrast to many other countries, teacher education in Finland has been university-based for decades and has a strong research-based approach. This inductive study describes newly qualified teachers' (NQTs) experiences of research-based teacher education. The study uses data from semi-structured interviews with 10 newly qualified primary school teachers that were conducted in 2016, directly after they had finished their master's degrees but had not yet begun to work as teachers. A qualitative content analysis identified three main knowledge areas that describe NQTs' experiences: personal development, teacher professional competence and research competence. The results demonstrate that students in research-based teacher education gain a solid basis for their future teacher profession, as well as experiencing legitimacy and a high level of status in society. Their education encourages them to become innovative and professional teachers who are prepared to honour the trust and autonomy given to them by society.

¹ For the November 17, 2017, TeachingWorks journal club we considered the following journals: *Action in Teacher Education* (39(2); 39(3)); *American Educational Research Journal* (October 2017, 54(5)); *Educational Evaluation and Policy Analysis* (December 2017, 39(4)); *Elementary School Journal* (September 2017, 118(1)); *Equity and Excellence in Education* (2017, 50(3)); *Journal of Education for Teaching: International Research and Pedagogy* (2017, 43(4)); *Journal of Teacher Education* (September/October 2017, 68(4)); *New Educator* (2017, 13(3)); *Teachers College Record* (119(9); 119(10)); *Teaching and Teacher Education* (October 2017, 67; November 2017, 68); *Urban Review* (September 2017, 49(3); November 2017, 49(4)).

Barnes, M.E. (2017). Encouraging interaction and striving for reciprocity: The challenges of community-engaged projects in teacher education. *Teaching and Teacher Education*, 68(Supplement C): 220-231.

Opportunities for experiential learning in teacher education are increasingly important as the demographics of teachers and students diverge. I draw on place-conscious pedagogies, funds of knowledge, and teacher development theories to inquire into pre-service teachers' developing conceptions of community as they engaged in a project meant to introduce them to the local communities. Findings suggest that PSTs' experiences with communities growing up limit their understanding of reciprocity between communities and schools as teachers. The findings have implications for the ways that teacher educators incorporate experiential learning into their programs.

Bowman, M. and I. Gottesman (2017). Making the socio-historical visible: A place-conscious approach to social foundations in practice-centered teacher preparation. *Teaching and Teacher Education*, 68(Supplement C): 232-240.

In this conceptual article, the authors argue that the turn toward practice in teacher preparation can be deepened and made more authentic by a "place-conscious approach to social foundations." The authors offer three ways of seeing place that can ground social foundations coursework: 1) ways of seeing place through expansive data use; 2) ways of seeing place through experience; and 3) ways of seeing place-making. Using examples from their own foundations courses, the authors contend that such an approach can help pre-service teachers use tools of the humanities and social science to engage the socio-political contexts of teaching and learning.

Chesnut, S.R. (2017). On the measurement of preservice teacher commitment: Examining the relationship between four operational definitions and self-efficacy beliefs. *Teaching and Teacher Education*, 68(Supplement C): 170-180.

Using a sample of 287 preservice teachers from a large Midwestern university in the United States, this study examined the predictive relationships between four unique measures of commitment and a commonly used measure of teacher self-efficacy, as frequently employed in teacher commitment research. Differential response patterns and predictive relationships were examined with multiple-group structural equation models to compare results of decisions about instrumentation. Results suggest that while there were no differential response patterns to the instruments, the predictive relationships significantly differed as a function of group identification. Suggestions for measuring and interpreting the relationships shared with commitment are further discussed.

Cil, O. and B. Dotger (2017). The emergence of moral, professional, and political geographies in a clinically simulated parent-teacher interaction. *Teaching and Teacher Education*, 67(Supplement C): 237-245.

This study explored pre-service teachers' (PSTs') actions during and reflections on a clinically simulated parent-teacher interaction. We used Hargreaves's (2001a) Emotional Geographies of Teaching framework to ground and interpret the simulation data. Results indicate PSTs wrestled with the concept of professionalism, held reservations toward the actual and probable reactions of the standardized parents, and constrained both their language and actions. Our discussion centers on the presence of moral, professional, and political geographies within complex parent-teacher interactions. Implications suggest the necessity of engaging with the practice of parent/caregiver communications, as well as the emotional geographies that undergird such interactions.

Dang, T.K.A. (2017). Exploring contextual factors shaping teacher collaborative learning in a paired-placement. *Teaching and Teacher Education*, 67(Supplement C): 316-329.



This paper examines contextual factors shaping teacher learning in a paired-placement teaching practicum in Vietnam. The study draws on third generation activity theory and Vygotsky's concepts of mediation and genetic method to conceptualise 'context' and how context shapes learning. Multi-layered forces were found to shape the pre-service teachers' learning to teach in their paired-placement. These forces include the teachers' prior experience, the shift to unconventional teaching, the teacher education programmatic features, and other sociocultural aspects. Beyond reporting the contextual factors influencing teacher learning, the study offers a novel approach to conceptualising and contextualising teacher learning in such collaborative settings.

Dawborn-Gundlach, L.M., Pesina, J., Rochette, E., Hubber, P., Gaff, P., Henry, D., Gibson, M., Kelly, L., and C. Redman (2017). Enhancing pre-service teachers' concept of Earth Science through an immersive, conceptual museum learning program (Reconceptualising Rocks). *Teaching and Teacher Education*, 67(Supplement C): 214-226.

The collaboration between Museum Victoria and ReMSTEP partners: the University of Melbourne and Deakin University has enabled the development of the Reconceptualising Rocks project, designed to enhance the teaching of Earth Science for pre-service Science teachers. This study sought to determine how perceptions and understandings of Earth Science could be enhanced through immersion in the contextual learning in the Museum. Furthermore, the project aimed to explore how science ideas and practices can be translated for educational purposes. The findings revealed that participants found Earth Science interesting and were able to identify links to other Science areas. These findings have implications for the teaching of Earth Science across the curriculum.

Decker, J.R. and B.L. Pazez (2017). Case-based instruction to teach educators about the legal parameters surrounding the discipline of students with disabilities. *Action in Teacher Education*, 39(3): 255-273.

Allegations of improper discipline are commonly the focus of special education litigation filed against school districts. Because ignorance of the law is no defense, administrators and educators must understand special education law. Yet many educators receive little to no legal training. To address the lack of training and prevent future litigation, this article describes why educators must understand the law surrounding the discipline of students with disabilities, explains the relevant legal concepts, and provides case-based instruction that can be used to teach educators how to comply with federal disability law. University instructors, special education directors, principals, and teachers--regardless of their legal knowledge--can implement the case-based instruction to teach preservice and in-service educators about the federal requirements surrounding manifestation determination, the 10-day rule, unidentified students with disabilities, IAES, emergency exceptions for immediate removal, PBIS, and restraints and seclusion.

Edwards, N.M. and J. Xin (2017). Factors influencing satisfaction among teacher candidates and cooperating teachers in conducting a functional behavior assessment. *Teaching and Teacher Education*, 68(Supplement C): 161-169.

Functional behavior assessments (FBAs) and Behavior Intervention Plans (BIPs) support learners with behavior problems, but it is unclear which factors enhance FBA/BIP development. University students ($n = 81$) in a behavior course and their field-based cooperating teacher (CT; $n = 35$) responded to a survey. Only 12% of CTs were highly satisfied, and a low percentage of students were highly satisfied with FBA or BIP development (26% and 21%, respectively). Variables correlating with CT satisfaction ($R^2 = 0.966$) and student satisfaction ($R^2 = 0.952$ and 0.963 , respectively) and implications for FBA/BIP development, field placements, and university-school partnerships are discussed.



Eren, A. and A. Rakıcıoğlu-Söylemez (2017). Pre-service teachers' ethical stances on unethical professional behaviors: The roles of professional identity goals and efficacy beliefs. *Teaching and Teacher Education*, 68(Supplement C): 114-126.

By considering the mediating roles of efficacy beliefs, this study examined whether pre-service teachers' ethical stances on student-related unethical teacher behaviors significantly differed according to the levels of their professional commitment when they received bogus negative feedback for their teaching competencies. Pre-service teachers (n = 128) were assigned to either experimental groups (i.e., high commitment-negative feedback/low commitment-negative feedback) or control groups (i.e., high commitment-no feedback/low commitment-no feedback). The results revealed that pre-service teachers' ethical stances on unethical teacher behaviors significantly differed according to their professional commitment. Notably, this result was significantly explained by the mediating roles of efficacy beliefs.

Evans, C.M. (2017). Predictive validity and impact of CAEP standard 3.2: Results from one master's-level teacher preparation program. *Journal of Teacher Education*, 68(4): 363-376.

This study investigates the predictive validity and policy impact of Council for Accreditation of Educator Preparation minimum admission requirements in Standard 3.2 on teacher preparation programs (TPPs), their applicants, and the broader field of educator preparation. Undergraduate grade point average (GPA) and Graduate Record Examination (GRE) scores from 533 program graduates in one master's-level TPP were examined for their ability to predict graduate GPA and the effect minimum admissions criteria had on enrollment. Findings indicate that only undergraduate GPA is moderately related to a program graduate's success, controlling for student background characteristics. The study also finds that implementing GRE scores as a criterion in admissions decisions significantly reduces the number of admitted candidates so that the program may no longer be financially sustainable. These findings suggest many negative consequences may result from minimum admission requirements and more research is needed to evaluate the potential impact on other TPPs, teacher labor markets, and student learning outcomes.

Evans, L.M. (2017). Lessons from two exemplary Latin@ teachers of emergent bilingual learners: How all preservice teachers can be prepared to teach culturally and linguistically diverse students. *Action in Teacher Education*, 39(3): 307-320.

The number of students designated as English language learners enrolled in U.S. schools is rapidly increasing, and because of this shifting cultural and linguistic landscape, it is essential that all teachers have the skills to effectively work with students who have a language other than English spoken at home. Using the framework of exemplary teacher studies in the field of literacy, the author examined the knowledge and experiences of two Latin@ teachers of emergent bilingual learners. Findings suggest that the teachers exhibited three significant characteristics as they worked to meet the language and literacy needs of their students. These characteristics included an ethic of relationship building, decision making based on shared knowledge, and a resolve to expand their discourse community. The author outlined foundational tenets for teacher educators as they envision the notion of the exemplary teacher in preparing all preservice teachers to be confident, exemplary teachers of linguistically diverse learners.

Fitchett, P.G. and T.L. Heafner (2017). Student demographics and teacher characteristics as predictors of elementary-age students' history knowledge: Implications for teacher education and practice. *Teaching and Teacher Education*, 67(Supplement C): 79-92.

Using student- and teacher-level data from the United States National Assessment of Educational Progress (NAEP), we attempted to disentangle the relationship among student demographics, teacher characteristics, and performance on the fourth grade assessment of U.S. history. Our findings suggest that teacher subject matter background, reported time spent on history/social studies and instructional decision-making were positively associated with learning outcomes. The



implications of our study include greater emphasis on subject matter knowledge in history teacher education, increased prioritization of history in elementary classrooms, and the incorporation of interdisciplinary resources and in-class discussion as potential high-leverage practices for early grade history teachers.

Gibbons, L.K. and P. Cobb (2017). Focusing on teacher learning opportunities to identify potentially productive coaching activities. *Journal of Teacher Education*, 68(4): 411-425.

Instructional improvement initiatives in many districts include instructional coaching as a primary form of job-embedded support for teachers. However, the coaching literature provides little guidance about what activities coaches should engage in with teachers to improve instruction. When researchers do propose activities, they rarely justify why those activities might support teacher learning. Drawing on the preservice and inservice teacher education literatures, we present a conceptual analysis of learning activities that have the potential to support mathematics and science teachers to improve practice. We argue that our analysis can inform research on mathematics and science coaching, coaching policies, and the design of professional learning for coaches.

Ginsberg, A., Gasman, M., and A.C. Samayoa (2017). The role of minority serving institutions in transforming teacher education and diversifying the teaching profession: A literature review and research agenda. *Teachers College Record*, 119(10): n10.

Background: Teacher education programs at Minority Serving Institutions – which include Historically Black Colleges and Universities, Native American and Tribal Colleges, Asian American and Pacific Islander Serving Institutions, and Hispanic Serving Institutions – are an under-researched resource.

Purpose: Our aim is to provide a foundation and set an agenda for future research on teacher education within the Minority Serving Institution context.

Research Design: The first part of this paper reviews the literature on the relationship between minority student achievement and teacher education, with an emphasis on the contribution and role of minority teacher candidates. The second part of this paper sets the agenda for future research on the role of Minority Serving Institutions' teacher education programs, including what we already know and seek to learn about their unique and innovative approaches to recruitment, pedagogical approaches and course content, mentoring, academic support and remediation, and pre-service teaching experiences.

Conclusion: Some questions addressed include: In what specific ways are MSIs reframing teaching as a viable and accessible option for minority students? What are MSIs doing with regard to early recruitment of promising minority teacher candidates? What kinds of mentoring and support strategies are they offering, and to what do they attribute high rates of teacher retention in their programs?

Goldhaber, D., Cowan, J., and R. Theobald (2017). Evaluating prospective teachers: Testing the predictive validity of the edTPA. *Journal of Teacher Education*, 68(4): 377-393.

We use longitudinal data from Washington State to provide estimates of the extent to which performance on the edTPA, a performance-based, subject-specific assessment of teacher candidates, is predictive of the likelihood of employment in the teacher workforce and value-added measures of teacher effectiveness. While edTPA scores are highly predictive of employment in the state's public teaching workforce, evidence on the relationship between edTPA scores and teaching effectiveness is more mixed. Specifically, continuous edTPA scores are a significant predictor of student mathematics achievement in some specifications, but when we consider that the edTPA is a binary screen of teaching effectiveness (i.e., pass/fail), we find that passing the edTPA is significantly predictive of teacher effectiveness in reading but not in mathematics. We also find that Hispanic candidates in Washington were more than 3 times more



likely to fail the edTPA after it became consequential in the state than non-Hispanic White candidates.

Gray, C., Wright, P., and R. Pascoe (2017). There's a lot to learn about being a drama teacher: Pre-service drama teachers' experience of stress and vulnerability during an extended practicum. *Teaching and Teacher Education*, 67(Supplement C): 270-277.

The practicum is widely considered an integral component of pre-service training and an influential induction into the teaching profession. Yet, the practicum is fraught with challenges and literature identifies it to be overwhelming and stressful for pre-service teachers. Building on the work of Gray, Wright, and Pascoe (2017), this article explores the stressful side of practicum, recognising the way that stress is debilitating, impacting on students' ability to engage, effectively participate in, and grow through the experience. Field study data reveals the vulnerability five pre-service teachers from a Western Australian university experienced during practicum and the consequential lack of belonging and inadequate preparation they reported. These two key features are made more salient in the field of drama teaching where there are strong performative elements including not only the teaching of performance, but performance of the self. This research is key to better understanding the issues and challenges of the practicum so as to improve pre-service drama teachers' experience and induction into the profession, building both solid foundations for practice, and a commitment towards drama teaching as a rewarding career.

Hoppey, D. and A.M. Mickelson (2017). Partnership and coteaching: Preparing preservice teachers to improve outcomes for students with disabilities. *Action in Teacher Education*, 39(2): 187-202.

The purpose of this qualitative study was to explore partnership structures and the practice of coteaching in developing preservice teachers' (PST) collaboration skills and ability to include students with disabilities in general education classrooms. Interviews served as the primary data source, and secondary data sources included journals, observation forms, lesson plans, and field notes. Four assertions emerged: (1) reconfiguring partnership structures and roles helped to strengthen collaboration and shift the nature of course work and field supervision to assist PSTs to meet the needs of students with disabilities, (2) working together within an inclusive classroom created collegiality and shared responsibility for meeting the needs of students with disabilities, (3) shared planning enabled PST collaboration skills to develop and improve instruction for students with disabilities, and (4) collaborating enhanced PST knowledge of the politics related to meeting the needs of students with disabilities. Given the importance of clinically-rich teacher education, this study illustrated how a partnership that linked program goals, coursework, and fieldwork promoted the development of PST collaboration skills and understanding of inclusive classrooms. Implications for teacher education programs and future research topics are also shared.

Instefjord, E.J. and E. Munthe (2017). Educating digitally competent teachers: A study of integration of professional digital competence in teacher education. *Teaching and Teacher Education*, 67(Supplement C): 37-45.

The present study focuses on the integration of professional digital competence in initial teacher education programmes. Data analysed are from three national questionnaire surveys conducted among teacher educators, mentor teachers and pre-service teachers in Norway. The study shows that there are weak positive correlations between positive management, management's development support, and teacher educators' digital competence, but stronger positive correlations between teacher educators' self-reported efficacy and digital competence. Results are discussed in relation to teacher education's role in qualifying for professional work in digital classrooms.

Iwakuni, S. (2017). Impact of initial teacher education for prospective lower secondary school teachers in Rwanda. *Teaching and Teacher Education*, 67(Supplement C): 538-549.



Rwanda has prioritized quality education by taking measures to increase the number of qualified lower secondary teachers. However, having a qualification does not necessarily guarantee higher quality teaching, as what matters is the process of how qualification is acquired. This paper explores quality of initial teacher education (ITE) for lower secondary teachers in Rwanda, focusing on intended, implemented and attained curriculum. The main finding is that the ITE curriculum is not constructed based on the theory of how student teachers learn, characterised by disregard of student teachers' prior-knowledge on teaching, fragmentation of different knowledge domains and lack of reflective practice.

Jacobs, J., Hogarty, K., and R.W. Burns (2017). Elementary preservice teacher field supervision: A survey of teacher education programs. *Action in Teacher Education*, 39(2): 172-186.

There is a heightened focus within teacher education to centralize clinical experiences and develop strong partnerships between schools and universities. University field supervisors fulfill a critical role within clinical experiences because they are uniquely situated in spaces where they can help preservice teachers and school-based partners integrate theory and practice. However, historically, field supervision has been devalued within teacher education programs. The purpose of this research was to gain insight into how various teacher education programs are actualizing field experiences and specifically field supervision within this time of reform in teacher education. This survey explored the question, "What is the state of preservice teacher field supervision within elementary teacher education programs?" Findings from this study suggest teacher education programs surveyed are positioned to respond to reforms in the areas of enacting multiple field experiences as well as conceptualizing field supervision beyond observation and feedback. Findings can help teacher education programs begin to develop common understandings, goals, and nomenclature about actualizing reforms for clinically-rich teacher education.

Kaldi, S. and E. Xafakos (2017). Student teachers' school teaching practice: The relation amongst perceived self-competence, motivation and sources of support. *Teaching and Teacher Education*, 67(Supplement C): 246-258.

The present study investigates Greek student teachers' experiences and views about self-competence, motivation and the sources of support during school teaching practice (STP) in a four-year Bachelor of Primary Education Degree Program. The theoretical framework is based on the theory of situated learning and self-determination theory. Quantitative and qualitative data were collected through questionnaires and interviews. The main findings indicate statistically significant correlations among external motivation, support and perceived teaching self-competence during the STP course. Also institutional and social networks of support appeared to contribute to the development of teaching competences.

Kavanagh, S.S. and E.C. Rainey (2017). Learning to support adolescent literacy: Teacher educator pedagogy and novice teacher take up in secondary English language arts teacher preparation. *American Educational Research Journal*, 54(5): 904-937.

Disciplinary literacy scholars promote text-based instruction in the service of disciplinary inquiry, and scholars of teacher education promote practice-based preparation for teachers. This study brings these scholarly communities into conversation by investigating how practice orientations in teacher education influence novice teachers' literacy teaching. We conducted video analyses of teacher education coursework and novice teachers' classroom instruction in secondary English language arts. Data were collected during a summer institute for novice teachers designed through a partnership between a university and an alternative teacher education program. Analyses revealed that when learning targets for novice teacher participants were explicitly connected to teaching practice through the use of representations, decompositions, and approximations, those targets were more frequently observed in novices' subsequent classroom instruction.



Lakkala, S., Turunen, T.A., Kangas, H., Pulju, M., Kuukasjärvi, U., and H. Autti (2017). Learning inter-professional teamwork during university studies: A case study of student-teachers' and social work students' shared professional experiences. *Journal of Education for Teaching*, 43(4): 414-426.

This paper explores ways of enhancing inter-professional skills as part of professional development during university studies. From a socio-psychological viewpoint, inter-professional teamwork can be regarded as an interface between the group and individual levels, where collective commitment, efficiency, shared processes and outcomes, as well as tensions and dilemmas, are brought together. Inter-professional skills, which are already practised in university, may enable professionals to work in inter-professional contexts during their careers. In this case study, the participants (three student-teachers, two social work students and four supervisors) reflected on their shared experience of participating in a shared practicum at a primary school. The data-set comprises two group interviews conducted separately with the students and supervisors following the practicum. The results indicate that it is possible to develop inter-professional competencies during one's university studies and that this has the potential to promote students' reflective skills as they reframe their expertise and the expertise in other professions.

Mauri, T., Clarà, M., Colomina, R., and J. Onrubia (2017). Patterns of interaction in the processes of joint reflection by student teachers. *Journal of Education for Teaching*, 43(4): 427-443.

Although some research results indicate that joint reflection can improve student-teachers' reflection, it is not clear how the interaction between student-teachers during a joint reflection process helps this to happen. The aim of this paper is to explore how the organisation of joint activity in processes of joint reflection assists students' reflection, by identifying patterns of joint reflection (considering all the participants rather than only tutor-student dyads) and by discussing the functional role of these patterns within the students' processes of reflection and internalisation. Two cases of joint reflection processes between a group of student teachers (15 and 13) and their tutors were examined. In each case, five seminars lasting around one-and-a-half hours each were videotaped and analysed, and individual written reflections after each seminar were gathered and scored. Results showed that joint reflection developed in each case according to different interaction patterns, and that individual written students' reflections improved from seminar 1 to seminar 5 in one of the cases, but not in the others. These results suggest a relationship between interaction patterns of joint reflection and progress in students' individual reflection.

Moses, I., Berry, A., Saab, N., and W. Admiraal (2017). Who wants to become a teacher? Typology of student-teachers' commitment to teaching. *Journal of Education for Teaching*, 43(4): 444-457.

Understanding student-teachers' decisions to enter and stay in the teaching profession after graduation could help teacher educators to find appropriate procedures to enhance commitment to teaching. This study classified student-teachers based on their levels of commitment to teaching, and described these types based on student-teachers' motivation to enter the teaching profession and their perceptions of the teaching profession and environmental aspects e.g. school condition and significant others. Thirty-seven undergraduate student-teachers from the Dar es salaam University College of Education in Tanzania were interviewed. Four student-teacher types from our results were identified: (1) committed passionate, (2) committed compromisers, (3) undecided and (4) uncommitted. Implications from the findings include the importance of designing teacher education curriculum in a way that caters for the needs of student-teachers in each type in order to enhance their commitment to teaching.

Mouza, C., Nandakumar, R., Yilmaz Ozden, S., and R. Karchmer-Klein (2017). A longitudinal examination of preservice teachers' technological pedagogical content knowledge in the context of undergraduate teacher education. *Action in Teacher Education*, 39(2): 153-171.



This study used longitudinal data to investigate the development of preservice teachers' Technological Pedagogical Content Knowledge (TPACK) throughout their initial teacher education program in the United States. Quantitative and qualitative data were collected at four different points in time. Findings indicated that teacher preparation experiences collectively provided preservice teachers' with opportunities to develop their knowledge of teaching with technology from their freshman to their junior/senior year. Opportunities to develop and retain knowledge gains over time, however, were limited in the absence of intentional educational technology coursework. Findings have implications for the design of teacher education programs on the use of technology.

Muñiz-Rodríguez, L., Alonso, P., Rodríguez-Muñiz, L.J., and M. Valcke (2017). Developing and validating a competence framework for secondary mathematics student teachers through a Delphi method. *Journal of Education for Teaching*, 43(4): 383-399.

Initial teacher education programmes provide student teachers with the desired competences to develop themselves as teachers. Although a generic framework for teaching competences is available covering all school subjects in Spain, the initial teacher education programmes curriculum does not specify which competences secondary mathematics student teachers should acquire during their initial teacher education. This explains why this study aimed at developing and validating a competence framework for secondary mathematics student teachers in Spain. Building on existing models and international frameworks, a preliminary list of competences was drawn up. The validation process was based on a Delphi method. In addition experts expressed their opinions about the formulation of the chosen competences. A comprehensive framework of 33 competences for secondary mathematics student teachers could then be validated.

Murphy, D. (2017). Fostering connections to nature — Strategies for community college early childhood teachers. *The New Educator*, 13(3): 195-206.

How can early childhood teacher educators at the community college level create opportunities for their students to explore and relate to the natural world? This article discusses three learning opportunities in an early childhood associate-degree program that foster connections between preservice and inservice early childhood teachers and nature education--the Goldsworthy project, a local habitat course, and an animal study project in a curriculum course. Each learning opportunity helped teachers develop effective teaching strategies for engaging children with nature education and also a personal and professional disposition toward valuing nature education as future teachers.

Nesmith, S.M., Purdum-Cassidy, B., Cooper, S., and R.D. Rogers (2017). Love it, like it, or leave it — Elementary preservice teachers' field-based perspectives toward the integration of literature in mathematics. *Action in Teacher Education*, 39(3): 321-339.

Integrating literature in mathematics is a powerful strategy used by many teachers to meet the reformative goals outlined by the National Council of Teachers of Mathematics. This article reports a teacher education study in which 15 elementary preservice teachers engaged in a task that challenged them to link the pedagogical strategy of integrating literature in mathematics to their field-based utilization of the practice. Qualitative data gathered during participants' concurrent enrollment in a mathematics methods course and a field-based practicum course and recorded through reflections and focus-group sessions revealed variances in participants' perspectives toward the practice. Results indicate that the participants' perspectives were overwhelmingly positive and variances were linked to the participants' personal growth and development as educators. Implications and suggestions allow teacher educators to utilize perspective variances to support preservice teachers' abilities to link the theories espoused in methods courses to the classroom utilization of said theories.

Paolucci, C. and K. Jennings (2017). Turning policy into practice: Examining the relationship between policy, research, and program development in teacher education. *Action in Teacher Education*, 39(2): 105-117.

This article discusses the relationship between policy, research, and program development in mathematics teacher education. In particular, it considers the influences of policy and research along with social, economic, and cultural factors in the conceptualization and development of an undergraduate mathematics teacher education program in Ireland. It also explores the rationale for key features of this innovative model of teacher education and the resulting implications of these features for further program development. Throughout the article, special consideration is given to the role of policy and research in shaping the program structure and content, as well as the significance of the cultural context and mathematics education landscape within which the program was developed. This includes the shifts in the educational culture and the further policy development required to ensure the feasibility and sustainability of the program.

Patton, K. and M. Parker (2017). Teacher education communities of practice: More than a culture of collaboration. *Teaching and Teacher Education*, 67(Supplement C): 351-360.

Teacher educator professional learning, like teacher education, can be messy and complex. This study's purpose was to explore physical education teacher educators' understandings of how their participation in communities of practice (CoP) supported their own professional development. More specifically, significant dynamics and group processes of CoP were explored. Results indicated that engagement in CoP provided a foundation for collaboration and reduced isolation, allowing participants to extend teaching and research capacities. Significant social dynamics and group processes that shaped their practice included a common focus, personal and professional relationships, safe but challenging spaces, and shared commitment.

Peercy, M.M., Martin-Beltrán, M., Yazan, B., and M. DeStefano (2017). "Jump in any time": How teacher struggle with curricular reform generates opportunities for teacher learning. *Action in Teacher Education*, 39(2): 203-217.

With the emergence of new academic demands created by curricular reforms such as the Common Core State Standards (CCSS), policy makers and educators have recognized that the linguistic complexity of new curricula requires greater coordination of instructional efforts in teaching English language learners (ELLs). However, the literature has yet to explore what such collaborative efforts look like in classroom settings as teachers engage in teaching new curricula to diverse learners. In this qualitative study, we examine the collaborative interaction and learning of one fourth grade teacher and her English for speakers of other languages (ESOL) colleague as they implemented their district's new CCSS-based English/language arts curriculum. The authors found that the teachers' work simultaneously involved struggle and opportunity for learning as they engaged with new curricular demands. Findings from this study point to the need for further research into teachers' collaborative practices around curriculum reform as opportunities for situated teacher learning.

Pellegrino, A. and M.P. Weiss (2017). Examining collaboration in teacher preparation and clinical practice. *Action in Teacher Education*, 39(3): 340-357.

Collaboration among educators is a vital component for teachers' success working with diverse students. Teacher preparation programs, however, have not sufficiently included experiences in which teacher candidates can learn about professional collaboration in preparation for clinical and professional experiences. In this article, the authors describe the experiences from two pairs of teacher candidates--one pair who completed a cotaught teacher preparation course focused on collaboration, and the other pair who did not. The authors used interviews, observations, and content analysis of candidate artifacts to examine these experiences within the framework of symbolic interactionism. Findings suggest differences between these pairs of teacher candidates

related to how they understood and managed collaborative situations. Implications for teacher preparation and clinical practice are included.

Reagan, E.M., Roegman, R., and A.L. Goodwin (2017). Inquiry in the round? Education rounds in an teacher residency program. *Action in Teacher Education*, 39(3): 239-254.

In education, the Rounds model provides opportunities for engaging educators as communities of learners who examine instructional issues for purposes of understanding and improving them. Over the past 10 years, Rounds have been implemented in school-based experiences in teacher preparation programs across the nation. Yet despite recent interest, there is little description of the opportunities and challenges of implementing the Rounds in teacher preparation. The purpose of this article is to describe Education Rounds implemented in one urban teacher residency program. To do so, we explore the emerging literature on Rounds and the residency program's process of implementing Rounds. We present examples of residents' experiences with Rounds, and we discuss tensions that arise when implementing Rounds as an innovative pedagogical approach in teacher preparation.

Ronfeldt, M. and K. McQueen (2017). Does new teacher induction really improve retention? *Journal of Teacher Education*, 68(4): 394-410.

Policymakers have increasingly worked to combat teacher turnover by implementing induction programs for early-career teachers. Yet the existing evidence for the effects of induction on turnover is mixed. Drawing on data from the three most recent administrations of the Schools and Staffing and Teacher Follow-Up Surveys, as well as the Beginning Teacher Longitudinal Study, this study investigates whether different kinds of induction supports predict teacher turnover among nationally representative samples of first-year teachers. We find that receiving induction supports in the first year predicts less teacher migration and attrition, suggesting that using induction to reduce new teacher turnover is a promising policy trend. We also find that levels of induction support are fairly constant for different kinds of teachers and teachers in different kinds of schools. The exceptions are that teachers who are Black and who work in schools with more students who speak English as a second language report higher levels of induction supports.

Rood, C.E. and C. Ashby (2017). Developing and maintaining inclusive identities: Understanding student teaching through de Certeau's framework of tactics and strategies. *Action in Teacher Education*, 39(3): 274-291.

The article describes how a group of student teachers understood and enacted inclusion in noninclusive school placements during a year-long teaching residency. It examines, within de Certeau's framework of tactics and strategies, how students made meaning of their placements, their understanding of university practice in relation to inclusion, and their developing teaching identities as inclusive educators. The fissure between university and school praxis, and the student's relationship to that disconnect, is at the heart of this research. Moreover, the tension between the participants' pedagogical underpinnings of what constitutes effective teaching practice and the ways they experienced their school sites through the adoption of an inclusive ideological framework, informed how participants resisted and negotiated daily interactions within established systems and structures.

Strieker, T.S., Lim, W., Hubbard, D., Crovitz, D., Gray, K.C., Holbien, M., and C. Steffen (2017). The pursuit of a collegial model of clinical practice: The story of one university. *Action in Teacher Education*, 39(2): 118-137.

This study addresses the urgent need for change in clinical experiences that better prepare teacher candidates to negotiate the changing landscape of educational and accreditation policies and practices affecting P-12 classrooms. Specifically, the article examines the impact of a comprehensive 4-year initiative to transform traditional student teaching into yearlong, cotaught clinical experiences in a large state university that prepares approximately 1,000 prospective



teachers each year in one of 22 initial certification programs. To document the effectiveness of the new practices, school-university researchers used a variety of mixed methodologies in a number of small studies. Although the overall findings are preliminary, they are being effectively used to identify promising practices and to inform future developments.

Sugimoto, A.T., Carter, K., and K.J. Stoehr (2017). Teaching “in their best interest”: Preservice teachers' narratives regarding English Learners. *Teaching and Teacher Education*, 67(Supplement C): 179-188. In the United States, teachers are increasingly working with English Learners (ELs) in mainstream classrooms. Several areas of focus have been proposed to guide the preparation of teachers for working with ELs, including: language related knowledge, skills, and dispositions. This narrative study examined how field-based experiences shaped 49 preservice teachers' dispositions toward ELs. An iterative and thematic analysis of collected narratives found that preservice teachers often completed their practicum in classrooms that did not model positive dispositions or pedagogical practices toward ELs. These findings have implications for the tasks and experiences given to preservice teachers during their preparation sequence.

Sydnor, J. (2017). “I didn’t realize how hard it would be!”: Tensions and transformations in becoming a teacher. *Action in Teacher Education*, 39(2): 218-236.

This study explores the experience of becoming an elementary teacher in an educational climate where standardization and accountability increasingly affect what happens in classrooms across the country by following two beginning teachers. Specifically, this longitudinal study in which two first-year teachers' stories are analyzed and restored explores the tensions involved in becoming a teacher. This research, which focuses on the transition from student to teacher, illuminates the multiple discourses beginning teachers must negotiate as they determine the kind of teacher they will become. Based on the findings, recommendations are provided for how teacher education programs can better prepare beginning teachers, particularly those operating in reductive classrooms and forced to implement standardized curriculum. These implications for practice include (1) encouraging preservice teachers to be thoughtfully adaptive by creating and revising clear visions, (2) consciously creating zones of contact in which preservice teachers gain practical experience navigating competing discourses, and (3) critically examining field placements for preservice teachers.

Ticknor, A.S. and C.S. Schwartz (2017). “It just got real”: Navigating the affordances and constraints of school-based learning in a mathematics-specific induction program. *Action in Teacher Education*, 39(2): 138-152.

As beginning teachers encounter their first classrooms, they struggle to enact curriculum and negotiate expectations of local context with their visions of “good teaching.” This article is a qualitative research design utilizing interview data and narrative analysis to examine the storied experiences of beginning teacher participants navigating the first year of teaching. The authors explore how beginning teachers can be supported in agentially negotiating personal goals and professional contexts. The authors describe ways three first-year elementary teachers' mathematics teaching was supported and constrained by local schools and an external university-based mathematics-specific induction program, Learning Agency by Understanding how to Navigate Context and Harness Vision (LAUNCH), into mathematics teaching. Some supports provided by the induction program can be and sometimes were provided by local school contexts whereas other supports were possible because of the external nature of the program.

Todorova, M., Sunder, C., Steffensky, M., and K. Möller (2017). Pre-service teachers' professional vision of instructional support in primary science classes: How content-specific is this skill and which learning opportunities in initial teacher education are relevant for its acquisition? *Teaching and Teacher Education*, 68(Supplement C): 275-288.



Professional vision of instructional support in primary science was investigated with respect to its content-specificity and to learning opportunities in initial teacher education (ITE) which are presumably relevant for the acquisition of this skill. Data from 196 primary pre-service teachers were used. Confirmatory factor analyses suggested pre-service teachers' professional vision of instructional support to be a content-specific skill rather than a general homogeneous or a content-independent one. MIMIC model results revealed that pre-service teachers' general cognitive ability and the attendance of an ITE program with a focus on science were most significantly related to their professional vision of instructional support in science classes, whereas practical experiences were not.

Torquati, J., Leeper-Miller, J., Hamel, E., Hong, S.-Y., Sarver, S., and M. Rupiper (2017). "I have a hippopotamus!": Preparing effective early childhood environmental educators. *The New Educator*, 13(3): 207-233.

This article describes an early childhood teacher-preparation program that infuses environmental education and nature experiences into courses, practicum, and student-teaching experiences. Program philosophy, pedagogy, materials, and methods are described and linked to the Early Childhood Environmental Education Programs: Guidelines for Excellence, the Guidelines for the Preparation and Professional Development of Environmental Educators, and state-level early learning guidelines that focus on connecting young children with nature. Preservice teachers build knowledge, skills, and dispositions for effective environmental education beginning from an awareness level and progressing to application and refinement. The value of nature is communicated explicitly and implicitly throughout the program. Preliminary analysis of student outcomes indicated that, over the course of the program, students' ratings of the importance of nature and science experiences and outcomes increased, along with their confidence implementing environmental-education activities.

Turvey, K. and M. Hayler (2017). Collaboration and personalisation in teacher education; the case of blogging. *Teaching and Teacher Education*, 68(Supplement C): 42-52.

Through narrative analysis, we find the process of blogging noteworthy in lending itself to pre-service teachers' professional learning in at least two significant ways. Firstly, blogging can open the potential for collaboration through the discursive space that exists for student teachers as they negotiate the demands placed upon them from school-based and University-based elements of their course. Secondly, blogging appears compatible with a narrative conception of professional learning in which pre-service teachers work collaboratively towards improved synthesis and understanding of their past and present pedagogical experiences, conceptions and beliefs, personalising their passage into the profession.

Vaughn, M., Parsons, S.A., Scales, R.Q., and A. Wall (2017). Envisioning our practice: Examining and interpreting pedagogical visions of four early career teacher educators. *The New Educator*, 13(3): 251-270.

The purpose of this article is to explore how pedagogical visions inform our work as former classroom teachers and current teacher educators in rural and urban regions of the United States. Specifically, we explore the instructional decisions we make as we work to meet these visions in higher education. Teacher educators are charged with the task of fostering visionary teachers in today's highly challenging educational landscape. We pose the question: How can teacher educators foster visionary beginning teachers without an examination of their visions for their practice? Using a self-study design, we examine the intersections of our pedagogical visions for teaching and the instructional actions we take to work toward our visions in higher education. Findings highlight specific instructional practices and strategies used to enact visions while providing a critical discussion of the lens of visioning within self-study research.



Yuan, R. (2017). Exploring pre-service school counselling teachers' learning needs: Perceptions of teacher educators and student-teachers. *Journal of Education for Teaching*, 43(4): 474-490.

Drawing on the dual perspectives of teacher educators and student-teachers, this research explores the complex learning needs of pre-service school counselling teachers (SCTs) in China. Relying on data from in-depth interviews and relevant curriculum documents, the findings of the study demonstrate four critical needs of SCTs, namely, developing a strong knowledge foundation with research competence, linking theories with practice in specific institutional and socio-cultural contexts, seeking social support and emotional guidance, as well as constructing a sense of vision and agency. However, due to a linear curriculum structure as well as various contextual obstacles (e.g. the exam-oriented system and potential social bias), the learning needs of student-teachers were not sufficiently addressed in the pre-service teacher education programme. The study argues for a recursive, integrative and context-specific teacher education curriculum in which student-teachers can be afforded rich practical opportunities and sufficient social and emotional support in the process of learning to teach.

Purpose: The two journal articles provide opportunities for discussion about the measures that might be used to assess the outcomes of teacher education programs.

Discussion questions:

1. What standards should teacher preparation programs have for the admission of teacher candidates, and how should it be measured?
2. What should be the end-of-program outcomes of a teacher preparation program, and how should it be measured?
3. To what extent should we hold teacher education programs accountable for the outcomes of the future students they teach?

Citation: Evans, C.M. (2017). Predictive validity and impact of CAEP standard 3.2: Results from one master's-level teacher preparation program. *Journal of Teacher Education*, 68(4): 363-376.

Abstract: This study investigates the predictive validity and policy impact of Council for Accreditation of Educator Preparation (CAEP) minimum admission requirements in Standard 3.2 on teacher preparation programs (TPPs), their applicants, and the broader field of educator preparation. Undergraduate grade point average (GPA) and Graduate Record Examination (GRE) scores from 533 program graduates in one master's-level TPP were examined for their ability to predict graduate GPA and the effect minimum admissions criteria had on enrollment. Findings indicate that only undergraduate GPA is moderately related to a program graduate's success, controlling for student background characteristics. The study also finds that implementing GRE scores as a criterion in admissions decisions significantly reduces the number of admitted candidates so that the program may no longer be financially sustainable. These findings suggest many negative consequences may result from minimum admission requirements and more research is needed to evaluate the potential impact on other TPPs, teacher labor markets, and student learning outcomes.

Summary prepared by Bridget Maher and Brian Rowan

Context

Some education reformers have urged Teacher Preparation Programs (TPPs) to increase the rigor of program standards in an attempt to “increase the quality of the nation’s teachers” (Evans, 2017, p. 363). In 2013, the Council for the Accreditation of Education Preparation (CAEP) released new standards – one such standard - called 3.2 in the CAEP standards - requires TPPs to increase the admission standards and select candidates based on the following academic achievement metrics: admitted teacher candidates to programs must meet or exceed a minimum of 3.0 undergraduate grade point average (UGPA), and the group average performance on normed achievement test (ACT, SAT, or GRE) should be in the top 50 percent by 2016-2017 and increase to the top 33 percent of the distribution by 2020 (CAEP, 2013). Common TPP admission criteria include undergraduate GPA (UGPA) and standardized assessments; for graduate programs the standardized assessment is often the Graduate Record Examination (GRE). In the literature reviewed, the authors admit to a complex relationship among teacher candidates’ academic success, teaching quality, and admissions criteria to teacher education programs. For example, in some literature reviewed academic ability and test scores do not “lead to clear conclusions” about teaching quality and student achievement (Wayne & Youngs (2003). Other studies conclude that increased verbal ability has a positive relationship on improvement of literacy levels of students in their classrooms (e.g., Andrew, Cobb & Giampietro, 2005), but may also be a result of context – teacher’s literacy abilities are most “relevant” for underserved students (Zumwalt & Craig, 2009). Most studies agree that academic ability of teachers matters, but the links to teacher effectiveness and student achievement remains unclear.

Purpose

The goals of this study are to understand the predictive validity of GRE and UGPA scores on the likelihood of success in the teaching program (success defined as graduate GPA, or ‘GGPA’). Specifically, the authors explain that predictive validity is defined as “the extent to which scores on the GRE predicate performance in a TPP,” and the policy impact is described as “intended and unintended consequences on enrollment resulting from the new CAEP admission standard” (Evans, 2017, p. 364). The authors posed the following research questions:

Research question 1: How well do GRE scores and undergraduate GPA predict elementary and secondary teacher candidate performance in a master's-level TPP, controlling for student demographic characteristics?

Research question 2: To what extent would a more rigorous admissions policy based on UGPA or GRE scores as a criterion impact the enrollment of a master's-level TPP and its applicants?

Data Sources and Methods

This study included all teacher candidates who completed UNH’s (University of New Hampshire’s) TPP in elementary and secondary education from 2010-2014. The program is a post-baccalaureate, master’s program; it is a two year program that includes 20 hours of coursework and a year of student teaching. More detailed information about the program’s content was not provided. A total of 533 program graduates were included in the study, with only a few exclusions made from incomplete or missing data. The study included UGPA, GGPA, and GRE scores.

Measures	Covariates	Outcome variable
UGPA and GRE scores of the program’s teaching candidates were used as predictor variables. UGPA serves as a proxy of content/subject knowledge and the GRE as a proxy of general cognitive ability.	Five covariates were included in this analysis: (1) the version of the GRE test taken (with or without writing section); (2) elementary or secondary education major; (3) sex; (4) race ² ; and, (5) age.	The purpose of the study is to understand the predictive validity of UGPA and GRE scores and the relationship of these scores and GGPA. The authors explain that this is chosen as the outcome variable because “no other outcome measures were available” (Evans, 2017, p. 368).

Analytic Methods

The *predictive validity analysis* (research question 1) was conducted in three phases: (1) correlational analysis, (2) multiple regression analysis, and (3) incremental validity analysis. The authors explored the bivariate relationships between GGPA and other predictor variables and covariates using Pearson correlations. The second phase of analysis estimated multiple regression models to determine the prediction for GGPA when different combinations of predictors and covariates were included in the model. In the incremental validity analysis, students were divided into quartiles and then the quartiles were compared. Chi-square tests were used to test the relationship between GRE scores and GGPA – these tests reinforced the findings of the regression models and did not add new information.

For the *policy impact analysis* (research question 2,) the researchers used frequency counts to determine how many students would not have been admitted to the TPP with the new threshold measures in place. A “strict individual cut score approach” was used to determine frequency counts. Additionally, *t*-tests were used to examine the possible differences in GGPA between those students who would have been admitted and those who would not have been admitted when the new cut scores and admissions criteria was applied to the TPP.

Findings

The *predictive validity findings* showed weak relationships among UGPA, GRE scores, and GGPA. Among the correlations, UGPA predicted the highest amount of variability (14.5%) in GGPA. UGPA and GRE scores were only weakly related, and GRE scores did not predict much variability in GGPA. Two findings were noteworthy in the regression analysis:

- (1) GRE Analytical writing score has a significant positive effect on the GGPA in the first regression model (verbal and quantitative sections did not have this significance), but once interactions were included in the model the section scores of GRE are no longer significant; and,
- (2) age moderates the relationship between UGPA and GGPA (younger students have positive relationship between UGPA and GGPA and older students have less effect of UGPA on GGPA).

² Race was created as a categorical variable due to the general lack of racial diversity (87.2% white).

The *policy impact findings* indicate that using UGPA as an admission cut point would not significantly affect enrollment at the TPP being studied. Conversely, if the TPP required the GRE score to be in the top 50% of the national distribution (the 3.2 standard requirement), 58% to 74% of each cohort would not have been admitted with a strict cut score approach and 15% to 34% of each cohort would have been admitted to the program with the score band approach (the more flexible and lenient use of GRE scores in admission decisions). Additionally, the authors found that GGPA of the program graduates who would not have been admitted was 3.78 (only a tenth of a point lower than those who would have been admitted).

Discussion

The authors suggest that UGPA is the best predictor of performance of candidates in the TPP being studied. Across all four cohorts, the GRE scores did not explain the variability of graduates except the positive effect of the Analytical Writing section on GGPA in a single regression model. GRE score did not seem to distinguish high and low performers in the program (performance defined as GGPA). The authors also argue that cut score approaches for admission decisions would have significant consequences for potential enrollment of candidates in the programs, and consequentially the number of future teachers in the state and region.

Limitations

The authors caution that the study of a single program limits the ability to generalize from the study in particular ways, as does the focus on GGPA as the outcome measure and definition of success of teacher education programs. The authors call for future research to investigate other measures of success in teaching and in teacher preparation. The study's focus and limitations also invites opportunities to discuss what qualities of teachers are foregrounded and who or what might be excluded from these approaches to admissions decisions.

Citation: Goldhaber, D., Cowan, J., and R. Theobald (2017). Evaluating prospective teachers: Testing the predictive validity of the edTPA. *Journal of Teacher Education*, 68(4): 377-393.

Abstract: We use longitudinal data from Washington State to provide estimates of the extent to which performance on the edTPA, a performance-based, subject-specific assessment of teacher candidates, is predictive of the likelihood of employment in the teacher workforce and value-added measures of teacher effectiveness. While edTPA scores are highly predictive of employment in the state's public teaching workforce, evidence on the relationship between edTPA scores and teaching effectiveness is more mixed. Specifically, continuous edTPA scores are a significant predictor of student mathematics achievement in some specifications, but when we consider that the edTPA is a binary screen of teaching effectiveness (i.e., pass/fail), we find that passing the edTPA is significantly predictive of teacher effectiveness in reading but not in mathematics. We also find that Hispanic candidates in Washington were more than 3 times more likely to fail the edTPA after it became consequential in the state than non-Hispanic White candidates.

Summary prepared by Bridget Maher and Brian Rowan

Context

To open the article, the authors offer insight from Former Secretary of Education, Arne Duncan, who stated, "By almost any standard, many if not most of the nation's 1,450 schools, colleges and departments of education are doing a mediocre job of preparing teachers for the realities of the 21st century classroom" (as cited in, Goldhaber, Cowan, & Theobald, 2017, p. 377; US Department of Education, 2009). Some reformers suggest that one approach to improving the teaching force is to hold Teacher Education Programs (TEPs) more accountable on outcome measures of their graduates. One outcome measure increasingly more widely adopted is edTPA – "a performance-based, subject-specific, assessment that is administered to teacher candidates during their student teaching assignment" (Goldhaber, Cowan & Theobald, 2017, p. 377). The edTPA has rapidly expanded as an accountability measure across 40 states and 600 TEPs, and it has become a licensure requirement in seven states. The edTPA is a subject-specific assessment that uses a portfolio of teaching videos and writing to assess teachers' practices in three major categories (each with multiple rubrics within): Planning, Instruction, and Assessment.

Purpose

The edTPA can be used by programs in two ways: one is as a screening tool for entry into the teaching profession; the other is as a tool for improving teaching practices, where the edTPA is a formative assessment. However, if the field wants to make use of edTPA in these ways, the authors call for an analysis of the predictive validity of the instrument, that is, whether the instruments successfully predicts a number of post-program outcomes. To this end, the authors use longitudinal data from Washington State teacher candidates' scores on edTPA to understand the extent to which edTPA scores predict: (a) entry into the teaching workforce (i.e., secure a job); and (b) teaching quality as estimated by value-added measures (VAMs) of teaching effectiveness.

Data Analytic Approach

This study uses the final summative score and individual rubric scores on the edTPA for all teacher candidates who took the edTPA in Washington State, including those who did not enter the workforce (n=2,362). Additional demographic information is provided for a subset of teachers – those who passed the basic skills test in the state. For another subset of teachers – 277 teachers who taught 4th through 8th grade in Washington State (where student achievement testing occurs) – the authors examine the relationship of VAM scores and edTPA scores.

The summary statistics indicate some noteworthy facts:

- There is a high pass rate of teachers on edTPA (93.9% for the current cut point score and 86.5% for the future cut point).

- Teachers with higher edTPA scores are more likely to be employed.
- Hispanic teacher candidates score significantly lower than non-Hispanic White candidates on the total score of edTPA.
- Black, white, and Asian candidates had similar outcomes (no significant differences found), and the groups had similar passing rates on the edTPA.

The authors developed a variety of ways to represent edTPA scores in their analyses, including: a measure of the odds that a teacher passes the edTPA; the continuous score of a candidate on edTPA; and the score of a candidate on three scored dimensions of edTPA (planning, assessment, instruction). To measure teaching effectiveness after entry into the labor force, the authors used VAMs, which narrowed the analysis only to teachers at tested grades.

Results

The primary research findings describe the extent to which edTPA scores predict: (1) the likelihood of being in the Washington State teacher workforce, (2) teacher VAMs in reading, and (3) teacher VAMs in math. The authors conclude that edTPA scores – both the passing score and the continuous scores – were highly predictive of the probability of being employed the next year in Washington State public schools. Findings about the relationship between edTPA scores and VAMs was mixed. When edTPA scores were measured as a pass/fail measure, the authors found that the passing the edTPA significantly predicted the teacher’s VAM score in reading, but not in mathematics. When edTPA continuous scores were used, authors explain that the scores “provide a signal of future teaching effectiveness in mathematics in some specifications, but are not statistically significant in reading” (Goldhaber, Cowan, Theobald, 2017, p. 378). It is worth noting that the authors also found that Hispanic teacher candidates score lower than non-Hispanic candidates on edTPA, and if scores on edTPA were to become consequential, Hispanic candidates would be 3 times more likely to fail the assessment than non-Hispanic candidates.

Conclusion

The authors explain, “Given this is the first predictive validity study of the edTPA, and given the nuanced findings we describe above, we are hesitant to draw broad conclusions about the extent to which edTPA implementation will improve the quality of the teacher workforce. Instead, we relate our findings back to the different theories of action for how the edTPA might improve teacher workforce quality, but we stress that even these connections come with important caveats and trade-offs” (Goldhaber, Cowan, & Theobald, 2017, p. 389). Further, the use of edTPA may advance issues of inequity and homogeneity in the teaching force, as indicated by the outcomes of Hispanic candidates; the authors call for more investigation and research into the use of edTPA in equitable and beneficial ways for the field to train and educate an effective teaching force.