EXPECTANCIES AND VALUES

AND THEIR INTERACTIONS WITH

THE EDTPA

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ABSTRACT

The current landscape of education places value on the use of high-stakes testing at all levels of education, from the earliest years through higher education. Teacher education is just one area in higher education that today's society is seeing an increase in testing. To ensure that novice teachers are ready day one to be effective educators, many states have turned to the edTPA assessment. This subject-specific, portfolio-based assessment gauges a teacher candidate's ability to plan engaging and effective lessons, implement these lessons in a way that all students are able to show growth, to appropriately assess student learning, and use those assessments to analyze their teaching and plan for the next steps. At the time of this study, the edTPA was being used as a consequential high-stakes assessment for candidate program completion and/or licensure. Education preparation programs (EPPs) also used the score results for program improvements and program certification.

Grounded in situated expectancy-value theory (SEVT), this research sought to understand the relationship between a candidate's expectancies for success and subjective task value with their edTPA outcomes. The purpose of this study was to extend the conversation around candidate support. This sequential mixed-methods study analyzed three years of teaching candidate completers' responses to open-ended reflection questions about their experiences during the edTPA to ascertain their level of expectation of success (ES) and subjective task value (STV). Then, a linear regression analysis was utilized to gauge the predictability of ES and STV on the final edTPA score. The results

of the analysis revealed that while taken together, ES and STV did not have a statistically significant influence on the outcome of the edTPA. However, when treated independently, ES does show a statistically significant influence on the edTPA scores. These findings are important for EPPs by supporting and extending the current literature on ways to support students during a high-stakes assessment. EPPs can utilize research-based resources to improve their candidates' competency-related beliefs and thus potentially increase their final score.

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CHAPTER ONE

INTRODUCTION AND GENERAL INFORMATION

Subjectivity of the Researcher

In 2010, I was encouraged to work on my National Board Certification. It is a portfolio-based assessment of experienced teachers. Since I was a "veteran" teacher with ten years of teaching experience under my belt, my principal and fellow National Board-certified co-workers felt that it was an excellent challenge that would give me an outer representation of the teacher I knew I was. Plus, at that time, there was a small pay bonus offered by my state to all National Board-certified teachers. I started work on the portfolio and in October of that year all the teachers in my district who were going through the process were invited to a district led orientation. We were encouraged to bring our binder with the handbook already printed out. The coordinator went through the basics of the handbook, suggested timeline, and days we would meet as a district for workshopping. After going through the basics of the handbook, I was excited for this voluntary adventure, but I was not expecting its accompanying level of work and stress. Even with the support of my fellow teachers and attending an all-day Saturday boot-camp hosted by my district once a month, the six months I worked on my submission were the most stress-filled months of my teaching career.

The process was time-consuming, and it happened while I was teaching full time. At the time, a typical workday for me was 7:30 am until 4:30/5:00 pm. I was at school, with all the duties of a veteran teacher, then home to prepare for future lessons or one of my many extra duties. Wanting to do well on the project, I spent every waking moment

on my weekends and holidays focused on my entries. During the boot-camps we were led in general deep dives into the handbook. I say general because the participants were all operating under different handbooks covering the vast number of subject-specific portfolios. We dissected the prompts and rubrics so we would know exactly what to write and what was needed for the grader. Reflecting on this process now, I feel that I spent more time developing the perfect unit and lessons I thought the graders would want to see than I did for my daily lessons. I spent countless hours writing the perfect answers to the prompts in the short, allotted page lengths. I planned the perfect videos to showcase my effectiveness as a teacher. After six months of hard work, I mailed off my portfolio to be graded. A few weeks later, I received my scores and was devastated. I had missed the passing cut score in one section by one point. Reading over the score report I could not understand what I had missed. What had I done wrong?

Motivated to prove this grader wrong, I decided to try that section again. It was then I discovered that one of my coworkers had spent time as a grader. She offered to look at my work and the rubrics to help me do improve. Instead of saying direct with phrases like “fix this” or “you should have written about this” which are strictly against the guidelines for assistance, she led me through discussions that had me reflect on not just my teaching but how the rubrics and discussion questions are reflected in my teaching. While the bootcamp was full of helpful tips and tricks, the time I spent with this teacher was more beneficial, in that she was able to help me discover the connections between what the research National Boards’ design is based on of what an effective teacher does and my own teaching.

I was reminded of this when I began my Ph.D. journey and had the pleasure of working with a cohort of elementary education teaching candidates who were completing a year-long internship. During this time, they were in their assigned classroom Monday through Thursday and on the university campus on Fridays, taking graduate level classes. Towards the end of their first semester and the beginning of their second semester, these interns were expected to begin the process of their educative Teacher Performance Assessment (edTPA). I had never heard of the edTPA. While the interns were learning about it, so was I. This was coupled with the expectation that I was to help them through it. They were given their manuals to dive into during the winter break and when they returned, their first few classes focused on the expectations of edTPA. I, too, spent my winter break learning all I could about this assessment, only to discover the similarities between edTPA and the National Boards! I had my own experience with this similar assessment to draw on to guide the teacher candidates to the answers they sought. There are strict parameters to what we can say and do to assist the candidates. Armed with the guidelines for acceptable assistance and my previous experience with a similar assessment, I worked to help those interns achieve the best score they could.

Thousands of Educational Preparation Programs (EPPs) face this same dilemma each year. I had my own experiences to draw on, along with what little research existed at that time, but can all the other professors say the same? How do we help our teacher candidates to succeed in the edTPA, while still following the guidelines set forth by Pearson, the company that distributes and assesses it?

Research Rationale

edTPA

The edTPA is a subject-specific, portfolio-based, performance assessment of the knowledge and skills of candidates looking to enter the teaching profession as novice teachers. It specifically evaluates a common set of teaching behaviors and principles as well as specific content-learning pedagogical strategies for P - 12 students (Pearson, 2021b). There are currently twenty-eight subjects specific edTPA assessments. Each assessment is made up of three sections, or tasks that each covers an important area for effective teaching: Task 1: Planning for instruction and assessments, Task 2: Instructing and engaging students in learning, and Task 3: Assessing student learning. For each task, the candidates submit specific, authentic, and job-related artifacts (e.g., lesson plans, video of instruction, examples of feedback) and reflective commentaries that are the candidates' responses to question prompts which have a ten-page limit for each task.

As defined by the Stanford Center for Assessment, Learning and Equity (SCALE), "edTPA is the first nationally available, educator-designed support and assessment system for teachers entering the profession. It was developed 'by and for the profession' to measure and support the skills and knowledge that all teachers need from day 1 in the classroom and designed by hundreds of subject-specific educators who served on content-specific teams" (SCALE, 2019a, p. 1). In July 2021, the American Association of Colleges for Teacher Education (AACTE) reported that, as of 2019, more than 900 EPPs used edTPA as part of their program, and that 32 states had a level of involvement using edTPA, for purposes of teacher licensure and/or program evaluation

(AACTE, 2021). Furthermore, the organization reported that of the states that require edTPA for licensure, the cut-scores for passing ranged from 35-41 out of 75 possible points, using fifteen rubrics on a 5-level scale.

edTPA was created by a team of university faculty and K-12 teachers through SCALE, and in partnership with AACTE. After piloting the assessment in a variety of universities around the United States and running several validity tests, SCALE and AACTE were ready to officially launch the edTPA. They partnered with Pearson, a standardized testing company, that currently facilitates the sale, housing, and sharing of support materials, and coordinates and trains the teachers who assess the portfolios. When edTPA was officially released in 2013, it began as a summative assessment requirement for a few universities and slowly became a licensure requirement in a few states. Since 2013, its use has spread to over 900 educator preparation programs in 41 states including the District of Columbia. Of these 41 states, 21 of them currently require the passaging of the edTPA for licensure (SCALE, 2021).

As use of edTPA grows, so is the amount of research. Studies have focused on early implementation (Paugh et. al., 2018; Ratner & Kolman, 2016), effects on EPPs and student coursework (Auslander et al., 2019; Olson & Rao, 2017; Roosevelt & Garrison, 2018; Sherfinski et al., 2019), and program improvements when the EPPs adjust to edTPA's teaching standards (Barron, 2015; Sloan, 2013). Several studies have examined the implementation from the viewpoint of university personnel, mentors, and teacher candidates (Olson & Rao, 2017; Paugh et al., 2018; Ratner & Kolman, 2016). There have been studies testing areas of reliability and validity (Lalley, 2017; Parks & Powell, 2015)

from content validity (Choppin & Meuwissen, 2017; Parks & Powell, 2015; Pecheone et al., 2013) to the validity of edTPA to predictive educator effectiveness (Goldhaber, Cowan, & Theobald, 2017). These studies have identified both positive and negative aspects of the assessment.

Since edTPA is a standardized assessment, it has a standardized set of guidelines for acceptable teacher candidate support that all EPPs must follow when assisting their candidates (SCALE, 2016). Beginning in 2016, Pearson began distributing these guidelines as part of their support materials to not only help the EPPs but also ensure that the portfolios remained the teaching candidates' own authentic work. The interpretation of these guidelines seems to cause a variety of candidate support even within one university, such as the one that prompted this study. It is crucial to develop techniques to help all teacher candidates succeed in this assessment within the acceptable guidelines set forth by the creators of the edTPA.

Rationale for using the Situated Expectancy-Value Model

Eccles et al.'s (1983) model of academic-related choices, persistence, and academic choice, now known as situated expectancy-value theory (SEVT) was originally designed to extend the classic expectancy-value model by looking deeper into sociocultural influences on motivation. Research using SEVT has shown that a student's perceived expectation of success (ES) and their perceived level of subjective task value (STV) are the strongest predictors of achievement outcomes and performance for various tasks (Eccles & Wigfield, 2020). However, these researchers have found that each person

comes to a decision or task with their own set of perceptions and understandings that have been developing over their lifetime. Their model:

> is intended to be a broad theoretical framework that can be used to guide comprehensive programs of research on both the long-term ontogeny of the beliefs and memories underlying individuals' motivated achievement-related choices and the more proximal psychological processes that operate over short time frames. (p. 1)

Researchers using the situated expectancy-value model have come to realize that motivation is more complex than just one's expectation of success, or failure, and the value they place on the task. This model shows that students form these beliefs, have been developed and nurtured over time through their perception of what their parents and teachers think about the task (Eccles & Wigfield, 2020). Their expectations and values stem from how they feel the task fits into their view of self or long-/ short-term goals. Even students' perception of what the task is going to require of them plays an important role in how they feel they will perform on the task or whether they value it at all. Additionally, past experiences with similar tasks will affect how they feel about the current task and even if they want to participate in it. Since SEVT was developed in 1983, Eccles and colleagues have not only research the relationship between these past experiences (Eccles et al., 1983; Eccles, Midgley, & Adler, 1984; Eccles & Wigfield, 1995; Parsons, Kaczala, & Meece, 1982) but have also researched whether there are possible interventions to counteract any negative past experiences or just raise a student's

expectations and values (Harackiewicz & Priniski, 2018; Harackiewicz et al., 2012; Harackiewicz et al., 2014; Hidi & Renninger, 2006).

The researcher of this current study had experience with teaching candidates while they were experiencing the edTPA. Through their work at the university, they were also able to get a brief understanding of other teaching candidates' experiences during the edTPA. These understandings revealed not only the variety of support but also the variety of expectation of success and value in the edTPA. After searching for research to see whether a relationship exists between a teaching candidates' expectation of success and/or task value and their performance on the edTPA, the researcher found there has been no formal analysis of its kind. The current study therefore aims to fill this gap.

The research into SEVT generally covers areas of children's development of expectancies and subjective task values, ES's and STV's relationship to performance and academic choice, and the impact that social, personal, cultural, and situational factors have on developing expectancies and values (Wigfield & Eccles, 2020). In reviewing current research into SEVT and students' academic choices around assessments, there also appears to be a gap in correlation between one's ES/STV and their performance in a mandatory assessment. Because the teaching candidates in this study are required to participate in and pass the edTPA to receive their teaching license, this research intends to fill that gap as well.

Purpose

This sequential mixed methods study seeks to address the extent to which a teacher candidate's level of ES and STV influences their edTPA score. Because edTPA is

required to become a teacher in 21 states and is required to complete the teacher education program in over 900 universities, it is important for the Educational Preparation Programs (EPPs) to help candidates achieve success in this assessment. EPPs need to know key aspects of and influences on candidate success. Understanding the relationship that expectancy of success and subjective task value have with candidate success on the edTPA could allow EPPs to develop better support systems for future candidates, such as the creation of interventions.

Research Question

This study seeks to answer the following question: *What is the relationship between teacher candidates' level of expectation of success and level of subjective task value at the time of submission and their initial score on the edTPA?*

Assumptions

The researcher's hypothesis and assumption going into this study is that the data analysis will show a relationship between the candidates' expectations for success and subjective task values and their final edTPA scores. This relationship will help to draw appropriate conclusions for possible recommendations for candidate support based on similar research.

Organization of the Study

Following a sequential mixed methods design the current research project proceeded as follows:

1. Institutional Data Collection

Institutional data from one southeast, R1 university, were collected through the College of Education's data coordinator's office. Two pieces of data were collected: open-ended responses to reflection questions about teaching candidates' experiences during the edTPA process and their scores on the edTPA assessment.

2. Data Organization

The data were deidentified removing any reference to the candidates' program, professors, or names and matched to their edTPA scores for comparison

3. Data Analysis

a. Qualitative Content Analysis

The open-ended responses were coded using a coding frame based on the situated expectancy value theory. This coding frame was piloted with similar data from the prior school year to ensure the validity of the data.

b. Data transformation through magnitude coding

The codes from the qualitative content analysis were then given a magnitude score based on the following:

1=highly negative opinion

2=negative opinion

3=positive opinion

4=highly positive opinion

Using averages, the magnitude codes resulted in a teaching candidate's score for both expectancy of success and their subjective task value.

c. Quantitative statistical analysis

The expectancy of success score and the subjective task value score were used as variables in the quantitative analysis along with the teaching candidate's edTPA scores.

4. Interpretation and reporting of findings

5. Final conclusions, implications, and recommendations

Definitions

Attainment value - one of the four components of subjective task value; an individual's belief of how important a task is for them to do well in it; the task is central to their own sense of identity or allows them to express their true self (Eccles & Wigfield, 2020).

edTPA (educative Teacher Performance Assessment) - 28 different subject-specific, performance-based, and portfolio-style assessments implemented during a teacher candidate's clinical practice, student teaching or internship placement (Pearson, 2021).

Expectation of success – the beliefs one holds about how successful they will be in an upcoming task (Eccles & Wigfield, 2020).

High-stakes assessment - an assessment that is a barrier to graduation or licensure, regardless of success in coursework (Warner, 2020).

Intrinsic/interest value – one of the four components of subjective task value; the enjoyment one receives from completing a task or how interested they are in the task (Eccles & Wigfield, 2020).

Perceived cost – one of the four components of subjective task value; the perceived amount of effort, loss of opportunity, emotional strain, and/or financial investment resulting from choosing to participate in a task (Eccles & Wigfield, 2020).

Performance-based assessment – a set of processes that measure the outcome of student learning through the application of knowledge and skills by performing specific tasks that are meaningful and engaging to students (Hibbard, 1996).

Subjective task value – the individual's own beliefs about the qualities of a task; these qualities are made up of four components (attainment value, intrinsic/interest value, utility value, and cost) (Eccles & Wigfield, 2020).

Teacher candidate (TC) - a person enrolled in an education preparation program who is actively seeking a teaching license.

Utility value – one of the four components of subjective task value; how useful a particular task is to an individual's short- or long-term goals (Eccles & Wigfield, 2020).

CHAPTER TWO

LITERATURE REVIEW

The purpose of this study was to investigate the extent to which a teacher candidate's levels of expectation of success (ES) and subjective task value (STV) influence their score on the edTPA. To establish the context of this research, the following literature review provides a brief introduction to edTPA and situated expectancy-value theory (SEVT). The review begins with an overview of the edTPA assessment, providing historical information of the assessment and moves into an overview of the research on edTPA as it pertains to the current research study.

edTPA

In the document *Why edTPA,* the framers state that, "edTPA is an educative assessment that supports teacher candidate learning, providing an authentic, objective measure of teacher candidate readiness that informs licensure, accreditation, and program completion" (SCALE, 2019c, p 1). The developers of edTPA created a portfolio model because the traditional pencil-and-paper testing system (multiple choice /true and false questions) that was, and still is often, used to determine classroom readiness was not a comprehensive reflection of Teacher Candidate's (TC) effectiveness as teachers (SCALE, 2019b).

Historical Context of Teaching Assessments

All effective teachers utilize three general areas of knowledge: a) knowledge of how students learn, b) an understanding of the subject matter/skills and their purposes, and c) an understanding of teaching, not only how to deliver the information but also how

to assess what their students took away from the lesson (Darling-Hammond & Baratz-Snowden, 2005). These three areas form the basis of the edTPA process. TCs must collect a portfolio of artifacts showing the complete cycle of teaching, from the development of lesson plans to assessment and back.

Regarding teacher development, Hammerness, et al. (2005) state that teachers move from a novice point of view to expert or experienced teachers' point of view. According to these researchers, a novice teacher tends to focus mostly on superficial, general observations of their students, control of the classroom, and their supervisor's thoughts of them as an educator. A more experienced teacher tends to not only see the general observations of their students' learning, but also reflect upon how their choices are linked to their students' success. They can see the patterns in student learning and have the desire to seek out multiple sources of information to guide these decisions, making them more adaptable to each situation.

Prior to the creation of edTPA, no universal performance assessment of teacher candidates' readiness existed. Advocates of the edTPA suggest it as a gauge to see whether teacher candidates are ready to be effective teachers on day one. They state that the act of creating an edTPA portfolio requires the same circular process that effective teachers use to design, implement, and assess their lessons (Adkins, 2016). Additionally, they argue that by reflecting on each step and the choices made during these steps, the TC discovers the practices that best suit student learning.

In the decades leading to the turn of the 21st century, displays of diminishing views and support of teachers and public education led to equally diminishing views of

teacher education programs (Cochran-Smith et al., 2016). This negative stance has marshaled in an age of increased emphasis on accountability in P-12 schools, as well as Education Preparation Programs (EPPs). Following in the footsteps of other professional organizations, including those in the law and medical fields, various states began investigating ways to cumulatively assess new licensure-seeking teachers in the form of standardized tests like the National Teachers Exam, which eventually became the Praxis tests. A few states, e.g., Connecticut and California, took the lead in creating performance-based assessments, such as the Performance Assessment for California Teachers (PACT), which was developed by various California teacher education institutions (Paugh et al., 2018). However, in the early years of the 21st century, there was still no universal performance-based assessment that all teachers in the United States could use.

In 1998 the State of California passed a law requiring summative assessment of teaching candidates. At that point, some California universities were using the PACT, but others were utilizing the California Teaching Performance Assessment (CalTAP) (Sato, 2014). In the early 2000s, the American Association of Colleges of Teacher Education (AACTE), decided to lead the way in developing a performance assessment that could be used by the whole of the United States (Sato, 2014). Using PACT and the National Board for Professional Teaching Standards portfolio assessment as an example, AACTE partnered with the Stanford Center for Assessment, Learning, and Equity (SCALE), and in collaboration with review teams made up of university faculty, representatives from national subject-matter teaching organizations, and K-12 teachers, designed the edTPA

assessment. The National Board of Professional Teacher Standards (NBPTS) created a framework establishing a definition for the work of effective teachers. These standards are the following:

1. Teachers are committed to students and their learning.
2. Teachers know the subject matter they are teaching and how to teach those subjects to their students.
3. Teachers manage and monitor student learning.
4. Teachers think systematically about their practice, reflect on their experiences, and learn from those reflections.
5. Teachers are members of professional learning communities (National Board for Professional Teaching Standards, 1991, p.2).

"Purposely designed to stand on the shoulders of the ground-breaking work of the National Boards,", and grounded in the Interstate New Teacher Assessment Consortium (InTASC) standards, the edTPA requires teaching candidates to demonstrate essential skills of an effective teacher (Whittaker, et at., 2018, p. 3). In 2010, SCALE began piloting the assessment, calculating the content validity, and subjecting the assessment to multiple reviews and revisions. It was formally released in the fall of 2013 (Pearson, 2021a).

While edTPA is intended to be a summative assessment that is part of a multi-measurement system already required by most states' boards of education, it is also intended to be a tool for improving the quality of TCs and teacher preparation programs (Goldhaber, et al., 2018; Pearson, 2021). Reflecting upon the data from the edTPA,

teacher preparation programs can develop practice and curriculum around the common goal of effective teaching (Pearson, 2021a).

What is edTPA?

edTPA is a subject-specific, performance-based portfolio style assessment implemented during a teacher candidate's clinical practice, student teaching or internship placement. The assessment is designed with a focus on student learning and principles from research and theory. The edTPA assessment is based on research findings which state that successful teachers:

- develop knowledge of subject matter, content standards, and subject-specific pedagogy;
- develop and apply knowledge of varied students' needs;
- consider research and theory about how students learn; and
- reflect on and analyze evidence of the effects of instruction on student learning (edTPA, 2021)

For each of the required three tasks, the teaching candidates must provide reflective documentation of their teaching practices through both written commentary and artifacts that document evidence related to task-specific questions. Throughout the process the candidates

> must design and teach a learning segment with a central focus that supports students' development of conceptual understanding of a standards-based topic, procedural fluency, and problem solving/ reasoning

> skills. In addition, candidates must demonstrate subject-specific, grade-level appropriate pedagogy in [subject specific area]. (AACTE, 2018)

Although the edTPA was not designed to assess everything that is important to teaching, the tasks are based on commonly valued core elements of teaching: planning, instruction, assessment, and reflection (Adkins, 2016; Meuwissen & Chopin, 2015). Depending on the subject, the rubrics assessing the TCs vary from 13 to 18 in total. Table 2.1 lists of the general rubrics covered by most of the handbooks. Classic Languages and World Language have only four rubrics for Tasks 1 and 3 and Elementary Education's Task 4 (used only in select states) had only three rubrics (SCALE, 2019a).

Each rubric is designed with five performance levels:

- Level 1: Either the TC showed insufficient evidence, or the performance was unacceptable.
- Level 2: The TC demonstrated some skill, but further practice is needed.
- Level 3: The TC performance and evidence are acceptable for a novice teacher.
- Levels 4 and 5: The TC performance and evidence show an increasing level of skill and understanding of exceptional teaching practices. (Adkins, 2016)

Throughout the assessment, TCs must demonstrate not only that they know of students' prior knowledge and experience, but also that they know how to draw on this knowledge as instructional assets, present the subject matter so that it meets the students' diverse needs and strengths, and thoughtfully utilize student assessments and in-class interactions

Table 2.1. General edTPA Rubrics

Task 1: Planning for Instruction and Assessment	**Task 2: Instructing and Engaging Students in Learning**	**Task 3: Assessing Student Learning**
Rubric 1: Planning For Content Understandings	**Rubric 6:** Learning Environment	**Rubric 11:** Analysis of Student Learning
Rubric 2: Planning to Support Varied Student Learning	**Rubric 7:** Engaging Students in Learning	**Rubric 12:** Providing Feedback to Guide Learning
Rubric 3: Using Knowledge of Students to Inform Teaching & Learning	**Rubric 8:** Deepening Student Learning	**Rubric 13**: Student Understanding and Use of Feedback
Rubric 4: Identifying and Supporting Language Demands	**Rubric 9**: Subject-specific pedagogy: Using Representations	**Rubric 14:** Analyzing Students' Language Use and Mathematics Learning
Rubric 5: Planning Assessment to Monitor & Support Student Learning	**Rubric 10:** Analyzing Teaching Effectiveness	**Rubric 15:** Using Assessment to Inform Instruction

to guide their ongoing teaching practices (Meuwissen & Chopin, 2015).

edTPA as a Learning Opportunity

The name edTPA, educative Teacher Performance Assessment, describes the desired purpose of this assessment as being an educative teacher performance assessment, stressing the learning opportunity it offers (SCALE, 2019b). While some critics have stated that edTPA represents a standardization of teacher education, limiting the scope of what effective teaching is, some advocates have suggested a reframed view. Instead of seeing edTPA as omitting critical aspects of teaching, they view edTPA as offering a more focused look at only three crucial areas of teaching: planning, implementing, and evaluating learning (Adkins, 2016).

Since edTPA's official release, several studies have focused on the TC's perspective during and after the edTPA (Heil & Berg, 2017; Holden, Parkes, & O'Leary, 2020; Huston, 2016, 2017; Kessler, 2020; Meuwissen & Choppin, 2015; Micek, 2017; Shin, 2021). Much of the research gleans the perspective of participants through various lenses, such as candidates who were English language learners' (Micek, 2017), neoliberalism (Kessler, 2020), new programs adapting to the edTPA (Meuwissen & Choppin, 2015), and candidates in various subjects, such as physical education and health (Holden, Parks, & O'Leary, 2020), special education (Othman, Robinson, & Molfenter, 2017), and music education (Heil & Berg, 2017). The common theme reported by the previously mentioned research studies was that many TCs felt they learned from the experience of participating in the edTPA. Huston (2016) set out to add to the scholarly conversation around the perspectives of TCs during the edTPA. Through extensive

interviews of candidates, they reported that the processes of edTPA led to the TC's deeper understanding of the complexities of teaching.

A consistent theme centers on how the edTPA's video requirement helped the TCs become more reflective teachers. Being able to watch themselves teach a lesson; allowed the TCs to pinpoint areas for improvement (Huston, 2017). Shin (2021), reported that because the TCs were able to watch themselves, self-assess, and then analyze and reflect for the commentaries, they were able to see what they needed to do to improve.

Specifically examining high-stakes teacher assessments as a learning tool, Warner's (2020) work on TCs' reaction to high-stakes assessments as a gateway to their teaching license, indicated that the act of completing a High-Stakes Teacher Performance Assessment (HSTPA) is "a powerful learning experience" (p. 4). Warner conducted semi-structured interviews with TCs upon completion of their assessment and at least one school year of solo teaching. Warner reported that the teachers felt that the learning they experienced was mostly the synthesis of theory and practice, applying to their classroom what they had learned during their courses at the university about good teaching practices. This result aligns with similar studies of HSTPA, in which TCs identified the edTPA as time-consuming and stressful, yet an experience, that led them to internalize that being an effective teacher is not just knowing what to teach but also to teach it in a manner that suits the needs and abilities of their students (Auslander et al, 2019; Butler, 2015; Rao et al., 2020). For example, one participant in the Auslander et al. (2019) study realized the importance of deliberate, purposeful planning and the time and effort required to align instruction, assessments, learning goals, and standards to the individual

needs and strengths of students. One of the respondents in Adkin's (2016) study said, "Going through edTPA prepared me to show evidence of my professional practice, assess my students' learning and respond appropriately, support my students' learning, and keep my students at the center of my instructional decisions" (p. 58). Focusing on candidates' perception of edTPA as a learning experience, Lin (2015) revealed that, when candidates understood the assessment as a tool for improvement and learning they felt able to connect university coursework to classroom teaching. Meanwhile, those viewing edTPA as a high-stakes assessment saw no value in it.

Critiques of edTPA

If edTPA addresses the well-documented problem of connecting theory to practice for novice teachers (Rao et al, 2020) and focuses on three essential teaching skills for being an effective educator on day one (Adkins, 2016; Auslander et al., 2019; Rao et al., 2020; Warner, 2020), then why are there so many negative critics? Whitaker, Pecheone, and Stansbury (2018) released a statement on behalf of SCALE to respond to some common criticisms of edTPA, particularly that edTPA uses corporations, (i.e., Pearson), to evaluate TCs, that it narrows curriculum and limits candidates' teaching choices, that it measures academic writing not teaching, and that it causes stress and an increase in workload. The authors countered these claims with cited evidence from other researchers and SCALE.

Addressing the critique that the edTPA simplifies the complexity of teaching to three areas, Whittaker, Pecheone, and Stansbury (2018) remind the critics that the edTPA is evaluating only core elements from what other research has deemed good teaching.

The edTPA portfolio cannot fully represent the complexities of teaching that happen over time; it was meant to be a snapshot, just a sample (Meuwissen & Choppin, 2015).

One common thread in their counterarguments was that if EPPs viewed edTPA from a cynical compliance orientation, then there was also evidence that their programs narrowed their curriculum, that TCs felt they could not authentically teach during their field experiences, and that edTPA was a stressful experience with no real meaning to their teaching futures (Whittaker, et al., 2018). Cynical compliance is defined as a strategy used by educators who scrutinize a situation, such as teaching assessments, where they employ fabricated/performance teaching to pass (Ball, 2003; Kessler, 2020). Whittaker, et al. (2018) goes on to say,

> If the program views edTPA as a compliance measure, opportunities for reflection and analysis are greatly diminished despite the fact that the teacher lesson plans, and teaching artifacts provided as evidence for edTPA are grounded in the specific choices prospective teachers make to meet their learning objectives. (p. 7)

Some other noted criticisms are that the edTPA:

- reduces the professional autonomy that teacher educators have at their universities (Olson & Rao, 2017);
- is a threat to EPPs that focus on social justice-oriented teacher prep because of the pressures to have TCs pass (Picower & Marshal, 2017);

- deters prospective teachers who pursue other fields to avoid having to complete this assessment (Greenblat, 2016);
- is not an accurate measurement of the TCs' teaching abilities due to the limited snapshot (Meuwissen & Chopin, 2015);
- causes tension for the TCs between what they feel have or been previously taught good teaching is and what they feel is expected to demonstrate during the edTPA (Kessler, 2020; Meuwissen & Chopin, 2015).

To counter some of these negative critiques, Whittaker, et al. (2018) shared that the universities that shifted from compliance to learning experienced a positive impact on their programs and the TCs' perception of the focus on reflective teaching.

Some of the challenges and concerns associated with the edTPA seem to be linked to program implementation and misconceptions about how to implement the assessment (Adkins, 2016; An, 2017; Auslander et al., 2019; Parks, & Powell, 2015; Ratner & Kolman, 2016). These concerns directly influence a teacher educator's enactment of the edTPA, which directly impacts the TCs' perceptions of the assessment (Clayton, 2018; Eccles-Parsons et al., 1983).

The current research project's focus is not addressing whether EPPs should require edTPA, nor is it focused on validating edTPA or fixing what the critics claim is wrong with this assessment. Instead, the focus is to move beyond the dualistic dialog of whether edTPA is good or bad, but instead to focus on supporting teaching candidates. As Whittaker, et al. (2018) stated, "No single assessment no matter how well developed

can adequately assess the full range of teaching competence" (p. 12). The current research heeds the call to use edTPA data as a tool of inquiry for asking, "What can we learn about our practice and what are the connections to what edTPA measures?" (p. 10).

Implementation of edTPA

Currently, edTPA is being used in one form or another in over 900 EPPs in 41 states and the District of Columbia (SCALE, 2021). Of the 41 states, 21 have a policy in place, requiring edTPA as part of their program completion or for state licensure (SCALE, 2021).

Since its inception, the research published on edTPA has focused on its implementation (Olson & Rao, 2017; Paugh et al., 2018; Ratner & Kolman, 2016) and predictability and validity of the assessment (Bastian, et al., 2018; Evans et al., 2016; Gitomer, et al., 2021). Research has also covered experiences with edTPA from the viewpoint of participants (Behizadeh & Neely, 2019; Brown, 2016, 2018; Butler, 2015; Zhou, 2018), mentor teachers (Behney, 2016; Chandler-Olcott & Fleming, 2017), and institutions (Heil & Berg, 2017; Pecheone & Wittaker, 2016; Peck, et al., 2010).

Regarding the impact of high-stakes testing on programs, SCALE, AACTE, and Pearson have developed supports and resources for institutions to help them opt for an educative inquiry-based view rather than a compliance-based one (Whittaker, et al., 2018). Resources offered to programs cover ways of using edTPA data and other measures to enhance, not replace, their own program's mission, to provide sound teacher preparation practices. Through an inquiry-based approach, faculty can address potential

gaps and challenges for continuous program improvement. Additionally, through such an approach, programs find ways to embed edTPA-related elements formatively.

Studies that show that while institutions are implementing edTPA, they are, simultaneously opposing its use as a high-stakes policy (Cronenberg et al., 2016; Davis & Armstrong, 2018). While choosing to proactively support their students through the edTPA process, the faculty at these institutions are opposed to changing their instruction during the student teaching/internship period to accommodate the edTPA and student understanding of it. As a result, a disconnect between the two is created (Olson & Rao, 2017). In an investigation of EPPs' views after implementing the edTPA, Adkins (2016) echoed concerns that the assessment was attempting to standardize teacher education, but retorted, "I have yet to hear anyone argue that any one of these rubrics is irrelevant to effective practice" (p. 57). Portraying the edTPA as a hurdle or hoop and treating it as a compliance tool, has been reported to exacerbate the feeling of stress while reducing the educative intent of the assessment (Lin, 2015; Peck & McDonald, 2013; Whittaker & Nelson, 2013).

edTPA Guidelines for Implementation and Candidate Support

In E*ffectively Implementing edTPA for Educator Preparation Programs*, SCALE (2019a) reminds EPPs that the educative purpose of edTPA for programs is that they can "use edTPA results (along with other measures of teacher readiness) to inform curricular renewal and make connections to P-12 instruction" (p. 2). Pearson, AACTE, and SCALE have been working to supply EPPs with support during the initial implementation phase support for better utilizing the educative nature of the edTPA data. On edtpa.org, the

organizations have collaboratively compiled support documents. The following sections will be a brief description of a few of those documents: (1) Educative Assessment and Meaningful Support: 2019 edTPA Administrative Report, (2) edTPA Guidelines for Acceptable Candidate Support: Revised September 2016, (3) edTPA Connections to CAEP, and (4) Effectively Implementing edTPA for Educator Preparation Programs.

Educative Assessment and Meaningful Support: 2019 edTPA Administrative Report

Released in June 2021, Pearson reported on candidate performance data of those who participated in the edTPA form January 1 to December 31, 2019. The report analysis and results were intended to be used for technical standards for licensure assessments. It presented the first-attempt performance scores overall and by task, performances by consequential use, demographic groups, content field, teaching context (both school and student characteristics and placement length), program type, ethnicity of the candidate, primary language, and education level. This report also included a regression analysis which was used to determine which variables could significantly predict the outcomes within the sample. The information supplied in this report was intended to meet the technical standards for licensure assessments (Pearson, 2021b).

edTPA Guidelines for Acceptable Candidate Support: Revised September 2016

"This document outlines guidelines for supporting candidates during their completion of edTPA" (SCALE, 2016, p.1). SCALE goes on further to say that the guidelines are intended to be followed by faculty, supervisors, mentor/cooperating teachers, peers, and other support providers. The document is intended to clarify what is and is not an acceptable support during the edTPA process.

edTPA Connections to CAEP

CAEP is the Council for the Accreditation of Educator Preparation who developed an evidence-based accreditation process for EPPs. Programs who seek CAEP accreditation are required to provide multiple measures and how those measures are used to inform program renewal as part of their certification process. SCALE provided this document to show EPPs how CAEP aligns with edTPA and how they can use edTPA to achieve CAEP accreditation. This document also provides a crosswalk of edTPA rubrics to CAEP standards (SCALE, 2021a).

Effectively Implementing edTPA for Educator Preparation Programs

SCALE provides edTPA coordinators with a synthesized introduction to help them "take those initial steps in preparing for their role and framing edTPA as an educative process" (SCALE, 2019a, p. 1). The organization describes the educational purpose of edTPA, the research basis, how to use edTPA data for program evaluation, and acceptable practices that EPPs can use for their candidates both during the edTPA process and leading up to it.

Situated Expectancy-Value Theory

Theorists in achievement motivation are tasked with explaining people's choices in tasks, why they stick with a task, what leads to the amount of effort they put towards achieving the task, and their performance on the task (Wigfield & Eccles, 2000). While motivation theories have produced a variety of constructs explain a person's choice, persistence, and performance in an activity, one well-established viewpoint is expectancy-value theory. The basis of this theory is that one's academic choices,

persistence on task, and inevitable performance are driven by their beliefs about how well they will do and the value they hold for the task (Eccles et al., 1993; Wigfield & Eccles, 2000).

The rest of this chapter will examine the historical development of this theory and the current theoretical model that frames this study.

History and Development of Expectancy Value Theory

The first formal model of expectancy-value was created by John Atkinson (1957). Atkinson's model had three influences: Lewin's idea of how a person views the draw of an activity determines how important it will be to them, Tolman's understanding of expectancy for success, and Edwards's research of a person's choice under conditions of risk and how a person's choice is based on utility (Wigfield & Eccles, 1992). Through these three influences, Atkinson (1957) strove to understand and explain different behaviors related to achievement, such as the drive for success, choosing which activity to participate in, and sticking with the activity all the way to the finish.

Atkinson's (1957) understanding of achievement motivation is that it is a relatively stable tendency. The need for success is strengthened when underlying clues inform the participant that performance in that activity will be instrumental to achievement. The situational categories of Atkinson's model are expectancies for success and incentive values. In Atkinson's model, expectancy for success and expectancy for failure were both seen as a cognitive anticipation that completion of some activity will be followed by a consequence, making them both tied closely to the difficulty of the task. Atkinson argued that the tendency to avoid failure should be seen as a preventive motive

rather than as the commonly defined anxiety or test anxiety. He stated that if a person has exhibited a high expectancy of failure, they will choose to avoid that activity, particularly in risky situations (Atkinson, 1957).

Atkinson's original model of achievement motivation, while incorporating both expectancy and value, is limited in his definitions of each of the constructs. He reported a very narrow view of what influenced achievement task value (Wigfield & Eccles, 1992). Later models addressed the idea that values were determined by more than simply the difficulty of the task, showing that values are a more complex idea than what Atkinson thought they were. One such model is an expectancy-value model developed by Eccles and colleagues called the situated expectancy-value theory (Eccles & Wigfield, 2020).

Eccles and Wigfield's Situated Expectancy Value Theory

In general, motivational theorists define motivation to learn as an internal or external stimulus that influences behaviors that drive someone to accomplish a goal. SEVT, as described by Eccles and Wigfield (2020), defines the multiplicative relationships that drive academic motivation. SEVT shows how past experiences, beliefs of trusted influencers, societal views, and more affect a student's expectations and values of a task. The authors describe SEVT as:

> a broad theoretical framework that can be used to guide comprehensive programs of research on both the long-term ontogeny of the beliefs and memories underlying individuals' motivated achievement-related choices

> and the more proximal psychological processes that operate over short time frames (Eccles & Wigfield, 2020, p.1).

After 35 years of research in this area, the authors now believe that even though the processes that occur when one consciously or unconsciously makes choices, happen over time, the choices and performance are also influenced by the current, specific situation. Understanding how SEVT works may help explain the impact of edTPA on TCs and EPPs as discussed in previous sections.

In SEVT, Eccles and her colleagues link activity-specific, academic-related choices and performances to both how well the student expects to perform, an expectation of success (ES), and the value they place on the activity they are doing, subjective task value (STV) (Eccles-Parsons et al., 1983). For motivation to be strong, one must have high expectation and task value beliefs (Meyer, et al., 2019). Therefore, a high ES cannot compensate for low STV and vice versa.

Extending beyond understanding only the immediate influences on a student's academic choices, SEVT also explores both students' personal perspectives that directly influence ES and STV as well as outside and historical influences that may affect those personal perspectives. Figure 2.1 presents Wigfield and Eccles (2020) model of what and how academic choices are influenced in SEVT.

Wigfield and Eccles's (2020) SEVT model is divided into three parts:

- The boxes on the left focus on the environment in which a person matures, their more stable attributes and their historical

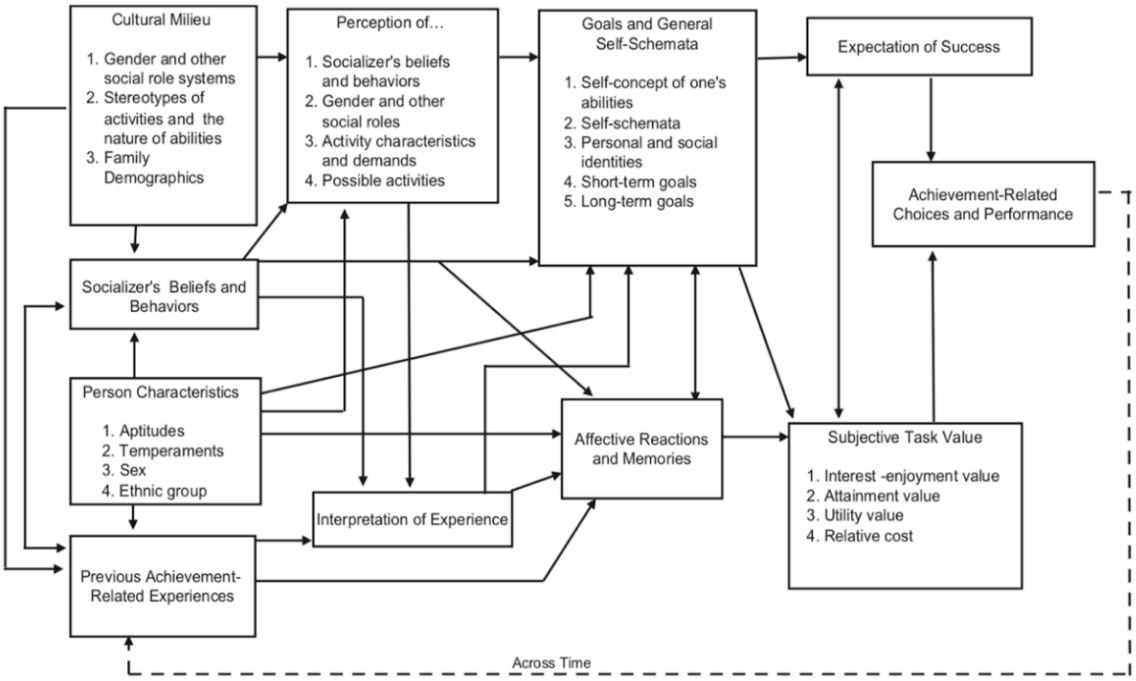


Figure 2.1. Situated Expectancy-Value Theory Model

Note. From Wigfield, A. & Eccles, J.S. (2020). 35 years of research on students' subjective task values and motivation: A look back and a look forward. *Advances in Motivation Science*, 7, p. 165.

- experiences (the sociocultural influences of expectancies and subjective task values).
- The middle boxes focus on the effects of the sociocultural influences and an individual's immediate perceptions of the sociocultural influences in the context of the task (the social cognitive influences of expectancies and subjective task value).
- The boxes on the right focus on the central cognitive aspects of the decision-making process, (the proximal social cognitive influences of achievement-related choices and performance).

The following sections will delve into each of these parts, giving a description of what Eccles and her colleagues interpret falls under the subcategories found in the boxes in Figure 2.1.

The Sociocultural Influences of Expectancies and Subjective Task Values (Left Side of the Model)

The left side of the model (see Figure 2.2) reflects the world in which a student matures along with their own more stable characteristics, such as aptitude and ethnic identity, and their past experiences that shape the background for the rest of the model (Eccles & Wigfield, 2020).

Eccles and Wigfield (2020) briefly discuss the associations of the kinds of opportunities that parents provide for their children and the developmental changes in children's expectancies of success and STV. The researcher, however, note that the influence of parental intervention varies across domains. These influences are seen as

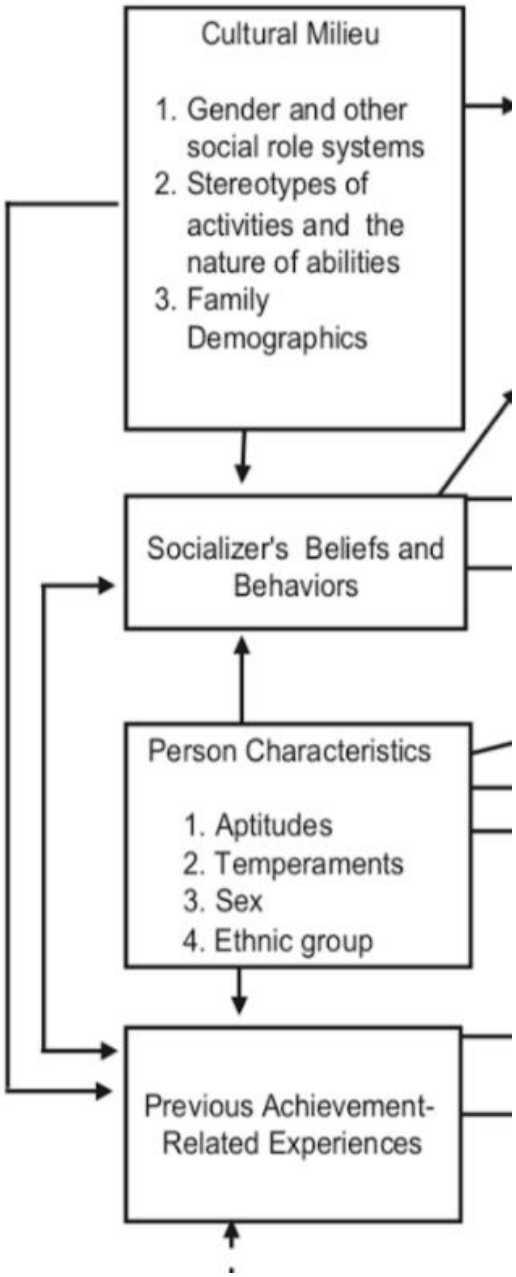


Figure 2.2 Sociocultural Influences in SEVT

Note. From Wigfield, A. & Eccles, J.S. (2020). 35 years of research on students' subjective task values and motivation: A look back and a look forward. *Advances in Motivation Science*, 7, p. 165.

more stable influences, gained through the student's personal history. While understanding these influences is important, they cannot be changed. These are the lived experiences of the student.

At different points during the semester, Kessler (2020) asked two participants about their view of what a good teacher was. Prior to beginning the process, they reported having a solid grasp of what being a good teacher meant. However, during the edTPA period, their views were being challenged by the edTPA's assertion of what a good teacher was, compared to all their lived experiences. This challenge is not necessarily a bad thing to have happened, but the two TCs linked this changing view to the amount of stress they were experiencing (Kessler, 2020).

Cultural Milieu

The top box in Figure 2.2 shows a few components of a student's cultural identity. Eccles et al.'s (1983) research showed that a student's culturally developed identities influence how they view what is an appropriate task or activity to pursue. Cultural milieu includes, but is not limited to, family demographics, stereotypes of activities, and gender and other social role systems. Eccles et al. (1983) developed their expectancy value model based on research into why females chose not to enter majors and careers in math and science. This focus on gender roles and identity allowed them to broaden the model. Through research into this area, others have discussed not just how gender plays a role, but how aspects of one's culture and cultural backgrounds could influence academic choice and performance. A shared cultural belief into what is appropriate and desirable

molds children's understanding and acceptance of what their parents, teachers, and other important adults value (Wigfield & Eccles, 2020).

Socializer's Beliefs and Behaviors

According to Wigfield and Eccles (1992), "As children get older, the importance that significant adults place on various activities may also begin to influence the subjective value the children place on these activities." (p. 287). Eccles and Wigfield have done extensive research into parents and teachers' influences on a student's values (Wigfield & Eccles, 2020). This influence differs from the middle section in Figure 2.2, which represents the perception of socializers' beliefs. For example, if a teacher candidate takes a class from a professor who presents information about edTPA in a neutral tone, not anti- or pro-edTPA but more of an indifference, what kind of message is this professor sending, whether consciously or unconsciously? The candidate interprets the professor's viewpoint through filters of past experiences, future goals, etc. However, if the professor clearly presents the edTPA either positively or negatively, the viewpoint needs no interpretation. The influence on that TC skips the perception filter and goes straight to their value system (Wigfield & Eccles, 1992). At a young age, children learn to gain approval from their parents, they need to value what their parents do. As they age, their desire to please their parents and teachers may take a backseat to the desire to please their peers (Wigfield et al., 2015).

Person Characteristics

As children age, they begin to develop certain characteristics that influence their motivational choices (Wigfield & Eccles, 1992). Assumed to be stable, these characteristics include aptitudes, temperaments, sex, and their ethnic group. In their research over the past 35 years, Wigfield and Eccles (2020) have found that these characteristics of students develop attitudes toward academia that go on to shape their beliefs about tasks, as well as motivations to achieve these goals.

Previous Achievement-Related Experiences

Wigfield and Eccles (1992) describe this influence as one where a student's past achievements, whether they are positive or negative, can influence an emotional reaction to a current task. An individual's perception of past experiences with a similar task shapes their view of current tasks. If the individual experienced anxiety in similar situations they may associate that same level of anxiety with the current task (Wigfield & Eccles, 1992). Likewise, if that individual has a positive outcome, they may come to value the task or subject they succeeded in. In the case of edTPA, a TC's experience with a high-stakes cumulative exam may influence how they view the assessment, how much effort they put towards completing the tasks, and whether they see the value in completing it.

Social Cognitive Influences of Expectancies and Subjective Task Value (Middle of the Model)

According to Wigfield & Eccles (2020), "Individuals' expectancies and values themselves are influenced by their task-specific beliefs such as their self-concepts of ability and perceived task difficulty, and their goals, identities, and self-schema, along

with their affective memories for different achievement-related events." (p. 164). The concepts in the middle of the SEVT model (Figure 2.3) are those areas that influence the students' ES and STV most directly.

This section of the model reflects the developmental processes that mediates an individual's experiences and the formation of their self-concepts and perceptions of the tasks. Eccles and Wigfield (2020) further describe this area as 'the potential role of individuals' understanding of their experiences on the development of the social cognitive beliefs populating the boxes on the right half of the model" (p. 8).

Reflecting on the 35 years since they originally developed their theoretical framework, Eccles and Wigfield (2020) commented that this area is not generally focused on in research, and when it is, the distinction between the boxes is ignored.

> These beliefs, goals, and affective memories are in turn influenced by individuals' perceptions of other peoples' attitudes and expectations for them, and by their own interpretations of their previous achievement outcomes. These perceptions and interpretations are influenced by a broad array of social and cultural factors, which include socializers' (especially parents and teachers) beliefs and behaviors, children's prior achievement experiences and aptitudes, and the cultural milieu in which they live (Wigfield & Eccles, 2020, p. 164).

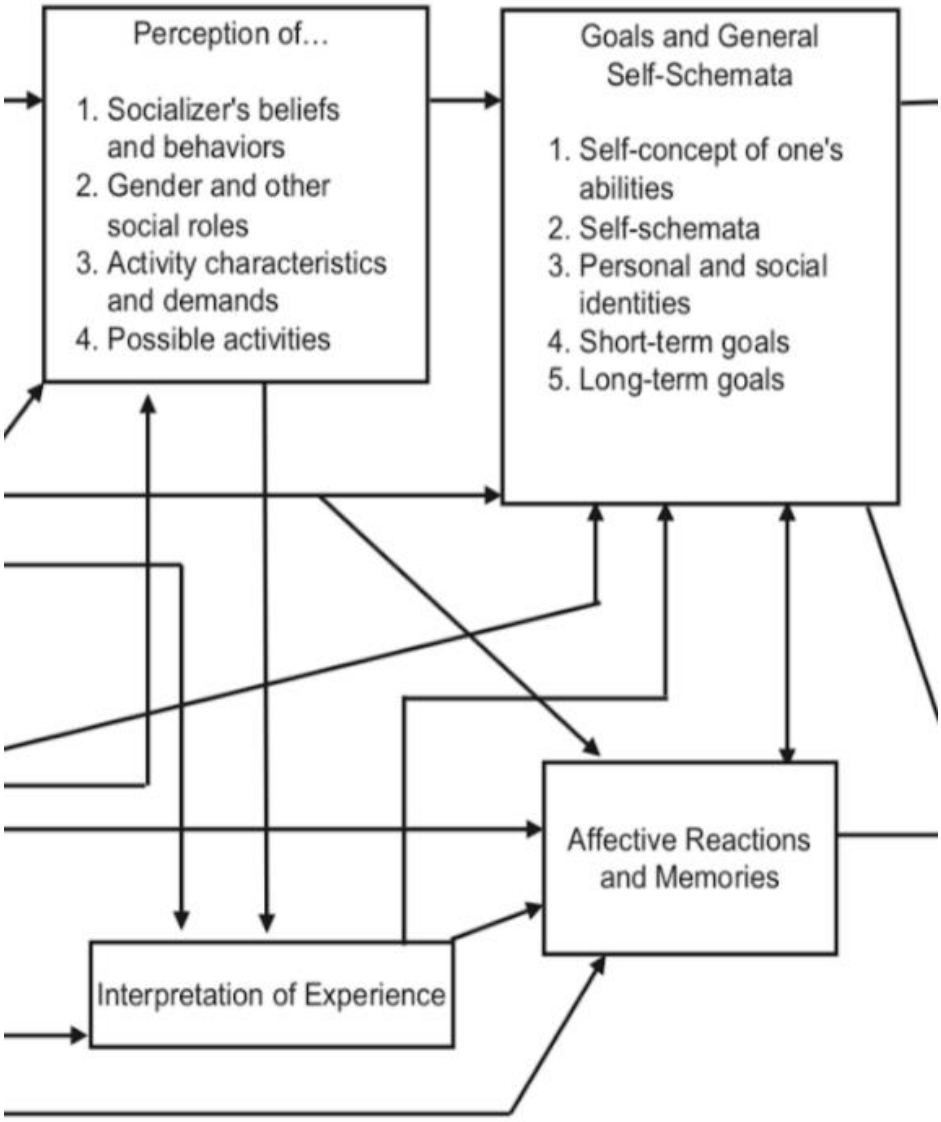


Figure 2.3. Perceptions of Others and Experiences and the Interpretations of Those Perceptions

Note. From Wigfield, A. & Eccles, J.S. (2020). 35 years of research on students' subjective task values and motivation: A look back and a look forward. *Advances in Motivation Science*, 7, p. 165.

Goals and General Self-Schemata

The concepts in this box directly influence both the expectancies and the values the student places on an activity, e.g., self-concept of one's abilities (like academic self-concept), self-schemata, personal and social identities, short-term goals, and long-term goals. Individuals with a strong view of their identity, for instance, how they see themselves as teachers, should value tasks that are in line with these views (Wigfield & Eccles, 1992). Knowing whether a task fits a person's self-image impacts the ways in which one values different tasks and activities (Wigfield & Eccles, 2020).

Affective Reactions and Memories

This construct is directly related to the type of activity or the subject matter and how the students' previous interactions affected them. For instance, most United States students have taken high-stakes tests, with tests that either directly affect their progression through school or not at all. The more they are exposed to these types of tests, the more they have the potential to accumulate preconceived notions that they generalize to all high-stakes tests. Eccles and her colleagues (1983) argue that these memories and feelings students have from taking previous tests directly influence their expectancies of success and their subjective task value of future high-stakes tests.

Interpretation of Experience

Directly impacting affective reactions and memories is students' interpretation of previous experiences, which is also influenced by their perceptions of socializers' beliefs and behaviors (the people they hold in high regard, i.e., teacher/professor/advisor or

parent), perceptions of gender and other social roles, perceptions of the characteristics and demand of the activity, and perceptions of possible activities.

Perceptions of … (Socializer's Beliefs and Behaviors, Gender and Other Social Roles, Activity Characteristics and Demands, and Possible activities)

At any given moment, a student can be subjected to the views and actions of someone they hold important, the views of their culture and society, and the characteristics and demands of various activities they choose and may not choose. How the student perceives and interprets these interactions has a key influence on their expectations and values (Eccles et al., 1983). Eccles and Wigfield (2020) found that research in this area is promising because the role of social-cognitive information processing are powerful nodes for intervention efforts.

A great example of the link between "perceptions of" and a student's academic choices is found in Kessler's 2020 article *Performative enactments of teacher evaluation: Two preservice teachers and the edTPA*. During this study, one of the participants, Emily, reported making choices based on what previous candidates had said about the edTPA process. To create the best plan for the edTPA process, Emily chose to take time to summarize the entire handbook, creating a "handbook for the handbook" (Kessler, 2020, p 9). This choice was made because of advice she had received from peers. Emily stated she knew that it was a

> huge deal in terms of workload. (A previous TC) said, "This is going to take you forever. It is one of the most overwhelming things I've ever done in my life." So, I knew I needed to be prepared." (Kessler, 2020, p 9).

Emily's choice was made on her own because of a perception of what the assessment entailed, a perception that was formed by listening to others share their experiences. Similar studies have reported the same tension due to similar academic choices as Emily, (Clayton, 2018; Meuwissen & Choppin, 2015) reinforcing the ties between perceptions of other experiences and opinions effect on a student's perception of the task and their academic choices.

Proximal Psychological Determinants of Achievement-Related Choices & Performances (Right Side of the Model)

Eccles and her colleagues (2020) have stressed that expectation of success and subjective task value are the two components that most directly influence the decision-making outcome. They are the boxes that appear on the right side of the model, pictured in Figure 2.2. The two constructs in Figure 2.4 are the most like previous expectancy-value models.

Research into the effect of expectancies and task values has revealed that these categories have a reliable, predictive relationship to outcome. In 2019, Perez et al. studied college-level biology students' perceived cost as a mediator between ES and achievement. Their findings indicated that, in fact, effort cost was the strongest predictor. They reported that the relationship between achievement and ES was stronger with the students who had high ES and low effort cost than with those who had high ES and high effort costs (Perez et al., 2019).

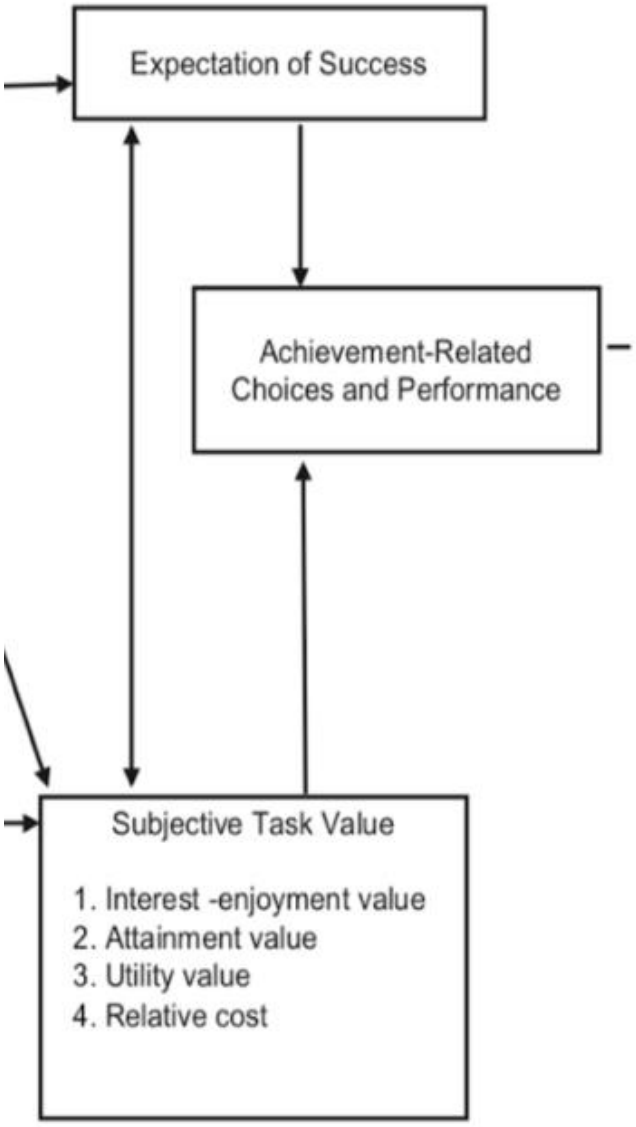


Figure 2.4. Proximal Psychological Determinants of Achievement-Related Choices & Performances

Note. From Wigfield, A. & Eccles, J.S. (2020). 35 years of research on students' subjective task values and motivation: A look back and a look forward. *Advances in Motivation Science*, 7, p. 165.

Expectation of Success

One of the two immediate influences of a student's achievement related decisions is what Eccles and Wigfield call expectation of success (ES) (Eccles & Wigfield, 2020; Eccles-Parsons et al., 1983). When first introducing their version of SEVT, Eccles-Parsons et al., (1983) defined ES as the belief a person has about how well they will do on the task they are working on e.g., a test, project, research paper. In other words, ES is the outcome the students perceive will occur at the completion of the task. This belief is either in the immediate or long-term future (Wigfield & Eccles, 2000). The students can be confident that they will be highly successful, doubtful of their skills, or somewhere in between. The importance of building expectancies was reported in Wu & Fan's (2017) study into academic procrastination. They stated that students with low expectancy beliefs have been shown to be more likely to procrastinate on academic tasks and thus experiencing high levels of stress as well as failing in the task as their peers.

An interesting line of questioning in the development of the subjective task value model is whether a student's expectation of success and task value should be maintained at a high level across all subject areas (Eccles & Wigfield, 2020). With the scholarly development of growth mindset over fixed mindset (Dweck, 2006) and the interpretive results, one can say that maintaining high expectations and hope for improvement with effort, are ideal for development. This is ideal for students who are forced to master the same set of skills at the set pace of their school system, but more research needs to be done when choice becomes available (Eccles & Wigfield, 2020).

Subjective Task Value

Subjective task value (STV) is the second direct influence over one's achievement-related choice/performance. Through the development of SEVT, STV is defined as the qualities that one puts on different achievement tasks (Eccles & Wigfield, 2020). These qualities then influence the desire to do the task, i.e., one tends to do the task they value most and avoid the task they value least (Eccles et al., 1983). Eccles and Wigfield (2020) justified naming them subjective task values, rather than just task values, by arguing that the values an individual places on a specific task can differ from the values that others place on that same task. In addition, an individual may also have different values for the same task at different levels of difficulty (Eccles et al., 1993). An individual's STV can shift in an unfamiliar task, especially as they become more comfortable or more frustrated with the task due to continued misunderstanding (Eccles & Wigfield, 2002). SEVT has four components of STV that while all four are different they can also be overlapping with each other (Wigfield & Eccles, 2020). These four components are: intrinsic value, attainment value, utility value and cost.

In SEVT, intrinsic value is the "anticipated enjoyment one expects to gain from doing the task for purposes of making choices and the enjoyment one gets when doing the task" (Eccles & Wigfield, 2020, p. 4). Similar to what Csikszentmihalyi (1997) calls flow, when students place high intrinsic value on something they will become deeply involved in it and will persist over a long period of time. Intrinsic value has also been described as interest value because when one becomes interested in a topic or task, they are likely to focus on it for a period (Hidi & Renninger, 2006). Hidi and Renninger go on

to say that this interest can be situational and triggered by an event in the individual's environment, which could then lead to a long-term interest. Intrinsic/interest value is manifested as an individual's level of engagement, their willingness to participate in or complete a task independently, without prompting.

The attainment value is the personal identity-based importance that an individual places on a given activity (Eccles et al., 1983). Attainment value is driven by the perceived task characteristics, the individual's self-schemata and personal and social identities. Eccles and Wigfield (2020) describe it as "the extent to which tasks do or do not allow persons to manifest those behaviors that they view as central to their own core sense of themselves or allow them to express or confirm important aspects of their cultural selves" (p. 5).

When one looks at their own short-or long-term goals to determine whether the activity has value, they are assigning it utility value (Eccles et al., 1983). Someone may not be interested in the activity, but if it fits within their future plans, they will put forth the effort necessary to be successful, i.e., when a student chooses to take a particular class that meets the requirements of their chosen degree and they do not like the subject but work hard to do well. There are aspects of utility value that are linked to the idea of extrinsic motivation, i.e., the task becomes a means to an end (Eccles & Wigfield, 2020). However, the student's current task can also become a reflection of the individual's most important goals and sense of self.

Cost was added to STV because it is argued that there are both benefits and costs to an individual when they choose to participate in an activity (Eccles et. al., 1983; Eccles

& Wigfield, 2020). If the individual decides the cost outweighs the benefits, they are more likely to avoid that task. Eccles and Wigfield (2020) define cost as all the negative aspects of participating in a task, such as missed opportunities or the inability to participate in a different activity (opportunity cost), if participating in the activity is going to require an exorbitant amount of effort (effort cost), and if participating in the activity going to cause anxiety or failing at the task going to cause social or emotional strain (emotional cost) (Eccles & Wigfield, 2020; Wigfield & Eccles, 2020). If an activity has a high cost, then the student will avoid doing it, procrastinate doing it, or give little effort while participating in it.

In the past few decades, a few research studies have examined the effects of interventions to improve or enhance one's task values (Harackiewicz, et al., 2012; Hulleman & Harackiewicz, 2009; Rosenzwieg & Wigfield, 2016). Most of these studies have focused on enhancing utility value, because that is what Harackewicz et al. (2012) called the most modifiable in a person. These studies have shown that utility value interventions positively influence grades, opportunities to continue taking courses in the subject area of the intervention, changes in short- and long-term goals, as well as other areas of motivational values and beliefs. Gaspard, et al. (2015) implemented a utility value intervention to 82 German ninth graders. The researchers gave the students a choice to either write an essay about the importance of math in their lives or to read and respond to other students' reflections of how math has played an important role in their lives. The researchers revealed that both groups showed a stronger utility value to math than the control group, which did not receive the intervention, with the students in the group who

read about the importance scoring the highest. Brison et al. (2017), continuing this work, also found that the students in the group reading about the importance of math in the real world, scored higher in math than the control group.

Research into practical applications of SEVT in education has supported the belief that isolated interventions targeting only one component of SEVT might be less successful (Meyer, et al., 2019; Rosenzweig, et al., 2022). Expectancy beliefs tend to be a result of past experiences and interactions with others and task values impact the choice to engage the task (Meyer, et al., 2019). Targeted interventions to enhance a student's STV could result in greater academic effort, thereby fostering higher achievement, and positively impacting their ES (Wigfield & Eccles, 2020).

Conclusion

With the growing number of states and institutions using edTPA as a high-stakes assessment tool, researchers have been focusing on ways that faculty and staff can integrate student support strategies, e.g., edTPA workshops, practice assignments, and assigned edTPA coordinators, that are ultimately focused on edTPA success (Rao, et al., 2020). Kessler's (2020) reported that one of the study participant's learned opinions of the teacher evaluation process was that it was fabricated or performance teaching and, thus, inauthentic. This view translated into this participant's choices during the edTPA. Similar views may add to the feeling that many TCs have toward edTPA, treating it as one of the hoops they must jump through to receive their license and, in turn, limiting its meaning in relation to their teaching practices. If a TC has a preconceived negative opinion of a high-stakes test and/or the edTPA itself, they may miss the learning

opportunity of internalizing and connecting to good teaching practices. As Kessler (2020) shared, “Context matters, and preservice teachers’ actions, interpretations, prior knowledge, perceptions, and experiences yield significant influences on their enactment of teacher education policy and their performative construction of teacher selves” (p. 14). The purpose of this research is to investigate a TC’s perception of the edTPA and understand the possible correlation that perception might have on the outcome of their edTPA portfolio, thereby, opening the possibility of supporting the TCs in a way will allow connections, learning, and growth.

CHAPTER THREE

MATERIALS AND METHODS

In July 2021, Pearson (2021b) released their 2019 Administrative Report. In this report they stated that over 49,100 teacher candidates, representing 32 states, participated in the edTPA during 2019, which was the sixth full year of operation. At the time of this report, 41,822 candidates submitted edTPAs from 20 states that had a consequential use policy in place. At the same time, EPPs are also using the same assessment scores to evaluate their program's effectiveness and as a data point for accreditation.

Situated expectancy-value theory (SEVT) holds that students' perceptions of socializers' view of a task and the students' own perceptions of what the task requires, how successful they might be completing the task, and what value it has for them, drives not only their motivations to start but also, their academic choices during and success finishing of that task (Wigfield & Eccles, 2020). Recognizing the importance that edTPA plays for TCs and EPPs, this study sought to understand the extent to which a teacher candidate's level of expectancy of success and situated task value influences their edTPA score. This research project sought to answer the following question:

What is the relationship between teacher candidates' level of expectation of success and level of subjective task value at the time of submission and their initial score on the edTPA?

Research Design

The purpose of a mixed-methods research study is to explore the breadth and depth of a phenomenon to fully understand it (Johnson & Christensen, 2008). Mixed-

methods design procedures use the collection and analysis of both qualitative and quantitative data and a mixing of them at some stage of the research process within a singular study (Creswell, 2014; Tashakkori & Teddlie, 2009). Mixed-methods approaches combine a range of research methods, procedures, and analysis from different methodological approaches. Tashakkori and Teddlie (2009) stated that at the time they edited their book on Mixed-Methods approaches, there were over thirty-five different design approaches to mixed-methods research. Researchers working in quantitative methods frequently communicate a level of skepticism toward the methodological foundations, forms of data collection, and interpretation methods used in qualitative research; the same can be said for qualitative researchers. By using a mixed-methods design, the researcher can build on the strengths of both qualitative and quantitative research designs. Researchers choose to use mixed methods to answer the research question when neither qualitative nor quantitative methods alone are sufficient in capturing the complex picture of a phenomenon, such as a teaching candidate's motivations during a high-stakes portfolio assessment.

Qualitative research uses nonnumerical data, such as narratives or pictures, to either confirm or explore a research question (Johnson & Christensen, 2008). Qualitative researchers' objective is to study a phenomenon in more than one context, perspective, or condition. This type of research study primarily follows an exploratory scientific method by first observing a phenomenon, studying those observations, and searching for patterns, and then reporting some type of generalization about the pattern. The lens that qualitative

researchers use during their study is generally a wide-angle lens, meaning they examine behaviors as it occurs naturally or uncontrolled.

With the purpose of describing, explaining, and/or predicting, the quantitative research approach tends to use a narrow lens, they focus on a few factors at a time while controlling the factors that are not being studied (Johnson & Christensen, 2008). Quantitative research relies on the collection of numerical data, or quantitative data, which are the variables used to test either a hypothesis or a theory. The variables collected are generally analyzed to identify the statistical relationship. These analyses result in generalizable findings that can provide a representation of an objective outsiders' viewpoint. These findings are generally reported by using the appropriate statistical reports for the analysis that was completed.

Sequential Mixed Methods

To answer the research question, the current study used a nonexperimental research approach, meaning that there is no manipulation of the independent variables (Johnson & Christensen, 2008). The design of this research study followed the flow of first analyzing the qualitative data through a qualitative content analysis, transforming the resulting codes into a numeric form, and then using those numeric codes as a variable in the quantitative correlation analysis. The research design is represented in the following way:

$$\text{qual} \rightarrow \text{QUANT}$$

Because the quantitative analysis is the heart of the research question it is represented by the capital QUANT.

Using a mixed methods approach offers a more nuanced and comprehensive understanding; both methods complement each other and make way for more complete analysis (Teddlie & Tashakkori, 2009). Mixed methods can enhance the interpretation and reporting of the results (Baxeley, 2015; Fetters, et al., 2016; Teddlie & Tashakkori, 2009). By bringing the data together during the reporting phase, the visual representations give the reader and researcher a deeper insight from which to infer (Fetters, et al., 2013). The study's design will be explained in more detail in the Procedures section of this chapter.

What is a Qualitative Content Analysis?

The open-ended responses were first analyzed through qualitative content analysis (Flick, 2014). Qualitative content analysis is a classic procedure used for analyzing all kinds of textual data. The key element in this form of analysis is the use of categories that are generally derived from a theoretical model. These categories are decided upon prior to analyzing the data and can represent either explicit or inferred meanings. Although created before analysis and not derived from it, these categories, also known as a coding frame, can be modified, and used to reassess if necessary.

The use of existing theory can help focus or ground the research process from the research question to the analysis (Hsieh & Shannon, 2005). A limitation to this form of data analysis is that it can lead to research bias; because the researchers are using predetermined codes, they could allow bias to determine evidence to support their hypothesis. To circumvent this bias in the current research project, the lead researcher used a pilot study to test the coding frame and ensure coder fidelity, which will be

explained in more detail in the section labeled *Pilot Study* in the description of Phase 1 in this chapter.

Despite this limitation, qualitative content analysis is beneficial because it uses existing theory, such as the situated expectancy-value model, to frame the analysis while leaving room for discovering emerging themes, for example, if there are trending codes with types of assistance, or trends in misconceptions, that were collected and shared in the results (Flick, 2014).

What is Data Transformation?

Data transformation in the mixed-methods context refers to transforming the qualitative data into numeric counts and variables using content analysis so that the data can be integrated into a quantitative database (Fetters, et al., 2013, p. 2143). Teddlie and Tashakkori (2009) call this type of transformation *quantitizing* the data.

To quantize the data, the current research project used magnitude coding. Saldaña (2016) describes magnitude coding as the use of numeric representations for existing coded data. This process is typically used as a second phase in the coding process. Magnitude codes can consist of words or abbreviations that suggest intensity, such as HN for highly negative or HP for highly positive. In the case of this study the magnitude coding used numbers in lieu of the descriptive words: 1 for highly negative and 4 for highly positive. These numbers were then used as a variable in the quantitative analysis. This merging of the types of data pushes the conclusions beyond just content analysis by allowing the comparison of the transformed qualitative data with a quantitative database (Fetters, et al., 2013).

What is Linear Regression Research?

Correlation research is used when the researcher searches to understand the relationship between two or more variables (Johnson & Christensen, 2008). Linear regression takes this one step further by trying to predict the values of one variable based on another variable. In a regression analysis there can be more than one independent variable that be categorical or quantitative, but there is always one dependent variable that must be quantitative. For this study a multiple linear regression analysis was run because there were two independent variables, the candidates' expectation of success and subjective task values.

Site Selection and Population of the Study

Context of the University

This research took place at a large Research 1, land grant university in the southeastern United States. With more than 300 undergraduate and graduate degree programs, this university reported an enrollment of about 28,000 to 31,000 between the years 2018 and 2022. The number of degrees awarded by the university between 2018 and 2022 ranged from 7,000 to 7,500, with the College of Education reporting an average of 650 undergraduate and 310 graduate degrees.

Population of the Study

The population for the current study included those enrolled in both the undergraduate and graduate level teacher education program who were completing their student teaching, internship, or Job Embedded pathway during the 2019-2020, 2020-

2021, and 2021-2022 school years. The College of Education reported an enrolment of about 2,500 undergraduates and 800 graduate students during those years.

The teacher education program at this university had three pathways for TCs to gain their licenses: undergraduate teaching programs (Student Teachers), graduate-level teaching programs (Internship), and post-baccalaureate programs (Job Embedded Practitioner). There are 22 different licensure concentrations in the 14 different program areas. Each program has faculty supervisors assigned to support the TCs throughout the clinical experience and edTPA process.

Beginning in 2016, the state in which the current study occurred, the State Board of Education began discussing establishing specific "qualifying" score requirements to acquire a teaching license, moving from an either/or policy to a must-pass requirement along with passing the alternative "pencil and paper" assessment (edTPA, 2018). This requirement occurred quite a few years after the university in this study required the edTPA for program completion. As of January 1, 2019, all initial-licensure candidates in the state must submit qualifying subject-specific scores, dependent on the number of scoring rubrics in their area (SCALE, 2021b).

Secondary Institutional Data

Both the qualitative and quantitative data used in this study are secondary institutional data, which were collected for purposes other than this study. The university collected these data, used in this study, from fall 2019 to spring 2022 for use in continuous program improvements and quality assurance. The qualitative data has not been used for formal research purposes, only program improvement. The edTPA scores

have been used as data points in formal research projects (Laughter, Brown, & Neu, 2022). However, the two sets of data have never been formally studied together, nor have they been correlated.

Qualitative data

The qualitative data were responses to four open-ended reflection questions about the edTPA process. When the TCs had completed their edTPA portfolios and had submitted them for review by Pearson, they also were asked to submit a copy of their commentaries to the College of Education. At that time, they had the option of answering four questions pertaining to their work on the portfolio. These questions were:

1. What assistance has been the most beneficial in the edTPA process?
2. What assistance has been the least beneficial?
3. Is there anything that (university) could have done to support you better during the edTPA process?
4. Please share your perspective of the value of edTPA.

The original purpose of these data was so the program coordinators, and the teacher education department leadership could get a better understanding of their teaching candidates' experience during the edTPA process. This information was used as evidence for any program changes. During the timeframe of this study 551 candidates had the option to answer these questions, but only 380 chose to do so.

Quantitative Data

The quantitative data collected were the initial edTPA score reports from fall 2019 - spring 2022. These score reports provided the overall score as well as the individual score for each of the rubrics for each TC. These score reports are used two ways. First, program leaders use the report as a data point for program improvement. Because Pearson supplies not only the final score but also each individual rubric score, the program leaders are able to see where their candidates' strengths and weaknesses lie and identify trends across their entire program. Second, this data is used by the teacher education department as evidence for accreditation renewal and to evaluate the program's effectiveness.

Ethical Considerations

The secondary data set was obtained from the College of Education's data coordinator from the office that coordinates data for accreditation and continuous program improvement. To ensure anonymity and confidentiality were maintained, the researcher worked closely with this office and following IRB approved processes, removed any identifying variables such as the candidate's name, program name, or mention of professors. This process meant that IRB approval was no longer necessary, and the data was no longer subjected to FERPA protections.

Procedures

Phase 1: Instrumentation Creation and Pilot Study-

To conduct the qualitative content analysis a coding frame needed to be created. This coding frame used various categories from the situated expectancy-value theory (SEVT) that the researcher felt would be seen in the qualitative data. This first phase is a description of how that frame was created and tested for validity.

Creation of the Content Analysis Coding Frame

The coding frame, grounded in SEVT, was created using key categories from Eccles and Wigfield's (2020) most recent rendition of the model. Because the open-ended responses were a secondary data source, and the researcher had no control over the questions being asked, the categories chosen were ones that the researcher felt would be reflected in the candidates' answers as well as, the one's that research into SEVT revealed had the direct impact on an individual's expectancy of success and their subjective task values. Appendix A is the coding frame that was used in the current research study. It is made up of the following: the code used when identifying a word or phrase (for this research, the categories from SEVT), what is meant by that code (how that category is defined in research), and possible examples as identifiers (Flick, 2014).

The categories chosen were all categorized into two areas based on what research shows is their strongest tie to either expectancy of success or subjective task value. The categories that fell under expectancy of success were:

- Expectancy of success - if the candidate mentioned how they felt they were going to perform on the edTPA

- Self-concept of one's abilities - if the candidate mentioned their perceptions of their capabilities to perform the edTPA
- Self-schemata - if the candidate mentioned what they were like as a teacher at the time of the edTPA (e.g., they felt they were an effective teacher and the edTPA was a great way to showcase this)
- Personal and social identity - if the candidate mentioned the extent to which edTPA allowed them to express their perceived self (e.g., the edTPA allowed them to show a glimpse of what they are capable of as a teacher)
- Short-term goals - if the candidate mentioned completing the program, graduating, or receiving their license (e.g., completing the edTPA allowed them to graduate and get their teaching license)
- Long-term goals - if the candidate mentioned future teaching goals, identity, classroom, work as a teacher (e.g., edTPA helped them develop intentional differentiation practices they will used in the future)
- Perceptions of socializer's beliefs or behaviors - if the candidate mentioned comments they heard or inferences they made about the beliefs their professors, mentor teacher, or anyone who has already participated in the edTPA; or if they mentioned specific behaviors that these people exhibited that showed their beliefs about the edTPA (e.g. previous candidates encouraged them to break edTPA into small increments and begin working ASAP because they said it was overwhelming, or the principal said this is a pointless artifact to supply during the hiring process)

- Perceptions of the activity characteristics and demands - if the candidate mentioned anything about the handbook, rubrics, commentary, supplementary materials, or what was expected of them during the edTPA (e.g., handbook was confusing, the rubrics were clear and concise, the *Understanding Rubric Level Progression* was a helpful tool)
- Interpretation of experience - if the candidate mentioned any helpful or non-helpful assistance or support (e.g., helpful feedback, being unavailable to answer questions), how they felt about the processes the professor used to work through the edTPA (e.g, timeline, graphic organizers, group writing days)

The categories that reflect subjective task value were as follows:

- Subjective task value - if the candidate generalized their belief about the value of edTPA (e.g., the edTPA is valuable to teacher education or the edTPA is garbage)
- Attainment value - if the candidate mentioned the value of being able to manifest the behaviors that are core to their identity as a teacher or to confirm aspects to their central selves (e.g., edTPA helped them become a more reflective teacher, or they wished edTPA could allow them to show more of their teaching instead of just writing about it)
- Utility value - if the candidate mentioned the usefulness of edTPA for future self or plans (e.g., mentions of edTPA as a means to obtain their license, usefulness to future work in the classroom, or how being more reflective will give them the ability to plan better in the future)

- Intrinsic/interest value - if the candidate mentioned enjoying the process or what, they learned during the edTPA (e.g., enjoying the challenge, using phrases such as "I liked ____" or "I hated ___ part of the edTPA")
- Perceived cost - if the candidate mentioned general costs related to edTPA; cannot be pinpointed to effort, opportunity, emotion, or finances. (e.g., the edTPA took more than I could give)
- Effort cost - if the candidate mentioned the amount of effort, they exerted during the edTPA (e.g., challenging or excessive)
- Opportunity cost - if the candidate mentioned the loss of being able to do something else (e.g., it took away from student teaching or being consumed with writing instead of teaching)
- Emotional cost - if the candidate mentioned emotional/psychological feelings (e.g., feeling overwhelmed, supported, stressed)
- Financial cost - if the candidate mentioned any financial cost (e.g., having to pay $300 for the test or saying it was worth the money to show what they could do)

Creation of the Magnitude Scoring Rubric

The second instrument created for this project was the rubric that was used to convert the codes into numeric data (See Appendix B). The rubric was a 4-point rubric where the coders assigned a 1, 2, 3, or 4 to the code according to the description. A score of 1 represents a highly negative view or response, 2 is a negative response, 3 is a positive response, and 4 is a highly positive response. The determining factor between a highly positive/negative response and just a positive/negative response was the use of

either all caps, exclamation points, or stressing the point with explanations or examples. For instance, one response, “edTPA was the most colossal waste of my time” was coded as perception of opportunity cost, because “waste of time” implies that the candidate would have rather participated in other activities. Because the responder used the phrase “most colossal” the coder felt that this was a highly negative perception of cost and rated that code a score of 1.

If a respondent had multiple examples of varying scores from the same element, for example, multiple different comments that exemplify interpretation of experience each scoring differently, then these scores were averaged to obtain one score for the element. One example of this occurred with a respondent who spoke of the positive support received from their peers during the edTPA. In a different response, however, the respondent shared how their professor just did not know enough about the edTPA to fully support them. The positive experience was rated a 4 because the respondent wrote many examples of how the peers supported one another. Meanwhile, the comment about the professor not fully understanding the edTPA was rated a 2 because this comment was not backed up with examples or an exclamation point. These examples were treated as two different scores when it came time to averaging the scores. After each respondent was scored, the scores of all the codes that fell under the category of expectation of success from the coding frame (see Appendix A) were then averaged to obtain an expectation of success score. The same was done for the subjective task value.

Pilot Study

To ensure the coding frame and rubric scores would be applicable to analyze the collected qualitative data set, would be a valid way of coding and quantitizing the data set, and ensure coder fidelity, they were piloted prior to the start of the main research project. The process utilized in the pilot study is a standard process used in education for observations or assessments that utilized a rubric for scoring purposes, such as the edTPA. First the rubrics and scoring process is broken down and discussed to ensure the grader completely understands what they are looking for. Next, the grader practices using the rubrics and scoring guide and compares their scores to fellow graders. If there are any discrepancies in the scores, they are discussed to uncover why they may have happened. The graders continue to practice in this way, gaining confidence and understanding in the use of the rubrics and scoring guide and thus fidelity in grading.

The pilot study used the same open-ended question responses as in the main study, except these responses had been collected in 2018-2019. Once the data were collected and deidentified, the researcher and a fellow graduate student use the coding frame to code the first 20 responses. The coders met to compare their responses. There were differences in the many of the interpretations of the candidates' responses pertaining to their expectancies which prompted the decision that a few changes needed to be made to the coding frame. First, the initial coding frame did not distinguish between a candidate's interpretation of experience and perception of the activity. After coding the first 20 responses, the research noticed a pattern where candidates discussed their experiences separately from their understanding of the process or handbook, which

seemed to have led the coders to have mismatched scores. Once the coding frame was adjusted the coders coded the next ten candidate responses. The second change was there needed to be clear examples of possible comments that would be identified as a code category. For example, the rubric now states to qualify for perceptions of activity, the candidate needed to mention their understanding of the handbook, rubrics, commentary questions, use of previous examples, etc.

Finding consistency between their interpretations of these responses, the coders proceeded to use the rubric for the magnitude coding process. During their discussion of the scores, the coders found that their magnitude scores for each category represented, fell within the same level of magnitude (i.e., if Interpretation of Experience was represented both scorers would give it a similar score of a 1, 2, 3 or 4). Both scorers also felt that the rubrics description was clear and concise, and it did not need any adjustments. They proceeded to code and score 20 more responses to confirm the reliability of the rubric and magnitude coding process. Again, the codes were similar, and the magnitude scores were again within the same levels that they felt these instruments were ready to be used in the main research project.

Phase 2: Current Study - Data Collection and Organization

The researcher worked with the data coordinator for the College of Education. The coordinator compiled both the open-ended responses and the edTPA scores for the 2019-2020, 2020-2021, and 2021-2022 school years. Once all the data were collected by the school year, they were organized, and any identifiers were removed. The process is described below.

Description of anonymity process

First, any candidate who chose not to answer the questions was removed from the qualitative data list and the edTPA score sheet, leaving 380 candidates. Because the research question was seeking to discover whether there was a relationship between the candidates' opinions and their scores, the researcher felt it was necessary to keep the two data sets matching. Next, both sets of data had any double responses removed. Double responses could have happened if the candidate submitted their open-responses twice or if they had to retake the edTPA due to failing to meet the cut-score the first time. The repeat response and second-chance scores were removed.

Finally, to ensure IRB protocols of student anonymity were followed, any identifying information was removed from the edTPA score reports, along with the TCs open-ended responses. To ensure that the responses and edTPA scores could be matched, the TCs were assigned a random number. The new identifier became (year) (random number). For example, Jane Doe from the 2019-2020 data set became 1920-123 and John Doe from the same data set became 1920-005. This process allowed the researcher to review and reference specific examples while keeping the anonymity of the TCs.

Description of inclusion and exclusion parameters

Initially, entries where the TC chose not to answer the four questions were excluded from the study along with their edTPA score report. As for the edTPA scores, if any of the candidates did not receive a score that was acceptable for licensure in this state, they had the option of submitting a revised portfolio to be graded a second time. These resubmitted scores were not considered because they did not have to resubmit their

reflection questions. The researcher therefore felt the variables would not be balanced. By the end of this phase there were 124 samples from 2019 - 2020, 122 samples from 2020 - 2021, and 134 samples from 2021 - 2022.

Furthermore, during the qualitative content analysis, if the coders were unable to code either ES or STV then that respondent was removed from the study.

Phase 3 - Quantitative Content Analysis and Quantitizing Data Transformation

Steps of the quantitative content analysis

The quantitative content analysis followed the same steps as the pilot study described above. The first cycle of coding used the preexisting categories in the coding frame (see Appendix A). The teaching candidates' responses were read, and any mentions that exemplified one of the categories were marked. This mentioning could have been a singular word or a phrase or the entire response, whatever best captures the essence of the pre-chosen categories. Each candidate had the option of answering just one or all four questions. These responses were coded together. If there were more than one example for a category both were marked separately.

Data Transformation

The second cycle of coding was magnitude coding where the categorical codes were transformed into numeric codes using the rubric in Appendix B. This data transformation allowed the results from the qualitative content analysis to be used as a variable for the quantitative statistical analyses.

Each of the codes for the candidates' responses were then assigned a number based on the rubric in Appendix A. As explained in the Phase 1- the creation of the

magnitude coding rubric, the researcher judged where the example fell within the four-point rubric, based on the example. If there were more than one sample for a category and they were not based on similar situation/comments, e.g., mentioning assistance from peers then a separate comment talking about the help they received from a classmate, then each example received its own score. Once each code was scored, all the scores that fell under the category of expectation of success averaged together and all the scores that fell under the category of subjective task value were averaged together.

The purpose of the magnitude coding was that the numeric representation of the qualitative data was later used as one variable in the quantitative data analysis. To run the correlation analysis in the SPSS system, all variables must be numeric (Morgan, 2004). By the end of this cycle each teaching candidate had a score that represented their level of expectation of success and a score that represented their level of subjective task value.

Validity and reliability

During the study, there was only one coder which can cause an issue with the validity and reliability of the results. Because the researcher had experience participating in a similar assessment, has experience working with teaching candidates during the edTPA, and has had exposure to the open-ended responses through their job at the university, they already had some preconceived understanding of the data, which could affect how the data was coded. The coding frame and rubrics were put through a pilot study, described in Phase 1, to check for interrater reliability of the instruments and that the singular coder was appropriately calibrate ensuring coder fidelity.

Phase 4 -Quantitative Data Analysis

The research question predetermined the choice of statistical test and analysis that was used in the final phase of this study. A multiple linear regression analysis of edTPA, ES and STV scores were chosen because this analysis assesses the estimated relationship between a collection of independent variables, or predictors, to a single dependent variable for the purpose of predicting the value of that dependent variable (Johnson & Christensen, 2008). With this type of analysis, a researcher can determine the strength (statistical significance) between two or more variables, understand how much the value of the dependent variable is explained by the independent variable, understand any relationship's magnitude and direction, and provide the predictive values of the dependent variable, in relation to the different independent variables (Johnson & Christensen, 2008).

The variables were entered into IBM's statistical software, Statistical Package for Social Science (SPSS). Screening of the data was performed before the statistical analysis to determine whether the data were parametric or non-parametric. Data screening included descriptive statistics for the variables (i.e., counts, percentages, mean, medium and standard deviation) and tested the assumptions necessary for the statistical analysis. There are six assumptions that must be met for linear regression (Johnson & Christensen, 2008).

Tests of Assumption for Multiple Linear Regression

The study utilized a multiple linear regression to test the predictiveness of ES and STV in relation to the edTPA. To run a linear regression analysis, six assumptions must

be met. The assumptions were as follows: the three variables are continuous, linearly related, and normally distributed, there are no influential outliers, there is homoscedasticity, and multicollinearity is absent (Johnson & Christensen, 2008). The following assumption tests were run utilizing IBM SPSS program:

Assumption 1: The variables are continuous. For this study, all three variables were treated as continuous variables.

Assumption 2: The variables are linearly related. Linearity was assessed by partial regression plots and a plot of studentized residuals against the predicted values.

Assumption 3: The variables are normally distributed. The test for normality was the Shapiro-Wilk test for normality. Shapiro-Wilk tests the null hypothesis that the data's distribution is equal to a normal distribution (Razali & Yap, 2011). Therefore, each normally distributed variable will yield a p value that is greater than .05. The assumption of normality was also met, as assessed by a Q-Q Plot.

Assumption 4: No influential outliers. A visual examination of boxplots of the three variables was used to test for the potential influential outliers.

Assumption 5: Homoscedasticity. A visual inspection of a plot of studentized residuals versus unstandardized predicted values was used to test for homoscedasticity.

Assumption 6: No evidence of multicollinearity. Evidence of multicollinearity was assessed thorough a collinearity diagnostic.

For the multiple linear regression analysis, the dependent variables were the edTPA scores and the independent variables were the scores for expectation of success and subjective task value. Because the independent variables were categorical in nature

(each number represented a category), dummy coding was implemented. In dummy coding, artificial variables are created to represent a category within a variable. Dummy coding uses only 1s and 0s. In this study the independent variables had four categories, 1=highly negative view, 2=negative view, 3=positive view, and 4=highly positive view. For multiple categories, the 1 is given to the first variable and the others are assigned a 0 in the first round, then group two is given the 1 with the others receiving a 0 for the next round, and so forth (Cohen & Cohen, 1983). Dummy codes are used to trick the regression algorithm into correctly analyzing attribute variables.

Once the variables were deemed a good fit, the multiple linear analysis was run. The results of this analysis will be discussed in the Chapter Four.

CHAPTER FOUR

RESULTS

The purpose of the sequential mixed methods study was to develop an understanding of the relationship between a teaching candidate's expectations of success, subjective task value, and their final score on the edTPA. Specifically, the study sought to answer *What is the relationship between teacher candidates' level of expectation of success and level of subjective task value at the time of submission and their initial score on the edTPA?* This question was answered through the analysis of secondary institutional data retrieved from the College of Education at a large land-grant university in the Southeast. Following a qual-QUAN sequential mixed methods design, the qualitative data (open-ended reflection responses) were first analyzed through qualitative content analysis, then quantizing using magnitude coding. Finally, the quantized data and the quantitative data (the edTPA scores) were run through a multiple linear regression model in IBM's SPSS program. This chapter presents the findings from these analyses.

Qualitative Content Analysis

Review of the Qualitative Content Analysis

Qualitative content analysis is a classic procedure of analyzing textual data with the use of a coding frame that was created prior to the coding process (Flick, 2014). The coding frame used in this research was created using key categories from Eccles and Wigfield's (2020) situated expectancy-value theory (SEVT). The content analysis was

performed on the candidates' responses to four open-ended questions they answered at the time of their edTPA submission. The questions were:

1. What assistance has been the most beneficial in the edTPA process?
2. What assistance has been the least beneficial?
3. Is there anything that (university) could have done to support you better during the edTPA process?
4. Please share your perspective of the value of edTPA.

Each candidate's responses were read together and then coded using the frame in Appendix A. As the responses were coded, the researcher noticed two emerging trends that may have influenced the candidates' responses. First, several of the candidates referenced the fact that they had already received their score reports. For example, Candidate 1920-105 answered the question referencing suggestions for improvement with "I think that, after receiving scores and discussing them with peers, that a weak spot was connecting the edTPA lessons to research and theory." Second, some of the candidates alluded to one of the three clinical pathways the university offers for licensure: student teaching, internship, or Job Embedded Practitioner (JEP). An example of this comes from Candidate 1920-118, who in responding to the question of suggestions wrote, "I think that it would have been beneficial for us to have used more of the edTPA practices prior to the start of student teaching."

The researcher felt that these trends could be influencing the candidates' responses in that, ones that mentioned having already received their scores seemed to be

scoring high in expectancies for success. The mentions of pathways appeared to be linked to the experiences and suggestions the candidates were sharing. This led to the researcher wondering if the overall results of this study were going to be skewed or misleading. Because of these wonderings, the researcher decided to add the demographics of the date the candidate submitted their reflection questions, the date they received their edTPA scores, and the pathway they took to get their license. Contacting the College of Education's data coordinator to request this information. After confirming the office had this information to provide, a new deidentified data set was created, using the IRB approved protocol, which included matching candidates' numbers to the dates and pathways. These data points were used as demographic data and categories for later analysis.

Content Analysis Results

At the beginning of the content analysis, the researcher started with 380 candidate responses and edTPA scores. As the coding process occurred, 46 entries were eliminated because their responses provided no of evidence to support a score for either expectation of success (ES) or subjective task value (STV). The final number of candidate responses was 334. The following tables represent the breakdown of the candidate responses. Table 4.1 provides the number of responses included in the final analysis listed by clinical pathway, and Table 4.2 represents the number of candidates who responded to the open-ended questions before or after they received their score reports.

Table 4.1. Number of Candidates by Clinical Pathway

Clinical Pathway	Frequency
Student Teacher	78
Internship	219
Job Embedded	37
Total	334

Table 4.2. Number of Candidates who Answered Questions Before or After Receiving Their edTPA Scores

	All Candidates	Student Teacher	Internship	Job Embedded
Before	142	55	76	11
After	192	23	143	26
Total	334	78	219	37

The overall content analysis results, listed in order of frequency, can be seen in Table 4.3. The top element from the coding frame that was evident in the responses was the candidate's interpretation of their experience. For an example of each category, see Appendix C.

Quantitizing The Data with Magnitude Coding

Review of the Quantitizing Process

Quantitizing data is the process of taking the categorical data and transforming them into numeric representations (Teddlie & Tashakkori, 2009). For the current research project, this process was achieved through magnitude coding. A rubric was created to assign a numeric value to each piece of the qualitatively coded evidence generated during the content analysis. Appendix B displays the rubric that was used for this study. Each coded piece of evidence was awarded a one for a highly negative comment, a two for a negative comment, a three for a positive comment, and a four for a highly positive comment. Appendix C includes examples from the data that represent what kind of response received each rating.

Results of Magnitude Coding

Table 4.4 shows how many times each category was represented in the candidates' responses, the average of the scores and the minimum/maximum score represented in the results.

Table 4.3. Content Analysis Results

ES & STV Categories	Frequency	ES & STV Categories	Frequency
Interpretation of Experience	226	Opportunity Cost	25
Utility Value	197	Financial Cost	15
Attainment Value	172	Self-Concept of One's Abilities	14
Perceptions of Socializer's Beliefs/Behaviors	148	Intrinsic Value	7
Perceptions of Activity Characteristics & Demands	107	Self-Schemata	6
Emotional Cost	60	Perceived Cost	4
Subjective Task Value	59	Personal & Social Identity	1
Effort Cost	37	Short-Term Goals	2
Expectation of Success	34	Long-Term Goals	2

Table 4.4. Descriptive Statistics for Each Coded ES & STV Categories

SEVT Element	Frequency	Average	Min	Max	Median
Expectation of Success	34	2.32	1	4	2
Self-Concept of One's Abilities	14	2.71	1	4	3
Self-Schemata	6	2.83	2	4	3
Personal & Social Identity	1	3	3	3	3
Short-Term Goals	2	2.5	2	3	2.5
Long-Term Goals	2	3	3	3	3
Perceptions of Socializer's Beliefs / Behaviors	148	2.97	1	4	3
Perceptions of Activity Characteristics & Demands	107	2.54	1	4	3
Interpretation of Experience	226	2.67	1	4	3
Subjective Task Value	59	1.95	1	3	2
Attainment Value	172	2.12	1	4	2
Utility Value	197	2.86	1	4	3
Intrinsic Value	7	2.86	2	4	3
Perceived Cost	4	1.75	1	2	2
Effort Cost	37	1.67	1	2	2
Opportunity Cost	25	1.6	1	2	2
Emotional Cost	60	1.63	1	2.5	2
Financial Cost	15	1.8	1	2	2

The coded scores for each element that affected the candidate's expectation of success (ES) were then averaged to acquire their ES score, and the same was done for the subjective task value (STV) categories. The overall ES and STV scores ranged from one to four. Table 4.5 shows the distribution and frequency of each score for all candidates. To simplify the results of the ES and STV scores, Table 4.6 shows the distribution of these scores in ranges of 1.0 to >1.5, 1.5 to >2, 2 to >2.5, 2.5 to >3, 3 to >3.5, and 3.5 to 4. This is the form from which the conclusions were drawn, discussed in the next chapter.

With the discovery of several candidates answering the reflection questions after receiving their edTPA scores, the researcher added the demographic of before edTPA score and after edTPA score. Tables 4.7 and 4.8 provide the number of ES and STV scores within the score ranges mentioned above, for the candidates based on when they received their edTPA scores. These results will play an important role in the discussion of the results Chapter 5.

Results of the Second Round of Coding

Qualitative content analysis leaves room for the researcher to discover emergent themes as needed. During the current research project, 26 themes emerged under four topics: values and perspectives, resulting from participating in the edTPA, descriptors, and support and suggestions. The following is a breakdown of how the themes were grouped under each topic.

Table 4.5. Expectation of Success and Subjective Task Value Scores and Frequency

ES/STV Score	ES Score Frequency	STV Score Frequency
1	9	65
1.33	1	3
1.4	1	0
1.5	0	2
1.6	2	4
1.66	0	1
1.67	2	0
1.74	1	0
1.83	1	0
2	22	72
2.14	0	1
2.25	3	0
2.3	0	1
2.33	5	8
2.4	1	0
2.5	68	56
2.53	1	0
2.66	1	0

Table 4.5 Continued

ES/STV Score	ES Score Frequency	STV Score Frequency
2.67	11	4
2.75	2	0
2.83	1	0
3	154	77
3.2	0	1
3.33	1	0
3.5	13	1
3.7	0	1
4	34	37
Total	334	334

Table 4.6. ES and STV Score Range Frequency for All Candidates and Clinical Placements

	All Candidates		Student Teacher		Internship		Job Embedded	
Score Range	ES Score Frequency	STV Score Frequency	ES Score Frequency	STV Score Frequency	ES Score Frequency	STV Score Frequency	ES Score Frequency	STV Score Frequency
1.0 to >1.5	11	67	3	19	3	40	5	9
1.5 to >2.0	5	7	2	3	3	4	0	0
2.0 to >2.5	31	82	7	18	19	52	5	12
2.5 to >3.0	84	60	20	14	56	41	8	5
3.0 to >3.5	155	79	39	17	101	54	15	7
3.5 to 4.0	48	39	7	7	37	28	4	4
Total	334	334	78	78	219	219	37	37

Table 4.7. Expectation of Success Scores Before or After Receiving edTPA Results

	All Candidates		Student Teacher		Internship		Job Embedded	
Score Range	ES Before	ES After	ES Before	ES After	ES Before	ES After	ES Before	ES After
1.0 to >1.5	7	4	3	0	16	1	2	3
1.5 to >2.0	1	4	1	1	0	3	0	0
2.0 to >2.5	15	16	6	1	13	11	1	4
2.5 to >3.0	31	53	15	5	13	43	3	5
3.0 to >3.5	68	87	24	15	19	62	5	10
3.5 to 4.0	20	28	6	1	15	23	0	4
Total	142	192	55	23	76	143	11	26

Table 4.8. STV Scores Before or After Receiving edTPA Results

	All Candidates		Student Teacher		Internship		Job Embedded	
Score Range	STV Before	STV After	STV Before	STV After	STV Before	STV After	STV Before	STV After
1.0 to >1.5	32	36	14	5	2	24	2	7
1.5 to >2.0	3	4	3	0	0	4	0	0
2.0 to >2.5	29	53	11	7	8	39	5	7
2.5 to >3.0	24	36	9	5	13	28	2	3
3.0 to >3.5	31	47	12	5	39	35	0	7
3.5 to 4.0	23	16	6	1	14	13	2	2
Total	142	192	55	23	76	143	11	26

1. Values/perspectives. The themes that fell under this topic were: (a) conflicting value, (b) examples of changing perspectives, (c) has to be a better assessment or observation would be better, and (d) negative support = negative value; positive support = positive value.

2. Resulting from participating in edTPA. The themes that represent this topic were: (a) made me reflect/think about; (b) it is what good teachers do and it is importance and necessary; (c) talked about learning or growth; (d) talked about a disconnect between edTPA and university class, mentor classroom, or other class-teacher; (e) candidate misunderstanding of edTPA purpose, objective or edTPA itself; (f) unrealistic/small picture; (g) measures writing not teaching; and (h) writing/doing what the scorer wants to see.

3. Descriptors. Themes that represent the descriptors that candidates used for the edTPA were: (a) repetitive/redundant, (b) neutral descriptors (e.g., daunting, challenging, intimidating, tedious, redundant, etc.), (c) a means to an end /hoop/ capstone, (d) time-consuming or unnecessary work, and (e) overwhelming.

4. Support and Suggestions. One of the questions the candidates could answer asked whether they had any suggestions to help future candidates. Many chose to answer this question, sharing supports they received during the edTPA process. These themes represent the supports and/or suggestions: (a) peer support/review/editing, (b) feedback, (c) university faculty/staff, (d) mentor teacher or outside help, (e) explain better, (f) non-edTPA requirements leading to more stress, (g) feelings of self-teaching/no support, (h) mentioning the use of examples, and (i) edTPA materials.

These emergent themes play an important role for both this study's implications for practice and recommendations for future practice. Table 4.9 shows the frequency at which the researcher coded these themes.

Quantitative Analysis Results

SPSS was used for the statistical analysis of the predictability of expectation of success (ES) and subjective task value (STV) on the candidates' edTPA scores. A multiple linear regressions model was used. The resulting scores from the magnitude coding for ES and STV were used as the independent variables (see Table 4.5), and the overall edTPA scores were the dependent variables. Table 4.10 presents the descriptive statistics for the edTPA scores used in the study and Table 4.11 lists the reported edTPA scores for all candidates and the frequency of the scores for each clinical pathway.

The state in which the university in this study was located required a score of at least forty (40) to pass at the time of this research. Table 4.12 presents the pass rate for all candidates and the pass rate within each clinical pathway.

The importance of the information provided in Tables 4.10 and 4.11 will be discussed in the implications section of Chapter 5.

Table 4.9. Frequency of Emergent Themes

Emergent Theme	Frequency	Emergent Theme	Frequency
Professor Support / Review /Editing	136	Neutral Description	33
Learning/Growth	98	Outside Help/Mentor	33
Small Picture /Not An Accurate Measure /Isn't Realistic	97	Non-edTPA Related Requirements Made More Stressful	33
Peer Support /Review /Editing	90	Write/Plan/Do What Scorer Wants	32
Conflicting Value	85	Observation Would Be Better	26
Reflect	83	Measures Writing Not Teaching	24
Feedback	75	Time Consuming /Took Away /Unnecessary Work	23
Explain Better	66	Redundant/Repetitive	22
Mentioned Pearson /edTPA /Materials	60	Means to End /Hoop to Jump /Capstone	19
Misunderstanding	51	Disconnect Between edTPA & Mentor (Other Teacher) Classroom or Work	17
Mentioned Use of Examples	42	Examples of Changing Views	11

Table 4.9 Continued

Emergent Theme	Frequency	Emergent Theme	Frequency
Neg Support = Neg View OR Pos Support = Pos View	37	Overwhelming	9
What Good Teachers Do / Important to Assess	36	Felt Had to Teach Self	9

Table 4.10. Descriptive Statistics for edTPA Scores

	# Included in the study	Average	Min	Max	Median
All Candidates	334	48.36	33	63	48.5
Student Teacher	78	47.14	33	61	47
Internship	219	49.1	37	63	49
Job Embedded	37	46.79	35	60	46

Table 4.11. Reported edTPA Scores

edTPA Score	All Candidates Frequency	Student Teacher Frequency	Internship Frequency	JEP Frequency
33	1	1	0	0
35	3	0	0	3
36	2	1	0	1
37	2	1	1	0
39	1	0	0	1
40	6	2	1	3
41	7	4	2	1
42	22	5	14	3
43	13	3	8	2
44	28	8	19	1
45	33	8	22	3
46	40	10	29	1
47	35	8	26	1
48	33	7	22	4
49	19	1	17	1
50	20	3	13	4
51	11	3	8	0

Table 4.11 Continued

edTPA Score	All Candidates Frequency	Student Teacher Frequency	Internship Frequency	JEP Frequency
52	10	2	8	0
53	15	2	11	2
54	8	0	7	1
55	5	2	3	0
56	3	0	3	0
57	7	5	2	0
58	3	0	2	1
59	3	0	0	3
60	2	1	0	1
61	1	1	0	0
63	1	0	1	0
Total	334	78	219	37

Table 4.12. edTPA Pass Rate

	All Candidates Frequency	Student Teacher Frequency	Internship Frequency	Job Embedded Frequency
Fail	9	3	1	5
Pass	325	75	218	32
Total	334	78	219	37

Descriptives of the Variables in the Multiple Linear Regression Analysis

Table 4.13 provides the descriptive findings for all the study variables.

Results of the Multiple Regressions Analysis

After the six assumptions were met and the data was proven to fit, a multiple regressions model was run to predict edTPA scores from the expectancy of success (ES) and subjective task value (STV) scores. The first run included the interaction of answering the questions before or after receiving their edTPA scores. The resulting analysis revealed, that when looking at the test between subjects, the ES before/after and STV before/after were not significant and there was too much noise to get a clear picture of what was taking place; therefore, the before and after categories were removed.

The regressions model was run again. The second model revealed that when analyzed together, ES and STV were not statistically significant enough to predict the edTPA scores, but when taken individually, the ES showed signs of predicting edTPA scores. The model was run a third time removing the interaction, ES and STV together, but looking at subjects individually.

Table 4.14 is a summary of the new model fit details which shows there was independence of residuals, as assessed by a Durbin-Watson statistic of 1.841. *R2* for the overall model was 1.7% with an adjusted *R2* of 1.1%, a small effect according to Cohen (1988).

The ANOVA test, Table 4.15, was used as a form of hypothesis testing. It showed that ES and SVT together did not significantly predict edTPA, $F(2, 331) = 2.845$, $p = .060$.

Table 4.13. Descriptives for the Variables

		Overall edTPA Score		Total ES		Total STV	
		Statistic	Std. Error	Statistic	Std. Error	Statistic	Std. Error
Mean		47.29	0.26	2.84	0.03	2.36	0.05
95% Confidence Interval for Mean	Lower Bound	46.79		2.77		2.27	
	Upper Bound	47.80		2.91		2.46	
5% Trimmed Mean		47.19		2.86		2.35	
Median		47.00		3.00		2.50	
Variance		22.01		0.38		0.82	
Std. Deviation		4.69		0.61		0.90	
Minimum		33.00		1.00		1.00	
Maximum		63.00		4.00		4.00	
Range		30.00		3.00		3.00	
Interquartile Range		6.00		0.50		1.00	
Skewness		0.38	0.13	-0.38	0.13	0.06	0.13
Kurtosis		0.80	0.27	1.33	0.27	-0.68	0.27

Table 4.14. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.130a	0.017	0.011	4.666	1.841

a. Predictors: (Constant), Total STV, Total ES

b. Dependent Variable: Overall edTPA Score

Table 4.15. ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	123.85	2	61.925	2.845	.060[b]
	Residual	7204.979	331	21.767		
	Total	7328.829	333			

a. Dependent Variable: Overall edTPA Score

b. Predictors: (Constant), Total STV, Total ES

The research question asked to what degree did candidates' expectation of success and subjective task value play a role in their final score on the edTPA. To answer this question, the researcher employed a multiple regression model to see whether the candidates' expectations or task values could predict their edTPA scores. The final multiple regression model did not predict edTPA scores that were statistically significantly, $F(2, 331) = 2.845$, $p = .060$, adj. $R2 = .01$. However, the ES variable was statistically significant, $p = .02$. Regression coefficients and standard errors can be found in Table 4.16. When holding all other variables constant, when every unit increases in ES scores, the edTPA scores increase by .995. These results will be discussed in Chapter 5.

In the model, we removed the interaction terms, result in non-significant results that caused noise and masked the predictability of ES. Adding the timing of the survey did not statistically impact the model, so it was removed as well.

Table 4.16. Multiple Regression Results for Overall edTPA Scores

edTPA score	B	95% CI for B		SE B	β
		LL	UL		
Model					
Constant	45.335	42.846	47.824	1.265	
ES	0.995	0.142	1.849	0.434	0.13
STV	-0.369	-0.947	0.209	0.294	-0.071

Note. Model = "Enter" method in SPSS Statistics; B = unstandardized regression coefficient;

CI= confidence interval; LL = lower limit; UL = upper limit; SE B = standard error of the coefficient; β = standardized coefficient.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

This sequential mixed-methods study was conducted to examine the relationship between a teacher candidate's expectation of success (ES) and subjective task value (STV) to their resulting edTPA score. This study was grounded in situated expectancy-value theory (SEVT) and served to fill a research gap by examining the predictability of ES and STV on a high-stakes assessment, the edTPA.

The previous chapter presented the results of the qualitative and quantitative analysis utilizing secondary institutional data. The data used in this study were teacher candidates' responses to open-ended reflection questions that the university collects at the time of submission of the edTPA to Pearson and the candidates' edTPA scores, which are reported to the university by Pearson. This chapter provides a summary and interpretation of the findings and connections between the current study and existing literature. Also, implications of the results are suggested, and limitations of the study are addressed. Finally, recommendations for future research and practice on this topic are suggested.

Summary Of Findings

Answering the Research Question

The purpose of this dissertation was to examine the relationship between one's level of expectation of success and subjective task value at the time of submission and their initial score on the edTPA. Prior to this study there was a lack of research literature

on the relationship of ES and STV on high-stakes assessment outcomes. Specifically, there was a lack of research on this topic as it relates to the edTPA. Using the theoretical foundation of SEVT, the current study examined the relationship between ES, STV, and the edTPA for teacher candidates who attended an educator preparation program (EPP) at a large, R 1, land-grant university in the southeast United States.

A multiple linear regression model was conducted to understand whether the relationship between ES and STV could predict a candidate's edTPA score. The results of the multiple linear regression model using both ES and STV as the independent variables, were marginally significant. Since R and adjusted R-squared indicated that ES and STV accounted for 1.1% of the overall edTPA scores, the independent variables analyzed separately against the edTPA scores. The results indicated that the relationship of ES to predict edTPA scores was statistically significant.

Eccles and Wigfield (1983) define expectancies for success as one's beliefs on how successful they will be on an upcoming task, and they have shown that a student's expectancy beliefs are directly related to their actual performance. Like this study, Trautwine et al. (2012) investigated of the interaction that ES and different aspects of value (specifically interest, attainment, and utility values), had on student outcomes in high school math and English performance. They used a survey to gauge the students' level of expectation and value. Then, using the results of the survey, the researchers strived to predict the outcome of the students for math and English courses. Trautwine's team found that the expectancies interaction was a significant predictor of the students' outcomes in math and English courses, using the students' end-of-course achievement

test scores and their overall course scores to test this prediction. While the researchers did use a high-stakes assessment and final grades as their dependent variable, the research into ES as a predictor of academic outcomes has predominantly been examining the outcomes of relatively lower-stakes academic situations.

For this study, the candidates' level of ES was coded by reviewing their reflections for evidence of expectation beliefs, self-concept of their ability to perform on the consequential edTPA, their identity and ability as a classroom teacher, their long- and short-term goals, and their perceptions/interpretations of the following three categories: (a) their professors, peers, and mentors' beliefs or behaviors towards the edTPA; (b) the activity itself; and (c) their experiences during the process of edTPA. The candidates' perceptions and interpretations seem to support why their overall ES score has such a strong effect on their overall edTPA scores.

According to Table 4.4, the top three categories with evidence from the reflection questions were interpretations of experiences with 226 examples, perceptions of socializers' beliefs and/or behaviors with 148 examples, and perceptions of the activity characteristics and demands with 107 examples. The candidates' examples of their perceptions and interpretation of their professors, peers, mentors, and experiences appear to support the results from the linear regression. These examples range from just stating that the support they received from their professor, peer, or mentor was the most/least beneficial to stating exactly what these supports were.

One example of this occurrence was Candidate 1920-061. Their responses to the four questions suggested that they felt that they had a highly negative experience.

Responding to the question about the most beneficial to the edTPA process, Candidate 1020-061 stated:

> I received barely any assistance in the edTPA process. I had no class to attend to help me with the process. I only met with my advisor about 4-5 times to discuss edTPA. The only helpful thing was discussing edTPA with interns at my school who were actually in a practicum class for it.

This candidate went on to answer two other questions with similar responses, specifically asking for a class dedicated to edTPA. They concluded with a highly negative value of the edTPA. While this candidate did receive a passing score of 42, it was two points above the current passing score for the state in which this study took place, but five points below the median score of all the candidates.

Of the 334 candidates in this study, nine did not receive a passing score the first time. Reviewing these candidates' experiences is one way that programs can work to improve for future candidates. Candidate 2122-014, who scored a non-passing score of 36, shared the following comment:

> It would have been nice to incorporate the process of edTPA into a class. This would have helped me work on it and I could have asked questions and received clarification from others doing edTPA too. I felt like I had to teach myself most of the edTPA and it made the process much harder while also trying to student teach simultaneously.

For seven of the nine candidates who achieved top edTPA scores, there was evidence to support a positive or highly positive expectation of success. Candidate 2021-

002, who scored a 60, which was 13 points above median and 20 points above passing, stated that their professor "made herself available all the time for any questions we had." Another candidate, 1920-042, who scored a 58, responded that "meeting one-on-one with [professor] to ask questions and just have moral support" was the most beneficial. For both candidates, neither had anything to say for least beneficial. For a closer look at the distinction between a highly negative, negative, positive, and highly positive experience see Appendix C.

The regression model also indicated that the candidates' STV scores did not play a significant role in their edTPA outcome. A candidate's task values were more likely to predict their choices in activity or effort. Keeping in mind that passing the edTPA is a requirement for licensure and program completion, the candidates have no choice in whether they want to take the assessment. They not only must take the assessment, but they also must put forth the effort to pass it. Due to limitations of this study, which will be discussed in the limitation section, the results of this study cannot conclusively provide an understanding of the relationship between STV and the candidates' outcome of the edTPA.

IMPLICATIONS

The results of this study supported the findings of the existing literature on the topic of expectation of success and its relationship to academic outcomes. The result of this research begins to fill the hole in the relationship between expectation of success and a high-stakes assessment. This discovery has implications for researchers and educator preparation practitioners which will be discussed in the following sections.

Theoretical Implications

This study was grounded in situated expectancy-value theory (SEVT) (Eccles & Wigfield, 2020), which states that a student's expectation of success and value of an academic activity play key roles in their choices and outcomes of those activities. Prior research has shown a statistically significant relationship between a student's expectation of success and the outcome of that activity. This study contributed to the current understanding of the importance of knowing a student's expectation of success and subjective task value and using it as a tool for improving the outcomes of academic tasks. Furthermore, this study adds to the conversation by showing that expectancy of success can play a role in the outcome of a high-stakes test.

Practical Implications

The results of this study offer practical implications and add to the growing research on teacher candidate support and guidance during high-stakes assessments, more specifically the edTPA. In the current state of education, high-stakes testing results are used both consequentially for students and as a barometer of program/teacher efficacy. With this frame of mind, teachers of all levels are striving to find the best way to assist their students in achieving the best possible outcome. The results of this study add to this discussion.

This study can be examined from two focal points. The first focal point is the important relationship between all the elements that intertwine and influence one's expectations of success and the candidates' edTPA outcomes. The results of this study ties closely with the findings of Wu and Fan (2017), who revealed that students with low

expectancy beliefs were more likely to experience academic procrastination, leading to emotional discomfort and potentially low academic outcomes. Meanwhile, the students with higher expectancies tended to invest more time and effort into their academic work. With comments from the candidates of this study describing the edTPA as overwhelming, time-consuming, stressful, grueling, and daunting, academic procrastination is something supporters of the candidates should be working to reduce. Knowing a teacher candidate's level of expectations for success can lead university faculty to support those students who may need a boost in their confidence of their ability to succeed with the edTPA.

The second focal point is that, by studying three years' worth of experiences and suggestions from these students, the researcher gained a better understanding of what could help or be avoided while assisting their students. Looking at the overall experiences of teaching candidates can lead to program improvements; however, each clinical pathway has its own unique experience. What works for a semester-long student teaching pathway may not equally apply to an internship pathway that is an academic year-long. This study had an added benefit of using candidate responses from three different pathways, which enabled the researcher to uncover any trends in supports/suggestions that may have been unique or dominant in a particular pathway. One such trend was that the candidates in the student teaching pathways expressed the desire to have the edTPA intertwined earlier on in their program. They linked their feelings of being overwhelmed to not fully understanding and processing what was being asked of them on top of all the demands of teaching in a classroom for the first time. This experience seems to be

different for the Job Embedded Practitioners, who spoke of feeling overwhelmed because they felt they were doing this whole thing by themselves.

Limitations of the Study

One limitation of this study is the use of secondary institutional data to infer a student's level of expectations and values instead of a specific survey. This limitation is seen in understanding how the candidates' ES and STV influence their overall edTPA scores. For example, take the attainment value, which fell under the candidate's subjective task value (STV) score. The understanding of what is important likely comes from socializers' beliefs (i.e., professor, mentor teacher, peers) and broader social messages (e.g., watching a TikTok video of someone's opinion of the edTPA). Eccles (2005) stated that attainment value comprises of an individual's sense that an activity reflects their core self-concept or identity. Examples from this study specifically speaking to attainment value spoke of how the edTPA was disconnected from their mentor's classroom, such as the response by Candidate 2122-014 who stated,

> I think that there is a disconnect between the standards and content of edTPA and what actually occurs on the job in the classroom setting. The day-to-day activities and instruction [are] nowhere near the depth and complication that is edTPA. It made edTPA more of a burden rather than enlightening.

This candidate also commented they "felt like I had to teach myself most of edTPA and it made the process much harder," which seems to tie their attainment value more closely to

their interpretation of their experiences. This type of uncertainty can be diminished with categorial targeted questions.

A second limitation of this study is that the results of the qualitative content analysis and magnitude coding cannot accurately reflect a student's ES or STV; over 50% of the candidates responded to the reflection questions after they had already received their scores. The calculated ES scores for all candidates who answered the reflection questions before they received their edTPA scores were 3.69% lower than the candidates who had received their assessment results and then answered the questions. Similarly, the calculated STV scores of all the candidates who answered the questions before they received their scores were 3.37% higher than those who answered the questions after receiving their scores. As with the candidate above, they had received their failing score of 36 prior to answering the reflection questions. Receiving a satisfactory, or unsatisfactory, score could be the reason the candidates felt, or did not feel, successful, or it could have influenced their value of the edTPA. These limitations lead to the recommendation for future research.

RECOMMENDATIONS

Recommendations for Future Research

This study is a promising first step in understanding the influences that a candidate's situated expectancies and values have on their performance in a high-stakes assessment. Future research is needed to fully understand not just the how but the why. First, it is this researcher's recommendation that this same study be performed with the use of a survey grounded in situated expectancy-value theory (SEVT). Having questions

specifically tied to the various categories of SEVT, with the ability to follow up, will allow the researcher a clearer picture of how the candidate expects to perform as well as their views of the value of the edTPA. To understand their experience with their professor, the survey could ask, "What is the level of support you experienced with your supervising professor during the edTPA? Please describe the supports you received from your supervising professor during the edTPA. Were there any supports you wished you had received or any, you needed more of?" These questions can also be targeted for their mentor and peers. To understand the candidate's perception of the beliefs of their socializers, questions such as these could be asked; "What do you perceive to be the opinion of your mentor towards the edTPA?" or "When speaking about the edTPA with your professor, how would you say they describe it? Discuss the ways in which you agree or disagree with their view." Targeting the questions based on the categories of SEVT will aid in fully understanding the student's level of expectancies and values.

The second recommendation for future research regards the timing of survey completion. As discussed in the limitations section, this study was unable to conclusively understand the predictability of the candidates' ES because over 50% of the candidates had already received their test scores. For future projects, the researcher recommends that, the survey or interviews be conducted at various stages of the edTPA with the same candidates. For example, the survey could be conducted in the early stages of the candidates' edTPA process, giving a true expectation of success, being how the candidates expect to perform. Then, the survey could be conducted as they are finishing the assessment and ready to submit. Any changes in expectations or values could be

addressed at that time with follow-up questions. Then, a final survey could be conducted afterwards to see whether the candidates felt their expectancies and values reflected the outcome. This adjustment could lead to a clearer understanding of the effect that expectancies and values have on the outcome of the edTPA and reduce the uncertainty in the results that come from the complex nature of expectation of success and subjective task value.

The third recommendation is for continued research into the relationship of ES and STV on a variety of high-stakes testing involving students of all ages. In the current state of education, high-stakes testing affects students of all grade levels, such as state-mandated end-of-grade/end-of-course tests, the ACT, the SAT, etc. Just like the edTPA, these tests have consequences for the students as well as the teachers and schools. Having a better understanding of the relationship that ES and STV have with high-stakes test results can guide teachers to appropriate interventions to help all their students succeed.

Recommendations for Future Practice

In Chapter 2, the researcher shared several studies focused on teacher candidates' experiences and perspectives of the edTPA; however, very few of these studies' foci led to possible supports for candidates. By grounding this study in situated expectancy-value theory, education preparation practitioners can draw from over 35 years' worth of researched interventions to strengthen students' expectations and values (see Rosenzweig, et al., 2022; Wigfield & Eccles, 2020 for reviews).

Situated expectancy-value theory research has used a variety of techniques to enhance a student's competency-related beliefs. These techniques include breaking down

activities into step-by-step increments (Feng & Tuan, 2005), providing real-world challenging tasks (Linnenbrink-Garcia et al., 2018), enhancing their utility and attainment value by connecting the academic task to the student's salient identity, helping students to see why it is personally meaningful (Harackiewicz et al. 2016; Hulleman & Harackiewicz, 2009; Johnson & Sinatra, 2013), and providing students with meaningful feedback about their capabilities (Cromley et al., 2020). All the above intervention examples from research are reflected in the candidates' reflections from this study.

Candidates recommended that their professor break down the edTPA into digestible parts early enough to give future candidates a solid understanding of what is expected of them long before they begin. They stressed the need to make sure that the professor explains videoing and then compressing the videos, defines multimodal learning, and delves into what the rubrics say and their ties to the commentary and rest of the task.

The need to provide real-world challenging tasks and enhancing the students' utility and attainment value can be seen in the comments where the candidates expressed frustration because they felt the edTPA was "not what real teachers do" or they did not see their mentor teachers do anything the edTPA asked of them. However, as stated in Chapter 2 "Why edTPA?" the framers of the edTPA designed this assessment to focus on key elements that all effective teachers emulate in only three areas. These elements include knowing subject matter, content standards, and subject-specific pedagogy; developing and applying the knowledge of varied students' needs; considering research and theory about how students learn; and reflecting on and analyzing evidence of the

effects of instruction on student learning (edTPA, 2021). Professors can make explicit connections between what the candidates are doing and what is happening in their classrooms and how all this ties to their future teachers.

Intervention techniques for expectancies should be focused on helping candidates reflect on their likelihood of future success. Feedback during the edTPA process of how each piece will help them understand the next step, peer partners or groups to brainstorm strategies for being successful, interventions around a growth mindset to show candidates that they are currently well-positioned to succeed, and grow are all examples of how this could be accomplished. All the above were commented as benefits for the candidates in this study or wishes that future candidates get to experience.

Competency-related belief interventions come with a challenge. Because each candidate is unique, these interventions may need to be repeated frequently in order to effect lasting change. Rosenzweig, et al., (2022) suggest four general techniques when considering interventions in expectancy and competency-related beliefs. First, ensure that candidates have opportunities to experience success or receive positive performance feedback, in the days, weeks, and months leading up to the edTPA, make sure that positive feedback connects to the upcoming edTPA. Second, communicate to the candidates that they are capable, and communicate this often. Third, help the candidates avoid comparing themselves to their peers. Encourage the candidate to reflect on their own progress instead of the progress of others. Fourth, and finally, create an environment that communicates high academic expectations and support. Professor, peer, and mentor supports were the top themes in the candidates' reflections of the most beneficial

assistance, as seen in the response of Candidate 1920-006 who said, “[Professor] was an amazing support through this entire process. She was organized and kept us calm. She was the most beneficial assistance for me!”

Conclusion

This research aimed to understand the relationship that candidates’ expectations for success and task values have on a high-stakes assessment, the edTPA. Based on a qualitative and quantitative analysis of candidates’ reflections of the edTPA process and their final score, it can be concluded that expectation of success is an important factor when designing supports for candidate success. The results of this study indicate that university supervisors and mentor teachers can play an active role in increasing a candidate’s competency-related beliefs, thereby potentially increasing their final outcome. While the limitations of this study do lead to the need for further research into this topic, the results both support and extend current research in student support during high-stakes assessments.

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APPENDICES

APPENDIX A

QUALITATIVE CONTENT ANALYSIS CODING FRAME

SEVT Element	Code used	Definition from research	Potential Identifiers
Expectation of Success			
Expectation of Success	**ES**	Belief of how well the student will perform on upcoming task (Wigfield & Eccles, 2000, p 70)	mentions of how well they will do on edTPA
Self-Concept of one's abilities	**S-C**	individual's perception of their current competence at a given activity (Wigfield & Eccles, 2000, p. 70); Academic self-concept	Mentions of their perceptions of their ability to perform on the edTPA
Self-Schemata	**S-S**	the ought self (Eccles & Wigfield, 2020) - As a teacher	mentions of what kind of teacher they are right now
Personal & Social Identity	**P&SI**	The perceived identity in society (Eccles & Wigfield, 2020)	the extent to which edTPA allows the TC to express their perceived self

SEVT Element	Code used	Definition from research	Potential Identifiers
Short-Term Goals	**S-TG**	Goals set forth by the student to take place a short time from the completion of the educational task (Eccles & Wigfield, 2020)	mention of getting their passing to get their license
Long-Term Goals	**L-TG**	Goals set forth by the student to take place further into their career from the completion of the educational task (Eccles & Wigfield, 2020)	Mention of future identity as a teacher
Perceptions of Socializer's beliefs/behaviors	**PofSB**	Perceptions of important people to the student (professor/parent/mentor teacher) (Eccles & Wigfield, 2020, p 3)	Mention previous members of their cohort/mentor teacher/professor belief of edTPA or support of their professors
Perceptions of Activity Characteristics & Demands	**PofA**	Perceptions of the difficulty of the specific task being considered (Eccles & Wigfield, 2020, p 3)	Mention their perception of what was expected of them for the edTPA
Interpretation of	**IoE**	The perceptions the student has	Mentions their what their

SEVT Element	Code used	Definition from research	Potential Identifiers
Experience		of the experience while participating in the task	experience was during the edTPA process, any specific assistance they did or did not receive
Subjective Task Value			
Subjective Task Value	**STV**	Value Subjective to the task (Eccles & Wigfield, 2020)	mentions of general values of the edTPA
Attainment Value	**AV**	the importance of doing well on a given task (Eccles et al. 1983); the relative personal/identity-based importance attached by individuals to engage in various tasks or activities. (Eccles & Wigfield 2020, p. 5)	the extent the edTPA allows the TC to manifest those behaviors that they view as central to their own core sense of themselves or allow them to express or confirm important aspects of their central selves.
Utility Value	**UV**	Usefulness; how well a particular task fits into an individual's present or future plans (Eccles & Wigfield,	mention the edTPA is a means to an end, usefulness in the future classroom, importance to obtain teaching

SEVT Element	Code used	Definition from research	Potential Identifiers
		2020, p 5)	license/degree,
Intrinsic Value	**IV**	Also called Interest Value; the anticipated enjoyment one expects to gain from doing the tasks for the purposes of making choices as the enjoyment one gets when doing the task. (Eccles & Wigfield, 2020, p 4)	Mentions of liking, enjoyment, and interested in the activity/ How much the TC wanted to work on the activity
Perceived Cost	**PC**	Every activity or task has costs as well as benefits and that individuals will avoid tasks that cost too much relative to their benefits, particularly when compared to alternative tasks with a higher benefit to cost ratio. (Eccles & Wigfield, 2020, p. 5)	general comments about the cost not specific to EfC, OC, EmC or FC
Effort Cost	**EfC**	The perception of how much	Mentions of the effort the TC

SEVT Element	Code used	Definition from research	Potential Identifiers
		effort would need to be exerted to complete a task and whether it is worth doing so (Eccles & Wigfield, 2020, p. 5)	exerted
Opportunity Cost	**OC**	The extent to which doing one task takes away from one's ability or time to do other valued tasks (Eccles & Wigfield, 2020, p. 5)	mentions of missing out on other activities
Emotional Cost	**EmC**	The emotional or psychological cost of pursuing the task, particularly anticipated anxiety and the emotional and social cost of failure (Eccles & Wigfield, 2020, p. 5)	mentions of emotional/psychological feelings
Financial Cost	**FC**	the amount of money associated with the task	mentions of the financial cost of edTPA

APPENDIX B

MAGNITUDE SCORING RUBRIC

1 Highly Negative	2 Negative	3 Positive	4 Highly Positive
Determining Factors: Negative tone plus, use of exclamation point, use of all caps, stressing the point through extra explanation	Determining Factors: Mention the element in a negative tone	Determining Factors: Mention this element in a positive tone	Determining Factors: Positive tone plus, use of exclamation point, use of all caps, stressing the point through extra explanation

APPENDIX C

EXAMPLES FOR EACH ELEMENT IN THE QUALITATIVE CODING FRAME

SEVT Element	1 to >2	2 to >3	3 to >4	4
Expectation of Success	2021-35 For what edTPA requires, I did not feel fully prepared.	2122-87 I think if I was shown the big picture, end goal of edTPA in the beginning of the year I would be better prepared for working on the smaller pieces along the way.	1920-77 (Professor) made me feel confident in my ability to complete the task.	2021 - 32 (Professor) did a great job to ensure we had guided questions and were well-prepared to write them.
Self-Concept of one's abilities	2122-6 I spent the majority of my time researching learning theories, vocabulary, and edTPA expectations instead of actually completing the activity.	1920-82 I am not a strong writer in this form of writing	2021-7 Being able to take the fall semester and practice the lesson planning format prepared me very well for writing the commentaries and preparing to teach the lesson sequence.	2021-72 Completing the commentaries in classes before student teaching. I found that working on the commentaries beforehand helped with my understanding of them during the actual edTPA process.

SEVT Element	1 to >2	2 to >3	3 to >4	4
Self-Schemata	NONE	1920-65 I felt worse about my teaching skills after doing the commentaries, even though I have actual evidence that the kids learned something from my teaching.	2122-96 I am confident in the classroom and my teaching experience in this internship	2122-28 I feel very competent in my knowledge of early childhood education, and I also feel competent in my teaching. I worked very hard on edTPA, and I know it will feel so good to pass.
Personal & Social Identity	NONE	NONE	1920-43 I think that the edTPA was an opportunity to demonstrate all that we've learned,	NONE
Short-Term Goals	NONE	1920- 70 I got a job in Florida who doesn't accept edTPA, so it doesn't help me regarding my FL teaching license.	1920-40 we're told it's such an important piece of our internship,	NONE

SEVT Element	1 to >2	2 to >3	3 to >4	4
Long-Term Goals	NONE	NONE	1920-49 I also think edTPA made me think about certain aspects of my current and future students I would not have given as much thought as I should have, like specific accommodations	NONE
Perceptions of Socializer's beliefs / behaviors	1920-15 I am curious if the teachers explaining the edTPA have ever submitted one for scoring. It may help their understanding.	2122 - 9 to answer least beneficial they answered "My mentor"	2122-5 I have found that the professors guiding us and having peer review be the most beneficial.	2021-13 (Professor)has been a great resource for me and my classmates. He has provided great guidance and made the process a smooth one. He also helped relieve a lot of the anxiety that I felt due to his feedback and calm demeanor.

SEVT Element	1 to >2	2 to >3	3 to >4	4
Perceptions of Activity Characteristics & Demands	2021-31 edTPA is completely confusing	2122-9 More discussion of the process from professors	2122-22 examples to look at and base our edTPA off of work that has been scored a 3 or 4.	2122 - 7 The edTPA Handbook and rubrics. I regret not reading them sooner but going through them and identifying common themes for automatic 1s helped shape my writing.
Interpretation of Experience	1920-118 Often times the professor was confusing and harsh when providing feedback that was often not helpful when attempting to make edits.	2122-14 I felt like I had to teach myself most of EdTPA and it made the process much harder while also trying to student teach simultaneously.	2122-2 The assistance of having classes that focus on going over each question, clarifying what is expected for each question or commentary as a whole.	2021-46 The assistance that was the most beneficial was having done each edTPA task in my methods classes. This meant that while going the process of edTPA nothing was brand new to me. It also helped that before starting my advisor went through what each task and rubric to make sure we understood what was expected of us.

SEVT Element	1 to >2	2 to >3	3 to >4	4
Subjective Task Value	2021-31 It is the largest waste of time I have ever participated in. Someday, on my deathbed, the hours wasted on this will be the ones that haunt me the most.	2122-12 I do not see much value in the edTPA.	1920-46 edTPA is a good project.	NONE
Attainment Value	2122-14 I think that there is a disconnect between the standards and content of EdTPA and what actually occurs on the job in the classroom setting. The day to day activities and instruction is nowhere near the depth and complication that is EdTPA	2021-23 I do not feel was the most depicting of how I am as a teacher.	1920-56 it helped show me my effectiveness as a teacher.	2122 - 97 edTPA is extremely valuable in that there are many opportunities to show your reasons for instruction and purpose of your teaching.

SEVT Element	1 to >2	2 to >3	3 to >4	4
Utility Value	2021 - 88 I don't feel like it actually assessed children's learning or my ability to teach. I feel like it assessed my ability to write to a hidden rubric and decipher secret information. I believe that edTPA is not an accurate assessment of my ability to teach and that all the work put in is not worth what is given in return.	2122-45 Most teachers do not write that much for a single lesson	1920-124 I think it can be a valuable tool for reflection and intentional planning throughout the lesson.	2122-87 I think edTPA is valuable because it gives new teachers a chance to thoroughly review each step of teaching a lesson. We got the chance to implement best practices or make revisions of where we would want to implement better strategies to help support our focus learner in achieving their learning goal.
Intrinsic Value	NONE	2122 - 11 I disliked the whole process	1920-32 I think it is also valuable to be graded by an external source that may or may not be in your favor. That was motivating for me to try my best.	2021-15 I think the work that is put into this assessment is very rewarding in the end

SEVT Element	1 to >2	2 to >3	3 to >4	4
Perceived Cost	1920 - 55 it was a stupid amount of work for a career that pays maybe $40,000 a year!	1920- 46 (for least beneficial) The structuring and fast pace of the process	NONE	NONE
Effort Cost	1920-90 in no world will anyone spend 3 months for 3 days of lessons. it is super time consuming	2122 - 44 I think it was way too much work to do on top of teaching, research and other various assignments.	NONE	NONE
Opportunity Cost	2122-66 I do feel in some ways that the EdTPA took away from my overall experience as a student intern while working towards my masters degree. I feel as though I was unable to get the most out of my time at all of my placements due to constant stress of working on the EdTPA	2021-74 I feel like there was never any time for ourselves which made our mental health not great and stretched us thin.	NONE	NONE

SEVT Element	1 to >2	2 to >3	3 to >4	4
Emotional Cost	2122-29 I found it to be incredibly stressful	2021 - 30 I felt really in the dark about edTPA	NONE	NONE
Financial Cost	1920-105 I think it is unfair to complete this high stakes exam while candidates are working for free in (Name) County Schools and other regional districts. Future candidates less fortunate than myself may be placing a huge financial burden on themselves by spending many hours outside of regular internship responsibilities working on the edTPA. Not to mention that some candidates may have to pay for remediation.	2021-18 A lot of money and time spent on something so superficial and terribly boring.	None	NONE

APPENDIX D

RESULTS OF THE ASSUMPTIONS TESTS

Tests of Assumption for Multiple Linear Regression

The study utilized a multiple linear regression to test the predictiveness of ES and STV in relation to the edTPA. To run a linear regression analysis, six assumptions must be met. The assumptions were as follows: the three variables are continuous, linearly related, and normally distributed, there are no influential outliers, there is homoscedasticity, and multicollinearity is absent (Johnson & Christensen, 2008).

Assumption 1: The variables are continuous. For this study, all three variables were treated as continuous variables.

Assumption 2: The variables are linearly related. There was linearity as assessed by partial regression plots and a plot of studentized residuals against the predicted values.

Assumption 3: The variables are normally distributed. The test for normality was the Shapiro-Wilk test for normality. Shapiro-Wilk tests the null hypothesis that the data's distribution is equal to a normal distribution (Razali & Yap, 2011). Therefore, each normally distributed variable will yield a p value that is greater than .05. Shapiro-Wilk considers sample sizes, so the resulting scores above .9 are within acceptable ranges of normality. The assumption of normality was also met, as assessed by a Q-Q Plot. (See Table D.1)

Assumption 4: No influential outliers. A visual examination of boxplots of the three variables revealed there were a few outliers. It was determined that these outliers

Table D.1. Tests for Normality – Shapiro-Wilk

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Overall edTPA Score	0.117	334	<.001	0.973	334	<.001
Total ES	0.25	334	<.001	0.882	334	<.001
Total STV	0.126	334	<.001	0.915	334	<.001

a Lilliefors Significance Correction

would not be problematic for the regression. In other words, these outliers would not skew the mean values for the variables.

Assumption 5: Homoscedasticity. There was homoscedasticity, as assessed by visual inspection of a plot of studentized residuals versus unstandardized predicted values.

Assumption 6: No evidence of multicollinearity. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. There was one studentized deleted residuals greater than ±3 standard deviations (-3.06), however, there were no leverage values greater than 0.2, and values for Cook's distance above 1. (See Table D.2)

Table D.2. Collinearity Diagnostics

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	ES Score	STV Score
1	1	2.897	1	0	0	0.01
	2	0.08	6.001	0.08	0.08	0.99
	3	0.022	11.376	0.91	0.91	0

Note. Dependent variable = Overall edTPA score.

VITA

Stephanie L. Brennan was born in New Orleans, LA. After graduating from high school, she first attended South Alabama in Mobile, AL, then transferred to Delta State University in Cleveland, MS after being offered an athletic scholarship for swimming. It was here where she discovered her passion for teaching physical education. After graduating with a BSE in K-12 Health, Physical Education, and Recreation, she began her teaching career. Over the course of seventeen years, she taught physical education to students in grades Pre K through 8th grade.

In 2016 she decided to pursue her dream of working with future teachers by entering the elementary education Ph.D. program at the University of Tennessee, Knoxville.