

An Instrument to Study State-Wide Implementation of edTPA: Validating the Levels of edTPA Integration Survey

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Use of edTPA for preservice teacher assessment is becoming increasingly common across the country, with some states, including Georgia, mandating the passing of the edTPA for initial teacher licensure. This state-wide study investigated whether edTPA as a new policy initiative was being integrated by the teacher education programs and faculty in their practice. The edTPA Levels of Integration (LoI) Survey was sent to faculty, eliciting 145 responses. Results showed that the integration of edTPA was significantly higher at the program level than in faculty's personal practice and that, most aspects of edTPA were currently being used at the mechanical level. The five-factor solution from the exploratory factor analysis and a high Cronbach's alpha showed that this survey is internally consistent and a valid measure for measuring edTPA faculty's LoI. These factors were robust and strong constructs for understanding faculty's use of edTPA both at the program level and the individual faculty level.

Keywords: teacher education policy, edTPA implementation, faculty use of edTPA, survey validation

The trends in P-12 education related to accountability and testing have had a profound impact on teacher education (Darling-Hammond, 2010). A national portfolio assessment (edTPA) is now being pushed as a valid and reliable assessment of preservice teachers' readiness to teach (SCALE, 2013) and is already being used across 30 states for different purposes. Policy changes in teacher education program requirements involving the use of this tool as a high-stakes assessment have been met with both enthusiasm and concerns from faculty, preservice teachers, and other stakeholders. Advocates argue for the need for a performance assessment to set the bar for expectations for beginning teachers, while critics find standardization of teacher preparation and the outsourcing of evaluation to a corporate entity problematic (Sato, 2014). As states have moved toward the adoption of new policies requiring edTPA, institutions of higher education have been faced with the need to provide intensive faculty professional development and to consider extensive curricular redesign to ensure candidates are prepared with the professional knowledge and expertise to succeed. In Georgia, policy changes resulted in all institutions of higher education being required to implement edTPA in their programs during the 2014-2015 school year, with the assessment results becoming consequential for certification beginning in fall 2015.

In spring 2015, an edTPA Levels of Integration (LoI) survey was developed and distributed to 453 edTPA faculty in 35 institutions across Georgia. The edTPA LoI was designed to explain the behaviors of people involved in implementing an innovation (Hall & Hord, 2015)—in this case, implementing curricular changes related to elements of the edTPA assessment. Although there was an expectation that the institutions would pilot edTPA within their programs and make design and delivery changes in preparation for fall 2015, the level of integration of edTPA within programs and faculty members' personal practice was likely to be

inconsistent during the implementation year. We were interested in finding out what aspects of edTPA were being integrated in the year prior to the consequential year, to what extent, and what factors contributed to the different levels of integration.

In order for researchers to determine whether a new policy initiative is successful, it is important to know how the change is being implemented by the key players in their practice, at the grass-roots level (Hall, 2010; Overbaugh & Lu, 2008). In this study, teacher education faculty who were teaching methods and/or practicum courses or supervising student teaching in their programs were the key implementers of the edTPA policy. The edTPA LoI instrument was adapted from two constructs, (a) levels of use, and (b) innovation configuration, drawn from the concerns-based adoption model (Hall, 2010).

The Levels of Use (LOU) construct complicates the *use/non-use* dichotomy, and provides varying levels and degrees of behaviors exhibited by the users of an innovation (Hall & Hord, 2015). There are three possible kinds of levels of use in the non-users category and five different kinds of users. The construct of innovation mapping focuses specifically on the nature of content or activities undertaken during implementation of an innovation. Items for the edTPA LoI related to the extent to which faculty had been involved in the integration of edTPA and included a listing of potential components of what such integration might entail. We also examined questionnaires sent to edTPA coordinators by the state agency responsible for the policy change of edTPA becoming an initial licensure requirement. In preparation for the implementation year, the state agency's edTPA policy committee and area coordinators surveyed institutions to understand the nature of their involvement in edTPA activities and what might be done to support their progress. Components addressed in these questionnaires were used as the basis for creation of items for the present survey.

We created a 6-level edTPA LoI survey (see Appendix A) consisting of two aspects: LoI at the program level and LoI at the individual faculty level, within courses. We envision the edTPA LoI model as following a developmental trajectory; as faculty learn more about edTPA, the extent of the information they have and the degree to which they integrate change in their personal practice determines their movement along these developmental stages. Given the national trends in adopting the edTPA as a high-stakes assessment (Sato, 2014), it is critical to understand how edTPA is being integrated within the programs and also within faculty members' personal practices.

We hypothesize that LoI at the program and individual faculty level could be different. It is possible for a program to recommend its use, but personal philosophies, concerns, or other circumstances can obstruct integration of edTPA components in faculty practice. Conversely, an individual faculty member may have the motivation to try out edTPA, but the overall acceptance for edTPA may be lesser at the program level. Awareness about edTPA integration at the program and faculty's personal levels would provide information about Georgia's status of edTPA preparation prior to the consequential year, in addition to determining the professional development needs of the faculty.

Because the edTPA LoI survey did not have an established reliability and validity, this study addressed the following research questions: (a) Is the edTPA LoI a valid and reliable measure of faculty's integration of edTPA?, and (b) How do edTPA faculty describe their integration of edTPA, both within their programs and their personal practice?

Thus, the purpose of this study was to determine how teacher education faculty respond to policy implementation, and how policy is integrated within the program and personal practices of the faculty who were responsible for teaching the courses most impacted by edTPA. The LoI

survey can potentially serve as a tool to understand integration of policy components at the program and course level, and can help facilitation of professional development to address specific needs of faculty.

Literature Review

Implementation of educational reform is complex. In order to evaluate whether a reform is successful, a more nuanced understanding of the degree to which the reform is being used at the grass-roots level is needed (Hall, 2010; Overbaugh & Lu, 2008). edTPA LoI is grounded in previous research about the concerns-based adoption model of an innovation, which leads us to suggest that faculty's integration of edTPA will be related to the degree to which faculty use aspects of edTPA in their courses, make changes in curriculum, and integrate it within their practices (Hall, 2010; Hall, Dirksen, & George, 2008). The edTPA LoI complicates the *use/non-use* dichotomy and provides a more complete understanding of the nature of edTPA integration within program and faculty's personal practice. Such nuanced information on impact of edTPA roll-out on the practice of teacher educators is valuable for policymakers as it allows for deeper understanding of how edTPA integration will unfold in a state if it is used for high-stakes. For instance, within the *non-use* realm, it is helpful to understand if a faculty member is integrating edTPA at the *orientation* stage or the *preparation* state. Similarly, the distinction among *users* is important to understand because the faculty at the *mechanical* level would be using edTPA very differently as compared to faculty at the *refinement* or *integration* stages. The *mechanical* stage is characterized by insufficient mastery over the innovation and disjointed use, with focus on complying with the demands, and making adaptations in personal work and time to fit the innovation in their schedule. In contrast, the *refinement* and *integration* stages are characterized by an understanding of the big-picture and the context of change. At this stage, faculty's focus

shifts away from themselves as implementers of the change to seeking benefit for their students and making adaptations in their practice informed by assessment data. Based on this information, targeted professional development and support can be provided to faculty to facilitate their movement into the *user* realm, ideally helping them reach the *refinement* stage (Hall & Hord, 2015).

Teacher education has long relied on locally developed assessments that lack reliability and validity (Castle, & Shaklee, 2006; Grossman, Hammerness, McDonald, & Ronfeldt, 2008). Rigorous performance-based assessments for preservice teachers have been advanced as one possible way to ensure that all students receive instruction from a high-quality teacher (Darling-Hammond, 2010). edTPA is a performance-based assessment focusing on the application of knowledge of teaching and learning in a classroom setting (Wei & Pecheone, 2010). Currently, 640 educator preparation programs in 35 states are participating in edTPA use (SCALE, 2015). Across states, variations are evident with respect to edTPA use. Some states use this assessment for certification, others for program approval, while some others for both. Additionally, different states have determined different cut-off scores to signify a passing performance on edTPA; there has also been variation in the timeline for implementation of edTPA as a policy in these states, prior to edTPA scores becoming consequential.

The implementation of edTPA has been especially controversial because of critiques from the field about the developmental appropriateness of the edTPA tasks for preservice teachers, minimizing collaborative nature of learning in interaction with the cooperating teacher and the field supervisor, and its replacement with high-stakes, labor intensive portfolio (Lit & Lotan, 2013; Margolis & Doring, 2013). Furthermore, the directions about the appropriate levels of support that the faculty or supervisors can afford to the teacher candidates during the edTPA

portfolio development phase has been inconsistently understood and utilized by the field, adding to the confusion about appropriate uses of instruction around edTPA (Gitomer & Bell, 2013; Okhremtchouk, Newell, & Rosa, 2013; Sandholtz & Shea, 2012). However, in a state where the policy has been issued for edTPA to be used for licensure, the faculty have limited options but to prepare the candidates for this assessment. The concerns about edTPA voiced by others in the field, in addition to their personal concerns about the edTPA can obstruct faculty's integration of edTPA in their practices.

Because the edTPA is a relatively new assessment and had morphed from its previous version: PACT and TPA (SCALE, 2013), research is still coming out about the process and consequences of the use of edTPA for high-stakes. The trend of edTPA's state-wide consequential use is also recent, and there is a lack of research in the field to guide edTPA implementation across universities and programs. There is also a need for survey instruments and protocols that focus specifically on edTPA as a policy, and the challenges it poses for the teacher education community in identifying areas needing support and professional development to facilitate smoother transition to policy.

Methods

Next, we describe the edTPA LoI survey, which has 6 levels of integration and describes integration of edTPA within the program and at the level of individual faculty members' personal practice.

Measures

The edTPA LoI online survey included items constructed in light of the Levels of Use (LoU) instrument (Hall, Dirksen, & George, 2008), as well as research about how configurations of an innovation can be described (Hall, 2010). Utilizing items from a state questionnaire sent to

edTPA coordinators describing institutional activities and needs, we developed 19 questions and situated them within the level of use and innovation configuration constructs (Hall & Hord, 2015). Questions 1-10 focused on LoI at program level, while questions 11- 19 focused on faculty's personal LoI (Appendix A). The questions for the program LoI were parallel to the personal LoI (except question 1). Responses from these 19 items were expected to provide insight into faculty's behavior in relation to edTPA use (Hall, et al., 2008). These items were rated on a six-point Likert Scale (Nonuse: 1, Orientation: 2, Preparation: 3, Mechanical Use: 4, Refinement: 5, and Integration: 6). The progression on the 6-level scale was developmental and reflected the stages of integration individuals go through when faced with a new innovation. Levels 1-3 were within the realm of *non-use* but included different levels of awareness/preparation, while Level 4-6 represented varying levels of use (Hall, 2010).

In addition, we also asked the faculty responding to the survey to provide some background information, which included: name of the edTPA handbook they used in their courses, the size of institution (based on the number of initial teacher preparation graduates reported in Title II), and the roles that these faculty played in their institutions (student teaching supervisor, methods course instructor, or both). Our hypothesis was that edTPA integration might look different across the different edTPA content handbooks, across small and large institutions in the state, and might also be different when faculty played different roles in their institutions.

Participants

A total of 453 teacher education faculty in 35 institutions across the state of Georgia were e-mailed the online edTPA LoI survey. A total of 145 faculty responded to the survey in spring 2015. As shown in Table 1, the responses represented faculty perspectives on integrating a

variety of the edTPA content handbooks: elementary, middle grades, secondary (English, Math, Science and Social Studies), special education, and P-12 (art, music, foreign language, and physical education). Some of the faculty were involved in integration of more than one edTPA handbooks.

Table 1.

edTPA Handbooks Used by Faculty

Programs	N
Elementary	61
Middle Grades	
Math	30
Social Studies	34
English	32
Science	31
Secondary	
English	34
Math	25
Science	28
Social Studies	36
Special Education	15
P-12 (art, music, foreign language, and physical education)	38

Analyses

We conducted exploratory factor analysis (EFA) to examine how well the items clustered together and whether survey items measured what they were expected to measure. Prior to conducting EFA, Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of Sphericity assessed the suitability of the data for factor analysis.

In order to find an optimal number of factors, we assessed cumulative percentage of variance and eigenvalue (>1.0), scree plot and model fit indices (e.g., *RMSEA*, *CFI*, *TLI*) using two software programs: SPSS (v. 20) and Mplus (Ver.7) (Muthen & Muthen, 1998). In this analysis, we applied an oblique promax rotation. In order to determine the model fit and the factor retention, the criteria of *RMSEA* values between 0.05 and 0.08, *CFI* (>0.90), and *TLI*

(>0.90), were considered as acceptable fit indices (Fabrigar, Wegener, MacCallum, & Strahan, 1999; Garver & Mentzer, 1999). A reliability analysis was also conducted to confirm the consistency of items within each factor. Then we conducted the pair-wise comparison of Levels of Integration, in order to examine the difference how edTPA faculty describe their integration of edTPA within their program and their personal practice.

Results

Descriptive Analysis

Responses to the 19 questions were examined for normal distribution using descriptive statistics. Missing values were dealt with list-wise deletion as a default option. Based on the criteria of $|2.0|$ for skewness and $|7.0|$ kurtosis (Chou & Bentler, 1995; Curran, West, & Finch, 1996), none of items showed violations of normality (Table 2) and an approximately normal distribution was evident for the data.

Table 2.

Descriptive Analysis of Responses by Program Level

Items	N	Min	Max.	M	S.D.	Skew	Kurto
1. Has your Program conducted a pilot of the edTPA portfolio in practica/student teaching?	144	1	6	5.18	0.86	-1.77	6.29
2. Has your Program analyzed scores from Local Evaluation of portfolios to identify program needs?	144	1	6	4.44	1.53	-1.15	0.32
3. Has your Program integrated edTPA related content in course lectures, discussions and activities prior to student teaching?	144	1	6	4.62	1.27	-1.17	1.10
4. Has your Program integrated technical knowledge and skills needed for edTPA portfolio construction in course lectures, discussions, and activities prior to student teaching?	142	1	6	4.46	1.31	-1.12	0.98
5. Has your Program integrated assignments focusing on edTPA related content prior to student teaching?	144	1	6	4.58	1.29	-1.20	1.05
6. Has your Program integrated assignments utilizing technical knowledge and skills needed for edTPA portfolio construction prior to student teaching?	143	1	6	4.36	1.38	-0.97	0.34
7. Has your Program offered faculty and supervisor professional development to understand edTPA content?	143	1	6	4.99	1.03	-1.67	4.34
8. Has your Program offered faculty and supervisor professional development to understand the technical knowledge and skills needed to submit an edTPA portfolio?	142	1	6	4.50	1.46	-1.21	0.83
9. Has your Program analyzed scores from National Scoring of portfolios to identify program needs?	143	1	6	4.16	1.62	-0.82	-0.54
10. Have faculty in your Program used data from national scores of portfolios to develop individualized plans for teachers in the induction phase of teaching (first 3 years)?	142	1	6	2.42	1.55	0.75	-0.69

Note. M=Mean; Skew=Skewness; Kurto=Kurtosis

Table 3.

Descriptive Analysis of Responses by Individual Level

Items	N	Min	Max.	M	S.D.	Skew	Kurto
1. Have you analyzed scores from Local Evaluation of portfolios to identify what you need to address in your course(s)?	144	1	6	3.73	1.81	-0.43	-1.29
2. Have you Integrated edTPA related content in your course lectures/seminars, discussions and/or activities?	144	1	6	4.44	1.48	-1.11	0.41
3. Have you integrated edTPA related content in your course assignments?	144	1	6	4.41	1.47	-1.09	0.39
4. Have you integrated technical knowledge and skills needed for edTPA portfolio construction in course lectures/seminars, discussions and/or activities?	144	1	6	3.94	1.62	-0.61	-0.84
5. Have you integrated technical knowledge and skills needed for edTPA portfolio construction in your course assignments?	144	1	6	3.91	1.63	-0.56	-0.91
6. Have you participated in professional development to understand edTPA content?	145	1	6	4.99	1.14	-1.82	3.90
7. Have you participated in professional development to understand the technical knowledge and skills needed to submit an edTPA portfolio?	144	1	6	4.10	1.68	-0.80	-0.65
8. Have you analyzed scores from National Scoring of portfolios to identify what you need to address in your course(s)?	144	1	6	3.54	1.76	-0.28	-1.37
9. Have you prepared candidates to analyze their national edTPA score results to develop an individual induction plan?	144	1	6	2.23	1.43	0.92	-0.15

Note. M=Mean; Skew=Skewness; Kurto=Kurtosis

To ensure suitability of data for factor analysis, KMO measure of sampling adequacy and Bartlett's test of sphericity were assessed. Since the KMO index was 0.85 (see Table 4), which is greater than 0.5, and the Bartlett's test of sphericity was significant ($\chi^2(171) = 1822.46, p < .001$), the data was deemed adequate for factor analysis.

Table 4.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity

Index	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.85
Bartlett's Test of Sphericity	
Approx. Chi-Square	1822.46
Df	171
Sig.	.00

Exploratory Factor Analysis

Exploratory factor analysis conducted to identify the number of factors with best fit (in addition to Eigen values, Scree plot and Model fit indices) indicated a five-factor solution (Table 5 and Figure 1) ($N=145; \chi^2(86) = 160.90; RMSEA=0.08; CFI=0.99; TLI=0.98$), which was well within the accepted range ($>.30$) of factor loadings (Table 6) for survey items (Costello & Osborne, 2005). The five factors included: (a) analyzing local/national edTPA scores; (b) integration of edTPA in program design and delivery; (c) professional development around edTPA; (d) integrating edTPA in personal practice; (e) using edTPA data to inform practice (refer figure 1 for Eigen values for factors 1-5). Internal consistency reliability of each factor was examined using Cronbach's alpha and was found to be acceptable across all five factors: .69-.92 (see Table 7).

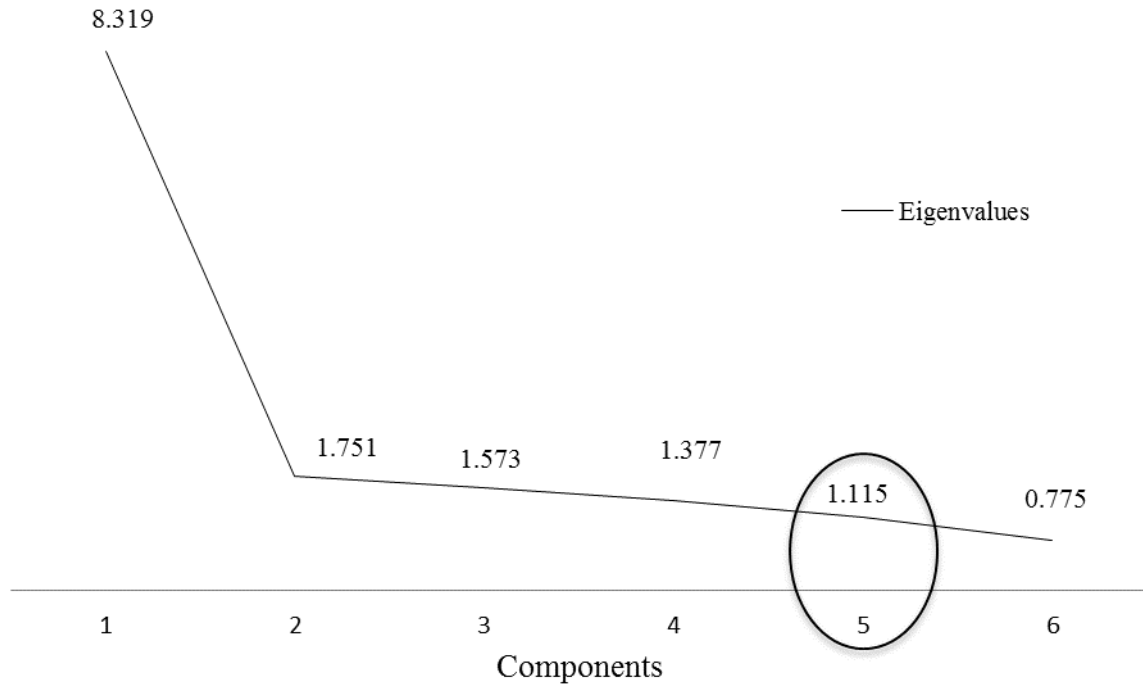


Figure 1.

Scree plot for the EFA showing number of eigenvalues

Table 5.

EFA Model Fit Indices from 2 to 6 Factor Solution

Number of Factors	Chi-square	df	RMSEA	CFI	TLI
2	676.19	134	0.17	0.93	0.91
3	481.03	117	0.15	0.95	0.93
4	320.86	101	0.12	0.97	0.95
5	160.90	86	0.08	0.99	0.98
6	148.08	72	0.09	0.99	0.98

Note. RMSEA=Root Mean Square Error of Approximation; df=degree of freedom; CFI=Comparative Fit Index; TLI=Tucker Lewis Index.

Table 6.

Standardized Factor Loadings for Exploratory Factor Analysis

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
<i>Has your program:</i>					
Conducted a pilot of the edTPA portfolio in practica/student teaching?	0.64	0.16	0.23	-0.08	-0.11
Analyzed scores from Local Evaluation of portfolios to identify program needs?	0.74	0.08	-0.01	0.03	0.16
Analyzed scores from National Scoring of portfolios to identify program needs?	0.69	0.01	0.08	-0.08	0.34
Integrated edTPA -related content in course lectures, discussions and activities prior to student teaching?	0.41	0.61	-0.02	0.11	-0.01
Integrated technical knowledge and skills needed for edTPA portfolio construction in course lectures, discussions, and activities prior to student teaching?	0.18	0.60	0.22	0.04	0.03
Integrated assignments focusing on edTPA related content prior to student teaching?	0.28	0.78	-0.02	0.10	-0.01
Integrated assignments utilizing technical knowledge and skills needed for edTPA portfolio construction prior to student teaching?	0.01	0.76	0.21	-0.05	0.11
Offered faculty and supervisor professional development to understand edTPA content?	0.36	0.02	0.72	0.03	-0.08
Has your Program offered faculty and supervisor professional development to understand the technical knowledge and skills needed to submit an edTPA portfolio?	0.01	0.14	0.84	-0.01	0.13
<i>Have you:</i>					
Analyzed scores from Local Evaluation of portfolios to identify what you need to address in your course(s)?	0.51	0.01	-0.03	0.49	0.16
Participated in professional development to understand the technical knowledge and skills needed to submit an edTPA portfolio?	0.01	-0.08	0.48	0.39	0.29
Integrated edTPA related content in your course lectures/seminars, discussions and/or activities?	0.34	0.14	-0.03	0.75	-0.07
Integrated edTPA related content in your course assignments?	0.22	0.21	-0.01	0.70	0.04
Integrated technical knowledge and skills needed for edTPA portfolio construction in course lectures/seminars, discussions and/or activities?	-0.09	0.34	0.29	0.70	-0.02
Integrated technical knowledge and skills needed for edTPA portfolio construction in your course Assignments?	0.00	0.22	0.25	0.70	0.04
Participated in professional development to understand edTPA content?	0.33	-0.08	0.29	0.54	0.01
Analyzed scores from National Scoring of portfolios to identify what you need to address in your Course(s)?	0.48	-0.15	0.01	0.25	0.53
Prepared candidates to analyze their national edTPA score results to develop an individual induction plan?	-0.16	0.08	-0.07	0.04	0.91
Have faculty in your program used data from national scores of portfolios to develop individualized plans for teachers in the induction phase of teaching (first 3 years)?	0.04	0.18	0.06	-0.21	0.71

Table 7.

Reliability of Five-Factors of Level of Use

Reliability	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
N of Items	4	4	3	5	3
Cronbach's Alpha	.75	.89	.71	.92	.69

Pair-wise Comparison of Program and Personal Levels of Integration

Since the questions had parallel structure for the program vs. personal level of integration, we were able to draw comparison across the two levels (see Table 8). The average ratings of responses across ten program levels of integration was 4.37, indicating that overall, the use of edTPA at the program level was above the *mechanical* use level. Among the program related LoI, the question asking “Has your program conducted a pilot of the edTPA portfolio in practica/student teaching?” received the highest ratings, above the *refinement* level ($M=5.18$, $SD=0.86$), while, “Have faculty in your program used data from national scores of portfolios to develop individualized plans for teachers in the induction phase of teaching?” received the lowest ratings ($M=2.42$, $SD=1.55$), which was within the *non-use* parameters.

Interestingly, the overall mean for faculty’s personal LoI ($M=3.92$) was significantly lower ($p<.001$) than mean LoI at program level; for the nine pairs of parallel questions. This confirmed our hypothesis that the faculty LoI would be different from the program level LoI. The question, “Have you participated in professional development to understand edTPA?” was rated the highest, almost at the *refinement* level ($M=4.99$, $SD=1.14$). The question, “Have you prepared candidates to analyze their national edTPA score results to develop an individual induction plan?” received the lowest ratings ($M=2.23$, $SD=.1.43$), at the *orientation* level.

It is also interesting to note that the background information on type of edTPA handbook, institution size, and the number of roles played by faculty did not have a significant effect on

their ratings on the program level or personal level of edTPA integration. Thus, across the state, the patterns of edTPA integration at the two levels (program and faculty's personal practice) were similar across all edTPA handbooks, in institutions of various sizes, and among the faculty members that played different roles in their institutions.

The integration of edTPA and its related technical knowledge in courses and assignments, received a high rating both at program and personal levels, which was at the level of *mechanical* use. Similarly, orientation and professional development around edTPA received high ratings (above the *mechanical* use level). The use of edTPA scores for developing an induction plan for the candidates was rated considerably lower than the rest of the questions, both at the program and personal level.

Table 8.

Pairwise Comparison of LoI: Program and Personal

Questions	Paired Mean	t	Df	p	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1 (2 vs. 11)	0.752	5.55	140	0.00	0.48	1.02
Pair 2 (3 vs.12)	0.213	2.02	140	0.05	0.00	0.42
Pair 3 (4 vs.13)	0.065	0.52	138	0.60	-0.18	0.31
Pair 4 (5 vs. 14)	0.674	5.98	140	0.00	0.45	0.90
Pair 5 (6 vs. 15)	0.468	3.42	140	0.00	0.20	0.74
Pair 6 (7 vs. 16)	0.007	0.07	141	0.94	-0.19	0.20
Pair 7 (8 vs. 17)	0.393	2.78	139	0.01	0.11	0.67
Pair 8 (9 vs. 18)	0.660	5.00	140	0.00	0.40	0.92
Pair 9 (10 vs. 19)	0.164	1.36	139	0.18	-0.08	0.40
Overall	0.380	0.89	141	5.12	0.89	0.00

Discussion

The state of Georgia mandated the use of edTPA for initial teacher licensure beginning in the fall of 2015. The impact of this policy imperative was evident in the integration of edTPA at the program level and at the personal level as perceived by the faculty. The responses, which represented all edTPA handbooks, showed that programs had made a concerted effort to integrate edTPA related components prior to the consequential year. The high-stakes nature of edTPA had impacted all institutions and all faculty equally, irrespective of the type of handbooks they used, the size of their institution, or the additional roles faculty played in their institutions. Teacher preparation programs were compelled to invest time and resources in providing professional development for edTPA and ensuring that different aspects of edTPA were integrated within programs prior to the year when all teacher candidates would have to pass it for initial teacher licensure.

At the program level, the question on conducting a pilot of edTPA was rated at the *refinement* level, while the question on programs providing professional development to faculty was a close second. These two responses showed that teacher education programs across the state had introduced edTPA, provided professional development, and made adjustments in program design, curriculum, and courses, to incorporate components of edTPA. With the exception of these two questions, a majority of the other aspects of edTPA integration, both at program and personal levels were rated at the *mechanical* level, which indicated the use of edTPA with a focus on compliance. A significantly higher LoI of edTPA at the program level showed that the compliance aspect for the edTPA policy was emphasized to a greater extent at the program level. Often high-stakes policy decisions remain compliance oriented and it takes time, buy-in, and a deep understanding of the nature of reform, for it to be meaningfully

integrated practices of the grass-roots level implementers (Delandshere & Petrosky, 2004). Top-down imperatives perceive teacher educators as passive implementers of instructional policies, neglecting the role of locally and contextually negotiated knowledge, work, and innovation (Brown & Duguid, 1991; Wenger, 1998). Perhaps, this separation from having a role in decision making and implementing policies caused the faculty to feel that although, edTPA was being used at the program level, but it was being used to a lesser degree in their personal practice.

Because edTPA was set to become consequential for certification in fall 2015, programs across the state conducted pilots of edTPA and afforded extensive support and professional development to faculty around edTPA implementation. This stress on the consequential nature of the assessment and short timeline of implementation probably impacted the programs much more than the faculty personally (Fayne & Qian, 2015).

The five-factor solution from the exploratory factor analysis and a high Cronbach's alpha showed that the edTPA LoI survey is internally consistent and a valid measure for collecting data on edTPA integration within programs and faculty practice. The factors (analyzing edTPA scores, integration of edTPA in program design and delivery, professional development on edTPA, integration of edTPA in personal practice, and informing practice based on edTPA data) were robust and strong constructs for understanding faculty's use of edTPA both at the program level and the personal level. Additionally, the five factors highlight the important facets of what the actual use of edTPA would look like in a program or faculty's practice. In our study, a need for professional development was especially evident in relation to using edTPA scores for developing an induction plan for the teacher candidates, which was the aspect of edTPA rated within the *non-use* realm, both within program use as well as faculty use (Hall & Hord, 2015).

Conclusion

A state-wide implementation of a policy such as edTPA, which has extremely high stakes both for teacher candidates and programs, needs immense time and resources, as well as, collaboration at multiple levels within the state and programs, and adjustments in practices of coordinators, supervisors, faculty, and mentors, for it to be understood and integrated within the practices of all stakeholders (Lachuk & Koellner, 2015). The LoI survey can serve as a tool to evaluate the extent of current use as well as future needs of teacher education faculty and programs when implementing edTPA in their context, especially in determining professional development needs of the faculty with respect to the use of edTPA. It is critical that enough time be afforded to programs and faculty to gain a complete understanding of edTPA as an assessment, create buy-in, evaluate its merits, and make adjustments in personal practices based so that a majority of the components of edTPA can be integrated at the *refinement level* and *integration level* on the edTPA Levels of Integration developmental scale.

The five factors of edTPA integration can serve as potential benchmarks when assessing the actual behaviors that surround edTPA implementation in other teacher preparation programs. Additionally, faculty feedback on the edTPA LoI survey can provide important feedback for policy makers to plan for appropriate time for policy roll-out, and providing enough time for piloting and implementing edTPA prior to the consequential use for licensure or program approval (Lachuk & Koellner, 2015; Sato, 2014).

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Appendix A

edTPA Levels of integration Survey

Level & Items	edTPA Level of Integration					
	Nonuse: Not at this time or I don't know	Orientation: Acquiring information about this; have not started preparations	Preparation : Preparing to integrate this; have not started implementation	Mechanical Use: Currently implementing; focusing primarily on complying with requirements	Refinement: Have implemented and are making adjustments based on results of implementation	Integration: Have implemented and are collaborating with others and studying professional resources to make refinements
Program (Has your program:)						
1. Conducted a pilot of the edTPA portfolio in practica/student teaching?						
2. Analyzed scores from Local Evaluation of portfolios to identify program needs?						
3. Integrated edTPA related content in course lectures, discussions and activities prior to student teaching?						
4. Integrated technical knowledge and skills needed for edTPA portfolio construction in course lectures, discussions, and activities prior to student teaching?						
5. Integrated assignments focusing on edTPA related content prior to student teaching?						
6. Integrated assignments utilizing technical knowledge and skills needed for edTPA portfolio construction prior to student teaching?						
7. Offered faculty and supervisor professional development to understand edTPA content?						
8. Offered faculty and supervisor professional development to understand the technical knowledge and skills needed to submit an edTPA portfolio?						
9. Analyzed scores from National Scoring of portfolios to identify program needs?						
10. Have faculty in your Program used data from national scores of portfolios to develop individualized plans for teachers in the induction phase of teaching (first 3 years)?						
Personal (Have you:)						
1. Analyzed scores from Local Evaluation of portfolios to identify what you need to address in your course(s)?						
2. Integrated edTPA related content in your course lectures/seminars, discussions and/or activities?						
3. Integrated edTPA related content in your course assignments?						
4. Integrated technical knowledge and skills needed for edTPA portfolio construction in course lectures/seminars, discussions and/or activities?						
5. Integrated technical knowledge and skills needed for edTPA portfolio construction in your course assignments?						