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Exploring Novice Elementary Teachers' Use of Academic Language in Planning, Teaching, and Assessment

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Walden University

College of Education

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Lori TeeGarden

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Walden University
2021

Abstract

Exploring Novice Elementary Teachers' Use of Academic Language in Planning,

Teaching, and Assessment

by

Lori TeeGarden

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

August 2021

Abstract

Academic language is the key that promotes disciplinary reading, writing, speaking, and thinking. The novice teacher may not be prepared with the knowledge, skills, and strategies to effectively plan, teach, and assess for academic language achievement. The purpose of this basic qualitative study was to understand the novice teacher's experiences and perspectives of academic language development. The research questions focused on the novice elementary teacher's practice of addressing academic language demands in teaching. The conceptual framework that guided the study comprised Bruner's education theory that places teaching and learning within the culture and society and Rumelhart's theory focused on vocabulary access supporting reading comprehension. Purposeful snowball sampling was used to select eight novice teachers who recently completed a teacher education program. Data from in-depth, open-ended participant interviews were analyzed using a thematic coding framework with concept-driven categories and data-driven subcategories relating to the conceptual framework and research questions. The significant key finding was the need for teacher education to consistently provide development of academic language knowledge and contextual understandings for planning, teaching, and assessing. Findings also indicated a need to provide disciplinary literacy academic language practices to fieldwork supervisors and coordinating teachers as stakeholders in the process of supporting student teachers. This study can lead to positive social change by providing teacher education programs with effective practices for preservice coursework and fieldwork that will enable novice teachers to provide equitable literacy learning and disciplinary literacy achievement for diverse students.

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Chapter 1: Introduction to the Study

Academic language is key to promoting disciplinary reading, writing, speaking, and thinking. The novice teacher must be prepared with the foundational understandings, strategies, and skills to identify and integrate academic language learning to provide each student the opportunity to achieve. The preservice teacher is required to identify and explain the language demands of lesson content in the planning component of their summative performance assessment (SCALE, 2020). The lesson language demands refer to the way that academic language, referred to here as content-specific language, is used in each discipline. Students use the academic language demands (ALDs) to access learning through reading, writing, listening, and speaking. This content-specific language, referred to as the academic language, is defined by the Stanford Center for Assessment, Learning, and Equity (SCALE, 2017) as the language of the discipline that the student will need to understand for content learning. The elementary students' abilities to access academic vocabulary is a critical component that enables them to comprehend content and become successful as a learner. The elementary students' success as a learner is dependent on the skill level of the novice teacher to plan, teach, and assess lessons. The novice teacher's literacy skills enable the student to access the ALDs of disciplinary content lessons for learning achievement (Cardullo et al., 2017; Lahey, 2017).

The preservice teacher's teaching strategies to address the ALDs are an integral component of the Education Teacher Performance Assessment (edTPA) that measures planning, teaching, and assessment of academic language that promotes student content understanding (SCALE, 2019). Forty-one states currently use the edTPA, which is

administered by SCALE. In this study, I used the exact terminology of the edTPA as practiced in teacher education programs (TEPs) in the development of novice teachers' understandings and practice; these terms include language demands, discourse, syntax, vocabulary, differentiation, and academic language. In this study I explored the academic language culture for learning through the perspectives of the novice teacher, as they reflected on their TEP knowledge development of current literacy practice in all disciplines (see Roberson et al., 2020). Effective academic language teaching enables the teacher to become an agent of social justice and social change to positively promote student literacy learning (Pugach, 2017).

Background

Academic language teaching is an essential component of reading and writing in disciplinary content literacy, such as science, humanities, and math. Although the educational study of effective vocabulary strategies has occurred for over 100 years (Cummins, 1979), the more recent focus has been on English language learners' (ELLs) acquisition of disciplinary literacy achievement and on understanding the vocabulary practices of students with disabilities to provide academic growth as mandated by the 1997 Individual with Disabilities Education Act (Galloway & McClain, 2020; Robertson et al., 2020). Researchers have agreed that the academic language skills of ELLs and proficient English students have a positive affect on their reading comprehension achievement (Galloway & Uccelli, 2018; Proctor et al., 2020). Pritchard and O'Hara (2017) identified that effective academic language teaching practices require teachers to provide scaffolded levels of instructional opportunities to develop diverse student

learning. These practices include the precise clarification and modeling of the academic language based on the content vocabulary demands of the language within a continuous cycle for literacy learning activities that engage, guide, and monitor student learning (Lachance et al., 2019). The development of academic language is essential for ELLs' academic literacy growth, and many educators are not prepared to meet the linguistic and academic needs of diverse learners (Lachance et al., 2019; Proctor et al., 2020; Robertson et al., 2020). Across research literature, experts have suggested that TEPs provide an intensive focus on academic language teaching, incorporating effective skills, strategies, and practice into coursework and fieldwork (Robertson et al., 2020). This focus on academic language teaching provides the novice teacher with the knowledge and understanding to meet the differentiated disciplinary literacy needs of diverse learners.

Lahey (2017) and Robertson et al. (2020) stated that TEPs need to provide academic language concepts in coursework to plan and develop differentiated literacy applications aligned with the Common Core Standards. The preservice teacher's skill to effectively identify the academic ALDs of lesson planning facilitates disciplinary literacy teaching and assessment skills. These teacher literacy learning skills, to identify, plan, and develop the ALDs, guide the novice teacher's abilities to positively promote student performance and achievement (Huston, 2016, 2017; International Literacy Association, 2017). Gottfried et al. (2019) and Pugach (2017) described the examination of planning, teaching, and assessment of disciplinary content academic language as an authentic and valid measure of the novice teacher's abilities to effectively meet the literacy learning needs of diverse learners. The edTPA provides an accountable alignment of language

acquisition within TEP course instruction to prepare preservice teachers for disciplinary literacy teaching for diverse learners (Baecher et al., 2017; Brown, 2018; Gottfried et al., 2019; Pugach, 2017). Cash et al. (2019) identified a positive correlation of increased edTPA scores to the targeted programming within the scope and sequence of TEP coursework. Previous studies have provided differing interpretations regarding the correlation of the edTPA on teaching practices. Paugh et al. (2018) found a disconnect between the TEP learning process and the simultaneous student teaching term of the edTPA submission. Researchers suggested that teacher education rigorously embed these components into the coursework sequence earlier to allow the preservice teachers to develop proficient academic language knowledge and application practice (Brown, 2018; Cardullo, 2017; Gottfried et al., 2019; Paugh et al., 2018; Pecheone & Whittaker, 2016; Sayeski et al., 2019). Muth et al. (2018) examined the piloting of the edTPA completion before the student teaching term, identifying an increased foundational understanding of language acquisition and the ALDs of disciplinary literacy lessons.

In an early study on teachers' preparation for teaching academic language, Sandholtz and Shea (2015) found a limited relationship between the supervisor's academic language foundational understandings, expectations, and instructional practices on preservice teachers' developmental skills. Sandholtz and Shea recommended follow-up with the candidate as a novice teacher to examine the correlations of coursework, supervisor predictions, and performance assessment with effective teaching practices. Donovan and Cannon (2018) suggested that universities include professional development for supervisors as stakeholders in the process to support academic language

practice and facilitate preservice teachers' implementation of effective strategies. In addition, Seymour et al. (2018) surveyed the cooperating teachers as supporting stakeholders of the edTPA process and identified misunderstandings regarding the relationship between academic language teaching, student teaching, and the edTPA process. The cooperating teacher is the preservice teacher's host teacher and classroom supervisor during the student teaching field experience and supports the development and contextual classroom practice of ALD skills and strategies.

The edTPA is a cumulative effort of TEP stakeholders to ensure the preservice teachers' knowledge development and contextual understandings in their novice practice. Othman et al. (2017) determined that the edTPA was an appropriate measure of preservice teachers' skills; however, the embedded practices have limited application to the novice teacher's practice. Zhou (2018) examined the concern of novice teacher sustainability based on the edTPA score and identified a correlation between edTPA scores and the provided mentoring of first-year teachers to support and facilitate continued growth for teacher retention and effective literacy teaching. Raymond-West and Rangel (2020) identified a correlation between the novice teacher's self-efficacy of literacy teaching skills to their level of TEP literacy-focused coursework, fieldwork, and feedback received from supervisors and mentors. O'Hara et al. (2020) suggested that novice teachers need mentoring support to move beyond foundational vocabulary knowledge. Novice teachers need support to use ALDs to promote student learning in disciplinary content syntax and discourse. There is a gap in the literature and a critical need for further research to comprehensively broaden TEP instructional coursework and

fieldwork for foundational academic language practices that promote effective novice elementary teacher disciplinary literacy planning, teaching, and assessment (O'Hara et al., 2020). This study was needed to understand effective ALD practices for TEP preservice coursework and fieldwork that will enable the novice elementary teacher to provide students with equitable literacy learning and disciplinary literacy achievement.

Problem Statement

The problem is that the novice teacher may not be prepared with the knowledge, skills, and strategies to plan, teach, and assess academic language (Cardullo et al., 2017; Lachance et al., 2019; Lahey, 2017; Polly et al., 2020). The preservice teacher experiences difficulties in achieving the benchmark for licensure/certification/program completion of this component of the edTPA (Cardullo et al., 2017; Lahey, 2017). Current researchers have struggled to identify the exact cause; however, findings have suggested that elementary preservice teachers' edTPA scores identify a significant weakness in their teaching and assessment of academic language (Heil & Berg, 2017; Lahey, 2017; Walsh & Akhavan, 2018). TEPs have provided insufficient understanding and practice for the preservice teacher to develop academic vocabulary teaching for student learning and engagement (Cardullo et al., 2017; Gottfried et al., 2019; Huston, 2017; Kissau et al., 2019; Lahey, 2017; Robertson et al., 2020). The identification of ALDs is the prerequisite for the elementary preservice teacher to provide the foundational teaching practice that will support language and lesson understanding (Kim, 2019; Pritchard & O'Hara, 2017). Behney (2016) found that preservice teachers benefit from the mentoring of the cooperating teachers of TEP pedagogy of differentiated academic language instructional

practices. The mentorship of the cooperating teacher promotes the preservice teacher's academic language applications to their edTPA submission and novice practice (Hebert, 2019; Lahey, 2017; Muth et al., 2018). As stakeholders in the preservice teacher's success, it is critical that the cooperating teacher receive background pedagogy of language demands, academic language, and edTPA expectations (Behney, 2016; Scales et al., 2019; Seymour et al., 2018). Pecheone and Whittaker (2016) reported that the collaboration of all stakeholders in the edTPA submission and student teaching experience could prepare the preservice teacher with the knowledge, skills, and academic language strategies to strengthen student performance and become a successful disciplinary literacy educator.

In this study, I explored the academic language culture for learning through novice teachers' perspectives as they reflected on their TEP knowledge and understanding of disciplinary literacy practice. Little is known about how the TEP affects the novice teacher's disciplinary literacy practices of ALDs. Disciplinary literacy practices will become an increasing issue for novice teachers due to situational impact of the COVID-19 pandemic on TEP coursework and fieldwork experiences; TEPs have suspended or modified the edTPA requirement. As a result, the teacher candidate will experience gaps in understanding effective literacy practices and strategies not learned and practiced in the TEP and student teaching environments; these gaps will need to be addressed and supported by the novice teacher, school administrators, and support faculty (Slay et al., 2020). The problem that the novice teacher may not be prepared with the knowledge, skills, and strategies to plan, teach, and assess academic language will

continue to be an obstacle without a clear and comprehensive understanding of effective practices to enable TEPs to address this gap in research.

Purpose of the Study

The purpose of this basic qualitative study was to explore novice teachers' perspectives of their academic language development for disciplinary literacy planning, teaching, and assessing. This study involved the phenomenon of knowledge understanding and practice of ALDs as a culture of learning as it has developed across environments and time and become established in the novice teacher's practice. Further research is needed to understand how to best prepare preservice teachers for academic language teaching (Cardullo et al., 2017).

TEPs require that the preservice teachers plan and embed the ALDs of the lesson(s) to support disciplinary literacy learning and achievement of diverse learners (Fayne & Qian, 2016; Pecheone & Whittaker, 2016). When purposefully identified and embedded in critical teaching activities, language demands, inclusive of vocabulary, syntax, and discourse, provide differentiated student strategy access (Martin et al., 2018). Developing academic language is critical for college and career preparedness in today's information-based world; elementary reading students continue to struggle with reading comprehension due to delays in academic language (Meneses et al., 2018).

The skill to plan, teach, and assess academic language is a significant predictor of teacher effectiveness (Robertson et al., 2020). Elementary student achievement is dependent on academic language proficiency to access concepts and relationships to comprehend across content areas. Elementary teachers need to develop effective ALD

disciplinary literacy skills and strategies to promote student achievement (Cardullo et al., 2017; Lahey, 2017; Proctor et al., 2020). The preservice teacher must be prepared to integrate these linguistic demands into teaching practices while utilizing the best literacy strategies for differentiated interventions (Cardullo et al., 2017). Effective TEP practices and procedures that ensure quality disciplinary literacy academic language teaching facilitate the gaining of this knowledge as well as meet the demands of both student teaching and the instructional and assessment requirements of the edTPA and/or certification (Brown, 2018; Hoffman et al., 2016; Huston, 2016; Lahey, 2017; Sayeski et al., 2019; Uccelli & Galloway, 2016). The preservice teacher's development and practice of ALD provides them with academic language strategies to facilitate the planning, teaching, and assessment understandings as a professional teacher (Bastian et al., 2018; Gottfried et al., 2019; Kim, 2019; Seymour et al., 2018). In this qualitative study, I explored academic language learning through the novice elementary teachers' perspectives as they reflected on their TEP knowledge of current literacy practice in all disciplines.

Research Questions

RQ1: What are the novice teachers' current ALD planning, teaching, and assessment strategies for disciplinary literacy based on their experiences with their TEP?

RQ2: How are the novice teachers describing their TEP experiences of ALD planning, teaching, and assessment for disciplinary literacy?

Conceptual Framework

Two theories, Bruner's (1996, 2006) cultural education theory and Rumelhart's (1980) reading comprehension theory, inductively supported and informed this basic qualitative approach study to reflect the concepts, values, and literacy models of ALD planning, teaching, and assessment (see Merriam & Tisdell, 2016). Bruner's cultural education theory involves the learner, the teacher, and the content in the development of knowledge. This theory incorporates complex cognitive content instruction to develop meaningful language-centered connections and understandings (Cardulla et al., 2017). In this study, I focused on in-depth interview data from novice teachers' ALD experiences from TEP planning, teaching, and assessing learning tasks that fostered their current disciplinary literacy practices. Bruner's theory guided the analysis of these data to understand how the TEP involved the preservice teacher in coursework and fieldwork to develop ALD knowledge and understandings for planning, teaching, and assessment.

In addition, Rumelhart's (1980) reading comprehension theory framework maintained that access to vocabulary supports the student's ability to comprehend text. The focus of this study specifically addressed the novice teachers' ability to provide ALD access through planning, teaching, and assessing to support disciplinary literacy learning for comprehension. Rumelhart's reading comprehension theoretical framework guided the analysis in understanding the novice teachers' current ALD practice to support student disciplinary reading comprehension. The theories Bruner's (1996, 2006) and Rumelhart's (1980) guided the analysis of the novice teachers' interview data to address the research questions and provide insights and understandings of the phenomenon.

Detailed explanations of both Bruner's theory and Rumelhart's theory will be provided in Chapter 2.

Nature of the Study

A basic qualitative study approach is often used in education research to focus on the lived experiences of specific groups across environments and time, providing a clear and rich description and valuable emic perspective of the specific phenomenon (Hyejin et al., 2017; Jackson et al., 2018; Merriam & Grenier, 2019; Merriam & Tisdell, 2016). Researchers conducting language and literacy qualitative studies consider the socio-cultural frame of the preservice teacher to the novice teacher as the developmental process to embed disciplinary strategies and practices from their TEP (Robertson et al., 2020). Through the basic qualitative approach and in-depth interviews to capture novice teachers' ALD experiences and perspectives, this study elicited and facilitated understandings of the phenomenon as it related to TEP and literacy (see Hyejin et al., 2017). The novice teacher interviews allowed me to collect data with which to address the research questions through the participants' perspectives and descriptions of their TEP experiences of ALD planning, teaching, and assessment knowledge development and their current academic language strategies for disciplinary literacy practice.

For participant selection, I used the snowball sampling strategy, beginning with three novice elementary teachers, and inviting, each of them to ask other novice teachers to participate in the study to achieve and attain participant sample size saturation (see Ravitch & Carl, 2016). Saturation was attained upon the eighth novice teacher participant, providing a holistic comparative perspective of the phenomenon from the

novice teacher's point of view (see Schreier, 2018). I used thematic analysis to analyze descriptive interactions from the semi structured, open-ended interviews to provide an examination of the novice teacher's ALD planning, teaching, and assessment practices. Interview research data were supplemented with content analysis to understand effective TEP skills and strategies practice in coursework and fieldwork (see Merriam & Tisdell, 2016; Rapley & Rees, 2018). The content analysis approach combined concept- and data-driven categories in one coding frame to document the data collection that provided low-inference and accurate interpretation of the novice teacher ALD planning, teaching, and assessment classroom practice (see Merriam & Gremier, 2019). This systematic content analysis process afforded me to address both research questions with rich descriptions and interpretations throughout the interview and coding steps that evolved to describe the novice teachers' perspectives of their ALD for disciplinary literacy planning, teaching, and assessing.

In this basic qualitative study, I used an analytic lens to investigate the participants' understandings of the personal, theoretical, and empirical extensions of academic language teaching. This study linked my understandings and perspectives of ALDs with those of the participants through the methodological conventions of TEPs. In this study, I provided an in-depth analysis of ALD phenomena within the contextual conditions of the novice teacher to bring further insights and understandings to the TEP practices utilized (see Robertson et al., 2020).

Definitions

Academic language: The oral or written language that is specific to the content topic that identifies and incorporates vocabulary, syntax, and discourse of content (SCALE, 2019).

Academic vocabulary: Vocabulary knowledge enables students to understand and comprehend the meaning of words and to understand words and the application of words within disciplinary content. Academic vocabulary includes the words that enable students to gain understandings of disciplinary content words and text (Cardullo et al., 2017). The preservice teacher and the novice teacher need to identify the content-specific academic vocabulary and learn to provide targeted teaching support that will provide students access to effectively communicate within the discipline (Graves et al., 2019; International Literacy Association, 2017; Martin & Mulvihill, 2017).

Cooperating teacher: The supervising host teacher for the preservice teacher during the student teaching field experience. During the clinical teaching placement, the cooperating teacher becomes a stakeholder in the edTPA process (Hebert, 2019; Seymour et al., 2018).

Disciplinary literacy: Also referred to as content area literacy. Content teaching, such as science, humanities, and math, that utilizes reading, writing, speaking, and listening skills and strategies across curriculum studies that involve the specialized vocabulary of that content (International Literacy Association, 2021).

Discourse: The specific way that the discipline talks, reads, writes, and participates in the learning and interaction of the knowledge of the content (SCALE, 2018b).

edTPA: A content-specific, performance-based assessment created by SCALE (2017) and the American Association of Colleges for Teacher Education (AACTE, 2018). The edTPA measures preservice teachers' readiness skills to plan for teaching; this includes identifying, analyzing, and planning for ALDs. The edTPA also incorporates assessment components to measure instruction to meet individual student needs, engaging students in teaching, making accommodations based on data, and evaluating and analyzing student mastery for teaching determinations for next steps (AACTE, 2018; Davis & Armstrong, 2018; SCALE, 2017).

Language demands: The specific way the academic content vocabulary is used and applied in the words and phrases of the disciplinary literacy learning tasks, which includes the language function, vocabulary, discourse, and syntax (SCALE, 2019). This is referred to as the linguistic demands, the first step of lesson planning that requires the teacher's awareness to accommodate and support each student's understanding of the discipline (McQuillan, 2019).

Language function: The purpose academic vocabulary has in the teaching, which in the learning focus of content and language is measured by an action verb (SCALE, 2019).

Novice teacher: There is a significant range in the novice teacher's years of experience identified in the research literature. Raymond-West and Rangel (2020)

defined it as less than 2 years of experience, and while Stewart et al. (2019) used less than 4 years of experience. For this study, the novice teacher referred to a teacher with less than 3 years of classroom experience.

Planning, teaching, and assessing: The three recommended components of a balanced literacy curriculum learning segment (International Literacy Association, 2017, 2021). The edTPA assesses each of these components in the three tasks of planning the instruction and assessment, instructing the students with differentiated opportunities, and assessing student learning (SCALE, 2019). For this study, the term teaching referred to the edTPA term of instructing.

Preservice teacher: The student who is completing coursework in a TEP (AACTE, 2018). In this study, the term, preservice teacher, was used to describe what is also known as the teacher candidate. The edTPA uses the terms, teacher candidate, prospective teacher, or aspiring teacher, as the references to novice preservice teacher (SCALE, 2017, 2018a).

Syntax: How the organization of academic vocabulary provides the student meaning and understanding; the syntax could be a word, phrase, clause, sentence, or visual representation (SCALE, 2019).

TEP: The preparational training of coursework, clinical, and fieldwork placements through the student teaching placement. TEP is defined by state-based policies and the Council for Accreditation of Educator Preparation to provide teacher standard requirements to develop, practice, and demonstrate evidence-based practices that improve student learning and development (Hebert, 2019; Risko & Reid, 2019).

Assumptions

1. The participants answered each interview question honestly.
2. The participants had a vested interest in participating in the research to bring additional understandings and clarifications to the study.
3. The inclusion criteria for each participant were met and assured that each has had similar experiences of the phenomenon of this study.

Scope and Delimitations

1. There were no underlying circumstances for the novice teacher that factored into their responses due to their non-tenured status that affected their interest and responses throughout this study.
2. Eight novice teacher participants met the saturation level of previous qualitative studies.

Limitations

1. The sample size of eight participants may have provided limited generalizability.
2. The qualitative synthesis of experiences may have provided a limited understanding of the planning, teaching, and assessment strategies utilized within novice teacher practice.
3. Due to the restrictions of the COVID-19 pandemic, the interviews were conducted remotely and may have provided limited understandings due to the inability to include classroom observations in the research data. Classroom observations may have provided further insights and understandings of the

novice teachers' teaching environment and lesson planning documents, as well as student examples of ALD practice and assessment.

4. The COVID-19 pandemic impacted the current practice of novice teacher participants in their abilities to plan, teach, and assess in a similar instructional model that their TEP provided for them through coursework and fieldwork.

Significance

This research was unique because it addressed an under-researched area of TEPs of ALD instruction and the novice teacher's disciplinary literacy practice (Brown, 2018; Gottfried et al., 2019; Lahey, 2017; Othman et al., 2017; Pecheone & Wittaker, 2016; Polly et al., 2020; Risko & Reid, 2019; Scales et al., 2019). This study addressed the gap in the research literature related to the TEP process of learning how to plan, teach, and assess the ALDs of disciplinary literacy teaching from the perspective of the novice teacher.

This study was significant to TEP course and fieldwork and the abilities of preservice teachers and novice teachers to provide students access to academic language for disciplinary literacy. The preservice teacher's skill to effectively identify the ALDs of disciplinary literacy positively influences their abilities as they enter the classroom as a novice teacher to address and promote student performance and achievement (Huston, 2016; International Literacy Association, 2017). The examination of planning, teaching, and assessment as it related to addressing academic language provided an authentic, valid measure regarding the preservice teacher's abilities as a literacy teacher (see Gottfried et al., 2019; Pugach, 2017). In addition, the edTPA offered a research-based framework for

the preservice teacher's skills for planning, teaching, and assessing academic language (see Olson & Rao, 2017). This framework provided TEPs with accountable data to inform, address, and adjust for ALD instructional needs, which would enable the novice teacher to promote positive change in disciplinary literacy student learning. The exploration of the novice teacher's perspectives of TEP regarding ALD teaching provided information regarding literacy learning. Effective academic language teaching enables the teacher to become an agent of social justice and social change to provide student literacy learning and disciplinary literacy achievement (Pugach, 2017).

Summary

The purpose of this basic qualitative approach study was to explore novice teachers' perspectives of their ALD development for disciplinary literacy planning, teaching, and assessing. Bruner's (1996, 2006) culturalism education theory and Rumelhart's (1980) reading comprehension theory underlaid this study of the perspectives of novice teachers, as they revealed the language-centered understandings that supported their disciplinary literacy planning, teaching, and assessment practices.

Chapter 2 provides a background of reading pedagogy as it relates to academic language and teacher performance assessment (TPA) as well as a synthesis of extant research on academic language and language demands as it relates to the TEP, edTPA, and preservice and novice teacher practice.

Chapter 2: Literature Review

Literature Review Introduction

The problem was that the novice teacher may not be prepared with the knowledge, skills, and strategies to plan, teach, and assess academic language (Cardullo et al., 2017; Lachance et al., 2019; Lahey, 2017; Polly et al., 2020; Robertson et al., 2020). The preservice teacher has experienced difficulties in achieving the benchmark for licensure/certification/program completion of this component of the edTPA (Cardullo et al., 2017; Lahey, 2017). Researchers found that elementary preservice teachers' edTPA scores identify a significant weakness in the teaching and assessment of academic language (Heil & Berg, 2017; Lahey, 2017; Walsh & Akhaven, 2018). TEPs have provided insufficient understanding and practice of ALDs for the preservice teacher (Gottfried et al., 2019; Huston, 2017; Kissau et al., 2019; Lahey, 2017). The identification of language demands is the prerequisite for the elementary preservice teacher to provide the foundational teaching practice that will support academic language and lesson understanding (Kim, 2019; Pritchard & O'Hara, 2017). In addition, preservice teachers benefit from the expertise of the cooperating teacher to provide the mentorship of the TEP's pedagogy to practice and synthesize differentiated academic language instruction for student teaching, edTPA submission, and a career in teaching (Hebert, 2019; Lahey, 2017; Muth et al., 2018). It is critical that cooperating teachers, as stakeholders in the preservice teacher's success, receive background pedagogy of language demands, academic language, and edTPA expectations (Behney, 2016; Scales et al., 2019; Seymour et al., 2018). Pecheone and Whittaker (2016) reported that the

collaboration between all stakeholders in the edTPA submission process and student teaching experience could prepare the preservice teacher with the knowledge, skills, and academic language strategies to strengthen student performance to become a successful educator of disciplinary literacy.

The purpose of this basic qualitative approach study was to explore novice teachers' perspectives of their ALD development for disciplinary literacy planning, teaching, and assessment. Researchers have indicated a gap in understanding related to TEP and edTPA developmental practices to provide effective ALD knowledge and academic applications (Cardullo et al., 2017; Lahey, 2017; Polly et al., 2020).

Chapter 2 includes the historical progression of literacy as it relates to the demands of academic language. In addition, I review the knowledge and practice of ALDs and their relationship to TEP and edTPA as well as discuss how this affects the novice teacher's practice and student disciplinary literacy learning. I also review the teacher performance development aspect of the edTPA to understand the language demand component assessment of ALDs.

Literature Search Strategy

The peer-reviewed literature review established the foundation for this study to understand the problem of the novice teacher's incomplete preparation in TEP to identify the ALDs for planning, teaching, and assessing disciplinary content literacy. Academic language is a critical component for student success in reading comprehension because it affects their ability to engage in the learning and understanding of disciplinary literacy (Lahey, 2017; Meneses et al., 2018; Proctor et al., 2020; Wright & Cervetti, 2017). To

provide the historical background of literacy learning, I synthesize the research on the progression of vocabulary as a critical component of reading comprehension. A discussion of the historical inclusion of language demands and academic language in disciplinary literacy also provides a foundational background.

In this review, I briefly address the historical development of teacher exams as an assessment of knowledge content and TPAs as an assessment of knowing how to teach content, including the development of the TPA to the implementation of the edTPA as an assessment. This review includes current research findings regarding edTPA language demand practice collaborations with TEP stakeholders, coursework and supervisory instructors, cooperating teachers, preservice teachers, and novice teachers who have participated in the TEP and edTPA process. I also provide a purpose for the terminology of language demands terms of function, vocabulary, discourse, and syntax in current literature.

For this literature review, I accessed and reviewed over 67 TEP edTPA articles, each focused on the experiences and perspectives of varied stakeholders and their relationship with the edTPA. Of those 67 articles, 18 referenced the terms of *academic language* and/or *language demands* that went beyond the direct citation of the edTPA rubric. Of those 18 articles, only seven discussed the instructional components for effective ALD in disciplinary teaching. These seven articles provide a limited understanding of the phenomenon regarding TEP and edTPA knowledge development of ALD skills and strategy practices for the novice teacher in their professional practice.

This review also included articles that called for further research in understanding the instructional practices and strategies of ALDs.

I used the databases accessible through the Walden University Library and Google Scholar to search for the articles included in this literature review. I also accessed information from the SCALE website as well as seminal articles and books from preeminent authors on topics of literacy, reading, methodology, and theory, as they related to this study. Search terms used while conducting this literature review included the following: *edTPA*, *teacher performance assessment*, *preservice teacher*, *novice teacher*, *language demands*, *academic vocabulary*, *academic language*, *function*, *discourse*, *syntax*, *cooperating teacher*, *supervising instructor*, *reading achievement*, *education reading pedagogy*, *teacher education programs*, *reading pedagogy*, and *English language learners*.

Conceptual Framework

Researchers have indicated a gap in understanding related to TEP and edTPA developmental practices to provide effective ALD knowledge and academic applications (Cardullo et al., 2017; Lahey, 2017; Polly et al., 2020). Understanding this phenomenon may have the potential to provide TEPs with accountable data to inform, address, and adjust for ALD instructional needs, which may enable the novice teacher to promote positive change in disciplinary literacy student learning. Ravitch and Carl (2016) stated that the conceptual foundation is the framework to incorporate settings, experiences, and contexts of the phenomena to explore understandings in an inquiry. In this study, I

utilized Bruner's (1996, 2006) culturalism educational theory and Rumelhart's (1980) reading comprehension theory as theoretical frameworks.

Bruner's Culturalism Education Theory

In the culturalism education theory, Bruner (1996) identified education as a process that embraces the culture of knowledge acquisition into a structure of understanding that will enable the learner to expand, extend, and deepen the structural discipline knowledge for generating new opportunities for self as the learner and teaching applications. Bruner (1960) developed the concept of the "spiral curriculum" (p. 52), revisiting a topic or subject several times over a year or throughout schooling, each time acquiring new meaning and new vocabulary; advancing literacy connections and applying to disciplinary contexts of reading, writing, and speaking. Accordingly, the preservice teachers' interpretive understandings of ALDs become the theoretical and instructional foundation for the novice teacher's spiral curriculum for disciplinary literacy practice. Cardullo et al. (2017) applied Bruner's (1996) theory to better understand how the pedagogy of TEP prepared the preservice teacher to develop and apply the construct of complex cognitive academic language foundations for classroom practice. In an earlier study, Scales et al. (2014) applied this constructivist theory to understand the link between TEP and the preservice literacy teacher practice that are influenced by the interactions, and opportunities that were provided in developmental contexts.

In the current study, I applied Bruner's theory of reasoning to the novice teacher's domain of knowledge as it relates to ALDs in their TEP to develop understandings, applications, and practices as a preservice teacher. Bruner's theory ground the analysis of

the perspectives from TEP foundations of academic language literacy understanding and practices as a preservice teacher to the novice teachers' current understandings, practices, and strategies of ALD planning, teaching, and assessment. Orlofsky (2001) shared the following quote from Bruner, "What to teach to whom and how to go about teaching in such a way that it will make those taught more effective, less alienated and better human beings" (p. 7). This quote from Bruner reflects the current educational challenge of planning, teaching, and assessing for academic language in disciplinary literacy and preparing each preservice teacher in TEPs to become literacy teachers that possess the foundational knowledge, skills, and strategies.

Rumelhart's Reading Comprehension Theory

The novice teacher's skill to identify and incorporate differentiated academic learning opportunities and experiences in lesson planning and instruction is a critical component in TEPs and certification (Brown & Endo, 2017). This quality instruction and understanding of academic language affects the student's ability to use the knowledge and academic vocabulary to engage in the content, which is the foundation of the reading comprehension theory (Rumelhart, 1980). Students process and comprehend new knowledge and text by the interactive activation of previous knowledge with the connections and access to vocabulary promoted by literacy strategies and practices in planning, teaching, and assessing (Fahriany, 2015; Rumelhart, 1980). Accordingly, the novice teacher's ability to provide effective differentiated academic language learning opportunities for diverse learners positively promotes equitable critical language acquisition skills for reading comprehension (Galloway & Uccelli, 2018). Kim et al.

(2016) grounded their study in models of reading comprehension theory to investigate the interventions for struggling readers used by proficient teachers to effectively provide students with background knowledge and academic vocabulary support that enabled the students to evaluate and synthesize information. They identified the need for further research to close the gaps between student literacy achievement for further understanding of teacher academic language strategies, practices, and academic interventions that improve classroom literacy learning and reading achievement.

Bruner's (1996) culturalism education theory and Rumelhart's (1980) reading comprehension schema theory were appropriate to use as the conceptual framework for this basic qualitative approach study. I drew on the culturalism education theory to examine the extension of TEP ALD knowledge development through coursework and fieldwork practices. I drew on the reading comprehension schema theory to examine the novice teachers' perspectives of their ALD teaching strategies and practices to address reading and literacy learning needs. Scales et al. (2014), and Robertson et al. (2020) identified that little is known about the influence of TEP literacy knowledge development, coursework, and field experience practice on novice teachers' effectiveness in the planning, teaching, and assessment of ALD to promote reading comprehension.

The purpose of this study was to explore novice teachers' perspectives of their ALD development for disciplinary literacy knowledge for planning, teaching, and assessment as they reflect on their preservice TEP and current practice. The research questions framed the interview questions to explore novice teachers' perspectives of TEP coursework and fieldwork as the guiding culture to develop ALD planning, teaching, and

assessment practices for effective student literacy learning in their current practice. Using open-ended interview questions, I asked novice teacher participants to reflect about their TEP ALD experiences and practices and the development of their current understandings of ALD in their novice teaching practice to provide the literacy skills and strategies that promote student learning and understandings.

Literature Review Related to Key Phenomenon Concepts

For the novice teacher, the development of ALD knowledge and practice begins in the TEP to enable them to provide the skills and strategies of disciplinary literacy for diverse learners. This section includes a discussion of the pedagogy of language demands and academic language teaching as it has evolved in the historical process of reading pedagogy from the 1950s to the present day, the TPA development as it has evolved to the edTPA as a pedagogical assessment, the pedagogy of TEP instruction as a holistic continuum through the novice teacher practice, and the potential to address social justice disparities of education in providing equitable access to literacy learning for diverse learners.

The Every Student Succeeds Act facilitated the rigorous inclusion of academic language understandings and learnings in content literacy learning to foster equal educational opportunities in the K-12 classroom (Dennis, 2017; Lachance et al., 2019). Warriner et al. (2020) reported that literacy and disciplinary academic language skills and strategies should be balanced with reciprocal learning engagement to address emotional and social needs of marginalized students. Lahey (2017) concurred that academic language teaching must incorporate effective embedded practices that provide

opportunities to hold spaces of authentic communication for deepened understandings. Understandings of TEP ALD knowledge development and practices for the novice teacher's planning, teaching, and assessing practice may provide effective foundational protocols to maximize ALD skills and strategies that foster equal educational literacy opportunities for all students.

Reading Pedagogy Evolution 1950s to Present

Reading and literacy teaching has evolved since the 1950s to consider the learner's individual, cultural, and social needs that influence learning access and opportunities for learning. Vocabulary instruction no longer is the rote drill to provide automaticity of the printed word, but through whole language and balanced literacy initiatives, presently involves the purposeful planning, teaching, and assessing of academic vocabulary for understanding and application contexts for speaking, reading, and writing disciplinary literacy learning (Cardullo et al., 2017; Lahey, 2017).

Reading Comprehension and Vocabulary

Understanding the past historical progression of reading and literacy teaching guides the current understanding of reading development and literacy teaching. Reading in the 1950s up to the 1960s was based on student learning through automaticity of naming words. In the 1960s researchers Fries and Chall, both examined reading and reading comprehension development as progressing linguistic vocabulary stages (Stahl et al., 2020). Using Chomsky's information processing model for reading, Goodman developed a reading miscue analysis assessment to better understand the reader's text processing and understanding. Goodman's theory was that students' understandings of

vocabulary was a strong influence on their use of text to comprehend (Stahl et al., 2020; Tompkins, 2017). The miscue analysis assessment identified three reading vocabulary and passage reading cues: graphophonic, semantic, and syntactic; these terms continue to be used today in current reading teaching and assessment. The 1960s and 1970s brought a shift in reading comprehension research that examined questioning skills and strategies, with follow-up studies revealing the need to include critical-thinking level questioning. The application of critical thinking and vocabulary development have both led to an emphasis to promote reading comprehension skills and disciplinary literacy teaching (Tompkins, 2017).

Whole Language Model

In the last 30 years reading acquisition and comprehension research began to view literacy through the whole language constructivist approach. Reading research began to be verified and theorized through a linguistic instructional lens of meaning and comprehension skill development (Chapman et al., 2018; Smith, 2018). Vygotsky (1978) provided foundational understandings that children learn through socially mediated teaching environments that promote a collaborative inquiry. During this period, Rosenblatt suggested an educational reform based on Dewey's epistemological position, that reading comprehension is the social inquiry process made by the student's connection to text (as cited in Connell, 2001). The data provided by Vygotsky and Rosenblatt developed reading methods as child-centered transactional instruction, whole-language instruction. The focus of the whole language model of literacy teaching was not on specific vocabulary development, but on the child's natural discovery to make

meaning from the reading experience (Chapman et al., 2018). From this model and approach, Clay developed the Reading Recovery Program in the 1970s, founded understandings that students use their prior knowledge, visual cues, sentence structure, and word understandings to build skills (Finikin, 2018).

Balanced Literacy Approach

In 1997, the National Institute of Child Health and Human Development created a National Reading Panel (NRP), tasked to study evidence-based scientific research literature and to provide recommendations for reading teaching (McQuillan, 2019). The NRP recommended that an effective reading program contain the following components: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The NRP reported on the inclusion of vocabulary teaching as a component of comprehension, citing that word knowledge or vocabulary is strongly related to reading comprehension. The NRP reported the need for vocabulary research as it relates to teaching, assessment, and professional development. The NRP identified the research need to understand better the practices that promote growth in vocabulary understandings for reading achievement (McQuillan, 2019). In response to the suggested practices of the NRP report, a balanced literacy approach developed. This approach combined a systematic instructional approach with explicit teaching of the components of phonemic awareness, phonics, vocabulary, fluency, and comprehension with the use of authentic literature (Chapman et al., 2018; Kim et al., 2020).

Disabilities Act for Inclusion Models

The 1997 Individual with Disabilities Education Act created a shift of classroom

practices to accommodate, modify, and differentiate teaching for inclusion models within general education curriculum and assessments (McQuillan, 2019). This mandatory inclusion policy further addressed the need to understand vocabulary practices that would provide students with disabilities academic growth.

Pedagogy of Academic Language

Effective vocabulary teaching has been a concern for over 100 years. Whipple first reported in 1925 that systematic word knowledge acquisition has the potential to provide access to reading growth and academic learning. Despite these understandings, students in the United States lag in reading proficiency (Graves et al., 2018). The National Assessment of Educational Progress reading assessment (Nation's Report Card, 2019) reported that 35% of fourth graders and 34% of eighth graders were at or above grade level proficiency.

McQuillan (2019) provided an understanding of academic language as a tool that promotes academic thinking that goes beyond the shallow instruction of word definitions. McQuillan proposed academic vocabulary instruction as an intensive teaching practice that used authentic text discussions to scaffolded meaning-making interventions; interventions that would enable students to justify and discover relationships to content across contexts. The International Literacy Association (2017) stated that classroom opportunities to engage in academic vocabulary and oral academic language development are critical for the learning achievement of ELL students.

Literacy Learning Initiatives

Several enacted initiatives provided a call to action for TEP embedded academic

vocabulary learning knowledge development and practice. In 1986, *A Nation Prepared: Teachers for the 21st Century*, a Carnegie taskforce on teaching as a profession, reported the need to change the education system to professionalize teaching and to create higher academic achievement standards for students and teachers (Tompkins, 2017); these standards included literacy and the development of vocabulary. In 1992, the Interstate New Teacher Assessment and Support Consortium (InTasc; Council of Chief State School Officers) provided new teacher standards of quality (Mason et al., 2019), and in 1998, the Higher Education Act required TEPs to report teacher licensure assessment data (Kuenzi, 2018); these standards promoted the teacher performance assessments to measure the literacy teaching skills of the preservice teacher to provide classroom teaching. In 2002, the No Child Left Behind Act imposed testing mandates for students and that teachers achieve quality evidence of content knowledge (Tompkins, 2017), highlighting the urgency to address literacy to meet the diverse learning needs for equitable educational opportunities. In 2010, the Common Core State Standards provided content guidelines (Stahl, 2020); these guidelines included the need for academic language in content area instruction. In 2010, the National Reading Technical Assistance Center, reviewed the most recent vocabulary acquisition and teaching practices from the 10 years since the NRP report. Their findings concurred that vocabulary teaching is a critical component of literacy and achievement, which requires explicit strategies for content word knowledge and acquisition to promote content learning. However, their findings could not conclusively determine the best methods of vocabulary teaching; this identified the gap in vocabulary teaching strategies and practices for further

investigations. In 2015, the Every Student Succeeds Act provided a focus on balanced, comprehensive instruction with professional development learning. The Every Student Succeeds Act called on a K-12 curriculum focus to address the academic language teaching of diverse learners (Dennis, 2017); this act promoted a renewed focus for TEP to prepare the preservice teacher with coursework and fieldwork that provided the knowledge and practice to prepare for academic language learning for disciplinary literacy planning, teaching, and assessment.

Academic Language Benefits All Learners

ALD teaching benefits all learners but is a critical concern for special needs and ELL students. These students often struggle with disciplinary literacy academic vocabulary learning and content comprehension; opportunities to accelerate their vocabulary, oral language learning, content skill understanding, and achievement will usually only occur in academic settings (International Literacy Association, 2017; Proctor et al., 2020). Proctor et al. (2020) identified that most ELLs acquire basic vocabulary skills; however, clarified that most ELLs do not achieve mastery of the cognitive academic vocabulary required for disciplinary literacy learning. Several studies have examined academic language and consider it to be the most significant instructional practice for diverse populations of students who struggle with reading comprehension and content-area achievement.

Researchers provide varying perspectives for diverse content literacy instruction; however, they do agree that integrated language teaching is required to achieve proficiency in listening, speaking, reading, and writing. Cardullo et al. (2017), in a

mixed-method case study, identified academic language as critical to student learning and emphasized the need for TEP to prepare teachers with the complex and dynamic components of academic language teaching across content areas. Similarly, Pritchard and O'Hara (2017) implemented a Delphi study with consistent findings to enact core instructional practices to promote academic language learning. Hoffman et al. (2016) and Lachance et al. (2019) each implemented a qualitative descriptive study that replicated these findings with emphasis on elementary literacy content and pedagogy and a sense of agency for TEP to provide teachers with effective ALD coursework and practical experience to address diverse student literacy needs. In their longitudinal study, Uccelli and Galloway (2016) were consistent in identifying a critical need for increased pedagogical practices beginning at the elementary level to ensure mastery of the linguistic demands that support disciplinary literacy. These researchers were inconclusive regarding what the best practice instructional focuses were to address differentiated student learning needs.

Researchers have examined vocabulary and academic vocabulary acquisitions and teaching practices, many with differing interpretations regarding effectiveness; however, each concurred that the current practices have not been sufficient to improve overall disciplinary literacy achievement for students with or without disabilities (Alves et al., 2018). The development of this critical component of academic language teaching would enable students to engage in disciplinary literacy for learning (Alves et al., 2018; Proctor et al., 2020; Robertson et al., 2020). Brown and Endo (2017) researched the lesson plans of preservice teachers to understand the types of linguistic differentiation and

accommodations provided to diverse learners during the planning, teaching, and spiral learning opportunities. Brown and Endo's findings identified that the accommodations were generic, surface level, and provided a minimal connection to the content, student needs, and linguistic vocabulary focus. Collectively, researchers conceived the potential to close the vocabulary gap with the continued research endeavor to understand how to best utilize the academic language components as intervention tools that would positively affect student disciplinary literacy achievement (Cardullo et al., 2017; Pritchard & O'Hara, 2017).

TPAs: A Pedagogical Assessment

Before the TPA, teacher candidate readiness was determined by their proficiency with a formative paper-and-pencil test that assessed one process, content knowledge (Huston, 2016). The TPA continued to evolve from a generic K-12 assessment to a portfolio with grade-specific assessments and rubric criteria designed to measure teacher effectiveness and to inform the teacher program. In the late 1990s, TEPs responded to the *Nation at Risk* report initiatives that recommended improvements in teacher preparation with professional assessment measures. Kane et al. (2016), in a study to investigate how teachers and principals were implementing the Common Core State Standards, reported that students of novice teachers learn 0.08 to 0.10 standard deviations less than the students assigned to an experienced teacher. The TPA based on the professional teacher standards measures the preparedness of the novice teacher for teaching with the knowledge, understandings, and skill application of best practices.

EdTPA Development

States called for a rigorous and accountable preservice teacher assessment to inform TEP improvement. The development of the edTPA as a formative and summative assessment began in 2009 (Paugh et al., 2018). The SCALE brought together a faculty review team from over 100 universities, content specialists, and K-12 teachers, aligned with the standards of the AACTE and InTASC (Zhou, 2018). The preservice teacher completes and submits an edTPA portfolio in the student teaching term. The portfolio includes (a) a series of three to five lesson plans that identify the language demands and academic vocabulary, with function, discourse, and syntax; (b) student assignment samples; (c) an unedited video of them engaged with students in instruction; (d) evidence of their differentiation and adjustments of instruction and assessment for diverse learners; and (e) a thorough reflection of their rationale and interpretation of student learning in the teaching process (SCALE, 2020). The preservice teacher's edTPA evaluation uses a series of aligned rubrics. The edTPA implementation began in 2013, and since that date, 41 states, with 926 TEPs, have adopted the assessment at varying levels for degree completion, licensure, or certification (SCALE, 2020). Due to the current COVID-19 pandemic, submission of the edTPA has allowed the flexibility of alternative arrangements within a virtual learning environment and some states and TEP institutions to provide additional accommodations during this pandemic (Slay et al., 2020).

Language Demand Component

Uccelli and Galloway (2016) investigated what strategies and practices teachers used to attend to the academic language needs in their classroom. This study used a

quantitative longitudinal mixed method and found that teachers lacked the skill of first identifying the school-relevant language demands necessary for students to access the disciplinary literacy and then struggled to effectively plan and teach disciplinary literacy lessons. Lahey (2017) used a qualitative study to examine how preservice and novice teachers conceptualized how the edTPA and academic language instruction grounded in the Common Core Learning Standards provided equitable opportunities for the ELL student and struggling learners. Lahey found that the preservice teacher benefitted from the explicit TEP instruction in ALD to be well-positioned to meet the literacy learning needs of diverse students. Lahey further identified that language demands were a critical component of the edTPA to ensure that each preservice teacher has the knowledge base and evidence of essential teaching practices.

The elementary literacy edTPA assesses language demands with two rubrics (SCALE, 2020). The rubrics require the preservice teacher to “identify and support the language demands associated with a key literacy learning task” (SCALE, 2020, p. 16), which will be assessed in the instructional lesson plans, explanation, and differentiated language supports provided and evidenced in the learning sequence. The language demands include the identification of academic vocabulary, language function, syntax, and discourse within each content lesson in planning, teaching, and assessment. In addition, the teacher must provide differentiated supports to meet the literacy learning needs of diverse students (SCALE, 2020).

TEP Pedagogy Includes Language Demand Knowledge for Academic Language Learning

Developing the skill set of effective academic language planning, teaching, and assessment begins with the TEP and continues within teacher professional development (Alves et al., 2018). Cardullo et al. (2017) stated that the TEP must prepare the preservice teacher to understand language demands to integrate differentiated academic vocabulary learning into disciplinary content concepts. Graves et al. (2019) emphasized that the identification of academic vocabulary requires a teaching skill based on knowledge and experience. ALD is not separate from content teaching; it is an embedded component to develop an understanding and content learning (Brisk & Zhang-Wu, 2017).

Language Demand in Research Literature

I accessed over 67 TEP and edTPA articles for this literature review, each focused on the experiences and perspectives of varied stakeholders and the relationship of the edTPA candidate scores to the novice teacher practice. Of those 67 articles, 18 referenced the terms of *academic language* and or *language demands* that went beyond the direct citation of the edTPA rubric. Of those 16 articles, only seven articles discussed instructional components for effective academic language development in disciplinary teaching.

The K-12 Educator Stakeholder and Coordinating Teacher Stakeholder

Lachance et al. (2019) used a qualitative interpretive case study to explore why the K-12 teacher struggles to provide equitable academic language access to diverse learners in disciplinary learning. Lachance et al. found that the K-12 teachers understood

the foundational linguistic and academic language; however, they identified a disconnect to effectively address student needs with effective equitable strategies that minimized language disparity. In a qualitative investigation of academic language, Lahey (2017) concurred that teachers identified academic language as the language of school that enables each diverse learner to engage in disciplinary literacy learning to access conceptual understanding; however, found that teachers did not effectively provide explicit instructional supports.

Researchers noted that preservice teachers need to develop an effective skill set to teach academic language, and the TEP must provide the coordinating teacher professional development to ensure their effective modeling and support (Cardullo et al., 2017; Lahey, 2017). The coherence of literacy teaching practices and procedures provided by TEPs throughout coursework is one of the most difficult for preservice teachers.

Supervisory Teacher Stakeholder

Lahey (2017) determined that the collaboration between the supervisory mentor teacher and TEP stakeholders in the topic of academic language and principles for practice provided and promoted deepened understandings for the preservice teacher. Lahey concluded that the edTPA provided the preservice teacher the understandings of academic language but found a continuation of support was needed for novice disciplinary literacy practice. Donovan and Cannon (2018) studied the preservice and supervisory stakeholder relationship in a quantitative self-study. However, these researchers did not support the edTPA assessment, but cited a need for further research

that included professional development for supervisors to more effectively support academic language practice (Donovan & Cannon, 2018).

TEP Faculty Stakeholder

The qualitative ethnographic study of Davis and Armstrong (2018) focused on the TEP faculty stakeholder and their coursework design to incorporate academic language as the thread of connecting and catalyzing planning, instruction, and assessment through the analysis of the language demands. Davis and Armstrong suggested that TEP coursework focus on ALD foundational components to promote preservice teacher understandings and practice. The quantitative study of Polly et al. (2020) cited that teacher candidates are challenged with the understandings and applications of academic language function, syntax, and discourse in the planning, teaching, and assessing to promote student thinking and learning. Each of these researchers cited a crucial need for research utilizing TEP and edTPA method instructional support in predicting teacher readiness to provide targeted intervention. In two similar studies, Sayeski et al. (2019) and Williams et al. (2018) agreed that TEP faculty are adjusting and adapting course content and learning tasks to edTPA pedagogy. However, additional course and field experiences need to be integrated throughout the TEP courses to facilitate and promote meaningful applications for disciplinary learning teaching skills (Robertson et al., 2020; Sayeski et al., 2019; Williams et al., 2018).

Preservice Teacher and Novice Teacher Stakeholder

O'Hara et al. (2020) and Cardullo et al. (2017) investigated preservice teachers' and novice teachers' perspectives as stakeholders. Using a Delphi methodology, O'Hara

et al. examined mentoring practices to support the novice teacher in developing essential academic language knowledge and contextual practice support. O'Hara et al. found that TEP provided academic language foundational knowledge; however, the teachers lacked the tools, practice, and skills to develop their teaching to promote disciplinary literacy learning for diverse learners. They further identified that preservice teachers who understood the foundational understandings and the theoretical purpose experienced more success in the novice teacher setting. Cardullo et al. utilized a mixed-method semester study to examine preservice teacher growth in academic language understandings and applications. Cardullo et al. noted that preservice teachers who developed the foundational understandings of academic language and practiced differentiated applications across disciplinary literacies developed confidence and performed significantly higher on course assessments. Each study cited a need for further research in TEP to provide foundational knowledge in disciplinary literacy. Both Cardullo et al. and O'Hara et al. specifically suggested that TEP coursework include ALD instruction in content method courses with mentoring to build, develop, and apply explicit instructional practices for diverse student learning.

Holistic Pedagogy – Preservice Teaching Through Novice Teaching

Teacher preparation and teacher development must include skills and strategies to provide preservice teachers with effective practices that will support them as novice teachers in acquiring academic language understandings for planning, teaching, and assessment. Beck and Kosnik (2019) recommended ongoing inquiry research, with the

collaboration of all stakeholders, to ensure the alignment of TEP coursework, fieldwork, and support for novice teacher practice.

A Collaboration Continuum

The collaborative alignment continuum of TEP support for the ongoing preservice to the novice teacher practice positions the novice teacher to provide the knowledge and real-world understandings in disciplinary literacy content instruction (Bastian & Marks, 2017; Warsame & Valles, 2018). This collaborative stakeholder effort between TEP and novice teacher practice provides a learning community environment that supports the quality of best practice strategies and skills, but also promotes social justice for the teacher and students of diversity (Conklin, 2015).

Academic Language Promotes Reading Comprehension for Social Equity

Lachance et al. (2019) identified the educator's role to provide integrated student-centered academic language teaching as the authentic gatekeeper for equal access opportunity. The integration of academic language planning, teaching, and assessment provides diverse learners with access to vocabulary to comprehend content for academic achievement (Cabell & Hwang, 2020; Fisher & Frey, 2020). Evens et al. (2018) noted that language is the mediator of diverse disparities in the education community. Without an intentional and purposeful practice of effective academic language skills and strategies at the TEP level, the preservice teacher will not develop the skill to develop strategies and practices for equitable language access for marginalized learners. Warriner et al. (2020) reported that literacy and disciplinary academic language skills and strategies should be balanced with reciprocal learning engagement to address the emotional and social needs

of marginalized students. Lahey (2017) concurred that academic language teaching must incorporate effective embedded practices that provide opportunities to hold spaces of authentic communication for deepened understandings. Furthermore, Lahey stated that this begins as a collaboration at the teacher education level, continues to the novice teacher placement, and develops as a collaborative effort with each stakeholder to provide and promote an equitable literacy learning community for all students.

Summary and Conclusions

The literature highlighted that the key to student learning achievement and reading comprehension is access to the academic language. Educators need to provide effective academic language teaching to provide equitable access to all levels of learners within the learning community. The TEP must provide foundational knowledge and practical experience that promote the theoretical understandings with layers of content practices. With this background, the novice teacher will be better prepared to provide disciplinary language acquisition strategies of ALDs that will promote student literacy learning.

I accessed over 67 articles that discussed edTPA or TPA as it relates to ALD, preservice teacher, or novice teacher. Seven of those articles provided a limited discussion of ALD as an instructional component of disciplinary literacy teaching. The research has shown that ALD is a critical skill for the novice teacher to develop to become an effective teacher for diverse student learners and positively influence elementary student literacy achievement. Research studies have supported the framework of the edTPA to promote ALD planning, teaching, and assessment for preservice learning

to support classroom practices for disciplinary literacy learning. This literature review highlighted the gap of understanding of how TEP could adequately and effectively prepare novice teachers in elementary disciplinary literacy education to plan, teach, and assess ALD for diverse learners.

There is a gap in research understandings and a critical need for further research to comprehensively broaden TEP instructional coursework and fieldwork for foundational academic language practices that promote effective novice teacher literacy planning, teaching, and assessment (O'Hara et al., 2020; Robertson et al., 2020). This study was needed to understand effective ALD practices for TEPs for preservice coursework and fieldwork that would enable the novice teacher to provide equitable literacy learning and disciplinary literacy achievement. This qualitative study addressed the problem that the novice teacher may not be prepared with the knowledge, skills, and strategies to plan, teach, and assess academic language (see Cardullo et al., 2017; Lachance et al., 2019; Lahey, 2017). In addition, this study provided insights to understand the preservice teacher through the novice teacher continuum of ALD practices that provide equitable disciplinary literacy access for social justice educational opportunities.

In Chapter 3, I provide a detailed discussion of the methodology used in this research study to explore the novice teachers' ALD strategies. While disciplinary literacy academic language has been researched, there have been limited studies to provide understandings regarding the TEP effect of ALD knowledge that provides best practices for disciplinary literacy teaching equities.

Chapter 3: Research Method

The novice teacher's ability to address the demands of academic language affects literacy learning. The research problem was that the novice teacher may not be prepared with the knowledge, skills, and strategies to plan, teach, and assess academic language (Cardullo et al., 2017; Lachance et al., 2019; Lahey, 2017; Polly et al., 2020). The purpose of this qualitative study was to explore novice teachers' perspectives of their ALD development for disciplinary literacy planning, teaching, and assessing. The skills of academic language, as they relate to lesson function, syntax, and content discourse, help the student acquire the vocabulary and to understand the disciplinary literacy content (Cardullo et al., 2017). In this chapter, I (a) describe the research design; (b) describe my role as the researcher; (c) explain the methodological approach as it relates to the participant selection, instrumentation, and data collection; and (d) provide transparency to elements of ethical procedures followed for this study.

Research Design and Rationale

In this study, I sought to explore novice teachers' perspectives of their ALD development for disciplinary literacy planning, teaching, and assessing. This basic qualitative study was guided by the following research questions:

RQ1: What are novice teachers' current ALD planning, teaching, and assessment strategies for disciplinary literacy based on their experiences with their TEP?

RQ2: How are novice teachers describing their TEP experiences of ALD planning, teaching, and assessment for disciplinary literacy?

The eight novice teacher participants provided a representative perspective through which to examine the phenomenon of academic language teaching. As a basic qualitative study, the subjective view and method are central to understanding the lived experiences of each novice teacher and enabled the qualitative patterns of experiences of the phenomenon to emerge through descriptive thematic analysis (see Patton, 2015, Saldana, 2016). I incorporated in-depth interviewing to go beyond the isolated novice teacher experience to develop a perspective of literacy knowledge and development from preservice through novice teaching (see Cardullo et al., 2017; Lachance et al., 2019).

Role of the Researcher

As the qualitative researcher, my responsibility was to be a non-biased observer and listener to ensure accurate documentation of each participant's perspective. My role as a researcher required careful documentation of interviews and field notes as research data; this meticulous documentation guided the accurate interpretation of inductive analysis (see Patton, 2015; Rubin & Rubin, 2012). Saldana (2016) noted that qualitative studies represent participant perspectives, and the researcher must acknowledge and address the subjective nature to ensure that the data are analyzed and are not the researcher's objective interpretation of the data. Basic qualitative research, as a naturalistic approach, allows the researcher to collect, document, and observe specific participant perspectives and understandings with rich descriptions as experienced within the complex phenomenon conditions (Patton, 2015). Throughout the study, I was cognizant of my role as the researcher and did not interject my understanding of the phenomenon as a teacher and teacher education instructor. Patton (2015) and Merriam

and Grenier (2019) stated that qualitative researchers bracket their own beliefs to observe and analyze; as a researcher, this required maintaining a self-awareness throughout the study. My inclusion of direct quotations from in-depth interviews with descriptive notations, reflective and reflexive journaling, and regular debriefing with a colleague provided substantiated evidence for credible data collection that remained close to the perspectives of each participant, the analytic process, and attentiveness to elements of bias (see Patton, 2015). My authenticity and the credibility of data collection and analysis informed the limited current research as it relates to novice teachers' academic language instruction and practices (see Cardullo et al., 2017; Huston, 2016).

Methodology

In this qualitative study with thematic analysis, I explored novice teachers' personal, theoretical, and empirical understandings of academic language instruction to examine and explore the TEP practice (see Cardullo et al., 2017). Using the basic qualitative approach provided me with an interpretive methodology and an inquiry process incorporating a primary data collection instrument and design for carrying out inductive descriptive analysis to interpret and develop participants' understandings and experiences of the phenomenon (see Merriam & Grenier, 2019). I sought to understand the TEP knowledge development through coursework and fieldwork, because it influences novice teachers' ALD for diverse learning. In this study, an in-depth analysis of academic language phenomena from the perspectives of the novice teacher was conducted to develop further insights and understanding of TEP practice.

The phenomenon that grounds this study was the novice teachers' current academic language practice perspectives as developed from their TEP understanding and experiences. I employed the qualitative approach in the exploration of each research question to explore novice teachers' perspectives. The qualitative approach allowed for the analysis of real-life phenomena, along with the individualized TEP experiences of each participant, to gain insights and possible understanding. This study involved the culture of academic language knowledge development and practices as they develop to accommodate and differentiate the novice teacher disciplinary literacy practice for diverse learners (see Brown & Endo, 2017; Cardullo et al., 2017; Lahey, 2017). The qualitative study elements included (a) the initial interview to establish rapport and extend responses and discussion, (b) explicit explanations from probes to draw out insights and meanings to explore perspectives from each novice teacher, and (c) interview discussions regarding the planning, teaching, and assessment practices of the preservice and novice teachers (see Davis & Armstrong, 2018; Huston, 2016).

Participant Selection Logic

Purposeful, Homogeneous, Snowball Sampling Strategy

I used the purposeful, homogeneous, snowball sampling strategy to select the eight novice teacher participants in this study because it provided a holistic, comparative perspective from the native's point of view and experience of the studied phenomenon (see Creswell & Guetterman, 2019; Schreier, 2018). This sample size aligns with a similar topic study that interviewed four teacher participants (Zhou, 2018). Each novice participant represented a case in this study (see Creswell & Guetterman, 2019). The

selection of more than one novice allowed for the capture of insight to refine collective understandings and further develop information-rich understandings of generalizations of academic language literacy instructional practices (see Merriam & Tisdell, 2016). The novice teacher practice is grounded in their knowledge and experiences developed through coursework, fieldwork, student teaching assignment, and supportive feedback (Brown & Endo, 2017).

Participant Selection Criteria

I designed this basic qualitative study to develop insights regarding the participants' understanding of the phenomenon through their perspectives and shared experiences with the topic of academic language. The eight participants provided substantial data that met saturation; Cardullo et al. (2017) and Huston (2016) used the saturation guide of four to eight participants in a similar topic qualitative study. The participants met the following inclusion criteria: (a) being novice elementary teacher and (b) having recently completed elementary TEP; this selection criterion provided an understanding of the ALD perspectives and experiences of the novice teacher. The sampling of selecting participants according to the common criteria of novice teacher and completion of the elementary TEP provided information-rich experiences that are similar as they relate to the research phenomenon and the purpose of this inquiry study (see Merriam & Tisdell, 2016).

Recruitment and Contact Procedures

I contacted three novice teachers who met the selection criteria. Upon receiving their permission, each were asked to suggest and provide contact information for

additional participants who met the criteria. Precautions were taken to minimize and protect the referred participants' privacy by initially providing the research invitation to each prospective participant to inform them of the research process and purpose as well as allow them to contact me. This process was repeated until the sample size of eight novice teachers was reached. When a potential participant expressed interest in taking part in the study, I provided them with the informed consent form electronically for their approval. The consent form contained a description of the ethical and procedural process for each potential participant. Upon receiving the signed informed consent, I immediately followed up with the participant and scheduled the interview to ensure the credibility of the study. The snowball sampling provided the number of participants that attained saturation.

Theoretical Saturation

The theoretical participant saturation of eight novice teacher participants was achieved through the layers of thematic data analysis to discern the novice teacher's perspectives (see Huston, 2016). Thematic data analysis continued until no further themes emerged and until the data collection demonstrated balance and thoroughness to answer the research questions (see Patton, 2015; Rubin & Rubin, 2012).

Instrumentation

The interview guide provided the outline of framed questions that aligned with the purpose and research questions (see Appendix C). The design of each open-ended question and the follow-up probe provided in-depth insights from the novice teacher's perspective that informed the study (see Patton, 2015). The interviews required well-

designed, data-aligned questions that elicited the novice teachers' responses to provide data-rich evidence and insights (see Munz, 2018; Rubin & Rubin, 2012). The interview guide was a framework for an informal conversation that drew out and captured the lived experiences of the novice teachers to reflect on preservice teachers' understandings.

I embedded the inquiry concepts of academic language instruction, as they related to TEP, into each question and prompt to develop insights into how novice teachers have experienced ALD understanding. The interview guide questions used edTPA terminology, including language demands, function, academic vocabulary, discourse, syntax, academic language, and differentiation. Using the exact terminology of the TEP and edTPA provided validity and alignment to the study. Multiple probe questions were included in the interview guide that, depending on the novice teacher's response to the initial question, determined the path of the conversation to probe further for in-depth understanding. The follow-up interview transcript I provided to each participant allowed for any clarifications and accurate representation of research concepts as well as developed credibility for the study (see Huston, 2016).

The interview guide included a checklist of legal and ethical procedures reviewed at the beginning and the ending debrief of each interview. This checklist ensured that all procedures were followed and met researcher standards. The procedures included confidentiality, transcript approval, risk-free interviews and interactions, and informed consent, as well as an explanation that taking part in the interview was strictly voluntary throughout the participation process.

Asking the interview questions allowed me to gather the novice teachers' perspectives and insights regarding planning, teaching, and assessment of ALD to conceptualize the insights of each participant's discourse experience within the learning of TEP culture. Through the lens of the thematic analysis, the interview data thoroughly answered both research questions to develop an understanding of how novice teachers identified the ALDs for disciplinary literacy learning for academic language teaching integration and implementation in teaching and assessment (see Lahey, 2017; Patton, 2015).

Procedures for Recruitment, Participation, and Data Collection

The novice teacher participant interviews occurred within the synchronous communication format over 2 months, according to the following implementation timeline (see Table 1).

Table 1*Data Collection Timeline*

Timeframe	Data Collection Task
Weeks 1-2	<ul style="list-style-type: none"> • Researcher recruitment of two to three participants with inquiry invitation emailed to each. • Upon communicated consensus agreement of each participant, consent form provided for documented signature and agreement email response of “I consent.” • Asked participants to provide names of additional participants who met study criteria. • Follow-up inquiries were sent to each potential recruited study participant. • Follow-up with the informed consent form to interested participants.
Weeks 3-4	<ul style="list-style-type: none"> • Collection of eight informed consent forms and scheduling of interviews. • Interviews were completed via Zoom using the closed captions transcription and audio recorded to reference and authenticate the transcription for accuracy. • Debrief and closure with participants, reminding each of data privacy, anonymous participation in the research analysis and reporting, and security of all documents, with the shredding of all data collection after completion.
Weeks 5-6	<ul style="list-style-type: none"> • Each participant’s authenticated transcript was emailed to them for their approval or recommendation for changes; if the participant agreed, they emailed the response, “I approve of the transcript.” • Stipends were mailed to each participant as appreciation, as provided in the consent form. • Data analysis.
Weeks 7-8	<ul style="list-style-type: none"> • Data analysis.

I conducted the in-depth interviews remotely using Zoom due to the COVID-19 pandemic. Weller (2017) noted that this format allowed for the access and convenience of the face-to-face interview without the formality of researcher presence to provide the potential to foster a sense of ease for the interviewee. I audiotaped the qualitative

interview conversations to check for accuracy and then authenticated with each participant to ensure that the transcript had been precisely documented (see Rubin & Rubin, 2012). This interview interaction with the novice teacher provided clarified substantive meanings for broader understandings of academic language teaching. The in-depth interview developed from the open-ended questioning exchange of the novice teacher's perspectives purposefully explored the phenomenon.

Interviews included the discussion of the preservice and novice teachers' lesson planning, teaching, and assessment of academic language in disciplinary literacy instruction. The triangulation of data within the in-depth interview provided layers of the novice teacher's constructed understandings (see Schreier, 2018). Patton (2015) stated that the triangulation of data methods and theoretical perspectives through fieldwork provides quality research.

The alignment of research questions, interview questions, and interview responses was an essential step to inform the insights of this study. The use of the interview guide as the data collection through data analysis promoted an in-depth understanding of each novice teacher's perspectives of the academic language concepts. The concepts referenced the precise edTPA terminology of language demands, function, academic vocabulary, discourse, syntax, academic language, and differentiation. The interview guide provided an audit trail of the participant's responses and my thinking processes throughout the study.

Data Analysis Plan

The purpose of this basic qualitative study was to explore the novice teacher's perspectives of their ALD development for disciplinary literacy planning, teaching, and assessing. Through thematic data analysis, this study sought to answer the research questions of what are the novice teacher's current academic language practices for planning, teaching, and assessment, and how are they utilizing or rejecting academic language understandings and practices from their TEP. In qualitative studies, these research questions, embedded in open-ended interview questions, provide the framework to identify the meanings and to distinguish categories and themes (see Saldana, 2016). Data analysis occurred simultaneously with the data collection, with transcribed audiotaped interview data synthesized, analyzed, and organized to identify patterns and themes (see Merriam & Grenier, 2019; Merriam & Tisdell, 2016). The simultaneous thematic data comparative analysis is a process that allows themes and patterns to change and emerge to develop synthesized understandings for each question (see Merriam & Grenier, 2019).

In-Depth Data Analysis

The data analysis reviewed the qualitative data of interviews, memos, and journaling in a format of descriptive data to provide insights and perspectives of the phenomenon (see Rubin & Rubin, 2012). The transcribing and summarizing of the interviews and protocols are the preparations for the sequences of coding, sorting, resorting, theme generating, and theme finalizing. I transcribed all interviews for thematic coding framework analysis.

Thematic Coding Framework

The interpretations of the experiences and perspectives of a group of persons or cultures as it relates to a phenomenon are framed in the data collection for thematic and content coding (see Saldana, 2016). The novice teacher's understandings, practices, and perspectives of the ALD culture from their TEP experience was the framework for coding for this qualitative exploration. The coding framework used thematic analysis with iterative revising and expanding to systematically reduce data to then focus on the aspects that reflect the research questions (see Rubin & Rubin, 2012; Saldana, 2016). Saldana (2016) explained that the thematic coding frame includes main categories in which the purpose and research questions are explored. In this study, the content-driven main categories included: function, academic vocabulary discourse, and syntax. Saldana further explained that the coding framework includes subcategories that identify the mutually exclusive participant insights. The data-driven subcategories included ALD in planning, ALD in teaching, ALD in assessing, and ALD in differentiation. In qualitative approach analysis, all relevant aspects of the data collected are divided up or segmented within the coding frame; accordingly, the coding frame included categories for additional emerging themes of knowledge development in TEP and contextual understanding practices in TEP (see Rubin & Rubin, 2012; Schreier, 2018).

The coding frame included a concise description of each main category and subcategory that included the comprehensive category indicators that illustrate the presence of the phenomenon (see Patton, 2015; Ravitch & Carl, 2016). The coding within this framework began at the data collection process and continued throughout the

research process to disclose and confirm any additional emerging themes or categories (see Nowell et al., 2017; Patton, 2015). These thematic frame codes informed the interview process to ensure that data are cohesive in the development of crystalized themes (see Huston, 2016). Three rounds of coding were carried out to segment the data, this ensured that the data fit into one category or subcategory of the coding frame utilizing thematic and content criteria, each entry was assigned a number to identify the participant source and track coding consistency (see Saldana, 2016; Schreier, 2018). The research questions and the research literature that relate to TEP, academic language instruction, and practices were reflected in the coding frame for the analysis.

Triangulated Audit Trail

As the researcher, my role and responsibility was to provide an accurate representation and transparent analysis of the participants' perspectives, as they relate to the research questions (see Merriam & Grenier, 2019). In addition to the interviews, I documented the theoretical and reflective thoughts in a researcher's journal and utilized peer debriefing to review the coding, themes, and categorizing that provided an audit trail (see Nowell et al., 2017). Findings emerged through immersion and interaction with each piece of data collection throughout the study to provide descriptions that represented participants' perspectives (see Patton, 2015). The triangulation of each of these data analysis components provided trustworthiness to the findings of this study.

Issues of Trustworthiness

The design of this basic qualitative study developed insights regarding the novice teacher's understanding of the phenomenon, with in-depth interviews reviewed to inform,

support, and extend understandings in the analysis (see Rapley & Rees, 2018).

Qualitative research must evidence and document the systematic process and practice to yield trustworthy analysis, interpretations, and findings (see Merriam & Tisdell, 2016). A basic qualitative study, with in-depth interviews, provides a rich language with straight and sufficient detailed descriptions of the participants' perspectives and understandings of the phenomenon with researcher reflexivity (see Patton, 2015). The detailed descriptions of the perspectives and understandings from each participant interview provided data that ensured authenticity, credibility, and representativeness to understand the discourse development of ALDs relative to each experience (see Rapley & Rees, 2018). These rich descriptions of the participants' perspectives and understandings of ALDs help readers consider the findings transferable. The systematic documenting of a triangulated interview data collection with thematic analysis established credibility. I reviewed and documented the data analysis through peer debriefing to provide external checks of interpretation of data and findings.

The transparent documentation of participant selection, open-ended interview data collection, reflexive memos, and journaling with content and thematic analysis provide evidence of dependability. Guba and Lincoln (1989) stated that when the research attends to transferability, credibility, and dependability, then confirmability can be established. This qualitative study supported the confirmability with rich descriptions of alignment with the research questions and the theoretical grounding of Bruner (1996) and Rumelhart (1980). This attention to bracketed researcher reflexivity throughout the study

ensured the alignment and further provided the study an audit trail to evidence possible replication.

Ethical Procedures

Throughout the participant selection and data collection, ethical procedures were in place to ensure that each participant's confidentiality, safety, and privacy were maintained, and the protocol for debriefing and potential concerns addressed and resolved immediately. The teacher's electronic invitation as a research participant and the participant consent form provided an audit trail of ethical protocol procedures. I maintained strict participant identity and confidentiality through password-protected documents and anonymous pseudonyms in data collection, data analysis, and reporting documentation throughout the research study. Throughout the process, protocol and procedures restated that participation was voluntary and that participants could decide at any time to withdraw from the study. If a participant had selected to withdraw, their data would have continued to adhere to the strict confidentiality guidelines and data protection; however, no participant selected to withdraw from the study. I kept participant data in password-protected documents on my password-protected personal home computer to ensure participant confidentiality and anonymity. Also, confidentiality agreements were signed and maintained by anyone who may view the data throughout the process of this research study. I will maintain and store the participant data for a minimum of five years, adhering to the Walden University requirements.

Summary

The research problem was that the novice teacher may not be prepared with the knowledge, skills, and strategies to plan, teach, and assess academic language (Cardullo et al., 2017; Lachance et al., 2019; Lahey, 2017; Polly et al., 2020). In this basic qualitative study, I sought to explore the novice teacher's perspectives of their ALD development for disciplinary literacy planning, teaching, and assessing. My transparent attention to each component of the study occurred during each step of the collection; I maintained an ongoing attentiveness to the alignment of each research question within the research interview guide and the process. The recruitment process for participants, with carefully informed and collected consent documents, was maintained and secured to ensure the privacy of each participant. In addition, throughout the interviewing, coding, journaling, and debriefing processes, I carefully formatted and documented each set of protocols. Each component of this research collection process provided a transparent audit trail to ensure the integrity and trustworthiness of the research study. Attentiveness to the details of the research study provided an in-depth analysis of academic language phenomena from the perspective of the novice teacher and insight and understandings to TEP practice.

In Chapter 4, I provide a detailed discussion of the snowball sampling strategy used to recruit the 8 novice elementary teachers including participant demographics, interview setting and data collection procedures. In addition, I provide study results presented by research question including participant rich detailed perspectives and experiences.

Chapter 4: Research Data Collection

The novice teacher's ability to address the demands of academic language in disciplinary literacy influences student learning. The purpose of this qualitative study was to explore novice teachers' perspectives of their ALD development for disciplinary literacy planning, teaching, and assessing. The skills of academic language, as they relate to lesson function, syntax, and content discourse, help the student acquire the vocabulary and understand the disciplinary literacy content (McQuillan, 2019). The ALDs are identified in the vocabulary, function, syntax, and content discourse and embedded into lesson planning, teaching, and assessing. Each of these terms comes from the edTPA teacher performance assessment. The edTPA has not had a long pedagogical history within teacher education as an assessment (Heil & Berg, 2017). The pedagogy of academic language has developed a correlation between literacy development, understanding, and reading comprehension for ELL, special needs, and struggling learners as a research-based best practice. Although not all participants completed this performance assessment, ALD pedagogy has become an integral component of TEP preservice teacher knowledge development coursework and contextual understanding fieldwork for effective practice to promote classroom literacy development and comprehension. Othman et al. (2017) determined that the edTPA was an appropriate measure of preservice teachers' knowledge-based skills but has a limited application to novice teachers' preparedness practice. Raymond-West and Rangel (2020) identified a correlation between the novice teacher's self-efficacy of literacy teaching skills to their TEP collaborative literacy-focused coursework, fieldwork, and feedback received from

supervisors, coordinating teachers, and mentors. In this chapter, after reviewing the research questions that guided the study, I describe the (a) setting and possible conditions that influenced the participants or my interpretation of data; (b) demographics that include characteristics relevant to this study; (c) data collection process; (d) data analysis procedures using the inductive process of coding to categories and themes; (e) evidence of trustworthiness in the process of data collection and analysis; and (f) results organized by the novice teachers' current understandings of ALD terminology and concepts, with results also organized by each research question and aligned interview question(s).

Research Questions

I developed the interview questions to be framed by the research questions and to result in an understanding of novice teachers' perspectives and descriptions of their TEP experiences of ALD planning, teaching, and assessment as well as their current academic language strategies and practices for disciplinary literacy practice. The first research question addressed the novice teachers' current practice based on their teacher preparation: What are the novice teachers' current ALD planning, teaching, and assessment strategies for disciplinary literacy based on their experiences with their TEP? The second question addressed the novice teachers' descriptive experiences of their ALD TEP instruction, coursework, and fieldwork: How are the novice teachers describing their TEP experiences of ALD planning, teaching, and assessment for disciplinary literacy?

Setting

I completed the eight participant interviews using Zoom. Participants chose the day and time to meet within a 3-week timeframe that I had designated. I conducted each

interview from my home office, and participants were either in their homes or in their classrooms without students present. There were no identifiable distractions during the interview sessions. The interviews were casual, comprising a comfortable conversational interaction and ranging from 30 to 60 minutes in length.

Credibility

I established credibility in this study by systematically documenting the triangulated interview data collection and thematic analysis processes. I reviewed the data three times before each transcription and again twice through the transcription process to ensure that each interview transcript document was accurate. I journaled my reflective notations during, after, and throughout the process to understand my role as the researcher and the process of the research study (see Patton, 2015). The data collection and analysis process were reviewed through peer debriefing to provide external checks of the data interpretation and findings. I provided each participant with their interview transcript within 1 week of their interview to give them the opportunity to make changes and ensure that the document was accurate; none of the participants suggested any further changes to their interview transcript.

Demographics

The participants were novice teachers with three or less years of elementary teaching experience who had recently completed a TEP. Each participant completed their TEP in an undergraduate or graduate model and attended a different university setting than other participants. Due to the COVID-19 pandemic, the novice teacher participants were currently teaching in a hybrid model of 4 days of school with 1 day of distance

learning, an in-person 5-day model, or a full-distance learning model. Table 2 provides the pseudonym identification of each novice teacher participant along with their current years of experience and their current teaching model, which is included because five participants identified the model or changing model as a factor that was impacting their ability to provide academic language instruction.

Table 2

Pseudonyms and Participant Descriptors

Participant Pseudonyms	Years of Teaching Experience	TEP Program: Undergraduate/ Graduate	Current Teaching Model	Current Grade Teaching	Current Demographic Location
Teacher A	2	Graduate	Distance	Grade 4	Eastern
Teacher B	2	Undergraduate	Hybrid	Grade 5	Midwest
Teacher C	1	Graduate	In-Person	Grade 2	Midwest
Teacher D	3	Undergraduate	Hybrid	Grade 6	Midwest
Teacher E	3	Graduate	Hybrid	Grade 6	Midwest
Teacher F	1	Undergraduate	In-Person	Grade K	Midwest
Teacher G	3	Undergraduate	Hybrid	Grade 6	Midwest
Teacher H	2	Undergraduate	In-Person	Grade K	Eastern

Data Collection

Upon obtaining Walden University Institutional Review Board approval (02-19-21-0739615), I began recruiting participants, hoping for eight to 10. Using the purposeful, homogeneous, snowball sampling strategy to select eight to 10 novice teacher participants provided a holistic, comparative perspective from the native's point of view and experience of the studied phenomenon (see Creswell & Guetterman, 2019; Schreier,

2018). This sample size aligns with a similar topic study that interviewed four teacher participants (see Zhou, 2018).

Researcher recruitment began with an inquiry invitation emailed to 15 novice teachers who met the research criteria. I received the confirmed interest of three participants and provided the research study consent form to each. Each of the three participants returned a documented electronic response with the statement, “I consent.” Upon the receipt of their consent, I scheduled interviews at a time and day that accommodated their schedules. Each interview was completed using the interview guide (see Appendix C) that listed five questions aligned to the two research questions and a sixth question providing the opportunity for the participant to provide any additional information regarding their experiences. I asked the first three participants to provide names of additional possible participants who met the criteria of the study. Eight additional names were provided as potential participants, and each of these eight novice teachers was emailed the inquiry invitation. Of those eight, I received five additional participant consent forms, and the participants chose a day and time for an interview that accommodated their schedule. I reached saturation after the eighth interview, when themes were being repeated from several previous interviews and no additional information was being provided (see Saldana, 2016). All steps and communication in the recruitment and data collection process were completed during the first 3 weeks of March 2021.

The pre-scheduled interviews with each participant were completed within a timeframe of 35 to 60 minutes during the scheduled time that each participant had

selected. I completed each interview using Zoom with the closed-caption and audio-recording tools turned on. I downloaded the closed-caption transcript after each interview and revised it after listening to the audio recording to accurately document the interview. Each transcript was forwarded to the respective participant to review within 1 week of their interview. I requested that each participant review their transcript and provide me any suggested changes or additions to be made. Each participant agreed that the transcript was accurate and did not suggest any changes to be made. I then sent the participants an appreciation gift card, as stated in the consent form. There were no variations or unusual circumstances that arose during this process. Five interviews extended beyond the planned time of 30 to 40 minutes because our conversations led the participant to elaborate on their responses with descriptive explanations. After the eighth interview, I determined that saturation had been reached due to the repeated themes being shared by participants. I stored each audio-taped recording, transcript, and revised transcript on my password-protected computer.

Data Analysis

Reflective Journaling

During each interview, I jotted down information regarding the discussion that included observational notations. After each interview, I journaled my reflection of the interview, noting specific phrases and understandings communicated to me by the participant. I then reviewed the Zoom audio-recording three times after journaling and again noted specific quotes and insights. I listened to the audio-recording twice more during the transcription process to revise the closed-captioned Zoom transcript to

accurately represent the audio-taped interview. I stored my reflective journal on my password-protected computer.

Coding to Theme

I conducted the thematic analysis of the qualitative data by coding all participant responses to the open-ended interview guide questions to identify the content- and data-driven themes that emerged from the data. I reviewed the transcription data collectively using the content-driven, main category-coded themes of function, academic vocabulary, discourse, and syntax, and data-driven subcategories of ALD in the planning, ALD in the teaching, ALD in the assessing, ALD in differentiation, ALD knowledge development in TEP, and ALD contextual understandings practice in TEP. The coding framework revealed the emerging themes of knowledge development in TEP and contextual understanding practices in TEP. These data are displayed in Tables 3 and 4.

Table 3*Content-Driven Themes and Codes*

Themes/ALD Components	Codes
Function	Not mentioned Unsure Scan/preview/peek at lesson
Academic vocabulary	Not mentioned Unsure Important lesson words Tier words
Discourse	Not mentioned Unsure Talk or write as an expert/use the words of the lesson Make meaning/comprehend
Syntax	Not mentioned Unsure Use correctly in sentences/writing Use the word in explanation Respond using the word

Table 4*Data-Driven Themes and Codes*

Themes	Codes
ALD in planning	No practice identified Use curriculum as a guide Preview and select Pretest Based on student background knowledge Conversational understandings
ALD in teaching	No practice identified Graphic organizers Technology tools Vocabulary games Draw a picture/write a sentence Hands-on/real-life application Repetition
ALD in assessing	No practice identified Formative assessment Embedded activities/projects/art Reteach
ALD in differentiation	No practice identified Struggling learners/special needs/ELL Advanced learners Subcodes More/less Depth/breadth
ALD knowledge development in TEP	Did not occur Began in the last term Began in student teaching Began with first methods course and developed consistently Began in first methods course and developed inconsistently
ALD contextual understandings Practice in TEP	Did not occur Practical fieldwork and course applications University supervisory supported Coordinating teacher supported

Evidence of Trustworthiness

Qualitative research must use protocols of recruitment, informed consent, and interview data collection to evidence and document the systematic process and practice to yield trustworthy analysis, interpretations, and findings (see Merriam & Tisdell, 2016). This basic qualitative study, with in-depth interviews, provided a rich language with straight and sufficient detailed descriptions of the participants' perspectives and understandings of the phenomenon with researcher reflexivity (see Rubin & Rubin, 2012). The detailed descriptions of the perspectives, experiences, and understandings from each novice teacher participant interview provided data that ensured the authenticity, credibility, and representativeness to understand the discourse development of ALDs relative to each experience (see Rapley & Rees, 2018).

Transferability

Using the interview guide with the six interview questions aligned to the two research questions guided each of the eight semi-structured interviews that enabled the transferability of the study. The interview guide structure provided rich descriptions of the participants' perspectives, experiences, and understandings of ALD to support readers to consider the findings transferable.

Dependability

My transparent documentation of participant selection, open-ended interview data collection, participant reviewed and approved interview transcriptions, reflexive memos, journaling, and content-driven and data-driven themes with documentation of coding analysis has provided evidence of an audit trail. This audit trail provides evidence of my

transparency as a researcher and the transparency of this research study process. This audit trail adheres to the protocol for dependability (Patton, 2015).

Novice Teachers' Understanding of ALD and Concepts

ALD planning, teaching, and assessing at the TEP level and for edTPA submission includes the content-driven categories of function, academic vocabulary, discourse, and syntax. Table 5 provides the participant's completion of the edTPA in their TEP. The table also includes the number of times each novice teacher participant referenced the content-driven themes of function, academic language, discourse, and syntax within the discussion of their interview.

Table 5

ALD Terminology and Concepts

Participant	Completed edTPA	Function	Academic Vocabulary	Discourse	Syntax
Teacher A	Yes	0	2	2	2
Teacher B	Yes	0	5	0	0
Teacher C	Yes	2	2	2	3
Teacher D	No	0	1	1	1
Teacher E	Yes	0	1	1	1
Teacher F	Yes	1	3	1	4
Teacher G	Yes	0	5	0	0
Teacher H	No	2	2	0	0

Confirmability

Guba and Lincoln (1989) stated that when the research attends to transferability, credibility, and dependability, then confirmability can be established. This qualitative study supported the confirmability with rich descriptions of alignment to each research question and the theoretical grounding of Bruner (1996) and Rumelhart (1980). This

attention to my bracketed researcher reflexivity throughout the study ensured the alignment and further provided the study an audit trail to evidence possible replication.

Results

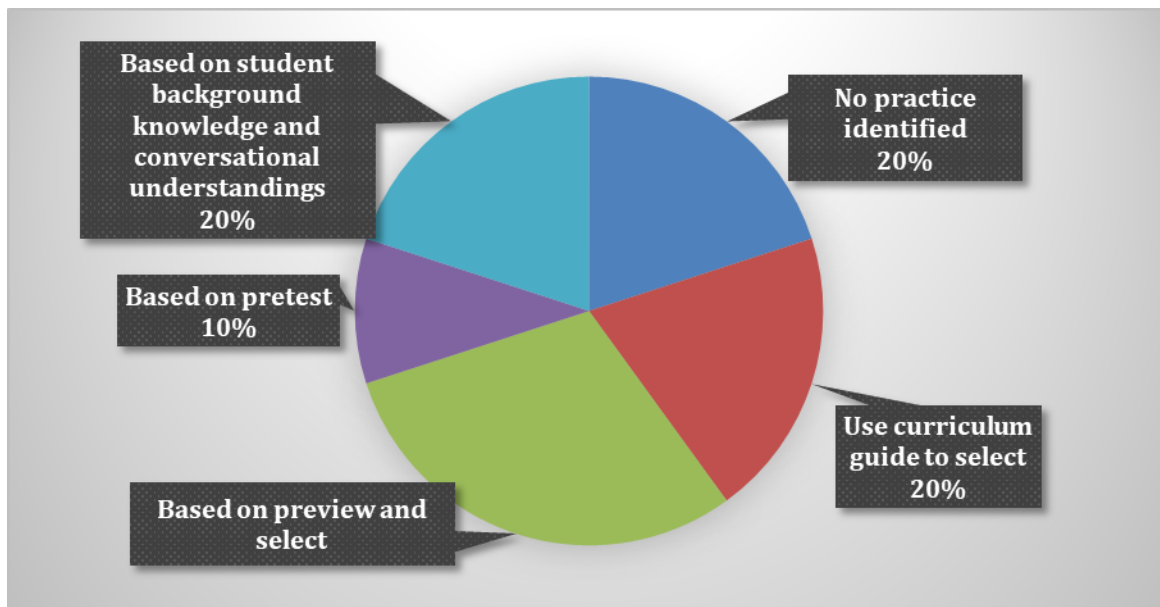
Data collection and data analysis have guided the final results of my study, which included eight novice elementary teachers. Each novice teacher was within their first three years of teaching, and each had recently completed their TEP. The results have been organized first by the novice teachers' understanding of ALDs using the terminology and concepts of function, academic vocabulary, discourse, and syntax. The results are then organized by each research question and the aligned interview question(s) based on the novice teachers' responses that reflected their perspectives and experiences from TEPs and their current teaching practice.

Research Question 1

What are the novice teachers' current ALD planning, teaching, and assessment strategies for disciplinary literacy based on their experiences with their TEP?

Novice Teacher's Current Process to Identify the ALD in the Planning of Disciplinary Literacy lessons and TEP Experience

Figure 1 displays the novice teachers' understandings and practice of ALD in planning of disciplinary literacy lessons based on content-driven thematic analysis.

Figure 1*ALD in Novice Teacher Disciplinary Literacy Planning*

Six teachers were able to identify their specific ALD planning practice for disciplinary literacy teaching. Two teachers were unable to describe an ALD planning practice. Teacher A described that academic vocabulary was important to understand keywords for the content learning but was unsure if vocabulary should be a daily focus of importance. This teacher further stated that to prepare for an administrative observation, ALDs had been addressed in the planning to ensure scoring on their Charlotte Danielson rubric evaluation. This teacher further shared that this had been the only time since the pandemic and that the changed learning model of academic vocabulary had been a component of lesson planning. Teacher A stated that before the pandemic, she had been using the TEP lesson plan template to remind her to include each component; however, a supervisory colleague told her that this practice was unnecessary. Furthermore, this

teacher shared that her current school district and state do not currently require the edTPA for initial teacher licensure and perceived her edTPA completion and score had been a positive factor in her hiring as evidence of meeting teacher standards. Teacher B also stated that she does not practice any planning strategies for ALDs but understood its significant importance. This novice teacher perceived that her TEP instructors were unfamiliar with the terms and concepts to effectively support ALD understanding development. This participant shared that this lack of understanding affected her edTPA submission; she and her colleagues had depended upon each other as they navigated the edTPA directions and process. Furthermore, this participant shared, “Because I now better understand what I should be teaching [as a novice teacher] and what exactly academic language demands are in each lesson, my lessons are evolving to be more student-focused and less teacher-focused to support [student] learning.”

Teacher E was able to identify a strategy for identifying the ALDs for each lesson and purposely includes those for the classes that include ELL students. This teacher specifically cited that she prepared visual representations for each academic vocabulary word. However, this teacher perceived that TEP did provide strategies to identify ALD and incorporate and implement ALDs into disciplinary literacy lesson planning. Teacher E experienced TEP coursework instruction that “was very much more hypothetical and was not put into practice.” This teacher perceived that the strategies she uses in her novice practice are those she learned from observing teachers in her current position and found those to be more efficient and effective than strategies presented in TEP.

Teacher F and Teacher G were explicit about the ALD planning process. Teacher F expressed that in her current position, the school identified vocabulary as a weakness for her students; therefore, she has been intentional to prepare and plan, first by highlighting each vocabulary word and then determining how to teach each vocabulary word. This novice teacher then added that if students are not effectively understanding the vocabulary, she will “take a step back and reteach,” and then plan accordingly for the following week with additional supports. Teacher F shared her rationale for ALD planning, “It is important they learn the vocabulary over the whole lesson, if they don’t get through the lesson, that’s okay.” This novice teacher pointed out that the “real goal of ALD is for students to understand and use the vocabulary because that’s going to help them in the long run.” Teacher F pointed out that her TEP was adamant about preservice teachers developing an understanding of the ALD in lesson planning. She had initially learned about ALD from her TEP assessment and literacy instructors. She further elaborated,

The literacy instructor would go through each component of each lesson plan and ask, what is the vocabulary, explain why, what is the syntax you will use in the lesson, and then inquire what I wanted the students to learn and how my students show that in the discourse.

This teacher further shared that her TEP expected them “to use the language or we would not get an ‘A,’ we needed to use the academic language.”

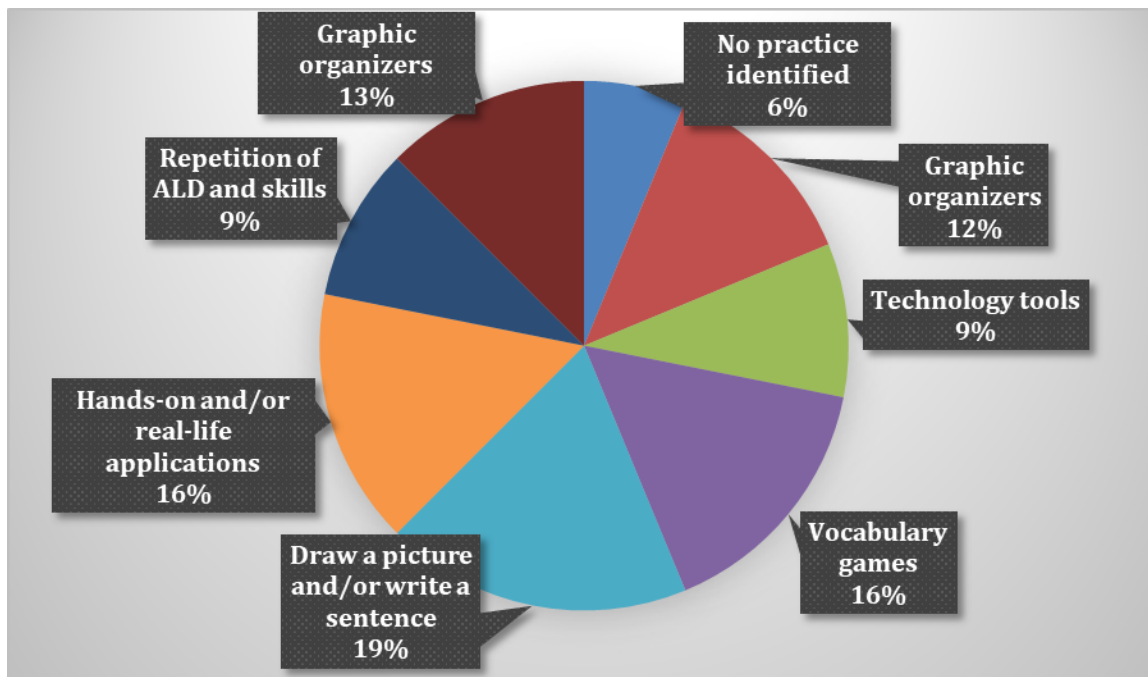
Teacher G described her process of ALD planning as previewing the lesson and writing down all the different words that students would need to know by the end of the

unit. This teacher then created a pre-test utilizing these data to determine and plan specific activities to teach, practice, and apply each word within the lesson.

Most participants indicated, although some not explicitly, that being a novice teacher and attempting to develop lesson plans that adhered to the standards, the curriculum, and with a specified learning target was especially difficult during a pandemic. These participants indicated that due to their instructional model changing, their language demand lesson planning had often been unaddressed. In the course of all eight interviews, the terms COVID-19, pandemic, or changing models to distance due to infection or quarantine rates were mentioned 25 times. This aligns with the recent research of Slay et al. (2020) that teacher candidates and novice teachers may experience negatively impacted gaps in understanding of effective literacy practices and strategies. Slay et al. further elaborated that this gap would need to be addressed by school administrators and faculty to promote diverse classroom content literacy performance and achievement.

Novice Teachers' Current Process to Identify the ALD in the Teaching of Disciplinary Literacy Lessons and TEP Experience

Figure 2 displays the novice teachers' understandings and practice of ALD in the teaching of disciplinary literacy lessons based on data-driven thematic analysis.

Figure 2*ALD in Novice Teacher Disciplinary Literacy Teaching*

Seven of the eight participants had responses that provided two or more disciplinary content teaching strategies. All eight teachers had used collaborative teaching to model and to encourage students to engage in conversation using the academic language to develop and clarify student understandings. Six of the eight participants specifically mentioned that they needed to be more purposeful with their ALD teaching approaches.

The second most common strategy was to write the word, draw a picture of the word, or use the word in a sentence using a sentence frame. Each teacher shared that they expected students to explain their picture or sentence to a partner using the specific academic vocabulary. Teacher H explained that “having [students] use the focused academic language while having them explain it to me before they present to the class

promotes the content language for the student to understand and comprehend the content concepts”. Teacher G shared, “We also always draw the word, we write it in a sentence, we might also write or draw an anti-example.” Teacher G pointed out that her classroom was “a talking-based community of learners, this is because students learn best from each other, and that learning results from the correct use of the academic language.” This teacher further added that her TEP “taught us that the best way to learn is to teach. So, I use that with the kids and have them teach each other.”

Teacher F specified that in her TEP fieldwork, “The coordinating teacher had shown that having a picture of your hands-on stuff is going to connect more with your students and regular students than anything else.” This teacher shared that her instructional goal was to “collect and create pictures to illustrate the academic vocabulary needed for the academic activities to provide the hands-on model for student replication.”

Six of the teachers mentioned that science and social studies strategies involve more verbal and written work and projects, whereas math is more of a hands-on involved strategy. Math strategies were mentioned by all teachers that were currently teaching math; each referenced math talks that incorporated the strategy with manipulatives with the ALD vocabulary. Three teachers noted the use of math vocabulary notebooks to have students write academic vocabulary words with illustrations and definitions as a tool for their reference throughout the unit.

Six of the teachers provided four or more strategies they used repeatedly, which included graphic organizers, technology tools, vocabulary games, real-life applications, and hands-on projects. These strategies were identified to engage students in discussions

and interactions that would provide effective practice to promote academic vocabulary understanding.

Two of the eight teachers perceived confidence in their academic language teaching practices. Teacher C pointed out that she strived “to be as creative as possible but knows that she could definitely grow in this aspect to find new things to use in the classroom.” Teacher C further credited her TEP with building this skill,

It is great because from the beginning you have to complete these lesson plans that are very detailed. They are sometimes very painstakingly long, but it forces you to get in the zone, which is great. And then these same lesson plan expectations are used in the edTPA too.

Teacher E and Teacher G shared that their TEP provided only limited ALD teaching examples and did not address strategies or practices of how to accommodate for ALDs within a classroom. Teacher E pointed out that diversity needed to be addressed and accommodated to provide and promote achievement. This teacher also perceived that her TEP provided “some strategies, yes ... actually using them effectively, no ... and they didn’t really explain how to get kids to use the strategies or how teachers are to use them in the classroom with diverse learners.” She further elaborated,

I feel like most teachers generally don’t have a super-strong understanding of [ALD], but especially new teachers. I think one problem, and it is huge, there’s a rush for TEP to get through everything, it is too much. Slow down and do the ALD to help us do more.

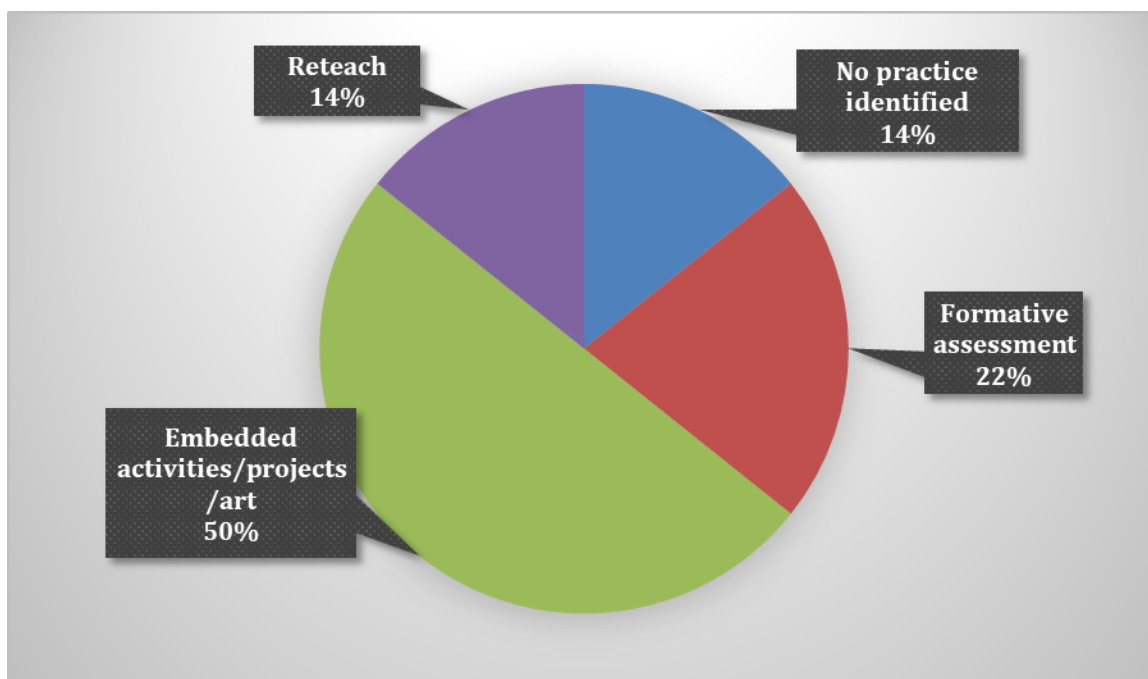
Teacher G also experienced that limited strategies and practices were learned from TEP and that “pretty much everything I have learned, I learned on the job.” This teacher experienced TEP ALD teaching strategy knowledge development in coursework, without authentic classroom application. This teacher similarly added, “TEP and ALD, maybe they could have done better, and then I may have then been impacted to have done better.”

The Novice Teachers’ Current Process to Identify the ALD in the Assessing of Disciplinary Literacy Lessons and TEP Experience

Figure 3 displays the novice teachers’ understandings and practice of ALD in the assessing of disciplinary literacy lessons based on data-driven thematic analysis.

Figure 3

ALD in Novice Teacher Disciplinary Literacy Assessing



Seven of the eight teachers described specific ALD assessment strategies or practices they currently used in their classroom. Teacher A stated that pre-COVID-19 pandemic, assessments had been aligned to “some level of academic language.” However, this teacher perceived that possibly when the instructional model is no longer distance-learning, she “may make it back to that just because I think it’s important for me, especially as an early educator” and that it has a “positive impact on students as an outcome.” Teacher B pointed out that because of the pandemic, she was “not doing as many assessments,” and the assessment practices of hands-on and one-to-one conversational assessments had been replaced with Google Forms assessments. This technology tool for assessments was also described by Teacher D; however, she indicated that it was not as informative and did not provide for “the perfect reteachable moments.”

Teacher A and Teacher C pointed out that the TEP lesson plan template continues to be the guide for building their daily lesson plans. Teacher C elaborated that her TEP had “really stressed assessment [and] ... that template wanted us to use all types of assessments and you’d have to list how you were going to use them.” Later, Teacher C commented that because TEP instructors had lesson plan requirements and expectations, she recalled thinking that adding the details was intense, “But I get it, 100% get it, that’s why you’re doing what you’re doing, you need to see how it’s working, and what your kiddos need at that time.”

Seven teachers provided specific examples of embedded activities, projects, and the use of art to assess ALD. Teacher C mentioned using exit tickets, think and toss, projects, and the use of vocabulary sheets as formative assessments. Teacher C used this

formative data to understand and address specific student needs with reteaching and to inform her planning of the spiral disciplinary literacy curriculum. Teacher D and Teacher E also assess vocabulary and used Google Forms. Teacher D used this technology tool to scaffold accommodations for her special needs students. She explained that this tool was presented in TEP, but “they definitely wanted us to have more real-life examples ... and [currently] this straight-up matches the word to the definition ... so I would love to use it more with real-life examples.” This teacher further reflected, “ALD, it’s more of a reflective thought, I really do need to boost up my vocabulary practices in class, but I think it is really hard, I don’t know where to begin.”

Three teachers use art as a hands-on assessment. Teacher G provided her rationale, “My teaching philosophy is to teach to where the student is ... and art is hands-on so my tactile learner and the kinesthetic learner students can relate and be able to do it.” Teacher F described drawing as the hands-on tool for assessment,

Students have to use that language and fully understand what it means before they can even draw the picture. [We then do] ‘gallery walks’ and they explain their pictures to everyone, and the others can ask questions about it, but [students] must answer with the vocabulary.

Teacher F went on to say that she learned about using drawing and gallery walks in TEP coursework. This teacher shared, “We learned how not only to assess but to assess using the right vocabulary for [students] to succeed,” further elaborating, “Teachers often don’t

understand that you need to use the right vocabulary so they can succeed.” This teacher perceived that,

The teacher’s level of vocabulary they are using with kids is important, expect a lot out of them with vocabulary, then you’re going to get a lot. If you do not expect a lot and you use poor vocabulary, you are not going to get a lot. It has to start with the teacher.

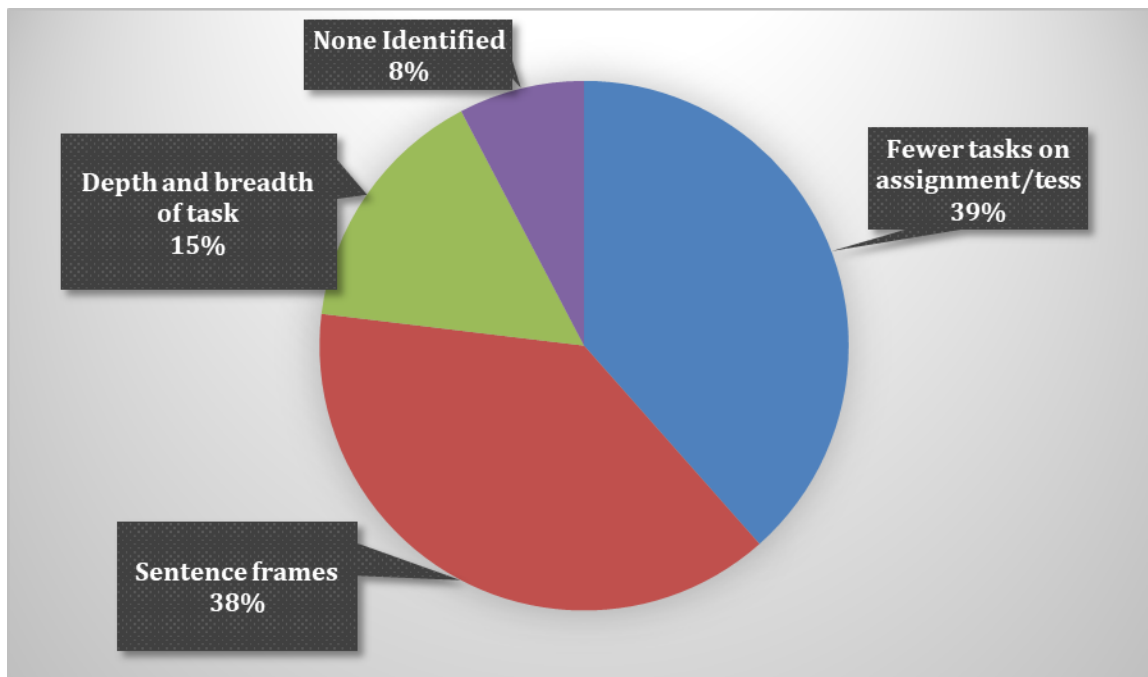
The Novice Teachers’ Current Strategies and Practices to Differentiate ALD and TEP Experience

Table 6 provides the two coded ALD differentiation practices and the number of novice teachers who referenced that practice in interview discussions. Figure 4 displays the novice teachers’ understandings and practice of ALD in the differentiation of disciplinary literacy lessons based on data-driven thematic analysis of the subcodes.

Table 6

ALD Differentiation Process

Participant	Struggling Learner Special Needs English Language Learner	Advanced Learner
Teacher A	-	-
Teacher B	-	-
Teacher C	Yes	-
Teacher D	Yes	-
Teacher E	Yes	-
Teacher F	Yes	Yes
Teacher H	Yes	Yes
Teacher G	Yes	-

Figure 4*ALD in Novice Teacher Disciplinary Literacy Differentiation*

Five of the eight teachers mentioned that differentiation was a professional development need for them. Teacher A initially perceived that she differentiated every day. When asked how she differentiated for ALD, she determined that she was not differentiating for ALD, but dividing students into leveled reading groups. Teacher B stated that her differentiation plan was leveled passages, but she was not differentiating for ALD, further commenting that her TEP experiences had provided limited direction and practices for her to develop this skill. Teacher G had a similar experience and discussed that she recalls learning the word differentiation in TEP, “But I don’t know if we ever actually learned what differentiation looked like or not ... I don’t think we ever practiced making differentiated lesson plans” in coursework or fieldwork.

Teacher C commented that she was trying to differentiate as much as possible due to the diversity of levels in her class. She perceived, “As a first-year teacher, I know I definitely could work on this.” This teacher shared that she is trying to differentiate for science and social studies to increase engagement. This teacher indicated that her TEP had provided her support to develop differentiation practices, but now knows “exactly what it entailed because it’s huge now, in my opinion, I think it’s massive.” Teacher C shared that not realizing how largely important these skills would be, she had been unprepared for the level of differentiation needed for whole-group teaching.

Teacher D and Teacher E both perceived they were not doing enough. Teacher D shared her current practice of “reducing the quantity of words [students] need to master, with simplified definitions,” but added that she had been inconsistent and often provided this without planned purpose. Teacher E shared that to meet the vocabulary needs of the lower-skilled student, she “take[s] the approach of what’s best for students who struggle is probably best for just about every student.” However, she further noted,

We’re still all going to slow down and do it together, kind of, no matter what, so I feel like I’m not differentiating very much on the high end of my advanced differentiation. It’s much more trying to differentiate for students who are struggling or students who have a language barrier.

This teacher indicated her TEP had prepared her for the lower-level learners in her classroom with coursework in special education. She shared that her coordinating teacher had modeled what it looked like to meet the needs of every learner in the classroom to be

successful. However, she perceived strategies for the advanced learner were never addressed or presented.

Teacher F and Teacher H both had TEP experiences that provided support for differentiation for lower-level and high-level students. Teacher F shared her practice of differentiation with incorporating ALD in writing work, with some students tracing the letters in a dictated sentence she had written out for them, some students drawing pictures to illustrate the vocabulary, some writing sentences on their own, and others writing multiple sentences, paragraphs, or stories. Teacher H indicated that she “differentiates the different things that I want them to target and the different things that I want them to work on” using ALD to meet the literacy needs of all students in the classroom. This teacher noted,

One thing that my college taught us was differentiation for your higher-level kids is not just adding more work, it is giving them work that is at their level. Maybe their work looks like more, and it looks harder, it may look like it is going to take them longer, but it’s just at their level of where they are at.

This teacher considered her job was to know each student’s level and provide the ALD at that level, especially for her struggling, special needs, and ELL students, as well as the advanced learners.

Research Question 2

How are the novice teachers describing their TEP experiences of ALD planning, teaching, and assessment for disciplinary literacy?

The Novice Teachers' TEP ALD Instructional Coursework and Fieldwork Experiences

Figure 5 displays the preservice teachers' TEP knowledge development of ALD for disciplinary literacy learning based on data-driven thematic analysis. Figure 6 displays the preservice teachers' TEP contextual understandings practice in coursework, fieldwork, and student teaching of ALD for disciplinary literacy learning based on data-driven thematic analysis.

Figure 5

TEP Knowledge Development of ALD for Disciplinary Literacy Learning

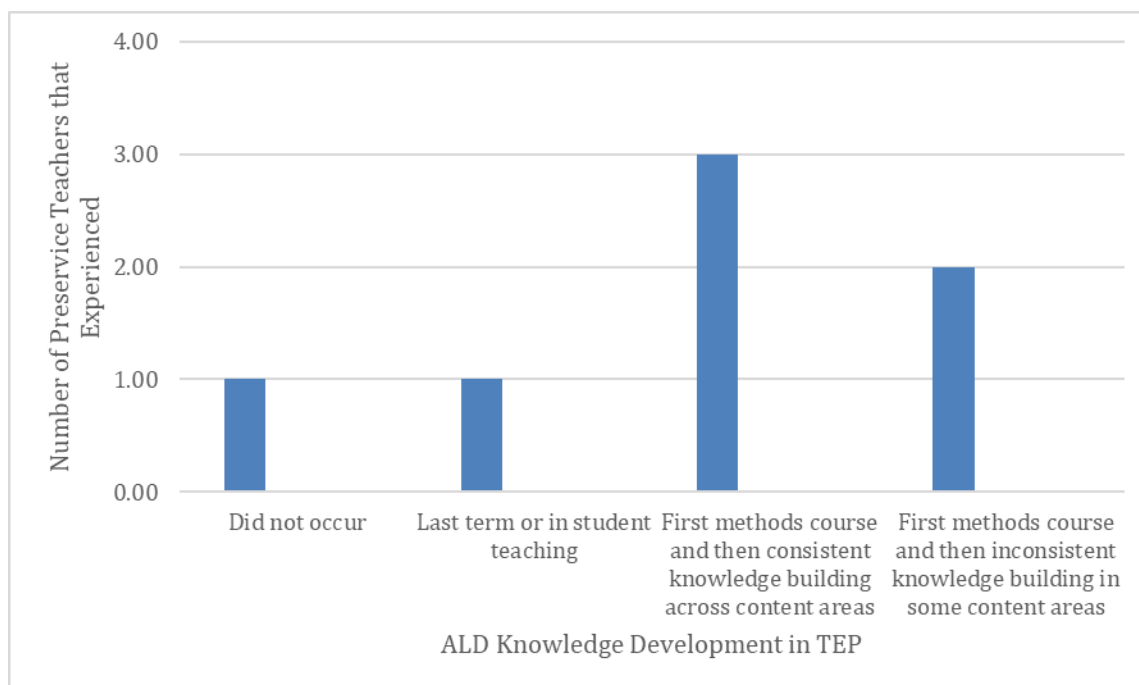
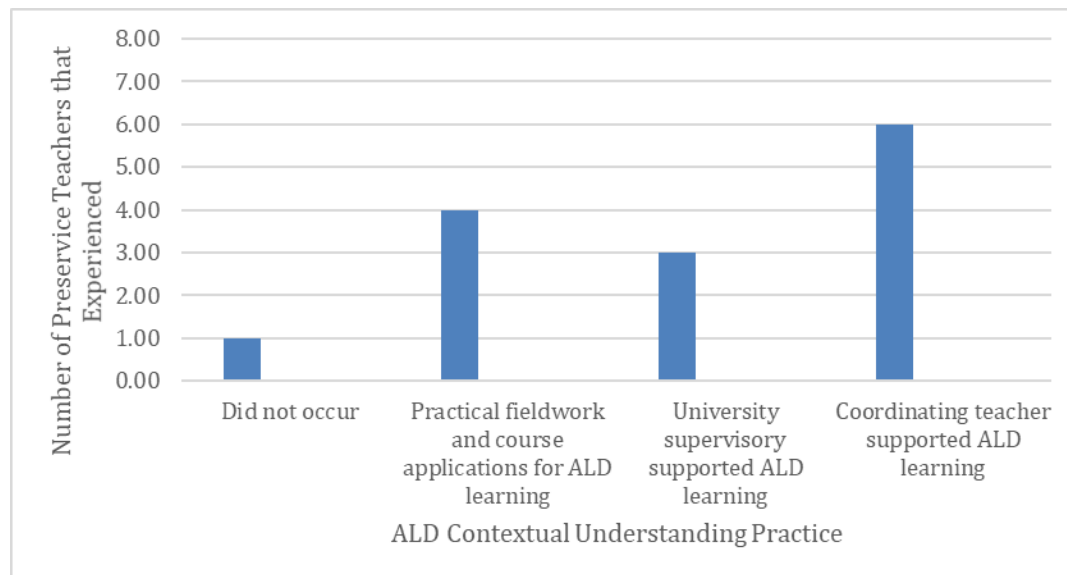


Figure 6

TEP Contextual Understandings Practice of ALD for Disciplinary Literacy Learning



The TEP coursework introduction to ALDs for seven of the novice teacher participants occurred within their last two terms before student teaching. However, it was perceived by six of the eight novice teachers that not all coursework provided ALD instruction with explicit strategies and practices aligned to each content methods course. Teacher A perceived, “Academic language wasn’t mentioned until the last term, how to teach it or even why to teach it.” Teacher D shared that ALDs were presented in coursework as “more of a reflective thought to remember to include vocabulary practices, but it was hard [because] how to teach it was not provided.” This teacher again mentioned that this was a skill that she wished she could improve but needed to learn how. Teacher E shared that ALDs were briefly presented in all methods coursework except math and expressed that “academic language matters in math, but it was not emphasized as it was in other [method courses].” This teacher further commented that she

wanted that instructional coursework piece for her current teaching practice. Teacher G was presented with ALD knowledge development in the ELL coursework class; however, specific strategies and practices were only mentioned and not explained or practiced.

Teacher F and Teacher H experienced explicit ALD instruction early in their coursework and experienced consistent support of ALD strategies and practices to implement into classroom teaching throughout methods coursework. Teacher F perceived that her TEP instructors, “all understood ALD, my assessment teacher and also my literacy teacher knew this was really some of the most important things, so we’re going to attack it.” Teacher H further noted, “They all ... built upon [ALD] and they all used the same academic language terms. I wouldn’t say the same strategies, but similar strategies.”

Only one teacher had perceived the experience of a university supervisor and coordinating teacher who understood how and why to practice and implement ALD in classroom instruction. This teacher experienced TEP mentorship that provided support for the development of ALD contextual understandings. Six novice teachers experienced only one, the coordinating teacher or the supervising teacher, to have understood ALD terminology and concepts. One teacher perceived, “Seemed like once we got into the [student teaching] field, it disappeared. It was touched on, but I don’t remember ever sitting down with my cooperating teacher or supervising teacher and talking about [ALD].” Teacher C and Teacher G indicated that their university supervisors did not understand ALD and were unable to answer any questions or concerns they had regarding edTPA preparation or completion. Teacher C experienced a supervisor, a retired teacher

that was not familiar with ALD or the edTPA, and when asked for guidance or support, the supervisor admitted not being familiar with the terminology. This teacher further shared, “Fortunately at the school I was at, another teacher that had recently gone through [the edTPA] helped me out.” Teacher E experienced a coordinating teacher that “did not really utilize ALD planning or teaching as much as she could have. But my university supervisor, was phenomenal and she advised me ... and looked over my lesson plans” to be sure ALD was embedded effectively.

Summary

To review, the problem was that the novice teacher may not be prepared with the knowledge, skills, and strategies to plan, teach, and assess academic language (Cardullo et al., 2017; Lachance et al., 2019; Lahey, 2017; Polly et al., 2020). Current researchers have struggled to identify the exact cause; however, findings have suggested that elementary preservice teachers’ edTPA scores identify a significant weakness in the teaching and assessment of academic language (Heil & Berg, 2017; Lahey, 2017; Walsh & Akhavan, 2018). The identification of ALDs is the prerequisite for the elementary preservice teacher and the novice teacher to provide the foundational teaching practice that will support language and lesson understanding (Kim, 2019; Pritchard & O’Hara, 2017). The purpose of this qualitative study was to explore the novice teacher’s perspectives of their ALD development for disciplinary literacy planning, teaching, and assessing. The skills of academic language, as it relates to lesson function, syntax, and content discourse, help the student acquire the vocabulary and to understand the disciplinary literacy content.

In Chapter 4, I provided the description and purpose that guided each research question. I described the data collection procedure of snowball sampling used for participant recruitment and explained the participant selection and interview data collection protocol. I described the data collection procedures in Table 1. I described and provided the interview setting used for this research and demographic information of each participant identified by a pseudonym in Table 2. I also explained evidence of trustworthiness of credibility, transferability, dependability, and confirmability. Finally, I presented the results of the study by each research question using the rich detailed perspectives and experiences of the novice teachers, as described, and shared in the interview process.

In Chapter 5, I interpret these findings of the processes and procedures through the empirical literature review provided in Chapter 2. I analyzed the findings through the lens of the conceptual frameworks of Bruner's (1996, 2006) culturalism education theory to interpret the novice teacher's understandings and application of ALDs and the lens of the conceptual framework of Rumelhart's (1980) reading comprehension theory to interpret the novice teacher's ability to provide ALD learning in disciplinary literacy. In Chapter 5, I provide implications for positive social change and recommendations for future research involving teacher education, novice teachers, and ALDs.

Chapter 5: Research Results

The purpose of this basic qualitative study was to explore novice teachers' perspectives of their academic language development for disciplinary literacy planning, teaching, and assessing. This study involved the phenomenon of knowledge, understanding, and practice of ALDs as a culture of learning as it has developed across environments and time and become established in the novice teacher's practice. This research study addressed the need to better understand how to prepare preservice teachers for their novice teacher practice of ALD planning, teaching, and assessing (see Cardullo et al., 2017). The ALDs are identified in the vocabulary, function, syntax, and content discourse and embedded into lesson planning as used in the edTPA. Six of the eight novice teacher participants completed the edTPA as a requirement for their TEP licensure and certification. The edTPA, as a recent TPA preparedness measure of knowledge and contextual understanding, has not had a long pedagogical TEP history. One component of the edTPA, the ALD pedagogy, has developed a best practice correlation of literacy development and achievement for diverse learners (Lahey, 2017).

Two research questions guided this study. Each question was aligned to the interview guide used for interviewing the eight novice teacher participants. The two research questions were:

RQ1: What are the novice teachers' current ALD planning, teaching, and assessment strategies for disciplinary literacy based on their experiences with their TEP?

RQ2: How are the novice teachers describing their TEP experiences of ALD planning, teaching, and assessment for disciplinary literacy?

Key Findings

In this chapter, I interpret the key findings that emerged from the analysis of the novice teacher participants' responses to each of the interview questions, reflecting their perspectives and experiences of the TEP and ALD phenomenon. Those key findings are illustrated in Table 7.

Table 7*Key Findings Aligned With Research and Interview Questions*

Research Question	Interview Question	Key Finding
	What is your current process to identify the ALD in planning your disciplinary literacy lessons? Which of these were based on your TEP experiences?	The novice teachers' understandings of the purpose and practice of planning for ALD were inconsistent.
What are the novice teachers' current ALD planning, teaching, and assessment strategies for disciplinary literacy based on their experiences with their TEP?	What are some of your current practices to embed ALD strategies into your teaching to support student literacy understanding and learning? Which of these were based on your TEP experiences?	The novice teachers were able to incorporate ALD strategies and practices into their current teaching practice; however, some novice teachers perceived that TEP provided them inconsistent opportunities and understandings of how to use each in a diverse classroom of students with effective scaffolds that promote learning achievement.
	What literacy classroom practices do you use to assess ALD learning? Which of these were based on your TEP experiences?	Most novice teachers were embedding ALD assessments into their current practice; however, the COVID-19 interruptions and changing instructional models became an interfering factor.
	What strategies and practices are you using as a novice teacher to differentiate academic language teaching? Which of these were based on your TEP experiences?	All novice teachers were implementing some form of differentiation for the struggling, special needs, or ELLs; however, most novice teachers perceived the absence of TEP coursework or fieldwork strategies and practices to differentiate for the advanced learner.
How are the novice teachers describing their TEP experiences of ALD planning, teaching, and assessment for disciplinary literacy?	What did your TEP ALD experiences include to introduce and develop the understandings, practices, and strategies to use in planning, teaching, and assessing?	TEP coursework and fieldwork of ALD instructional strategies and practices were inconsistent. The supervisory teacher and the coordinating teacher are inconsistently provided the same ALD knowledge development and contextual strategies as presented and practiced in TEP.

In this chapter, I interpret the key findings by looking at empirical literature analyzed in Chapter 2 and the understanding of the conceptual framework. This chapter includes the implications of this study that could potentially provide a positive social change and my recommendations for future research involving TEPs, novice teachers, and ALDs.

Interpretation of the Findings

In this section, I interpret the findings of this basic qualitative study according to the two research questions and in the context of the peer-reviewed literature and conceptual framework as described in Chapter 2. I review both the pedagogy of ALD instruction and the TEP pedagogy as experienced and perceived by the participants. Bruner's (1996, 2006) culturalism education theory was the lens used to provide an interpretation of the novice teachers' understandings and application of ALD. I used Rumelhart's (1980) reading comprehension theory as the lens to develop an interpretation of the novice teachers' ability to provide ALD learning in disciplinary literacy.

Research Question 1

What are the novice teachers' current ALD planning, teaching, and assessment strategies for disciplinary literacy based on their experiences with their TEP?

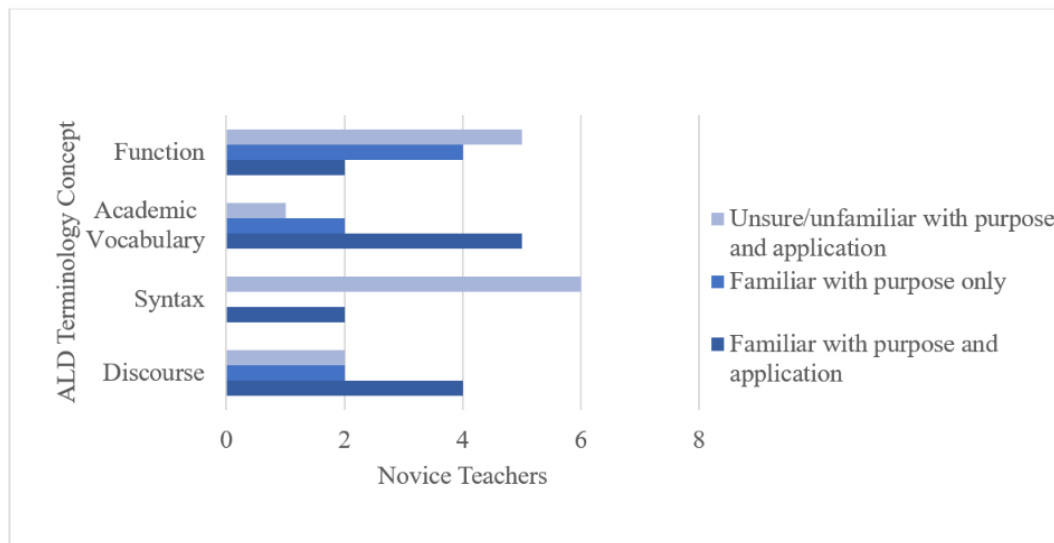
ALD Terminology and Concepts

ALDs are an embedded component of the edTPA and are incorporated into TEP literacy coursework. There was a range of novice teacher familiarity with ALD terminology and concepts from unsure and unfamiliar, familiar with the purpose, and familiar with the application of ALD of ALD purposes to the application. Figure 7

represents the novice teacher participants' understanding of the ALD terms: function, academic vocabulary, syntax, and discourse.

Figure 7

Novice Teacher's ALD Terminology and Concept Understanding



In this study, I found that the novice teacher participants were most familiar with the term, academic vocabulary, and were less familiar with the terms that are essential for ALD planning, teaching, and assessing for student comprehension. ALD function was the most unfamiliar term and concept. This finding is critical for the novice teachers' disciplinary literacy skill to identify how academic vocabulary is used in the discipline lesson but to also plan for differentiation that will promote effective student understanding. Two participants elaborated on how they planned lessons that focused on the academic vocabulary to support student understandings. The participants were unfamiliar with the term and concept of syntax, or the planning for how students will show their understanding of the academic vocabulary. Two participants were familiar

with the purpose and provided examples of how syntax was incorporated into their planning and applied teaching applications. The term and concepts of ALD discourse application were familiar to the same two participants, referring to what the student will use in oral or written formats to display their understanding of the ALD. Again, this is a critical skill for the novice teacher to develop for the teaching of disciplinary literacy lessons that will promote student comprehension with the access of ALD.

The novice teachers' understanding of the term and concepts of function, syntax, and discourse of ALDs provides them with the developmental tools to plan, teach, and assess with differentiated practices for ALD contextual understandings. The two novice teachers that were familiar with the term and concepts of ALD experienced TEP coursework and fieldwork that provided initial and continuous contextual understandings and practice. The novice teachers that were unfamiliar with ALD terminology and concepts may have stemmed from limited or insufficient TEP foundational knowledge and practice of disciplinary literacy skills and strategies.

These findings were consistent with those of Hoffman et al. (2016), Pritchard and O'Hara (2017), and Uccelli and Galloway (2016) that were inconclusive regarding the suggested best practices of ALD knowledge development; however, they found that current TEP practices have been insufficient to effectively promote student literacy understandings. Similar to this study, Hoffman et al. suggested that TEP practices should provide the articulation of ALD knowledge development and understandings in preparation content and pedagogy throughout embedded coursework and fieldwork. Pritchard and O'Hara identified the critical need for TEP to provide the core instructional

understandings and effective practices for ALD to provide opportunities for content learning and the potential to address gaps in student achievement. Uccelli and Galloway concurred with these findings, reporting that TEP must provide the linguistic framework of ALD skills to promote education equity in supporting student disciplinary literacy learning.

To summarize, I found that novice teachers were not fully familiar with the ALD terminology and concepts for disciplinary literacy. This finding implies that if ALD terminology is effectively presented early in TEP and continuously practiced throughout the TEP, it could potentially provide the linguistic framework to support the novice teachers' practice of effective disciplinary literacy.

Strategies and Practices for ALD Planning

In this study, I found that the novice teachers' understandings of the purpose and practice of planning for ALD were inconsistent. The novice teacher's ability to plan instruction that promotes student access to academic language with proficiency could provide academic learning opportunities and, if effectively differentiated, provide quality instruction (Brown & Endo, 2017). Quality ALD instruction begins with planning, and the novice teachers did not provide specific examples that they were consistently incorporating ALD components in their current planning practice.

The planning for the effective framework of ALD is a critical skill and practice for novice teachers as they build and develop student disciplinary literacy learning. In the theory of reading comprehension, Rumelhart asserted that readers utilize the framework support of academic vocabulary to develop recognition, meaning, and application as they

process and comprehend new knowledge and text (Spencer & Wagner, 2018). In the current study, most novice teachers were unfamiliar with the planning skills and strategies to identify and address the ALD needs within disciplinary lessons and unable to draw from their TEP experiences of knowledge and practice to apply to their current practice.

Two novice teachers had developed a strong TEP foundation and coursework development of ALDs, acquiring purposeful planning of academic vocabulary to maintain and transition that routine into their novice teacher practice. The two teachers who had acquired ALD planning both identified developing this skill in TEP. These teachers experienced coursework that was presented early in their TEP, with understandings of ALD and developmental practices provided continuously and consistently into method coursework and fieldwork. One teacher completed the edTPA and the other did not complete it; however, the lesson plan template incorporating ALD in planning, teaching, and assessing was a coursework component for both teachers. One of these teachers cited the lesson planning for ALDs as painstaking but understood the identification of each component was for their purposeful learning, further citing that this process has carried into her novice teaching practice. This ALD planning in TEP coursework for foundational development was not identified by the other novice teachers. This finding is similar to those of Lahey (2017) who wrote that preservice teachers benefitted from the explicit TEP instruction in ALDs to be well-positioned to meet classroom literacy learning needs.

The finding of this study related to inconsistent TEP opportunities and understandings of ALD planning is similar to the findings of Uccelli and Galloway (2016) that teachers lacked the skill of first identifying the school-relevant language demands necessary for students to access the disciplinary literacy and then struggled to effectively plan and teach disciplinary literacy lessons. Similarly, Cardullo et al. (2017) first identified that there is a lack of research focusing on best practices for ALD pedagogy in TEP to provide the knowledge and contextual understandings for disciplinary literacy. Cardullo et al. found that preservice teachers that were provided TEP opportunities in coursework and fieldwork to prepare, teach, and scaffold ALD were more likely to be successful as disciplinary literacy teachers. Kim et al. (2020) and Pritchard and O'Hara (2017) found there was a need for additional research in ALD TEP pedagogy because academic language proficiency has been correlated to reading comprehension proficiency, suggesting that TEP adopt core instructional ALD practices to potentially provide quality equitable opportunities for classroom learning.

To summarize, I found that novice teachers' understandings of the purpose and practice of planning for ALD were inconsistent. This finding implies that if TEP provides the foundational ALD pedagogy earlier in coursework with explicit contextual understanding practice throughout the program, the novice teachers will be better prepared with the skills and strategies to plan for effective disciplinary literacy.

Strategies and Practices for ALD Teaching

In this study, I found that novice teachers were able to incorporate ALD strategies and practices into their current teaching practice; however, some novice teachers

perceived that TEP provided them inconsistent opportunities and understandings of how to use each in a diverse classroom. The novice teachers were able to incorporate two or more ALD strategies and practices into their current teaching practice, however, most identified learning each at their current teaching position and not through TEP coursework or fieldwork. It was perceived by some teachers that even though TEP had provided them the knowledge acquisition of ALD teaching strategies and practices, there had been insufficient contextual opportunities to understand how to apply each to diverse classrooms. Each identified that understanding how to effectively implement ALD strategies and practices in a diverse classroom would promote disciplinary literacy learning achievement. Two of the novice teachers specifically described the difficulty of embedding these components into their edTPA. These two teachers perceived that their TEP had not provided them the ALD knowledge and understanding of strategies and practices for effective diverse teaching. These findings are similar to the research of Brisk and Zhang-Wu (2017) that found that ALD knowledge development and contextual practice should provide spiraled components for effective learning opportunities in the diverse classroom.

Bruner's (1996) theory identified education as a process that embraces the culture of knowledge acquisition into a structure of understanding that will enable the learner to expand, extend, and deepen the structural discipline knowledge for generating new opportunities for self as the learner and within teaching applications. Considering Bruner's theory of the process of knowledge acquisition as the lens of ALD acquisition and knowledge development may lead to an incorrect assumption of TEP. The

assumption is that the preservice teacher would automatically and effectively expand, extend, and deepen the discipline knowledge from TEP instruction and transfer it to their current practice (Tammets et al., 2019). Accordingly, Bruner's theory would assert that ALD knowledge and contextual applications will not occur without the explicit mentorship opportunities for effective practice. The novice teachers' experiences in this study suggest a similar assumption that the explicit spiraling of TEP contextual applications of ALD coursework would provide the skills and strategies for diverse classroom teaching. Since most teachers identified not learning this skill until their current practice, this opportunity would have provided them the opportunity to expand, extend, and deepen ALD understandings for diverse learning and achievement.

The explicit TEP mentorship would provide the effective practice to process ALD knowledge from the how to teach. The mentorship would then provide the practice of contextual applications of the why and the how for ALD teaching in disciplinary content literacy for diverse student learning. This finding is similar to the research of Kennedy (2019) that studied the mentorship of TEP and the underlying assumptions about content knowledge teaching. Kennedy found that the expectations to impact achievement are assumptions due to a lack of insights, organization, and representation to the diverse classroom experiences, insights that would deepen teacher understanding and application. Kennedy further provided that knowledge acquisition and strategies are not sustained unless put into practice, and knowledge acquisition and strategies are not retained unless provided continued practice to incorporate. In this study, most novice teachers were not provided with contextual knowledge, practice, and fieldwork mentorship of ALD

pedagogy until the last terms of their TEP, which may suggest an incorrect assumption that they were provided the sufficient ALD acquisition and strategies to incorporate within their current diverse classroom. This assumption should then become a consideration of TEP stakeholders regarding disciplinary literacy ALD knowledge and practice as a possible unlearned skill for the preservice teacher.

Scales et al. (2014, 2019) stated that understandings of disciplinary literacy ALD should begin early in TEP and continue with explicit developmental coursework to build content, skills, and strategies, but must also help the preservice teacher understand the “when, where, and how” to plan, teach, and assess. Scales et al. further explained that learning from disciplinary literacy pedagogy is possible; however, without experience with literacy pedagogy, the understandings may be meaningless. TEP must begin the process of making the ALD pedagogy purposeful. This connection of coursework to purposeful disciplinary literacy ALD experiences may be what the novice teacher participants in this study were referring to in their perceptions of TEP.

To summarize, I found that novice teachers were able to incorporate ALD strategies and practices into their current teaching practice; however, some novice teachers perceived that TEP provided them inconsistent opportunities and understandings of how to use each in a diverse classroom. This finding implies that TEP must provide a spiral ALD pedagogy throughout coursework and fieldwork to develop and practice contextual understandings and practices for diverse learning opportunities.

Strategies and Practices for ALD Assessing

In this study, I found that most novice teachers were embedding ALD assessments into their current practice; however, the COVID-19 pandemic interruptions and changing instructional models became an interfering factor. Despite this interfering factor, each novice teacher articulated an assessment plan for their learners that utilized a formative assessment or embedded strategies and practices. Most teachers identified that these practices were learned in TEP assessment coursework and experienced in fieldwork. In addition, most teachers identified that formative assessments were used minimally due to COVID-19 distance learning models, accordingly activities, projects and art were utilized. However, these were identified more as a vocabulary definition assessment instead of connections to the academic language vocabulary, application of contexts, or content discussions. This is similar to the findings of McQuillan (2019) that found that ALD learning must go beyond vocabulary definitions to enable students to justify and discover relationships of academic language to content across contexts.

Several teachers in this study identified their minimal TEP understandings of ALD assessment and a need to understand and develop additional practices to effectively assess ALD in their classroom. The findings of this study are similar to the research of Scales et al. (2019) that identified the need to further understand how TEP provides the preservice teacher the knowledge understanding of what to do in coursework practice, however that coursework does not provide the contextual applications of disciplinary literacy assessment for the understanding of how to assess and plan for scaffolds to meet the academic language needs of diverse learners.

The theme of reteaching was referred to by two novice teachers, who used the reteaching practice to inform the instruction, assessment process, and spiraling curriculum. The revisiting of academic language instructional opportunities and scaffolds of reteaching to develop diverse student learning incorporated into a continuous cycle is a skillset that begins in TEP (Lachance et al., 2019). The theory of Bruner (1960) developed the concept “spiral curriculum” (p. 52), the revisiting a topic or subject several times over a year or throughout schooling, each time acquiring new meaning and new vocabulary, advancing literacy connections, and applying to disciplinary contexts of reading, writing, and speaking. Accordingly, in this study, the novice teachers that were using reteaching provided the interpretive understandings of ALDs as the theoretical and instructional foundation for the spiral curriculum for disciplinary literacy practice.

To summarize, I found that most novice teachers were embedding ALD assessments into their current practice; however, the COVID-19 pandemic interruptions and changing instructional models became an interfering factor. This finding implies that further research needs to be completed to understand the novice teacher practice of ALD assessment without the interfering factor of instructional model changes due to the COVID-19 pandemic.

Strategies and Practices to Differentiate ALD

In this study, I found that all novice teachers were implementing some form of differentiation for the struggling, special needs, or ELL students. Noted was that the differentiation strategies identified were more of a generic listing of accommodations for students, such as those coded of struggling learner, special needs, ELL, or advanced

student. Specific differentiated strategies were not provided by participants for specific learner needs within each coded learner group. Brown and Endo (2017) had similar findings that preservice teachers were providing differentiation that were surface-level accommodations and were not purposefully reflecting the individual learner needs of students.

In addition, most novice teachers perceived the absence of TEP coursework or fieldwork strategies and practices that differentiated for the advanced learner. VanTassel-Baska et al. (2020) identified that teachers underutilize differentiation for the advanced and gifted learner, often utilizing inappropriately matched strategies and practices to the instructional purpose that results in an ineffective differentiated implementation.

The foundation of Rumelhart's (1980) theory was the teacher's skill to plan vocabulary scaffolds that will effectively promote disciplinary literacy comprehension. Collectively, researchers conceived the potential to close the vocabulary gap with the continued research endeavor to understand how to best differentiate and utilize ALDs as intervention tools that would positively affect student disciplinary literacy achievement (Cardullo et al., 2017; Pritchard & O'Hara, 2017). Hoffman et al. (2016) and Lachance et al. (2019) each presented similar findings to this study and emphasized the need for elementary literacy content and pedagogy and a sense of agency for TEP to provide teachers with effective ALD coursework and practical experience to address diverse student literacy needs.

To summarize, I found that novice teachers were implementing some form of differentiation for the struggling, special needs, or ELLs; however, most novice teachers

perceived the absence of TEP coursework or fieldwork strategies and practices to differentiate for the advanced learner. This finding implies that TEP contextual understandings practice of ALD differentiation must reflect individual learner needs that go beyond surface-level accommodations.

Research Question 2

How are the novice teachers describing their TEP experiences of ALD planning, teaching, and assessment for disciplinary literacy?

TEP Coursework and Fieldwork

In this study, I found that TEP coursework and fieldwork of ALD instructional strategies and practices were inconsistent. The findings suggest that the supervisory teacher and the coordinating teacher are inconsistently provided the same ALD knowledge development and contextual strategies as presented and practiced in TEP. I previously discussed the novice teachers' perceptions of TEP; however, noted here is the perception that the coursework instruction and fieldwork support from coordinating teachers and university supervisors are not fully aligned.

Stakeholders have not developed the same pedagogical approaches of ALD understandings, strategies, practices, and expectations of lesson planning, teaching, and assessing for the preservice teacher's student teaching experience and summative performance assessment preparation. Only one novice teacher experienced a coordinating teacher and a university supervisor who were perceived to understand the why and how to practice and implement ALD in classroom teaching. This teacher experienced the cohesive TEP coursework and fieldwork support in the ALD developmental process of

knowledge and contextual applications. This teacher described her experiences as a collaborative mentorship with her university supervisor and coordinating teacher that guided her successful edTPA submission and strengthened her literacy skills as a novice teacher. This stakeholder collaboration was reported by Pecheone and Whittaker (2016) and Lahey (2017) as a key component of edTPA submissions and successful student teaching experiences to prepare the novice teacher for deepened understandings of equitable literacy education.

Two novice teacher participants experienced TEPs that consistently utilized the lesson plan template that was presented early in their program. This lesson plan was used throughout method courses as a model of best practice and as a guide to ensure that the components of ALD were addressed throughout all fieldwork experiences. Building this modeling is the expectation to be incorporated into planning, teaching, and assessing. The culturalism education theory of Bruner (1996) interpreted that knowledge is not acquired but is made, in this situation through the repetitive TEP coursework and modeling of the ALD process and practice. Bruner further stated that this knowledge making is not a passive process but is engaging and interactive and the basis of learning as an individual meaning-making process.

The novice teachers of this study struggled with ALD planning, teaching, and assessing and were provided inconsistent coursework and fieldwork from TEP. The findings of this study aligned with Polly et al.'s (2020) quantitative study that teacher candidates are challenged with the understandings and applications of ALD, function, syntax, and content discourse in the planning, teaching, and assessing to promote student

thinking and learning. In addition, the findings of Robertson et al. (2020), Sayeski et al. (2019), and Williams et al. (2018) each found that TEP course and field experiences need to be integrated throughout to facilitate and promote meaningful ALD applications for disciplinary learning teaching skills; such TEP integration and ALD development were experienced by only two of the novice teachers in this study. These two novice teachers experienced cohesive ALD instruction from coursework through fieldwork. Some teachers of this study perceived that ALD was never mentioned or addressed in their fieldwork experiences. Similarly, researchers noted that TEP must provide the university supervisor and the coordinating teacher the same ALD professional development to ensure aligned modeling that will effectively support the teachers' developmental process (Cardullo et al., 2017; Lahey, 2017).

To summarize, I found that TEP coursework and fieldwork of ALD instructional strategies and practices were inconsistent and that the supervisory teacher and coordinating teacher are inconsistently provided the same ALD knowledge development and contextual strategies as presented and practiced in TEP. This finding implies that TEP must provide an alignment of ALD pedagogical practices from coursework through fieldwork that includes all stakeholders to support the preservice teacher.

Limitations of the Study

Limitations of the study could be the setting of the interviews. Due to the restrictions of COVID-19 pandemic, I was unable to meet with each novice teacher to observe their teaching practice environment and to see their lesson planning documents, teaching strategies, and practices with student document examples and assessment

examples. Also, the COVID-19 pandemic impacted the current practice of each of the novice teacher participants in their abilities to plan, teach, and assess in a similar instructional model that their TEP provided for them through coursework and fieldwork. The limited sample size of eight participants may have provided limited generalizability.

Recommendations

I have several recommendations for further research regarding this TEP and ALD phenomenon. The first recommendation is for additional research that follows the teacher candidate through each term of TEP coursework, fieldwork, student teaching, and novice teacher experience to reflect on their ALD knowledge, understanding, and practice. This may provide understandings regarding the gap of ALD understandings of the novice teacher. Beck and Kosnik (2019) previously suggested the exploration of teacher education from preparation to professional placements to provide a coherent framework continuum to coordinate support for novice teachers. The second recommendation is for further research to explore the ALD professional development provided to university supervisors and coordinating teachers to understand the levels of alignment to TEP coursework and expectations and the affect on preservice understandings. Donovan and Cannon (2018) suggested that universities include professional development for supervisors as stakeholders in the process to support academic language practice and facilitate preservice teachers' implementation of effective strategies. The third recommendation is to explore whether the earlier TEP introduction to ALD knowledge development, with the practice of contextual understandings throughout TEP, influences preservice teacher practice and edTPA scoring. The final recommendation is to explore

the possible gaps in disciplinary literacy ALD due to the COVID 19 impact, with a follow-up study post-pandemic or a collaboration of TEP and schools to provide extended mentorships to those preservice teachers who have experienced a COVID-19 disruption to TEP coursework and fieldwork.

Implications

Social change is the core belief of Walden University, not just as a topic, but as a part of who we are as individuals, teachers, researchers, community members, and visionaries. As a social change agent, I am entrusted to grow in knowledge, understandings, and the scope of our professional world and global world. In this process, I am provided a platform to allow the participant's voice to be heard and to lift their perspective. In this study, I have attempted to not merely collect the data and analyze the data; but to make the novice teachers' perspectives heard, to open the doors for other TEP stakeholders and the novice teacher as they each will become social change-makers.

Knowledge as a Social Change

Educators can make a radical social change in student learning if teacher education can promote disciplinary literacy as the context in which students live, learn, and work (Rainey et al., 2020). This is what the ALDs in disciplinary literacy promote, making the language accessible to all students in the knowledge of the word, to the application of the word using the syntax, and to communicate that knowledge in using the word in the discourse of that content discipline. When each student is empowered to use the words of disciplinary literacy in their speaking, listening, reading, and writing, then each has the potential to attain social justice.

Collaboration Efforts as a Social Change

Effective academic language teaching enables the teacher to become an agent of social justice and social change to positively promote student literacy learning (Pugach, 2017). The ALD knowledge development provided in TEP and practiced in coursework and fieldwork with purposeful contextual understanding practices provides each novice teacher with disciplinary literacy skills. The novice teacher enacts disciplinary literacy social change for each of their students with the empowerment of words. This collaboration begins at the TEP with the early introduction of ALD knowledge development, continues throughout the TEP coursework to build and develop contextual understanding practices, and is further modeled and mentored in fieldwork. This collaborative stakeholder effort between TEP and novice teacher practice not only provides a learning community environment that supports the quality of best practice strategies and skills, but also promotes social justice for the teacher and students of diversity (Conklin, 2015).

Advocate for Diverse Student Learning as a Social Change

The integration of academic language planning, teaching, and assessment provides diverse learners with access to vocabulary to comprehend content for academic achievement (Cabell & Hwang, 2020; Fisher & Frey, 2020). This ability to access academic vocabulary to comprehend disciplinary literacy is not only a need for each diverse learner, but also the right of every learner. Providing the novice teacher with knowledge and practice provides each student the abilities to become a social change-maker.

Conclusion

In closing, I refer back to a quote from Bruner that was shared by Orlofsky (2001), “What to teach to whom and how to go about teaching in such a way that it will make those taught more effective, less alienated and better human beings” (p. 12). This is the challenge of planning, teaching, and assessing for ALDs in disciplinary literacy. It begins in TEP with the effective preparation of the preservice teacher with the knowledge and practice to enable them to become disciplinary literacy teachers prepared with effective knowledge, skills, strategies, and practices to teach students more effectively and become better human beings and social change-makers.

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Appendix: Interview Guide

* = key edTPA terminology	✓
<p>Introduction and Protocol:</p> <ol style="list-style-type: none"> 1. Welcome, and once again I appreciate your participation in this research study. 2. This interview process will take approximately 30 to 45-minutes. Then within two weeks of this interview, I will email you the transcript for your review of accuracy and provide me with clarifications or additions. 3. This study is voluntary, although I appreciate your participation in my research study now, you can discontinue participation at any time. 4. Any information you provide will be kept strictly confidential; at no time will your identity or location be shared or used; the use of pseudonyms will protect confidentiality. Your personal information and data will not be accessed or used for any purpose outside of this research study. Data will be kept secure by password-protected and codes to identify participants for a minimum of 5 years as required by the university. 5. Do you have any questions or concerns before we begin? 6. 	
<p>Warm-up:</p> <p>Thank you for sharing your time with me today. Please tell me about your classroom and students?</p>	
<p><i>Research Question #1: What are the novice teachers' current academic language demand teaching and assessment strategies for disciplinary literacy based on their experiences with their teacher education program?</i></p>	
<p style="text-align: center;">Interview Question #1</p> <p>What is your current process to identify the academic language demand* in the planning* of disciplinary literacy* lessons? Which of these were based on your TEP experiences?</p>	✓
<p style="text-align: center;">Interview Question #2</p> <p>What are some of your current practices to embed academic language demand* strategies into your teaching* to support student literacy understanding and learning? Which of these were based on your TEP experiences?</p>	

Interview Question #3	
What literacy classroom practices do you use to assess* academic language demand* learning? Which of these were based on your TEP experiences?	
Interview Question #4	
What strategies and practices are you using as a novice teacher to differentiate* academic language teaching*? Which of these were based on your TEP experiences?	
<i>Research Question #2: How are the novice teachers describing their teacher education program experiences of academic language demand planning, teaching, and assessment for disciplinary literacy?</i>	
Interview Question #5	
What were your TEP academic language demand* instructional coursework and fieldwork experiences that introduced and developed your practices and strategies* to promote student understandings?	
Interview Question #6	
Do you have additional thoughts about the TEP and your current teaching experiences regarding academic language learning*?	
Debrief:	
Thank you for your honesty and for sharing your time with me today.	
Remember that this study adheres to practices that will ensure your privacy in the data collection, analysis, and reporting. Your data will be secured with password protection practices.	
Do you have any further questions or comments regarding this interview or research?	
Closing:	
This interview transcript will be sent to you via email in approximately two weeks to review for accuracy, this should take approximately 10 to 15-minutes. Please respond to the transcript review email with “I approve” or provide any necessary changes to be addressed, corrected, and returned for your then approval.	
Again, contact me if need.	
And most of all, thank you for participating in my research study.	