

HOW THEY DO IT: EXAMINING TEACHERS' UNDERSTANDINGS AND
APPROPRIATIONS OF INSTRUCTIONAL TOOLS AND STRATEGIES LEARNED IN
WRITING METHODS COURSEWORK

A Dissertation
by
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Abstract

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This formative experiment design study sought to understand the factors that appear to enhance and inhibit teachers' understandings and appropriations of the instructional tools and strategies learned in a graduate level course for informational writing methods. Using a framework informed by activity theory (Grossman, Smagorinsky, & Valencia, 1999), this study sought to identify the different levels at which teachers understand and appropriate instructional tools and strategies such as modeling, use of mentor texts, and scaffolding learned in the graduate course. Finally, the study explored the specific features of the intervention implemented in the graduate course that benefitted or hindered the teachers' understandings and appropriations of informational writing methods learned in the course.

Results indicated that the teachers understood and appropriated modeling, use of mentor texts and scaffolding methods for informational writing instruction at

varying levels of sophistication ranging from an absence of these tools and strategies to the most sophisticated level where teachers demonstrated ownership and internalization of the methods. In addition, a retrospective cross-case analysis showed that several key factors enhanced and/or inhibited the teachers' understandings and appropriations of the instructional tools and strategies learned in the graduate course for informational writing instruction. Teachers' goals and expectations for their learning, opportunities for practice-based learning, time for reflection, and membership in a community of practice with shared interests were factors that appeared to strongly enhance teachers' understandings and appropriations of methods learned in the graduate course. A trusting relationship with a mentoring coach and the provision of coaching feedback also positively influenced the teachers' understandings and appropriations of the course methods. Access to resources and challenges in implementation such as time constraints and pressures related to testing mandates appeared to be factors that inhibited the teachers' appropriation of the writing methods.

The major findings of this study validated and extended past research (Grossman, Smagorinsky, & Valencia, 1999; Rogoff, 1990; Schön, 1987; Wertsch, 1985), showing that teacher educators can design educational settings for pre-service and in-service teachers that produce deeper and more sophisticated understandings and appropriations of course content and methods. The findings described in the study may prove helpful to teacher educators and school system leaders in improving teachers' learning experiences and outcomes.

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Dedication

I dedicate this dissertation to all of my teachers and students – past, present, and future. You inspire and motivate my instruction, research, and passion for excellence in teaching.

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CHAPTER ONE

Introduction

Statement of the Problem

As a former literacy coach, professional development leader, and university literacy instructor, I often witness a mismatch between the training or instruction that practicing teachers and teacher candidates receive and their ability to implement it in their own classrooms. Much of my instruction in teacher education and professional development settings has been aimed at teaching pre-service and in-service teachers how to teach writing to their students. In addition, I have seen pre-service and in-service teachers express enthusiasm about teaching writing after learning new strategies and tools for writing instruction in methods coursework and professional development, but then implement the methods at varying levels of understanding and application. One group of students I taught participated in class activities using a writer's notebook that allowed them to experience using the methods and tools they would later implement with their own students. However, when I visited their practicum settings, I observed differing levels of understanding and application. I began to wonder what factors might influence how teachers implemented what they learned in coursework and professional development. I reasoned that if enhancing and inhibiting factors could be identified, then that information might prove useful to teacher preparation programs, professional development leaders, and school districts.

Teachers are considered the most influential factor to student learning in the educational environment (Cochran-Smith & Zeichner, 2009). Successful teaching is a reflective activity, and teachers must understand clearly how to modify and hone their practices in order to ensure successful learning outcomes in the classroom (Marble, Finley, &

Ferguson, 2000). Learning this understanding and application typically take place in teacher education settings, and research suggests that these settings can be influential in strengthening teacher candidates' subsequent efficacy in the field (Kim & Corcoran, 2017; Wilson, Floden, & Ferrini-Mundy, 2001).

Knowledge about which factors optimize or impair teachers' implementation of strategies learned in coursework or professional development would help instructors and professional development leaders design learning experiences and choose practicum settings that advance teaching practice. After all, teacher preparation programs and professional development are critical to supporting teacher effectiveness and enhancing student outcomes (Borko, 2004; Cochran-Smith & Zeichner, 2009). Many approaches examining teacher learning have involved consideration of factors such as course grades, instructor qualifications, and entering or exiting examination scores (Kim & Corcoran, 2017). These studies fail to consider the process of learning that pre-service and in-service teachers must undergo in methods courses and professional development settings. A study of the learning process is merited given research that indicates that the ways in which people are asked to think and the tasks in which they are asked to engage contribute significantly to their overall learning (Carini & Kuh, 2003; Kim & Corcoran, 2017). The present study is designed to identify the factors that enhance or inhibit teachers' implementation of methods, tools, and strategies learned in a graduate level methods course on writing instruction.

Key Terms & Concepts

There are several key terms and concepts that warrant definition because they are used throughout this paper. The roles of the study participants as well as my role in delivering the intervention are two terms requiring explanation. *Mentee teachers* refers to the

two teachers participating in this study. The participants in the study are in-service teachers who were mentored by me as their instructor in the graduate course on writing instruction and in their classroom implementation. The *mentor instructor* is the author of this study serving as the mentee teachers' graduate instructor. An important aspect of my instructor role was that of mentor or coach to the mentee teachers as they attempted to implement in their own classrooms the writing instruction methods they learned in the graduate course on writing instruction.

Two aspects of analysis were derived from Grossman, Smagorinsky, and Valencia (1999). *Understanding* is viewed as a gateway to appropriation of methods and tools learned in a pedagogical intervention and is demonstrated by any use of inclusion of a term, idea, concept, method, or strategy in lesson plans, interviews, or class discussions. For example, a mentee teacher's lesson plan might include instructional steps for reading aloud and discussing a particular mentor text to model for students how the beginnings of informational paragraphs might sound. This aspect of the lesson plan provides evidence that the mentee teacher understands how to use mentor text.

Appropriation is the process through which a teacher adopts pedagogical methods and tools and internalizes ways of thinking about a particular content (Grossman, Smagorinsky, & Valencia, 1999). Appropriation captures the goal of the pedagogical intervention in this study, which in the current study is for the mentee teachers to implement the methods, tools, and strategies learned in a graduate level course on writing instruction. Appropriation can occur on multiple levels of sophistication. For example, a mentee teacher might use a planning handout with her¹ own students similar to one I modeled in our graduate course. However, the mentee teacher also might have modified the handout to meet

her students' needs (e.g., adding visual cues). The latter instructional move would serve as evidence of a more sophisticated level of appropriation than direct use of a handout used exactly as it was introduced in our graduate course.

Four aspects of the intervention also are important to understand. *Modeling* is the act of a teacher demonstrating for students how a task is performed. As the mentor instructor, I modeled for the mentee teachers how I generated a list of questions about the topic I wanted to write about for the informational writing unit. *Mentor texts* refers to particular texts used by a teacher in order to provide an example for students of a particular aspect of writing. As an example, I selected the book *A Chicken Followed Me Home* by Robin Page (2015) as a mentor text to show the mentee teachers informational text features such as bolded words, diagrams, and a glossary. *Scaffolding* is defined as the process by which the cognitive decisions for completing a task are eventually internalized by the student, no longer requiring the support of a mentor teacher (Applebee & Langer, 1983). As an example, before asking the mentee teachers to revise the beginnings of their informational writing, I modeled for them how I would revise one of my own. *Coaching* describes the action of a teacher mentoring students as they attempt to complete a task. I coached the mentee teachers as they attempted to implement in their own classrooms the varying methods and tools for teaching the informational writing instruction learned in our graduate course. This coaching took place in the form of observations and conversations in which I provided feedback to the mentee teachers about their writing instruction.

Need for Effective Writing Instruction Coursework and Professional Development

Writing is a versatile tool for accomplishing many tasks, allowing us to respond to materials and people, express our thoughts, and explore and generate new ideas. Writing

makes it possible to collect and communicate information and can be useful in refining and increasing knowledge about a particular topic (Applebee, 1984; Diamond, 1999). Students write for many purposes, and teachers use writing frequently as a means of assessing student understanding and learning (Brandt, 2015; Graham, 1982).

Deborah Brandt's *The Rise of Writing* (2015) focuses on the increase of mass writing in today's society. Mass writing is derived from the idea of mass communication and refers to the numerous tasks individuals complete every day that involve formal or informal writing that ranges from social media posts to business reports, all written for large (i.e., mass) audiences. She argues that millions of Americans spend approximately half their working day engaged in writing. Occupations, including those that do not require a college education and ranging from first responders and scientists to entrepreneurs, rely more and more on writing skills (Brandt, 2015; MacArthur, Graham, & Fitzgerald, 2016). Research suggests that this is the workplace trajectory for today's school-aged children. However, the most recent National Assessment of Educational Progress (NAEP; National Center for Education Statistics [NCES], 2012) showed that only 27% of high school seniors scored at or above the proficient level in writing. Concurrently, teachers in all disciplines are being asked to address writing standards in their pedagogy (Common Core State Standards Initiative, 2010). To address the challenges facing students and to respond to the demands of their profession, it is imperative that educators learn effective approaches to improve student writing.

The development of writing skills depends on an individual's opportunity to experience multiple situations where writing is required (Bazerman, 2016). Each meaningful experience contributes to writing development, asking the writer to compose for different purposes and audiences and to draw upon a variety of writing craft moves. Teachers

determine the writing assignments and time allotted for writing instruction in their classrooms (McCarthy & Mkhize, 2013), consequently making it important for them to understand how to teach writing and provide beneficial student learning opportunities. Writing tasks must invite students to collaborate, address purposes beyond assessment, and compose for real audiences in order to help develop writing skills (Bazerman, 2016). Opportunities for peer feedback and sharing of ideas between peers help students better understand their own writing processes. In addition, writing for parents and community members is a valuable learning experience that motivates student-writing growth (Bazerman, 2016; Wollman-Bonilla, 2000). It is essential that teachers understand how writing skills progress in order to design writing instruction that incorporates these experiences and that teacher educators know how best to provide the necessary educational experiences.

Teacher Education as Professional Development

The mentee teachers participating in this study and completing the graduate course on writing instruction, which was the pedagogical intervention in the study, were both graduate students and in-service teachers. Thus, the course they completed can be viewed as both teacher education and professional development. For this reason, it is useful to examine what the literature says about best practices for professional development in writing instruction.

According to McCarthy and Geoghehan (2016), teachers lack intensive coursework and professional development focused on writing instruction. Best practices for professional development in writing instruction include a content focus, active learning, sustained duration, and collective participation. In addition, there is evidence that the contexts for learning and teachers' relationships with their instructors are important contributing factors to successful learning (McCarthy & Geoghehan, 2016; Mena, Hennissen, & Loughran,

2017). These significant factors need to be incorporated in order to maximally strengthen teachers' capacity for providing effective writing instruction.

McCarthy and Geoghegan's (2016) review of the research related to professional development (PD) found that teachers value university-school partnerships, including national networks and school-based models (such as coaching), more than one-day workshops or self-directed PD (McCarthy, Woodard, & Kang, 2012). In a follow-up study, the type and quality of PD influenced teacher discourse about writing instruction, and intensive PD assisted teachers in going beyond scripted writing curricula to create their own instructional plans in response to their students' needs in writing instruction (McCarthy, Woodard, & Kang, 2014).

Teacher education influences teacher learning and practices, and there is increasing evidence that these practices have a positive impact on student writing (Grossman, Valencia, Evans, Thompson, Martin, & Place, 2000). The model of teacher education used by Grossman et al. (2000) and the models of PD for writing instruction used in many of the studies reviewed by McCarthy and Geoghegan (2016) are consistent with models of effective teacher education that highlight the importance of having a content focus and incorporating active learning, coherence, extended duration, and collective participation. Learning communities and coaching models are also features of effective PD (McCarthy and Geoghegan, 2016) However, there is a need to investigate teacher education for writing instruction and PD in writing instruction that includes the use of learning communities and coaching.

A Gap in the Literature

While we know that teachers need to engage in activities that better help them understand the learning processes for a particular skill or content, we still do not fully understand how teachers make instructional decisions or how to assist them in making the best decisions for optimal student learning outcomes (Boschman, McKenney, & Voogt, 2014; Bunten, 2014; Marble, Finley, & Ferguson, 2000). There is a need to examine teachers' cognitive and behavioral processes at work in educational settings. An understanding of these processes can help teacher educators create more effective learning environments and experiences for teachers, thus improving the likelihood that tools, knowledge, and skills learned in teacher education programs are implemented successfully in teachers' classrooms. The present study seeks to fill this gap in the literature by examining how teachers understand and implement the methods, tools, and strategies learned in graduate coursework focused on writing instruction.

In addition to a lack of understanding about teachers' decision-making processes, there is little research that examines approaches to teacher education for writing instruction. While we know some of the components that are indicated to be most effective in teacher education in general, there remains a need for research focused solely on writing instruction (McCarthy & Geoghegan, 2016). This study seeks to address this need by examining how mentee teachers understand and appropriate the methods and tools learned in a graduate course on writing instruction.

Purpose and Significance of the Study

While research demonstrates that writing instruction is beneficial for students for many reasons, and that teacher education related to writing instruction is needed for teachers

who are going to teach writing, there remains a lack of understanding about how learning occurs in teacher education settings and how teachers appropriate what they learn. In addition, there remains a need to more deeply study how teachers learn how to teach writing and how their new understandings get implemented in their own classrooms. The purpose of this study was to help teacher educators better understand these issues related to teacher education and writing instruction. Specifically, the research questions guiding the study are:

1. How do mentee teachers understand scaffolding, use of mentor texts, modeling, and other aspects of a graduate course for writing instruction?
2. How do mentee teachers appropriate scaffolding, use of mentor texts, modeling, and other aspects of a graduate course for writing instruction?

Summary

This study was intended to contribute to the literature on teacher education in writing instruction. Best practices in teacher education and professional development were implemented with a content focus on informational writing; an instructional intervention that invited active, practice-based learning; a 16-week sustained focus; and a practicum model that valued the collective participation of both the mentee teachers and the mentor instructor, who wrote and problem-solved alongside one another. Finally, the study used an innovative formative experiment design intended to capture the complex activity of classroom settings and allow for multiple methods in the investigation of the intervention. The study is designed to offer insights about teacher education for writing instruction that is both needed and valued by practicing teachers.

CHAPTER TWO

Review of the Literature

Overview

This review of the literature seeks to review and analyze a framework that supports this dissertation study investigating how teachers understand and appropriate the methods and tools learned in graduate coursework for writing instruction. This chapter presents the activity theory framework used to examine how teachers understand and appropriate methods and tools learned in graduate coursework for writing instruction. In addition, this chapter describes the theoretical framework used to guide the design of the instructional intervention used in the study. Following the discussion of frameworks undergirding the study design in general and the intervention in particular, this chapter examines best practices in teacher education settings for teachers of writing and includes a detailed description of Writing Workshop, a curriculum of writing instruction that is compatible with the intervention framework and was used to prepare the teacher mentees in this study.

Activity Theory

Activity theory is grounded in the idea that an individual's cognitive processes are developed through problem-solving actions carried out in specific settings whose social structures have been developed through historically and culturally grounded actions (Grossman, Smagorinsky, & Valencia, 1999). That is, activity theory assumes that an individual's thinking evolves in social settings concerned with common goals (Rogoff, 1990; Vygotsky, 1978; Wertsch, 1985). A central concern of activity theory is attempting to understand the kinds of goals that motivate people's activities and the sorts of tools they develop in order to help mediate one another's progress toward achieving those goals

(Grossman, Smagorinsky, & Valencia, 1999). Within the context of teacher education for writing instruction, the ultimate goals for participating mentee teachers are to assume the responsibilities and behaviors of a writing teacher and to teach competently. However, the specific images of what responsibilities and behaviors entail or what it means to be a competent teacher may differ dramatically in different settings (Grossman, Smagorinsky, & Valencia, 1999).

This predicament and differences in thinking about teaching can influence the end result of coursework in writing instruction. Rather than seeking a uniform explanation for the differences in how different mentee teachers interpret coursework in writing instruction, an approach grounded in activity theory is more concerned with issues of enculturation and their myriad causes and effects. From this theoretical perspective, then, the challenge is not to discover a single cause that accounts for all change, but rather to ask, “Under what circumstances do particular kinds of change take place” (Grossman, Smagorinsky, & Valencia, 1999). This study seeks to examine how an activity framework might assist in studying the essential aspects of a professional development setting that mediates the process of learning to teach writing to school-aged children.

Activity settings. Activity theory is fundamentally concerned with the contexts for human development. Grossman, Smagorinsky, and Valencia (1999) refer to the contexts that mediate the development of consciousness (thinking) as activity settings. Activity settings encourage particular social practices that presumably participants come to see as worthwhile means to better futures. Activity settings provide constraints and affordances that channel, limit, and support learners’ efforts to adopt the prevailing social practices.

A purpose is central to an activity setting and specifies what is to be maximized in that setting (Grossman, Smagorinsky, & Valencia, 1999). As a result, action within activity settings must be goal-oriented, and there must be a set of practices and artifacts to facilitate progress towards the goals. For example, a teacher education setting focused on writing instruction would have specific goals for mentee teachers to work toward along with a repertoire of practices and resources to be used toward achieving those goals.

Appropriation. One of the central concepts within an activity theory framework is that of appropriation (Bakhtin, 1981, Leont'ev, 1981; Newman, Griffin, & Cole, 1989; Wertsch, 1991). Appropriation refers to the process by which a person adopts or transforms a tool or concept belonging to a group or individual (e.g., a professional development setting for writing instruction) and makes the tool her own by internalizing the ways of thinking related to the tool or concept (e.g., using mentor texts in writing instruction). Wertsch (1985) called this the “social formation of the mind” (p. 19) and Rogoff (1990) suggested an apprenticeship model for the teaching of thinking in particular ways about particular subjects.

Shared goals and experiences between a learner and a more powerful figure, such as a teacher education instructor, affect the extent of the learner’s appropriation (Grossman, Smagorinsky, & Valencia, 1999). From an activity theory perspective, the central questions about learning to teach include: how do activity settings mediate teachers’ thinking; what kinds of social structures are prevalent in different settings; and in what manner do social structures mediate the appropriation of particular pedagogical tools for teaching? Grossman, Smagorinsky, and Valencia (1999) offer five degrees of appropriation that must be differentiated in order to answer questions about learning to teach (pp. 16-18). I will discuss each briefly as it applies to the teaching of writing:

1. *Lack of appropriation* – learners might not adopt a pedagogical tool for several reasons. A concept may be too difficult to comprehend or too foreign to the learner’s prior knowledge. Learners might also understand a concept but reject it for any number of other reasons. A cultural mismatch between mentee teacher and facilitator might lead to resistance to a tool or practice recommended for writing instruction.

2. *Appropriating a label* – the most superficial type of appropriation comes when a person learns the name of a tool but none of its features. For example, a mentee teacher may be familiar with the term *prewriting* and know vaguely that it involves something to do before writing, but have no knowledge of any prewriting strategies or their rationales.

3. *Appropriating surface features* - the next level of appropriation comes when a person learns some or most of the features of a tool or concept, yet does not understand how those features contribute to the conceptual whole. As an example, a mentee teacher may claim to be using an anchor chart with students and distribute a copy of the chart to be used during an independent writing task, but not model or fully explain how to use the anchor chart to achieve student writing goals.

4. *Appropriating conceptual underpinnings* – at the conceptual level, a mentee teacher may grasp the theoretical basis that informs and motivates the use of a tool, but not know its label or its pedagogical applications. A mentee teacher may be able to provide a textbook explanation of the importance of providing mentor texts for writing, but not actually know that they are called mentor texts or not actually use them when teaching a particular writing genre to students.

5. *Achieving mastery* – some learners will also demonstrate that they have appropriated the conceptual underpinnings of a pedagogical practice but are not yet fully able

to implement it into their classrooms. In this case, a mentee teacher may demonstrate the ability to use the characteristics of writing workshop to analyze their current writing instruction practices, but struggle to actually implement writing workshop in their classrooms to meet their students' specific needs for writing. Grossman, Smagorinsky, and Valencia (1999) draw attention to this type of scenario as the difference between *appropriation* and *mastery*. Mastery would be defined as a mentee teacher demonstrating a full understanding of the conceptual underpinnings of a tool and ability to develop and use a tool for her specific instructional purposes.

In summary, grasping and appropriating a tool and using it, then, do not necessarily co-occur for a variety of reasons (Grossman, Smagorinsky, & Valencia, 1999). Therefore, it is necessary to explore the factors that may affect mentee teachers' appropriation of tools and concepts taught in professional development for writing instruction.

Factors affecting appropriation. Through the process of appropriation, learners may alter a tool or method in some way that explains the way they use it (Grossman, Smagorinsky, & Valencia, 1999). Whether a learner's reconstruction of a tool is consistent or inconsistent with the original conception they learned depends on the social context of their learning as well as the individual characteristics of the learner.

Social context of learning. The social context of learning provides the environment in which mentee teachers learn how to use tools such as the setting of the coursework for writing instruction. This context for learning includes all routine tasks, procedures, and activities that contribute to the learning that takes place among people interacting in a common activity setting such as learning to teach writing to school-aged children (Grossman, Smagorinsky, & Valencia, 1999).

The social contexts of learning to teach writing include the imagined outcomes, relationships among participants, underlying philosophies of a program, and the kinds of activities that engage the different participants (Grossman, Smagorinsky, & Valencia, 1999). In addition, the social context also includes how, and by whom, the tools are introduced and used. The method for presentation of a tool may very well correlate with the varying degrees of appropriation discussed earlier. Smagorinsky and Whiting (1995) advise against presenting an overview of ideas without providing their conceptual underpinnings so that teachers' learning is not limited to labels and surface features. Thus, it would be important for mentee teachers learning how to teach writing to school-aged children to learn not just the names and characteristics of tools and practices in writing instruction, but also the conceptual and theoretical underpinnings of those resources.

Pedagogy represents another layer of the social context of learning (Grossman, Smagorinsky, & Valencia, 1999). A truism in teacher education and professional development is the need for teachers to experience an instructional approach from the standpoint of a student prior to implementing the approach in their own classrooms (Wilson & Ball, 1996). The opportunity to actually experience an instructional tool in the activity setting of professional development may also affect appropriation. It is necessary to provide mentee teachers experience in learning to teach writing by engaging in writing and using the recommended tools.

The school in which a mentee teacher is employed represents another important social setting imposing influence on how the teacher appropriates the tools and methods learned in coursework. Grossman, Smagorinsky, and Valencia (1999) suggest that the culture of the school mediates teachers' thinking in powerful and lasting ways. Therefore, the pedagogical

tools and approaches already being used in a school have potential to influence profoundly the way in which a mentee teacher appropriates what she learns in a teacher education setting for teaching writing to school-aged children. In essence, the mentee teacher is leaving one activity setting (the coursework) using a particular community of practice (CoP) as its curriculum and entering into a different activity setting (school) that may involve membership in a completely different CoP.

Individual characteristics of the learner. Along with the social context in which learning takes place, it is also necessary to consider individual learner characteristics that may enhance or interfere with appropriation. Wertsch (1991) argues that the individual is fundamental to the construction of a social group. We must account for how individuals operate within social settings such as teacher education settings. There are several important characteristics of individual teachers that, in conjunction with contextual factors, affect the ways in which teachers develop ideas about teaching.

Apprenticeship of Observation. A teacher's apprenticeship of observation is the set of experiences accrued through years of being a student (Grossman, Smagorinsky, & Valencia, 1999). In terms of teacher education in the teaching of writing to school-aged children, mentee teachers participating in the coursework may or may not already possess strong views about what it means to teach writing. These views have the potential to constrain how the teachers are able to appropriate new ideas about the teaching of writing.

Personal goals and expectations. Teachers teach for a variety of reasons, be it their desire to build relationships with students or their interest in sharing their passion for a subject matter. Whatever the specific goals or expectations that lead someone to teach, they are likely to mediate what teachers learn from coursework (Grossman, Smagorinsky, &

Valencia, 1999). Thus, the goals of the mentee teachers in a graduate course for writing instruction are likely to vary and may lead to different degrees of valuing writing instruction and its role in curriculum.

Knowledge and beliefs about content. Another critical factor affecting appropriation is the knowledge and beliefs about how content should be taught that learners bring with them to teacher education settings (Grossman, Smagorinsky, & Valencia, 1999). Conceptions of how to teach language arts invariably draw on knowledge of the specific content of the discipline. For example, how writing is taught depends heavily on one's prior understanding of the nature of writing processes and of how writers employ different strategies in their work (Grossman, Smagorinsky, & Valencia, 1999). Therefore, conceptions about the teaching of writing that mentee teachers do or do not hold upon course entry may affect how they appropriate the pedagogical approaches presented in a new course.

Using Activity Theory to Study Professional Development

Activity theory, like other perspectives evolving from the work of Vygotsky (1978), is fundamentally concerned with socially mediated human development and highlights the importance of context in learning to teach (Grossman, Smagorinsky, & Valencia, 1999). An activity theory perspective allows for an analysis of the consequences of different approaches to teacher education (Grossman, Smagorinsky, & Valencia, 1999). Identifying the significance of different activity settings can help generate hypotheses about effective pre-service and in-service settings. Use of activity theory for analysis of the processes and outcomes of the coursework proposed in this study might answer what best practices can be used in teacher education related to writing instruction. In addition, activity theory may allow me, as a researcher, to look at the ways in which mentee teachers have appropriated

pedagogical tools from their experiences in the coursework and that frame how they construct their actions and beliefs once they are back in their own classroom setting.

Based on the characteristics described above, an activity theory framework seems a plausible structure to help design and study a teacher education setting for mentee teachers focused on teaching writing to school-aged children. Using the theory, there are recommendations for the contexts of the learning setting, the ways in which tools and concepts are presented, and considerations to take into account for each course participant. Therefore, the next step in designing a teacher education setting is determining pedagogical approaches to be used in the coursework.

Framework Guiding the Intervention

A plausible place to start investigating how writing teachers make instructional decisions involves examining a socio-cultural theoretical framework and how learning occurs more generally. After all, decisions are typically rooted in learned information. Therefore, I draw upon several different concepts related to socio-cultural learning theory and writing theory for framing the instructional intervention used in this study. What follows is a discussion of the theories and concepts as they relate to informing how teachers might learn about writing and thereby understand and appropriate best practices in their own writing instruction in the process. In particular, five areas within the socio-cultural framework will be addressed: the zone of proximal development, social formation of the mind, an apprenticeship in thinking, communities of practice, and a practicum model for learning in activity. Finally, cognitive writing theory will be discussed as it also informs thinking about what it is that writers do. Taken together, this framework in its entirety helps inform the instructional model and pedagogical methods of the intervention used in this study.

Socio-Cultural Framework

Social learning theories help us to understand how people learn in social contexts such as classrooms or professional development workshops and inform us on how we, as teachers, construct active learning communities. Vygotsky (1962) argued that we learn through our interactions and communications with others, and he examined how our social environments influence the learning process. He proposed that learning is affected by the exchanges a learner has with other individuals in a social setting. Consequently, teachers can design learning scenarios that maximize opportunities for learners to discuss, collaborate, and receive feedback. For example, a discussion that has a purpose results in promoting deeper understanding when participants' substantive comments build off each other and there is a meaningful exchange between students and teachers in the collective discussion.

Socio-cultural theory tells us individual processes are rooted in social processes (Blanton, Moorman, & Trathen, 1998). As previously noted, cognitive activity has a social and cultural origin rather than originating from within the individual. In the beginning stages of development, the purposeful acts of the individual are accomplished through the joint activity of the learner and another person performing together as a working social system (Blanton, Moorman, & Trathen, 1998). Vygotsky's (1978) general law of cultural development proposes that higher mental processes occur on and across two levels: on the social level, and then on the individual level as these shared processes are internalized and transformed. Accordingly, higher order thinking happens first on an interpsychological level and later an intrapsychological level (Vygotsky, 1978).

The zone of proximal development (ZPD). The ZPD is the difference between a student's actual developmental level as determined by independent problem solving and the

potential developmental level as determined through problem solving under an adult or a more capable other's guidance (Vygotsky, 1978, p. 86). The ZPD accounts for movement between the interpsychological and intrapsychological levels (Blanton, Moorman, & Trathen, 1998); thus, it is the shift from socially held knowledge to individual possession.

The ZPD defines those functions that have not fully developed but are in the process of developing (Vygotsky, 1978), so it symbolizes the potential for learning development. The ZPD is the activity space where discourse, culture, and thinking craft one another. Rogoff (1990) explains the ZPD as a “dynamic region of sensitivity to learning the skills of culture, in which individuals develop through participation in problem solving with more experienced members of culture” (p. 14). Vygotsky's ideas about internalization and externalization processes account for the activity in the ZPD. For individuals and groups, external activities transform internal cognitive processes and knowledge structures while internal activities organize and regulate external social processes (Blanton, Moorman, & Trathen, 1998). A central issue for investigating how teachers make decisions concerning their writing instruction is the examination of the kind of scenarios that might be used to co-construct both individual and group ZPDs related to writing and facilitate both internalization and externalization processes.

In essence, Vygotsky recognized that learning always occurs and cannot be separated from a social context (Neff, 2016). Therefore, instructional strategies that promote the distribution of expert knowledge where students collaboratively work together to learn, share results, and produce a final product, help to create a collaborative community of learners. In this social setting mentored by a more knowledgeable other and peers, mediation occurs along with an internal change in thinking and external change in behavior.

Social formation of the mind. Vygotsky's analysis of the ZPD allowed him to examine the development of cognitive formations (Vygotsky, 1978). The ZPD helps us investigate how an individual can achieve his or her potential with a given task (Leont'ev, 1981; Wertsch, 1985). One way in which Vygotsky (1962) argued that the ZPD is a useful construct concerns processes of instruction. According to Vygotsky, instruction in the ZPD capitalizes on the developmental processes present, but not yet fully formed, in an individual. These processes are at the time possible only in the sphere of interaction with those surrounding the individual and in collaboration with peers, but they eventually become the internal property of the individual (Wertsch, 1985).

This means that humans' mental processes acquire a structure necessarily tied to the socio-historically formed means and methods transmitted to them by others in the process of cooperative labor and social interaction. But it is impossible to transmit the means and methods needed to carry out a process in any way other than in external form - in the form of an action or external speech. (Rogoff, 1990, p. 13)

In essence, higher psychological processes unique to human beings can be acquired only through interaction with others, that is, through what Vygotsky (1978) called interpsychological processes that only later will be carried out independently by an individual. Language, cognitive processes, and the act of writing must all be specifically taught in a social setting in order for teachers to achieve ownership of these ideas.

Apprenticeship in thinking. The notion of apprenticeship as a model for cognitive development is appealing because it focuses attention on the active role of individuals in organizing development, the active support and use of other people in social interactions and arrangements of tasks and activities, and the socio-culturally ordered nature of the

institutional contexts, technologies, and goals of cognitive activities (Rogoff, 1990). Rogoff suggested that the apprenticeship model holds value for both skilled experts and novice mentees learning to perform a task. In the apprenticeship model, a group of mentees, usually varying in skill and knowledge related to a task, serves as a resource to one another as they each attempt to perform the task individually. The skilled expert or mentor instructor, who typically possesses greater skill in and understanding of a task, leads the mentees. However, the skilled expert or mentor instructor also stands to benefit from the apprenticeship model as her own skillset and understanding will increase as she carries out and guides the mentees through the task. The apprenticeship system involves active learners in a community who challenge, support, and guide beginners as they increasingly think about and participate in a skilled socio-cultural activity.

In the apprenticeship model, novices learn to internalize the processes for thinking about and performing a task as they experience success with it under the guidance of a more knowledgeable expert (Lave, 1988). Moreover, apprenticeships provide the beginner with access to both the overt aspects of the skill and the more hidden inner process of thought (Rogoff, 1990, p. 40). An apprenticeship model offers teachers who are learning about writing the opportunity to learn together as a community with an expert in such a way that they may gain knowledge about the more explicit facets of writing as well as the implicit thinking that takes place during the act of writing.

Communities of practice (CoPs). That learning is a social endeavor and that new thinking and skills are developed best in a social context already has been argued. Specifically, I have explored how an apprenticeship model might allow group and individual thinking about, and participation in, a specific activity to transform novices into skilled

individuals. Over time, this collective learning results in practices that reflect both the pursuit of the group enterprises and the attendant social relations (Wenger, 1998). These practices are the property of a community created over time by the sustained pursuit of a shared goal. Wenger (1998) calls such communities, *communities of practice*.

What is a community of practice? Wenger (1998) provides a simple definition: “communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (p. 7). A CoP requires three components (Wenger, 1998):

1. There needs to be a *domain*. A CoP has an identity defined by a common area of interest. Membership within the CoP implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people. Members within the CoP value their collective competence and learn from each other.
2. There needs to be a *community*. A necessary aspect of a CoP is that members of a specific domain regularly collaborate, discuss issues, and disseminate information within the group. They cultivate relationships that enable them to learn from each other. They care about their standing with one another; yet, they do not necessarily work together at all times.
3. There needs to be a *practice*. A CoP is not just people who have an interest in something. The third requirement for a CoP is that members are practitioners. They develop a communal repertoire of resources and tools that include stories, experiences, methods, strategies for problem solving, and literature. This kind of interaction is developed over time, and

communities establish their practice through a variety of methods, such as problem solving, seeking experiences of others, requests for information, visiting other members, discussing changes, mapping knowledge, and identifying gaps.

It is the combination of these three elements that constitutes a CoP, and it is by forming these three elements in parallel that one fosters such a community.

Writing, and specifically, writing instruction, is a practice and activity about which people hold certain beliefs and a repertoire of resources for performing. There are CoPs already formed and waiting to be formed around this subject by novices in writing instruction apprenticeships. In essence, the CoP refers to the community that acts as a living instructional unit for the apprentice. The practices around writing already established and adopted by a larger CoP focused on writing, and specifically the teaching of writing, will help inform the development of a new, more focused CoP for the teachers in this study.

Moreover, teachers with membership in a CoP focused on writing instruction would work jointly discussing writing instruction but would also work independently as teachers of writing in their own classrooms. Essentially, teachers enter into the CoP as novices, and over time, they take on membership in the CoP of writing teachers (i.e., thinking, characteristics, and behaviors). It is this fluid transition from learning in and from a group to individually owning the knowledge and skills related to an activity that requires investigation.

Identity in practice. Wenger (1998) proposes there is a strong connection between identity and practice. Developing a practice requires the formation of a community whose members can engage with one another and acknowledge each other as participants. As a consequence, the practice requires learning how to interact and communicate with other CoP

members. In this sense, the formation of a community of practice is also the negotiation of identities.

Wenger (1998) argues that membership in a community constitutes identity, not just through realized markers of membership but more fundamentally through the forms of competence that it entails. Identity in this sense is an experience and a display of competence. In a community, we establish ourselves as members based on the ideas and concepts we are able to understand, appropriate, and internalize versus those ideas and concepts that we are not able to use fully.

The transformation of individual identity in a CoP may be explained by taking on particular ways of thinking and doing over an extended period of time within that CoP. Learning activities and participation opportunities are valuable to the extent that they encourage different forms of engagement (Wenger, 1998). A peripheral form of participation, such as one that might happen in an apprenticeship model, for instance, may turn out to be central to one's identity because it leads to something significant. Therefore, a teacher in an apprenticeship of writing instruction may, by becoming a member of that community, experience a change in identity within the context of the community.

Learning in a social activity context: A practicum model. Like Vygotsky, Schön believed that teachers should be involved in learning from and with others. Specifically, Schön (1987) recommended that teachers receive the same kind of technical training as those studying to enter engineering or medical professions. He argued that practitioners must be problem solvers and that the best practitioners must be well-informed in order to solve problems by applying theory and scientifically-based methods. Schön's ideas about problem

solving apply to education, because teaching is, in fact, a series of decisions aimed at meeting students' individual abilities and interests in order to facilitate learning.

As most teachers can attest, the most challenging problems to solve are those that present themselves in unique ways. Schön (1987) described these kinds of problems as “indeterminate zones of practice” (p. 6) because of their uniqueness and consequent uncertainty. The learning of writing, a generative and individualized process, is often viewed as a complex problem with no clear-cut solution. However, as Schön points out, there is a conceivable method for studying and addressing complex instructional problems. We should start not by asking how to make better use of research-based knowledge but by asking what we can learn from a careful examination of artistry, that is, the craft of teaching and the competence by which practitioners actually handle indeterminate zones of practice (Schön, 1987). We need a dual curriculum; one that not only references research and theory but also that values practicum experiences.

Schön (1987) suggested an apprenticeship model would be effective for teachers learning to hone their craft. Students learn by practicing the task at which they wish to become skilled, and they are helped to do so by senior practitioners who share their understanding and insights. Emphasis is placed on learning by doing, the main subject matter (Dewey, 1997/1910). Teachers should experience ideas and concepts for themselves before being tasked to teach them to their own students. Perhaps then, learning the art of teaching should depend, at least in part, on conditions such as learning in a low stakes setting with a mentor who provides opportunities for hands-on practice with methods and who nurtures reflection about those experiences (Schön, 1987).

Embedded in Schön's (1987) practicum model is the teaching and learning of the reflective process. There are often situations in the classroom that fall outside the boundaries of what we, as teachers, have learned to conceptualize as normal. Schön calls this a surprise to reflection-in-action. Reflection-in-action has a critical function of enabling us to think critically about the thinking that led to a learning opportunity. In the reflective process, we may restructure strategies or reframe the problem. In addition, reflection gives rise to experimentation. We grapple with and develop new ideas intended to better the outcomes following a particular observed problem. If we see professional knowing in terms of thinking and behaving like a teacher, then students still will learn relevant facts and operations but also the forms of inquiry by which competent practitioners reason their way through problems.

In a practicum experience, students learn the factual knowledge and theory of a profession but are also privy to the reflective process of the expert or coach and have an opportunity to practice making reflection-in-action decisions. Teachers in the process of learning to write would learn the seminal theories framing writing instruction and would hear the instructor talking aloud as she writes. They would learn how the expert writer chooses words, makes syntactical decisions, and revises the writing. Moreover, the practicum model would invite teachers to rehearse teaching writing with their own students and make reflection-in-action decisions while receiving feedback from peers and the instructor.

Schön's (1987) practicum model for the reflective practitioner is an approach to learning that is set in a social context with peers and an expert instructor or coach focused on learning an applied practice. A student in this apprenticeship setting must learn the methods, tools, and intended outcomes of a practice and integrate them into her own thinking,

determining which aspects of the practice she desires to learn and using the members of the group as a resource. In essence, the model Schön described was the very idea that Wenger (1998) later coined a community of practice. If we desire to increase the ways in which teachers see themselves as teachers of writing and gain understanding of methods and tools used for writing instruction along with skills to appropriate those methods and tools, then it would be fitting to adopt a practicum model for their learning. Teachers would be immersed and involved in the doing of writing with an experienced instructor modeling the tools, thinking, and language for writing, and providing many opportunities for student collaboration, reflection, and discussion.

Cognitive Writing Theory

There is a collective and respected body of work that sees the composing process as a series of cognitive decisions and choices (Aristotle & Cooper, 1932; Lloyd-Jones, 1981). However, this position then begs the question as to what guides the decisions that writers make as they write. Flower and Hayes (1981) offer a theory of the cognitive processes involved in composing that rests on four key points:

1. The process of writing is best understood as a set of distinctive thinking processes used by writers during the composition process.
2. These processes have a hierarchical organization in which any given process can be embedded within any other.
3. The act of writing is a thinking process, guided by the writer's own developing goals.
4. Writers create their own goals in two key ways: by generating both major objectives and supporting minor ones that aid in the achievement of writer's

larger goals. In addition, writers may change their goals or create new ones based on ideas that have been gained in the process of composing.

Contrary to many stage models (Britton, 1975; Rohman, 1965) where the major units of analysis are stages of completion organized in linear sequence which reflect the growth of a written product, the cognitive process model focuses on elementary cognitive processes, such as the process of generating ideas (Flower & Hayes, 1981). In addition, these processes have a hierarchical structure such that idea generation, for example, is a sub-process of planning (Flower & Hayes, 1981, p. 367). As Flower and Hayes explain, the writer may employ each of these cognitive processes at any time during the act of composing.

Cognitive writing theory and the practicum model. Writers must learn to juggle and assimilate the numerous ideas vying for their attention during the writing process. These ideas include a writer's knowledge, goals, and language (Flower & Hayes, 1981). In order to understand the processes an experienced writer uses, novice writers must have the opportunity to observe, listen to, and learn from the expert. Supporting this idea is a body of research examining how inexperienced writers learn to write (Chandler-Olcott & Nieroda, 2016; Gallagher, 2006; Graham, McKeown, Kiuahara, & Harris, 2012; Graham & Perin, 2007; Graves, 2012; Ray, 2004). The challenge is determining and designing a learning environment best suited for novice writers to learn from the expert writer.

The characteristics of Schön's (1987) practicum model (i.e., instructor modeling, thinking aloud, peer collaborating, reflecting, and practicing) appear to complement and correspond with the facets of Flower and Hayes' (1981) cognitive writing theory (i.e., defining the elements and processes of writing, demonstrating how the various elements interact in the total writing process, and having a model to consult). Thus, if we are going to

use the theoretical underpinnings of the cognitive writing theory to frame a study examining writing instruction for teachers, it seems plausible that creating a practicum model for the teachers with an expert writing instructor would be beneficial.

You Can't Teach What You Don't Know

Donald Graves (2003) asserted that “the teaching of writing demands the control of two crafts, teaching and writing; they can neither be avoided, nor separated” (p. 5).

Consequently, writers who know the craft of writing cannot work with students unless they have some understanding of the craft of teaching, nor can teachers who are not writers effectively teach a writer's craft. For the sake of this study, we will assume that teachers have the knowledge and skills to be effective teachers, but we desire to increase that knowledge and those skills in the teaching of writing.

Pertinent to effective writing instruction is the self-efficacy of the writing teacher (Kent & Brannon, 2016, p. 10). Self-efficacy refers to an individual's beliefs in her own ability to carry out a task in order to achieve a particular goal (Bandura, 1997). Embedded in self-efficacy is the idea of seeing oneself in the role affiliated with the skill or trade in question. If we are going to increase teachers' self-efficacy as writers, we must first ensure that teachers see themselves as writers (Calkins, 1986; Graves, 1994). Considering research that indicates teachers are the most decisive element in the classroom (Darling-Hammond, 2012), we need to look more closely at teachers' identities as writing teachers. Wenger (1998) suggests that identity is closely linked with experience and membership in a CoP. If we want teachers to develop identities as writing teachers and appropriate the tools and methods used by effective writing instructors, it should prove beneficial to develop a professional communal context where a transformation in identity might transpire.

Best Practices in Teacher Education and Professional Development

Over the decades, we have learned a good deal about effective teacher professional development. When used as the only professional development tool to improve teacher learning, traditional knowledge transmission that involves singular workshops delivered by outside experts has proven ineffective (Han, 2014). Research has identified new approaches that acknowledge a more comprehensive understanding of teacher learning (Cochran-Smith & Lytle, 1999; Halle, Zaslow, Tout, Starr, Wessel, & McSwiggan, 2010; Hirsh, 2009). Models of comprehensive teacher learning include opportunities for teachers to develop professional knowledge that will inform their teaching and, at the same time, develop professional knowledge as they engage in and assess their learning. Among others, teacher inquiry, action research, professional development schools (PDS), professional learning communities (PLCs), coaching, mentoring, and lesson study are a few of the professional development frameworks that facilitate multiple types of teachers' learning (Han, 2014). Rasmussen, Hopkins, and Fitzpatrick (2004) suggested that it is not necessarily the format of teaching education settings that makes them effective, but rather emphasizes on coherency, research-based practices, and capacity building that need to be assured. A semester-long, intensive writing workshop would seem to address this concern.

Three important features of effective teacher education are a focus on content knowledge, active learning opportunities, and coherence with other learning activities (Garet, Porter, Desimone, Birman, & Yoon, 2001). Effective teacher education needs to help teachers acquire a greater knowledge base, engage in actively applying new knowledge, and include opportunities to integrate new understandings into existing classroom structures (Hardin & Koppenhaver, 2016). Bearing these recommendations in mind, Schön's (1987)

practicum model provides a valid model for teacher education and professional development. Further, it is important to consider what motivates teachers to participate and engage in professional learning if teacher education is to be fruitful (Guskey, 2002). Schön's model would be most effective in the current study, if participants were teachers seeking to expand their knowledge about writing and increase their own writing skills and instructional effectiveness.

Teacher Education & Professional Development in Writing

As with other professional development, teachers appear to value university-school partnerships, including national networks and school-based models, more than one-day workshops or self-directed professional development (McCarthy, Woodard, & Kang, 2012). Teachers' perceptions of effective professional development fit Desimone's (2009) framework: inclusion of a content focus, active learning, coherence, duration, and collective participation. The type and quality of professional development influences teacher discourses about writing instruction; in particular, intensive professional development assists teachers in going beyond scripted writing curricula (McCarthy, Woodard, & Kang, 2014).

Much of the research conducted on professional development in writing has supported models that are long-term, sustained efforts that cohere into writing instruction with teachers as active participants (McCarthy & Geoghegan, 2016). Overall, the research suggests that professional development leads to teachers' learning and instructional practices, and that these practices have a positive impact on students' writing (McCarthy, Woodard, & Kang, 2012). However, according to McCarthy and Geoghegan (2016), there is a need for additional research on professional development in writing specifically, as distinct from literacy broadly. If we wish to help teachers understand and appropriate the methods and

tools of effective writing instruction, we need to explore what kinds of teacher education might best support teacher efficacy in implementing these particular instructional strategies.

Professional development to build efficacy in writing. It is important to design and deliver professional development that increases teacher confidence, because levels of teacher efficacy correlate with the degree of implementation of writing instruction learned in the professional development sessions. Ultimately, teachers must possess a positive attitude and self-efficacy about writing before they can successfully cultivate such a belief system in their own students (Kent & Brannan, 2016). Henson (2001) found that teachers developed positive self-efficacy through opportunities to engage in intentional efforts using instructional methods resulting in successful, skilled experiences. Specifically, he reported that the feedback teachers received when they were successful with a task and the way a teacher processes that feedback directly impacted the development or strengthening of self-efficacy. Al-Bataineh, Holmes, Jerich, and Williams (2010) identified eight factors that influence teacher self-efficacy in writing, including positive personal writing experiences, mentor or model teachers, collaboration, teacher attitudes, insignificant or negative personal writing experiences, insufficient training for teaching writing, and pressure from the school environment. Modeling and providing ongoing feedback have also been tied to gains in teacher efficacy for writing (Bruning & Kauffman, 2016; Schunk & Swartz, 1993). Therefore, effective teacher education related to writing must involve ample modeling from an instructor, student access to mentor texts, continuous feedback from the instructor, and opportunities to collaborate with peer writers.

The Writing Workshop

History of writing workshop. Through the seminal works on writing process of Graves (1983) and Murray (1972; 1985), we have learned that writing is generative process that requires writers to wrestle with their ideas in order to articulate them intelligibly. Many years after the publication of these seminal works and others (Emig, 1971; Macrorie, 1968), the National Commission on Writing in America's Schools and Colleges (2003) published *The Neglected "R,"* which made it clear that typical writing instruction was not adequately preparing students to write successfully in college or in life. The report made a compelling case for writing teachers to teach students that writing should be about learning *how*, not *what*, to think (Culham, 2015). Writing is best understood as a complex intellectual activity that requires students to stretch their minds, sharpen their analytical capabilities, and make valid and accurate distinctions (National Commission on Writing in America's Schools and Colleges, 2003). An instructional approach called writing workshop consists of various processes that value the complex nature of writing.

What is writing workshop? The writing workshop instructional model developed out of the writing process movement of the 1970s and 1980s when the focus of research on writing shifted from the products of writing to the process of writing. During this period, researchers began to describe the writing process as they saw it practiced by professional authors (Emig, 1971; Macrorie, 1968; Murray, 1985) and by children (Graves, 1983). Writing workshop became one of the methods of integrating research findings into classroom practice (Leung & Hicks, 2014). It was designed to look and feel like the experiences of real writers, to give students the experience of authorship, and invite them, as Ray (2001) says: "to do all the things a writer really does: research, explore, collect, interview, talk, read, stare

off into space, co-author, and yes, prewrite, draft, revise, edit, and publish” (p. 5). The writing workshop approach took root and began to grow with the emergence of methods texts by Graves (1983), Calkins (1983; 1994; 2006), and Atwell (1987; 2015).

A vision of the classroom as a workshop community is as timely as ever. Student writers produce texts on topics of their own choosing, gathering feedback from peers and teachers along the way; learn from short, focused mini-lessons about writing; decide how much revising is enough; and publish through sharing polished texts with classmates (Trupe & Martin, 2016). The current literature continues to affirm the workshop approach as an effective practice and earlier work continues to appear in revised editions (Atwell, 2015; Culham, 2015; Graham, MacArthur, & Fitzgerald, 2013; Graham, McKeown, Kiuahara, & Harris, 2012; Graham & Perin, 2007; Graves, 2003; National Commission on Writing in America’s Schools and Colleges, 2003). Specifically, Graves’ (2003) *Writing: Teachers and Children at Work* still held to the major theoretical insights on how children learn to write and the six fundamental principles that teachers can follow in order to support this learning:

1. Children need to choose most of their own topics, but we need to show them all the places writing comes from such as simple everyday events.
2. Children need regular response to their writing from the teacher and other readers.
3. Children need to write a minimum of three days per week. Four or five days are ideal.
4. Children need to publish, whether by sharing or posting their work.
5. Children need to hear their teacher talk through what she is doing as she writes. In this way the children witness their teacher’s thinking.
6. Children need to maintain collections of their work to establish a writing history. Collections can provide a medium for evaluation.

Echoing Graves' (2003) fundamental principles, Katie Wood Ray (2001) offered characteristics of effective writing instruction in a writing workshop. These characteristics provide guidance for teachers as they think about implementing a writing workshop model in their classrooms. Ray reminded us that writing is concerned with having something to say and suggested that teachers should permit students to decide what to write about. Teachers should devote a sustained block of instructional time for writing workshop each day of the school year and the workshop should be comprised of rigorous teaching in a variety of formats such as whole-class focus lessons (e.g., strategies for composing interesting leads in written pieces) and small-group settings, such as helping a group of students understand a particular grammatical tool. Teachers must confer with students individually and invite students to teach their peers by sharing the techniques they apply in their own writing. Finally, teachers must allow invite students to discuss their writing with each other and model how this kind of talk sounds.

Teachers are encouraged to include periods of focused study around topics of interest and necessity to writers such as the writer's notebook; punctuation; point of view in writing; or a particular genre of writing (Ray, 2001). The focused study related to these topics would include direct teaching using a series of mini lessons over several days or weeks. The series of focus lessons is meant to assist students as they work towards publishing the various pieces they write throughout the year. The publication process teaches students about the process of writing and the rewards of seeing their writing in a completed piece (Ray, 2001).

An important aspect of the writing workshop is a teacher's high expectations and focus on improvement in students' writing; this provides a safe space for writers to write and grow. Additionally, teachers must model for students how to use the classroom during writing

workshop, such as how to manage writing supplies and how to manage their time (Ray, 2001).

An analysis of the writing workshop model using the lens of Flower and Hayes' (1981) cognitive process theory of writing and Schön's (1987) practicum model in a social learning context provides a theoretical rationale for using the writing workshop as an instructional model.

Writing workshop: An application of theory. Flower and Hayes' (1981) theory of the cognitive processes involved in writing provides a model of the thinking required during the act of writing. The writing workshop model complements the four points undergirding Flower and Hayes' theory and described previously. The writing process can be described as the cognitive processes a writer executes while writing (Flower & Hayes, 1981). In the writing workshop, as described by Calkins (1994) and Ray (2001), a teacher spends large amounts of time directly teaching and modeling for students the kind of thinking that takes place when composing a written piece. Additionally, in one-on-one conferences, the teacher can guide the student to talk about her own thinking as she writes a piece. Questions are targeted at what the writer is thinking and, as such, capture the cognitive processing of writers on which Flower and Hayes based their theory.

Flower and Hayes (1981) also posited that writers create goals; both high-level goals and supporting sub-level goals. In the writing workshop, writers also set goals for themselves. Some of the goals are more long-term such as taking a piece through the publication process while other goals are more short-term such as revising the beginning of a piece to grab the readers' attention (Buckner, 2005). In this way, for example, the revision of the beginning of a piece is a sub-level goal of the larger publishing goal. The writing

workshop presents a space for practicing and mastering the goal setting that Flower and Hayes suggested happens for skilled writers.

The cognitive process theory of writing described by Flower and Hayes (1981) rests upon the ideas that writers make conscious decisions and create both high-level and sub-level goals during the act of writing. The essentials of writing workshop echo these same principles. If we accept the cognitive process model as a plausible theory for how understanding the processes of writing, then writing workshop is a suitable instructional approach for teaching the craft of writing.

Writing workshop: An application of the practicum model in a social learning setting. Dewey (1997; 1910) advocated authentic learning with real-world connections. His theories that support inquiry-based learning also inform the recommendation of writing workshop as an instructional approach. Although Dewey did not specifically study how students learn in a writing workshop environment, his ideas on the integration of new knowledge with existing knowledge and learning through discovery fit well with the rationale underlying the writing workshop as an instructional setting and methodology (Leung & Hicks, 2014). Authentic learning situations such as the writing workshop model engage learners in a setting where they gain new knowledge and have opportunities for assimilation and application of their new learning (Edelson, Gordin, & Pea, 1999). These ideas resonate with Schön's (1987) practicum model where learners study with their mentor teacher and acquire from her the skills, vocabulary, and thought processes of a discipline, and integrate the characteristics of the mentor teacher into their own pictures of themselves in this role. Therefore, a teacher participating in a writing workshop with an expert mentor writer

may gain knowledge and methods in such a way that she becomes a writer who can also offer expert writing instruction to her own students.

Since the teacher and more knowledgeable peers enhance student learning through guidance and collaboration when the focus of writing instruction is on the writing process, Vygotsky's (1978) concept of the ZPD is operative during writing workshop. The teacher models and scaffolds the writing process for students, motivating and guiding them as they become more proficient in expressing themselves in oral and written language (Leung & Hicks, 2014).

Productive talk is essential to a developing writer. In the forms of conferring, feedback, and sharing, productive talk fills a writing workshop (Ray, 2001). Students in a writing workshop learn how to confer with one another through their own individual conferences with a teacher. Granting students the opportunity to talk with one another as they discuss and share their ideas during writing workshop supports their development and reasoning skills, which is another application of Vygotsky's (1962) theory of language and cognition. When students engage in discourse as they complete various stages of the writing process, they contribute to the feeling of the classroom as a learning community (Leung & Hicks, 2014).

Writing workshop: An approach for developing identity and efficacy. It would appear that writing workshop offers the elements of a favorable setting for increasing teachers' self-efficacy for writing (Bruning & Kauffman, 2016; Schunk & Swartz, 1993). Within the workshop setting, teachers model writing for students, think aloud as they make writerly decisions, and propose mentor texts and strategies for tackling challenging situations that writers encounter (e.g., wrestling with how to begin a piece). In addition, the writing

workshop allows the instructor to provide meaningful feedback through conferences, observe students' individual behaviors as writers, and assist students in capitalizing on writing strengths. In these ways, the writing workshop mimics the characteristics of a practicum setting and may produce a student (in this case, a teacher) prepared to teach her students how to write, after herself, learning and practicing the many aspects of the writing process.

Essentially, the writing workshop provides a nurturing space for less confident writers to learn from and alongside more confident writers. As Ray (2001) reminds us, the writing workshop constitutes high expectations and safety. It is this kind of environment that honors grappling with ideas, revision, and growth, and in which a teacher's sense of self-efficacy may flourish.

Writing workshop: A gap in the literature and looking ahead. Much of the research on writing workshop has been conducted with children. This study, on the other hand, seeks to look at and capture the experience of the teacher as student taking part in the writing workshop. Accordingly, this study seeks to examine a gap in the research on teachers participating in writing workshop and the ways in which teachers might understand and appropriate writing methods in their own classrooms as a result.

Concluding Thoughts

In closing, this review of the literature presented the characteristics and considerations of activity theory, a plausible framework for designing a study of writing teacher education informed by both socio-cultural learning theory and cognitive writing theory. In addition, the review of the literature summarized best practices for professional development of writing consistent with an activity theory framework. A discussion of a curriculum of writing (i.e., writing workshop) was presented as a way to organize coursework related to writing

instruction. Writing workshop is consistent with ideas and pedagogical models rooted in socio-cultural learning theory and that account for the writing processes described by cognitive writing theory.

CHAPTER THREE

Methods

Overview

This chapter focuses on the methodological details of the formative experiment conducted in accordance to Reinking and Bradley (2008) and of the multiple-case study methods (Yin, 2014) used to define, collect, and analyze the data. After reviewing the selection of the methods for the present study, I describe (a) procedures for formative experiment, (b) the context for the present study, (c) case methods, (d) study participants, (e) implementation of the intervention, (f) data collection, and (g) data analysis. The chapter concludes with a discussion of the trustworthiness of the methods used.

Formative Experiment Design

Formative experiments are among a group of closely related approaches aimed at studying promising interventions in authentic instructional environments (Reinking & Bradley, 2008). Often referred to collectively as design-based research, formative experiments respond to calls that literacy research use methods that are more likely to directly inform practice (Dillon, O'Brien, & Heilman, 2000) and that acknowledge and accommodate the complex interrelated variables that affect instruction and its outcomes (Reinking & Bradley, 2008). Formative experiments place a value on collaboration between researchers and teachers and take a flexible, problem-solving approach that is responsive to the realities of authentic teaching. They reveal factors that emerge as critical to success or potential obstacles that may undermine success if not addressed (Bradley & Reinking, 2011).

Consistent with that orientation, I selected a formative experiment design because I was interested in better understanding the factors that facilitate or inhibit teachers'

appropriations in their own classrooms teaching the methods, tools, and resources learned in advanced writing methods coursework. This methodological approach is particularly appropriate because formative experiments naturally allow for the observation and modification of multiple, complex, interacting variables that often accompany teachers' understandings and their appropriations of newly learned methods in their classrooms (Grossman, Smagorinsky, & Valencia, 1999). In addition, formative experiments attract interest from literacy scholars seeking to understand factors critical to successful literacy practices and learning in general (Bradley et al., 2012), examine classroom writing instruction specifically (Tracy & Headley, 2013), and study how teachers implement methods learned in continuing education settings (Hacker & Tenent, 2002). The current study used the following framework for conceptualizing and conducting data collection and analysis (Reinking & Bradley, 2008):

1. identification of a worthy pedagogical goal to be investigated;
2. creation of an intervention capable of achieving the pedagogical goal;
3. identification of enhancing and inhibiting factors of the intervention;
4. implementation of modifications to the intervention to achieve the pedagogical goal;
5. documentation of unanticipated outcomes of the intervention; and
6. documentation of changes in the instructional environment due to the pedagogical intervention.

Procedures

The six phases recommended by Reinking and Bradley (2008) and the essential active parts that were used in the current investigation are detailed in Figure 3.1.

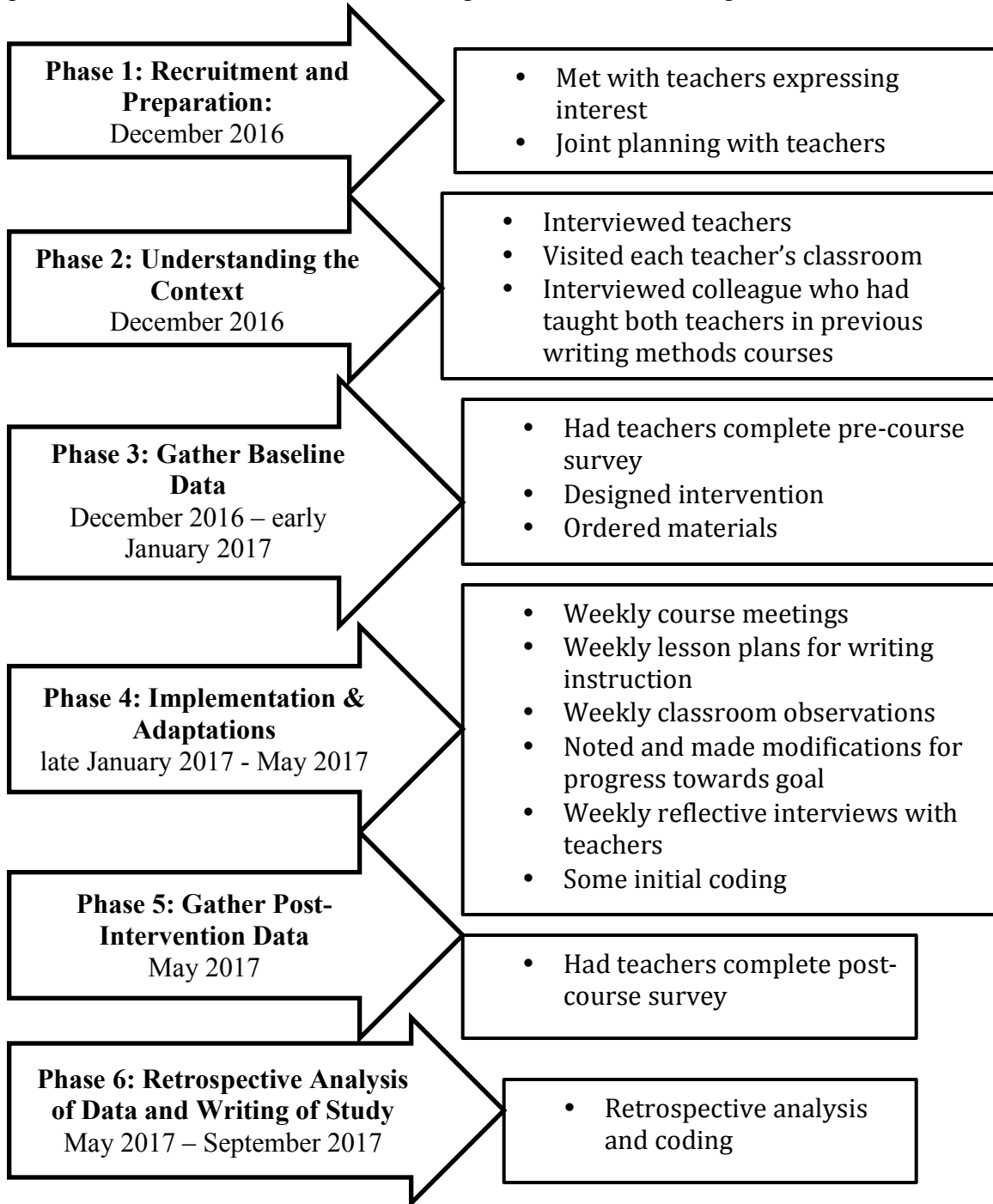


Figure 3.1. Timeline of the formative experiment.

Case Methods

Framing data collection and analysis for this formative experiment, I used well-established methods to carry out case studies, as case study methods have proven useful for formative experiments (Reigeluth & Frick, 1999). In this study, a third-grade classroom teacher and a fifth-grade classroom teacher represent the two cases, thus making this study a comparative case study. Essentially, both teachers in this study experienced the same graduate course for writing instruction methods, meaning the intervention in the study was enacted similarly for both teachers, and the data sources for both teachers in the study were the same. However, because the teachers understood and appropriated the methods used in the intervention differently in their individual classrooms, case study methods offered a way to present and analyze the two similar yet different teacher cases. Both participants were beginning teachers (no more than three years of experience) and both were in upper elementary (grades 3-5) classrooms. However, the third-grade teacher had already conquered the challenge of the first year of teaching, and each teacher taught in a different school and school district.

Context

I collected data in order to understand this context in Phase 1, 2, and 3 of the formative experiment (see Figure 3.1). I conclude this section with a discussion of my role as a participant-observer in the research.

School Settings

Part of this study took place in the mentee teacher's classrooms, which were located in two different elementary schools in the same geographical region as the university where the researcher worked and the graduate class met. One site was a third-grade classroom in a

small rural mountain elementary school with an enrollment of 176 students, 96% of whom were identified as White and 4% of whom were multiracial. Thirty-nine percent of the students at the school were eligible for free and reduced-price lunch assistance. The school day covered 7:45am – 2:30pm. The second site was a fifth-grade classroom in a larger elementary in a neighboring rural district. The school enrollment was 401 students, 72% of who were identified as White, 10% Hispanic, 9% Black, 7% multiracial, and 2% Asian. Forty-seven percent of the students at the school were eligible for free and reduced-price lunch assistance. The school day ran from 7:30am – 3:00pm. Administrators at each school were supportive of the study and expressed enthusiasm from inception to completion.

Classroom Context and Research Participants

Ms. Bell was a third-grade teacher in her third year of teaching and Ms. Huntley was a fifth-grade teacher in her first year of teaching. Both were classroom teachers enrolled in a Master of Arts in Reading Education program at a university in the region. They were selected to participate in the study based on their current enrollment in the graduate program, status as upper elementary (grades 3-5) teachers, interest in participating in the study, and their early career status as teachers with their own classrooms (i.e., three or fewer years of experience). Studies of common cases are categorized by their embodiment of the “circumstances and conditions of an everyday situation” (Yin, 2014, p. 52). The teachers in the current study represent common cases because they are inclined toward the success of their students and consequently the success of the intervention.

I met with and observed each teacher during writing instruction for a week prior to beginning the intervention in her classroom, so that I could better understand their classroom contexts (i.e., their teaching style, their past experience teaching informational writing, the

methods they traditionally used in writing instruction, classroom procedures and setup, instructional materials, and so on). See Appendix A for a complete list of contextual factors. Each teacher also completed a pre-course interview set up in Google Forms prior to the start of the intervention (see Appendix B). The purpose of the pre-course interview was to gain further contextual information and baseline data regarding each teacher's knowledge of and beliefs about writing instruction, their self-efficacy as writing teachers, and their experiences teaching informational writing and using classroom technology. See Figure 3.1, Phase 2 and 3.

Third-Grade Case

Ms. Bell had been teaching for two years in her third-grade classroom. She is White, in her mid-twenties, and lives about twenty minutes from the school. There were 20 students in her third-grade classroom, 12 males and eight females. Ms. Bell described students' academic abilities as at or below grade level. Ms. Bell reported that her students enjoyed writing and looked forward to writing workshop each day. Her room had a SMART Board at the front flanked by a dry-erase board on each side, one displaying the daily schedule and leaving space for lesson notes. Her desk was to the left of the boards and included her laptop computer and a document camera. Student desks were arranged in a U-shaped pattern, with every student facing the boards. On the entrance side of the classroom, to the right of the boards, were students' cubbies and posters displaying ideas about what "Good Writers Do." The back wall of the room had a counter with cabinetry running along half of the wall. Where the cabinetry ended, the classroom opened up to floor space. This space contained a large rug, a stool, and easel with chart paper. The room was bright from the natural light of

large windows along one of the walls and excellent overhead lighting. Reference posters for different content areas decorated the classroom walls (see Figure 3.2).

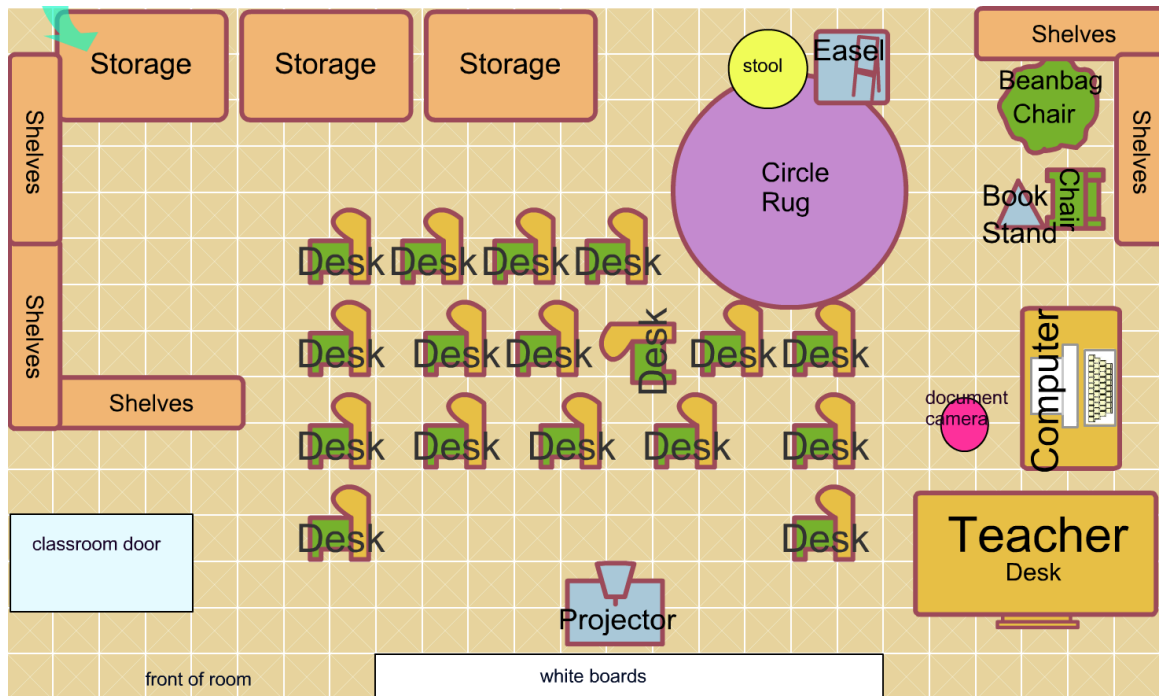


Figure 3.2. Layout of Ms. Bell's 3rd grade classroom.

Ms. Bell made time for writing instruction each day, and routines for writing instruction were well-established (e.g., students' use of writing notebooks, existing writing partners, and use of the rug space and easel in the classroom for shared writing). The instructional routine typically began with Ms. Bell reviewing what students had written about the previous day.

I met Ms. Bell in August 2016 and had previously built rapport with her through a course unrelated to this study in which I was her instructor. In December 2016, I observed her classroom twice in one week. The intervention began in late January 2017 and ended in early May. The 14 weeks during which the intervention occurred helped to bind (i.e. establish the boundaries) this case. Data collection occurred any time the teachers used the

steps of the intervention. Throughout the intervention, I observed in Ms. Bell's classroom typically once each week during her established writing instruction time from 12:00 p.m. - 12:40 p.m.

Regarding her understanding of writing instruction prior to intervention, Ms. Bell said she felt she best understood how to lead a Writer's Workshop and how to launch and conduct poetry and narrative units. She thought she had a foundation of knowledge and resources from a previous writing course and professional development offered by her school district that aided in her ability to use the Writer's Workshop framework in both a narrative and a poetry unit. Ms. Bell felt she lacked knowledge and skills for launching an informational writing unit and thought she could benefit from coaching on conferencing with her students about their writing.

When asked to discuss her thoughts related specifically to scaffolding, use of mentor texts, and modeling, Ms. Bell said that she used the Writer's Workshop framework for scaffolding because of its gradual release model (reference). She said she attempted to write like her students during modeling so that she presented the instruction on her students' developmental level. She described using mentor texts in instructional writing units. She said she modeled for her students how she used the mentor texts to help her do something with her own writing.

Fifth-Grade Case

Ms. Huntley was a first-year teacher in a fifth-grade classroom whose school was a larger elementary school in a district near the university where she had recently graduated with a degree in elementary education. She was a single, White female, in her early 20's living in her hometown about 40 minutes from the school. There were 20 students in the

fifth-grade classroom, nine males and 11 females. Ms. Huntley reported that most of her students were at or above grade level with the exception of four who were reading below grade level. Ms. Huntley described her students as “very talkative and easy to get along with” (interview, December 14, 2016). Student desks were arranged in groups of four in the center of the room. Entering her classroom from the back, one would see a SMART Board at the front with windows flanking it on either side. The teacher’s desk was to the right of this board and usually held her laptop and a document camera. A small classroom library was behind the teacher’s desk. The back of the classroom contained bookshelves with classroom texts for different content areas and a small round table. Two round chairs, a large rug with beanbags, and a table with two desktop computers filled the far-left side of the classroom. The classroom lights were often turned off, making the room darker except for the light from two windows at the front of the room and a small floor lamp at the front of the room near the teacher’s desk (see Figure 3.3).

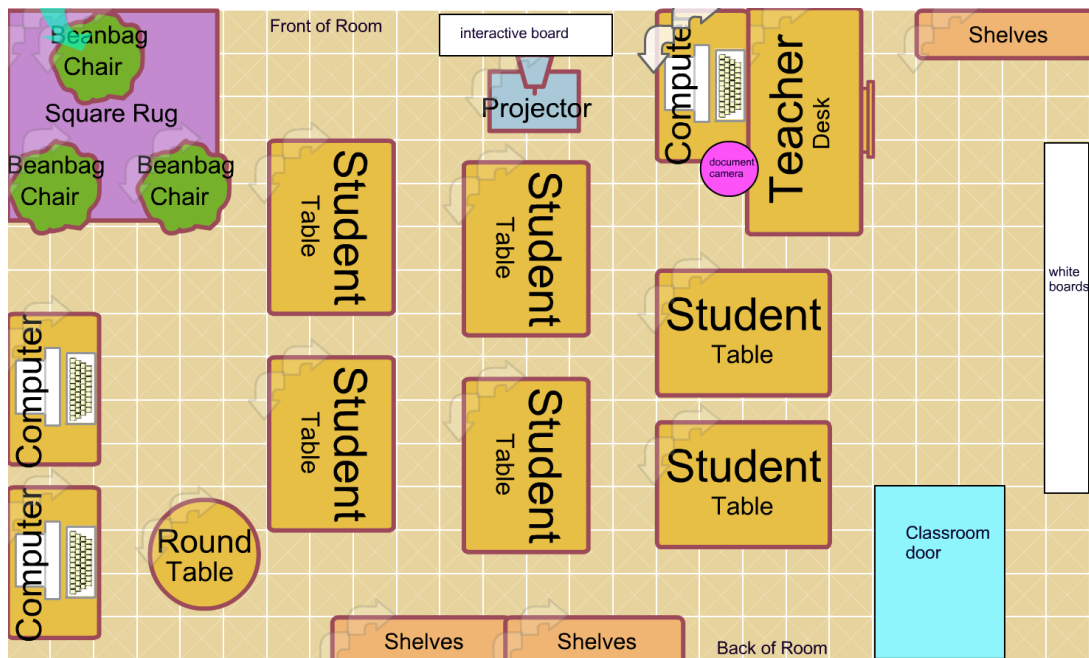


Figure 3.3. Layout of Ms. Huntley’s 5th grade classroom.

Ms. Huntley described her typical writing instruction routine prior to the intervention as students writing in their notebooks about a topic of their choice while she checked her email. One of Ms. Huntley's goals was to "figure out how to do writing workshop" (interview, December 14, 2016). She reported feeling especially lacking in confidence. Her students often spent their writing time doodling in their writing notebooks, talking to one another, and getting out of their seats rather than completing entries in their notebooks.

As with Ms. Bell, I observed Ms. Huntley twice during a week in December 2016. During this time, I also explained to her the intervention, the fundamentals of a formative experiment design, and interviewed her. This pre-intervention data collection shaped Phase 1 and 2 (see Figure 3.1) of the formative experiment. We also discussed her class schedule, giving her the reins to determine which part of her day was best for writing instruction since it was not a daily component of her existing instructional day. Ultimately, she chose to teach writing each day from 1:00 - 1:45 p.m. In addition, these meetings allowed me to share the pre-course interview with her using Google Forms, providing the baseline data for Phase 3 of the formative experiment (see Figure 3.1). As with the third-grade case, the implementation and timeframe of the intervention bound the fifth-grade case.

When asked to describe her understanding of writing instruction, Ms. Huntley said that she believed that writing instruction was important, but that she found it difficult to balance in a daily schedule with all of the academic demands that are made of teachers. Specifically, Ms. Huntley expressed a need for a writing structure that worked for her classroom and an understanding of how to organize a writing unit.

Regarding scaffolding, the use of mentor texts, and modeling, Ms. Huntley was brief in her responses. She described understanding how to select mentor texts for writing

instruction and desired more time in class to talk with her students about the texts, not just read them aloud. Explaining her thoughts on scaffolding, Ms. Huntley said that she wrote in front of her students, often having something of her own that she had prepared prior to the lesson. She admitted knowing all of the instructional practices she should be doing during writing instruction but not always accomplishing them as planned. As for modeling, Ms. Huntley said she felt somewhat confident in modeling how to write poetry, but she was unsure where to begin in modeling narrative or informational writing for her students-

Researcher's Role

My role was that of participant-observer (Glesne, 2011), a role common for a researcher conducting a formative experiment in order to “enter deeply into the ecology of the classroom” (Reinking & Bradley, 2008, p. 78). I worked with each teacher to establish my role and talked extensively about what each of our roles would be in the research. For example, in the early discussions in Phase 1 (see Figure 3.1) of this study, I explained that this research would be a partnership, that we would set mutually agreed upon procedures for the intervention, and I would be dependent upon them for their feedback, suggestions, and observations (Cole & Knowles, 1993). As professional development is often a significant outgrowth of conducting a formative experiment, I also asked each teacher if she would like to be involved in a presentation of the research, and while Ms. Huntley declined, Ms. Bell eagerly accepted.

Thus, we began a collaborative relationship with separate, but complementary jobs. Accordingly, throughout the intervention, I discussed with both teachers the level of participation they desired from me. Ms. Bell preferred that I act as a sounding board for her ideas and modifications to the intervention, such as adapting handouts to fit her students’

individual needs or selecting a mentor text that spoke to students' interests. When in her classroom, Ms. Bell often asked me to conference with specific students. Often, she planned for how my time was spent during visits to her classroom. In contrast, Ms. Huntley felt uncomfortable implementing many aspects of the intervention without first discussing each day's lesson with me. For this reason, I often served as a coach to her, assisting as she planned the sequence of writing instruction in her classroom and affirming or redirecting her choices of materials such as mentor texts and modeling exemplars. In her classroom, Ms. Huntley typically preferred for me to circulate the room while students wrote and assist them as I observed needs-

In both cases I met with the teachers to plan the intervention, model the methods used, and think through each week's instructional plans. Prior to the intervention, I met with the teachers to gain details about the length of their writing instruction, how they would progress (if necessary) from a current unit of writing instruction to the informational writing unit, and their goals for implementing the informational unit in their classrooms. During the intervention, I met with the teachers weekly during both during our graduate course meeting times and in reflection interviews to discuss how they felt their writing instruction had gone that day (and week) and to address any expressed needs. These weekly reflection interviews took place both in face-to-face settings and remotely using online meeting tools such as Zoom web conferencing (<https://zoom.us>). This kind of discussion and planning of the intervention, both before the intervention in Phase 1 and during the intervention in Phase 3 (see Figure 3.1), are typical of formative experiments, as the design must account for factors that facilitate or hinder the pedagogical intervention and adapt the intervention accordingly (Reinking & Bradley, 2008).

Intervention

The pedagogical intervention in this study was a 16-week graduate course focused on planning, implementing, and evaluating an instructional sequence for informational writing. Both teachers in the study, Ms. Bell and Ms. Huntley, were the only two participants in the graduate course for writing instruction methods. The course met face-to-face on a weekly basis for two hours. In addition to the face-to-face meetings, we used Schoology.com (<https://www.schoology.com>), a password-protected learning management system for housing course materials including handouts, instructional videos, artifacts such as anchor charts completed in class, and lesson plan submission spaces. This online platform allowed the teachers to refer to the materials on their own time outside of our class meetings.

Although enactment of the intervention varied some with each teacher due to needs, schedule, and feedback, the critical elements of the intervention were the same for each case. The essential elements of the pedagogical intervention were the following: (a) modeling, (b) the use of mentor texts, (c) scaffolding, and (d) coaching. The implementation of these elements varies, but the absence of any of the elements negates the intervention as a definable instructional concept (Reinking et al., 2013). The critical elements and their implementation with the teachers are shown in Table 3.1.

The stages of the intervention (see Table 3.1) followed the cyclical process of writing (Flower & Hayes, 1981), which involves the cognitive decisions that writers make during each step of the writing process (e.g., the cognitive decisions made during planning and drafting.). The methods, tools, and instructional sequence for the intervention, which I called the Curiosity Project, were influenced by the instructional sequences and tools suggested in Georgia Heard and Jennifer McDonough's (2009) *A Place for Wonder: Reading and Writing*

Nonfiction in the Primary Grades and an instructional protocol described by Julie Johnson (2015) in *Assessing Students' Digital Writing: Protocols for Looking Closely* which are both consistent with the principles and practices of Writer's Workshop and cognitive writing theory.

Table 3.1

Implementation of Intervention

Stage	Essential Element	Implementation of Essential Element
Stage 1, Launching, Week 1	Modeling	I modeled the idea of being curious and shared curiosity questions (e.g., what are the differences in cattle breeds, how can I sleep train my 6-month old, how do I grow ranunculus). I modeled by writing my curiosity questions on cards, placing the cards in an envelope labeled, "Curiosities," and added it to my own Writer's Notebook.
	Use of Mentor Texts	I selected picture books to use as mentor texts that reflected the idea of being curious and searching for answers to questions. The books included <i>The Wise Woman and Her Secret</i> by Eve Merriam (1991), <i>Over and Under the Snow</i> by Kate Messner (2011), and <i>I Wonder</i> by Annaka Harris (2013).
	Scaffolding	I used the gradual release model (Pearson & Gallagher, 1983) to support the teachers through the process of writing their own curiosity questions and putting them in an envelope in their Writer's Notebooks. Together, we wrote a list poem called, "We're Curious," reflecting the questions we each asked.
	Coaching	I offered opportunities for the teachers to assist each other in writing curiosity questions and I conferred with them as they developed their questions.
Stage 2, Planning, Weeks 2-4	Modeling	I modeled using a planning handout (in Appendix C) to answer one of my curiosity questions and invited the teachers to help me think through answering it. I modeled selecting my topic by thinking aloud about its

		sustainability for writing and modeled how to think through the text features I would include. I modeled how I would create a Table of Contents for my topic to be used as pages of a website and take note of text features I was planning to use on the website pages (in Appendix D).
	Use of Mentor Texts	I read and talked aloud through the books <i>Is This a Home for a Hermit Crab?</i> by Megan McDonald (1990) and <i>What Do You Do With an Idea?</i> by Kobi Yamada (2013), demonstrating how to use the texts for setting a research purpose. I read and talked aloud through the book <i>A Chicken Followed Me Home</i> by Robin Page (2015), demonstrating how much information the author provided and the types of text features used. I read through the headings and chapter titles used in a National Geographic Kids site (https://kids.nationalgeographic.com), <i>I Wonder Why I Blink</i> by Brigid Avison (1993) and <i>Amazing Animals: Foxes</i> by Edward Barnard (2010) to show different ways that authors organize texts.
	Scaffolding	I used the gradual release model (Pearson & Gallagher, 1983) to support the teachers through planning a curiosity topic of their own using the think sheet, topic planning sheet, and sample Table of Contents.
	Coaching	I added a reflect and respond writing time (see Appendix E) to each meeting with the teachers for the purpose of addressing their specific needs related to the intervention. I assisted them in planning the instructional sequence they would use each week during their own writing instruction.
Stage 3, Drafting, Weeks 5-6	Modeling	I modeled writing a section that answered a question related to my topic, cows. I thought aloud how each detail I included was connected to the main idea of that section. I wrote using what I already knew about the topic. I thought aloud about the research needed to answer part of the question that I did not already know. I modeled paraphrasing the information I researched and writing it in my own words. I used the lesson <i>I Used My Own</i>

		<p><i>Words! Paraphrasing Informational Texts</i> from Read Write Think (RWT) (http://www.readwritethink.org/classroom-resources/lesson-plans/used-words-paraphrasing-informational-1177.html?tab=4#tabs) to model how to teach paraphrasing.</p>
	Use of Mentor Texts	I referred to <i>A Chicken Followed Me Home</i> , by Robin Page (2015), to talk about how I might organize my information when writing about cows.
	Scaffolding	I provided opportunities for the teachers to talk to each other about their topics. I provided opportunities for teachers to draft sections of the writing about their topics, sharks and sea turtles, and to practice researching information to answer their questions and paraphrasing it in their own words. I invited them to share aloud their writing and receive feedback and ideas from one another and me in our community of practice.
	Coaching	I assisted teachers in the planning of the writing instruction related to drafting, research, and writing in their classrooms. I helped them think through the setup of research stations in their classrooms in order to maximize students' access to their teacher and materials such as books and computers.
Stage 4, Revising & Editing Drafts, Weeks 7-9	Modeling	I modeled revising the beginning of each of my website sections, focusing on writing attention-grabbing leads. I modeled using precise words, and figurative language to revise my word choice. I modeled mini lessons focused on elaborating using descriptive language and thinking about my audience in order to revise my writing and make it more detailed and informative. I modeled how to peer edit for grammar and mechanics using a checklist (see Appendix F).
	Use of Mentor Texts	For each revision mini lesson, I used mentor texts that included examples of a particular writing feature. I used, <i>One Tiny Turtle</i> by Nicola Davies (2001), <i>Locomotive</i> by Brian Floca (2013), and <i>Is This a Home for a Hermit Crab</i> by Megan McDonald (1990) for grabber leads. I used <i>An Egg is Quiet</i> by Dianna Hutts

		Aston (2006), <i>Surprising Sharks</i> by Nicola Davies (2003), and <i>A Seed is Sleepy</i> by Dianna Hutts Aston (2007) for revising word choice to include domain specific words and figurative language. I used excerpts from <i>Zoobooks</i> magazine and <i>Pop! The Invention of Bubble Gum</i> by Meghan McCarthy (2010) for mini lessons about elaboration.
	Scaffolding	Following each modeled mini lesson, I invited the teachers to try the revision strategies in their own writing about their topics—sharks and sea turtles. I provided opportunities for the teachers to read one another’s writing and to offer suggestions. I provided an opportunity for each teacher to use the peer-editing checklist to offer feedback related to grammar and mechanics.
	Coaching	I assisted each teacher in planning their writing instruction related to revision and editing. I offered feedback on changes each teacher made to the peer-editing checklist for their students. I assisted each teacher in planning her partnering of students and how she would like to use me as a mentor instructor during classroom visits and observations.
Stage 5, Creating Websites, Weeks 10-12	Modeling	I modeled how to create a website using Wix.com (https://www.wix.com) about my topic, using the Table of Contents planning and revised drafts from my notebook. I also modeled thinking and planning aloud about the diagrams, pictures, and interesting facts I included on my website pages and the writing of the captions. I modeled how to create or select videos for the websites.
	Use of Mentor Texts	I read and talked aloud through the texts <i>A Chicken Followed Me Home</i> by Robin Page (2015), <i>I Wonder Why the Sea is Salty</i> by Anita Ganeri (1995), <i>Animals by the Numbers</i> by Steve Jenkins (2016), and <i>Amazing Animals: Foxes</i> by Edward Barnard (2010) to demonstrate how authors use pictures, diagrams, and interesting facts in informational text.
	Scaffolding	I invited the teachers to complete a website orientation task to-do list with Wix.com that provided practice using the tools on the site. I

		provided opportunities for teachers to create their own sites on Wix.com about their topics using the Table of Contents planning pages and revised drafts in their notebooks.
	Coaching	I assisted teachers in planning their writing instruction for students to create websites about their topics. I assisted teachers in planning how to partner students for the typing of their texts onto the websites and assisted the teachers in securing more technology resources, such as access to laptop computer carts, at their schools.
Stage 6, Revising & Editing Websites, Week 13	Modeling	I modeled revision of my website using mini lessons focused on the questions I asked about my topic. Using a check sheet, I modeled reading through and thinking aloud about each aspect of my website. Focal points included thorough details informing my reader; aesthetics such as color choices, font, position of text and text features; and mechanics such as grammar and punctuation.
	Use of Mentor Texts	I referred to the <i>National Geographic Kids</i> (https://kids.nationalgeographic.com) site to demonstrate the content and layout of websites and their pages.
	Scaffolding	I invited Ms. Bell and Ms. Huntley to use the check sheet (in Appendix G) to review and revise each other's websites and to use independently.
	Coaching	I assisted teachers in the planning of how they would use the check sheet with their students. I provided feedback for Ms. Bell, wanting to modify the check sheet for her students.
Stage 7, Publishing & Sharing, Week 14	Modeling	I modeled how to create a trading card about my topic (see Appendix H) using the Read Write Think (RWT) Trading Card tool (http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html). I modeled how I would present my website and my trading card to an audience.
	Use of Mentor Texts	I read and talked aloud through the elements of sample trading cards with the teachers.
	Scaffolding	I invited the teachers to create a trading card using the same RWT Trading Card tool and practice presenting both their card and website

		to an audience in a gallery style, with each teacher explaining her card and website to me as I moved around the room to each of them.
	Coaching	I assisted teachers in their planning of how their own students might create trading cards for their topics. I assisted teachers in thinking through how students might present their websites in a hosted gallery walk for classroom visitors. I assisted teachers in creating resources that classroom visitors could use as they talked with each student about his/her website (e.g. What was your favorite thing you learned about your topic? What part of creating the website was most challenging? What do you like most about your website?).

I discussed with each teacher how the methods, tools, and sequencing used in the two professional texts and my own experiences in teaching writing to upper elementary and middle grades students inspired the intervention. I explained to the teachers that I would implement the intervention weekly as our course met and provided them with a full 15-week agenda to view the intervention in its entirety, while emphasizing potential for modifications as needed. We also discussed their access to technology at each school.

Implementing the intervention in these stages in which teachers experienced and enacted the essential elements of the intervention allowed us (the teachers and me working together) to decide upon and make modifications to the intervention between the stages as well as during each stage as needed. During Week 2 of the intervention, the teachers wanted to see the instructional sequence we had covered in class mapped out for their five days of writing instruction in their classrooms, which we then did during each course meeting time following Week 2. Such modifications are consistent with and a necessary condition of formative experiments, which are “adaptive and iterative” (Reinking & Bradley, 2008, p. 20).

Although the stages were consistent for each case, they were implemented differently by each teacher, as is described in Chapter 4.

Prior to the beginning of the intervention, I met with both teachers and we discussed their students, the teachers' needs for writing instruction, and the timing of this instruction (field notes, December 14, 2016). Ms. Bell had already established the use of a Writer's Notebook in her classroom and wanted to continue its use with this project. Ms. Huntley's students had Writers' Notebooks, but the students had not used them in recent months. The use of notebooks was already an instructional method in the intervention; thus, it was mutually agreed upon that we would focus on the purpose and use of the Writer's Notebook in the first stage of the intervention (the instruction taking place in the graduate course for writing instruction methods).

Each case also used the same technologies: Wix.com (<https://www.wix.com>) and a trading card creator from ReadWriteThink.org (<http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html>). I discussed these digital tools with both teachers and we mutually decided to use these tools in the pre-planning of the intervention because of the teachers' comfort level with the tools, the tools' accessibility, and the opportunities each tool provided for digital composition. In our pre-planning discussion, both teachers recalled using Wix.com, a website creation tool, in an undergraduate course, but neither had used the tool with students.

The trading card creator from ReadWriteThink.org is a digital tool that allows students to make a trading card for a person, place, thing, or idea. Both teachers were also familiar with digital tools from ReadWriteThink but had not used the specific Trading Card Creator. Each teacher expressed confidence that she could successfully learn to use the tool

(field notes, December 14, 2016). We also used Google Slides although it was not a tool we originally planned to use. Google Slides is a web-based application for creating and sharing slide presentations. During Stage 3 (see Table 3.1), Ms. Bell recognized a need for her students to draft sections of their website in Google slides instead of moving directly from paper drafts to the web pages in Wix.com, because students experienced difficulty reading their own handwriting and transferring it to text boxes on the website. Typing the information into individual Google slides allowed students to use a digital tool (Google slides) they were familiar with and then copy and paste to the Wix website text boxes. After hearing about Ms. Bell using Google slides for the drafting stage, Ms. Huntley agreed that Google slides would be a useful tool for her students also. Both teachers and their students were comfortable using the Google Slides tool, and it was easily accessible to them through the students' Google accounts provided by the school districts.

From the planning of the intervention to the final sharing of the students' published writing and post-intervention interviews with the teachers, I worked with each mentee teacher from December 2016 through May 2017. The intervention accommodated school breaks, days missed due to inclement weather, and each teacher's individual schedule and was implemented for 14 weeks for the third-grade case and 16 weeks for the fifth-grade case. Benchmark assessments and school district breaks occurred in Weeks 7 and 12 respectively.

Data Collection

In this formative experiment, there were multiple sources of evidence for each case, respectively Ms. Bell and Ms. Huntley. I used the different data sources to observe the progress of the intervention towards the instructional goal and ensure data triangulation. Yin (2014) recommended six sources of data when using case-study methods to collect data:

documentation, archival records, interviews, direct observations, participant-observation, and physical artifacts. Figure 3.4 outlines the multiple data sources used in this formative experiment evaluating how mentee teachers understand and appropriate instructional methods learned in advanced writing coursework. These multiple data points served as a method of data triangulation used to support construct validity in case-study research (Yin, 2014) and is valued in formative experiments as an aspect of rigor (Reigeluth & Frick, 1999; Reinking & Bradley, 2008).

Context
<ul style="list-style-type: none"> • Teacher Survey Questionnaire (pre- and post-) • Teacher Weekly Lesson Plans • Observation field notes
Teachers' Understandings of Mentor Texts, Scaffolding, Modeling, and Methods Used in Writing Instruction
<ul style="list-style-type: none"> • Teacher Survey Questionnaire (pre- and post-) • Observation Field Notes • Teacher Interviews • Class Meeting notes
Aspects of Formative Framework
<ul style="list-style-type: none"> • Documentation, such as school and teacher schedules • Interviews with teachers • Observations and field notes
Teachers' Appropriations of Mentor Texts, Scaffolding, Modeling, and Methods Used in Writing Instruction
<ul style="list-style-type: none"> • Teacher Survey Questionnaire (pre- and post-) • Teacher Weekly Lesson Plans • Teacher Interviews • Class meeting notes • Observation field notes

Figure 3.4. Sources of data triangulation.

Figure 3.4 *Sources of data triangulation* is comprised of documentation of such elements as factors enhancing or inhibiting the pedagogical goal(s) of the intervention, modifications to the intervention, unanticipated outcomes of the intervention, and changes as an outcome of the intervention (Reinking & Bradley, 2008).

Teacher Questionnaire (Pre- and Post-)

The teachers in the study completed a pre- and post-intervention questionnaire, expressing their beliefs, experiences, and practices regarding writing instruction (see Appendix B).

Teachers completed the questionnaires using Google Forms. The questionnaires were one of multiple data sources aimed at documenting and understanding teachers' understandings and appropriations of mentor texts, scaffolding, modeling, and other methods used in the writing instruction. In addition, the questionnaires served as one of multiple data sources for determining the factors that potentially enhanced and inhibited teachers' appropriations of the methods learned in the advanced writing coursework (the intervention).

Weekly Lesson Plans

Teachers submitted weekly writing instruction lesson plans in their respective classrooms, following each course meeting. Each teacher submitted 11 lesson plan documents, totaling 22 lesson plan documents for the study. Teachers designed their own lesson plan format and submitted the plan within 24 hours of our class meeting to Schoology.com. I asked teachers to be as detailed as possible when writing their lesson plans each week. These lesson plans were one of multiple data collection sources for evaluating their understanding and appropriation of mentor texts, scaffolding, modeling, and other methods learned in the writing instruction coursework intervention.

Class Videos and Notes

I recorded each university class meeting time during the intervention. Additionally, I took notes on the content and methods discussed and demonstrated during class, materials used, and the teachers' comments and questions. There were 14 class meeting videos for the study and 14 sets of class meeting notes. In addition, these videos and notes served as one of multiple data sources for documenting modifications made during the intervention and also the factors that potentially enhanced and inhibited teachers' appropriation of the methods learned in the coursework (i.e., the intervention).

Observations and Field Notes

Before and during the observation, I conducted direct and participant observations over a six-month period (Yin, 2014). I recorded these observations as descriptive and as analytic notes using a note-taking protocol I designed before beginning the study (see Appendix I). I intended for the note-taking protocol to make observations in the teachers' classrooms focus on the goal of the study; thus, I looked directly for evidence of teachers' understanding and appropriation of mentor texts, scaffolding, modeling, and other methods used in the writing instruction coursework. In the third-grade case, I recorded 13 observations. In the fifth-grade case, I recorded 12 observations.

Interviews

I interviewed the teachers and a professor at the university who had taught a writing methods course to both teachers in the semester prior to the intervention using semi-structured interview questions (Glesne, 2011; see Appendix A). The purpose of these interviews was to provide context for the intervention by identifying the instructional methods other professors had taught to the teachers, the teachers' beliefs and practices

regarding writing instruction, their goals for completing the graduate course on writing instruction methods (the intervention), and gain necessary information about their individual classrooms and teaching background.

I also conducted weekly post-observation reflection interviews with the teachers. I used a protocol to guide the post-observation reflection interviews to note key aspects of the formative framework (Reinking & Bradley, 2008; see Appendix J). I used these post-observation reflection interviews to gauge the ongoing status of the intervention. I recorded enhancing and inhibiting factors of the intervention based on teacher responses in order to identify needed modifications. I noted unanticipated intervention outcomes, transformation of the pedagogy, opportunities for providing coaching to teachers, and evidence of progress toward the goal(s) of the intervention (i.e., understanding and appropriation of mentor texts, scaffolding, modeling, and other writing instruction methods).

Following the intervention, I conducted an interview with the teachers to determine inhibiting and enhancing factors of the intervention, outcomes of the intervention, and any changes in their writing pedagogy. I conducted 30 interviews in this study, one interview with the university professor, 15 weekly post-observation interviews in the third-grade case, and 14 weekly post-observation interviews in the fifth-grade case. If the interviews occurred face-to-face, then I recorded them using a computer application called Voice Memos, and I used the Zoom video and web-conferencing tool if the interviews took place virtually.

Other Data Sources

I identified two unanticipated data sources during this formative experiment study. Although we met weekly for the graduate course, and I was present in the teachers' classrooms once each week, Ms. Bell and Ms. Huntley both sought additional support via

text messages and emails during the study to talk about the intervention and their appropriations of the methods learned in the course. The teachers and I used these text messages and emails to make modifications during the intervention. Additionally, I analyzed the text messages and emails to determine the factors that seemed to enhance or inhibit each teacher's appropriation of the methods taught.

In-Process Data Analysis

I analyzed some of the data during the intervention period in order to determine modifications needed to the intervention and to gauge the status of the intervention. The following sections detail the forms of data analyzed during the intervention and the purposes for doing so (see Table 3.2).

I studied teachers' weekly lesson plans for writing instruction at times during the intervention to help determine inhibiting and enhancing factors of the intervention and modifications needed. For example, when a particular method or tool was not mentioned in a lesson plan, I coded this as a lack of understanding and interviewed the respective teacher about the absence of the method.

I investigated the observations, field notes, and reflective interviews during the intervention week-by-week to determine where feedback to teachers might be provided and where modifications to the intervention might be needed, and the outcomes of modifications made to intervention. Thus, when I noticed that the lighting in Ms. Huntley's room and proximity of students to her during writing instruction might be less conducive to effective writing instruction, I added the topic of classroom atmosphere and layout to the class agenda for our next course meeting.

I examined the email and text message communications during the intervention period in order to determine modifications needed to the intervention and to gauge the status of it. As an example, Ms. Bell often texted me on weekends as she read through students' writing to ask about instructional methods and solidify her thoughts about her students' writing. These correspondences sometimes led to modifications to the overall intervention that the teachers and I thought might benefit students in both classrooms.

Retrospective Data Analysis

I analyzed the data in a retrospective analysis after the data collection was completed. A retrospective analysis of data is necessary in the final phase of formative experiments (see Figure 3.1; Reinking & Bradley, 2008) in order to examine all the collected data for the specific purpose of generating pedagogical insight and recommendations of practice (Gravemeijer & Cobb, 2006; Reinking & Bradley, 2008). The following sections identify the sources of data analyzed during the retrospective analysis, the specific purposes, and the coding methods used to analyze these data sources (see Table 3.3).

I coded the items of the pre- and post-questionnaire during the retrospective analysis. These questionnaires were coded to compare the teachers' knowledge and beliefs about writing instruction methods prior to and following the intervention in the study. In addition, I coded these questionnaires for potential inhibiting or enhancing factors that may have affected teachers' understanding and appropriation of the tools and methods taught in the intervention.

I analyzed the teachers' lesson plans during the retrospective analysis for the purposes of determining understanding of methods taught during the intervention in the course focused on informational writing instruction. When teachers included methods related to modeling,

scaffolding, and the use of mentor texts in their lesson plans, I counted the inclusion of these practices as evidence of understanding.

I analyzed the videos and notes collected from the weekly class meetings during the retrospective analysis and served as one of multiple data sources for evaluating teachers' understandings of mentor texts, scaffolding, modeling, and other writing instruction methods. The comments made and questions asked by the teachers served as evidence of their understandings of instructional practices related to the use of mentor texts, scaffolding, and modeling. As an example, when Ms. Huntley mentioned that she wanted to use the mentor text *Surprising Sharks* by Nicola Davies (2003) to model figurative language with her students because they enjoyed talking about sharks, I concluded that she understood the purpose of mentor texts and how to select them based on students' interests.

I examined the observations, field notes from the observations, and post-observation reflective interviews during the retrospective analysis following the intervention to evaluate teachers' understandings and levels of appropriations of mentor texts, scaffolding, modeling, and other writing instruction methods taught in the intervention. I discussed the field notes from the observations and reflective interviews with each teacher, using member checks of the data to ensure that each teacher felt that I had interpreted the instructional events fairly and accurately.

Finally, I studied our email and text message communications to evaluate the inhibiting and enhancing factors in the intervention, outcomes of the intervention, and changes in the teachers' writing pedagogy. It was clear after reading through numerous text messages from Ms. Huntley regarding her absences due to illness and personal commitments

that she had appropriated parts of her instruction on a different, and ultimately less sophisticated, level during these absences.

Table 3.2

Data Measures, Purposes, and Time of Analysis

Data Measure	Purpose	Time of Analysis
Pre- and Post-Intervention Survey Questionnaire	<ul style="list-style-type: none"> To document and understand teachers' understanding and appropriation of modeling, scaffolding, and use of mentor texts in writing instruction To determine factors that potentially enhanced and inhibited teachers' appropriation of methods learned in the graduate course for writing instruction methods 	<ul style="list-style-type: none"> Before the intervention Retrospective analysis
Teachers' weekly lesson plans	<ul style="list-style-type: none"> To evaluate teachers' understanding of modeling, scaffolding, and use of mentor texts in writing instruction 	<ul style="list-style-type: none"> Retrospective analysis
Graduate course videos and class notes	<ul style="list-style-type: none"> To document any modifications made during the intervention To identify any factors that potentially enhanced and/or inhibited teachers' appropriation of methods learned in the course 	<ul style="list-style-type: none"> During the intervention Retrospective analysis
Observations and field notes	<ul style="list-style-type: none"> To gain evidence of teachers' understanding and appropriation of modeling, scaffolding, and use of mentor texts in writing instruction 	<ul style="list-style-type: none"> Retrospective analysis
Interviews	<ul style="list-style-type: none"> To provide context for the intervention by identifying instructional methods teachers learned in previous coursework, teachers' beliefs and practices regarding writing instruction, and to identify teachers' goals for completing the graduate course for writing instruction methods To determine inhibiting and enhancing factors of the intervention To determine outcomes of the 	<ul style="list-style-type: none"> Before the intervention Retrospective analysis Retrospective analysis

	intervention and any changes in teachers' writing pedagogy	
Post-observation reflection interviews	<ul style="list-style-type: none"> To gauge the current status on the intervention To record enhancing and inhibiting factors of the intervention To determine needed modifications To identify unanticipated outcomes of the intervention To provide coaching to teachers To gather evidence of teachers' progress towards the goal of the intervention 	<ul style="list-style-type: none"> During the intervention Retrospective analysis During Retrospective analysis During During
Text messages and emails	<ul style="list-style-type: none"> To determine needed modifications to the intervention To identify any factors that potentially enhanced and inhibited teachers' appropriation of methods learned in the course 	<ul style="list-style-type: none"> During Retrospective analysis

Retrospective Analysis Coding Procedures

For the retrospective analysis of the data following all data collection, I used a provisional a priori method of coding involving a list of codes established prior to fieldwork. I used codes provided by the activity theory framework (Grossman, Smagorinsky, & Valencia, 1999) for examining the teachers' appropriation levels and determining factors of the intervention that may have inhibited or enhanced the teachers' appropriations of modeling, scaffolding, and the use of mentor texts. This method of coding harmonized with the study's conceptual framework, which was informed by activity theory and enabled an analysis that answered the research questions and pedagogical goals of the study. Using this coding method, I made four passes through the data, each pass focused on a different coding purpose. These coding stages are described in detail in the following sections and are outlined below in Table 3.3.

Table 3.3

Stages of Coding

Stage	Type of Coding Used	Codes	Teacher Examples
1a: Codes for Understanding	Provisional a priori	UM: Understanding Modeling	Described steps to model generating curiosity questions in lesson plans
		UMT: Understanding Mentor Texts	Allotted time to read and discuss a mentor text with title listed in lesson plans
		US: Understanding Scaffolding	Provided a graphic organizer for planning questions to answer about curiosity topic in lesson plans
Stage 1b: Codes for Levels of Appropriation (of modeling, use of mentor texts, and scaffolding)	Provisional a priori informed by Activity Theory Framework	A0: Absence of tools or strategies	No evidence of teacher using mentor texts, scaffolding, or modeling in instruction; instruction observed did not match lesson plans
		A1: Mimicking	Teacher used the exact phrases and questions I did in our course time with a mentor text.
		A2: Surface Level	Teacher talks using her own instructional language about nonfiction text features, but does not provide examples of the text features
		A3: Augmentation	Teacher uses a strategy from class,

			but uses her own instructional language and examples when teaching the strategy
		A4: Ownership and Internalization	A teacher takes a tool learned in the PD course and adapts it to fit the needs of her students or creates something new altogether
Stage 2: Factors that Facilitated and/or Inhibited Appropriation	Provisional a priori informed by Activity Theory Framework	SCL: Social Context of Learning	Appropriation was influenced by community of practice; opportunities to hear from other teachers
		AO: Apprenticeship of Observation	Appropriation was influenced by what the teacher learned from a mentor instructor
		PGE: Personal Goals and Expectations	Appropriation was influenced by the personal goals of the teacher; i.e., what each teacher desired to gain from the intervention
		KB: Knowledge and Beliefs about Content	Appropriation was influenced by what a teacher believes to be important to teach in writing instruction and how it should be taught

Stage 3: Cross-Case Analysis for Themes	Focused coding of a priori codes	Benefit of Community of Practice	<p>“As a teacher who was NOT confident in teaching writing, our learning community was so important. I was often able to follow ___’s example and tweak it to best fit my and my students’ needs.”</p>
		Reflection Leads to Response	<p>“After a few weeks of reflecting, I began to see how beneficial reflection was to my writing instruction and students. This is absolutely necessary to take time to do regularly in order to understand how to meet my students’ individual needs. This project provided me a structure for reflecting that I will continue to use, even with other subjects I teach.”</p>
		Benefit of Coaching Feedback	<p>“Having a trusting relationship with someone spending time in my classroom helped me focus on some of my weaker areas of writing instruction.”</p>
		Modeling and Practice-Based	<p>“Opportunities to practice our own</p>

		Learning is Critical	writing in weekly class meetings let me think ahead and make plans for where my own students might encounter challenges.”
		Challenges in Implementation	“Getting sick prevented me from sticking to the original schedule; we had to be flexible”
		Access to Resources	“Having so many mentor texts allowed me to immerse my students in the genre; spending that time analyzing those texts was valuable for their own writing.”

I first analyzed the data in Stage 1a with the codes for understanding. I determined these codes using the three essential elements of the intervention (e.g., modeling, use of mentor text, and scaffolding). As I read through the data sources, I coded any instance of understanding the use of mentor texts, understanding scaffolding, and understanding modeling. As previously mentioned in the operational definitions in the literature review for the study, I defined understanding as a gateway to appropriation and accepted that it can be present in the absence of appropriation. For example, when a teacher listed the titles of mentor texts and outlined instructional steps for using them in her lesson plan, I coded that as understanding the use of mentor texts. However, she may have not implemented them during

her classroom instruction. Thus, understanding may be present in the absence of evidence of appropriation.

Following the coding of understanding codes, I made a second pass through all the data for Stage 1b. This stage included coding the data with provisional a priori codes informed by the activity theory framework (Grossman, Smagorinsky, & Valencia, 1999). These codes determined the level of appropriation evidenced in the data and ranged in levels of sophistication from an absence of appropriation to the most mature level of appropriation (i.e., ownership and internalization). While activity framework provided three of the codes used in Stage 1b, I had to add two others after working with the data. The first code I added was the Augmentation code (A3) (see Table 3.3). I created this code after reading through the data and noticing many times where one or both teachers appropriated a writing instruction method modeled in class but used her own language and examples when teaching her students. In the context of the other appropriation codes, this type of instruction reflected growth and an increased independence by the teacher with a particular method. Thus, I decided *augmentation*, “the action or process of becoming greater in size or amount” (Merriam & Webster, 2003), would be the name of this code. Thus, I defined augmentation as the practice of fully appropriating the method learned in class but using one’s own instructional language when teaching. As an example, each teacher modeled planning how she would answer her own curiosity question for students but used her own ideas and language during the teaching episodes. This modeling was evidence that the teachers could appropriate modeling the planning of a curiosity topic with her ideas and language. The second code I added was the Ownership and Internalization code (A4). This code exemplifies a learner’s (i.e., each mentee teacher’s) ability to take greater responsibility for controlling

the progress of a task; in other words, a transfer of control from the mentor instructor to the learner (Applebee & Langer, 1983). In the revision stage of the intervention (see Table 3.1), Ms. Bell adapted the peer revision checklist to better fit the developmental needs of her third-grade students.

After coding the data for teachers' understandings and appropriations of mentor texts, scaffolding, and modeling, I needed to code the data to explain the levels of appropriation I witnessed in the intervention. Thus, the third pass through the data focused on using a priori codes informed by the activity theory framework and involved working only with the data I coded with the appropriation codes in Stage 1b. As is displayed in Table 3.3, the codes used in Stage 2 are activity theory assertions that explain the level of appropriation evidenced by each teacher.

For the final pass through the data, Stage 4, I used a grounded-theory method of coding (Charmaz, 2014) similar to one of Yin's (2014) recommendations, working data from the ground up. Using this coding method, I analyzed the data until patterns emerged, working from initial to focused codes to overarching themes. Appendix K and L lists the initial codes for each case. Appendix M and N shows the representative data examples for each case leading to these initial codes. Both Yin (2014) and Saldana (2016) recommend using cross-case synthesis, a systematic comparison of case studies to draw cross-case conclusions such as themes. Thus, after identifying initial and focused codes, I employed cross-case analysis to determine overarching themes of factors that appeared to influence the teachers' appropriation of the instructional methods (see Table 3.3).

Trustworthiness

This study involved the collection and analysis of qualitative data and the use of qualitative case-study methods; thus, I applied qualitative criteria for trustworthiness associated with these methods (Lincoln & Guba, 1985). Lincoln and Guba (1985) contend that trustworthiness involves establishing credibility, transferability, dependability, and confirmability (see Table 3.4). Meeting all four of the criteria (Lincoln & Guba, 1985) helps to increase the trustworthiness of the findings in the present qualitative study. The following narrative describes each of these criteria and how it was achieved in this study.

Credibility involves establishing confidence in the truth of the findings in a study. Techniques for achieving credibility involve prolonged engagement in the field and persistent observation. I spent six months with the two teachers in their classrooms conducting weekly observations and reflection interviews, and talking extensively with each teacher about her writing instruction. In addition, I used member checks with each teacher to verify the accuracy of my collected data. Following each observation of a teacher's writing instruction, I verified my interpretation of her instruction with her. These member checks helped to corroborate the data and provide space for us (the teachers and me) to determine any enhancing or inhibiting factors of the intervention.

Transferability means that the findings of the data have applicability in other contexts. One method often used to achieve transferability is providing a thick description or detailed account of field experiences in which the patterns of cultural and social relationships are made explicit and put into context (Holloway, 1997; Lincoln & Guba, 1985). In this study, I offer thick descriptions of the context of both teachers' classrooms, their knowledge

and skillsets for writing instruction at the beginning of the study, and the intervention employed in the study.

Table 3.4

Procedures Concerned with Trustworthiness of Data

Criteria	How Criteria Was Achieved in the Study
Credibility	<ul style="list-style-type: none"> • Prolonged engagement; Six months collection, including 14 weeks of the third-grade and 16 weeks of the fifth-grade instruction. • Persistent observation; again, 14 weeks in the third-grade classroom and 16 weeks in the fifth-grade classroom • Member-checking
Transferability	<ul style="list-style-type: none"> • Thick description of intervention and procedures for data collection and analysis
Dependability	<ul style="list-style-type: none"> • Internal auditing – member checks
Confirmability	<ul style="list-style-type: none"> • Triangulation

Dependability refers to providing evidence that the findings are consistent and that someone else could repeat these findings. Conducting an inquiry audit is one technique for achieving dependability. In the case of this study, the member checks I completed with the teacher participants in the study serve as an internal audit of the data. As opposed to an external audit of the data involving a person not involved with the data, which may lead to confusion rather than confirmation (Creswell, 1998), an internal audit involves using the viewpoint of someone as immersed in the study as the researcher.

Confirmability denotes the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest. Triangulation is one technique recommended to achieve confirmability. In the present study, there are two kinds of triangulation; there is data source triangulation and theory/perspective triangulation. Data

sources triangulation means that there are different types of data used to answer the research questions. The data sources are collected at different points in time throughout the study and different documents are used as data including interviews, observation guides, and video recordings. Another kind of triangulation used in this study is theory/perspective triangulation, which involves using more than one theoretical perspective to examine and interpret the data (Creswell, 1998; Lincoln & Guba, 1985). In this study, activity theory framework (Grossman, Smagorinsky, & Valencia, 1999), grounded theory (Charmaz, 2014), and scaffolding theory (Applebee & Langer, 1983) are all used to interpret and discuss the data.

Summary

In this chapter I explained the formative experiment methods guiding the present study, and how I followed the established procedures recommended for formative experiments (Reinking & Bradley, 2008). I describe the context of each case, the third-grade teacher Ms. Bell and the fifth-grade teacher Ms. Huntley, and the use of comparative case study methods (Yin, 2014) to collect and analyze the data. I enacted the intervention for 14 weeks for the third-grade case and for 16 weeks for the fifth-grade case and described in detail the stages of the intervention. I collected data from multiple sources to evaluate the intervention and analyzed the data using established qualitative methods. Provisional a priori codes (Saldana, 2016) were used to analyze the data for teachers' understandings and appropriations of mentor texts, modeling, and scaffolding. More provisional a priori codes influenced by the activity theory framework (Grossman, Smagorinsky, & Valencia, 1999) were used to explain the levels of appropriation reflected in the data. Initial coding and focused coding were used in the retrospective analysis after all data was collected to analyze

the data from each case in the final stage of data analysis to determine overarching themes for both cases. Finally, a cross-case analysis (Stake, 2006) was performed to determine themes related to the influencing factors in the intervention and recommendations for practice specifically related to the pedagogical implications of this intervention.

CHAPTER FOUR

Results

Overview

The results presented in this chapter address the research questions of this study:

1. How do mentee teachers understand modeling, use of mentor texts, scaffolding, and other aspects of graduate coursework for writing methods?
2. How do mentee teachers appropriate modeling, use of mentor texts, scaffolding, and other aspects of graduate coursework for writing methods in their own classrooms?

Results are reported in the following order: modifications to the intervention in light of inhibiting factors during the intervention, mentee teachers' understandings and appropriations of modeling, scaffolding, and use of mentor texts for writing instruction, and factors that facilitate or inhibit teachers' appropriation. Analysis of facilitating and inhibiting factors are presented as multiple case studies, reporting separately each teacher's understanding and appropriation as indicated by qualitative evidence.

Modifications to the Intervention

As explained in Chapter 3, the intervention in this study was a fifteen-week graduate course focused on instructional methods for informational writing. The participants, two mentee teachers both enrolled in a Masters in Reading Education program, were part of the same intervention. Throughout the intervention, I collected iterative data focused on refining the intervention (Reinking & Bradley, 2008). The modifications included: (a) increasing scaffolding for teachers, (b) encouraging more collaboration within our community of practice, and (c) providing a flexible timeline for implementation of the instruction in the teachers' classrooms.

Scaffolding for teachers

Following the first two weeks of the intervention, teachers expressed difficulty in transferring the writing instruction methods and instructional sequence from our weekly course meetings to their own lesson planning. In response, one of the modifications after the second week (between Stages 1 and 2) was to add in a time to our weekly class meetings where we explicitly mapped out how the instructional sequence from our class could be implemented over 4-5 days of writing instruction in their classrooms. See Figure 4.1.

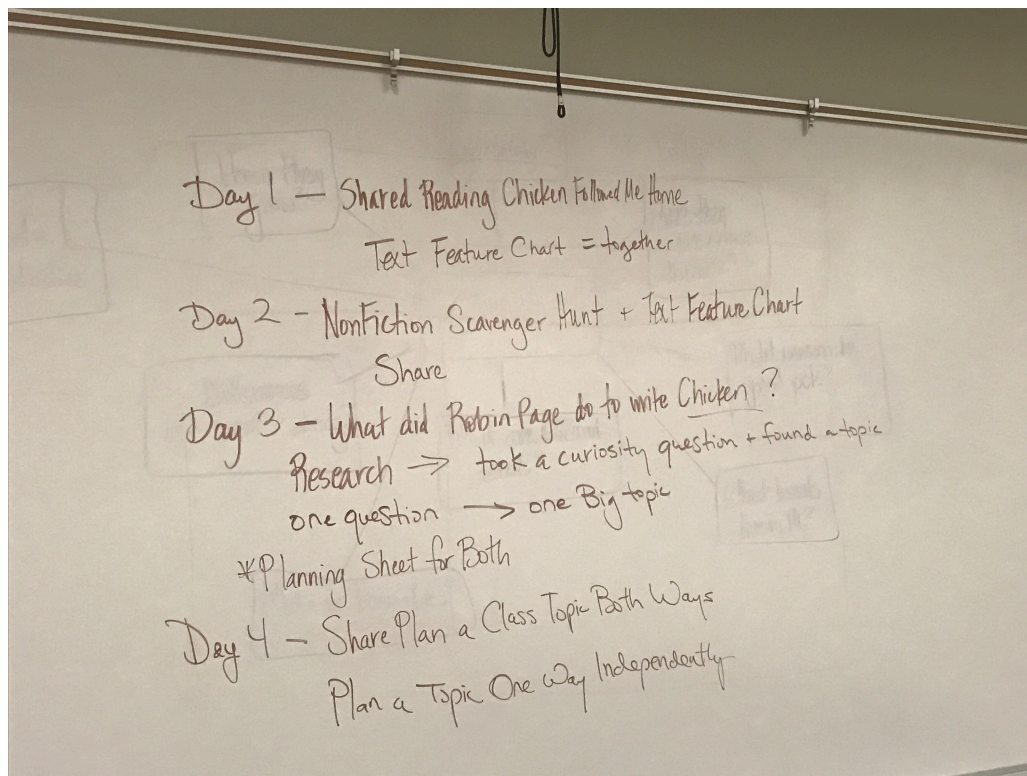


Figure 4.1. Mapping of Instructional Sequence

Another modification to the intervention was the addition of a *Reflect & Respond* journaling period at the beginning of each class. The prompt was always the same: “Reflect on your previous week’s writing instruction. What specific concerns and points for clarification do you have? What worked in your writing instruction that you would like to

share? Where will your instruction go next?” This allowed the teachers a chance to ask targeted questions and receive feedback from each other and me to assist in their implementation efforts. For instance, after Week 7 in *Stage 3: Drafting*, Ms. Huntley shared that her students were having difficulty in revising with the *Planning a Webpage* handouts (see Appendix O), because their writing was illegible, and they did not have room to rewrite. In response, Ms. Bell explained that she had her students write their drafts on Google slides after using the *Planning a Webpage* handouts by hand, and then her students made their revisions and edits in the Google slides. Ms. Huntley’s students also had access to Google slides, so she decided to implement this method also. Without the designated time to reflect and respond, helpful strategies like this might not have been shared.

To provide further scaffolding for teachers, I allocated more time during the course for modeling the methods and tools I hoped the teachers would use during their own writing instruction. I made this modification after the third week of the intervention based on observations and reflective interviews with each teacher. For instance, during my first three observations in Ms. Huntley’s classroom, I noticed that the setup of her students did not seem conducive to effective mini lessons. Students were seated at their individual desks, where they were often fidgeting with items in their desks or whispering to classmates. In addition, Ms. Huntley’s room was dark, because she had to turn off the classroom lights in order to prevent a glare on the screen when she used her interactive white board, projector, and document camera for modeling but leading her students to often be disengaged and distracted during her writing mini lessons.

On the other hand, Ms. Bell pulled students to a small carpet on the floor in front of an easel with chart paper for mini lessons where she modeled writing techniques and discussed mentor texts with students (see Figure 4.2).



Figure 4.2. Ms. Bell teaching a mini lesson about her curiosities.

Although the atmosphere and proximity were favorable for writing instruction, Ms. Bell often modeled her writing before asking students to write independently, but she skipped shared writing. Shared writing is an instructional method used in a whole group setting of student in which the teacher acts as a scribe while students contribute writing ideas

(Routman, 2005). As a result, students watched and heard Ms. Bell talk about her writing, but they did not have the chance to offer any ideas, which caused many of them to struggle to get started writing when they tried it on their own.

In order to provide more scaffolding for the teachers after observing their writing instruction in Weeks 1-3 of the intervention, I modified the intervention to include more modeling during our class time together. For each mini lesson I taught, I explicitly talked about the set up of my room and materials for the lesson and emphasized the use of the gradual release model in an effort to ensure that the teachers (acting as students in the graduate writing course) were both observing modeled writing and being asked to help compose text with me in guided practice. Following each mini lesson, I asked the teachers to discuss what they noticed about each mini lesson I modeled and to record notes reflecting what they saw and heard me do.

Community of practice collaboration

In my reflective interviews with the teachers each week, I noticed that both often were grappling with similar concepts and decisions about their instruction, but they were at different stages in their decision-making. It seemed that Ms. Huntley was often questioning how to handle or approach an instructional move that Ms. Bell had already figured out. Given that Ms. Bell was a third year teacher with more writing instruction training and experience, and Ms. Huntley was a first year teacher taking only her second teacher education course related to writing instruction, I was not surprised. In response, I purposefully did not provide the answer to the questions that they posed in the Reflect and Respond journal time at the beginning of each class, but instead, asked if either of them had a solution to the other's uncertainties. This modification to the intervention resulted in Ms. Bell

sharing her lesson plan format with Ms. Huntley, which provided Ms. Huntley with a structure that accounted for all parts of Writer's Workshop (Calkins, 1994). In addition, the invitation to the teachers to share ideas in class led both teachers to modify the *Topic Planning* handout (see Appendix C) I had originally designed for planning the details to include on the websites about a selected topic. Both teachers decided that their students would prefer using a bubble map (see Appendix C) with which they were more familiar. In addition, the open sharing of ideas within our community of practice led Ms. Bell to decide in Week 7 that her students needed more support to transfer the drafted writing about their topics from the *Planning* handouts to the Wix websites (<http://www.wix.com>). Thus, Ms. Bell planned for her students to move from the handwritten drafts to Google slides and then copy and paste their writing from Google slides to their websites. Ms. Huntley borrowed this idea from Ms. Bell, and it worked nicely to bridge the difficulty their students experienced.

The cross-case analysis of reflective interviews conducted during the study and final post-course surveys completed by each teacher at the end of the study (see Appendix B) suggested that the collaboration and sharing of ideas in our community of practice was one of the factors that enhanced appropriation of the methods and tools learned in the writing methods course.

Flexible Timeline for Implementation

One final modification was made to the timeline of the intervention. At its inception, the study was planned for twelve weeks. However, given that Ms. Bell's students missed several days due to inclement weather, the districts' weeklong Spring breaks, and Ms. Huntley's absences of almost two and a half weeks of school due to illness and personal matters, the timeline had to be adjusted, and each teacher's class completed the Curiosity

Project on slightly different schedules. Ms. Bell's class published and shared their projects in 14 weeks while Ms. Huntley's class required 16 weeks. The difference in schedules also affected the content we covered in our class time together, because at different times throughout the intervention, the two teachers were at different stages of instructional implementation. Instead of allowing the difference in pacing to interfere with the intervention, I allowed Ms. Bell, whose class was ahead on their schedule, to share what proved effective in her class and talk about how she had modified a method or tool to fit her students' needs, such as creating a peer review handout (see Appendix P) for students to use when checking each other's webpage planning handouts for completeness.

In the retrospective analysis of the post-course survey, both teachers reported that the flexible pacing of the intervention was a positive factor in their ability to implement the methods and tools learned in the course. Specifically, Ms. Bell described how, by moving slowly and only learning a little each week, but learning it through extensive modeling and practice, she was able to think critically about her teaching. Ms. Huntley explained that because she was overwhelmed as a first year teacher already, her instruction quickly fell behind due to her illnesses. She said she likely would have given up on the informational writing project had the schedule for implementation been more rigid.

Reporting Teachers' Understanding of Modeling, Scaffolding, and Use of Mentor Texts

Understanding in this study is viewed as a gateway to appropriation and can be present in the absence of appropriation. The following section will address each teacher's understanding of modeling, scaffolding, and the use of mentor texts for informational writing instruction as evidenced by a retrospective analysis of the data, which included coding the

pre-and post- course survey, class meeting notes, weekly reflective interviews, observation field notes, and the teachers’ weekly lesson plans.

Third-Grade Case: Ms. Bell

Ms. Bell was a third-year teacher who had received extensive professional development related to writing instruction in her local school district. In addition, an interview with Ms. Bell’s professor from a previous writing methods course revealed that Ms. Bell had previously attempted to implement the methods taught in that course even when it was not criteria for an assignment. Ms. Bell’s passion for writing instruction and fervor to improve her writing instruction was evident in her responses on the pre-course survey. Data collected throughout the study further confirm her desire to be an effective writing teacher for her students.

Table 4.1 below reveals samples of Ms. Bell’s understanding of modeling, use of mentor texts, and scaffolding, all essential elements of the pedagogical intervention in the current study. Examples from Ms. Bell’s weekly lesson plans demonstrate her understanding of each of the essential elements throughout the study.

Table 4.1

Understanding of Intervention by Ms. Bell in Third-Grade

Stage	Essential Element	Examples of Understanding the Essential Element
Stage 1, Launching, Weeks 1-2	Modeling	Ms. Bell included specific steps in her lesson plans for modeling her curiosity questions, such as writing her questions on the kinds of notecards students would use and placing the cards in a special envelope in her Writer’s Notebook like students would do.
	Use of Mentor Texts	Ms. Bell listed the names of several picture books and included steps for reading and discussing these books with her students. Each of the books reflected the idea of being curious and searching for answers to questions. The books listed in her plans to be used as mentor texts were

		<i>The Wise Woman and Her Secret</i> by Eve Merriam (1991), <i>Stella, Star of the Sea</i> y Marie-Louise Gay (1999), and <i>I Wonder</i> by Annika Harris (2013).
	Scaffolding	Ms. Bell included instructional steps in her lesson plans to gradually release responsibility (Pearson & Gallagher, 1983) to her students for generating and writing curiosity questions. Steps included her modeling, asking students to partner with a classmate to discuss questions, and conferring with students as they worked independently to write questions.
Stage 2, Planning Content, Weeks 3-5	Modeling	Ms. Bell included steps for modeling for students how she would plan the questions she wanted to answer about her topic of sea turtles. Lesson plan steps included her use of the same planning handout (see Appendix C) that students would use and talking aloud about the questions she needed to answer in order to write about her topic. Lesson plans also included steps for modeling how Ms. Bell would use the <i>Page Tab Titles</i> chart (see Appendix D) to plan her webpage tabs.
	Use of Mentor Texts	Ms. Bell included the titles of several mentor texts she wanted to read and analyze with students. Ms. Bell planned to do a shared reading (Fisher, Frey, & Lapp, 2008) of the books with students. The books she included were <i>A Chicken Followed Me Home</i> by Robin Page (2015), <i>I Wonder Why the Sea is Salty</i> by Anita Ganeri (1995), <i>I Wonder Why I Blink</i> by Brigitte Avison (1993), and <i>Foxes</i> by Edward Bernard (2010). Ms. Bell’s plans described using these books as mentor texts for helping students analyze and think about the information authors include in informational texts and the different styles of Table of Contents in the books.
	Scaffolding	Ms. Bell wrote lesson plans for demonstrating for students how to move ideas from the bubble map planning page (see Appendix C) to the page tabs. Her plans included time allotments for students to discuss their ideas on their <i>Page Tab Titles</i> chart with a writing partner before and after completing it.
Stage 3, Drafting, Weeks 6-8	Modeling	Ms. Bell’s plans included instructional steps for a mini lesson about paraphrasing. She planned to model for students how she would read from a research source about her topic and then summarize aloud in her own words what she read before writing the information. Ms. Bell planned to write the information she paraphrased on the <i>Planning a Webpage</i> handout (see Appendix O) that students would use. Ms. Bell’s plans indicated that she would model for students how to use the <i>Drafting Peer</i>

		<p>Review checklist (see Appendix P). Ms. Bell’s plans also showed that she planned to model for students how to transfer the written information on the <i>Planning a Webpage</i> handout to Google slides and explain to students that the slides would mimic the different pages on their Wix websites.</p>
	Use of Mentor Texts	<p>Ms. Bell’s plans indicated that she would use her own writing as a mentor text to model what paraphrased writing sounded like.</p>
	Scaffolding	<p>Ms. Bell’s plans included steps of the gradual release model (Pearson & Gallagher, 1983) for her paraphrasing mini lesson. She indicated that she would model, provide guided practice, ask students to peer review each other’s writing, and allow instructional time for students to write independently in class. Ms. Bell’s plan showed that she planned to provide time for students to peer review each other’s Webpage Planning pages to ensure completeness. Ms. Bell’s plans also included the gradual release model for assisting students as they moved from writing on the paper handouts to typing their writing on the digital Google slides.</p>
<p>Stage 4, Revising & Editing, Weeks 9-10</p>	Modeling	<p>Ms. Bell’s plans described instructional steps for modeling how she revised her own beginnings on each page of her website. She also included plans to model how she would write a conclusion about her topic. Her plans described her writing in front of her students on chart paper while they sat close to her on the rug (see Figure 4.2). Ms. Bell’s plans also included mini lessons for modeling for students how she would read through her writing to check for mechanical errors, such as run-on sentences, proper punctuation, and capitalization of proper nouns.</p>
	Use of Mentor Texts	<p>Ms. Bell’s plans indicated that she planned to use the texts <i>A Chicken Followed Me Home</i> by Robin Page (2015), <i>Is This a House for Hermit Crab</i> by Megan McDonald (1990), and <i>An Egg is Quiet</i> by Diane Hutts Aston (2006) as mentor texts for analyzing how other authors wrote beginnings, conclusions, and precise words.</p>
	Scaffolding	<p>Ms. Bell’s plans included instructional steps for modeling for students how she would write a strong beginning, thinking aloud about her word choice so that her writing was more descriptive, and how she would write a conclusion for her topic that connected in some way to her beginning, such as beginning her piece with a question related to her topic and concluding the writing</p>

		with the answer to that question. Ms. Bell’s plans showed that she planned to allot instructional time for students to peer review and check each other’s writing for mechanical errors and for students to write and correct their writing independently.
Stage 5, Creating Websites, Week 11	Modeling	Ms. Bell’s lesson plans showed that she planned to model for students how to use the tools on Wix. com to create a website. She included steps in her lesson plans for showing students how to copy and paste information from their Google slides to the text boxes on Wix. com.
	Use of Mentor Texts	Ms. Bell’s plans showed that she intended to use a Wonderopolis webpage (https://www.wonderopolis.org/wonder/where-do-leatherback-sea-turtles-live) about sea turtles and a National Geographic webpage (https://www.kids.nationalgeographic.com/animals/green-sea-turtle/#green-sea-turtle-closeup-underwater.jpg) about sea turtles as mentor texts for what information webpages on websites might look like. Ms. Bell’s plans indicated that she would use a “notice and wonder” protocol (see Appendix R) to help students think about the content and appearance of the pages.
	Scaffolding	Ms. Bell’s lesson plans showed that she planned to provide time for students to complete a <i>Follow the Directions</i> handout (see Appendix Q) that gave them the opportunity to try out many of the tools on Wix to create a mock webpage.
Stage 6, Reviewing & Editing Websites, Week 12	Modeling	Ms. Bell’s plans described steps for her modeling how to use a final checklist (see Appendix G) to review their websites for completeness. Her plans also indicated that she would model for students how to write an “About Me” page on their websites.
	Use of Mentor Texts	Ms. Bell’s plans indicated that she would use her own website about sea turtles (https://www.goodnight07.wixsite.com/seaturtles) as a mentor text to demonstrate for students the aesthetic choices she made when creating the site.
	Scaffolding	Ms. Bell’s plans showed that she planned to provide instructional time for writing partners to peer review each other’s websites using the final checklist. Her plans also described time for students to make final changes to their websites after the peer review.
Stage 7, Creating Trading Cards, Week	Modeling	Ms. Bell’s plans described how she would model for students how to use the ReadWriteThink website’s <i>Trading Card Creator</i> tool (http://www.readwritethink.org/classroom-

13		resources/student-interactives/trading-card-creator-30056.html) to create a card about sea turtles.
	Use of Mentor Texts	Ms. Bell's plans stated that she would use a trading card about Bo Obama (see Figure 4.4) as a mentor text. She included steps for asking students to notice the kind of information included on the trading card and also to notice the short phrases and statements used to give facts about the Obama dog.
	Scaffolding	Ms. Bell's plans included a mini lesson where she planned to discuss with students the different choices for trading cards on the ReadWriteThink Trading card site.
Stage 8, Publishing & Sharing, Week 14	Modeling	Ms. Bell's lesson plans described how she would model for students how she would talk through her website with a classroom visitor. She listed ideas on the lesson plans such as talking about 1-2 highlights from each page on the site instead of reading entire pages.
	Use of Mentor Texts	Ms. Bell's plans indicated that she would use her model as a mentor text for students.
	Scaffolding	Ms. Bell planned to use instructional time for students to practice sharing their websites with their peers. Her plans also indicated that peers would be expected to give one another feedback and suggestions related to a partner's tone of voice, talking speed, and body position relative to the computer.

Understanding of Modeling. From the beginning of the course, Ms. Bell, demonstrated an understanding of modeling. For example, on the pre-course survey she reported that all of her writing lessons included modeling of her own writing, and she indicated that she had learned the importance of modeling her own writing for students from previous professional development and coursework. Ms. Bell demonstrated her understanding of modeling in all 11 of her lesson plans and in all 13 sets of my observation field notes. All of her lesson plans included modeling writing for students. Ms. Bell indicated in her lesson plans for week 1 that she would model writing curiosity questions for students. She specified in plans for Week 3 that she would use the bubble map to model for students how to plan the information they wanted to write about their topics. In Weeks 9 and 10 she

planned to model for students how she revised her own introductions and conclusions to her writing about sea turtles. Even in her final lesson plan, Ms. Bell indicated that she would model for students how to present and talk to someone about a Curiosity Project website before students did likewise for their families and school district personnel. Ms. Bell consistently understood modeling as instructional tool, and according to her self-reports, increased her understanding of modeling by the end of the study.

Understanding of Scaffolding. In Ms. Bell's pre-course survey, she stated that she thought using the Writer's Workshop framework was an effective way to scaffold writing instruction for her students. Ms. Bell further explained that she used the gradual release model (Pearson & Gallagher, 1983) in her writing instruction and provided time in her writing lessons for students to talk with their writing partners and her about their writing. In a retrospective analysis of the data, it was evident from Ms. Bell's lesson plans, her comments in the weekly course meeting discussions, and my observations in her classroom that Ms. Bell understood scaffolding. Ms. Bell indicated in all 11 of her lesson plans that she would be using methods like shared writing, writing partners, or conferences to scaffold writing tasks for students. In addition, in all 13 sets of my field notes, there was evidence of Ms. Bell using instructional techniques to scaffold writing for students. For instance, in Week 8, Ms. Bell invited students to peer review each other's *Planning a Webpage* handouts (see Appendix P) using a peer review checklist she had created for them. In addition, her plans and my observation notes indicated that she conferenced with students while they were editing their own drafts in order to further scaffold the editing process. In Ms. Bell's post-conference survey, she said that she felt her ability to effectively and efficiently conference with students had grown throughout the study, which allowed her to scaffold writing for individual student

needs. The retrospective data analysis (the pre-course interview, lesson plans, and the post-course interview) suggested that Ms. Bell understood scaffolding via different instructional methods from the outset of the study, remained strong in that understanding throughout the intervention, and added to that understanding with techniques such as one-to-one conferences by the end of the study.

Understanding Use of Mentor Texts. Ms. Bell stated in her pre-course survey that she incorporated the use of mentor texts into each writing unit she taught. Ms. Bell explained that she had specific mentor texts for each writing unit and that she also used a text containing authentic samples of a particular writing genre for her daily read aloud during each writing unit. Finally, Ms. Bell said in her pre-course survey that she used her own writing in mini lessons to model how to revise word choice, create a beginning for her writing, and other aspects of writing process. These comments indicated that she understood how to select and use mentor texts from the onset of the intervention. She demonstrated that understanding in all 11 of her lesson plans and all 13 of my sets of observation field notes. For instance, in Weeks 3-5, her lesson plans indicated that she planned to use a specific mentor text, *A Chicken Followed Me Home* by Robin Page (2015), to have students observe and think about the kinds of information and text features found in informational texts. Later in the study, in Week 11, Ms. Bell's lesson plans stated that she would use websites like Wonderopolis (<https://www.wonderopolis.org>) and a Kids National Geographic webpage (<https://www.kids.nationalgeographic.com/animals/>) to demonstrate the kinds of writing and features of informational websites before she asked students to create their own websites. The retrospective analysis suggested that Ms. Bell understood how to select and use mentor texts in her writing instruction. In her post-survey response, she stated that the study had

taught her the importance of immersing students in mentor texts that reflected the genre of text the students would be expected to compose themselves. She further explained that she had always used mentor texts, but that incorporating them in every stage of a writing unit was new for her. The retrospective analysis of the data showed that Ms. Bell understood how to select and use mentor texts for writing instruction and that her understanding of using mentor texts deepened by the end of the study.

Fifth-grade Case: Ms. Huntley

Ms. Huntley was a first year teacher still learning her style and preferences for many aspects of teaching, from classroom management to figuring out the best use of her planning time. She was not a confident teacher; she asked many questions about methods she should be using in her classroom for writing instruction and content areas beyond writing instruction. It was evident in the pre-course interview with Ms. Huntley that she enjoyed teaching fifth grade and was still learning how to manage a large group of adolescents. She commented in the pre-course interview “they (the students) always keep (me) on (my) toes.” Ms. Huntley’s enthusiasm for learning was evident in our initial conversation when she said several times that she was “so excited to get started learning how to teach writing.” Table 4.2 overviews Ms. Huntley’s understanding of modeling, use of mentor texts, and scaffolding, and other essential elements of the pedagogical intervention. Examples from her weekly lesson plans demonstrate understanding of each of these essential elements throughout the study.

Table 4.2

Understanding of Intervention by Ms. Huntley in Fifth-Grade

Stage	Essential Element	Examples of Understanding the Essential Element
Stage 1, Launching, Week 1	Modeling	Ms. Huntley’s plans stated that she planned to model writing her curiosity questions on index cards, putting them in a colorful envelope, and attaching them to a page in her Writer’s Notebook the way she wanted her to students to.
	Use of Mentor Texts	Ms. Huntley’s plans listed pictures books under a Mentor Text heading on the plans. She listed the books <i>I Wonder</i> by Annika Harris (2013), <i>Where Do Balloons Go</i> by Jamie Lee Curtis (2000), and <i>What Do You Do With an Idea</i> by Kobi Yamada (2013).
	Scaffolding	Ms. Huntley’s plans described her using the gradual release model (Pearson & Gallagher, 1983) to assist students through the process of writing their own curiosity questions. Her plans indicated that she would allocate instructional time for modeling, asking students to share curiosities with peers, and write their questions on index cards independently.
Stage 2, Planning Content, Weeks 2-5	Modeling	Ms. Huntley’s plans indicated that she would model for students how to plan the information she wanted to know about her topic of sharks. She listed instructional steps in her plans for using the bubble map (see Appendix C) to plan her information and for modeling for students how the information on the bubble map would become the tab titles for the different pages on her final Curiosity Project website. Ms. Huntley’s plans also included instructional steps for modeling for students how to use the <i>Planning a Webpage</i> handout (see Appendix O). She listed specific teaching points in her lesson plan such as telling students to take notice of how all of the details on a page related to the Title of the page. Ms. Huntley did not include steps in her plans for modeling how she would write a Table of Contents page for her topic.
	Use of Mentor Texts	Ms. Huntley’s plans listed books titles under a Mentor Text heading. The books listed in the plans were <i>Animals Nobody Loves</i> by Seymour Simon (2002), <i>I Wonder Why I Blink</i> by Brigid Avison (1993), and <i>National Geographic Readers: Weird Sea Creatures</i> by Laura Marsh (2012). She indicated in

		the plans how she would use each text to model for students the different types of Table of Contents in informational books.
	Scaffolding	Ms. Huntley's plans included mini lessons for teaching text features and different styles for a Table of Contents. Her plans also included a scavenger hunt for students to practice finding text features in informational texts and help her create an anchor chart detailing different text features and their purposes (see Figure 4.6). Ms. Huntley's plans indicated that she would allot instructional time for students to peer review each other's planning pages and add new ideas to the handouts.
Stage 3, Drafting, Weeks 6-7	Modeling	Ms. Huntley's lesson plans included a mini lesson on paraphrasing where she stated that she would model for students how she paraphrased information about shark attacks for a page on her website. No instructional steps were listed in the lesson. Ms. Huntley's plans indicated that she would model for students how to use the Google slides template (See Appendix S) to transfer the writing from her <i>Planning a Webpage</i> handouts to single slides.
	Use of Mentor Texts	Ms. Huntley did not describe any use of mentor texts in her plans.
	Scaffolding	Ms. Huntley's plans indicated that she would demonstrate paraphrasing for students, invite students to practice paraphrasing with a peer, and then provide instructional time for students to draft the information they wanted to include on their website pages. Ms. Huntley's plans also indicated that she would partner students the same way Ms. Bell had for typing on the Google slides.
Stage 4, Revising & Editing, Weeks 8-12	Modeling	Ms. Huntley's plans indicated that she planned to model for students how she would revise her writing. She said in the plans that she would demonstrate for students how she revised her word choice. Ms. Huntley also included a plan identical to Ms. Bell's for how she would teach students to revise their beginnings and conclusions on the pages. Ms. Huntley's plans did not indicate that she would model for students how to use the checklist (see Appendix F) with her own Google slides.
	Use of Mentor Texts	Ms. Huntley's plans indicated that she would read selected books under the Mentor Text heading. She listed the books <i>A Chicken Followed Me Home</i> by Robin Page (2015) and <i>Is This a House for Hermit</i>

		<i>Crab</i> by Megan McDonald (1990).
	Scaffolding	The lesson plan for revising beginnings and endings submitted by Ms. Huntley included instructional steps that asked students in a whole group setting to analyze how different authors wrote the beginnings and endings of the informational texts Ms. Huntley listed as mentor texts. The plans also showed that instructional time would be allotted for students to share-write (Routman, 2005) a beginning and ending for Ms. Huntley's topic and then have time to revise their own beginnings and endings independently. Ms. Huntley's lesson plans also stated that students would be using a peer checklist to ensure the completeness of their Google slides before they transferred the typed information from the Google slides to their Wix websites.
Stage 5, Creating Websites, Weeks 13-14	Modeling	Ms. Huntley's lesson plans indicated that she would show students my Wix website about cows (https://www.brookelhardin.wixsite.com/cows) and would model for them how to use the tools on Wix.com to create a website.
	Use of Mentor Texts	Ms. Huntley listed my website url on her lesson plans under the Mentor Text heading.
	Scaffolding	Ms. Huntley's plans indicated that she would allot time in class for students to experiment with the design tools on Wix.com before attempting to create their official Curiosity Project sites. Ms. Huntley's plans indicated that she would explain to students how to copy and paste the text on their Google slides into the text boxes on the website pages. Ms. Huntley's plans stated that students would be encouraged to assist one another while creating the websites.
Stage 6, Reviewing & Editing Websites, Week 15	Modeling	no lesson plan submitted
	Use of Mentor Texts	no lesson plan submitted
	Scaffolding	no lesson plan submitted
Stage 7, Creating Trading Cards, Week 15	Modeling	no lesson plan submitted
	Use of Mentor Texts	no lesson plan submitted
	Scaffolding	no lesson plan submitted
Stage 8, Publishing & Sharing, Week 16	Modeling	no lesson plan submitted
	Use of Mentor Texts	no lesson plan submitted
	Scaffolding	no lesson plan submitted

Understanding of Modeling. In the pre-course survey, Ms. Huntley reported that she felt comfortable modeling how to write poetry for students, but she said that she would not know where to start when it came to modeling narrative or informational writing. Retrospective data analysis, including Ms. Huntley's lessons plans, notes from our weekly writing course meetings, and my observational notes of her teaching, pointed to inconsistency in her understanding of modeling and lack of a full understanding of modeling as an instructional method in her teaching of informational writing. Seven of her 11 plans included explicit steps for modeling in her writing instruction. Five of the 12 observational field note files included no modeling for her students. Both Ms. Huntley's lesson plans for Weeks 1-3 and my observation notes from Weeks 1-4 showed that she understood how to model writing her own curiosity questions and how to model using a bubble map to plan the information she would write about her shark topic. However, neither Ms. Huntley's plans nor the subsequent instruction that I observed indicated that she understood that students would need her to model how she planned and wrote the table to contents for her topic. Modeling creation of a table of contents was an aspect of instruction I had modeled in class (see Figure 4.3), and we had discussed during Week 4, but Ms. Huntley's plans and teaching did not include this aspect of instruction.

The data revealed other instances throughout the study where Ms. Huntley's lesson plans showed that she included modeling, but the modeling was absent from the teaching I observed. When I asked Ms. Huntley about the absence of modeling in her teaching, she told me that she felt like her students understood what they were supposed to write. She explained

further that her students needed to use the class time to complete their own writing because she felt like they were behind on their projects.

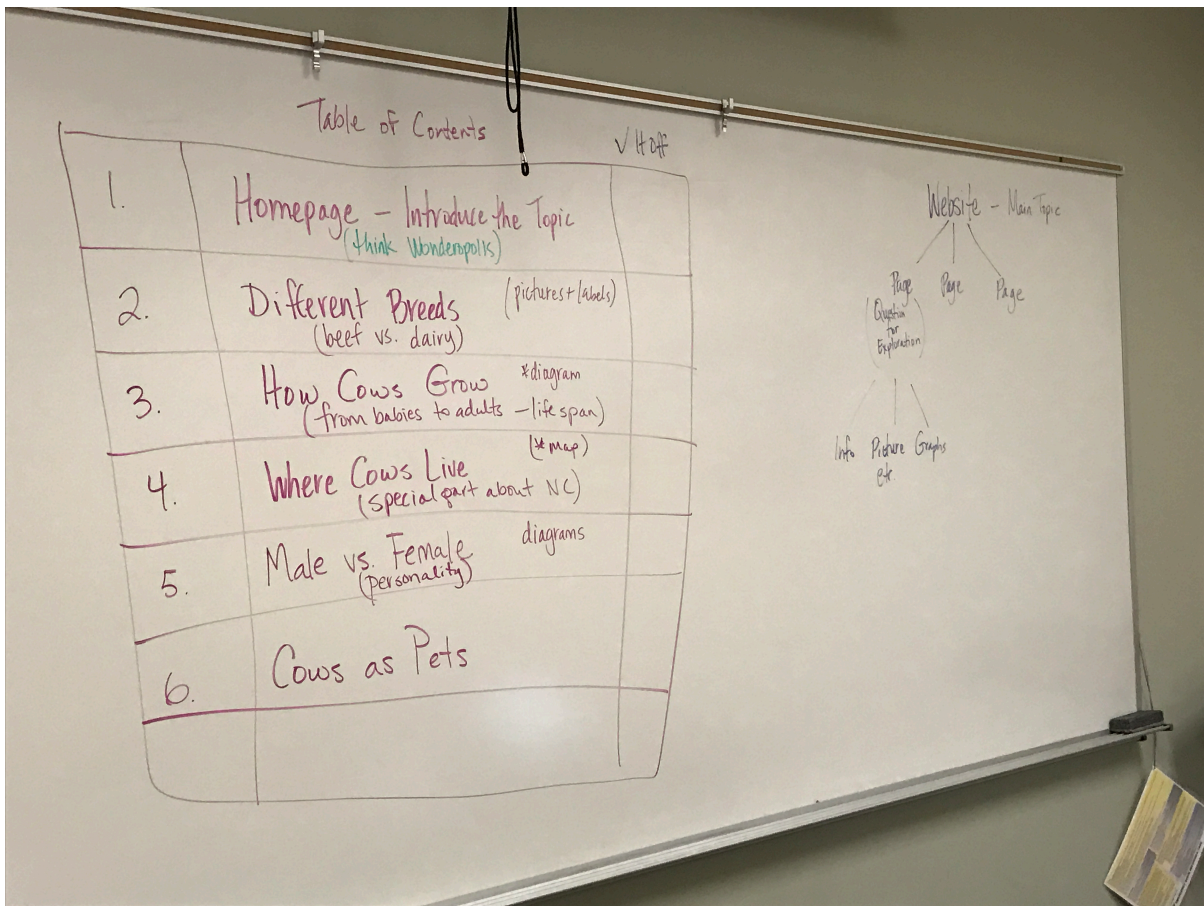


Figure 4.3. Table of Contents modeled in graduate course in Week 4

Her interpretation about her students' understanding of the writing tasks was correct. Evidence of their understanding was their ability to complete the writing for their Curiosity Projects without her extensive use of modeling. In Weeks 8-12, Ms. Huntley's lesson plans stated that she planned to model how to revise her writing about sharks in front of students, but I did not see any evidence of modeling when I observed her teach writing in Weeks 8-12. On the other hand, there were two weeks in the study where Ms. Huntley did not submit any lesson plans, but my observations of her teaching for those weeks showed evidence of her understanding of modeling. In both Weeks 15 and 16, Ms. Huntley did not submit a lesson

plan; however, when I observed her in Week 15, my notes showed that she modeled for students how to use the ReadWriteThink Trading Card Creator tool (<http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html>). In addition, in Week 16, my observation notes indicated that Ms. Huntley used her own website to model for students how they would share their websites in the gallery walk for their families and the school district personnel. In her post-course survey responses, Ms. Huntley never used the word *modeling*, but she did write that she had learned that teachers must demonstrate everything they expect students to do as writers. This suggests that Ms. Huntley had some degree of understanding of modeling, but not enough that it was consistently seen in her teaching.

Understanding of Scaffolding. In the pre-course interview, Ms. Huntley described scaffolding as sharing writing with students that she prepared prior to class, doing guided writing, and then asking students to write independently. She explained further in the pre-course interview, “I know that these are all of the things that I should be doing. They do not always get accomplished as planned.”

In the retrospective data analysis, Ms. Huntley’s understanding of scaffolding appeared to have developed throughout the project. She described at least two instructional methods that could be considered scaffolding in all 11 of her lesson plans. For instance, all of her plans described a time during the lesson when students would be asked to discuss their writing with a writing partner. In addition, each lesson plan described steps for guided instruction such as completing anchor charts with students related to rules for checking their writing for run-on sentences in her Week 9 lesson plans. In the retrospective analysis of my observation notes, the data revealed that Ms. Huntley often followed her plans for asking

students to work with writing partners, but failed to follow through with her written plans for guided instruction with the whole class. In eight of her 12 observations, she did not follow her plans for the guided instruction she had planned. When asked about this difference in post-observation reflection interviews, she said that she just did not have time for guided instruction in the lesson, but wanted to allocate more time for student writing. The comments made by Ms. Huntley in our post-observation reflection conversations seem to match her pre-course interview, observing that she did not always accomplish her plans. When asked to discuss her understanding of scaffolding in the post-course survey, Ms. Huntley reported that she was now confident in implementing the gradual release model, because she was able to see how important it was throughout the project. That is, she understood that guided instruction was a method for scaffolding. However, these comments are evidence of her lack of appropriation and point to factors that influenced her appropriation. Overall, the data suggest that Ms. Huntley is a teacher who understood the instructional methods to use for writing instruction, but was not able to fully implement those methods.

Understanding the Use of Mentor Texts. In the pre-course interview, Ms. Huntley reported that she would not know how to teach writing without mentor texts, and she expressed an interest in learning how to talk to students about mentor texts, rather than just reading the texts aloud to her class. In the retrospective data analysis, Ms. Huntley's understanding of the use of mentor texts appeared to be strong. Her lesson plans from the first five weeks of the intervention show that she included specific titles of mentor texts in the plans and described ways she would use the texts in her writing instruction. In addition, my observation notes from the first five weeks of the intervention provide evidence that her instruction matched her plans. For instance, in Weeks 2-5, Ms. Huntley used *Animals*

Nobody Loves by Seymour Simon (2002), *I Wonder Why I Blink* by Brigid Avison (1993), and *National Geographic Readers: Weird Sea Creatures* by Laura Marsh (2012) to analyze the different ways authors choose to format a table of contents (e.g., questions, keywords, phrases). Both her lesson plans and my observation notes included specific points in her writing instruction where she talked aloud through the mentor texts, pointing out to students the different choices the authors of the texts had made with regard to the table of contents. In Weeks 8-16, Ms. Huntley's lesson plans indicated that she would be using mentor texts, but the plans did not include descriptions of how the texts would be used or taught during writing instruction. In my observation notes for weeks 8-16, there is evidence that Ms. Huntley read aloud or showed her students mentor texts during writing instruction, but did not provide instruction that involved analyzing the texts for specific features. In the post-course survey, Ms. Huntley said that mentor texts were key to writing instruction and that she believed the first step in teaching a successful writing unit was to immerse students in the kinds of texts they would be writing. In the post-course survey, she elaborated, saying that she also knew that it was important to revisit mentor texts and talk through them thoroughly. Ms. Huntley said that she did not always do this during the Curiosity Project unit, but that I, as her instructor, had emphasized the importance of doing so. Altogether, the data showed that Ms. Huntley understood how to use mentor texts, but once again, her execution in using mentor texts in her writing instruction was inconsistent.

Appropriation of Modeling, Scaffolding, and Use of Mentor Texts

Appropriation is an attempt to implement understanding and can happen on varying levels of sophistication. Less sophisticated examples of appropriation might include a teacher mimicking my instruction with her own students without changing any of the

instructional wording or creating their own instructional script. Moving toward more sophisticated appropriation, a teacher might use a particular mentor text provided by a mentor instructor, but the teacher would create her own lesson plan and instructional script for using the book with her students.

The following section will address, by case, each teacher's appropriation of modeling, scaffolding, and the use of mentor texts for informational writing instruction. These results are the product of a retrospective analysis of the weekly observation field notes and lesson plans of each teacher, which included applying appropriation codes informed by activity theory (Grossman, Smagorinsky, & Valencia, 1999) and described previously in Chapter 3. I will first report the data pertaining to Ms. Bell's appropriation of modeling, scaffolding, and the use of mentor texts for writing instruction and then Ms. Huntley. Tables 4.3 and 4.4 show the specific instructional methods observed in each teacher's classroom. Stages in Tables 4.1 and 4.2 refer to the instructional sequence (informed by the writing process) of the pedagogical intervention we called the Curiosity Project. Each table is followed by a narrative describing the levels of appropriation demonstrated by each teacher. Finally, each narrative description is followed by an explanation of the factors impacting that appropriation. I will provide examples of these factors derived from each teacher's comments in the post-observation reflections, the graduate writing course meetings, and the post-intervention survey.

Third-grade case, Ms. Bell's Appropriation

My retrospective analysis of the data indicated that Ms. Bell was appropriating modeling, scaffolding, and the use of mentor texts at the *A3: Augmentation level* at the beginning of the study. As defined in Chapter 3 (see Table 3.3), the augmentation code

captured times when a teacher fully implemented a strategy from the graduate writing methods course, but used her own instructional language and examples when teaching the strategy. Representative of this level of appropriation is Ms. Bell’s modeling for her students of planning what to write about her own curiosity topic, sea turtles, in Weeks 3-5 of the intervention.

Ms. Bell followed procedures for modeling similar to those I used in our graduate writing methods course when modeling the information I wanted to write about related to my curiosity topic. However, her iteration of the modeling included sharing her personal connection to the information she wanted to research about sea turtles. For instance, she told students that she would be taking a cruise that summer and that part of her cruise experience would be an opportunity to swim with sea turtles. She emphasized that her personal connection to her topic made her excited to write about it, and she encouraged students to select a topic that they had a personal connection to or deep interest in, so that they too would be excited to write.

Table 4.3

Appropriation of Intervention by Ms. Bell in Third-Grade

Stage	Essential Element	Implementation of Essential Element
Stage 1, Launching, Weeks 1-2	Modeling	Ms. Bell modeled the idea of being curious and shared curiosity questions she wanted to answer. She modeled writing her curiosity questions on cards, placing the cards in an envelope labeled “Curiosities,” and added it to her own Writer’s Notebook.
	Use of Mentor Texts	Ms. Bell selected picture books to use as mentor texts that reflected the idea of being curious and searching for answers to questions. She selected as mentor texts <i>The Wise Woman and Her Secret</i> by Eve Merriam (1991), <i>Stella, Star of the Sea</i> by Marie-Louise Gay (1999), and <i>I Wonder</i> by Annika Harris (2013).
	Scaffolding	Ms. Bell used the gradual release model (Pearson &

		Gallagher, 1983) to support students through the process of writing their own curiosity questions and putting them in an envelope in their Writer’s Notebooks. She offered opportunities for peers to assist each other in writing curiosity questions.
	Coaching	Ms. Bell conferred with students as they developed their questions, asking probing questions and offering ideas about the broadness or specificity of the questions students offered.
Stage 2, Planning Content, Weeks 3-5	Modeling	Ms. Bell modeled for students how she would plan the questions she wanted to answer about her topic of sea turtles. She explained to students that she would be taking a trip to swim with sea turtles that summer and would like to know more about them. Ms. Bell used the same planning handout (see Appendix C) that the students would use. While thinking aloud about the questions she would need to answer in order to write about her topic, Ms. Bell consistently explained to students that she would need to research these questions. Ms. Bell also modeled how to create a Table of Contents for her sea turtle topic using the headings on her planning sheet, and she explained that each of the content topics would become a tab on her final website about sea turtles. She modeled for students how to use the <i>Page Tab Titles</i> chart I created (see Appendix D) to plan out the webpage tabs. As Ms. Bell used different mentor texts with students, she used a tool for inquiry called the notice/wonder protocol (see Appendix R). Using this protocol, Ms. Bell talked aloud, modeling for students how she noticed the features authors included in the different informational texts and the different styles used for table of contents writing.
	Use of Mentor Texts	As Ms. Bell talked about the information she would need to include to write about her topic of sea turtles, she referred to the kinds of information students read in the mentor text <i>A Chicken Followed Me Home</i> by Robin Page (2015). Ms. Bell used a shared reading approach (Fisher, Frey, & Lapp, 2008) with the mentor texts, stopping at various points while reading to show students the kind of information authors provide to readers in informational texts. Ms. Bell used the books <i>I Wonder Why the Sea is Salty</i> by Anita Ganeri (1995), <i>I Wonder Why I Blink</i> by Brigitte Avison (1993), and <i>Foxes</i> by Edward Bernard (2010) to model different styles that authors use for a table of contents. In addition, she also used a Wonderopolis webpage (http://www.wonderopolis.org) and a National

		Geographic Kids website about sea turtles (https://www.kids.nationalgeographic.com/animals/green-sea-turtle/#green-sea-turtle-closeup-underwater.jpg) in order to demonstrate the different features of informational text on websites (e.g., page tabs, headings, videos, and images).
	Scaffolding	Ms. Bell adapted the planning sheet to better fit her students' needs in Week 3 (see Appendix C). Ms. Bell continued to use the gradual release model during the planning stage; first, modeling for students what they would be doing, then providing opportunities for them to talk with a writing partner about the questions they wanted to answer about their topic, and finally, asking them to use the planning sheet to independently plan what they would share about their topics. Ms. Bell also gradually released the responsibility for completing the <i>Page Tab Titles</i> chart. She explicitly showed students how to move the ideas from their bubble map planning page to the page tabs, checking off ideas as she used them with her own topic and asking students how to phrase her page tab titles based on the mentor texts. Ms. Bell provided opportunities for students to share and discuss their <i>Page Tab Titles</i> chart with a writing partner before and after completing it.
	Coaching	As students worked on planning the information they wanted to include for their topics, Ms. Bell conferred with students about their topics, offering suggestions about topics that would not lend themselves to being answered or questions that were too specific. In addition, she also helped coach students in their planning by asking questions about their topics, helping select wording for their webpage tabs, and inviting students to include the ideas gained during their writing conferences.
Stage 3, Drafting, Weeks 6-8	Modeling	Ms. Bell taught a mini lesson on paraphrasing to students in which she modeled how she read information from a research source that answered one of her questions and then thought aloud about what she read, summarized the information, and wrote the information in her own words instead of copying what the source said. Ms. Bell used the <i>Planning a Webpage</i> handout (see Appendix O) to model for students how to check off that they had researched the information for each page of the website, collect source citations, and draft the information that they would eventually add to the Wix website pages. Ms. Bell modeled for students how to use the <i>Drafting Peer Review</i> checklist (see Appendix P) to review and give

		feedback on the <i>Planning a Webpage</i> handouts. Ms. Bell modeled for students how to transfer the written information on the <i>Planning a Webpage</i> handouts to Google slides that would mimic the different pages on their Wix websites.
	Use of Mentor Texts	Ms. Bell used her own writing as a mentor text to model what informational paragraphs sounded like that contained paraphrased information from sources.
	Scaffolding	Ms. Bell modeled the drafting phase using the same <i>Planning a Webpage</i> handout that the students would use for their drafting. As part of her paraphrasing mini lesson, Ms. Bell invited students to help her write about her topic. Ms. Bell also used some of the students' topics to model paraphrasing. She purposefully selected students whom she predicted might be challenged by the paraphrasing and drafting task. Once students had completed all of the <i>Planning a Webpage</i> handouts for their entire Curiosity Project website, Ms. Bell invited students to peer review each other's Webpage Planning pages to ensure completeness. Ms. Bell asked students to write their drafts on Google slides as a bridge to transferring the handwritten informational writing from the <i>Planning a Webpage</i> handouts to the Wix websites. Ms. Bell partnered students for typing the Google slides, so that one student could read from the <i>Planning a Webpage</i> handout while the other student typed.
	Coaching	While students wrote, Ms. Bell coached individual students on their paraphrasing. In addition, she coached students by asking probing questions about their topics that helped them plan which text features they wanted to include on their website pages.
Stage 4, Revising & Editing, Weeks 9-10	Modeling	Ms. Bell modeled for students how she revised her own beginnings on each page of her website. She also modeled how she revised her word choice to include more specific verbs in her writing, and she modeled how she wrote a strong conclusion about her topic that would be on a page of her website. Ms. Bell modeled with her how she read through her own writing to check for mechanical errors, such as run-on sentences, proper punctuation, and capitalization of proper nouns.
	Use of Mentor Texts	Ms. Bell used the mentor texts <i>A Chicken Followed Me Home</i> by Robin Page (2015), <i>Is This a House for Hermit Crab</i> by Megan McDonald (1990), and <i>An Egg is Quiet</i> by Diane Hutts Aston (2006) for analyzing how other authors wrote beginnings, conclusions, and precise words.

	Scaffolding	Ms. Bell taught mini lessons on writing strong beginnings, improving word choice so that the informational writing was more descriptive, and she taught a mini lesson on writing conclusions. Ms. Bell taught mini lessons about capitalizing proper nouns, punctuation placement, and how to correct a run-on sentence. Ms. Bell invited students to engage in peer review with their writing partners after revising and editing the Google slides.
	Coaching	As students revised their writing, Ms. Bell conferenced with individuals about their writing decisions. She coached students to select the most precise words to talk about their topics and provided feedback to students about their conclusions.
Stage 5, Creating Websites, Week 11	Modeling	Ms. Bell modeled for students how to create a website using Wix.com. She modeled for students how to copy and paste the information written on her Google slides to the text boxes on the Wix pages. She used the tools on Wix.com to write and create webpages about her topic in front of students.
	Use of Mentor Texts	Ms. Bell used a Wonderopolis webpage (https://www.wonderopolis.org/wonder/where-do-leatherback-sea-turtles-live) about sea turtles and a National Geographic webpage (https://www.kids.nationalgeographic.com/animals/green-sea-turtle/#green-sea-turtle-closeup-underwater.jpg) about sea turtles as mentor texts for what information webpages on websites might look like. Ms. Bell asked students to notice both the content and appearance of the pages in order to help students think about text layout, images, color schemes, and so on.
	Scaffolding	Ms. Bell invited students to complete a <i>Follow the Directions</i> handout (see Appendix Q) that allowed students the opportunity to try out many of the tools on Wix to create a mock webpage. Students were able to copy and paste the information written on their Google slides to different pages on their Wix sites.
	Coaching	As students worked to create their websites, Ms. Bell coached students with probing questions about the readability of their websites relative to text size, background images and font colors, and font choices.
Stage 6, Reviewing & Editing Websites, Week 12	Modeling	Ms. Bell modeled for students how to use a final checklist (see Appendix G) to review their websites for completeness. Ms. Bell also modeled for students how to create an “About Me” page on their websites as a final step.

	Use of Mentor Texts	Ms. Bell used her own website about sea turtles (https://www.goodnightm07.wixsite.com/seaturtles) to demonstrate for students how she thought about the placement of images, the colors and fonts of texts, and graphics that made the site more eye-catching.
	Scaffolding	Ms. Bell paired writing partners to review and make any final changes to the websites using the final checklist.
	Coaching	Ms. Bell reviewed each student's website and wrote each student a personalized letter (see Figure 4.5) providing feedback about each aspect of the website. Ms. Bell gave these letters to students and invited them to make one final editing round to their websites before publishing.
Stage 7, Creating Trading Cards, Week 13	Modeling	Ms. Bell modeled for students how she used the ReadWriteThink Trading Card Creator (http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html) to create a trading card about sea turtles.
	Use of Mentor Texts	Ms. Bell used a sample trading card about Bo Obama, famous dog of former President of the United States, Barack Obama. Ms. Bell asked students to notice the kind of information provided on the trading card and how it was written.
	Scaffolding	Ms. Bell taught a mini lesson on trading cards using the different kinds available on the ReadWriteThink tool. Ms. Bell used questioning strategies with students to help them think through which trading card would be most suitable for their topic (e.g., a person, place, thing, idea, and so on).
	Coaching	As students created their trading cards, Ms. Bell coached them about how to phrase the information they were writing about their topics. Due to the limited space provided by the ReadWriteThink tool, Ms. Bell coached students to learn to write in phrases that gave stats about their topic instead of longer complete sentences.
Stage 8, Publishing & Sharing, Week 14	Modeling	Ms. Bell modeled for students how she would present her website in a gallery walk style (http://www.theteachertoolkit.com/index.php/tool/gallery-walk). Ms. Bell used the same setup that students would be using when sharing their websites with families and school personnel.
	Use of Mentor Texts	Ms. Bell used her own modeling as an example. She asked students to notice how she mentioned some highlights of her website, but did not read everything on it.
	Scaffolding	Ms. Bell invited students to participate in a mock gallery walk of their websites. She paired writing partners and

		asked students to take turns being the presenter and audience.
	Coaching	As they practiced sharing their websites, Ms. Bell coached students about their tone of voice and their body position relative to the computer.

Ms. Bell also exhibited *A3: Augmentation* level appropriation when she modeled for students how to create their trading cards for their topics. She used the *Notice/Wonder* protocol (see Appendix R) to talk through a sample trading card about Bo Obama (see Figure 4.4), former President, Barack Obama’s dog. Although she used the same mentor text I had used in our course, she used her own language and questions to talk through the sample trading card with her students. In addition, she modeled for her students how to create a trading card for her topic, sea turtles, using the ReadWriteThink Trading Card Creator tool (<http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html>). Ms. Bell’s modeling was reflective of *A3: Augmentation* level appropriation because she used a method similar to that when I modeled creating a trading card about my topic, cows, in the graduate writing methods course, but Ms. Bell wrote her own script for the mini lesson, not mimicking my model from our course.

At Week 7 in the intervention, the data suggested that Ms. Bell moved from the *A3: Augmentation* level of appropriation to *A4: Ownership & Internalization*. As defined in Chapter 3 (see Table 3.3), the *Ownership & Internalization* code reflected times when a teacher took greater responsibility for controlling the progress of a task in her writing instruction, as opposed to simply using the methods and tools I presented. A teacher’s ability to be more autonomous in her instructional decisions is an example of what Applebee and Langer (1983) describe as the transfer of control from mentor to learner.



Bo Obama

Bo is the Obama family's dog.

Breed: Portuguese water dog

Family: President Barack Obama, First Lady Michelle Obama, Malia and Sasha Obama

Unofficial title: First Dog of the United States

Birth: Bo was born in the fall of 2008 in Texas.

First Day at the White House: April 14, 2009

Hobbies: Playing on the White House lawn and going on walks with the Obama family

Goal as First Dog: Make friends with foreign dignitaries

Favorite exercise: Running (and then napping near the Obama girls)

Favorite food: Tomatoes – or toys

Did you know?

- Bo's name came from two different places: Mrs. Obama's father's nickname was "Diddley" and Malia and Sasha's cousins have a cat named Bo – and another cat named Diddley.
- Bo was a gift to the Obama family from Senator Ted Kennedy and his wife, Vicki.
- Even though Bo is a Portuguese water dog, he doesn't know how to swim.

Figure 4.4. Bo Obama trading card used as mentor text

In Week 7 Ms. Bell noticed that her students were not able to move from writing their drafts on paper to directly transferring the information to a digital format on Wix.com websites. The students were having difficulty typing the information into text boxes due to their inability to read some of their own writing, and they were struggling with creating a new web page and then navigating the website tools to create and type in text boxes. She decided to use Google slides, a digital tool her students were familiar with, to scaffold the process of moving from paper/pencil writing to a digital format. She created a template in Google slides for students that matched the website planning handouts they had completed by hand. Students typed their information slide-by-slide and later copied and pasted it to the web pages. Before providing students with the Google slides template and explaining

changes in the project to them, she discussed her ideas with me and asked if it would be okay to add this step in her implementation of the project. I agreed that the approach seemed necessary for her students. This instructional decision evidenced her ability to adopt a method learned in the graduate writing methods course and take control of scaffolding that method in ways that best fit her students' needs (i.e., she appropriated the methods she had learned in the graduate writing methods course at the *A4: Ownership & Internalization* level).

Another example of *A4: Ownership & Internationalization* level of appropriation was Ms. Bell's decision to pair her students for much of the research and typing in the project's final weeks, because she did not have a classroom assistant. With 20 students, Ms. Bell was not able to help them individually as often as they needed. In order to provide greater support, Ms. Bell placed students with their established writing partners for the purposes of typing in the Google slides and reviewing websites for completeness. For the typing, Ms. Bell asked one partner to type while the other partner read the writing to him. Partnering students made the typing more efficient and alleviated many errors in the transfer process. In addition, it allowed her to help students who needed more assistance. Again, Ms. Bell discussed this decision with me, but ultimately chose to proceed based on her students' needs, demonstrating that she was able to appropriate the scaffolding ideas learned in the graduate writing methods course at the *A4: Ownership & Internalization* level.

By the end of the intervention, Ms. Bell was consistently appropriating modeling, scaffolding, and the use of mentor texts at the *A4: Ownership & Internalization* level. Ms. Bell designed additional lessons to help students think through the creation of their trading cards. She modeled for students how to think through each of the options on the

ReadWriteThink Trading Card creator tool site and compose a personalized letter for every student related to strengths and needs of their final websites (see Figure 4.5).

Dear Coy,

Your website is looking fabulous! Over spring break I got the chance to explore it in detail and learn a lot about your topic! I especially love how creative and effective your leads are! They make me want to keep reading more! I also love how you neatly organized your website so it is easy to read and learn from your information!

Sincerely your editor,
Ms. Goodnight

Homepage	Wow! Love it!
The Cycle of Islands	Capitalize the "c" in cycle in the name of your tab. Do this by editing the "menu" Capitalize the "I" in islands on your tab heading. "Boom" is a great lead for this tab! Take the period out from before the first word "Boom" -Rearrange this tab so there is not so much blank space...possible idea is to pull the video down beside your paragraph or writing.
Landscapes of Islands	Change the name of the tab to "Landscapes of an Island" by editing the menu. Make sure you take out all the extra spaces in between each words in your sentences on this tab. Read last sentence on this tab then raise hand and tell me "You told me to come see you when I got here"
The Hawaiian Islands	Change the name of this tab to "The Hawaiian Islands" by editing the menu. Read sentences and make sure make sense...the second sentence should say "The Hawaiian Islands were made from lava long ago." Fantastic caption on this slide!!
The Biggest and Smallest Island	Change header on tab to have all capital letters "The Biggest and Smallest Island." Read tab and make sure your sentences make sense...take out the word big at the end of the third sentence.
Conclusion	Read tab and make sure you used the correct words...should say "go to an island" fix this twice on this tab.
Glossary	Change "surrounded" definition to "something is all around on all sides"
Meet the Author	Read over tab and look for: - capital letters when needed - oo extra spaces between words

Figure 4.5. Sample feedback letter from Ms. Bell to each student

The letters that she wrote each student were her idea as a final way to give students feedback and allow time for edits before they published the websites and shared them with families and school district personnel. In each letter, she wrote directly to each student and made specific comments about each page of their websites. She explained to her students that writers have editors and that she was acting as their final editor before publishing. As Figure 4.5 shows, she even signed each letter as editor. While we discussed the importance of

feedback in our course, Ms. Bell took full ownership of presenting feedback to her students in this meaningful way. This final instructional move symbolized her appropriation at the *A4:Ownership & Internalization* level.

Factors Enhancing and Inhibiting Appropriation, Ms. Bell

A retrospective analysis of the post-observation reflection interviews I conducted with Ms. Bell revealed that Apprenticeship of Observation, Knowledge and Beliefs about Content, and Personal Goals and Expectations were the most influential factors enhancing or inhibiting Ms. Bell's appropriation of the methods learned in the PD course. In addition, a retrospective analysis of the data from the post-intervention survey Ms. Bell completed echoed these same influential factors.

Apprenticeship of Observation. All 13 sets of post-observation reflection interviews included a comment from Ms. Bell indicating that my modeling, feedback, or conversation with her had influenced her instruction. Ms. Bell reported that in Week 8, I provided her feedback about her modeling of paraphrasing that changed her instruction. I had noticed that Ms. Bell often modeled her writing for students, but that she did not invite them to share in the writing while she acted as a scribe. When it came time for her mini lesson on paraphrasing mini lesson, Ms. Bell talked to me about her students' writing difficulties even after her modeling. I suggested she read a passage from a research source about a subject related to her sea turtle topic and then invite her students to share-write (Routman, 2005) with her, paraphrasing the source in their own words with her assistance as scribe. Ms. Bell then designed and taught a new mini lesson modeling paraphrasing and reported to me that students had been much more successful after that in their own paraphrasing. In her post-

intervention survey, Ms. Bell referred to this point in the study and noted that she had included shared writing in each of her mini lessons following this success.

Ms. Bell also reported in all 13 post-observation reflection interviews that my answers to her specific questions in each course meeting influenced her ability to implement the modeling, scaffolding, and use of mentor texts for that week. In Weeks 3, 9, and 11, Ms. Bell said that she had asked in our class how I would modify instruction for a particular student who found writing difficulty. She revealed in each of the three interviews that she had used the ideas I provided and believed they helped that student be successful. I suggested that she could allow the student to record his ideas with a tape recorder verbally before writing them so that he could listen to the ideas more than once, since remembering his ideas while writing was difficult for him. In addition, I suggested giving him one planning handout at a time so as not to overwhelm him and to write with him for a short period to get him started before he was asked to write independently. Ms. Bell also referred to these ideas in her post-course survey, commenting that she learned reasonable strategies from me that enabled her to appropriate methods learned in the course with struggling students.

Knowledge and Beliefs about Content. Another factor that the data suggested was influential in Ms. Bell's appropriation was her own knowledge and beliefs about teaching writing. In 11 of 13 post-observation reflections, she referenced past experiences teaching writing that she had drawn upon in teaching the informational writing unit. She specifically highlighted in nine of the 13 reflective interviews the importance of writing partners in her writing instruction. While I had talked at length about the use of writing partners in our graduate writing methods course, the use of writing partners was an instructional approach and scaffold she already had in place in her third-grade classroom. Therefore, her

appropriation of writing partners for the Curiosity Project was likely enhanced by her established belief in the importance of writing partners during writing instruction.

Personal Goals and Expectations. In Ms. Bell's pre-course interview, she described her strong passion for teaching writing. In addition, she expressed a desire to learn about informational writing in particular, because it was a genre she felt least comfortable teaching. Thus, she came into the study with a vested interest, and the data revealed that her personal goals likely influenced her appropriation of the methods learned in the graduate writing methods course. Ms. Bell came to every post-observation reflection and course meeting with a prepared list of questions she wanted to discuss. Her goals for learning were well considered, and when she received an answer, she used that information to inform her instructional decisions. My class notes from Week 2 showed that Ms. Bell came to class asking how to help her students select a sustainable writing topic. She talked about how some of her students were asking curiosity questions that could not be answered in a finite way, such as "I wonder what my dog does when I'm not home?" In the next course meeting, we established some criteria for topics; such as they had to be able to be researched with facts. In her post-intervention survey, she reported that because she was able to spend time reflecting, she was able to ask questions that made her feel like she got individual assistance in our course meetings and her post-observation interviews with me. Her personal learning goals focused her attention and enhanced her appropriation of the course methods.

Fifth-grade case, Ms. Huntley's Appropriation

A retrospective analysis of the observation notes and weekly lesson plans indicated that Ms. Huntley was appropriating modeling, scaffolding, and the use of mentor texts at the *A3: Augmentation* level for the first five weeks of the study, when she was teaching students

how to select and plan writing about a topic for a Curiosity Project. During these stages, Ms. Huntley used the methods for modeling, scaffolding, and the use of mentor texts she had learned in our course meetings, but used her own instructional language when teaching her students. As an example, she chose sharks as the topic for her Curiosity Project and modeled explicitly for students the kinds of information she wanted to learn about sharks. She explained to students that she was intrigued by all of the shark attacks that had been happening on the beaches in the state and that she wanted to learn more about sharks. She modeled her planning using the same planning handouts that students would use and offered opportunities for students to give her ideas about the information she should research about sharks.

Table 4.4.

Appropriation of Intervention in Fifth-Grade by Ms. Huntley

Stage	Essential Element	Implementation of Essential Element
Stage 1, Launching, Week 1	Modeling	Ms. Huntley modeled the idea of being curious and shared curiosity questions she wanted to answer. She modeled writing her curiosity questions on cards, placing the cards in an envelope labeled “Curiosities,” and added it to her own Writer’s Notebook.
	Use of Mentor Texts	Ms. Huntley selected picture books to use as mentor texts that reflected the idea of being curious and searching for answers to questions. She selected as mentor texts <i>I Wonder</i> by Annika Harris (2013), <i>Where Do Balloons Go</i> by Jamie Lee Curtis (2000), and <i>What Do You Do With an Idea</i> by Kobi Yamada (2013).
	Scaffolding	Ms. Huntley used the gradual release model (Pearson & Gallagher, 1983) to support students through the process of writing their own curiosity questions and putting them in an envelope in their Writer’s Notebooks. Ms. Huntley offered opportunities for peers to assist each other writing curiosity questions, and she conferred with students as they developed their questions.

	Coaching	Minimal coaching; Ms. Huntley walked around the room, and asked students to read their questions to her, but did not provide feedback beyond, “ I like that” or “Hmmm, that’s interesting.”
Stage 2, Planning Content, Weeks 2-5	Modeling	Ms. Huntley modeled for students the kinds of information she wanted to include about her topic, sharks. She explained to students that sharks were something she knew a little about, and that it related to one of her curiosity questions, “Why are people afraid of sharks?” She modeled for students thinking of something she wanted to know about sharks and then adding that detail to her bubble map. She also explained to students that she would group similar ideas together when she planned her web pages. Ms. Huntley modeled for students how the ideas on the bubble map would become the tab titles for the different pages on her final Curiosity Project website. Ms. Huntley did not model how she would write a Table of Contents for her shark topic. Ms. Huntley modeled for students how to plan a web page using the <i>Planning a Webpage</i> handout (see Appendix O). While modeling, she reminded students that all of the details and information on a web page should related to the Page Tab Title of the page, such as the “What Sharks Eat” page which should contain only information about a shark’s diet and how it obtains its food. Ms. Huntley also used the space provided on the <i>Planning a Webpage</i> handout to model for students how she planned which text features she would include on each page of the website.
	Use of Mentor Texts	Ms. Huntley used <i>Animals Nobody Loves</i> by Seymour Simon (2002), <i>I Wonder Why I Blink</i> by Brigid Avison (1993), and <i>National Geographic Readers: Weird Sea Creatures</i> by Laura Marsh (2012) to analyze the different ways authors choose to format a table of contents (i.e., by questions, keywords, and phrases). Ms. Huntley also used these texts to talk about nonfiction text features such as diagrams, bold words, and captioned images.
	Scaffolding	Ms. Huntley asked students to help her decide on information she should include on her website about sharks. Ms. Huntley invited students to modify their topics after talking about her own in order to make the topics more or less broad in nature. Ms. Huntley taught mini lessons on both text features and the different styles of a Table of Contents. In both mini lessons, Ms. Huntley invited students to help her create an anchor chart (see Figure 4.6 and Figure 4.7) that students could refer to when they were composing their own writing and their

		<p>Table of Contents. Ms. Huntley also invited students to complete a text feature scavenger hunt with a large selection of nonfiction books she checked out from the school library. After modeling for students how to use the <i>Planning a Webpage</i> handout, she invited students to work independently. Many students wanted to start researching their topics, so Ms. Huntley created a slide on her interactive white board that listed student-friendly search engines they could use for research. Ms. Huntley also invited students to use a mixed-pair-share strategy (Kagan, 2009) to share their planned webpages with peers at their table groups and to add to the planning pages if needed.</p>
	Coaching	<p>While students planned the information for their topics, Ms. Huntley coached individual students who were not sure if their topics were sustainable for writing. Ms. Huntley used questions, such as, “Is this a yes or no question?” and “Can you find facts to answer this question?” to help students select topics.</p>
<p>Stage 3, Drafting, Weeks 6-7</p>	Modeling	<p>Ms. Huntley modeled for students how to paraphrase information about shark attacks for one of the pages on her website. Ms. Huntley reviewed with students how she planned words to put in bold print after drafting the writing. She talked aloud about choosing the words to make bold because they were words that were important for understanding the content about shark attacks. Ms. Huntley reminded students that the words in bold would be included on the Glossary page for the website. Ms. Huntley borrowed the Google slides template (see Appendix S) from Ms. Bell and modeled with students how she transferred the writing from her <i>Planning a Webpage</i> handouts to single slides.</p>
	Use of Mentor Texts	<p>Ms. Huntley used her own writing as a mentor text for drafting.</p>
	Scaffolding	<p>Ms. Huntley did not create an anchor chart to display in the room, but she listed 5 steps for paraphrasing on her interactive white board for students to reference while they drafted the information they wanted to write on each page of their websites. Ms. Huntley borrowed Ms. Bell’s idea to partner students for typing their writing in Google slides, thus while Partner A read from Partner B’s webpage planning handouts, Partner B typed the information on a slide in Google slides. Ms. Huntley also invited partnered students to offer each other feedback about the writing, such as ensuring that what was written was easy to understand and offering each other</p>

		suggestions about details to add to the writing.
	Coaching	While students worked independently on drafting the information for their website pages, Ms. Huntley conferenced with individual students about their writing. She read students' writing aloud to them, asked them to think about whether the writing made sense, and coached them to refer to certain steps in the paraphrasing guide, like re-reading what they wrote to ensure that it sounds the way you want it to.
Stage 4, Revising & Editing, Weeks 8 - 12	Modeling	Ms. Huntley did not model how she revised her writing. Ms. Huntley did not model how she used the checklist (see Appendix F) with her Google slides. She explained the checklist verbally to students before giving it to them to work on as an independent task.
	Use of Mentor Texts	Ms. Huntley read the beginning and ending of the books <i>A Chicken Followed Me Home</i> by Robin Page (2015) and <i>Is This a House for Hermit Crab</i> by Megan McDonald (1990). Ms. Huntley pointed out that <i>A Chicken Followed Me Home</i> began with a question and ended with an answer to that question. She also mentioned to students that <i>Is This a House for Hermit Crab</i> began with a problem and ended with a solution to that problem.
	Scaffolding	The mini lesson planned revising beginnings and conclusions was identical to the one Ms. Bell wrote and taught for revising beginnings and conclusions. Ms. Huntley only used the mentor texts and read the beginning and the ending of each one. Ms. Huntley did not use the graphic organizer or apply the revision techniques to her own writing in front of students. Ms. Huntley provided students with checklists to ensure their slides were complete before they transferred the typed information from the Google slides to their Wix websites. Students were invited to work together to check their Google slides to ensure that the writing was easy to understand and to correct mechanical errors.
	Coaching	While students revised the writing on their Google slides, Ms. Huntley worked one-on-one with a new student getting him started on the Curiosity Project.
Stage 5, Creating Websites, Weeks 13-14	Modeling	Ms. Huntley showed her students my Wix website about cows and talked them through the tools on Wix. Ms. Huntley did not model for students how she created her shark website.
	Use of Mentor Texts	My Wix website about cows (https://www.brookelhardin.wixsite.com/cows) was used as a mentor text to show students what a final product could look like.

	Scaffolding	Ms. Huntley invited students to play with the Wix tools before beginning to create their websites. She did not have them use a <i>Follow the Directions</i> handout (see Appendix Q) before beginning to create their own websites. Ms. Huntley explained to students how they would copy and paste the information from their Google slides to the pages they created on the Wix website. Ms. Huntley invited students to assist one another if they needed help creating the sites or using the tools on the websites.
	Coaching	While students created their websites, Ms. Huntley worked one-on-one with a new student to get him caught up with the Curiosity Project writing.
Stage 6, Reviewing & Editing Websites, Week 15	Modeling	Ms. Huntley did not model creating any parts of her website about sharks.
	Use of Mentor Texts	Ms. Huntley showed students her site about sharks (https://www.davismc5.wixsite.com/sharks) to illustrate the kind of fonts, colors, images, and other features that she selected.
	Scaffolding	Ms. Huntley talked through her website, pointing out the different elements that made it easier to read and more informative, such as the spacing of images, use of diagrams, and selection of background images.
	Coaching	Ms. Huntley asked me to help students revise their websites while she worked one-on-one with the new student to create his website.
Stage 7, Creating Trading Cards, Week 15	Modeling	Ms. Huntley modeled using the ReadWriteThink Trading Card Creator tool (http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html) to create a trading card about sharks.
	Use of Mentor Texts	Ms. Huntley used my trading card about cows to talk about the kinds of information a trading card might provide a reader.
	Scaffolding	Ms. Huntley asked me to teach a lesson, modeling for student how to use the ReadWrite Think Trading Card Creator tool while she worked one-on-one with the new students to create his website.
	Coaching	Ms. Huntley asked me to help students create their trading cards while she worked with a new student to finish his website.
Stage 8, Publishing & Sharing, Week 16	Modeling	Ms. Huntley modeled for students how she would talk through her website to someone in a gallery walk.
	Use of Mentor Texts	none used
	Scaffolding	Ms. Huntley invited students to practice presenting their

		websites and talk through their trading cards with each other using a gallery walk format (http://www.theteachertoolkit.com/index.php/tool/gallery-walk). The students practiced this in the classroom, but their actual Gallery Walk for families and school personnel took place in the school library.
	Coaching	Ms. Huntley did not coach students on sharing the websites.

Ms. Huntley demonstrated *A3: Augmentation level* appropriation in her conferences with students where she helped them select topics for the Curiosity Project. My observational notes from the first five weeks of the study show that Ms. Huntley conferenced with her students individually and in small groups about their topics and the information they wanted to include. Using her own instructional language, Ms. Huntley deftly assisted students in thinking through the sustainability of their topics and helping some students decide on personally interesting topics. Ms. Huntley had one student who switched topics three different times during the first three weeks of the study. She reminded the student that she was always asking questions and talking about movies. She helped the student decide that writing about the making of modern day action movies would be an interesting and sustainable topic.

Another example of Ms. Huntley's *A3: Augmentation* level of appropriation was in her mini lessons about different text features and the formats of Tables of Contents in informational text. For these mini lessons, Ms. Huntley used the same mentor texts I had used in our graduate writing methods course. She talked through the mentor texts, asking students to take note of the text features and different styles of Tables of Contents. In addition, as part of her mini lessons, she asked students to help create anchor charts of these features and different styles that they could refer to when they were writing independently

(see Figure 4.6 and Figure 4.7). These anchor chart ideas had been discussed in our course, but Ms. Huntley's mini lessons for creating the charts were her own. In all of these instructional scenarios, she appropriated methods she learned from the course but did so in ways that went beyond mere mimicking of my teaching.

Text Features	Purpose: What does it do?
bold words	- author-selected word - important word
diagram	- describes a picture by labeling parts
real-life pictures	- lets us see how the picture fits into our world or topic
captions	- tell what the picture is about
fun facts	- to give information - to make the book interesting
vocabulary words	- to inform the reader
table of contents	- to show the book layout and sections

Figure 4.6. Ms. Huntley's anchor chart for text features

Ms. Huntley's appropriation dropped to the *A0: Absence of Appropriation* and *A2: Surface* levels in Weeks 6-15. Ms. Huntley used many of the instructional methods we talked about in the course, but her appropriation of the methods was not at sophisticated levels. In Week 6, she modeled for students how she would paraphrase a passage she found from an Internet source about shark attacks, but she did not stop to explain how she was summarizing the information in her mind and then writing it. She simply read what the passage said and

wrote it in her own words in front of students. During this same lesson, instead of making an anchor chart about paraphrasing with students that they might refer to later, she listed five steps for paraphrasing on the interactive white board. Again, she did not elaborate with instruction on the five steps, but just wrote them. In the retrospective analysis, I coded this information as surface level appropriation, because she was showing her students how to paraphrase, but was not providing any instructional scaffolding to help them understand how she was deciding what to write.

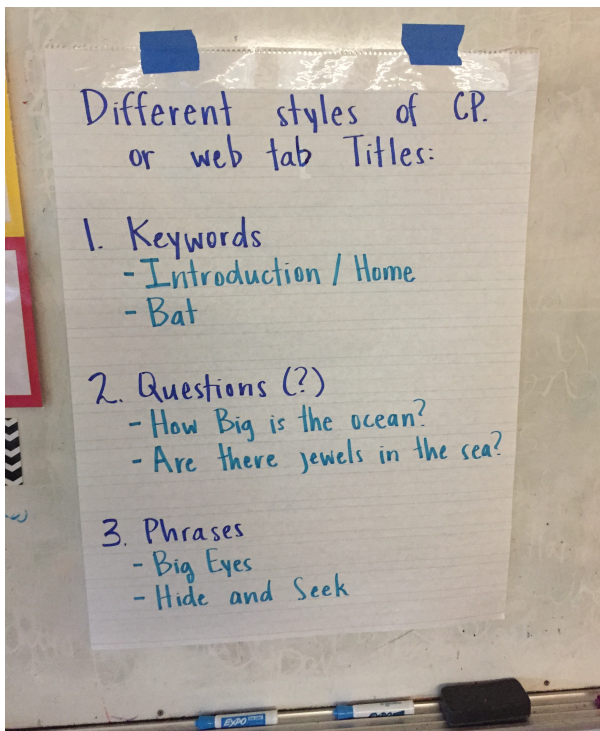


Figure 4.7. Ms. Huntley's anchor chart for Table of Content styles

Another example of Ms. Huntley's *A0: Absence of Appropriation* and *A2: Surface* levels of appropriation occurred during Weeks 8-12 when she modeled for students neither how to revise writing nor how to use the checklist (see Appendix F) to ensure that the information on their Google slides was ready for publication. In Week 8, her week planned for revision, Ms. Huntley used a lesson plan identical to the one Ms. Bell had created.

However, she did not actually use the instructional methods that were described in the lesson plan. The lesson plan called for leading students through a mini lesson examining the ways that different authors began and ended informational texts. The lesson plan indicated that students would make notes on a graphic organizer for the different endings and conclusions they heard the teacher read aloud from mentor texts. In Ms. Huntley's iteration of this lesson, she read aloud the beginning and ending from each mentor text and told her students that these were interesting beginnings and endings, but that was all. Following this read aloud and brief commentary, students were asked to revise their writing independently. I coded this example as *A0: Absence of Appropriation* and her short lesson with the mentor texts as *A2: Surface* level. This type of instruction continued until the final week of the study.

In Week 16 of the study, Ms. Huntley's appropriation shifted back to the *A3: Augmentation* level. Week 16 concluded with students sharing their websites and trading cards with families and school district personnel. In preparation, Ms. Huntley modeled for students how she would share her website about sharks. She talked through different features of her website such as a video about sharks and the page she wrote about shark attacks, explaining to students what she would say about these aspects of her website. Ms. Huntley also invited her students to practice with one another, sharing their sites and giving one another feedback. In the retrospective analysis, I coded this instruction as *A3: Augmentation* because she used the modeling and scaffolding methods discussed in class and she added her own language to the lesson. In addition, she invited her students to give each other feedback when they practiced sharing.

Factors Enhancing and Inhibiting Appropriation, Ms. Huntley

Retrospective analysis of the post-observation reflection interviews and communication documents such as emails and text messages from Ms. Huntley revealed that *social context of learning, knowledge and beliefs about content, and personal goals and expectations* were the most influential factors enhancing and inhibiting Ms. Huntley's appropriation of the methods learned in the graduate writing methods course. In addition, a retrospective analysis of her post-intervention survey matched these same influential factors.

Social Context of Learning. In 11 of the 12 post-observation reflective interviews I conducted with Ms. Huntley, she commented on the positive influence the learning community of the graduate writing methods course on her instruction. For instance, she mentioned in Week 3 that she had adopted the lesson format that Ms. Bell was using and that it had helped her ensure that she had all of the necessary components of Writer's Workshop in her lessons. In addition, in Week 6, Ms. Huntley decided to use the same Google slides template Ms. Bell created with her students to help them move from drafting their writing by hand to writing in a digital format. We had discussed in the graduate writing methods course, Ms. Bell's instructional scaffolding of writing using the Google slides, and Ms. Huntley decided she liked the idea as well. Finally, Ms. Huntley's lesson plans for her revision lessons were identical to Ms. Bell's. Ms. Huntley shared with me that after hearing Ms. Bell talk about her revision lesson in our graduate class meeting, she had asked Ms. Bell to share the lesson plan and materials with her. Ms. Bell agreed to do so and gave her permission to use it. Thus, Ms. Huntley's lesson plans indicated that she would be using the same mentor texts, the same graphic organizer for the revision lesson, and the same peer-editing checklist for the Google slides. In the retrospective analysis of the data, I applied the *social context of*

learning code to this appropriation data. It was clear that the learning community enhanced Ms. Huntley's appropriation of the methods she learned in the graduate writing methods course.

Ms. Huntley's post-intervention survey also suggested that the *social context of learning* enhanced her appropriation of the modeling, scaffolding, and use of mentor texts she learned in the graduate writing methods course. When asked directly in the survey what was most influential in her helping her implement the Curiosity Project successfully, Ms. Huntley stated that it was having a peer like Ms. Bell who was a more experienced teacher and who was also teaching the same writing unit.

Knowledge and Beliefs about Content. In her pre-course interview, Ms. Huntley felt that she had a great deal to learn about writing instruction. She mentioned that she was not confident about writing instruction and that she did not know anything about teaching informational writing. In the retrospective analysis of the data, there were several key points where it seems apparent that Ms. Huntley's *knowledge and beliefs* about writing instruction either enhanced or inhibited her appropriation of the methods and tools she learned in the graduate writing methods course. To that point, Ms. Huntley consistently used mentor texts with her students in each stage of the project, but her instructional discussion with her students around them was inconsistent. In the initial weeks of the study, Ms. Huntley used a great deal of instructional time asking students to examine the ways that mentor texts were composed and the different features they possessed. However, as the drafting stage began and students were composing more text, Ms. Huntley discontinued her use of mentor texts or simply showed students the texts without asking them to examine the writing techniques.

When asked, Ms. Huntley said that she did not feel like she needed to spend time talking in depth about the mentor texts with students. She said that her students would get bored with that and that they were eager to write. In addition, Ms. Huntley said that she was not sure how to show students how to write. She said she did not understand how to explain to them where her ideas come from; she elaborated by saying that writing comes naturally for her, and she does not understand how to “break it down” for students. These comments are reflective of Ms. Huntley’s inexperience and inability as yet to think deeply and reflectively about her teaching (or her own writing process). The data suggest that Ms. Huntley does not know how or does not feel comfortable enough in her writing to demonstrate writing in front of her students.

Personal Goals and Expectations. One of the other more influential factors in Ms. Huntley’s appropriation of the methods and tools was her own personal writing instruction goals. At the beginning of the study, she was enthusiastic about implementing the Curiosity Project in her writing instruction. I coded comments in the post-observation reflection interview notes from the first five weeks where Ms. Huntley made statements like, “I’m enjoying teaching writing, and I’ve never really liked it,” “I feel like I know how to model with my students,” and “I love seeing their ideas.” All of these comments reflected Ms. Huntley’s personal satisfaction in teaching writing.

As the study and project progressed, it appeared that Ms. Huntley’s enthusiasm dwindled. She seemed concerned increasingly about the amount of instructional time required for writing. In Weeks 8, 10, and 14, Ms. Huntley remarked that she was exhausted trying to keep students making progress and cover the content in other subjects. Ms. Huntley was especially concerned that she was not spending enough instructional time on content that

would be assessed on the upcoming state-mandated standardized tests. In addition, she missed almost two full weeks of school due to illness and personal matters. During this time, she did not miss any of our graduate course meetings, but she was absent from her own classroom. On days when she was not present in her classroom, her students were not assigned any work related to the informational writing unit. When I asked her why, she said that she did not feel comfortable with a substitute teacher implementing writing instruction with her students. In the retrospective analysis of the data, I coded these data as evidence that Ms. Huntley's personal goals and expectations related to the project were factoring into her lack of appropriation of the course methods.

More evidence was found in the interesting upswing of sophistication in appropriation in the final two weeks of the study. In the final two weeks, when it was time for students to create their trading cards and publicly share their websites with families and school personnel, Ms. Huntley regained her excitement for the project. She completed her own website about sharks, modeled how to share it, and made all of the arrangements for a celebratory sharing session involving students' families, school district personnel, and the even local newspaper coverage. When I told Ms. Huntley that I detected renewed enthusiasm for the project, she said that she wanted the celebration to be organized so that she could impress her principal and the district superintendent. In addition, Ms. Huntley revealed that she would be moving to a different state at the end of the school year. She said that she planned to use the Curiosity Project as evidence of the kind of instructional units she taught when she went to interview, and she hoped her current principal would give her a strong recommendation. The data suggest that Ms. Huntley's turn in attitude was attributable to her concern with pleasing the school administration and future employer and her excitement

about the more tangible artifacts of the project like the colorful trading card and finished websites.

In Ms. Huntley's post-intervention survey, she made several statements about the amount of time a writing unit requires. Ms. Huntley further remarked in the post-intervention survey that there were parts of the project she wanted to do again, but that she was not sure if she would be able to carry out the entire project on her own again. These comments seemed reflective of her wavering enthusiasm and investment in the project for the duration of the study.

Unanticipated Outcomes

One unanticipated but essential element of the pedagogical intervention (see Table 3.1) was mentee teachers' appropriation of coaching. Throughout the intervention, the data suggested that Ms. Bell consistently appropriated coaching with her students at the *A3: Augmentation* and *A4: Ownership & Internalization* levels (see Table 4.3) in every lesson I observed (n = 13). For instance, I made notes about the individual conferencing she carried out with her students. In Week 3, I wrote about watching as she helped a student decide on a sustainable topic. Prior to that week, the student kept generating topics that could not be researched. Through a thoughtful conversation with the student in which she reminded him of the kinds of books he had checked out from the school's library, the shirts he wore, and the topics he discussed with friends at lunch, she helped the student realize that he could and would want to research and write about NASCAR. In Week 6, I observed as she helped two writing partners improve at giving one another feedback while working on paraphrasing. Ms. Bell role-played with them for a few minutes. She asked Partner A to read a paragraph from her research source. After Partner A read the paragraph, she told Partner B to ask Partner A

to put what she read in her own words. As Partner A talked, Ms. Bell and Partner B listened. Afterward, she asked Partner B if what Partner A made sense and if it was different enough from the wording of the original source. Partner B said that she thought Partner A should say something a little different and offered an idea. Partner A agreed that she liked the wording better, so she wrote it down on her *Planning a Webpage* handout. Ms. Bell finished the conversation by inviting the partners to switch roles and go through that same process again.

As the project progressed, Ms. Bell's conferencing became more responsive and individualized. At the beginning of the study in Weeks 1-3, her conferences with students were mostly related to the selection of students' topics. Then her conferences began to shift toward planning. At Week 9, when students began revising and editing their writing, I noticed another shift in Ms. Bell's conferencing. By this point, she was spending a large amount of time reading students' writing. As she read students' writing, she made notes for herself about the different strengths and needs of her students. Based on the notes, she then conferenced with individual students and offered writing suggestions tailored to individual needs. Finally, as evidenced in Figure 4.5, she wrote letters to all of the students regarding their strengths and needs as writers of informational text, and further conferenced with them about the teaching points in the letters.

Factors Affecting Coaching, Ms. Bell

In Ms. Bell's initial pre-course interview, she expressed a desire to learn how to better conference with her students. Throughout the study, Ms. Bell asked questions in course meetings and in the post-observation interview related to conferring with students. I also made a point to address conferencing in each of our class meetings, modeling and explaining for both teachers how to revisit the writing methods taught that particular week in

conferences with their students. Consequently, Ms. Bell's personal goals to improve this skill enhanced her appropriation of this instructional method. In addition, in Ms. Bell's post-intervention survey, she made several comments about the nature of the coaching I provided to her as her instructor. She said that I provided her with coaching that felt individualized, that I listened to the needs of her students and offered ideas that could help them, and that she felt like I took the time to get to know her as a teacher and was therefore able to offer her instructional coaching that developed and enhanced her skills as a writing teacher. With this in mind, I would say that *apprenticeship of observation* also affected Ms. Bell's appropriation of coaching. It seems that as I responded to her needs as a teacher, she in turn responded to her students needs as individual students.

Appropriation of Coaching and Influencing Factors, Ms. Huntley

In the beginning of the intervention, Ms. Huntley exhibited some coaching behaviors as she conferenced with students about their topics and the kinds of information they wanted to write about their topics in the planning stage (see Table 4.4). In Week 1, she conferenced with individual students as they decided on their topic and helped them determine whether their topic could be explored through research. Between Weeks 7 and 8 of the intervention, she received a new student, and from that point on, she worked one-on-one to get him caught up with the Curiosity Project. This is also the point in the study where I noticed that Ms. Huntley's overall appropriation of modeling, scaffolding, and the use of mentor texts lost sophistication. A retrospective analysis of the data, especially the post-observation reflective interviews and communication documents such as text messages, suggested that Ms. Huntley was overwhelmed in receiving a new student seven weeks into a significant writing unit. Her comments echo these feelings, as she stated that she felt like she was learning how to teach

the Curiosity Project while also trying to help the new student catch up. In two different conversations, I suggested partnering the new student with a student who was progressing well with the project, but Ms. Huntley wanted to help the student herself. She explained that she did not know the student well enough to partner him successfully and that she felt like she could get him caught up with the project quicker than another student could. She made repeated comments about being fearful that the new student would not finish his website and that she did not want him to feel left out when all of the other students had finished projects to share when their families and school personnel visited. These comments seemed reflective of her personal goals and expectations for the project, and it seemed that she was not experienced enough as a teacher to juggle the new student while implementing new instructional methods.

Cross-Case Analysis

The final retrospective analysis of the data involved a cross-case analysis to determine theoretical assertions and common themes across the data for the two mentee teachers. Using grounded theory coding (Charmaz, 2014), I analyzed the data until patterns emerged, deriving 43 initial codes for the third-grade teacher, Ms. Bell, and 42 initial codes for the fifth-grade teacher, Ms. Huntley. Moving from the initial codes to focused codes, I analyzed data across cases to determine overarching themes related to the factors that seemed to enhance and inhibit teachers' understandings and appropriations of methods and tools learned in the graduate course for writing instruction. The overarching themes and representative examples from the teachers' data are described in the following sections.

Benefit of Community of Practice

Both teachers stated multiple times that their participation in a Community of Practice focused on common writing instruction goals was valuable to their ability to appropriate the methods and tools learned in the graduate writing methods course. Both teachers regarded the time in the graduate writing methods course and times outside of class communicating with one another and me as a Community of Practice. Ms. Huntley in particular attributed the learning community to her ability to implement the Curiosity Project with her students. She commented in her post-intervention survey, “As a teacher NOT confident in teaching writing, our learning community was so important. I was often able to follow Ms. Bell’s example and tweak it to best fit my students’ needs.” Ms. Huntley also said that she looked forward to class meetings, knowing that she would have the opportunity to get questions answered and feel positive about moving forward with her writing instruction.

Reflection Leads to Response

One of the most influential factors in both teachers’ appropriations of modeling, scaffolding, and the use of mentor texts was the time they spent reflecting. In particular, the semi-structured reflection interviews following my observations seemed to be pivotal to their thinking about writing instruction. Ms. Bell talked about how much reflection had allowed her to think about her students’ individual needs and the methods she could use to meet those needs. She said that the reflection time was when she would realize the kinds of modification she needed to make to a method or tool in order to help her students move forward with their writing. Ms. Huntley also described the reflection interviews as a place where she could discuss with me a part of her writing instruction that was bothering her and receive ideas that might help her solve problems. She mentioned that many times she would come to the

reflection interview feeling uncertain and overwhelmed but would leave feeling confident and with a plan in mind.

Benefit of Coaching Feedback

The cross-case analysis of the data pointed strongly to coaching feedback being an influential factor in each teacher's appropriation. Ms. Bell, in particular, seemed to benefit from the coaching. Ms. Bell commented that having someone more knowledgeable about writing instruction in her classroom on a regular basis allowed her to improve her weaker areas as a writing teacher. Specifically, she stated that her conferencing skills had improved due to the feedback I provided each week after observing her conversations with students. Ms. Huntley also said that my immediate feedback reminded her of instructional methods she could use and provided her with ideas of what next steps she might make in her instruction. She said that she did not know what to say to students when she read their writing until I suggested she ask them what aspect of their writing needed help.

Relationship with Coach

Another aspect that seemed evident in the cross-case analysis was the importance of the relationship between mentoring coach and mentee teachers. Both teachers reported that their relationships with me as their coach positively influenced their ability to appropriate the methods learned in the pedagogical intervention. Ms. Huntley expressed that feeling comfortable with me as an instructor allowed her to be vulnerable about her needs as a writing teacher and accept constructive feedback. She said that because she trusted me as her mentor, she knew that my coaching would help her become a better writing teacher. She said that my flexibility prevented her from giving up on the project. Ms. Bell also described her relationship with me as being one built on trust. Ms. Bell stated that my consistent presence

in her classroom and timely responses to her emails and texts made her feel like I was invested in her and her students. She explained further that knowing I was committed to helping her meet her instructional goals allowed her to be more vulnerable about her needs as a teacher.

Learner-Centered Methods are Critical

Each teacher reported that the opportunity to meet on a regular basis and practice using the methods and tools they were expected to use in their own writing instruction was a critical factor in ensuring their ability to appropriate the methods they learned in the graduate writing methods course. Ms. Huntley stated that having a chance to practice her writing allowed her to think ahead and troubleshoot places where her students might experience difficulty with the writing. Ms. Bell repeated this idea when she said that her ability to experience the methods herself and map out her instruction in class allowed her to write more detailed and student-centered lesson plans.

Each teacher also stated specifically that the amount of information they were taught each week was just enough to cover a week's worth of writing instruction without being overwhelmed. Both teachers told me that it was evident that I had planned the course based on our initial conversations prior to the beginning of the course when I collected data about the amount of instructional time they each devoted to writing instruction each week and their feelings of self-efficacy relative to different aspects of writing instruction. As an example, Ms. Bell said that at the beginning of the study she felt least comfortable with student conferencing while Ms. Huntley felt she had room to grow in many aspects of writing instruction. Consequently, I designed each week's class meeting with instruction that provided knowledge and skills that might be review for Ms. Bell but that I knew Ms. Huntley

needed given her lesser experience with writing instruction. However, I intentionally addressed how to conference with students about each week's particular writing skill (i.e., generating topics, revising word choice, and so on) to address one of Ms. Bell's goals. Both teachers reported in their post-course interviews that they left class each week feeling like their individual questions had been answered.

Challenges in Implementation

In particular, Ms. Huntley faced challenges fully appropriating the methods and tools taught in the graduate writing methods course. Her comments throughout the course indicated that becoming ill prevented her from sticking to the original schedule for the Curiosity Project. In addition, she felt like time constraints also were a factor. She said that she felt great pressure as a first year teacher to adequately prepare her students for the end-of-year standardized tests. She said that the other teachers in her grade level were not spending any instructional time on writing at that juncture in the school year and that she wondered if she was wisely using her instructional time. Ms. Bell also reported challenges in appropriation, but her challenges were related to feeling like there was not enough time to meet all of her students' individual needs. Ms. Bell addressed this issue by making the best possible use of writing partners in her classroom and coaching her students in their peer feedback skills. However, she expressed concerns on numerous occasions that the project would be more feasible if she had a teacher assistant or parent volunteer that she could train to conference with her students.

Access to Resources

Access to resources was an overarching factor affecting appropriation for both teachers, but in a different way for each one. For Ms. Huntley, her lack of computers for

three-quarters of the study inhibited her appropriation of the methods and tools learned in the graduate writing methods course. She had access to only enough laptops for half of her class. Four weeks before the end of the study, she shared with me that there was a new laptop cart at the school, but that she was too intimidated as a new teacher to ask for use of it. After I spoke with the school's administrator and shared Ms. Huntley's need for the computers, her students had access to them within a day's time. In her post-intervention survey, she described having enough computers for one-to-one use as a complete "game-changer." She said that her students were more on task, that she was able to model how to use the Wix site better, and that the writing progressed more quickly.

Ms. Bell also spoke of her access to resources throughout the study. In particular, she attributed access to the many mentor texts as influential in her appropriation of the methods learned in the graduate writing methods course. She said that having access to so many texts allowed her to immerse her students in the informational writing genre. She said that the time she spent analyzing the mentor texts with students had a direct and positive impact on the content of students' writing. She also commented on how fortunate she was to have enough computers for one-to-one use. She revealed that she was not confident that she would have been able to wholly complete the project without sufficient devices.

Summary

In this chapter I described the results of a formative experiment, detailing how the teacher participants understood and appropriated modeling, scaffolding, coaching, and the use of mentor texts learned in a graduate course on writing instruction. I used specific examples from the teachers' weekly lesson plans that indicated their understanding of modeling, scaffolding, and use of mentor texts. I provided a description with representative

examples from the data sources (i.e., pre-course surveys, lessons plans, class meeting notes, and the post-course surveys) directed at how each teacher understood modeling, scaffolding, and the use of mentor texts from the outset of the study through to its conclusion.

I used specific examples from my observations in teachers' classrooms to explain the levels at which each teacher appropriated modeling, scaffolding, and the use of mentor texts. In addition, I used example statements from interviews with the teachers to illustrate the factors enhancing and inhibiting each teacher's appropriation of modeling, scaffolding, and the use of mentor texts learned in the graduate course for writing instruction methods. I detailed coaching as an unanticipated outcome of the intervention, discussing how one teacher in particular seemed to appropriate the element of coaching into her own writing instruction. Finally, I provided a description of the results from a cross-case analysis, which offered themes related to the factors that enhanced and inhibited the understanding and appropriation of the methods learned in the graduate writing methods course for both teachers.

CHAPTER FIVE

Discussion

Overview

This chapter describes eight theoretical assertions developed from a retrospective, cross-case analysis of the data (Gravemeijer & Cobb, 2006; Stake, 2006). The purpose of a retrospective analysis is to develop local instructional theory, which entails the progression of learning and the means created to support the learning (Gravemeijer & Cobb, 2006). The design of this formative experiment was grounded in activity theory framework, which is also concerned with both the motivations and goals of people in activity settings such as classrooms and the means by which people accomplish their goals (Grossman, Smagorinsky, & Valencia, 1999). An activity theory framework was used to examine and explain teachers' understandings and appropriations of modeling, use of mentor texts, scaffolding, and other concepts learned in a graduate writing methods course for informational writing instruction. Delving deeper into the sub-features of factors affecting appropriation offered by Grossman, Smagorinsky, and Valencia, this study specifies aspects of the intervention that enhanced or inhibited teachers' understandings and appropriations of the course methods. Identification of particular features of the intervention in the cross-case analysis led to the development of the eight theoretical assertions presented in this chapter. These assertions further the understanding and application of the present study's intervention and offer implications for future pedagogy and practice.

Theoretical Assertions

Grossman, Smagorinsky, and Valencia (1999) reported four key factors that seem to influence teachers' understandings and appropriations in both enhancing and inhibiting ways: *social context for learning*, *personal goals and expectations*, *knowledge and beliefs about content*, and *apprenticeship of observation*. *Social context for learning* describes the setting(s) in which learning and application of the learning takes place. Embedded in this factor are features such as any routine tasks and activities completed by participants that contribute to their learning, the imagined outcomes, relationships among participants, and underlying philosophies of the program. The means by which the information is presented to learners and pedagogical methods are also part of the *social context for learning*. *Personal goals and expectations* refer to the various reasons someone teaches and account for the way that these reasons may impact teachers' appropriations. *Knowledge and beliefs about content* are the understandings and skills related to content that learners bring to educational settings. Conceptions of how to teach a particular topic are informed by the previous knowledge and experiences a learner holds. Finally, *apprenticeship of observation* is the set of experiences accrued by learners through the years of being a student. These experiences can take place in traditional classroom settings such as teacher preparation courses, in field experiences, and in continuing education settings like professional development sessions.

Because activity theory was used as the framework for examining the mentee teachers' understandings and appropriations of methods and tools learned in the graduate course for writing methods, I have described how each factor and its sub features influenced mentee teachers' understandings and appropriations in the current study compared to how it influenced the pre-service teachers examined by Grossman, Smagorinsky, and Valencia

(1999). The sub features described for each factor match the ideas frequently coded in the retrospective analysis (see Appendices M and N) and the resulting overarching themes derived from the cross-case analysis in the study.

The eight assertions, ensuing from the themes that were derived from the cross-case analysis, are described below. One theme was “set specific goals,” which captured the way that specificity of goals influenced the mentee teachers’ understandings and appropriations of course methods. “Experiences with content” connected the amount of prior knowledge for writing instruction with the teachers’ understandings and appropriations of the instructional tools and strategies learned in the graduate course. “Model and let me try it” communicated how the teachers perceived the nature of the methods I used to teach the graduate course for informational writing methods and how the methods influenced the mentee teachers’ writing instruction. Two other themes, “we need coaching not just teaching” and “trusting relationships” described the link between the coaching I provided to the mentee teachers and its effect on the mentee teachers’ understandings and appropriations. “Communities of practice values” reflected how membership in a community of practice influenced the mentee teachers’ understandings and appropriations of the tools and strategies learned in the graduate course. “Access to resources” addressed the way that each teacher’s access to resources influenced her appropriation of the course methods. “Reflection leads to thoughtful action” related to the mentee teachers’ comments and actions demonstrating that their time spent reflecting on their instruction led to purposeful instructional decisions.

Set Specific Goals

Assertion: Setting and revisiting specific goals are needed for teachers’ understanding and appropriation of course methods. At the outset of the intervention, Ms.

Bell and Ms. Huntley had different goals for their participation in the course. Ms. Huntley wanted to improve her general knowledge and confidence in teaching writing. Ms. Bell, on the other hand, had specific areas of her writing instruction she wanted to improve such as learning how to make her conferences with students more effective and efficient. Throughout the study, Ms. Bell consistently asked questions related to individualizing her conferences with students to meet specific students' needs. In addition, her lesson plans regularly included time devoted to conferring with students about their writing and instructional steps for doing so. Both Ms. Bell's questions and her lesson plan details related to teacher-student writing conferences were evidence of her continued focus on improving her conferencing skills. Ms. Huntley's questions in our course meetings and in post-observation interviews centered on procedural aspects of teaching writing, such as how best to use the block of time she set aside for writing workshop each day. In both cases, each teacher's personal goals seemed to drive her questions throughout the course, which ultimately, led to understandings of the aspects of writing instruction each was most concerned with learning.

Grossman, Smagorinsky, and Valencia (1999) also found that whatever specific goal or expectation for teaching a mentee teacher had when entering into a learning setting likely mediated any understanding on the mentee teacher's part. In their study with pre-service teachers understanding and appropriating tools for teaching English, Grossman, Smagorinsky, and Valencia (1999) discussed a teacher whose primary goal was to deliver instruction that was fun, so she only attended to methods that *she* deemed entertaining. Another teacher's goals for teaching related to providing effective literacy instruction in order to produce students who could lead more productive civic lives. That particular student

valued learning about methods that focused on practical literacy skills within the larger English education curriculum. The same was true in the current study.

The questions the teachers asked and the methods detailed in their lesson plans matched the individual pedagogical goals they described at the beginning of the course. Because I knew each teacher's goal at the outset of the course, I made a point to address that goal in my teaching each week during our graduate course meetings. For example, I knew Ms. Bell wanted to improve her conferencing skills. I always connected the aspect of the informational writing unit they were learning how to teach in a particular week, such as writing strong conclusions, to the kinds of talk that might occur during a teacher-student writing conference during the week of writing and revising conclusions. I knew that Ms. Huntley was still cementing her understanding of the writing workshop model, so I explicitly explained which part of the workshop model we were doing as the instruction in our course meetings proceeded. At the beginning of the mini lesson I taught each week, I told the mentee teachers that it was a mini lesson and explained its purpose in that week's instructional goal.

While Grossman, Smagorinsky, and Valencia (1999) did not discuss the utility of goals based on their specificity or broadness, the type of goal set by each teacher appeared to influence her understanding and appropriation of course content. Ms. Huntley's goal of increasing her general knowledge of writing instruction and confidence for teaching writing was broad in comparison to Ms. Bell's more specific goal related to writing conferences. As an instructor, I was able to provide more precise instruction and coaching feedback to Ms. Bell that aligned with her designated pedagogical goal. The specificity of Ms. Bell's goal allowed us to better measure and comment on her progress towards the goal. In comparison,

Ms. Huntley had many areas of writing instruction that she did not fully understand, so as her instructor, I was often trying to be explicit about every instructional tool, method, and strategy unsure of exactly which aspects of the writing instruction Ms. Huntley made most uncomfortable.

It appeared that Ms. Bell's specific goal and my continuous circling back around to it in my instruction was an enhancing factor in her understanding and appropriation of the course content. Ms. Huntley's broader, less specific goal appeared to be an inhibiting factor to her understanding and appropriation, as she was not focused on any particular aspect of writing and I, as her instructor, was not able to provide consistent instruction or feedback due to the expanse of her more general goal. It is important for teacher educators and professional development leaders to ask participating teachers to establish a specific goal for learning in a course and then revisit those goals throughout a learning period. It is equally important for instructors in teacher education settings to deliver instruction and feedback to teachers that relates to the set goals. The combination of these goal-related practices appears to one of the more influential factors enhancing teachers' understandings and appropriations of instructional tools and strategies.

Experiences with Content

Assertion: Teachers need multiple opportunities to experience writing methods in order to develop depth and breadth of knowledge and skills for writing instruction. Prior to the graduate writing methods course, Ms. Huntley, a first-year teacher, had participated in just one previous writing course. Consequently, she had spent limited time in learning settings focused on writing instruction. In contrast, Ms. Bell was a third-year teacher who had completed undergraduate coursework in writing instruction, had participated in extensive

professional development in writing instruction, and had completed a previous graduate course in writing instruction methods. Each of these teacher's educational experiences affected her understanding and appropriation of concepts and tools for teaching writing. Throughout the course, most of the content of the course seemed novel to Ms. Huntley, and she spent time grappling with ideas and how they might fit into her current writing instruction practices. Prior to the course, Ms. Huntley did not use writing partners in her classroom, so in order to put this practice to use, she had to devote time to learning how writing partners work and which students in her class might be best suited to partner with each other.

Ms. Bell's relative breadth of writing education experiences provided her with a schema for which to think about the concepts and tools presented in our graduate course. Ms. Bell was able to more immediately and deeply understand the content of the course and design lesson plans using many of the tools and methods learned in the course when teaching informational writing to her own students. For example, Ms. Bell described learning how to use writing partners in more than one of her previous writing methods classes. Ms. Bell's students used established writing partners on a regular basis during her instruction and she was able to denote in her lesson plans exactly when during a lesson she would ask students to turn and talk to their writing partner.

Ms. Huntley's inexperience with writing instruction and lack of confidence affected her ability to fully understand and appropriate the methods and tools she learned in the graduate course for writing instruction. From the start of the course, Ms. Huntley's self-efficacy (Bandura, 1997) for teaching writing was low due to her lack of experiences learning about writing instruction and shortage of experiences affording her opportunities to

attempt implementation of writing methods. Ms. Huntley's goal from the outset of the study was to increase her own knowledge and belief in her abilities to teach writing. Consistent with research related to writing instruction and teachers' self-efficacy (Kent & Brannon, 2016), Ms. Huntley believed that increasing her confidence for teaching writing would improve her writing instruction. Throughout the study, Ms. Huntley asked "how-to" questions in course meetings and in post-observation reflections that related to procedural aspects of writing instruction. Ms. Huntley asked, "What kinds of topics do students write about in their writing notebooks?" This type of question indicated that Ms. Huntley did not fully understand that students used their writing notebooks to practice the techniques taught during mini lessons by the classroom teacher. Ms. Huntley asked how I decided on the mentor texts that I recommended to them in the graduate course. Again, this question showed me that Ms. Huntley understood that mentor texts were important and wanted to be able to choose appropriate ones for her own writing instruction, but did not understand how to do so. Ms. Huntley's questions demonstrated that she was still refining conceptual information related to writing such as the components of writing workshop (Graves, 2003; Ray, 2001) and how to select mentor texts for different writing features. Because she was still learning the pragmatics of writing instruction, Ms. Huntley's appropriation of writing instruction methods was often less sophisticated and disjointed. Due to her lack of course experiences for writing instruction and her position as a new teacher, each writing method she implemented in her own classroom was often a first attempt at applying the method, reflecting on its use, and receiving any feedback regarding her instruction. In a future writing methods course or iteration of this informational writing unit, Ms. Huntley may be able to

draw upon her experiences in this first attempt to deepen her thinking about writing instruction and inform pedagogical decisions.

These findings are similar with those of Grossman, Smagorinsky, and Valencia (1999) who argued that activity settings such as classrooms can be thought of as a social context for learning comprised of imagined outcomes, relationships, and specific activities for participants. The methods and tools used in activity settings can and often do influence how participants come to understand the intended methods and use of tools. In the current study, both teachers described their previous learning or lack thereof as factoring into how they understood and appropriated the content of the graduate course for writing instruction they completed with me. Ms. Bell often made statements (e.g., “So, just like I learned to write alongside my students for narrative writing, I will write alongside of them for this informational writing unit”) in class indicating that she was relating the methods I presented to those learned in previous teacher education courses for writing instruction. Ms. Huntley often asked me to further explain tools and methods during our class time together because the ideas were new to her or she had not been provided enough experience in learning settings to fully understand. For example, Ms. Huntley did not understand how to teach a mini lesson about a particular writing feature such as using sensory details in a writing piece or proper punctuation. Ms. Bell helped me explain to Ms. Huntley how a mini lesson might look and sound using an example related to writing poetry they both had learned in the previous graduate level writing course both mentee teachers completed prior to our course. After reminding Ms. Huntley of the example from the previous course, Ms. Bell said that not only did the mini lesson method make sense in the context of the informational writing unit, but also said that she now better understood the mini lesson methods taught by her previous

professor. It seems, then, that when teachers are provided depth and breadth in their teacher education experiences with a subject matter like writing instruction, they more fully understand the content.

Ms. Bell entered into the intervention with more depth and breadth of knowledge and experience teaching writing. On the pre-course survey, Ms. Bell talked at length about her use of modeling, described how she used mentor texts, and demonstrated that she understood and regularly used the gradual release of responsibility model (Pearson & Gallagher, 1983) to scaffold writing instruction for her students. On the other hand, Ms. Huntley entered into the intervention with general knowledge about writing instruction and little experience teaching writing. Ms. Huntley described knowing that modeling, the use of mentor texts and scaffolding were important to use in writing instruction, but said that she did not fully understand how to design writing lessons using these particular tools and methods. In addition, she said that she would like to teach writing more than she had up to time when the course began.

As mentioned previously, the mentee teachers' goals for the informational writing course were different. Specificity of goals was likely mediated by the amount of experience and breadth of knowledge each teacher brought to the course. Ms. Bell seemed to draw from her firm understanding and prior experiences to select a goal for her learning while Ms. Huntley's shortage of experiences with writing instruction seemed to direct the general goal she set. It is important, then, for teachers to have many opportunities to learn, reflect, and practice applying methods for writing instruction in both their undergraduate careers and in professional development settings once teaching in their own classrooms. It is equally important for instructors in both of these settings to assess pre-service and in-service

teachers' prior knowledge of writing methods. Instructors can then design learning experiences that meet the varied needs of teachers, helping teachers either build schema for writing methods content or fit new information and skills into existing structures.

Model and Let Me Try It

Assertion: Teachers need instructors to model writing instruction methods and opportunities to practice implementing the methods on their own. Both Ms. Bell and Ms. Huntley said having the opportunity to see and hear me teach the writing instruction methods and experience the methods as students in our weekly course meetings positively affected their ability to implement the methods with their own students. Ms. Bell said that the opportunity to plan and discuss the purpose of the text features such as maps, charts, and bolded words she would use in her informational writing about sea turtles allowed her to think about the instruction her students would need and the kinds of questions she would need to ask her students in order to help them choose text features for their informational writing. Ms. Bell also benefitted from the modeling of conferences and my explanations of how I use statements made, questions asked, or actions performed to determine what I should respond to in a teacher-student writing conference.

Ms. Huntley also seemed to be influenced by observing me as her instructor. Ms. Huntley said that hearing me talk through my writing helped her understand how to slow down her own writing process in order to be able to model it for students. For example, as I wrote an introduction paragraph about cows, I talked aloud about using the right words to paint the scene of me running by cows in a pasture near my house and being curious about them. Before writing each word or phrase, I explained to the mentee teachers why I selected those particular words. I explained, "I want my reader to be able to put themselves right there

on the road with me, so I will use the phrase *the warm breeze brushes across my bare shoulders* because I think my reader will be able to imagine what that feels like. I explained that I wanted to introduce the subject of cows towards the beginning of the introduction since cows were the topic of my writing. I explained that instead of just coming right out and saying there were cows nearby, I would use more sensory details to convey this idea to my reader in a more interesting way and wrote *I hear the low moaning moos of cows munching grass on the riverbank*. By explaining how I chose the words I wrote, I was modeling for the mentee teachers that my motives as a writer influenced the words I wrote and that there was careful thought in the selection of those words.

Prior to the course, Ms. Huntley said that she did not understand how to teach writing because she would “just sit down and write” when she composed. The methods used in the course provided her with training that allowed her to listen to the cognitive decisions I made as a writer (Flower & Hayes, 1981). Structuring the graduate course for writing instruction like an apprenticeship, where the mentee writers were able to study me as a writer and writing instructor, allowed Ms. Bell and Ms. Huntley to hear my thinking processes as I demonstrated for them how to carry out different aspects of writing instruction and receive coaching feedback about their own application of the writing instruction methods.

Another aspect of the intervention that both teachers said influenced their appropriation of the target strategies was the opportunity to practice using the methods in our course meetings before implementing the methods in their own classrooms. Consistent with Schön’s (1987) practicum model, I provided opportunities in each course meeting for the mentee teachers to experience for themselves using the tools and strategies they would ask their students to use.

It is important for instructors in teacher education to use modeling and demonstration in their presentation of writing methods content. Pre-service and in-service teachers need opportunities to see firsthand how an instructional tool or strategy is carried out before trying to use it themselves. These same teachers also need time to practice using the tool or strategy in the role of a student before attempting to apply its use in their own classrooms. Modeling and practice-based methods provide teachers with images of teaching, space to reflect and ask pragmatic questions, and guidance to help with their pedagogical decisions (Wilson & Ball, 1996).

We Need Coaching, Not Just Teaching

Assertion: Teachers need to receive consistent and individualized feedback about their teaching of writing from a more knowledgeable mentor or coach. Contributing to the set of experiences in the *apprenticeship of observation* is the style of instruction and coaching provided by an instructor, the kind of practice-based learning tasks students are asked to complete, and the intentional reflection-in-action. These methods are consistent with the practicum model that inspired the instructional methods used in the graduate course (Schön, 1987).

Unanticipated but notable was the appropriation of coaching evidenced by Ms. Bell in this study. The coaching she received in our graduate course influenced the coaching she provided to her own students during writing instruction, especially in the form of conferences. When Ms. Bell brought up a concern related to her writing instruction, like being unsure of the language to use in her writing conferences, I responded to her needs as a teacher by finding her a helpful resource like the video of Lucy Calkins conferring with students (<https://www.vimeo.com/30092813>). When I gave Ms. Bell the video, I watched it

with her and helped her think through how she might use the same kinds of questions and prompts with her students during writing conferences. Ms. Bell was then able to coach her own students during writing conferences. Sitting side-by-side with her students, Ms. Bell asked students about the parts of their writing they wanted to focus on, including making a scene “come alive” for their reader. Then, Ms. Bell showed the students how to use writing techniques like adding descriptive details to “show, not tell” when they wanted their reader to be able to picture something.

Ms. Huntley said that the regular opportunities provided to ask me questions when she was confused about how to implement a writing instruction method prevented her from giving up on the informational writing project. Ms. Huntley explained that without the conversations where I helped her think through how to ask students questions about topics that she knew nothing about, she just would have allowed those students to “do the best they could.” Ms. Huntley explained that she was intimidated when she did not know anything about students’ topics, such as comic books, and that her lack of knowledge made her feel like she did not have anything to offer the students. She said that I helped her see that asking students general questions about their topics like, “What do you not know about comic books? What is your favorite comic and how did it originate?” could often help them figure out what they wanted to learn and write.

Ms. Bell, too, said that my responsiveness to her needs as a classroom teacher, often in the form of encouraging her to modify a tool to achieve her instructional goals, allowed her to be more responsive to her students’ needs. Ms. Bell saw a need for her students to pay more specific attention to the text features they wanted to use in their informational writing. In a text conversation, Ms. Bell explained that while reading students’ planning pages, she

noticed that many of them had not included the use of text features. I asked her how she thought she could call their attention to this writing feature since she had already taught mini lessons on it. Ms. Bell asked if I thought adding a specific box with example text features to the peer-editing handout (see Appendix P) would help her students. I responded to her by telling her that she knew her students better than I did and that it was worth trying. I also reminded her to model for students how to use peer-editing handout and emphasize the part of the handout dealing with text features.

Coaching goes beyond teaching; it facilitates teachers' ability to appropriate learned information and skills into classroom practice (Killion, 2017). Coaching happens individually for each teacher and is best combined with other learning structures like group training that take place in higher education classrooms or professional development settings (Killion). Teachers in this study benefitted from coaching by having an expert watch their teaching and provide constructive feedback, offer resources, and analyze students' writing samples for the purpose of instructional planning. Paired with the course for informational writing instruction, I was able to use coaching as a means to help the mentee teachers deepen their knowledge of course content and make sense of the instructional tools and methods by observing and discussing their use of them.

Trusting Relationships

Assertion: In order for coaching to be effective, a trusting relationship must be established between teachers and the coach. A trusting relationship was built between the mentee teachers and me in my role as mentor, which positively influenced their appropriations of course methods and tools. An aspect of the broader factors of *social context of learning* and *apprenticeship of observation* (Grossman, Smagorinsky, & Valencia, 1999),

the relationship between the mentoring coach and mentee teachers is built through a multitude of interactions in and outside of the course meetings. When Ms. Huntley was repeatedly absent from her classroom during the middle of the study, I remained constant in my communication with her and reminded her of the pedagogical goals we were working to accomplish. Ms. Huntley said that if I had not regularly texted her when she was absent and helped her write plans for her substitute that allowed her students to continue making progress on their writing, she would not have been able to see the informational writing project through to completion. In the post-course survey, Ms. Huntley said, “my concern for her absences and firm but flexible nature with her proved to her that I cared about her success as a teacher but would not let her off the hook.” Knight (2007) recommends that coaches create safe and productive environments for mentee teachers by articulating expectations, correcting behaviors, and increasing opportunities for communication.

Ms. Bell, too, said that she felt like I was invested in her learning, so she felt like she could be open with me about areas that she needed to grow as a writing teacher. Ms. Bell said that my regular presence in her classroom, my interactions with her students and asking them questions about their writing, and my availability to talk to her face-to-face and via texts, email, or FaceTime proved to her that I wanted to meet her needs as a teacher. Ms. Bell said that my commitment to the project made her commitment that much stronger. It is important for coaches to take time to know a teacher’s perspective, spend sustained time in a teacher’s classroom, and listen carefully in conversations (Bengo, 2016).

In order to establish trust with the mentee teachers, I used techniques such as regular communications; accessibility via telephone, email, or text message; and sustained time in their classrooms to develop trusting relationships. Additionally, I regularly stayed after the

designated end time of our weekly course meetings to discuss the questions of one or both teachers, give them additional books to use as mentor texts, and help them map out how the instruction might look in their classrooms in a given week when there were schedule interruptions such as field trips or early releases.

Instructional coaching like I used with the mentee teachers is based on a partnership approach. Drawing on experience and research-based principles for instructional coaching, I developed the kind of relationship with the mentee teachers that other teacher educators may find helpful. Specifically, the mentee teacher must be treated as an equal to the coach (Bengo, 2016; Knight, 2007). Ms. Bell and Ms. Huntley were both asked what they desired to learn in the graduate course and were provided regular opportunities to (a) discuss with me how they felt the course and their experience in it were proceeding and (b) offer suggestions for modifications. In addition to treating mentee teachers as partners, effective coaches must also have sound pedagogical and content knowledge (Bengo, 2016). My years of experience as an educator teaching writing methods in my own classroom and ability to model and explain writing methods to the mentee teachers earned their trust and aided in my ability to effectively coach their writing instruction.

Community of Practice Values

Assertion: The values in the communities of practice in which teachers hold membership influence teachers' appropriation of methods for writing instruction. Ms. Bell and Ms. Huntley participated in the same learning setting in the graduate course; however, they taught in different schools. Therefore, both teachers were involved in the same community of practice (CoP) for writing instruction (Wenger, 1998). The graduate course for informational writing instruction was a learning community where the mentee teachers and I

shared the same overall pedagogical goal, which was to learn how to effectively teach informational writing. Each class meeting time focused on discussions about and specific methods for teaching informational writing, including helping students select sustainable writing topics, using mentor texts for demonstrating different styles for a Table of Contents, and teaching mini lessons to address students' lack of punctuation. In the learning community that formed within the graduate course, there was a shared commitment to an overall common goal of learning effective methods for teaching informational writing, and our time together was spent aimed at achieving the common goal. Both teachers reported repeatedly through the study that the sharing of ideas and collaboration they experienced in the CoP formed in the graduate course was beneficial to their understanding and appropriation of the tools and methods learned in the course.

It is important for teacher educators to design courses that invite teachers to talk to each other, collaboratively problem solve, and work together to create new tools that accomplish pedagogical goals. Instructors set the tone for coursework and are ultimately responsible for deciding how "seat time" is spent. Wertsch (1985) reminds teacher educators that in order for a task to become internalized, individual students requires time interacting with peers trying to accomplish a similar goal.

Each teacher was also a member of the CoP within her individual school. For example, Ms. Bell taught in a school where there was only one teacher per grade level and the teachers in the school shared a common commitment to using effective literacy practices. Ms. Bell said that other teachers in the school were supportive of the informational writing project she was implementing and support staff such as the school's literacy specialist and media coordinator were eager to assist her as she implemented methods for the informational

writing project. Ms. Huntley, on the other hand, said from the beginning of the project that she was concerned about implementation because the other two fifth-grade teachers in her school did not teach writing. Ms. Huntley said that the school's instructional coach visited her classroom each week and met with all of the first-year teachers at the school to ensure that they were using the standardized test prep materials purchased by the school. Ms. Huntley said that she was worried that other teachers, the instructional coach, and her administrator would not support her use of classroom time for writing instruction. Each teacher said that the school environment she taught in influenced her appropriation of the methods and tools learned in the graduate course for writing instruction, but in different ways.

Both teachers were expected to attempt to implement the methods and tools for informational writing that were taught in the graduate course. However, Ms. Bell's school was more conducive to such instruction. Ms. Bell's administrator trusted her to use instructional time as she saw fit, thereby allowing her to devote significant time to implementing what she was learning in class (Ray, 2001). Ms. Bell talked throughout the course about the amount of time she spent immersing her students in mentor texts for each aspect of the informational writing project. During a week's instruction, Ms. Bell devoted at least one block of writing instruction to reading aloud and analyzing the words, style, and features of different mentor texts with students for the purpose of showing them how other authors approached a particular writing feature (e.g., figurative language).

Finally, it was evident from the emphasis placed on professional development for writing instruction by the school district and the school administration at Ms. Bell's school that the pedagogical culture in her school aligned with the methods and tools I had shared

with the teachers in the graduate course for writing instruction. Teachers at her school had had the opportunity to participate in a yearlong professional development series using the methods and writing workshop framework developed by Lucy Calkins (2006). Accordingly, the ideals and instructional beliefs around writing instruction were aligned with both of the CoPs in which Ms. Bell was a member. Research-based methods for writing instruction such as writing workshop (Calkins, 2006; Graves, 2003; Ray, 2001) were used to inform the methods that Ms. Bell learned in both the professional development provided by her school and the graduate course she completed with me. In addition, Ms. Bell completed previous coursework related to writing instruction where teacher educators taught similar best practices for writing instruction. Consequently, the context of the graduate course, previous coursework, and her school context were positive factors enhancing Ms. Bell's appropriation of modeling, use of mentor texts, and scaffolding.

Ms. Huntley taught in a school where she reported feeling constant pressure from school administrators to adequately prepare her fifth-grade students for three end-of-grade standardized assessments. Ms. Huntley explained that her administrator emphasized the importance of the end-of-grade tests in every staff meeting and that she was required to submit weekly data reports at the fifth-grade team meetings with the instructional coach where they discussed the instructional objectives students appeared to not fully understand based on practice test prep quizzes. Ms. Huntley was the only fifth-grade teacher allotting instructional time for writing. Thus, Ms. Huntley questioned throughout the study whether devoting time to the Curiosity Project was an appropriate use of her instructional time. She expressed concern during our post-observation reflections that her administrator often visited her room and asked if she was preparing students for their end-of-grade tests. She did not feel

comfortable including writing instruction on the weekly lesson plans she submitted to the school administrator and instructional coach because she knew she would have to defend her instruction. Ms. Huntley said that she did not feel comfortable standing up to her administrator as a first-year teacher and needed a positive reference from him because she would be seeking a new job at the end of the year. Additionally, Ms. Huntley expressed feelings of being overwhelmed with the amount of tested content she needed to cover before the school year ended.

Ms. Huntley's personality was such that she expressed opinions about issues around her school behind closed doors, but she lacked the self-confidence to articulate her concerns to people in administrative positions such as the school principal and instructional coach. While this was an aspect of Ms. Huntley's personality, she was not the only teacher that felt intimidated by mandates from the school principal and instructional coach.

Because I had elementary education interns in the school at the time I was working with Ms. Huntley, I was involved with other teachers at the school. Other teachers also said that the instruction in the school was "micromanaged" by the school administration. Teachers told stories about being reprimanded for using novels during guided reading time instead of the English Language Arts textbook adopted by the school. In addition, teachers said that benchmark-testing results were posted with teacher names next to results at the staff meetings and teachers were commended for high scores. All of these comments were indicative of the emphasis placed on testing in the school and the apprehension many teachers felt about deviating from the curriculum approved by the school administration. Ms. Huntley's school context did not match the culture of the graduate course. Ms. Huntley was one of the few teachers in the school providing time for writing instruction while I was

emphasizing the importance of daily writing workshop in the graduate course for writing instruction. This mismatch in the principles stressed in the two CoPs of which Ms. Huntley was a member, an aspect of social context of learning, seemed to inhibit Ms. Huntley's appropriation of modeling, use of mentor texts, and scaffolding at the most sophisticated levels.

Grossman, Smagorinsky, and Valencia (1999) also found that the schools in which teachers work have powerful and lasting influence on their instructional decisions. They found that when pre-service teachers were placed in classrooms with teachers where methods for teaching language arts matched the methods taught in undergraduate methods courses for teaching English, the level of understanding and appropriation was more sophisticated. When pre-service teachers were placed in classrooms with cooperating teachers who did not use the methods taught at the university, the pre-service teachers followed the cooperating teacher's lead and abandoned the methods they learned in coursework.

If teachers are to effectively implement the instructional tools and methods for writing instruction learned in coursework or professional development settings, they must teach in schools that value those methods. In particular, less experienced teachers like Ms. Huntley who has not yet found her autonomy and voice, must teach in schools where writing instruction is recognized and teachers are trusted to make their own instructional choices. Navigating the disequilibrium of different communities of practice is challenging enough for experienced teachers, but presents a crippling obstacle for inexperienced teachers attempting to appropriate newly learned instructional methods.

Access to Resources

Assertion: Teachers need to be equipped with the necessary materials and resources for writing instruction in order to effectively appropriate writing instruction methods. The mentee teachers differed in their access to physical materials and resources for writing instruction. Both teachers were provided access to professional texts for informational writing instruction and books that served as mentor texts for the different features of informational writing. Ms. Bell also had access to a class set of computers that made the digital aspects of the writing unit feasible.

Ms. Huntley did not have adequate technology resources for her students. Ms. Huntley had only two desktop computers in her classroom and access to a laptop cart only three days per week. Until the last three weeks of the study, Ms. Huntley had only enough computers for half of her students. As first-year teacher, she was uncomfortable approaching her administrator about her lack of resources. Advocating for students and for her, I approached her administrator and reminded him about the informational writing project that Ms. Huntley's students were completing. During this conversation, I detailed the amount of informational text students were reading, reminding him that students were developing both reading and writing skills for informational texts through the completion of this project (Graham & Hebert, 2010). I also reminded Ms. Huntley's administrator that parents and school district personnel had been invited to the celebration event where students would share their published informational websites. Soon after the conversation, the school administrator provided Ms. Huntley with more computers. I encouraged Ms. Huntley to have this conversation with her administrator herself and discussed with her the conversation

points she might use when talking to him, but Ms. Huntley was adamant that she did not want to approach him about the matter.

Without proper access to technological resources, Ms. Huntley's students fell behind in their writing progress once it was time for them to compose digitally. This frustrated Ms. Huntley and dulled her enthusiasm for the project. She viewed the lack of resources as defeat. Once her students had access to the newer class set of laptops, her students were being more productive in their informational writing tasks and her excitement returned. It is important that the proper resources, both print and technological, are secured prior to the start of a project in order for teachers to effectively appropriate the necessary instructional methods required.

Reflection Leads to Thoughtful Action

Assertion: Teachers need to engage in intentional reflection in order to understand and appropriate writing instruction methods at the most sophisticated levels. Allocated reflection time was an element of the intervention that both teachers said was necessary for their growth in understanding and appropriation of writing tools and instructional methods. Semi-structured reflection time was a feature of the broader factors of *social contexts for learning and apprenticeship of observation* (Grossman, Smagorinsky, & Valencia, 1999). During the graduate course, I asked the teachers to use the first ten minutes of class to reflect in writing about their writing instruction in the last week, focusing on strategies that seemed to be working, challenges in implementation, goals they wanted achieve, and any specific “burning issues” that needed discussion. After the mentee teachers wrote, we discussed their thoughts and questions as a group. This reflection and discussion time often led to

collaborative problem solving, such as determining how the design of a peer checklist might help hold students accountable for specific writing features.

In addition to the in-class reflection time, each mentee teacher participated in a weekly post-observation reflection interview with me. Again, this time contributed to both the *social context of learning* and *apprenticeship of observation* factors that enhanced the mentee teachers' understandings and appropriations of the strategies learned in the graduate course. The post-observation reflections also required each mentee teacher to reflect on parts of her writing instruction that she felt were effective and the parts that might require more attention. I asked the mentee teachers to talk about what factors inhibited or enhanced their writing instruction during these post-observation reflection interviews.

Both teachers said that the in-class reflection time and the post-observation reflections were beneficial to their writing instruction. Ms. Bell said that the time spent reflecting allowed her to think about her students' individual needs and methods that she could use to meet those needs. Ms. Bell realized during the study that her students needed more opportunities to talk to their peers and to her about their writing. To accomplish this, Ms. Bell began using writing partners for more writing tasks such as asking students to assist each other while they typed their writing into Google slides. This allowed the students to help catch each other's mistakes and offer ideas for the content of a partner's writing. It also permitted Ms. Bell to work with more students because she could often talk to two students at one time since they were working in pairs.

Ms. Huntley said the reflection time gave her an opportunity to talk to me about parts of her writing instruction that bothered her, such as when she felt like she did not have enough time to implement all parts of the unit. I helped Ms. Huntley develop a manageable

plan for her instruction, including helping her write out how much time she would devote to the different parts of writing workshop in each day's writing instruction block. Seeing actual time increments specified for a modeling mini lesson, peer talk, and independent writing allowed Ms. Huntley more often to fit in the key components of effective writing instruction. In this study, the reflection time both in-class and in the post-observation reflection interviews were features that enhanced the mentee teachers' understandings and appropriations of the instructional tools and strategies learned in the graduate course for informational writing.

Following the practice with the tools and strategies in our course meetings, I provided in-class time for the mentee teachers to ask questions about the tools and anticipate any misunderstandings their students might encounter. Both mentee teachers said that having an opportunity to think through the use of the tools assisted them in their appropriations of the methods in their own classrooms. Ms. Bell used the reflection times provided in class to modify some of the handouts to better meet her students' needs. For example, in lieu of the planning handout I used with the teachers in the graduate course for writing instruction, she decided to use a bubble map to help her students generate ideas about their topics since this was a graphic organizer with which her students were already familiar.

In the reflective process, teachers have the opportunity to restructure strategies or reframe the problem (Schön, 1987). In addition, reflection gives rise to experimentation. Intentional reflection invites teachers to grapple with and develop new ideas intended to better the outcomes for a particular observed problem. Viewing professional knowledge and skills for writing instruction in terms of thinking and behaving like a teacher, the mentee

teachers were able to learn both relevant tools and strategies but also the forms of inquiry by which competent teachers of writing reason their way through problems.

Findings from the present study concur with work of Grossman, Smagorinsky, and Valencia (1999) that social context of learning, personal goals and expectations, apprenticeship of observation, and knowledge and beliefs about content are all influential in teachers' appropriations of methods and tools learned in activity settings such as teacher preparation courses and professional development sessions. However, each of these factors seemed to contribute differently to mentee teachers' understandings and appropriations of the tools and methods. In particular, it appears that the social contexts for learning and the apprenticeship of observation were most influential. In the retrospective analysis of the data, I coded one quote after another related to both of these factors. There were references to the modeling I used in class, the coaching feedback I provided, and the opportunity to share ideas with one another. In addition, specific features of these factors particularly affected mentee teachers' understanding and appropriation, including establishing a CoP as part of the context for learning, providing opportunities for reflection and coaching, and inviting mentee teachers to experience the methods they would be expected to use with their own students.

Limitations of the Research

The present study deepened and extended the work of Grossman, Smagorinsky and Valencia (1999) concerning teachers' understandings and appropriations of instructional tools and strategies learned in coursework for writing methods. The design, having only two participants, allowed me to spend an extraordinary amount of time with each teacher in and outside of her classroom. The duration of the study and small sample size allowed me to

gather rich data and provide a detailed account of the motivations guiding each teacher. As with any research project, the current study had limitations that must be acknowledged.

The small sample size in this study potentially limits the generalizability of this study. Teacher education settings such as teacher preparation methods courses and in-service professional development typically have more than two participants; therefore it is difficult to say whether the findings in this study extend to other teacher education settings. With just two participants, I was able to provide extensive one-to-one instruction and coaching for each teacher. With a larger-scale study, the impact of coaching might be reduced with a single coach, thus potentially negating its influence as a factor in mentee teachers' understandings and appropriations or contributing new suggestions related to coaching larger groups of mentee teachers. A larger-scale study could also require additional coaches or the use of group coaching or virtual coaching measures. The small sample size in the current study also may have led to another limitation by restricting the influence of the community of practice. A larger group of participants could result in a stronger CoP due to there being more group members focused on common goals or the CoP could be negatively impacted due to competing goals within the group. The small sample size also meant that the two teachers and their teaching circumstances were similar to one another. Although these two teachers were in different schools, both were relatively new to the teaching enterprise having three or fewer years of experience, both taught in upper elementary grades in rural schools in the foothills of the Appalachian mountains, and both were in-service teachers enrolled in a Masters of Reading Education program.

A second limitation in the present study is the literacy coach being someone like me, who has a breadth and depth in experience and knowledge about writing instruction. My

former role as a literacy coach and current job as a literacy methods instructor in higher education provided me both with experience teaching in-service teachers and an understanding of the complexities of the school environment. Consequently I was able to provide individualized coaching feedback to each mentee teacher and was aware of and committed to the time I would need to spend in each teacher's classroom and reflecting with them about their teaching. Another literacy coach lacking my experience might not deliver the same kind of coaching experience to teachers or understand the time commitment required of an effective instructional mentor.

Instructional coaching itself is a third limitation in the present study. Relative to simply teaching a course and sending students into the field without follow-up coaching, the inclusion of a coaching piece in teacher education courses requires more time invested on the part of the mentoring instructor. One potential solution to the time investment issue in instructional coaching is the use of virtual tools like Swivl technology (<https://www.swivl.com>) that allows a coach to conduct video observations from a remote location. The instructor can then provide instructional feedback to the mentee teacher in a face-to-face or virtual setting using a web conferencing tool like Zoom (<https://www.zoom.us>).

A fourth limitation is that the present study looked only at teachers' understandings and appropriations of methods and tools related to writing instruction. Whether similar findings would result in reading methods or other coursework is to be determined by future research. Additionally, the present study focused on a single instructional unit for the informational writing genre, and the study was primarily concerned with teachers' understandings and appropriations of tools and strategies related to modeling, mentor texts,

and scaffolding. Different outcomes may have resulted for a different genre of writing such as narrative writing or argumentative writing.

Finally, the present study lacks any measurement of effects. As a result, it is not possible to quantify which elements of the intervention may have been most influential in shaping mentee teachers' understandings and appropriations. The current study provides the groundwork upon which experimental researchers may choose to explore such issues.

Implications for Teacher Preparation Programs

There were several key factors that seemed to positively influence teachers' understandings and appropriations of modeling, use of mentor texts, and scaffolding. The inclusion of these factors in teacher education programs may improve the likelihood that teachers appropriate the methods and tools they are taught in their coursework. Supervising instructors should pay attention to their relationship with students. This relationship must be built on trust, timely feedback, and a sustained presence of the instructor in a teacher's practicum placement or classroom. Instructors must prove commitment to mentee teachers by responding to questions in a timely manner and being present in the mentee teacher's classroom on a regular basis. While time and distance present constraints, there are potential digital solutions. Teaching might be delivered via video and viewed online, and feedback could be delivered in a digital format, as was done in this study via Zoom web conferencing (<https://www.zoom.us>).

The formation of a CoP with opportunities for specific goal-setting, practice-based learning, and reflection seemed to be an important factor in positively affecting the mentee teachers consistent with other teacher education models (Garet, Porter, Desimone, Birman, & Yoon, 2001; Hardin & Koppenhaver, 2016; Schön, 1987). During our weekly course

meetings, I provided specific time for teachers to reflect on their own writing instruction, problem solve as a collaborative group, and invited the teachers to practice using the tools and strategies they would later use in their own classrooms. These aspects of the CoP had a positive influence on the mentee teachers' ability to implement the methods learned in the course in their own classrooms. It may be useful for teacher preparation programs to ensure that instructional time encompasses the establishment and regular informal assessment of specific goals, active learning opportunities, time to talk and share with peers focused on similar content goals, and intentional reflection with peers and mentoring instructors.

Finally, teacher preparation programs should consider strong partnerships between higher education institutions and P-12 school districts. In this study, alignment between coursework goals and local educational agency (LEA) goals factored into teachers' willingness and ability to appropriate the methods and tools they had been taught. When those goals aligned, as was the case for Ms. Bell, appropriation occurred at a more sophisticated level. However, when course and school goals were at odds with one another, as was the case for Ms. Huntley, the teacher struggled with how best to use her instructional time, and appropriation happened at a less sophisticated level and, in some cases, not at all. The design of field experiences and opportunities for university-based instructors to help teachers problem-solve in real classrooms would assist in establishing more common goals and more extensive student appropriation of strategies introduced in graduate coursework or professional development.

Implications for Schools

Teachers indicated that the graduate course became a learning community they valued. Moreover, the learning community, which comprises regular meetings, common

goals for writing instruction, and time to reflect and respond to one another as a means of problem solving and sharing ideas, appeared to be a factor that positively influenced the teachers' understandings and appropriations of the methods and tools. The learning community provided a space where the teachers and I could collaboratively problem solve. This allowed the mentee teachers to more fully appropriate what they had been taught because they could use their conceptual understandings of writing instruction and their knowledge of their students.

In addition, the learning community provided a space where the mentee teachers celebrated each other's accomplishments with students and increased their confidence. Ms. Huntley commended Ms. Bell's individual feedback letters to students and said that she wanted to use something similar in a future writing unit. Ms. Bell applauded Ms. Huntley for sticking with the course and seeing through to completion the informational writing project even though it was difficult for her to do at times. Wenger (1998) called groups like this, *communities of practice* (CoP) and described them as a group of people with a shared passion for something they do, and who learn how to do it better by regular interaction with one another. Schools are an ideal place for CoPs to form, and this study indicates that schools whose teachers operate as a learning community while taking on new pedagogy have the potential to make pivotal changes in their instruction.

This study suggests the importance of mentoring new teachers. School leaders need to make a conscious effort to build relationships with new teachers and learn about their professional endeavors beyond the school, such as the pursuit of a graduate degree or completion of professional development not sponsored by the LEA. In addition, school leaders need to take initiative to ensure that new teachers have access to the resources

necessary to carry out innovative teaching methods. Many new teachers like Ms. Huntley, may not feel comfortable approaching school leadership with requests, which negatively affects both the teacher and her students and can result in abandonment of innovative teaching methods.

Implications for Beginning Teachers

Many new teachers are provided mentors in their LEAs, and the findings from this study suggest that the relationship between the mentor and mentee is highly influential. New teachers might consider consciously seeking out a mentor if either (a) they are not provided one or (b) provided one with whom they feel comfortable. New teachers might also make efforts to maintain relationships with trusted university faculty, join social media groups for new teachers, and establish relationships with teachers whose methods and goals align with their own.

This study offers new teachers knowledge about the factors that influence their understanding and appropriation of new ideas. Knowledge of these factors may allow new teachers to proactively address these factors in their own teaching settings. For example, both mentee teachers in the current study reported the positive influence intentional reflection had on their ability to more fully appropriate the methods and tools learned in the graduate course. This suggests that new teachers must be conscientious in setting aside protected time to reflect on what is or is not working related to their classroom instruction.

Implications for Future Research

Results indicated a difference in each teacher's level of understanding and appropriation. It would strengthen the findings if I observed continued growth next year. Longitudinal studies of teachers' development would enable more careful identification of

when the most sophisticated levels of understanding and appropriation might be possible during a teaching career (Grossman, Smagorinsky, & Valencia, 1999). So, follow-up study with Ms. Bell and Ms. Huntley would be useful, examining how they understand and appropriate modeling, use of mentor texts, and scaffolding in a future iteration of the Curiosity Project instructional unit for informational writing. Another area for potential research is to compare the levels of appropriation of writing methods between novice teachers and more experienced teachers. In terms of the distinction between mastery and appropriation, Grossman, Smagorinsky, and Valencia (1999) suggested that mastery may not be achieved until much later in a teacher's career. Further research in this particular area is needed to explore this claim.

Coaching seemed to be an influential factor affecting the mentee teachers' understanding and appropriation of writing methods. Thus, another area for future research is to investigate in greater depth the specific moves (e.g., goals set between the mentee teacher and coach, time and type of provided feedback, and the style of questions asked by the coach) made by a mentoring instructional coach and how those moves affect teacher understanding and appropriation. Identifying specific moves and how they influence teacher learners could assist other mentor instructors and instructional coaches as they work to facilitate teachers' growth.

Formative experiments are able to answer questions about improving instruction and these design experiments are able to offer creative ideas related to making education more effective (Reinking & Bradley, 2008). While formative experiments offer pragmatic ideas for accomplishing pedagogical goals, they are not traditionally concerned with generalizing findings from a sample to a population. However, formative experiments can serve as a

precursor to more conventional trials and can be strengthened by the use of quantitative methods (Reinking & Bradley, 2008). The present study confirmed and extended the findings of Grossman, Smagorinsky, and Valencia (1999) related to factors that appear to enhance and inhibit teachers' understandings and appropriations of tools and methods learned in teacher education coursework related to writing instruction. A future study might include statistical correlations between the influential factors and the teachers' behaviors of interest.

Future studies might explore three particular aspects of instructional influences. First, this study examined how teachers understand and appropriate methods for informational writing instruction. An examination of teacher understanding and appropriation of methods and tools related to other genres would clarify whether or not there are aspects related to genre that influence understanding and appropriation. Second, the current study examined only coaching, modeling, use of mentor texts, and scaffolding. Future studies might look at the impact of other strategies and tools such as the use of writing partners and writing notebooks. Finally, the current study employed both face-to-face (f2f) and virtual implementation of the intervention but did not attempt to separate effects. Future studies might attempt to tease out the specific impact of each type of instruction or examine the impact of instruction delivered entirely f2f or virtually.

Finally, this was a study examining teachers' professional development. However, I did not collect data examining how the teachers' instruction affected their own students' learning of informational content or writing skills. Future studies might investigate additional questions related to student outcomes. How specifically does such instruction impact student learning? How do students feel about it? Does it lead to long-term gains in achievement and self-determination? This type of writing is reflective of what many researchers call *writing to*

learn and has been shown to have positive effects on students' comprehension of content information (Bangert-Drowns, Hurley, & Wilkerson, 2004; Rouse, Graham, & Compton, 2017). A potential future study could look at students' content learning through engagement in informational writing units like the Curiosity Project.

Conclusion

Both mentee teachers encountered challenges in the implementation of the methods and tools learned in their coursework for writing instruction, but ultimately, both teachers reported successful implementation of the innovative informational writing unit called the Curiosity Project. Both teachers reported an increase in their knowledge related to writing instruction, improved self-efficacy for teaching writing, and the feeling that they achieved the pedagogical goals they each set at the beginning of the study. Both teachers reported that they felt more positive about teaching future writing units and reported that writing had become their favorite content to teach because of their participation in the current study. In a final interview, Ms. Bell said that the study intervention was the best professional development in which she had ever experienced.

Teacher education and professional development for writing instruction must attend to the social context of learning and help pre-service and in-service teachers establish specific goals for learning. Factors such instructional coaching and membership in a community of practice are beneficial to teachers' learning. Additionally, mentee teachers need opportunities to reflect on their learning and teaching and have practice-based experiences. Finally, partnerships between university programs and local education agencies have the potential to change teachers' instructional practices in ways that affect student learning outcomes. In conclusion, this study offers useful information to the fields of literacy,

teacher education, and professional development for teaching about the supports teachers require in order to understand and appropriate methods for writing instruction.

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Footnotes

¹The pronouns her/she were used throughout the paper as both teachers in the study identify as cisgender females.

Appendix A

List of Contextual Factors for Understanding Teachers' Classrooms

- Years of teaching experience
- Educational background
- Description of a typical day in the classroom
- Goals for writing instruction
- Access to technology on a daily basis
- Use of technology on a daily basis
- Teachers' description of typical writing instruction routines
- Time allotted for writing instruction
- Professional development and coursework related to writing instruction
- Teachers' perception of students' academic strengths and weaknesses
- Teachers' perception of students' interests
- Teachers' perception of students' attitudes about writing

Appendix B

Questions for Mentee Teachers' Pre-Course Survey Questionnaire

- How many years have you been teaching?
- Talk to me about how you think about writing instruction.
- Talk to me about how you think about scaffolding your writing instruction.
- Talk to me about how you think about using mentor texts during writing instruction.
- Talk to me about how you think about modeling during writing instruction.
- What aspects of writing instruction do you feel you best understand?
- What aspects of writing instruction are you least comfortable with?



Questions for Mentee Teachers' Post-Course Survey Questionnaire

- How many years have you been teaching?
- Talk to me about how you think about writing instruction.
- How has your thinking about writing instruction changed?
- What factors would you say have been most influential in how you think about writing instruction?
- Talk to me about how you think about scaffolding your writing instruction.
- Talk to me about how you think of using mentor texts in your writing instruction.
- What aspects of writing instruction do you best understand?
- What has been influential in your understanding of the aspects of writing instruction you feel you best understand?
- What aspects of writing instruction are you least comfortable with?
- What aspects of writing instruction do you feel you have grown in the most? What has helped you grow in those areas?
- What aspects of the Curiosity Project did you feel you were able to implement with the most success?
- What factors were most influential in the success you had with implementing the Curiosity Project?
- What aspects of the Curiosity Project did you feel you had the most trouble implementing?
- What factors hindered your ability to implement certain aspects of the Curiosity Project?
- Talk to me about any challenges that you overcame in implementing the Curiosity Project.
- What factors were most influential in helping you overcome those challenges? Talk about how those factors were influential.
- Talk to me about your overall confidence with writing instruction and how you envision yourself being able to plan for writing instruction in the future.
- What factors have been most influential with regards to your confidence as a writing teacher?

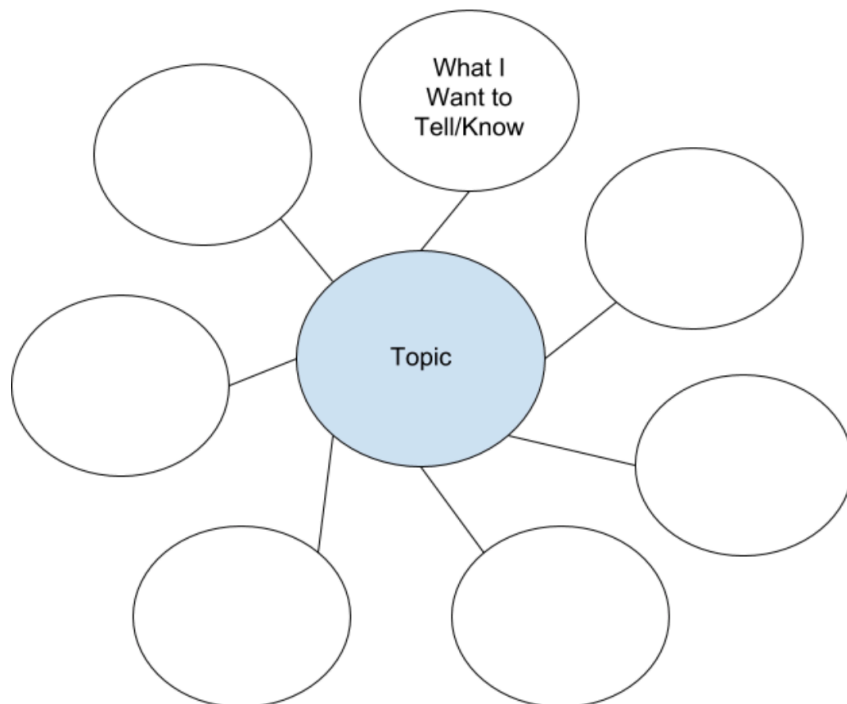
Appendix C

Planning Handout

Handout I Designed for PD Course:

 What I Know About _____	 Questions I Have About _____
1.)	
2.)	
3.)	

Bubble Map Teachers Used:



Appendix D

Planning a Table of Contents Handout

Curiosity Project Website Page Tab Titles

	Tab Title	Text Features to Use
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Appendix E

Questions for Teachers to Answer During Reflect & Respond Writing Time

Prompt to Teachers: Let the following questions guide you as you write about the writing instruction that took place in your class this past week.

- How did you feel while teaching writing this past week?
 - What contributed to those feelings?
- What strategies, tools, and resources did you use in your instruction?
- Where did you get the ideas for those strategies, tools, and resources?
- What part(s) of last week's class meeting affected your writing instruction this past week?
- Any part of last week's class you did not use? Why?
- Anything else you want to share about your writing instruction from this past week.

Appendix F

Peer Editing Checklist

Slide to Check	Criteria to Check	Add	Peer Initials
I checked the Homepage for:	<ul style="list-style-type: none"> ○ Complete sentences (subject and predicate) ○ Run-on sentences ○ Capital letters at the beginning of every sentence ○ Punctuation at the end of every sentence ○ Proper nouns capitalized (names of people, places, etc.) ○ Elements of WOW nonfiction (interesting beginning, strong verbs, images, captions, etc.) ○ Does my writing on this slide match the heading? ○ Did I bold ONLY the vocabulary words specific to my topic? 		
I checked Slide ____ for:	<ul style="list-style-type: none"> ○ Complete sentences (subject and predicate) ○ Run-on sentences ○ Capital letters at the beginning of every sentence ○ Punctuation at the end of every sentence ○ Proper nouns capitalized (names of people, places, etc.) ○ Elements of WOW nonfiction (interesting beginning, strong verbs, images, captions, etc.) ○ Does my writing on this slide match the heading? ○ Did I bold ONLY the vocabulary words specific to my topic? 		
I checked Slide ____ for:	<ul style="list-style-type: none"> ○ Complete sentences (subject and predicate) ○ Run-on sentences ○ Capital letters at the beginning of every sentence ○ Punctuation at the end of every sentence ○ Proper nouns capitalized (names of people, places, etc.) 		

	<ul style="list-style-type: none"> ○ Elements of WOW nonfiction (interesting beginning, strong verbs, images, captions, etc.) ○ Does my writing on this slide match the heading? ○ Did I bold ONLY the vocabulary words specific to my topic? 		
I checked Slide ____ for:	<ul style="list-style-type: none"> ○ Complete sentences (subject and predicate) ○ Run-on sentences ○ Capital letters at the beginning of every sentence ○ Punctuation at the end of every sentence ○ Proper nouns capitalized (names of people, places, etc.) ○ Elements of WOW nonfiction (interesting beginning, strong verbs, images, captions, etc.) ○ Does my writing on this slide match the heading? ○ Did I bold ONLY the vocabulary words specific to my topic? 		
I checked my Conclusion slide for:	<ul style="list-style-type: none"> ○ Complete sentences (subject and predicate) ○ Run-on sentences ○ Capital letters at the beginning of every sentence ○ Punctuation at the end of every sentence ○ Proper nouns capitalized (names of people, places, etc.) ○ Elements of WOW nonfiction (interesting beginning, strong verbs, images, captions, etc.) ○ Does my writing on this slide match the heading? ○ Did I bold ONLY the vocabulary words specific to my topic? 		
I checked my About Me slide for:	<ul style="list-style-type: none"> ○ Complete sentences (subject and predicate) ○ Run-on sentences ○ Capital letters at the beginning of every sentence ○ Punctuation at the end of every sentence 		

	<ul style="list-style-type: none"> ○ Proper nouns capitalized (names of people, places, etc.) ○ Elements of WOW nonfiction (interesting beginning, strong verbs, images, captions, etc.) ○ Does my writing on this slide match the heading? 		
Glossary	<ul style="list-style-type: none"> ○ Would my definitions make sense to someone else reading my writing? 		
<p>What should I be especially proud of???</p>			

Appendix G

Final Check Sheet for Reviewing Websites

Page	Features to Check	Change/Add	Peer Initials
Homepage	<ul style="list-style-type: none"> ○ Tab legible and spelled correctly ○ Font easy to read ○ Page too busy ○ Captions aligned with pictures ○ Citations provided for images, videos, graphs, charts, etc. ○ Attention-grabbing introduction for topic 		
	<ul style="list-style-type: none"> ○ Tab legible and spelled correctly ○ Font easy to read ○ Page too busy ○ Captions aligned with pictures ○ Citations provided for images, videos, graphs, charts, etc. ○ Interesting details given about this part of the topic ○ Spelling correct ○ Punctuation at the end of sentences ○ Capital letters used for proper nouns ○ bold words easy to spot 		
	<ul style="list-style-type: none"> ○ Tab legible and spelled correctly ○ Font easy to read ○ Page too busy ○ Captions aligned with pictures ○ Citations provided for images, videos, graphs, charts, etc. ○ Interesting details given about this part of the 		

	<ul style="list-style-type: none"> topic ○ Spelling correct ○ Punctuation at the end of sentences ○ Capital letters used for proper nouns ○ bold words easy to spot 		
	<ul style="list-style-type: none"> ○ Tab legible and spelled correctly ○ Font easy to read ○ Page too busy ○ Captions aligned with pictures ○ Citations provided for images, videos, graphs, charts, etc. ○ Interesting details given about this part of the topic ○ Spelling correct ○ Punctuation at the end of sentences ○ Capital letters used for proper nouns ○ bold words easy to spot 		
	<ul style="list-style-type: none"> ○ Tab legible and spelled correctly ○ Font easy to read ○ Page too busy ○ Captions aligned with pictures ○ Citations provided for images, videos, graphs, charts, etc. ○ Interesting details given about this part of the topic ○ Spelling correct ○ Punctuation at the end of sentences ○ Capital letters used for proper nouns ○ bold words easy to spot 		

<p>Conclusion Page</p>	<ul style="list-style-type: none"> ○ Tab legible and spelled correctly ○ Font easy to read ○ Page too busy ○ Captions aligned with pictures ○ Citations provided for images, videos, graphs, charts, etc. ○ Interesting conclusion for the topic 		
<p>Glossary Page</p>	<ul style="list-style-type: none"> ○ definition provided for each bold word ○ definitions make sense ○ visuals on the page match words and definitions 		
<p>About Me Page</p>	<ul style="list-style-type: none"> ○ Tab legible and spelled correctly ○ Font easy to read ○ Page too busy ○ picture of author provided 		


Appendix H

Sample Trading Card for My Topic, Cows



by: Brooke

Brown Cow
Physical Object



1 Description

Definition:
small breed of dairy cattle that originated from the Channel Island of Jersey

Senses:
small-framed, dainty cows with long eyelashes; usually fawn in color with white hair around the muzzle and in other patches

2 Purpose

Location:
This breed of cow is popular for the high butterfat content in its milk and its low maintenance cost.

Function:
a high quality milk producing cattle

by: Brooke

3 Importance

Use:
to produce large quantities of milk; a Jersey cow usually produces 200,000 glasses of milk in its lifetime

Effects:
has a fairly low carbon footprint because of its efficiency converting grass into milk product

To Whom:
everyone who consumes milk and butter!

4 Interesting Facts

Additional Information:

- one of the most docile breeds of cattle, but the bulls are the most aggressive breed
- excellent resistance to disease; more so than other similar breeds

5 Personal Connection

Personal Connection:
Brown cows are my very favorite and have been since I was a little girl. There are a large group of Jersey cattle that live along the river just a mile from my house. I talk to them when I go for runs and take my little boy to see them at least once a week.

Appendix I

Note-Taking Protocol for Observations

Teacher Name:

Date of Observation:

Date of Reflection Interview (if different):

Teacher Actions	Type of Appropriation	Extent of Appropriation

Appendix J

Post-Observation Reflection Interview & Feedback Guide

Teacher Name:

Date of Observation:

Date of Reflection Interview:

- 1.) What were your goals for the writing instruction time today?
- 2.) Talk to me about the instructional time today. What do you think went well? Any factors that contributed positively to the instruction?
- 3.) Is there anything you would change about this writing instruction time if you were to teach it again?
- 4.) In terms of the instructional strategy you are focusing on this week,
 - a. What successes do you recognize in implementing this strategy?
 - b. What challenges do you recognize in implementing this strategy?
- 5.) Thinking back to previous writing instruction,
 - a. What changes do you see in your writing instruction practice?
 - b. What specifically do you believe has contributed to those changes?
- 6.) Thinking back to your students' actions during the writing instruction,
 - a. What changes do you see in their writerly actions?
 - b. What specifically do you believe has contributed to those changes?
 - c. What do you think they still need to understand/think about?
 - d. How do you plan to support them to reach that goal for understanding?
- 7.) Is there anything you had to consider or plan for when thinking about today's writing instruction?
 - a. What will you have to consider for the next lesson?

Feedback

Description of Instruction	Comments & Recommendations
Instructional Considerations:	
Changes to Make:	

Appendix K

Initial Coding of Third-Grade Case

Initial Codes, Listed Alphabetically
1. Access to technology
2. Access to resources
3. Administrative support
4. Bouncing ideas off instructor
5. Collaborating with instructor and fellow peers
6. Communication with instructor
7. Consistency of talking with instructor
8. Course meetings felt individualized
9. Disbelief in student abilities
10. Effect on other areas of content
11. Excited to improve conferencing skills
12. Flexibility of timeline
13. Future use of project
14. Growth as responsive teacher
15. Growth in confidence as writing teacher
16. Immediate feedback
17. Immersion in mentor texts
18. Instructor letting me be an expert about my students
19. Instructor presence in classroom
20. Instructor responded to my needs as a teacher
21. Knew what to expect in course meetings
22. Lack of student drives on computers
23. Love teaching writing
24. Modeling of strategies
25. Opportunities to modify intervention
26. Pace of course
27. Past writing courses
28. Personal beliefs about writing instruction
29. Practice doing the project myself
30. Project changed my teaching
31. Receiving feedback from instructor
32. Reflection leads to response
33. Reflection time being mandated
34. Reflection time is critical
35. Sharing ideas
36. Seeing every step of instruction modeled
37. Someone to clear up misconceptions
38. Someone to talk through ideas with
39. Strong writing professors
40. Time with mentor instructor

41. Trust with instructor
42. Websites blocked by district
43. Weekly course meetings

Appendix L

Initial Coding of Fifth-Grade Case

Initial Codes, Listed Alphabetically
1. Absent often
2. Access to technology
3. Access to resources
4. Administrative support
5. Bouncing ideas off instructor
6. Collaborating with instructor and fellow peers
7. Communication with instructor
8. Consistency of talking with instructor
9. Course meetings felt individualized
10. Difficulty sticking to schedule
11. Disbelief in student abilities
12. Excited to learn
13. Flexibility of timeline
14. Future use of project
15. Getting my questions answered
16. Goals to meet each week
17. Growth in confidence as writing teacher
18. Illnesses
19. Immediate feedback
20. Instructor presence in classroom
21. Instructor responded to my needs as a teacher
22. Knew what to expect in course meetings
23. Lack of time
24. Learning community
25. Modeling of strategies
26. Opportunities to modify intervention
27. Pace of course
28. Past writing courses
29. Personal beliefs about writing instruction
30. Practice doing the project myself
31. Project changed my teaching
32. Receiving feedback from instructor
33. Reflection time is critical
34. Sharing ideas
35. Seeing every step of instruction modeled
36. Someone to clear up misconceptions
37. Someone to talk through ideas with
38. Testing demands
39. Time with mentor instructor
40. Transfer to other genres

41. Trust with instructor
42. Weekly course meetings

Appendix M

Coding Examples for Frequently Referenced Initial Codes: Third-Grade Case

Initial Codes	References	Representative Example
1. Setting goals	13	“I always knew there would be a next step and a goal to accomplish with my students. This made me think about the kinds of questions I asked in class and the plans I wrote for students.”
2. Access to technology	15	“If I had not had a 1:1 ratio of students and computers, this project would have taken much longer.”
3. Access to resources	18	“Being immersed in mentor texts and learning about so many different resources I could use in my writing instruction through the PD course helped me teach informational writing in new and engaging ways.”
4. Belief in students’ abilities	19	“I never would have thought that my students could write about one topic for as long as they did and enjoy it without seeing it with my own eyes!”
5. Pace of intervention	22	“I would have been very overwhelmed if everything we learned and did in this course was presenting to me in a two-day PD.”
6. Beliefs about writing	28	“I felt comfortable spending so much time on this project because I knew my students were learning so much about reading and writing from it.”
7. Modeling	34	“Seeing each step of the project modeled allowed me to think about how to do it with my students.”
8. Weekly class meetings	40	“I felt I learned the perfect amount to reasonably try with my students without being too overwhelmed.”
9. Consistency in communication with instructor	40	“Having someone who I could easily contact to ask questions and who was ready to give reasonable suggestions was key to making this project successful to me. I always felt like I could talk to Brooke if I wanted to talk through ideas.”
10. Growth in confidence as a writing teacher	43	“My confidence has grown tremendously. When I saw that my students were growing as readers and writers, I was confident that I was spending instructional time wisely.”
11. Instructor presence in classroom	47	“If Brooke had not been in my classroom as much as she was, she would not have known how to give me feedback about my teaching and offer ideas to help my students.”
12. Reflection is critical	52	“Reflection is something I have learned is absolutely necessary; I have begun to think about how I will

		organize my reflection notes
13. Instructor responded to my needs	53	“Brooke trusted me to know my students and allowed me to modify parts of the instruction when necessary.”
14. Coaching from Instructor	56	“She intentionally helped me reflect and clear up any misconceptions; she helped me make decisions and gave me feedback on my teaching each week”
15. Growth as a responsive teacher	56	“I feel like I finally know what responsive teaching is. I learned how to analyze my students writing and how to conference with them in ways that allowed to grow as writers.”

Appendix N

Coding Examples for Frequently Referenced Initial Codes: Fifth-Grade Case

Initial Codes	References	Representative Example
1. Access to technology	11	“Until Brooke went to talk to my principal, I didn’t have enough computers for my students. Once we got each student a computer, the project moved much better.”
2. Testing demands	11	“With all of the testing demands placed on us (teachers), I can understand how planning a writing unit can be hard to make time for.”
3. Excited to Learn	11	“This is probably the greatest experience I have had as a professional learning to teach. I am so excited to learn how to teach writing like this.”
4. Transfer to other genres	12	“I know I could use this project again, but I’m not sure that I could teach narrative or poetry the same way. I would need another course like this for those types of writing.”
5. Setting goals	17	“Each week promised new writing goals and new writing goals always promised new questions for me. The goals kept me on track and allowed me to ask specific questions.”
6. Pace of the PD course	18	“Learning as I go; I was learning something new in the course every week, but it was just enough to learn at one time and not make me feel defeated.”
7. Feedback from instructor	23	“Brooke helped guide me, evaluate myself, and helped me become more reflective about my teaching.”
8. Flexibility of instructor	24	Brooke was very understanding of the times I was absent and when I couldn’t do something because of my administrator. She was very patient with me as a new teacher. She helped me modify the project so that my students could still be successful with it.”
9. Sharing ideas	28	“I was able to borrow an idea from Ms. Bell and tweak it to make it fit my needs.”
10. Availability of instructor	31	“No matter the time it took, she was there to encourage us and help us troubleshoot any issues and talk about questions we had.”
11. Time constraints	31	“It is hard to devote so much time to a whole writing unit; I’m not sure I could have done this without the guidance of Brooke.”
12. Student learning	32	“I could not believe that my students were capable of doing this kind of writing. I had no idea they could write like they did and create websites about topics

		they researched.”
13. Reflection is a must-do	44	“The reflective conversations were imperative because they were structured and always triggered a response from me. I learned that I need plan time to reflect and ask the kind of questions Brooke did.”
14. Confidence as a writing teacher	47	“I was not confident at all teaching writing at the beginning of this project. Now I feel more confident as a writing teacher and as a teacher in general. I finally know what it means to be a reflective practitioner and I think I could teach parts of this writing unit again”
15. Learning community	49	“My learning community was critical throughout the whole process. I learned from Ms. Bell, who was a more experienced teacher. She helped lead me and we discussed ideas on our own and with Brooke. I would have given up on this project without the help of my professional peers.”

Appendix O

Planning a Webpage Handout

Planning a Website Page

Tab Title (“Big Idea” for the page):

Information to Include:

jgj	Have I Researched This?	What I Learned

Text Features:

Bold Vocabulary Words:

Appendix P

Ms. Bell's Website Planning Handout Checklist for Students

	Text Features	Bold Vocabulary Words
Page —	<p style="text-align: center;">Have I included at least one text feature? Yes No</p> <p style="text-align: center;">Do my text features add to the information that will be on this page? Yes No</p> <p style="text-align: center;">Have I explained what my text features will be in detail? Yes No</p>	<p style="text-align: center;">Have I included bold vocabulary words that my reader needs to know about my topic? Yes No</p> <p style="text-align: center;">Do the words I've chosen to bold add to what my reader will learn about my topic? Yes No</p>
Page —	<p style="text-align: center;">Have I included at least one text feature? Yes No</p> <p style="text-align: center;">Do my text features add to the information that will be on this page? Yes No</p> <p style="text-align: center;">Have I explained what my text features will be in detail? Yes No</p>	<p style="text-align: center;">Have I included bold vocabulary words that my reader needs to know about my topic? Yes No</p> <p style="text-align: center;">Do the words I've chosen to bold add to what my reader will learn about my topic? Yes No</p>
Page —	<p style="text-align: center;">Have I included at least one text feature? Yes No</p> <p style="text-align: center;">Do my text features add to the information that will be on this page? Yes No</p> <p style="text-align: center;">Have I explained what my text features will be in detail? Yes No</p>	<p style="text-align: center;">Have I included bold vocabulary words that my reader needs to know about my topic? Yes No</p> <p style="text-align: center;">Do the words I've chosen to bold add to what my reader will learn about my topic? Yes No</p>
Page —	<p style="text-align: center;">Have I included at least one text feature? Yes No</p> <p style="text-align: center;">Do my text features add to the information that will be on this page? Yes No</p>	<p style="text-align: center;">Have I included bold vocabulary words that my reader needs to know about my topic? Yes No</p> <p style="text-align: center;">Do the words I've chosen to bold add to what my reader will learn about my topic?</p>

	<p>Have I explained what my text features will be in detail? Yes No</p>	<p>Yes No</p>
<p>Page _____</p>	<p>Have I included at least one text feature? Yes No</p> <p>Do my text features add to the information that will be on this page? Yes No</p> <p>Have I explained what my text features will be in detail? Yes No</p>	<p>Have I included bold vocabulary words that my reader needs to know about my topic? Yes No</p> <p>Do the words I've chosen to bold add to what my reader will learn about my topic? Yes No</p>
<p>Did I Use a Variety of Text Features? YES NO</p> <p>EXAMPLES: Photographs Cutaway Graph/Chart Caption Timeline Label Map Diagram</p> <p>(If you answered no, talk to your partner about how you might use other types of text features to help your readers learn more about your topic.)</p>		
<p>Sketch any text feature ideas.</p>		
<p>Page _____</p>	<p>Page _____</p>	<p>Page _____</p>
<p>Page _____</p>	<p>Page _____</p>	<p>Page _____</p>
<p>Page _____</p>	<p>Page _____</p>	<p>Page _____</p>

Appendix Q

Follow the Directions Activity for Wix.com

- Select a text box
- Type the following: About the Author
- Highlight the text and change the font color to Blue
- Center the text on the page
- Select a shape; choose a circle
- Move the circle to the top left section of the page.
- Make the circle yellow
- Put a text box inside the circle
- Type a sentence about yourself in the circle.
- Change the font to Kelly Slab
- Go to Image Collections
- Select an image of a pencil
- Move the pencil image to the right of the circle on the page
- Go to Backgrounds
- Select an interactive background that you like
- Create a new page
- Title it: New Page
- Add a YouTube video to the page
- Search for a video about stars and insert it on the page
- Add a text box
- Type the following: Stars Aren't Just in Hollywood
- Save the website.

Appendix R

Notice/Wonder Protocol

1. Teacher reads the text.
2. Teacher asks the students, “What do you notice about this text?”
3. Continue questions, “What do you notice about the way the text is written? What kinds of information does the author use? Do you notice anything besides words in the text?”
4. Teacher states to students, “I wonder how the author got the information for this text.”
5. Teacher continues to make comments to students, “I wonder how the author knew ____ about _____. I wonder why the author included _____ in the text”

Appendix S

Google Slides Template

<p>Name</p> <p>Topic</p>
<p>Table of Contents</p> <p>Example: <i>How Landforms are Formed</i> Example: <i>How Landforms Change</i></p>
<p>Homepage</p> <p>“What I Learned”</p>
<p>Type Tab Title</p> <p>“What I Learned”</p>
<p>Type Tab Title</p> <p>“What I Learned”</p>
<p>Type Tab Title</p> <p>“What I Learned”</p>
<p>Type Tab Title</p> <p>“What I Learned”</p>
<p>Type Tab Title</p> <p>“What I Learned”</p>
<p>Glossary</p> <p>Type words and definitions</p>
<p>About Me Page</p> <p>“Tell us who you are and why you chose this topic”</p>

Vita

Brooke Hardin grew up in Shelby, North Carolina. She earned a Bachelor of Arts in Elementary Education from The University of North Carolina at Chapel Hill in Chapel Hill, North Carolina in 2004. In December of 2009 she was awarded a Master of Arts Degree in Reading Education from Appalachian State University in Boone, North Carolina. In November of 2010, Ms. Hardin earned National Board Teaching Certification for Early Adolescent English Language Arts. She was accepted into the Doctoral Program in Educational Leadership at Appalachian State University in 2014 and earned her Ed.D. in June of 2018.

Ms. Hardin was an educator for 10 years in the North Carolina public schools. During that time, she held several different positions, including upper elementary and middle grades classroom teacher, elementary media specialist, and literacy specialist for middle and secondary grades. Since coming to Appalachian State University as a doctoral student in August of 2014, she has worked closely with Dr. David Koppenhaver examining literacy-related issues in children with disabilities and also with Dr. Beth Frye exploring school-aged students' responses Children's Literature and the impact of writing instruction on children's content learning. Ms. Hardin has been as an instructor at Appalachian State University since 2014, teaching thirteen different courses for the Reading Education & Special Education and Curriculum & Instruction Departments.

Brooke is currently continuing her teaching and research interests at The University of South Carolina Upstate in Spartanburg, South Carolina, where she is Assistant Chair of Elementary Education and an Assistant Professor of Elementary Education.