

2020

Perceptions of English Teachers About Professional Development for Evidence-Based Writing Practices

Julie Nicole Bollich
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>



Part of the [Curriculum and Instruction Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Education

This is to certify that the doctoral study by

Julie Bollich

has been found to be complete and satisfactory in all respects,

and that any and all revisions required by

the review committee have been made.

Review Committee

Dr. Anthony Dralle, Committee Chairperson, Education Faculty

Dr. Cathryn White, Committee Member, Education Faculty

Dr. Karen Hunt, University Reviewer, Education Faculty

Chief Academic Officer and Provost

Sue Subocz, Ph.D.

Walden University

2020

Abstract

Perceptions of English Teachers About Professional Development for Evidence-Based

Writing Practices

by

Julie Bollich

MA, University of Houston—Clear Lake, 2009

BA, University of Houston, 2001

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2020

Abstract

Writing teachers in a southern school district have not consistently implemented evidence-based practices (EBPs) in writing instruction as indicated by students not meeting proficiency levels on state and campus writing assessments. Despite professional development (PD) provided to writing teachers, writing assessment scores remained lower than state level scores between 2012 and 2019 at the target campus. Teachers' perceptions of their competence related to the implementation of writing strategies in the classroom, their perceptions of how district and campus PD supported their skill development, and their efficacy in designing and implementing lesson plans focused on teaching writing strategies were explored in this study. Bandura's self-efficacy theory was the framework for this study, which included elements of competence, motivation, and persistence in striving for success in spite of failure to achieve goals. In the local setting, 6 high school English teachers with experience teaching the writing process elected to participate in this qualitative case study. Teacher interviews, teachers' lesson plans, and a list of district PD sessions were used as sources of data for this study. Data analyses included coding and theme development. Study results indicated teachers feel well-prepared by PD presenters who model, engage, and provide relevant lessons for successful implementation of EBPs into classroom practice. Consequently, a PD project was developed allowing teachers to participate as both the student and the instructor within a writing workshop model focusing on EBP use. This project developed from study findings could promote positive social change by assisting school districts in planning future PD which could improve teachers' knowledge, skills, and sense of efficacy, while also leading to improvements in students' writing skills.

Perceptions of English Teachers About Professional Development for Evidence-Based

Writing Practices

by

Julie Bollich

MA, University of Houston—Clear Lake, 2009

BA, University of Houston, 2001

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2020

Dedication

I dedicate this research project to my family, who has supported me emotionally, spiritually, financially, and enduringly during this ultimate pursuit of knowledge. My family has unwaveringly supported me and encouraged me in everything that I have set my mind to, and I am forever grateful to them.

J.W., I would have lost my sense of humor many semesters ago without your constant smile and impish wisecracks. You kept me sane, fed, and happy, and your efforts have never gone unnoticed.

Jonah and Jacob, my precious twins, I do not regret any procrastination that you unknowingly encouraged of me during my many hours of academia. I began this program when you were both in swaddling clothes, and now you run through the house with superhero capes and light-up swords. How could I ever regret spending one more minute kissing your chubby little cheeks or hearing your sweet baby giggles rather than reading one more article or finishing up one more page of writing?

To my parents, thank you for always being my number one fans. The countless celebratory dinners and words of praise have kept me motivated to follow through with my goals.

My family has shown me every day how to be selfless, loving, and thankful. I am able to create a better world for them because they have created a better world for me.

Acknowledgments

There have been many wonderful professors and colleagues whom I have met over the duration of my academic career, and I have enjoyed many passionate discussions and debates over the years with these scholars. I would, however, like to take the time to thank some educators who helped me reach my professional goal of attaining my Doctor of Education.

To my ever-constant and fabulous Chair Dr. Anthony Dralle, you are everything that an educator should be patient, kind, encouraging, helpful, and knowledgeable. Under your guidance I learned to measure my words into thoughtful ideas and learned how to question and truly listen to what others have to say. Thank you for being part of my educational journey.

To my second Chair Dr. Cathryn Walker, whom I associate with the smiley-face emoticons that she always includes alongside her bubbled-comments, thank you for always correcting my work with a smile. You always provided helpful resources and suggestions that allowed me to mold my project into what it is today. Thank you ☺

To my Curriculum, Instruction, and Assessment Group on Facebook, thank you for sharing, discussing, and learning with me over the semesters. We are still in this together as we go forth to create positive social change in the realm of education and beyond.

Table of Contents

List of Tables	vi
List of Figures	vii
Section 1: The Problem.....	1
The Local Problem.....	1
Definition of the Problem	2
Documentation of the Problem in Educational Research	3
Rationale	4
Evidence of the Problem at the Local Level	4
Evidence of the Problem From the Professional Literature.....	16
Definition of Terms.....	24
Significance of the Study	25
Research Questions.....	27
Review of the Literature	27
Conceptual Framework.....	27
Databases	28
Metacognitive Practices	29
Transfer Research	30
Writing Workshops.....	33
Writing Practices and Teacher Efficacy	34
Professional Development	39
Emergent Themes	40

Implications.....	41
Summary.....	42
Section 2: The Methodology.....	44
Introduction.....	44
Qualitative Research Design and Approach.....	46
Participants.....	49
Criteria.....	49
Number of Participants.....	50
Access to Participants.....	51
Researcher-Participant Relationship.....	52
Protection of Participants.....	54
Data Collection.....	56
Interviews.....	57
Archival Documents.....	59
Sufficiency of Data Collection.....	60
Processes for Generating, Gathering, and Recording Data.....	61
Procedure for Gaining Access to Participants.....	62
Role of the Researcher.....	63
Data Analysis Results.....	64
Findings.....	68
Emergent Themes Related to RQ 1.....	68
Emergent Themes to Address RQ 2.....	74

Emergent Themes to Address RQ 3.....	80
Discrepant Cases.....	86
Evidence of Quality	87
Summary of Findings.....	90
Conclusion	93
Section 3: The Project.....	95
Introduction.....	95
Purpose of PD Project.....	96
Goals	96
Learning Outcomes.....	97
Target Audience.....	97
Professional Development Components.....	98
Timeline	98
Activities.....	100
Materials	102
Implementation Plan.....	103
Evaluation Plan.....	105
Rationale	106
Review of the Literature	108
Databases	109
Conceptual Framework.....	109
Writing Workshop as PD.....	111

Writing Workshop for the Struggling Student.....	113
Evaluations.....	114
Evidence-Based Practices	116
Formative and Summative Assessments.....	117
Project PD Timeframe	119
Project Description.....	120
Potential Resources and Existing Supports.....	120
Implementation	121
Potential Barriers	121
Proposal for Implementation and Timetable.....	123
Roles and Responsibilities of Students, Teachers, Professional Development Facilitator, and the Researcher	125
Project Evaluation Plan.....	128
Outcomes Based Formative Evaluation.....	128
Key Stakeholders Description.....	131
Overall Evaluation Goals	132
Implications Including Social Change	133
Local Community	133
Far-Reaching.....	134
Conclusion	134
Section 4: Reflections and Conclusions.....	135
Introduction.....	135

Project Strengths and Limitations	135
Recommendations for Remediation of Limitations	136
Recommendations for Alternative Approaches	137
Scholarship, Project Development, Leadership and Change	137
Growth of Self as a Scholar	137
Practitioner and Project Developer	139
Leadership and Change.....	140
Analysis of Self as Scholar	141
Analysis of Self as Practitioner.....	142
Analysis of Self as Project Developer	143
Reflection on the Importance of the Work	144
Implications, Applications, and Directions for Future Research	146
Conclusion	147
References.....	150
Appendix A: The Project Study: 108:20 Hours of PD	166
Appendix B: Interview Protocols.....	198
Appendix C: Review of Archival Lesson Plan Documents	201
Appendix D: Exit Ticket: Teacher Questionnaire of Writing Workshop.....	203

List of Tables

Table 1. Percentage of Students in TSD 1 High School Who Met the Passing
Standard on the Writing Portion of the EOC Exam.....7

Table 2. PD for Writing in TSD 1.....15

Table 3. Emerging Themes by RQs.....67

Table 4. Topics Presented and Materials Needed Weekly for PD Writing
Workshops127

List of Figures

Figure 1. Weighting of components for the English assessments	10
Figure 2. Workshop PD and PLC PD time breakdown	100

Section 1: The Problem

The Local Problem

During my time as a high school teacher and instructional coach, I frequently heard teachers discussing their views related to what they believed were the causes of students' low writing scores on the most recent state exam and related to how they believed the district trainings were not adequately preparing them to teach effective writing strategies. All teachers are interested in their students' success, yet they frequently hold different perceptions of what makes for effective writing instruction. I became interested in studying what factors teachers indicated they believed were influential in improving student writing. Collecting relevant data related to factors that influence teacher perceptions concerning effective writing instruction could ultimately lead to the development of meaningful professional development to help teachers improve the instructional strategies used to teach writing in their classrooms. This teacher reflection could in turn be an important step in helping Texas School District 1 (TSD 1: Pseudonym) develop focused professional development (PD) targeting writing methodologies that could help students learn to write more effectively when those writing strategies are brought back to the classroom.

The most recent writing exams used to test high school English students in the district are two of the five end of course exams (EOCs) known as the State of Texas Assessments of Academic Readiness, or the STAAR test. The exam includes a reading

section and a writing section, and students have a total of 5 hours to complete the entire test. The writing portion of the exam consists of 22 multiple-choice questions testing revising and editing skills and a one-page essay. Students in ninth grade are required to write an expository writing prompt on the STAAR English 1 EOC, and students in 10th grade are required to write a persuasive writing prompt on the STAAR English 2 EOC. Since the EOCs were first implemented in the 2011-12 school year, the majority of TSD 1 students received failing scores in the writing section each year. Low-test scores were a concern for the school administrators, teachers, and students of TSD 1, as these low scores indicated problems with the students' writing skills and with the teachers' instructional methods for teaching the writing process.

Definition of the Problem

The problem was that TSD 1 teachers were not experiencing consistent success incorporating evidence-based practices (EBPs) in their instruction, as indicated by administrative comments and students' low scores on writing assessments. Students' poor writing skills, demonstrated by low writing scores on the EOC 1 and EOC 2 state exams, provided evidence of the underuse or poor implementation of EBPs. Over 7 school years (2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019) more than half of the students within the district have not earned passing scores on the state writing tests (Texas Academic Performance Report, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2018-2019), and, as a result, teachers, administrators, and

parents expressed concern over what could be done to help students develop stronger writing skills.

In classroom observations, the school principal observed that English teachers failed to use EBPs in teaching the writing process, which includes prewriting, drafting, revising, and editing. MacArthur, Graham, and Fitzgerald (2016) argued that the effectiveness of individual EBPs can be ascertained specifically through statistical analysis. As a result, the researchers concluded that teachers' use of selected EBPs could significantly improve students' writing skills. Consequently, the district administrators developed PDs that focused on the implementation of EBPs in teaching the writing process. For example, the district administrators developed such sessions as Writing Across the Curriculum (2016) using EBPs. These factors and issues illustrated district leaders' concern with the effectiveness of PD offered to teachers regarding the writing process.

Documentation of the Problem in Educational Research

Researchers demonstrated the importance of English teachers using the writing process to help students develop writing skills needed for college success and of the difficulties educators have had in helping students achieve this goal (Boone, Chaney, Compton, Donahue, & Gocsik, 2012; Gillespie, Graham, Kihara, & Hebert, 2014). If teachers are not focused on using the writing process approach or are not effectively conveying this approach to students, then students' lack of understanding of the writing

process could be contributing to their low level of success on the writing test (Amicucci, 2011; Armstrong-Carroll & Wilson, 2008; Atwell, 2002). The district's focus on writing instruction in PD offerings, along with the low scores students received on the writing EOC exam, provided evidence of the importance and need to investigate the problem of teachers' underuse of research-supported, writing instructional strategies and/or of the poor implementation of the EBPs introduced through campus and district PD.

Rationale

Evidence of the Problem at the Local Level

The EOC exams are core academic tests that all students in Texas must pass to graduate from high school. The EOC exam measures reading and writing skills of all ninth graders enrolled in English 1 and of all 10th graders enrolled in English 2. For the 2012–2013 school year, students had to earn a score of 55% to pass the English 1 exam and a score of 57% to pass the English 2 exam (Lead4Ward, 2013). The passing score in the 2013–2016 school years was 57% for English 1 and 60% for English 2 (Lead4Ward, 2013, 2016), and for the 2016–2017 school year, 59% for English 1 and 60% for English 2 (Lead4Ward, 2017). The passing scores in 2017-2018 were 60% for both English 1 and English 2 (Lead4Ward, 2019). In 2018-2019, the English 2 passing score remained at 60% but English 1 went down to 57% (Lead4Ward, 2019). The majority of high school students attending TSD 1 had failing writing scores on the English 1 and English 2 EOC exams for the 2012-2013 school year. The percentage of TSD 1 High School students

who earned a passing score on the English 1 writing subsection of the EOC exam in the 2012-13 school year was 38.89% (Texas Academic Performance Report, 2013). In the same school year, 42.25% of the students earned a passing score on the English 2 writing subsection of the EOC exam (Texas Academic Performance Report, 2013). The spring semester of 2013 was the last school year that the English EOC exam was separated into two separate tests: a reading and writing test. A combined reading and writing score is now reported on the Texas Academic Performance Report, but TSD 1 is still able to access disaggregated data, like the writing portion of the exam, using a software program from Eduphoria. The 2013-14 state writing assessment included a writing sample in addition to a multiple choice writing assessment that consisted of revising and editing questions; the writing assessment results indicated that more than half of the students did not earn a passing score on the state writing assessment. In the 2013-14 school year, students completed a writing test as part of their state exam; less than half of the students earned a passing score on these writing portions as well. In 2014 at TSD 1, for example, 40% of the students passed the English 1 EOC exam, and 47.62% of students passed the English 2 EOC exam (Texas Academic Performance Report, 2015). The passing score reported for the writing portion of the exam was below 50% for both grade levels and for both the 2012-13 and 2013-14 school years. These results indicated that the majority of students in English 1 and English 2 who attended TSD 1 High School were not mastering grade level writing skills.

The 2015 English EOC data indicated that even though students were incrementally improving in their writing skills from the previous 2 years, a significant percentage were still struggling in the writing category. In English 1, 48.06% students had passing scores in the writing category of the exam (Texas Academic Performance Report, 2015). In English 2, 55.27% students passed the writing category of the exam (Texas Academic Performance Report, 2015). In 2016, 48.13% of students passed the writing portion of English 1, and 48.47% students passed the writing portion of English 2 (Texas Academic Performance Report, 2017). The 2017 scores for English 1 were 49.29% and for English 2 were 51.63% (Texas Academic Performance Report, 2017). In 2018, 49.69% of students passed the writing portion of English 1, and 51.50% students passed the writing portion of English 2 (Texas Academic Performance Report, 2019). In 2019, 41.55% of students passed English 1, and 50.71% of students passed the English 2 writing portion (Texas Academic Performance Report, 2019). The 2019 English EOC assessment data is the most current data available due to the state's waiver of the 2020 EOCs because of the COVID-19 pandemic. Table 1 summarizes the 7 years of English EOC writing data and indicates that the student-passing rate on the writing portion of the English EOCs has consistently been low.

Table 1

Percentage of Students in TSD 1 High School Who Met the Passing Standard on the Writing Portion of the EOC Exam

School year	EOC 1 writing section passing scores	EOC 2 writing section passing scores
2012-2013	38.89%	45.25%
2013-2014	40%	47.62%
2014-2015	48.06%	55.27%
2015-2016	48.13%	48.47%
2016-2017	49.29%	51.63%
2017-2018	49.69%	51.50%
2018-2019	41.55%	50.71%

Note. Disaggregated data of the writing portion from the Texas Academic Performance Report, 2013, 2015, 2017, and 2019.

The principal of TSD 1 and the administrative team expressed concern at the beginning of the 2015-2016 school year that the school's English teachers did not seem to be teaching the writing process using the most current EBPs, nor were they using strategies described in district PD, which was noticed when the administrative team had conducted teacher observations the previous school year. English 1 and English 2

teachers administered a writing preassessment of student writing at the beginning of the 2015–2016 school year, and administrators conducted and recorded class observations using Eduphoria. The preassessment results indicated that over half of the students did not effectively implement the steps of the writing process when asked to write an essay for the preassessment, and administrators noted in their observations that teachers were not implementing the writing process strategies in the lessons that the administrators observed. The TSD 1 principal stated that administrators were looking in particular to see if English teachers were using such EBPs for writing, such as Graves’s (1983, 1994) approach to the writing process, in which students are to write recursively for authentic audiences throughout the stages of planning, drafting, revising, editing, and publishing. However, the TSD 1 principal stated that administrators seldom saw the district teachers using these instructional strategies. Teachers’ failure to implement these best practices could contribute to the students’ poor writing skills as indicated by low writing scores. The pedagogical practices of teachers could either help improve or hinder students’ level of writing successes (Knezek, 2014).

TSD 1 is a small school district with about 1,200 students total in Grades 9 to 12. The only high school in TSD 1 is known as an early high school college where students can graduate with their high school diplomas and an associate degree. In order to graduate with a high school diploma or an associate degree, however, students must pass the English 1 and English 2 EOC exams. The English EOC exams in both English 1 and

English 2 assess both reading and writing skills. The writing portion of the exam that is emphasized on the EOCs requires students to compose an expository essay on the English 1 EOC and to develop a persuasive essay on the English 2 EOC. The writing portion of both the English 1 and the English 2 EOCs also assesses students' revising and editing skills by requiring students to identify and correct basic grammatical errors and transitional sentences within several reading passages. Figure 1 shows how the English 1 and English 2 tests are sectioned off and weighted.

Figure 1. Weighting of components for the English assessments. Reprinted with

% of Total Score by Section	Multiple Choice Component	% of Score	Performance Component	% of Score	Total Points
Reading Section 50%	28 questions (1 point each) 28 points	30%	2 Short Answer Response (9 points each) 18 points	20%	92
Writing Section 50%	22 questions (1 point each) 22 points	24%	1 Composition 24 points	26%	

permission (N. Barrera, personal communication, October 21, 2016) from “Redesign of the STAAR English I and English II Assessments” by Texas Education Agency. 2015.

According to the executive director of curriculum and instruction in TSD 1, educators of TSD 1 were focusing on some deficiencies in the areas of the English

writing exam as a result of students' low scores on the 2012-2016 EOC exams in TSD 1. The executive director of curriculum and instruction indicated that educators focused on these writing deficiencies by looking more closely at student essays during PD and scheduled department time. Administrators of TSD 1 collaborated with the curriculum directors of TSD 1 and developed training for high school teachers based on the student writing score results for the English 1 and English 2 EOC, including a PD plan, entitled Writing Across the Curriculum (2016), held during the 2015-2016 school year, which focused on writing instruction for teachers. The PD plan is evidence of the importance that the district administrators have placed on writing instruction to promote student success in writing. Writing Across the Curriculum was mandatory training for all district teachers and teaching assistants at the start of the 2015-2016 school year. The Writing Across the Curriculum PD program was designed to supply teachers with writing strategies that cultivate students' critical thinking skills across all content areas.

To further the implementation of the PD plan for Writing Across the Curriculum (2016) the executive director of curriculum and instruction indicated that professional learning communities (PLCs) should be scheduled every day in TSD 1 as opportunities for teachers to discuss effective teaching strategies with their colleagues. PLCs are planning periods within each department. Most of the PD of these planning days was organized with writing issues in mind. Teachers participated in sessions on Writing Across the Curriculum during the 2015-2016 school year. The executive director of

curriculum and instruction asserted that the PD plan for the entire school district was developed to help teachers implement effective writing strategies in their classrooms. The writing instruction focus of the district's PD offerings, along with the low scores students received on the writing EOC exam, provided evidence of the importance and need to investigate the problem of teachers' underuse or poor implementation of EBPs for writing.

Additional evidence showing the importance the district placed on addressing teachers' instructional practices concerning the writing process was found through the administrator over the English department. The administrator over the English department often led and planned PD agendas with the department specialist to promote writing instruction in PLCs. The administrator mandated to the high school English teachers that lesson plans needed to feature implementation of the writing process, making it clear to teachers that the district administration had identified a deficiency in writing process instruction and that the administration expected teachers to focus more on the writing process in writing instruction. The administrator over the English department organized and delivered specific trainings geared towards the implementation of EBPs for writing, such as PD offered in the fall 2015 semester regarding prewriting strategies, drafting, revising, and editing strategies. The administrator stated that despite these trainings, teachers' implementation of writing strategies still needed to improve. Based on her class observations, the administrator concluded that even though teachers had

completed PD training related to the writing process, they still struggled to help students adopt that writing process in their own writing. The administrator's classroom observations, as well as the observations of other administrators, were uploaded and saved in the school's Eduphoria database.

Additional examples showing the district's focus on improving writing instruction were the various PD trainings offered to teachers archived in Eduphoria. Teachers and administrators in TSD 1 use Eduphoria, which is a software program that keeps track of the PD offered by the district. The data recorded in Eduphoria indicated that many different forms of teaching the writing process evolved in the PD in TSD 1. Teachers had the opportunity to attend PD focused on such topics as writing workshops, writing using technology, and writing specifically for the state exams. Also, beyond the district-provided PD, academic specialists at individual campuses in the district also designed different types of writing PD tailored for their teachers. Perhaps in part because many students seemed to struggle with writing each year, based on the large number of writing-related offerings that the district provided, teaching writing strategies has been one of the district's priorities since the inception of the STAAR exams. The information displayed in Table 2 shows an increase in the number of sessions offered and in the number of participants who attended the writing training. The information in Table 2 only includes PD offered from 2011 to 2015 by TSD 1. In 2016, the district administrators were focused on implementing skill academies, which allowed teachers to break down state

skills and objectives within their departments based on individual campus needs, rather than offering additional PD in writing strategies as a district-wide initiative. In addition to the PLC PDs included in Table 2, school administrators periodically provided additional, informal training sessions that occurred during the department's PLC periods.

Table 2

PD for Writing in TSD 1

Number of sessions	Duration of sessions	Type of PD	Year	Number of participants
1	2 hours	Writing with intention	2011	1
1	1 hour	Revisiting writing	2011	7
2	1 hour	Write to learn	2012	42
1	1 hour	Google read/write with vocabulary emphasis	2014	4
2	6 hours	Thinking Maps	2014, 2015	257
5	1 hour	Writing across the curriculum	2015	147

The Eduphoria software is a data analysis package used by teachers and administrators to better understand the PD issues related to writing. The implementation of the Eduphoria software in TSD 1 allowed administrators to put a higher focus on data, which enabled administrators to make informed decisions about the types of PD to offer to their educators. However, there is not a software program to explore how teachers are implementing the strategies learned in PD into their classrooms with their students, nor is there a software program to help stakeholders examine the teachers' perceptions of the PD being offered, which

were the main issues of this research study. The principal of TSD 1 and the administrative team expressed concern that the school's English teachers did not seem to be implementing EBPs in their writing process instruction that had been shared with them in district professional development. This problem led to the development of the purpose of this study, which is to further examine teachers' perceptions of how district and campus PD supported their skill development, their perceived self-efficacy in designing and implementing lesson plans focused on teaching writing strategies, and their sense of competence in incorporating writing strategies with their students.

Evidence of the Problem From the Professional Literature

The National Assessment of Educational Progress reported that about one quarter of eighth and 12th graders were proficient in writing according to the results of the 2011 national writing assessment (as cited in Kuczynski-Brown, 2012). Researchers from the National Assessment of Educational Progress (2019) have determined that more data analysis is needed to better understand the 2017 writing assessment results, which should be released in the summer of 2020; however, preliminary data shows the percentage of students passing the writing portion of the exam is less than 50% (National Assessment of Educational Progress, 2019), thus providing evidence that there may be significant room for improvement in the ways teachers are teaching writing to their students and underscoring how important it is to understand how students are being taught writing

skills in the classroom. A review of current writing instructional practices can help reveal why students are struggling to write at a proficient level. Researchers explored whether teachers are effectively teaching students writing skills. For example, researchers looked at several national questionnaires studying student self-efficacy in writing practices and teacher self-efficacy concerning the use of EBPs and concluded that teachers in the study did not incorporate strong strategic approaches in their implementation of evidence-based writing strategies in the writing classroom (Kiuahara, Graham, & Hawken, 2009; Ray, Graham, Houston, & Harris, 2016; Ulusoy & Dedeoglu, 2011). Teachers from these studies claimed that they did not feel prepared to teach writing despite the PD that had been provided to them in their teaching programs or school districts. The findings revealed that teachers sporadically applied specific teaching strategies that they had learned from teacher trainings in their classrooms (Kiuahara et al., 2009; Ray et al., 2016; Ulusoy & Dedeoglu, 2011). Gilbert and Graham (2010) also revealed that many teachers do not feel properly prepared to teach writing despite the methodologies they learned in various PD.

Though researchers indicated that important writing content needs to be taught to students, Wolsey, Lapp, and Fisher (2012) and Behrens, Johnson, Allard, and Caroli (2016) found that even though many teachers indicated that they perceived students' writing skill development as an important learning outcome, the teachers did not emphasize student writing skill development in instruction. Both sets of these researchers

further explained that teacher expectations for student writing may not match the expectations that students have of their own writing. Wolsey et al. compared the ideas of teacher perceptions of teaching writing with the perceptions that students hold towards academic writing. Behrens et al. focused on how student attitudes and assumptions towards academic writing were often not reflective of what writing skills were needed in the future. Both studies' findings revealed a disconnect between teachers' and students' perceptions of what was deemed important in academic writing. Wolsey et al. and Behrens et al. recommended that teachers and students have a heavy discourse about academic writing to help bridge the gaps of misunderstanding.

Misaligned or low quality PD provides further evidence that teachers struggle in implementing EBPs effectively (Barlow, Frick, Barker, & Phelps, 2014; Smylie, 2014). Barlow et al. (2014) studied the variable of PD misalignment in regard to whether teachers were influenced at a high, medium, or low level to implement PD strategies into their classrooms. Barlow et al. found that even though PD can transform classroom instruction when teachers receive substantial administrative support and implement ideas with fidelity, these changes seldom occur in the classroom. Administrators were an important factor in Smylie's (2014) research, which revealed that teacher evaluations and PD offered by school districts in various states are not effectively aligned. Smylie concluded that this misalignment indicated that the strategies teachers are encouraged to use in PD may not be reinforced when their administrators assess them. As a result,

Smylie concluded that teachers seldom receive the intended benefits related to targeted PD.

Also published in the professional literature regarding teachers not implementing EBPs after attending PD is teachers' understanding of what EBPs are (Goodwin & Webb, 2014; Herman & Mena, 2015). Goodwin and Webb (2014) found that a lack of understanding of what constituted EBPs contributed to a lack of implementation of these strategies in the classroom. Herman and Mena (2015) identified a resistance to change, a rejection of data, and a poor fidelity of keeping to the original design of various EBPs as reasons why teachers were not implementing evidence-based practices.

Dancy, Henderson, and Turpen, (2016) and Ferris (2014) explored why instructors did not implement EBPs. Among some of their findings were that instructors were unreliable in reporting implementation of strategies or that instructors often would modify or were unaware of essential strategies from the EBP PD. Harward et al. (2014) reported on the themes that they found as to why teachers did not implement EBPs; one of the themes reported dealt with teachers not feeling comfortable in their own writing abilities to effectively teach writing. Graham et al. (2014) and Gillespie et al. (2014) conducted teacher questionnaires to gather data on teacher instruction in writing practices and writing content. Teachers were also asked to reflect on how prepared they felt teaching writing. Results of both studies indicated that teachers did not feel that their

preservice or in-service trainings adequately prepared them to implement writing strategies effectively.

Teacher perceptions of their self-efficacy in teaching writing are another source of evidence in the literature that shows how teachers struggle to choose and implement writing strategies. The teachers' struggles with selecting and using appropriate strategies directly shape the type of instruction teachers implement in teaching the writing process. The teachers' struggles to implement effective writing strategies have, in turn, contributed to the problems with students' writing skill development, as shown through low test scores on the writing portions of the English 1 EOC and the English 2. Low self-efficacy in teaching writing could contribute to teachers' weakness in writing instruction with their students (Locke, Whitehead, & Dix, 2013) and seemed to be influencing the types of PD offered by school district administrators. Administrators of TSD 1 identified low teacher self-efficacy concerning writing instruction to be a problem, and they expressed interest in finding strategies to help boost teachers' self-efficacy in this area. Knezek (2014) indicated that teachers' self-efficacy is promoted by PLCs. In 2012, TSD 1 implemented a class period in the master schedule to allow teachers to have time to participate in a PLC every day. The executive director of curriculum and instruction for TSD 1 explained that the intent of the PLCs is for teachers to focus on data and plan lessons, accordingly, thus promoting teachers' self-efficacy for teaching writing. The writing scores were of a particular interest to administrators and teachers alike and were a

main focus of PLCs throughout the school year. Although PLCs were not the focus of this study, the concept of PLCs was emphasized during the interviews when teachers discussed their perceptions of self-efficacy for teaching writing. These PLCs were meant to foster meaningful collaboration among teachers to help improve overall testing accountability (see Graham, 2007). The goals of the PLCs in TSD 1 were to provide time for teachers to collaborate with one another and receive PD that had been planned using data from the analysis of EOCs for teachers to strengthen their confidence in their instruction of the writing process. Though PLCs in the 2012 to 2016 school years in the TSD 1 frequently focused on writing instruction strategies and on promoting data-driven writing instruction for students, the executive director of curriculum and instruction in TSD 1 indicated that district English teachers seldom implemented EBPs offered in PDs or discussed in PLCs. This lack of incorporation of EBPs occurred despite research findings that PLCs create a model of teaching and learning. The focus of PLCs should incorporate EBPs and are designed to promote data-driven instruction for students that is meant to boost confidence and morale (Graham, 2007).

Multiple researchers indicated the need for educators to implement specific writing strategies in the classroom and for teachers to receive better preparation on how to teach writing (Amicucci, 2011; Armstrong-Carroll & Wilson, 2008; Boone et al., 2012; Chong & Kong, 2012; Fitzgerald, 2013; Jones, Jones, & Murk, 2012; Lan, Hung, & Hsu, 2011). Researchers also called for educators to be reflective about the

relationships that they have with their students to promote student efficacy (Gilbert & Graham, 2010; Kiuahara et al., 2009). Learning more about teachers' perceptions and experiences related to PD related to EBPs in writing instructional strategies could result in the forming of targeted PD focused on areas and skills in writing instruction in which teachers need additional support. Knezek (2014), founder and chief education officer of Lead4Ward, stated in a PD conference that it is necessary for students to learn to write expository and persuasive essays to be successful in college and in their careers. Knezek argued that the advent of the new English EOC influenced the Texas Education Agency to elevate the rigor of the test and increased the need for students to apply critical thinking skills. The writing process for any mode of essay involves prewriting, drafting, revising, and editing (Young, 2013). This writing process does not change at the collegiate levels or in everyday writing situations; therefore, for students to develop strong writing skills, they must become proficient in implementing the writing process.

In order for students to become proficient in implementing the writing process, teachers need the proper tools as well as the knowledge and skills to use them (Knezek, 2014). Educators in TSD 1 were encouraged to reflect and collaborate regarding their writing instruction and student-teacher relationships by participating in a daily PLC in which teachers were expected to use available data and adjust instruction based on those data. According to a campus improvement plan at the study site, English teachers, administration, students, and parents of TSD 1 indicated that

they saw the low writing scores as a problem that needed to be addressed. There was a need to conduct this descriptive case study to explore teachers' perceptions and experiences concerning PD and self-efficacy in the instruction of the writing process and writing skills of students in TSD 1. Because most students in the local setting continue to score below grade level on the writing test, even with the district's PD focus on teaching the writing process, it was important to consider teachers' PD experiences related to the implementation of what was learned in teaching writing in the context of PD and other district initiatives, such as PLCs. Because of this concern, the purpose of this study was to explore teachers' perceptions of how district and campus PD supported their skill development, their perceived self-efficacy in designing and implementing lesson plans focused on teaching writing strategies, and their sense of competence in implementing writing strategies in the classroom.

Definition of Terms

Below are some terms and definitions associated with writing instruction as they related to this study.

Drafting: Drafting is the process of writing. Drafting occurs in any mode of writing (Armstrong-Carroll & Wilson, 2008). Drafting occurs when the writer begins to connect ideas in an organized way. Several rough drafts are usually produced during the writing process working towards the final draft, which is the draft that the instructor usually accepts as the draft to grade.

Editing: Editing in the classroom provides students the opportunity to produce an essay with clarity, coherence, and meaning (Armstrong-Carroll & Wilson, 2008, p. 159). Active editing practice usually involves color-coding and bracketing of sentences to have students focus on punctuation and capitalization. Correcting spelling and idiomatic expressions are skills usually taught to students during the editing process.

Prewriting: Prewriting involves any activity that stimulates ideas (Armstrong-Carroll & Wilson, 2008, p. 4). Activities considered to be prewriting in TSD 1 are zero drafts, thinking maps or other concept maps, free writing, completion of journal entries, and various graphic organizers such as T-Charts.

Revising: Revising deals with sentence level changes (Armstrong-Carroll & Wilson, 2008, p. 117). Revision encompasses a review of ideas, words, phrases, and

sentence structures. Stylistic choices that the writer chooses to include are also revised for during this stage of the writing process.

Significance of the Study

This study is significant because it enabled me to explore teachers' perceptions concerning the different aspects of writing support that they were receiving and of the resulting strategies and approaches they implemented with high school students. Learning more about teachers' perceptions and experiences related to PD writing instructional strategies resulted in the forming of targeted PD focused on areas and skills in writing instruction in which teachers need additional support.

In order for students to become proficient in implementing the writing process, teachers need the proper tools, as well as the knowledge and skills to use them, to teach the writing process effectively. Caswell (2011) concluded that teachers' perceptions of effective practices may impact how teachers teach, which influences how students learn and further influences how students learn targeted writing skills. The data collected in this study revealed areas of writing instruction where additional or targeted PD is needed.

Torrance, Fidalgo, and Robledo (2015) explored whether sixth grade writers need strategy-focused writing instruction to develop more effective writing skills. In their study, they found that students who were taught writing strategies improved their writing more so than students who were allowed to only produce a writing product. Analyzing teachers' perceptions related to the implementation of EBPs as discussed in writing-based

PD and in other school district initiatives and supports could lead to the development of more effective implementation of PD and PLCs, which could in turn yield writing instruction that more effectively incorporates EBPs and contributes to student learning in the local setting.

This study is significant based on the need for student writing improvements, as evidenced by the large percentage of low English EOC scores in the district; it is possible that students' high failure rates on the English EOC exams indicated that teachers need additional training in the use of EBPs for writing instruction. By conducting this study, I provided teachers with the opportunity to discuss collaboratively what they believe are effective writing strategies that should be offered in PD. By reflecting on why students are not learning writing skills during the interview process, teachers may improve their instructional practices of the writing process, which may in turn benefit students who are not mastering writing skills at TSD 1. The possibility of having teachers and students improve their skills is a benefit that is tangential to the primary intended benefit of the study, which was to collect and analyze data that may lead to the development of PD sessions in TSD 1 focusing on the strategies and ideas needed to meet teachers' writing-focused instructional needs more effectively. Students may benefit from the findings of this study, effecting positive social change in that they may be better prepared for writing tasks necessary for colleges and necessary for their future careers.

Research Questions

The guiding questions were designed to clarify how teachers perceived the role of PD in the use of the writing process and how teachers viewed their self-efficacy in the implementation of EBPs at TSD 1. Exploring teachers' perceptions concerning these topics provided more information that focused on teaching the writing process and of the teachers' perceptions of their self-efficacy concerning implementing EBPs, specifically, in writing instruction. As a result of those initial guiding questions, I focused on addressing the following research questions (RQs):

- RQ1.* How do teachers perceive district and campus PD has supported their skill development and promoted their perceived competence relating to designing and implementing EBPs in writing instruction?
- RQ2.* How do teachers perceive their own ability and success in incorporating EBPs in lesson plans focused on writing instruction?
- RQ3.* How do teachers perceive their competence and confidence in the implementation of EBPs through their lesson planning and practice of writing instruction?

Review of the Literature

Conceptual Framework

The study was grounded in Bandura's self-efficacy theory, a theory in which Bandura (1977) postulated that a person's efficacy expectation "is the conviction that one

can successfully execute the behavior required to produce the outcome” (p. 193).

Bandura (1977) also explained in his self-efficacy theory how people would be more effective and willing to master concepts if people’s expectations of mastery are already positive. Expanding his own self-efficacy theory, Bandura (1986) explained how people do not react primarily to their environment or to inner desires, but rather people can organize themselves, be cognitively proactive, be self-reflective, and regulate themselves when facing adaptation or change. Using Bandura’s self-efficacy theory allowed me to approach my research participants on a level, cognitive field despite what environmental factors may have contributed to each teacher’s individual experiences regarding PD or implementation of EBPs with their students.

Databases

I researched in the following databases: ProQuest, ERIC, JSTOR, Google Scholar, and Ebscohost. Within these databases, I used terms such as *perceptions*, *writing*, *writing process*, *professional development*, *teacher efficacy*, *teacher preparation*, and *student writing*. I determined that I found all relevant studies because I conducted a unique case study regarding the exploration of high school English teachers’ perceptions of what they feel is effective PD in teaching the writing process and implementing EBPs to high school students. Saturation was reached because I described all relevant studies of the last 5 years regarding teachers’ perceptions of PD in teaching writing to high school

students as well as other studies within the realm of reflective teaching practices, transfer research, writing practices, and teacher efficacy.

Metacognitive Practices

Amicucci (2011), Carr (2013), and Caswell (2011) studied the importance of metacognition in the writing process. Amicucci studied theoretical frameworks of reflective writing practices and then implemented action research within his own writing course. Carr and Caswell reviewed literature and created theories surrounding the idea of failure, specifically for Carr, and the idea of emotion, specifically for Caswell, within compositional studies and pedagogy. Carr found that failure is a necessary part of scholarship and, more specifically, of compositional creation. Carr's argument is that writers should embrace failure as part of the writing process—a way to look at one's lack of accomplishments to help one become accomplished. Caswell, on the other hand, looked at the emotional pull that writing assessment has on teachers and how that emotional pull can have a major effect on the success or failure of students. Caswell argued that teachers should chart their emotions when assessing writing as a reflective practice that will be beneficial to students. Similarly, Wolsey et al. (2012) found that when teachers and students discuss their expectations and misconceptions concerning writing, teachers can convey writing process instruction more effectively to students.

McCracken and Ortiz (2013) also studied metacognition in the writing process. The researchers compiled data from questionnaires and end-of-the-year student

reflections to understand student perceptions about writing courses (McCracken & Ortiz, 2013). McCracken and Ortiz found that students were able to improve their low self-esteem towards writing when they purposefully thought about how they learned to write. The authors noted that one particular student-participant, for example, realized that writing was a process, not just a task; the student reached this conclusion through his reflective journal writing for the class (McCracken & Ortiz, 2013). The reflective process of writing may be a skill that teachers of TSD 1 were struggling to implement during the writing process. The reflective process occurs after the publication stage when students are asked to think about their final writing products. McCracken and Ortiz attempted to explain the emotional factors that play into student writing and whether the student feels successful or unsuccessful in completing the writing process.

Transfer Research

Emotional factors are not the only ideas to consider when gauging whether students are successful or unsuccessful in completing the writing process. Advocates of transfer research argued that the perceptions of teachers in teaching their students to successfully write is indeed reflected in student work, and researchers must explore whether the skills being taught are being transferred and used when students are asked to write in any setting. Researchers such as Boone et al. (2012), Fitzgerald (2013), and Wardle and Downs (2013) framed their studies using transfer research to help understand how teachers teach writing and how students learn to transfer their writing from subject to

subject and within social contexts. Students are most likely to experience writing success when the writing skills they acquire are emphasized in other areas and subjects of learning (Boone et al., 2012; Fitzgerald, 2013; Wardle & Downs, 2013).

Boone et al. (2012) articulated less about student transfer but instead discussed how to ensure that the ideas and strategies teachers learn throughout their PD get transferred to the classroom. Their study related specifically to the development of a university's writing program for incoming freshmen students of the Dartmouth Institute for Writing and Rhetoric (Boone et al., 2012). Boone et al. concluded that to foster transfer school districts or PD programs need to institute four stages:

- Include faculty with strong relationships with other faculty in the planning stages,
- Use smaller teams to coordinate and implement activities,
- Aim to have every stage resemble PD, and
- Maintain resources to review the implementation of the PD or of the program.

Boone et al. concluded that communities of teachers who purposefully design PD with the idea of transfer in mind are more likely to be successful with the implementation of the ideas of that PD within their classrooms. Transfer research, as it relates to PD, allowed me to discuss with teachers whether the above stages of effective PD were characteristic of the writing PD offered at TSD 1.

Fitzgerald (2013) focused more on the current research regarding the process of transfer of reading and writing skills that students are taught based on the conceptions held by the instructors who are teaching the writing skills, rather than on the training of teachers and the transfer of teachers' knowledge and skills to the classroom. Fitzgerald argued that instructors need to understand the theoretical contexts of where their practices come from so that they can help students to better understand the reasoning behind learning certain strategies specific to writing. Fitzgerald further asserted that writing is a reciprocal process, as well as a social one. The reciprocity that Fitzgerald highlighted further supports the idea that the writing process is a reciprocal process and can aid students in learning to transfer writing skills to various educational pursuits. Fitzgerald concluded that teachers of writing can teach writing skills explicitly, and students who understand the reciprocal process of writing would indeed feel that learning had actually occurred successfully.

Wardle and Downs (2013) also conducted a study related to transfer research in which they examined the results of students taking courses that reinforced the idea of reflective writing about writing. Wardle and Downs's findings pointed towards creating a reflective writing environment through the use of social contexts such as writing workshops and partner work in revising and editing strategies to aid the transfer of those writing skills. Writing workshops were discussed earlier in the literature review as an effective teaching strategy of the writing process. Wardle and Downs's transfer research

further supported the idea that providing reflective and social environments for students is good practice that should be implemented in the high school writing classroom. The teachers in TSD 1 have been provided with these teaching concepts in proffered district and campus PD; therefore, transfer research was a concept that aided me in my analysis of teacher lesson plans when I gathered archival data for my study.

Writing Workshops

Armstrong-Carroll (2008) and Atwell (1998, 2002) examined the use of writing workshops to promote a recursive writing process. Teachers following the writing workshop process direct students to complete the writing process and publish for authentic audiences. For example, students using the writing workshop process may be required to submit their final writing products to magazines, writing websites, blogs, or class writing anthologies (Armstrong-Carroll, 2008). Armstrong-Carroll asserted that when students write for authentic audiences, they are more likely to fully understand the significance of revising and editing—an important part of the recursive nature of the writing process. Armstrong-Carroll claimed that the writing process is nurtured more fully in the implementation of the writing workshop, which is also a practice in social awareness of one's writing because students continuously engage in peer feedback with one another in efforts towards improving their writing. Atwell also supported the use of the writing workshop to teach students the process of writing. Teachers of TSD 1 completed PD intended to aid them to implement writing workshops and to assist

students in developing the writing process. The writing workshop is a teaching strategy that allows students to practice more authentic writing because the teacher guides students to share their writing products with one another for the benefits of immediate and genuine feedback from peers (Armstrong-Carroll, 2008).

Kaiser (2013) asserted that when the administration and teachers allocate time and resources appropriately, a writer's workshop is a significant factor in helping teachers scaffold and model the writing process to students. One of the suggestions specified in Kaiser's work in the area of PD is to prepare instructors to implement minilessons, which are part of the lesson cycle of a writer's workshop. In Kaiser's study, the teachers indicated that they believed they needed more PD to teach the writing process effectively. Similarly, Miller, Berg, and Cox (2016) also explored teacher perceptions concerning the use of a writer's workshop in the classroom. The researchers found that teachers who employed the strategies of writer's workshops with their students had students who performed more confidently than the teachers who were solely preparing students to perform well on the state writing prompts (Miller et al., 2016). The use of the writing process and targeted strategies from the writer's workshop allowed the teachers in Miller et al.'s research to feel successful when preparing their students to write.

Writing Practices and Teacher Efficacy

Gilbert and Graham (2010) and Kihara et al. (2009) gathered data via teacher questionnaires on teacher writing practices and on the writing content teachers included

in their teaching. In both studies teachers were asked to reflect on how prepared they felt teaching writing. Researchers Gilbert and Graham found some concerning themes in their questionnaires regarding the quality of elementary and high school writing instruction. For example, about two-thirds of the elementary teachers surveyed only taught writing for 15 minutes a day or less students spent little time practicing writing beyond a paragraph or two, nor did these teachers regularly use EBPs with their students (Gilbert & Graham, 2010). Even though my research study was primarily concerned with high school students, research of writing practices in the primary grades suggested similar writing strategies were also used in the secondary grade levels. Furthermore, middle and high school students were also found not to engage often in writing multi-paragraph assignments, and secondary teachers, although more likely than elementary teachers to use EBPs, they do not use them frequently in the classroom (Gilbert & Graham, 2010). This finding may help explain the poor writing skills of students in TSD 1 if teachers were also not frequently using EBPs in the classroom.

Like Gilbert and Graham (2010), Kiuahara et al. (2009) also conducted a teaching survey and found more than half of the participants did not assign multi-paragraph writing assignments monthly and teachers also did not regularly use EBPs with their students. Lack of writing opportunities may explain poor writing skills as evidenced by low writing scores in TSD 1. Also, teachers not using EBPs with their students may have different perceptions of effectiveness when teaching writing to their students. Kiuahara et

al. also found that the more efficacious the teacher feels the more likely they will use EBPs and be successful in teaching students and in students learning. On the other hand, Ulusoy and Dedeoglu (2011) reported that many content teachers believe that they are responsible for teaching students to write but that the content teachers do not dedicate enough time in class to writing activities for their students (Ulusoy & Dedeoglu, 2011). The reason argued by Ulusoy and Dedeoglu as to why the content teachers do not spend much time on writing activities is that the content teachers did not feel prepared by their college-teaching courses nor by their school districts to teach reading or writing. One of the main research questions in my study dealt with the topic of teachers' perceptions of competence and preparation by district and campus PD; thus, the study may reveal more information about the connection between teachers' level of preparation and self-efficacy for teaching writing.

Researchers posited that teachers' self-efficacy concerning writing instruction is low could be because there are various writing strategies teachers must contend with in the classroom, which maintains the significance of using Bandura's self-efficacy theory as my research framework. Jones et al. (2012), Lan et al. (2011), and Newell, Beach, Smith, and VanDerHeide (2011) focused on researching various writing strategies such as collaborative writing strategies, guided writing strategies, and argumentative writing strategies that seem to be effective in teaching the writing process. Jones et al. examined the importance of collaborative writing strategies citing that writing is a social action

much like the skills of listening, speaking, and reading are social. Lan et al. investigated teaching writing using a web-based guided approach. In order to promote positive writing attitudes in students (Lan et al., 2011, p. 161), the authors recommended that teachers use media rich strategies. The research of Newell et al. encompassed ideas previously mentioned but examined teaching writing through the framework of argumentative practices. Argumentative practices encompass a debate-like scenario wherein teachers offer literary criticism for the purpose of stimulating student writing (Newell et al., 2011). Topics highlighted in the research literature such as collaborative writing strategies, guided writing strategies, and argumentative writing strategies helped me, as the researcher, to better understand which strategies teachers of TSD 1 used in the classroom. I was also better informed when my participants discussed effective writing strategies during the interview process.

Teacher feedback is another practice that, if positive in its message, promotes the student writing process (Bardine, 1999). Gaining a stronger understanding of research in this area helped me to understand what writing strategies teachers of TSD 1 may have been familiar with and prepared to discuss in the interview. Positive teacher feedback was a significant motivating factor for students to want to improve their writing versus just getting feedback concerning the errors they made within their writing assignments (Bardine, 1999). Furthermore, the teacher feedback needed to be specific and detailed to be an effective teaching practice (Bardine, 1999). Teacher feedback was one teaching

strategy used in the teaching of writing in TSD 1, and another teaching practice was the utilization of sketch books in the classroom. Teachers allowed and encouraged their students to doodle and draw in their sketchbooks to illicit brainstorming and prewriting ideas for their writing assignments (Leigh, 2012). Bardine (1999) found that sketchbooks encourage students to visualize ideas for writing and improve communication skills (p. 547). Teachers of TSD 1 have been given training in these various writing strategies and understanding these strategies as part of their teaching toolkit, helped me better understand the teachers' perceptions regarding their instruction of writing.

Providing students with opportunities to write in a variety of purposes and in a variety of genres is another effective teaching practice as discussed in the work of Whitney, Ridgeman, and Masquelier (2011). These researchers contended students need to be introduced to several genres in which students write for authentic purposes to improve as writers (Whitney et al., 2011, p. 526). For example, the researchers observed teachers taking their students on a nature walk through an ecological forest after studying the genre of nature writing in poetry, short stories, and fantasies (Whitney et al., p. 527). Whitney et al. found that instructing students in a variety of genre writing enabled students to improve their writing skills because they had a better understanding of the purpose behind the writing tasks. By analyzing teacher lesson plans as a data source, I was able to identify how teachers incorporated instruction focused on genre writing.

Professional Development

Several researchers focused on the impact that PD has on teachers' attitudes and practices. Researcher Kells (2012) and the author of What Works Clearinghouse (2012) conducted studies related to training teachers to teach the writing process. In these studies, the authors completed profile reviews of specific writing composition programs and assessed the effectiveness of those programs in teaching the writing process. Kells focused on the effectiveness of a writing program designed with the diverse teacher and the diverse student in mind. Kells observed, however, bureaucratic interference stymied many programs that could have been effective, so the community of various educational stakeholders is needed to ensure culturally relevant writing and literacy programs (p. 10). The organization known as What Works Clearinghouse looked at different professional training programs that brought counselors and teachers together through rigorous training to help students be successful learners and writers (p. 1). Teachers feel more prepared by the various PD offered by the district administrators when the teachers' perceptions and patterns of the PD being studied are positive (Kiuahara et al., 2009). The relationship between the perceptions of writing teachers in TSD 1 and the quality of PD offered throughout the district and campus was an issue emphasized and explored through the data collection in this study.

Chong and Kong (2012) and Bifuh-Ambe (2013) also conducted research related to the effect of PD for teachers, focusing on the relationship between teachers completing

PD training and its relationship to teacher efficacy. Chong and Kong argued high student achievement is linked to teacher efficacy, and further postulated high teacher efficacy can be developed by collaborative PD. The authors argued successful PD needs to be “intensive, ongoing and connected to practice, focused on specific subject content, and needed to foster strong working relationships among teachers” (Chong, & Kong, 2012, p. 263). Bifuh-Ambe examined PD as a means to an end of determining whether writing teachers would feel confident in teaching writing skills to their students after being prepared by targeted PD. Bifuh-Ambe looked at 10-weeks of data of EBP PD offered to writing teachers to explore the teachers’ perceptions about themselves as writers and as writing instructors to their students. Bifuh-Ambe concluded teachers in the study believed they must have confidence in their own abilities to teach writing to be successful writing instructors. Further, Bifuh-Ambe concluded through the use of targeted PD, teachers might improve how they feel about their abilities to teach writing to their students.

Emergent Themes

The themes found within the literature review helped me to focus on what was known about my study’s research questions. When interviewing the teacher participants in this study, I encouraged them to self-examine the writing practices they used in the classroom and that they felt were the most effective for students. Using this interviewing strategy allowed me to effectively analyze the data I collected within the conceptual framework of Bandura’s self-efficacy theory. Self-reflection allowed the teacher

participants to be cognitively comfortable in answering questions in which they were able to formulate their responses concerning what they felt were the most effective writing practices (Bandura, 1986). The next theme that emerged during the literature review was the idea of transfer research and how teachers transfer the skills they learn in PD into their classroom writing instruction. The idea of transfer research helped me to understand the question I had about PD because my participants were asked to focus on the PD they had received and whether that PD, or other administrative supports, had supported their learning and teaching of writing. I was also interested in finding which writing strategies teachers included in their lesson plans to support the writing skills of students and in learning about any other factors that seemed to contribute to how teachers designed lesson plans for writing instruction. The final portion of the literature review focused on different parameters and techniques teachers of writing used in their instruction. The main theme I saw emerge from the collection of articles concerning the techniques teachers were using to teach the writing process was a theme of willingness, on the teachers' parts, to try out new writing techniques in the implementation environment of their school classrooms.

Implications

Completing the literature review helped me to frame my study more tightly in alignment with addressing the research questions I posed and within the conceptual framework of Bandura's self-efficacy theory. Based on the anticipated findings of the

data collection and analysis of teacher interviews and archival data, the possible implications of the data collection and analysis provided insight into how English teachers believe PD developers prepared them to teach student-writing skills in TSD 1. Looking at teacher lesson plans and analyzing archived PD of the previous school years also provided more information on how the choices the teachers made when implementing writing strategies may have influenced students' learning and performances on the English EOCs.

After conducting the study and analyzing the data, designing PD, to promote teacher reflection, emerged as a means of supporting teacher progress in writing instruction. Two points of emphasis of the strategies in the PD design included exploring how to include EBPs in teachers' lesson plans and how to implement those strategies in the classroom.

Summary

Current state data collected from the English 1 and English 2 EOC exams indicated students are not developing grade level writing skills, as evidenced by the high percentage of students who did not pass the state test. These low scores may indicate teachers are not teaching writing skills effectively using EBPs. Students' EOC writing exam results also demonstrated there is a gap in practice between the teaching and learning process of writing instruction. In addition, students' struggles in writing suggest there are gaps in the content and strategies addressed in the writing PD, which are

provided to support improvement of teacher knowledge and skills that is meant to help students develop writing skills and perform at the proficient level on the state writing assessment.

Over 50% of students in TSD 1 who completed English 1 and English 2 were not writing at grade level, as determined by their EOC scores. Effectively teaching the writing process was a research topic of interest to many researchers (Amicucci, 2011; Armstrong-Carroll, & Wilson, 2008). A more in-depth look at the exploration of methodology in addressing the local gap of practice in the writing skills of students in TSD 1 is provided in Section 2. In sections 3 and 4, the resulting project and its strengths and limitations are described.

Section 2: The Methodology

Introduction

The purpose of this descriptive qualitative case study was to facilitate the exploration of teachers' perceptions of PD focused on teaching the writing process and of the teachers' perceptions of their self-efficacy concerning implementing EBPs in writing instruction. This descriptive qualitative case study was conducted to better understand how those perceptions worked within the conceptual framework of Bandura's self-efficacy theory. I used the descriptive case study design to investigate teachers' perceptions about what prepared them to teach writing, such as the district PD they received, and to explore how teachers decided to implement writing strategies in the school classroom. Teachers' perceptions of effective writing practices were more deeply understood as a result of this descriptive case study.

The purpose of studying the perceptions of teachers was to better understand their perception of how district and campus PD supported their skill development, their perceived self-efficacy in designing and implementing lesson plans focused on teaching writing strategies, and their sense of competence related to the implementation of writing strategies in the classroom. In order to understand how and why teachers implemented specific writing strategies to teach the writing process, I focused on the following RQs:

RQ1. How do teachers perceive district and campus PD has supported their skill development and promoted their perceived competence relating to designing and implementing EBPs in writing instruction?

RQ2. How do teachers perceive their own ability and success in incorporating EBPs in lesson plans focused on writing instruction?

RQ3. How do teachers perceive their competence and confidence in the implementation of EBPs through their lesson planning and practice of writing instruction?

Section 2 of this research study is a discussion concerning the methodology used in addressing the research questions posed in Section 1. I conducted a descriptive qualitative case study focused on teacher interviews of six high school English teachers in TSD 1. The teacher interviews helped me determine how and why teachers implemented specific writing strategies in their classrooms and also helped me determine the design and delivery of writing PD, or other administrative supports, teachers preferred to support their learning. Furthermore, the interviews revealed how teachers felt about their skills and PD experiences in teaching writing. According to Bandura's (1986) self-efficacy theory, providing teachers with the opportunity to discuss their own experiences and feelings about their own skill level allows them to feel comfortable cognitively because they are allowed to formulate and monitor their responses to the interview questions. Teacher interviews and archival data, such as lesson plans, were used to collect

data. By using these various data, research was developed that is credible and accurate (see Creswell, 2012).

Continuing the discussion in Section 2, I delve into the sampling procedures, data collection, and data analysis I used for this research study. The descriptive qualitative case study approach allowed me to obtain data that helped to describe the perceptions of high school English writing teachers regarding PD concerned with the writing process and teachers' perceptions of their self-efficacy in the implementation of EBPs as it related to the writing instruction at TSD 1.

Qualitative Research Design and Approach

One goal of this research study was to gain a stronger understanding of teachers' perceptions of district and campus PD as they related to teachers' competency in the implementation of EBPs in writing instruction. In addition, the results of the study provided more information about how teachers expressed their ability and success in incorporating EBPs and how teachers demonstrated these skills through lesson plan development. In order to address these issues fully, it was necessary to focus on teachers' perceived competence in implementing writing strategies and designing lesson plans, teachers' perceptions regarding PD support and effectiveness, the EBPs teachers in the local setting used when teaching writing, and archival data of lesson plans showing how teachers incorporated the writing process. All of these issues provided information about what factors contributed to teachers' perceptions of PD and their self-efficacy in

implementing EBPs. These issues were explored through open-ended questions to further support the qualitative nature of the study and were further supported by the conceptual framework of this study as grounded in Bandura's (1977) self-efficacy theory.

The descriptive qualitative case study was the most logical choice of methodology for this research study because I was able to use multiple data points throughout the case study such as teacher interviews and analysis of artifacts of teacher lesson plans and PD trainings. The goal of using the descriptive design of a case study was to better understand the complexities of the patterns of perceptions my participants exhibited. The descriptive case study design focused on a small group of English teachers and used teacher interviews and analysis of up to five lesson plans from each participating teacher, which focused on teaching the writing process. A case study is a research design used to gain an in-depth understanding of "one setting, or a single subject, a single depository of documents, or one particular event" (Bogdan & Biklen, 2007, p. 59). All 10 of the high school English teachers who teach or who have taught at the TSD 1 high school were invited to participate in this research study to align with the descriptive qualitative case study design, and six elected to participate.

The qualitative case study was more suitable for this study than other qualitative approaches such as ethnography or phenomenology because the case study allowed me to be an observer, rather than a participant (see Merriam, 2009). Because I did not have long-term access to participants, nor were the participants considered a culture-sharing

group, meaning, “having shared behaviors, beliefs, and language” (see Creswell, 2012, p. 469), ethnography design was not appropriate. The plan for conducting the descriptive case study was no more than a school semester, which was a defined space and timeframe (see Miles & Huberman, 1994, p. 26) and was realistic for my purposes.

A phenomenological design is a broad approach where the researcher seeks to understand a human condition (Bogdan & Biklen, 2007), which was not an appropriate design because I did not seek to understand the reasons behind teachers’ perceptions related to writing strategies they deemed the most effective in teaching the writing process to students. A phenomenological design would have required me to be more familiar with the nuances (see Lodico, Spaulding, & Voegtle, 2010) of being a teacher in TSD 1 so I could better investigate and come up with my own perceptions of how writing was taught, which was not my objective for this project.

I did not use grounded theory because I was not trying to explain the actions of people to develop a theory based upon systematic data collection and analysis. Instead, I explored the perceptions of teachers when it came to teaching writing skills, and I tried to understand the nature of how and why teachers chose specific EBPs learned in PD to teach writing to their students (see Merriam, 2009).

A descriptive qualitative case study was the most appropriate research design for this project because my analysis of other methods revealed I would not obtain the same amount of depth in understanding the participants’ beliefs, thoughts, and feelings

concerning the PD offered and teaching of the writing process. According to Creswell (2012), a bounded system—such as a case study for example—allows the researcher to explore a central phenomenon. Further analysis of teacher interviews and archival data such as the teachers’ lesson plans allowed me to expose any issues found within the perceptions of the teachers. In conclusion, a descriptive qualitative case study design aligned with this research study.

Participants

Criteria

According to Lodico et al. (2010), “Qualitative researchers select their participants based on their characteristics and knowledge as they relate to the questions being investigated...they have little interest in generalizing the results beyond the participants in the study” (p. 140). Therefore, to ensure the participants could provide data related to the study’s purpose, the criteria for participant selection related to the teachers’ content area teaching experiences and their experiences within the local school setting. Specifically, criteria for selecting the participants were as follows: (a) participants must have been currently teaching high school level English in the district or have previously taught high school level English in the district, (b) participants must have attended at least one writing PD session, and (c) participants were among the first 10 to 12 eligible participants who elected to participate. Requiring that each participant taught high school level English in the district focused the research around the research site and

at the secondary level and also allowed participants who were either new to the district or had left the district to participate. The requirement of ensuring participants had attended at least one writing PD session addressed that participants had received training from the district, which aligned with the research PD portion of the research question.

Number of Participants

There were 10 English teachers at the high school campus who had taught either English 1 or English 2 at some point in their teaching careers, and each of those teachers had taught at TSD 1 during the 2014 – 15 through 2016 - 17 school years. Therefore, those 10 teachers were invited to participate in the study. However, only 6 of the 10 teachers who fit the criteria for this study chose to participate. The level of inquiry per participant was in depth because of the small sample size. This sample was appropriate for the study because this is the school district from which the research problem arose and working with these participants aligned with the research problem. The six participants who volunteered provided a convenience sample, which allowed me to select willing and available participants for my study (see Creswell, 2012). Creswell (2012) suggested a small number of participants for case studies are desirable for the researcher so the project does not become too unwieldy. Additionally, Guest, Bunce, and Johnson (2006) demonstrated a small participant size could yield reliable data. In this study, Guest et al. interviewed 60 participants but found over 90% of emerging codes were developed after just six interviews. The authors concluded if the population being interviewed were

highly homogenous, “a sample of six interviews may [be] sufficient to enable development of meaningful themes and useful interpretations” (Guest et al., 2006, p. 78). Interviewing these participants and collecting other archival data related to their lesson planning and PD experiences yielded a rich amount of data, which allowed me to obtain numerous perspectives related to the study in a manner that allowed for efficient analysis (see Creswell, 2012).

Access to Participants

In order to work with teacher participants, I initially completed the access process in the district. First, I solicited approval from the executive director of curriculum and instruction of TSD 1 to gain access to collect research data for this study, which was entitled Letter of Cooperation from Research Partner. Approval was given from the Institutional Review Board (IRB) from Walden University on August 6, 2018, which assigned me the approval number: 08-06-18-0337293. Once approval had been granted from the university, I emailed an invitation to eligible participants to participate in the research study using my personal email account and their school email accounts, which was found on the TSD 1 school website. I distributed the invitation to participate letter by sending it through the school email to all writing teachers listed at the target site. To help potential participants understand the study was a voluntary opportunity, I sent a follow-up email to participants on their personal email accounts to explain participants’ rights, confidentiality, the purpose of the informed consent form, and the participant’s protection

from harm. Participants then received, reviewed, and returned a consent form.

Participants' willingness to participate in the study was indicated by emailing me the words "I consent". Participants had 1-week to review and return this form.

Then, after 1-week, I again emailed each participant to schedule a time, date, and location to conduct the face-to-face interview. A follow-up email was also sent. The interview protocol checklist form was emailed to participants after receiving their scheduled days. Once consent had been obtained, I emailed a letter to the participants explaining the review of the final study. Participants were given the option to turn all documents in to me or to have me to pick up the documents from them.

Researcher-Participant Relationship

It was important to develop a strong researcher-participant relationship so participants felt safe and comfortable in sharing their perceptions and beliefs with me during all facets of the research study. To promote an effective researcher-participant relationship, I aimed to build this trust among each participant throughout my dealings with him or her. Both Merriam (2009) and Bogdan and Biklen (2007) emphasized the importance of the interviewer establishing a strong rapport with each participant. In order to develop this rapport with the study's participants, I introduced the topic of the project study and my involvement with the study. I then presented a brief biographical introduction about myself as the researcher of this study. I reminded participants about the confidentiality of the interview and their identifying information would be

safeguarded. These steps helped encourage participants to feel comfortable speaking candidly during the interview. Finally, I reiterated to the teacher participants their participation was voluntary and they could withdraw from the study at any point during the study.

To ensure the participants in my study felt safe and comfortable to share their perceptions and opinions with me before, during, and after the interview process, I worked to provide a trusting relationship with them. One such way I built a relationship of trust with my participants was by being a good listener. Merriam (2009) asserted research participants enjoy talking to good listeners who are interested in hearing about their expertise. Another way I established trust was to obtain approval to conduct my research study in TSD 1 and with Walden University's IRB. The IRB maintained rigorous standards to help ensure I was prepared to establish and maintain a strong working relationship with the study's participants.

Participants were also informed of the process of the study through the initial invitation to participate letter to help them understand their role in the study, and this information was reviewed, once consent was obtained, during the face-to-face interviews. The invitation to participate letter outlined the participants' responsibilities related to the study as well as the study's purpose and data collection procedures. The invitation letter and consent form also highlighted the voluntary nature of the study and the risks and benefits of being in the study. Participants' confidentiality rights were also explained.

Once approval had been gained from the executive director of curriculum and instruction for the school district, participants received the invitation letter and consent form via email. TSD 1 does not have formal written protocols for distribution of these participant forms, so participants received the email of the documents from me. One such document, for example, was the consent form in which participants also filled out their basic information such as contact information, demographics, highest level of education, years of high school teaching experience and the grade levels taught. This form was returned via email.

Once the initial participant forms had been collected, I emailed each participant to set up a face-to-face interview. Date, time, and specific location were scheduled for the face-to-face interview. In the email to schedule an interview, I also asked participants to send me a selection of lesson plans with a writing focus before the scheduled interview. I informed participants the interview would be recorded for accuracy of transcription at a later date.

Protection of Participants

Ethical protection of participants was ensured through the step-by-step process as described in the previous section. Participation in the study was strictly voluntary. Several emails were sent out to the participants reminding them of the voluntary nature of the study and to remind them that their confidentiality as participants of the study would be maintained. A further level of confidentiality for all participants was adopted in the

use of pseudonyms to protect participants' identities in the interviews and in the final reporting of the study.

I received a certificate from The National Institutes of Health (NIH) Office of Extramural Research during my course of studies with Walden University. This study had a low risk level to participants because they were adults who never worked under my supervision. I was an employee of TSD 1 for two school years but am no longer employed with TSD 1. However, my former work experience with TSD 1 allowed me adequate time to better understand the inner-workings of the school district and high school campus without clouding my judgment as a researcher and outsider of the district. To further protect participants, I have kept any paper-based or electronic data, such as emails, transcribed interviews, and typed notes stored in a locked location at my home and use password protected files on my home computer, and will continue to do so, for five years, which is the protocol of Walden University.

At the administrative level, I met with the high school principal to outline the timeframe for participant interviews. I also reiterated the voluntary nature of the study, the purpose of the study, and answered any questions or addressed any concerns the principal had. The priority of the study was the overall safety, wellbeing, and confidentiality of all participants, and I stressed this goal in the meeting with the principal.

Data Collection

Two data collection methods were incorporated in this study. Teacher interviews were conducted as the main source of data collected in pursuit of understanding teachers' perceptions regarding PD support and their confidence in implementation of EPBs in writing instruction. I relied on the conceptual framework of Bandura's self-efficacy theory to ground my study and to guide the interview process. Interviewing participants allowed them to discuss their sense of competence related to the implementation of writing strategies in the classroom. Interviewing participants also gave them the opportunity to discuss their perceptions of how district and campus PD supported their skill development and self-efficacy in designing and implementing lesson plans focused on teaching EBPs. Including open ended and follow-up questions allowed me to probe for additional information when needed (Creswell, 2012). Observations of the teachers would not have provided such insights (Wright, White, & Gaebler-Spira, 2004). Archival documents such as teachers' lesson plans and district PD revealed learning activities were given and assessed and involved teaching the writing process and writing skills. Previous and current lesson plans were archived in Eduphoria. Eduphoria has been the school district's software and has kept records of teachers' lesson plans since 2012. Creswell (2012) emphasized the importance of examining archival documents in research studies because archival documents can offer the researcher a deep and comprehensive picture of the topic being studied.

Interviews

Merriam (2009) and Bogdan, and Biklen (2007) contended interviews are used to gather information either in isolation or in conjunction with other forms of data to better understand how people perceive their world. Merriam described the semi-structured interview as allowing participants to answer one question at a time to avoid confusion or jargon. The semi-structured interview also allowed me to ask questions about specific writing strategies but also allowed me to explore new, related topics that came up during the interview (Merriam, 2009).

Teacher interviews were an appropriate data source to help me gather information concerning English teachers' perceptions of PD, their use of EBPs in the writing process, and their competence in the implementation of EBPs for teaching writing to their high school students. The interviews were beneficial to me as I collected data about the perceptions English teachers had about the preferred design and delivery of writing PD to support teachers' learning. Interviews also yielded data related to teachers' perceptions concerning their skills and PD experiences and concerning which factors teachers believed contributed to how they chose writing strategies. Furthermore, the interviews allowed me to gather information regarding their perceptions of their level of self-efficacy concerning their success in teaching writing strategies in their classrooms. The interview questions also aligned with the conceptual framework for this study, which was Bandura's self-efficacy theory, by focusing on teachers' perceptions of success or

difficulty related to learning about and incorporating different writing strategies. The director of curriculum and the former assistant principal, both of whom have written their doctoral dissertations using qualitative methodologies, helped vet the list of interview questions asked of the participants. These two individuals reviewed my questions for the teacher interviews, looking for any needed revisions and looking to ensure all questions aligned with the self-efficacy conceptual framework.

During the interview, participants were asked interview questions one at a time to convey their perceptions regarding the PD and instructional strategies they felt were the best strategies for teaching the writing process. Participants were also asked about their views concerning which design and delivery of PD best supports their learning and about their perception of their skills in teaching writing to their students. Finally, participants were asked what factors they felt contributed to their selection of writing strategies in their lessons when preparing them to teach the writing process. I used probes in an unbiased way to elicit additional information relevant to my study (Bogdan & Biklen, 2007). In addition, I asked unbiased, open-ended follow-up probes as needed to elicit additional relevant data related to my research questions. This approach helped me gather information relevant to my study and allowed the participants to craft their own responses (Creswell, 2012). The interview protocol and questions can be found in Appendix B.

Archival Documents

I examined an archived selection of lesson plans and district PD from the school district's storage database in Eduphoria through the 2014 to 2017 school years which revealed learning activities related to teaching the writing process and teaching of other writing skills. Bogdan and Biklen (2007) suggested artifacts stimulate conversation, provide multiple-source data collection, and enrich the researcher's understanding of phenomena. The artifacts used for this study were the participants' lesson plans and district PD. I reviewed 3 years of lesson plans for each teacher participant from Eduphoria to identify which writing strategies they included in instruction. The analysis instrument I developed and used to review these archived lesson plans can be found in Appendix C. District PD was also included in Eduphoria, and I reviewed the PD categories dealing with writing strategies and content. These data allowed me to get an even fuller picture concerning the preparation teachers have had and the choices teachers made when teaching the writing process. Any identifiable data were removed from all documents to preserve participant confidentiality.

An objective review of the archival data concerning teacher lesson plans and district writing PD helped me to connect what information I gathered from the interviews with what was recorded in the annals of writing PD. A possible gap in training and implementation of teaching writing was explored through teacher interviews of six English 1 and English 2 teachers and through analysis of lesson plans and of district PD

documents. As noted previously, all paper-based and electronic data have been stored in a locked location at my home and have password-protected files on my home computer. Per the protocol of Walden University, these data will be stored for 5 years, at which time, I will dispose of these data files.

Sufficiency of Data Collection

The collection of interviews, PD records, and lesson plans provided ample data to address each research question. For example, my first research question dealt with how teachers perceive how district and campus PD supported their skill development and promoted their perceived competence relating to designing and implementing EBPs in writing instruction. Teacher interviews yielded data related to teachers' perceptions concerning the role PD played in this skill development, and the influence effective PDs had on teachers' use of EBPs. My second research question dealt with how teachers perceived their own ability and success in incorporating EBPs in lesson plans focused on writing instruction. The data source that connected with my second question was the analysis of interviews demonstrating to what degree teachers incorporated EBPs in writing instruction. Finally, my third research question dealt with how teachers demonstrated their competence and confidence in the implementation of EBPs through their lesson planning and practice of writing instruction. These data sources connected with my third question through the analysis of lesson plans provided to me by the teacher participants.

Processes for Generating, Gathering, and Recording Data

I ensured that each participant scheduled an interview time and returned the informed consent form. I made sure each participant was aware of the interview process. All of these steps were addressed in previous emails with potential participants. Interviews took place in the school's private library conference room. The interviews, scheduled at each teacher's convenience during his or her conference period, lasted approximately 60 minutes. The school district personnel permitted teachers to participate in interviews during their conference period. I used semi-structured interview questions to guide, but not strictly limit, the list of topics participants spoke openly and spontaneously about during the interview. The interview questions were open-ended (Bogdan & Biklen, 2007; Merriam, 2009).

These interview data were captured using several methods to support transcription and data analysis. First, I audio recorded each participant's interview after obtaining approval to record the interview by having the participant sign an audio consent form. The purpose of using an audio recording of each interview was for accuracy of transcribing the data verbatim and for ease of coding in the later stages of data analysis (Bogdan & Biklen, 2007). As suggested by Merriam (2009), I kept a list of the interview questions and probes I used as a guide during the interview. Secondly, in addition to recording the interviews, I took detailed fieldnotes of the participants' responses. I transcribed each interview response within 2-3 days of the completion of each interview.

Following the transcription process, data were stored for the purpose of coding and analyzing (Bogdan & Biklen, 2007).

The process for gathering the lesson plans and the PD was achieved by accessing Eduphoria, which houses teacher lesson plans and the PD teachers attended since 2012. Access was granted to review lesson plans and PD sessions by the executive director of curriculum and instruction for TSD 1. From this access, I was able to retrieve each participant's lesson plans and a list of attended PD.

Procedure for Gaining Access to Participants

Before inviting teachers to participate in the study, I first sought approval from the school to conduct the study. I solicited approval from the executive director of curriculum and instruction of TSD 1 to collect research data for this study. Then, after IRB approval had been granted, I retrieved email addresses from the school's website and emailed potential participants an invitation to participate in my study. Follow up emails sent out included participants' rights, a letter of confidentiality, the purpose of the informed consent form, and the participants' protection from harm. Participants had 1-week to complete the consent form and email me the words "I consent," indicating their willingness to participate in the study. Participants were sent an email to indicate the time, date, and location of face-to-face interviews. Three possible interview locations for the interview were identified: the school library's conference room, the school's conference room, or the participant's home. Each participant elected to complete the

interview in the school library's conference room, which ensured an appropriate level of privacy.

Role of the Researcher

My role as the researcher was one of an interviewer, transcriber, and analyzer. Previous to the study, I worked with five out of the six participants as a professional colleague from the high school in TSD 1. I did not have a supervisory role related to the teacher participants at the high school campus when I worked there. I worked in TSD 1 in the fall of 2015 as a fellow English teacher, and I developed formal, professional relationships with most of the research participants, but I was able to minimize potential biases that could influence data collection by not discussing my research topic with them. Having been an English instructor in TSD 1, I was familiar with the writing abilities of students and the teaching of the writing process of the research participants, which was a benefit, but it could also be interpreted as a bias because there may be a tendency to lead the design of the interview questions. Merriam (2009) noted researchers should identify their biases and understand how they could shape the data collection and influence data analysis. To ensure there were no biases in my interview approach with my participants, I asked open-ended questions and probing questions and allowed the participants to provide their explanations of their perceptions to the questions asked. Furthermore, I transcribed the participants' responses directly from audio-recordings to ensure an accurate portrayal of the participants' points of view on the topics at hand. I also

incorporated member checking to help lessen potential bias (Creswell, 2012; Merriam, 2009).

My experiences as a writing teacher for 16 years may have presented a bias when collecting data concerning effective strategies of teaching writing. To guard against bias, I searched for emerging patterns and themes within the data I collected from the teacher interviews and archival data I reviewed. To provide further protection against personal bias in data collection and analysis, I solicited review of the research questions by an expert panel of two individuals with extensive background in qualitative methodology, including a high school principal and an assistant principal from the district. Furthermore, I employed two peer reviewers to check the data for appropriate coding and logical development of themes and findings.

Data Analysis Results

This section includes a description of the research design and the data analysis results for this project. A convenience sample of six English teachers was selected from the local high school within TSD 1 to conduct a descriptive case study. The project was based on a logical and systematic data collection process of interviewing teachers, analyzing archival data found in Eduphoria for a selection of lesson plans with a writing focus, and reviewing the writing PD offered by TSD 1 to the teachers over the years. A descriptive qualitative case study was used to gain an understanding of teachers' perceptions as they relate to PD and teaching the writing process connected to students'

writing achievement in TSD 1. The framework for this study was Bandura's self-efficacy theory, which included elements of teacher competence, student motivation, and persistence in striving for success in spite of failure to achieve goals. Analysis of the data revealed the participants continued to persist to find engaging strategies despite their perceptions of feeling less than prepared and adequate to teach writing. Analysis of the study's data also led to a deeper understanding of teachers' perceptions of effective PD regarding the writing process and teachers' perceptions regarding how to best support student learning related to writing. Data sources for this study included participant interviews, participants' lesson plans, and analysis of participants' PD records. Interviews were transcribed, read, and coded according to emerging themes found within the data. Lesson plans were also read and coded according to emerging themes found within the plans. The list of PD participants attended over the years was analyzed for themes and coded accordingly. The coding process included line-by-line analysis (Bogdan & Biklen, 2007; Merriam, 2009) of participant interviews, lesson plans, and PD attended. Themes were created and categorized based on emerging patterns found within the transcribed interviews, lesson plans, and PD attended. The following RQs guided this study:

RQ1. How do teachers perceive district and campus PD has supported their skill development and promoted their perceived competence relating to designing and implementing EBPs in writing instruction?

RQ2. How do teachers perceive their own ability and success in incorporating EBPs in lesson plans focused on writing instruction?

RQ3. How do teachers perceive their competence and confidence in the implementation of EBPs through their lesson planning and practice of writing instruction?

The three RQs and emerging themes are described in Table 3. A total of nine themes in the data analysis process were found. Three themes for each RQ emerged based on patterns during triangulation, which is an acceptable number in qualitative studies (see Merriam, 2009). Each theme is illustrated in Table 3 in relation to the number of participant responses from the interview questions.

Table 3

Emerging Themes by RQs

RQs	Emerging themes	Participant <i>in</i> discussing theme
1. How do teachers perceive district and campus PD has supported their skill development and promoted their perceived competence relating to designing and implementing EBPs in writing instruction?	Theme 1: Insufficient time is provided for designing and implementing EBPs	6
	Theme 2: Instructional modeling is ineffective	6
	Theme 3: PD emphasizes passing the EOC	6
2. How do teachers perceive their own ability and success in incorporating EBPs in lesson plans focused on writing instruction?	Theme 4: Low sense of self-efficacy in using EBPs	6
	Theme 5: Lack of confidence related to lesson planning	5
	Theme 6: Lack of confidence in district PD preparing teachers to implement strategies	6
3. How do teachers perceive their competence and confidence in the implementation of EBPs through their lesson planning and practice of writing instruction?	7: Concern for students' level of engagement selecting writing strategies	6
	Theme 8: Low self-efficacy in developing students' critical thinking skills during writing instruction	6
	Theme 9: Lack of follow-through from either the teacher or from the district	5

Findings

Emergent Themes Related to RQ 1

There were three themes identified related to RQ1 from the data obtained from the interviews with teachers. RQ1 addressed teacher perceptions of district and campus PD supporting the development of their skills and competencies associated to designing and implementing EBPs in writing instruction. The three themes were (a) Insufficient time is provided for designing and implementing EBPs, (b) Instructional modeling is ineffective, and (c) PD emphasizes passing the EOC.

Insufficient time is provided for designing and implementing EBPs.

Participants described the lack of time provided for designing and implementing EBPs in writing instruction as the number one reason why they did not feel supported by their district and campus PD in facilitating their skill and competence related to designing and implementing EBPs in writing instruction. All participants claimed they often felt too little time was spent on ensuring teachers truly understood the purpose and nuances of EBPs, particularly in teaching the writing process. As Participant 1 stated, “I don’t have time to figure it [EBPs] out. I wish someone would figure it out for me.” This participant further explained the PD offered at the beginning of the school year was more like “a survey course of too many new ideas and not enough time given for teachers to master the concepts.” Other participants echoed this sentiment. Participant 2, for example, expounded on it by commenting she “wish[ed] they had more time to plan to implement

these writing strategies, but they felt their focus was pushed in too many directions.”

Participant 3 further added to this sentiment by stating, “teachers need more time to plan the implementation of writing strategies, especially in the PD sessions offered at the beginning of the school year.” A lack of time in understanding how EBPs fit within the curriculum throughout the school year was mentioned by all of the participants.

Participant 4 stated,

We really start off with the best intentions, but things just tend to taper off. Maybe we start off with 100% of a plan to implement new strategies, but we only end up implementing half of the plan by the end of the year.

Participant 5 expressed part of the lack of time issue is not just in regards to the teachers in their planning stage but also there seemed to be “a lack of time for the presenters of these PD sessions to practice the strategies themselves to ensure the strategies being presented will be applicable and effective for our group of students.” Participant 6 looked at the time the presenters used as a “waste since the strategies that were being covered were not over the content that I plan to cover with my students.” The time to implement EBPs was a factor for teachers in implementation and an additional concern included the failure to provide effective modeling of EBPs in PD sessions.

Instructional modeling is ineffective. Teacher participants indicated PD presenters did not effectively model EBPs. Participant 1 referenced the most effective PD she ever attended was when the presenter treated the participants as students. Participant

1 stated, “I went to New Jersey Writing Project in 1991 in a different district, and that training alone has improved my writing skills as a teacher because the presenter modeled the lesson to us as if we were students.” Participant 2 discussed wanting the “PD to be designed where I’m actually doing the activity.” Participant 3 was in accord with this sentiment by stating, “I want to be like the student, and I want the activities modeled for me.” Participant 4 discussed the lack of effective modeling in relation to the “EBPs being effective in theory when the presenters are presenting to an audience of teachers, but the EBPs are not effective in practice—in front of an audience of teenagers.” Participant 4 added she felt the most effective in implementing EBPs in the classroom when she does “more than model and display. I also give my students a lot of feedback, which is supported by the research but doesn’t occur in PD sessions that I have attended.” Participant 5 explained the reason she felt presenters were not effective modelers of EBPs is because “even though the presenters may have a degree in PD, that doesn’t mean that the presenter ever presented the strategies to an actual classroom of students.” Participant 6 stated,

I cannot stand to watch things be taught in an imaginary, perfect world. I need to try it and win, or try it and fail. I need to assess what will work for my students—not just imaginary “little Johnnies” that are presented in PDs.

The participants' responses indicated teaching strategies have little positive effect on their teaching practices when delivered in a traditional PD setting rather than in the classroom environment where application of the strategies is immediate.

PD emphasizes passing the EOC. Participants also indicated current writing PD in the district is directed more at helping students write a 26-lined paper for the End of Course exam rather than on focusing on the authentic and recursive process of writing for learning or for creating. Participant 4, for example, stated, "Students have all of these EOC writing strategies to help them get a passing score on the essay, but they haven't learned how to apply authentic writing practices when they have to write for something other than the EOC." Participant 4 further expounded upon the need to have "more trainings that go beyond the test. I want students to be well-rounded writers, not just writers who can hammer out these tested essays." Participant 1 and Participant 2 also discussed the need for the writing to "go beyond the test" and to be "more authentic". Participant 3 stated, "Formulaic writing is the default for most teachers who feel the pressure to ensure their students write the bare minimum to earn a passing score on the EOC essays." Participant 5 echoed the sentiment of students being taught a "formulaic way of writing" as well but furthered her argument by stating, "Formulaic writing works for some students but not all. Students need to be taught how to write authentically." Participant 6 discussed the "cute brainstorming strategies that the district wants us to teach students, but students do not even apply those brainstorming strategies during the

actual exam.” Each participant expressed agreement students need to write authentically and district PD should encompass the entire writing process rather than formulaic writing of the EOC essay exams.

Summary of RQ 1 themes. The teacher participants’ responses to the interview questions asked for RQ 1 indicated they believe insufficient time is allotted for designing and implementing EBPs in writing instruction. Teacher participants collectively discussed how the lack of time provided for designing and implementing EBPs in writing instruction, ineffective instructional modeling of EBPs, and writing PD being geared more towards passing the EOC than being authentic and recursive in nature did not help develop their skills in designing and implementing EBPs in writing instruction. Bandura’s (1986) self-efficacy theory, which serves as the conceptual framework for this study, connects to the teacher participants’ expressed goals of organizing their time, being proactive in designing and implementing effective EBPs in their writing instruction, and desiring to be self-reflective while regulating themselves with the adaptations or changes made to their instruction, if done correctly. However, the participants indicated insufficient time to learn EBPs and to plan for their implementation lowered the participants’ self-efficacy by making it difficult to incorporate these strategies when teaching writing. Another issue indicated in the participants’ interview responses was insufficient time was allotted for presenters of writing PD to demonstrate the EBPs with student audiences. Participants indicated they wanted to see EBPs

implemented with actual students, or at the very least, implemented as if they, themselves, were the students who were receiving instruction.

The participants expressed their perception that instructional modeling of EBPs is ineffective. The participants suggested that this ineffectiveness was caused by PD presenters' failure to model the EBP strategies with them as if they were students rather than teachers. Participants indicated that they wanted to experience similar learning challenges as their students would experience in better preparation of strategies to address those challenges. For example, while Participant 1 mentioned the New Jersey Writing Project PD as being the best writing PD she had ever attended because the presenter truly modeled the teacher-student dynamic within PD, she admitted that training occurred back in 1991 and she had not experienced that type of interaction since. The New Jersey Writing Project PD, now known as the Abydos Writing Institute, still employs a PD setting where teachers assume the role of a student taking a 3-week course and participate in the writing workshop by learning and doing the writing strategies themselves (Armstrong-Carroll, 2008).

The participants expressed their perception that writing PD is geared towards passing the EOC rather than being authentic and recursive in nature, and stated this EOC emphasis did not help teachers in implementing EBPs in writing instruction with their students. Graves (1983, 1994) and Locke (2015) support this idea of the writing process needing to be authentic and recursive. Graves (1983) found providing authentic writing

opportunities allows children to solve problems with their own writing skills and also allows teachers to solve problems with their own instruction. Furthermore, Graves (1994) stressed when writing is authentic and recursive, like the writing strategies practiced in writing workshops, teachers learn alongside their students. Locke found writing workshops provide authentic opportunities for teachers to deal with their own insecurities and anxieties concerning their own writing skills and ability to effectively teach the writing process. Writing strategies associated with the writing process, such as brainstorming and writing a rough draft, were strategies focused on writing the EOC essays, which do not allow for students to write more than 26-lines. Furthermore, participants agreed the majority of students did not transfer the writing strategies to their essays when left alone to write them on the EOC exam day.

Emergent Themes to Address RQ 2

The emergent themes that address RQ 2, teachers' perceptions of their own ability and success in incorporating EBPs in lesson plans focused on writing instruction, were: (a) Low sense of self-efficacy in using EBPs, (b) Lack of confidence related to lesson planning, and (c) Lack of confidence in district PD preparing them to implement strategies.

Low sense of self-efficacy in using EBPs. Participant 3 indicated he felt a lack of confidence when actually planning how to teach writing in his lesson plans and "wished teachers would share model writing lessons during their common planning time to help

build his confidence in implementing EBPs in his classroom.” When asked how prepared he felt planning writing lessons, he responded, “Not very well. I consider myself to be an adequate writer; if I were a great writer, I’d be a writer not a teacher.” He further explained, “There is a bit of a contradiction there: me being a teacher trying to teach students how to write when I, myself, am not a great writer.” Participant 1 explained, “I feel qualified to teach writing, but not to teach writing in innovative, fun ways.” Participant 2 stated, “The writing process can be tedious, overwhelming, and boring, and I don’t feel confident that I ever learned how to teach writing effectively because it was never taught in a fun way when I was a student.” Participant 4 discussed the need for her “philosophy of writing to be aligned with the presenters of writing PD, and so far, it hasn’t.” Participant 4 further explained,

I do not feel confident planning writing lessons because most of the trainings I have attended are touchy-feely, and I that is not my personality. So, all of the cute, interactive writing strategies that they show us as these trainings, I do not feel comfortable trying those with my high school students.

Participant 5 also said, “The writing strategies taught by the district are too elementary-level,” and she would “feel silly putting these strategies in her lesson plans.” Participant 6 “puts writing strategies like planning, drafting, editing and revising in my lesson plans so that administrators see that I am teaching writing; but, how and when I actually teach writing is determined by how prepared I feel I am and my students are. So, it is rarely

because I am still teaching students what a noun and a verb are.” Participants reported a low sense of self-efficacy in using and delivering EBPs in creating writing lesson plans that are engaging, appropriate for the teenage-audience they teach in both skill and in maturity levels, and appropriate for the teachers’ own comfort-level of delivery of EBPs.

Lack of confidence related to lesson planning. Participant 1 analyzed her own abilities and success in incorporating writing EBPs in her lesson plans as “not very successful; I’m still leaning on my training from 1991,” which was when Participant 1 had attended the New Jersey Writing Institute. Participant 1, however, also felt “there is nothing new under the sun” and “no new, innovative ways to teach writing.” Participant 2 claimed, “The district has not provided writing PD.” Participant 2 clarified her meaning by stating, “They have given us general strategies but not any specific writing tools. For example, they will show us how to do a gallery walk, but not how to directly use writing strategies in the gallery walk.” Participant 3 referred to writing activities his students would be doing by the name of the writing process stage students were on. For example, Participant 3 included the following sentence in his lesson plan: “Prewrite a journal entry.” In this example, “prewriting” is not recorded as a stage of the writing process, but rather as the skill students would be doing to complete their journal entry. Participant 3 also included in his lesson plans “students will revise and edit their drafts.” In Participant 4’s lesson plan she wrote students would “draft an essay by the end of the period.” Again, this participant used the drafting stage of the writing process as a strategy for students to

complete rather than as a skill students would learn or other strategies to help them complete the drafting process. Participant 5's self-efficacy in planning skills-based writing strategies was also low as she described, "Writing strategies are thrown at me last minute, not giving me the chance to front-load my students, not making me, or them, very successful." Participants used the stages of the writing process as skills students needed to learn rather than as using activities to teach the stages of the writing process. Participants voiced a need to learn how to teach the writing process versus how to have students complete the stages of the writing process.

Lack of confidence in district PD preparing them to implement strategies.

The teacher participants indicated the writing PD offerings provided by TSD 1 had little positive effect on their writing instruction. Examination of all relevant data, including the interview process, the analysis of lesson plans, and analysis of the writing PD offerings by TSD 1 revealed only one of the PD offerings given by TSD 1 was mentioned by participants: Writing Across the Curriculum (2016). However, none of the participants directly wrote down any strategies from this or any other TSD 1-led PD in their lesson plans. Concerning the theme of teachers perceiving a lack of confidence in implementing strategies, the majority of PD mentioned as effective by participants were PD sessions they had attended outside of TSD 1. Examples of trainings mentioned by the participants as influential in their teaching practices were Abydos training, CRISS training, and courses and workshops offered at the university level. Participant 3 explained his

applications of the EBPs in his lessons in this way: “Through conversation and brainstorming [with other colleagues], the results of those outside PDs have influenced me to implement the strategies in different ways.” Participant 5 also stated,

In a different district we had collaboration days that we would look at each other’s student essays and discuss successful writing strategies. It was effective because the examples were from actual students and not just some lesson pulled from the Internet.

Participant 1 mentioned, “It depends on which school district you are in; this school district doesn’t offer any writing PDs but they expect you to teach writing.” Participant 1 further explained, “If it were not for attending the training for the New Jersey Writing Project, I would not know any writing strategies to implement with my students.”

Participant 2 said, “PD has mostly focused on classroom management or writing summative assessments, not on content. Attending PD has not really helped me to better my craft.” Participant 4 said,

I do the research on my own. PD is never directed towards my low-income students anyway. I have to figure out ways to scaffold for my students, and the presenters of the PD that I have attended so far has not shown me how to do that.

Participant 6 was brief in her response to her low confidence in implementing various training experiences by explaining the PD she attended thus far is “boring, rote, outdated, unimpressive, lacking. A waste of my time to support and justify someone else’s salary.”

Participants indicated they did not see the value in district PD in preparing them to teach writing with their students and they found more value in referring to outside sources to find ways to teach writing strategies with their students.

Summary of RQ 2 themes. Participants were in accord they had low self-efficacy in planning and implementing writing strategies with their students. All six participants explained in various ways they depended heavily on planning more formulaic writing lessons to impart to their students because of their lack of confidence in their own abilities as writers. The participants' views align with those of the teacher-participants in Miller et al.'s (2016) study, in which the teachers who planned and implemented strategies of writer's workshops with their students gained confidence for both the teachers and for the students but did not use strategies from writing workshops in their teaching. The theme for RQ 2 also connects with the conceptual framework of Bandura (1977) who explained an individual's self-efficacy will improve when she believes she can complete a behavior successfully. Bandura further explained in his self-efficacy theory how people are more effective in mastering behaviors if they already have positive expectations (1977). Self-efficacy for these teacher-participants in planning skills-based writing strategies, however, was low for each participant due to the lack of understanding that EBPs focus on individual writing skills and not the writing stages of the writing process. Regarding participants' analysis of their own abilities and success in incorporating EBPs in lesson plans focused on writing instruction, it was interesting to

note the strategies teachers spoke of as those included in their classrooms were not directly written or included in their lesson plans. Instead participants referred to writing activities their students would be doing by the name of the writing process stage students were on.

MacArthur et al. (2016) also conducted research involving teachers' use of EBPs focused on how PD related to the writing process can influence teaching practices by clarifying what writing skills need to be explicitly taught to students. A systematic approach of including specific writing skills to be explicitly taught to students was not observed, however, in the teacher-participants' lesson plans. Participants used the drafting stage of the writing process as a strategy for students to complete rather than as a skill students would learn to help them complete the drafting process. All participants expressed they had not purposefully incorporated EBPs from trainings outside the district in their lessons but acknowledged these professional development opportunities did help in their development of strategies were used in classroom instruction. Though all participants expressed low confidence in their ability to implement writing strategies successfully, these out-of-district training experiences seemed to have the most influence in how these participants incorporated EBPs in the classroom.

Emergent Themes to Address RQ 3

The emergent themes that addressed RQ 3, how teachers perceive their competence and confidence in the implementation of EBPs through their lesson planning

and practice of writing instruction, were: (a) Concern for students' level of engagement when selecting writing strategies, (b) Low self-efficacy in developing students' critical thinking skills during writing instruction, and (c) Lack of follow-through from either the teacher or from the district. It may seem interesting the first two of these emergent themes deal more with the student than the teacher. However, it makes sense teachers would focus on students' engagement and students' abilities to critically think when reflecting upon their own competence and confidence in the delivery of writing instruction, since the students' success is a measure of whether or not the delivery of writing instruction was successfully received.

Concern for students' level of engagement when selecting writing strategies.

Student engagement was brought up by each participant as a reason that teachers chose to include certain writing strategies. For example, participants agreed that one factor for including a particular writing strategy was student engagement. "I try to use something that will catch students' attention," said Participant 1. Participant 2 said, "I have success with students who are engaged and paying attention, so I select lessons that allow for that." Participant 3 described himself as "feeling confident" and "feeling successful" when students were engaged in a lesson. Participant 4 listed several writing strategies that had her students engaged such as "sketch notes to help students visualize, hands-on grammar from Lead4Ward, and strategies that get the students up and moving so they are not so bored." Participant 5 remarked if the lesson "is not real-world, they are not

interested. I make it interesting my tying writing lessons to the real-world and to see how writing applies outside of the English class.” Participant 6 explained, “I choose writing strategies based on students’ interests, abilities, motivations, and needs.” Teacher-participants value student engagement, and they emphasized they select strategies based on how useful they perceive these strategies to be in promoting student engagement.

Low self-efficacy in developing students’ critical thinking skills during writing instruction. Conversely, teacher-participants expressed they felt less competent in their ability to teach writing instruction to students who came to them with low critical thinking skills. As the writing process features high levels of critical thinking expectations (Knezek, 2014), participants indicated that they did not feel well prepared to meet the needs of students who had low critical thinking skills. Each participant, except Participant 4, expressed frustration with his or her inability to plan and implement lessons could help students who they felt were not equipped with the necessary critical thinking skills needed to write effectively. Participant 4 shared with the other participants the frustration of her students’ low critical thinking skills and was frustrated she did not have many “tools” in her “tool belt” from her PD experiences; but, she explained by her “providing students with feedback, especially students who at first did not know how to write even one sentence, forces them to look at their own writing and learn from their mistakes.” The other participants, however, felt less competent to teach to students with low critical thinking skills. Participant 1, for example, stated,

I cannot make them perfect writers because they do not read. Students come to us with little to no grammar background. How can you teach writing when students do not have any grammar? If they were good readers, it would probably correct itself. But, they are not.

Participant 2 stated, “If something doesn’t work, I chunk it. But, what do I do if the students still do not get it? I can only chunk a skill so much.” Participant 3 said,

Students do not have the patience for drafting. Outlining—forget it! They look at it like it is some kind of an alien. We need to readdress how we teach these because the current way does not resonate with students, especially our low-performing students.

Participant 5 discussed the lack of vocabulary in her student writers. Participant 5 said, “Students need to grow their vocabularies . . . it is hard for our students to write when they do not have the words to write with.” Participant 6 stated, “We are only preparing students how to pass a test. Therefore, we only expect the bare minimum of them, and most of them cannot even meet that goal. We need to teach critical thinking skills to close writing gaps.” Participants expressed that students have low critical thinking skills and indicated teachers struggled to meet the needs of all of their students who demonstrated various writing competencies.

Lack of follow-through from either the teacher or from the district. The practice of incorporating EBPs in lesson plans was also interrupted, according to

participants, by a lack of follow-through. Participant 4 mentioned the “good intentions of the district or campus to implement certain writing strategies, but even the district failed to follow through with those preset expectations throughout the school year.” Participants 1, 2, and 3 claimed they mostly wrote lesson plans because they were “mandatory” and “rarely,” “if ever,” referred back to their plans during the implementation stage of those lessons in the classrooms. Participant 5 mentioned due to high student numbers it was “unrealistic to make sure every student had completed each stage of the writing process with fidelity.” Participant 6 stated, “There are no EBPs to even implement because I have never attended an effective PD in the first place.” Participant 6 explained further, “If EBPs were taught during PD in a meaningful way that was more than a lecture to teachers, teachers would more likely incorporate them into their classrooms.” These were reasons given to explain why teachers did not follow-through with incorporating EBPs in the classroom.

Summary of RQ3 themes. The final salient themes to emerge from the interviews and analysis of lesson plans were teachers’ emphasis on considering student engagement when selecting writing strategies, teachers’ perceptions of their low self-efficacy regarding their skill in developing students’ critical thinking skills, and teachers’ perceptions of the lack of follow-through when it came to how teachers demonstrate their competence and confidence in the implementation of EBPs through their lesson planning and practice of writing instruction. All of the participants referred to having students

become more involved in the planning stages of learning as a way to engage students in critical thinking. The conceptual framework of Bandura's (1977) self-efficacy theory applies to this theme because, as Bandura explained, people are more likely to be successful at a task they believe they can accomplish. Similarly, the teacher-participants felt they could be more effective writing instructors if they believed their students were willing to master the skills necessary for writing.

These data collected indicate a lack of awareness by the TSD 1 administrators of how to effectively deliver PD for teachers who experience low self-efficacy in their ability to plan or implement engaging writing PBLs in writing instruction. Carr's (2013) research, regarding failure as a necessary part of learning and composition, relates to these teacher-participants' struggles with embracing their failures in engaging student writers as part of the writing process. Caswell's (2011) findings, on the other hand, illustrate the struggles of these teacher-participants who are required to assign writing prompts are geared towards assessments rather than towards authenticity. Caswell added this type of pressure put on teachers to suppress authentic writing opportunities by catering to high stakes testing writing prompts can influence students' level of engagement by creating various, negative emotions for students such as testing anxiety. Participants used writing process terms and identified the required steps for teaching the writing process to students. However, participants did not make consistent connections between the terms of the writing process they used to plan their lessons and the writing

EBPs they learned from various PD trainings they had attended. By failure to apply EBPs to their writing instruction the teacher-participants' experiences connected with Wolsey et al. (2012) in which the investigators found even though teachers believed using EBPs to teach writing is important they consistently failed to implement EBPs with their students. Wolsey et al also found writing instruction to be effective when teachers and students discuss their writing expectations and misconceptions concerning writing skills. However, when it came to scaffolding and teaching the writing process to low achieving students, teachers in the Wolsey et al. study felt even less confident and less prepared and were unable to effectively convey the instruction of the writing process to students

No other emerging themes. No new emerging themes were found in the other data analyzed which were teacher lesson plans and archived PD TSD 1 offered to teachers to train them how to implement evidence-based writing strategies into their classrooms. These data sources, however, further supported the emergent themes found in the analysis of the interviews, specifically, in addressing RQs 1 and 2.

Discrepant Cases

Regarding negative or discrepant case analysis, Merriam (2009) recommended researchers purposefully look for data could disconfirm or challenge their emerging findings or expectations. Had a discrepant case emerged during the analysis phase of my study, I would have been sure to develop additional themes or categories and reanalyze the data to better understand these outlier data. Understanding and embracing possible

discrepant cases further provided credibility to my study. There were not any discrepant cases during the collecting and analyzing of these data. Even when Participant 4 responded to RQ 3 as having at least one strategy to use when teaching her low-achieving students, the participant had expressed still being frustrated with students and with herself for not having more “tools” in her “tool belt.” This example did not serve as a discrepant case because all participants expressed a lack of competence in effectively addressing their low-achieving students.

Evidence of Quality

Although data analysis methods are described in a seemingly linear way, Merriam (2009) reminded researchers qualitative research is not a linear, step-by-step process. The following data analysis methods were merely guidelines to help me better organize this stage of the research process and explain how and when these data were analyzed. These data were examined for completeness and usefulness to the study (see Merriam, 2009). Then, the data were analyzed and coded for the use of writing strategies and PD specific to teaching the writing process or if any other themes emerged.

Software applications and coding. First, using Microsoft Word software on my computer, I transcribed interviews of the participants within 24 hours of the interview process. Emerging themes, patterns, and relationships were analyzed using line-by-line coding of the transcribed data (Bogdan & Biklen, 2007; Merriam, 2009). Then, new data and new categories were placed appropriately within my findings as they emerged.

Emergent categories related to teachers' perceptions of the writing process, PD, and writing skills of their students.

Through simultaneous collection and analysis of these qualitative data I was able to systematically categorize and inductively observe emergent themes from segments and units of data without becoming overwhelmed by the enormity of the task (see Merriam, 2009). As new themes or categories emerged during the triangulation process, I reread and recoded the data to align with the emergent themes or categories. When no additional themes or categories emerged, then I was able to ascertain all major themes and categories had been identified (see Bogdan & Biklen, 2007). Furthermore, the conceptual framework of Bandura's self-efficacy theory guided me in the data analysis by allowing me to assimilate the perceptions and self-reflective differences discussed by each research participant when he or she chose writing process PD to attend or EBPs to implement within each of his or her classrooms, despite any environmental or social differences within each of his or her experiences (see Bandura, 1997). I was cautious in the interpretation of my results of the interviewing data by considering the views articulated by interviewee and by using various data collecting such as lesson plan analyses techniques (see Bogdan & Biklen, 2007).

Use of methods to ensure accuracy and credibility. To help ensure the accuracy of my data analysis, I used triangulation, peer debriefing, member checking, and consideration of discrepant cases. In order to maintain the integrity of the study, I

focused on these methods throughout the study. These methods are described more in depth below.

Triangulation. Merriam (2009) defined triangulation as a method of collecting data on the same topic using different modes and means to ensure validity of the research being done. Triangulation was achieved through the analysis of the lesson plans and district PD—which are both archival data—and the semi-structured interviews of the research participants. Data from the lesson plans, the district PD, and from the interviews were reviewed, compared, and analyzed for common themes related to the study’s RQs. Triangulating was helpful in reaching conclusions based on my data analysis. Furthermore, the specific analytic techniques of coding and categorizing the interviews and archival data increased the credibility and trustworthiness of the research study (see Bogdan & Biklen, 2007; Merriam, 2009).

Peer debriefing. Creswell (2012) advocated the use of peer debriefing in helping ensure the researcher reached defensible analysis points based on the data collected and analyzed. I asked other professionals with qualitative experience to review my interview questions and to analyze the logical development of themes found. The analysis was unbiased since these professionals had no stake in the results or findings of my research project.

Member checking. To further strengthen the validity of the results of my study, I had participants provide feedback regarding their interviews as represented in the final

study. Member checking allowed me to improve the accuracy and credibility of the study (see Creswell, 2012; Merriam, 2009). By including member checking as part of the research process, I was able to improve the quality of inquiry and validation of the research project (see Creswell, 2012).

The idea of final study review according to Merriam (2009) and Creswell (2012) is to allow participants of the study to verify the accuracy of the report and the researcher's interpretations of the study are fair and representative of the participants' experiences. In no way did I want to misinterpret the participants' personal experiences nor did I want to misconstrue the final report of the study. I had the participants validate my preliminary findings and offered them the opportunity to send me feedback via email of their corrections, elaborations, or clarifications regarding their responses or behaviors during the interviews (Merriam, 2009).

Summary of Findings

In this qualitative case study the perceptions of high school English teachers who struggled to implement EBPs during writing instruction were explored. The data collection methods for this case study included teacher interviews and analysis of district PD and teacher lesson plans. In-depth analysis of these three sources of data was used to develop nine themes to address the study's three RQs (Creswell, 2012).

Through the process of data analysis, it was determined the first three themes were teachers lack time for designing and implementing EBPs in writing instruction,

received ineffective instructional modeling of EBPs, and attended writing PD geared primarily towards helping students pass the EOC. In order for teachers to better understand and process what is being learned in PD, teachers need ample opportunities to transfer their learning to the classroom; therefore, PD implementation should be extended over one year to ensure transfer occurs (Lillge, 2019). For more effective instructional modeling opportunities of EBPs, designing PD after an internship model allows both the students and the teachers to partake in activities based learning opportunities, thus the PD being delivered becomes more effective (Ali & Muhammad, 2018). Although socialization is not allowed on an EOC exam, teachers who attend PD geared towards a writing workshop model and who implement those strategies with students may encourage students to apply writing strategies on an EOC exam because students are more likely to apply writing strategies when they are allowed to socialize (Tacelosky, 2017). Tacelosky (2017) claimed students who are encouraged to work with their peers on their essays in a writing workshop model are more likely to engage in the writing process by asking clarifying questions and providing each other feedback, which could encourage students to engage in the writing process on standardized tests.

The next three themes determined from the analysis process were that teachers have low self-efficacy in using EBPs, lack confidence related to their lesson planning, and lack confidence in implementing strategies. Singal et al. (2018) suggested teachers feel more prepared engaging students in their learning by implementing ABL activities

such as the writing workshop. The ABL framework allows for teachers to become facilitators of student learning opportunities, thus building self-efficacy in using a variety of EBPs in their lesson plans. The writing workshop, in turn, has small groups of students working on various strategies within the writing process and is facilitated by teachers. The writing workshop strategy allows teachers to be flexible in their lesson planning according to what they observe are the needs of their students.

The final three themes determined from the analysis process were that teachers struggle with student engagement, teachers struggle with students' abilities to critically think, and there seems to be a lack of follow-through from the teacher or the district in PD implementation. Ali and Muhammad (2018) identified ABL as one way to include critical thinking activities to engage students. When students are the center of the learning process, in this case—the writing process, students are more likely to become engaged and to critically think through the writing process. The PD design will be planned before the beginning of the school year, thus giving teachers and the district ample time to be prepared to implement the plan. Also, because the writing workshop class periods will be during the regularly scheduled workday, it is more likely follow-through of the PD plan will occur.

Based on the findings within this study, there is a specific need for PD focused on guiding teachers to learn and implement EBPs of writing strategies keep students engaged and allow teachers to learn these strategies within the timeframe of their

normally scheduled workday. Providing an English specialist who can model excellent teaching strategies and who can also provide immediate feedback to teachers as they take turns teaching EBPs in an ABL framework of a writing workshop may build teacher confidence and competence when working with students to be successful in implementing the writing process.

Conclusion

In Section 2, the methodology and research design of the study, description of the participants, data collection methods, role of the researcher, data analysis, and the findings of the study were discussed. An analysis of the findings indicates participants in this study lack confidence in teaching students the writing process. Participant responses indicated they believed the effectiveness of PD could be improved by having PD presenters model activities from the perspective of a teacher teaching selected strategies to her students. In alignment with the purpose of the study and to support TSD 1, a PD project has been developed to address teacher participants' collective concerns. Related to this study's findings, the modeling approach would entail having a presenter model instruction of writing EBPs to students and teachers and then allowing teachers to immediately implement instruction with students throughout the day. Using a writing workshop framework, which is a research proven model, could support the learning goals of teachers and students alike. Further description of the project and the review of literature consistent with findings from data collected from teacher participants can be

found in Section 3. In addition, the description and goals, rationale, review of literature, project implementation and evaluation, and implications including social change are discussed.

Section 3: The Project

Introduction

Section 3 provides information about the PD project: the purpose, goals, learning outcomes and target audience. In Section 3, I also outline the following PD components: timeline, activities, materials, and an implementation and evaluation plan. The purpose of the PD project was to respond to the findings from the study and to help address the problem identified using the findings as they relate to the three RQs:

RQ1. How do teachers perceive district and campus PD has supported their skill development and promoted their perceived competence relating to designing and implementing EBPs in writing instruction?

RQ2. How do teachers perceive their own ability and success in incorporating EBPs in lesson plans focused on writing instruction?

RQ3. How do teachers perceive their competence and confidence in the implementation of EBPs through their lesson planning and practice of writing instruction?

Overall, the findings of this research project pointed towards factors attributed to teachers' perceptions that professional development has not prepared them to effectively implement evidence-based writing strategies to their high school students. Therefore, I designed a writing workshop PD project to address teaching the writing process to both teachers of writing and to students in tandem. Finally, I included a rationale for the

project, a literature review, a description of how the project would be implemented, an evaluation of the project, and implications for social change.

Purpose of PD Project

The primary purpose of the PD project is to address the overarching conclusion reached through the study, which is the teacher-participants would like PD to better prepare them to use EBPs in designing and implementing writing activities with their students. The purpose of the project is to use the study's findings to address the problem identified in Section 1: TSD 1 teachers were not experiencing consistent success incorporating EBPs in their instruction as indicated by administrative comments and students' low scores on writing assessments. The purpose of the design of the project is to help teachers develop the knowledge and understanding of how to incorporate EBPs in writing instruction. An English specialist models EBPs in writing workshop PD and gradually releases instructional responsibility to the teacher participants over the span of 10-weeks. Teacher questionnaires are presented to the participants of the workshop to evaluate the success and challenges of the PD plan.

Goals

This 10-week writing workshop PD is designed for the teacher-participants to work in tandem with students within the writing workshop environment to encourage immediate transfer of PD strategies into classroom instruction. Goal 1 is to have the teacher participants implement writing strategies from EBPs. Goal 2 is to have teachers

receive immediate guidance and feedback from the English specialist as the teacher participants begin to implement the strategies with their students during the writing workshop. Goal 3 is for the English specialist to guide the six teacher participants during PLCs, twice weekly, to discuss and reflect upon the PD of the writing strategies for that day's workshop.

Learning Outcomes

Learning outcomes are formatively assessed by the use of student learning logs, and teacher observations are discussed during the PLC process. The use of learning logs will be documentation teachers are implementing EBPs in their lessons because students record the day's lessons and activities on the learning logs each week. The English specialist conducts teacher observations during each teacher's class period of instructing students participating in the writing workshop. The English specialist provides immediate guidance and feedback to the teachers during their instructional opportunities. Finally, the PLC period is a time period for the English specialist to guide the teacher participants to reflect upon and discuss PD writing strategies with one another. Learning outcomes are measured from the data that the learning logs, feedback, and PLC discussions provide.

Target Audience

Analysis of the data led to the development of PD for teachers in the form of a series of teaching lessons for students. The target audience of the project includes the teachers who receive EBP-focused writing instruction PD. TSD 1 hired an English

specialist at the high school level who is qualified to effectively teach writing workshops. This English specialist will first model the teaching lesson to the class of students and to all of the teacher participants and gradually release the teaching to each teacher participant throughout the rest of the workshop day each class period. Teacher participants receive guidance from the English specialist as each participant takes turns delivering the writing instruction throughout the day. Observing the English specialist deliver the writing instruction to the students during the first class period of the day is the PD the teacher participants receive along with guidance and immediate, formal feedback from the English specialist as the teacher participants deliver the writing instruction to the subsequent class periods of student workshop attendees. The English specialist then guides and facilitates discussion and debriefing of the day's workshop PD with teachers during their PLC time.

Professional Development Components

Timeline

This PD occurs twice weekly over the span of 10-weeks, for a total of 20 PD sessions. Class periods 1, 3, 6, and 7 are 53 minutes each, and students in these class periods meet every day. Class periods 4 and 5 are block periods that meet every other day on an "A" day "B" day split for 1^{1/2} hours (90 minutes). The time breakdown for these two block periods includes a 30-minute lunch and 60 minutes of instruction. Therefore, the workshop PD sessions are a total of 4:32 hours (272 minutes) per day. As there are 2

PD workshop days per week, there are 9:04 hours (544 minutes) of workshop PD offered per week. In addition to the workshop PD, teacher-participants also receive the PLC/PD sessions, which are 53 minutes each day during second period, for a total of 106 minutes for 2-days, adding an additional 1:46 hours (106 minutes) per week. Therefore, teacher-participants receive 5:25 hours (325 minutes) of workshop and PLC/PD time per day, or 10:50 hours (650 minutes) of PLC/PD time per week. Teacher-participants participate in 108:20 hours total (6,500 minutes) over the 10-week workshop and PLC/PD periods, which is equivalent to 20 school days of training.

There are a total of seven class periods per day, and the first period is a modeling session by the teacher specialist, the second period is the PLC/PD, and the eighth period is the teachers' conference time. Four teacher participants have a chance to practice the PD they receive on Monday, during Periods 3, 4, 6, and 7, and the other two teacher participants have a chance to practice the PD instruction on Tuesday, during Periods 3 and 5. All teacher participants participate in the implementation of Tuesday lessons during Periods 6 and 7 by dividing the whole class into six groups. The instructional time of PD teacher-participants will receive in both the workshop PD and in the PLC/PD periods is broken down in Figure 2.

Breakdown of Workshop PD Minutes	Average Daily Instructional Time	Total PD/PLC time, each week (2 days per week)	TOTAL PD time (10-weeks)
Workshop PD Minutes, each day Periods 1, 3, 6, and 7 (4 periods *53 minutes) Period 4 or 5 (1 block period *60 minutes)	4:32 (272 minutes)	10:50 hours (650 minutes)	108:20 hours (6,500 minutes)
PLC/PD Time, each day Period 2 (1 period *53 minutes)	53 minutes		
Total PD Time, each day Periods 1-3, 4/5, 6, and 7 (Period 8 is teachers' conference)	5:25 hours (325 minutes)		

Figure 2. Workshop PD and PLC PD time breakdown.

Activities

A form that includes a schedule of topics and skills, which is included in Appendix A, is handed out to students and teacher participants. The schedule of topics and skills handout is broken into three columns: Weeks, Monday, and Tuesday. The writing workshop members meet for 10-weeks on Mondays and Tuesdays during the

entire school day. Within those columns, the Texas Essential Knowledge and Skills (TEKS) are listed along with the writing topics to be covered that day of the workshop week. This form is more of an overview of the topics and skills to be covered over the course of the 10-week writing workshop. Teacher participants meet to plan and design the writing materials to be used during the Monday and Tuesday writing workshops during their regularly scheduled PLC times within their department. The English specialist demonstrates the lesson during the first class period of the day on Monday and Tuesday. Because there are the 90-minute block periods during 4th and 5th periods, the lesson created is planned for the 60-minutes of instructional time; thus, the Monday lesson is a continuation for students of the 53-minute class periods on Tuesday, but students of the 60-minute block periods only see one lesson because there are different students in Period 4 and in Period 5. The TEKS listed in this overview align with the TEKS listed in the students' learning logs as a way for students to evaluate their own success in learning the various writing skills of the workshop.

Student participants receive a learning log for each of the weeks they attend the writing workshop. The components of the learning log are as follows: a breakdown of that week's TEKS and a graphic organizer serves as a road map of the week's skills and activities to be covered. Students are asked to master skills at 70% or higher on that week's formative assessment, or they are provided a scaffolded learning opportunity, being a pullout with a teacher and a smaller number of students until each individual

student is able to master the skill he or she was struggling with in the larger context of the writing workshop.

Materials

Student writing workshop expectations. The form entitled Student Writing Workshop Expectations, which is one of the forms of the PD project and can be found in Appendix A, is handed out to each student participant in the writing workshop. Teacher participants review these expectations with the students, and students sign and return the form acknowledging they agree to the expectations set forth regarding the writing workshop experience. The form includes the following subheadings: workshop days, procedures, materials needed, nonnegotiables, framework, and publication expectations. The form also includes the following statement regarding how the writing workshop helps to improve students' writing skills:

Through this writing workshop you are able to examine your own opinions over a variety of topics, develop your ideas to share with others your point of view on a topic, update your own personal writing style, and master the expository genre of writing, which in turn, helps you earn a higher score on the essay of the STAAR exam.

Finally, the philosophy, goals, and a statement about student commitment towards the writing workshop are listed at the bottom of the handout.

Four steps of writing workshop PowerPoint. A PowerPoint is included in Appendix A for teachers to go over with students at the beginning of the writing workshop. The PowerPoint defines the writing process as prewriting, drafting, editing, and revising. The writing process is recursive in nature and it is not necessary to complete the writing process in a certain order, especially for the purposes of this project.

Student materials. Even though the teachers are the ones who are participating in the PD, students are participating in the writing workshop and students are expected to come prepared with writing supplies. Students are required to create and maintain a name tent for teacher participants to be able to identify with whom they are working. Students are also required to bring their own writing utensil. TSD 1 students all have i-Pads issued to them, so students also need to bring i-Pads to writing workshops slated to include technology. Finally, students need to bring any assigned homework in preparation for the day's lesson.

Implementation Plan

The project PD is implemented in the first semester of the new school year. One benefit of implementing this plan in the first semester is it gives teachers the opportunity to review the project PD plan over their summer break, thus giving them the opportunity to independently research upcoming topics to be covered in the project PD timeframe. The workshop spans 10-weeks and is held twice a week on Monday and Tuesday. The workshop is held in the Large Group Instructional room (LGI) which allows for several

classes of students to participate each class period. Teachers bring each of their classes to the LGI, take attendance of their students, and begin the day's activities. The first period of the day, however, the English specialist would model the day's lesson and all six teacher participants would observe and assist. Period 2 is the PLC period where teachers plan and reflect on the week's lesson. Each class period thereafter would allow a different teacher participant to immediately implement what was observed first period and discussed second-period. For example,

- Teacher Participant 1 would lead the writing workshop session during 3rd period;
- Teacher Participant 2 would lead the 4th period, 90-minute blocked writing workshop session;
- Teacher Participant 3 would lead the 6th period writing workshop session;
- Teacher Participant 4 would lead the 7th period session;
- Teacher Participant 5 would lead the 8th period session; and
- Teacher Participant 6 would lead the 5th period session on Tuesday, since this is the 90-minute blocked class.

The English specialist would then be able to provide direct and immediate feedback to each teacher during and after his or hers instructional round. During the weekly PLC sessions of the 10-week workshop, teacher participants are given an exit ticket to provide feedback of the writing workshop experience.

Evaluation Plan

The overall evaluation goals are to explore how the project PD influences teacher practices and whether student writing improved due to the use of writing strategies to be taught by teacher participants during the writing workshop. The evaluation design and approach of this project is to use student and teacher questionnaires. These questionnaires are an outcomes-based evaluation because the questionnaires include both formative and summative information (see Cathcart, Greer, & Neale, 2014). Other key stakeholders, such as district administration, parents, and other members of the community are given the opportunity to evaluate the success of the project PD by analyzing the same formative and summative information as explained above. Furthermore, stakeholders are given the opportunity to evaluate the success of the project PD from both the student perspective and teacher perspective. Merriam (2009) stated that an effectiveness of a new idea or program may not result in significant change in less than 3 to 5 years of data analysis; it is hoped that within three years of the completion of the PD, teacher efficacy and student success in teaching and implementing effective EBPs of writing strategies in high school English classrooms will improve.

Teacher exit ticket as formative evaluation of writing workshop PD. Also found in Appendix D is an exit ticket for teachers to answer questions regarding the writing workshop PD experience. This exit ticket is used once a week as a formative evaluation of the writing workshop PD. The first question asks the teacher participants

how helpful they found the presenter in modeling the writing workshops intended to help the teacher participants become more successful at teaching the writing process to students. The second question asks teachers how helpful they found the evidence-based practices that were implemented with students and if the strategies were in engaging and helping students become more successful writers. The third question of the exit ticket asks teacher participants how helpful they found the PLCs to be in them becoming more successful at designing and implementing evidence-based practices to teach the writing process to their students. The fourth item is designed to give the teacher participants the opportunity to reflect how they feel about what is and is not working in the PD sessions and to share any questions or comments regarding the writing workshop PD.

Rationale

The PD/training curriculum and materials project was chosen to address the research problem because, based on the research findings, the overall perception conveyed throughout the data analysis stage was the teacher participants desired and needed a PD opportunity that allow them to engage, experiment, and try effective EBPs when it comes to learning how to select and implement EBPs in the writing classroom. The data analysis completed in Section 2 aligns with the goals of the project PD with each finding that supported the perceptual data of the three RQs. This project genre specifically addresses the training of teachers and follows that training directly into the classroom and provides teachers with the opportunity to reflect on how the training

influences students' writing skill development. The content of the project incorporates English writing strategies through the design of a writing workshop. Since the research problem highlighted teacher perceptions of their practices in teaching writing with low writing scores from students who attend TSD 1 as evidence of this problem, this content directly addresses the problem through a well-designed writing project PD of the writing workshop. Teacher participants receive PD of implementing writing strategies that are EBPs during the first class period of the first writing workshop on Mondays and Tuesdays. Teacher participants observe and learn how to implement writing strategies with their students during the first period class as the English specialist implements the strategies with the workshop students. Teacher participants are in a student-role during this time of observation of the English specialist who runs the workshop. The teacher participants are able to learn and apply the writing strategies alongside the student workshop attendees. Then, each teacher participant has the opportunity to immediately implement the writing strategies by taking turns teaching the next class periods of workshop attendees. Writing workshops are engaging in nature because students, themselves, become more involved in teaching and learning the writing process. By having students more involved in their own learning of the writing process, I believe this project PD to be a solution in helping to increase student success when it comes to learning and implementing writing skills because teachers have the opportunity to

overcome any hesitations in immediately implementing writing strategies that are EBPs in this PD model.

In support of the rationale of providing teachers with more experience in implementing EBPs effectively in an effort to help them develop stronger competency and self-efficacy related to incorporating these strategies effectively in writing instruction, I reviewed literature that encompassed teacher perceptions, professional development designs, and evidence-based writing practices to provide support for the topic of the PD project. The review of the literature encompasses professional development and perceptions of teachers in the effectiveness of PD as it relates to teaching the writing process to high school students.

Review of the Literature

The most applicable project genre in response to my study would be a PD writing workshop for TSD 1 teachers and students. Teachers would be acting in an internship role while participating in the Activity Based Learning style of the writing workshop (see Ali & Muhammad, 2018). Based on analysis of the research, teachers desire more of a hands-on experience when attending PD. According to Forman (2016), by developing teachers' experience in the direct instruction of writing, they have more tools to put into their "toolboxes to share with students" (p. 31); teachers will be able to directly experience the instruction of writing during the writing workshop PD sessions. The following criteria, based on the research, were used to guide development of the PD

project: writing workshop activities are to be used, teachers observe all lessons being taught by a content specialist before implementing them themselves, and students participate in the PD as a live audience of student participants. Further research that informed my PD project is discussed in the following sections.

Databases

The following electronic databases provided the references to support the literary review: ProQuest, ERIC, JSTOR, Google Scholar, and Ebscohost. Within these databases, I used terms such as *activity based learning*, *writing workshop*, *evaluations*, *personal learning community*, *evidence-based practices*, *formative and summative assessments*, and *professional development timeframe*. I determined I have found all relevant studies to support the specific genre of the project PD: a writing workshop PD for teachers. Saturation is reached because I described all relevant studies of the last five years found in these databases regarding PD for teachers to assist them in teaching writing to high school students.

Conceptual Framework

Activity Based Learning (ABL) serves as the conceptual framework for the PD workshop because it creates engaging opportunities for teachers and students to learn and to interact with one another. ABL is a student-centered learning approach where students learn through the planning and feedback of sequenced activities (National Council of Educational Research and Training, 2011). Ali and Muhammad (2018) researched ABL

and how the role of internship could be applied to a writing workshop PD for teachers and for students. Ali and Muhammad claimed critical thinking activities engage students because students become more involved in the planning stages of learning. Designing PD allows both the students and the teachers to partake in ABL opportunities and in an internship model, the PD being delivered becomes more effective (see Ali & Muhammad, 2018). Nudzor, Oduro, and Addy (2018) found in their study of several Ghanaian schools that the majority of time spent in school was not productive because students were not engaged in learning due to issues like lack of sustained teacher training sessions in ABL, lack of leadership quality assurance systems related to the implementation of ABL in the classroom, ineffective assessment practices, and limited supervision of teaching and learning practices. Nudzor et al. also found there was a high absenteeism rate—as much as 27% on any given day—of Ghanaian teachers attending PD compared to teachers who attended PD internationally. The PD Ghanaian teachers were missing was the PD designed to teach more engaging lessons, like ABL. By having the PD during the regular school day and at the same time as the writing workshop, teachers are more likely to be in attendance to learn EBPs in the ABL design. ABL design allows students to learn from each other and not allow students to get left behind (Nudzor et al., 2018). ABL allows for higher cognitive functioning by having students discuss and dialogue with their teachers and with each other (Nudzor et al., 2018).

Singal et al. (2018) found students who participated in ABL opportunities felt more confident and were more autonomous in their learning experiences. Teachers also felt more prepared in engaging students in their learning by implementing ABL (Singal et al.). These findings are promising for this research study in bringing positive perceptions to the ABLs that are designed in conjunction with the writing workshop PD. Glassner and Eran-Zoran (2016) researched the combination of action learning, which is another term for ABL, and problem based learning with students to foster ambiguous learning situations to stimulate critical thinking skills. The writing workshop PD also includes ambiguous learning situations, such that, some of the writing tasks are open-ended and stimulate students' critical thinking skills. Lipscomb et al. (2018) saw the significance of ABL as being effective in student learning as long as the ABL was effectively aligned with a goal or standard of learning. In the writing workshop PD teachers are guided into designing writing ABLs that align with the writing TEKS. Effective designs of ABLs that align with standards contribute to the diversification and differentiation of learning skills (Lipscomb et al., 2018). ABLs are not just a way to entertain students but rather a way to engage students by providing meaningful, and fun, learning opportunities.

Writing Workshop as PD

Cope (2016) researched writing workshops focused on creative nonfiction. Despite the focus being on creative nonfiction, Cope's study emphasizes the importance of utilizing a writing workshop as a way to successfully teach students writing skills

(Cope, 2016). In fact, Cope argued the writing workshop pedagogy is transformational in its effectiveness with how teachers and students learn and reflect on their own writing skills. Forman (2016) observed teachers who had the opportunity to act as students in a writing workshop PD. This writing workshop simulation allowed teacher participants to take on the personae and perspective of students who were learning how to write, and because of those experiences, teachers came up with better ways to design learning activities to better help their own students (Forman, 2016). Another study on the effectiveness of writing workshops was conducted by Locke (2015). Locke studied teachers incorporating PD from an intensive, 6-day writing workshop they had attended over a 2-year period in which teachers incorporated what they learned from the workshop with their students. Teachers who participated in the workshop PD became more confident in their own writing skills and in their efficacy to teach students writing skills (Locke, 2015).

Levitt, Kramer-Vida, Palumbo and Kelly (2014) observed the effectiveness of having two experienced writing specialists guide the writing PD for teachers for the teachers to be successful at implementing a writing workshop for their students. In the Levitt et al. study, which was directed towards elementary students, the writing workshop framework of PD was determined to be successful when the teachers in the study moved beyond teaching writing through the use of worksheets and instead adopted a created a writing workshop approach.

My research project is unique because it is geared towards secondary students. A writing teacher specialist or instructional coach is required for my study in order to model the writing lesson for the teachers and students first. After that first modeled lesson, teachers would be expected to teach the next classes with feedback given to them by the instructional coach.

Writing Workshop for the Struggling Student

Gair (2015) focused on the benefits of incorporating writing workshops as a way to scaffold writing skills for struggling students. Gair found students felt more confident in their writing skills based on the feedback given to them by the teachers and by the choices offered to them for various writing tasks. Tacosky's (2017) focused on ESL learners and how ESL students are able to thrive in writing workshops because writing workshops provide various socialization opportunities. For example, Tacosky argued students in writing workshops are encouraged to peer edit and revise their essays with their peers, thus encouraging them to socialize by asking clarifying questions and providing peers feedback. Tacosky also indicated elementary-aged ESL students have less reservations when they are first seeking clarification during their language acquisition; therefore, writing workshops provide those opportunities for secondary students who would otherwise not seek clarification during their language acquisition.

Plakhotnik and Rocco (2016) studied the use of writing support circles for struggling writers at a large university. The college students who participated in these

writing support circles, which is an element of a writing workshop framework, increased their self-efficacy and satisfaction with the workshop approach (Plakhotnik & Rocco, 2016). The writing support circles were a technique allowed students to explore the varied reasons as to why they struggled in their writing skills and allowed their writing instructors to provide a different kind of feedback in a more specific way. Many of the writing instructors in the Plakhotnik and Rocco study claimed to not have effective training in teaching writing skills or providing effective feedback to their struggling students before participating in this program. Plakhotnik and Rocco argued students do not struggle because of one particular, ineffective writing teacher but rather because many writing instructors were never given their own training or guidance regarding how to effectively teach writing skills or provide their students with effective feedback to help students grow as writers.

Evaluations

Questionnaires used as evaluation and feedback methods have been effective when monitoring the effectiveness of implementing new programs (Cathcart et al., 2014). Asking questions of teacher participants by using weekly exit tickets about their perceptions regarding the writing workshop PD provides timely feedback that can assist in making necessary changes to improve instruction and student learning. In a study conducted by Gabriel and Davis (2015), the researchers found the use of evaluations alone is not the only effective way to measure the perceptions of how participants view

their efficacy levels in writing, but evaluations can show how perceptions change over time with focused interventions. My project PD has focused skills for the teacher participants to implement with students during the writing workshop as well as questions for the teachers to respond to in the form of exit tickets in the hopes teachers see how student writing improves over the course of the school year.

Professional Learning Communities

Gwinn and Watts-Taffe (2017) researched how vocabulary-driven PLCs influenced teaching practices and found teachers using EBPs support the use of PLCs as part of the delivery mechanism of creating a successful writing workshop PD. Gwinn and Watts-Taffe found the goals of the PLC need to be both district and campus aligned. In this regard, my study aims to align the goals of the PLC as time spent designing lessons for the writing workshop PD so district and campus administrators have a clearer understanding of what the writing workshop PD accomplishes over the course of the 10-weeks and also gain a better understanding of the EBPs teachers are using in the workshop with students. Owen (2016) highlighted positive feelings of teachers who participate in PLCs. Owen indicated the positive feelings generated by participant teachers were spread to colleagues and students and led to a more positive learning environment. Owen claimed those positive feelings can then be transferred further into the writing workshop environment. Furthermore, the researchers concluded PLCs allow teachers to design more skillful questioning and provides time for teachers to provide

quality feedback to better support their students. Wilson (2016) argued PLCs are most effective when there is an understood purpose for teachers to work towards. For the PD offered in this project study, teachers would use PLC time to design activities for the writing workshop. Wilson claimed effective PLCs lessen the overall workload of teachers because they share and delegate responsibilities of planning and designing lessons. Doğan and Adams (2018) maintained participation in PLCs increases teacher practices and student achievement as long as the PLCs are well defined in the goals and purposes of why teachers are meeting and planning. By implementing PLCs within the writing workshop PD model, I designed for my study, teachers have a defined purpose for setting writing goals for the workshop. Although more research is needed to determine what makes PLCs effective, according to Burns et al. (2018), PLCs seem to have a positive effect on the success of student learning. Burns et al. indicated having a PLC leader seemed to also benefit the effectiveness of PLCs; and in the writing workshop PD for the current study, there is a mentor teacher or leader who is essential to ensuring the teachers receive a modeled writing lesson and are using their PLC time effectively.

Evidence-Based Practices

In a national sample of secondary classrooms, Troia et al. (2015) found EBPs were not deployed in the classroom in a systematic way, noting elements of the writing process, such as revising and editing, were only observed to occur for less than 10 minutes within a school day. Also, Troia et al. found there was a narrowing of writing

implementation due to the emphasis on EOC standards, which the researchers argued further depleted the use of EBPs in the writing classroom. The writing workshop PD designed for my study embeds EBPs throughout the course, thus increasing the use of EBPs in writing instruction. Philippakos and FitzPatrick (2018), in their suggested tiered support model for writing, reported teachers struggled with writing instruction since the implementation of writing strategies became the focus in preparation of state exams rather than emphasizing EBPs of writing strategies. These researchers further suggested teachers might improve their instructional design by reflecting on student writing. The writing workshop PD in the current lends itself to teacher reflection. Furthermore, Philippakos and FitzPatrick discussed the need to use the Response to Intervention (RTI) model to differentiate for students who are struggling with content, such as writing, which their research included a writing model utilizing the RTI structure. One element of the RTI structure is the explicit teaching of skills. Similarly, the writing workshop PD in the current study lends itself to the evidence-based practices of differentiation because it focuses on station writing which allow struggling students to be pulled into even smaller groups to explicitly work on skills.

Formative and Summative Assessments

Golden (2018) in her research study comparing classes of students who participated in scenario-based learning as a writing strategy to classes of students who did not use scenario-based learning as writing strategies, found students in the scenario-based

classrooms performed more successfully on formative and summative assessments within the ABL framework. The writing workshop PD gives students learning opportunities to be involved in ABL writing situations, and teachers are able to assess students more effectively because students who feel what they are learning is more relevant to their lives will be more invested in their learning (Golden, 2018). The writing workshop PD is student-centered learning, thus putting the responsibility of the learning on the student rather than on the teacher (Golden, 2018). Rubrics were an important part of Golden's study allowing writing teachers to score student texts in a more consistent way, which Golden found to have statistical significance in improving the essay results of students in formative and summative assessments. Rubrics are also used in the writing workshop PD to keep the grading consistent among the teacher participants. Though Fisher and Frey (2014) recommended formative assessments should be incorporated in writing instruction every 15 minutes, Lee (2016) found teachers tend to use writing assignments more as summative assessments rather than formative assessments. Underuse of formative assessments in writing instruction could be one factor contributing to gaps in students' writing skills because the writing skills are not being monitored for understanding as frequently as is recommended by researchers. Therefore, in the writing workshop PD teachers use more frequent formative assessments to help guide their instruction and to help guide student achievement before the summative assessments are given. Lee indicated students become more active learners when they know what skill it is they are

lacking when given more timely and focused formative assessments they participate in. Lockwood (2015) argued it is essential for teachers to be trained how to use formative assessments, by way of feedback to their students, to help their students be more successful at various writing tasks. Lockwood further discussed the importance for the feedback teachers provide to students on formative assessments to be of quality, or student achievement will not be as significant. This quality feedback does not just have to come from the teachers but can also be given from student peers (Lockwood, 2015), thus supporting the writing workshop PD model even further. Students would receive feedback from their teachers and from each other in the writing workshop PD model.

Project PD Timeframe

The timelines described in the studies below relate to the timeline of my study in the PD. The project is to take place over a 10-week timespan, occurring twice-weekly, for a total of 20 PD and PLC sessions. The current PD writing workshop plan uses 9:04 hours (544 minutes) of class time per week during Periods 1, 3, 4/5, 6, and 7 (272 minutes per day for 2-days per week) and an additional 1:46 hours (106 minutes) of PLC/PD time during second period per week for a total of 10:50 hours of PD per week. Altogether, teacher-participants engage in 108:20 hours (6,500 minutes) of PD during this 10-week period. Palermo and Thomson (2018) recommended a writing workshop include such elements as writing stations, feedback use in formative assessments, and

guided and focused writing opportunities for students, and 45-minute instructional periods, which matches the length of time for instructional periods in the current study.

The timeframe for this study further includes elements noted in Lillge's (2019) study in which he conducted a 13-month PD study with a month of pre-PD training for teachers. The study provided 10 specific days within the year for participant teachers to plan how to implement the PD in their classrooms, and nine months for them to apply elements of the PD they had learned and planned with their students. Lillge noted extending the timeline of the study over one year provided ample opportunities for the participants to better understand and process the challenges of transferring what was being learned in PD into their instruction with students. The participants in the Lillge study were able to use the 13-month PD to work collegially with others and resolve conflicts that arose in their misunderstandings of the writing strategies framed during the PD. The timeline for my study of 10-weeks throughout the school year is attributed to the benefits noted in the Lillege study.

Project Description

Potential Resources and Existing Supports

The presenter of the project PD needs to be strong in managing a workshop atmosphere because different groups of students may be doing various writing activities at the same time during the project PD sessions. Also, the presenter needs to model and coach teachers during the facilitation of the workshop in tandem to students learning the

writing strategies. Potential recruitment for a strong presenter may be found in the English departments of the various school districts and surrounding regions of Texas. TSD 1 also has a curriculum and instruction department that can be recruited to help lead this type of project PD. Specific trainings may need to be offered to help support these model teachers in how to effectively coach other teachers.

Implementation

The project PD can be implemented in the first or second semester the school year. If implemented in the first semester of the school year, teachers will have the opportunity to review the project PD plan over their summer break, thus giving them the opportunity to independently research upcoming topics to be covered in the project PD timeframe. On the other hand, implementing the project PD in the second semester of a school year allows teachers to have the opportunity to get to know their students better and better prepare students for the design and expectations of the project PD.

Potential Barriers

Teachers may feel their autonomy is being taken away because a 10-week project PD plan occurs during the school day and being held in the LGI twice a week is different than them being allowed to stay in their own classrooms teaching their own students whatever and however they want. However, with the educational landscape changing, teachers may begin to appreciate and even desire being part of a collaborative effort with their students. A 10-week time period allows for flexibility to work around any

unplanned interferences that may occur during the school year (Palermo & Thomson, 2018).

Having the English specialist demonstrate and model PD and then having the teacher participants teach up to 120 students at once is a creative way to allow the PD to reach all of the participant teachers at once. However, it is a different approach for the teacher participants who likely will only have had experience teaching classes of 5-30 students. Moving forward with this type of large group project PD taking place in multiple years, even though students are placed into smaller groups within the LGI, and the addition of other grade levels each year, may present a spacing issue. Perhaps the use of other large common areas such as the cafeteria could be used. Also, other grade levels could meet for the project PD writing workshop on different days during the week. One benefit, however, of having other grade levels vertically align the way writing is being taught at TSD 1 is students already know the expectations from year to year (see Kallick & Colosimo, 2009), thus making the project PD experience more efficient for students and teachers alike, both of whom are part of the project PD. The teachers benefit from the pedagogical portion of the project PD, and the students benefit by not losing academic instruction since they are taught writing strategies alongside the teachers who are learning effective writing strategies and implementing those strategies in tandem. The demonstration of the PD reaching all participants at once and the fact that participants

would be allowed to implement the PD plan during the school day outweighs the potential barrier of the initial large class size.

Proposal for Implementation and Timetable

Beginning in the ninth grade, students taking English 1, which is a state tested subject in writing, would be the first grade level to begin the implementation of this project PD writing workshop. Tenth graders would begin implementation of the project PD plan the following year followed by eleventh and twelfth grade levels the next two years. The writing workshop could be held on any 2, consecutive days of the week—for the sake of continuity (see Kallick & Colosimo, 2009). The timetable for the project PD writing workshop consists of providing 20 instructional days of PD over the course of 10-weeks. This amount of time is appropriate for the participants to learn and master the implementation of the PD process (see Kallick & Colosimo, 2009). This timetable of implementation gives the presenter time to model, teachers time to observe, learn, implement, and reflect, and students time to master the skills and concepts being presented. The PD writing workshop is each Monday and Tuesday for 10-weeks; therefore, there are a total of 20 PD sessions presented through the writing workshop. The bell schedule has been created with 8 class periods at 53 minutes per class period with the exception of fourth and fifth class periods being at 90-minute block period to accommodate lunches. Therefore, teacher-participants are provided 4:32 hours (272 minutes) during class Periods 1, 3, 4/5, 6, and 7 on Mondays and 4:32 hours (272

minutes) on Tuesdays each week for workshop PD modeling from the ELA specialist and PD implementation during the writing workshop for students. In addition, teacher-participants receive another 53 minutes Monday and 53 minutes Tuesday for a total of 1:46 hours (106 minutes) of PLC/PD time during second period each week in which the ELA specialist and the participant teachers discuss the lessons to be implemented that week. Adding the workshop PD and the PLC/PD time together, teacher participants receive daily instruction equaling 5:25 hours (325 minutes) or if calculated per week 10:50 hours (650 minutes). Over a 10-week period teacher participants receive 108:20 hours (6,500 minutes) of PD. This timeline can be found in the schedule of topics and skills in Appendix A.

The PD for teacher participants occurs in the first period class of the day when each teacher observes and participates as a student in the writing workshop presented to him or her by the English specialist. Along with the teacher participants the first period ELA students for each of the six teacher participants participate in this first period class as well. This PD continues throughout the school day, twice a week, and allows teacher participants to immediately implement the EBPs with their students participating in the writing workshop the teachers learned during first period. This framework serves as continued PD in that each teacher participant are observed teaching and co-teaching up to a total of 120 students made up from the six participants' classes brought together in the LGI. The teacher participants replicate the lesson they have just observed the English

specialist teach to the first period class. These lessons are co-created with the guidance of the English specialist and the teacher participants during the PLC period. The PLC period is the final piece of the PD where teacher participants are guided by the English specialist to discuss and reflect on the PD and on their application of the principles shared in the PD and make any needed adjustments.

Roles and Responsibilities of Students, Teachers, Professional Development Facilitator, and the Researcher

The role of the student is to be organized, engaged, and reflective. Students need to organize their learning logs, writing samples, and the vast amount of feedback given to them during the course of the writing workshop (Armstrong-Carroll, & Wilson, 2008; Atwell, 2002). The teacher role is two-fold: one of the learner and one of the instructors. The teacher is asked to be both the learner and the instructor during these writing workshop project PDs. During the first class period for each of the 20 days of instruction, teachers need to understand what and how the English specialist, who is also the PD facilitator, is presenting for the day. The teachers learn and help to facilitate lessons during the first period class. During the second period PLC time on Mondays and Tuesdays, teachers are given the opportunity to ask clarifying questions of the English specialist to reflect and to prepare activities to add to the project PD experience and enhance the learning experience for their students. Finally, the teacher is in the instructor's role for the remaining 4 class periods of the day leading the workshop and

teaching students the skills and content newly learned (Armstrong-Carroll & Wilson, 2008).

The presenter's role is an English specialist in the school who is an instructional coach and a facilitator of PD. The presenter needs to be well trained in how to run a writing workshop (Armstrong-Carroll & Wilson, 2008; Atwell, 2002). The presenter also needs to be able to effectively communicate his or her expectations to two different audiences—the teachers and the students. The presenter is teaching through modeling and facilitation. The topics to be presented and the materials needed weekly during the PD writing workshops are presented in Table 4.

Table 4

Topics Presented and Materials Needed Weekly for PD Writing Workshops

Week	Topics presented	Materials needed
1	Expository Writing, Drafting, Opinion Writing	TEKS & Learning Log for Writing Workshop Weeks 1 & 2 Name tent, writing utensil, assigned homework, i-Pad or device Understanding your opinion
2	Gathering Evidence, Organizing Ideas with Transitions	Gathering evidence
3	Conclusions, Workshop Rotations Lessons 1-4 of Writing Process	TEKS & Learning Log for Writing Workshop Weeks 3 & 4 Writing Workshop Power Point 1 Making Connections: Reading and Writing Writing Your Introduction, Conclusion, and Title
4	Workshop Rotations Lessons 1-4 of Writing Process	Writing Workshop Power Point 2

(table continues)

Week	Topics presented	Materials needed
5	Workshop Rotations Lessons 1-4 of Writing Process, Revision	TEKS & Learning Log for Writing Workshop Weeks 5 & 6 Triple Venn Diagram
6	Revise and Edit	Making Connections: Reading and Writing
7	Revision Rotations	TEKS & Learning Log for Writing Workshop Weeks 7 & 8
8	Revision Rotations	Making Connections: Reading and Writing
9	Revision Rotations	TEKS & Learning Log for Writing Workshop Weeks 9 & 10
10	Publishing and Presenting Work	Making Connections: Reading and Writing

My role as the researcher is one of an observer and recorder. By observing and taking notes, I will keep records of the model lesson being taught by the English specialist during first period. I will also observe the teacher-participants and the students who are in attendance during the first period writing workshop in the LGI room. Then, I will sit quietly in the classroom setting where the teachers and the English specialist will meet for PLC. I will take observational notes during the PLC process. Finally, I will observe and record the remaining workshop class periods.

Project Evaluation Plan

Outcomes Based Formative Evaluation

The PD project is evaluated using weekly exit tickets for the teachers, and the product and genre is PD/training curriculum development. This genre has been chosen

for my project because the analysis of the data from all three of my RQs indicate the need for a different kind of PD for writing teachers to both educate teachers on how to teach EBPs for writing and to allow students to be engaged in higher levels of critical thinking and writing activities. The entirety of the materials of the PD project may be found in Appendix A.

The findings, as they relate to RQ 1, are that the emergent themes of lack of time designing and implementing EBPs in writing instruction, ineffective instructional modeling of EBPs, and ineffective PD scaffolding led teachers to perceive the district and campus PD offerings do not support teachers' perceived competence related to designing and implementing EBPs in writing instruction. The goals for the PD project include an adequate amount of time for both teachers and students to master EBPs being introduced in the writing workshop PD. The PD project takes place twice a week over a 10-week period. In response to participant concerns, ineffective PD lacked appropriate scaffolding for various skill-leveled students; the writing workshop PD scaffolds skills according to student needs. A planning template, included in Appendix A, is used to both plan lessons of the writing workshop and to be used by students as a learning log allowing students to self-monitor their own mastery of learning skills.

The findings related to RQ 2 involve the participants' perception of their self-efficacy, their lack of confidence when lesson planning, and their various training experiences. Goals for the project PD include direct modeling of writing strategies based

in EBPs for teachers and give teachers the opportunity to observe, learn, and implement as the project PD is taking place. The goal is this type of hands-on and in-the-moment learning increases teachers' self-efficacy and confidence (see Plakhotnik & Rocco, 2016). Teacher participants are given the opportunity to immediately implement the EBPs they learn during the first period PD session which removes any hesitancy from the teacher because part of the PD training is the gradual release of teaching responsibility to the teacher participants. A schedule of topics is included in Appendix A as a map of the skills to be covered over the 10-week project PD period. Teachers are given this calendar ahead of time to familiarize themselves with the topics to be covered; however, teachers are given the project PD during the first class period of the school day with actual students in attendance. The project PD presenter leads and models the day's lesson for the teachers who observe, learn, and begin to implement the skills being taught to students in the following class periods after first period. There are 8 class periods each day with the second period class being the time for PLC.

To ensure this self-efficacy and confidence transfers over into teachers' lesson planning, a PLC is held directly after the first writing workshop project PD. Teachers need a second period common planning period to ensure a structured PLC is designated for this purpose. Furthermore, these PLCs allow teachers to share their various training experiences and discuss ways to successfully implement the EBPs learned at these prior

training experiences into the writing workshop project PD; thus, the PLC time provides a type of formative evaluation for the project.

Finally, student engagement, students' abilities to critically think, and teachers' lack of follow-through were the findings related to RQ 3. RQ 3 deals with how teachers demonstrate their competence and confidence in the implementation of EBPs through their lesson planning and practice of writing instruction. The student engagement piece is addressed in the interactive discussions and strategies of the writing workshop model. Critical thinking skills are also addressed during the writing workshop because students need to monitor their own learning as well as the learning of their writing workshop partners. Finally, the English specialist who facilitates and guides teachers in the implementation of the EBPs ensures teacher participants follow-through in the actual implementation of the EBPs. Teacher competence and confidence is addressed through the reflective piece of the PLC process.

Key Stakeholders Description

This is a daily overview of the PD project; however, this PD plan is implemented by one grade level per year, in small group settings, so as to not overwhelm the entire English department with a new kind of PD (see Palermo & Thomson, 2018). TSD 1 has 2-3 English teachers per grade level which is ideal because those teachers and their students need to meet in the LGI room. The LGI room would be designed to accommodate small groups of students at several tables. This room design, albeit catering

to a large number of students, is manageable because of the small grouping factor. Additionally, the 2-3 English teachers plus a PD presenter is able to facilitate and manage the group of students much like a conference-style workshop. Students sign the student writing workshop expectations form which can be found in Appendix A. Students are also given learning logs each week to highlight the skills being learned and mastered each week. The presenter models the day's lesson during the first class period of the school day. Period 2 should be designated as a teacher PLC to debrief and discuss misconceptions, clarifications, and ideas for improvement for the workshop. The following class periods give the teachers, each in turn, opportunities to lead the workshop—all while the presenter monitors, guides, and coaches as needed.

Overall Evaluation Goals

To align the findings of my research with the project PD, the goals incorporate formative assessments to systematically monitor and adjust the engagement level and critical thinking comprehension of students. These formative assessments can be seen in the lesson planning template and student learning log found in Appendix A. In regard to addressing the concern with teachers' failure to follow-through and implement these strategies, an exit ticket is given to the teachers once a week during PLC sessions to collect formative data regarding how teachers incorporated EBPs during the project PD timeframe. The exit ticket allows teachers to explore their perceived effectiveness of the project PD. The exit ticket questions can also be found as part of the project PD materials

in Appendix D. The exit ticket question results allow me to know more about teacher views about what worked and what did not work from varying perspectives of the teacher participants (see Cathcart et al., 2014). After completing the project PD, I would determine the next steps based off a new analysis of data such as the state's English EOC exams.

Implications Including Social Change

Local Community

This project addresses the needs of learners in my local community by providing a PD framework to teach EBPs for the writing process by using a writing workshop for my local school district. The importance of the project PD for teachers is to provide them with a different approach and support to focus on addressing their needs in teaching writing to their students. Instructors who embrace and implement this project PD get the opportunity to experience PD in a new way as well. Instructors, essentially, have a learning lab of willing student writers to test and practice new, engaging, and EPB writing practices with. This type of project PD builds in time for the instructors to not only learn and implement more effective ways to teach the writing process but also helps instructors build a community of learners within their grade-level and department teams (see Cope, 2016). Administrators and community partners acknowledged students' need to improve their writing scores, and this project PD does not only help students grow as writers but also helps teachers grow as instructors of writing.

Far-Reaching

My work is important for other school districts whose students are also struggling to master writing skills and for the English teachers who struggle teaching those writing skills. The project PD was designed with the suggestions from my research participants as to what they believe makes strong and effective PD. Therefore, other teachers may feel this project PD is innovative by delivering EBPs in a different way (see Ali & Muhammad, 2018).

Conclusion

The findings of the research study led me to design a writing workshop project PD with the goals of providing both teacher training of teaching the writing process using EBPs and of allowing students to practice and master the skills of the writing process over a 10-week period. Data analysis of emergent themes related to the three RQs of this study propelled me to choose the PD/training curriculum and materials genre for the project PD. A rationale was provided for the project PD, a second literature review related to the specific genre of the Project PD was provided, and an evaluation for the project PD was expressed. In Section 4, I offer reflections of myself as a researcher and scholar, and I provide conclusions of my project, covering the strengths of the project, recommendations to address limitations, and the potential effects and implications for future research.

Section 4: Reflections and Conclusions

Introduction

A high percentage of students from TSD 1 earned below proficient scores on the EOC English writing exams, and the high school English teachers indicated they do not feel adequately prepared by district PD to help students improve their writing skills. Through interviews of six participants and analysis of proffered district PD and teacher lesson plans it was revealed teachers need to feel well-prepared through PD that models, engages, and provides actual lessons for successful implementation of evidence-based writing strategies to transfer into teachers' implementation of those strategies in the classroom. By conducting a second literature review, the idea of creating more of a focused PD led to my decision to create a writing workshop training experience for my project. In this section I reflect upon the project, upon myself as a scholar, practitioner, and researcher, and upon the potential future social effect my project could have on PD in the area of preparing teachers to teach the writing process more effectively to high school students.

Project Strengths and Limitations

The project's strengths in addressing the problem of the study lie in the duality of being both an educator and a learner. Educators are always learners first, and educators must continue to learn to be effective educators. Therefore, the project allows the educator to be both the educator and the learner by designing PD during the school day

where the educator is engaged in learning how to implement and design lesson plans that focus on EBPs of writing strategies (see Cope, 2016). The PD also gives the educator the opportunity to immediately put newfound knowledge to use through the practice and implementation with students in a workshop environment (see Cope, 2016). There is also a built-in PLC that allows educators the opportunity to work with the PD presenter and other educators to strengthen their understanding of skills, content, and pedagogy being taught in that day's workshop.

The project's limitations in addressing the problem are the project spans over 10-weeks which does change the face of what the day-to-day operations of learning currently looks like. The number one frustration of the participants of this study was the lack of time they felt they had to learn and implement EBPs in their lessons and interactions with students. Kallick and Colosimo (2009) found 10-weeks, with all of the school holidays, teacher workdays, and any other unplanned events, is the recommended timeframe to successfully implement any new curriculum. My project PD is modeled after the timeframe suggested by Kallick and Colosimo because the EBPs being implemented are part of a writing workshop curriculum.

Recommendations for Remediation of Limitations

One recommendation I can make for the remediation of this time limitation is to adjust the PD timeframe to the school district's report card calendar. For example, if a school district is on a 6-week reporting calendar, then design a 6-week workshop. To

address the problem differently, a school district could spread the 10-weeks over the course of the school year. A 4-day workshop 1 time a month could be a great way to incrementally introduce this type of PD process with students and staff.

Recommendations for Alternative Approaches

A writing workshop PD was designed to address the challenges contributing to poor student writing skills and to provide teachers time to learn and implement EBPs of the writing process in a different PD setting. However, alternative approaches could be taken to address these same challenges. One such alternative approach could be to explore reading workshops in conjunction with the writing workshop PD model. Lee and Schallert (2016) noted educators and researchers alike accept the influence reading has on writing. The English EOC exam scores students on both reading and writing so including a reading workshop in conjunction with the writing workshop could result in elevated reading scores as well. In addition, Cherry-Paul, Cruz, and Ehrenworth (2020) found access to a high-level curriculum and authentic texts causes high-stakes testing scores improve suggesting authentic learning and incorporating student choice and interest could aid students in learning beyond the goal of good test scores.

Scholarship, Project Development, Leadership and Change

Growth of Self as a Scholar

I conducted formal research at the highest level of educational attainment, and I learned scholarship is synthesizing a foundation of learning with the experiences obtained

throughout my life. For example, I synthesized the ideas of other researchers in the literature reviews I conducted, but I also took my learning foundation of my prior formal and informal educational experiences and the life experiences from my career in education and synthesized those experiences into an overall contribution to the ongoing conversation of formal research in the field of education.

In the first three sections of this project, I learned to ground my research and join the conversation of past and present researchers. I also learned how to navigate the writing style of APA as I was previously more experienced in the MLA style of writing as an English instructor. The most beneficial part of my learning in the first three sections, however, was learning how to align my research problem to my research RQs and to let go of preconceived biases towards the research problem (see Creswell, 2012). Again, as an English instructor, there were times I was too close to the problem of struggling writers and ineffective PD to teach the writing process to struggling writers. Thus, I learned to listen and observe other people and their experiences better. This illumination has made me a better researcher.

In the final two sections of this project I learned how to analyze qualitative data. In the current educational field, plenty of PD is given on how to analyze quantitative data, but I have not experienced any PD that taught me how to use qualitative data effectively. I learned through this journey how to piece together the rich stories

qualitative data provide, which once again, has made me a better listener. I also learned I can become a better educator through the reflection of my learning experiences.

Practitioner and Project Developer

The development of the project was the most exciting part of the study for me. I was able to take current research standards and apply them to an actual plan to be implemented. I felt through the analysis of participant interviews, lesson plans, and district PD offerings I was able to propose solutions to some of the gaps of PD planning. The project development was a synthesis of other peoples' ideas and suggestions and a design I was able to propose based off my research. The frustrating part of the project development, however, was facing the unknown or hypothetical situations that can occur in the complex system of education. For example, there are numerous ways to plan a master schedule for a campus. For the purposes of my project, I had to settle on a master schedule I felt was the most ideal for the implementation of my project. I had to come to terms that as proud as I am of my project, it would never be perfectly suited for all campuses and for all educational situations.

When designing the exit ticket for the project, I felt as if I were giving voice to teachers in a new way. This type of evaluation process allows for stakeholders to voice their opinions regarding the implementation of a project that suits their various needs such as teachers being able to share their perspectives regarding the implementation of a project that suite their teaching needs (Cathcart et al., 2014). This is an important step

because it allows me to reflect and adjust my project to better fit the needs of future stakeholders. One thing I adopted into my every day working life as a new campus administrator, and as a result of incorporating the evaluation process into my research, is to give questionnaires and other types of feedback opportunities to my stakeholders so I can continue to grow my programs and myself.

Leadership and Change

I learned there are many levels of leadership and it is important to understand who those leaders are in those various levels (see Harris, Hinds, Manansingh, & Morote, 2016). There are the designated, official leaders and the unofficial, practical leaders who do not have leadership titles of a district and of a campus. The official leaders hold various titles throughout the school system such as principal, director, or superintendent. The unofficial leaders, however, can be teachers, students, parents, or other community members. Having worked on this research project for the last 8 years and having worked in five different school districts during this time of study, I have been able to observe the nuances of different styles of leadership and the shifting changes of leadership roles and power (see Harris et al., 2016). There is not one perfect leader. However, a cognizant leader can learn to be a leader of many different styles, to use other leaders of their campus, and to strengthen and build leaders to fill any empty voids within the school system (Harris et al., 2016). My project PD is one opportunity to use current research to build teacher leaders. Creating PD not only trains teacher leaders to implement EBPs in

their lessons but also grows students in becoming stronger writers and changes the way PD is currently being done. A leader who understands and embraces change is more likely to stay current with research trends to make well-informed decisions and solutions to address those changes.

Analysis of Self as Scholar

In the early years of working on my doctoral program, I was eager to set aside time to research and study. I felt I would complete my doctoral program in 2 years and amaze the entire Walden faculty with my stellar research and quick completion time. That, however, was not the reality of what it took to be a scholar. As a scholar, I made many sacrifices. I remember having to stay up late nights on family vacations to complete an assignment by deadline in one of my earlier courses. We were at Disney World and after an arduous day of waiting in never-ending lines and experiencing the most fun on earth, I headed back to the hotel room to complete a lengthy essay while the rest of the family snoozed away. Over an 8-year span of working on this doctoral program there were countless trips, parties, or other social occasions that took the back seat to my research. As a scholar, I had to put the work first and it was difficult because of all the distractions happening around me. However, when I was in the zone—the research zone—I found joy in my learning and accomplishments. I feel I am, and always will be, a scholar. I will continue to pursue knowledge by making sacrifices and finding joy in researching the current trends and topics in education. I have become a scholar because I

am able to look at the world differently and have a better understanding of how to make sense of the world around me in quantitative and qualitative ways. Although I took much longer than 2 years to complete this journey, becoming a scholar in the field of education has been worth the sacrifices made along the way.

Analysis of Self as Practitioner

I thought implementing various and required projects of my doctoral program into my work-life would be difficult. I dreaded asking co-workers or my superiors to participate in countless interviews, questionnaires, or revision parties. However, each time I was forced out of my comfort zone to complete another aspect of my doctoral program I grew more confident as a practitioner in the field of educational research. Within the word “practitioner” is the root word “practice” and I was able to practice my newfound knowledge in systematic and meaningful ways. I began utilizing questionnaires into my teaching practice with students. The qualitative data I was able to analyze from questionnaires helped me to better design learning opportunities for my students and made me a better educator. By being a practitioner, I was also able to become more proficient at observing and listening to the experiences of other educators. Conducting interviews, transcribing, and triangulating data (Creswell, 2012) helped me to see the interwoven patterns and themes that surround me in the day-to-day operations of campus life. As a practitioner, I also became an advisor to many of my co-workers who were interested to hear about the latest research article I read, and we would brainstorm

ways to implement some of those ideas into our daily practice with students. I became a doer as a practitioner and not just a theoretical thinker and that has enriched my career in education even more.

Analysis of Self as Project Developer

I worked in education for 18 years and developed curriculum and PD projects for various school districts and purposes. Developing the PD project for my doctoral program was similar to my previous experiences but with one important difference: I merged the two ideas of curriculum and PD together. This idea in itself was a challenge because there were so many complex systems to consider when planning curriculum that used EBPs, to be delivered to students at the same time teachers were to be trained on how to teach using the EBPs. This model in the educational field is known as ABL (Ali & Muhammad, 2018). This model ensures the teacher is truly understanding and implementing the EBPs with students because students are given practical learning opportunities as the teacher improves his or her “performance and abilities” while being “actively involved in the learning process” (Ali & Muhammad, 2018).

I also often thought about the educational dynamics of the medical field as well and the way medical interns experience on-the-job training as they shadow their mentors and learning how to implement medical procedures by gradually having more and more responsibility released to them. This learning and implementation dynamic of the internship is what partly helped inspire me to design my PD project.

In my PD project there is a mentor who models and coaches teachers to implement EBPs in the day's lessons with students. Gradually, the teachers are given more and more responsibility to lead the writing workshop on their own and also to feel in charge of their own learning (see Ali & Muhammad, 2018). The project was developed within the scope of having a hands-on, activity based, and internship experience during the PD and all the while collecting ideas of how to improve the PD process from the participants of my study. It was fun to design a project at this level of rigor and include so many different perspectives.

Reflection on the Importance of the Work

Findings from my research study revealed teachers expressed the district and campus PD were ineffective. Designing a more interactive PD could enhance the PD experience for teachers, campuses, and districts which could potentially result in positive social change by influencing the way educators teach and the way students learn. Findings also revealed teachers' perceptions of their confidence in creating writing lessons with current EBPs is lower than their perceived confidence in implementing some strategies learned in prior PD sessions. Building teachers' efficacy in designing lessons using EBPs in writing strategies could enhance their confidence to implement EBPs with their students in a more planned and systematic way. Furthermore, the PD project was designed as a writing workshop to address teachers' perceptions that students have low critical thinking skills and are easier to teach when lessons are more engaging. The

writing workshop is designed around EBPs that stimulate high critical thinking skills (see Armstrong-Carroll & Wilson, 2008; Atwell, 2002), thus creating more engaging learning opportunities. The importance of this research could influence the design and delivery of future PDs and what teaching writing looks like at the high school level. I learned teacher perceptions tend to align with the research being conducted about PD, writing workshops, and the importance of utilizing EBPs with students to increase student success in learning.

The project's potential effect on social change at the local level may involve a change in how master schedules and PLCs are used to carve out time for PD and for teachers during the school day. Also, the teacher, no matter his or her years of experience, could benefit with a PD design that incorporates an ABL and internship concept (see Ali & Muhammad, 2018). These concepts allow the PD experience of teachers to be both the learner and the instructor. Teacher training does not have to put student learning on pause because the student continues to engage in learning as the teacher is developing his or her own mastery of pedagogical concepts and implementations of EBPs. The potential effect on social change of this project may even reach beyond to other levels of society outside of the educational realm and into the design of PD in the corporate world or other businesses.

Implications, Applications, and Directions for Future Research

The project's implications and applications for future research are boundless. Writing is an essential skill for students to be successful in the 21st century (Knezeck, 2014) and effective PD is needed to ensure teachers are incorporating EBPs in their instruction of teaching students the writing process. Utilizing the writing workshop framework is one way to ensure both students and instructors are engaging in this learning process (Armstrong-Carroll & Wilson, 2008; Atwell, 2002). School districts and campuses could apply the foundations of this project when designing master schedules to better plan time for teachers to continue their professional growth through active and engaging PD experienced during the school day. Teachers could begin to apply this type of PD design within the other aspects of instruction in their classrooms because, ultimately, PD is an extension of the classroom. Ali and Muhammad (2018) concluded teachers who help create PD are more likely to participate in and implement the ideas learned in the PD program. Teachers could be put on a rotation calendar of presenting PD for the teachers in their area of expertise in the district or on campus. Individual training could be conducted to support these teachers prior to them delivering their PD.

Students' learning experiences would be very different if classes were run like PD sessions. Students could become more professional in their own demeanors as learners as a result of learning in a *professional* development style. Teachers and students' relationships would become more of a partnership when PD is extended to both the

instructor and the student. These possibilities could point to new directions of PD design and implementation for future research.

Several studies' results indicated educational practices have been trending towards teacher collaboration, interdisciplinary studies, and student autonomy for at least the last 30 years (Armstrong-Carroll & Wilson, 2008; Graham, 2007; Locke, 2015). Departmental PLCs and interdisciplinary teaming have been implemented as ways to help educators grow their skills and content knowledge. More and more school districts are able to look to the teachers who are employed within their district to design, lead, and run PD. Wehbe (2019) found what seems to be even more important than the topics and skills offered in PD are the perceptions of the teachers as to what the teachers themselves feel they need to learn from the PD. The teachers in the current study also expressed an interest in controlling the topics and types of PD they attend. Future research could study the effectiveness of these teacher-led PD sessions. Researchers could also study the effectiveness of teacher-led PD on student learning and EOC outcomes. Furthermore, once proven to be an effective form of teaching and learning teacher-led PD could extend out to educators and learning institutions in other parts of the world.

Conclusion

This project was birthed from the data collected and analyzed during my research study. Upon reflection of the project I learned teachers will include EBPs in their lessons that seem engaging to students and that teachers feel confident in implementing.

However, the findings of my research indicated teachers do not currently perceive district and campus PD to be effective in preparing them to teach EBPs, specifically EBPs geared towards the writing process. Teachers want PD to include lessons that scaffold for students whom they perceive have lower critical thinking skills. Therefore, the PD project was designed with these facets of teacher perceptions in mind.

I also reflected upon myself as a scholar, practitioner, and researcher. Becoming a scholar required many years of sacrifices, dedicated learning, and arduous research to stay abreast of my field. Being a practitioner in the field of education was the most enjoyable part of the process although there were times I was forced out of my comfort zone to enlist the help of stakeholders to complete various assignments for my doctoral program. I can also now call myself a researcher in the field of education because I learned how to synthesize my learning as a scholar with my application of practicing current EBPs within my field of work.

Finally, I explored the possible effect this project could have on social change and on future research. Social change could occur at either the local or global level regarding the design and implementation of PD and how the writing process is taught to high school students. School systems and the educators working within those systems could respond more positively to a PD design that takes a more interactive look at the dual nature of being both a learner and an instructor. The focus for future research could be

geared towards the effectiveness of student and teacher learning outcomes from this type of PD experiences.

References

- 2012-13 Texas Academic Performance Report. (2013, January 1). Retrieved from <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>
- 2014-15 Texas Academic Performance Report. (2015, January 1). Retrieved from <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>
- 2016-2017 Texas Academic Performance Report. (2017, January 1). Retrieved from <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>
- 2018-2019 Texas Academic Performance Report. (2020, January 1). Retrieved from <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>
- Ali, A., & Muhammad, A. K. (2018). Understanding the role of internship as an activity based learning: A case study. *Journal of Education and Educational Development*, 5(2), 92–106. doi:10.22555/joed.v5i2.1864
- Amicucci, A. N. (2011). Using reflection to promote students' writing process awareness. *College English Association Forum*, 40(1), 34-56. Retrieved from <https://journals.tdl.org/ceaforum/index.php/ceaforum>

- Armstrong-Carroll, J., & Wilson, E. (2008). *ACTS of teaching, how to teach writing*. Westport, CT: Heinemann.
- Atwell, N. (1998). *In the middle: New understandings about writing, reading and learning* (2nd ed.). Portsmouth, NH: Boynton Cook.
- Atwell, N. (2002). *Lessons that change writers*. Portsmouth, NH: Boynton Cook.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. doi:10.1037/0033-295x.84.2.191
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York, NY: W. H. Freeman.
- Bardine, B. A. (1999). Students' perceptions of written teacher comments: What do they say about how we respond to them. *High School Journal*, 82(4), 239—247.
Retrieved from <https://ed.unc.edu/high-school-journal/>
- Barlow, A. T., Frick, T. M., Barker, H. L., & Phelps, A. J. (2014). Modeling instruction: The impact of professional development on instructional practices. *Science Educator*, 23(1), 14-26. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1034755.pdf>

- Behrens, S. J., Johnson, A., Allard, M., & Caroli, A. (2016). I know it when I see it: Uncovering student and educator expectations about academic writing in higher education. *Writing & Pedagogy*, 8(2), 309–332. doi:10.1558/wap.24108
- Bifuh-Ambe, E. (2013). Developing successful writing teachers: Outcomes of professional development exploring teachers' perceptions of themselves as writers and writing teachers and their students' attitudes and abilities to write across the curriculum. *English Teaching: Practice and Critique*, 12(3), 137-156. Retrieved from <https://www.emeraldgrouppublishing.com/journal/etpc>
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Boston, MA: Pearson Education.
- Boone, S., Chaney, S., Compton, J., Donahue, C., & Gocsik, K. (2012). Imagining a writing and rhetoric program based on principles of knowledge "transfer": Dartmouth's institute for writing and rhetoric. *Composition Forum*, 26, 1-21. Retrieved from <http://compositionforum.com>
- Burns, M. K., Naughton, M. R., Preast, J. L., Wang, Z., Gordon, R. L., Robb, V., & Smith, M. L. (2018). Factors of professional learning community implementation and effect on student achievement. *Journal of Educational and Psychological Consultation*, 28(4), 394-412. doi:10.1080/10474412.2017.1385396
- Carr, A. (2013). In support of failure. *Composition Forum*, 27, 1-14. Retrieved from <http://compositionforum.com/issue/27/>

- Caswell, N. (2011). Writing assessment: Emotions, feelings, and teachers. *College English Association Forum*, 40(1), 57-70. Retrieved from <https://journals.tdl.org/ceaforum/index.php/ceaforum>
- Cathcart, A., Greer, D., & Neale, L. (2014). Learner-focused evaluation cycles: Facilitating learning using feedforward, concurrent and feedback evaluation. *Assessment & Evaluation in Higher Education*, 39(7), 790–802. doi:10.1080/02602938.2013.870969
- Cherry-Paul, S., Cruz, C., & Ehrenworth, M. (2020). Making reading workshop work. *Educational Leadership*, 77(5), 38-43. Retrieved from <http://www.ascd.org/publications/educational-leadership.aspx>
- Chong, W. H., & Kong, C. A. (2012). Teacher collaborative learning and teacher self-efficacy: The case of lesson study. *Journal of Experimental Education*, 80(3), 263-283. doi:10.1080/00220973.2011.596854
- Cope, S. (2016). Teaching creative nonfiction: The transformative nature of the workshop method. *New Directions for Teaching and Learning*, 2016(147), 67–73. doi:10.1002/tl.20200
- Creswell, J. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Dancy, M., Henderson, C., & Turpen, C. (2016). How faculty learn about and implement research-based instructional strategies: The case of peer instruction. *Physical*

Review Physics Education Research, 12(1), 1-17.

doi:10.1103/physrevphyseducres.12.010110

Doğan, S. & Adams, A. (2018). Effect of professional learning communities on teachers and students: reporting updated results and raising questions about research design, *School Effectiveness and School Improvement*, 29(4), 634-659. doi:10.1080/09243453.2018.1500921

Ferris, D. R. (2014). Responding to student writing: Teachers' philosophies and practices. *Assessing Writing*, 19, 6-23. doi:10.1016/j.asw.2013.09.004

Fisher, D., & Frey, N. (2014). Checking for understanding, formative assessment techniques for your classroom. *Proven Programs in Education*, 2, 6-10. doi:10.4135/9781483365633.n2

Fitzgerald, J. (2013). Constructing instruction for struggling writers: What and how. *Annals of Dyslexia*, 63(1), 80-95. doi:10.1007/s11881-011-0063-z

Forman, B. (2016). Writing workshop professional development: A necessary tool towards developing our future writers. *Making Literary Connections*, 31, 31 – 39. Retrieved from <http://gwread.net/>

Gabriel, K. F., & Davis, T. M. (2015). Implementation of a writing strategy for students with learning disabilities in a rural setting. *Rural Special Education Quarterly*, 34(4), 40-49. doi:10.1177/875687051503400405

- Gair, M. (2015). Slaying the writing monsters: Scaffolding reluctant writers through a writing workshop approach. *International Journal of Teaching and Learning in Higher Education*, 27(3), 443–456. Retrieved from <http://www.isetl.org/ijtlhe/>
- Gilbert, J., & Graham, S. (2010). Teaching writing to elementary students in grades 4-6: A national survey. *Elementary School Journal*, 110(4), 494-518.
doi:10.1086/651193
- Gillespie, A., Graham, S., Kiuahara, S., & Hebert, M. (2014). High school teachers' use of writing to support students' learning: a national survey. *Reading and Writing*, 27, 1043-1072. doi:10.1007/s11145-013-9494-8
- Glassner, A., & Eran-Zoran, Y. (2016). Place-based learning: action learning in MA program for educational practitioners. *Action Learning: Research and Practice*, 13(1), 23-37. doi:10.1080/14767333.2015.1115967
- Golden, P. (2018). Contextualized writing: Promoting audience-centered writing through scenario-based learning. *International Journal for the Scholarship of Teaching and Learning*, 12(1), 1-9. doi:10.20429/ijstl.2018.120106
- Goodwin, D., & Webb, M. A. (2014). Toward a common understanding of research-based instructional strategies. *Research In Higher Education Journal*, 26.
Retrieved from <https://www.springer.com/journal/11162>

- Graham, P. (2007). Improving teacher effectiveness through structured collaboration: A case study of a professional learning community. *Research in Middle Level Education, 31*(1), 1–17. doi:10.1080/19404476.2007.11462044
- Graham, S., Capizzi, A., Harris, K. R., Hebert, M., & Morphy, P. (2014). Teaching writing to middle school students: A national survey. *Reading and Writing, 27*(6), 1015-1042. doi:10.1007/s11145-013-9495-7
- Graves, D. (1983). *Writing: Teachers and children at work*. Portsmouth, NH: Heinemann.
- Graves, D. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods, 18*(1), 59-82. doi:10.1177/1525822x05279903
- Gwinn, C. B., & Watts-Taffe, S. (2017). The impact of a vocabulary focused plc and research based practices on teacher and student learning. *Literacy Practice & Research, 42*(2), 5–11. Retrieved from <https://search.ebscohost.com.ezp.waldenulibrary.org/login.aspx?direct=true&db=eue&AN=126936626&site=ehost-live&scope=site>
- Harris, K., Hinds, L., Manansingh, M.R., & Morote, E.S. (2016). What type of leadership in higher education promotes job satisfaction and increases retention? *Journal for*

Leadership and Instruction, 27(32). Retrieved from

<https://www.scopeonline.us/wp-content/uploads/2017/10/JLI-Spring-2016.pdf>

Harward, S., Peterson, N., Korth, B., Wimmer, J., Wilcox, B., Morrison, T. G., & Pierce,

L. (2014). Writing instruction in elementary classrooms: Why teachers engage or do not engage students in writing. *Literacy Research and Instruction*, 53(3), 205-224. doi:10.1080/19388071.2014.896959

Herman, G. L., & Mena, I. B. (2015). Tracking the spread of research-based instructional strategies. *Frontiers in Education Conference*, (2015), 1-5.

doi:10.1109/fie.2015.7344218

Jones, D., Jones, J. W., & Murk, P. J. (2012). Writing collaboratively: Priority, practice, and process. *Adult Learning*, 23(2), 90-93. Retrieved from

doi:10.1177/1045159512443526

Kaiser, E. (2013). Contextualized support for urban teachers implementing writer's workshop. *Critical Questions In Education*, 4(3), 213-224. Retrieved from

<https://academyforeducationalstudies.org/journals/journal/>

Kallick, B., & Colosimo, J. (2009). *Using curriculum mapping and assessment data to improve learning*. Thousand Oaks, CA: Corwin Press.

Kells, M. (2012). Welcome to Babylon: Junior writing program administrators and writing across communities at the university of New Mexico. *Composition*

Forum, 25(2012), 1-15. Retrieved from <http://compositionforum.com>

- Kiuhara, S. A., Graham, S., & Hawken, L. S. (2009). Teaching writing to high school students: A national survey. *Journal Of Educational Psychology, 101*(1), 136-160. doi:10.1037/a0013097
- Knezek, E. (2014, June 17). *Data Retreat*. [Data packet for administrators to examine 2014 EOC scores]. Personal Collection. Humble ISD, Kingwood, Texas.
- Kuczynski-Brown, A. (2012, September 18). Most U.S. Students Lack Writing Proficiency, National Assessment Of Educational Progress Finds. *HuffPost Education*. Retrieved from https://www.huffpost.com/entry/writing-proficiency-naep_n_1884541
- Lan, Y., Hung, C., & Hsu, H. (2011). Effects of guided writing strategies on students' writing attitudes based on media richness theory. *Turkish Online Journal Of Educational Technology - TOJET, 10*(4), 148-164. Retrieved from <http://www.tojet.net/>
- Lead4Ward: STAAR Resources. (2013). Retrieved from <http://lead4ward.com/>
- Lead4Ward: STAAR Resources. (2016). Retrieved from <http://lead4ward.com/>
- Lead4Ward: STAAR Resources. (2017). Retrieved from <http://lead4ward.com/>
- Lead4Ward: STAAR Resources. (2019). Retrieved from <http://lead4ward.com/>
- Lee, I. (2016). Putting students at the center of classroom L2 writing assessment. *Canadian Modern Language Review, 72*(2), 258–280. doi:10.3138/cmlr.2802

- Lee, J., & Schallert, D. L. (2016). Exploring the reading-writing connection: A yearlong classroom-based experimental study of middle school students developing literacy in a new language. *Reading Research Quarterly*, *51*(2), 143-164.
doi:10.1002/rrq.132
- Leigh, S. R. (2012). The power of the sketch(book): Reflections from high school English students. *Journal Of Adolescent & Adult Literacy*, *55*(6), 539-549.
doi:10.1002/jaal.00063
- Levitt, R., Kramer-Vida, L., Palumbo, A., & Kelly, S.P. (2014). Professional development: A skills approach to a writing workshop. *New Educator*, *10*(3), 248-264. doi:10.1080/1547688X.2014.925747
- Lillge, D. (2019). Uncovering conflict: Why teachers struggle to apply professional development learning about the teaching of writing. *Research in the Teaching of English*, *53*(4), 340–362. Retrieved from <https://ncte.org/resources/journals/research-in-the-teaching-of-english/>
- Lipscomb, K., Nato, S., Ernst, J., Clark, A., DeLuca, V. W., & Kelly, D. (2018). Implementing learning activities. *Technology & Engineering Teacher*, *77*(5), 14–19. Retrieved from <https://www.iteea.org>
- Locke, T. (2015). The impact of intensive writing workshop professional development on a cross-curricular group of secondary teachers. *New Zealand Journal of Educational Studies*, *50*(1), 137–151. doi:10.1007/s40841-015-0003-2

- Locke, T., Whitehead, D., & Dix, S. (2013). The impact of 'writing project' professional development on teachers' self-efficacy as writers and teachers of writing. *English In Australia*, 48(2), 55-69. Retrieved from <https://www.aate.org.au/journals/english-in-australia>
- Lockwood, J. (2015). Writing assessment. *Writing & Pedagogy*, 7(23), 187–195. doi:10.1558/wap.v7i2-3.27788
- Lodico, M., Spaulding, D., & Voegtle, K. (2010). *Methods in educational research: From theory to practice*. USA: John Wiley & Sons, Inc.
- MacArthur, C., Graham, S., & Fitzgerald, J. (Eds.). (2016). *Handbook of writing research*. New York, NY: The Guilford Press.
- McCracken, I., & Ortiz, V. A. (2013). Latino/a student (efficacy) expectations: Reacting and adjusting to a writing-about-writing curriculum change at a Hispanic serving institution. *Composition Forum*, 27. Retrieved from <http://compositionforum.com>
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- Miles, M., & Huberman, M. (1994). *Qualitative Data Analysis*. London: Sage Publications.
- Miller, M., Berg, H., & Cox, D. (2016). Basically, you have to teach them to love what they are writing about: Perceptions of fourth grade writing teachers. *National Teacher Education Journal*, 9(1), 57-64. Retrieved from <https://ntejournal.com/>

- National Assessment of Educational Progress. (2019, June 19). *NAEP 2017 writing assessments*. Institute of Education Sciences.
<https://nces.ed.gov/nationsreportcard/writing/2017writing.aspx>
- National Council of Educational Research and Training. (2011). Programme evaluation report: Activity based learning. Retrieved from <http://www.ncert.nic.in/>
- Newell, G. E., Beach, R., Smith, J., & VanDerHeide, J. (2011). Teaching and learning argumentative reading and writing: A review of research. *Reading Research Quarterly, 46*(3), 273-304. doi:10.1598/RRQ.46.3.4
- Nudzor, H. P., Oduro, G. K. T., & Addy, N. (2018). International programmes and research on effective activity-based learning (ABL): What can Ghana learn from international best practices? *International Education Journal: Comparative Perspectives, 17*(2), 40–59. Retrieved from
<https://openjournals.library.sydney.edu.au/index.php/IEJ/index>
- Owen, S. (2016). Professional learning communities: Building skills, reinvigorating the passion, and nurturing teacher wellbeing and “flourishing” within significantly innovative schooling contexts. *Educational Review, 68*(4), 403–419.
doi:10.1080/00131911.2015.1119101
- Palermo, C., & Thomson, M. M. (2018). Teacher implementation of self-regulated strategy development with an automated writing evaluation system: Effects on

argumentative writing performance of middle school students. *Contemporary Educational Psychology*, 54, 255-270. doi:10.1016/j.cedpsych.2018.07.002

Philippakos, Z. A. T., & FitzPatrick, E. (2018). A proposed tiered model of assessment in writing instruction: Supporting all student-writers. *Insights into Learning Disabilities*, 15(2), 149–173. Retrieved from <https://www.ldworldwide.org/insights-learning-disabilities>

Plakhotnik, M. S., & Rocco, T. S. (2016). Increasing writing self-efficacy of adult learners: Different approaches, different results. *Adult Learning*, 27(4), 160–167. doi:10.1177/1045159515611879

Ray, A., Graham, S., Houston, J., & Harris, K. (2016). Teachers use of writing to support students' learning in middle school: A national survey in the United States. *Reading & Writing*, 29(5), 1039–1068. doi:10.1007/s11145-015-9602-z

Singal, N., Pedder, D., Malathy, D., Shanmugam, M., Manickavasagam, S., & Govindarasan, M. (2018). Insights from within activity based learning (ABL) classrooms in Tamil Nadu, India: Teachers perspectives and practices. *International Journal of Educational Development*, 60, 165–171. doi:10.1016/j.ijedudev.2017.08.001

Smylie, M. (2014). Teacher evaluation and the problem of professional development. *Mid-Western Educational Researcher*, 26(2), 97-111. Retrieved from <https://www.mwera.org/>

- Tacelosky, K. (2017). Transnational students in Mexico: A summer writing workshop as a way to improve English writing skills. *International Education Journal: Comparative Perspectives*, 16(4), 89–101. Retrieved from <https://openjournals.library.sydney.edu.au/index.php/IEJ/index>
- Texas Education Agency. (2015). Weighting of components for the English assessments. “Redesign of the STAAR English I and English II Assessments”. Retrieved from <http://tea.texas.gov/student.assessment/staar/writing/>
- Torrance, M., Fidalgo, R., & Robledo, P. (2015). Do sixth-grade writers need process strategies? *British Journal Of Educational Psychology*, 85(1), 91-112. doi:10.1111/bjep.12065
- Troia, G. A., Olinghouse, N. G., Mo, Y., Hawkins, L., Kopke, R. A., Chen, A., Stewart, K. A. (2015). Academic standards for writing: To what degree do standards signpost evidence-based instructional practices and interventions? *Elementary School Journal*, 116, 291–321. doi:10.1086/683984
- Ulusoy, M., & Dedeoglu, H. (2011). Content area reading and writing: Practices and beliefs. *Australian Journal Of Teacher Education*, 36(4), 1-17. doi:10.14221/ajte.2011v36n4.1
- Wardle, E., & Downs, D. (2013). Reflecting back and looking forward: Revisiting "teaching about writing, righting misconceptions" five years on. *Composition Forum*, 27, 1-7. Retrieved from <http://compositionforum.com>

- Wehbe, N. (2019). Exploring the differences between educational consultant's and teachers' perceptions on teachers' needs of professional development. *Journal of Education and Learning*, 8(4), 64–82. doi:10.5539/jel.v8n4p64
- What Works Clearinghouse (2012). High school puente program. What works clearinghouse intervention report. *What Works Clearinghouse*. Retrieved from <http://ies.ed.gov/ncee/wwc>
- Whitney, A. E., Ridgeman, M., & Masquelier, G. (2011). Beyond "is this ok?": High school writers building understandings of genre. *Journal Of Adolescent & Adult Literacy*, 54(7), 525-533. doi:10.1598/jaal.54.7.6
- Wilson, A. (2016). From professional practice to practical leader: Teacher leadership in professional learning communities. *International Journal of Teacher Leadership*, 7(2), 45–62. Retrieved from <https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/index.shtml>
- Wolsey, T. D., Lapp, D., & Fisher, D. (2012). Students' and teachers' perceptions: An inquiry into academic writing. *Journal Of Adolescent & Adult Literacy*, 55(8), 714-724. doi.org/10.1002/jaal.00086
- Wright, P. M., White, K., & Gaebler-Spira, D. (2004). Exploring the relevance of the personal and social responsibility in adapted physical activity: A collective case

study. *Journal of Teaching in Physical Education*, 23(1), 71-87.

doi:10.1123/jtpe.23.1.71

Writing Across the Curriculum. (2016). [Strategy packet for teachers to include interdisciplinary writing in the classroom]. Personal Collection.

Young, V. (2013). State of Texas assessments of academic readiness (STAAR®) redesigned English I, II, and III [PowerPoint slides]. Retrieved from <https://tea.texas.gov/>

Appendix A: The Project Study: 108:20 Hours of PD

Student Writing Workshop Expectations:

WORKSHOP DAYS: 10 consecutive Mondays and Tuesdays

PROCEDURES: Report to the LGI and sign-in at your teacher's station. Grab a group number/color and sit at the appropriate table.

MATERIALS NEEDED: Name tent, writing utensil, assigned homework, i-Pad or device

NON-NEGOTIABLES: No phone (unless directed for educational purpose), be prepared, participate, be constructive

FRAMEWORK: reading, writing, thinking critically, giving/receiving feedback

PUBLICATION: 1 work of your choosing will be included in your class anthology

This writing workshop helps to improve your writing skills. Through this writing workshop you will be able to:

- examine your own opinions over a variety of topics
- develop your ideas to share with others your point of view on a topic
- create your own personal writing style
- master the expository genre of writing, which will in turn, help you earn a higher score on the essay of the STAAR exam.

The writing workshop is based on the philosophy that everyone can be a writer; that is, each student in this class can effectively communicate in writing. In this course, you will learn to improve your communication abilities, both written and oral. If you actively participate in the class, you will learn the techniques of good writing, and you will grow as a writer.

This class requires work and commitment from you. You are asked to write inside and outside of class. You will read and share your writing with other class members and publish your writing in personal and class booklets. You will help one another become better writers.

By signing below, I agree to abide by the expectations for the writing workshop

Student's Signature

<i>All English 1 TEKS</i> <i>Mode of Writing: Expository</i>	Schedule of Topics and Skills and Timeline	
Weeks, periods, and times in minutes	MONDAY	TUESDAY
Week 1: Periods 1, 3, 6, and 7 (53 minutes) Periods 4/5 (60 minutes)	TEKS: 13A-C Expository Writing Workshop Student Expectations Workshop Contract TEKS & Learning Log 4 Steps of Writing Process PPT	TEKS: 15Ai, iii Expository Writing Workshop Lesson 1: Opinion Writing
PLC/PD	Period 2 (53 minutes)	Period 2 (53 minutes)
Teachers' Conference Period 8	Period 8 (53 minutes)	Period 8 (53 minutes)
WEEK 2 Periods 1,3, 6, and 7 (53 minutes) Periods 4/5 (60 minutes)	TEKS: 15Av Expository Writing Workshop Lesson 2: Gather Evidence	TEKS: 15Aii, iv Expository Writing Workshop Lesson 3: Organize Ideas with Transitions
PLC/PD	Period 2 (53 minutes)	Period 2 (53 minutes)
Teachers' Conference Period 8	Period 8 (53 minutes)	Period 8 (53 minutes)
WEEK 3 Periods 1,3, 6, and 7 (53 minutes) Periods 4/5 (60 minutes)	TEKS: 15Ai Expository Writing Workshop Lesson 4: Conclude	TEKS: 13A-C, 15Ai-v Expository Writing Workshop Lessons 1 -4 Rotations
PLC/PD	Period 2 (53 minutes)	Period 2 (53 minutes)
Teachers' Conference Period 8	Period 8 (53 minutes)	Period 8 (53 minutes)
WEEK 4 Periods 1,3, 6, 7 (53 minutes) Periods 4/5 (60 minutes)	TEKS: 13A-C, 15Ai-v Expository Writing Workshop Lessons 1 -4 Rotations	TEKS: 13A-C, 15Ai-v Expository Writing Workshop Lessons 1 -4 Rotations

(timeline continues)

Weeks, periods, and times in minutes	MONDAY	TUESDAY
PLC/PD	Period 2 (53 minutes)	Period 2 (53 minutes)
Teachers' Conference Period 8	Period 8 (53 minutes)	Period 8 (53 minutes)
WEEK 5 Periods 1,3, 6, 7 (53 minutes) Periods 4/5 (60 minutes)	TEKS: 13A-C, 15Ai-v Expository Writing Workshop Lessons 1 -4 Rotations	TEKS: 13E Expository Writing Workshop Revise
PLC/PD	Period 2 (53 minutes)	Period 2 (53 minutes)
Teachers' Conference Period 8	Period 8 (53 minutes)	Period 8 (53 minutes)
WEEK 6 Periods 1,3, 6, and 7 (53 minutes) Periods 4/5 (60 minutes)	TEKS: 13E Expository Writing Workshop Revise	TEKS: 13D Expository Writing Workshop Edit
PLC/PD	Period 2 (53 minutes)	Period 2 (53 minutes)
Teachers' Conference Period 8	Period 8 (53 minutes)	Period 8 (53 minutes)
WEEK 7 Periods 1,3, 6, and 7 (53 minutes) Periods 4/5 (60 minutes)	TEKS: 1B, 1C, 13A-C, D Expository Writing Workshop Revision Rotations: Sentence Variety Word Choice Examples Defining Patterns Cause/Effect Compare/Contrast Classification Definition	TEKS: 1B, 1C, 13A-C, D Expository Writing Workshop Revision Rotations: Sentence Variety Word Choice Examples Defining Patterns Cause/Effect Compare/Contrast Classification Definition
PLC/PD	Period 2 (53 minutes)	Period 2 (53 minutes)
Teachers' Conference Period 8	Period 8 (53 minutes)	Period 8 (53 minutes)

(timeline continues)

Weeks, periods, and times in minutes	MONDAY	TUESDAY
WEEK 8 Periods 1,3, 6, and 7 (53 minutes) Periods 4/5 (60 minutes)	TEKS: 1B, 1C, 13A-C, D Expository Writing Workshop Revision Rotations: Sentence Variety Word Choice Examples Defining Patterns Cause/Effect Compare/Contrast Classification Definition	TEKS: 1B, 1C, 13A-C, D Expository Writing Workshop Revision Rotations: Sentence Variety Word Choice Examples Defining Patterns Cause/Effect Compare/Contrast Classification Definition
PLC/PD	Period 2 (53 minutes)	Period 2 (53 minutes)
Teachers' Conference Period 8	Period 8 (53 minutes)	Period 8 (53 minutes)
WEEK 9 Periods 1,3, 6, and 7 (53 minutes) Periods 4/5 (60 minutes)	TEKS: 1B, 1C, 13A-C, D Expository Writing Workshop Revision Rotations: Sentence Variety Word Choice Examples Defining Patterns Cause/Effect Compare/Contrast Classification Definition	TEKS: 1B, 1C, 13A-C, D Expository Writing Workshop Revision Rotations: Sentence Variety Word Choice Examples Defining Patterns Cause/Effect Compare/Contrast Classification Definition
PLC/PD	Period 2 (53 minutes)	Period 2 (53 minutes)
Teachers' Conference Period 8	Period 8 (53 minutes)	Period 8 (53 minutes)

(timeline continues)

Weeks, periods, and times in minutes	MONDAY	TUESDAY
WEEK 10 Periods 1,3, 6, and 7 (53 minutes) Periods 4/5 (60 minutes)	TEKS: 1B, 1C, 13A-C, D Expository Writing Workshop Revision Rotations: Sentence Variety Word Choice Examples Defining Patterns Cause/Effect Compare/Contrast Classification Definition	TEKS: 1B, 1C, 13A-C, D Expository Writing Workshop Publishing and Presenting Our Work
PLC/PD	Period 2 (53 minutes)	Period 2 (53 minutes)
Teachers' Conference Period 8	Period 8 (53 minutes)	Period 8 (53 minutes)
Workshop PD Minutes	4:32 hours per day (272 minutes per day)	4:32 hours per day (272 minutes per day)
PLC/PD Minutes	53 minutes per day	53 minutes per day
TOTAL PLC/PD Hours/Minutes	10:50 hours (650 minutes) per week	
GRAND TOTAL Workshop PD and PLD/PD Hours/Minutes	108:20 hours (6,500 minutes) for 10-weeks	
Teachers' Conference Minutes	53 minutes per day	53 minutes per day
TOTAL Teachers' Conference Hours/Minutes	1:46 hours (106 minutes) per week or 17:40 hours (1,060 minutes) for 10 weeks	

NAME:

PERIOD:

TEACHER:

TEKS & Learning Log for Writing Workshop Weeks 1 & 2

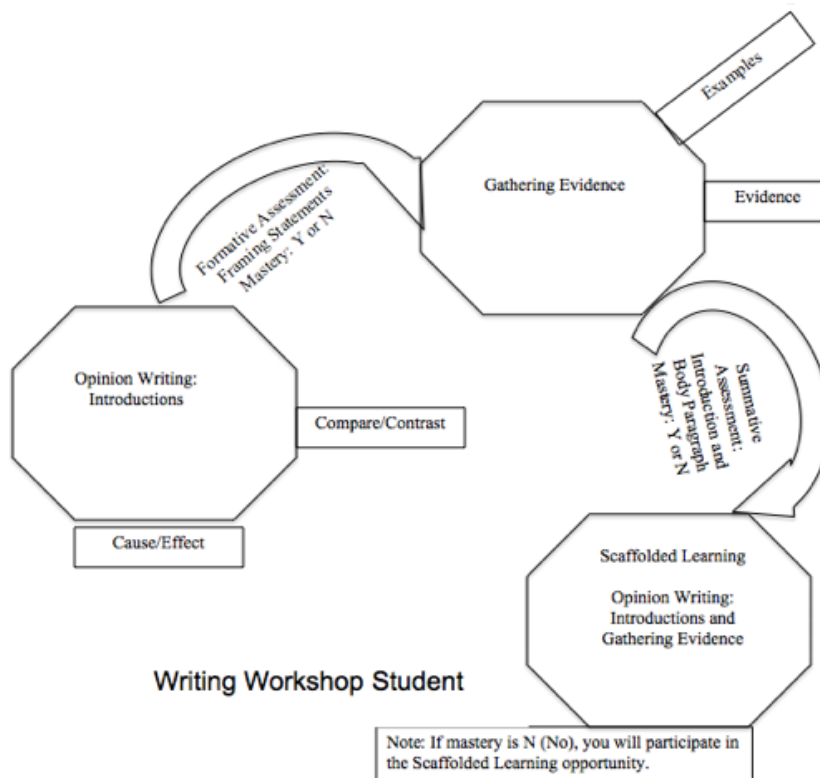
TEKS:

(15) Writing/Expository Texts. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write an analytical essay of sufficient length that includes:

- (i) effective introductory and concluding paragraphs and a variety of sentence structures;
- (iii) a controlling idea or thesis;
- (v) relevant information and valid inferences

Learning Log



Writing Workshop Student Expectations Contract

WORKSHOP DAYS: Mondays and Tuesdays

PROCEDURES: Report to the Old Cafeteria and sign-in at your teacher's station.

Grab a group number/color and sit at the appropriate table.

MATERIALS NEEDED: Name tent, writing utensil, assigned homework, i-Pad or device

NONNEGOTIABLES: No phone (unless directed for educational purpose), be prepared, participate, be constructive

FRAMEWORK: reading, writing, thinking critically, giving/receiving feedback

PUBLICATION: 1 work of your choosing will be included in your class anthology.

This writing workshop helps to improve your writing skills. Through this writing workshop you will be able to:

- examine your own opinions over a variety of topics
- develop your ideas to share with others your point of view on a topic
- create your own personal writing style
- master the expository genre of writing, which will in turn, help you earn a higher score on the essay of the STAAR exam.

The writing workshop is based on the philosophy that everyone can be a writer; that is, each student in this class can effectively communicate in writing. In this course, you will learn to improve your communication abilities, both written and oral. If you actively participate in the class, you will learn the techniques of good writing, and you will grow as a writer.

This class requires work and commitment from you. You are asked to write inside and outside of class. You will read and share your writing with other class members and publish your writing in personal and class booklets. You will help one another become better writers.

Students are expected to earn A or B grades. You can do this by completing all assignments when they are due (including independent readings and extension activities), by making a sincere effort to improve as a writer, and by actively participating in the class.

To earn an A, the student does the following:

- completes all assigned readings, writings, and revisions
- submits a revised piece for each writing prompt
- participates actively in large and small circles
- turns in all assignments and revisions on or before due dates
- submits 1 writing for publication in the class anthology
- leads his/her writing group to master the various skills and tasks to be completed.

To earn a B, the student does the following:

- completes a minimum of 80% of assigned readings, writings, and revisions
- submits a revised piece for each writing prompt
- participates actively in large and small circles
- turns in all assignments and revisions on or before due dates
- submits 1 writing for publication in the class anthology
- helps others in his/her writing group to understand the various skills and tasks to be completed.

To earn a C, the student does the following:

- completes a minimum of 70% of assigned readings, writings, and revisions
- submits a revised piece for each writing
- occasionally participates in large and small circles
- occasionally turns in assignments and revisions on or before due dates
- submits 1 writing for publication in the class anthology

To earn a D, the student does the following:

- completes a minimum of 65% of assigned readings, writings, and revisions
- submits a revised piece for each writing prompt
- seldom participates in large and small circles
- presents work in a sloppy and uncaring manner

By signing below, I agree to abide by the expectations for the writing workshop.

Student's Signature

Parent/Guardian's Signature

4 Steps of the Writing Process PowerPoint

4 Steps of the Writing Process



Writing Process Defined

The writing process for any mode of essay involves prewriting, drafting, revising, and editing (Young, 2013). This writing process does not change at the collegiate levels or in every day writing situations; therefore, for students to develop strong writing skills, they must become proficient in implementing the writing process.

Step 1: Prewriting

Prewriting: Prewriting involves any activity that stimulates ideas (Armstrong-Carroll and Wilson, 2008, p. 4). Activities considered to be prewriting in TSD1 are zero drafts, thinking maps or other concept maps, free writing, completion of journal entries, and various graphic organizers such as T-Charts.

Step 2: Drafting

Drafting: Drafting is the process of writing. Drafting occurs in any mode of writing (Armstrong-Carroll and Wilson, 2008). Drafting occurs when the writer begins to connect ideas in an organized way. Several rough drafts are usually produced during the writing process working towards the final draft, which is the draft that the instructor usually accepts as the draft to grade.

Step 3: Editing

Editing: Editing in the classroom provides students the opportunity to produce an essay with clarity, coherence and meaning (Armstrong-Carroll and Wilson, 2008, p. 159). Active editing practice usually involves color-coding and bracketing of sentences to have students focus on punctuation and capitalization. Correcting spelling and idiomatic expressions are skills that are also usually taught to students during the editing process.

Step 4: Revising

Revising: Revising deals with sentence level changes (Armstrong-Carroll and Wilson, 2008, p. 117). Revision encompasses a review of ideas, words, phrases, and sentence structures. Stylistic choices that the writer chooses to include are also revised for during this stage of the writing process.

The following Power Point slides are to be used as formative and summative assessment assignments from Weeks 1 – 6.

Writing Workshop

When you see "write", that means that each student needs to write down his/her own response on a sheet of paper or in your journal.

When you see "discuss", that means that you discuss what you just wrote down with your group members and compare your response(s) to theirs.

When you see "share", that means that the instructor will have at least 1 group member share out a response to the whole class.

***This essay is YOUR PERSONAL COPY to take notes on.

Analyze this picture and title of the essay.
Write/Discuss/Share: What will this essay be about?

DARKNESS AT NOON



By Harold Krents

**Analyze these words found within the essay.
Write/Discuss/Share: What will this essay be about?
Did your idea change? Explain.**

- Lawyer
- Prejudice
- Whisper
- Misconception
- Handicapped
- nonhandicapped

Read the essay silently the first time.

Take notes as you read about things that :

- confuse you
- surprise you
- touch you emotionally
- you agree with
- you disagree with

***You MUST find at least 1 instance in the essay for each of these ideas to note.

***Discuss with your group members each of these ideas.

Read the essay silently a second time.

Take notes as you read about how the author:

- Introduces important details about his life
- Explains his opinions
- Uses words to create an attitude towards his handicap

***You MUST find at least 3 instances in the essay for each of these ideas to note.

***Discuss with your group members each of these ideas.

With your group members, answer/discuss the following questions about the writing strategies the author uses.

*Answer questions 1 - 4, found on your handout--Discovering Rhetorical Strategies

Writing Workshop Connection

Write/Discuss/Share: How would the author, Harold Krents, respond to the following prompt:

Write an essay explaining how everyone should be given equal opportunity to succeed.

Support your response with at least 3 examples from the text.

The following Power Point slides are to be used as formative and summative assessment assignments from Weeks 7 – 10.

Writing Workshop

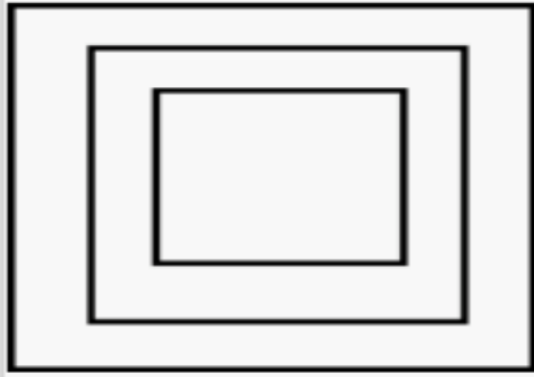
*Groups of 4 are needed for this lesson

*Materials needed: lots of blank paper, writing utensil

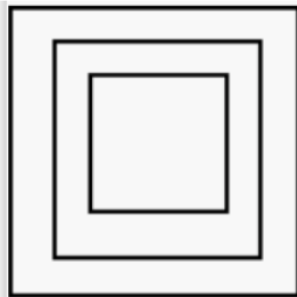
*Teacher will NOT give you ANY definitions for words. That's what the dictionary is for.

***This essay is YOUR PERSONAL COPY to take notes on.

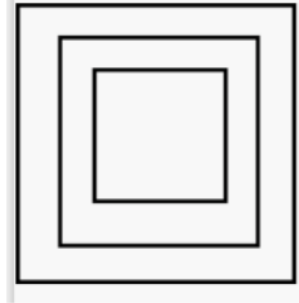
Draw this picture on your own paper.



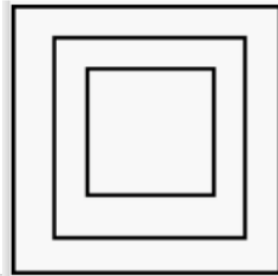
- In the innermost square, write 4 adjectives to describe your personality.



- In the next square, write 4 things that you are interested in (put one interest in each corner of this square).



- In the outermost square, you are going to write 4 characteristics of what it takes to write with style. You will not be able to do this, yet. First, you are going to read the essay "How to Write with Style" by Kurt Vonnegut--**Hey! That's the author who wrote "Harrison Bergeron"!**
 - As you read the essay silently (the 1st time), highlight/underline the 4 characteristics of what YOU believe it takes to write with style (Later, you will put 1 characteristic in each corner of the outermost square)



1 MORE THING BEFORE YOU BEGIN READING . .

There are at least 5 words in this essay that you will need to look up in the dictionary to see what they mean. Circle these words in the essay and then, start a list with the words you need to look up. *DON'T LOOK UP THE WORDS, YET.

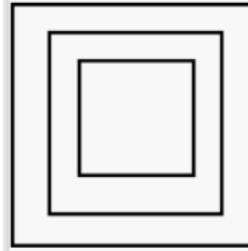
****Begin your 1st read of the essay. Remember:**

---highlight/underline the 4 characteristics of what YOU believe it takes to write with style

---Circle at least 5 words in this essay that you will need to look up later. Start a list.

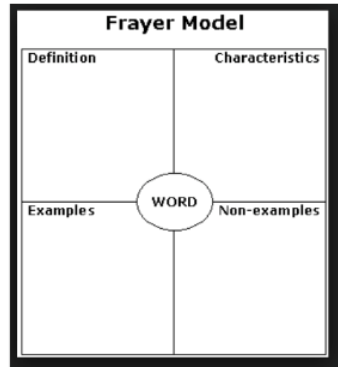
After 1st read:

From what you highlighted as the 4 most important characteristics of writing with style, put 1 characteristic in each corner of the outermost square.



With your group . . .

- Compare your list of words that you need to look up.
- Create a new list (no repetitive words) for the group.
- Divide up the words as evenly as possible among the group.
- Draw and complete a Frayer Model (for each of your words).
- Share your Frayer Models with your group, and lay your Frayer Models down the center of your group's table for reference as you do a 2nd read of the essay.



Read the essay silently the second time.

Take notes as you read about things that :

- confuse you
- surprise you
- touch you emotionally
- you agree with
- you disagree with

***You MUST find at least 1 instance in the essay for each of these ideas to note.

***Discuss with your group members each of these ideas.

With your group members, answer/discuss the following questions about the essay "How to Write with Style".

1. Discuss what Vonnegut means when he states "When you yourself put words on paper, remember that the most damning revelation you can make about yourself is that you do not know what is interesting and what is not." Now, look at your 2nd square. Do you know what is interesting and what is not?
2. Discuss this riddle: "To be or not to be?" The longest word is three letters long. Why is this riddle profound?
3. Scavenger hunt: each member of your group needs to do a quick search over the following examples used in the essay. Discuss with your group why the author used these examples to further support what his opinion is of writing with style.
A. Cleopatra B. Picasso C. Joseph Conrad D. Hamlet E. James Joyce

Writing Workshop Connection

Take your 3 squares. Write 4 **STYLISTIC** sentences that discuss your opinion about the following prompt:

Write an essay explaining how everyone should be given equal opportunity to succeed.

HOW? Choose 1 adjective from the inner square, 1 thing you are interested in, and 1 characteristic of how to write with style and **WRITE LIKE THAT**. Choose different words for each of your 4 **STYLISTIC** sentences.

- Example:
 - one adjectives of my personality is "sarcastic"
 - One of my interests is "food"
 - One of the characteristics of writing with style is "begin with interesting ideas in your head"

My sentence: There is a buffet table of equal opportunity for all who work hard to earn the ten bucks it costs to gorge themselves on success.

Writing Workshop

MAKING CONNECTIONS: READING AND WRITING

- In our first couple of writing workshops, we explored and unpacked “loaded language” found in writing prompts. Loaded language such as *everyone*, *given*, *equal*, and *opportunity*.
- Last week in your English class you should have read and discussed the short story “Darkness at Noon” by Harold Krents.
- Your homework was to read the short story “Harrison Bergeron” by Kurt Vonnegut in preparation for today’s writing workshop.

Discuss with your group what the first three bulleted items have in common.

STEP 1-->On your i-Pad watch a movie trailer for “Harrison Bergeron.”

STEP 2-->Search the phrase *anticipation guide for “Harrison Bergeron”* and select 8 questions or statements from the selections provided. For the following questions or statements that you choose, check the appropriate box for whether you agree or disagree with the question or statement.

Step 2: Anticipation Guide	AGREE	DISAGREE	Explain your opinion
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

STEP 3-->Discuss each statement with your group.

STEP 4-->Now that you explored two different stories, “Darkness at Noon” and “Harrison Bergeron,” it is time to determine what your opinion is regarding the following prompt: Write an essay explaining how everyone should be given equal opportunity to succeed.

STEP 5-->On a sheet of paper, create an opinion statement responding to the writing prompt.

STEP 6-->Each person at your group is to read his/her opinion statement out loud to the group.

STEP 7: Tear a sheet of paper into 8 strips. Each group member needs to write down the following on these strips of paper for each person who reads his/her opinion statement aloud: Write 1 thing that is interesting about the opinion statement and 1 thing that needs clarification. Then, give the strip of paper with your suggestions to the person so they can improve his/her opinion statement.

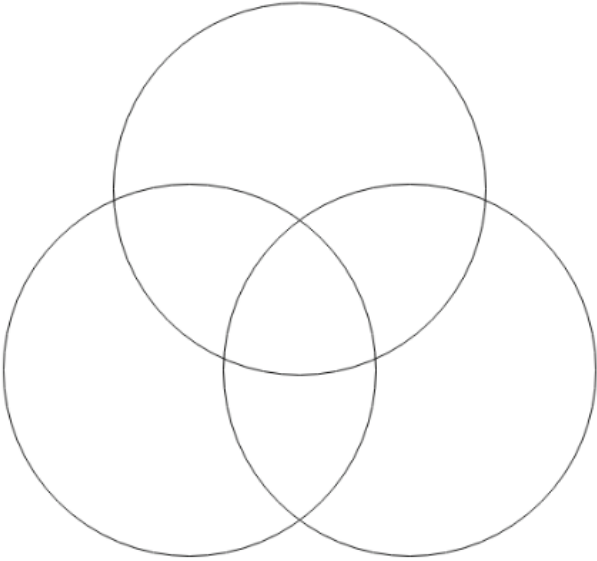
STEP 8-->Revise your opinion statement. You may need to write a couple more sentences to clarify your opinion statement. Turn your revised opinion statement in to your teacher.

STEP 1-->Draw a triple Venn diagram on the back of your butcher paper from yesterday.

STEP 2-->Label each circle either “Darkness at Noon”, “Harrison Bergeron”, or Your Society.

STEP 3-->As a group, share and choose the 8 questions or statements that you selected for the anticipation guide in the previous lesson. Compare and contrast these stories and your society using the questions or statements that your group selects.

*Remember: Circles that merge are comparisons. Circles that diverge are contrasts. Your group must have at least 5 ideas per circle (that is a TOTAL of 35 ideas).

QUESTIONS TO COMPARE:	Darkness at Noon	Harrison Bergeron	Your Society
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

STEP 4: Write 3 of your most interesting or most insightful ideas from your triple Venn diagram and write them on a sticky note. Be prepared to share your responses during the Musical Freeze.

Writing Your Introduction, Conclusion, and Title

STEP 1: Silently read the handout Writing Your Introduction, Conclusion, and Title.

STEP 2: Each member in your group needs to select 2 different types of introductions from the Guidelines for Writing a Strong Introduction.

STEP 3: Referring to the opinion statement you wrote yesterday, construct 2 different types of introductions that address the writing prompt: *Write an essay explaining why everyone should be given equal opportunity to succeed.* Fold a blank sheet of paper in half and write your 2 different introductions on this folded paper (1 introduction on the top half, and the 2nd introduction on the bottom half). Label the types of introductions you are writing.

STEP 4: Be prepared to share your introductions in a feedback activity.

Feedback Activity

STEP 1: In your new group, each person needs to read his/her opinion statement out loud to the group.

STEP 2: Using a sticky note, each group member needs to write down the following for each person who reads his/her opinion statement aloud: Write 1 thing interesting about the introduction and 1 thing needing clarification. Then, give the sticky note with your suggestions to the person so they can improve his/her introduction.

STEP 3-->Revise your introduction. You may need to write a couple more sentences to clarify your introduction.

Turn your revised introduction in to your teacher's station.

Understanding your opinion: Gathering evidence

1. Fold your index card in half (hamburger).
2. Number your index card as follows:

On front of card:	
1.	3.
2.	4.

On back of card:
5.

3. In section 1 of your card, create 4-5 questions that ask your partner about their opinion regarding the writing prompt. Be sure to use who, what, when, where, why, or how questions.

4. Ask your partner the questions and record his/her answers in section 2 of your card. (4 minutes per partner).

5. Read your partner's answers and circle the one answer you like best, want to know more about, or the answer that surprised you. In section 3 of your card, create 4 -6 more questions that focus on the circled answer. (5 minutes)

6. In section 4, record your partner's answers. This time try to capture the exact words and body language of your partner. (4 minutes per partner)

7. Using number 5 on your card, write a draft of your gathered information about your partner's opinion. *Use quotes from your partner. (10 minutes)

8. Read your draft to your partner who will confirm or correct any misinformation and point out what you like. (2 minutes per partner)

9. Revise your draft based on your partner's feedback. *Be sure to put your name on your draft. (3 minutes)

10. Read/share your revised draft to your table group. Give the card to your partner after you read it aloud. (8 minutes)

Exit ticket: On a separate card, explain what it was like to hear your opinion described by someone else. You need to write a minimum of 5 sentences. Make sure to write your name on your card and turn it into your teacher's station.

Appendix B: Interview Protocols

Thank you for participating in this interview. The purpose is to gain a better understanding of teachers' perceptions of professional development (PD) and competence of implementation of evidence-based practices (EBPs). To maintain alignment with the RQs, the following interview questions guide the study. The interview will be audio-recorded and transcribed verbatim and will be approximately 60 minutes. The interview questions are open-ended allowing you as a participant to express your views and opinions openly from your unique perspective. Following the interview, you may be contacted to clarify your responses or provide more information, if we have additional questions.

Date: _____ Time Started: _____ Time Ended: _____

Interviewed by _____

Research Questions (RQs): This project study focuses on addressing the following RQs:

- RQ1.* How do teachers perceive district and campus PD has supported their skill development and promoted their perceived competence relating to designing and implementing EBPs in writing instruction?
- RQ2.* How do teachers perceive their own ability and success in incorporating EBPs in lesson plans focused on writing instruction?

RQ3. How do teachers perceive their competence and confidence in the implementation of EBPs through their lesson planning and practice of writing instruction?

Interview Questions:

How do you feel PD has prepared you to teach the writing process to high school students?

How do you feel PD has prepared you to implement EBPs as it relates to writing instruction with your high school students?

How does PD influence instructional practices when using EBPs in the writing process?

How do you prefer the design and delivery of writing PD to best support your learning?

How do you feel about your PD experiences in preparing you to teach writing?

What do you believe contributes to how you choose the writing strategies that you use with your students?

How do your past failures and successes influence your selection of writing strategies?

What writing strategies have you had the most success with and plan to continue to use with your students?

What EBPs writing strategies do you include in your lesson plans?

What previous PD have you attended?

Out of the previous PD that you have attended, which EBPs have you implemented into your lesson plans?

Potential Interview Probes:

Please give me an example . . .

Please tell me more about . . .

Please describe your process . . .

Conclusion: Do you have any additional comments regarding your work as a teacher in the instruction of the writing process?

Final Comments to Participant: Thank you for your time. I will prepare an executive summary of the full report, which will allow me to briefly discuss the research questions, the purpose, number of participants, data collection, and data analysis will be emailed to you at the conclusion and approval of my final study. Hopefully, you will be interested in reading the full report. If so, at your request, I will send one to you via email. Again, please do not hesitate to contact me if you have any further questions or concerns.

Appendix C: Review of Archival Lesson Plan Documents

Participant Pseudonym	Lesson Plan Document	Description of How Lesson Implemented	Writing Standards Addressed	Evidence-Based Writing Strategies Used

Appendix D: Exit Ticket: Teacher Questionnaire of Writing Workshop PD

How helpful was the presenter in modeling writing workshops in you becoming more successful teaching the writing process to your students?

How helpful were the evidence-based practices implemented with your students to help them become more engaged and successful writers?

How helpful were the PLCs in you becoming more successful designing and implementing evidence-based practices to teach the writing process to your students?

Please use the space below to describe what you feel is working well, not working well, or provide any questions you may have regarding the writing workshop PD.