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Teachers' Integration of Writing in Career, Technical, and Agricultural Education Classrooms

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This is to certify that the doctoral study by

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

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MEd, Cambridge College, 2009

BA, Oglethorpe University, 1999

Project Study in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Teachers' instructional practices of integrating writing into their courses can improve students' writing abilities and better prepare students for postsecondary education and career success. At ABC College and Career Academy (pseudonym), career, technical, and agricultural education (CTAE) teachers were required by the Common Core State Performance Standards to integrate writing into their courses, but 60% of teachers were not complying with that requirement. The purpose of this study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing, and needed aids for integrating writing. The conceptual framework for this basic qualitative study was Knowles's theory of andragogy, which is the art and science of adult learning. The key research questions asked how CTAE teachers integrated writing into their courses and how they described their professional development needs regarding integration of writing into their courses. The data collected for this study were obtained from semistructured interviews with eight current CTAE teachers having at least one year of CTAE teaching experience and being at least 18 years old. The transcribed interviews were coded using open and axial coding to identify emerging themes: (a) instructional strategies for the teaching and assessment of integrating writing, (b) challenges of integrating writing, and (c) professional development needed for integrating writing. A professional development training for teachers was designed to address the identified areas of need to integrate writing into their courses. Positive social change may result by improving teachers' instructional practices of writing integration into their courses to improve students' writing abilities.

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Dedication

This study is dedicated to my parents, Theodore and Carolyn. You believed in me and continuously provided me with constant love and encouragement when I needed it most. I thank God daily for blessing me with the two of you.

Acknowledgments

There were many challenging moments during this journey, but God's divine guidance gave me strength. "I can do all things through Christ who strengthens me," Philippians 4:13.

To my mom and dad, Carolyn and Theodore, thank you for endless support and unconditional love. Kamal, thank you for your uplifting spirit and friendship. Dr. Sydney Parent, your knowledge and positive approach gave me the determination to persevere; you were the best chairperson anyone could ask for. Dr. Jennifer McLean and Dr. Jean Sorrell, your suggestions helped guide me to improvements in achieving my goal, and I am grateful. Dr. Dana Taylor, your peer debriefing assistance with this study is appreciated.

To my administrators and colleagues, this study would not have been possible without you. Your dedication to enhancing yourselves as educators to be better able to foster your students' learning is inspiring.

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Section 1: The Problem

The Local Problem

According to the most recent Nation's Report Card (2019), only 27% of United States 12th grade students performed at the proficient level in writing. More specifically, in the school district of ABC College and Career Academy (pseudonym), secondary students' overall scores in English language arts for 2018 were 3.15% below the state percentile level of proficiency, and 42% of its 2018 graduates entering postsecondary education required some form of literacy remediation (Georgia Department of Education, 2019). To address writing concerns like this in the state, the Common Core State Performance Standards (CCSPS) were adopted in June 2010 (Georgia Department of Education, 2020). The CCSPS is a guide aligned with national standards that outlines the standards teachers are to follow when teaching students, and it places a strong emphasis on student writing across the curriculum (WAC) to promote lifelong writing achievement (Berne & McMahon, 2015; CCSPS, 2019).

Along with core content area secondary teachers, career, technical, and agricultural education (CTAE) secondary teachers are required to integrate WAC in their courses as set forth by CCSPS to help promote student achievement (CCSPS, 2019). However, while policy makers have pushed for WAC, some secondary teachers have doubted their abilities and have found it difficult to integrate writing within their content area (Cantrell et al., 2009; Lester, 2000). Stair et al. (2017) reported that some CTAE teachers believe they are inadequately prepared for integration of writing standards, primarily due to limited training opportunities available.

Across K-12 grade levels, teachers are credentialed in the discipline in which they were hired to teach and have limited, if any, training in literacy instructional strategies; this helps to explain why some teachers perceive their ability in this area to be deficient and often have difficulty integrating writing in their courses (Doubet & Southall, 2018; Kiuhara et al., 2009). CTAE teachers should be aiding students with improving their writing skills by integrating writing in their courses, but professional development (PD) is necessary for teachers to play this valuable role (Association for Career and Technical Education, 2020). According to administration leadership at ABC College and Career Academy, approximately 60% of CTAE teachers did not integrate writing, as evident when administration systematically evaluated teachers' lesson plans on a weekly basis. The problem was that CTAE teachers at ABC College and Career Academy were required by the CCSPS to integrate writing into their courses, but 60% of teachers did not comply with that requirement. The gap in practice was that the majority of CTAE teachers at ABC College and Career Academy were not helping their students to be successful in writing.

<p align="center">**Rationale**</p>

Evidence of the Problem at the Local Level

Teachers at ABC College and Career Academy stated that they have doubted their abilities to successfully integrate writing into their courses because they did not attend college to teach writing. The chief executive officer at ABC College and Career Academy acknowledged that it had been 5 years since WAC PD for teachers had been offered at the school, and because teachers are mobile, it is important to train all teachers

in WAC. The director of Special Programs at ABC College and Career Academy further acknowledged that integrating writing into some of the CTAE specialty program courses had not been accomplished, and it needed to be addressed. According to administration leadership, the most recent training for WAC was provided by the school district using an online learning platform, and only one of the current 10 teachers at ABC College and Career Academy was working in the school district at that time to receive the training. Therefore, only one of the 10 teachers who were currently at ABC College and Career Academy had been provided training on WAC from the school district.

Evidence of the Problem From the Review of Literature

The review of the literature also showed a need for PD with teachers regarding the integration of writing into their courses. Many of the studies reviewed in the literature reported that teachers across the curriculum demonstrated a need to improve the integration of writing into the courses that they teach (Anson, 2017; Dansereau et al., 2020; Stroumbakis et al., 2016). In addition, studies revealed that after having a PD for writing integration, teachers found the training that they received to be beneficial (Perrow, 2018; van Drie et al., 2017). Thus, the purpose of this study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing into their courses, and their needs for integrating writing into their courses.

Definition of Terms

Listed below are terms along with definitions relevant to this study. These terms were chosen because they may be used in this study in unfamiliar ways. The definitions provided should provide clarity to the material presented in this study.

Andragogy: Knowles's theory of andragogy describes the art and science of adult learning based upon the following five assumptions: (a) the learner's need to know, (b) the learner's self-concept or self-directed learning, (c) the role of the learner's experience, (d) the learner's readiness to learn, and (e) the learner's orientation to learning or intrinsic motivation (Knowles et al., 2015).

Career, technical, and agricultural education: CTAE programs are offered primarily through secondary schools and college and career academies, and they are taught by teachers who use a curriculum that prepares students for a career pathway by teaching them career readiness and work-based learning skills (Association for Career and Technical Education, 2020).

Professional development: PD is an opportunity meant to enhance the knowledge and instructional practices of teachers using strategies and practices to support student achievement (Gregson & Sturko, 2007).

Writing across the curriculum: WAC is an initiative that suggests incorporating the teaching of the writing process in courses other than English language arts or traditional writing courses to improve students' writing abilities (Huskin, 2016).

Significance of the Study

This study is significant because it may result in positive social change by improving teachers' instructional practices of writing integration into their courses to improve students' writing abilities along with better preparing students for postsecondary and career success. Teachers can help students be successful in postsecondary education and in the workplace by integrating strategies for reinforcing and building skills taught in other classes, such as writing (Hasselquist & Kitchel, 2019; Park et al., 2017). This study is unique because it addressed an underexplored population of CTAE secondary teachers and their integration of writing into their courses (see Asunda et al., 2015). In addition, the results of this study were used to inform administrators about CTAE teachers' PD needs to integrate writing into their courses. Further positive social change may be created when administrators take an opportunity to use the results of the study to make better informed decisions when planning for future teacher PD opportunities (Allan, 2014; Hayes & Wilson, 2016).

Research Questions

The problem was that CTAE teachers at ABC College and Career Academy were required by the CCSPS to integrate writing into their courses, but 60% of teachers did not comply with that requirement. The purpose of this study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing into their courses, and their needs for integrating writing into their courses. Therefore, the study used the following research questions

(RQs) with eight CTAE teachers to explore their PD needs regarding integrating writing into their courses.

RQ 1: How do CTAE teachers at ABC College and Career Academy integrate writing into their courses?

RQ 2: What do CTAE teachers at ABC College and Career Academy perceive as challenges to integrating writing into their courses?

RQ 3: What support do CTAE teachers at ABC College and Career Academy need to integrate writing into their courses?

Review of the Literature

I found current peer-reviewed journal articles provided through online databases. The databases I used to conduct my article searches included EBSCO, ERIC, ProQuest Central, and SAGE Journals. The search terms I used to conduct the searches for articles were directly related to the problem that CTAE teachers at ABC College and Career Academy are required by the CCSPS to integrate writing into their courses, but 60% of teachers did not comply with this requirement. The criteria entailed all articles to be (a) peer reviewed, (b) full text, and (c) published between 2016 and 2020. The keywords used for my searches of literature included the following: *writing instruction or integration; professional or faculty development; secondary school teachers; career, technical, agriculture, and education teachers or career technical educators; college or university instructors or professors; common core standards; common core state performancel standards; writing in the content area; writing in the discipline;* and

writing across the curriculum. The search for literature produced hundreds of peer-reviewed journal articles published since 2016.

Conceptual Framework

Pedagogy is a theory that explains the art and science of teaching children, and it first emerged in Europe between the 7th and 12th centuries (Knowles, 1988). Pedagogy makes assumptions about the characteristics of children as learners, which are used to help teachers construct their curriculum and teaching strategies. However, these assumptions do not apply to adult learners, which is why studies of adult learning began to appear after World War II in Europe and the United States (Knowles, 1988). The term *andragogy* was coined in the 1960s to distinguish adult learning from how children learn (Knowles, 1975, 1988). The foundation for the modern theory of andragogy is credited to Lindeman's insights about the assumptions of adult learners in 1926, yet Knowles is credited with developing the modern model of andragogy in the 1970s, which offers six detailed assumptions of adult learning that we refer to today (Knowles et al., 2015).

The conceptual framework for this basic qualitative study was Knowles's (1988) theory of andragogy, which is the art and science of adult learning. According to the theory of andragogy, learning in adulthood is based on the following assumptions: (a) the learner's need to know, (b) the learner's self-concept or self-directed learning, (c) the role of the learner's experience, (d) the learner's readiness to learn, and (e) the learner's orientation to learning or intrinsic motivation. In addition, the more favorable these assumptions are, the stronger adults' intentions should be toward learning (Knowles, 1975; Knowles et al., 2015).

This study focused on gaining an in-depth understanding of teachers' PD needs related to integrating writing into their courses. Therefore, andragogy offered guidance for this study into gaining an in-depth understanding of CTAE teachers' PD learning needs related to integrating writing into their courses at ABC College and Career Academy. Furthermore, when attempting to meet the learning needs of adults, the assumptions of Knowles's theory of andragogy are often considered by school leadership to meet the PD needs of teachers (Knowles et al., 2015). Therefore, using Knowles's theory of andragogy was applicable for the conceptual framework of this study.

Review of the Broader Problem

The problem was that CTAE teachers at ABC College and Career Academy were required by the CCSPS to integrate writing into their courses, but 60% of teachers did not comply with that requirement. The purpose of this study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing into their courses, and their needs for integrating writing into their courses.

CCSPS

CCSPS are a national committee-approved set of educational standards that most states, including this study state, have agreed to use as a guide to teach students in Grades K-12 (CCSPS, 2019). Within these standards is the expectation that literacy skills such as writing will be taught across the curriculum in all disciplines, including technical subjects, to prepare students for postsecondary education and career (Chadwick, 2015). McKim et al. (2016) agreed with this notion and further reported, at the conclusion of

law, public safety, corrections, and security; manufacturing; marketing; science,

technology, engineering, and mathematics; and transportation distribution and

logistics. (CTAE Resource Network, 2020)

CTAE teachers can help students be successful in postsecondary education and in

the workplace by reinforcing and building skills students learn in other classes such as

writing (Hasselquist & Kitchel, 2019; Park et al., 2017). To help CTAE teachers with

their instructional practices, administrators should serve in the role of the instructional

leader and interact with teachers to ensure success of the school in all areas, including PD

(Fleck et al., 2019; Yost et al., 2019). Stone (2017) noted that to have highly effective

CTE teachers, PD for teachers must be ongoing to help them master appropriate teaching

strategies.

Writing Integration

A student's ability to write is an important factor to their success in school and

life, so in order to help students be successful, teachers have to be able to integrate

common core standards such as writing into their courses (McKim et al., 2016). This

integration of writing into courses can be done through WAC although the review of the

literature oftentimes grouped this with writing in the disciplines (WID). WAC began in

the 1970s, and it is an initiative that suggests incorporating the teaching of the writing

process in courses other than English language arts or traditional writing courses to

improve students' writing (Hendricks, 2018; Huskin, 2016). In contrast, WID integrates

writing into a course to teach a topic to benefit students' learning as well as their writing

skills (Kramer et al., 2019; Rice-Bailey & Baker, 2017). Nonetheless, Colombo and Prior

(2016) believed that WAC proposes that teachers in all disciplines take responsibility for the teaching of writing in the courses that they teach.

The Connection Between Secondary Teachers and College Instructors

The review of the literature revealed a strong connection between the expectation for secondary teachers and college instructors to integrate WAC, or as referred to in more recent studies as WID. Several studies revealed that secondary teachers and college instructors were both expected to integrate writing into their courses in order to promote student writing achievement for postsecondary and career success, yet they both have experienced difficulties doing so (Gregory et al., 2019; van Drie et al., 2017). Perrow (2018) reported that college instructors are considered writing teachers, but they usually only assign and assess writing assignments and do not teach the writing process because of a lack of skill and confidence.

The review of the literature also primarily addressed the perceptions of secondary teachers and college instructors regarding the integration of writing into their courses. Numerous studies have been conducted to better understand their beliefs and attitudes toward integrating writing into their courses, and the majority of the studies revealed that secondary teachers, the same as college instructors, felt unwilling or unable to integrate writing into their courses due to time constraints, a lack of buy-in, or they considered themselves underprepared to do so (Philippakos & FitzPatrick, 2018). Accurso et al. (2017) reported in their study of preservice educators being trained to integrate writing in the discipline that most teachers indicated that they felt it was the content area teachers' responsibility to provide writing instruction and that they have not been prepared to

design instruction and assessments to develop students' writing abilities. Kosko (2016) reported from a study that surveyed K-12 teachers that some teachers understood the importance of writing in the discipline, but they thought that they lacked the time to integrate writing into their teaching.

Obstacles to Writing Integration

Prain and Hand (2016) suggested in their case for writing as a central tool for students' learning that writing is an important skill for students to have for learning success. Writing has been integrated into math, science, social studies, engineering, sociology, and many other disciplines (Howard et al., 2017; Nowell, 2017; van Drie et al., 2017). However, the literature revealed that some teachers across the curriculum have doubt their abilities and find it difficult to integrate writing into their courses (Buswell et al., 2019; Fraizer, 2018). Saxon et al. (2016) reported, in their study about the challenges and best practices for the integration of writing, that the most common challenges for instructors include (a) knowing how to teach writing due to a lack of training, (b) having time to teach writing along with their required curriculum, (c) having a desire or willingness to integrate writing into their courses, and (d) having access to writing resources. However, the literature has consistently revealed results from studies in which teachers' perceived difficulties for integrating writing into their courses were usually overcome when teachers received PD regarding the integration of writing into their courses (Perrow, 2018).

Lack of Training

Researchers have reported that some teachers and college instructors who teach WAC have expressed feeling underprepared to integrate writing into the courses that they teach due to a lack of training (Kent & Brannan, 2016; McKim et al., 2016). McKim et al. (2016) studied writing integration in agriculture courses, and they acknowledged that some teachers have never been taught how to integrate writing into their discipline. McKim et al. further reported that some teachers lack training through preservice or in-service PD regarding writing integration into their courses. In addition, Kent and Brannan (2016) explored the attitudes and perceptions of teachers related to teaching writing, and they noted that some teachers feel that they need PD training to teach writing CCSPS adequately. Because of this, some postsecondary programs in the United States are now requiring students with secondary education majors to fulfill a content area literacy requirement that includes teaching of WAC as part of their certification program, yet a gap still exists in the integration of writing into courses across the curriculum (Friedland et al., 2017; McKim et al., 2016).

Lack of Time

Although certain new postsecondary teacher certification guidelines regarding writing integration across the curriculum have been put into place, some teachers and college instructors who teach WAC believe that needing to integrate writing into their courses interferes with time to teach their subject matter (Cannady & Gallo, 2016; Marlatt, 2018). In addition, some of these same teachers and instructors believe they should not be responsible for integrating writing into their courses, especially in those

courses that are not traditionally thought to include writing (Cannady & Gallo, 2016; Marlatt, 2018). Van Drie et al. (2017) noted, in their study of writing integration in social studies courses, that some teachers find writing integration takes up too much class time and that teachers' focus should be teaching the curriculum. Buswell et al. (2019) pointed out, in their study of writing integration in engineering courses, that some engineering teachers feel that teaching writing takes time away from teaching the technical curriculum. However, Graham (2019) argued that writing is a complicated skill and making time for it should be a key factor that teachers consider when trying to build students' writing skills.

Lack of Willingness

Lampi and Reynolds (2018) examined the challenges and issues of teaching WAC. They reported that some college instructors view themselves as specialists in the disciplines that they were hired to teach, but they do not view themselves as writing instructors. Thus, many of them are unwilling to integrate writing into their courses. Lampi and Reynolds also suggested that the level of value that instructors attribute to writing can have a direct effect on how students learn to experience writing. Hence, if students perceive that an instructor does not value writing, students can miss an opportunity to experience the value of building their writing skills. Graham (2019) further noted that teachers often do not devote time to teaching writing in their courses if they do not consider it an important skill for the curriculum they are teaching although research has shown that writing is an essential skill for students to practice across the curriculum.

Lack of Resources

Researchers have also reported a lack of resources as an obstacle for teachers and instructors regarding integrating writing into their courses (Bazerman et al., 2017; Reznizki & Rooney, 2018). Reznizki and Rooney (2018) completed an experiment to address the writing skills gap between secondary and college students, and they suggested that one resource lacking to help teachers address students' writing abilities is communication between secondary teachers and college instructors. Reznizki and Rooney verified that some secondary teachers do not know what writing skills college instructors expect students to have, and some college instructors do not know what writing skills secondary teachers are imparting to their students, but a line of communication could help to address both of their concerns.

Another resource commonly lacking for teachers regarding the integration of writing into their courses is the use of technology (Freedman et al., 2016). Graham (2019) noted that most students write outside of school using digital tools, yet some teachers do not use technology to support writing integration in their courses. Bazerman et al. (2017) conducted research on the writing development of students throughout their lifetime, and they suggested that teachers use digital platforms such as word processors when teaching writing to allow students an opportunity to familiarize themselves with modern technologies used when writing. More importantly, Freedman et al. (2016) argued, in their chapter on teaching writing in a digital era, that students can use technology as a tool to help them create, edit, and share their writing, but it is a tool underused by many teachers.

Conclusion

Hundreds of current peer-reviewed journal articles were collected through online databases for the review of the literature. The conceptual framework of this study was Knowles's theory of andragogy to help gain an in-depth understanding of CTAE teachers' PD learning needs related to integrating writing into their courses. Next, the discussion of the broader problem identifies key areas related to the problem of this study, which include common core state performance standards; college, technical, agriculture, and education; writing integration; the connection between secondary teachers and college instructors; and obstacles to integration. The section on obstacles to integration further leads to a discussion on specific obstacles teachers and instructors experience when integrating writing into their courses, including lack of training, lack of time, lack of willingness, and lack of resources. The review of the literature supported the problem of this study.

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Implications

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The problem was that CTAE teachers at ABC College and Career Academy are required by the CCSPS to integrate writing into their courses, but 60% of teachers did not comply with that requirement. The purpose of this study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing into their courses, and their needs for integrating writing into their courses.

The outcomes of the study revealed an understanding of teachers' PD needs related to integrating writing into their courses at ABC College and Career Academy.

Using the results of the study should give administrators at ABC College and Career Academy an opportunity to understand the PD needs of its teachers regarding the integration of writing into their courses. This provided me an opportunity to create a PD training in this area.

The administrators at ABC College and Career Academy are responsible for ensuring that the PD needs of teachers are met (Fleck et al., 2019; Zemliansky & Berry, 2017). Therefore, once the PD needs of the teachers regarding the integration of writing into their courses were identified, I developed a PD training for teachers designed to address the identified areas of need. Thus, the outcome of this study involved the design and delivery of a PD training for the teachers at ABC College and Career Academy regarding the integration of writing into their courses. Barrett-Tatum and Smith (2018) reported, in a study regarding the implementation of common core standards, that teachers benefited from PD that provided them time, resources, support, and collaborative experiences to improve their instruction. The PD training that I developed would tentatively be held face-to-face at the school, over 6 days, and lasting 4 hours each day. Another option would be to write a recommendation paper to administration at ABC College and Career Academy recommending instructional strategies CTAE teachers can implement in their classrooms for writing integration.

Summary

In Section 1, the problem of the study regarding the local setting was presented along with a rationale supported with evidence from personal communications and data from the literature. The problem was that CTAE teachers at ABC College and Career

Academy were required by the CCSPS to integrate writing into their courses, but 60% of teachers did not comply with that requirement. Also included was a list of terms that may be used in the study in unfamiliar ways, and they were defined to provide clarity to the material presented in the study. Next, the significance of studying the problem and how the study might provide social change to the local education setting were described. This study is significant because it may result in positive social change by improving teachers' instructional practices of writing integration into their courses to improve students' writing abilities along with better preparing students for postsecondary and career success.

Three RQs were identified to explore the PD needs of CTAE teachers regarding integrating writing into their courses. A review of the literature was presented describing the conceptual framework of the study and how it relates to the RQs. Then, an overview of topics related to the study problem were researched using online databases. Through an analysis of the literature, using current peer-reviewed articles, the benefits of studying the problem were confirmed. Finally, the implications for the possible findings and outcomes of the study were discussed.

In Section 2, I describe the research design of the study based on the problem and RQs. Next, the criteria for selecting participants and how access was gained to participants is addressed. In addition, participants' rights of confidentiality, informed consent, and protection from harm is described. The source and method for collecting data is justified and described. The data collection instrument, process for how and when data were gathered, and system for keeping track of data is identified. Then, the role of

myself as the researcher along with my experiences or biases related to the topic of the study is revealed. Next, how and when the data collected is analyzed and coded is discussed followed by an overview of the procedures to be taken to assure accuracy and credibility of data analysis.

Once data were gathered for the study, a review of how data were generated, gathered, and recorded is provided. Then, themes identified and supported by the data and aligned with the RQs is discussed. All salient data and discrepancies were accounted for, and the procedures used to ensure quality and accuracy of the data is identified. Next, outcomes related to the problem, RQs, literature review on the topic of the study, including the conceptual framework, is presented. Finally, the project deliverable as an outcome of the results is discussed.

In Section 3, I present a brief description of the project. This includes the purpose, goals, learning outcomes, and target audience. Then, project components, timeline, activities, trainer notes, and module formats are discussed. Materials for the project along with implementation and evaluation plans and goals for the project are also presented. Next, a scholarly rationale of why the project deliverable was chosen and how the problem was addressed through the delivery of the project is discussed. A scholarly review of current peer-reviewed literature related to the project was conducted, analyzed, and discussed to explain how the project was appropriate to address the problem, the criteria for the research, and the conceptual framework used to develop the project. How the search for literature was conducted is also be revealed. Next, needed resources, existing support, potential barriers, and potential solutions to barriers are discussed. Also,

the proposal for implementing the project along with a timetable is shared. In addition, the roles and responsibilities of the project participants and any others involved are discussed. The type of evaluation planned for the project is presented along with a justification for using this type of evaluation, an explanation of overall goals of the project, and a description of the key stakeholders. Finally, a summary of implications for possible social change and the importance of the project for local stakeholders and in the larger context is addressed.

In Section 4, a grounded discussion of project strengths and limitations in addressing the problem is discussed using appropriate literature. Ways to address the problem differently based on the analysis of data from the study is described. Also, alternative definitions of the problem and alternative solutions to the problem are presented. Next, a scholarly description of what was learned about the research process and development of the project is described. Then, a reflective analysis of my personal growth as a scholar, practitioner, and project developer is presented. Finally, the implications, applications, and directions for future research is discussed by describing the potential impact for social change at the individual and organizational levels as well as describing recommendations for practice and/or future research as appropriate.

Section 2: The Methodology

Qualitative Research Design and Approach

The purpose of this study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing into their courses, and their needs for integrating writing into their courses. I used a basic qualitative study design to answer the RQs to gain an in-depth understanding of teachers' PD needs related to integrating writing into their courses. A basic qualitative study design was appropriate for this study because that design allowed for an exploratory process to gain a thorough understanding of CTAE teachers' perceptions of needs beyond what can be concluded by conducting a quantitative study (see Creswell & Miller, 2000; Kennedy, 2016; Lodico et al., 2010; Patton, 2002). According to Merriam and Tisdell (2016), a basic qualitative study can help to explore and identify strategies and practices of teachers by discovering their experiences and the processes regarding those experiences.

A basic qualitative study design allowed me to use a single data collection method of semistructured interviews using open-ended questions to gain an understanding of the problem, allowing for the results of the study to be reported narratively with rich descriptions from those interviewed (see Kennedy, 2016; Patton, 2002). Using a quantitative study design method of collecting data such as a survey would not have allowed CTAE teachers to express their thoughts in as much detail to answer the RQs (see Patton, 2002). Other qualitative study designs were also considered for this study, but they did not align with the data collection and reporting methods best appropriate for

answering the RQs of this study. For example, a case study design was not appropriate because data were not collected through a detailed data collection involving multiple sources that needed to be triangulated. In addition, a grounded theory design was not appropriate because the RQs were not process questions about the stages or phases of individuals over time. I also did not plan to develop a theory during my research. Finally, a phenomenology design was not appropriate because the essence of individuals' experiences about a phenomenon was not being studied (see Creswell et al., 2007).

Participants

The participants in this study were interviewed individually to gain an in-depth understanding of teachers' PD needs related to integrating writing into their courses. First, I had to make sure that each participant met selection criteria to help answer the RQs effectively. Then, I established a researcher-participant working relationship with each participant during the study. Finally, I ensured each participant's protection during and after the study.

Criteria for Selecting Participants

There were nine CTAE teachers at ABC College and Career Academy. For this study, it was feasible to interview six to nine CTAE teachers at ABC College and Career Academy. The criteria for participant selection for this study were as follows: (a) Each participant must have been a current teacher at ABC College and Career Academy, (b) each participant must have had at least 1 year of CTAE teaching experience, and (c) each participant must have been 18 years old or older. In qualitative research, the number of participants is not as important as that each individual participant be able to contribute to

the researcher's understanding of the problem being studied (Creswell, 2007; Merriam & Tisdell, 2016). If for any reason my participant group had been less than six, I would have contacted a nearby college and career academy with similar concerns about WAC. I communicated with a nearby college and career academy in which administration leadership had expressed more than 50% of its CTAE teachers experience WAC challenges.

Gaining Access to Participants

First, I obtained a letter of cooperation (see Appendix B) from the chief executive officer of ABC College and Career Academy for permission to conduct this study with its CTAE teachers. I did this through an email letter, and the email address is available on the school's webpage. Next, I sought Walden University's Institutional Review Board (IRB) approval to conduct this study to ensure that no participants would be harmed (see Creswell, 2007). Once I had received IRB approval, I requested consent of each CTAE teacher's participation in this study. I did this through an email letter that included a copy of the informed consent form. Teachers' email addresses were available on the school's webpage. Each participant who agreed to participate in this study was asked to reply to the email stating that they consent in lieu of signing the consent form.

Establishing a Researcher-Participant Working Relationship

From the first interaction with any of the participants, I was respectful, nonjudgmental, and nonthreatening to establish a positive relationship (see Merriam & Tisdell, 2016). Once I had confirmed consent from eight participants who agreed to participate in the study, I scheduled the date and time for their eight individual online

interviews that I conducted. Interviews with participants were conducted using an online

platform due to the Coronavirus disease (COVID-19) pandemic in the United States and

the national health directive for social distancing to protect participants' health safety. At

each interview, I followed an interview protocol (see Appendix C). First, I introduced

myself to the participant and thanked them for their participation in the study. Next, I had

a copy of the consent form with me and reviewed it with the participant. Then, I

explained the purpose of the study, gave an approximate time frame for the interview,

and explained how the data from the interview would be used (see Creswell, 2007;

Merriam & Tisdell, 2016; Patton, 2002). I asked if there were any questions before

beginning the interview questions.

During the interview, I used open-ended interview questions that I developed as

part of the interview protocol (see Appendix C), remained respectful, listened carefully to

the participant, and probed when necessary. At the end of each interview, I reminded the

participants that I would keep the information that they provided confidential, I discussed

member checking, and I thanked them for their participation in the study.

Protection of Participants

It was ethically important to ensure the protection and safety of each participant.

At each interview, I had a copy of the consent form and reviewed it with each participant

prior to asking any interview questions. I assured each participant that any information

they provided would be kept confidential by keeping all data related materials in my

locked file cabinet in my home office and that their identity would be protected by using

a code in this study (see Creswell, 2007; Merriam & Tisdell, 2016; Patton, 2002).

Generally, in a qualitative study, the participant can choose the location of the interview to allow for a more comfortable interview experience (Merriam & Tisdell, 2016). However, due to the COVID-19 pandemic in the United States and the national health directive for social distancing, interview data were collected from each CTAE teacher through individual online meetings (see Centers for Disease Control and Prevention, 2020). I was cautious when conducting these online interviews to protect the participants by making sure that I was alone in a private environment during the interview and requested the interviewee be as well so that no one overheard the interview (see Merriam & Tisdell, 2016). I asked them to ensure that they were in a space where they could speak freely.

Data Collection

Interviews

Qualitative research data can be collected through several methods, including interviews, focus groups, document analysis, and observations (Patton, 2002). To collect data for this basic qualitative study, interviews with CTAE teachers were conducted. These were in-depth semistructured one-on-one interviews using open-ended questions that I developed as part of the interview protocol (see Appendix C). It was best to use semistructured interviews to gather qualitative data for this study, as this approach provided opportunities for probing during the collection of data, thus allowing for immediate follow-up questions and clarification of participants' responses to allow for increased understanding of the problem (see Creswell, 2007; Lodico et al., 2010; Merriam & Tisdell, 2016; Patton, 2002). The interviews with each teacher were

conducted online through Google Meet. They were scheduled to last approximately 45 minutes to 1 hour so that the participants did not become exhausted, which could possibly have affected their responses (see Merriam & Tisdell, 2016). Also, each interview was audio recorded to allow for accuracy when the interviews were later transcribed for data analysis (see Creswell et al., 2007; Lodico et al., 2010; Merriam & Tisdell, 2016; Patton, 2002). The permission for audio recording was obtained in the informed consent form from each participant.

Keeping Track of Data

It is essential that the researcher maintain accurate and safe records of the data collected during the study (Merriam & Tisdell, 2016; Patton, 2002). I followed the interview protocol for each interview, and I used a research log to keep details such as participant's names, locations, dates, and times. The interview transcriptions and analysis were stored in an organized safely secured system for easy retrieval (see Creswell, 2007). Although I kept data securely locked in the file cabinet at my home office, I also made backup copies of data as they were collected in case of an event such as fire or theft (see Patton, 2002). I kept the backup copies in my secured storage unit.

Role of the Researcher

I worked at ABC College and Career Academy with the study participants, but we did not work in the same department nor taught the same students. I teach in the art department, and I have never taught a CTAE course. Two potential biases for me as the interviewer and the researcher were that we are all expected to integrate writing into our classrooms, and we all followed the same school daily schedule, including time for

planning. As the interviewer and researcher, it was my responsibility to account for these biases and take a nonjudgmental stance (see Merriam & Tisdell, 2016).

Data Analysis

Within 1 week after conducting the interview, I used Google Meet Transcripts to transcribe each interview that was audio recorded through Google Meet. Then, I printed each interview transcript and began the manual coding process. I used two overlapping coding processes: open and axial coding.

I began with open coding to generate a list of concepts developed directly from the data gathered from the participant's interview responses. This was done by going through the interview transcripts one at a time and labeling identified concepts with a code using one or two-word terminology. First, I read Transcript 1 and identified emergent concepts and created codes for those concepts. Then, I read Transcript 2 and applied the codes created for the first transcript. I noted where codes matched and where I needed to add additional new codes based on newly identified concepts in the second transcript. I repeated these steps for the remaining transcripts until they had all been analyzed. Finally, at the end of this process, numerous codes emerged from the data, so I wrote them down, color-coded them, cut them out, and pasted them to index cards for organization and preparation for axial coding (see Creswell, 2007; Merriam & Tisdell, 2016; Williams & Moser, 2019).

Once I had completed open coding, I began axial coding to identify relationships between the open codes. First, I reviewed the color-coded terms used to identify the open codes, clustered the colored codes into groups by emerging theme using a short phrase,

and then labeled each grouping. Next, I continued to analyze and sort the groupings into fewer distinct themes until saturation occurred. To organize these groupings, I wrote them down, cut them out, pasted them to index cards, and hand placed them in a file folder system for sorting. A peer debriefing was also conducted to assure validity of the results of the study (see Creswell & Miller, 2000; Lodico et al., 2010; Merriam & Tisdell, 2016; Patton, 2002). This individual had a Doctor of Philosophy and was familiar with qualitative studies, and they had access to open coding and how I developed axial codes and themes. However, this person did not have access to names, contact information, or information that would identify any of the participants. This person also worked at a local university and was not a colleague. Finally, I reported my conclusion of the study findings in descriptive narrative format (see Creswell, 2007; Merriam & Tisdell, 2016; Patton, 2002; Williams & Moser, 2019).

Evidence of Quality

Qualitative research must collect quality data that are used to explore and understand a problem (Creswell, 2007). The results of this study were credible and transferable as well as obtained by methods that ensured rigor. I employed a basic qualitative research design to address the problem and answered the RQs of this study. To maintain credibility, I obtained a consent form from each participant. I carefully documented each interview, analyzed the data thoroughly, and protected the safety of participants along with the data collected. In addition, I had each participant complete a member check by asking for their feedback of the preliminary findings. This is one way of making certain that I did not misunderstand participants' responses and helped to

avoid applying my personal biases (see Creswell, 2007; Merriam & Tisdell, 2016; Patton, 2002).

Next, I achieved transferability by reporting in the results throughout the study CTAE teachers who taught in different programs as well as who had different teaching experiences, gender, ages, and backgrounds. I also reported about the school setting of the study in addition to the grade levels and subjects that teachers had in their classrooms. This allowed teachers' perceptions to be transferable to a broader population (see Patton, 2002).

Finally, I established rigor by addressing my personal biases or assumptions as the researcher (see Kennedy, 2016; Patton, 2002). For example, my biases included that (a) teachers do not have enough planning time to integrate writing into their lessons as I had personally experienced and (b) teachers did not understand the benefits of writing integration because they had not received any training in literacy education like I had when I earned my master's degree in literacy education. As the interviewer and researcher, it was my responsibility to account for those biases and take a nonjudgmental stance (see Merriam & Tisdell, 2016; Patton, 2002). I kept the focus on learning from the participants' responses, and I did not bring in my own thoughts or feelings about the problem of the study (see Creswell, 2007).

Discrepant Cases

Discrepant cases challenge the developing findings in the study by revealing unexpected findings in the analysis of data and emerging themes (Merriam & Tisdell, 2016). When I analyzed the data in this study, I intently looked for discrepancies in the

data collected, and if any discrepant cases existed in the collected data, they were identified to ensure credibility of the researcher and to maintain rigor (see Creswell, 2007; Merriam & Tisdell, 2016). This would have required me to have discussions with the interview participants after the interviews to determine reasons for the discrepancies (see Creswell, 2007). If there were any discrepant cases in this study, they are reported in the findings of the section Data Analysis Results.

Data Analysis Results

A basic qualitative study involves the researcher collecting data and analyzing the data by identifying and classifying recurring patterns or codes into themes that are supported by the data (Merriam & Tisdell, 2016; Patton, 2002). To collect data for this basic qualitative study, I gained permission from ABC College and Career Academy to conduct this study with their CTAE teachers at ABC College and Career Academy who had at least 1 year of teaching experience. Next, I gained Walden University's IRB approval (IRB No. 07-01-21-0287478) to conduct this study. Then, I obtained contact information for the nine CTAE teachers who were potential participants for this study, and emailed consent forms requesting participation in this study to each potential participant. Consent was provided by eight CTAE teachers, and I scheduled and conducted the individual interviews with each teacher.

The teacher participants included (a) male and female teachers, (b) teachers with 1 or more years of CTAE teaching experience, and (c) teachers who taught different courses. The interviews were in-depth semistructured one-on-one interviews using open-ended questions. The interviews provided me with opportunities to probe during the

collection of data, thus allowing for immediate follow-up questions and clarification of participants' responses to allow for increased understanding of the problem. The interviews were conducted online through Google Meet. They lasted approximately 30 minutes to 1.5 hours, and each interview was audio recorded to allow for accuracy when immediately transcribed at the end of each interview using Meet Transcript for data analysis. After reviewing each transcript for accuracy, I did not find any inconsistencies with the text and participants' responses. Transcribing the interviews ensured that "everything said is preserved for analysis" (Merriam & Tisdell, 2016, p. 131).

Within a few weeks after the interviews, I emailed preliminary findings to each participant to complete a member check asking for their feedback. This was one way of making certain that I did not misunderstand participants' responses and helped to avoid applying my personal biases to ensure validity and credibility (see Merriam & Tisdell, 2016). After receiving participants' responses that findings were satisfactory, I assigned each participant a pseudonym to maintain confidentiality.

Coding, a system for organizing and managing data, was used to analyze the data (Merriam & Tisdell, 2016; Patton, 2002). I analyzed the data gathered from the interview questions by examining the interview transcripts by hand. First, I used open coding to generate a list of concepts developed directly from the data gathered from the participants' interview responses. This was done by going through the interview transcripts one at a time and labeling identified concepts with a code using one or two-word terminology and short phrases. I read Transcript 1 to identify emergent concepts and created codes for those concepts. Then, I read Transcript 2 and applied the codes

created for the first transcript. I noted where codes matched and where I needed to add additional new codes based on newly identified concepts in the second transcript. I repeated these steps for the remaining six transcripts until they had all been analyzed. Finally, at the end of this process, 38 codes had emerged from the data. I wrote down the codes, color-coded them, cut them out, and pasted them to index cards for organization and preparation for axial coding.

Once I had completed open coding, I began axial coding to identify relationships between the open codes. First, I reviewed the color-coded terms used to identify the open codes, clustered the colored codes into groups by emerging theme using a short phrase, and then labeled each grouping. Nine groupings emerged. Next, I continued to analyze and sort the groupings into fewer distinct themes until saturation had occurred. To organize these groupings, I wrote them down, cut them out, pasted them to index cards, and hand placed them in a file folder system for sorting.

Three distinct themes emerged, and I associated them to each RQ. Theming the data "identifies what a unit of data is about and/or what it means" (Saldana, 2016, p. 297). Finally, to assure internal validity of the results of the study, peer debriefing was conducted. Having a peer examine the data and determine whether the findings are acceptable based on the data is a common strategy for ensuring validity (Merriam & Tisdell, 2016).

The problem that I addressed for this study was that CTAE teachers at ABC College and Career Academy were required by the CCSPS to integrate writing into their courses, but 60% of teachers did not comply with that requirement. The purpose of this

study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing into their courses, and their needs for integrating writing into their courses. My RQs in this study were:

RQ 1: How do CTAE teachers at ABC College and Career Academy integrate writing into their courses?

RQ 2: What do CTAE teachers at ABC College and Career Academy perceive as challenges to integrating writing into their courses?

RQ 3: What support do CTAE teachers at ABC College and Career Academy need to integrate writing into their courses?

The data collection method of in-depth semistructured one-on-one interviews provided data to address the problem and purpose and to answer the RQs in this study. When answering the three RQs three distinct themes emerged after conducting open and axial coding during the data analysis. The themes were a) instructional strategies for the teaching and assessment of integrating writing b) challenges of integrating writing, and c) PD needed for integrating writing (see Tables 1, 2, and 3).

RQ1: How Do CTAE Teachers at ABC College and Career Academy Integrate Writing Into Their Courses?

Based on teacher participants' responses, approaches to teaching and assessment were identified during data analysis as axial codes. There was one theme identified related to RQ1: This theme was instructional strategies for the teaching and assessment of

integrating writing. Table 1 shows open codes that formed axial codes that produced the

first theme.

Table 1

CTAE Teacher's Perceptions of Integrating Writing – Theme 1

Open codes	Axial codes	Theme
Script writing, Reflection, Research paper, Short answer test question, Graphic organizer, Technology integration, Notebook/journal, essay, Question and answer, Summary, Evoking a thought process, Lack of varied teaching strategies, Lack of time for integration	Approaches to teaching	Instructional strategies for the teaching and assessment of integrating writing
Grading for content, Checking for errors in spelling, Checking for errors in punctuation, Checking for errors in grammar, Analyzing handwriting, Directions followed, Lack of time for grading/feedback, Uncertainty for how to grade/provide feedback	Approaches to assessment	

Some of the teacher participants expressed that integrating writing was important

to help build students' writing skills to prepare students for career and college readiness.

Participant 3 communicated that "writing is imperative" but was unsure if teachers "value

it enough to help students be college and career ready." However, most of the teachers were not aware if they were using effective teaching and assessment strategies to do so.

Participants described using a variety of writing assignments in their classrooms, all of which were part of a way to assess students' learning of course content. However, only one out of eight teachers reported giving writing assignments with the intent to assist with building students' writing skills. Participant 6 noted that they give journaling assignments to have students summarize what they have learned each week in class, and the teacher purposefully gives feedback about spelling and grammar to help students improve their writing skills. Participants 1, 7, and 8 discussed assigning students work that allows them to assess specific learning processes through writing. The teachers noted assigning students writing activities such as brainstorming, mind mapping, and note taking, but they do not address students writing skills.

Participant 2 expressed that they give writing assignments, such as essay, to help students "enhance their learning" about the subject matter taught in class. The essay assignment is used to evaluate if students could recall or analyze content discussed in class, but feedback is not given about students' writing skills. Participant 4 stated that to build students' writing skills, they require students "summarize articles to identify key points." Students would be required to read an article and demonstrate that they could recall the main points discussed, and sometimes feedback would be given about spelling errors and word count. Participant 5 conveyed assigning students "some questions that require short answers." The teacher used digital games to help students review content

discussed in class and students would have to respond with one or two words to questions in a timed manner.

Using effective teaching strategies for the integration of writing requires more than simply assigning writing tasks to students. It requires that teachers' intentions to integrate writing in the classroom consist of building students writing skills by providing opportunities of writing practice that will receive teacher feedback regarding the students' writing skills. According to research, integrating writing in classrooms should include having students use the writing process, which includes drafting, peer collaboration, revising, and teacher feedback about the writing and not simply the content (Bazerman, 2018; Fodrey & Mikovits, 2020; Rutz & Grawe, 2017).

Participants also indicated that they were not assessing student writing or did not know how to assess student writing assignments for the purpose of building students' writing skills. Participants 1, 2, and 8 discussed grading students' writing assignments based on whether it "meets assignment requirements" including covered the required course content and met the word or sentence count. Participants 2, 4, and 5 clarified that they often give "student choice" to audio record or present their writing to an audience instead of submitting the actual writing pieces for grading. The oral submission of writing assignments was primarily done to help teachers reduce the amount of time it takes to grade. Participant 7 admitted grading students' writing for "effort only." The teacher would check to see if course content was mentioned in students' writing and give a grade of complete or incomplete to help reduce the time it takes for grading. Effective writing assessment across the curriculum includes peer and teacher feedback to help improve

students' writing skills (Caviglia-Harris, 2020; Wittek et al., 2017). Mahmoudi and Bugra (2020) also noted that rubrics for assessment grading should be used to inform students what and how writing skills will be assessed.

RQ2: What Do CTAE Teachers at ABC College and Career Academy Perceive as Challenges to Integrating Writing Into Their Courses?

Based on teacher participants' responses, lack of resources was identified during data analysis as an axial code. The theme identified related to RQ2 was challenges of integrating writing. Table 2 shows open codes that formed axial codes that produced the second theme.

Table 2

CTAE Teacher's Perceptions of Integrating Writing – Theme 2

Open codes	Axial code	Theme
Limited teacher resources, Addressing student complaints/attitudes, Assessing student writing, Grading/providing feedback, How to integrate writing with content, Time for integrating/assessing writing, Student engagement, How to use rubrics for writing, How to explain the importance of writing to students, Determining student skill level	Lack of resources	Challenges of integrating writing

Most participants indicated that there was a lack of resources for teaching and assessing writing assignments for the integration of writing to build students' writing skills. All except two teachers felt that there was a lack of resources to help teachers integrate writing in their classrooms. This was because Participants 6 and 8 were relying on previous knowledge and resources gained from previous sources prior to teaching at ABC College and Career Academy regarding the integration of writing.

Participant 2 emphasized, "The biggest challenge is knowing who or where to go to get assistance with writing…as a teacher and for students." The teacher was unsure if they would go to administration, a colleague, or conduct an online search for information regarding integrating writing. Participants 1, 5, and 7 specifically expressed a need and willingness to participate in PD if it meant getting assistance with integrating writing in their classrooms because of a lack of resources. These teachers expressed that they had not received any training during teacher certification or after regarding integrating writing. Participant 5 affirmed that "writing is a big issue for students in my class, but I'm not trained to provide them with any help." Participant 7 explained," I know how to functionally use the English language, but I don't know how to teach someone else how to because nobody has ever taught me how to do that." According to Palmquist et al. (2020), teachers sometimes lack the resources needed to develop students' writing skills across the curriculum, and it is the responsibility of administrators to provide the conferences, workshops, materials, etc. that teachers need to assist students. One way to provide teachers with the necessary resources that they need to assist with students' learning, especially in writing, is through PD (Dail et al., 2018).

RQ3: What Support Do CTAE Teachers at ABC College and Career Academy Need to Integrate Writing Into Their Courses?

Based on teacher participants' responses, professional perception was identified as an axial code during data analysis. One theme was identified related to RQ3: PD needed for integrating writing. Table 3 shows open codes that formed axial codes that produced the third theme.

Table 3

CTAE Teacher's Perceptions of Integrating Writing – Theme 3

Open codes	Axial code	Theme
Uncomfortable integrating writing, Lack of awareness/knowledge, Unaware/misunderstanding of state and district stance, Lack of PD training, Benefits of PD training, Teachers want assistance/PD training, Lack of varied teaching/assessment strategies, Lack of teacher collaboration, Lesson planning, Teachers care	Professional perception	Professional development needed for integrating writing

The interview questions provided insight into the need for teachers to participate and learn from a PD on integrating writing in their classrooms, and teachers were willing to share their readiness to integrate writing in their classrooms and need for a PD in this area. Participants 1, 2, 3, and 4 stressed that a PD would help them better integrate writing in their classrooms, which would help to improve their students' learning of

subject matter and increase students' writing skills. Participant 1 stated, "If a professional development in writing could benefit me, I would definitely be on board to attend. If I can do better, my students will get better." In addition, Participant 4 asserted, "I definitely need experts to help me add writing in my classes because this subject pushes my limits…I'm sure adding writing could help my students learn the coursework better and improve their writing abilities." Almost all the teacher participants admitted that they could benefit from a PD regarding the integration of writing in their classrooms to help learn course content while building students' writing skills. Participants 5 and 7 noted that a PD could help teachers gain knowledge of effective teaching and assessment strategies when integrating writing in their classrooms to build students' writing skills. Participant 5 said, "I don't know how I would add writing or how I'm expected to grade students' writing, so maybe learning this through a professional development would help me and my students know what I expect out of them."

Most of the teachers were unaware that they were ineffectively integrating writing in their classrooms, but they were interested in learning about teaching and assessment strategies they could use to integrate writing. According to Rutz and Grawe (2017), the delivery of PD for teachers regarding integrating writing in their classrooms is a responsibility of the administration. Avidov-Ungar et al. (2021) noted that "high-quality teaching" stems from good quality teacher education including adequate PD. Providing teachers with PD opportunities allows them to share similar experiences; stay informed of current and best practices; and gather resources that they need to best help students learn

the skills that they need to become more productive students (Byman et al., 2021; MacPhail et al., 2019; Philipsen et al., 2019; Smith, 2017; Tyagi & Misra, 2021).

Discrepant Cases

When I analyzed the data in this study, I intently looked for discrepancies in the data collected to ensure credibility of the researcher and to maintain rigor. If a discrepant case had occurred during the data analysis, additional open and axial codes in addition to themes would have been identified to better understand the discrepant data. There were no discrepant cases to report in this study.

Summary of Outcomes

The problem was that CTAE teachers at ABC College and Career Academy were required by the CCSPS to integrate writing into their courses, but 60% of teachers did not comply with that requirement. The purpose of this study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing into their courses, and their needs for integrating writing into their courses. The RQs addressed teachers' perceptions of integrating writing.

RQ1: How Do CTAE Teachers at ABC College and Career Academy Integrate Writing Into Their Courses?

One theme was identified to answer RQ1: instructional strategies for the teaching and assessment of integrating writing. Teachers were unaware that they were not integrating writing in their classrooms effectively. Researchers reported that students' writing skills are often lacking when teachers do not use effective instructional strategies

but using effective teaching and assessment strategies such as the writing process along with teacher and peer feedback does help to improve students' writing skills (Bazerman, 2018; Caviglia-Harris, 2020).

RQ2: What Do CTAE Teachers at ABC College and Career Academy Perceive as Challenges to Integrating Writing Into Their Courses?

There was one theme identified to answer RQ2: challenges of integrating writing. Participants in this study indicated a lack of resources for teaching and assessing writing assignments for the integration of writing as challenge. Researchers also identified a lack of resources as a challenge for teachers when integrating writing in their classrooms, and that it is the responsibility of administrators to provide teachers with the resources that they need through PD especially when the need involves the integration of writing in their classrooms (Dail et al., 2018; Palmquist et al., 2020).

RQ3: What Support Do CTAE Teachers at ABC College and Career Academy Need to Integrate Writing Into Their Courses?

After open and axial coding were conducted, one theme was identified to answer RQ3: PD needed for integrating writing. Teachers expressed a willingness to participate in a PD to learn how to integrate writing into their classrooms. Researchers concluded that there is a need for teachers to receive PD for improve teaching and learning, and that it is the responsibility of the administration to provide teachers with this PD especially regarding integrating writing in their classrooms to increase students' writing skills (Avidov-Ungar et al., 2021; Rutz & Grawe, 2017; Smith, 2017).

Conceptual Framework

The problem was that CTAE teachers at ABC College and Career Academy were required by the CCSPS to integrate writing into their courses, but 60% of teachers did not comply with that requirement. The purpose of this study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing into their courses, and their needs for integrating writing into their courses. Knowles's (1975) theory of andragogy served as the conceptual framework for this study and helped to gain an in-depth understanding of CTAE teachers' PD learning needs related to integrating writing into their courses.

Knowles's theory of andragogy described the art and science of adult learning based upon the following five assumptions: (a) the learner's need to know, (b) the learner's self-concept or self-directed learning, (c) the role of the learner's experience, (d) the learner's readiness to learn, and (e) the learner's orientation to learning or intrinsic motivation (Knowles et al., 2015). Thus, andragogy offered guidance for this study into gaining an in-depth understanding of CTAE teachers' needs related to integrating writing into their courses at ABC College and Career Academy. Furthermore, when attempting to meet the learning needs of adults, the assumptions of Knowles's theory of andragogy are often considered by school leadership to meet the PD needs of teachers (Knowles et al., 2015). Based on teacher participant responses, most of the teachers were not aware of what they needed to know to effectively integrate writing in their classrooms to help build students' writing skills, but almost all of them were willing to share their readiness to learn through a PD training if provided by administration.

Based on the findings in this study, the best project to address the problem was a PD training. In the Data Analysis Results section, the data collection and the findings of this study indicated that there was a need for some type of training for CTAE teachers regarding the integration of writing into their courses. The need was based on teachers' discussions about their approaches to teaching and assessment; lack of resources; and professional perceptions. Research also showed that to positively affect their students' writing skills, teachers who participate in PD training will change their instructional strategies (Hammond & Moore, 2018; Smith & Robinson, 2020).

A 3-day PD training was developed, and its purpose is to improve CTAE teachers' integration of writing in their classrooms. The target audience for this PD training is CTAE teachers currently teaching at ABC College and Career Academy. The goals of the PD training are to (a) enable CTAE teachers with instructional strategies that they can use to integrate writing in their classrooms and (b) to provide support for the challenges that teachers might encounter regarding integrating writing into their courses. A summative evaluation will be used to evaluate the PD training.

Section 3: The Project

Introduction

In Section 3, I provide an overview of a 3-day PD training to address CTAE

teachers' learning needs regarding integrating writing into their courses at ABC College

and Career Academy as determined by the findings in the Data Analysis Section of

Section 2. The findings were based on teachers' discussions about their approaches to

teaching and assessment, lack of resources, professional perceptions, and the review of

the literature. First, a brief description of the proposed project and the goals are discussed

in Section 3. Next, I provide a rationale for why a PD training was chosen as the project

and a review of the literature. Then, I discuss needed resources, existing supports,

potential barriers and solutions, project implementation, roles and responsibilities,

evaluation plan, and project implications. The project is in Appendix A.

The 3-day PD training addresses the perceptions of CTAE teachers at ABC

College and Career Academy regarding integrating writing into their courses that were

gathered during data collection in this study. The title of the PD training is *CTAE*

Teachers' Integration of Writing. The purpose of the PD training is to improve CTAE

teachers' integration of writing in their classrooms. The two goals of the 3-day PD

training are (a) to enable CTAE teachers with instructional strategies that they can use to

integrate writing in their classrooms and (b) to provide support for the challenges that

teachers might encounter regarding integrating writing into their courses.

Rationale

The purpose of this study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing into their courses, and their needs for integrating writing into their courses. In this study, I explored CTAE teachers' perceptions regarding integrating writing into their courses and three distinct themes emerged. The themes were (a) instructional strategies for the teaching and assessment of integrating writing, (b) challenges of integrating writing, and (c) PD needed for integrating writing. Thus, I developed the 3-day PD training to address the three themes.

I developed the 3-day PD training described in Section 3 based on the study results and the published literature. The findings of the study indicated that a PD training was best to develop to meet the needs of CTAE teachers with integration of writing into their courses. My findings were based on teachers' interviews about their approaches to teaching and assessment, about lack of resources, and about professional perceptions. All teachers expressed a willingness or a need to gain knowledge regarding integrating writing into their classrooms. Research also showed that to positively affect their students' writing skills, teachers who participate in PD training will change their instructional strategies (Hammond & Moore, 2018; Smith & Robinson, 2020). Smith and Robinson (2020) further noted that PD can provide teachers with opportunities for professional growth, especially those trainings that allow for instant implementation of knowledge learned that would not be able to be done in a curriculum plan or policy paper. The PD would also allow teachers to collaborate with each other while learning

new instructional strategies. Therefore, I decided a PD training would best meet the immediate needs of the CTAE teachers at ABC College and Career Academy rather than a curriculum plan or policy recommendation paper.

Review of Literature

In the review of the literature, I found current peer-reviewed journal articles provided through online databases. The databases I used to conduct my article searches included EBSCO, ERIC, ProQuest Central, and SAGE Journals. The search terms I used to conduct the searches for articles were directly related to three themes identified to answer the RQs: (a) instructional strategies for the teaching and assessment of integrating writing, (b) challenges of integrating writing, and (c) PD needed for integrating writing. The criteria entailed all articles to be (a) peer-reviewed, (b) full text, and (c) published between 2018 and 2022. The keywords used for my searches of literature included *writing instruction or writing integration strategies; writing assessment or writing assessment strategies; professional or faculty development; secondary school teachers; career, technical, agriculture, and education teachers or career technical educators; college or university instructors or professors; integrating writing; perceptions or challenges to integrating writing; writing professional development or writing teacher training; writing in the content area; writing in the discipline;* and *writing across the curriculum*.

The search for literature produced hundreds of peer-reviewed journal articles published since 2018 in which the literature supported a 3-day PD training that would best meet the immediate needs of the CTAE teachers at ABC College and Career

Academy based on the themes identified in the findings of the Data Analysis Results in Section 2: (a) instructional strategies for the teaching and assessment of integrating writing, (b) challenges of integrating writing, and (c) PD needed for integrating writing.

PD

The theme that was identified to answer RQ3 was PD needed for integrating writing. PD is vital to teaching and learning in the classroom. PD is an important learning opportunity to promote organizational change by improving teacher quality because it can lead to better student achievement (Bond & Blevins, 2020; Martin et al., 2017; McKeown et al., 2019; Porter & Freeman, 2020). Knowles et al. (2015) indicated that effective adult learning allows the learner "to encourage, consult, and be a resource to others". PD can provide teachers these chances by allotting them time to reflect, collaborate, and problem solve during the PD training (Smith & Robinson, 2020). Ajani (2019) agreed with Knowles in that teachers should be viewed as adult learners who learn differently from children. PD offers an opportunity for teachers to stay informed about educational policies and instructional practices (Olson et al., 2017). It also helps to fulfill the preparation gap in writing for many teachers who did not receive training for integrating writing into their courses before entering the classroom (McKeown et al., 2019). PD can allow teachers to learn and share best practices and instructional strategies for teaching writing (Farrell, 2019).

PD is not a one-size-fits-all learning method for teachers, and it should be considered where and what teachers teach, their knowledge, needs and beliefs, and experiences for it to be perceived as valuable (Martin et al., 2017; Olson et al., 2017;

Porter & Freeman, 2020). McKeown et al. (2019) presented components of effective PD

to develop teachers' skills, and I based my PD on the following criteria:

(a) collective participation of teachers within the same school with similar needs;

(b) basing PD around the characteristics, strengths, and needs of current students;

(c) attention to content knowledge needs of teachers; (d) opportunities for active

learning and practice of the new methods being learned, including opportunities to

see and analyze examples of these methods being used; (e) use of materials and

other artifacts during PD that are identical to those to be used in the classroom;

and (f) feedback on performance while learning, prior to classroom use, so that

understandings and skills critical in implementation are developed. (p. 759)

Gallagher et al. (2017) further added that effective PD should involve collaboration

between teachers and include training that supports instructional integration of strategies

in the classroom in addition to time for assessment of integration. Porter and Freeman

(2020) agreed that effective PD should involve active learning and collaboration, yet they

further argued that effective PD should be ongoing over time and help teachers

understand how the knowledge gained during the PD will benefit their students.

Successful PD also needs to incorporate strategies to ensure instruction is

delivered effectively. Effective PD should make use of motivation, questioning,

discussions, and contextualized activities (Ajani, 2019). In addition, several strategies are

suggested by theorists, including Knowles's theory of andragogy, for the leader when

developing effective PD: (a) gain support of administration leadership to recruit teachers

who would benefit from the PD training, (b) involve teachers or outside trainers who

have credibility to deliver instruction, (c) set learning outcomes for teachers, (d) create a safe environment that encourages open and respectful discussions and facilitates discussions making sure that teachers stay on topic, (e) incorporate an icebreaker activity so that teachers can become familiar with each other, (f) engage teachers with interactive activities that use teachers' prior knowledge, (g) incorporate applicable, collaborative, and problem-solving practices to solve issues, (h) plan trainings with attention to the busy schedules of teachers, (i) provide time for teacher reflection and teacher support to discuss knowledge gained and applied in the classroom, (j) evaluate if positive change is occurring with teachers' knowledge and values that they will retain following the PD, and (k) recognize teachers' participation by giving them credit for their work (Bates & Morgan, 2018; Bond & Blevins, 2020; Camp, 2017; Liu & Phelps, 2020; Matherson & Windle, 2017; Zeggelaar et al., 2020). A PD training will also need to be evaluated to determine its success. One form of evaluation is a summative evaluation, which is done at the end of a PD training in which teachers are allowed to reflect on what they believe the PD was about and how they will apply what they learned during the PD. This can be done using a Likert-scale and open-ended questions (Bond & Blevins, 2020; Camp, 2017; Houston & Thompson, 2017).

Effective PD, especially in writing, should not be for a single day, but it should span over time; allow for teacher collaboration; and include topics such as active learning, student editing skills, and assessment (Abu-Tineh & Sadiq, 2018; Uehling, 2018; Wood et al., 2017). Uehling (2018) further noted that PD can be remote or in-person, and either method can build a sense of community. However, in-person PD

allows for real-time collaboration and interaction between teachers (Farrell, 2019; Uehling, 2018). Ultimately, PD for integrating writing should emphasize that teachers can help to increase students' writing skills, that this can be done using various instructional strategies, and that teachers need to be provided opportunities to share and reflect as part of a PD learning community (National Writing Project, 2021).

Teaching Strategies for Integrating Writing

The theme that was identified to answer RQ1 was instructional strategies for the teaching and assessment of integrating writing. Studies have shown positive outcomes for teachers and students after teachers experienced PD training in instructional strategies for writing instruction (McKeown et al., 2019; Olson et al., 2017). This was largely in part due to the instructional strategies learned during PD. Therefore, as the PD leader, I will provide teachers with teaching strategies for integrating writing during the PD training. This will help to provide teachers with resources that they can implement immediately into their classrooms to help improve students' writing abilities.

Positive Self-Talk

Teachers do not always have to rely on individual essays to assess students' writing skills. McKeown et al. (2019) suggested an informal instructional strategy wherein teachers encourage students to use positive self-talk while writing to assist with motivation while writing. Positive self-talk is a conversation that a person has with themself to generate good feelings about themself and what they are doing. For example, students can comment aloud to themselves as they successfully complete a particular writing requirement (McKeown et al., 2019).

Graphic Organizers

McKeown et al. (2019) also discussed teachers requiring students to make use of graphic organizers to help students with writing organization. A graphic organizer is a visual display that shows the connection between ideas, such as a T-chart, idea web, cause and effect map, Venn diagram, and sequence chart. McKeown et al. recommended using a rocket as an accountability and visual aid tool to assist students with writing and have the teacher model how to use the rocket. The rocket can be divided into a particular number of parts according to what the teacher requires for the student. For example, the rocket can be divided into the steps of the writing process; sections might need to be filled with course content vocabulary, grammar, and punctuation goals; or sections can include the positive comments a student received during peer feedback (McKeown et al., 2019).

Group Work

Peltola (2018) discussed having students work in groups as an instructional strategy for teaching writing. These peer groupings provide an opportunity for students to practice writing and to have their writing abilities evaluated by their classmates. It is recommended that students be assigned in small diverse groups based on academic ability, given a situation to discuss, and be expected to write an approach to solving a problem as a group (Peltola, 2018). This provides students with an opportunity to work collaboratively on their writing skills.

Wittek et al. (2017) argued that students should work in writing groups in which students critique each other's writing based on the writing process as well as content of

the subject matter. This peer assessment provides students with an opportunity to practice

their writing and discuss the writing processes of their writing during oral and written

feedback to their peers (Dupont et al., 2020; Huisman et al., 2019; Nielsen, 2021).

However, it was noted that teacher feedback on students' writing is optional, yet it is

critical for teachers to motivate students about their writing by setting writing

expectations and requirements for writing assignments (Nielsen, 2021; Wittek et al.,

2017). Alternatively, Leggette et al. (2017) noted that teachers should provide feedback

throughout the peer assessment process to help students with their writing persona.

Writing to Learn

The aim of writing to learn assignments is to have students acquire new

knowledge while practicing their writing skills rather than having their knowledge

evaluated (Palmquist, 2020). These writing assignments also require little feedback from

the teacher. Some writing to learn tasks include "in-class responses to prompts,

reflections, summary/response, forum discussions, and definitions and descriptions"

(Palmquist, 2020, p. 13).

Authentic Reasons

Teachers should include authentic reasons for students to write to help students

find more value in their writing (Hall & White, 2019; Kreamer & Heny, 2019). Some

examples of authentic writing include thank-you notes to guest speakers, writing for the

class newsletter, and keeping a journal. Hall and White (2019) suggested that one way to

encourage students to write is for teachers to share their writing with students. This can

be done by teachers participating in their class's online discussions, keeping and sharing a gratitude journal for their class, and designing a class website (Hall & White, 2019).

Digital Tools

Today's generation of students' writing has shifted significantly to digital literacy by means of text messaging, online communication, and video production (Beschorner & Hall, 2017). Therefore, Beschorner and Hall (2017) suggested that teachers need to try and include opportunities for students to write using a digital platform while helping to build students' writing abilities. It was suggested teachers have students write on a topic and share ideas using a blog such as Weebly, writing a video script based on subject-matter discussed in class using online software such as Adobe Spark, taking notes using a digital notetaking system such as Sticky Notes, or completing prewriting using a prewriting app such as Popplet or Bubbl.us. Kang (2018) also suggested having students make use of Google Slides or PowerPoint to assist with students' writing and to allow students to share their writing with others.

Assessment Strategies for Integrating Writing

Part of teachers using effective instructional strategies to integrate writing into their courses is using effective assessment strategies to help build students' writing skills (McKeown, et al., 2019; Yaseeni, 2021). Therefore, as the PD leader, I will provide teachers with assessment strategies for integrating writing during the PD training. This will help to provide teachers with assessment resources that they can implement immediately into their classrooms to help improve students' writing abilities and with grading writing assignments.

Teacher Feedback

Written and Oral Feedback. Written feedback from the teacher to the student about the student's writing helps students identify areas they did well and areas that need improvement (Yaseeni, 2021). Yaseeni (2021) reported that this is particularly true when the teacher's feedback is constructive, timely, and is based on the writing process. It is also helpful if teachers provide their written feedback to students during the editing stage of the writing process and have a written feedback strategy in mind such as circling or underlining writing mistakes and making annotations on students' writing in the margins or at the end (Yaseeni, 2021). Yaseeni (2021) further suggested that teachers should limit the number of corrections that they make to a student's writing especially in the area of grammar to avoid confusion and frustration for the student.

Students can also benefit from receiving oral feedback about their writing from teachers to help improve their writing skills (Yaseeni, 2021). McKeown et al. (2019) noted that the rocket, previously discussed, could be used as a teaching strategy to improve students' writing abilities, but it can also be used by teachers to provide written and oral feedback during teacher-student conferences. The rocket could serve as an engaging informal conferencing tool for teachers to use to help explain to students if they met assignment writing requirements.

Rubrics. Researchers have also found that using rubrics can help to establish the grading parameters for both teachers and students when assessing students' writing skills and even lower students' anxiety about writing (Arindra & Ardi, 2020; Nielsen, 2021). Peltola (2018) suggested scoring students on the following criteria for writing

assignments: (a) overall content (b) organization and structure (c) tone and sentence structure (d) word choice/vocabulary (e) grammar and spelling (f) style rules and (g) satisfying the assigned requirements such as formatting. It was further recommended that the rubric be reviewed, modeled, and discussed with students before students begin to write (Nielsen, 2021; Peltola, 2018).

Student Feedback

Peltola (2018) discussed having the teacher assign students into writing groups as an instructional strategy for teaching writing, but he also offered how the teacher should assess students' group writing. The teacher should observe students' progress while students work in their groups, provide students assistance, and redirect the groups as needed. Then, at the conclusion of the students' group writing, the teacher would hold a group conference to give constructive feedback and tell students positives about their writing and what areas need to be improved in the group's writing (Peltola, 2018).

Li et al. (2020) noted that when students work together to assess each other's writing that they get together more than once to exchange feedback. He also suggested that students be provided supportive tools to assist them such as a checklist. Teachers should provide a checklist to help students stay engaged and to avoid them being off task (Li et al., 2020).

Challenges of Integrating Writing

The theme that was identified to answer RQ2 was challenges of integrating writing. There are several challenges teachers encounter regarding integrating writing in their classrooms. Two challenges are students not having their writing prepared to

submit, and the other is students' unwillingness to share their writing in a group or peer assessment setting. To overcome these challenges, teachers should first express to students the importance of completing writing tasks and how teachers can help students acquire skills needed in their future career (Haug & Mork, 2021). Secondly, teachers should create a comfortable environment in which students feel at ease sharing their writing and giving feedback about other's writing because some students feel anxiety when sharing their writing with others (Nielsen, 2021).

Reflective Teacher Practices

After conducting a search of the literature, the most noteworthy challenge of integrating writing besides lack of training, resources, and time was teachers' perceptions. Basgier and Simpson (2020) discussed how some teachers have negative perceptions or an unawareness about integrating writing into their classrooms. Researchers have noted that teachers' beliefs and attitudes can influence their learning during a PD, so they need to be motivated to attend a PD training to enhance their teaching practices and students' performance (Ajani, 2019; Jaramillo-Baquerizo et al., 2019; Svendsen, 2020). Therefore, it will be the administration leadership and PD training leader's responsibility to help influence teachers' attitudes and motivate them to understand the impact attending a PD training can have with helping them to reach a goal of effectively integrating writing into their courses (Camp, 2017; Fountas & Pinnell, 2020; Hunzicker, 2017; Martin et al., 2017).

Teachers need to understand that their attitudes and their personal writing experiences about writing to overcome any possible negative attitudes about writing

which may transfer onto students (Hall & White, 2019). In addition, teachers need to be able to express to their students that writing is an essential part of how we communicate and connect with each other, and that writing is a highly valued skill in postsecondary education and in the workforce (Farrell, 2019; Peltola, 2018). To do this, teachers viewed as adult learners, should participate in a PD experience to help improve their knowledge and understanding of how they can best support students' writing abilities (Ajani, 2019; Farrell, 2019). Hall and White (2019) suggested teachers ask themselves the following questions to reflect on their attitudes concerning writing:

> (a) What memories do you have of writing in school? (b) How did teachers use writing in their classrooms? (c) How competent (about writing) did your teachers make you feel? (d) As a child, what value did you see in writing? (e) How did your family use writing, and what messages did they send about its value? (f) How did your classmates view writing? (g) How did you use writing in your relationships with peers? (p. 363)

As the PD leader, at the beginning of training I will help teachers analyze their attitudes toward writing in a safe environment conducive for adult learning. I will inform teachers that through analyzing their attitudes about writing that they can become more open minded about gaining valuable knowledge that they can immediately implement in their classrooms to assist with integrating writing.

Project Description

The project is a 3-day PD training for CTAE teachers at ABC College and Career Academy. The PD training will be provided to help teachers with integrating writing into their courses.

Needed Resources and Existing Supports

Several resources are needed to provide teachers with a 3-day PD training regarding their integration writing into their courses. Teachers can also benefit from the support of others when integrating writing into their classrooms.

Administration Leadership

A 3-day PD training will be offered to CTAE teachers at ABC College and Career Academy (a) to enable CTAE teachers with teaching and assessment strategies that they can use to integrate writing in their classrooms and (b) to provide support for the challenges that teachers might encounter regarding integrating writing into their courses. First, a meeting will be scheduled with ABC College and Career Academy administration leadership to discuss the findings of my study and to present the outline for the 3-day PD training to be conducted with its CTAE teachers. Once administration leadership grants approval, an email invitation will be sent to all the CTAE teachers at ABC College and Career Academy. The invitation will provide a summary of the 3-day PD training schedule, and it will state (a) the 3-day PD training will occur in the Multi-Purpose Room at ABC College and Career Academy over 3 consecutive Saturdays, 8 hours per day and in the fall, (b) ABC College and Career Academy will provide all necessary resources and materials except teachers will need to bring their school issued iPad with charger and

a copy of their course standards, and (c) teachers will receive a certificate of completion at the closing of the 3-day PD training.

Project Funding

Project funding will also be needed from ABC College and Career Academy administration leadership to gain teacher support to attend the PD training. CTAE teachers at ABC College and Career Academy are not paid to attend PD trainings outside of working hours, so some teachers might not want to attend a PD training without compensation. Because the 3-day PD training occurs over three consecutive Saturdays for eight hours each day, teachers will probably want to be paid for attending the PD training. Thus, funding for the PD training, perhaps through a grant, to compensate teachers for their time is a significant concern (Nelson & Bohanon, 2019).

Equipment and Materials

To meet the needs of the PD training leader and teachers, particular equipment and materials will be necessary. As the PD leader, I will need: (a) tables and chairs arranged for group work, (b) computer access for the leader and internet access for the leader and teachers, (c) projector with screen and sound, (d) copy machine and paper to prepare handouts, and (e) pencils, pens, poster markers, highlighters, sticky notes, writing notepad, and poster paper for notetaking and activities. For these reasons, the ABC College and Career Academy MPR will be used as the location for the 3-day PD training, and ABC College and Career Academy administration leadership will need to supply access to any necessary resources and materials.

Potential Barriers and Potential Solutions

It might be a hindrance to have the PD training during teachers' 1-hour per school day Professional Learning Community (PLC) time considering all the other duties and responsibilities that they currently have (Martin et al., 2017). Thus, as the PD leader, I will schedule the training during the school year over three consecutive Saturdays in the fall, which will provide teachers the dedicated time they need to focus on the PD training instruction and still be able to implement and assess what they have learned during the school week in the classroom with students. It might also be an issue to place the PD training online considering that with an asynchronous format there would be no real-time training between the trainer and the teachers participating in the PD training. Thus, I will develop a face-to-face PD training that would allow teachers to collaborate and participate in activities and discussions in real time providing them with opportunities for immediate feedback and responses (Smith & Robinson, 2020).

Implementation and Timetable

The project is a 3-day PD training to be conducted with CTAE teachers at ABC College and Career Academy. The 3-day PD training will be broken into 8-hour days that will be divided into modules that extend over three consecutive Saturdays at the beginning of the school year in the fall. Table 4 shows the details of the project.

Table 4

Professional Development Timeline

Day	Task	Person	Deliverable
Weeks 1-3	Saturday 1 - PD training 8:00 a.m. - 4:00 p.m.	Administrator and PD leader	Face-to-Face
	Saturday 2 – PD training 8:00 a.m.- 4:00 p.m.	PD leader	Face-to-Face
	Saturday 3 – PD training 8:00 a.m. - 4:00 p.m.	PD leader	Face-to-Face

Refer for more detailed timeline to Appendix A.

Roles and Responsibilities

An effective PD addresses who is involved and how. Administration leadership, teachers, and the PD leader of the training each have a role and responsibility. First, administration leadership will be responsible for helping to build a positive school climate for change regarding the PD (Martin et al., 2017). Next, According to Martin et al. (2017) teachers are responsible for being willing to receive instruction to develop knowledge they can use with students in the classroom even though they might have preconceptions or are resistant to change.

Finally, I will serve as the PD leader of the training and will hold several responsibilities. PD training "leaders might be experienced teachers who design and present material" (Uehling, 2018, p. 70). As a fellow of the National Writing Project, I have had experience designing and presenting PD training to teachers regarding

integrating writing into their courses. The National Writing Project (NWP) is "the nation's largest network of teachers, university faculty, researchers, writers, and community educators working to advance writing and the teaching of writing" (National Writing Project, 2021).

In addition, the PD leader must understand the many responsibilities and inadequacies teachers already have and find effective ways for teachers to grasp and implement the instruction being delivered (Martin et al., 2017). For example, The PD leader of training should gather teachers' perceptions about integrating writing into their courses at the beginning of a PD training and if needed provide essential resources to assist during the training because a teacher with less experience teaching writing could benefit from specific resources such as a lesson plan template to help with lesson planning (McKeown et al., 2019). Thus, I will obtain teachers' perceptions about integrating writing into their courses at the beginning of the PD training, and I will create and provide teachers with a lesson plan template to help them with lesson planning activities during the PD training.

Project Evaluation Plan

The project was designed to address the findings from this study. The two goals of the 3-day PD training are (a) to enable CTAE teachers with teaching and assessment strategies that they can use to integrate writing in their classrooms and (b) to provide support for the challenges that teachers might encounter regarding integrating writing into their courses. The learning outcomes of the 3-day PD training are (a) teachers are learning teaching and assessment strategies that will help teachers effectively integrate

writing in their classrooms and (b) teachers feel that they have support for the challenges that teachers might encounter regarding integrating writing into their courses.

The review of the literature supported PD participants, as the key stakeholders, using a summative evaluation to evaluate their PD training experience after completion of the PD training (Bond & Blevins, 2020). The PD training will be evaluated using a summative evaluation can be used to document teachers' success regarding PD training learning outcomes (Houston & Thompson, 2017). The overall effectiveness of the 3-day PD training will be evaluated through summative teacher reflections using a Likert scale and open-ended questionnaire to include what teachers believe the PD was about, what teachers learned from the PD, and what teachers will do with what they learned after the PD (Bond & Blevins, 2020; Camp, 2017). Using a summative evaluation will allow teachers, as the key stakeholders, to reflect and express any questions, comments, or concerns that they might have. Administration leadership can also use the evaluation results when planning future policies or PD to continue meeting the needs of teachers regarding integrating writing (Cheng, 2017; Houston & Thompson, 2017). The summative evaluation is in Appendix A.

Project Implications

The problem was that CTAE teachers at ABC College and Career Academy were required by the CCSPS to integrate writing into their courses, but 60% of teachers did not comply with that requirement. This 3-day PD training might positively change the ways in which CTAE teachers at ABC College and Career Academy integrate writing into their courses because I developed a 3-day PD training for them based on the findings of my

study and those findings were based on teachers' discussions about their approaches to teaching and assessment, lack of resources, and professional perceptions. This 3-day PD training will (a) enable CTAE teachers with teaching and assessment strategies that they can use to integrate writing in their classrooms and (b) provide support for the challenges that teachers might encounter regarding integrating writing into their courses. The positive social change is students will increase their writing skills helping them to be better college and career ready and to contribute to their local community (Association for Career and Technical Education, 2020).

The 3-day PD training might also positively affect CTAE teachers, students, and administration leadership beyond ABC College and Career Academy. I designed the project to address the integrating of writing needs of CTAE teachers, and its components can be transferred to conduct PD opportunities with those beyond those at ABC College and Career Academy. Thus, I intend to share the findings of this study and the project with other CTAE institutions at the study state level, hopefully igniting more support for CTAE teachers and their requirement to integrate writing into their courses as required by the CCSPS resulting in students' increased writing abilities.

Section 4: Reflections and Conclusions

The problem was that CTAE teachers at ABC College and Career Academy were required by the CCSPS to integrate writing into their courses, but 60% of teachers did not comply with that requirement. The purpose of this study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing into their courses, and their needs for integrating writing into their courses. The RQs addressed teachers' perceptions of integrating writing: (a) How do CTAE teachers at ABC College and Career Academy integrate writing into their courses? (b) What do CTAE teachers at ABC College and Career Academy perceive as challenges to integrating writing into their courses? (c) What support do CTAE teachers at ABC College and Career Academy need to integrate writing into their courses?

After collecting and analyzing the data, three distinct themes were identified to answer the three RQs in this study. The themes were (a) instructional strategies for the teaching and assessment of integrating writing, (b) challenges of integrating writing, and (c) PD needed for integrating writing. Thus, I developed the 3-day PD training to address the needs of CTAE teachers at ABC College and Career Academy regarding integrating writing into their courses. The 3-day PD training was titled *CTAE Teachers' Integration of Writing*.

In Section 4, I present reflections and conclusions for this study. I discuss the project strengths and limitations as well as recommendations for alternative approaches. Then, I address scholarship, project development, along with leadership and change.

Next, I provide reflection on the importance of the work followed by implications, applications, and directions for future research. Section 4 ends with a final conclusion.

Project Strengths and Limitations

Strengths

The strengths of the project were in the development of the 3-day PD training that addressed the needs of CTAE teachers at ABC College and Career Academy regarding integrating writing into their courses. First, the project allowed CTAE teachers to be provided with PD training that enabled them with teaching and assessment strategies that they could use to integrate writing in their classrooms as well as with support for the challenges they might encounter regarding integrating writing into their courses. Another strength of the project was that teachers were able to gain knowledge from the PD training, use that knowledge to develop lesson plans for integrating writing, return to their classrooms and apply what they had learned, and return to the PD training to collaborate with teachers about their integrating writing experience to receive feedback. Finally, a strength of the project was the summative evaluation at the end in which teachers were allowed to reflect on what they believed the PD was about and how teachers will apply what they learned during the PD in their classrooms.

Limitations

There were some limitations with the project. First, I did not include scenarios to provide instruction to teachers during the 3-day PD training. Providing teachers with example situations that they might encounter in their classrooms regarding integrating writing could help them better understand how to address potential challenges. Next, the

project limited the PD training participants to only CTAE teachers at ABC College and Career Academy. If administration leadership is expected to support teachers, then I could have invited the administration leadership at ABC College and Career academy to participate and complete the PD training alongside teachers so that they would be aware of instructional strategies teachers can use to effectively integrate wring in their classrooms and better understand the challenges teachers encounter integrating writing into their courses.

Recommendations for Alternative Approaches

Alternative Ways to Study the Problem

I explored the needs of CTAE teachers at ABC College and Career Academy regarding integrating writing by collecting data through conducting semistructured interviews with the teachers. However, I could have used additional alternative approaches for gathering data from CTAE teachers at ABC College and Career Academy to gain a more in-depth understanding of the needs of teachers regarding integrating writing into their courses. First, I could have conducted a focus group with the teachers to allow them to discuss and share their thoughts about integrating writing collectively. Second, I could have observed teachers teaching in their classrooms to look for teaching and assessment strategies used. Third, I could have examined a document such as teachers' lessons plans for evidence of teachers integrating writing into their courses (see Patton, 2002).

Alternative Ways to Resolve the Problem

To resolve the problem of the study, I developed a 3-day PD training to address the needs of CTAE teachers at ABC College and Career Academy regarding integrating writing into their courses. An alternative approach to resolving the problem could have been to write a recommendation paper. First, a recommendation paper would have allowed me to present findings to administration leadership at ABC College and Career Academy by writing a summary of the study findings supported by major evidence from the research and literature. Then, I would have provided them with outlined recommendations for solutions to resolve the problem that CTAE teachers at ABC College and Career Academy have regarding integrating writing into their courses. This approach would be a satisfactory solution because it would give administration leadership an opportunity to develop their own plan of delivery for addressing the needs of CTAE teachers at ABC College and Career Academy regarding integrating writing in their classrooms to help increase students' writing abilities (see Patton, 2002). I could have also developed an online PD training rather than face-to-face to better accommodate teachers' schedules and travel.

Scholarship, Project Development, and Leadership and Change

Scholarship

My doctoral journey of conducting a project study and planning a PD training has been challenging, but it has taught me what it means to be a scholar. As a novice researcher, I have learned valuable skills. First, I learned the importance of time management and the value of conducting scholarly research. Completing a doctoral

project can be tedious and time consuming, and life's obstacles can interfere, so it was important that I stayed aware of the processes involved with completing the project and scheduled time to meet my deadlines and goals. I also learned the importance of searching for timely peer-reviewed articles and how the research of others could help me to solve an educational problem in my local community (see Patton, 2002). All these skills helped me as a scholar to understand a problem, identify a solution to the problem, and take action by developing a PD training to give knowledge to teachers to help them build students' writing skills (see Žydžiūnaitė, 2018).

Project Development

In addition, I learned how to conduct a basic qualitative study and use the findings to develop a project in the form of a 3-day PD training. I learned how to identify a problem, how to collect qualitative data and to conduct scholarly research to help solve the problem, and how to analyze the data from the research to compile findings to address the problem with the development of a PD. Moreover, I learned how to conduct semistructured interviews, identify codes and themes using data, scholarly write findings, and plan, organize, and evaluate a 3-day PD training. That process was tedious but rewarding because I went from being a practitioner to becoming a researcher and project developer, and project development in the form of a PD is a vital part in creating positive social change in education (see Fountas & Pinnell, 2020; Hunzicker, 2017).

Leadership and Change

More importantly, while completing this project, I have learned that I can manage and overcome different problems as a student and as an educator. My levels of empathy

towards my students and colleagues and my drive to succeed and make a difference within my life and profession as a lifelong learner and leader have significantly increased. Completing this project study, specifically developing the 3-day PD training, has taught me that I am capable of being a leader and a change agent in education. I more fully understand the importance of teachers like myself being educational leaders who promote positive social change in their classrooms and local community to better help meet the needs of students (see Fountas & Pinnell, 2020).

Reflection on Self as a Scholar

The problem was that CTAE teachers at ABC College and Career Academy were required by the CCSPS to integrate writing into their courses, but 60% of teachers did not comply with that requirement. The purpose of this study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing into their courses, and their needs for integrating writing into their courses. I have grown as a scholar through conducting research and analyzing data for this project study. Many researchers have studied teachers integrating writing into their courses, but few have studied CTAE teachers. Interviewing CTAE teachers for this study helped me to identify that some CTAE teachers were not aware that they were required by the CCSPS to integrate writing into their courses. While some CTAE teachers were attempting to try to integrate writing into their courses, they were not using effective teaching and assessment strategies due to challenges, including lack of resources. Now, through my study and development of a 3-day PD training,

administration leadership can address the problem by helping teachers effectively

integrate writing into their courses to better increase students' writing skills.

Reflection on Self as a Practitioner

This doctoral study project experience was challenging. However, I have gained

valuable skills through completing it that will make me a higher quality teacher. I learned

the skills of a researcher necessary to conduct a qualitative study. I learned how to collect

data, to analyze data, to complete a review of the literature, and to develop a PD training.

This study has encouraged me to gain new these new skills that will improve my own

future practices as a practitioner.

Lastly, as a practitioner, I learned that I have more strength and determination

than I ever realized. Many obstacles occurred during my journey to complete this project

study, but I persevered. I did not quit my program because my goal was to further my

education so that I could one day make a positive social change in education within my

local community. At the beginning of this journey, I set out to better myself as a

practitioner to improve the education of students, and I know through this project study

experience I have accomplished that.

Reflection on Self as a Project Developer

Collecting data through CTAE teacher interviews, analyzing the data to determine

the findings, and doing a review of the literature helped me to develop a 3-day PD

training to address the problem. In developing the PD training, as a project developer, I

have learned how to plan, organize, deliver, and evaluate PD, which are imperative skills.

Through my experience, I was able to learn how to plan a training schedule, organize the

instruction and delivery of knowledge to teachers, and select and put together an

evaluation of a PD training. PD training development is now something that I would like

to focus on in education in the future. Being able to provide support and training to

teachers is now going to be a goal in my career because I can help enhance teachers'

instructional practices in the classroom that will better students' education.

<div align="center">**Reflection on the Importance of the Work**</div>

This study was unique because it addressed an underexplored population of

CTAE teachers and their needs for integrating writing into their courses. Teachers can

help students be successful in their postsecondary education and in the workplace by

integrating skills students will need in the future such as writing. The study findings were

important because they led to the development of a 3-day PD training that could help

improve CTAE teachers' instructional practices of integrating writing into their courses

to improve students' writing abilities along with better preparing students for

postsecondary and career success. Furthermore, this study contributes to an under

researched area regarding CTAE teachers and their integration of writing into their

courses to help increase students' writing abilities.

This study can create positive social change by influencing administration

leadership at ABC College and Career Academy and to take an opportunity to use the

results of the study to make better informed decisions when planning for future PD

opportunities. Moreover, this study may create greater positive social change by

influencing CTAE administration and teachers at the study state level to help teachers

meet the requirement of the CCSPS to integrate writing into their classrooms to help students be more productive citizens in their local communities.

Implications, Applications, and Directions for Future Research

Implications

In this study, I explored the needs of CTAE teachers at ABC College and Career Academy regarding integrating writing into their courses. Three themes emerged through the findings of the study, which included a need for PD entailing teaching and assessment strategies for CTAE teachers and the integration of writing into their classrooms. This led me to develop a 3-day PD training for CTAE teachers. The potential positive social change includes that CTAE teachers at ABC College and Career Academy improve the integration of writing into their courses helping students to increase their writing abilities, thus helping students become more successful members of their community in postsecondary education and the in workforce.

Applications

The purpose of the 3-day PD is to help CTAE teachers learn instructional strategies to effectively integrate wiring into their courses. A recommendation to administration will be given for CTAE teachers to have a PD training regarding integrating writing into their courses. This training will be done during the daily PD trainings, enabling CTAE teachers with teaching and assessment strategies they can immediately use to integrate writing in their classrooms and providing teachers support for the challenges that teachers might encounter regarding integrating writing into their courses. During each of the 3 days of PD training, teachers will participate in several

activities, including discussion, lesson planning, individual and collaborative activities, and a training evaluation. At the conclusion of the PD training, teachers will have gained knowledge and experience implementing effective instructional strategies for integrating writing into their courses.

Directions for Future Research

If I were to conduct this study again, I would also interview CTAE teachers at other institutions regarding integrating writing into their courses. I was unable to compare the findings of CTAE teachers at ABC College and Career Academy with CTAE teachers at other institutions because of time allotted to conduct the study and the distant location of other college and career academies. In a future study, having a larger CTAE teacher participant sample size and including teachers from other institutions could provide further insight into the needs of CTAE teachers regarding integrating writing into their courses and be applicable to a larger audience. In addition, if I were to conduct the study again, I would collect data using a focus group instead of through individual interviews. A focus group would allow teacher participants to share and interact enhancing the quality of data collected and the study findings.

<div align="center">

Conclusion

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The purpose of this study was to explore how CTAE teachers at ABC College and Career Academy integrated writing into their courses, their challenges regarding integrating writing, and their needs for integrating writing. This was an important issue because teachers' instructional practices of integrating writing into their courses can improve students' writing abilities and better prepare students for postsecondary

education and career success. The findings from this project study revealed the perceptions CTAE teachers at ABC College and Career Academy had regarding integrating writing into their courses. Thus, to help resolve the problem that teachers at ABC College and Career Academy were having integrating writing, I developed a 3-day PD training helping to better close the gap in practice that the majority of CTAE teachers at ABC College and Career Academy were not helping their students be successful in writing. I was able to address teachers' needs for teaching and assessment strategies regarding integrating writing in their classrooms and the challenges teachers might encounter when integrating writing into their courses.

For various reasons some CTAE teachers did not effectively integrate writing into their courses, but this study revealed teachers' perceptions about integrating writing, which showed that teachers were not using effective teaching and assessment strategies in their classroom and that teachers were experiencing challenges regarding integrating writing into their courses. Thus, I developed a 3-day PD training for CTAE teachers at ABC College and Career Academy to help teachers with instructional strategies regarding the integration of writing into their courses. Because of the PD training that I developed, CTAE teachers will be more equipped and able to improve their instructional practices with the integration of writing into their courses, and they will have an opportunity to enhance the writing skills of their students helping to make their students more productive in their local community by better preparing them for postsecondary education and in the workforce.

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Appendix A: The Project

Purpose

The 3-day PD training addresses the perceptions of CTAE teachers regarding integrating writing into their courses that were gathered during data collection of a study. The title of the PD training is *CTAE Teachers' Integration of Writing*. The purpose of the PD training is to improve CTAE teachers' integration of writing in their classrooms.

Goals

The two goals of the 3-day PD training are (a) to enable CTAE teachers with instructional strategies that they can use to integrate writing in their classrooms and (b) to provide support for the challenges that teachers might encounter regarding integrating writing into their courses.

The 3-day PD training schedule for CTAE Teachers at ABC College and Career Academy for integrating writing into their courses is presented. In addition, an outline for each day along with PowerPoint presentations and trainer notes are provided.

Learning Outcomes

The learning outcomes of the 3-day PD training are (a) teachers are learning teaching and assessment strategies that will help teachers effectively integrate writing in their classrooms and (b) teachers feel that they have support for the challenges that teachers might encounter regarding integrating writing into their courses.

Target Audience

The target audience of the 3-day PD training is CTAE teachers currently teaching at ABC College and Career Academy. These teachers contributed to the data collected in the study, so they will immediately benefit from the PD training.

Components

The 3-day PD training will be conducted face-to-face each day at ABC College and Career Academy. I will teach the 3-day PD training because I have a background in literacy education and experience with integrating writing into the courses I have taught. First, I will provide teachers with an overview of CCSPS and its expectations for WAC. Then, I will address concerns teachers have concerning integrating writing into their courses. Next, I will offer teaching and assessment strategies that CTAE teachers can use to effectively integrate writing in their classrooms. Throughout my instruction, I will facilitate discussions and activities to guide teachers with implementing effective teaching and assessment strategies for integrating writing in their classrooms. Each day will end with a debriefing of teachers to assess their learning.

Timeline

The PD training will consist of 3 days of training lasting 8 hours each day. Each day will begin with teachers signing in for attendance and sitting with their assigned groups. As the presenter, each day I will provide an overview of the day's agenda and begin to facilitate the instruction of integrating writing as well as wrap-up each day with a summarization of relevant key points. Teachers will be provided time in between instruction for discussion and activities. Time will also be allotted for continental

breakfast, two 15-minute breaks, and 1 hour for lunch. The three 8-hour days will total 24 hours of PD training time for teachers.

Activities

During each of the 3 days of PD training, teachers will participate in several activities including discussion, lesson planning, individual and collaborative activities, and a summative evaluation of the PD at the conclusion of the PD training on day 3.

Module Formats

To help organize and deliver instruction to teachers, each of the 3 days of PD training will be divided into modules divided by distinct topics. These modules are designed to better link learning goals, teaching and learning strategies, learning outcomes, and evaluation (Donnelly & Fitzmaurice, 2005).

Materials

I will use slideshow presentations to assist with the instruction of integrating writing as I cover the topics of each module daily. A copy of the slideshows will be given to teachers for notetaking and as a resource to refer to in the future. The PowerPoint slides to be used are provided in Appendix A. Teachers will also be provided a lesson plan template and sample rubric to use when planning for the three lessons that they will be asked to develop during the 3-day PD training. Copies of both handouts are provided in Appendix A. Each day of the PD training I will also provide teachers with items to complete activities: poster markers, poster paper, sticky notes, and ink pens. Teachers will be asked to bring their charged iPad with charger and course standards for the discipline that they teach each day of training.

Implementation Plan

A proposed timeline and outline of the 3-day PD training schedule and topics to be covered will be presented to the ABC College and Career Academy administrator. Once it is approved, the 3-day PD training will be implemented during the school year on three consecutive Saturdays. The benefit of having the PD training during the school year is teachers will be able to complete the PD training tasks during the week and apply the teaching and assessment strategies for integrating writing that they learned immediately with their students. The PD trainings will be conducted in the presentation room at ABC College and Career Academy that will provide resources needed during each of the three PD training days: computer, projector and screen, and tables and chairs.

Evaluation Plan

A summative evaluation will be given to teachers at the conclusion of the three PD training days in the form of a Likert scale and open-ended questionnaire. The summative evaluation will require teachers to reflect on their PD training experience. I along with the administrator, of ABC College and Career Academy, will be able to use the evaluation to assess if the goals of the PD training were met and the overall success of the PD training. A copy of the evaluation is provided.

PD Training – Day 1

Modules 1-3

Time	Activity	Method
8:00 a.m. – 8:30 a.m.	Teacher sign-in, pick up PD materials including assignment to groups, and continental breakfast	Sign-in; materials, and group assignments are located on table at the entry; tables are numbered for group seating; and continental breakfast is complimentary
8:30 a.m. – 8:40 a.m.	Welcome and introduction	Welcome and introduction of trainer presented by administration leadership using slideshow (slides 1-2)
8:40 a.m. – 8:50 a.m.	Agenda and 3-Day overview – goals and learning outcomes	Agenda and 3-Day overview presented by trainer using slideshow (slides 3-4)
8:50 a.m. – 9:10 a.m.	Icebreaker – why and when do we write?	Icebreaker activity done in groups by teachers to brainstorm and make a T-chart using poster paper and markers; teachers will share as a whole; and trainer will model and facilitate using slideshow (slide 5)
9:10 a.m. – 9:45 a.m.	Module 1: what is writing integration? why is writing integration necessary?	Presented by trainer using slideshow (slides 6-8)

9:45 a.m. – 10:30 a.m.	Idea mapping – what are your writing experiences?	Idea map activity done in groups by teachers creating a word web using poster paper, and markers; teachers will share as a whole; and trainer will model and facilitate using slideshow (slide 9)
10:30 a.m. – 10:45 a.m.	15-minute break	Teacher restroom break (slide 10)
10:45 a.m. – 11:45 a.m.	Module 2: how do teachers feel about integrating writing? why should teachers avoid negative perceptions about writing? what are challenges to integrating writing? how do teachers get students motivated about writing?	Presented by trainer using slideshow (slides 11-14)
11:45 a.m. – 12:00 p.m.	Think-pair-share will anchor the participants' learning – what have you learned?	Think-pair-share activity done by teachers discussing and placing sticky notes on poster paper listing one thing that they have learned from the PD this morning (slide 15)
12:00 p.m. – 1:00 p.m.	Lunch	Teacher lunch time on your own (slide 16)
1:00 p.m. – 2:00 p.m.	Module 3: what are effective teaching and assessment strategies for integrating writing in the classroom?	Presented by trainer using slideshow (slides 17-18)
2:00 p.m. – 2:15 p.m.	15-minute break	Teacher restroom break (slide 10)

2:15 p.m. – 2:45 p.m.	Module 3: what are effective teaching and assessment strategies for integrating writing in the classroom? (continued)	Presented by trainer using slideshow (slide 19)
2:45 p.m. – 3:45 p.m.	Lesson planning – integrating writing into your courses	Lesson planning done by individual teachers using lesson plan template, sample rubric, and course standards; teachers will collaborate in groups; and trainer will model and facilitate using slideshow (slide 20)
3:45 p.m. – 4:00 p.m.	Summary of Day 1 key points	Presented by trainer using slideshow (slide 21)

PD Training – Day 2

Module 4

Time	Activity	Method
8:00 a.m. – 8:30 a.m.	Teacher sign-in, pick up PD materials including re-assignment to groups, and continental breakfast	Sign-in; materials, and group assignments are located on table at the entry; tables are numbered for group seating; and continental breakfast is complimentary
8:30 a.m. – 8:45 a.m.	Agenda, 3-day overview, and recap of day 1	Agenda, 3-day overview, and recap of day 1 presented by trainer using slideshow (slides 22-24)
8:45 a.m. – 9:45 a.m.	Lesson plan implementation – what was successful? what can be done differently?	Teachers discuss implementation of a lesson integrating writing; teachers will share as a whole; and trainer will facilitate using slideshow (slide 25)
9:45 a.m. – 10:30 a.m.	Module 4: What are effective teaching and assessment strategies for integrating writing in the classroom?	Presented by trainer using slideshow (slides 26-27)
10:30 a.m. – 10:45 a.m.	15-minute break	Teacher restroom break (slide 10)
10:45 a.m. – 11:45 a.m.	Module 4: What are effective teaching and assessment strategies for integrating writing in the classroom? (continued)	Presented by trainer using slideshow (slide 28)

11:45 a.m. – 12:00 p.m.	Think-pair-share will anchor the participants' learning – what have you learned?	Think-pair-share activity done by teachers discussing and placing sticky notes on poster paper listing one thing that they have learned from the PD this morning (slide 15)
12:00 p.m. – 1:00 p.m.	Lunch	Teacher lunch time on your own (slide 16)
1:00 p.m. – 1:30 p.m.	Kahoot – days 1 and 2 review	Teachers will complete a Kahoot using their iPads to review days 1 and 2 (slide 29)
1:30 p.m. – 2:30 p.m.	Lesson planning – integrating writing into your courses	Lesson planning done by individual teachers using lesson plan template, sample rubric, and course standards; teachers will collaborate in groups; and trainer will model and facilitate using slideshow (slide 30)
2:30 p.m. – 2:45 p.m.	15-minute break	Teacher restroom break (slide 10)
2:45 p.m. – 3:45 p.m.	Lesson planning – integrating writing into your courses (continued)	Lesson planning done by individual teachers using lesson plan template, sample rubric, and course standards; teachers will collaborate in groups; and trainer will model and facilitate using slideshow (slide 30)
3:45 p.m. – 4:00 p.m.	Summary of Days 1 and 2 PD instructional strategies	Presented by trainer using slideshow (slide 31)

PD Training – Day 3

Module 5

Time	Activity	Method
8:00 a.m. – 8:30 a.m.	Teacher sign-in, pick up PD materials including re-assignment to groups, and continental breakfast	Sign-in; materials, and group assignments are located on table at the entry; tables are numbered for group seating; and continental breakfast is complimentary
8:30 a.m. – 8:45 a.m.	Agenda, 3-day overview, and recap of day 2	Agenda, 3-day overview, and recap of day 2 presented by trainer using slideshow (slides 32-34)
8:45 a.m. – 9:45 a.m.	Lesson plan implementation – what was successful? what can be done differently?	Teachers discuss implementation of a lesson integrating writing; teachers will share as a whole; and trainer will facilitate using slideshow (slide 25)
9:45 a.m. – 10:30 a.m.	Module 5: What are effective teaching and assessment strategies for integrating writing in the classroom?	Presented by trainer using slideshow (slides 35-36)
10:30 a.m. – 10:45 a.m.	15-minute break	Teacher restroom break (slide 10)
10:45 a.m. – 11:45 a.m.	Module 5: What are effective teaching and assessment strategies for integrating writing in the classroom? (continued)	Presented by trainer using slideshow (slide 37)

11:45 a.m. – 12:00 p.m.	Think-pair-share will anchor the participants' learning – what have you learned?	Think-pair-share activity done by teachers discussing and placing sticky notes on poster paper listing one thing that they have learned from the PD this morning (slide 15)
12:00 p.m. – 1:00 p.m.	Lunch	Teacher lunch time on your own (slide 16)
1:00 p.m. – 1:30 p.m.	Kahoot – days 1, 2, and 3 review	Teachers will complete a Kahoot using their iPads to review days 1, 2, and 3 (Slide 29)
1:30 p.m. – 2:30 p.m.	Lesson planning – integrating writing into your courses	Lesson planning done by individual teachers using lesson plan template, sample rubric, and course standards; teachers will collaborate in groups; and trainer will model and facilitate using slideshow (slide 30)
2:30 p.m. – 2:45 p.m.	15-minute break	Teacher restroom break (slide 10)
2:45 p.m. – 3:30 p.m.	Lesson planning – integrating writing into your courses (continued)	Lesson planning done by individual teachers using lesson plan template, sample rubric, and course standards; teachers will collaborate in groups; and trainer will model and facilitate using slideshow (slide 38)
3:30 p.m. – 3:45 p.m.	Summary of the 3-day PD instructional strategies, goals, and learning outcomes	Presented by trainer using slideshow (slide 39)

3:45 p.m. – 4:00 p.m.	Summative Evaluation	Teachers will complete a Google Form summative evaluation of 3-day PD training using their iPads

CTAE Teachers' Integration of Writing

Professional Development Training
Day 1

1

Caryn L. Brown

PD Trainer

Over 20 years of Teaching Experience:
Middle School
High school
Postsecondary

Knowledge and Degrees:
Communications
Literacy Education
Adult Education - College Teaching and Learning

Organizations:
National Writing Project, Fellow and Presenter
National Council of Teachers of English

2

Agenda

Welcome and Introduction of Trainer

3-Day Overview

Modules 1-3: PD Training and Activities

3

3-Day Overview

Goals:

1. To enable CTAE teachers with instructional strategies that they can use to integrate writing in their classrooms.
2. To provide support for the challenges that teachers might encounter regarding integrating writing into their courses.

Learning Outcomes:

1. Teachers are implementing teaching and assessment strategies that effectively integrate writing in their classrooms.
2. Teachers feel that they have support for the challenges that teachers might encounter regarding integrating writing into their courses.

4

Group Activity: Teachers will discuss and complete the T-chart using poster markers and chart paper.

What is writing integration?

Writing Integration involves teachers providing writing instruction in the courses that they teach, no matter the discipline they teach.

7

A student's ability to write is an important factor to their success in school and life, so in order to help students be successful, teachers must be able to integrate common core standards such as writing into their courses. Writing integration applies to all teachers including CTAE teachers as a requirement of the Common Core State Performance Standards.

Why is writing integration necessary?

- To meet the Common Core State Performance Standards requirement that places a strong emphasis on students writing across the curriculum to promote lifelong writing achievement.

- To help students prepare for postsecondary education and the workforce by helping students build basic employability skills.

8

Writing Across the Curriculum (WAC):

- It is an initiative that suggests incorporating the teaching of the writing process in courses other than English language arts or traditional writing courses to improve students' writing abilities to prepare students for postsecondary education and career.
- It began in the 1970s, and it is an initiative that suggests incorporating the teaching of the writing process in courses other than English language arts or traditional writing courses to improve students' writing.
- It is often grouped with Writing in the Discipline (WID), which integrates writing into a course to teach a topic to benefit students' learning as well as their writing skills.

To Help Students:

- Students' writing skills are often lacking when teachers do not use effective instructional strategies.

Idea Web

Group Activity

Writing Experiences

1. What memories do you have of writing in school?

2. How did teachers use writing in their classrooms?

3. How competent (about writing) did your teachers make you feel?

4. As a child, what value did you see in writing?

5. How did your family use writing, and what messages did they send about its value?

6. How did your classmates view writing?

7. How did you use writing in your relationships with peers?

9

Idea Web: Teachers will work in groups to discuss and create an idea web based on their personal writing experiences. Their responses will be used to help make key points in Module 2 and be referred to later in the PD as a teaching strategy.

15-Minute Break

15:00

10

- How do teachers feel about integrating writing?

- Why should teachers avoid negative perceptions about writing?

- What are challenges to integrating writing and how do teachers get students motivated about writing?

Module
2

11

- **Lack of Training:** Teachers feel underprepared to teach writing because they did not receive training during pre-service or in-service to teach writing.

- **Lack of Time:** Teachers believe teaching writing interferes with time to teach the subject matter of the discipline that they teach.

- **Lack of Willingness:** Teachers view themselves as specialists in the discipline that they teach and not as writing instructors. Teachers believe it is not their responsibility to teach writing, and instead it is the job of the English language arts teacher.

- **Lack of Resources:** Teachers are not aware of or do not know how to use effective instructional strategies to integrate writing into the courses that they teach.

Why should teachers avoid negative perceptions about writing?

A teacher's level of value about writing can have a direct effect on how students learn to experience writing.

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Teachers' Value About Writing:
- If students perceive that an instructor does not value writing, students can miss an opportunity to experience the value of building their writing skills.
- If teachers do not devote time to teaching writing as a skill for the curriculum they are teaching, then students will not consider it important.

What are challenges to integrating writing?

How do teachers get students motivated about writing?

Students not having their writing prepared to submit.

Students being unwilling to share their writing in a group or peer assessment setting.

Students not believing that writing is an important skill.

14

How to Motivate Students:

- Teachers should express to students the importance of completing writing tasks to help improve their writing skills.
- Teachers should create a comfortable environment in which students feel at ease sharing their writing and giving feedback about others' writing because some students feel anxiety when sharing their writing with others.
- Teachers need to understand their attitudes and their personal writing experiences about writing to overcome any possible negative attitudes about writing which may transfer onto students.
- Teachers need to be able to express to their students that writing is an essential part of how we communicate and connect with each other, and that writing is a highly valued skill in postsecondary education and the workforce.
- Teachers can participate in a PD training to help improve their knowledge and understanding of how they can best support students' writing abilities.

Think-Pair-Share

Group Activity

Think:

Individually, quietly think about what you have learned this morning.

Pair:

In your group, discuss what each of you have learned this morning.

Share:

Individually, write down on a sticky note and share on the Learning Board one or two things that you have learned this morning.

15

Think-Pair-Share: Teachers will individually reflect then discuss in groups what they learned this morning, and teachers will post one or two things that they learned on the Learning Board. The Learning Board is a sheet of poster paper labeled Learning Board and teachers will use a pen and sticky notes to record their responses to be placed on the board before leaving for the lunch break. Their responses will be referred to later in the PD as a teaching strategy.

Lunch - 1 Hour

16

- **What are effective teaching and assessment strategies for integrating writing in the classroom?**

Module 3

17

The Writing Process

Graphic Organizers

Writing To Learn (WTL)

Teaching Strategies

18

The Writing Process: Teachers should have students brainstorming, drafting, revising, proofreading, and publishing/sharing their writing. The trainer will spend time providing instruction to teachers on the writing process.

Graphic Organizers: It is a visual display that shows the connection between ideas such as a T-chart, idea web, cause and effect map, Venn diagram, and sequence chart. The trainer will spend time providing instruction to teachers on graphic organizers.

Writing to Learn (WTL): Its aim is to have students acquire new knowledge while practicing their writing skills rather than having their knowledge evaluated. These writing assignments also require little feedback from the teacher. Some WTL tasks include in-class responses to prompts, reflections, summaries, forum discussions, definitions, and descriptions. The trainer will spend time providing instruction to teachers on writing to learn (WTL).
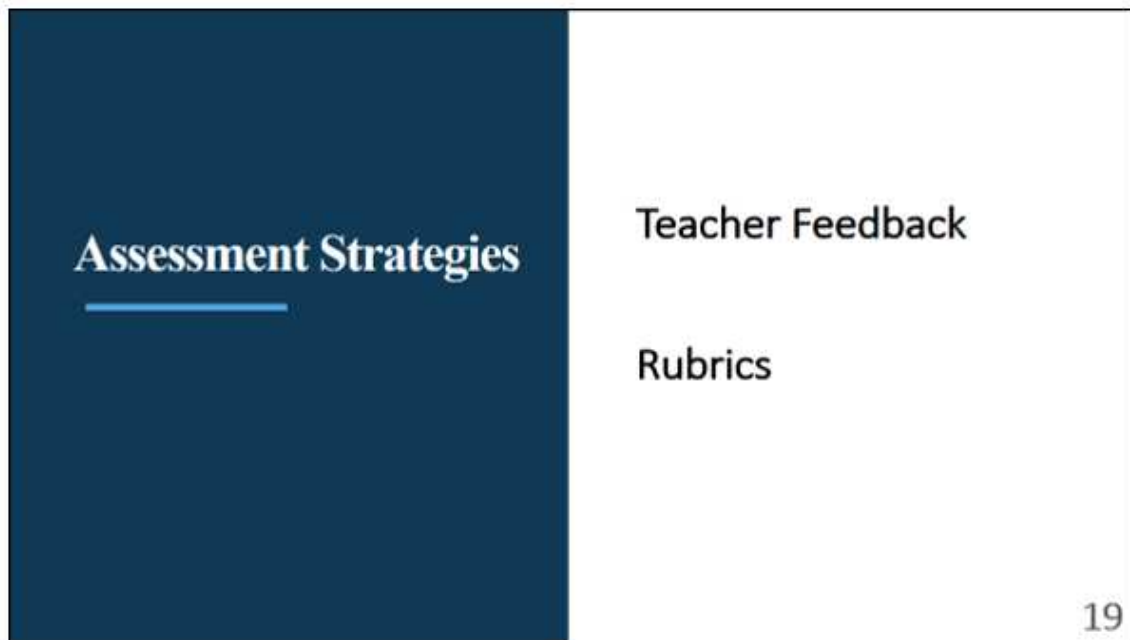
Assessment Strategies

Teacher Feedback

Rubrics

19

Teacher Feedback: Teacher feedback is critical to motivate students about their writing by setting writing expectations and requirements for writing assignments. It should address students' writing skills and not only content. Teacher feedback can be written, and it should be constructive. The trainer will spend time providing instruction to teachers on providing written teacher feedback.

Rubrics: It should be used to inform students what and how writing skills will be assessed. It establishes the grading parameters for both teachers and students when assessing students' writing skills.
• Based on the writing process. Focused on grammar, punctuation, and sentence structure.
The trainer will spend time providing instruction to teachers on using rubrics to assess writing. The trainer will refer teachers to the sample rubric.

Lesson Planning: Teachers will be given time to use their course standards and develop a lesson that integrates writing into the course that they teach. The lesson must be implemented in their classroom during the upcoming week. Teachers will be required to choose a teaching strategy discussed during the Day 1 PD training and utilize a rubric to assess students' writing. Teachers will need to reflect on the lesson after it has been implemented and be prepared to discuss the following in their groups during Day 2 of the PD training:

1. **What did you do and how?**
   - Teaching Strategy
   - Assessment Strategy (Rubric)

2. **What was successful?**
   - For the you – the teacher
   - For the students – the writers

3. **What can be done differently?**

**Day 1
Key Points**

1. What is writing integration?

2. Why is writing integration necessary?

3. How do teachers feel about integrating writing?

4. Why should teachers avoid negative perceptions about writing?

5. How do teachers get students motivated about writing?

6. What are some effective teaching and assessment strategies for integrating writing in the classroom?

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*CTAE Teachers'
Integration of Writing*

Professional Development Training
Day 2

22

Agenda

Review of Goals and Learning Outcomes

Recap of PD Training – Day 1

Modules 4-6: PD Training and Activities

23

Recap of Day 1

1. What is integrating writing?

2. Why is integrating writing necessary?

3. How do teachers feel about integrating writing

4. Why should teachers avoid negative perceptions about writing?

5. How do teachers get students motivated about writing?

6. What are some effective teaching and assessment strategies for integrating writing in the classroom?

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Lesson Plan Implementation Day 2: Teachers were given time during Day 1 PD training to use their course standards and develop a lesson that integrated writing into the course that they teach. The lesson was to be implemented in their classroom during the previous week. Teachers were required to choose a teaching strategy discussed during the Day 1 PD training and utilize a rubric to assess students' writing. Teachers were asked to reflect on the lesson after it had been implemented and be prepared to discuss it in their groups during Day 2 of the PD training.

Lesson Plan Implementation Day 3: Teachers were given time during Day 2 PD training to use their course standards and develop a lesson that integrated writing into the course that they teach. The lesson was to be implemented in their classroom during the previous week. Teachers were required to choose a teaching strategy discussed during the Day 2 PD training and utilize a rubric to assess students' writing. Teachers were asked to reflect on the lesson after it had been implemented and be prepared to discuss it in their groups during Day 3 of the PD training.

What are effective teaching and assessment strategies for integrating writing in the classroom?

Module 4

26

This will be a continuation of providing instruction to teachers regarding effective teaching and assessment strategies for integrating writing.

Teaching Strategies

Group Writing

Digital Tools

27

Group Writing: Students should be assigned in small diverse groups based on academic ability, given a situation to discuss, and expected to write an approach to solving a problem as a group. This provides students with an opportunity to work collaboratively on their writing skills. The trainer will spend time providing instruction to teachers on using writing groups.

Digital Tools: Today's generation of students' writing has shifted significantly to digital literacy by means of text messaging, online communication, and video production. Therefore, teachers need to try and include opportunities for students to write using a digital platform while helping to build students' writing abilities. Teachers should have students write on a topic and share ideas utilizing online discussion boards, a blog such as Weebly, write a video script based on subject-matter discussed in class utilizing online software such as Adobe Spark, take notes using a digital notetaking system such as Sticky Notes, or complete prewriting using a prewriting app such as Popplet or Bubbl.us. The trainer will spend time providing instruction to teachers on using digital tools.

Assessment Strategies

Teacher Feedback

Peer Feedback

Rubrics

28

Teacher Feedback: Teacher feedback is critical to motivate students about their writing by setting writing expectations and requirements for writing assignments. It should address students' writing skills and not only content. Teacher feedback can be oral, and it should be constructive. The trainer will spend time providing instruction to teachers on providing oral teacher feedback.

Peer Feedback: It can be written and oral. Students critique each other's writing based on the writing process as well as content of the subject matter. This peer assessment provides students with an opportunity to practice their writing and discuss the processes of their writing during oral and written feedback to their peers. The teacher should observe students' progress while students work in their groups, provide students assistance, and redirect the groups as needed. Then, at the conclusion of the students' group writing, the teacher would hold a group conference to give constructive feedback and tell students positives and what areas need to be improved in the group's writing. The trainer will spend time providing instruction to teachers on using peer feedback.

Rubrics: It should be used to inform students what and how writing skills will be assessed. It establishes the grading parameters for both teachers and students when assessing students' writing skills.
- Based on the writing process. Focused on grammar, punctuation, and sentence structure.

The trainer will spend additional time providing instruction to teachers on using rubrics to assess writing. The trainer will refer teachers to the sample rubric.

Kahoot Day 2: Teachers will complete a Kahoot using their iPads to review Days 1 and 2 of PD training.

Kahoot Day 3: Teachers will complete a Kahoot using their iPads to review Days 1, 2 , and 3 of PD training.

1.   **What did you do and how?**
- Teaching Strategy
- Assessment Strategy (Rubric)

2.   **What was successful?**
- For the you – the teacher
- For the students – the writers

3.   **What can be done differently?**

Instructional Strategies

Days 1 and 2

What are effective teaching and assessment strategies for integrating writing in the classroom?

Teaching Strategies
The Writing Process
Graphic Organizers
Writing to Learn (WTL)
Group Writing
Digital Tools

Assessment Strategies
Teacher Feedback (Written and Oral)
Rubrics
Peer Feedback

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CTAE Teachers' Integration of Writing

Professional Development Training
Day 3

32

Agenda

Review of Goals and Learning Outcomes

Recap of PD Training – Day 2

Module 4: PD Training and Activities

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Recap of Days 1 and 2

Instructional Strategies

Remember!

What are effective teaching and assessment strategies for integrating writing in the classroom?

<u>Teaching Strategies</u>
The Writing Process
Graphic Organizers
Writing to Learn (WTL)
Group Writing
Digital Tools

<u>Assessment Strategies</u>
Teacher Feedback (Written and Oral)
Rubrics
Peer Feedback

34

- **What are effective teaching and assessment strategies for integrating writing in the classroom?**

Module 5

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This will be a continuation of providing instruction to teachers regarding effective teaching and assessment strategies for integrating writing.

Positive Self-Talk: Teachers encourage students to use positive self-talk while writing to assist with motivation while writing. Positive self-talk is a conversation one has with himself to generate good feelings about himself and what he is doing. For example, students can comment aloud to themselves as they successfully complete a particular writing requirement. Example – "This paragraph has a topic sentence and three supporting sentences…Good job!" The trainer will spend time providing instruction to teachers on using positive self-talk.

The Rocket: The rocket can be divided into a particular number of parts according to what the teacher requires for the student. For example, the rocket can be divided into the steps of the writing process or sections might need to be filled with course content vocabulary, grammar, and punctuation goals. The trainer will spend time providing instruction to teachers on using the rocket.

Authentic Reasons: Its aim is to help students find more value in their writing. Examples of authentic writing include thank-you notes to guest speakers, writing for the class newsletter, and keeping a journal. The trainer will spend time providing instruction to teachers on using authentic reasons.

Teacher Examples: One way to encourage students to write is for teachers to share their writing with students. This can be done by teachers participating in their class's online discussions, keeping and sharing a gratitude journal for their class, and designing a class website. The trainer will spend time providing instruction to teachers on using teacher examples.

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Assessment Strategies

The Rocket

Rubrics

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The Rocket: It can be used by teachers during individual teacher-student conferences. The rocket could serve as an engaging informal conference tool for writing assessment to check if students met writing requirements. It can also be divided into sections that include the positive comments a student received during peer feedback. The trainer will spend time providing instruction to teachers on using the rocket.

Rubrics: It should be used to inform students what and how writing skills will be assessed. It establishes the grading parameters for both teachers and students when assessing students' writing skills.
- Based on the writing process. Focused on grammar, punctuation, and sentence structure.

The trainer will spend additional time providing instruction to teachers on using rubrics to assess writing. The trainer will refer teachers to the sample rubric.

Lesson Planning
Individual and Group Activity

Resources:
Lesson Plan Template
Sample Rubric

Instructions:

Individually – Plan a lesson integrating writing that you can implement next week in your classroom with your students.

- What strategy will you use?
- How will you use a rubric to assess student writing?

In Groups – Share your ideas and provide feedback to your group members.

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Lesson Planning: Teachers will be given time to use their course standards and develop a lesson that integrates writing into the course that they teach. The lesson must be implemented in their classroom during the upcoming weeks. Teachers will be required to choose a teaching strategy discussed during the Day 3 PD training and assess students' writing using an assessment strategy other than a rubric. Teachers will need to reflect on the lesson after it has been implemented and be prepared to discuss the following in their groups during a future Professional Learning Community (PLC) at work:

1. **What did you do and how?**
    - Teaching Strategy
    - Assessment Strategy (Rubric)

2. **What was successful?**
    - For the you – the teacher
    - For the students – the writers

3. **What can be done differently?**

Instructional Strategies

Days 1, 2, and 3

What are effective teaching and assessment strategies for integrating writing in the classroom?

Teaching Strategies
- The Writing Process
- Graphic Organizers
- Writing to Learn (WTL)
- Group Writing
- Digital Tools
- Positive Self-Talk
- Authentic Reasons
- Teacher Examples

Assessment Strategies
- Teacher Feedback (Written and Oral)
- Rubrics
- Peer Feedback
- The Rocket

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Professional Development Training Evaluation

Please, complete and return this evaluation before you leave today. Your evaluation is required to receive your certificate of participation. Your evaluation will also help the trainer with planning future professional development trainings.

1. You have gained knowledge that will help you effectively integrate writing into your courses.

   ⬭   ⬭   ⬭   ⬭   ⬭

   Strongly Disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

2. You have received support to help you with the challenges you might encounter regarding integrating writing into your courses.

   ⬭   ⬭   ⬭   ⬭   ⬭

   Strongly Disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

3. Provide at least one example of new knowledge that you have gained regarding integrating writing that was covered during this professional development training.

4. Provide at least one example of how you will apply knowledge gained from this professional development into your courses.

5. What aspects of this professional development training did you find most beneficial?

6. As a result of this professional development training, describe your ability to integrate writing effectively into your courses.

7. Please, provide any additional comments to help improve this professional development training on integrating writing.

Sample Rubric

	Above Average	Average	Needs Improvement	Below Average
Overall Content				
Organization and Structure				
Tone and Sentence Structure				
Word Choice/Vocabulary				
Grammar and Spelling				
Style Rules and Formatting				

Sample Lesson Plan

Title of Lesson:
What is the title/topic of the lesson?

Course Standards:
What are the course standards being taught during this lesson?

Objectives:
What should students be able to do at the end of the lesson to demonstrate proficiency in the course standards?

Teaching Strategy and Materials:
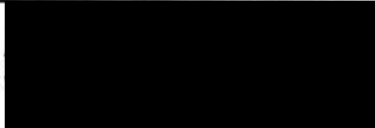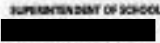How will the teacher teach the course standards integrating writing?

- Teacher will…

- Students will…

Assessment Strategy and Materials:
How will students' learning of the course standards be assess along with their writing skills?

Appendix B: Letter of Cooperation

Providing students an education which promotes excellence, good citizenship, and a love of learning

SUPERINTENDENT OF SCHOOLS   MEMBERS, BOARD OF EDUCATION

May 17, 2021

Dear Caryn Brown:

Based on my review of your Informed Consent Form and Research Questions, I give you, Ms. Caryn Brown, Walden University doctoral student, permission to conduct the study entitled *Teachers' Integration of Writing in Career, Technical, and Agricultural Education Classrooms* with teachers within ███████████████████████████████. As part of this study, I authorize you to contact teachers via email and to conduct interviews with teachers during non-working hours and away from school grounds. In addition, I authorize you to follow-up with teachers as part of the member checking process. Teacher participation in the study will be voluntary and at their own discretion. Teachers have the right to withdraw from the study at any time without negative consequence. Data collected will remain confidential by replacing teacher's names with a code and using a pseudonym for this institution.

I confirm that I am authorized to approve research at this institution and that my authorizations comply with the institution's policies.

If there are any questions, please contact me.
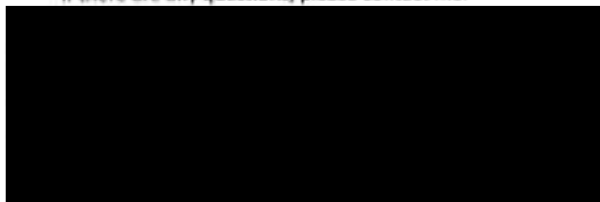
Appendix C: Interview Protocol

Interview Introduction

Hello (participant's name), my name is Caryn Brown. Thank you for agreeing to participate in this research study, and I appreciate you taking the time to speak with me during today's interview.

I am a doctoral student at Walden University, and I am conducting this research study about how Career, Technical, and Agriculture Education (CTAE) teachers integrate writing into their classrooms. Through today's interview I hope to gain insight into how you, as a CTAE teacher integrate writing into your classroom.

Let me review a few key points from the informed consent form that you agreed to:

1. Your participation is voluntary, and you are not at risk of any foreseeable harm during your participation in this study.

2. You may withdraw your consent and discontinue participation in this study at any time.

3. The interview will be audio recorded.

4. The interview will last approximately 45 minutes to 1 hour.

5. Excerpts from the interview may be quoted or summarized to report data collected and you will be asked to review the preliminary findings.

6. Your identity will remain confidential by replacing your name with a code in any data reported.

7. Data collected from this research study will be kept in a securely locked

cabinet and destroyed after 5 years.

Did you agree to the informed consent form to participate in this study?

Do you have any questions before we begin the interview questions?

Interview Questions

Background

1. What is your educational background (degrees and certifications)?

2. What CTAE course do you currently teach?

3. How long have you taught this course?

4. Have you taught any other CTAE courses and if so for how long?

5. Some educators and policymakers believe that secondary students should graduate "college and career ready". What does "college and career ready" mean to you?

6. Describe how you define the value of writing for secondary students.

Research Question 1: How do CTAE teachers at ABC College and Career Academy integrate writing into their courses?

1. Tell me about your experiences with integrating writing into your classroom.

2. Describe the ways in which you integrate writing into your classroom.

    a. What specific teaching strategies, resources, assignments do you use?

    b. What do you feel are teaching and learning advantages and disadvantages to these teaching strategies and assignments?

Research Question 2: What do CTAE teachers at ABC College and Career Academy perceive as challenges to integrating writing into their courses?

1. What do you perceive as challenges regarding integrating writing into your classroom?

2. Describe your positive and negative experiences you have had related to integrating writing into your classroom.

    a. What are your experiences as the teacher?

    b. What do you believe your students' experiences are?

    c. How do you know that these are your students' experiences?

3. Explain why you do or do not integrate writing into your classroom.

    a. Describe the benefits of integrating writing for students.

    b. Describe the benefits of integrating writing for teachers.

    c. Describe your comfort level with integrating writing into your classroom.

    d. Tell me about your opinion about integrating writing into your classroom.

Research Question 3: What support do CTAE teachers at ABC College and Career Academy need to integrate writing into their courses?

1. Tell me what you know and understand about your state's stance on secondary students' writing skills.

2. Tell me about the kind of professional development or training you have had regarding the integration of writing into your classroom.

    a. When and where was it conducted?

    b. What did it entail and how long did it last?

    c. In what ways was it helpful to your teaching?

    d. In what ways was it beneficial to your students?

3. Describe any professional development that you have received at ABC College and Career Academy for integrating writing into your classroom.

    a. When and where was it conducted?

    b. What did it entail and how long did it last?

    c. In what ways was it helpful to your teaching?

    d. In what ways was it beneficial to your students?

4. How do you think you would be better able to integrate writing into your classroom if you were currently provided a professional development opportunity in this area?

    a. What do you think the professional development should entail and why?

    b. Who do you think should provide the professional development and why?

Conclusion

Is there anything that I asked that you would like to elaborate on?

Is there anything that I did not ask that you would like to share?

Thank you for participating in today's interview. I appreciate your time and participation with this research study.

After I have analyzed the data I will email the preliminary findings and ask for your feedback.

Remember, the data collected for this study will remain confidential and a code will be used in place of your name.

This concludes today's interview. Thank you again and have a great day.