Writing Identities and Writing Instruction: An Investigation of Elementary Education Teacher Candidates' Self-Efficacy and Knowledge Development Related to Writing Instruction

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Abstract

The purpose of this dissertation study is to determine what knowledge elementary teacher candidates (TCs) have about K–6 writing instruction before taking a revised language arts methods course, how TCs' knowledge of K–6 students' writing development and effective writing instruction can be enhanced in the language arts methods course that includes field experiences, and how TCs' self-efficacy develops as a result of new knowledge and experiences in the revised course. Literacy research has largely focused on the scholarship and pedagogy of reading, leaving writing as an area of need for stronger TC preparation. Writing is a crucial skill that K–6 students must develop to obtain success in school, life, and employment, making it imperative for TCs to be effectively prepared to provide high quality instruction. This would entail preparing a strong basis in the theoretical and practical knowledge needed to teach well while also supporting positive self-efficacy in writing instruction.

A mixed-methods case study design was implemented to address a literature gap by analyzing TCs' writing instruction that elementary educators received during coursework at one major research institution. Two literacy courses were examined and how a revised curriculum in the second class—a language arts course—increased TCs' writing instruction pedagogy knowledge and self-efficacy. Research questions guided data collection through syllabi review, questionnaire responses, interview transcripts, pre- and post-surveys, observations, and coursework documents or artifacts, that were analyzed by coding and developing cross-case analysis.

Study results indicated that TCs benefitted from explicit instruction on K–6 writing development and pedagogy. These instructional practices included instructors

providing opportunities for TCs to engage in the Teacher Education by Design (TEDD) learning cycle of introducing, preparing, enacting, and analyzing writing lessons they create for K–6 learners. Engaging in this cycle supported TCs' writing instruction self-efficacy. Additionally, providing space for TCs to engage in their own writing for a variety of purposes supported development of their writing identities and deepened their understanding of writing instruction. Supporting TCs as they learn to reflect when planning and enacting writing lessons with K–6 learners also helped to deepen these novice teachers' understanding of writing development and pedagogy.

Table of Contents

List of Tables

Introduction

I have had a deep love for writing for as long as I can remember, which has always made me feel fortunate. My relationship with writing went through several phases as I took on different roles in education, including as a student, classroom teacher, and educator of teacher candidates (TCs). It is the passion I have held for writing through my academic journey and my experiences as an educator of young students and future teachers which inspired me to focus my dissertation research on writing-- and supporting educators to be excellent teachers of writing.

I was a student who loved going to school and reading and writing were a way to explore new worlds. I had important people in my life who served as models and who shared my passion for reading. My parents filled our home with books and this is where my passion for writing began. I thought it was amazing that someone could create a whole new world and tell elaborate stories that made you feel you were having grand adventures right in your living room.

My fourth-grade teacher also played a vital role in my love for literacy. Her passion came through every time she introduced a book to us. This is where my love of reading was cemented. She made literacy such an important part in our classroom and modeled all of the creativity that can come from different people's voices in writing. I remember as a student learning about Greek mythology and starting my first "book series." I created a character map of all of the Greek gods and who they would be in my stories, and then wrote a book for each character. My notebooks were full of these stories, with pen marks of editing and revising. I felt so proud each time I finished a book. It was

this passion for literacy that I hoped to inspire the children I taught as a K-6 educator and later as a teacher educator.

It was during my undergraduate program that writing became more of a chore than something I relished doing. Research papers and essay exams took over the book series I used to read and write and find such joy in. Writing became purely academic. During my preparation as a teacher, learning to teach writing was only addressed briefly. I have a memory of discussing the writing process in the last semester of classes before student teaching. My instructor briefly discussed the writing process and ways to help students stay organized when working through that process. She also had us engage in this process with our own writing. I wrote a short story about my family that became incredibly meaningful. Although I did not feel as prepared to teach writing as I felt I should have, this instructor's approach to engaging her students in the writing process reminded me of the importance of the process, and to engage as a writer myself to support my instruction.

It was my first year as a classroom teacher when I truly realized how inadequately prepared I felt to teach writing. I was teaching in a kindergarten classroom and I found a dramatic difference in my students' development as writers. For example, I had one student learning letters and another who read at a fourth-grade level. The school I was teaching in didn't have a writing curriculum and used what went along with the reading curriculum. The kindergarten year focused on letter formation and writing sight words. Reflecting on this experience now I realize how important developing more robust writing skills at this early age is, and how enhanced instruction would have supported my

students for their subsequent years of schooling. At that time, I wasn't able to provide them with the quality opportunities they needed.

After my first two years of teaching kindergarten, I was able to participate in professional development sessions focused on writing instruction and ways to instruct K-6 students on the writing process. I was able to enact this pedagogy with first grade students and I was amazed at what they could create, and how each of their individual voices shone through in their writing. My first-grade students were able to write stories in several genres, following the writing process which included editing and revising their work. My favorite part, however, was when my students published their work and beamed with pride when reflecting on what they had created. Our classroom walls were covered with student writing that year. Watching what these students could do sparked my passion for writing again. I had witnessed how quality instruction can support the progress of primary students and set them up for future success throughout the rest of their school career.

I left classroom teaching to further my education as a teacher and researcher. The first class that I took at the University of Minnesota had a great impact on the importance I placed on writing. During this course I worked on a group book project that included a presentation. My group members and I read and discussed the book *The Hate U Give,* by Angie Thomas. During our discussions we talked frequently about young people's modes of agency and ways they could let their voices be heard. During our presentation we incorporated several different formats of writing including research articles, novels, and music and poetry from Tupac. This project showed me the ways in which we can instruct and ask students to meet requirements of being able to write formally while also allowing

for creativity to elevate their work. Throughout my educational career discussions have surrounded ways to center the child in learning, and I think writing is an important, but often forgotten tool that allows educators to do this. Providing students opportunities to write can be a source of agency for them, and a way for them to explore their identities.

In summary, all of these experiences have shaped my identity as a writer and my teaching philosophy for writing. It was my experience as a teacher educator that inspired me to pursue the study that is the context of this dissertation. During my teaching of the course titled *Foundations of Reading*, the Language Arts methods course that followed it, and supervising K-6 student teachers, I observed how TCs frequently described their lack of knowledge of writing instruction. They lamented that they felt lost—not knowing where to begin-- when it came to teaching writing. I remember being in those shoes. The goal for my dissertation research was to add to the research surrounding the preparation of TCs in the area of writing instruction. It is my hope that my findings will provide new ideas for teacher educators to draw upon as they work to support teacher candidates' knowledge and self-efficacy in writing.

Chapter 1: Setting the Purpose

Elementary school teachers have a complex job to do every day in teaching young children. K-6 instructors are teaching crucial concepts to students, such as literacy, that will have an enormous impact on the rest of their academic careers. It is important that we are providing TCs with the best educator preparation possible to ensure that they will be effective instructors. This is easier said than done. There is an enormous amount of knowledge and practice TCs need to learn before entering the profession, putting pressure on preparation programs to provide coursework and field opportunities to support them. As a former teacher and current educator of teachers, it is my goal to continually study the most effective ways of preparing candidates for the complex profession they are entering.

Not only is teaching a complex profession, but the teaching of literacy, specifically writing, is complex. Writing is a crucial part of literacy development but is often marginalized compared to discipline areas such as reading (Alston & Danielson, 2021). Writing in the elementary grades often focuses on the mechanics of writing and then moves into content and quality writing in high school (Alston & Danielson, 2021); a huge opportunity is missed when young students are not taught how to write at an early age. An important place to start addressing this concern is within university teacher preparation programs, including supporting TCs as they learn to be knowledgeable and highly self-efficacious instructors of writing.

Research has shown links between teachers' self-efficacy and their students' academic success (Armor et al., 1976). A teacher's self-efficacy has been found to impact many areas of instruction and internal motivations that apply to teaching. As academic

standards and demands on young students grow, it is vital to look at the self-efficacy of TCs to determine ways to support them to be successful. Examining the literature relating to teachers' formation of self-efficacy can also provide crucial information on how to best educate TCs and identify areas for further research. My dissertation was designed to build upon the research on writing instruction and the ways in which TCs take up knowledge about writing, and how they are able to transfer that to their classroom pedagogy. By investigating what writing instruction knowledge TCs receive in their program and their self-efficacy (and the factors that impact that self-efficacy), researchers can continue to pursue the most effective ways to prepare TCs for their field.

The purpose of my dissertation study is to determine what knowledge elementary teacher candidates' (TCs) have about K-6 writing instruction prior to taking a language arts methods course, how TCs' knowledge about K-6 students' writing development and effective writing instruction can be enhanced within a language arts methods course that includes field experiences, and how TCs' self-efficacy develops as a result of new knowledge and experiences within the methods course. This study is guided by the following research questions:

1. What writing knowledge and concepts are taught to TCs prior to their language arts methods coursework (e.g., in an introductory Foundation of Literacy course)?
    a. How do elementary teacher candidates conceptualize writing instruction (theory and practice) after a Foundations of Literacy class but before they begin their language arts methods course?

2. What knowledge and concepts were taught in the Language Arts methods course?
    a. What revisions were made to the Language Arts methods course based on findings from research question 1?
    b. How do elementary teacher candidates conceptualize writing instruction (theory and practice) after taking the revised Language Arts methods course?
3. How self-efficacious do elementary teacher candidates feel about teaching writing at the start and conclusion of their revised Language Arts methods course?
    a. What is the impact of enhanced knowledge about writing processes and pedagogies on teacher candidates' confidence in teaching writing after their Language Arts coursework?
    b. What role does an elementary teacher candidate's identity as a writer play in the development of the candidate's self-efficacy in designing and teaching writing lessons?

In order to answer these research questions, I conducted a mixed methods case study within the context of an elementary teacher preparation program during the fall of 2021. This study took place in a revised Language Arts methods course that focused on writing instruction. As part of my study, I analyzed documents, observed course sessions, interviewed key informants, and reviewed course artifacts. In the following chapters, I present my study and share my findings and insights surrounding TCs' experiences, knowledge, and self-efficacy as writers and instructors of writing. A priority of this study

was to, whenever possible, allow the TCs' voices to be heard by presenting data excerpts in their own words.

What follows is an overview of the remaining chapters of my dissertation. In Chapter 2, I share the review of research literature I conducted for this study in relation to my research questions. I focused on writing instruction, writing in teacher preparation, self-efficacy and teacher self-efficacy, and writing identities. At the end of this chapter I discuss the gaps in the literature that my dissertation is intended to fill. Chapter 3 outlines the theoretical frameworks my study is grounded on, along with the research methods, data collection and analysis strategies, and interpretation routines I utilized. In this chapter I provide a detailed description of the context of the study, the participants (TCs), and key informants.

In Chapter 4 I discuss my findings generated from the data analysis I conducted; these findings are organized using my research questions as a guide. I include information about writing content presented to TCs, along with their feelings and beliefs surrounding writing instruction prior to the context of this study. I detail the revisions I made to the Language Arts course following the document analysis and review of literature. I also include themes identified from TCs class discussions, reflections, and interviews in response to the research questions. Pre and post survey data is presented, reflecting measurable changes in TCs' self-efficacy in relation to writing. Chapter 5 provides a brief overview of each chapter's findings. I also include the implications following the interpretation of findings detailed in Chapter 4. Last, I have included recommendations for scholars interested in continuing to investigate ways to best prepare TCs in preparation programs in the area of writing instruction.

Chapter 2: Review of Literature

In this chapter, I review research that informs my dissertation study and present research questions about K–6 writing instruction, writing in elementary education teacher preparation, self-efficacy, teacher self-efficacy, and writing identities. Following the literature review, concluding points will be provided to display how the current research relates to my study's guiding questions.

Writing Instruction

Writing is a crucial skill that K–12 students must develop to obtain academic success; it is also a skill that will impact their future employment. Research showed that employers in the workforce place merit in individuals with effective writing abilities (Brenner & McQuirk, 2019), emphasizing the importance of effective writing instruction for K–12 students. Brenner and McQuirk (2019) also stated, "Writing can be used for self-understanding and reflection and can provide an emotional outlet that leads to positive health outcomes" (p. 19), displaying the important role that writing plays in students' lives. With these important ideas in mind, and as academic standards continue to increase for K–12 students, it is essential to examine how teacher candidates (TCs) are prepared to develop K–12 students' writing abilities in the future. There is an abundance of research surrounding the importance of teaching literacy skills; however, the majority of this is focused on reading instruction, primarily due to the significant public discourse surrounding low reading scores and high stakes accountability testing (Graham & Harris, 2015). In the remainder of this chapter, I will review the research on why K–6 writing instruction is critical as a complement to reading instruction, including the knowledge that TCs need to effectively carry out this important mission.

Writing and the teaching of writing was a focal point in the field of literacy instruction in the ‘80s and ‘90s, prompted by the Bay Area Writing Project, founded in 1974. This project focused on supporting teachers’ writing development with the goal of inspiring and educating teachers as they worked with their K–12 students (see https://www.nwp.org/stories/the-nwp-archives-project). The Writing Project’s efforts were coupled with leading writing researchers’ work, such as Donald Graves and Jane Hanson, who offered research findings and case examples for teachers on how to develop students’ writing within K–6 classroom settings (e.g., see *Writing: Teachers and Children at Work* by Donald Graves, first published in 1983, and *The Reading and Writing Process: A Closer Look*, by Graves and Jane Hanson, 1988). Due to these efforts, writing instruction enjoyed a key place in the curriculum for many years (Shanahan, 2015). The focus of writing instruction for older learners (e.g., middle and secondary school) centered on learning key ideas in the discipline or content areas through writing (Graham et al., 2007). The goal was to use writing as a reciprocal process to strengthen reading comprehension.

Durst (1990) reviewed 969 studies on writing between 1984 and 1989 (Juzwik et al., 2006). Durst (1990) found that the research primarily focused on the writing process and a majority of the studies focused on college-aged students followed by studies of elementary-aged students (Juzwik et al., 2006). This survey indicated a lack of contextual studies. The focus of this analysis was experimental studies surrounding the writing process. These findings noted a continued need to study the writing process in contextual classroom studies in writing instruction research. This continued research can guide

teachers and teacher educators to practical ways to implement the knowledge gained from theory and practice into their classrooms, supporting writers.

Juzwik et al. (2006) built upon Durst's 1990 survey research when they conducted an updated review of writing research. Juzwik and colleagues examined writing instruction research conducted during a 6-year period. This study focused on research completed between 1999 and 2004. The question areas for this research were the general problems being examined in writing, prominent populations investigated (and which populations were not studied), and the methodologies used in writing research. Juzwik et al. examined 1,502 articles conducted within the 6-year period. The results of this study indicated that researchers took up the call for studying writing instruction in context—where previously they focused on experimental studies surrounding the writing process—and there was a greater focus on writing instruction for bilingual and multilingual students. The authors found that adults and postsecondary students were the focal population in writing research. This study illustrated the need for more and continued writing instruction research with a P–2 age population, as these years inform writing abilities in later years of life. Another key finding from this study displayed the lack of research focus on writing assessment that "accounted for approximately 7.5% of the 1,502 articles" (Juzwik et al., 2006, p. 468). The authors made the case that addressing writing assessment is key to teachers effectively supporting writers at various developmental levels. When teachers can analyze writing assessments, they can then plan specific instruction that will support students in high-need areas. Overall, this study illuminated research areas that would be beneficial for continued writing instruction scholarship.

A shift towards more focused writing instruction and writing research assessments occurred when the Common Core State Standards (CCSS) began to be implemented. "The CCSS provided a set of benchmarks for a wide variety of writing skills and applications students are expected to master at each grade and across grades" (Graham & Harris, 2015, p. 499). While CCSS provides benchmarks that students should reach, they do not provide how they should be achieved, meaning they do not provide the strategies teachers need to teach writing or the tools to assess students' needs and development over time. This lack of information is often problematic because teachers communicated that they do not feel adequately prepared for writing instruction (Gilbert & Graham, 2010). Continued research on teachers' knowledge and beliefs about CCSS benchmarks and knowledge surrounding writing instruction (including assessments) can aid in ensuring they have the skills to support students.

Troia and Graham (2016) implemented a national survey of practicing teachers inquiring about their beliefs and attitudes towards the Common Core State Standards for Writing and Language (CCSS-WL). The national survey included a random sample of 482 third- to eighth-grade teachers across the United States. The survey aimed to discover teachers' perceptions of CCSS-WL, their preparation for teaching writing, and perceptions of self-efficacy when teaching writing. The survey results indicated that teachers reported being generally positive towards the CCSS-WL. Troia and Graham (2016) reported that "the majority (or near majority) of respondents agreed or strongly agreed that: (a) the CCSS-WL have led them to focus more on teaching writing, (b) the CCSS-WL provides clear expectations for student performance…" (p. 1728). The survey results also indicated that a majority of respondents found the number of standards to be

covered annually was too extensive and they found it challenging to balance the CCSS-WL with other instructional areas. Education policy research suggested that comprehensive writing standards and assessments have an impact on teachers' writing instructional choices (Troia & Graham, 2016) because there is a press for time to teach writing standards and also attend to other curriculum. This point is elaborated on below.

In recent years, the elementary-level curriculum has provided little time for writing instruction. The focus in these grade levels is on reading and math curricula, where students participate in standardized testing in these areas. At the secondary level, writing has generally been relegated to English classes with less emphasis or time spent on writing in the disciplines due to time constraints, and the standards needing to be met in those areas. That said, writing instruction is key to students' literacy and subject matter development. A renewed emphasis on writing is a critical need in our schools and teachers must be well prepared to understand K–12 students' writing development and effectively teach them.

There has been an abundance of research surrounding the importance of teaching literacy skills; however, the majority of studies focused on reading instruction, primarily due to the significant public discourse surrounding low reading scores and high stakes accountability testing (Graham & Harris, 2015). Graham (2020) contended that literacy research focused too narrowly on reading and writing instruction as separate entities and not enough on how these two areas can be taught in ways that support learning in both. Research showed that while the reading and writing processes are not identical, they can be considered as overlapping. As Graham (2020) stated, "The knowledge and cognitive systems that makes one possible makes the other possible too" (p. S37). A student uses

four knowledge sources during both reading and writing instruction: general knowledge, metaknowledge, pragmatic knowledge, and procedural knowledge (Fitzgerald & Shanahan, 2000; Graham, 2020).

Researchers also found that combining reading and writing instruction can support students in reading comprehension. In Graham and Hebert's (2011) meta-analysis, findings indicated that writing in response to reading texts improved comprehension (Graham, 2020). Writing in response to reading also supported better comprehension for students who have reading difficulties (Graham, 2020). Additionally, Graham's (2020) meta-analysis results suggested that reading instruction focusing on concepts, such as analyzing text, supported students' writing development (Graham, 2020). These findings prompted researchers to consider that literacy research could benefit from further investigation of how reading and writing instruction support students' development and the most effective specific pedagogical approaches.

Another dilemma for teachers that marginalizes the teaching of writing is time in the schedule for this important subject area. Teachers have the difficult job of covering an abundance of material during a school year. By providing them with foundational knowledge and pedagogical approaches where they can combine reading and writing, researchers can support teachers' limited time for both subjects while also strengthening students' comprehension skills. Combining reading and writing can support students who have reading comprehension difficulties, including those who may not qualify for school support services. As students are explicitly taught reading concepts, such as identifying the author's purpose when examining a text, they can then use that knowledge as they approach a piece of writing. Anderson and Briggs (2011) contended that "Explicit

teaching to help students understand the reciprocal nature of reading and writing is a powerful tool for accelerating learning" (p. 548). Overall, there is a narrow scope of research surrounding how teachers connect reading and writing instruction. This is a gap that, if investigated, could bridge research and practice. Understanding teachers' perceptions and practices of writing can provide the foundation for providing information on effectively merging reading and writing in their classrooms.

Survey data of teachers' perceptions about writing is helpful, but understanding what they do in practice is also key. Thus, researchers sought to understand what writing instruction is occurring in K–6 classrooms and practicing teachers' perceptions of their preparation to teach writing by designing surveys to measure this. Findings from the surveys were needed to provide the groundwork for the preparation of future elementary education teachers (recognizing that what is currently occurring may be limited in scope and quality due to the aforementioned contextual influences such as time constraints and math and reading standardized tests). For example, Cutler and Graham (2008) conducted a study investigating 178 practicing primary grade teachers' perspectives about their preparation in teaching writing. The participants were randomly selected from a comprehensive list of primary grade teachers across the United States in both public and private school settings (Cutler & Graham, 2008). One of the key findings indicated that,

> Of the 92% of teachers who had received certification through a teacher education program, 28% indicated that their preparation to teach writing was either very good or outstanding, 42% indicated that their preparation was adequate, and 28% indicated that it was poor or inadequate. (Cutler & Graham, 2008, p. 911).

This survey indicated that 70% of practicing teachers felt that they were only adequately or not at all prepared to teach writing. The reasons indicated for these feelings were that teachers felt they were unable to translate coursework content and theory into practice and their coursework was less focused on writing instruction and writing developmental stages (Brenner & McQuirk, 2019) because more emphasis was placed on reading instruction. These findings point to the idea that teacher educators must not only continue to work towards providing foundational information on writing development but also demonstrate pedagogy and then offer TCs opportunities to apply instructional strategies and assessments in clinical settings, so they feel prepared. This study also found that a high percentage of practicing teachers take an "eclectic approach" to writing instruction, using various approaches from multiple sources to teach writing (Cutler & Graham, 2008). This eclectic approach is in contrast to one where a strong theoretical basis for writing and solid research provides a foundation for the teaching of writing. This foundation is key to knowing what consistent, coherent approaches are appropriate to use with learners at various developmental stages. Research showed that there is a continued need to support teachers and teacher candidates within preparation programs in writing instruction.

Writing in Teacher Preparation

Writing is an integral part of education and an essential skill for numerous career paths. This places a large responsibility on teachers to ensure that they provide effective writing instruction to their students, displaying how crucial it is for teacher preparation programs to provide TCs with knowledge and clinical experience. Examining how TCs view their preparation coursework's quality and the approaches that teacher educators

take in educating their TCs will provide key information on what must be improved in writing instruction preparation programs.

In a review of literacy courses that TCs took in various prep programs, Brenner and McQuirk (2019) found that TCs depart from their preparation programs feeling inadequately prepared to teach writing and, as a result, they spend less time on writing instruction in their classrooms. This lack of instruction time is also exacerbated by the focus on math and reading instruction due to the need for teachers to prepare students to perform well on state and national tests. Brenner and McQuirk (2019) indicated that one reason that the TCs surveyed in this study expressed their lack of knowledge on writing is that their teacher preparation programs spent significantly less time on writing instruction than reading. They stated, "reading has been and continues to be emphasized more than writing in elementary teacher preparation programs" (p. 26). These findings suggested that future research must closely examine and describe what writing instruction TCs are receiving in their teacher prep programs and how what they learn (and how they learn it) may impact their understanding of writing development and instruction. In understanding how TCs learn to teach writing, we must examine their self-efficacy in teaching writing at the K–6 levels. Bandura (1977) described self-efficacy as an individual's perception of their ability to successfully complete a contextual task. Research has not linked the development of knowledge about writing pedagogy to a novice teacher's feelings of self-efficacy in practice. Future research is needed that examines both how TCs learn about the writing process and their confidence to successfully put this knowledge into practice.

As a first step to high quality teacher preparation in writing, research has identified the need to reject eclectic approaches to writing instruction. Instead, TCs must be presented with a strong theoretical basis for writing and solid research that provides a foundation for the teaching of writing. TCs must understand learners' developmental trajectories, the writing skills we expect of learners as they develop, and proven ways to teach and assess students across grade levels. This is because crucial instructional points may fall through the cracks when taking an eclectic approach to writing instruction. Further, for students to be effective writers, they must be instructed to meet research-based state and national writing standards that include components such as planning, familiarity with various genres, and the writing process. Additionally, teachers must understand that students are at various points in their writing development, so a one size fits all approach is also not effective. Educators must know what developmental markers look like and how to advance students in their writing trajectories. A step in the right direction for future research is to investigate a research-based approach to teaching TCs about writing development and the approaches needed to advance students in their developmental processes. Specifically, the field needs documentation on: (1) well-designed preservice curricula, (2) what information and experiences are presented to TCs and how they take up new knowledge about writing instruction, (3) what TCs do as they seek to understand ideas and put them into practice, and (4) TCs' decision-making processes as they plan, enact, and reflect upon the writing instruction they design. All of this information would add value to what we currently know about teacher preparation in this area.

As argued above, a solid understanding of writing development and pedagogical strategies to support K–6 writing development is of key importance for TCs' preparation to teach writing. A goal of educational coursework is to cultivate TCs' understanding of complex concepts and tasks (Darling-Hammond, 2000), which is particularly true for writing. For example, Morgan (2010) found that effective educators obtain a strong foundation of writing's value, students' development from young to more sophisticated writers, and the writing process and all components associated with implementing it in classroom settings. This foundational knowledge will support TCs' writing self-efficacy because they come to understand the theory and concepts they will need to teach their K–6 students effectively. Troia et al. (2011) wrote, "in the domain of literacy, observations confirm that what teachers elect to teach and how they go about teaching it are shaped largely by their theoretical orientations" (p. 158), displaying the importance of providing TCs with a strong theoretical foundation for writing instruction.

Likewise, Schwaller and Miller-Cochran (2020) described how colleges should provide opportunities for TCs to foster and utilize writing pedagogy that is grounded in theory. By this, the researchers mean that TCs should be given experiences where they receive coursework where writing pedagogy is presented, along with opportunities to work with experienced mentor teachers. Additionally, in 2017, the National Council of Teachers of English (NCTE) noted that teachers need a deep breadth of literacy knowledge in both content and pedagogy, providing the following recommendations to emphasize in teacher programs:

- Knowledge and development in foundational content in the study of multiple literacies, literacy learning, and language development;

- Curriculum content and goals that include a study of text demands, including print, multimedia, and multimodal texts;
- Child and adolescent development;
- Theories of teaching and learning within social contexts, including developing the capacity to teach diverse learners; and
- Subject matter content and pedagogy that is applied to practice.

With these core ideas in mind, elementary teacher education coursework should provide TCs with the pedagogical experience of experiencing writing instruction during the teaching cycle, including setting lesson objectives, teaching the lesson, analyzing an assessment, and then reflecting on students' achievement. When teacher educators provide TCs with a solid foundation of the developmental stages of writing as teachers work through this cycle, TCs will be able to support K–6 students as they move through the different writing development stages. Knowledge of writing content, students' development, pedagogy, and standards are key.

In addition to coursework with a strong theoretical foundation, Bomer et al. (2019) indicated that methods courses can have an important impact on TCs' writing-related perceptions and identities. Bomer et al. (2019) conducted a review of empirical research in which he synthesized the findings of 82 articles published from 2008 to 2018. Bomer et al. (2019) found that methods coursework is where TCs' beliefs can expand on what is considered to be writing. Thus, teacher preparation courses can be a context for future writing teachers' transition and growth. TCs benefit from evidence-based instructional practices and support them in working with various writing genres (Brenner

& McQuirk, 2019). Experiences in a methods course may then translate into TCs' field experiences and support their self-efficacy development.

To add to Bomer et al.'s work on methods courses, Colby and Stapleton's (2006) study of 52 TCs found that these future teachers indicated that writing instruction—or the specific writing instruction that teachers provide—was the most challenging component of implementing Writer's Workshop. Writer's Workshop is a pedagogical approach that includes brainstorming, mini lessons, conferencing with peers and teachers, editing and revising, and sharing written work (Fisher-Ari & Flint, 2018). Additionally, Colby and Stapleton's (2006) results indicated that TCs' knowledge of the writing process and the writing workshop format was "nonexistent at the beginning of the semester" (p. 370). However, their beliefs became more formalized during their methods course. Overall, research indicated that when TCs are provided with the opportunity to learn evidence-based instructional practices within their coursework, and concurrently implement these practices in field experiences, this approach may support highly self-efficacious writing instructors' development. In the next section, a case will be made for self-efficacy development and factors that impact it; more specifically, how teachers develop self-efficacy. This will provide groundwork for how self-efficacy is discussed and was investigated in this study.

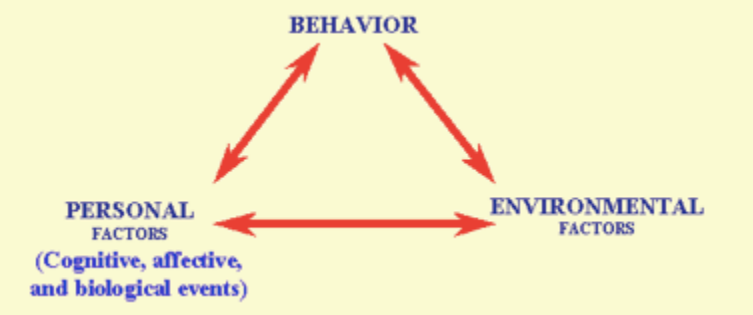
Self-Efficacy & Teacher Self-Efficacy

Teachers make numerous decisions throughout the day in their classroom. They make decisions surrounding their instructional choices and how they interact with the content they present to their students. Understanding what influences teachers' decisions in their classroom can provide evidence for how teacher educators can better support TCs

who will be facing these circumstances in the future. One of these crucial influential elements is self-efficacy.

According to Bandura (1997), "perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the course of action required to produce given attainments" (p. 3). Self-efficacy is the crucial element of a person's agency in that if a person believes they cannot produce results, then they will not attempt the action (Bandura, 1997). Once self-efficacy is formed, it regulates a person's goals, behavioral decisions, and amount of effort in actions and reactions (Bandura, 1997).

Pajares (2002) indicated that there are three interacting influences that produce a person's actions: personal, behavioral, and environmental influences. The following image displays these three influences that contribute to how self-efficacy impacts a person's actions (Pajares, 2002):



Likewise, Bandura (1989) described these factors, noting:

> Cognitive factors partly determine which environmental events will be observed, what meaning will be conferred on them, whether they leave any lasting effects, what emotional impact and motivating power they will have, and how the information they convey will be organized for future use.

Bandura (as cited in Pajares, 2003) indicated that a person's self-efficacy beliefs can better predict their behavior more than what they can actually accomplish because these "self-beliefs" determine what a person will do with their knowledge and skills. Examining teacher's self-efficacy can provide crucial information on how teacher educators can continually educate them.

Several researchers studied teachers' self-efficacy beliefs and found that understanding these beliefs is an integral factor that contributes to the complex profession of teaching, providing foundational information on how to effectively educate TCs. Teachers' self-efficacy impacts their ability to implement effective instruction and their confidence and well-being in the classroom. Teacher self-efficacy also varies from subject to subject, meaning that some teachers may feel confident teaching writing and therefore spend time on this subject while others may do the opposite. Examining factors that contribute to a teacher's self-efficacy can inform teacher educators on how to effectively support their teacher candidates' development and confidence.

Hoy and Spero (2005) cited Bandura as explaining that there are four root sources of efficacy: social persuasion, physiological and emotional states, mastery experiences and vicarious experiences. The most significant factor contributing to one's self-efficacy was identified as the mastery experience, or the perceived outcome of an individual's performance (Pajares, 2002). If a teacher perceives that a lesson went well, and the objectives were successfully met, it can raise self-efficacy and this confidence may be applied to similar circumstances in the future. Pajares (2002) described emotional states as, "anxiety, stress, arousal, and mood states ... people can gauge their degree of confidence by the emotional state they experience as they contemplate an action" (p. 6).

Hoy and Spero (2005) stated that "Vicarious experiences are those in which the skill in question is modeled by someone else" (p. 345). These researchers noted that when a person is observing a task being modeled, the outcome of the success impact the observer's self-efficacy for a similar task. This means that if the model performs successfully, then self-efficacy will likely rise, and if it is poorly performed, then it will lower self-efficacy. Social persuasion also impacts self-efficacy, which impacts a person's attitudes and/or behavior due to communication from others. Feedback on an assessment from a supervisor or coworker on the completion of a task would be considered social persuasion (Hoy & Spero, 2005). Social persuasion may be limited in its influence on self-efficacy, although receiving positive feedback for completion of a task may improve future outcomes of similar situations (Hoy & Spero, 2005).

We can draw several other conclusions from Bandura's work; specifically, that two factors affect motivation: efficacy expectations and outcome expectations. As Guskey and Passaro (1994) stated, "Outcome expectations are the judgments an individual makes about the likely consequences of specific behaviors in a particular situation or context" (p. 3). Motivation impacts a teacher's ability to perform instructional tasks and the quality of education they can provide. If a teacher perceives that he/she/they has the capabilities to implement an instructional strategy successfully, then they will be more motivated to put in more effort than a teacher who may feel they won't succeed, so there is not a reason to put in much effort. Tschannen-Moran et al. (1998) developed the following diagram to demonstrate the sources of a teacher's self-efficacy and the various factors and inputs that work together to establish these beliefs (p. 228). This diagram

displays the complexity of a teacher's approach to completing a task and what approach may be taken in the future when faced with a similar circumstance.

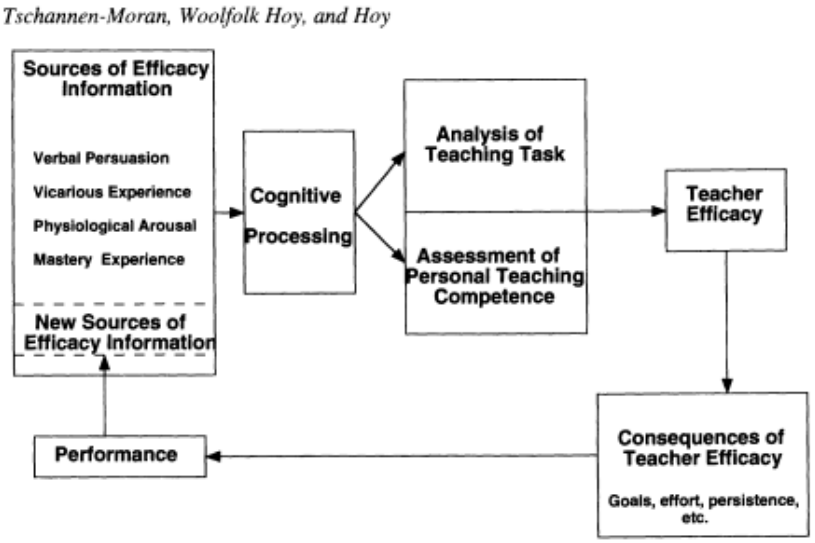


FIGURE 2. *The cyclical nature of teacher efficacy*

The environment and task completion also play a vital role in teachers' self-efficacy. As Tschannen-Moran et al. (1998) noted, "Teacher efficacy is context specific. Teachers feel efficacious for teaching particular subjects to certain students in specific settings, and they can be expected to feel more or less efficacious under different circumstances" (p. 228). The personal factors related to the cognitive and biological experiences a person has will impact their future decision-making process (Pajares, 2002). This is especially important for teachers, as much of their day is spent making decisions that will impact their students. A teacher's experience as a young student can affect one's self-efficacy in a particular content area, which could affect the individual's perceptions of his/her/their abilities to instruct that subject matter in the future.

Midgley et al. (1989) discussed that teachers with high self-efficacy beliefs may be more dedicated to their work and may feel less work-related stress. As Colson et al. (2017) indicated, "The profession of teaching is stressful and often results in teacher

burnout" (p. 67). These factors may contribute to a teacher's mental health, which impact their work and attitude in the classroom. These factors will influence students, their learning and academic success, and the classroom environment. As Bandura's theory suggests, self-efficacy may be most influenced during the early years of learning (Hoy & Spero, 2005). A student's self-efficacy beliefs also influence their classroom learning outcomes and can have a greater impact than self-confidence in predicting achievement (Hoy & Spero, 2005). Investigations showed that a teacher's self-efficacy, related to instruction and classroom management, can affect the classroom climate. It can also impact the students' self-efficacy in the class, meaning that if a teacher holds a low self-efficacy level, then it can cause the students to have a lower self-efficacy (Koyuncu, 2018). Knowing this information may indicate a need to investigate whether there is a correlation between a teacher's self-efficacy and students' self-efficacy.

Teacher educators have the task of planning a pre-service curriculum that is balanced in theory and practice with practical classroom experiences. Different programs take varying approaches to address this issue. Putting TCs in an authentic classroom setting with a large amount of support and feedback from the teacher educator—early and frequently throughout a program—may provide a place to develop higher self-efficacy. Hoy and Spero (2005) contended that a teacher's teaching self-efficacy may change through their education prep program into their first year but, once established, it is less likely or difficult to transform. It is important that TCs have opportunity to develop high self-efficacy beliefs during their prep programs to help them become successful and efficient teachers. It is during an educator's student teaching experience and the first couple of years teaching that a teacher becomes aware of their teaching style,

instructional capabilities, and work motivation. These perceptions are learned through practical experiences and how the individual processes what is learned and developed, based on the success or failure of those experiences.

As Bandura (1989) indicated:

> Knowledge and thinking skills provide the substance and tools for cognitive problem solving. Rather than solve problems solely by performing actions and suffering the consequences of missteps, people usually test possible solutions in thought and discard or retain them on the basis of estimated consequences before plunging into action. (p. 9)

Teacher preparatory programs must be designed so that teachers can effectively learn theory and strategies and be given opportunities to develop and try these problem-solving skills in a professionally, nurturing environment.

Related to what is learned during one's preparation program is the type of school and classroom in which a teacher is placed for their first job. Kang and Cavanagh (2018) conducted a study examining the relationship between a population of pre-service teachers' self-efficacy and their first professional placement. Using quantitative and qualitative data, these authors examined four self-efficacy categories: classroom management, instructional strategies, student engagement, and general teacher self-efficacy. A critical finding from Kang and Cavanagh's (2018) study was that values for the classroom management category were lower than the other three categories and that the most frequently mentioned theme identified in all three categories was the lack of practical classroom experience. This information will be useful to universities when developing curriculum on how to integrate the amount of time designated for discussions

about theory and instructional practices and provide time for TCs to engage in practical classroom experiences. Colson et al.'s (2017) study affirmed the above point: TCs who participated in a year-long student teaching placement had a higher self-efficacy level in their student engagement and classroom management skills compared to students who participated in a one-semester student teaching placement. Colson et al.'s (2017) results show that TCs would benefit from more practical classroom teaching experiences. For example, a longer student teaching placement could provide TCs more time to explore different classroom management and instructional strategies in a mentored setting where feedback can be provided.

As Hoy and Spero (2005) noted, when one perceives a performance as successful, it boosts their self-efficacy, which adds to the prediction that similar future performance will be accomplished. TCs can learn from their successes and failures to develop a healthy teacher self-efficacy level in an authentic setting with a mentor's guidance. This will better prepare them for their teaching careers. And it is imperative that pre-service teachers develop high teacher self-efficacy to ensure they can provide young students with exceptional instruction, especially in academic areas such as literacy that will impact their learning in most all content areas.

Ciampa and Gallagher (2017) examined pre-service teachers' self-efficacy beliefs related to literacy instruction. Social cognitive theory describes self-efficacy's role in motivation and perseverance; hence, self-efficacy can impact the amount of effort a TC puts into literacy instruction (Ciampa & Gallagher, 2017). The researchers of this study focused on the correlation between pre-service teachers' self-efficacy regarding their feelings about the literacy instruction quality they received in preservice coursework and

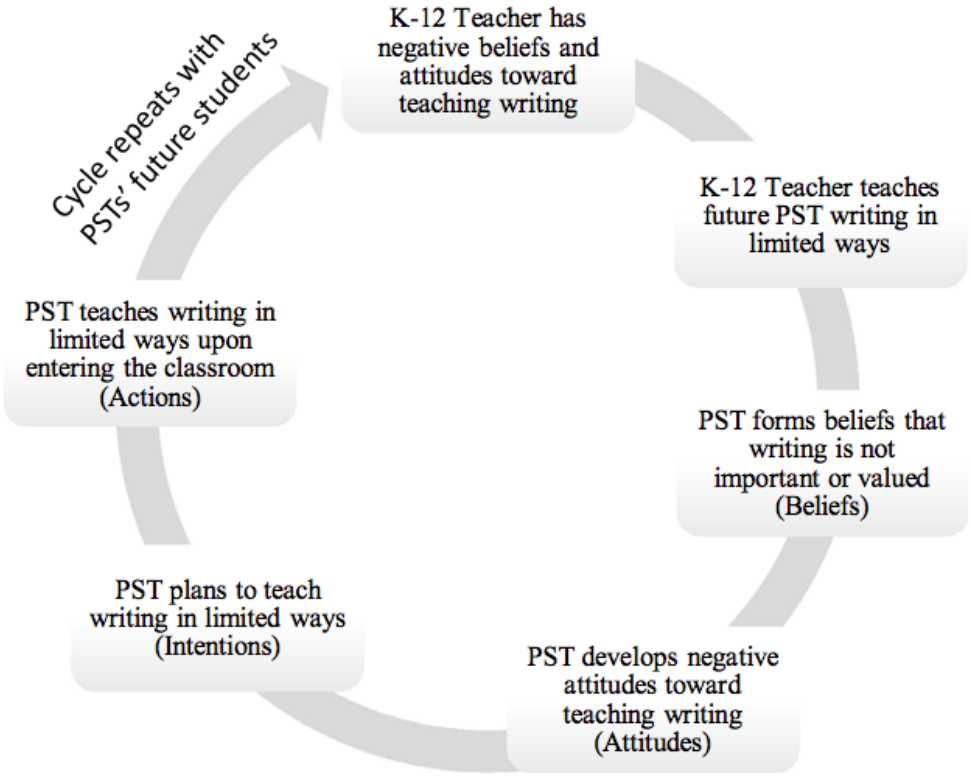
their practical experiences in their program (Ciampa & Gallagher, 2017). A study of this nature focused on essential issues critical to determining if pre-service teachers receive effective education and support to instruct students in such a vital subject area. The study found that the pre-service teachers who participated in "multiple, highly specialized literacy courses (i.e., reading, language arts, children's literature) were highly efficacious especially in the area of reading/writing connections" (Ciampa & Gallagher, 2017, p. 474). These findings shed light on coursework and field experiences' role in developing a teacher's self-efficacy. Further, pre-service teachers need the opportunity to implement instructional strategies and learning theories gleaned in authentic higher education classroom experiences after instruction with mentoring and guidance to build greater self-efficacy.

Hatice (2018) investigated TCs' self-efficacy pertaining to early reading and writing instruction in pre-service coursework. The overall findings from the survey used to measure TCs' general self-efficacy as a result of this coursework showed that these TCs' levels were in the medium range (Hatice, 2018). More specifically, the findings indicated a difference in the three areas that were studied: preparation, implementation, and evaluation (Hatice, 2018). The self-efficacy end course survey results for implementation and evaluation were high, while the results for preparation were medium (Hatice, 2018). Findings from Hatice's study showed areas that can be further researched. For example, why was the self-efficacy level in the area of preparation lower than implementation and evaluation? Conducting a similar study using interviews alongside the survey model may provide deeper contextual answers to this question.

A TCs' educational history is one factor that impacts their self-efficacy as an adult preparing to become a teacher. A TC's experience as a learner will also play a role in this development. Bandura's description of social cognitive theory describes the attitude that is gained during a learning experience, which impacts the decision-making process that impacts a person's actions and behaviors (Karabay et al., 2015). "If an attitude towards an object or an event is positive, the probability for these decisions to be positive is high" (Karabay et al., 2015, p. 236). TCs' environmental and cognitive experiences as students learning literacy concepts can play a part in developing their self-efficacy as learners and may contribute to their self-efficacy as teachers. For example, if a TC had a discouraging experience learning literacy concepts (e.g., phonics) and developed low self-efficacy from that, it may impact his/her/their confidence related to teaching others this subject matter. According to Karabay et al. (2015), "teachers are expected to have critical reading skills since they are also expected to teach this skill to students" (p. 235). These researchers conducted a study that examined teachers' self-efficacy of their own critical reading skills and factors that may play a role in the development of this skill such as gender and education (Karabay et al., 2015). Findings indicated that TCs' self-efficacy perceptions of critical reading skills were higher than the intermediate level in relation to gender and academic achievements (Karabay et al., 2015). Karabay et al.'s 2015 recommendations included requiring education departments to offer a literacy skills and critical thinking course as a prerequisite before TCs instruct K–6 students. Their rationale was that when teachers feel confident in their ability to successfully complete a task, it can translate into their instruction quality.

Troia and Graham's (2016) study focused on practicing teachers' beliefs and attitudes toward writing instruction and implementing the CCSS-WL, providing insight that may continue to support teacher development. The researchers reported that although practicing teachers feel they have the administration's support in their schools, professional development lacked adequately preparing them for CCSS-WL implementation. The results of this survey also indicated that practicing teachers who had more pre-service coursework with effective writing instruction strategies held largely positive attitudes toward implementing the CCSS-WL. Troia and Graham also indicated that the teacher education coursework they take and the professional development they receive in the field may impact teachers' self-efficacy beliefs in their CCSS-WL writing instruction. Results from Troia and Graham's (2016) study related to writing teaching self-efficacy illustrated that 33.6% of respondents agreed or strongly agreed with the statement that "their teaching efforts were associated with students' writing improvement" and 44.6% of respondents agreed or strongly agreed "that their knowledge of instructional steps to take to teach a writing concepts or skill are associated with student mastery" (p. 1725). The survey results also displayed that 20.7% of respondents indicated that they did not take any writing instruction coursework during their teacher preparation program. The authors posited that teachers with more pre-service writing coursework and professional development may view the CCSS-WL as a way to obtain stronger student writing outcomes (Troia & Graham, 2016). Investigating instruction that is presented in methods courses and TCs' writing experiences that before preparatory coursework can shed light on the results of Hall et al.'s (2020) study.

Hall et al. (2020) explored TCs' attitudes and beliefs towards writing and writing instruction during a language arts methods course into their first year of classroom instruction. From the literature surrounding teachers' writing beliefs and confidence, these researchers identified a cycle displaying the impact of negative attitudes on writing instruction. The image below illustrates this cycle (Hall et al., 2020).



To create this model, Hall et al. (2020) reviewed literature and found that studies supported the cycle in the model; this cycle indicates writing teachers' lack of understanding regarding its importance for children and their developmental writing abilities. As the authors noted, "limited research is available to support teacher educators in breaking this cycle of negative writing attitudes" (p. 62). Understanding this cycle of writing attitudes, along with scholarship focused on understanding TCs' writing self-

efficacy, could provide a space for disrupting this cycle, benefiting both teachers and students. The study involved 17 TC participants who were enrolled in an early childhood education program during a language arts methods course that ran the length of a full semester. The participants responded to pre- and post-belief exercises and pre- and post-online surveys. Results indicated that participants' views of children's writing capabilities changed from the beginning of the semester to the conclusion of the course. Participants were previously doubtful of children's writing abilities, although after the course concluded, they had a more solid belief and understanding of children's ability to write at any developmental stage. After the course concluded, participants also had a more solid understanding of the different developmental stages of writing and several participants expressed that writing instruction was not as challenging as they previously thought. Overall findings from Hall et al.'s (2020) study indicated that participants' beliefs of and confidence levels in writing's importance and plans for future instruction increased. Results illustrated that engaging TCs in the writing process and providing them with pedagogical and conceptual instructional tools may strengthen their confidence in writing and writing instruction.

Writing Identities

Along with TCs need to understand the writing process, how K–12 students develop as they grow as writers, and the nature of the contexts in which learning about writing occurs (e.g., writing workshop), researchers simultaneously must understand TCs' personal writing identities and how they develop. Past experiences play a critical role in a TC's self-efficacy development and this holds particularly true for writing. Specifically, TCs' past experiences as K–12 students will shape how they approach

writing as teachers (Morgan & Pytash, 2014). Understanding these experiences will guide teacher educators in the instructional choices they make to create a positive teacher preparation program experience. Morgan and Pytash's (2014) findings that "over 90 percent of [TCs] identified writing as a 'fixed' trait, viewing writing as a talent that one does or does not possess" (p. 13) are key. These researchers also noted that, "[TCs] entered coursework with negative perceptions of themselves as writers" but the methods courses they took negated that perception (Morgan & Pytash, 2014, p. 13). These findings illustrate the impact that methods courses may have on TCs' writing instruction and development of their writing identities if these courses contain appropriate materials and pedagogies. Unfortunately, the studies that Morgan and Pytash (2014) examined did not include any detailed information about "how coursework or specific assignments influenced these changes" (p. 13). Thus, future research must carefully describe and analyze writing instruction curriculum designed for TCs.

As noted above, a TC's self-efficacy and writing identity are important to understand and support because to be effective writing instructors, TCs must understand the writing process and students' developmental trajectories, how to write, and feel competent to teach (Colby & Stapleton, 2006). Additionally, how TCs view themselves as writers and their experiences with the writing process will impact their ability to effectively model writing concepts and practices (Colby & Stapleton, 2006). Several studies indicated that educators with high teacher self-efficacy levels are more likely to utilize innovative student-centered pedagogical strategies and targeted learning activities (Guskey, 1988; Rose & Medway, 1981; Troia et al., 2011). Additionally, Morgan and Pytash's (2014) findings indicated that utilizing writers' notebooks with TCs supports

their developing identities as writers and provides a space for reflection. In another study Stockinger (2007) found that TCs used the writers' notebooks they completed for teacher preparation coursework as a tool to model writing for K–12 students. These findings suggested that TCs can use their experiences with writing in their teacher education coursework to shape how they approach writing instruction with their K–12 students. Providing space for TCs in teacher preparation coursework to reflect on their writing experiences can also have positive implications for their writing identities. Bomer et al. (2019) stated that "several studies suggest the importance of asking [TCs] to reflect on their writing histories ... By reflecting, [TCs] can make stronger connections between theory and practice and begin to recognize how their beliefs and attitudes might shape their teaching" (p. 203).

Likewise, Hall et al.'s (2020) findings indicated that TCs' writing identities and writing history may impact their responsiveness to acquiring new writing pedagogical approaches. For example, TCs who hold a negative view towards writing expressed in the past that this is an area with which they struggled during their own K–12 schooling and described writing as an innate gift that is not flexible enough to be positively impacted through instruction (Hall et al., 2020; Norman et al., 2005). Other researchers who studied TCs' beliefs about writing also found that those TCs with negative views of their writing abilities feel unprepared to teach writing (Colby & Stapleton, 2006; Hall et al., 2020). Draper et al. (2000) reported that TCs who hold negative attitudes towards writing expressed that they do not have adequate knowledge of the writing process (as cited in Hall et al., 2020). Hall et al. (2020) argued that "As [TCs] focus on themselves as writers, they filter information about teaching writing with a new lens and expand their

conceptions of writing" (as cited in Morgan, 2010; Zimmerman et al., 2014). Overall, findings from these studies suggest that TCs' attitudes towards writing may shift as they engage in writing while also receiving writing pedagogy instruction (Hall et al., 2020). Engaging TCs in writing during their coursework may provide a space to counteract previously held negative attitudes towards writing.

TCs previous educational experiences and histories as learners may impact their future instruction and teacher identities. Ell et al. (2012) stated, "teacher candidates are seen as likely to reproduce in their practice what they experienced themselves as learners" (p. 56). To that point, Ell et al. investigated how TCs recognize key features in students' work in both a mathematics and writing task. The researchers hypothesized that the TCs would rely on common knowledge skills rather than those of a trained teacher to evaluate students' work. These researchers aimed to learn more about the role that prior knowledge plays in what is gained from TCs' teacher preparation coursework.

In summary, the research reviewed provides strong evidence that TCs' previous writing experiences play a role in their self-efficacy development in writing instruction. Also clear is that engaging TCs in writing can be an effective tool to counter negative experiences and potentially increase their self-efficacy. TCs' writing identities can continue to develop throughout their coursework and into their teaching experiences, which can provide a powerful example to these novice teachers that they can support these same changes in their students.

Conclusion

Just as writing is a complex process, so too is understanding how to support TCs as writers and writing instructors. The literature reviewed outlines what researchers

learned about writing instruction and areas for continued study. With CCSS implementation and assessments that go along with these benchmarks, it is imperative to educate TCs on writing assessments and how that can direct their instruction to best support their students. Teacher educators should also take time to understand their TCs' writing experiences because findings provided solid evidence that prior experiences impact TCs' self-efficacy with writing and writing instruction. Understanding these experiences provides a space for writing opportunities to occur and for TCs to gain more confidence in their agency in writing and their writing self-efficacy.

In summary, this study was designed to build upon unexplored questions that arose after reviewing the existing literature on writing instruction and TCs' writing self-efficacy. This dissertation investigates how three TCs see their writing identities, their experiences with writing, their foundational knowledge of writing instruction, and how they put those elements into practice after a language arts course is redesigned to better prepare them in writing instruction and practice. This study includes a qualitative measurement of self-efficacy while including a case study contextual description of a teacher preparation program. The research discussed in this chapter illustrates that the majority of studies focus on either a quantitative or qualitative design. By utilizing a mixed-methods design, this study will show any changes that may occur to TCs' writing instruction self-efficacy while providing descriptions of factors and experiences that contribute to self-efficacy development. This can provide a way for teacher educators to understand TCs' impactful experiences in their programs and ways to foster positive self-efficacy development in writing and writing instruction.

Chapter 3: Methodology

This chapter outlines the theoretical frameworks that guided this dissertation. I describe the research design, a mixed methods case study, and demonstrate how this approach was appropriate for investigating my research questions. I also describe the university that served as the setting for this study, along with the participants, my data sources, collection procedures, and analysis and interpretation methods.

The purpose of my dissertation study was to determine what knowledge elementary teacher candidates (TCs) had about K–6 writing instruction prior to taking a language arts methods course; how TCs' knowledge about K–6 students' writing development and effective writing instruction was enhanced within a language arts methods course that included field experiences; and how TCs' self-efficacy developed as a result of new knowledge and experiences within the methods course. To investigate the context of this case study, I used the following research questions to guide my research:

1. What writing knowledge and concepts are taught to TCs prior to their language arts methods coursework (e.g., in an introductory Foundations of Literacy class)?
    a. How do elementary teacher candidates conceptualize writing instruction (theory and practice) after a Foundations of Literacy class but before they begin their language arts methods class?
2. What knowledge and concepts are taught in the Language Arts methods course?
    a. What revisions were made to the Language Arts methods course based on findings from research question 1?
    b. How do elementary teacher candidates conceptualize writing instruction (theory and practice after their Language Arts methods class?

3. How self-efficacious do elementary teacher candidates feel about teaching writing at the start and conclusion of their revised Language Arts methods course?
    a. What is the impact of enhanced knowledge about writing processes and pedagogies on teacher candidates' confidence in teaching writing after their Language Arts coursework?
    b. What role does an elementary teacher candidate's identity as a writer play in the development of the candidate's self-efficacy in designing and teaching writing lessons?

Theoretical Frameworks

The research questions posed in my study required a flexible yet rigorous methodology. I chose to conduct a mixed methods study. As Greene (cited in Christensen, 2020, p. 109) advised, "A [mixed methods] way of thinking is an orientation toward social inquiry that actively invites us to participate in dialogue about multiple ways of seeing and hearing, multiple ways of making sense of the social world." This design guided the investigation in an educational setting where knowledge is socially constructed. This mixed methods study was conducted through the lens of pragmatism and grounded in social cognitive and reflective practice theoretical frameworks. In the following section, I define pragmatism, social cognitive theory, and reflective practice, all of which informed this research.

Pragmatism

The paradigm perspective that guided this research has a long history in educational research. Dillon et al. (2000) noted that pragmatism, as a branch of philosophy, was developed over 100 years ago. It has since been used by researchers as an approach that contends that "conducting inquiry to useful ends takes precedence over

finding ways to defend one's epistemology" (p. 17). The pragmatic paradigm works towards revealing knowledge that is practical (Coghlan & Brydon-Miller, 2014). Through this perspective, "knowledge is seen as a contextual property that evolves through everyday practices and is measured by its practical consequences" (Coghlan & Brydon-Miller, 2014). The merit of utilizing a pragmatic lens means examining the possible results of an idea before engaging in it (Dillon et al., 2000). As writing and writing instruction has not been as predominant a topic in research as other language arts disciplines, investigating the contextual setting surrounding writing instruction can provide a foundation for further research. A pragmatic approach urges researchers to spend time identifying and discussing problems of common concern with participants (Dillon et al., 2000), which is addressed in the research surrounding teachers communicating a lack of writing instruction. By utilizing a case study approach through a pragmatic perspective to understand the research problems being investigated, TCs demonstrated the literacy instruction problems they were facing.

A pragmatic perspective encompasses the history, sociocultural, and democratic layers within a context of inquiry (Dillon et al., 2000). For example, the TC participants within my study were part of several structural contexts within a university and in school settings and were associated with their field experiences. A pragmatic approach allowed for these leveled contexts and multiple realities to be explored (Given, 2012). Creswell and Plano-Clark (2011) described pragmatism as follows: "A pragmatist views reality as both singular (e.g., there may be a theory that operates to explain the phenomenon of study) and multiple (e.g., it is important to assess varied individual input into the nature of the phenomenon as well)" (p. 37). This study was designed to obtain a pre and post

measure of self-efficacy at the beginning of a course and at the conclusion, while also considering the vast experiences that shaped the development of self-efficacy.

Operating from a pragmatic perspective grounded the methodology, as the complex nature of translating theory into practice for educators was documented. Morgan (2017), in describing three shared elements of pragmatism, stated that "actions cannot be separated from the situations and contexts in which they occur, actions are linked to consequences in ways that are open to change, and actions depend on worldviews that are socially shared set of beliefs" (pp. 25–26). These three elements guided the ways I described and interpreted the context of the language arts course setting and the multiple perspectives and roles that the TCs took up throughout the semester.

The theoretical frameworks that dovetailed with the pragmatic worldview and guided my research were social cognitive theory and reflective practices. These theories provided support for understanding and interpreting the ways TCs understand writing content and transform that knowledge into practice. TCs go through a transformation during their teacher preparation program, from viewing themselves as university students to evolving into K–6 classroom teachers. The lens of social cognitive theory and reflective practice provided me with the tools to develop a detailed picture of the complex factors that impact TCs' decision-making and practices during my study.

Social Cognitive Theory

The theoretical framework that guided this study is social cognitive theory, which was implemented in relation to writing instruction and TCs' teaching development. Social cognitive theory brings together self-beliefs and perceptions, social experiences, and language, which can be applied to writing instruction and classroom environments (Bandura, 1989). The teaching of writing involves a process approach more than focusing

on the product (Vygotsky, 1987). A goal for this study was to investigate the process of TCs' self-efficacy development in writing instruction. Therefore, this theoretical framework's stance on focusing on the process was appropriate.

A social cognitive approach takes into account the social and contextual factors of an educational setting (Pajares, 2002). The boundaries of this study included a course classroom where TCs worked collaboratively on assignments and with content activities. This also applied to the social interactions that can occur within literacy development, specifically writing. Research on self-efficacy, which is derived from social cognitive theory (Pajares, 2002), has found that levels of TCs' self-efficacy is contextually based (Tschannen-Moran et al., 2017). For instance, a TC's self-efficacy for writing instruction may be vastly different than if they are teaching math. Social cognitive theory provides the foundation for these social and contextual factors, explaining the impact on self-efficacy development.

Social cognitive theory describes an individual's cognitive processing of the self-system and the social and environmental factors that influence a person's behavior. The implication is that educational, socioeconomic, and family factors do not directly affect an individual, but instead to a degree influence a person's self-efficacy, ambitions, and feelings, among other things (Pajares, 2002). From this lens, it is not the conditions themselves that impact self-efficacy, but it is the interpretation of the physical and emotional conditions making that impact (Kang & Cavanagh, 2018). The way a person mentally processes experiences they are having determines the decisions they are making and will make in the future. Mental processes impact their motivation and motivation impacts the depth of learning that occurs. Framing learning within this theory can

demonstrate that if a teacher can positively elevate a student's emotional experience, it will raise that student's self-efficacy and hopefully provide an opportunity for deep, authentic learning (Pajares, 2002).

It is crucial for teacher educators to understand how a person's self-efficacy is formed and developed to be able to support their growth in a positive setting. Most work that has been done relating to self-efficacy development derives from social cognitive theory. Bandura developed the term self-efficacy to explain one's beliefs in their abilities to coordinate and perform actions to attain desired achievements, in connection with social cognitive theory (Pajares, 2002). Pajares (2002) described Bandura's work on social cognitive theory stating,

> From this theoretical perspective, human functioning is viewed as the product of a dynamic interplay of personal, behavior, and environmental influences. For example, how people interpret the results of their own behaviors informs and alters their environments and the personal factors they possess which, in turn, inform and alter subsequent behavior. (p. 1)

Three factors, termed triadic reciprocity, have contributed to Bandura's social cognitive theory: behavior, environmental, and personal (Pajares, 2002). Bandura (1989) argued that, in other theories, looking at human behavior is determined by one-sided factors. By using the reciprocal causation model, he showed that all of these factors play a part in human behavior. The factors do not always work simultaneously and are not of equal strength depending on the context. The directionality of how the factors interact, illustrated by social cognitive theory, demonstrates a person is both the product and producer of their environment (Bandura, 1989). Pajares (2002) demonstrated using the framework of social cognitive theory by relating it to teaching stating,

> Teachers can work to improve their students' emotional states and to correct their faulty self-beliefs and habits of thinking (personal factors), improve their academic skills and self-regulatory practices (behavior), and alter the school and classroom structures that may work to undermine student success (environmental factors). (p. 2)

The context of this study provided a setting where TCs were actively interacting with theoretical content, while also spending time in a classroom setting. Examining how the three factors mentioned above developed and impacted the way TCs interacted with writing content and instruction allowed for understanding TCs' self-efficacy development.

This study aimed to understand the knowledge that TCs have before and following a methods course and their beliefs about writing. Teacher knowledge and beliefs are two distinct factors TCs have. Understanding the way knowledge and belief impacts a TC's instructional decisions can contribute to providing effective pedagogy and experiences in a preparatory program. Bandura discussed four sources that impact a person's development of self-efficacy: mastery experience, vicarious experience, verbal persuasion, and psychological arousal (Bandura, 1997). The data collected for this study was guided by these four sources with the intent of understanding TCs' writing self-efficacy development within this context. Gaining this knowledge can add to the current research on self-efficacy development among TCs.

This study focused on teacher knowledge and teacher beliefs. The definition of teacher knowledge that guided the work of this study can be thought of as pedagogical content knowledge, content knowledge, theories of learning, and general knowledge

about learners (Merk et al., 2017). The definition of teacher beliefs employed for this study was content specific to writing and writing instruction. Teacher candidates' beliefs derive from the epistemological thinking of the individual TCs. Throughout this study, I made every attempt to distinguish between teacher beliefs and teacher knowledge, while understanding that these two factors can be interconnected. During analysis of interviews and artifact analysis, I worked to code between teacher beliefs and teacher knowledge guided by the research questions of this study. Teacher knowledge relates to content knowledge and practice knowledge, while teacher beliefs relate to experiences and practice of that knowledge.

Reflective Practice

Reflective practice is the second theoretical perspective that I employed in this study. Reflective practice can be expressed as a process of deep and interpretive thinking, providing space for careful and critical judgment (Dewey, 191, as cited in Slade et al., 2019). Zeichner and Liston (1996, as cited in Slade et al., 2019) defined reflection as the process of critical, continual, and active thinking of knowledge and beliefs. Using this lens, TCs were asked to examine their knowledge, how they translate knowledge into practice, and how effective they felt their actions were after teaching lessons within field experiences. Taylor et al. (2011) described reflective practice as "work broadly related to self-awareness directed at effective action" (p. 17). Reflective practice describes learning about one's self through investigating one's actions (Taylor et al., 2011). This technique is especially important to use with TCs as they translate theoretical knowledge about writing into practice for the first time. Reflecting upon their experiences after teaching experiences will assist in TCs' continued development as educators. Coghlan and Brydon-Miller (2014) discussed Dewey's work surrounding reflective practice within

education as involving two processes: continuity and interaction. *Continuity* describes how an individual's experience will impact their future. *Interaction* describes the comparison an individual makes between their present experiences and their past experiences (Coghlan & Brydon-Miller, 2014).

Reflective practice promotes TCs' knowledge, skills, and disposition development (Slade et al., 2019). This is facilitated by "fostering critical contemplation of actions in a real-world environment" (Slade et al., 2019, p. 1). Research demonstrates that reflective practice takes place when TCs have the opportunity to engage in reflection before, during, and after the opportunity to apply knowledge to real life classroom situations as individuals and in groups (Slade et al., 2019).

As part of the language arts methods course, TCs planned and implemented various writing lessons. Following those lessons, TCs responded to prompts as a source of reflection on the lesson. This reflection cycle and guided prompts were guided by Kolb's work (as described by Coghlan and Brydon-Miller, 2014). Kolb's Experiential Learning Model consists of: "(1) concrete experience, (2) reflection on the experience, (3) theorizing from the reflection and then (4) testing the theory" (Coghlan & Brydon-Miller, 2014, p. 677). This cycle occurs at various levels of depth and can be dependent on contextual factors (Slade et al., 2019). Reflective practice was a key focus in my study. I wanted to understand how TCs reflect upon what they learn about writing development and how teachers can aid learners in this process from experiences they have had within the language arts coursework. Furthermore, I wanted to examine how this knowledge impacts the decisions related to practice that TCs use with K–6 students in their field experience lessons. The theoretical framework of reflective practice was

used to shed light on TCs' decision-making strategies, which are imperative to understanding and supporting TCs' continued learning.

The paradigm and theoretical frameworks discussed above grounded this study. These ideas provided the foundational view for understanding TCs' knowledge acquirements, personal experiences, and identities that play a role in their development as an instructor of writing. I grounded this research in the previously mentioned theoretical frameworks to interpret and understand TCs' self-efficacy within writing instruction throughout the context of this study. The context of this study was a social learning environment, where TCs interacted with their peers throughout the course of this study. The TCs also created artifacts representing their reflections of field placement experiences. The theoretical frameworks provided foundations for understanding these social actions and the experiences that impact TCs' writing instruction self-efficacy, which was an aim of this research.

Study Design

As education pedagogies and standards continue to develop and change to meet the needs of students and their futures, research that takes into account both data results and contextual descriptions should be conducted to support these changes. In doing so, it is imperative in educational research to include detailed descriptions of contexts and methods of data collections and analysis (Cochran-Smith & Zeichner, 2005) to further support this ever-changing field. The next section of this chapter describes the design of my study, methods for data collection and analysis, and contextual information relating to the setting and participants.

To answer my research questions, I employed a mixed methods case study design. A mixed methods research design can offset weaknesses that may occur in quantitative and qualitative research (Creswell & Plano Clark, 2011). The quantitative portion of a mixed methods study allows the researcher to measure close-ended information, which can relate to attitude and behavior (Creswell & Plano Clark, 2011). The qualitative measures a researcher uses can consist of open-ended information, which allows for participants' voices to be heard in their own words. Greene (2007) (as cited by Creswell & Plano Clark, 2011) contends pragmatism acknowledges "multiple ways of seeing and hearing, multiple ways of making sense of the social world, and multiple standpoints on what is important to be valued and cherished" (p. 4). The qualitative measures I used in my study allowed for the multiple experiences and viewpoints within the cohort to provide deeper contextual information as compared to the quantitative measures. The primary data sources for the qualitative aspect of the study allow for beliefs and practices to be described from firsthand experiences of the participants.

A mixed methods approach was used within the case study to provide analytic texture through numbers and words coming together to provide a detailed picture of the case (Miles, Huberman, & Saldaña, 2014). By using a mixed methods approach, I quantitatively measured changes that occur in TCs' self-efficacy as teachers of writers during the one semester methods course experience, and also provide detailed context through qualitative measures. A mixed methods approach allows researchers a deeper understanding of the problem being investigated than looking at one set of data sources or the other (Creswell & Plano Clark, 2011).

As a means to answer my research questions, I used the case study method. The goal of a case study method is to have an "in-depth understanding of a single or small number of 'cases', set in their real-world contexts" (Yin, 2018, p.4). The case study design allowed me to document and interpret the ways in which TCs conceptualize knowledge and practice within a specific bounded context. The case I studied was one cohort of 22 students enrolled in one section of a language arts course at the Large midwestern university during the fall semester of 2021. My goal was to understand the current state of the context of this study and employing a case study design allowed for an in-depth description to emerge from the data. Utilizing a case study allowed for descriptive research findings to create "a rich, 'thick' description of the phenomenon under study" (Merriam, 1988, p. 11). Research has focused on quantitative data of TCs' self-efficacy, especially relating to writing instruction. This study brought together quantitative measures with specific perspectives from TCs to create a more detailed picture of knowledge and practice in writing instruction.

Understanding TCs' experiences in a real-world context (the field experiences that accompanied the methods course), will add to current research and utilizing a case study methodology will allow for those conditions. As part of an initial licensure program, TCs are part of complex layers of context within a university setting. They are students themselves, who are also transitioning into a teacher role. Utilizing a case study approach can aid in understanding the intricate layers of roles and contexts these TCs are experiencing and how impactful they may be to their teaching. Data points for this case study provided the space for both knowledge, actions, and reasons for those actions among TCs to be described and interpreted. TCs in this study continually made

connections and decisions and, as Yin (2018) described, researchers who use case studies try to "illuminate a decision or set of decisions: why they were taken, how they were implemented and with what result" (p. 15). The research questions that guided my study provided assistance, as I sought to discover this set of decisions and questions in the form of how and why TCs translate knowledge into practice and how (or why they do not), and why their self-efficacy as writing instructors continues to develop (or does not).

The phenomenon this case study investigated is the development of TCs' knowledge and self-efficacy in relation to writing instruction. The various data points of this case study aimed to explore the research questions and create a holistic illustration of this specific context. Merriam (1988) described the use of case study research as "research focused on discovery, insight, and understanding from the perspectives of those being studied offers the greatest promise of making significant contributions to the knowledge base and practice of education" (p. 3). Because writing can play an impactful role on K–12 students' academic development, conducting case studies will continue to inform and advance teacher educators' knowledge about TCs' development as writing instructors within preparation programs and allow TCs' experiences to be told in their words (Graham & Herbert, 2011).

Researcher's Role

My role in this study was that of a participant observer. I was an instructor of two of the four cohorts in the language arts course that the participants were enrolled in. However, this research study only focused on one section of the language arts course I taught. I had previously taught this course for a semester in an online setting. I had also taught the foundations of reading course. My field notes were reflective of what was observed in the classroom setting. Since I had previously taught this course, I was

familiar with the content. My experiences as an instructor were helpful but also something I needed to document and critically examine. For example, my own beliefs and biases about TCs and their learning needed to be documented, and my actions and decisions needed to be examined. It was important to acknowledge that I brought a particular perspective to this research, as qualitative work is interpreted by the researcher (Patton, 2005). I was the instructor of the course and also a previous elementary school teacher, and I brought those experiences and perspectives to this study. To accomplish this, I developed a process. After completing field notes following each session, I reflected on the field notes' authentic representation of what occurred during the course session. I searched and challenged my field notes daily for evidence of potential bias or incomplete information. I wrote about this and used what I learned to improve my data collection in an ongoing fashion. Field notes included observations of the course sessions focusing on the activities, the physical context of the sessions, interactions among participants, and the role the research took on during each activity.

As I was the instructor of this course, I also had interactions with participants during class sessions relating to their lives outside of the classroom. They shared about celebrations in their lives (personal and academic), family, hobbies, and vacations. These interactions took place before and following class, and on breaks during sessions. I had also previously instructed several participants within the cohort of this study in the previously mentioned foundations of reading course.

I used inter-rater reliability within the study by utilizing member checks (e.g., asking key informants if I had accurately described their beliefs and actions) and had a colleague attend at least two of the course sessions to compare field notes of the events

that took place (Multon & Coleman, 2018). Following the completion of the analysis, I reflected on my role as researcher and whether I had accurately described the context and interactions of this study. These reflections will be discussed in upcoming sections of this dissertation.

Context

Foundations of Reading and Practicum Course

Elementary and early childhood education majors are required to take two courses labeled CI 5413: Foundations of Reading (3 credits) and CI 5414 Practicum: Working with Developing Readers (2 credits). These two courses are taught concurrently during a four-hour block twice a week. During this four-hour block, TCs receive instruction on how reading develops and how to administer assessments used to understand typical and struggling readers. For the practicum portion of this course, TCs work with one primary grade (K–2) student and one intermediate grade (3–6) student. The TCs meet with each of their buddies for one hour a week. The TCs write lesson plans that contain a reading, writing, and word work section. They also administer an assessment each week, gathering data regarding the different developmental skills of their students. Class sizes range from 15–25 students. Three sections of these courses are taught during a semester. Due to the COVID pandemic, the participants of this study completed these courses in an online format. These classes preceded the Language Arts class that was the focus of my study, described below.

Teacher Preparation Program

The participants in this study were all enrolled in the Initial Licensure Program (ILP) at a large midwestern university with a student population of 52,000 located in a large metropolitan city. The ILP is a post-baccalaureate program in which students who

enroll are required to have completed a bachelor's degree. TCs enrolled in the ILP take methods courses and applied practicum courses (see Table 3.1). The focus of this study was one cohort of the *Language Arts Instruction in the Elementary Grades* course.

Table 3.1

Coursework for Midwestern University MEd Initial Teacher Licensure Program

Course title	Semester hours	Semester enrolled & completed
Practicum: Applying Instructional Methods in the Elementary Classroom	3	Fall
Reading Instruction in the Elementary Grades	3	Fall
Language Arts Instruction in the Elementary Grades	3	Fall
Science Instruction in the Elementary Grades	3	Fall
Teaching English Learners in English-medium Classrooms	3	Fall
Social Studies Instruction in the Elementary Grades	3	Fall
Mathematics Instruction in the Elementary Grades	3	Fall

All TCs enrolled in the ILP are divided into 4 cohorts. The TCs in each cohort take all of the above listed courses together. The methods courses are scheduled on Mondays and Fridays from 8–3:30 and Wednesday evenings. The TCs are in their elementary classroom placements Tuesday through Thursday for the practicum course they are enrolled in. The courses are offered in person at the midwestern university campus. The Language Arts course—the focus of my study—covers methodological issues and curricular concepts of language arts in the elementary grades. Topics focus on oral language development, response to literature, reading and writing processes, authentic assessment strategies, and teaching diverse students. The TCs met for 11 course

sessions throughout the Fall 2021 semester (see Table 3.2). Each session lasted three hours.

Table 3.2

Language Arts Instruction in the Elementary Grades Fall 2021 Schedule

Class Session	Date
Session 1 (In Person)	Monday September 13, 2021
Session 2 (In Person)	Friday September 24, 2021
Session 3 (In Person)	Monday October 4, 2021
Session 4 (In Person)	Monday October 11, 2021
Session 5 (In Person)	Tuesday October 19, 2021
Session 6 (In Person)	Wednesday October 27, 2021
Session 7 (In Person)	Friday November 5, 2021
Session 8 (In Person)	Monday November 15, 2021
Session 9 (Asynchronous Online)	Monday November 22, 2021
Session 10 (Synchronous Online)	Wednesday December 1, 2021
Session 11 (Asynchronous Online)	Friday December 10, 2021

Participants

All TC participants were enrolled in the ILP at the large midwestern university for the Fall 2021 semester. TCs were in the first semester of their student teaching practicum experience and placed in kindergarten, 1st, 2nd, 3rd, 4th, 5th, and 6th grade classrooms. TCs had completed the Foundations of Reading and Practicum: Working with Developing Readers courses prior to this semester. TCs were enrolled in the cohorts using a random assignment process. Participation in this study was voluntary. There were 22 students enrolled in this cohort who all volunteered to participate in the study. Along

with the 22 participants included in this study, there were three key informants. Recruitment for this study took place during the first session of the language arts instruction course. The nature of the study was explained to the cohort and students were able to voluntarily sign up to participate and separately if they wanted to participate as a key informant.

I utilized purposive sampling for the three key informants of this study. Purposive sampling is defined as the "intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon" (Robinson, 2014). Key informants are important for studying TCs at a specific point in their academic and teaching careers. Purposive selection, according to Patton (2002), means selecting participants that are "information-rich cases whose study will illuminate the questions under study" (p. 46). Purposive sampling can be used when the focus is to describe the unique context within a case study (Miles et al., 2014). Through purposive sampling, the three to four individual TCs deemed "key informants," were selected using maximum variation sampling. This type of sampling allowed me to identify "any common patterns that emerge from great variation which are of particular interest and value in capturing the core experiences and central, shared dimensions of a setting or phenomenon" (Patton, 2015, p. 234). Maximum variation sampling among the key informants allowed for the widest variety of TC opinions possible within the cohort (Patton, 2015).

The following criteria, in order of priority, were the basis for selecting the key informants:

1. TCs enrolled in one cohort of the language arts methods course at the Large midwestern university and who previously passed the Foundations of Reading course at the Large midwestern university.

2. TCs who are willing to discuss their experiences, identities, and reflections as writers and as teachers of writing.
3. TCs currently in an elementary school field placement within 50 miles of the university setting.
4. When possible, multiple gender identities were selected.
5. When possible, TCs included participants who were racially diverse and of varied ages.
6. When possible, TCs were selected from a variety of school contexts (suburban/urban) that allowed for varied field experiences.

An Overview of Each Key Informant

The following descriptions introduced each key informant and provided information regarding their teaching contexts. Data for the following descriptions came from the pre-survey and interview analyses.

Participant 1: Isla

Isla was enrolled in the elementary education ILP program. She identified as female of Asian ethnicity. She spoke three languages: Cambodian, Vietnamese, and English. During the time of this study, Isla's classroom field placement was in a third-grade classroom. She took her prerequisite courses for this program at the university where this study took place.

Participant 2: Mary

Mary was enrolled in the elementary education ILP program. She identified as female of White/Caucasian ethnicity. She spoke English. Mary's field placement was in a first-grade classroom. She received her undergraduate degree at the university where this study took place.

Participant 3: Theresa

Theresa was enrolled in the elementary education ILP program. She identified as female of White/Caucasian ethnicity. She spoke English. Theresa's field placement was in a fourth-grade classroom. She received her undergraduate degree at the university where this study took place.

Data Sources and Collection

My research questions guided data collection in the form of syllabi review, questionnaire responses, interview transcripts, pre and post surveys, observations, and coursework artifacts. The data collection began in September 2021 and concluded in December 2021.

Syllabus Review. I collected a syllabus from the *Foundations of Reading and Practicum: Working with Developing Readers* combined courses. Three sections are offered for this course each semester. All three sections use the same syllabus. I taught the course in the Fall of 2020 and Spring 2021 and had access to this syllabus. I also collected the syllabus from the *Language Arts Instruction in Elementary Grades* course that was the context of this study.

Questionnaire

TCs completed a pre-course questionnaire during the first session of the *Language Arts Instruction in Elementary Grades* course during the first session as part of an ungraded assignment. The questionnaire was administered in the form of Google Forms and responses were provided anonymously by the TCs. The questionnaire contained open-ended questions allowing TCs to write about what they gained from previous literacy coursework. The open-ended questions provided a space for comments if participants wanted to provide additional responses. Questions focused on writing

theory, writing instruction, and experiences the TCs went through during their Foundations of Reading course related to writing instruction. As a former instructor of this course, I was familiar with the content presented and what writing instruction is typically required during the practicum portion.

Interviews

Three interviews took place across the span of the semester with each of the three key informants. The first interview took place soon after the pre-survey was taken. A semi-structured interview format was used (Patton, 2015) (see Appendix A). This type of interview provided more detailed information about the TC key informant's beliefs about writing and their roles as teachers of writing. The first key informant interview focused on the TCs' experiences with writing and writing instruction, the context for their field experience placement, and their definition of writing. The second interview took place during midterm of the fall semester. This interview focused on key informant TCs' experiences with writing in their field placement and methods coursework, writing instruction decision-making processes, and continued description of the context of the field placement. The final interview took place at the end of the semester, closely following the completion of the post survey. The interviews were done in a one-on-one setting. Transcripts of the interviews were created.

Pre and Post Survey

A pre- and post-survey measured the TCs' own self-efficacy as writers and as teachers of writing. I used the *Preservice Teacher Self-Efficacy for Writing Inventory* (PTSWI) as the tool for my survey (Hodges et al., 2021). Permission was obtained from the lead author to utilize this survey tool for this study. Within a writing task there are varying levels of demands for which self-efficacy can be measured (Pajares, 2003). This

instrument was used to measure a number of those varying levels. The survey utilized a Likert scale and measured TCs' self-efficacy for writing, self-efficacy for teaching writing elements, and self-efficacy for writing instruction (Hodges et al., 2021) (see Appendix B). This tool was developed based on Bandura's self-efficacy theory (Hodges et al., 2021). When Hodges et al. developed the survey, it was administered to 30 students in a pilot study. Analysis of the findings resulted in some questions being edited, omitted, and revised and then the tool was administered to two groups of students (Hodges et al., 2021). The survey was tested for reliability and validity, analyzing scores and coefficients in accordance with the guidelines set for educational research. The result was that the survey was found to be both reliable and valid (Hodges et al., 2021).

The pre-survey was given early in the fall semester during the first session of the language arts course. The post survey was given at the conclusion of the semester. The post survey was given with the purpose of measuring any changes that might have occurred throughout the semester when TCs were enrolled in methods courses while also participating in their student teaching field placement. The surveys were part of an ungraded assignment for TCs in the language arts methods course and were administered at the same time as the questionnaire. Demographic information was also be included in questions in the pre-survey.

Observations & Field Notes

I completed observations and field notes during and following each session of the course. Field notes included observations made regarding the instruction and activities that were implemented throughout the semester and were in the form of open-ended observations (Creswell & Plank, 2011). Following my writing of the initial field notes, I

also kept a field log that included the date, course and fieldwork activities for the day, an analytic memo, reflexive memo, and a follow up.

Classroom Artifacts

Classroom artifacts included materials produced in class and outside of class for activities and assignments. One example was lesson plans and reflections completed by the participants. Three assignments for this course required TCs to write a lesson plan with a specific purpose set by the instructor (see Appendix C). The TCs taught the lessons in their field placements and answered follow-up reflection questions (see Appendix D) before turning assignments in. The reflection portion of the lesson plans was not graded, but only marked that they are completed. Another classroom artifact collected for this study was a digital writer's notebook.

Data Analysis

Data collection and analysis occurred concurrently (Patton, 2005). Beginning early analysis while collecting data allows for identification of emerging themes and for the possibility of filling any data collection gaps (Miles et al., 2014). Concurrently collecting and analyzing data allows the researcher to identify themes and continuously cycle back, generating new ways for data collection (Miles et al., 2014). For this research, I collected, analyzed, and followed up by writing an analytic memo that reflected and refined themes and meaning. The kind of analysis performed included identifying, coding, and categorizing data patterns (Miles et al., 2014). The table below (Table 3. 3) displays the data collected and analysis process in relation to each research question of this study. Following this table, I describe exactly what I did when analyzing each form of data.

My overall analysis—across all data sources—included my interpretive commentary following data presentations and my assertions or findings, supported by evidence from multiple data sources. My goal was to make inferences and develop explanations for phenomena within the context of the case study (Merriam, 1988).

Table 3.3

Alignment of Data Sources & Analysis Strategies with Research Questions

Research Question	Data Sources	Analysis Strategy
What writing knowledge and concepts were taught to PTs prior to their language arts methods coursework (e.g., in an introductory Foundations of Literacy class) ? a. How did elementary teacher candidates conceptualize writing instruction (theory and practice) after a Foundations of Literacy class but before they began their language arts methods class?	Syllabus review Questionnaire	Document analysis (Patton, 2015) Calculating frequency distributions Inductive and deductive coding (Corbin & Strauss, 2008) Values coding (Miles et al., 2014)
What knowledge and concepts were taught in the Language Arts methods course? a. How did elementary teacher candidates conceptualize writing instruction (theory and practice) after their Language Arts methods class?	Syllabus review Interviews	Document analysis (Patton, 2015) Interview transcription Inductive and deductive coding (Corbin & Strauss, 2008) In vivo coding (Miles et al., 2014)
How self-efficacious did elementary teacher candidates feel about teaching writing at the start and conclusion of their Language Arts methods course? a. What was the impact of enhanced knowledge about writing processes and pedagogies on teacher candidates' confidence in teaching writing after their Language Arts coursework?	Pre/Post survey Interviews Observations Classroom artifacts	Paired sample t test Interview transcription Document analysis (Patton, 2015) Artifact analysis (Miles et al., 2014) Inductive and deductive coding (Corbin & Strauss, 2008)

b. What role did an elementary teacher candidate's identity as a writer play in the development of the candidate's self-efficacy in designing and teaching writing lessons?		In vivo coding (Miles et al., 2014)

Syllabi Analysis

The syllabi from the course foundations of reading and practicum and language arts courses were analyzed for the writing theory and content presented. The syllabi were analyzed following a document analysis approach. The first cycle of coding was deductive, beginning with a list of predetermined terms and short phrases related to writing theory, pedagogy, and practice. I examined the syllabi and noted the occurrences of each. The second cycle then put those terms and phrases into subcategories and developed themes between writing concepts (Gross, 2018). I also examined the documents for writing instruction terms and phrases that were unexpected and made note of and analyzed these as well. Table 3.4 provides the list of predetermined list of phrases related to writing theory, pedagogy, and practice.

Table 3.4

First Cycle Predetermined Lists of Terms for Syllabi Review

Write	Writing	Writing Instruction	Writing Assessment
Written Language	Writing Pedagogy	Writing Systems	Writing Process
Spelling	Grammar	Handwriting	Reflective Writing
Writer's Voice	Audience	Graphic Organizer	Writer's Notebook
Writer's Workshop	Genre Writing -Narrative -Informative/nonfiction -Persuasive		

Questionnaire

The questionnaire was analyzed using descriptive coding to identify themes throughout participants' responses. This provided an index of key words to be categorized (Miles et al., 2014). Following the first cycle of coding, I put the codes into subcategories to identify themes across responses. An example of a category developed related to the question "What would you value learning in regard to writing instruction in the future?" and a category that was derived from responses was motivation.

Interviews with Key Informants

I began by transcribing all interviews from each key informant and field notes following each section. The following analysis process was also used to analyze lesson plan reflections. I analyzed interview transcripts and course artifacts utilizing open and axial coding (Strauss & Corbin, 1990). Following each interview, I read each transcript in its entirety. Following this, I read each line of data and marked it for units of meaning or open codes. I initially coded by labeling phenomena which allowed categories to be identified (Miles et al., 2014). I did this using a first cycle of in vivo coding where I coded the transcript utilizing a word or phrase in the key informants' own language. I went through each transcript by question and then line by line, marking codes throughout, creating within-case coding. I identified specific experiences key informants had in relation to writing and school, experiences they have had as being an instructor of writing, and their values and beliefs surrounding writing pedagogy.

Following the first cycle of coding, I then moved into axial coding. I did this by reviewing the transcripts with the in vivo codes to identify category codes. When two or more in vivo codes were relational in meaning, I brought those codes together to create a category. Following the creation of a category, I wrote an analytical memo documenting

my thinking throughout the analysis process. The categories created from the coding cycles included personal writing experience, writing knowledge, field placement and learning discord, individual student needs, pedagogical choices, and areas for growth (see Table 3.5).

Table 3.5

Generated Categories from the Interview Data Collection

Category	Definition
Personal writing experiences	Statements relating to personal experiences participants had as writers themselves
Writing knowledge	Statements regarding content specific concepts from coursework and practicum
Field placement and learning discord	Statements relating to situations and experiences that occurred in field placements that conflicted with theory and practice taught in their methods coursework
Individual student needs	Statements regarding instructional differentiation and pacing with K–6 students in field placements
Pedagogical choices	Statements in relation to instructional choices in practice
Goals and areas for growth	Statements participants made in regard to goals they set in relation to writing instruction and areas they would like continued development with

After completing the coding cycles, a cross-case analysis was conducted of the interview and course artifacts data points. This allowed for a deeper understanding of the phenomena (Miles et al., 2014). I created matrices to organize data for within-case analysis. This was then used to create matrices of cross-case analysis, identifying common themes among the key informants (see Appendix G).

I also looked at the codes and categories from the cross-case analysis to identify the four sources of experiences described within research on self-efficacy derived from

social cognitive theory (Pajares, 2002). These sources were vicarious, mastery, physiological arousal, and verbal persuasion. This portion of the analysis guided the answer to my research question relating to the development of self-efficacy within writing examples and provided specific examples of experiences that impacted that development. It also allowed me to identify shifts that occurred in relation to TCs' writing instruction self-efficacy. Vignettes were included to maintain the rich data of a key informant's experiences in their voice. For example, the following is a vignette from Isla in her initial interview that displays her goal to learn more about writing instruction:

> I think where to start. Maybe like how to engage motivation for specifically writing. I feel like we hear a lot of motivation and a lot of other aspects of reading where you don't necessarily hear about writing. And then prompts. Not necessarily prompts but like tips on how to get them to write more. Things like that. Probably things to look for in writing, like emergent and moving on. Things like that would be really beneficial to know to keep an eye out for.

Each participant was assigned an identifying number assignment for the purposes of matching pre and post survey data. The demographic information included in the beginning of the survey was used to include more contextual information to provide in-depth descriptions of the cases in this study. The survey was broken into three sections. Table 3.5 displays the question numbers with their subcategory focus.

Table 3.6

Preservice Teacher Self-Efficacy for Writing Inventory (PTSWI) Subsections

Question Numbers	Subcategory

#1–10	Self-efficacy for writing
#11–21	Self-efficacy for teaching writing elements
#22–32	Self-efficacy for writing instruction

The remaining six questions of this survey related to writing in a broader sense. To analyze this data source, I first ran a paired t-test on each of the three subcategories for the survey between the pre and post survey data to determine statistical significance. A paired t-test was then used on each question of the survey to determine if there was statistical significance among any of the questions. These results provided a measurable data point to include in the context of this case study.

The mixed methods case study approach to this study allowed me to look across various data points to investigate the research questions. I was able to analyze measurable, numerical changes in TCs' self-efficacy with writing and writing instruction. I was then able to utilize the interview and course artifacts data to identify experiences that may have contributed to the changes in self-efficacy. All of the data points of this study allowed me to identify the contextual experiences TCs had within a setting; this was both in the classroom for themselves as learners, as well as in their field placements as instructors. During my review of the literature, I did not come across any research that involved both a quantitative measure of self-efficacy along with a detailed case study of experiences TCs had during the timeframe between measurements.

Conclusion

This chapter restated my study purpose and guiding research questions. I outlined the paradigm view and theoretical frameworks this study was grounded in. Detailed information regarding the participants and context sites was included. I described the data sources and collection process. I then explained the analysis strategies taken for each data source.

In chapter 4, I will discuss the results of the analysis outlined in this chapter. I will describe the findings from the pre and post surveys, questionnaire, my observations, interviews, and the experiences and reflections of the participants during this content methods course.

Chapter 4:

Findings

This study's purpose was to determine elementary teacher candidates' (TCs) knowledge of K–6 writing instruction before taking a Language Arts methods course, how their knowledge of K–6 students' writing development and effective writing instruction can be enhanced in a Language Arts course that includes field experiences, and how their self-efficacy develops as a result of new knowledge and course experiences . This study is not an evaluation of the program or university in this research; rather, the purpose is to identify the factors that may impact TCs' writing self-efficacy, accounting for past writing experiences. A mixed- methods research design was used to investigate this case study's context, guided by the following research questions:

1. What writing knowledge and concepts are taught to TCs before their Language Arts methods coursework (e.g., in an introductory Foundation of Literacy course)?
    a. How do elementary TCs conceptualize writing instruction (theory and practice) after a Foundations of Literacy class but before they begin their Language Arts methods course?
2. What knowledge and concepts were taught in the Language Arts methods course?
    a. What revisions were made to the Language Arts methods course based on findings from research question 1?
    b. How do elementary TCs conceptualize writing instruction (theory and practice) after taking the revised Language Arts methods course?

3. How self-efficacious do elementary TCs feel about teaching writing at the start and conclusion of their revised Language Arts methods course?
    a. What is the impact of enhanced knowledge about writing processes and pedagogies on TCs' confidence in teaching writing after their Language Arts coursework?
    b. What role does an elementary TC's identity as a writer play in the development of their self-efficacy in designing and teaching writing lessons?

In the remainder of this chapter, I will detail the findings of my study. I will present my analyses of the collected data, including themes I identified and providing evidence to support my work. I will report and organize the analyses to answer my research questions.

RQ1 Finding: Writing content presented to TCs in the Foundations course (prior to the methods course) is limited and only introductory in nature

I reviewed and analyzed two documents related to the Foundations of Reading and Practicum: Working with Developing Readers course: the syllabus and course calendars from fall 2020 and spring 2021. I coded items from these two documents related to writing and writing instruction into three categories: readings, assignments, and course lectures/activities. In the following sections, I will describe these documents' content items in each category related to writing instruction.

Readings. TCs were assigned the following readings to complete:

- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. R. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (7th Ed.). Pearson. (Chapters 1, 2, 3)
- Templeton, S., & Gehsmann, K. M. (2014). *Teaching reading and writing: The developmental approach*. Pearson. (Chapters 1, 2, 4, 5, 6, 7, 8, 9, 10, 11)
- Anderson, N. L., & Briggs, C. (2011). Reciprocity between reading and writing: Strategic processing as common ground. *The Reading Teacher*, *64*(7), 546–549.

There was one optional reading:

- Serravallo, J. (2015). *The writing strategies book.* Heinemann.

Assignments. A recurring assignment that TCs complete for this course included writing two lesson plans each week, one for a primary elementary student and one for an intermediate elementary student (students=practicum buddies). Each lesson plan contains four content parts: reading, writing, word work, and assessment. TCs plan a mini lesson and activity for each of the four parts. Course instructors assign the assessments TCs administer. There is one writing assessment TCs are required to administer to each of their practicum buddies. TCs collect an informal writing sample from each of their practicum buddies by giving them a prompt and allowing them to respond in writing for an allotted time period. TCs analyze the writing samples using the *6+1 Traits* scale (Education Northwest, 2021) for the intermediate student and the *Beginning Writer's Continuum (BWC)* (Education Northwest, 2021) for the primary student. After completing the analysis, TCs were required to complete an assignment with a written

account of the collected data from each buddy's previously described assessment. TCs write an analysis for each of the assessments throughout the semester.

Another requirement for the Foundations of Reading and Practicum: Working with Developing Readers course is for TCs to write a research paper or presentation related to elementary students' literacy motivation. The TCs must follow APA guidelines and either write a 5–7-page paper or create a 20-minute presentation with accompanying slides. The presentation is a recorded project that only the instructor views. TCs also complete written reflections as part of assignments turned into the instructor or discussion board posts where TCs respond to one another. Reflection topics include developmental literacy stages and dyslexia.

Lectures/Course Activities. At the beginning of the semester, TCs participate in a lesson plan workshop. Part of that workshop is learning about crafting lesson objectives, including objectives for their lesson plans' writing component. The Foundations class requires that each TC develop 9–10 lesson plans. As part of the course, TCs learn about K–6 literacy developmental stages, including emergent, beginning, intermediate, transitional, and skillful (Templeton & Gehsmann, 2014). Throughout the semester, TCs learn about readers and writers' characteristics in each stage. TCs also receive information to support K–6 students at each stage with writing in response to reading. TCs listen to a lecture about language, thought, and literacy development, specifically focusing on characteristics of written language in word and text level. The items described above comprise the writing information listed in the documents I analyzed for this course. Additionally, I documented and reviewed the Minnesota teaching standards

that the course is designed to meet. The Foundations course syllabus provides these standards for TCs [see Appendix H].

My analysis of the documents from in the Foundation*s* course indicated that the presented writing concepts were introductory; topics were introduced briefly through a lecture or reading but did not develop writing topics in depth. For example, one class period focuses on crafting the lesson plan's writing instruction portion, which occurs during the lesson plan workshop course period. Additionally, in five class sessions guided by readings from Templeton and Gehsmann (2014), writing is discussed at each developmental level: emergent, beginning, transitional, intermediate, and skillful. This is done in a broad sense, as reading development levels are the course lectures' primary focus. TCs are required to administer two writing assessments (6+1 trait, BWC) during the semester and learn to analyze those results. Only five course readings and six class sessions are allotted to prepare TCs to teach writing to K–6 students as compared to 27 class sessions allocated to teaching reading development and instruction and other literacy development topics. Findings indicate that the Foundations course only presents a broad overview or introduction to writing at different developmental levels while still requiring TCs to teach a writing lesson each week. TCs do not receive detailed instruction on how to plan specific writing lessons that could better support a growth area noted on the assessment given to their buddy. This in-depth instruction requires more class time focused on writing instruction than the Foundations course currently allocates.

RQ1a Finding: Based on questionnaire and interview data, TCs' knowledge about writing after the Foundations class is limited and shows gaps in core ideas and confidence

During the first Language Arts course session, participants anonymously completed a Google Survey, which asked the following questions:

- What is writing to you?
- Describe your experience with writing instruction in your previous coursework.
- What skills and instructional strategies would an effective writing teacher implement?
- What pedagogy and decision-making process do you use when planning for a writing lesson?
- What do you envision writing instruction to look like in your future classroom?
- What would you value learning about in regard to writing instruction in the future?

These survey questions allowed participants to write about their writing and writing instruction knowledge before beginning the language arts course and invited TCs to identify interest areas that they would find valuable to learn about before implementing writing instruction. I coded and generated common themes from the data for each question and created a frequency table to display the results (see table 4.1).

Table 4.1

Frequency Data: Questionnaire

Question	*Theme*	*Frequency*
What is writing to you?	Express thoughts, feelings, ideas	14
Describe your experience with writing instruction in your previous coursework.	Foundations of Reading Practicum	7
Describe your experience with writing instruction in your previous coursework.	Lack of focus on writing instruction	9
What skills and instructional strategies would an effective writing teacher implement?	Allow for creativity and choice	9
What pedagogy and decision-making process do you use when planning for a writing lesson?	Unsure/no experience	7
What pedagogy and decision-making process do you use when planning for a writing lesson?	Differentiation	5
What do you envision writing instruction to look like in your future classroom?	Engagement and enjoyment with writing	10
What do you envision writing instruction to look like in your future classroom?	Choice & journaling	8
What would you value learning about in regard to writing instruction in the future?	Motivation	12

Note. n = 22

My analysis indicated that when TC participants responded to the question: *what is writing?* they focused mainly on writing as a way to express feelings or as a physical act; e.g., the mechanical act of writing. Participants' responses included:

- "Writing is a way to express ideas and feelings in an effective way."
- "It's communication."
- "Writing is a way to connect words together in a purposeful way to convey meaning through written symbols (letters)."

- "Writing is the act of getting your thoughts on paper or typing."

This was also seen in participants' responses to the question *what is writing to you*? in the *Preservice Teacher Self-Efficacy for Writing Inventory* (PTSWI). TCs noted:

- "Writing is the process of transferring thoughts/ideas/content in one's mind onto paper in written form (using letters)."
- "Expressing knowledge and ideas through typing or physical handwriting."
- "Writing is an expression of thoughts, feelings, ideas, and information."

The responses to questions from both data collection tools were similar in that they focused on the mechanical act of writing and an informal task where individuals freely express their thoughts. TCs do not see writing as a complex process where the writer selects a topic, develops it, considers various modes to convey messages, revises the work, and summarizes story information. TCs did not state that they see writing as a tool to learn or respond and make sense of texts. Instead, their responses were broad and vague. When TCs relate to writing as an academic act, they focused on using it as a tool to create lists and keep track of work, as shown in the following anecdote: "Writing also allows me to keep track of everything I need to do, whether that's school related or work outside of school." The interview data findings below are similar to the questionnaire data but with some nuanced differences. For example, in my initial interview with Isla, a key informant, she stated: "Writing to me is probably like, any, getting out any ideas in your head, whether that be like, verbally or like, on paper, or you could do it electronically, like typing. Like getting out your ideas in like any form would be writing to me because like prewriting, and like the brainstorming process is still like part of writing to me." While Isla focuses on getting ideas out and the mechanical ways to do so,

she also hints at two more aspects of the writing process: pre-writing and brainstorming. This indicates that some TCs can recall ideas learned in the Foundations course, but very generally.

A frequent pattern I found in several of the key informants' responses were TCs' feelings that they have minimal to no experience or substantive instruction related to writing pedagogy. In response to the question, *describe your experience with writing instruction in your previous coursework,* comments included:

- "When I think of teaching writing, it causes me stress because I am unsure of where to start. Unsure/No experience."
- "Where do I begin?"
- "I feel kind of lost when I think about writing instruction."
- "There is so much I do not know about writing instruction."

These comments indicate that even after the Foundations of Literacy coursework, TCs related that they do not feel adequately prepared in writing research or to provide K–6 students with adequate academic instruction in this discipline. Additionally, six TCs responded N/A to the question about their pedagogical choices to instruct their students in writing. This high response to not remembering learning about how to teach K–6 students how to write also emerged in interview data. Isla stated: "I personally, I would say I'm underprepared to go in, like if I were to walk into my class right now, and my teacher was like, okay, you're going to teach your writing lesson of the day, I think I would feel really hesitant."

A theme that emerged throughout the remaining survey question responses focused on TCs wanting to use instructional choices to support students, allowing

creativity in writing, along with ensuring that students' motivation to write. The following are examples of TCs' statements:

- "Provide guidance and assistance while allowing creativity and ownership. Discover and cultivate their own writing process/opportunity for creativity and ownership. Creativity, originality, depth, vocabulary, audience, etc."
- "Allowing creativity while teaching properly."
- "Strategies to motivate kids who say I can't."

These comments show that TCs valued the idea that teachers should guide students as they learn to write while still allowing learners to be creative. TCs were general in how they would accomplish this goal and listed terms associated with what they remember about writing instruction (e.g., "writing process;" "ownership;" "vocabulary;" "creativity"). TCs also appeared to default to one core idea about writing instruction: they must learn how to instruct writing in a way that allows students to have positive writing experiences. Fifty-five percent of TCs noted supporting students' engagement and motivation on their questionnaire responses, especially related to students who may not like writing or feel they are not good at writing. My interpretation of these data is that TCs determined that writing can be challenging for learners with negative experiences with the subject or who have low self-efficacy in this area. However, data suggests that TCs' approach to teaching writing was limited to a focus on youth's social-emotional aspects of writing and their motivation to write, versus the academic aspects of how to teach writing based on student needs. This finding may indicate that, at this point in their teacher preparation program, TCs are over relying on or over emphasizing their knowledge of motivation (e.g., wanting to provide choice in what to write and focusing

on creative writing). This may be due to TCs lack of knowledge about how to support students' learning related to writing processes and using writing as an academic tool.

An important element of this study was to determine what writing content knowledge was in the Foundations of Reading course before the Language Arts course. Data from analysis of the questionnaire illustrated that several students felt they had not received any writing instruction (as a discipline) and they would not know where to start when approaching writing instruction. This is an interesting finding because writing instruction is in the syllabus and course calendar. In the following section, I will discuss potential reasons for the discrepancy between information presented in coursework and TCs' feelings and perceptions after the Foundations class.

A common theme in the questionnaire results was that students felt they had no writing content instruction. Multiple TCs communicated that they would not know where to begin when teaching writing. This is an interesting finding as each of the participants was required—as part of the Foundations of reading course—to teach a writing component with their practicum buddies each week during the semester. The TCs could choose what skill or content they wanted to work on with their buddies as part of their lesson plans each week.

An important consideration regarding this group of participants is that their field practicum experiences associated with coursework taken before the methods classes were virtual due to COVID-19. This was something TCs discussed during the first Language Arts course session after the pre-course survey. They discussed that either their required practicums from the courses in which they were enrolled were canceled or, in the case of the Foundations course, the field placement part of the course was completely online. For

example, TCs met with their reading buddies via Zoom and were not required to have their cameras on. Each of the assessments that TCs were required to administer were done completely online, including the 6+1 trait and Beginning Writer's Continuum (Education Northwest, 2021). TCs discussed the difficulty administering these assessments in this manner because it was difficult to keep buddies engaged during the assessment. There were also technical difficulties with having buddies maintain what they wrote, allowing TCs to take a screenshot of the work for analysis. This online-only teaching experience may be one reason why TCs felt they did not have any experience with writing concept instruction. As a result, TCs seemed less able to translate that online field experience into an in-person classroom setting. The two practicums' contexts are vastly different, and it may have been challenging to rely on their experiences in the Foundations course with the difficulties they faced.

Overall, results showed that after the Foundations class and before their Language Arts coursework, TCs did not feel prepared with information about writing development or pedagogy. TCs also discussed and wrote about their goals for what they wanted to learn during the Language Arts course and what knowledge they would find valuable about which to learn more. These goals are still strongly attached to the concept that writing lessons must be motivating. Questionnaire findings, class observations, and initial interviews provide support for this claim. For example, a theme emerged from the data illustrating TCs' desire to learn more about writing and writing instruction motivation and engagement. Examples of participants' responses from the questionnaire were:

- "Explore enjoyment and fostering growth."
- "Create a positive environment so students feel like good writers."

- "Plant the seed of excitement."
- "Different strategies to encourage students in writing; how to keep them going and motivated as well as different prompts to guide their thinking. I also want to learn how to implement effective 'essay writing' workshops (not necessarily essays, but formal writing pieces at the elementary level) for students."

The comments above show an emphasis on motivation in writing instruction but they also indicate TCs' desire for specific information about how to implement "effective essay writing…[of] formal pieces…," indicating an understanding that writing instruction is needed to help students learn content and communicate their learning. Isla communicated this feeling in her initial interview when asked, *What is something you would value learning in regard to writing instruction?* She stated:

> I think, where to start? Maybe like, how to engage motivation for specifically writing. I feel like we hear a lot of motivation and a lot of other aspects of reading, where you don't necessarily hear about writing. And then probably prompts, not prompts necessarily, but like, tips on how to get them to write more. And things like that. Probably things to look for in writing, like emergent moving on, things like that probably would be really beneficial to know to keep an eye out for that.

Data analyses indicate that at the start of the Language Arts class, TCs did not have a strong sense of knowing where to begin with writing instruction planning for various grade levels or writing pedagogy. Instead, TCs discussed general topics associated with writing instruction such as spelling, grammar, and prompts. In the

questionnaire, TCs did not discuss teaching students about the writing process and only two comments focused on a discussion of writing in different genres. My interpretation of the significant focus on motivation and engagement in TCs' comments comes from the strong focus placed on this topic in the Foundation of Literacy course. It could be that because they were convinced of motivation's importance in literacy teaching and they learned significant information about this topic in the Foundations class, they drew upon the overarching idea of fostering motivation and engagement as a core focus in writing instruction. For example, in her initial interview, when asked about a goal she had for writing instruction for this semester, Mary stated:

> I think one thing is like for those really, really low kids, a lot of them struggle to stay on task and to they just get really burnt out really fast, and especially if their handwriting isn't good. So I guess just how to keep those kids motivated and interested in writing when? Because they've had bad experiences in the past or feel like they're not as high as the other kids like, they just shut down.

Not only was motivation and engagement a theme identified at the beginning of the semester, but it was also evident throughout the course and even at the conclusion of it. Early ideas about motivation and its role in writing instruction may have been all TCs could rely on when framing how they would teach writing. This is most likely due to the small focus on writing research, instruction, and pedagogy in the Foundations class. As the revised Language Arts class sessions progressed, however, TCs' ideas became linked to more specific ideas about writing instruction. For example, after completing a semester of revised Language Arts coursework specifically related to writing instruction and putting that knowledge into practice in her field placement, Theresa communicated that

she still struggled with motivating her students to write in specific genres and helping them maintain their stamina throughout the writing process. When asked in her final interview what she found challenging with writing instruction, Theresa stated:

> Um, I think motivating the students you know, I think we've done probably two major narratives, one being they have a pet dragon and another being a turkey story where they're trying to hide from the farmer. And it's always like the first couple of days are really excited because they have all these ideas. And then it's been hard to keep that engagement and that little level of enthusiasm throughout the whole process. So that has been definitely a challenge to like, keep pushing kids while still trying to get them engaged.

Theresa's comments indicated that she was beginning to link writing pedagogy and motivation, but that she continued to rely on a lack of motivation as a reason for students who are having difficulty with a specific genre. This statement indicated her reliance on how to motivate instead of reflecting on how a genre writing project is instructed. TCs may feel their students are disengaged due to lack of motivation or interest, but it may be due to the TCs' pedagogical choices.

Theresa's development was somewhat unique, however; for example, during the class first session, following completion of the PTSWI (Preservice Teacher Self-Beliefs for Writing Inventory), TCs spent time in small table groups discussing the article, "How to make students care about writing" (Rizga, 2018) and their reactions and questions following the reading. After spending time in small groups, the class came together to share what they discussed. A common question that several students discussed before, during, and after reading the article was how to support reluctant writers' motivation.

Pre-course survey data showed that elementary students' writing motivation is a concern TCs have as they enter their methods coursework and student teaching field placement; they value learning content and practical strategies to support elementary students. However, when discussing an article on writing pedagogy, one might expect a more focused discussion centered on writing. Because of this, TCs' comments raise a red flag for teacher educators: It is good to be concerned about motivation and engagement but not to the detriment of content about and how to teach writing required to be an effective teacher.

RQ2 Finding: Writing content presented to TCs in the Language Arts methods course (prior to revision) is detailed in process and developmental levels

The first step in my research process was to review and analyze one document in relation to the Language Arts Instruction in the Elementary Grades class before making any revisions based on TCs' survey data. I analyzed the fall 2021 course syllabus. I coded items related to writing and writing instruction into two categories: readings and assignments. In the following section, I will describe these documents' contents in each category in relation to writing instruction.

Readings. Enrolled TCs were assigned the following readings to complete:

- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. R. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (7th Ed.). Pearson.
- Duke, N. K., Caughlan, S., Juzwik, M.M., & Martin, N.M. (2012). *Reading and writing genre with purpose in K–8 classrooms.* Heinemann.
    - Introduction chapter and one selected chapter of choice.

- Templeton, S., & Gehsmann, K. (2014). *Teaching reading and writing: The developmental approach* (1st Ed.). Pearson.
    - Chapters 3 & 5
- Additional articles and supplemental readings are listed in Appendix J

Assignments. For this course, students completed seven assignments with three of those assignments completed in their field placements.

Descriptions of each assignment taken from the Language Arts Instruction in the Elementary Grades fall 2021 semester syllabus including each assignment's purpose statement are in Table 4.2.

The course content is presented to TCs together with the assignments. TCs learn about the theory behind concepts and practical ways to present information in the classroom; the lesson plans they write for each assignment illustrate this. As part of Assignment 1, TCs are asked to write in their writer's notebooks at the beginning of each class session. In the table below, I show how I designed TCs' writing instruction with each assignment listed.

Table 4.2

Language Arts Methods Course Assignments

Assignment Number & Name	*Purpose*
1. Attendance, Reflection, and Professional Participation	The State of Minnesota Licensing Rule regarding teacher certification requires students to develop professional level knowledge, skills, and attitudes. Regular attendance and class participation are vital since much of the course content will come from interactive class discussions, videos, teacher demonstration/modeling, guided practice of instructional techniques, and lectures.

2. Reflections, Reflective Thinking, and Refinement of Instruction	Reflective thinking and inquiry are essential components of an effective teacher. Reflection enables teachers "to generate connections between theory and practice, to come to deeper understandings about their personal beliefs while adopting new perspectives, and to learn how to use reflective inquiry to inform their instructional decisions" (Risko et al., 2002, p. 149).
3. Whole Group Shared Reading and Small Group Emergent Writing and Word Study Lesson/Teaching/Reflection (Combined assignment for CI 5425 & 5426)	Grades: K–1 To apply what we have been learning in class about the importance of phonemic awareness and the alphabetic principle in emergent writing, word study for emergent readers, explicit teacher modeling and active responding to an actual teaching situation with a small emergent reading group.
4. Writing in Response to Literature/Teaching/Reflecting	Grades: Elementary To apply what we have been learning in class about the importance of teacher modeling, higher order questioning, writing in response to literature, and actively responding to an actual teaching situation with a large group of students.
5. Analysis of Writing Samples, Design of a Mini-lesson for Writer's Workshop, and Individual Writing Conference	Grades: 3–6 To provide experience in analyzing an early draft of four or five Grade 3–6 students' writing and to design a mini-lesson focused on a specific skill or writing convention that will help the students grow as writers. After the mini-lesson, you will hold an individual writing conference with one of the students to help the student apply content from the mini-lesson.
6. Video Sharing and Reflection on Instruction	To provide an opportunity for TCs to reflect on their instruction and receive colleague feedback.
7. Final Exam	To synthesize all the information from the readings, class activities, teaching experiences with students, and reflection on instruction into clear, succinct ideas that could be easily communicated to parents or colleagues.

The table above show the instances of writing information in the documents I analyzed for this course. The Minnesota Teaching Standards that are designed to be met throughout the course are listed in the course syllabus [Appendix J].

My analysis of the Language Arts course content used before my study indicates that in-class activities centered on elementary school students' writing instruction and development. TCs also work with a range of elementary aged students as each

assignment has a set grade level requirement. The assignments and readings connect to the core theory and pedagogy covered in the class. One example of this is a task where TCs read the article, "Talking with young children about their art" (Schirrmacher, 1986), which discussed different ways TCs can interact with students and how to conduct individual writing student conferences, specifically supporting learners' development. TCs then put this information into practice in Assignment #5. The data presented in the course documents displayed that TCs will interact with a variety of writing instruction theory and practice at a wide range of levels.

I found that the course content for this 3-credit experience is focused on and addresses important topics and was designed to build on ideas the Foundations class introduced. This link between the two courses was accomplished through shared readings and books across classes, expanding on the introductory topics covered in the Foundations course and meetings between the course instructors. In the Language Arts class, TCs spent time learning and discussing writing at the stages discussed in the Foundations course and used field placement writing samples to expand their assessment and planning understanding (as in the Foundations course). Overall, TCs engaged with more in-depth material on writing instruction and then were required to put that knowledge into practice in their field placements. My analysis indicated that revision of the Language Arts course needed to focus on pedagogical approaches grounded in this study's literature review to bridge theory and practice. This action was needed to address TCs' feelings that they did not have the pedagogical knowledge or confidence needed to design and teach writing lessons for elementary-age students. The course revisions also considered that their main literacy practicum in the Foundations of Reading course was

online and they were unable to consistently work with students throughout the semester on writing. The revisions aimed to include enhanced pedagogical knowledge support and confidence by giving them space to plan and rehearse before implementing lesson plans with K–6 students.

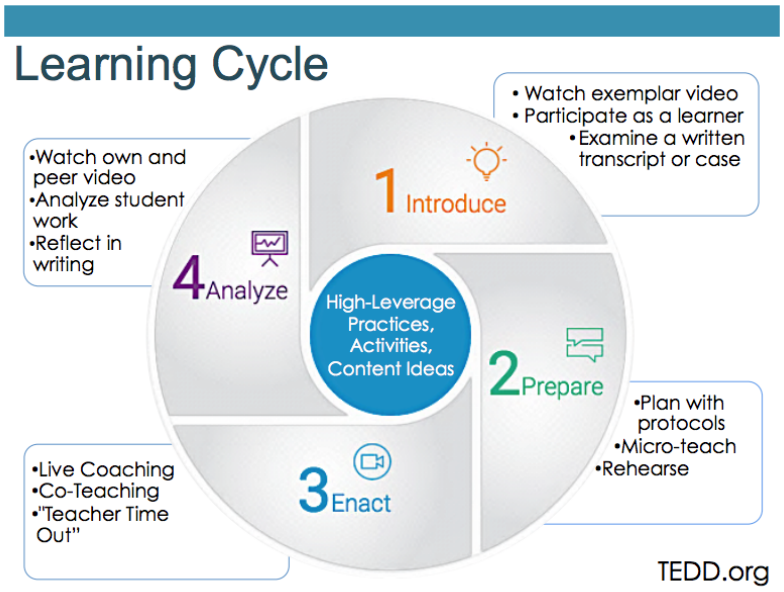
RQ2a Finding: Revisions to the language arts methods course provide TCs with opportunities to participate as writers themselves, receive guided instruction with feedback from the instructor, and practice their pedagogy by microteaching with peers

After reviewing the literature for this study and analyzing the Language Arts course syllabus, I made planned changes to the course to support TCs' knowledge, pedagogical development, and self-efficacy through instructional practices derived from theoretical frameworks and research results.

The first change I made to the revised class focused on helping TCs see themselves as writers and understand their writing identities. According to Colby and Stapleton (2006), a person's identity as a writer impacts their writing instruction self-efficacy. During the first two class sessions, the class focused on identities in literacy, specifically in writing. TCs completed an identity web in their writers' notebooks, which required them to write about the following: different roles they play (student, writer, friend, etc.); hobbies, passions, and interests; background (culture, race, nationality, etc.); Things, events or traditions important to them; and anything else that they felt was part of their identity. I included slides that intentionally connected literacy and writing with exploring and representing identities. They then discussed how teachers can teach students about identity across all grade levels and practical ways they can support students' writing identities. I revisited these concepts in the remaining sessions.

Researchers also found that it is important for teachers to engage as writers to have a positive impact on their self-efficacy as writing teachers. The literature guided TCs use of a writer's notebook in the revised Language Arts class. I set aside time at the beginning of each class for TCs to freewrite in their digital writer's notebook. Each freewrite time lasted approximately 10 minutes (10 of 11 course sessions), allowing TCs to engage in writing as writers. They could also write in notebooks if that was they preferred. TCs completed a short survey after the first session and several TCs communicated that they found freewriting challenging and would benefit from a choice of prompts. After two course sessions, I included optional writing prompts during the first freewriting time. I had three prompts throughout the semester that focused TCs to reflect on their experiences as writers. This practice, grounded in research (Bomer et al., 2019) , was essential for TCs to see themselves as writers to enable them to be effective writing instructors.

The literature review (Schwaller and Miller-Cochran, 2020; Brenner & McQuirk, 2019; Colby & Stapleton, 2006) also illustrated the importance of providing TCs with opportunities to actively engage with the writing concepts they were learning to teach in a supported environment with instructor and peer feedback. I used the Teacher Education by Design (TEDD) group from the University of Washington's learning cycle to guide my writing concept instruction throughout course sessions. This learning cycle is illustrated in the following diagram:



Here is a description of how I used the TEDD. First, I introduced and modeled concepts for the TCs (Step One: Introduce). During this step, TCs sometimes spent time watching and analyzing videos of exemplary teachers conducting group writing lessons. During Step Two, TCs had class time to collaboratively plan lessons for assignments and rehearse in grade level groups. I provided TCs with a specific lesson plan template to use for their assignments [see Appendix E]. I also provided them with a lesson plan addendum that explained the purpose of each component they needed to include in their lesson plans [see Appendix F]. One example of Step Three: Enact occurred when I instructed TCs about writing conferences. Each TC brought in a writing sample from a student in their field placements and was instructed to become familiar with it. During the course session, they worked in groups with one TC acting as a student (with the sample as their own piece of writing), one TC acting as the teacher, and one or two TCs acting as observers and coaches. In this microteaching format, TCs took turns playing each role and debriefed on their observations, questions, and the overall experience after each

interaction. TCs then enacted the lesson plan assignments they wrote in their field placements with K–6 students in a co-teaching format with their cooperating teacher and/or a fellow TC with whom they were partnered to write and teach the lesson (step three). After enacting the lesson, TCs completed Step Four: Analyze when they reflected on the lesson and formally wrote responses to the following questions at the end of their lesson plans:

- Was the lesson taught as planned? If not, what changes were made to the lesson and why?
- To what extent did the whole class or group learn what you intended them to learn? Cite specific examples and/or evidence.
- Who did the lesson work best for? What didn't work and for whom?
- What did you learn about your students as learners?
- What will be your next steps instructionally? Are you planning to make changes in the next lesson? If so, what are they? Why do you think these changes are appropriate?
- What have you learned about yourself as a teacher? What goals do you have for your next lesson?

Use of the TEDD was a significant change to the course because it gave TCs the opportunity to rehearse and engage with writing instruction in a setting where they could provide and receive real time peer and instructor feedback, respectively. This is an important step to foster self-efficacy in a supportive environment, enabling TCs to try different approaches and ask questions before implementing ideas into their field placements with students. TCs spent time planning together, practicing their plans with

feedback from each other, revising lesson plans from feedback, and putting them into practice. This change resulted in a deeper understanding of content and a positive influence on self-efficacy, as displayed in lesson plan reflections and observational data. During the course session focused on individual writing conferences, TCs spent time watching three example videos of teachers implementing individual writing conferences. They worked in small groups and compared and contrasted the videos. They then practiced these conferences with their peers, using a K–6 child's writing sample they collected from their student teaching field placement as their own. During this course session, TCs asked their peers numerous questions and were engaged in rehearsing with each other while providing feedback. TCs' lesson plan reflections for this assignment were detailed and focused on their instructional strategies during the conferences. The following is an excerpt from one TC's lesson plan reflection following teaching an individual writer's conference:

> This was something that she [the student] wanted to work on and develop because the activity that we did right before the writing conference, was an activity in which students switched narratives and were asked to determine the heart of their peer's story, and her partner did not determine the "correct" heart of her story, or in other words, what she intended to be the heart of this story. We were able to discuss different strategies to stretch out the heart of her story (a lot about the strategies we discussed in the group writers' workshop mini-lesson). I asked her what strategy/strategies she thinks she could use and implement in her writing to stretch out and make the heart of the story stronger. She decided that she was going to focus on using the strategy of incorporating emotion into the heart of the

> story. I asked how she thought she may do this, and she gave me many examples about how she felt in the situation discussed in her personal narratives, and then she took those ideas and reflections I gave her and went to work on improving and stretching out the heart of her story.

This TC demonstrated that she could allow the student to guide the conference and could also connect back to the writing mini lesson she taught earlier. She was detailed in the questions she asked the student to guide the conference, which we discussed and rehearsed during our course session. This TC used genre specific language in her reflection, which was rare among TCs before this lesson plan.

At the beginning of the tenth session of the Language Arts class, two TCs shared their experiences implementing individual writers' conferences. They discussed that they felt confident going into the conferences because they practiced with their peers beforehand; they also noted how beneficial they felt the teaching session was to learning more about their K–6 students as individuals. One TC described that they felt they could be more present during the conference because they felt prepared to guide and instruct during interactions, providing necessary space to focus on the student rather than worrying about what they should be doing during the conference. TCs also displayed a connection to how they used motivation in teaching strategies to guide their instruction. One TC wrote:

> Overall, the writing conference really helped me understand the importance of student voice to help drive instruction…though these students were really engaged and motivated to work on concepts and ideas. The students really impressed me… [with their] ideas and experiences when they were able to have

their voice validated and used in instruction. This is something that I will take the time to think about and use in my classroom. My goal is to allow student voices to help have effective and meaningful lessons for the students.

The instructional approaches described above, including time to plan and rehearse, engaging in writing, and writing identity reflections, were changes that I made to the revised course after reviewing the literature (as described in chapter 2 of this study). The course changes resulted in TCs expressing the importance of having opportunities to participate as writers. The guided instruction TCs received with instructor feedback also appeared to result in more detailed interactions with K–6 students. Part of the reason for TCs' enhanced lessons appears to come from the peer microteaching sessions. This guided practice allowed them to develop their pedagogy.

RQ2b Finding: After participating in the revised Language Arts course, TCs discuss the writing process using core conceptual ideas gleaned in class

Interview findings below indicate that at the conclusion of the revised course, TCs could discuss writing instruction in more detail and with specific examples of strategies and pedagogy; they also used what they learned during implementation of the lesson plans written for course assignments. At the beginning of the semester, TCs primarily focused on motivation and engagement and where to start writing lessons. Throughout the semester, when I asked the three key informants to describe specific planning strategies they used when approaching a writing lesson, they could discuss using writing assessments as a springboard to determining learners' needs and the need to examine state writing standards to understand what children must know at particular grade levels. An example of this is evident in a comment made at a semester midpoint interview when

key informant, Theresa, shared what approach she would take when planning a writing lesson:

> Um, I would probably try and look at students' writing to see how they're doing and what they need. Also, the standards, I guess. Honestly, I'd probably talk to my CT with planning writing just because he's taught for 17 years. So, with like the flow of things and pacing of things.

Although Theresa shows an understanding of using assessments and standards to plan instruction, she is still tentative about her abilities. She shows a reliance on her cooperating teacher to plan lessons and, at this point, was unable to communicate the process she would take to plan a writing lesson. With continued learning in the revised Language Arts class, Theresa's ideas shifted by the end of the semester and she could eventually discuss what goes into planning and implementing a writing lesson. Theresa's final interview comments show her enhanced learning:

> Um, it's definitely been eye opening a little bit, um, you know, to see how much explicit instruction is needed is, is interesting. Um, you know, from my own experience, what I remember is just the writing piece, like a teacher handed me a prompt and saying write about it, which is not really what we're doing.
>
> We're talking about, like, how do you form a topic sentence and all that. So, it's been interesting to see that and also, how to motivate kids through writing, you know, how to get them interested, and how to have them talk through their ideas.

In this statement, we see a more sophisticated understanding of what writing instruction entails that moves beyond just motivating students. Theresa could identify a type of instruction (explicit instruction) that each course session discussed. She could also reflect

on what each type of instruction requires and how it felt for her to enact ways to help learners at various writing process stages during her practicum experience.

Theresa then described how a specific course reading impacted her instruction during her field experience. The article referenced in the following interview excerpt is "Talking with young children about their art" (Schirrmacher, 1986). This article described several approaches one can use when discussing something a child created and how to better understand their approach, including how to support the learner. I chose this article to support TCs in understanding effective ways teachers can discuss a student's writing and support the writer's self-efficacy, including practical ways to identify growth areas and strategies to support future growth. The article served to set the stage for TCs' individual student writing conferences. TCs read this article before a course session when they learned about and discussed individual writing conferences. In her final interview, Theresa stated:

> Um, I think talking with them [learners], like one on one has been a really great success. I'm just asking them questions. I think the, what was the article [we] read about? It was the art piece and how you just ask him [your buddy] questions and have them (sic) explain to you and going into it, I think that has really changed how I talk with them [my buddies] when they come up and say, Am I done yet? How am I doing? You know, asking them: What have you done so far? Is there anything you can add to this? Is has really changed like those conferences for me.

Theresa's comments, coupled with other key informants' ideas, indicated that TCs could provide more specific writing instruction pedagogy examples, including sentence

modeling, brainstorming, pre-writing activities, and supporting students in self-editing and revision.

Key informants also displayed their ability to connect writing to other subjects, such as social studies. For example, in Isla's third grade class, students were studying civics. As part of an integration project required for the revised Language Arts class and Social Studies methods course, Isla helped third grade students to develop campaign promises and supported them as they wrote about their ideas; students simultaneously learned about persuasive writing. Isla guided the students through the brainstorming process, then through editing and revising the piece to publish it. In Isla's reflection on her Assignment 4 lesson plan, she provided specific examples of what she observed during the lesson and how to move forward in supporting learners. Isla stated:

> This assignment [writing campaign promises] showed me that for their [learners] writing we need to work on idea building and then forming that into sentences. Although I had model sentences up for the students, being able to transfer ideas from an abstract concept into concrete sentences may need more work. I say this because a lot of students made lists and didn't quite get to finishing their sentences or didn't start at all.

This comment displayed Isla's reflections about the strategies she used in her lessons, checking for students' understanding, and then describing an area for further support. Her reflections are significantly more detailed, and she uses professional language about writing processes and pedagogies learned in class, indicating that she is confidently taking ideas from the readings and class activities. As part of the revised Language Arts course, TCs learned and discussed ways to integrate writing across several disciplines,

such as science, social studies, and math. TCs spent time examining K–6 state standards across disciplines and discussed possible approaches to include writing instruction. Isla's social studies lesson plan example (above) indicated she felt confident merging social studies (campaigns) and writing instruction (candidates writing promise statements) in an impactful way for students.

Findings from pre-post survey analyses and interview and course discussion examinations also indicated that specific content TCs received from the revised Language Arts class and their enhanced practicum experiences impacted them. After participating in the revised Language Arts course, TCs discussed the writing process using core conceptual ideas from class, yet more depth and clarity of information is still needed.

RQ3 Finding: Following the conclusion of the revised Language Arts course, TCs' self-efficacy in writing instruction increased

In this section, I describe findings from measures examining TCs' self-efficacy related to writing and writing instruction at the beginning and end of the revised Language Arts course. My goal was to track and measure early perceptions and any changes to TCs' self-efficacy at the course's end. TCs completed the pre-survey during the first-class session and the post-survey in the last class session.

TC participants (22) completed the *Pre-Service Teacher Self-Beliefs for Writing Inventory Survey* (PTSWI) [see Appendix B]. The survey contains a demographic section at the beginning and then includes three subsections that include writing self-efficacy, self-efficacy for teaching writing elements, and writing instruction self-efficacy. TCs' answered each question using a one to five rating system with five as the highest ranking. One of the first questions in the demographic section on the PTSWI survey asked

participants to respond to the number of writing courses they took. The mean response to this question was 1.41. This finding matches TCs' information in their pre-course questionnaire where they related that the Foundations of Literacy class was the only course with some writing content that they had taken until this point in their education. An observation I recorded while TCs completed the survey was that they talked to each other as they completed the survey, debating and asking each other questions about what courses counted. Specifically, TCs discussed amongst themselves at their table if the reading foundations and practicum course counted as a writing course and if they took any writing courses. This indicates the larger emphasis placed on reading in the Foundations of Literacy course by the time, attention, readings, and assignments focused on reading vs. writing. TCs' reaction could also indicate their belief that courses without writing in the title do not fully count as writing classes.

The following tables display the summary statistics from the PTSWI pre-survey responses by subsection, including the standard deviation and mean data points.

Table 4.3

Pre-Service Teacher Self-Beliefs for Writing Inventory Survey Presurvey Data: Self-Efficacy for Writing

Survey Item (ratings from 1–5 with 5 being the highest)	*SD*	*Mean*
1. I can self-monitor during the writing process to improve the quality of my writing.	0.69	4.23
2. The majority of time I spend writing is for enjoyment.	0.94	2.73
3. I am confident in writing for a variety of audiences.	0.79	3.95
4. I feel confident sharing my writing with peers.	1.06	3.5
5. Writing helps me accomplish daily tasks (i.e., completing to-do lists, journaling, note-taking.	0.58	4.64
6. Overall, I have positive feelings toward writing.	0.61	4.23

7. I feel confident in my overall writing abilities.	0.69	4.23
8. Writing is a challenging task for me.	0.59	2.18
9. I am confident in writing for multiple genres (i.e., persuasion, nonfiction, narration).	0.91	3.8
10. In my preservice teacher preparation coursework, I saw effective modeling of writing assessment.	1.03	3.27

Note. n = 22

Results in Table 4.3 indicate that on this pre-course survey, TCs have relatively high self-efficacy in how they view themselves as writers. The mean for each category is close or above the midpoint score for each question ranked out of a value of five. The low standard deviation indicates that most TC responses were close to this group of participants' average. My interpretation of this finding is that TCs feel confident in their ability to write but view it more as an organization tool for their daily lives, as shown in the item five responses. This finding was also evident in the results of an open-ended question in the course pre-survey where I asked TCs to describe the type of writing they do; all TCs responded with to-do lists, grocery lists, and writing in their planners. Another interpretation of the findings is that TCs' responses were grouped towards the mean because they had a general sense of their writing preparation: they may not have known how much content there actually is to learn about writing research, processes, and pedagogies at the beginning of their Language Arts coursework.

Table 4.4

Pre-Survey Pre-Service Teacher Self-Beliefs for Writing Inventory Survey Data: Self-Efficacy for Teaching Writing Elements

Survey Item (ratings from 1–5 with 5 being the highest)	*SD*	*Mean*
11. Voice (i.e., presence of the author in the text, tone)	1.13	2.95
12. Organization of Ideas	1.11	3.23
13. Clarity of Thought	0.99	2.68
14. Cohesiveness	1.15	2.77
15. Grammatical Conventions (i.e., passive voice, punctuation, capitalization)	1.22	3.18
16. Spelling	0.96	3.55
17. Word Choice	1.02	3.09
18. Syntax (i.e., sentence structures)	0.98	2.73
19. Editing and Revising	1.11	3.23
20. Paragraph Structure (i.e., organization of key ideas, inclusion of transitions)	1.27	3.09
21. Overall Quality	0.95	2.32

Results in this table indicate that TCs rate themselves above the midpoint value for each item in this category (value of 1–5). The standard deviation for these responses are more disparate than the items charted and shared in the previous section, showing variation in participants' responses. My interpretation of these findings is that TCs began the semester with a mid-range sense of self-efficacy related to these specific writing elements. It could also be that because they have a relatively high self-efficacy as writers, they may feel adequately prepared to teach concepts they use as writers. Another interpretation specifically related to item 16: spelling, is that TCs may have higher self-efficacy ratings because this is a concept that is discussed more in detail in the Foundations course they took before the revised Language Arts course. TCs spend time

administering two spelling inventories and use that information to guide the word work lessons they plan each week during the Foundations class practicum.

Table 4.5

Pre-Survey Pre-Service Teacher Self-Beliefs for Writing Inventory Survey Data: Self-Efficacy for Writing Instruction

Survey Item (ratings from 1–5 with 5 being the highest)	*SD*	*Mean*
22. Writing is an important skill to teach to students.	0.87	3
23. Writing instruction should be integrated into daily classroom instruction.	0.87	2.77
24. Writing is an important skill for teaching my certification area.	0.80	3.82
25. When teaching writing, I feel comfortable implementing state standards focused on writing.	0.59	3.59
26. Effective teachers must be proficient at writing.	0	5
27. I feel adequately prepared to teach writing.	0.21	4.95
28. Teachers who enjoy writing can more effectively teach writing.	0.35	4.86
29. The writing process is challenging to teach.	0.21	4.95
30. Providing consistent assessment of writing is important to developing writing confidence in students.	0.92	3.23
31. Writing is an effective way to engage students.	0.80	4.5
32. When assigning writing activities, I feel it is important to provide students with a specific topic on which to write.	0.89	2.86

Results in this table indicate that TCs rate themselves above the midpoint value for each item in this category (value of 1–5). The standard deviation for these responses is relatively low with item 26 (Effective teachers must be proficient at writing) showing a standard deviation of 0. All participants responded that an effective teacher must be proficient at writing with a value of 5. Item 22 (Writing is an important skill to teach to

students) results indicate that TCs place less emphasis on the importance of teaching writing to students. My interpretation of the findings in this section indicate that TCs strongly feel that teachers must be effective writers to teach the subject but place a moderate emphasis on the importance of teaching writing. I interpret these results that TC feel that to be a teacher of a subject like writing, they must have those skills but, because of the minimal writing instruction, there is not a strong focus on this subject. Another important interpretation of these results shows that a high number of TCs find teaching the writing process to be challenging (with a low standard deviation). This again may be due to the minimal time TCs spent learning about the writing process before the revised Language Arts course.

The *Presurvey Data: Self-Efficacy for Writing Instruction* results were meant to provide a sense of where TCs began with their self-efficacy feelings (or lack thereof) with writing measures before they began the revised Language Arts course and accompanying field placement. I compared these results to results using the same survey tool at the end of the semester.

At the conclusion of the revised Language Arts course, 22 TCs completed the same survey taken in the first session (the PTSWI [see Appendix B)]. The following tables include summary statistics data from the post-survey, including the standard deviation and mean data points for each survey item for the subsection categories.

Table 4.6

Post-survey Pre-Service Teacher Self-Beliefs for Writing Inventory Survey Data: Self-Efficacy for Writing

Survey Item (ratings from 1–5 with 5 being the highest)	SD	Mean
1. I can self-monitor during the writing process to improve the quality of my writing.	0.91	4.55
2. The majority of time I spend writing is for enjoyment.	0.77	2.27
3. I am confident in writing for a variety of audiences.	0.64	3.86
4. I feel confident sharing my writing with peers.	0.99	3.86
5. Writing helps me accomplish daily tasks (i.e., completing to-do lists, journaling, note-taking.	0.51	4.55
6. Overall, I have positive feelings toward writing.	0.58	4.05
7. I feel confident in my overall writing abilities.	0.58	4.36
8. Writing is a challenging task for me.	0.69	2.23
9. I am confident in writing for multiple genres (i.e., persuasion, nonfiction, narration).	0.68	4.09
10. In my preservice teacher preparation coursework, I saw effective modeling of writing assessment.	0.95	3.64

Results in this table indicate that TCs are slightly more confident in how they view themselves as writers than when at the beginning of the semester. The mean responses slightly increased for seven of the 10 survey items. Each category's mean is close to or above the midpoint score for each question (value of 1–5). The low standard deviation indicates that most responses were close to this participant groups' mean average. I observed a change on item 9 (I am confident in writing for multiple genres i.e., persuasion, nonfiction, narration) where there was an increase from the pre- to post-survey. This score increase may be due to TCs spending in-depth time learning about

different writing genres and what that instruction entails. These results also show that at this point, TCs' identities as writers are well developed and extensive, which may mean they are less malleable.

Table 4.7

Post-Survey Pre-Service Teacher Self-Beliefs for Writing Inventory Survey Data: Self-Efficacy for Teaching Writing Elements

Survey Item (ratings from 1–5 with 5 being the highest)	SD	Mean
11. Voice (i.e., presence of the author in the text, tone)	1.15	3.09
12. Organization of Ideas	0.90	3.64
13. Clarity of Thought	1.08	3.14
14. Cohesiveness	1.05	3.36
15. Grammatical Conventions (i.e., passive voice, punctuation, capitalization)	1.19	3.5
16. Spelling	1.17	3.68
17. Word Choice	1.01	3.45
18. Syntax (i.e., sentence structures)	1.05	2.95
19. Editing and Revising	0.85	3.64
20. Paragraph Structure (i.e., organization of key ideas, inclusion of transitions)	1.18	3.41
21. Overall Quality	0.91	3.18

Results in this table indicate that the mean for each category is close to or above the midpoint score for each question (value of 1–5). The standard deviation for these responses are more dispersed than the previous section, showing variation in participants' responses. There were slight increases from the pre- to post-survey on 11 of 11 items in this subsection. I interpret these results that as TCs gained an in-depth understanding of

what goes into teaching writing, they feel more self-efficacious to teach specific writing elements. They may also have had field placement experiences focused on these writing elements that supported this positive growth in self-efficacy.

Table 4.8

Post-Survey Pre-Service Teacher Self-Beliefs for Writing Inventory Survey Data: Self-Efficacy for Writing Instruction

Survey Item (ratings from 1–5 with 5 being the highest)	SD	Mean
22. Writing is an important skill to teach to students.	1.19	3.5
23.Writing instruction should be integrated into daily classroom instruction.	0.95	3.05
24. Writing is an important skill for teaching my certification area.	0.87	4.23
25. When teaching writing, I feel comfortable implementing state standards focused on writing.	0.93	4
26. Effective teachers must be proficient at writing.	0.21	4.95
27. I feel adequately prepared to teach writing.	0.48	4.68
28. Teachers who enjoy writing can more effectively teach writing.	0.39	4.82
29. The writing process is challenging to teach.	0.21	4.95
30. Providing consistent assessment of writing is important to developing writing confidence in students.	0.68	4.09
31. Writing is an effective way to engage students.	0.80	4.5
32. When assigning writing activities, I feel it is important to provide students with a specific topic on which to write.	0.63	3.73

Results in this table indicate that TCs rate themselves higher on these items than on previous survey questions/sections. These results indicate a slight increase in nine of the 11 subsection items. An interesting finding concerns item 22 (Writing is an important

skill to teach to students), which has a mean of 3.5 for TCs' perceptions of how important writing (as a skill) is to teach. This score increased from the pre-survey, which had a mean of 3. The standard deviation for this item shows a wider variation in responses than previous items. My interpretation is that TCs receiving deep writing instruction and how it can be implemented across disciplines allows them to see a greater value in teaching writing. This result may also be due to the revised course component where I focused on topics of identity and writing identities where TCs could discuss the importance of supporting self-efficacy among their K–6 students to support writing growth. The results of this subsection may show an increase because TCs had experiences implementing writing lessons they crafted and also had experience and feedback upon which to rely when considering writing instruction.

Table 4.9

Pre-Survey Pre-Service Teacher Self-Beliefs for Writing Inventory Survey Summary Statistics by Subsection

Survey Subsection (ratings from 1–5 with 5 being the highest)	SD	Mean
Self-efficacy for Writing	1.07	3.68
Self-efficacy for Teaching Writing Elements	1.1	2.98
Self-efficacy for Writing Instruction	1.1	3.96

Table 4.10

Post-Survey Pre-Service Teacher Self-Beliefs for Writing Inventory Survey Summary Statistics by Subsection

Survey Subsection (ratings from 1–5 with 5 being the highest)	SD	Mean
Self-efficacy for Writing	1.08	3.75

Self-efficacy for Teaching Writing Elements	1.06	3.37
Self-efficacy for Writing Instruction	0.94	4.21

Findings from Tables 4.9 and 4.10 indicate that TCs' self-efficacy increased based on their ratings in each subsection. The standard deviation across subsections remained similar from the pre- to post-survey. The positive changes in self-efficacy in each category may be due to TCs' enhanced instruction on writing instruction, along with the revised course structure where I provided TCs space to plan and rehearse before implementing the lesson plans they crafted for their K–6 students.

I calculated paired t-tests from these data to also support the above findings. The table below includes the paired t-tests that I conducted using PTSWI pre- and post-survey data. The last two subsections show statistical significance from the pre-survey to the post-survey results related to increases in TCs' ratings of their abilities to teach writing elements and their knowledge of writing instruction at the end of the revised Language Arts course.

Table 4.11

Paired T-Tests of Pre-Survey Data to Post-Survey Data by Subsection

Subsection Category (ratings from 1–5 with 5 being the highest)	T-Stat	P-Value
Self-Efficacy for Writing	-1.3	0.194
Self-Efficacy for Teaching Writing Elements	-4.91	<0.0001
Self-Efficacy for Writing Instruction	-3.79	0.0002

Overall, the pre-post self-efficacy survey results indicate that TCs had an increased self-efficacy related to writing instruction, including specific writing process

elements at the end of the revised Language Arts course. TCs responded to a question at both the pre and post survey asking *how confident do you feel to teaching writing* with four given responses in the following form: *very confident, confident, a little confident, not confident*. In tables 4.12 and 4.13 the frequency data of responses is displayed, showing a shift from the majority of responses in the pre-survey to be in the *a little confident* category with 15 responses, to the majority being in the *confident* category illustrated in the post survey with 14 responses.

Table 4.12

Frequency data: Pre-Survey Confidence in Writing Instruction

Response	*Frequency*
Not confident	1
A little confident	15
Confident	6

Note. n=22

Table 4.13

Frequency data: Post Survey Confidence in Writing Instruction

Response	*Frequency*
Not confident	0
A little confident	8
Confident	14

TCs responded to a question at both the pre and post survey asking *how prepared do you feel to teaching writing* with four given responses in the following form: *very prepared, prepared, a little prepared, not prepared*. In tables 4.14 and 4.15 the frequency data of responses is displayed, showing a shift from the majority of responses in the pre-survey

to be in the *a little prepared* category with 18 responses, to the majority being in the *prepared* category illustrated in the post survey with 12 responses.

Table 4.14

Frequency data: Pre-Survey Preparedness in Writing Instruction

Response	*Frequency*
Not prepared	1
A little prepared	18
Prepared	3

Note. n=22

Table 4.15

Frequency data: Post Survey Preparedness in Writing Instruction

Response	*Frequency*
Not prepared	0
A little prepared	10
Prepared	12

Throughout the revised Language Arts course TCs learned more specifically about different writing genres, particular writing elements, and spent time observing and practicing different writing instructional strategies. Having these experiences while also implementing lessons with K–6 students provided a space for TCs to supportively explore different strategies. These activities allowed TCs to reflect and have a strong knowledge and pedagogical foundation when considering future writing lessons.

RQ3a Finding: TCs displayed confidence in discussing specific writing pedagogies with detail at the conclusion of their language arts course

At the conclusion of the revised Language Arts course, TCs could demonstrate the knowledge gained throughout the semester related to specific writing pedagogies. They displayed this knowledge in their written lesson plans, class discussions, post-survey results, and final exam. TCs also had a higher confidence level at the end of the semester as they discussed specific writing pedagogies with their instructor and peers; TCs' final exam essay responses (Assignment 7) provided support for this claim. The open book exam questions required TCs to provide theoretical background for and knowledge of writing instruction and practical ways that knowledge can be used in the classroom with students. TCs are required to include specific research and theory to support their answers. Each question requires TCs to discuss and define different writing approaches and elements and then include specific practices that could be used in a K–6 classroom. TCs are also required to analyze writing samples, identify the writing stage, and provide strategies to support the student. The final exam is graded with a total of 20 points and the overall mean score was a 19.13 (96%). This confirms that students could accurately share their knowledge about writing theory and pedagogy. An example question and TC response from the exam follows. The exam question was: *describe the writing process and how you would involve students in writing in a variety of genres.* The TC's response was:

> The writing process is not a linear process, it is recursive. According to Poindexter and Oliver (1998), the writing process includes prewriting, drafting, revising/editing, and publishing. The Benchmark First 30 Days writing

> curriculum (2012) used in my placement district splits revising and editing into two separate parts of the cycle. It also adds illustrations to the publish part. Because the writing process is recursive, using a cycle visualization when teaching students is important; good writers regularly move between different parts of the writing process, i.e. revising and editing one section of a draft and then adding more draft sections to later edit. Writing occurs throughout the classroom across a variety of subject areas. To involve students in writing a variety of genres I would encourage and model writing beyond just the literacy block tie in my classroom…Teaching procedural writing makes a lot of sense in science and is a real-world application of this style of writing.

This participant's response displayed her knowledge of the writing process while providing a practical example of how it looks in a classroom with students. She displayed this knowledge by identifying writing process components and providing research to support her response. This TC also discussed a specific genre of writing and how it applies to another curricular area—science—in the classroom. This exam example shows that this particular TC could make connections and transfer the knowledge they gained across disciplines. Overall, all 22 TCs could identify and support their responses in describing the writing process on the final exam. However, there were varying degrees of specificity that TCs used to describe the different genres of writing.

The final exam was one of two that built further upon information about a type of genre writing that can be applied to another academic discipline. TCs could demonstrate a more academic description of writing at the end of the semester. In the post-survey,

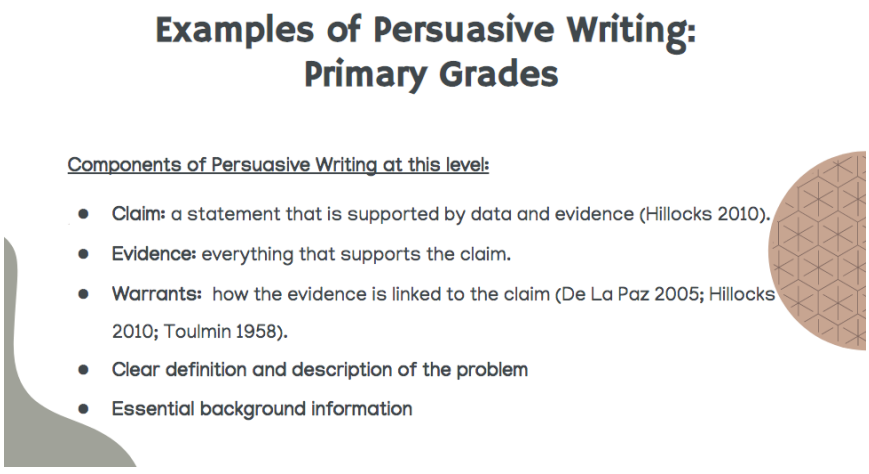
TCs responded to the question posed at the beginning of semester asking them: *What is writing?* TCs' responses included:

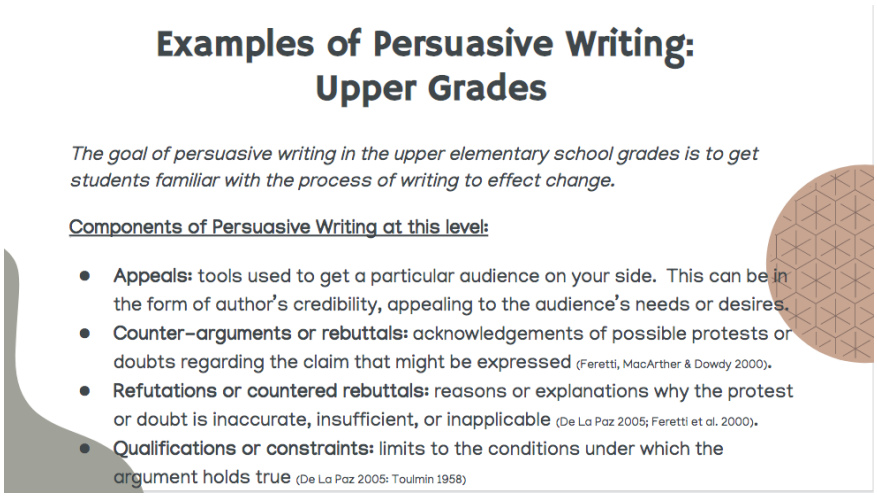
- "Writing is the process of creating print to form meaning with an audience and a purpose. There are many different kinds of writing like narrative, free write, creative writing, biography, procedural, etc."
- "The process of forming ideas and creating text to portray those ideas. This can have several steps to it: brainstorming, outlining, drafts, revising, editing, publishing. However, writing could also be a free write."
- "Writing is a way to allow us to express our thinking and ideas. It allows people to form connections and show meaningful interactions with the writing that they are completing."

In these responses, TCs indicated that their abilities to include specific approaches to writing and ability to discuss different purposes and genres of writing grew. These responses are in stark contrast to the pre-survey responses that focused on the mechanical act of writing and writing only as a form of expression. Overall, exam responses (22 of 22 TCs) revealed that TCs can include specific knowledge they gained about writing instruction. My interpretation of these results is that the revisions made to the Language Arts course provided TCs with the necessary content and practice to deepen their understanding of writing and writing instruction. The revisions provided TCs with research-supported content, video and modeling exemplars of the focused content, opportunities to microteach and rehearse instructional strategies, time to implement instructional strategies with K–6 students, and space to reflect on implementation. The learning cycle allowed TCs to spend time planning and interacting with content before

teaching it, which appeared to positively influence their self-efficacy. These revisions support TCs to feel more prepared to teach writing. The revised Language Arts course builds upon the introductory writing content from the Foundations course to provide TCs with a more robust understanding of writing development and pedagogy.

In a group assignment completed during the Language Arts class, TCs demonstrated their writing knowledge required to teach learners about different writing genres. I revised this assignment so that I gave small groups class session time to plan, rehearse, and ask the instructor questions before creating the presentations. Each TC group was required to create a professional development presentation on a self-selected writing genre. TCs needed to include information about that genre's purpose, standards, and practical ways to teach the lesson including pedagogy support resources. Each of the five TC groups received a total of 10 out of 10 points on this assignment. These scores indicate that class revisions resulted in TCs learning about writing genres at multiple K–6 levels, connecting genre instruction to state standards, and promoting specific instructional writing genre strategies. The following is an excerpt from one group's presentation displaying their ability to apply information about persuasive writing across grade levels.





This lesson shows that TCs could discuss the purpose of this specific writing genre and apply it practically to classroom teaching. These presentations occurred during the ninth session (of 11) of the course and TCs could confidently discuss the features and practices of a variety of writing genres. They had confidence due to the time dedicated during the semester that allowed them to research, plan, and rehearse collectively during class time, where they received feedback.

TCs also demonstrated their ability to describe specific writing knowledge and ways they can transfer that knowledge into their classroom experiences through assignments and survey responses. This ability to take substantive ideas and meaningfully apply them marks a difference from the beginning of semester when TCs focused on broad concepts about motivation and engagement in writing instead of writing pedagogy.

RQ3b Finding: TCs' early school experiences as writers were narrow and predominantly negative

All of the TCs entered this study with a history as writers. After analyzing the questionnaires, interviews, and class discussions, I found that TCs frequently identified themselves as writers when they were discussing writing instruction. When discussing a

new writing strategy or pedagogy, TCs would consistently discuss their experiences and whether they were positive or negative. TCs' responses on the questionnaire indicated that their experiences as writers during their earlier school years were negative. These memories mattered as they contemplated their roles as teachers. This theme emerged from my analysis of TCs' responses generated for several of the questions on the questionnaire but occurred most frequently to one question: *Describe your experience with writing instruction in your previous coursework*. Examples of TCs' statements included the following:

- "Have had teachers who improved my writing and teachers who have ruined my relationship with it."
- "My teachers showed me a lot of my weaknesses."
- "I don't like writing."

While TCs wrote about their negative experiences with teachers and writing or their general feelings about writing, I found that there were no comments related to positive writing experiences. Some TCs' comments also focused on their writing experiences being limited to academic writing. Examples of this type of response are:

- "I feel like writing is purely academic/writing papers and reflections for a grade. Solely academic (research papers, reflections)."
- "Academic writing is something I'm not excited about."

TCs indicated that their early writing experiences were narrow in scope with teacher-driven topics focused solely on academic purposes. These feelings were reflected in a group discussion during the revised Language Arts course's first session. TCs discussed that there was a heavy focus on academic writing during their school career and there

were rarely opportunities to write for enjoyment. These perceptions carried over to the TCs' writing experiences as adults, in that they only write now for academic (coursework) purposes. Only a few TCs discussed that they journal or write for enjoyment; otherwise, all writing is done for coursework assignments. These results were expected as the TCs are full time students and have numerous academic writing requirements in their coursework. This may be why they focused on motivation and choice in their questionnaire responses as they feel they solely write for academic purposes with little room for creativity.

Findings from this study also indicated that TCs could describe specific examples of their experiences as writers. A majority of these experiences—shared with me in oral and written format—were negative. An example from one key informant, Isla, in her initial interview, showed this:

> I think writing for me is like more academic I connected more with, like academics. I don't necessarily write for fun in my, like, personal life. I can remember a distinct moment…. I had just moved to Minnesota. So I was in fourth grade. And English is actually my third language. So I was put in the EL program. And so I had to write a paper or like a sentence that gave me a prompt and a way to write a sentence. And that pretty much determined like I remember her pointing out like a word that I used the wrong tense. And that was like the determiner for me going into EL and I don't know why. I think maybe I associate that with me being tracked because I was[in] an EL program all the way up until eighth grade. And so I just felt like maybe I kind of lost out on opportunities because I was trapped in elementary school. You didn't get specials if you were in the EL

> program, so like instead of going to specials you went to EL, and I got my services that way until maybe I just like in the moment I didn't like necessarily think that was a bad time that I really remember. Like, that moment of me writing that sentence and using the wrong tense me being tracked in the EL for like, a really long time. And maybe I'm just like, resentful of that moment. Yeah, so it's probably like… that's the worst experience I probably had with writing.

This is an impactful, negative experience that Isla had as a writer that stayed with her into her writing instructor preparation. She felt as though her teachers only focused on her deficits and she responded to this assessment with a dislike for writing. In her statement, you can see that she equated her negative student experiences with writing to missing out on opportunities for more enjoyable activities. Isla's example shows us how a person's writing experience may influence their self-efficacy and motivation for teaching a specific subject.

Another TC, Mary, discussed that she had a positive outlook on writing. Yet she also communicated a specific negative writing experience from her youth. In her initial interview, Mary stated:

> I had a really negative experience in high school in my creative writing class. I think our teacher gave us—she gave us prompts that didn't allow us to really create much—like it was seemed like short answer things. And I just didn't really get much out of the class. Yeah, I thought she was kind of disorganized and didn't put a lot of thought into prompting and letting us have room to be creative with it. [The prompt] was just too, too short and straightforward.

During initial interviews, both Isla and Theresa had a more difficult time discussing positive writing lessons they experienced. Both asked for some time to think about any specific positive experiences they had as writers. Mary could describe a specific time that was positive for her in her initial interview:

> Oh, well, …I took a class my sophomore year of college. And it was all about relationships. And I learned a lot about myself and a lot about all my personal relationships. And at the end of the class, we had to write a whole paper all about our own, like love experiences, and friendship experiences. And I really liked that because it was slightly structured, but in a way that it let me be really creative and reflect on my own experiences. So that was probably one of my favorite things that I've ever written.

Mary described herself as a more creative writer. In the assignment, she described that she could creatively write about life experiences while also connecting personal information with core course ideas. The structured assignment with openness for personal information stood out to her as positive. Mary's peers shared her stance in whole group discussion on teachers' need to allow students to make personal connections while still meeting academic goals. Other TCs could recall more specific positive writing experiences that were more focused on creativity or making personal connections than a sole focus on academic writing. This revelation about what worked or did not in their past experiences with school writing may be one reason why TCs overly focus on motivation, engagement, and choice (as questionnaire responses showed). TCs' experiences and identities as writers influenced their focus on specific writing instruction elements and

how they included these ideas. It also showed they were not yet able to practically connect bringing motivation and creativity in academic writing for classroom teaching.

In their writer's notebooks, TCs also discussed their writing experiences during the COVID-19 pandemic when courses were taught online. In response to the question, *how did writing go during online school?*, one participant responded: "It went fine. I got my assignments done, but it definitely wasn't enjoyable. A lot of time it felt tedious and didn't feel meaningful." In response to the same question, another participant stated: "Just like everything else it became a chore and something that I had less joy doing because of burnout and other reasons." TCs' writing experiences during the pandemic may have impacted how they valued writing. As coursework writing became more of chore for them, they seemed to view writing as less important. This finding connects to the pre-survey item where TCs rated writing instruction as an important concept to teach with a three out of five rating. While this score is above the survey's mid-range, it still surprised me; I felt that since writing is a necessary skill, I would it expect this rating to be higher. As TCs are currently full-time students with academic writing requirements, I would think they would see how important a skill it is to effectively teach writing since they frequently participate in writing. A participant stated during the first group discussion session that the constant heavy focus on academic writing removed their love of writing. Overall, the pandemic had a profound impact on TCs and this finding is key to understanding TCs' attitude and self-efficacy surrounding writing as they participate in teacher education coursework to become writing instructors.

Conclusion

In the revised Language Arts course, TCs learned information about writing theory, process, and genre writing and gained practical writing instruction experience. TCs designed and implemented lesson plans across different skill areas including writing in response to reading and individually conferencing with students during the writing process. The quantitative survey data presented displayed TCs' self-efficacy changes in relation to writing instruction after they participated in the revised Language Arts course. Overall, TCs' self-efficacy positively increased from the semester's start to end. Interview and artifact data supported TCs' specific knowledge and experiences throughout this study including writing development, genre characteristics, and pedagogy. The experiences that made a difference included micro teaching opportunities and direction instruction on writing development and pedagogy for K–6 children. In chapter five, I will discuss conclusions and implications drawn from my research about TCs' writing instruction self-efficacy and experiences.

Chapter 5

Synthesis, Implications, and Direction for Future Research

Research surrounding literacy has largely focused on the teaching of reading, leaving writing as an area of need for stronger TC preparation. Writing is a crucial skill that K–12 students must develop to be academically successful and prepared for future employment, making it imperative for TCs (Teacher Candidates) to be effectively prepared to instruct K-6 writing. Thus, teacher educators need to prepare TCs to have theoretical, research-based, and practical knowledge about the teaching of writing, while also supporting their positive self-efficacy as writing instructors. To that end, I conducted a case study to determine what knowledge elementary teacher candidates' (TCs) have about K-6 writing instruction prior to taking a language arts methods course at one major research institution. I sought to learn how TCs' knowledge about K-6 students' writing development and effective writing instruction can be enhanced within a language arts methods course that includes field experiences, and how TCs' self-efficacy develops as a result of new knowledge and experiences within the methods course.

I began the case study by examining the existing literature surrounding K-6 writing instruction and the self-efficacy of TCs; my findings are reported in chapter 2. Then I analyzed the syllabi and supporting documents of the courses within the context of the case study. I made revisions to the existing language arts methods course drawing upon current research, theory and pedagogy. These findings are discussed in chapter 3, along with a description of the methodology I used for my study. In Chapter 4 I present the findings from my study, supported by my analysis of pre and post survey results, questionnaire responses, interviews, documents and artifacts, and observational data.

Summary of the Major Findings

The following sections provide a summary of the major findings from each chapter. I then provide implications from the findings and directions for future research.

Chapter 2: Review of Literature

In my review of the literature, I examined four themes of research guiding this case study; 1) writing instruction, 2) writing in teacher preparation, 3) self-efficacy and teacher self-efficacy, 4) writing identities.

In the '80s and '90s, writing instruction was a focal point in the field of literacy. I began by reviewing work done by researchers associated with the Bay Area Writing Project, and research findings by Donald Graves and Jane Hanson on how to develop students' writing within K-6 classrooms for teachers. Due to these foundational efforts, writing instruction enjoyed a key place in the curriculum for many years (Shanahan, 2015). Researchers continued the work of investigating writing and writing instruction. In a review of research studies from 1999-2004, Juzwik et al. (2006), scholars began to focus on contextual studies of writing instruction, providing more detailed information on the ways teachers are enacting writing instruction.

The next big shift in writing instruction occurred with the creation and implementation of the Common Core State Standards (CCSS) in 2010 Graham and Harris (2015) described the CCSS as "a set of benchmarks for a wide variety of writing skills and applications students are expected to master at each grade and across grades" (p. 499). Following the implementation of the CCSS, Troia and Graham (2016) investigated teachers' attitudes toward the Common Core State Standards for Writing and Language (CCSS-WL). The results of this national survey found that teachers believed the CCSS-WL were too

extensive to balance with all of the other instructional areas they needed to cover within a school year.

This was a common theme I identified in the literature focusing on writing instruction, primarily due to the emphasis placed on reading and math instruction due to standardized testing. Because reading and math are viewed as "the" core subjects in schools, they receive more attention and course hours in teacher preparation programs. This has left writing instruction with less time and attention. In point of fact, Brenner and McQuirk (2019) conducted a review of literacy courses taken by TCs across various preparation programs. The findings indicated that TCs' left their programs feeling inadequately prepared to teach writing, causing them to spend less time on writing instruction in their classrooms. My analysis of the research literature points to the fact that it is crucial for TCs to be instructed with a strong theoretical base for writing instruction and research-based approaches to enacting writing instruction in the classroom (Brenner and McQuirk, 2019). Space within preparation programs is needed for a more robust language arts-writing curriculum. Within enhanced methods courses, instructors can then provide an opportunity for TCs to obtain a strong theoretical base of knowledge for writing instruction and translate these concepts into their field experiences, in turn positively supporting TCs' self-efficacy development.

A goal of my study was to investigate the self-efficacy TCs' have with writing instruction prior to and following a revised (enhanced) language arts methods course. I examined literature relating to self-efficacy and teacher self-efficacy to provide a foundation for this investigation. Bandura (1997) contended that: "perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the course of action required to produce given attainments" (p. 3). Self-efficacy regulates a person's goals, behavioral

decisions, and amount of effort in actions and reactions (Bandura, 1997). This is especially true of teachers who make numerous decisions daily in their classrooms, which can be determined by their self-efficacy beliefs. If a teacher believes he/she/they has the skills to successfully apply an instructional technique, the educator will be more motivated to put in more effort than if the individual believes he/she/they won't succeed and thus have no need to put in much effort. Understanding what factors and experiences impact the development of TCs' self-efficacy is imperative to providing successful ways to support positive self-efficacy beliefs.

Research helps us understand that effective writing instructors must understand the writing process and students' developmental trajectories, value and know how to write (themselves), and feel competent to teach writing. TCs' self-efficacy and writing identity are vital to understand and promote (Colby & Stapleton, 2006). This sets the importance of teacher preparation programs including instruction to support these findings. Teacher educators are responsible for developing a pre-service curriculum that is balanced in theory and practice and includes real-world classroom experiences. Different programs take different approaches to this problem. A key finding, we know should be followed is that early and often throughout a program, teacher educators need to place TCs in authentic classroom situations where they can practice the teaching of writing with K-6 learners. TCs also require considerable assistance and feedback from the teacher educator during these experiences, allowing TCs to develop stronger self-efficacy.

As an adult preparing to teach, a TC's educational past is one element that influences their self-efficacy. This development will also be influenced by a TC's prior learning experiences. Past experiences are extremely important in the development of a TC's self-efficacy, especially when it comes to writing. Research indicates that TCs'

experiences as K-12 students shapes how they approach their instruction in writing (Morgan & Pytsch, 2014). A TC's self-efficacy and writing identity are important to understand and support because to be effective writing instructors, TCs must understand the writing process and students' developmental trajectories, how to write, and feel competent to teach (Colby & Stapleton, 2006).

The research reviewed for this study provides strong evidence that past experiences play an important role in TCs self-efficacy related to writing instruction. Engaging TCs in writing can be an effective strategy to negate any past negative experiences they have had, allowing for positive connections between writing self-efficacy and identity. The writing identities of TCs can develop throughout their coursework and into their teaching experiences, providing a compelling example to these inexperienced teachers that they, too, can encourage similar transformations in their students.

Chapter 3: Methodology

In Chapter 3, I outline the theoretical frameworks that guided this dissertation. I describe the research design, a mixed methods case study, and describe the university that served as the setting for this study. I also describe the participants (TCs), my data sources, collection procedures, and analysis and interpretation methods. I demonstrate how a mixed methods approach was appropriate for investigating my research questions. I used the following research questions to guide my study:

1. What writing knowledge and concepts are taught to TCs prior to their language arts methods coursework (e.g., in an introductory Foundation of Literacy course)?

a. How do elementary teacher candidates conceptualize writing instruction (theory and practice) after a Foundations of Literacy class but before they begin their language arts methods course?

2. What knowledge and concepts were taught in the Language Arts methods course?

a. What revisions were made to the Language Arts methods course based on findings from research question 1?

b. How do elementary teacher candidates conceptualize writing instruction (theory and practice) after taking the revised Language Arts methods course?

3. How self-efficacious do elementary teacher candidates feel about teaching writing at the start and conclusion of their revised Language Arts methods course?

a. What is the impact of enhanced knowledge about writing processes and pedagogies on teacher candidates' confidence in teaching writing after their Language Arts coursework?

b. What role does an elementary teacher candidate's identity as a writer play in the development of the candidate's self-efficacy in designing and teaching writing lessons?

The research questions posed in my study required a flexible yet rigorous methodology. I chose to conduct a mixed methods study. As Greene (cited in Christensen, 2020, p. 109) advised, "A [mixed methods] way of thinking is an orientation toward social inquiry that actively invites us to participate in dialogue about multiple

ways of seeing and hearing, multiple ways of making sense of the social world." In an educational system where knowledge is socially created, this design directed the inquiry. My mixed methods study was based on social cognitive and reflective practice theoretical frameworks and was conducted using the lens of pragmatism. Because of the social nature of teaching and learning, social cognitive theory allowed the social context of this study to be examined. Self-beliefs and perceptions, social experiences, and language are all part of social cognitive theory, which can be used for writing instruction and classroom situations (Bandura, 1989). For example, writing instruction involves a focus on the process of writing rather than on the product (Vygotsky, 1987). The purpose of my study was to look into the development of TCs' self-efficacy in writing teaching. As a result, this theoretical framework's emphasis on process was suitable. A pragmatic method encourages researchers to spend time identifying and discussing issues of common concern with participants (Dillon et al., 2000), which is addressed in the study of teachers who communicate a lack of writing preparation. By utilizing a case study approach and a pragmatic lens to understand the research problems being investigated, TCs' demonstrated the literacy instruction problems they were facing. Reflective practice is an additional theoretical perspective that I employed in this study. Reflective practice can be expressed as a process of deep and interpretive thinking, providing space for careful and critical judgment (Dewey, 191, as cited in Slade et al., 2019). Zeichner and Liston (1996, as cited in Slade et al., 2019) contended reflection as the process of critical, continual, and active thinking of knowledge and beliefs. Social cognitive theory supported the investigation of asking TCs to analyze their knowledge, how they apply it in practice, and how effective they thought their activities were after teaching lessons in field experiences. The theoretical frameworks provided a platform for understanding

these social behaviors and experiences that influence TCs' self-efficacy in writing instruction, which was one of the goals of this study.

I used a mixed methods case study strategy to address my research questions. A mixed methods research design can offset weaknesses that may occur in quantitative and qualitative research (Creswell & Plano Clark, 2011). The quantitative aspect of a mixed methods study allows the researcher to assess closed-ended data, such as attitude and behavior (Creswell & Plano Clark, 2011), but the qualitative measurements can include open-ended data, allowing participants' voices to be heard in their own words. Participants for this study were TCs enrolled in the Elementary Education Initial Licensure Program at a large midwestern university. Participants were comprised of one cohort (out of 4 cohorts) of TCs enrolled in CI 5426 Language Arts Instruction in the Elementary Grades. In addition to collecting data from the 22 TCs in cohort one, I also interviewed 3 TC key informants, three times, throughout the semester.

In order to investigate the research questions of my study, I used five points of data to triangulate the evidence within my case study. This decision supports the claim made by Yin (2018) when he stated, “case studies using multiple sources of evidence were rated more highly, in terms of their overall quality, than those relied on only single sources of information” (p. 126). My research questions guided data collection in the form of syllabi review, questionnaire responses, interview transcripts, pre and post surveys, observations, and coursework documents or artifacts. I concurrently collected and analyzed data (Patton, 2002). This allowed me to identify themes and then cycle back to generate new ways for data collection (Miles et al., 2014). My overall analysis—across all data sources—included my interpretive commentary following data presentations and my assertions or findings, supported by evidence from multiple data sources. Within the

setting of the case study, my purpose was to make inferences and offer explanations for phenomena (Merriam, 1988).

Chapter 4: Findings

In this chapter I detailed the findings of my study. I presented my analyses of the data points collected for this study, including themes I identified, providing evidence to support my work.

I collected and analyzed the course syllabus and course calendar for a Foundations of Reading course the TCs took prior to the context of this study. I analyzed the documents, noting and coding topics, readings, lectures/class activities, and assignments in relation to writing instruction. My findings from this analysis indicated that the writing concepts presented in the Foundations of Reading course were introductory in nature, meaning, the topics were introduced briefly through a lecture or reading, but the topics were not developed in depth.

Through questionnaire, presurvey responses and interview data, I investigated the knowledge TCs have about writing after taking the Foundations course, but prior to taking a language arts methods course. The major findings from this analysis revealed that TCs' knowledge and confidence in writing instruction was limited and showed gaps in knowledge and confidence. A recurring trend that emerged from the survey's findings was that TCs believed they had received little education on writing content, and some TCs stated that they wouldn't know where to begin to teach writing to K-6 students. Another theme I identified was that TCs expressed a desire to use instructional choices and help students in allowing for originality in writing, as well as ensuring that students were encouraged to write. Pre-course survey data indicated that TCs were concerned

about motivating elementary students to write, and that they valued learning about content and practical strategies to assist with K-6 students' writing development.

I then collected and analyzed the course syllabus for the Language Arts methods course that served as the context for this study. Prior to my study, I found the writing content presented in the Language Arts methods course to be detailed in process and K-6 students' developmental levels. Following my analysis of the syllabus, I made revisions to the course to enhance TCs' knowledge about writing processes, instruction, and pedagogies, and to promote TCs' self-efficacy related to writing instruction.

The revised Language Arts methods course included updated research on writing and writing instruction, more in-depth instruction centered on writing identities, more opportunities for TCs to participate in writing themselves, multiple session where TCs received guided instruction with feedback from the instructor, opportunities to practice pedagogy by microteaching with peers, and scheduled time to work with K-6 students to foster writing development. As a teacher educator, I used the learning cycle created by the Teacher Education by Design (TEDD) from the University of Washington to guide my instruction of writing concepts throughout course sessions. This model includes these steps:

1. Introduce (watch exemplar video, participate as a learner, examine a written transcript or case)
2. Prepare (plan with protocols, micro-teach, rehearse)
3. Enact (live coaching, co-teaching, teacher time out)
4. Analyze (watch own and peer video, analyze student work, reflect in writing)

The inclusion of the TEDD in the course was significant because it allowed TCs to practice and engage with writing instruction in an environment where they could

contribute and receive real-time feedback from me and their peers. This is an essential stage in building self-efficacy because it allowed the TCs to experiment with different writing styles and ask questions before implementing ideas in their field placements with K-6 students.

Following the completion of the revised Language Arts methods course I found TCs were able to discuss the writing process using core conceptual ideas gleaned in class. However, I also learned that more depth and clarity of ideas is still needed by TCs. The results of the interviews show that-- at the end of the course-- TCs were able to discuss writing instruction in greater depth. They were also able to provide specific examples of methods and pedagogy when implementing the lesson plans they created for course assignments. TCs were focused on inspiring and engaging K-6 students at the start of the semester, as well as where to begin with students. This emphasis continued throughout the semester but because enriched with other knowledge TCs gleaned. For example, when asked to describe specific planning strategies they used when approaching a writing lesson throughout the semester, TCs were able to discuss using writing assessments as a springboard for determining learners' needs. They also noted the need to examine state writing standards to understand what children need to know at different grade levels.

Another significant finding from this study was the increase in TCs' self-efficacy related to their confidence as teachers of writing. TCs completed the Pre-Service Teacher Self-Beliefs for Writing Inventory survey (PTSWI) [see Appendix X] which contains the following three subsections: self-efficacy for writing, self-efficacy for teaching writing elements, and self-efficacy for writing instruction. The TCs completed the pre-survey at the start of the first course session and the post survey at the conclusion of the semester. Overall, the pre-post self-efficacy survey results show that TCs had an elevated sense of

self-efficacy in regard to writing instruction, including specific parts of the process, after the conclusion of the redesigned Language Arts course. Enhanced knowledge and experiences-- while concurrently implementing ideas with K-6 kids-- allowed TCs to explore alternative strategies in a supportive environment. TCs were also provided with opportunities to reflect as a foundation when planning future writing classes. Overall, at the end of the revised language arts methods course, TCs were able to demonstrate their understanding of various writing pedagogies that they had obtained over the semester. Written lesson plans, class discussions, post-survey findings, and the TCs' final exam responses all demonstrated this expertise. Furthermore, as TCs explored more particular writing pedagogies with their mentor teachers and peers at the end of the semester, a higher degree of confidence was noticed.

As part of this study I explored TCs' experiences and identities as writers. I found these experiences were extensive and predominately negative. TCs entered the Language Arts methods course with a long history as writers. TCs indicated that traditionally, the majority of their experiences were unpleasant, and that writing has been limited in scope for them, with topics dictated by their teachers and writing completed only for academic purposes. TCs shared these experiences with me in both oral and written forms.

After participating in the redesigned Language Arts course, TCs learned about writing theory, process, and genre writing, as well as gaining practical experience with writing teaching. Furthermore, the TCs created and implemented lesson plans in a variety of skill areas, such as writing in response to reading and individually conferring with students during a stage of the writing process. After taking the redesigned language Arts course, the quantitative survey data showed that TCs' self-efficacy in respect to writing

instruction had changed. Data from interviews and artifacts backup TCs' specific knowledge and experiences gained throughout the project.

Implications

Research has shown that writing is a complex process and deserves time devoted to explicitly training TCs to be effective instructors of writing (Brenner & McQuirk, 2019; Graham & Harris, 2015). During their education preparation programs, TCs need to engage with theory, content, and pedagogy on writing development and strategies to support K-6 learners (Morgan, 2010) while concurrently engaging in coursework and field work (Bomer et al., 2019). Findings from my study provide essential implications for teacher educators in supporting the development of TCs as instructors of writing in a K-6 setting. These implications include the need for literacy teacher educators to:

1. provide literacy courses within teacher preparation programs that are carefully sequenced with instructors working to incrementally present ideas; these courses should include strong writing theory and content and clinical experiences
2. provide explicit instruction to TCs on how to teach writing, grounding demonstrations on strong writing research and pedagogies
3. use a learning cycle design with TCs in language arts/writing methods courses;

   this cycle provides a strong set of practices that benefit novice teachers as they learn to be effective writing instructors; the learning cycle also provides a space for deeper reflection on effective pedagogy and student development

4. provide opportunities for TCs to learn and engage with rehearsing writing instruction in multiple settings including micro teaching and work within K-6 classrooms
5. engage TCs in their own writing during coursework; provides opportunities for them to have positive experiences as writers.

In summary, extensive instruction on writing within teacher preparation programs can negate the findings that TCs leave their preparation programs inadequately prepared to teach writing (Brenner & McQuirk, 2019). We also know that the design of the course/s matters-particular experiences have greater impact than others on TCs' self-efficacy. But these recommendations will not be easily achieved. Teacher preparation programs have the difficult job of trying to encompass a large amount of theory, content, and pedagogy that K-6 TCs require to be effective teachers before entering their own classrooms.

Directions for Future Research

Further questions and areas for research are raised by the findings of the case study I reported in this dissertation. These questions are in relation to writing instruction and the self-efficacy of TCs prepared in elementary teacher preparation programs. One area for further research would be to review and analyze writing curriculum used within school districts across the country. In the literature review I conducted for my study, I learned that teachers often take an eclectic approach to writing instruction (Cutler & Graham, 2008). By understanding the writing curriculum in K-6 school districts that TCs may encounter once they are classroom teachers, teacher educators could design

preparation coursework to help TCs understand the pros and cons of particular approaches. TCs could be prepared to draw upon best practices in writing instruction that would take a more developmental approach than an eclectic approach and articulate their reasoning to school district peers. Pursuing this research could also illuminate the need for a greater focus on writing instruction in the classroom.

A second area for future research would be to extend the study I began where I worked with one section of a language arts course, taken by TCs in one semester during their teacher preparation program. My study could be extended to the study of first year teachers. Researchers could document their initial preparation in writing instruction and then track their self-efficacy and knowledge of writing instruction across their first year of teaching. It would be beneficial to understand the ways TCs enact the knowledge they gained from their initial coursework to understand their development as novice teachers. This would highlight the ways in which first year teachers are enacting what they learned in a course such as the Language Arts methods course of this study, and the challenges and successes they experience.

Finally, because the context of this study occurred during the semester following the return of TCs and K-6 students to in person learning (due to the COVID-19 pandemic), it would be important to study the ways in which online learning impacted TCs' preparation and their feelings/performances related to the lack of field experience due to online learning. For example, TCs in this study described the challenges of trying to teach writing in an online setting during one of their primary literacy field placement experiences. Teachers entering classrooms in the next couple of years may have had limited experience in their preparation with instructional writing and may need more mentor support from their school districts. A worthy goal is for literacy researchers to

continue to evaluate and investigate writing instruction in preparation programs and K-6 classrooms to benefit TCs' knowledge and pedagogy and, as a result, support K-6 learners in the future.

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Appendix A

Semi-structured Interview Questions

Initial Interview

- Describe yourself as a writer
- Describe a positive writing experience you have had (in or out of school)
- Describe a negative writing experience you have had (in or out of school)
- What is the easiest part of writing for you? What do you do well?
- What is the hardest part of writing for you? What do you feel you need to work on?
- What kind of writing do you do just for you?
- What makes a piece of writing excellent?
- As you think about your professional life as an educator, what sort of written contribution do you see yourself making (e.g., writing for parents, colleagues, administrators)?
- As you think of yourself working with students, helping them develop as writers: what do you see as your strengths? How do you think you will most help writers? What do you anticipate having to work on as a teacher of writing?
- What has been your experience with teaching writing this far?
- What is your writing process?
- Describe your school field placement context
- Talk about your field experiences?
    - Did you teach writing?
    - Do you feel prepared to teach writing lessons?
    - What would you like to learn in a writing course?
- What is "writing" to you?
- How do you think students best learn to write?
- How do you envision teaching writing?

Midpoint Interview

- Describe your school context.
- Describe your students.
- What have been your experiences with writing instruction thus far?
- How do you think your teaching writing is going?
    - What are your main successes as a writing teacher?
    - What are some of your challenges teaching writing?
    - How confident do you feel about teaching writing?
- What does your writing instruction look like right now?
    - What is important in writing instruction at the ____ grade level?
    - Describe an average week of writing instruction.
    - What do you expect from your students?
- How do you make decisions about how you teach writing?
    - What influences your writing instruction?
    - Describe a writing lesson to me.
    - What have you learned from your CT regarding writing instruction?

    - What have you learned from your methods courses regarding writing instruction?
    - How do you feel planning lesson plans for writing instruction?
- What is an effective teacher of writing instruction
    - What would be essential to be seen in their practice?
    - What would they expect of their students?

Concluding Interview

- How did your semester of student teaching go?
- How do you feel it went with writing instruction?
    - How do you think of yourself as a writing teacher?
- Tell me about your experiences teaching writing lessons.
    - What were your successes?
    - What were your challenges?
    - What were your students doing during the lessons?
- When do you feel most confident in your writing instruction? Why?
- What is writing and how is it best taught?
    - What should be expected of students in the ____ grade with writing?
    - How does your writing instruction help students get to those goals?
- Did and if so how did your methods courses support your writing instruction
- What do you envision your writing instruction to look like in your future classroom?
- What will you change in the future? Why?
- Describe yourself as a writer.
- What is "writing" to you?

Appendix B

The Preservice Teacher Self-efficacy for Writing Inventory (PTSWI)

Complete the following demographic information.

Write your name: _____*
This information will only be used to link your two surveys and writing sample. All information will be coded and your personal identifying information will then be erased.

Please indicate your gender/genders:

Please indicate your ethnicity/ethnicities:

Certification Area: Early Childhood (birth-preK) Elementary (PreK/K-6)

Middle Grades (6-8) Secondary (9-12)

Please indicate any other certification areas (fill in the blank):

In your preservice teacher preparation program, how many courses related to writing or teaching writing have you taken:

0 1 2 3 4 or more

In your preservice teacher preparation program, how many courses related to reading or teaching reading have you taken:

0 1 2 3 4 or more

Would you feel more confident teaching writing with additional courses, professional development, or training? yes no

What training have you had related to teaching writing (either in your preservice teacher education or before)? (short answer)

Indicate how often you write in a given week:

Daily 3-5 times per week 1-2 times per week less than 1 time per week

How prepared do you feel to teach writing?

very prepared prepared a little prepared not prepared

How confident do you feel to teach writing?

very confident confident a little confident not confident

How confident do you feel completing writing tasks?

very confident confident a little confident not confident

Define "writing".

List the types of writing (either academic or personal) *you* engaged in during the past week:

Indicate how **strongly** you **disagree** or **agree** with each statement **about writing.**

1. I can self-monitor during the writing process to improve the quality of my writing.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

2. The majority of time I spend writing is for enjoyment.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

3. I am confident in writing for a variety of audiences.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

4. I feel confident sharing my writing with peers.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

5. Writing helps me accomplish daily tasks (i.e., completing to-do lists, journaling, note-taking).

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

6. Overall, I have positive feelings toward writing.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

7. I feel confident in my overall writing abilities.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

8. Writing is a challenging task for me.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

9. I am confident in writing for multiple genres (i.e., persuasion, nonfiction, narration).

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

10. As a future teacher, I feel confident assessing writing.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

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Indicate the extent to which you feel prepared to **teach** students about each element listed below.

11. As a result of my teacher preparation program, I feel confident in my ability to teach **voice (i.e., presence of the author in the text, tone).**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

12. As a result of my teacher preparation program, I feel confident in my ability to teach **organization of ideas in writing.**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

13. As a result of my teacher preparation program, I feel confident in my ability to teach **clarity of thought in writing.**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

14. As a result of my teacher preparation program, I feel confident in my ability to teach **cohesiveness in writing.**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

15. As a result of my teacher preparation program, I feel confident in my ability to teach **grammatical conventions (i.e., passive voice, punctuation, capitalization).**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

16. As a result of my teacher preparation program, I feel confident in my ability to teach **spelling in writing.**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

17. As a result of my teacher preparation program, I feel confident in my ability to teach **word choice in writing.**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

18. As a result of my teacher preparation program, I feel confident in my ability to teach **syntax (i.e., sentence structures).**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

19. As a result of my teacher preparation program, I feel confident in my ability to teach **editing and revising in writing.**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

20. As a result of my teacher preparation program, I feel confident in my ability to teach **paragraph structure (i.e., organization of key ideas, inclusion of transitions).**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

21. As a result of my teacher preparation program, I feel confident in my ability to teach **quality in writing.**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

22. As a result of my teacher preparation program, I feel confident in my ability to teach **motivation for writing.**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

23. As a result of my teacher preparation program, I feel confident in my ability to teach **self-efficacy for writing.**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

24. As a result of my teacher preparation program, I feel confident in my ability to **integrate writing into all subject areas.**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

25. As a result of my teacher preparation program, I feel confident in my ability to **foster students' creativity for writing.**

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

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Indicate how **strongly** you **disagree** or **agree** with each statement about writing **from the perspective of a future teacher.**

26. Writing is an important skill to teach to students.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

27. Writing instruction should be integrated into daily classroom instruction.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

28. Writing is an important skill for teaching my content area (ELA, mathematics, science, social studies).

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

29. Writing is an important skill for teaching my grade level.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

30. I feel confident in my ability to teach standards for writing.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

31. If a teacher engages in writing, that teacher is more likely to be an effective writing teacher.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

32. I feel prepared to teach writing.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

33. Teachers who have positive beliefs about writing can more effectively teach writing.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

34. The writing process is challenging to teach.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

35. Assessing developing writers will improve their writing abilities.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

36. Writing creates motivation in students.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

37. Students will be more successful at writing when they are provided with specific topics.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

38. Students will be more successful at writing when they are provided options for writing topics or choose their own topics.

1 Strongly Disagree	2 Disagree	3 Neither Disagree or Agree	4 Agree	5 Strongly Agree

Appendix C

Language Arts Course Assignments and Purposes

Assignment Number & Name	Purpose
1. Attendance, Reflection, and Professional Participation	The State of Minnesota Licensing Rule regarding teacher certification requires students to develop professional level knowledge, skills, and attitudes. Regular attendance and class participation are vital since much of the course content will come from interactive class discussions, videos, teacher demonstration/modeling, guided practice of instructional techniques, and lectures.
2. Reflections, Reflective Thinking, and Refinement of Instruction	Reflective thinking and inquiry are essential components of being an effective teacher. Reflection enables teachers "to generate connections between theory and practice, to come to deeper understandings about their personal beliefs while adopting new perspectives, and to learn how to use reflective inquiry to inform their instructional decisions (Risko, Roskos, & Vukelich, 2002, p. 149).
3. Whole Group Shared Reading and Small Group Emergent Writing and Word Study Lesson/Teaching/Reflection *(Combined assignment for CI 5425 & 5426)*	Grades: K-1 The purpose for the Small Group Emergent Writing and Word Study portion of the lesson plan is to apply what we have been learning in class about the importance of phonemic awareness and the alphabetic principle in emergent writing, word study for emergent readers, explicit teacher modeling and active responding to an actual teaching situation with a small emergent reading group.
4. Writing in Response to Literature/Teaching/Reflecting	Grades: Elementary To apply what we have been learning in class about the importance of teacher modeling, higher order questioning, writing in response to literature, and actively responding to an actual teaching situation with a large group of students.

5. Analysis of Writing Samples, Design of a Mini-lesson for Writer's Workshop, and Individual Writing Conference	Grades: 3-6 To provide experience in analyzing an early draft of four or five Grade 3-6 students' writing and to design a mini-lesson focused on a specific skill or writing convention that will help the students grow as writers. After the mini-lesson, you will hold an individual writing conference with one of the students to help the student apply the content from the mini-lesson.
6. Video Sharing and Reflection on Instruction	To provide an opportunity for teacher candidates to reflect on their own instruction and receive coaching feedback from their colleagues.
7. CI 5426 Final Exam	To synthesize all the information from the readings, class activities, teaching experiences with students, and reflection on instruction into clear, succinct ideas that could be easily communicated to parents or other teaching colleagues.

Appendix D

Lesson Plan Reflection Questions

- Was the lesson taught as planned? If not, what changes were made to the lesson and why?
- To what extent did the whole class or group learn what you intended them to learn? Cite specific examples and/or evidence.
- Who did the lesson work best for? What didn't work and for whom?
- What did you learn about your students as learners?
- What will be your next steps instructionally? Are you planning to make changes in the next lesson? If so, what are they? Why do you think these changes are appropriate?
- What have you learned about yourself as a teacher? What goals do you have for your next lesson?

Appendix E

Lesson Plan Template for Language Arts Course

Name/s of Teacher Candidates	
School Site	
Date Taught	
Co-Teaching Model	
Subject/Course	
Time Needed	
Grade	
Students Involved	
Mode of Delivery (e.g. synchronous session using Zoom; face-to-face)	

Lesson Rationale
Students' Identities and Backgrounds
State Content Standards
Content Information (resources and research used to support lesson plan)
Previous Learning
Content Objectives (Established Goals) (Label objectives C1, C2, C3…)
Academic Language Objectives (Label objectives L1, L2, L3…)
Formative Assessment (Process)
Feedback
Co-Teaching Model
Provisions for Individual Differences
Resources
Technology Integration (if applicable)
Instructional Strategies and Learning Tasks to Support Learning (this is where you communicate what happens in the classroom – your instructional plan**):**

Time	Content Objectives CI, C2 L1, L2	Learning Activities (What & How)	Purpose (Why)
		Orientation/Engagement/Motivation: **Presentation/Explicit Instruction**: **Structured Practice/Exploration**: **Guided Practice/Feedback:** **Independent Practice/Application:** **Closure**	

Appendix F

Lesson Plan Addendum for Language Arts Course

Name/s of Teacher Candidates	
School Site	
Date Taught	
Co-Teaching Model	
Subject/Course	
Time Needed	
Grade	
Students Involved	
Mode of Delivery (e.g. synchronous session using Zoom; face-to-face)	

Lesson Rationale

WHY are you teaching this lesson?

- What assessment data is driving this lesson? Consider formative and prior summative assessments.
- How does this lesson fit in the curriculum and the state standards?

Students' Identities and Backgrounds

- Write a brief description of the students' identities, including their cultural identities. Who are the students being taught in this class?
- How will you demonstrate mutual respect for, rapport with, and responsiveness to students with varied funds of knowledge, needs, and identities? How will you create opportunities for culturally responsive and sustaining teaching and learning? How will you engage and challenge your students?

State Content Standards

- What standards will you be using to guide this lesson?
- Cite the grade level and standards using the numbers as well as the text. Use only the relevant parts to help focus your lesson planning.

Content Information (resources and research used to support lesson plan)

- What do you, as the teacher, know about this particular concept/topic/etc.?
- Where did you find this information? (List specific resources).
- What research are you using to guide lesson development?

Previous Learning

- What prerequisite skills do students need in order to access the lesson & participate fully?
- How does the content build on what the students already know and are able to do?
- How does the lesson build on previous lessons or previous learning?
- How will the learning in this lesson be further developed in subsequent lessons?

Content Objectives (Established Goals) (Label objectives C1, C2, C3…)

- What do you want students to be able to **do** (identify, give examples, compare, use, design, judge, etc.). Be specific and use concrete terms.
- How will students demonstrate this? Describe observable actions.

You may use the following sentence frame: ***Students will be able to…..***

Academic Language Objectives (Label objectives L1, L2, L3…)

How will students demonstrate their English language development within the context of the content lesson? Objectives should describe observable actions.

Language objectives have three components: function, form and vocabulary. As you write your language objectives, be specific and use concrete terms.

- Functions: Academic language functions refer to what students are *doing* with the language. Identify the function: What do you want students to be able to *do* with language?
    - Examples of functions: identify, give examples, compare, describe, retell, summarize, explain, ask, etc.
- Forms: Linguistic forms refer to the grammatical structures students need to use. What linguistic forms do students need in order to carry out the language function you've identified?
    - Examples of linguistic forms are verb tenses (e.g., simple present, simple past, future), prepositions, adjectives, adverbs, prepositional phrases, question formation, conjunctions, etc.
- Vocabulary: Vocabulary refers to (1) the specific technical, content-specific terms students need to use and (2) other vocabulary needed to carry out the language function you've identified. What words/phrases will students need to use to carry out the language function?
    - Examples of technical, content-specific vocabulary:

        - Language arts: vowel, consonant, setting, character, plot, rhyme
        - Math: add, subtract, multiplication, angle, table, hypotenuse
        - Science: carnivore, magnetic, gravity, force, mineral
        - Social studies: community, right, democratic, revolt
    - Examples of other vocabulary (words that are used in all content areas):
        - Verbs: to move, carry, consider, believe, like, contain
        - Prepositions: with, to, in, into, on, off, out, under, above
        - Adjectives: large, small, grey, happy, slimy, slippery
        - Adverbs: gracefully, early, fast (i.e., to run fast), thoroughly

A well-written language objective includes the function, form and vocabulary. For example:

Students will explain how they solved the math problem using the simple past tense with verbs/verb phrases like added, took away, counted, calculated, etc.

Formative Assessment (Process)

- In what ways will you monitor student learning during the lesson and how might this guide your instruction? How will you know that the students are learning/working towards your goals?
- How will students demonstrate their understanding? How will they demonstrate their use of language?
- Does your assessment directly reflect the content and language learning objectives you set forth for your students to learn?
- What specific actions do you expect to observe? What specific language do you expect to hear?
- How will you record what you see and hear?
- What criteria will you use to judge whether your students are/are not meeting the content and language objectives you have identified?
- Describe the ways in which you will use these assessments to inform your teaching decisions during the lesson.

Feedback

- What feedback will you provide? How will your feedback support students in meeting the objectives of the lesson? How will you provide feedback in a way that distinguishes between meaning (the content they are communicating) and the form (the language they are using to communicate)? What feedback will you provide on student assessment/work?

Co-Teaching Model

- Specify what type of co-teaching model you will be using in the lesson

Provisions for Individual Differences

- How do activities provide for differentiation? What special arrangements have you made for students with special needs?

Resources

- What materials will you need in order to teach this lesson?
- What materials will students need?

Technology Integration (if applicable)

- Are there possibilities for integrating technology into this lesson in meaningful, authentic, and purposeful ways?
- If so, how are you using technology for teaching and learning (replacing, augmenting, transforming)?
- In what ways are students engaging with technology (passively, interactively, creatively)?

Instructional Strategies and Learning Tasks to Support Learning (this is where you communicate what happens in the classroom – your instructional plan**):**

Time	Content Objectives CI, C2 L1, L2	Learning Activities (What & How)	Purpose (Why)
		Orientation/Engagement/Motivation: (Introduction of the topic: making connections) This means applying what you know about your students' academic and social development and cultural backgrounds to make the learning interesting, accessible and relevant.) ● How will you engage your students? ● How will you connect to your students' previous experiences? ● How will you link this to their lives inside and outside of the classroom? ● How will you communicate your content and language learning objectives and your expectations to the students? **Presentation/Explicit Instruction**: ● How will you explicitly teach/model or demonstrate the skill/strategy/concept? ● How will you teach/model the language objectives students need to carry out learning tasks? ● What key vocabulary do you need to teach and how will you teach it in a meaningful, contextualized way? ● How will you adapt the instructional procedures to meet the needs of the students whom you are teaching? ● Remember: telling is not teaching!	

		Structured Practice/Exploration: ● What learning activities do you have planned? ● What kind of examples/samples will you provide for your students? ● How do the learning activities get students using the academic language you have identified in your objectives? ● How will students know where the work is going and what is expected of them? ● What opportunities will you provide for students to practice this new skill/strategy? ● What questions might you pose to check for understanding? **Guided Practice/Feedback:** ● What additional opportunities will you provide for students to practice this new skill/strategy? ● What questions might you pose to push student thinking and check for understanding? ● What feedback do you plan to provide? ● How might you correct student misunderstandings? ● How will you push students to use the language you've identified in your objectives? ● How will you give students feedback on inaccurate and accurate use of language? ● How will you provide feedback in a way that distinguishes between meaning (the content they're communicating) and form (the language they're using to communicate)? **Independent Practice/Application:** ● What kind of opportunities will you provide students to apply this new learning and demonstrate mastery? ● How might students evaluate their work and its implications? ● What kind of opportunities will you provide students to independently use the language you've emphasized for this lesson? **Closure** ● What questions or prompts will you use to elicit student articulation of their learning? ● How will the key points of the lesson be articulated? By whom?	

Appendix G

Cross-Case Matrix Interview Data

Participant:	Quote(s):	Memo:
Isla	I think, where to start? Maybe like, how to engage motivation for specifically writing. I feel like we hear a lot of motivation and a lot of other aspects of reading, where you don't necessarily hear about writing. And then probably prompts, not prompts necessarily, but like, tips on how to get them to write more. And things like that. Probably. things to look for in writing, like emergent and then moving on with stages, things like that probably would be really beneficial to know to keep an eye out for that.	-Motivation -Prompts -Developmental Stages -Pacing
Mary	I think one thing is like for those really, really low kids, a lot of them struggle to stay on task and they just get really burnt out really fast, and especially if their handwriting isn't good. So, I guess just how to keep those kids motivated and interested in writing because they've had bad experiences in the past or feel like they're not as high as other kids like, they just shut down	-Students w/ difficulty to stay on task -Motivation
Theresa	Um, I think practices for multilingual students also, you know, and special education students, I think the students that are like the, the nontypical ones that you think about, are important. I think also working on like pacing, I think is something that I would really like to practice because you know, I've written lesson plans before but you know, having a unit and having to make sure students are on track while still being able to meet your, your goals is important.	-Practices for Spec. Ed. & Multilingual students -Pacing -Goal setting

Appendix H

Foundations of Literacy Course Teaching Standards

8710.320 Teachers of Elementary Education
Subp. 3. **Subject matter standards, elementary education.**
A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections
between them. The teacher must:

(1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;
(2) understand and apply teaching methods related to the developmental stages of language;
(3) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;
(4) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;
(5) know children's and young adolescents' literature representing a variety of genre; and
(6) know how to use books and other printed sources to develop children's personal growth and lifelong learning.

C. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:

(1) oral and written language development, including:
a. relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading
proficiency;
b. the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language
and reading and writing, particularly English learners; and
c. the interrelated elements of language arts instruction that support the reading development of English learners, including ways in which the writing
systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.

(2) phonological and phonemic awareness, including:

a. the phonemes that make up the English language;

b. the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and

c. the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;

(3) concepts about print, including:

a. knowledge about how letters, words, and sentences are represented in written English;

b. the importance of teaching uppercase and lowercase letter recognition and formation; and

c. the instructional progression of the alphabetic principle;

(4) phonics and other word identification strategies and fluency, including:

a. systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;

b. word identification strategies and common, irregular sight words;

c. the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;

d. how the etymology and morphology of words relate to orthographic patterns in English; and

e. the development of reading fluency;

(5) knowledge of how to develop vocabulary knowledge, including:

a. understanding the critical role vocabulary knowledge plays in reading;

b. how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and

c. how to provide opportunities for students to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students, a variety of strategies for gaining meaning from unfamiliar words;

(6) comprehension processes related to reading, including:

a. knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;

b. the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and

c. how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before,

during, and after reading;

(7) content-area literacy, including:

a. knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and

b. the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;

(8) literary response and analysis, including:

a. knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;

b. knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and

c. knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;

(9) structure of the English language, including:

a. basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);

b. knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;

c. basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and

d. knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(1) appropriate, motivating instruction, both explicit and implicit, in:

a. oral language development;

b. auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;

c. the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and

d. applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:

a. multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;

b. teaching vocabulary using a range of instructional activities to extend students' understanding of words; and

c. teaching comprehension skills and strategies, including opportunities for guided and independent work;

(3) selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;

(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;

(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work; and

E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(1) formal and informal tools to assess students':

a. oral and written language development;

b. auditory awareness, discrimination of sounds, and phonological and phonemic awareness;

c. understanding of concepts about print and the alphabetic principle;

d. knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;

e. vocabulary knowledge in relation to specific reading needs and texts;

f. comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;

g. comprehension in content area reading;
h. ability to evaluate and respond to a range of literature and analyze text structures and elements; and
i. oral and written language to determine understanding and use of English language structures and conventions;

(2) formal and informal tools to:
a. plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds; and
b. design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;

(4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;

(5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and

(6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.

F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:

(1) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;

(2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;

(3) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students;

(4) the ability to foster independence and self-efficacy in readers;

(5) the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials; and

(6) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or

in the primary languages of English learners; and to use additional strategies to promote literacy in the home.

G. A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:

(1) display positive dispositions toward the act of reading and the teaching of reading, including a belief that students can learn to read regardless of cognitive, cultural,
or linguistic backgrounds;
(2) engage in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices to improve daily instructional decisions
and interactions with students;

TEACHERS OF EARLY CHILDHOOD EDUCATION

Subp. 3. Subject matter standard.
A candidate for licensure as a teacher of early childhood education must complete a preparation program under subpart 2, item C, that must include the demonstration of the knowledge and skills in items A to L.

B. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

(6) strategies for assessing an infant's or toddler's emerging level of cognitive development and how to use this information to establish individual cognitive development
goals and design developmentally appropriate learning experiences that:
(h) provide a foundation for literacy and numeracy development through daily exposure to books, stories, language experiences, and activities that involve object
relationships;

D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

(4) the central concepts and tools of inquiry for teaching language and literacy, including how to:
(a) use teaching practices that support and enhance literacy development at all developmental levels;
(b) use appropriate techniques for broadening the listening, speaking, reading, and writing vocabularies of primary-aged children;

E. A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including:

(1) oral and written language development, including:

(a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;

(b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between their oral language and reading and writing, particularly English learners; and

(c) the interrelated elements of language arts instruction that support the reading development of English learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another;

(2) phonological and phonemic awareness, including:

a. the phonemes that make up the English language;

b. the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries; to rhyme; and to blend, segment, substitute, and delete sounds in words; and

c. the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;

(3) concepts about print, including:

a. knowledge about how letters, words, and sentences are represented in written English;

b. the importance of teaching uppercase and lowercase letter recognition and formation; and

c. the instructional progression of the alphabetic principle;

(4) phonics and other word identification strategies and fluency, including:

a. systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;

b. word identification strategies and common, irregular sight words;

c. the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;

d. how the etymology and morphology of words relate to orthographic patterns in English; and

e. the development of reading fluency;

(5) knowledge of how to develop vocabulary knowledge, including:

a. understanding the critical role vocabulary knowledge plays in reading;

b. how to provide explicit instruction in vocabulary development and how to determine the meaning and accurate use of unfamiliar words encountered through listening and reading; and

c. how to provide opportunities to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;

(6) comprehension processes related to reading, including:

a. knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;
b. the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and
c. how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;

(7) content-area literacy, including:
a. knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and
b. the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;

(8) literary response and analysis, including:
a. knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;
b. knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and
c. knowledge of how to analyze and teach literary text structures and elements and criticism drawing upon literature and instructional needs and interests; and

(9) structure of the English language, including:
a. basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);
b. knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;
c. basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and
d. knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

F. A teacher of young children in the primary grades must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(1) appropriate, motivating instruction, both explicit and implicit, in:
a. oral language development;

b. auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;
c. the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and
d. applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:
a. multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;
b. teaching vocabulary using a range of instructional activities to extend students' understanding of words;
c. teaching comprehension skills and strategies, including opportunities for guided and independent work;

(3) selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;

G. A teacher of young children in the primary grades must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(1) formal and informal tools to assess students':
a. oral and written language development;
b. auditory awareness, discrimination of sounds, and phonological and phonemic awareness;
c. understanding of concepts about print and the alphabetic principle;
d. knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;
e. vocabulary knowledge in relation to specific reading needs and texts;
f. comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;
g. comprehension in content-area reading;
h. the ability to evaluate and respond to a range of literature and analyze text structures and elements; and
i. oral and written language to determine the understanding and use of English language structures and conventions;

(2) formal and informal tools to:
a. plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds; and

b. design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;

(3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;

(4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;

(5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course
work; and

(6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.

H. A teacher of young children in the primary grades must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge,
use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:

(1) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;

(2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;

(4) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing engagement and literacy for all students;

(6) the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials; and

(7) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home.

I. A teacher of young children in the primary grades must demonstrate a view of professional development as a career-long effort and responsibility, including:

(5) engaging in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices, to improve daily instructional decisions and interactions with students

Appendix I

Language Arts Course Reading List

Texts used throughout the course

- Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F.R. (2020). Words their way: Word study for phonics, vocabulary, and spelling instruction (7th Ed.). Boston: Pearson.
- Duke, N.K., Caughlan, S., Juzwik, M.M., Martin, N.M. (2012). Reading and writing genre with purpose in K-8 classrooms. Portsmouth, NH: Heinemann.
    - Introduction chapter and one selected chapter of choice
- Templeton, S. & Gehsmann, K. (2014). Teaching reading and writing: The developmental approach (1st ed.). Boston: Pearson

Session 1

- Rizga, K. (2018). *How to make students care about writing.* The Atlantic.
- Ripp, P. (2016). *I am not a writer - On developing student writing identity.* Retrieved from https://pernillesripp.com/2016/02/05/i-am-not-a-writer-on-developing-student-writing-identity/
- Muhammad, G. (2020). How to move beyond the Common Core and connect historical excellence to your classroom. Retrieved from https://diversebooks.org/how-to-move-beyond-the-common-core-and-connect-historical-excellence-to-your-classroom/

Session 2

- Gillanders, P. (2017). Writing in dual-language learners. *The Reading Teacher, 71*(4), 421-430.
- Cunningham, P. (2008). Getting to know you. *Phonics They Can Use: Words for Reading and Writing 5th Edition.* Allyn & Bacon.

Session 3

- Dyson, A.H. (2008). The pine cone wars: Studying writing in a community of children. *Language Arts, 85*(4), 305-315).
- Gentry, R. (1982). An analysis of developmental spelling in "GNYS AT WRK". *International Literacy Association, 36*(2), 192-200.

Session 4

- Schirrmacher, R. (1986). Talking with young children about their art. *National Association for the Education of Young Children (NAEYC), 41*(5), 3-7.
- Peterson, D., & Taylor, B.M. (2012). Using higher order questioning to accelerate students' growth in reading. *The Reading Teacher, 65*(5), 295-304.

Session 6

- Teachers College Columbia University (n.a.). The architecture of an effective mini lesson. The Reading and Writing Project. Retrieved from https://readingandwritingproject.org/
- Peterson, D. (n.a.). Description of the individual writing conference: A component of the Writer's Workshop Mini-lesson Assignment.

Session 7

- Marzano, R.J. (2004). Six steps to effective vocabulary instruction. *Building Background Knowledge for Academic Achievement: Research on What Works in Schools.*
- Burke Hadley, E., & Zalman Mendez, K. (2021). Learning words that matter: Selecting vocabulary words for young children. *The Reading Teacher, 74*(5), 595-605.
- Graves, M.F., & Sales, G.C. (2013). Teaching 50,000 words: Meeting and Exceeding the Common Core State Standards for Vocabulary. *International Reading Association.*

Session 10

- Duke, N.K., Cervetti, G.N., & Wise, C.N. (2017). Learning from exemplary teachers of literacy. *The Reading Teacher, 71*(4), 395-400.

Appendix J

Language Arts Course Teaching Standards

8710.3200 TEACHERS OF ELEMENTARY EDUCATION.

Subpart 3. Subject matter standards, elementary education.

A. A teacher of children in kindergarten through grade 6 must:
   (1) understand and apply the research base for and the best practices of kindergarten and elementary level education;
   (2) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;
   (3) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;
   (4) understand and apply the concepts of "belonging" and "family connectedness" as crucial to the development of young children;
   (5) understand how to integrate curriculum across subject areas in developmentally appropriate ways.

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:
   (1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;
   (2) understand and apply teaching methods related to the developmental stages of language;
   (3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;
   (4) know how to integrate the communication arts;
   (5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;
   (6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;
   (7) know children's and young adolescents' literature representing a variety of genre;
   (8) know how to use books and other printed sources to develop children's personal growth and lifelong learning.

C. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:
   (1) oral and written language development, including:
      a. relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;

b. the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly English learners; and

c. the interrelated elements of language arts instruction that support the reading development of English learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.

(2) phonological and phonemic awareness, including:

a. the phonemes that make up the English language;

b. the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and

c. the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;

(3) concepts about print, including:

a. knowledge about how letters, words, and sentences are represented in written English;

b. the importance of teaching uppercase and lowercase letter recognition and formation; and

c. the instructional progression of the alphabetic principle;

(4) phonics and other word identification strategies and fluency, including:

a. systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;

b. word identification strategies and common, irregular sight words;

c. the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;

d. how the etymology and morphology of words relate to orthographic patterns in English; and

e. the development of reading fluency;

(5) knowledge of how to develop vocabulary knowledge, including:

a. understanding the critical role vocabulary knowledge plays in reading;

b. how to provide explicit instruction in vocabulary development; and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and

c. how to provide opportunities for students to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;

(6) comprehension processes related to reading, including:

a. knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;

b. the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and

c. how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;

(7) content-area literacy, including:

a. knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and

b. the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;

(8) literary response and analysis, including:

a. knowledge of how to provide frequent opportunities to listen to and read high- quality literature for different purposes;

b. knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and

c. knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;

(9) structure of the English language, including:

a. basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);

b. knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;

c. basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and

d. knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

1. appropriate, motivating instruction, both explicit and implicit, in:

a. oral language development;

b. auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;

c. the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and

d. applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:

a. multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;

b. teaching vocabulary using a range of instructional activities to extend students' understanding of words; and

c. teaching comprehension skills and strategies, including opportunities for guided and independent work;

(3) selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;

(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;

(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work; and

(6) the ability to design purposeful lessons and tasks based on the qualities, structures, and difficulty of texts and the reading needs of individuals, including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(1) formal and informal tools to assess students':

a. oral and written language development;

b. auditory awareness, discrimination of sounds, and phonological and phonemic awareness;

c. understanding of concepts about print and the alphabetic principle;

d. knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;

e. vocabulary knowledge in relation to specific reading needs and texts;

f. comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;

g. comprehension in content area reading;

h. ability to evaluate and respond to a range of literature and analyze text structures and elements; and

i. oral and written language to determine understanding and use of English language conventions;

(2) formal and informal tools to:

a. plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds; and

b. design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;

(3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;

(4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;

(5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and

(6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.

F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:

(1) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;

(2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;

(3) the development and implementation of classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;

(4) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students;

(5) the ability to foster independence and self-efficacy in readers;

(6) the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials; and

(7) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home.

G. A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:

(1) exhibit a particular stance towards professional development. A beginning teacher must view learning about reading processes and student reading development, and

becoming more proficient as a teacher of reading, as a career-long effort and responsibility;

(2) display positive dispositions toward the act of reading and the teaching of reading, including a belief that students can learn to read regardless of cognitive, cultural, or linguistic backgrounds;

(3) provide support for reading development by communicating regularly with parents or caregivers and eliciting their support in a student's reading development;

(4) understand how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;

(5) engage in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices to improve daily instructional decisions and interactions with students; and

(6) collaborate with other professionals on literacy learning initiatives.

Dyslexia Instruction Requirement

(c) Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation programs may consult with the Department of Education, including the dyslexia specialist under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address:

(1) the nature and symptoms of dyslexia;

(2) resources available for students who show characteristics of dyslexia;

(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and

(4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia

Standards for External Review (PELSB) – Early Childhood Content Standards

As evidenced throughout this syllabus, we will regularly connect the learning and assignments in class with the Board of Teaching standards. These standards are included below for your information.

3.D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

3.D.4. the central concepts and tools of inquiry for teaching language and literacy, including how to:

3.D.4.a : - use teaching practices that support and enhance literacy development at all developmental levels;

3.D.4.b : - use appropriate techniques for broadening the listening, speaking, reading, and writing vocabularies of primary-aged children;

3.D.4.c : - develop primary-aged children's ability to use spoken, visual, and written language to communicate with a variety of audiences for different purposes; and

3.D.4.d : - communicate with adult caregivers of primary-aged children about concepts of language and literacy development and age-appropriate learning materials

3.E. A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including:

3.E.1. oral and written language development, including:

3.E.1.a : - relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;

3.E.1.b : - the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between their oral language and reading and writing, particularly English learners; and

3.E.1.c : - the interrelated elements of language arts instruction that support the reading development of English learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another;

3.F. A teacher of young children in the primary grades must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

3.F.1. appropriate, motivating instruction, both explicit and implicit, in:

3.F.1.a : - oral language development;

3.G. A teacher of young children in the primary grades must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

3.G.1.i : - oral and written language to determine the understanding and use of English language structures and conventions;

SEP for MN Teachers:

7I. - support and expand learner expression in speaking, writing, and other media; See syllabus: The entire course focuses on this standard.